

The Hon J J Aquilina MP
Minister for Education and Training
Parliament House
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 ending 31 December 2000. 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 initiatives in NSW public schools, TAFE NSW, vocational education and training, 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 2000.

The biggest accomplishment for the NSW Department of Education and Training during the year was its successful involvement in the Olympic and Paralympic Games-related events. TAFE NSW trained a total of 110,000 volunteers and contractors in preparation for the Sydney Games. Approximately 90,000 NSW public school students were directly involved in test events, official venue openings or special Olympic functions in the lead-up to the Olympic and Paralympic Games.

Other achievements in education and training during the year included the completion of five new schools each with state-of-the-art facilities. The quality of secondary educational provision was greatly improved by expanding curriculum choice and further establishing partnership opportunities between schools, TAFE and university institutions. There was also continued focus on literacy and numeracy through the implementation of the State Literacy and Numeracy Plan. In 2000 there was a particular focus on the writing aspect of literacy. An expansion of opportunities for secondary school students to undertake vocational education and training (VET) courses was made possible by providing almost 500 secondary teachers with industry-specific training in ten industry areas, qualifying them to deliver accredited VET programs as part of the Higher School Certificate.

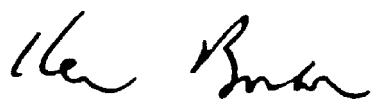
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TAFE Global Pty Ltd was incorporated as a separate legal entity on 7 June 2000 under the Corporations Law. The company was formed to consolidate and conduct the international commercial activities of TAFE NSW. This new arrangement will more closely focus expertise on risks and returns associated with the international education market.

During the year the Department ensured that the needs of our clients were met, including the skills required by industry, our society and the NSW economy. Particular attention was directed to the quality of programs provided in schools and colleges. By the end of the year more than 700 training organisations had been assessed for compliance against the Australian Recognition Framework. Sixty percent of compliance assessments resulted in registration in 2000. All forty school district offices were successfully audited for compliance with the Australian Recognition Framework.

In 2001 and beyond, the Department will continue to build on its achievements and to focus on positioning NSW public schools and TAFE NSW as the leading education and training providers in the State and across the nation.

Yours sincerely



Ken Boston

MANAGING DIRECTOR OF TAFE NSW
DIRECTOR-GENERAL OF EDUCATION AND TRAINING

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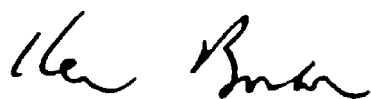
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Yours sincerely



Ken Boston

MANAGING DIRECTOR OF TAFE NSW
DIRECTOR-GENERAL OF EDUCATION AND TRAINING

Executive Summary

ABOUT THE NSW DEPARTMENT OF EDUCATION AND TRAINING

The NSW Department of Education and Training provides high quality public education and training throughout the State. In doing so, the Department meets the learning needs of children, young people and adults, and addresses training needs in industry. The public education and training system in New South Wales provides a comprehensive range of services - comprising pre-school education, the compulsory years of schooling (from Kindergarten to Year 10), the NSW Higher School Certificate (in Years 11 and 12), TAFE NSW courses, adult and community education courses, migrant English programs and post-compulsory art courses.

The Department coordinates all public education and training services in New South Wales. It aims to provide students with a smooth transition from school to work or further study, and from post-compulsory education and training to work or further study.

Public Schooling

The Department provides high quality education for around 70 per cent of all school students in New South Wales at more than 2,200 locations throughout the State. In 2000, around 762,000 students attended NSW government schools including pre-schools, primary schools, central schools, high schools, colleges and specialist schools.

The key priority of public schools is to provide children and young people with the foundations for lifelong learning so that they become literate, numerate, well-educated citizens with the capabilities and confidence to make a positive contribution to our society.

Public schools provide a curriculum that meets students' needs and aspirations, is relevant to today's world, and is responsive to community expectations. Public schools have established close relationships with parents, local communities, businesses and industry. These are powerful partnerships that assist the Department in the education of students and the management of schools.

TAFE NSW

The NSW Technical and Further Education (TAFE) Commission, known as TAFE NSW, is the largest provider of vocational education and training in Australia. In 2000, more than 544,000 students were enrolled in TAFE NSW in full-time, part-time and short courses. TAFE NSW works closely with employers to give students the skills that will make them productive and competitive.

TAFE NSW offers a wide range of nationally-recognised courses through 12 institutes with more than 120 campuses across the State. It provides world-class distance education services through the Open Training and Education Network (OTEN). TAFE NSW offers over 1,200 major award courses that are recognised by industry. Most of these qualifications are nationally accredited under the Australian Qualifications Framework.

TAFE NSW institutes deliver courses in flexible ways to suit the needs of industry and individuals, particularly through the use of new technology. This means that students can attend colleges at times that suit their needs, or they can study at work, at home or in community settings.

Vocational Education and Training Services for Industry

The Department provides a range of vocational education and training programs and services for industry. These include training programs to address skill needs in industry, particularly those in small businesses. The Department also administers the NSW apprenticeship and traineeship system and provides recognition services for people wishing to attain formal qualifications. Many of the industry programs are managed through the Department's 11 Industry Training Services Centres which are located throughout the State. New Apprenticeships Centres are co-located in these centres.

In addition, the Department funds 20 NSW Industry Training Advisory Bodies (ITABs). These bodies provide advice on current and future skill needs, employment trends and economic growth and decline in an extensive range of industries in New South Wales.

Executive Summary

Publicly-funded training providers are registered by the Vocational Education and Training Accreditation Board (VETAB). This board also accredits and endorses courses and industry training packages. The Vocational Training Board (VTB) assesses applications for the recognition of prior skills and provides formal certification where appropriate.

Adult and Community Education

The Adult and Community Education (ACE) sector offers people an alternative entry point to a diverse range of education and training. The ACE sector offers thousands of courses at hundreds of locations in which people can learn new skills for work, develop new areas of interest or expand their creativity. ACE courses are open to all adults in New South Wales, regardless of age or previous education. Many people enrol in ACE to develop a foundation for further study at TAFE or university. For others, ACE provides nationally-endorsed training that helps them to enter the workforce or add to their existing work-related skills.

NSW Adult Migrant English Service

The NSW Adult Migrant English Service (AMES) assists migrants to study English, enabling them to participate in the community, education and work. AMES is recognised throughout the world as a high-quality provider of language and literacy education for newly-arrived migrants. It also provides services for job seekers with English and non-English speaking backgrounds, as well as for industry, government, communities and individuals. Courses are offered at AMES centres, workplaces and community venues and through distance education and home tutoring.

National Art School

The National Art School is an independent school funded by the Department of Education and Training. It has the longest continuing history of any public art educational institution in Australia, and it enjoys a national and international reputation for producing quality graduates. The school's mission is to provide students with the skills and knowledge to become practising artists who have a broad awareness of cultural values.

Higher Education

The Department provides policy, planning, resourcing and legislative advice to the Minister and the NSW Government concerning NSW universities. There are 10 public universities established in New South Wales. In addition, the Australian Catholic University, a multi-State institution, has several campuses in New South Wales.

Universities are established under and operate within the parameters of NSW legislation. They maintain, however, full control over their academic and administrative affairs. Public funding responsibilities for universities rest with the Commonwealth Government, though an increasing proportion of their revenues is derived from non-public sources. The Department liaises and negotiates with universities and the Commonwealth regarding State and national policy, planning and funding directions. The Department also monitors compliance of NSW universities with statutory responsibilities and manages associated statutory approval processes.

The Department also administers the approval process required by the *Higher Education Act 1988* for the accreditation of degrees and other higher education qualifications which non-university institutions propose for recognition. There are currently 29 non-university institutions of higher education in New South Wales that have had qualifications approved under the Act including degree programs to doctoral standard.

Where concurrent accreditation of courses in two or more jurisdictions is required, this process is administered in conjunction with interstate authorities in accordance with national protocols endorsed by the Ministerial Council on Education, Employment and Youth Affairs (MCEETYA). In addition, the Department determines the necessary statutory approval that local and interstate universities require to qualify for Commonwealth registration to enrol fee-paying students from overseas.

DIRECTOR-GENERAL'S FOREWORD

The year 2000 was a memorable one for Australia, the people of New South Wales and for teachers and students in the State's public education and training systems. The Olympic and Paralympic Games created a focus on Sydney and the nation which enabled the citizens of New South Wales to share in extraordinary days of competition by the world's elite athletes and enjoy cultural events of the highest quality. Importantly, we were able to convey to the world insights into our rich and diverse culture and our achievements as a people. We affirmed our belief in the future of Australia as a harmonious and inclusive society, proud of our heritage stretching back over thousands of years, open to new ideas in our continuing story of renewal and regeneration and confident of our place in the international community to which we belong.

In the midst of these achievements the contribution of staff and students in the State's public education and training systems was second-to-none. Their capacities, knowledge, skills and enthusiasm were drawn on over the course of 2000 in ways unparalleled in the long story of public education and training in New South Wales.

There were many highlights as a consequence of the substantial involvement of the Department of Education and Training in Olympic and Paralympic Games-related events in 2000.

TAFE NSW had a major profile as Official Training Services Supporter of the 2000 Olympic Games and as Official Partner of the Paralympic Games. TAFE NSW trained a total of 110,000 volunteers and contractors in preparation for the Olympic Games, an extraordinary undertaking which stands as testament both to the capacity of TAFE NSW to deliver high quality training programs and its capacity to meet specific client requirements.

Importantly, those trained by TAFE NSW were offered the long-term benefit of recognition of their training. TAFE NSW coordinated, managed and delivered over 700 training sessions, totalling up to one million hours of training during 1998-2000.

Around 90,000 students from the State's city and country public schools were directly involved in test events, official venue openings or special Olympic functions in the lead-up to the Olympic and Paralympic Games.

The Pacific School Games, organised by the Department of Education and Training, was the final major test event for the Olympic Games. The Games involved 3,500 competitors from all Australian States and Territories and 27 Pacific Rim countries participating in seven days of competition in the Homebush Bay facilities. Highlights included a spectacular Opening Ceremony held in Stadium Australia involving 15,000 student performers before an audience of almost 80,000 people.

Students from 158 primary schools welcomed Olympic teams to the Athletes Village, in conjunction with indigenous dance performances. Almost 800 students acted as Torch Relay Escort runners and hundreds of others served in other capacities.

Approximately 6,500 students performed in the Opening and Closing Ceremonies of the Olympic and Paralympic Games. They participated in choirs, marching bands and dance sequences. Hundreds of teachers acted as trainers, chaperones, backstage production crew and stage management crew at both events, making substantial and highly valuable contributions to their success.

The Department of Education and Training is justifiably proud of the role it played in the success of the Olympic and Paralympic Games and in the contribution both events played in advancing our shared values and national identity.

This report contains information on significant endeavour and achievement in education and training during the year 2000. Attention is drawn especially to the fact that the Department undertook a major capital works program for schools. In addition to continued improvements to existing facilities during 2000, five new schools were completed. These schools are 'state-of-the-art' facilities, incorporating world's best practice in the design and construction of educational facilities. Design considerations have included the networking of communications and information technology in learning spaces and ensuring that the facilities promote each school's shared identity with its community.

Significant progress was made to improve the quality of secondary educational provision by developing new structures in areas where curriculum choices needed to be expanded for students and to take advantage of partnership opportunities between schools, TAFE and

Executive Summary

university institutions. The multi-campus colleges, detailed in this Report, will ensure that the students enrolled in them are able to participate in programs of study suited to their abilities and career aspirations. In the areas where they have been established and in which they are planned, the colleges will significantly improve the quality of educational provision.

There was a continued focus on literacy and numeracy through the implementation of the *State Literacy and Numeracy Plan*. In 2000 one of the major initiatives was the appointment of 25 linkage consultants to serve schools across the State, supplemented by additional funding to each District to support local programs. Consultants were responsible for supporting the continued academic and social development of students across Years 5-8 as they move from primary into secondary education. In 2000 there was a particular focus on the writing aspect of literacy, with the distribution of the *Focus on literacy: writing package to schools*.

Through statewide testing in the Basic Skills Tests (BST) in the primary years and the English Language and Literacy Assessment (ELLA) in the secondary years, the Department was able to measure and provide to schools and parents quality student performance data in the key areas of literacy and numeracy. As detailed in this report, the performance of Aboriginal and Torres Strait Islander (ATSI) students shows that as a group their average gain in Basic Skills Test scores since 1996 match that of the State as a whole. This is greatly encouraging for the success of initiatives in Aboriginal Education. Improved outcomes for indigenous students emphasises the importance of targeted programs to redress educational disadvantage, combined with community partnerships. Progress is being made, much remains to be done.

There was continued expansion of opportunities for secondary students to undertake vocational education and training (VET) courses. This has been a major strategic priority for the Department of Education and Training. In 2000, one in three senior school students studied a VET course as part of the Higher School Certificate, giving an industry-recognised qualification or credit and recognition as study within the Higher School Certificate. During 2000, the Department provided almost 500 secondary teachers with industry-specific training in 10 industry areas, qualifying them to deliver accredited VET programs as part of the Higher School Certificate. In addition, planning work was undertaken to enable the preparation of TAFE teachers to deliver VET courses in secondary schools.

The implementation of the School-to-Work Program was a major priority in 2000. This program focuses on the needs of students as they prepare to make the transition from school to further education, training or employment. The program is highly individualised so that each student is able to consider options on the basis of informed choice and advice. More than 13,000 students were involved in the program in 2000, with significant expansion planned for 2001 on the basis of the program's success.

The Department is committed to the provision of safe learning environments for all students and to equipping them with the knowledge and skills to deal with the difficult issues confronting young people in our society. The Department's drug education program was a continuing and major undertaking in 2000. A significant number of initiatives were implemented, including the completion of drug education training for all school counsellors, the publication and distribution of a highly informative booklet on drug education for primary teachers and the development of a drug education website. Planning was undertaken in 2000 to ensure continued support for teachers and the provision of further resource materials for schools.

The year 2000 was one of significant achievement in TAFE, the nation's largest provider of training programs. Enrolments during the year exceeded 544,000, with two-thirds of enrolment growth over the past five years occurring in 1999/2000. TAFE NSW has made great progress in the implementation of flexible delivery initiatives, including the provision of short courses and modules tailored to specific industry and employee needs. TAFE NSW Online was supported in 2000 by the development of 300 modules of online course materials, significantly enhancing the organisation's flexible delivery capacity.

TAFE NSW made significant progress in relation to the participation of targeted groups in training programs. As noted in this report:

- ♦ during 2000, almost 16,000 indigenous people enrolled in TAFE courses, an increase of more than 20 per cent compared to 1996
- ♦ more than 25,000 people with disabilities enrolled in TAFE courses in 2000, with enrolments showing a 25 per cent increase since 1996

- ♦ almost 60,000 people from non-English speaking backgrounds enrolled in TAFE courses, representing almost 11 per cent of total enrolments
- ♦ almost 60,000 women enrolled in TAFE courses, reflecting an increase of almost 40 per cent in enrolments for women since 1996 compared to the overall TAFE enrolment growth rate of 30.4 per cent.

Almost 180,000 enrolments were students from rural areas, an increase of more than 37 per cent since 1996.

The incorporation of TAFE Global Pty Ltd was a major initiative to strengthen the capacity of TAFE NSW to take advantage of emerging opportunities in the international training market.

The Department continued to strongly promote lifelong learning. Improving recognition and credit transfer arrangements between ACE and TAFE NSW was a major objective in 2000. Credit transfers were successfully established in the fields of information technology, business, hospitality, health and community services.

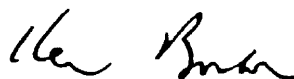
The year saw continued growth in apprenticeships and traineeships. Commencements increased by almost 13 per cent, with almost 58,000 apprentices and trainees commencing training in 2000. In the March 2000 quarter, 72,340 apprentices and trainees were in training and employment. By the end of December 2000, the number had grown to 85,670, an increase of 18.5 per cent.

Over the course of the year significant progress was made in the registration of training organisations against the standards for registration provided in the Australian Recognition Framework (ARF). By December 2000, 723 training organisations had been assessed for compliance, with 438 compliance assessments resulting in registration

in 2000. All 40 school districts in the Department of Education and Training were successfully audited for compliance with the ARF.

Public education and training now occurs in an environment which is becoming increasingly contested. In the years ahead we must be singularly focused on the quality of the programs provided in schools and colleges, ensuring that the needs of our clients are met by education and training provision which equips them with the knowledge and skills demanded by a rapidly transforming society and economy. We are well placed to meet these challenges provided we remain strategic in our outlook by being responsive to emerging opportunities and imperatives, committed to the inclusivity which has been the great hallmark of public education and training and apply at the highest levels of effectiveness the high-quality human and capital resources available to us.

The Department of Education and Training is served by many thousands of committed staff in schools, colleges and offices who on a daily basis apply the highest levels of professionalism and skill to deliver quality education and training programs. I commend their achievements as recorded in this Report.



Ken Boston
MANAGING DIRECTOR OF TAFE NSW
DIRECTOR-GENERAL OF EDUCATION AND
TRAINING

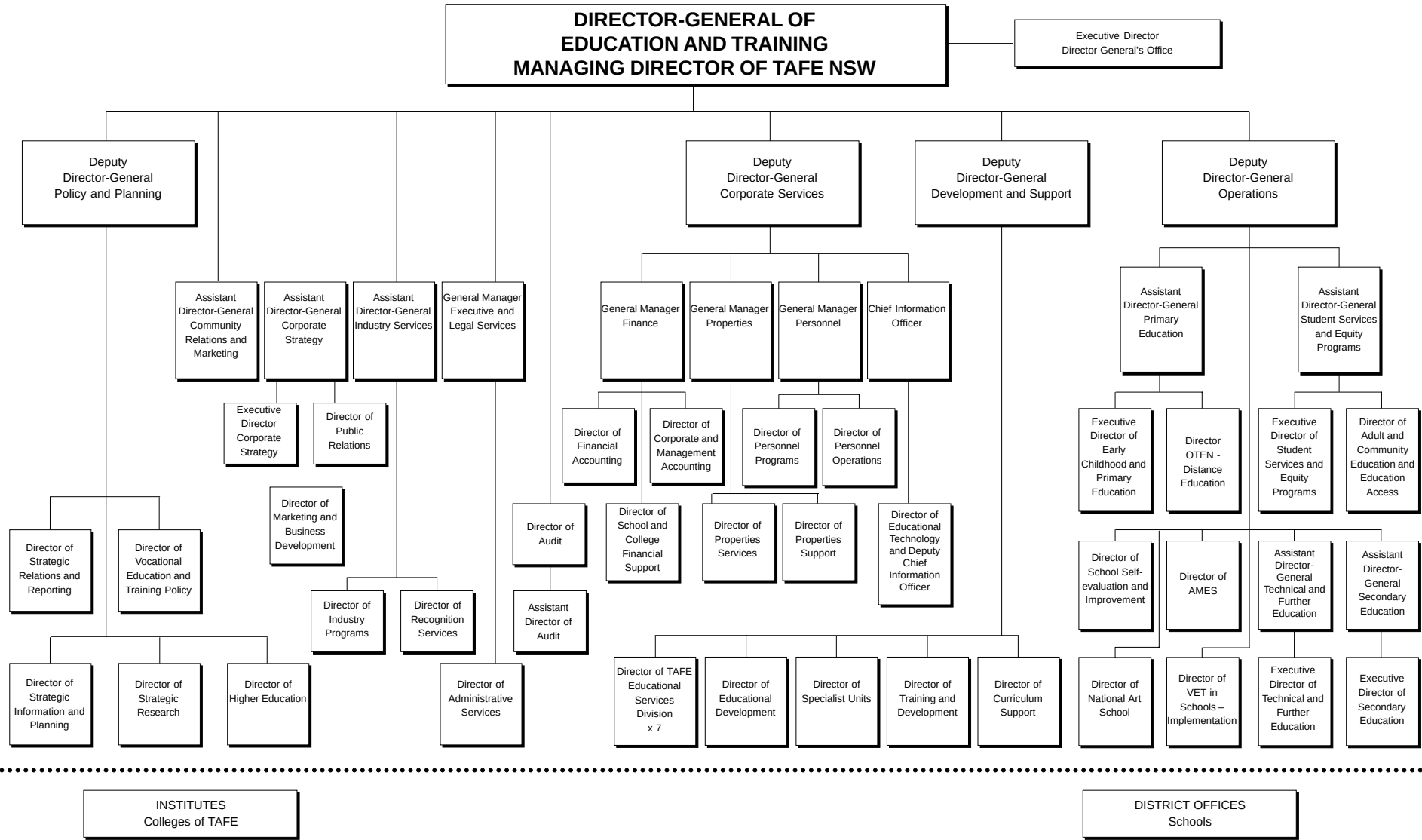
SENIOR OFFICERS

State Executive

State Executive is responsible for strategic planning and broad policy development for the Department as a whole. Senior officers who were members of State Executive in 2000 are listed below.

Ken Boston	Managing Director of TAFE NSW Director-General of Education and Training
Terry Burke	Deputy Director-General (Operations)
Jan McClelland	Deputy Director-General (Corporate Services)
Jim McMorrow	Deputy Director-General (Policy and Planning)
Jozefa Sobski	Deputy Director-General (Development and Support)
Stephen Buckley	Assistant Director-General (Corporate Strategy)
George Green	Assistant Director-General (Student Services and Equity Programs)
Alan Laughlin	Assistant Director-General (Secondary Education)
Robin Shreeve	Assistant Director-General (Technical and Further Education)
John Sutton	Assistant Director-General (Primary Education)
Gary Willmott	Assistant Director-General (Industry Services)
John Banham	Chief Information Officer
John Burkhardt	General Manager of Properties
Ken Dixon	General Manager of Finance
Paul Irving	General Manager of Personnel
Paul X Whelan	General Manager of Executive and Legal Services
Hetty Cislowski	Director, VET in Schools - Implementation
Chris Burvill	Executive Director, Office of the Director-General

DEPARTMENT OF EDUCATION AND TRAINING



STRATEGIC PLANNING

During 2000, the Department implemented the strategic initiatives outlined in plans for NSW public schools, TAFE NSW, vocational education and training services, adult and community education and the Adult Migrant English Service. These plans address the NSW Government's priorities for education and training, and they also aim to ensure better coordination across the education and training sectors in New South Wales. The Department's annual report is structured around the key objectives contained in these plans.

Education and Training 2000-2002

This plan sets out broad directions for the entire organisation. This document provided the framework within which the sector plans for NSW public schools and TAFE NSW were developed. It will form the basis of reports on the Department's performance to the NSW Parliament and the people of New South Wales.

The five key objectives in *Education and Training 2000-2002* were:

- ♦ Educating for life and work.
- ♦ Achieving excellence in teaching and learning.
- ♦ Succeeding in a highly competitive environment.
- ♦ Achieving quality outcomes and being accountable.
- ♦ Strengthening students' knowledge, understanding, skills and capabilities.

NSW Public Schools – Strategic Directions 2000-2002

This plan was developed to reflect the NSW Government's program of education reform in public schools. *NSW Public Schools - Strategic Directions 2000-2002* provides the framework within which schools have developed operational plans that are also designed to meet local needs.

The key strategic directions for 2000 were:

- ♦ Maintaining leadership in education provision.
- ♦ Strengthening the foundations for lifelong learning.
- ♦ Enhancing the breadth, depth and diversity of secondary school curriculum.
- ♦ Promoting teacher professionalism and workplace flexibility.

- ♦ Providing a safe, secure and disciplined environment for learning.
- ♦ Reporting on education and training outcomes to students, parents and the community.

TAFE NSW – Strategic Directions 2000-2002

TAFE NSW - Strategic Directions 2000-2002 was developed in collaboration with the NSW TAFE Commission Board. It reflects the Government's reforms in vocational education and training. This plan provides the framework within which TAFE institutes have developed operational plans that are also designed to meet local needs.

The key strategic directions for 2000 were:

- ♦ Ensuring training better meets the needs of industry and our customers.
- ♦ Creating valued educational and employment pathways.
- ♦ Capitalising on our leadership in flexible learning.
- ♦ Refocusing the range of training programs offered in national and international markets.
- ♦ Pursuing a broader range of market opportunities.
- ♦ Supporting the expertise, creativity, innovation and commitment of our staff.

Vocational Education and Training in NSW – 2000 Plan

This plan was developed by the Board of Vocational Education and Training in consultation with industry groups and associations. The *Vocational Education and Training in NSW - 2000 Plan* addresses State and national priorities for vocational education and training.

The key strategic directions for 2000 were:

- ♦ Meeting the challenges of the changing nature of work and future skill needs.
- ♦ Supporting everyone to participate equitably in vocational education and training throughout life.
- ♦ Preparing young people for work.
- ♦ Responding to regional needs.
- ♦ Responding to emerging industries and new jobs.
- ♦ Improving vocational education and training.

Board of Adult and Community Education Strategic Plan 1998-2000

This plan was developed by the Board of Adult and Community Education. It is based on five focus areas: equity, efficiency, responsiveness, effectiveness and coordination with other education and training providers.

The key objectives for ACE from 1998 to 2000 were:

- ◆ Responding to the needs of learners and reflecting the diversity in communities in New South Wales.
- ◆ Ensuring quality management and service delivery in adult and community education.
- ◆ Increasing the use of flexible delivery to meet the needs of local communities.
- ◆ Enhancing opportunities for lifelong learning by establishing clear cross-sectoral pathways.

NSW Adult Migrant English Service Business Plan 2000

This was the key planning document for the Adult Migrant English Service during the reporting period. The plan identified five key result areas. These were:

- ◆ Providing high quality responsive services and courses to meet clients' diverse needs.
- ◆ Supporting staff through professional development and resources to improve AMES's service.
- ◆ Increasing marketing initiatives and the diversity and flexibility of AMES's services and products.

- ◆ Achieving high quality outcomes to enhance opportunities in the market place and to position AMES to compete for the Adult Migrant English Program (AMEP) and other programs.
- ◆ Strengthening links with AMEP partners, the community, education and training providers, and service providers.

Future Directions

The Department's three key strategic plans (*Education and Training 2000-2002*, *NSW Public Schools: Strategic Directions 2000-2002* and *TAFE NSW: Strategic Directions 2000-2002*) are three-year rolling plans with the option of being updated on an annual basis. Based on consultations with stakeholders, the Department decided not to undertake a review of these plans in 2000.

The Department is currently reviewing the plans in order to develop new plans for the period 2002 to 2004. The new plans for the Department, NSW public schools and TAFE NSW are expected to be published in September 2001.

The Department's major achievement in strategic planning in 2000 was to incorporate performance measures that had already been established at the State and national levels, such as benchmarks for literacy and numeracy, the NSW Basic Skills Tests in literacy and numeracy and national key performance measures for vocational education and training into its statewide monitoring, planning and reporting processes.

FINANCIAL OVERVIEW

Overview of Financial Performance

The Department's budget structure changed in 1999/2000 to comprise four major program areas: Education Services in Government Schools, Non-Government Schools Assistance, TAFE Education Services, and Grants for Education and Training Services.

The revised program structure reflects the amalgamation of the program areas Core Education Services and Equity and Strategic Services to a single program called Education Services in Government Schools. This presents a more integrated approach in terms of Government funding for the full range of educational services provided to both primary and secondary government school students.

Total current and capital expenses incurred by the Department of Education and Training in 1999/2000 were \$7,196 million and are expected to increase by one per cent to \$7,263 million in 2000/2001. Expenses under the previous program structure for 1998/1999, and for the four program areas since 1999/2000, are shown below:

Department of Education and Training Expenses 1998/1999 - 2000/2001			
Program Area	1998/1999 Actual \$M	1999/2000 Actual \$M	2000/2001 Estimated \$M
Core Education Services	3,889.7	—	—
Equity and Strategic Education Services	921.7	—	—
Education Services in Government Schools	—	5,031.7	5,133.8
Non-Government Schools Assistance	407.8	434.4	443.0
TAFE Education Services	1,236.1	1,269.7	1,223.2
Grants for Education and Training Services	160.7	159.6	173.7
Total Recurrent Expenses	6,616.0	6,895.4	6,973.7
Total Capital Expenses	235.3	300.7	288.9
Total Recurrent and Capital Expenses	6,851.3	7,196.1	7,262.6

The school education related activities of the Department largely relate to the provision of primary and secondary education in government schools. The Department also provides assistance to non-government schools.

The NSW TAFE Commission, which is the largest supplier of workforce training in Australia, contributes to the economic development of New South Wales through the creation of a better skilled and educated workforce. The Commission's programs are developed and delivered in a range of ways to meet the training needs of key industries, enterprises, community organisations and individuals.

The Department also has responsibility for the formulation and coordination of education and training policy and for planning and resource allocation across the State-funded education sectors of schools, TAFE and vocational education and training. This includes Adult and Community Education, the Adult Migrant English Service and private providers.

Education Services in Government Schools

These services cover the funding requirements of government schools including staff salaries, school global budgets, and strategic education services. These services rise or fall in line with student enrolments unless the Government provides enhancement funding.

The strategic education services include the provision of resources for special education programs, rural education programs, programs for socio-economically disadvantaged students, Aboriginal education programs, programs for students of non-English speaking backgrounds and other equity and strategic programs.

The number of students receiving special education support continues to increase. Funding for special education programs was \$416.6 million in the 1999/2000 budget. In 2000/2001, it will increase by \$32.2 million to \$448.8 million.

The NSW Government is continuing its commitment to ensuring students in regional and rural New South Wales have access to the highest quality education. In 1999/2000, dedicated funds of \$63.6 million were provided to assist them. In 2000/2001, \$67 million will be provided, an increase of \$3.4 million.

Recurrent funding for Aboriginal education programs has increased significantly in recent years in recognition of the special needs of Aboriginal students. Funding of \$25.9 million was provided in 1999/2000. Expenses for Aboriginal education programs are estimated to be \$34 million in 2000/2001.

The Government is maintaining its commitment to improving the literacy outcomes of students from low socio-economic status communities and non-English speaking backgrounds, as well as educationally disadvantaged students, in the early years of schooling. Total recurrent expenses on programs for socio-economically disadvantaged students was \$55 million in 1999/2000 and total expenses on programs for students of non-English speaking backgrounds was \$81 million in 1999/2000.

In 1999/2000, the NSW Government continued to build on the platform of educational reforms introduced in its first term of office. The Government's support is reflected in record levels of per capita funding, with more resources available for schools and school staff than ever before. These initiatives focus on improving students' literacy and numeracy, ensuring that students and teachers can use the latest technology for teaching and learning, and that young people are well prepared to enter the workforce. In 1999/2000, a total of \$87 million was provided for literacy and numeracy strategies. This will increase to \$106 million in 2000/2001.

The Government is meeting its commitment to expand the Computers in Schools Program, with more than \$109 million allocated for 1999/2000, increasing to \$113.6 million in 2000/2001. Included in this commitment is the provision of funding to enable all government schools to be cabled with local network infrastructure. It also includes the continued expansion of the Technology in Learning and Teaching (TILT) strategy which will enable training for 10,000 more teachers, and a new TILT PLUS program for a further 15,000 teachers in advanced and specialised computer use, over a four year period.

Under the *Ready for Work Plan*, there are increasing opportunities for secondary students to undertake vocational training to strengthen their employment prospects when schooling is completed.

Non-Government School Assistance

Funding is mainly in the form of student per capita grants, secondary textbook allowances and the interest subsidy scheme for capital projects. Schools must be registered in terms of the *Education Act 1990* to be eligible for government assistance. Total recurrent expenses on these programs were \$434 million in 1999/2000 and are estimated to be \$443 million in 2000/2001.

The NSW Government has announced the establishment of an independent review of non-government schools, which will give consideration to a range of matters relating to the establishment, funding and regulation of private schools in New South Wales. This is in response to changes introduced by the Commonwealth Government to the method of allocating funds to private schools.

TAFE Education Services

The TAFE Education Services program encompasses the provision of high quality vocational education and training services to both students and employers to meet the needs of industry, the community and individual students. TAFE NSW courses provide students with accredited training in a variety of professional, para-professional, trade and general education courses.

The extensive range of courses offered is designed to increase opportunities for mobility in employment including opportunities for promotion and industry area relocation, to improve the performance and productivity of industry and to meet the needs of individual students, particularly those who are disadvantaged through social, geographic or economic circumstances.

In 1999/2000, \$1,269 million was provided for TAFE NSW programs and services.

Since 1997, the Australian National Training Authority (ANTA) has not provided additional growth funds to State vocational education and training providers. These funds averaged \$23 million per year over the period 1993 to 1997, representing a total loss to NSW of \$138 million.

In addition, the Commonwealth Government has reduced ANTA capital funding for vocational education and training from \$78.7 million in 1996 to \$63.1 million in 2001, of which TAFE's share was \$76.2 million in 1996 and \$57.7 million in 2001.

Grants for Education and Training Services

The Grants for Education and Training Services program includes the Adult Migrant Education Service, the Adult and Community Education sector, Industry Training Services and Recognition Services.

These agencies provide education and training services for the community and newly-arrived immigrants, and funding for young and older workers in need of further education and training. ACE and AMES tender in competition with private training providers for government funding. Industry Training Services provide a range of targeted training programs and services for industry. Recognition Services manages the registration and quality endorsement of training organisations and the accreditation of vocational courses and non-university courses in the higher education sector. Total recurrent expenses in these areas in 1999/2000 were \$160 million and in 2000/2001 are estimated to be \$174 million.

These services aim to assist individuals, the community and industry to achieve high quality outcomes from the provision of education and training. In addition, the aim of the program is to provide assistance in career planning with an emphasis on young people and educational target groups.

Capital Expenditure

A total of \$300.7 million was spent in 1999/2000 by the Department on improving and expanding capital infrastructure.

Expenditure on facilities for school education students amounted to \$180.2 million, covering a range of projects which include the upgrading and refurbishment of existing accommodation and the provision of new and additional accommodation to meet demographic and enrolment trends.

The need for new schools has been greatest in Greater Western and South Western Sydney, with population growth in areas on the South, Central, Mid-North Coast and North Coast also continuing to generate the need for new student places.

At existing schools, there is an ongoing requirement to upgrade older buildings to current teaching and learning standards. As well as restricting education service delivery, the older style buildings pose increasing maintenance costs.

The Department spent \$77.1 million in 1999/2000 on vocational education training facilities for TAFE NSW. As well as providing improved general teaching facilities, the projects also provided specialist learning facilities in areas of growth, learning resource centres, access to new technology, and improved student amenities.

A total of \$43.4 million was spent on the redevelopment of the Conservatorium of Music project, which incorporates the new Conservatorium High School and the creation of a Heritage Precinct.

Full details of the Department's capital expenditure in 1999/2000 are provided in Appendix 26.

Audit Report

For the 1999/2000 financial year the Auditor-General made one audit qualification in regard to the Department of Education and Training. Two qualifications, which appeared in the 1999 Statutory Audit Report, have been removed.

The remaining audit qualification concerns the recognition of some school financial transactions and balances. The qualification has been included in the audit opinion of the former Department of School Education since 1993/94. The Audit Office considers that schools are controlled entities of the Department while the Department considers that the schools are branches. The Department is not in a position to aggregate school financial data within its financial statements and therefore the accounts have been qualified. An explanation of these items can be found in notes 1, 1c (i) and 1c (ii) to the Department's Financial Statements in this report.

The Department, the Audit Office and the NSW Treasury have established a Working Group to examine the issues relating to schools' full inclusion in the Department's financial statements with a view to having the qualification removed.

Future Expenditure Trends

The Government remains committed to building on the educational policies introduced in its first term in office. In the main, these relate to the care and protection of young people, the innovative use of educational technologies, and improved management information databases.

Funding has been sought for a range of major enhancements relating to increased testing and performance measurement, improving technology skills of students and teachers and improving educational outcomes for Aboriginal students, students at risk and students with disabilities.

Financial Planning

The Department's revised program budget structure reflects four separate areas comprising; Education Services in Government Schools, Non-Government Schools Assistance, TAFE Education Services and Grants for Education and Training Services. These link to the Department's strategic objectives identified in *NSW Public Schools: Strategic Directions 2000-2002* and *TAFE NSW: Strategic Directions 2000-2002* as well as the Department's other sector plans. See the subsection 'Strategic Planning' for an outline of these plans.

The Department's program structure promotes the integration of planning, budgeting and performance reporting.

Commonwealth Funding Issues

(i) School Related

The abolition by the Commonwealth of its New Schools Policy and the introduction of the Enrolment Benchmark Adjustment (EBA) continued to affect the NSW Government school sector. Since the introduction of the EBA in 1997, payments to New South Wales by the Commonwealth have been reduced by \$31 million.

(ii) Vocational Education and Training

Commonwealth vocational and education training funding provided through the Australian National Training Authority continues to require TAFE NSW to achieve increased efficiencies whilst providing services for more students. The Government may be required to implement further efficiencies within the TAFE teaching service and administrative support network if student growth targets required by ANTA are to be achieved.

PERFORMANCE SUMMARY

The following table presents a summary of the Department's performance in 2000 in relation to the corporate objectives outlined in *NSW Public Schools: Strategic Directions 2000-2002*, the *TAFE NSW: Strategic Directions 2000-2002*, the *Vocational Education and Training in NSW - 2000 Plan*, the *Board of Adult and Community Education Strategic Plan 1998-2000* and the *NSW Adult Migrant English Service Business Plan 2000*.

NSW PUBLIC SCHOOLS: STRATEGIC DIRECTIONS 2000-2002

1.1 Maintaining Leadership in Education Provision

State Government Funding

The NSW Government's total recurrent expenditure on Education Services in Government Schools was \$5,031.7 million in 1999/2000 and is estimated to be \$5133.8 million in 2000/2001. Funding increases were evident in the following school education program areas:

- ◆ In 1999/2000, a total of \$87 million was provided for literacy and numeracy strategies. This will increase to \$106 million in 2000/2001.
- ◆ The Computers in Schools Program was expanded, with \$109 million allocated for 1999/2000, increasing to 113.6 million in 2000/2001.
- ◆ In 1999/2000, the NSW Government's expenditure on facilities for public education was \$180.2 million. This funding covered a range of projects including the upgrading and refurbishment of existing facilities. The highest proportion of new schools was established in the Greater Western and South Western Sydney areas.
- ◆ An increase of \$32.2 million for special education support from 1999/2000 to 2000/2001.
- ◆ An increased commitment to students in regional and rural New South Wales, from \$63.6 million in 1999/2000 to \$67 million in 2000/2001.
- ◆ A significant increase in recurrent funding for Aboriginal education programs, from \$25.9 million in 1999/2000 to an estimated \$34 million in 2000/2001.

National School Education Policy

The NSW Department of Education and Training led the development of national school education policy. One of the major outcomes was the coordination of the submission to the Senate Inquiry into the States Grants Bill 2000. The submission argued that the Commonwealth should reinforce its commitment to public education by eliminating the Enrolment Benchmark Adjustment (EBA) and minimise the gap in resources between schools. The Department's submission provided considerable evidence on the effects of the Commonwealth's funding bill. As a result the Commonwealth agreed to return future funding collected under the EBA mechanism to the State.

Sydney 2000 Olympic and Paralympic Games

The Department developed a comprehensive range of educational programs and special Olympic initiatives as part of the Olympic 2000 School Strategy. Olympic events at Homebush Bay prior to the Sydney Olympic and Paralympic Games provided opportunities for students to experience Olympic sports and meet elite athletes. A total of 90,000 students from city and country schools attended test events, official venue openings or special Olympic functions in the lead up to the Games. The Department coordinated performances of students from across the State for the Opening and Closing ceremonies of the Olympic and Paralympic Games. A total of 6,500 students and 260 staff were involved in these special performances either in choirs, marching bands or dance segments.

Recognition of Excellence

The Minister and the Director-General recognise the achievements and exemplary practices of students, staff, parents and school communities through several prestigious awards:

- ◆ The Minister's Award for Excellence in Student Achievement recognises achievements of Year 12 students in academic, sporting and cultural activities as well as in leadership and contributions to the whole school community. In 2000 a total of 36 students throughout New South Wales received this award.
- ◆ The Minister's Young Designers Awards recognise Year 7 and 8 Design and Technology students. Over 1,075 students from government schools participated in the awards in 2000. The four State award winners came from rural public schools, with students from Karaba Distance Education Centre and Bundarra Central School taking all four awards.
- ◆ In 2000 a total of 41 outstanding educators received the prestigious Minister's Award for Excellence in Teaching for outstanding contributions to teaching in NSW government schools.
- ◆ The Award for Excellent Service to Public Education and Training in New South Wales recognises parents, members of the community, business people and Departmental staff for their assistance with classroom teaching, sporting programs, visual or performing arts activities, improvements to the physical environment of schools, computers and commercial or business activities. In 2000 the award was presented to 41 recipients from schools throughout the State.
- ◆ The Director-General's School Achievement Award is given to schools that have made significant contributions in the priority areas identified in the Department's strategic plan for NSW public schools. It was presented to 33 schools across the State.

1.2 Strengthening the Foundations for Lifelong Learning

Basic Skills Test

The 2000 BST data for literacy and numeracy continue to confirm the positive impact of the Government's *Statewide Literacy and Numeracy Plan*. Results from 2000 indicate:

Eighty nine per cent of students in Year 3 and 93 per cent of students in Year 5 demonstrated expected or higher level skills in the literacy tests

Eighty five per cent of students in Year 3 and 92 per cent of students in Year 5 demonstrated expected or higher level skills in the numeracy tests.

Performance growth in literacy from Year 3 to Year 5 is at its highest level ever: 7.2 score points on the BST scale for this year's Year 5 compared to 7.0 for the 1997-99 cohort and 6.6 for the 1996-98 cohort.

Aboriginal and Torres Strait Islander (ATSI) students have made strong gains and student tracking shows performance growth rates match the State average between Years 3 and 5. Mean literacy rates for ATSI students remain among the highest recorded since 1991.

Reading Recovery

In 2000, 7,489 enrolled in the Reading Recovery program. More than 70 per cent of these students improved to the level of their peers and needed no further additional support.

The results of students who participated in Reading Recovery in 1998 were compared with their results in the Year 3 BST in literacy in 2000. Similarly, the results of students who participated in the Reading Recovery program in 1996 were compared with their results in the Year 5 BST in literacy. More than 75 per cent of Year 3 and 83 per cent of Year 5 former Reading Recovery students achieved results at or above the expected level.

Secondary Numeracy Assessment Program

The Secondary Numeracy Assessment Program (SNAP) was piloted in 2000 with Year 7 students from 110 government schools from all districts and 20 Catholic schools. SNAP assesses aspects of students' numeracy achievement in the areas of problem solving, number, measurement, data and space. From 2001, Year 7 students in all government schools in New South Wales will undertake SNAP.

1.3 Enhancing the Breadth, Depth, and Diversity of the Secondary School Curriculum

School Certificate

In 2000, 81,435 Year 10 students received a result in the School Certificate program. Of these, 78,108 students in New South Wales and overseas schools completed the full program of study for the award of the School Certificate. Students sat mandatory tests in English Literacy, Mathematics and Science.

In 2000, the majority of students (85%) were graded at Band 3 above in English Literacy. More girls than boys achieved in the higher bands for English Literacy. Seventy four percent of students were graded at Band 3 and above in Mathematics. Slightly more boys than girls achieved in the higher bands for Mathematics. In Science 83 per cent of students were graded at Band 3 and above. More than half of the Aboriginal and Torres Strait Islander students achieved Band 3 and above in Science.

New Higher School Certificate

Students in Year 12 in 2001 will be the first to sit for the New Higher School Certificate. An extensive program of professional development support for the implementation of the New HSC concluded at the end of 2000. Print and electronic resources were used to communicate and share teaching and learning and professional development strategies between secondary teachers in government and non-government schools.

The NSW HSC Online Project provided support for all students studying the HSC, particularly those students in rural areas. It also provided support for teachers preparing students for the HSC. In 2000, the site achieved up to 80,000 hits per day in the weeks leading up to and during the HSC examinations.

In 2000, 62,375 students received a result in at least one HSC course in New South Wales, including 38,068 students in government schools. Of these, 58,209 students were awarded a HSC, including 35,480 government students. A total of 141 courses developed by the NSW Board of Studies were examined. Enrolments in 2 Unit courses continued to increase in most subject areas, for example, enrolments in Industry Studies (Retail) increased by 330 per cent, Hospitality by 101 per cent, Metals and Engineering by almost 67 per cent and Computing Studies (General) by 64 per cent.

A total of 4,008 government students were awarded a place on the 2000 HSC merit list in recognition of their achievements. Of these students 58 per cent were female. A total of 224 students from schools in the Disadvantaged Schools Program were placed on the merit list.

Ready for Work Plan

The NSW Government's *Ready for Work Plan* is designed to better prepare students for the world of work and to provide more training and job opportunities for young people. During 2000, 310 schools implemented school to work planning that targeted over 13,500 students. Students were assisted in improving their understanding of work and workplace issues through work education programs. During 2000, 125 schools implemented the 100-hour course in work education for Years 9 and 10 students.

Students in government schools are increasingly choosing to complete a school-based part-time traineeship as part of their HSC. During 2000, the work-based training program expanded from 329 in 1999 to 527 students in 2000 employed as school-based trainees.

A range of strategies were implemented to support the expansion of vocational education and training (VET) in schools and to enable people with appropriate qualifications and industry experience to assist in the delivery of VET in schools. Seven new VET industry curriculum frameworks were introduced in the New HSC for Year 11 in 2000. Almost 2,000 school teachers were accredited to teach at least one VET subject in 2000. Twenty-one workshops were held across the State to provide training for 500 careers advisors, district office staff and other support personnel to implement the School-to-Work Program.

During 2000 the Department provided more accredited VET teachers in schools. A total of 483 secondary teachers participated in industry-specific in-service training programs in 10 industry areas. This training qualified them to deliver accredited vocational education programs as part of the New HSC.

In 2000, a total of 438 government schools offered VET courses to school students. From 1996 to 2000, the total number of government and non-government enrolments in VET courses, delivered by schools and TAFE, increased by 24 per cent from 36,642 to 48,084. This is largely due to a substantial increase in the amount of VET that is being delivered in schools. From 1996 to 2000, the number of government and non-government enrolments in Years 11 and 12 school-delivered VET courses increased by more than 15,150 enrolments. Over this period, hospitality courses continued to attract the highest numbers of enrolments.

Multi-Campus Education Colleges

The Government is committed to ensuring that senior students in multi-campus education environments have access to an expanded and more flexible curriculum including TAFE and university courses, state-of-the-art facilities and a teaching staff which combines the experience and expertise of schools, colleges and universities. In 2000 there were two multi-campus colleges operating, the Nirimba College and Chifley College. Dubbo College, Callaghan College, in Newcastle, and Georges River College, in the St George District, will commence operations at the beginning of 2001.

1.4 Promoting Teacher Professionalism and Workplace Flexibility

Teacher Education Review

Dr Ramsey in his review of teacher education, consulted extensively throughout 2000 with universities, interest groups, teachers and students and professional associations and the wider community. Some 200 submissions were received. The Minister released Dr Ramsey's report *Quality Matters* in December 2000. The report recommended the establishment of an institute of teachers (to set standards for teaching performance) and a graduate school of teaching, (to assist in updating teachers' skills), the introduction of an induction period with mentoring from senior staff, more emphasis on the quality of teaching in universities and the offering of scholarships to attract and retain outstanding students into teaching degrees. The recommendations are now open for discussion and consultation, leading to a Government White Paper on the issue in 2001.

Teacher Incentives

The Department implemented several strategies to attract and retain the highest quality teachers in NSW government schools. The Teacher Employment Priority Scheme enables casual teachers to advance their priority date for employment by either six, twelve or eighteen months for every 50 days of casual teaching service in NSW government schools. Under this initiative, more than 1,700 casual teachers gained their first permanent teaching appointments.

Teachers who teach in rural and isolated areas were also provided with incentives and additional benefits. During 2000, 117 classroom teachers accepted transfers to locations of their choice under this program.

Under-Performing Teachers

On 3 October 2000 agreement was reached with the Teachers Federation that the Procedures for Managing Teachers Who Are Experiencing Difficulties with Their Teaching Performance would be implemented. In 2000, 123 cases related to teacher efficiency were concluded. Of these, 31 teachers separated from the service.

Professional Development

The Department allocated \$33.3 million to programs supporting teacher professional development of school-based and other administrative staff; and to training for parents and community members supporting public schools. Staff and parents reported spending 1.5 million hours on training and development during the 2000 school year.

In 2000, 2,800 newly-appointed teachers were provided with the *Information for Beginning Teachers* booklet. A total of 1,292 relief days were provided to schools with beginning teachers in western New South Wales and southwestern and western Sydney to assist induction in districts where there were large numbers of beginning

teachers.

During the year 3,147 teachers were involved in retraining programs compared with 1,041 in 1996. Retraining programs were offered in Technological and Applied Studies, Languages and VET in schools. Other retraining programs supported careers advisors, school counsellors, special education and teacher librarians.

The School Leadership Preparation Program supported 220 participants. This program is designed to assist aspiring school leaders to develop skills and understanding for future roles as school leaders. Some 34 participants completed the program in 2000 and 25 were successful in gaining promotion.

1.5 Providing a Safe and Secure and Disciplined Environment for Learning

Student Representative Councils

During 2000, Student Representative Councils were a practical outcome of, and a forum for, civics and citizenship education in the school environment. Students in both primary and secondary schools had the opportunity to participate in school decision making and to liaise with a range of government and community groups. The NSW Students Representative Council comprises 22 students, including two Aboriginal students. The Council met five times in 2000.

Student Behaviour Management

In 2000 each district implemented a *District Behaviour Plan*. School behaviour management programs were supported by a wide range of specialist staff and resources. Specialist staff included, 771 school counsellors, 306 support teachers in behaviour, flexible teacher time, teachers aide special time which is allocated to districts and 15 district support teachers (substitute care). In addition there were 22 alternative behaviour programs, 13 special schools for students with mental health problems or autism, 101 support classes for students with mental health problems or autism and joint Health Department and DET facilities.

The Department continued to implement preventative programs to reduce the occurrence of problem behaviour. A new resource called A Partnership Encouraging Effective Learning (APEEL) was distributed to all primary and infants schools. APEEL facilitates the early identification of student interpersonal skill levels and provides lessons to support adjustment to school. In 2000 APEEL won an Australian Violence Prevention Award.

Student Suspensions and Expulsions

In 1999 the Department implemented new procedures for the suspension and expulsion of students from schools, providing school principals with greater authority to remove disruptive students from their schools for up to 20 days or expel students of post-compulsory age. As a result the daily rate of short suspensions from government schools in 2000 was 181 (up from 158 in 1999). The daily rate of long suspensions was 29 (up from 24 in 1999). The daily rate of expulsions was 1.7 (down from 1.8 in 1999). The number of students suspended from school remains relatively small. In 2000 approximately 5 per cent of students were suspended from government schools on at least one occasion during the year. Analysis of the Department's data has found that of the total number of students suspended, 75 per cent improved their behaviour and were not suspended again.

Student Attendance

Attendance Action Plans were useful in helping schools monitor their attendance rates, the reasons for poor attendance and how they are going to tackle those issues. In 2000 all school districts implemented *Attendance Action Plans* to address local attendance issues. In 2000, nearly 94 per cent of government primary school students were at school on any given day, while 89.5 per cent of government school students in Years 7 to 10 and 89.8 per cent of students in Years 11 and 12 were at school on any given day.

Drug Education

In 2000, a budget of \$3 million was provided to support drug education in NSW government schools. During the year a number of statewide initiatives supported teachers in the planning and delivery of the drug education component of the PDHPE K-6 syllabus. These included distributing support documents to teachers, providing information about the importance of drug education and advice on how to implement appropriate responses to drug education incidents, developing a drug education website and establishing groups of teachers who work together to plan and implement innovative drug education programs. By the end of 2000 all school counsellors had completed specialist training to assist students with drug problems.

Child Protection

The Department undertook a range of initiatives during 2000 to meet its responsibilities from 3 July 2000 under the *Commission for Children and Young People Act 1989* and the *Child Protection (Prohibited Employment) Act 1998*. The Child Protection Investigation Unit was established as a permanent unit of the Department of Education and Training in January 2000.

Under its responsibilities as an employer, the Department developed and implemented procedures to ensure that all current employees of the Department in child-related employment completed a Prohibited Employment Declaration, declaring that they are not a prohibited person. Prior to commencing child-related employment with the Department, prospective staff now must complete a Prohibited Employment Declaration and A Working with Children Check (including a national criminal records check and a check relating to relevant disciplinary proceedings).

All government schools were required to implement child protection education as part of the mandatory Personal Development, Health and Physical Education (PDHPE) learning area.

1.6 Reporting on Education and Training Outcomes to Students, Parents and the Community

School Development Initiatives

The Department continued to conduct statewide reviews related to school management and performance as an integral part of its school improvement agenda. Under its School Development Policy, the Department provided education support team visits and conducted reviews of school management or specific programs in individual schools.

In December 2000, all primary schools produced their annual reports for the reporting year. The Department distributed these reports to parents in February 2001. Schools reported on their evaluations of school programs and management, student attendance, finances, students' results in Basic Skills Tests and internal assessments, and the school's progress against previous targets and new targets for 2001. Secondary schools' annual reports are completed in March each year for the previous year in order to incorporate a complete analysis of HSC results. The reports are distributed to parents in May. The production of the year 2000 annual reports is on schedule.

District education support teams assisted NSW schools to develop initiatives in particular schools that will significantly improve their performance and the quality of their programs. During the reporting period a total of 340 education support teams visits were conducted across New South Wales.

Management reviews assisted NSW public schools to develop and improve their overall management or aspects of their management. During 2000, Departmental staff conducted four school management reviews at Ross Hill Public School, Taree Public School, Manly High School and Penrose Public School.

Program reviews assisted NSW public schools to improve a program or a range of programs within a particular school. A school program review is a more in-depth assessment and evaluation of an aspect or aspects of a school than is possible in the annual process of school self-evaluation. These reviews are conducted following consultation with the principal and relevant staff. In 2000, Departmental staff successfully completed 25 program reviews at schools.

Quality of School Life (QSL) Survey

The QSL survey instrument was developed by the Australian Council of Educational Research (ACER) and has been introduced to NSW schools in recognition of the important influence of the affective and social dimensions of learning. During 2000, data was collected from 116 primary schools and 50 secondary schools in the QSL survey. This involved responses from 14,254 primary students in Years 2 to 6 and 16,538 secondary students in Years 7 to 12. The findings of the survey indicated that, in general, students in primary schools were more positive about aspects of school life than students in secondary schools. The survey found a decline in attitudes towards schooling between Years 6 and 9, although these attitudes tended to improve in Years 10, 11 and 12. This result has implications for the middle years of schooling in NSW public schools. The Quality of School Life survey is being used by a growing number of NSW public schools to assist school staff to develop a better understanding of the factors that affect students in school.

Improved Reporting on Student Achievement

The Department provided detailed reports to schools and parents on the achievements of government students in all statewide testing programs for Years 3, 5 and 7. School report packages from the Basic Skills Test, the English Language Literacy Assessment, the Primary Writing Assessment and the Secondary Numeracy Assessment Program provided schools with extensive descriptions of each student's achievement in literacy and numeracy. Reports to schools also indicated standards of performance that are comparable from year to year. BST and ELLA also report the progress of each student from Year 3 to Year 5 (BST) and Year 7 to Year 8 (ELLA). These reports assist schools to evaluate their school programs for students.

The report to a parent indicated a child's overall performance and compares that to the overall State performance. It described the student's performance in relation to the syllabus strands tested and indicated strengths and weaknesses in key areas.

TAFE NSW: STRATEGIC DIRECTIONS 2000-2002

2.1 Ensuring Training Better Meets the Needs of Industry and Our Customers

Enrolments

Enrolments in TAFE NSW have continued to grow, with 544,096 enrolments being recorded in 2000. Over the last five years enrolments have increased by 126,777 or 30.4 per cent, with over two thirds of this growth, or an additional 88,425 enrolments, being recorded since 1999 alone. This large increase in enrolment numbers is partly a result of TAFE NSW's delivery of training in support of the 2000 Sydney Olympics. Over 80,000 enrolments and 854,000 student contact hours were delivered through Olympic related training during 2000. Between 1996 and 2000, all institutes recorded enrolment growth, with the fastest growth occurring at Western Sydney Institute (up 52.1%), Northern Sydney Institute (44.7%), Illawarra Institute (42.4%) and OTEN (40.6%).

ASCH

A total of 93.3 million annual student contact hours (ASCH) were delivered in TAFE during 2000, an increase of 6.9 million ASCH or 8.0 per cent over 1996. The different rates of growth between enrolments and ASCH can be partly attributed to TAFE NSW's flexible delivery initiatives. These include the increase in provision of short courses and modules that suit the needs of specific industries and assist employees to upgrade or acquire specialist skills without undertaking an award course. General education and training recorded the largest amount of ASCH (21.3 million) during 2000, accounting for 22.8 per cent of total ASCH, followed by business and clerical (16.6 million ASCH), community services, health and education (7.1 million ASCH), computing (6.8 million ASCH) and building and construction (6.4 million ASCH). The largest growth in ASCH over the last five years was recorded in the business and clerical training area (3.2 million ASCH), while training areas experiencing the fastest growth include food processing (113.2%), transport and storage (83.1%), sales and personal service (48.6%) and arts, entertainment, sport and recreation (38.3%). The training area reporting the largest drop in ASCH was engineering and mining, where ASCH decreased by 14.5 per cent from 5.8 million ASCH in 1996 to 4.9 million ASCH in 2000.

Participation Rate

During 2000 the participation rate in TAFE NSW was 9.7 per cent, which means that almost one in every 10 residents of New South Wales attended TAFE last year. This rate represents the number of people who enrol in TAFE NSW in a given year in relation to the number of people resident in New South Wales who are aged 15 to 64 years in the same year. Between 1996 and 1998 the participation rate remained fairly stable (moving from 8.7% to 8.6%), but has shown significant growth in the last two years, jumping to 9.1 per cent in 1999 and 9.7 per cent in 2000. The participation rate is highest among the 15-19 year olds, with almost one in every four residents of New South Wales aged 15 to 19 (23.5%) attending TAFE during 2000.

Target Groups

Between 1996 and 2000 all target groups recorded growth in enrolments (Aboriginal and Torres Strait Islander people, people with disabilities, women and people from rural areas), with the exception of people from non-English speaking backgrounds where comparable data is not available. The most significant enrolment gains were reported for students from rural areas (48,617 enrolments or 37.5%) and women (69,547 enrolments or 35.8%). Women now represent 48.5 per cent of total TAFE enrolments, (compared to 46.5% in 1996), while students from rural areas accounted for 32.8 per cent of enrolments (compared to 31.1% in 1996). Enrolment rates by target group are calculated by expressing the number of enrolments of people in each target group as a percentage of total enrolments. During 2000, detailed information was not collected on Olympic related enrolments, resulting in a higher than normal 'not stated' figure for some of our target group categories. As a result the enrolment rates for Aboriginal and Torres Strait Islander people, people with disabilities and people from a non-English speaking background appear lower than those reported in previous years.

Industry Training Areas

Between 1996 and 2000 the fastest growth was recorded in the tourism and hospitality training area, with enrolments jumping from 26,403 in 1996 to 100,563 in 2000. Most of this growth was recorded between 1999 and 2000 with enrolments more than doubling in the last year. This was largely due to the Olympic volunteer training. Other training areas experiencing significant growth over the past five years have been science, technical and other (137.0%), sales and personal service (106.4%) arts, entertainment, sport and recreation (95.1%), and food processing (72.4%). The training areas reporting declining enrolments between 1996 and 2000 include textiles, clothing, footwear and furnishings (-40.7%), engineering and mining (-26.8%), automotive (-25.4%), communications (-18.7%) and utilities (-11.1%). The apparent decline in the computing training area enrolments between 1999 and 2000 is a result of course classification changes rather than actual shifts in training activity.

Occupational Level

In the five years since 1996, enrolments at the operative/clerical level have grown by 166.2 per cent, from 72,466 enrolments in 1996 to 192,894 enrolments in 2000. Most of this growth occurred between 1999 and 2000, with operative/clerical level enrolments almost doubling over the past two years. The growth in operator level training reflects the demand for better-equipped entry-level workers, and has been largely influenced by the training needs of the Sydney 2000 Olympics. Enrolment growth has also been recorded in courses at the general/unspecified level, which reflects the increasing number of people who wish to improve their basic skills. General training enrolments increased by 19.1 per cent from 125,703 in 1996 to 149,669 in 2000. Between 1996 and 2000, enrolments declined in courses at both the professional/para-professional (-9.0%) and tradesperson (-6.5%) levels.

Apprentices and Trainees

A total of 58,671 trainees and apprentices enrolled in TAFE during 2000, which represents an increase of 20.3 per cent since 1996. Most of this growth is due to the increase in the number of trainees participating in TAFE, which has more than tripled over the past five years from 3,407 in 1996 to 11,927 in 2000.

Module Completion Rates

Over three-quarters of completed modules (75.6%) resulted in successful outcomes during 2000. Although the overall module completion rate in 2000 was lower than that reported in 1996 (78.3%), it is slightly higher than that reported in 1999 (75.4%), which suggests that the decline in the module completion rate experienced in recent years has been reversed. In 2000, the highest module completion rate was recorded in the process manufacturing training area (88.8%), followed by automotive (83.7%) and communications (83.6%). General education and training recorded the lowest module completion rate (63.9%), although the 2000 rate represents a small improvement over the 1999 module completion rate (62.6%). Over the last five years, module completion rates in the finance, banking and insurance training area showed most improvement, climbing from 65.6 per cent in 1996 to 77.5 per cent in 2000.

Graduates

The number of graduates from TAFE courses has increased dramatically over the past five years. During 2000, 274,677 students successfully completed their courses, compared to 156,536 in 1996, an increase of 75.5 per cent (118,141 graduates). A major factor for this growth is the large increase in graduates from TAFEPLUS courses, particularly in the last year as a result of the additional training required for the Sydney Olympics. During 2000, 98,234 TAFEPLUS graduates were recorded, compared to just 9,297 in 1996. The number of graduates in courses classified under the Australian Qualifications Framework or equivalent increased by 5.4 per cent over the last five years, from 57,345 in 1996 to 60,435 in 2000.

Between 1996 and 2000, increases in the number of graduates have been achieved for each of the target groups (with the exception of people from a non-English speaking background where comparable data is not available). The fastest growth was recorded in the graduate numbers for women, which jumped by 83.6 per cent from 73,900 graduates in 1996 to 135,645 graduates in 2000. The number of women graduates has grown at a considerably faster rate over the last five years than TAFE NSW graduates overall (75.5%). Significant growth in the number of graduates was also recorded for people from rural areas, where graduate numbers have increased by 36.3 per cent from 57,270 graduates in 1996 to 99,588 graduates in 2000. The number of people with disabilities and Aboriginal or Torres Strait Islander people graduating from TAFE has also increased in the five years since 1996, by 3.6 per cent and 1.8 per cent respectively.

In 2000, the training areas producing the largest number of graduates were tourism and hospitality (80,711 graduates or 29.4% of total graduates), business and clerical (31,459 or 11.5%) and general education and training (36,495 or 13.3%). These three training areas accounted for over half (54.2%) of TAFE's total graduates in 2000. Tourism and hospitality recorded the largest growth in graduate numbers over the last five years, with graduate numbers increasing dramatically from 9,904 in 1996 to 80,711 in 2000. Since 1996, significant graduate growth has also occurred in the training areas of science, technical and other (266.2%), sales and personal service (229.0%) and arts, entertainment, sport and recreation (175.5%).

2000 Sydney Olympic and Paralympic Games

TAFE NSW was the Official Training Services Supporter of the 2000 Olympic Games and Official Partner of the Paralympic Games. TAFE trained 110,000 volunteers and contractors in preparation for the Games. Courses were developed and customised by the Educational Services Divisions (ESDs) to target industry, volunteers and people seeking work in the lead up to the games. TAFE institutes provided volunteers with general and venue specific training, and a training passport as a record of the training they had undertaken. TAFE NSW coordinated, managed and delivered over 700 training sessions, totalling around one million hours of training. This included training for paid staff of the organising committees, training for the test events, and training for all volunteer and contract staff who worked at the Olympic and Paralympic Games. Job specific training was conducted for the 3,000 job descriptions across 42 functional areas, 28 Olympic sports and 18 Paralympic sports. At least 1,300 modules were developed and delivered. The volunteers were widely praised for making the Olympic and Paralympic Games the most successful ever.

Major Industry Initiatives

During the reporting period, TAFE NSW continued to respond to industry needs through a range of new and established strategic initiatives. Major new developments included the following:

- ◆ In April 2000 the NSW Minister for Education and Training, the Hon John Aquilina, signed an agreement with Toyota Motor Corporation Australia (TMCA) making TAFE NSW the nominated training provider for TMCA and Toyota dealerships across Australia and the Pacific Basin. The partnership will enable a select group of HSC students to gain a HSC, a TAFE qualification, industry knowledge, specific on-the-job experience and strong communication skills.
- ◆ The Riverina Wine and Food Technology Centre was officially opened on 17 October 2000. It is the result of collaborative efforts between the Murrumbidgee Irrigation Area wine and food industries, Riverina Institute, the Manufacturing and Engineering ESD and the local community. The centre was set up to meet the needs created by a significant expansion within the wine and food-related industries in the region.

2.2 Creating Valued Educational and Employment Pathways

School to TAFE

Credit transfer arrangements between the HSC and TAFE NSW courses were revised and expanded. Over 12,395 arrangements now exist and are linked to over 744 TAFE courses that are mostly based on national training package qualifications. The new arrangements encompass the New HSC courses which Year 11 students commenced in 2000.

The HSC / TAFE Credit Transfer Internet Website is designed to provide credit transfer information for school students or ex-students who are considering enrolment in a TAFE course. There were 71,190 hits on the website in 2000, with an average 8,900 hits per month peaking at 16,211 in August 2000.

In July 2000 South Western Sydney Institute began a project to assess 3,500 school teachers in the Certificate in Assessment and Workplace Training.

Helping Young People at Risk

The Youth Options program at Orange Campus was highly commended in the Premier's Public Sector Awards 2000. This program is part of the statewide Helping Young People at Risk Program. Graduates of the program at Orange have returned to Year 10, enrolled in pre-vocational courses or returned to further study.

University to TAFE

The number of university graduates enrolling in TAFE NSW courses has increased by 37.3 per cent over the last five years, from 20,212 enrolments in 1996 to 27,761 enrolments in 2000. University graduates accounted for 5.1 per cent of total enrolments in 2000, compared to 4.8 per cent in 1996.

New Courses and Educational Resources

TAFE NSW staff developed 233 qualifications from Certificate I to Advanced Diploma level in 2000 and they have developed 467 qualifications since 1996. During the year, ESD staff developed a range of qualifications to meet new and emerging industry needs, for example:

- ◆ A suite of courses in knowledge management and electronic commerce were developed to address high demand areas in new and developing technological areas. The courses were developed in consultation with industry representatives, the Australian Information Industries Association and the Australian Computer Society. First enrolments took place in Semester 1, 2000.
- ◆ A Diploma of Business (Call Centre Management) was designed in consultation with industry groups including the Australian Teleservices Association. It identified a growth in employment and addresses the need for a training program for Call Centre Managers. This TAFEPLUS course will be available for enrolments in Semester 2, 2001.
- ◆ The Community Services Training Package pathways including training, recognition and traineeships at Levels III, IV and Diploma were implemented in response to high demand for skills in Aged Care.

ESD staff also developed qualifications to meet community needs, for example:

- ◆ The Certificates I, II and III in English Language Skills, including the Certificate III in English for Employment, were developed to assist people from non-English speaking backgrounds to increase their employment prospects. The certificates link with other courses such as the Certificate for Vocational Purposes, which provides an important pathway to training package qualifications.
- ◆ A range of certificate courses and traineeships were developed for Aboriginal and Torres Strait Islander people in areas including language, literacy and numeracy; Aboriginal education; audiometry; and computing. These courses assist in preparing Aboriginal and Torres Strait Islander people for employment opportunities.

ESD staff developed more than 650 teaching and learning materials, implementation guides and information kits to support educational delivery.

2.3 Capitalising on Our Leadership in Flexible Learning

TAFE Online

As part of the TAFE Online Project, TAFE staff developed over 300 modules of online 'learningware'. The modules represent over 7,000 curriculum hours of content across more than 34 course categories.

Other Technological Initiatives

All TAFE campus network lines have now been upgraded to a minimum of 128K bandwidth to make the most of internet technology.

During 2000 internet technology was used to provide appropriate resources to communities with specific needs. The series *How to use the Internet for Aboriginal Studies Students* and *Researching on the Internet for Aboriginal Studies Students*, won the national Award for Excellence in Educational Publishing and a Bronze Award in the Premier's Awards.

Community Services, Health, Tourism and Hospitality ESD, with technical assistance from OTEN, developed a CD-ROM multimedia learner resource entitled Nutrition. This resource won an award under the Australian Awards for Excellence in Educational Publishing, and an international award in the 33rd Annual Awards Competition of the International Film and Video Festival.

Internet Usage

Internet usage in TAFE institutes almost doubled during 2000. This growth was due to significant increases in the use of the internet in TAFE courses combined with upgrades in network capacity of the links to TAFE institutes. TAFE internet usage peaked at 580Gb during the month of August with a daily usage of 29Gb.

2.4 Refocusing the Range of Training Programs Offered in National and International Markets

TAFE Global

TAFE Global Pty Ltd was incorporated as a separate legal entity on 7 June 2000. The company was formed to consolidate and conduct the international commercial activities of TAFE NSW. This new arrangement will more closely focus expertise on the risks and returns associated with the international education market. In the second half of 2000, TAFE Global developed bids and submissions for TSI (Abu Dhabi) worth \$20 million, a private university in China (\$300,000) and the Ford Motor Company in Southeast Asia.

International Business

During 2000, TAFE NSW continued to provide a range of commercially funded programs overseas (including AusAID funded projects). Contracts undertaken included bricklaying training in Fiji, farm management training in Tonga and Samoa, and English language and information technology courses in China.

International Partnerships

TAFE NSW maintained and developed partnerships with education providers and governments in many parts of the world, with a strong focus on Southeast Asia and the South Pacific.

International Students

Within Australia, enrolments of international students in TAFE NSW continued to increase during 2000. Institutes with large increases included Hunter Institute (up 50%) and Southern Sydney Institute (up 34%).

2.5 Pursuing a Broader Range of Market Opportunities

New Markets

TAFE NSW delivered courses in new market areas. Major achievements in 2000 included the following:

- ◆ The first group of students graduated from the Certificate III Equine Nursing, the first course of its kind offered anywhere in the world.
- ◆ Lidcombe College commenced delivering the first technician level courses in Photonics. This course is being partially delivered by staff from companies involved in this new and rapidly growing industry.
- ◆ TAFE NSW assisted businesses to meet new legislative requirements through training programs such as Responsible Conduct of Gambling.
- ◆ TAFE staff developed courses in new market areas such as the range of courses created for the Sport and Recreation industry, which previously had few formal training arrangements.
- ◆ TAFE staff developed a software package (SkillsPro Training Generator) that translates competencies' requirements into training programs by mapping them against training standards. This software provides efficient, effective curriculum development enabling training provision that is responsive to changing industry needs. The skills developed result in nationally recognised qualifications. The generator is freely available to TAFE NSW institutes and is sold to other registered training organisations.
- ◆ Northern Sydney Institute became a 'Cisco Regional Academy'. The institute will now be able to deliver networking courses on a commercial basis.

2000 Sydney Olympic and Paralympic Games

TAFE NSW used its successful and highly visible association with the Sydney 2000 Olympic and Paralympic Games to promote its services to other businesses that also supported the Games. The 'Training Towards 2000 and Beyond' series of short courses attracted 45,000 enrolments across the State and generated over \$3 million gross revenue.

Interstate Enrolments

Over the past five years, enrolments from people residing interstate have more than tripled, from 6,433 enrolments in 1996 to 20,049 enrolments in 2000, with most of the growth (12,291 enrolments) occurring between 1999 and 2000. Interstate enrolments accounted for 3.7 per cent of total enrolments in 2000, compared to 1.5 per cent in 1996.

2.6 Supporting the Expertise, Creativity, Innovation and Commitment of Our Staff

Professional Development

The professional development strategy for the TAFE NSW Online Project provided support to developers of online products, to teachers teaching online, and to those managing the change to the online learning environment. A budget of \$1.35 million provided 610 staff with a wide range of training programs, workplace learning opportunities, online chats, forums, websites, e-mail networks and mentoring and coaching strategies.

LearnScope NSW, an ANTA-funded project, provided staff with professional development opportunities to increase their skills and capabilities in the application of new learning technologies for flexible learning. NSW received \$1.256 million for the project. With 85 teams involving 935 participants benefiting from the initiative. National coordination of LearnScope was managed in partnership with South Australia's Douglas Mawson Institute of TAFE.

NET*Working 2000 was a two week online festival and expo in online learning for the Australian VET community. It was managed in partnership with the Canberra Institute of Technology and funded by ANTA with a budget of \$230,000. The event attracted over 2,100 people, making it Australia's largest online conference. Over 900 participants were from TAFE NSW.

The TAFE NSW Professional Development Website provided an information and brokerage service in professional development. Developed with a budget of \$50,000, the site provided a bi-monthly e-zine of professional development news, reviews of publications, events, a wide range of resources and products, contact lists, hotspots highlighting key sites, forums and chats, and archived back issues. There were over 6,000 hits per month.

Recognition of Excellence

TAFE NSW institutes continued to be recognised for their achievements in service delivery, continuous improvement, and community development and equity projects. During the reporting period, TAFE NSW institutes won several highly competitive awards including the following:

- ◆ Southern Sydney Institute won the NSW Training Provider of the Year in 2000 for achieving best practice in VET provision and showing continuous improvement in areas including educational effectiveness, client services, and access and equity.
- ◆ Riverina Institute won a silver award in the Premier's Public Sector Awards for two Indigenous community development projects at Murrin Bridge.
- ◆ Sydney Institute received the Premier's bronze award for service delivery.
- ◆ North Coast Institute received the Premier's bronze award for the Taree College access and equity program.

The Minister and the Department recognised the achievements and exemplary practices of individual TAFE NSW staff through two prestigious awards. Eleven outstanding TAFE NSW educators received the Minister's Award for Excellence in Teaching, and eleven dedicated TAFE staff received the Departmental Award for Excellent Service to Public Education and Training.

VET IN NSW - 2000 PLAN

3.1 Meeting the Challenges of the Changing Nature of Work and Future Skill Needs

The number of apprentices and trainees in training in New South Wales rose by 69 per cent from 50,952 in 1996 to 85,662 in 2000. The number of apprenticeship and traineeship commencements increased by 122 per cent from 26,117 in 1996 to 57,892. The number of apprenticeship and traineeship completions increased by 57 per cent from 11,973 in 1996 to 18,847 in 2000.

There was an increase of 37 new apprenticeships and 11 new traineeships through Group Training Companies in 2000.

Since the implementation of the 2000 by 2000 strategy to increase the number of trainees in the public sector, a total of 3,638 new trainees have been recruited. In addition, agencies registered 1,600 existing workers as trainees, giving a combined total of 5,238 trainees.

Fifty-one new apprenticeships and 171 new traineeships were made available in a range of industries.

A total of 222 new Vocational Training Orders were declared in 2000.

A total of 62,081 training places were purchased under the Contracted Training Provision Program in 2000.

3.2 Supporting Everyone to Participate Equitably in Vocational Education and Training throughout Life

The number of women apprentices and trainees in training increased by 138 per cent from 10,454 in 1996 to 24,880 in 2000.

The number of apprentices and trainees from non-English speaking backgrounds in training increased by 286 per cent from 2,079 in 1996 to 8,043 in 2000.

The number of Aboriginal and Torres Strait Islander apprentices and trainees in training increased by 81 per cent from 767 in 1996 to 1,385 in 2000.

The number of apprentices and trainees with a disability in training increased by 198 per cent from 369 in 1996 to 1,100 in 2000.

Forty-six projects throughout New South Wales were funded under the Mature Workers Program, assisting some 4,600 mature workers.

3.3 Preparing Young People for Work

All 40 school districts are now registered training organisations.

From the beginning of 2000 the Work Placement Coordination Project expanded its coordination function in the areas of Construction (Building Maintenance), Business Services (Administration), Information Technology and Tourism as well as Hospitality and Retail. The projects achievements included:

- ◆ the placement of 840 students (99% increase on 1999) including 79 students from 30 regional providers
- ◆ an increased number of students (66) offered full-time or part-time employment, traineeships or apprenticeships by participating employers (120% increase on 1999 offers)
- ◆ greater participation of training providers (totalling 144) from all educational sectors (a 41% increase on 1999)
- ◆ increased participation of employers (a 28% increase on 1999) including four and five star hotels, large retailers and public sector agencies.

3.4 Responding to Regional Needs

The Department made a substantial contribution to regional development in 2000 with the completion of new and refurbished training facilities on seven TAFE campuses in the State's rural areas and Sydney's western suburbs. Four major capital works projects were completed in South Western and Western Sydney and three projects were developed in the Illawarra and Riverina regions.

During 2000 a range of industry training strategies was continued in regional areas including the Training Strategy for Displaced Workers in the NSW Coal Mining Industry and the Training Strategy for Visy Industries.

3.5 Responding to Emerging Industries and New Jobs

Twenty-six industry skills centres have been established for a range of industries in regions across the State including the Riverina, the South Coast and the Tamworth and Orange areas. Thirteen skills centres for school students have received funding approval.

The Department took a leading role in determining the VET needs arising from Sydney hosting the 2000 Olympic Games. An allocation of \$15 million was made available from the Contracted Training Provision program to purchase training places in industries affected by the Olympics. This strategy coupled with the \$10 million Building and Construction Strategy, which was completed in 2000, resulted in 55,000 people undertaking training courses in preparation for the Games workforce.

The Small Business Training Bonus Scheme was successfully implemented in Tamworth, Illawarra and South West Sydney. The scheme ran for eight months and it was completed in May 2000. Over 1,000 vouchers were redeemed during this period.

Since the introduction of national training packages, the VETAB has approved a total of 66 national training packages and 1,287 qualifications from training packages for delivery by registered training organisations in New South Wales.

3.6 Improving Vocational Education and Training

The Department met with 13 major national employers, including Ford, Qantas, Brambles, Coles Myer and Woolworths. The meeting was convened to consolidate lines of communication and to explore measures to ensure New South Wales remains the best State in Australia in terms of training services tailored to the needs of its customers. The outcomes of the meeting included endorsement of areas where New South Wales leads Australia in its delivery of quality training and customer services, and the identification of several areas for further reform.

The Department initiated national reforms to improve quality across Australian VET delivery systems and led a nationwide strategy to enhance recognition by universities of VET in Schools for university admissions purposes.

In 2000, New South Wales was the first major State to significantly invest in work placement for VET in Schools students.

The number of registered training organisations rose from 681 in 1997 to 1,030 in 2000 (an increase of 51%). VETAB accredited courses rose more than 200 per cent, from 1,750 in 1997 to over 4,500 in 2000.

During 2000 the Industry Training Advisory Bodies developed websites to create effective communication links with industry, government, training providers and the community; and training videos on specific industry issues and career opportunities awareness.

In 2000, the VTB met on 152 occasions to determine applications for trade recognition and regulatory matters under the *Industrial and Commercial Training Act 1989*. The VTB also convened 85 times to hear and determine disputes and disciplinary matters notified by the Commissioner for Vocational Training (CVT) concerning employers and their apprentices or trainees.

Approximately \$81 million was competitively allocated in 2000 to purchase 84,919 training places under open market purchasing arrangements.

BACE STRATEGIC PLAN 1998-2000

Responding to the Needs of Learners and Reflecting the Diversity in Communities in New South Wales

While the number of ACE provider venues decreased from 432 in 1996 to 388 in 2000, the number of student contact hours increased from 5,956,000 to 6,865,833 over the same period. In addition, the number of modules offered increased from 30,426 in 1996 to 34,804 in 2000.

The number of enrolments increased from 323,427 in 1996 to 380,424 in 2000. The number of successfully completed assessable enrolments increased from 31,697 in 1999 to 38,083 in 2000.

There has been an increase in the enrolments of all equity groups in ACE. Enrolments of people born in a non-English speaking country have increased by 32 per cent from 34,812 in 1996 to 46,954 in 2000. Enrolments of women have increased by 16 per cent from 214,494 in 1996 to 249,492 in 2000. Enrolments of Aboriginal and Torres Strait Islander people have increased by 115 percent from 1,500 in 1996 to 3,225 in 2000. Enrolments of people with disabilities have increased by 284 per cent from 2,652 in 1996 to 10,189 in 2000. Enrolments of people who are unemployed have increased by 52 per cent from 17,131 in 1996 to 25,958.

In 2000 more than \$3.1 million was allocated for meeting the language, literacy and numeracy training needs of the workforce and community.

Funds totalling more than \$527,600 were allocated to support specific initiatives aimed at improving access and participation in ACE such as the Indigenous Education Strategic Initiatives Program (IESIP), a total of 32 life experience counts courses, and promotion of participation in ACE for those experiencing disadvantage.

In 2000 a total of \$150,000 was allocated to 25 ACE organisations and 33 local community centres to provide joint local services. Under the IESIP partnerships have also been developed with several indigenous communities.

Ensuring Quality Management and Service Delivery in Adult and Community Education

In 2000, the final stage in the implementation of the ACE Quality Strategy was completed, this involves conducting organisational self-assessments that address five quality areas, and developing and implementing improvement plans.

Sixty-six providers undertook organisational self-assessments and were externally reviewed under the ACE Quality Strategy. Forty percent of providers achieved the ACE Endorsed Quality Award and the remainder of the 66 externally reviewed providers received the ACE Seal of Commitment to Quality.

Fifty ACE providers are RTOs and in communities where the ACE provider is not an RTO, cooperative arrangements with neighbouring providers that are RTOs have ensured that vocational education and training services have been maintained.

Increasing the Use of Flexible Delivery to Meet the Needs of Local Communities

The implementation of the Flexikit was completed in 2000 with workshops for ACE personnel on how to tailor their services flexibly. The kit comprises a range of tools in print, audio and CD-ROM format.

Thirty ACE personnel attended workshops on how to tailor their services flexibly, particularly for clients with special needs.

During 2000, BACE's Strategy for Online Delivery in ACE was finalised, a total of 20 ACE personnel undertook training in the application of new learning technologies. This program will be expanded in 2001.

Enhancing Opportunities for Lifelong Learning by Establishing Clear Cross-Sectoral Pathways

Credit transfer has been granted by TAFE for ACE courses / modules in the fields of information technology, business, hospitality, health and community services.

New England, Riverina, Hunter and Southern Sydney Institutes have ACE sector services operating from their campuses.

NSW AMES BUSINESS PLAN 2000

Providing High Quality Responsive Services and Courses to Meet Client's Diverse Needs

In 2000 AMES responded to student needs by:

- ◆ Developing bilingual student workbooks and resources for use by students in the Adult Migrant English Program (AMEP).
- ◆ Upgrading educational computing centres at major AMES centres.
- ◆ Increasing the number of delivery sites for the AMEP by six in rural areas and two in Sydney bringing the total to 35.
- ◆ Undertaking a range of workplace training consultancies tailored to the needs of clients, for example with the NSW Police Academy, the State Rail Authority and the Post-Graduate Medical Council.
- ◆ Delivering Skillmax courses at an increased number of venues.

Supporting Staff through Professional Development and Resources to Improve AMES's Service

AMES supported staff through a Professional Development Program comprising workshops on specific teaching areas, accredited training courses and other development opportunities.

A specific project involved training teachers in integrating the use of computer resources in their teaching. Teachers were also trained in software programs and developed the requisite skills and knowledge to access a wide range of online resources including the latest developments in the English as a Second Language (ESL) field and forums for ESL practitioners.

Increasing Marketing Initiatives and the Diversity and Flexibility of AMES's Services and Products

AMES Course Information Officers undertook a marketing role by canvassing community organisations, speaking at community venues and liaising with community service providers.

AMES updated and redesigned all of its marketing and information materials in early 2000, as well as developing new and revised information for students in major community languages.

Other marketing strategies included participation in community events such as fairs, information days, celebrations and implementing a Marketing/Promotion Follow Up Survey to track how clients find out about AMES.

Achieving High Quality Outcomes to Enhance Opportunities in the Market Place and to Position AMES to Compete for the AMEP and Other Programs

The total number of enrolments in AMES courses increased from 16,593 in 1999 to 16,808 in 2000.

AMES successfully maintained its status in 2000 as a National English Language Teaching Accreditation Scheme (NELTAS) Accredited Provider of the Adult Migrant English Program.

The results achieved by clients in the DET AMEP consortium, lead by AMES, compare favourably with the national average with 82 per cent of participants achieving an award in New South Wales and 81 per cent of participants achieving an award nationally.

Strengthening Links with AMEP Partners, the Community, Education and Training Providers, and Service Providers

AMES developed new Skillmax classes in partnership with the University of NSW Institute of Languages. One course, for overseas-trained teachers intending to work in the NSW public school system, was run in close consultation with the Overseas Trained Teachers Unit of the Department who provided ongoing guest lecturer spots on the program.

AMES provided 'Olympics and Diversity Training' for Australian Rail Training to 8,000 State Rail Authority employees.

AMES arranged with OTEN to provide training to AMES teachers in online course delivery.

Report of Operations

CHAPTER 1: NSW PUBLIC SCHOOLS

1.1 Maintaining Leadership in Education Provision

Throughout the reporting year, the NSW Department of Education and Training promoted the achievements of students and teachers in NSW public schools, and the quality of its courses and services. The Department provided information to students, parents and the community to build awareness of, and confidence in, the NSW public school system. In order to maintain its leadership in the provision of education, the NSW Government provided increased recurrent and capital funding to enable the Department to focus on improving programs, educational resources, and facilities for public school students across the State. Major highlights and achievements associated with the Department's continued leadership in the provision of education across the State in 2000 included the following:

Public Schools: In 2000, the NSW public school system comprised 2,227 schools, of which 1,648 were primary schools and 393 were secondary schools. This represents an increase of nine schools in comparison with 1999.

Enrolments: From 1996 to 2000, the number of enrolments in NSW Government primary schools increased by around 3,900 - from 450,465 in 1996 to 454,363 in 2000. Over the same period, enrolments in NSW Government secondary schools decreased slightly, from 306,823 in 1996 to 303,681 in 2000 - a decrease of just over 3,000 enrolments. Enrolments in NSW Government Schools for Specific Purposes remained steady, with 3,792 enrolments in 2000 compared with 3,749 in 1996. From 1996 to 2000, total enrolments in NSW government schools decreased by around 800.

Participation of Students in Equity Groups: From 1996 to 2000, the number of Aboriginal and Torres Strait Islander students enrolled in public schools steadily increased, from 23,927 in 1996 to 29,465 in 2000. Over the same period, the number of students from non-English speaking backgrounds (NESB) also grew, from 152,268 in 1996 to 182,884 in 2000. These enrolment figures reflect the NSW Government's and the Department's strong commitment to equity and social justice.

Student-Teacher Ratios: The Department continued to maintain and improve student-teacher ratios, particularly in the secondary years of schooling where the student-teacher ratio has fallen from 12.8 in 1996 to 12.5 in 2000. In primary schools the student-teacher ratio was 17:7.

Literacy and Numeracy: The NSW Government provided more than \$87 million for literacy and numeracy in schools in 1999/2000 and will provide increased funding of \$106 million in 2000/2001. The Department has used these funds to expand the *State Literacy and Numeracy Plan* including the Reading Recovery Program which was expanded to cover more schools and to enable more teachers to be trained in reading recovery techniques. Statewide testing in Years 3, 5, 7 and 8 provided students and parents with effective measures of students' achievements, knowledge and skills in literacy and numeracy. A team of 25 linkages consultants were appointed to support initiatives for students moving from primary to high school in all districts.

Computers in Schools: The NSW Government provided more than \$109 million for the Computers in Schools Program in 1999/2000 and will provide increased funding of around \$113.6 million in 2000/01. The Department provided public schools with new multimedia computers, cabling and internet connections to schools.

School Funding: In 1999/2000, the Department allocated \$238.711 million in global funding for schools for such items as training and development for teachers and principals, reading materials, utilities, minor maintenance, stores, and short-term teacher relief. The Department will increase this funding to \$240.836 million in 2000/2001.

Back to School Allowance: The NSW Government provided over \$55 million for the Back to School Allowance to help parents meet the costs of uniforms, shoes, books and other basic school items.

New School Certificate and New Higher School Certificate: The Department prepared students for the New School Certificate and New HSC. A criterion-referenced approach to reporting students achievements will enable parents and employers to have a better understanding of students' knowledge, skills and abilities; the approach will better assist teachers to identify, plan, monitor and evaluate the learning needs of each student.

Ready For Work: The Department continued to implement the NSW Government's *Ready for Work Plan* which helps young people to better understand and further develop workplace skills while they are still at school. The Department expanded the school-to-work program with additional funding of \$14.6 million over four years to help young people in Years 9 to 12 develop better educational and career pathways. A joint venture between WINTV

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and the Department produced the *Ready for Work* series aired on WIN and NBN network in regional and rural New South Wales.

Capital Works: The NSW Government's expenditure on capital projects on public school education has increased from \$149 million in 1996/1997 to an estimated \$167.1 million in 2000/2001, with a record amount of \$180.2 million expended in 1999/2000. In 1999/2000, 33 new building projects were completed, including five new primary schools at Carnes Hill, Unanderra, Port Kembla, Newington and Armidale and one new high school at

Evans Head. Work was also carried out on new multi-campus secondary facilities at Chifley College in Western Sydney, Dubbo College and Georges River College in Oatley. Twenty-four new building projects were also initiated in 1999/2000, including four new primary schools at Harrington Park, Kellyville, Rockdale and Wattle Grove, a new high school at Tuncurry and new secondary accommodation in the Tweed Heads area. The NSW Government also provided \$10.2 million for the schools' airconditioning program which included providing airconditioning in demountable classrooms.

Profile of NSW Government Schools, 1996-2000					
	1996	1997	1998	1999	2000
Number of NSW Government Schools					
Primary and Infants Schools	1,648	1,648	1,649	1,647	1,648
Central Schools	65	65	65	65	65
High Schools	389	390	391	390	393
Schools for Specific Purposes	99	98	97	96	98
Environmental Education Centres (previously Field Studies Centres)	19	20	20	20	23
Total	2,220	2,221	2,222	2,218	2,227
Profile of Students in NSW Government Schools					
Primary Students	450,465	451,560	452,563	453,454	454,363
Secondary Students	306,823	308,923	309,137	308,116	303,681
Students in Schools for Specific Purposes	3,749	3,690	3,673	3,762	3,792
Total Enrolments	761,037	764,173	765,375	765,332	761,836
Aboriginal and Torres Strait Islander Students	23,927	25,127	26,700	28,155	29,465
Students from Non-English Speaking Backgrounds	152,268	164,147	171,068	176,462	182,884
Government Students Sitting the HSC	37,480	38,199	40,395	40,420	38,068
Student-Teacher Ratios					
Primary	17.9	17.9	17.8	17.7	17.7
Secondary	12.8	12.8	12.7	12.6	12.5

Note: The student-teacher ratios provided above are from the Australian Bureau of Statistics (ABS) publication, *Schools Australia*, which calculates the ratio in terms of full-time students. This provides a different data series from the one used in the Department's previous annual reports.

State Recurrent and Capital Expenditure on Government Schools

Recurrent Funding for Education Services in Government Schools

The NSW Government's total recurrent expenditure on Education Services in Government Schools was \$5,031.7 million in 1999/2000 and is estimated to be \$5,133.8 million in 2000/2001. These services include the provision of resources such as staff salaries, school global budgets, and strategic education services for a range of programs. These include special education programs, rural education programs, programs for socio-economically disadvantaged students, Aboriginal education programs, programs for students of non-English speaking backgrounds and other equity and strategic programs. For a breakdown of the funds allocated to these program areas see the 'Financial Overview' in the Executive Summary and for full details see the Financial Statements in this report.

The NSW Government has continued to increase its support for a range of school education programs and services through funding allocations such as:

- ◆ In 1999/2000, a total of \$87 million was provided for literacy and numeracy strategies. This will increase to \$106 million in 2000/2001.
- ◆ Expansion of the Computers in Schools Program, with \$109 million allocated for 1999/2000, increasing to \$113.6 million in 2000/2001. This will include the provision of funding to enable all government schools to be cabled with local network infrastructure. It also includes the continued expansion of the Technology in Learning and Teaching (TILT) strategy which will enable training for 10,000 more teachers, and a new TILT PLUS program for a further 15,000 teachers in advanced and specialised computer use, over a four-year period.
- ◆ Under the State Government-funded *Ready for Work Plan*, there are increasing opportunities for secondary students to undertake vocational training to strengthen their employment prospects when schooling is completed.
- ◆ Additional support for special education - from \$416.6 million in 1999/2000 to \$448.8 million in 2000/2001, an increase of \$32.2 million.

- ◆ An increased commitment to students in regional and rural NSW, from \$63.6 million in dedicated funds in 1999/2000 to \$67 million in 2000/2001, an increase of \$3.4 million.
- ◆ A significant increase in recurrent funding for Aboriginal education programs, from \$25.9 million in 1999/2000 to an estimated \$34 million in 2000/2001.
- ◆ Total recurrent expenses on programs for socio-economically disadvantaged students were \$55 million in 1999/2000 and total expenses on programs for students of non-English speaking backgrounds were \$81 million in 1999/2000.

Non-Government School Assistance

Total recurrent expenses on these programs were \$434.4 million in 1999/2000 and are estimated to be \$443 million in 2000/2001. Schools must be registered in terms of the *Education Act 1990* to be eligible for government assistance. Funding is mainly in the form of student per capita grants, secondary textbook allowances and the interest subsidy scheme for capital projects.

The NSW Government has announced the establishment of an independent review of non-government schools, which will consider a range of matters relating to the establishment, funding and regulation of private schools in New South Wales. This initiative is a response to changes introduced by the Commonwealth Government to the method of allocating funds to private schools.

Capital

In 1999/2000, the NSW Government's expenditure on facilities for public school education (excluding the NSW Conservatorium of Music redevelopment) amounted to \$180.2 million and is estimated to be \$167.1 million in 2000/2001. Capital expenditure covers a range of projects which include the upgrading and refurbishment of existing facilities and the provision of new and additional facilities in view of demographic and enrolment trends.

In 1999/2000, the highest proportion of new schools were established in Greater Western and South Western Sydney in response to the high levels of growth in these areas. The South, Central, Mid-North Coast and North Coast areas also continued to generate the need for new student places. At existing schools, there is an ongoing requirement to upgrade older buildings to current teaching and learning standards.

Commonwealth Funding Issues

The Commonwealth government is providing increasing levels of financial support to non-government schools. Between 1996 and 2000 Commonwealth funding to government schools has increased by 16.6%, while funding for non-government schools has increased by 45.5%.

The 2001-2004 funding quadrennium covered by the *States Grants Act* continues this trend. Between 2001 and 2004 government schools will receive no increases in Commonwealth funding above cost rises. In the same period non-government schools will receive a 7.7 per cent real increase in funding. These funding changes are above those related to changes in enrolment shares.

Recurrent funding for government schools will be in line with increased school costs as measured by the Average Government School Recurrent Cost (AGSRC) Measure.

Enrolments in Government and Non-Government Schools

From 1996 to 2000, the number of enrolments in NSW government primary schools increased by around 3,900 - from 450,465 in 1996 to 454,363 in 2000. At the same time, enrolments in non-government primary schools grew by almost 13,500 - from 159,081 in 1996 to 172,548 in 2000.

Over the same period, enrolments in NSW government secondary schools decreased slightly, from 306,823 in 1996 to 303,681 in 2000 - a decrease of around 3,100 enrolments. On the other hand, enrolments in non-government secondary schools increased by about 15,900 - from 145,405 in 1996 to 161,267 in 2000.

Enrolments in NSW government Schools for Specific Purposes (SSP)/special schools remained steady, with 3,792 enrolments in 2000 compared with 3,749 in 1996. Enrolments in non-government SSP/special schools increased slightly with 1,108 enrolments in 2000 compared with 897 in 1996.

The overall market share of NSW government schools has dropped slightly from 71.4 per cent in 1996 to 69.5 per cent in 2000, while the market share of non-government schools grew from 28.6 per cent in 1996 to 30.5 per cent in 2000.

Enrolments in Government and Non-Government Schools, 1996-2000

Type of School	1996		1997		1998		1999		2000	
	Govt	Non-Govt	Govt	Non-Govt	Govt	Non-Govt	Govt	Non-Govt	Govt	Non-Govt
Primary	450,465	159,081	451,560	161,267	452,563	164,245	453,454	168,129	454,363	172,548
Secondary	306,823	145,405	308,923	149,229	309,137	152,984	308,116	157,446	303,681	161,267
SSP/Special	3,749	897	3,690	964	3,673	1,076	3,762	1,101	3,792	1,108
Total	761,037	305,383	764,173	311,460	765,375	318,305	765,332	326,676	761,836	334,923

Source: ABS publication, *Schools Australia*.

The participation of 15 to 19 year olds in education and training has remained around the same level, with 78.1 per cent in 1997 and 2000. Participation in government and non-government schools has dropped slightly from 53.2 per cent in 1997 to 52 per cent in 2000. However, participation in tertiary education has increased over the same period, rising from 25 per cent in 1997 to 26.1 per cent in 2000.

Participation of 15-19 Year Olds in Education and Training in NSW (as at May 2000)				
	1997	1998	1999	2000
School (Government and Non-Government)	53.2%	51.0%	52.0%	52.0%
Tertiary	25.0%	25.7%	27.6%	26.1%
Total	78.1%	76.7%	79.5%	78.1%

Source: ABS Supplementary Survey, Transition from Education to Work.

Improving School Facilities and Environments

Building New Facilities and Upgrading Existing Facilities

New Schools: Five new schools were completed during 2000, comprising one high school in Camden Haven, one Kindergarten to Year 12 school in Evans Head, and three primary schools at Callala Bay, Currans Hill and the Olympic Village at Homebush. These schools have halls, canteens, covered outdoor learning areas, administration areas, libraries and amenities appropriate to their long-term enrolments. The primary facilities include homebases which incorporate practical activities areas and withdrawal spaces, while secondary specialist and general learning spaces are provided to support the delivery of curriculum across key learning areas.

The secondary facilities are equipped to provide vocational education and training opportunities, and Materials Technology areas are designed to allow for entry level courses. It is expected that schools will develop close relationships with TAFE campuses, in order to maximise the use of specialist spaces. All schools are provided with infrastructure to support the networking of information and communications technology in all learning spaces. The school grounds, building design and amenity are all developed to present a sense of identity for the school within its community.

Existing Schools: In 2000, upgrading and refurbishment projects were completed at 15 primary schools, one high school, one central school and two Schools for Specific Purposes. These projects significantly improved the learning environment by upgrading facilities to the current School Facilities Standards, enhancing students' access to information and communications technology, and extending the number of learning spaces accessible by people with disabilities.

Other Commencements: During the reporting year, projects were commenced to provide new and upgraded accommodation at one multi-campus college, three high schools, seven primary schools, one central school and one School for Specific Purposes. These projects demonstrate the Department's continued commitment to providing new and upgraded facilities across the State.

Other School-Based Programs: The Department continued to support other key areas of the built environment in its annual capital program. In 2000, the Department increased expenditure on projects that facilitate the integration of students with disabilities into their neighbourhood schools. The Department continued to support health and safety, air cooling and a number of equipment and furniture related programs. The Department's Minor Capital Works program included upgrades and refurbishment of facilities for projects costing up to \$500,000. This program allows for flexibility in meeting school needs, and provides the opportunity to address emergent issues.

Design Strategies: The Department has implemented a range of design strategies in the development of projects for new and upgraded schools. These include the provision of the following design elements:

- ♦ schools that are physically attractive
- ♦ landscaping and grounds that are easy to maintain
- ♦ entry foyers and clerical areas that enhance the image of the school in terms of colour schemes, waiting areas and front counters
- ♦ improved fencing and school signage
- ♦ a clear 'address' for school administration, including placing the administration building at the front of the site and providing pathways, landscaping and signage
- ♦ improved links between car parking and administration.

The Department will continue to see the benefits of these strategies to improve the design of new and upgraded public school facilities over the next five years.

In addition, the Department has implemented changes to the specification for fencing for the frontage of NSW public schools. More attractive diplomat-style fencing is now provided in place of traditional galvanised wire-mesh fencing.

Environmental Education Projects

Learnsapes is a program that focuses on environmental education projects involving students and school communities working together to improve school environments and to use school grounds as venues for teaching and learning. This program was introduced in 1998 in eight primary and four secondary schools and due to its continued success, more schools have joined the project across the State. In 2000, a total of 28 primary and secondary schools were involved in Learnsapes projects.

Schools engaged in Learnsapes are not only involving the community in improving their school grounds, but are developing strategic plans for using them as learning centres and as places for curriculum implementation. There have been notable achievements at Kadina High School, Burrumbuttock Public School, Teven Tintenbar Public School and Waitara Public School.

Learnsapes in New South Wales has become an item of international interest. European countries in particular have shown interest in the program through the Organisation for Economic Co-operation and

Development's (OECD) Centre for Educational Research and Innovation (CERI) and Environment and School Initiatives (ENSI) programs. During the reporting year, the Learnsapes project was evaluated in eight schools and a detailed report was produced providing directions for future developments. Some of the major findings of the evaluation were that:

- ♦ vandalism had decreased in some schools as the community had increased its level of ownership through the Learnsapes projects
- ♦ teacher morale had improved
- ♦ formal arrangements for liaison between agencies and schools, at local and State levels, contributed to more successful outcomes.

National Leadership in School Education Policy

National Policy Leadership

The NSW Department of Education and Training led the development of national school education policy in a range of policy areas. In 2000, major achievements in national policy leadership included the following:

- ♦ Leading the negotiation of the States Grants Quadrennial Agreement. A significant issue was the negotiation of the accountability requirements for the 2001-2004 funding quadrennium. New South Wales took the lead nationally in negotiating the agreement.
- ♦ Leading the development of original research and analysis for the Federal Parliamentary Inquiry into the Education of Boys, making an original contribution on the contested issue of the relationship of sex and gender to educational outcomes.
- ♦ Developing the NSW policy paper, 'National and Inter-Sectoral Approaches to the Transition from School to Work', on the inter-relationship of regional development, health, income, taxation and employment on the transition from school to work. The policy recommendations were endorsed by the Human Services Senior Officers Group as an agenda item for the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) and for the Council of Australian Governments.

The Department also negotiated funding agreements with the Commonwealth. Major outcomes during the reporting year included:

- ♦ Developing the Department's strategic approach to Commonwealth-State relations for school education, including negotiating Commonwealth-State funding agreements for school education and Indigenous education.
- ♦ Coordinating the Department's submission to the Senate inquiry into the States Grants Bill 2000. The submission helped set the terms of a national debate on the social implications of government funding policy for schools and gained national recognition. The submission argued that the Commonwealth should reinforce its commitment to public education by eliminating the Enrolment Benchmark Adjustment (EBA) and minimising the gap in resources between schools. The Department's submission was a key element of the inquiry, providing considerable evidence on the effects of the Commonwealth's funding bill. The Commonwealth has now agreed to return future funding collected under the EBA mechanism to the State.

National Mapping of School Teacher Professional Development

The Department contributed to a national training and development project, PD 2000 Australia: A National Mapping of School Teacher Professional Development, which was undertaken by DETYA through representation on the national steering committee. The results of the study have enabled the Department to benchmark its training and development programs in relation to the provision in other States, affirming the contribution the Department is making to supporting the continuous professional development of its staff.

Schools Online Curriculum Content Initiative

The Schools Online Curriculum Content Initiative (SOCCI) is a collaborative program to develop and disseminate a continuing supply of high-quality digital educational content, so that Australian students gain maximum educational benefits from online learning. The Conference of Education Systems Chief Executive Officers (CESCEO) Curriculum Group and Education Network Australia (EdNA) Schools Advisory Group representatives provide formal advice and guidance to the initiative. The investment strategy will produce a pool of national materials in areas of high priority and a framework for additional contributions.

Initial investment in the strategy was provided to establish frameworks for quality assurance and market information that will be used to support and guide the development of materials from 2001 to 2005. New South Wales contributed over \$147,000 to this strategy in 2000. Departmental officers participate in working parties and advisory committees. In addition, the Department's curriculum staff commenced significant projects in the areas of languages that may form part of the NSW contribution to the product pool. The planning phase is due to be completed by June 2001 in preparation for the development of products from 2002/2003 to 2004/2005.

OzProjects

OzProjects involves the development of a national register of curriculum-based student internet projects, including support materials and resources. The register will be presented as a portal site as part of the EdNA Online service. Internet projects allow students to become involved in real-life situations, which involve communication, collaboration, self-directed learning, problem solving, researching and publishing findings. Departmental staff provided input to the design of the portal, the operational process and proposed content. The portal is currently under construction. The establishment of national student internet projects complements the Department's own internet projects.

National Anti-Racism in Education Projects

The Department, in partnership with government and non-government education systems across Australia has participated in the development of the Racism. No way! project. Resources developed as a part of this project include a website and print materials. Copies of print materials, including a guide for Australian schools and special edition newsletter, have been distributed to every Australian school. An associated website, www.racismnoway.com.au, has also been developed. It features a wide range of additional resources, including teaching and learning activities, games and classroom activities for students, and supporting information relating to Australian history, cultural diversity, legislation and national and international anti-racism education programs.

Marketing and Promotional Activities

The Department continued to promote and manage a range of activities including special events, award ceremonies recognising excellence, launches and celebrations of public school education.

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Education Week 2000

School communities throughout the State celebrated Education Week from 31 July to 5 August 2000. The theme of 'From School to Work' highlighted the role of public schools in providing flexible learning arrangements to assist students in their transition to the workforce. The Department organised print and radio advertising schedules to support local activities.

The Royal Easter Show

The Department took the opportunity to provide information and showcase the excellence of public education and training by exhibiting at the Sydney Royal Easter Show during April. Demonstrations by students and staff from schools provided the community with an opportunity to see some of the programs that operate within the NSW public school system. Staff from schools, State office and district offices provided information and advice to people who visited the exhibition.

Sponsorships

In 2000, the Department attracted sponsorship for the following activities: the School Sport 2000 Foundation, the Arts Education Foundation events, individual creative arts events, the NSW Training Awards, Youth Week events, the DET website competition and the promotion of achievement in public education.

School Sport 2000 Foundation

The School Sport 2000 Foundation organises appropriate corporate support for Departmental sports programs. Partners in the foundation include Dairy Farmers, NRMA and the NSW Fresh Fruit and Vegetable Industry. The principal media supporters are NBN Television and WIN Television throughout regional New South Wales. In 2000, the foundation actively supported and promoted school sport programs ranging from 'grassroots' participation programs to elite representative teams. These included State and area level representative teams, the Special Swimming Scheme, the Active Youth Program (a grassroots participation program for Years 7 to 10), and the Access Sports program (for students with disabilities). In addition to these core program areas, the foundation also provided support to schools at the local level through the School Sport 2000 Grants Fund.

In 2000, the foundation allocated \$180,000 to 151 schools through the grants fund to support sport and healthy lifestyle programs. Grants of between \$500 and \$2,000 were made available to schools to develop specific initiatives,

such as gender equity programs, fitness and nutrition, sports skill development, or to purchase specialist equipment.

Arts Education Foundation

The Arts Education Foundation is a joint initiative of the Department, the NSW Teachers Federation, the Federation of Parents and Citizens Associations and the Federation of School Community Organisations. This foundation provides a structure for the input of corporate support for program areas in the creative and performing arts. Program areas include music, dance, drama, visual arts, public speaking, debating and special events. The foundation supports programs and events at all levels of the school system. During 2000, sponsorship continued to develop for a variety of arts programs and events including the Schools Spectacular, ARTEXPRESS and the State Dance and Drama Festivals. Continued support was provided for the visual arts via the Sir William Dobell Art Foundation.

Beyond the Frame

During 2000, the Department worked collaboratively with 20 NSW regional art galleries and the Sir William Dobell Art Foundation on a project titled, Beyond the Frame. The project has three components: a kit of images (artworks) from the standing collections of the art galleries, an artist-in-residence program, and an exhibition of student works in each regional gallery.

The Department collaborated with the art galleries to select 34 works and to produce a package of images with accompanying teaching notes, a booklet and a video. Four thousand packages were distributed to government primary and high schools during October and November 2000.

District arts consultants collaborated with the galleries and local government schools to provide an artist-in-residence program and an exhibition in the gallery of artworks by students in Years 5 to 8. The concept of the exhibitions program is that artworks from the local gallery, which are represented in the kit, provide the source material for students' art-making practice.

The Dobell Foundation provides funding support for the artist-in-residence and exhibition programs. In 2000, four galleries and their associated schools conducted artist-in-residence and exhibitions programs. This will be further expanded in 2001 and continued in 2002.

Network TEN Schools Project

The Network TEN Schools Project is a joint initiative of Network TEN and the Department. The project aims to recognise students who demonstrate excellence in various aspects of school life and to showcase school activities through the medium of television. Students were selected and their stories screened on TEN as part of the Network TEN Schools Award Program. School activities were also screened as a backdrop to the Network TEN weather program with Tim Bailey during TEN's 5.00 pm news. The project received positive feedback from Network TEN and school communities. The project will continue in 2001.

Youth Week

Youth Week is an event that focuses on issues and concerns of young people from 12 to 24 years of age. In 2000, youth week was supported by Network TEN through a range of media promotions including Community Service Announcements.

The Annual Schools Web Design Awards

This competition, conducted at primary and secondary school levels, encourages students to build a website and thereby to engage with the tools of the new media. Apple Computer, Microsoft, Optima Computer Technology and Ozeducate/UUNet were major sponsors; and Dell Computer, 3Com, Compaq, Computelec and Scholastic New Media were supporting sponsors.

The Olympics 2000 Schools Strategy

The Department developed a comprehensive range of educational programs and special Olympic initiatives as part of the Olympic 2000 School Strategy. These programs were developed with support from the Australian Olympic Committee (AOC) and the Sydney Organising Committee for the Olympic Games (SOCOG). Over the past six years, the Department has provided students in government and non-government schools across New South Wales with the opportunity to be involved in the Sydney Olympic and Paralympic Games. Thousands of NSW students were involved in ongoing Olympic programs in 2000. Special opportunities offered by SOCOG and the Sydney Paralympic Organising Committee (SPOC) provided direct involvement for students prior to, and during, the Olympic and Paralympic Games.

To assist in the implementation of Olympic programs, the Department conducted teacher workshops in February and March 2000 for 300 participants. The Department's website was regularly updated as an information resource for schools in addition to the distribution of regular

editions of 'Network News', the official Olympic 2000 School Strategy newsletter.

The major achievements for each of the Olympic programs and initiatives follow:

Olympic and Paralympic Awareness Weeks

Olympic Week, 19 to 23 June 2000, and Paralympic Week, 23 to 29 July 2000, provided opportunities for schools to involve athletes in school-based activities. Presentations at school assemblies, tabloids and mini-Olympics heightened interest in the Sydney Games.

School Speakers Program

The School Speakers Program involved Olympians, Paralympians, SOCOG and SPOC staff visiting schools. During 2000, a total of 450 school presentations were made across New South Wales, including isolated country areas.

Olympic Events

Olympic Events at Homebush Bay prior to the Sydney Olympic and Paralympic Games provided opportunities for students to experience Olympic sports and meet elite athletes. A total of 90,000 students from city and country schools attended test events, official venue openings or special Olympic functions in the lead-up to the Games.

Adopt an Athlete Program

The Adopt an Athlete program linked Olympic athletes to schools with the assistance of the AOC and the State Olympic Council. A total of 170 schools across the State were linked to Olympians who provided positive role models promoting the Olympic ideals and supporting school-based Olympic initiatives.

Link an Elite Athlete Program

The Link an Elite Athlete Program (LEAP) established correspondence links between Paralympic athletes and schools through the Sydney Paralympic Organising Committee. A total of 2,710 primary and secondary schools were linked to Paralympians across the State by October 2000.

Network of Friendship Program

The Network of Friendship Program linked 300 NSW schools with overseas schools, providing opportunities for cultural exchanges related to the Olympics. Participating schools received a certificate of acknowledgment from the IOC President, Juan Antonio Samaranch. Many students developed overseas links through the use of e-mail technology.

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Youth Ambassador Program

The Youth Ambassador Program involved 1,319 senior students from 46 high schools in significant events prior to the Olympics. The program aimed to develop leadership and communication skills. During the Games period, a significant number of Youth Ambassadors acted as torch escort and relay runners, tribune runners, volunteers and flag bearers. The program included schools from Broken Hill, Ballina, Bombala, Yass and the Illawarra. Events included VIP tours for MCEETYA and overseas education advisors, the IOC Peace and Fallen Olympians Ceremony and the Hellenic Discobolus Tribute.

Pierre de Coubertin Awards

The Pierre de Coubertin Awards (named after the founder of the modern Olympic movement) recognise students in Years 11/12 (and Year 10 in Central schools) who demonstrate excellence in sport and other areas of school life. Increased participation in the program saw awards presented to 356 students in 2000 - 97 more than in 1999. The Pierre de Coubertin Awards were presented during Olympic Week. Olympian Glenn Bourke was guest speaker at the State Presentation at Homebush Bay where 20 students received their award from Education and Training Minister, the Hon John Aquilina.

Olympic Teacher Workshops

Olympic Teacher Workshops continued in 2000, providing support for schools to implement programs and activities within the Olympic 2000 Schools Strategy, and National Olympic and Paralympic Education Programs. An Olympic site tour at Homebush Bay was included in the program. A total of 300 teachers from across the State attended workshops in Term 1 at Bicentennial Park, Sydney. In addition, 25 teachers attended a post-2000 Olympic education planning workshop that was conducted in November 2000.

Olympic Welcome Program

Students from primary schools across New South Wales welcomed Olympic teams to the Athletes Village singing a specially-composed song in conjunction with Indigenous dance performances. They also learnt about countries with which they had developed links and many built relationships with the participating National Olympic Committees. A total of 4,900 students from 158 schools

welcomed countries to the Olympic Games Village prior to the Opening Ceremony of the Sydney Games. Some organised social events for 'their' athletes and many attended Olympic events to support 'their' team.

Aussie Frog Challenge Program

The Aussie Frog Challenge program, launched in June 1999, provided primary students with a fun-filled activity program that reflected the Olympic ideals of participation in physical activity in conjunction with concern for environmental issues. Over 200 primary schools officially registered to implement the Aussie Frog Challenge in 2000. The Aussie Frog Challenge School Award was presented to four schools who had achieved outstanding student involvement and innovative environmental activities.

Paralympic Games

The Paralympic Games offered schools across the State the opportunity to purchase group day pass tickets, enabling students to attend Paralympic events as a school excursion. A total of 350,000 NSW students and staff took advantage of the Paralympic Games excursion opportunity, creating a strong support base for all events. This achievement received international acclaim.

Games-Time Volunteers

Games-time volunteer programs, organised through SOCOG and SPOC, involved students from NSW schools in the following roles:

Torch Relay Escorts: 791 secondary students

Torch Relay: five primary students were selected to run the final leg of the Olympic Torch Relay and 97 secondary students were selected as Paralympic Torchbearers

Press Tribune Runners: 398 students (Olympics) and 51 students (Paralympics)

Print Results Distribution: 70 students and 9 teachers

Technical Assistance with Ceremonies: 209 students (Olympics) and 85 schools (Paralympics)

Sport Specific assistance: 200 students (Olympics) and 150 students (Paralympics)

Athletes Village: 100 students (Paralympics)

Spectator Services: 136 students (Paralympics).

Olympic Games Performances

The Department coordinated the performances of students from across the State for the Opening and Closing Ceremonies of the Olympic and Paralympic Games. A total of 6,500 students and 260 staff were involved in these special performances either in choirs, marching bands or dance segments. In addition, the Department provided leadership and support to SOCOG for the Olympic and Paralympic Opening and Closing Ceremonies in the following areas:

Auditioning Performers: The Performing Arts Unit advised SOCOG on appropriate procedures for auditioning student performers. The auditioning procedures established for the Pacific School Games ceremonies were used as an initial screening process. Unit staff also established and trained the NSW 'hub' of the Olympic marching band, coordinated the receipt and storage of band instruments for all performers, and auditioned and trained student singers for choirs in the Opening and Closing ceremonies of both Games.

Managing Rehearsals: Three staff (Elizabeth Moss, George Torbay and Ross Milne) were deployed to SOCOG for five months to coordinate rehearsals involving adult and student performers in choral music and dance / movement. The Performing Arts Unit also trained other staff who were employed by SOCOG on a casual basis to produce program segments.

Coordinating Transport: Departmental staff played a major role in coordinating the transport for performers to rehearsal areas and to the main stadium for rehearsals and performances. Several Departmental sites were used as transport staging points.

Providing Production Staff for Opening and Closing Ceremonies: Hundreds of teachers acted as trainers, chaperones, backstage production crew and stage management crew for Olympic and Paralympic performances. Most did so as volunteers. This contribution by teachers and school communities saved SOCOG millions of dollars in production costs.

Production of 94 Team Welcome Ceremonies: Departmental staff and thousands of students made a major contribution to all Team Welcome ceremonies for the Olympics and Paralympics. Departmental staff

prepared school choirs, soloists, and dancers and arranged their transport to the village. They also provided stage management expertise and organised contractors and students to provide all the television recording of the Team Welcome ceremonies for the Olympics.

Provision of Creative Input: Departmental staff made a significant contribution to the creative content of most Olympic and Paralympic ceremonies in the lead up to and during the Games by providing advice to SOCOG's professional directors and producers concerning appropriate content and performance skills for students.

Whole-of-Government Activities

The Department contributed to whole-of-government support provided for the Olympic and Paralympic Games by selecting two senior administrators to work with the Sydney Paralympic Organising Committee for 23 weeks. The officers developed and implemented a successful communications strategy with communities located near Olympic Games venues.

Pacific School Games 2000

The Pacific School Games is one of the world's most significant youth events and every four years brings together up to 4,000 students aged from 10 to 19 years of age, from as many as 40 countries as well as every Australian State and Territory. From 30 April to 7 May 2000, the Department hosted the 6th Pacific School Games at Sydney Olympic Park. Events were conducted in track and field, swimming, diving and gymnastics, with able-bodied and disabled events. The Premier, the Hon Bob Carr, was the patron of the Games.

A highlight of the 2000 Pacific School Games was the spectacular Opening Ceremony on Wednesday 3 May in Stadium Australia. The ceremony featured 20,000 of our schools' most talented students including the hundred-piece Pacific School Games Orchestra, the Millennium Marching Band and a seven-thousand voice choir performing for an audience of around 65,000 people. Westpac Banking Corporation was the presenting partner of the 2000 Games. Channel 7, News Ltd and Radio 2UE provided media support.

Minister's Award for Excellence in Student Achievement, 2000

This award is for Year 12 students enrolled in NSW government schools. Students are nominated on the basis of achievement throughout their high school years but with particular recognition of excellence in Years 11 and 12. The awards recognise achievement in academic, sporting and cultural activities as well as in leadership and contribution to the school community. In 2000, a total of 36 students from throughout New South Wales received this award.

Minister's Award for Excellence in Student Achievement 2000			
Name	School	District	Reason for Award
Andrew Baird	Murrumburrah High School	Wagga Wagga District	Academic excellence, gymnastics and drama. Australian representative at an international science forum in South Africa.
Annemarie Berrell	Barrenjoey High School	Northern Beaches District	Outstanding school leader, public speaking, youth work and fund raising.
Kadie Budd	Picton High School	Campbelltown District	High-level academic and sporting achievements, and student leadership.
Mai Campbell	Strathfield Girls High School	Granville District	Student leadership (including district and State levels), academic achievement, and contribution to the Kids Helpline.
Megan Clark	Broken Hill High School	Broken Hill District	Academic, sporting and cultural achievements.
Serena Craig	Whitebridge High School	Newcastle District	Academic and sporting achievements, music, public speaking and leadership.
Meg Dennison	Dubbo South High School	Dubbo District	Outstanding academic achievements and leadership. Representative at the National Youth Science Forum in Canberra.
Kristy Fleming	Warialda High School	Moree District	Academic excellence, student welfare and student leadership.
Jessica Gardner	Moruya High School	Batemans Bay District	Academic excellence, public speaking, drama and sporting achievement.
Vicki Karageorgos	Beverly Hills Girls High School	Bankstown District	Academic excellence, and achievements in music and community work.
Jordan Kerr	Bradfield College	Ryde District	Academic achievement, student leader and community worker.
Mark Knight	Merewether High School	Newcastle District	Academic achievement, music and theatrical production. Young Citizen of the Year in the city of Lake Macquarie.
Stephen Lacy	Finley High School	Deniliquin District	Leadership and public speaking. Representative on the State Student Representative Council and Berrigan Shire Council Youth of the Year Award in 2000.
Amanda Lam	James Ruse Agricultural High School	Parramatta District	Academic excellence (including multiple prizes in the Australian Mathematics Competition), drama, the Duke of Edinburgh Scheme, and charity work.
Daniella Martin	Nambucca Heads High School	Port Macquarie District	Leadership, academic achievement, gymnastics, peer support, and charity and community work.
Chris McAlister	Sydney Girls High School	Bondi District	Outstanding leader and contributor to the school community.
Amanda McCormack	Crookwell High School	Queanbeyan District	Strong academic performance; sporting achievements in cricket, soccer and hockey; stage performance; and peer sport.

Minister's Award for Excellence in Student Achievement 2000

Name	School	District	Reason for Award
Catherine McNamara	Finley High School	Deniliquin District	Outstanding leader, and participant in community and sporting events. District representative on the State SRC.
Sascha Morrell	Fort Street High School	Port Jackson District	Academic excellence, commitment to the school community, music and writing.
Sam Mulligan	Homebush Boys High School	Granville District	Sporting achievements in cricket and rugby. Member of the NSW Business Week Champion team, and finalist in the Australian Business Week Student Championships.
Brynn O'Brien	Kiama High School	Shellharbour District	Academic excellence, water polo and surf lifesaving. Participated in the National Youth Science Forum 2000. Awarded the 1999 Lions Club Youth of the Year.
Kate O'Toole	St George Girls High School	St George District	Academic excellence, debating and drama. Participated in the Constitutional Convention and Model United Nations Assembly.
Garth Pearce	Penrith High School	Penrith District	Academic and sporting excellence, and leadership. Represented Australia in the Physics Olympiad 2001 achieving 29 th place.
Benjamin Pitcher	Kelso High School	Bathurst District	Academic excellence, and environmental work in the school and the community.
Meg Purtell	Albury High School	Albury District	Student leadership, sporting excellence, and fund raising for the Leukaemia Foundation.
Lauren Rose	Alstonville High School	Lismore District	Academic excellence, student leadership and outstanding achievements in sporting and cultural activities.
Sarah Scott	Toormina High School	Clarence/Coffs Harbour District	Academic achievement and excellent community spirit.
Eve Simons	Engadine High School	Sutherland District	Student leadership, music, public speaking and sports representative.
Joshua Smith	Armidale High School	Armidale District	Student representative, sporting and cultural activities, and school community work.
Aaron Suine	Griffith High School	Griffith District	Academic and sporting achievements, community work and public speaking (including international, national and State conferences).
Nathan Thompson	Lithgow High School	Bathurst District	Academic excellence, sporting achievements, and student leadership.
Rebecca Thornberry	Orange High School	Orange District	Academic, cultural and sporting achievements, debating and music. Australian representative in international science forums.
Yatungka Widders	Cheltenham Girls High School	Hornsby District	Academic excellence, public speaking, debating, acting, music, leadership and champion of social justice particularly in relation to reconciliation.
Renae Wood	Chatham High School	Taree District	Academic achievements and sporting excellence.
Peta Woods	Morisset High School	Lake Macquarie District	Academic excellence, drama, community youth work and public speaking.
Nikki Wright	Armidale High School	Armidale District	Academic and sporting achievements, and leadership.

Minister's Young Designers Awards

The Department and the Board of Studies NSW present the Minister's Young Designers Awards each year to showcase to the community the achievement of Year 7 and 8 Design and Technology students. The Department contributed \$19,570 to support the awards, as well as significant in-kind contribution. Over 1,075 students from government schools participated in the awards in 2000. The four State award winners came from rural public schools, with students from Karabar Distance Education Centre and Bundarra Central School taking all four awards.

Minister's Awards For Excellence In Teaching

In 2000, a total of 41 outstanding educators received the prestigious Minister's Award for Excellence in Teaching for outstanding contributions to teaching in NSW government schools. The teachers and executive staff who were nominated for these awards demonstrated excellence in teaching and made exceptional contributions to the quality of teaching in their school. The names of the school recipients of these awards in 2000 are provided in the table below. See Chapter 2 on TAFE NSW for the names of the TAFE recipients.

Minister's Awards for Excellence in Teaching 2000			
Name	School	District	Reason for Award
Mersina Achele	South Sydney High School	Bondi District	Excellent teacher, and trained teams that won State and national school mediation competitions.
Barbara Adamthwaite	Molong Central School	Orange District	Excellent careers adviser and developed school-to-work and vocational education training programs for Molong Central School.
Geoffrey Attrill	Brooke Avenue Public School	Central Coast District	Outstanding technology teacher, provided technological advice, skills and curriculum.
Julie Bailey	Kurri Kurri High School	Maitland District	Outstanding English teacher, school community work and extraordinary rapport with students from all socio-economic backgrounds.
Narelle Bothamley	Hillside Public School	Hornsby District	Outstanding contribution to teaching.
Matthew Brown	Koorringal High School	Wagga Wagga District	Excellence in teaching English, organisational skills and peer support.
Peter Brownlow	Lithgow High School	Bathurst District	Excellent teacher, implemented quality technology networks and trained staff to integrate technology into teaching and learning.
Katrina Burne	Blacktown Boys High School	Blacktown District	Outstanding leadership in curriculum areas, student welfare and administration.
Jann Chambers	Macquarie Boys Technology High School	Parramatta District	Counselling, student welfare, and introduced aggression control programs, anti-bullying procedures and self-esteem enhancement programs.
Maureen Clark	Broken Hill High School	Broken Hill District	Outstanding teacher, and fostered student excellence in writing, debating and public speaking.
Leone Cox	Goonellabah Public School	Lismore District	Outstanding teacher, student welfare, and music.
Wendy Croger	Picton High School	Campbelltown District	Outstanding English teacher, and programmed the school's assessment plans for the New HSC.
Dianne Duff	Tower Street Public School	Bankstown District	Outstanding contribution to students and the school community, and organised and presented the Bankstown Millennium Buzz.

Minister's Awards for Excellence in Teaching 2000 Cont'd

Name	School	District	Reason for Award
Leanne Fayle	Mainsbridge School	Liverpool District	Exemplary teacher, nurtured beginning teachers in special education, prepared students for integration, and developed community links.
Catherine Fisher	Deniliquin High School	Deniliquin District	Innovative classroom teacher, involved in sporting and cultural activities and an outstanding contributor to whole school programs.
Jan Francuz	Marsden High School	Ryde District	Outstanding language teacher, chair of HSC Korean Exam Committee and member of the K-6 syllabus and New HSC syllabus committees.
Julie Fuller	Charlestown East Public School	Newcastle District	Student welfare, excellence in teaching, and developed teacher and parent education programs.
Margaret Graham	Wade High School	Griffith District	Outstanding teacher who has inspired excellent student results in languages.
Amanda Harris	Killarney Heights High School	Northern Beaches District	Outstanding teacher, and provided professional development of other staff.
Jonathon Hart	Coffs Harbour Senior College	Clarence / Coffs Harbour District	Exceptional teacher of Modern History, and developed and promoted lifelong learning.
Carole Hicks	Dapto Public School	Wollongong District	Outstanding efforts to achieve educational equality for Aboriginal students, coordinated Parents as Tutors programs, supported Reading Recovery and Intensive Reading programs and coordinated Aboriginal programs.
Sandra Horley	Blakehurst High School	St George District	Exemplary teacher who has inspired students to achieve outstanding results.
Mark Howie	Chifley College	Mount Druitt District	Outstanding and innovative teacher, highly developed knowledge of literacy, and leadership.
Karen James	Nowra High School	Shellharbour District	Innovative teacher, and extra-curricular activities including representation on the school council, girls leadership activities, and HSC marker.
Neil Jennings	Fort Street High School	Port Jackson District	Excellent languages teacher, outstanding HSC results, and developed exchange programs with schools in non-English speaking countries.
Jenny Johnson	Merriwa Central School	Tamworth District	Excellent teacher, dedication in the vocational education field of HSC Hospitality, and excellent HSC results.
Tony King	Loftus Public School	Sutherland District	Exemplary teacher, school leadership, staff training and development, sports coaching and student welfare.
Janene Love	Batemans Bay Public School	Batemans Bay District	Developed ESL programs for students, and outstanding work with the Aboriginal community.
Rose Martin	Tottenham Central School	Dubbo District	Excellent leadership, progressive educationalist, and collaboration with staff and parents.

Minister's Awards for Excellence in Teaching 2000 Cont'd

Name	School	District	Reason for Award
Ros Martin	Penrith Public School	Penrith District	Outstanding teaching and leadership in the education of support class students.
Ian Millard	Revesby South Public School	Bankstown District	Outstanding contribution to the school community through his work in organising and presenting the Bankstown Millennium Buzz.
Malcolm Morley	Ballina Public School	Tweed Heads / Ballina District	Quality music teaching and assisted concert bands to win two Queensland State Music Championships and numerous other eisteddfod awards.
David Sadler	Corowa High School	Albury District	Excellent teacher, student welfare, and adoption of new technology in teaching.
Saroona Sharma	Birrong Boys High School	Granville District	Exemplary social science teacher, and coordinated programs such as 'Schools in Parliament' and 'Gifted and Talented'.
Lorraine Simmiss-Taylor	Lord Howe Island Central School	Port Macquarie District	Organised students' participation in the Pacific School Games in dance and athletics including sponsorship, choreography and coaching.
Genise Slack-Smith	Coonamble High School	Moree District	Contribution to teaching and student welfare.
Lindsay Stibbard	Clarence Town Public School	Taree District	Exceptional educator and leader.
Jo-Anne Thorn	Hunter School of Performing Arts	Newcastle District	Outstanding work with students in Performing Arts (Dance).
Roslyn Van der Velde	Budgewoi Public School	Lake Macquarie District	Outstanding contributions in the area of social skills, outcomes-based education, integrated programs and assessment.
Judith Walsh	Armidale High School	Armidale District	Excellent teacher, and dedicated work with the school community.
Neil Wardle	Mulwaree High School	Queanbeyan District	Excellent and innovative languages teacher, particularly in the area of Indonesian studies.



Students from Daceyville Public School involved in a literacy program.

Award for Excellent Service to Public Education and Training

This award is for individuals who have made a significant contribution to the promotion of public education and training in New South Wales. Nominees may include parents, members of the community, business people and Departmental staff. Activities considered as the basis for nomination include assistance with classroom teaching, sporting programs, visual or performing arts activities, multicultural education, administrative activities, improvements to the physical environment of school and colleges, assistance with special occasions, assistance with computers, commercial activities or business ventures. Other activities considered worthy of recognition may also be considered.

In 2000, the Award for Excellent Service to Public Education and Training was presented to 41 recipients from schools throughout the State. See Chapter 2 on TAFE NSW for the list of recipients from that sector.

Director-General's Award for Excellent Service to Public Education and Training			
Name	School	District	Reason for Award
Kevin Awege	Wilcannia Central School	Broken Hill District	School General Assistant and a member of various school committees including the Annual School Report and School Beautification.
Jennifer Bell	Hebersham Public School	Mount Druitt District	Outstanding manager of the Mount Druitt District 2001 Choir, and established the district's branch in 1998.
Lesley Blackshaw	Wade High School	Griffith District	Experienced School Assistant, and excellent service to the school community.
Max Boyd	Bilambil Public School	Tweed Heads / Ballina District	Outstanding support and encouragement to schools in the district over many years through his position as Mayor of Tweed Shire Council.
Pam Callachor	Wee Waa High School	Moree District	Leadership in parent groups, and valuable contribution to the development of the Senior Study Centre.
Heather Causley	Yarrawarrah Public School	Sutherland District	Provided musical opportunities of the highest quality for students in the district and beyond, and encouraged lifelong learning in choral music.
Christina Chow	Kensington Public School	Bondi District	Outstanding organiser of the school's centenary and Spring Fair, costume making, and a volunteer in the parent tutor program.
Debbie Cox	Koorringal Public School	Wagga Wagga District	Highly successful fund raising, and outstanding parent leadership in coordinating fetes to enable a \$50,000 playground building project.
Marjorie Cusack	School Sport Unit	State Office Directorate	Outstanding contribution to developing, coordinating and promoting the Department's Learn to Swim Program in western Sydney.
Tina Efessopoulos	Ashfield Boys High School	Port Jackson District	Established and maintained attractive gardens at the school that improved the school's image and created a green space for students.
Marian Fountain	School Sport Unit	State Office Directorate	Exceptional contribution to developing, organising and promoting the Department's Special Swimming Scheme.
Dave Fox	Bilgola Plateau Public School	Northern Beaches District	Hard-working General Assistant and cleaner, and volunteer work related to the schools' maintenance and security.
Michael Gold	Killara High School	Ryde District	Significant contribution to the promotion of public education, and introduction of significant educational changes.

Director-General's Award for Excellent Service to Public Education and Training			
Name	School	District	Reason for Award
Bill & Irene Goulding	Lithgow High School	Bathurst District	Outstanding supporters of welfare, and generous financial contributions to the implementation of a student support scheme to recognise the positive behaviour and attitude of students.
John Greco	Picton High School	Campbelltown District	Successful manager of the school concert band including tours, the latest being to NSW country schools and the Gold Coast.
Helen Hamilton	Rand Public School	Albury District	Dedicated volunteer reading tutor for 10 years, and assisted students' progress by providing feedback to teachers.
Walter Harding	Casino High School	Lismore District	Services to the whole school community.
Steve Hawkins	Lithgow High School	Bathurst District	Outstanding supporter of welfare programs, and generous financial contributions to the implementation of a student support scheme to recognise the positive behaviour and attitude of students.
Helen Koch	Tenterfield High School	Armidale District	Outstanding contribution to the P&C, students, school sport, and the school community.
Jenny Maher	Crestwood Public School	Parramatta District	Driving force behind a range of school programs, and provided technological expertise to staff and students.
Jennifer Mahony	Warilla Public School	Shellharbour District	Outstanding contribution to the Parents As Teachers program, and developed, presented and promoted courses to support young, single mothers; and improve child behaviour management.
Mary Mammoliti	King Park Public School	Fairfield District	Teachers Aide (special) with a high level of commitment to students with disabilities, developed programs, and supported parents and staff.
Lorraine May	Umina High School	Central Coast District	Tireless contributor to the P&C Association and a key member of the committees that framed the school's senior student welfare policy.
Graeme Miller	Quakers Hill East Public School	Blacktown District	Outstanding fostering of parent and community awareness and involvement in the public school system.
Ross Morrison	School Sport Unit	State Office Directorate	Responsible for the overall organisation and conduct of the 2000 Pacific School Games involving 36 State and national teams with over 4,000 athletes and officials.
Rowan Morrison	East Hills Girls Technology High School	Bankstown District	Exceptional contribution as President of the School Council and member of many committees, task forces and working bees; and promoted and fostered parent participation in school activities.
Denise Mulligan	Callala Public School	Shellharbour District	Outstanding chairperson of the Callala School committee that successfully lobbied for 'a school for Callala 2000'.

Director-General's Award for Excellent Service to Public Education and Training			
Name	School	District	Reason for Award
Judi Oliver	Asquith Girls High School	Hornsby District	Promoted a positive school image, and contributed to the improvement of the school's environment.
Max Palmer	Parkes Public School	Orange District	Commitment to reading, encouraged students who required additional reading support, and provided individual assistance.
Patrick Pattison	Lapstone Public School	Penrith District	Outstanding contribution to the school concert band which is now one of the finest primary school bands in the State.
George Payne	Hammondville Public School	Liverpool District	School Cleaner with an extraordinary commitment to the school community.
David Power	School Sport Unit	State Office Directorate	Responsible for the organisation and administration of the NSW Team to compete in the 2000 Pacific School Games involving 604 athletes and 45 management personnel.
Janece Richards	Training and Development Directorate	State Office Directorate	Outstanding contribution to improving the professional recognition and development of administrative and support staff in schools across the State.
Peter Robinson	Curriculum Support Directorate	State Office Directorate	Outstanding educator, leader and manager, with a strong commitment to public education.
Effat Shehata	Belmore North Public School	Granville District	Developed software for the teaching of Arabic, provided professional development and enhanced the profile of community languages.
Robyn South	Irrawang High School	Taree District	Outstanding voluntary contribution for 20 years in three school communities.
Doreen Stewart	Gillwinga Public School	Clarence / Coffs District	Thirty years of dedicated service to the whole school community.
John Thompson	Swansea Primary School	Lake Macquarie District	Volunteer for over 15 years, general assistant in environmental programs; helped families in distress; and liaised with local charities to raise funds for wheelchairs, computer equipment and lifting devices for spinabifida sufferers.
Davina Tyrrell	Batemans Bay Primary School	Batemans Bay District	Promoted Aboriginal perspectives and programs from school to State level, and worked to ensure equity for Aboriginal students. Member of many education groups including the Board of Studies.
Don Wade	Melville High School	Port Macquarie District	Excellent role model for Aboriginal children, and provided outstanding mentoring and assistance to Aboriginal students.
Tony Yeo	Dunedoo Central School	Dubbo District	Outstanding contribution to the school's development as an executive member of the P&C Committee and the School Council.

Director-General's School Achievement Awards 2000

This award is given to schools in New South Wales that have made significant contributions in the priority areas identified in the Department's strategic plan for NSW public schools. In 2000, the Director-General's Award for School Achievement was presented to 33 schools across the State.

Director-General's School Achievement Awards 2000		
School	District	Reason for Award
Albion Park High School	Shellharbour District	Learning Support Network
Ardlethan Central School	Griffith District	Riverina Access Program: Interactive Video Teaching
Ariah Park Central School	Griffith District	Riverina Access Program: Interactive Video Teaching
Arthur Phillip High School	Parramatta District	Technology Across the Curriculum
Barellan Central School	Griffith District	Riverina Access Program: Interactive Video Teaching
Billabong High School	Albury District	Asian Studies Program
Blacktown Girls High School	Blacktown District	Innovative Girls Education
Bourke High School	Dubbo District	Vocational Education Program
Calare Public School	Orange District	Count Me In Too Program
Crookwell Public School	Queanbeyan District	Promoting Multiculturalism
Drummond Memorial Public School	Armidale District	Literacy and Numeracy Program
Epping Public School	Hornsby District	Fundamental Movement Skills Program
Finley High School	Deniliquin District	Teaching and Learning Programs
Gosford Public School	Central Coast District	Technology and Mathematics Programs
Gulmarrad Public School	Clarence / Coffs Harbour District	Excellence Across the Curriculum
Hargraves Public School	Bathurst District	Assessment and Reporting Program
Homebush Boys High School	Granville District	Excellence in Gender Education
Hunter School of the Performing Arts	Newcastle District	Excellence Across the School
James Cook Boys Technology High School	St George District	The Machismo Project
Killara High School	Ryde District	Excellence Across the Curriculum
Kurri Kurri High School	Maitland District	Authentic Assessment Initiative
Liverpool Girls High School	Liverpool District	Vocational Education Program
Matraville High School	Bondi District	Special Education Program
Menai High School	Sutherland District	Promoting Multiculturalism
Moree East Public School	Moree District	Achievements for Aboriginal Issues
Oxley Park Public School	Mount Druitt District	Technology Program
Peakhurst High School	Bankstown District	Excellence in Performing Arts
Pittwater High School	Northern Beaches District	Excellence in Performing Arts
Queanbeyan South Public School	Queanbeyan District	Raising Aspirations
Smithfield Public School	Fairfield District	Excellence in Early Literacy Program
Tempe High Languages School	Port Jackson District	Languages and Literacy Program
Tooraweenah Public School	Dubbo District	Quality Education
Wauchope Public School	Port Macquarie District	Technology Program

1.2 Strengthening the Foundations for Lifelong Learning

State Literacy and Numeracy Plan

This was the second year of the Government's *Literacy and Numeracy Plan*. The plan includes the continuation and expansion of the State Literacy Strategy which was introduced in 1997, and the introduction of the new *Numeracy Plan*.

Literacy

In 2000, NSW continued to implement the State Literacy Strategy as part of the *State Literacy and Numeracy Plan*. The strategy provides a comprehensive and coordinated structure to support teachers in working towards improved literacy achievement for all students.

A range of electronic and print based support materials was made available to schools to ensure that teachers are able to intervene and teach explicitly so that all students achieve appropriate outcomes. These include materials and training to support the implementation of the Follow Up to BST and Follow Up to ELLA packages.

The *Focus on literacy: writing* package was distributed to schools in 2000. The package outlines for teachers the key elements and considerations for the effective teaching of writing. The need for explicit and systematic teaching of writing within a balanced literacy program K-12 is emphasised.

Each of the 40 NSW districts continues to be supported by a district literacy team. District literacy consultants as literacy leaders in the district team continue to have prime responsibility for providing training and development in literacy skills, knowledge and understanding for teachers from Kindergarten to Year 8.

Professional development for teachers and districts has been provided through a range of strategies, including training and development opportunities for all district schools as well as for communities of schools, individual school staff meetings and in-class support.

In 2000, State training of district literacy consultants focused on understanding of a social view of language, the DET writing policy *Focus on literacy: writing*, understanding the standard of outcome statements and how to develop consistency in teachers' judgements about students' achievements of syllabus outcomes.

The Linkages program continued to expand in 2000 with the appointment of 25 linkages consultants, who serve all 40 school districts. In addition to the consultancy support, each district has received funding to support district linkages initiatives.

The role of linkages consultants is to support teachers of students in Years 5-8 to ensure the continued academic and social development of students as they move from primary to secondary school.

Learning support teams in schools develop systems for monitoring student achievement in literacy, determining the nature and extent of support to be provided and assessing individual progress over time. Literacy support teams continue to guide school implementation of the State Literacy Strategy.

Additional support was provided to schools serving the highest concentrations of socio-economically disadvantaged students and their communities. The NSW Disadvantaged Schools Program (DSP) allocated grants, extra teachers and consultancy services to assist 477 DSP school communities to improve literacy outcomes through local projects for teachers, students and parents.

Summer schools were trialed in six districts for socio-economically disadvantaged students requiring additional literacy support as they moved from Year 10 to Year 11 and, under the Ready for High School Program, from Year 6 to Year 7. Study Plus addressed the needs of talented and high performing Years 6, 9 and 10 students from socio-economically disadvantaged communities in eight districts to extend their skills in literacy, numeracy and computing.

In 2000 \$2.5 million of the supplementary funding provided under the Indigenous Education Strategic Initiatives Program (IESIP) was allocated to support literacy and numeracy programs for Aboriginal students in schools across the 40 districts in New South Wales.

Numeracy

The aim of the numeracy plan as part of the *State Literacy and Numeracy Plan* is to improve students' numeracy outcomes through the professional development and support of teachers. The key professional development programs included Count Me In Too in the primary years and Counting On in secondary schools.

The Count Me In Too program is designed to increase teachers' understandings of how children can be assisted to progress through the early components of the mathematics syllabus. Count Me In Too uses a 'learning

framework' drawn from research which outlines the types and relative sophistication of solution strategies students use.

The Count Me In Too early numeracy project operated in 500 schools during 2000, supported by the 40 district mathematics consultants. Over \$750,000 was directly committed to the support of this program.

The evaluation of the project found that Count Me In Too had a positive impact on the professional knowledge of teachers and the quality of the strategies students use. The evaluation also found that Count Me In Too had had a positive impact on Year 3 Basic Skills Test results in schools that had been running the project for some years.

As well as support from the curriculum consultants, 1,000 training and development packages were produced and used. Universities in pre-service training as well as schools in Tasmania, ACT and New Zealand also used the training packages in 2000.

In the area of supporting students' mathematics learning in the transition from primary to secondary schools, the Counting On project was implemented in 40 secondary schools across New South Wales during 2000. More than 600 students, 120 school teachers and 40 district mathematics consultants took part in the project.

The evaluation of the Counting On project found that students not only improved in their rate of correct responses but also improved in terms of the strategies being used to solve problems.

Measuring Students' Literacy and Numeracy Outcomes

Measuring and monitoring student achievement and progress in literacy and numeracy is a critical component of the overall strategy to improve student outcomes. Statewide testing programs formally assess students' literacy and numeracy knowledge and skills in Years 3, 5, and 7.

Year 7	English Language and Literacy Assessment (ELLA) Secondary Numeracy Assessment Program (SNAP)
Year 5	Basic Skills Testing for Literacy and Numeracy (BST) Primary Writing Assessment (PWA)
Year 3	Basic Skills Testing for Literacy and Numeracy (BST) Primary Writing Assessment (PWA)

These curriculum-based assessments provide snapshots of students' achievements in these vital areas. The information provided by the programs provides useful feedback to students, teachers and parents that can be used to further assist students' progress in learning.

They are criterion-referenced tests that show what students can do. Student results are reported against standards of performance, which are comparable from year to year.

Basic Skills Test (BST)

The Basic Skills Test conducted for Year 3 and Year 5 students, are an important part of the overall *State Literacy and Numeracy Plan*. The testing program provides a measure of student achievement and progress in literacy and numeracy in the primary years of schooling. The BST generates detailed information about how students perform in aspects of literacy (reading and language) and of numeracy (number, measurement and space).

The BST results are reported on a scale of 25-80, with separate scales for literacy and for numeracy. The BST scale is divided into five skill bands for Year 3 and six skill bands for Year 5. Skill Band 1 is the lowest level of achievement. A Year 3 child is considered to have demonstrated expected achievement if in Band 2 or above for literacy and for numeracy. A Year 5 child is considered to have demonstrated expected achievement if in Band 3 or above for literacy and for numeracy.

In 2000 a total of 159,774 NSW students took part in Basic Skills Testing. Of these, 120,683 were from government schools. The 2000 Basic Skills Test data for literacy and numeracy continue to confirm the positive impact of the statewide literacy and numeracy strategies on government school students' achievements. Results from the 2000 program indicate that:

- ◆ 89 per cent of students in Year 3 and 93 per cent of students in Year 5 demonstrated expected or higher level skills in the literacy tests
- ◆ 85 per cent of students in Year 3 and 92 per cent of students in Year 5 demonstrated expected or higher level skills in the numeracy tests
- ◆ The gap in mean scores between boys and girls in literacy is the lowest recorded: 1.6 points in Year 3 and 1.5 in Year 5.
- ◆ The overall percentage of students in the bottom skill band for literacy for Year 3 and Year 5 is among the smallest recorded: 1 per cent in Year 5 and 11 per cent in Year 3.

BST State Percentages in Skill Bands, Year 3 1996-2000

Year 3	1996		1997		1998		1999		2000	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
Band 5	17	24	17	18	13	21	14	16	15	15
Band 4	21	24	20	21	21	22	25	26	24	24
Band 3	26	24	27	31	26	24	30	30	29	27
Band 2	19	18	20	19	25	19	20	17	21	18
Band 1	17	11	16	11	15	14	11	10	11	15

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

BST State Percentages in Skill Bands, Year 5 1996-2000

Year 5	1996		1997		1998		1999		2000	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
Band 6	19	21	24	21	20	23	20	23	20	20
Band 5	28	28	26	28	27	28	27	28	27	25
Band 4	28	28	26	31	28	28	31	26	29	31
Band 3	16	16	16	14	17	16	16	15	17	16
Band 2	7	6	6	5	7	5	5	6	6	6
Band 1	2	1	2	1	2	1	1	1	1	2

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

- Performance growth in literacy from Year 3 to Year 5 is at its highest level ever: 7.2 score points on the BST scale for this year's Year 5 compared to 7.0 for the 1997-99 cohort and 6.6 for the 1996-98 cohort.
- Aboriginal and Torres Strait Islander students have made strong gains and student tracking shows performance growth rates match the State average between Years 3 and 5. Mean literacy rates remain among the highest recorded since 1991.

Average Gain in Basic Skills Test Literacy and Numeracy Scores from Year 3 to Year 5, 1996 to 1998, 1997 to 1999 and 1998 to 2000.

	1996 to 1998		1997 to 1999		1998 to 2000	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
All students	6.6	6.5	7.0	8.2	7.2	7.6
Boys	6.8	6.9	7.3	8.3	7.4	7.7
Girls	6.5	6.1	6.7	8.1	6.9	7.4
ATSI	6.8	6.5	7.1	6.9	7.2	7.1
NESBT	7.1	7.7	7.3	9.7	7.5	9.0
ESB	6.5	6.2	6.9	7.8	7.1	7.2
NESB1	8.8	10.4	9.3	12.7	9.2	12.7
CAP	6.2	5.8	6.7	7.1	7.4	7.0
DSP	7.0	6.7	7.2	7.7	7.3	7.2

ATSI : Aboriginal and Torres Strait Islander students

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 four years or less and never or only sometimes speak English at home

CAP : Students from schools in Country Areas Program

DSP : Students from schools in Disadvantaged Schools Program

Using BST to Chart the Progress of Reading Recovery students

The Department gives priority to the early identification of literacy needs. Reading Recovery is for students in Year 1 identified as the most in need of extra assistance with reading and writing. Children who are not making a good start with reading and writing through regular classroom instruction receive a short-term individually-designed program of instruction that assists them to improve their literacy skills.

In 2000/2001, the Government allocated more than \$24 million to Reading Recovery to enable more teachers to be trained, additional schools to join the program, and more students to be helped with literacy.

In the Reading Recovery program students receive one-to-one tutoring, by specially trained teachers, five days per week for 30 minutes each day for a period of 12 to 20 weeks. In 2000, the program was delivered in 788 schools by 881 teachers - 24 schools more than in 1999. By the end of 2000, New South Wales had more than 1,300 teachers trained in specialist Reading Recovery techniques that can also be used in general classroom teaching. These teachers were trained and supported by 29 tutors and two tutor trainers.

In 2000, 7,489 students enrolled in the Reading Recovery program. Of these, 5,369 students improved to the level of their peers and needed no further additional support. The results for 2000 compare favourably with those for 1999, when 5,126 students reached an acceptable standard of literacy as a result of the Reading Recovery program. Of the remaining students in 2000, 730 will complete their program in 2001, 467 were transferred and 923 were referred for special assistance.

The results of students who participated in Reading Recovery in 1998 were compared with their results in the Year 3 Basic Skills Test (BST) in literacy in 2000. The BST results indicated that 77 per cent of all Year 3 students who successfully completed Reading Recovery in Year 1

achieved Band 2 or above (Band 1 being the lowest band). Year 5 students who took part in Reading Recovery in 1996 have also continued to improve their literacy skills. This year in Year 5, 85 per cent of former Reading Recovery students achieved results at or above the expected level. Students who did not achieve Band 2 will continue to receive additional assistance.

Reporting Achievement Against the National Literacy Benchmarks

In 1997, Commonwealth, State and Territory education ministers agreed to the *National Literacy and Numeracy Plan* as part of a commitment to improve literacy and numeracy outcomes for all Australian students.

The *National Literacy and Numeracy Plan* included the development of national benchmarks in reading, writing, spelling and numeracy for Years 3 and 5. The benchmark statements describe the nationally agreed minimum standard of literacy and numeracy without which a student will have difficulty making sufficient progress in school.

In 2000, nationally comparable data were produced for Year 3 and Year 5 reading against the national benchmark.

Year 5 Reading Benchmarks

Reading benchmark scores for Year 5 students were calculated for the first time using the 1999 State and Territory data. As was the case for the Year 3 reading benchmarks, the NSW results are expected to be at the top end of performance of the States and Territories. Overall 90.3 per cent ($\pm 1.4\%$ confidence interval) of NSW students achieved the benchmark. Of students with a language background other than English 89.1 per cent ($\pm 1.7\%$) achieved the benchmark and the percentage of indigenous students achieving the benchmark was 72.5 per cent ($\pm 3.0\%$).

The Year 5 reading benchmarks results for all States and Territories for 1999 are published in the Annual National Report on Schooling.

BST State and District Results, Year 3 and 5 Literacy and Numeracy

The following tables show the performance of students in literacy and numeracy in Years 3 and 5, in each of the 40 districts.

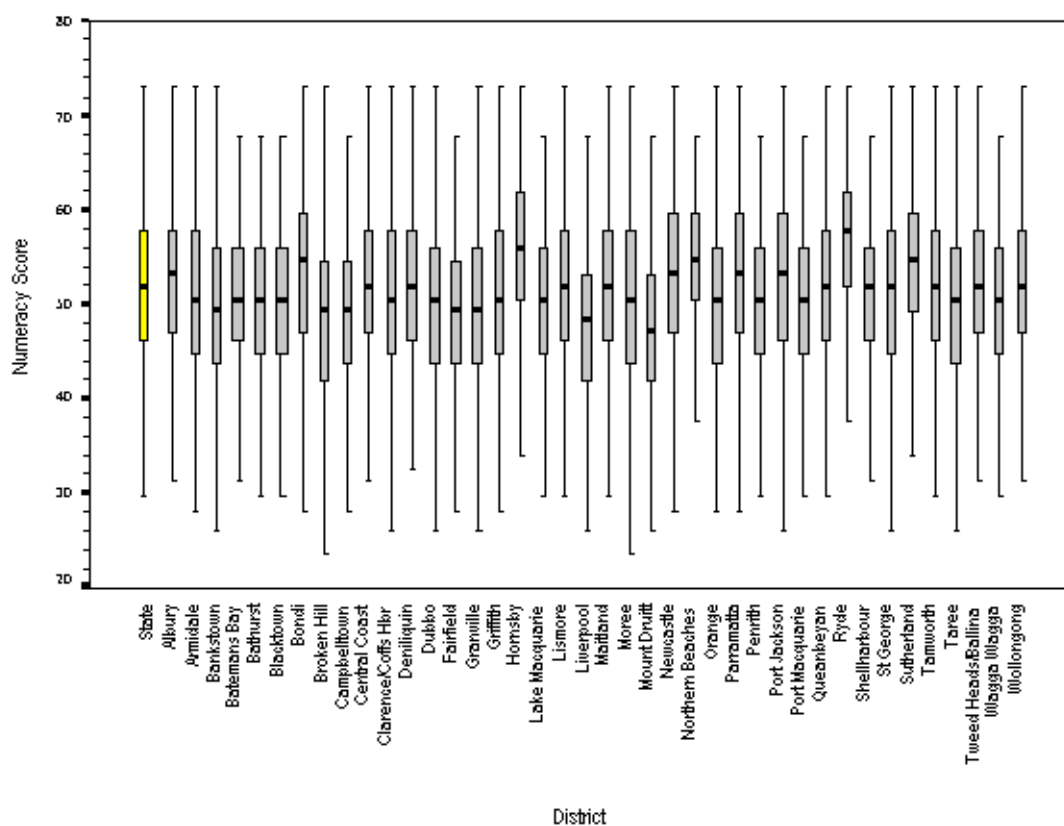
The shaded boxes show the range of scores obtained by the middle 50 per cent of students (the inter-quartile range). The line within each box indicates the median. The

'whiskers' extend above and below the box to show scores, which are within 1.5 times the inter-quartile range. Outliers and extremes are scores which are more than 1.5 times the inter-quartile range. These are not shown in the box plots.

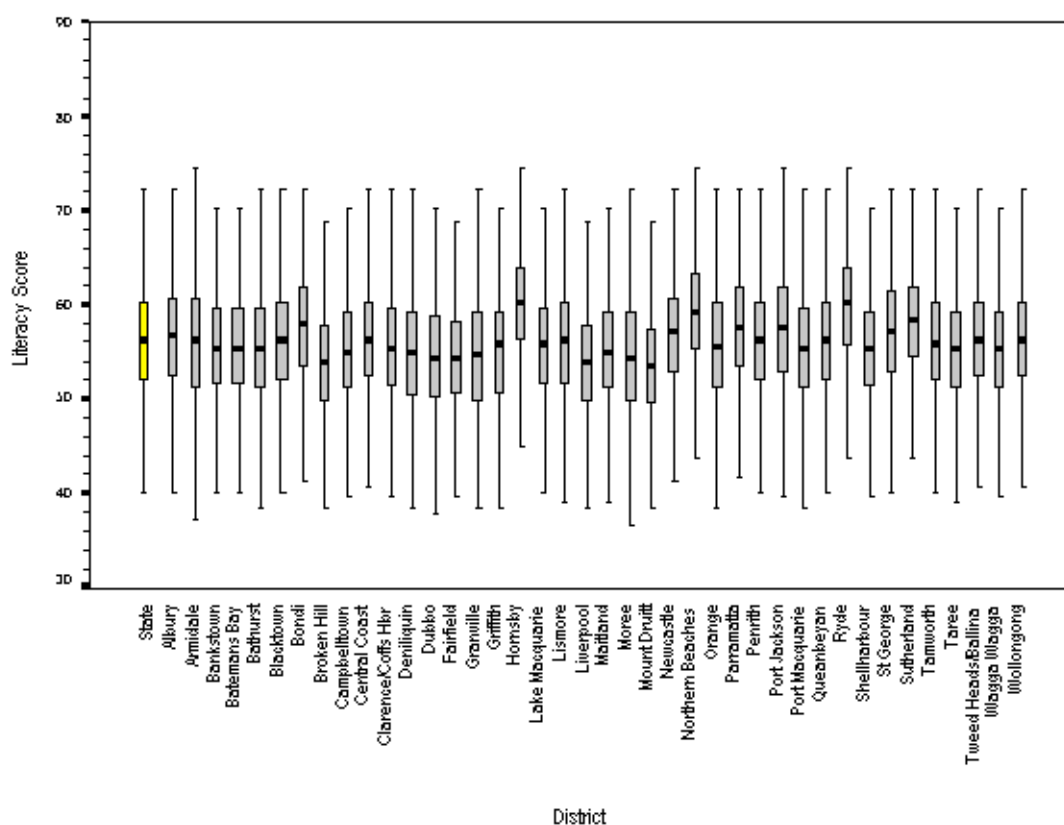
While there is some variation within districts, most have a distribution of scores similar to the State distribution.



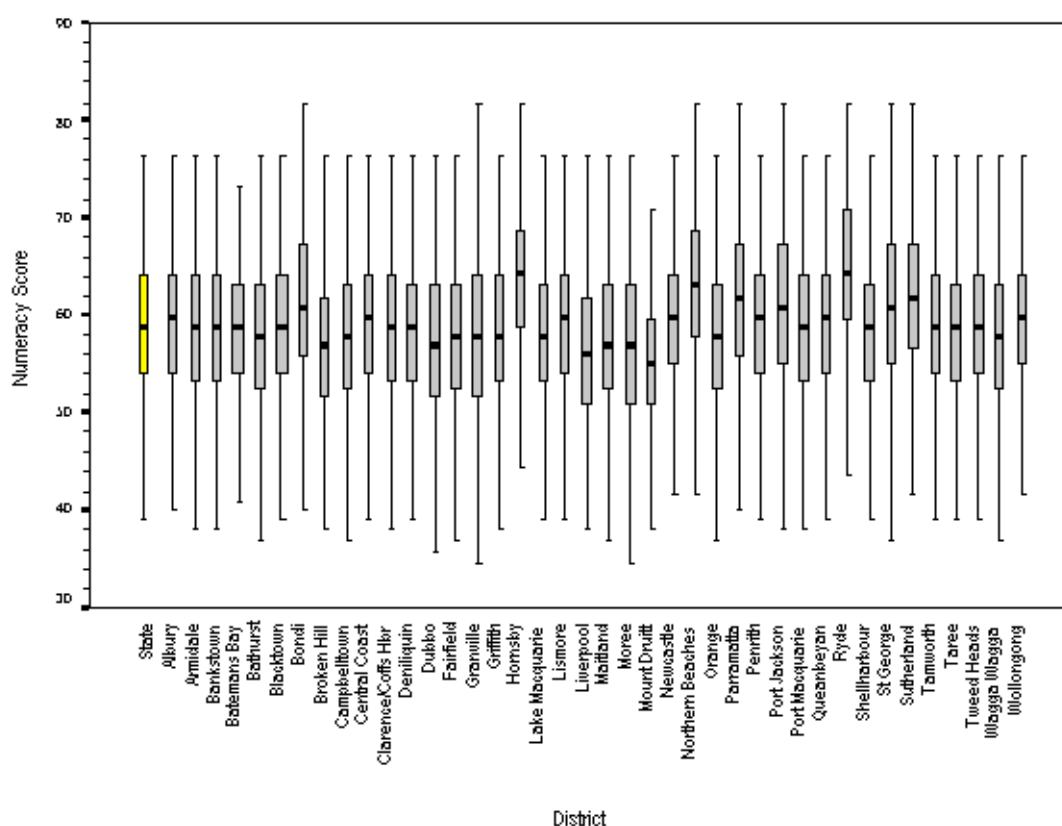
Basic Skills Test 2000 Year 3 Numeracy



Basic Skills Test 2000 Year 5 Literacy



Basic Skills Test 2000 Year 5 Numeracy



Primary Writing Assessment (PWA)

As a part of the NSW Government's commitment to monitor and improve students' literacy skills, the Primary Writing Assessment Program for Years 3 and 5 was piloted in 1998 and introduced to all schools on a voluntary basis in 1999. In 2000, 43,088 Year 3 and 42,320 Year 5 students in government schools took part in the pilot program.

In the Primary Writing Assessment, students wrote responses to two writing tasks, a story and an arguing text (Why children should learn to swim). Student achievement was assessed in sentence construction, spelling, punctuation, tense, subject/verb agreement, correct use of prepositions and pronouns, and the structure and use of different types of writing.

From 2001, Year 3 and Year 5 students in all government schools in New South Wales will complete the Primary Writing Assessment. The assessment will also be available to non-government schools.

Year 3	% in Band	Year 5	% in Band
		Band 6	15
Band 5	12	Band 5	29
Band 4	26	Band 4	32
Band 3	35	Band 3	17
Band 2	18	Band 2	5
Band 1	9	Band 1	1

Notes: Participation in PWA in 2000 was voluntary. Over 70% of students in Year 3 and Year 5 participated in the program.

The students undertaking the test were not necessarily representative of the State population. This needs to be taken into account when interpreting the data.

The results of the pilot indicate that of those students who participated in the PWA, 91 per cent of Year 3 students achieved Band 2 or above. Nearly all (99%) of Year 5 students achieved Band 2 or above.

Report of Operations

English Language and Literacy Assessment (ELLA)

The English Language and Literacy Assessment was introduced in NSW government schools as a voluntary program which was part of the 1997 State Literacy Strategy. In 1998, ELLA became mandatory for Year 7 students in all government schools. The test examines students' reading, language, and writing skills. Students who achieve at the low end of the scale are given additional assistance.

The success and importance of the ELLA program is most clearly demonstrated by the large proportion of government schools (over 90%) choosing to participate in the optional re-testing of Year 8 students. Student achievement is reported against four levels of achievement (high, proficient, elementary and low).

As a result of industrial action in 2000, many government schools did not participate. As the students participating were not representative of their cohort, no State data is provided.

In 1998, not all Year 8 students undertook the ELLA test. The results cannot be considered representative and should not be compared with the 1999 results.

Average Gain in ELLA Scores Year 7 1998 - Year 8 1999

	Writing	Reading	Language
All students	2.2	3.0	1.5
Boys	1.8	3.0	1.6
Girls	2.6	3.1	1.3
ATSI	1.7	3.0	3.0
NESBT	2.0	3.3	1.9
ESB	2.2	3.0	1.3
NESB1	2.7	3.8	3.6
CAP	1.9	2.9	1.9
DSP	1.4	3.4	2.6

ATSI : Aboriginal and Torres Strait Islander Students

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 four years or less and never or only sometimes speak English at home

CAP : Students from schools in Country Areas Program

DSP : Students from schools in Disadvantaged Schools Program

Percentage of Students in Achievement Levels for Year 7 ELLA, 1998-1999

	1998			1999		
	Writing	Reading	Language	Writing	Reading	Language
High	30	33	35	35	32	31
Proficient	53	46	44	48	49	51
Elementary	12	15	13	12	13	13
Low	4	6	8	5	6	5

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

Percentage of Students in Achievement Levels for Year 8 ELLA, 1998-1999

	1998			1999		
	Writing	Reading	Language	Writing	Reading	Language
High	36	42	38	44	45	40
Proficient	50	44	44	43	43	48
Elementary	10	11	11	9	9	10
Low	4	4	6	4	3	3

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

Secondary Numeracy Assessment Program (SNAP)

The Secondary Numeracy Assessment Program was piloted in 2000, with Year 7 students from 110 government schools from all districts and 20 Catholic schools. Twenty schools drawn from 12 districts participated in the in-school marking program. This training provided valuable support for teachers in assessing and teaching numeracy skills.

From 2001, Year 7 students in all government schools in New South Wales will undertake SNAP. The assessment will also be available to non-government schools. Government schools involved in the pilot will have the opportunity to re-test their students in Year 8 in 2001.

SNAP assesses aspects of students' numeracy achievement in the areas of problem solving, number, measurement, data and space.

While the numeric values of the scale (45-120) and the levels of achievement (low, elementary, proficient and high) are the same as ELLA, they are separately developed and no direct comparison can be made between ELLA and SNAP results.

As the tested population from 2000 is not representative of the State population, it is not valid to generalize these results and no State data is provided.

Other Initiatives to Strengthen Foundations for Lifelong Learning

Pre-schools in Government Primary Schools

In 2000, the NSW Department of Education and Training opened a new early childhood centre attached to Walgett Public School. The Birraleegal Goondi centre aims to provide a quality pre-school education program for children who previously had little or no access to pre-school education.

The 20 children who attended the early childhood centre have developed effective literacy, numeracy and social skills, which have helped them to make a smooth transition and a positive start to school.

Parent and community involvement are important aspects of this program. The early childhood centre staff work with parents to provide parents' education programs and advice and support to families.

Transition from Home to School Programs for Indigenous Students

The Transition from Home to School programs for indigenous students provides communities and pre-school age children with access to and equity in prior to school education. These transition programs are an alternative to pre-school and aim to prepare children for Kindergarten, particularly in the areas of literacy, numeracy and social skills to enable a smooth transition and positive start to school.

The Aboriginal Programs Unit allocates IESIP funding to districts. The District Aboriginal Education Advisory Committees allocate funding to schools to implement targeted projects for Aboriginal and Torres Strait Islander students. The District Aboriginal Education Advisory Committees provide funding to schools for Literacy, Numeracy, Attendance and Retention projects. The projects are specifically for pre-school to school, Kindergarten to Year 4, Years 5-8, Years 8-10 and Years 11-12.

The Transition from Home to School programs foster effective partnerships between school staff and Aboriginal families and those links with the community have been maintained into the kindergarten year.

Inter-departmental Research and Development Initiative

The Department of Education and Training worked collaboratively with the Department of Community Services and universities on an early literacy research project.

The Early Literacy and Social Justice project aims to strengthen literacy practices in all prior-to-school services including Departmental pre-schools, to achieve improved literacy outcomes for children entering school. The two departments have worked with three universities: Macquarie University, Newcastle University and the University of Western Sydney, on this project. During 2000, a detailed training and development package entitled Literacies, Communities and Under 5s was prepared to assist families and early childhood service staff to support children's literacy learning. This package will be implemented in 2001.

Parents as Teachers: A Parenting and Support Program

The Parents as Teachers program aims to promote children's cognitive, language, social and motor development as a basis for future positive learning and development. The program provides parent education programs and advice and support to families through regular home visits, group meetings and printed information on child development. The program targets families with children aged from birth to three years living in communities where the indicators of disadvantage are high.

In 2000 the Department allocated \$650,000 to enable Parents as Teachers to operate in Parent Resource Centres located in 10 government primary schools. Ten parenting consultants (with teaching qualifications) were employed to deliver the program at each site. Approximately 400 families were enrolled in the home-visiting component of the program. An additional 1,000 families were supported through regular play sessions, group meetings and printed information.

Parents completed satisfaction surveys at the end of the year. Overall 94 per cent of parents found the personal/home visits very helpful and 94 per cent found group meetings very helpful. A collaborative project undertaken by the Department of Education and Training, Macquarie University and Burnside indicated that Parents as Teachers programs have had a significant effect on the overall gains in children's cognitive functioning. Parents reported that children were more interested in reading and requested parents to read to them more frequently. This research also indicated that there was a reduction in parents' perceptions of stress related to parenting.

Schools as Community Centres: Inter-agency Support for Families and Communities

The Schools as Community Centres program is jointly funded and managed by the NSW Departments of Education and Training, Health, Housing and Community Services. The Department of Education and Training is the lead agency for administration.

The program aims to reduce the impact of disadvantage for children entering school by providing integrated services for families in severely disadvantaged communities. The program targets families with children from birth to eight years with a view to ensuring those children have a healthy and positive start to school.

In 2000 the four government departments provided \$520,000 to fund the program's operation in six centres, each located in a government primary or central school. Six local facilitators were employed at each site to work closely with local management committees to develop strategies and programs to meet the needs of local families and communities. The number of families accessing the centre varied between communities.

Early Learning Programs in Literacy and Numeracy

Early Literacy and Numeracy

Early Literacy and Numeracy Initiative - The Early Literacy and Numeracy Initiative is Commonwealth funded and in 2000 the funding was \$3.725 million. Both components of the program, the Early Literacy Initiative (ELI) and the Count Me In Too (CMIT) targeted professional development for early childhood teachers in low socio-economic status schools.

The Numeracy component: The aim of the numeracy component, CMIT, is to improve the educational outcomes of targeted students through the professional development of teachers around students' learning of mathematics. CMIT supported 800 Kindergarten to Year 3 (K-3) teachers and 16,000 students in 200 schools and 39 districts. Funding was allocated to participating schools for relief and in-school support from district mathematics consultants. Consultants received specialised training whilst resources in the Number Strand were developed and distributed.

An independent evaluation report is to be released in 2001. This report examines the impact of CMIT on Year 3 Basic Skills Test results in numeracy. Initial findings have shown that the Basic Skills Test results in the case study schools improved against the State average and the schools attributed this to improved teaching as a result of participation in CMIT.

The Literacy component: The literacy component, ELI, has been developed to improve student literacy outcomes through a focus on training and development for K-3 teachers in low socio-economic status schools. The aim is for improvement in literacy teaching and ELI support and assists teachers to plan, program and assess students' learning using the K-6 English Syllabus framework.

Computers in Schools Program

The NSW Government's *Computers in Schools Plan* aims to equip schools for the future, prepare teachers for the new millennium and enhance the computer literacy skills of all students.

Technology in Schools

The NSW Government provided additional funding to public schools for cabling. At the end of 2000, a total of 2,104 schools statewide had been connected to the Department's wide area network, providing multipoint internet access for these schools.

At the 13th Government Technology Productivity Awards in March, the Department was presented with an award for its Wide Area Network (WAN), a project which included connecting more than 1,800 government school sites across New South Wales to the Department's network in less than one year.

A number of projects throughout the year were implemented in schools to create an IT infrastructure that provides:

- ◆ expanded student access to the internet (from 5 to 30 concurrent student users per school)
- ◆ additional e-mail for school staff
- ◆ improved security to protect the DET internal network including filtering for viruses.

Teacher Proficiency in the Use of Computers

The Department from 2000 began employing university graduates who had proficiency in the educational use of computers. Higher education institutions were advised in November 1999 that teacher education programs in New South Wales and ACT meet the computer proficiency requirements.

Teachers were trained in advanced and specialist computer skills as part of the TILT PLUS program. A new computer training program TILT 7 and 8 was developed to train teachers in computer skills related to hardware and networking. A total of 42 teachers in 10 districts completed this program in the second half of the year.

The pilot programs for TILT PLUS were evaluated and refined and were trialed with 948 participants in 18 districts. Pilot and trial programs for the other KLAs will be established in 2001.

An additional 3,000 teachers were trained in an expanded TILT program. 7,000 more teachers will be trained over the next three years. TILT was redesigned as an interactive CD-ROM including videos and workshop materials and resources. The TILT interactive CD-ROM is currently being used by 1,000 participants.

The Leadership In School Technology (LIST) program focuses on training needs of principals and school executives. A package for principals was introduced to provide a better understanding of resource purchasing, software packages and the internet. It enabled principals to conduct technology audits and develop plans for technology across schools.

Student Computer Skills

The NSW Office of the Board of Studies has provided a mapping of computer skills included in existing syllabuses. The Department has identified the essential skills and knowledge needed by Year 6 students. A review was undertaken of a range of existing skills assessments (internationally) which has identified possible assessment approaches.

In 2001, the development of a Computer Skills Assessment for Year 6 students will commence. Students need to have a range of information communication skills including:

- ◆ using computer-based technologies to locate, access, evaluate, manipulate, create, store and retrieve information;
- ◆ expressing ideas and communicating with others, using computer-based technologies;
- ◆ developing an awareness of the range of applications of computer-based technologies in society;
- ◆ discriminating in the choice and use of computer-based technologies for a given purpose; and
- ◆ exploring, adapting and shaping technological understandings and skills in response to challenges now and in the future.

These skills will be developed within the key learning areas of the primary curriculum.

In 2002, a group of schools will pilot the assessment which will then be introduced to all government primary schools in 2003.

During the year a number of innovative projects were implemented to expand the use of technology in teaching across the curriculum.

The following examples are indicative of the type of activities being developed to support teachers and students through the Computers in Schools program.

Using the Internet to Encourage Reading

This snapshot shows how students are being encouraged to develop their reading skills by using internet resources as a stimulus. In this case the class used author Morris Gleitzman's website. The snapshot gives an overview of the activities, which include having students read a core text by Gleitzman and extend their knowledge of the author by exploring his website, completing written activities and communicating with other students through e-mail.

Syllabus links, computer-based capabilities, class management issues, assessment guidelines, references, a description of steps to follow in the classroom and student work samples are provided.

There are links to resources in the snapshot including Morris Gleitzman's website, glossary terms and support documents. The syllabus links are in a pdf format so they can be downloaded. The activities are suitable for English Stages 3-4.

Backyard Biodiversity Project

This snapshot follows the experiences of a group of central school students who participated in the Australian Museum's Backyard Biodiversity project.

The project introduces students to scientific techniques and current research. Students map the biodiversity of species in their local environment by trapping invertebrate specimens and compiling data in spreadsheets. They communicate the results of their research to the Australian Museum through e-mail and videoconferencing. The collated results are displayed on the Museum's biodiversity web pages, demonstrating the patterns of invertebrate populations across New South Wales.

Information about student outcomes, assessment indicators and step-by-step instructions on how to complete the project is included. The knowledge and skills that teachers and students will need to undertake the project are explained, and the necessary equipment is listed. The snapshot focuses on a Stage 4 Science class, but the project can be adapted for students in Stages 2-5. Links are provided to the Australian Museum's website and to project resources.

Making IT Mega Meaningful

This snapshot documents the process undertaken by a Sydney primary school to integrate computer-based technologies across the curriculum. The steps in the process are outlined, detailing initial planning, implementation, data analysis and future planning.

The project analysed the use of computer-based technologies in the classrooms and the assessment of students' computing skills. Based on the results of the analysis, student portfolio tasks were designed and implemented in all stages. A series of workshops for teachers, students and parents were conducted in order to familiarise the school community with the portfolio tasks.

Surveys, interview questions, workshop plans, portfolio tasks and an integrated unit have all been included as linked pdf files so they can be downloaded. Student work samples of some portfolio tasks are provided. There are links to resources within the snapshot.

Trip to Paris

This snapshot focuses on the use of the internet and Microsoft PowerPoint to enhance the teaching of French to Stage 5 students.

As part of a cultural unit on Paris, students used the internet and CD-ROM resources to research the history of some famous landmarks. They created Microsoft PowerPoint presentations to present their findings to the rest of the class. Information and critical literacy skills are highlighted.

Mosaic Project

This snapshot traces the Mosaic project, an international collaborative project undertaken by a small school in Bathurst and a special school in Wales.

The initial contact between the two schools occurred when Meadow Flat Public School participated in the British Council's Montageplus project, Glyn to Gulgong. Soon after the Maesgwyn Special School asked the students at Meadow Flat Public School to design a border for a mosaic plaque to be laid in The World in Union Balcony of the Millennium stadium in Wales. The students communicated their ideas for the designs via e-mail and then faxed the completed designs to Wales.

This project involved all the students in the school in activities linked to syllabuses in several KLAs. Science and Technology K-6 syllabus outcomes from the Early Stage 1 to Stage 3 'Designing and making' process strand and the 'Information and communication' content strand have been listed in the snapshot. A link to the Glyn to Gulgong project website is included.

Movies, Music and Sound Effects

This snapshot highlights a unit, which gave students an opportunity to add music and sound effects to a storyline. Students worked in small groups to make a short video of their own storyline. Music and sound effects were added using a sequencing program.

Steps necessary to prepare students for this activity are outlined and there are links to relevant websites where students can practise adding sound effects to a movie clip. All the required equipment, hardware and software are listed and a student work sample including storyboard, MIDI sound effects and a video is included in the snapshot. The briefing given to students has been provided for downloading. Class management issues which arise in a computer lab are described and some solutions are suggested.

Annual Schools Web Site Design Awards

The Annual Schools Web Site Design Award competition was launched in 2000. The competition aims to showcase students' skills and ability to use internet resources. Access to the competition is available to all government school students in New South Wales.

The 2000 topic 'out there' required students to research how they could effectively use the internet to provide a service to their local community.

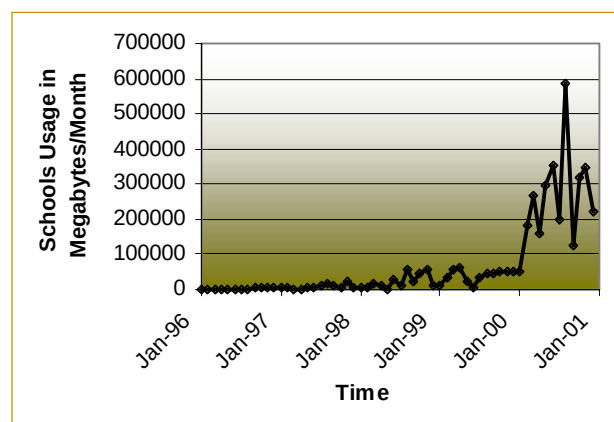
Students connected with outside groups, organisations and other schools to identify an issue. The range of websites included those that publicised arts and cultural events, promoted the local area, explored different views of Reconciliation, documented local community and school history and created ongoing sites for school clubs, sports or voluntary groups and the school Student Representative Council.

Over 50 schools were finalists in the competition and 15 teams were rewarded with prizes donated by a range of sponsors.

NSW Public Schools Internet Usage, 1996 to 2000

All government schools were connected to the internet at the end of 1996. Schools internet usage grew gradually from 1996 to 1998 as the technology was new and schools were limited to a single dial up connection to the internet.

Since 1998, the Department has enhanced student and teacher access to the internet by progressively connecting government schools to the Department's wide area network. The connection has provided faster, reliable and simultaneous access to the internet and the Department's data network.



Schools internet usage has grown rapidly since 1999 with internet usage peaking at 590Gb per day in August 2000. This growth was largely due to schools computers having concurrent access to the internet, and staff and students increasingly acquiring the skills to fully use this technology.

Computer Entitlements for NSW Public Schools

Since 1997, a total of 77,000 computer entitlements have been provided to schools under the Government's Computers in Schools program. Over the next two years a further 22,000 computer entitlements will be provided to government schools. The Government provided computers to supplement existing school holdings of computers and new computers purchased by schools.

A computer entitlement allows the school to select a computer (or other technology equipment) which is then used by the school for three years. At the end of this time the school is able to select new, more up to date equipment. In this way schools always have access to the latest technology. If a school chooses, they can 'buy back' the computers at reduced prices and further improve their students' access to computers.

1.3 Enhancing the Breadth, Depth and Diversity of Secondary School Curriculum

Implementation of the School Certificate

The State Government is reforming the School Certificate in order to restore it as a significant milestone in schooling. In the New School Certificate, a standards-referenced approach to marking and reporting students' achievements is used in the mandatory statewide tests. The New School Certificate tests cover the foundation knowledge and skills that students need to succeed in Years 11 and 12, and to take their place in the community and the workplace.

This shift to a standards-referenced approach means that instead of candidates being compared to each other, their performance will now be compared to a set of standards that are described in bands on a performance scale. Parents and employers will have a thorough understanding of each student's knowledge, skills and ability. Teachers will be better placed to identify, plan, monitor and evaluate the learning needs of students.

In 2000 students undertook tests in English Literacy, Mathematics and Science as part of the School Certificate. For these tests students received a result relating to their own performance. Students were awarded a mark (out of a maximum possible 100) and also received a 'band' relating to the 'standard' of performance they had achieved. Students will sit tests in Australian History, Geography, Civics and Citizenship from 2002.

Support was provided to secondary teachers in the implementation of school certificate syllabuses. The implementation of the new Years 7-10 Science syllabus and the use of course performance descriptors for the School Certificate test were supported by the appointment of 20 district science consultants.

History teachers received a computer disk with a fully worked Years 9-10 history program illustrating an outcomes approach to assist them to implement the new Australian history course in Year 9 in 2001. The CD-ROM resource Sites and Scenes, containing information and activities on 14 heritage sites in New South Wales, was issued to all schools.

Teachers of geography received a computer disk with teaching programs for Years 7-10 to assist them to implement an outcomes approach to the new Years 7-10 geography syllabus. Schools also received the CD-ROM resource Senibel and The Geography of Tourism to assist implementation.

In 2000 the Minister announced a review of all curriculum areas in Years 7-10 in order to make them relevant, appropriate and able to better prepare students for their future educational life and employment opportunities. This review builds on the recommendations made in the McGaw Report which led to the reform of the School Certificate and the Higher School Certificate. The review will start with English and Mathematics. The updated syllabuses are expected to be distributed to schools in 2002.

School Certificate Results

In 2000, 81,435 Year 10 students received a result in the School Certificate program. Of these, 78,108 students in New South Wales and overseas schools completed the full program of study for the award of the School Certificate.

Students sat mandatory tests in English Literacy, Mathematics and Science.

Students' results in the statewide New School Certificate tests are graded in six bands, with Band 6 representing the highest level of achievement and Band 1 the lowest.

In 2000, the majority of students (85%) were graded at Band 3 and above in English Literacy. This means that they were able to undertake a range of tasks including:

- ◆ reading and understanding most of the main ideas and issues in a variety of texts
- ◆ locating information and applying it in response to questions
- ◆ identifying the purpose of the text
- ◆ spelling routine words accurately and using basic punctuation consistently
- ◆ expressing a point of view and forming a conclusion
- ◆ using vocabulary to suit a purpose and an audience.

In English Literacy the percentage of girls achieving Band 4 and above was 21 percentage points higher than for boys. Forty per cent of students from DSP schools achieved Band 4 and above.

School Certificate Results (English Literacy) of Government Students, 2000

Band	All Students	Girls	Boys	ATSI	CAP	DSP
1	3%	1%	4%	10%	5%	7%
2	12%	7%	17%	32%	14%	22%
3	27%	22%	31%	33%	31%	31%
4	33%	36%	30%	19%	30%	27%
5	21%	26%	15%	6%	17%	11%
6	5%	7%	3%	1%	3%	1%

In 2000, 74 per cent of students were graded at Band 3 and above in Mathematics. This means that they were able to undertake a range of tasks including:

- ◆ recalling and communicating mathematical knowledge such as geometrical facts and properties
- ◆ displaying component number skills by calculating with whole numbers, decimals and percentages
- ◆ solving problems such as those involving chance, data and measurement.

A greater percentage of boys than girls achieved Band 4 and above in Mathematics. There was a significant proportion of students from Aboriginal and Torres Strait Islander backgrounds (63%) who achieved Band 1 or 2.

School Certificate Results (Mathematics) of Government Students, 2000

Band	All Students	Girls	Boys	ATSI	CAP	DSP
1	5%	5%	5%	20%	8%	11%
2	21%	22%	20%	43%	24%	31%
3	28%	29%	28%	23%	33%	29%
4	23%	23%	23%	10%	22%	18%
5	15%	14%	16%	3%	11%	8%
6	8%	7%	9%	0.4%	3%	3%

In 2000, 83 per cent of students were graded at Band 3 and above in Science. In the science exam students who achieve Band 3 or above have demonstrated that they were able to undertake a range of tasks including:

- ◆ recalling basic knowledge of some scientific concepts
- ◆ communicating using some scientific terminology, and several scientific formats, such as written text and diagrams
- ◆ stating scientific observations from experimental data
- ◆ graphing data appropriately and locating some information in graphs

- ◆ performing basic calculations using data from scientific processes
- ◆ selecting appropriate scientific equipment to suit general types of experiments
- ◆ stating straightforward scientific relationships.

Fifty-five per cent of students from Aboriginal and Torres Strait Islander backgrounds achieved Band 3 and above in Science.

School Certificate Results (Science) of Government Students, 2000

Band	All Students	Girls	Boys	ATSI	CAP	DSP
1	3%	3%	3%	11%	4%	8%
2	14%	14%	15%	34%	14%	26%
3	33%	35%	32%	37%	35%	36%
4	29%	29%	28%	15%	31%	20%
5	17%	16%	18%	3%	14%	9%
6	3%	3%	4%	0%	2%	1%

Implementation of the New Higher School Certificate

The State Government's reforms for the NSW Higher School Certificate detailed in its White Paper, Securing Their Future, introduced a standards referenced approach to the assessment and reporting of student achievement in each subject. From 2001 onwards students' achievements in each HSC course will be reported in terms of standards that indicate the level of knowledge and skills they have demonstrated.

The essential feature of a standards-referenced system of assessing and reporting student achievement is that standards of performance corresponding to different levels of achievement in a course are established and students' achievement is reported in terms of these same standards every year. Consequently, it will be possible to compare the performances of students who have studied a course in different years, even though they will have sat for entirely different tests. Using a standards-referenced approach will also allow for a very rich form of reporting where students can be described in terms of what they know and can do.

The seven new VET industry curriculum frameworks were introduced in the New HSC for Year 11 2000.

Students in Year 12 in 2001 will be the first to sit for the New HSC. Unlike previous HSC exams, students will receive a mark based on their own performance, instead

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of being scaled against all other NSW students. A minimum expected standard has been set for each course. Students who reach or exceed the minimum standard will be awarded a mark of 50 or more out of a possible 100.

An extensive program of professional development support for the implementation of the New HSC concluded at the end of the 2000 school year. The program was based on the development of professional learning teams (PLTs) and the sharing of information through local interest groups (LIGs).

Print and electronic avenues were used to communicate and share teaching and learning and professional development strategies between secondary teachers in government and non-government schools. A website (<http://www.newhsc.schools.nsw.edu.au>) was established to encourage teachers to share initiatives. Four newsletters, produced for secondary teachers in NSW government schools, provided a supplement to the website.

A total of \$530,000 in grants was distributed to government high schools to support teacher attendance at LIG events.

Local interest groups were conducted for English, Science and Assessment during the year. The table below summarises the key features of these professional development events.

Summary of HSC LIG Events 2000				
Focus Area	No of Events	No of Participants	No of School-based Facilitators	Total Administered by DET
English	45	1,217	45	\$155,000
Assessment	44	1,209	51	\$144,000
Science	43	1,148	47	\$155,000

Evaluations indicated that the participants rated these opportunities highly. Over 85 per cent of participants in each LIG agreed that the event had positively contributed to advancing their understanding of the key changes and issues in implementing the New HSC in 2001. Over 87 per cent of LIG facilitators also reported favourably on the opportunity to lead their peers.

In 2000 nine Curriculum Support newsletters, one in each learning area and vocational education were published in each of the four terms. Each issue contained a HSC supplement to support teachers in their implementation of new syllabuses and assessment practices.

District meetings of subject teachers were also held to explain changes to syllabuses and to assist teachers in developing new assessment practices.

Vocational education and training support packages for industry frameworks were developed to support teachers implementing New HSC courses.

NSW HSC Online

The NSW HSC Online Project is a joint initiative between the NSW Department of Education and Training and Charles Sturt University. The NSW Higher School Certificate Online Project (HSC Online) aims to develop a network of information services on the internet to support everyone engaged in the HSC, particularly students and teachers in rural New South Wales.

The NSW HSC Online Project is designed to provide:

- ♦ support for all students studying the NSW HSC and in so doing, enhance the prospects of students in rural areas
- ♦ support for teachers preparing students for the HSC.

In 1999 the quality of the former HSC Online web site was recognised by a Premier's Public Sector Award for excellence in service delivery. In 2000, the site achieved up to 80,000 hits per day in the weeks leading up to and during the HSC examinations. With the introduction of the New HSC the site has been totally redesigned to reflect the requirements of the new Stage 6 courses.

Improvements in available technologies have resulted in the inclusion of a range of new facilities. Multimedia features such as sound and video are now used to create interactive activities and resources, including speaking and listening tasks, demonstrations of staging, movement and experiments, interactive quizzes and virtual visits to galleries, museums, exhibitions and other subject-specific excursions.

The new nodes under development include four VET subjects: Hospitality, Information Technology, Metals and Engineering, and Primary Industries. The site also includes sections on study and exam techniques, careers and further education and professional development for teachers. In response to requests by students and teachers, a new section was added to provide support for the parents of HSC students.

New HSC VET Courses

In the last ten years vocational education and training (VET) courses have become increasingly popular with students in Years 11 and 12 as they seek to commence training for their career while they are at school. One in three senior school students in New South Wales now studies a vocational course as part of their HSC. Completion of a VET course as part of the HSC gives school students two forms of accreditation; an industry recognised qualification (or credit towards one) and credit towards the HSC.

In 2000, the Department implemented seven Industry Curriculum Framework (ICF) courses as part of the New HSC: Information Technology, Tourism and Hospitality, Primary Industries, Retail, Metals and Engineering, Construction and Business Services (Administration). All framework courses include a mandatory work placement component. Framework courses are based on national competency standards that have been determined by industry and which lead to a nationally recognised qualification.

They are taught at school by school teachers with vocational training qualifications or by TAFE NSW. Courses allow students to gain work related skills and credit towards further study at TAFE or another provider in the same industry area. Most students achieved an Australian

Qualification Framework (AQF) Certificate I or II on successful completion of a 240 hour course.

Some vocational courses may be included in a student's Universities Admission Index (UAI) calculation. They include the 240 hour option in each of the seven industry curriculum framework courses and the Board developed TAFE-delivered Accounting course.

Non-framework courses, which also lead to a nationally recognised qualification, were available in areas such as automotive, nursing and entertainment. These courses are generally delivered by TAFE, cover a variety of industry areas and contribute to the HSC.

Higher School Certificate Results

In 2000, 62,375 students received a result in at least one course in New South Wales, including 38,068 students in government schools. Of these, 58,209 students were awarded an HSC, including 35,480 government students. A total of 141 courses developed by the Board of Studies were examined. Key trends in government students' enrolments in HSC courses from 1996-2000 are outlined below.

Enrolments (Government Students) in Board Developed HSC Courses With at Least 300 Students 1996-2000							
Learning Area		1996	1997	1998	1999	2000	% Change 1996-2000
Creative Arts	Drama 2 Unit	1,768	1,953	2,014	2,284	2,544	43.9
	Music (Board) Course 1, 2 Unit	1,669	1,744	2,114	2,305	2,382	42.7
	Visual Arts 2 Unit	3,141	3,439	3,555	3,863	3,944	25.6
	Visual Arts 3 Unit	2,378	2,332	2,357	2,405	2,255	-5.2
English	Contemporary English 2 Unit	12,934	12,898	13,806	15,106	15,416	19.2
	English (General) 2 Unit	17,129	16,663	17,392	16,733	16,426	-4.1
	English 2 Unit	2,984	3,544	3,415	3,536	3,557	19.2
	English 3 Unit	921	844	824	782	766	-16.8
Human Society and its Environment	Aboriginal Studies 2 Unit	584	432	486	441	409	-30.0
	Ancient History (Personalities and Times)	1,790	1,971	2,200	2,346	2,619	46.3
	Ancient History 2 Unit	1,633	1,933	1,984	1,891	1,785	9.3
	Ancient History 3 Unit	896	896	976	854	729	-18.6
	Business Studies 2 Unit	5,635	6,080	6,607	6,973	7,512	33.3
	Business Studies 3 Unit	1,699	1,710	1,699	1,629	1,608	-5.4
	Economics 2 Unit	2,871	2,451	2,423	2,379	2,477	-13.7
	Economics 3 Unit	1,112	846	795	769	714	-35.8
	General Studies 1 Unit	10,272	9,649	9,061	8,804	7,167	-30.2
	Geography 2 Unit	3,402	3,472	3,598	3,840	3,545	4.2

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Enrolments (Government Students) in Board Developed HSC Courses With at Least 300 Students 1996-2000 Cont'd							
Learning Area		1996	1997	1998	1999	2000	% Change 1996-2000
Human Society and its Environment cont'd	Geography 3 Unit	1,421	1,194	1,096	933	840	-40.9
	Industry Studies - Retail 2 Unit	80	204	285	293	344	330.0
	Legal Studies 3 Unit	1,100	975	914	886	815	-25.9
	Legal Studies 2 Unit	4,172	4,038	4,133	4,050	4,559	9.3
	Modern History (People and Events) 2 Unit	2,548	2,345	1,945	1,944	2,129	-16.4
	Modern History 2 Unit	2,183	2,186	2,885	3,040	2,808	28.6
	Modern History 3 Unit	1,058	1,059	938	900	819	-22.6
	Society and Culture 2 Unit	1,322	1,456	1,455	1,531	1,536	16.2
	Society and Culture 3 Unit	480	396	379	348	308	-35.8
Mathematics	Mathematics 2 Unit	9,110	8,847	8,874	8,712	8,527	-6.4
	Mathematics 3 Unit	4,683	4,328	4,447	4,245	4,209	-10.1
	Mathematics 4 Unit	1,337	1,327	1,285	1,362	1,332	-0.4
	Mathematics in Practice 2 Unit	3,826	3,982	4,509	4,680	4,870	27.3
	Mathematics in Society 2 Unit	14,439	14,962	15,804	16,623	16,653	15.3
Modern and Classical Languages	Chinese (Native) 3 Unit	201	251	228	213	328	63.2
	French (General)	209	272	328	273	307	46.9
	French Z	300	192	325	295	378	26.0
	Japanese 2 Unit	527	592	551	535	471	-10.6
	Japanese Z	326	250	244	216	172	-47.2
Personal Development Health and Physical Education	Life Management Studies 2 Unit	1,534	1,622	2,198	2,255	2,466	60.8
	Life Management Studies 3 Unit	574	566	615	540	511	-11.0
	Personal Development, Health and PE 2 Unit	5,303	5,479	5,686	5,810	5,710	7.7
Science	Biology 2 Unit	8,330	8,280	8,582	8,912	8,450	1.4
	Chemistry 2 Unit	5,875	5,693	5,887	6,067	5,903	0.5
	General Science	1,345	1,374	1,335	1,413	1,524	13.3
	Physics 2 Unit	5,531	5,400	5,584	5,524	5,407	-2.2
	Science for Life 2 Unit	3,146	2,651	2,558	2,197	2,064	-34.4
	Agriculture 2 Unit	1,044	1,131	1,124	1,354	1,042	-0.2
Technological and Applied Studies	Applied Studies 1 Unit	662	777	684	678	625	-5.6
	Computing Studies 3 Unit	841	932	1,030	1,009	1,147	36.4
	Computing Studies (General)	2,594	3,267	3,654	3,874	4,263	64.3
	Computing Studies 2 Unit	3,925	3,730	3,930	4,088	4,074	3.8
	Design and Technology 2 Unit	2,788	2,522	2,105	2,310	1,997	-28.4
	Design and Technology 3 Unit	326	292	313	304	254	-22.1
	Engineering Science 2 Unit	1,118	926	905	941	826	-26.1
	Food Technology 2 Unit	2,265	2,066	2,169	2,301	1,997	-11.8
	Food Technology 3 Unit	378	304	318	251	238	-37.0
	Industrial Technology	—	663	1,585	1,822	2,053	—

Enrolments (Government Students) in Board Developed HSC Courses With at Least 300 Students 1996-2000 Cont'd

Learning Area		1996	1997	1998	1999	2000	% Change 1996-2000
Technological and Applied Studies cont'd	Industry Studies - Hospitality 2 Unit	582	736	1,021	1,181	1,172	101.4
	Industry Studies – Metals and Engineering 2 Unit	158	204	225	269	263	66.5
	Textiles and Design 2 Unit	430	343	311	300	339	-21.2

Enrolments in 3 Unit courses continued to fall in most subject areas, with the exception of Computing Studies (with an increase of 36.4%) and Chinese (Native) language (an increase of 63.2%). Enrolments in 2 Unit courses continued to increase in most subject areas, particularly in Industry Studies courses (Retail by 330%, Hospitality by 101.4%, Metal and Engineering by 66.5% and Computing Studies (General) by 64.35%). There were however, some substantial decreases in Science for Life (34.4%), Aboriginal Studies (30%), Design and Technology (28.4%), Engineering Science (26.1%) and Textile and Design (21.2%).

The strongest growth was evident in the learning areas of Creative Arts and Modern and Classical Languages. Drama, Music and Visual Arts all showed substantial increases, with a similar trend evident in Chinese and French languages.

From 1996 to 2000, the study load of students in schools that participate in the Country Area Program increased in the Creative Arts, PDHPE and TAS courses while decreasing in HSIE and Science courses.

Compared to all government school students, students in schools in the Country Area Program (CAP) have had a higher percentage of their study load in the PDHPE and TAS courses and a lower percentage of their study in HSIE and Language courses.

From 1996 to 2000, the pattern of male and female study load across the learning areas in the HSC has remained relatively stable. Over this period, a higher percentage of study load taken by girls has been in Creative Arts, Human Society and its Environment, Languages and Personal Development, Health and Physical Education courses, while a higher percentage of study load taken by boys has been in Science and Technological and Applied Studies courses.

Percentage of Total Study Load in Learning Areas in the HSC - Students in the Country Area Program (CAP), 1996 - 2000

Learning Areas	Percentage of Total Study Load				
	1996	1997	1998	1999	2000
Creative Arts	5.8	5.5	5.9	7.0	6.4
English	17.4	17.4	17.2	17.1	17.3
Human Society and its Environment (HSIE)	21.9	21.1	20.5	17.8	18.2
Languages	0.4	0.5	0.9	0.4	0.5
Mathematics	18.2	17.8	17.7	17.9	17.8
Personal Development Health and Physical Education (PDHPE)	6.0	7.3	7.5	8.5	8.5
Science	14.1	13.8	12.8	13.3	12.4
Technological and Applied Studies (TAS)	16.2	16.6	17.6	18.1	18.8

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HSC Enrolments: Load in Learning Areas All Government Schools, 1997-1999

Learning Areas	Percentage of Total Load														
	Female					Male					Persons				
	1996	1997	1998	1999	2000	1996	1997	1998	1999	2000	1996	1997	1998	1999	2000
Creative Arts	8.0	8.3	8.5	8.9	9.4	5.3	5.7	5.4	5.7	5.5	6.7	7.1	7.1	7.4	7.6
English	17.7	17.7	17.6	17.7	17.7	17.4	17.4	17.4	17.3	17.5	17.6	17.5	17.5	17.5	17.6
Human Society and its Environment	25.1	24.8	24.1	23.7	23.2	22.3	21.6	21.4	21.0	21.2	23.8	23.3	22.9	22.4	22.3
Languages	3.3	3.3	3.1	2.9	2.8	1.8	1.7	1.7	1.7	1.6	2.6	2.5	2.5	2.4	2.3
Mathematics	18.4	18.3	18.2	18.2	18.3	19.4	19.3	19.2	19.2	19.3	18.9	18.8	18.7	18.7	18.8
Personal Development Health and Physical Education	6.1	6.4	7.1	7.2	7.6	4.7	4.9	4.9	4.8	5.0	5.4	5.7	6.0	6.1	6.4
Science	11.5	11.1	11.0	10.8	10.4	14.3	13.7	13.4	13.0	12.6	12.8	12.3	12.1	11.8	11.4
Technological and Applied Studies	9.8	10.2	10.4	10.7	10.5	14.9	15.8	16.5	17.2	17.4	12.2	12.8	13.2	13.7	13.6

The study load of students from the Disadvantaged Schools Program has been fairly stable for the past five years, with the percentage of study load in TAS courses increasing gradually from 1996-2000 and the percentage of study load in HSIE decreasing slightly for the same period.

In comparison with all government school students, Disadvantaged School Program students have had a lower percentage of their study load in Science courses and a higher percentage of their study load in HSIE courses.

The pattern of study of Aboriginal and Torres Strait Islander (ATSI) students has been fairly consistent for the last five years. Their percentage of study load in Technological and Applied Studies, Creative Arts and Personal Development, Health and Physical Education increased gradually from 1996 to 2000 while their percentage of study load in Science decreased gradually.

Compared to all government school students, ATSI students have had a higher percentage of study load in Creative Arts and Personal Development, Health and Physical Education courses, and a lower percentage of their study loads in Language and Science courses.

Percentage of Total Study Load in Learning Areas in the HSC - Students in the Disadvantaged Schools Program, 1996-2000

Learning Areas	Percentage of Total Study Load				
	1996	1997	1998	1999	2000
Creative Arts	6.0	7.1	6.7	7.0	7.0
English	17.6	17.5	17.7	17.6	17.6
Human Society and its Environment	25.3	24.2	24.4	24.0	23.8
Languages	4.3	3.8	3.5	3.3	3.2
Mathematics	18.6	18.4	18.3	18.1	18.2
Personal Development Health and Physical Education	4.9	5.6	5.8	5.7	5.9
Science	10.9	10.3	10.2	10.3	9.7
Technological and Applied Studies	12.4	13.1	13.4	13.9	14.6

Percentage of Total Study Load in Learning Areas in the HSC - Aboriginal and Torres Straits Islander Students in Government Schools, 1996-2000

Learning Areas	Percentage of Total Study Load				
	1996	1997	1998	1999	2000
Creative Arts	8.0	9.9	8.6	9.1	9.3
English	17.9	17.7	17.6	17.6	17.7
Human Society and its Environment	22.6	23.1	22.4	22.3	21.7
Languages	0.3	0.5	1.0	0.5	0.6
Mathematics	17.8	17.2	17.4	17.3	17.3
Personal Development Health and Physical Education	8.9	10.3	10.3	10.4	10.6
Science	10.6	8.7	8.2	8.1	8.0
Technological and Applied Studies	13.9	12.6	14.6	14.7	14.7

2000 HSC Merit List

A total of 4,008 government students were awarded a place on the 2000 HSC merit list in recognition of their achievements. Of these students 2,311 (58%) were female. A total of 224 students from schools in the Disadvantaged Schools Program were placed on the merit list. This represents 6 per cent of the total number of students on the list.

2000 HSC Course Merit List			
	Female	Male	Total
All Govt Schools	2,311	1,697	4,008
ATSI	3	2	5
DSP	115	109	224
CAP	15	10	25

The percentage of merit list appearances by students from government schools remained stable from 1997 to 2000 with 52 per cent in 1997 and 52 per cent in 2000.

Destinations of HSC Candidates in Government Schools

The post-school destinations of candidates who sat for the 1999 HSC are presented in the following tables. They show that 31.8 per cent of 1999 HSC candidates enrolled at university in 2000, which is similar to the proportion in previous years. In addition, 36.7 per cent of 1999 HSC candidates enrolled in a training course in 2000. Again this has been the trend in previous years.

Destinations of HSC Award Candidates, All Government Schools, 1996-2000

	1996 Cohort		1997 Cohort		1998 Cohort		1999 Cohort		2000 Cohort	
	No	%	No	%	No	%	No	%	No	%
Number awarded HSC	33,454	100	33,398	100	34,892	100	35,434	100	35,480	100
Eligible for TER / UAI	28,999	86.7	28,589	85.6	29,692	85.1	29,936	84.5	29,696	83.7
Applied for University Place	20,277	60.6	19,534	58.5	19,713	56.5	20,075	56.7	na	na
Offered University Place	14,129	42.2	13,934	41.7	14,635	41.9	15,348	43.3	na	na
Enrolled in University (NSW or ACT)	10,524	31.5	10,468	31.3	10,812	31.0	11,256	31.8	na	na

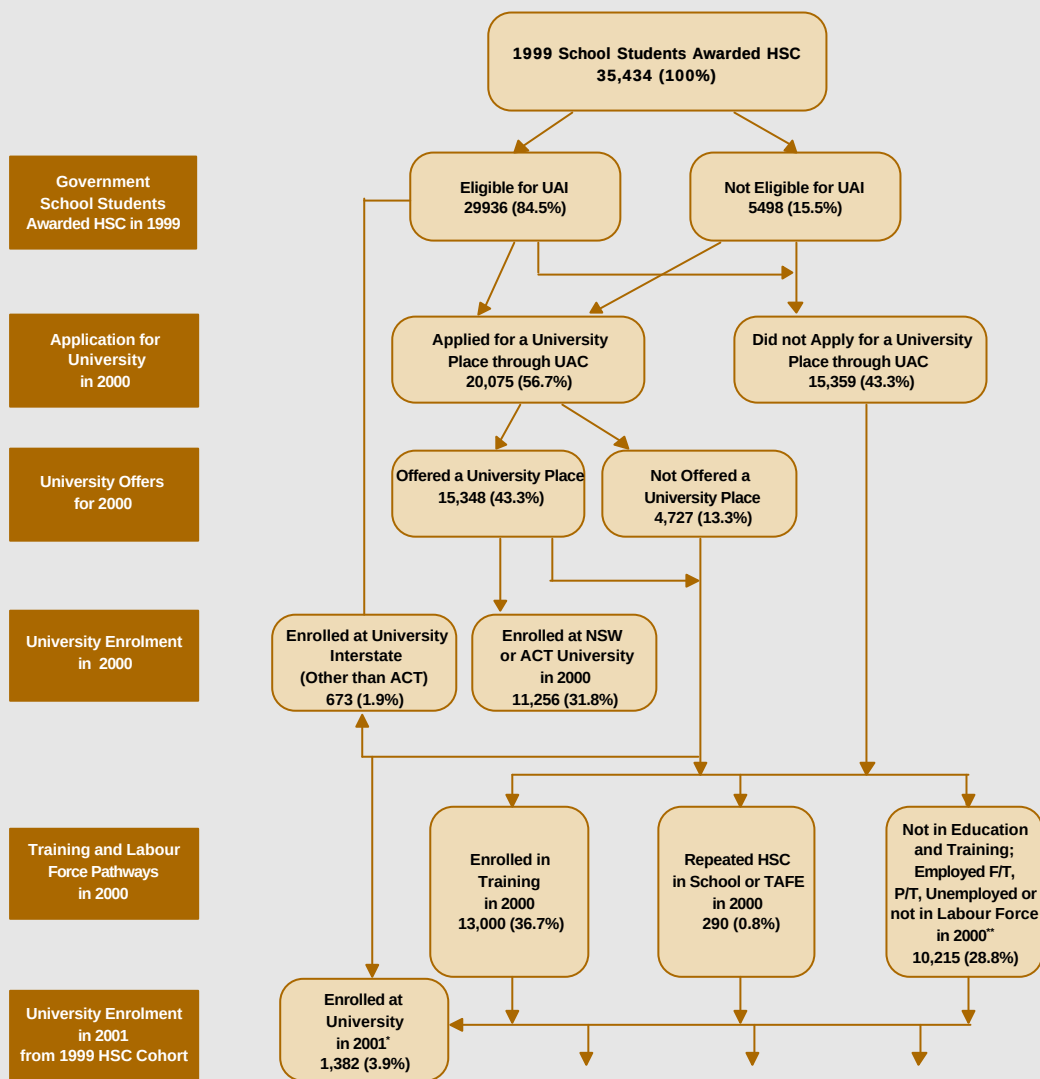
TER - Tertiary Entrance Ranking

UAI - Universities Admission Index

Notes: ⁽¹⁾ These figures are estimates derived from a sample survey.

⁽²⁾ The figures are for the cohort that completed their HSC in the year identified.

2000 Destinations of 1999 HSC Candidates in Government Schools in NSW



* This is an estimate, data for 2000/2001 was not yet available at the time of this publication.

** Estimates of labour force and non-TAFE training pathways are based on unpublished data from the ABS Transition from Education to Work survey. These estimates are subject to relative standard errors of between 25 and 50 per cent.

UAC - Universities Admissions Centre

Coordination of VET in Schools: The Ready for Work Plan

The NSW Government's *Ready for Work Plan* is designed to better prepare students for the world of work and to provide more training and job opportunities for young people. The Government is committed to improving the employability of students by assisting them to identify, plan and negotiate the employment, education and training pathways available to them.

School-to-Work Plans

Better preparation of students making the transition between school and employment is a key feature of the School-to-Work program. The program assists young people to develop the skills and knowledge they need to make appropriate employment choices based on an in-depth understanding of the opportunities available to them in education, training and the workplace.

During 2000, 310 schools targeting over 13,500 students received \$450,000 in funding for the implementation of school-to-work planning. Each participating school also received teacher resources and student logbooks to assist students to develop individual school-to-work plans.

Under the *Ready for Work Plan*: School-to-Work program, career advisers and other teachers in all districts were trained in school-to-work planning. Further training is planned for 2001.

In 2000, the school-to-work planning processes primarily involved meetings with individual students, to plan appropriate academic study, develop social skills and provide career education. Individual action plans were revised regularly throughout the year to ensure relevance and to extend the student's employment, training and education options.

Schools reported positive student outcomes as students were able to identify desired pathways and the training and educational requirements for each of their pathways, and to develop action plans related to these pathways. In 2001 over 42,000 students from 400 schools will be participating in the program.

Work Education

During 2000 the Department expanded work education programs in schools. A Work Education Course was developed to assist students improve their understanding of work and workplace issues.

During 2000, 125 schools implemented the 100-hour course for Years 9 and 10 students. The Board of Studies will evaluate the course as part of the review of the Years 7-10 curriculum.

Work Placement

Over \$2 million was provided to support the coordination of mandatory work placement in HSC VET courses through the Board of Vocational Education and Training (BVET). The Department coordinated the distribution of this funding to local work placement management committees across the State. These committees comprise school, industry and TAFE personnel. The funds were used to employ work placement coordinators who liaised between schools, TAFE and industry in arranging work placement. The Department worked closely with the Australian Student Traineeship Foundation (ASTF) and BVET to ensure there was equitable coverage across the State for coordination of work placement.

Workplace coordinators met enormous placement targets for their students in 2000, especially in areas of high unemployment or socio-economic disadvantage. A total of 840 placements were filled with students from 144 providers statewide. This was a 99 per cent increase on 1999 achievements. Links were established with the Public Sector Traineeship Strategy and New Apprenticeship Centres to promote work placements to employers, particularly Public Sector Agencies, for this expansion.

Part-time Traineeships at School

An increasing number of students are choosing to complete a school-based part-time traineeship as part of their HSC. A traineeship prepares students for a career in a particular industry. It is a work-based training program that combines paid work with structured training. Students are paid a training wage for both the work and the training undertaken with a school, college or other training provider.

The Government provided financial incentives and subsidies to employers and their trainees. Incentives included workers' compensation cover, a payroll tax rebate and training delivery costs for employers, transport concessions and travel and accommodation subsidies for new entrant trainees. The subsidies and financial assistance provided, contributed to encouraging employers to take on trainees and provide incentives for trainees to undertake a traineeship.

School-based part-time traineeships provided students with the opportunity to include a nationally recognised VET qualification in their HSC.

Schools continued to foster partnerships with business and industry to develop quality employment and training opportunities. During 2000, the program expanded to include 527 students employed as school-based trainees.

During the year, the Department established partnerships with a range of corporate employers, particularly those who had had a history of employing secondary students. These employers agreed to operate traineeships consistent with Departmental guidelines. As a result many students were provided with the opportunity to have their part-time work provide unit credit toward their HSC.

Full Service Schools Program for Students at Risk

The NSW Full Service Program for Students at Risk (FSS) targeted 15 to 19 year old students at risk of not completing Year 12 to a satisfactory level. It was partly in response to the Commonwealth's changes to eligibility requirement for the Youth Allowance.

Eleven projects, involving 271 government and non-government schools in 27 school districts, were implemented under the supervision of local cross-sectoral management groups. Approximately 13,600 students were supported directly through activities within the FSS program. Many others benefited indirectly from prevention and intervention strategies and the increased skills of teachers trained through the program.

The FSS provided effective case management of individual students and the opportunity for students at risk to access a wider range of curriculum, welfare and social experiences in flexible learning environments. The program broke new ground in the development of networks of local schools, TAFE colleges, private providers and community organisations. It helped establish new and different relationships between government and non-government youth support services and sought to maximise the participation of students, parents, businesses, industry and community organisations at the local level.

Support for VET in Schools

Local Education-Industry Advisory Committees

The Department continued to support Industry-Education Advisory Committees (IEACs) in each school district. IEACs comprising representatives from schools, TAFE colleges and local industry determined local VET priorities for 2000.

IEACs undertook a variety of activities in 2000 including promoting VET in schools and to industry, determining local teacher training priorities, supporting work placement coordination programs, establishing teacher networks, implementing surveys of post school student destinations and local industry employer needs.

NSW Schools Consortium

Since 1997 States and Territories have received funds from the Australian National Training Authority (ANTA) for the expansion of vocational education and training in secondary schools. In New South Wales this program has been coordinated and overseen by the NSW VET in Schools Consortium. The Consortium consists of members from the government and non-government school sectors and the Office of the Board of Studies.

In 2000, New South Wales received \$5.9 million of funding from ANTA for this program of which the Department of Education and Training received \$3.8 million.

These funds were used primarily to support schools and TAFE colleges in the implementation of the seven new VET industry curriculum frameworks introduced in the New Higher School Certificate for Year 11 2000.

A total of \$1.5 million was distributed to school districts and TAFE institutes for the development of teacher networks. A further \$600,000 was allocated to professional development. The bulk of these funds were used in the training of new VET teachers for the provision of VET framework courses in schools. Professional development programs for existing teachers in the delivery and assessment of the new frameworks were also conducted.

Other major initiatives of the Schools Consortium included:

- ♦ the registration of DET District Offices as Registered Training Organisations and the establishment of quality assurance mechanisms so that schools were able to deliver VET courses according to Australian Recognition Framework (ARF) requirements

- ◆ an overall communications strategy including the production of regular newsletters (NOVEL and Curriculum Support)
- ◆ support for the development of industry partnerships
- ◆ the production and distribution of curriculum support materials for framework courses.

An amount of \$740,000 from total Consortium funds was allocated to the NSW Board of Studies largely for the development and maintenance of HSC VET credentialling procedures and to refine and improve HSC industry curriculum frameworks.

Teacher Training and Development

A range of strategies was implemented to support the expansion of VET in schools and to enable people with appropriate qualifications and industry experience to assist in the delivery of VET in schools. These strategies included:

- ◆ providing orientation courses to secondary school teaching for full-time and part-time TAFE teachers
- ◆ providing industry-specific training to existing secondary school teachers
- ◆ providing accelerated teacher training programs through a number of higher education institutions for skilled workers who have had relevant work experience in industries that link to areas of teaching in schools.

Almost 2,000 school teachers were accredited to teach at least one VET subject in 2000.

In 2000, a total of 21 workshops were held across the State to provide training for careers advisers to implement the School-to-Work program as part of the *Ready for Work Plan*. Five hundred careers advisers, district office staff and other support personnel attended the training workshops.

During 2000 the Department provided more accredited VET teachers in schools. Four hundred and eighty-three secondary teachers participated in industry-specific in-service training programs in 10 industry areas. This training qualified them to deliver accredited vocational educational programs as part of the New HSC at a total cost of \$900,000 excluding salaries.

An orientation program was developed to prepare TAFE teachers to deliver HSC VET courses in secondary schools. The cost excluding salaries was \$40,000. The program will be available for up to 300 TAFE teachers in 2001.

Certificate IV in Assessment and Workplace Training for secondary VET teachers was offered through South Western Institute of TAFE. One hundred teachers participated in a pilot during the year at a cost of \$150,000. Participation in the certificate will be offered to up to 2,900 additional teachers in 2001.

One hundred and eighty accredited Primary Industries teachers completed a training update through TAFE in Managing Chemical Use to maintain their industry accreditation.

The training package for Occupational Health and Safety (OHS) for Construction Work, developed in collaboration with the Board of Studies, was distributed to over 300 accredited Construction teachers in secondary schools to meet new OHS industry requirements.

The Department continued to strengthen links with TAFE and universities in the preparation of VET teachers for the delivery of HSC VET courses in schools. Universities liaised closely with the Department on the inclusion of appropriate accredited VET components in pre-service and retraining teacher education programs.

Enrolments in Vocational Education and Training Courses

In 2000, a total of 438 government schools offered vocational education and training (VET) courses to school students. From 1996 to 2000, the total number of government and non-government enrolments in VET courses, delivered by schools and TAFE, increased by 24 per cent from 36,642 to 48,084. This is largely due to a substantial increase in the amount of VET that is being delivered by schools, with the total number of enrolments increasing by 104 per cent from 14,621 in 1996 to 29,778 in 2000.

School-Delivered Vocational Education and Training Courses

From 1996 to 2000, the number of government and non-government enrolments in Years 11 and 12 school-delivered VET courses increased by more than 15,150 enrolments. Over this period, Hospitality courses continued to attract the highest numbers of enrolments.

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Enrolments in VET in Schools Programs in 2000 by ANTA Industry Group

The following table shows all students who were enrolled in a VET in Schools program by ANTA Industry Group at any time during 2000. It is therefore possible that students may be counted more than once.

	NSW Nos.	NSW%
CATEGORY A		
Arts, Entertainment, Sport and Recreation	1,964	4.04
Automotive	1,848	3.80
Building and Construction	3,910	8.04
Community Services, Health and Education	2,532	5.20
Finance, Banking and Insurance	245	0.50
Food Processing	1	0.00
TCF and Furnishings	1,162	2.39
Communications	1	0.00
Engineering and Mining	1,916	3.94
Primary Industry	1,747	3.59
Process Manufacturing	0	0.00
Sales and Personal Services	4,192	8.62
Tourism and Hospitality	15,817	32.51
Transport and Storage	239	0.49
Utilities	1,012	2.08
CATEGORY B		
Business and Clerical	6,907	14.19
Computing	5,161	10.61
Science, Technical and Other	1	0.00
CATEGORY C		
General Education and Training	0	0.00
NotClassified	3	0.01
TOTAL	48,658	100.00

In 2000 the highest enrolments in VET in Schools programs were in the tourism and hospitality, business and clerical and computing industry areas.

Government and Non-Government in TAFE-Delivered VET Courses by ANTA Industry Area, 1996-2000

Enrolments in TAFE-Delivered HSC VET courses by ANTA Training Area, 1996-2000						
ANTA Training Area	Enrolments					% Change
	1996	1997	1998	1999	2000	1996-2000
Arts, Entertainment, Sport and Recreation	912	1,452	1,651	1,836	1,578	73.0
Automotive	3,197	2,924	2,947	2,549	2,132	-33.3
Building and Construction	998	908	1,019	1,077	687	-31.2
Community Services, Health and Education	2,154	2,234	2,445	2,827	2,316	7.5
Finance, Banking and Insurance	4	1	76	156	198	4850.0
Food Processing	41	50	100	204	163	297.6
Textiles, Clothing, Footwear and Furnishings	151	142	88	83	110	-27.2
Communications	24	0	49	69	87	262.5
Engineering and Mining	1,729	1,736	1,708	1,981	1,183	-31.6
Primary Industry	875	758	1,102	1,154	638	-27.1
Sales and Personal Service	819	822	1,053	1,405	1,492	82.2
Tourism and Hospitality	5,106	5,191	4,975	4,111	1,690	-66.9
Transport and Storage	96	142	181	137	98	2.1
Utilities	610	535	485	482	466	-23.6
Business and Clerical	2,661	2,464	2,511	2,693	3,727	40.1
Computing	3,396	3,132	3,623	3,058	682	-79.9
Science, Technical and Other	38	145	106	402	527	1286.8
General Education and Training	344	640	857	689	513	49.1
Total	23,155	23,276	24,976	24,913	18,287	-21.0

TAFE Delivered Vocational Education and Training Courses

From 1996 to 2000, the number of government and non-government enrolments in TAFE-delivered VET courses has decreased from 23,155 to 18,787 a decrease of 20 per cent in enrolments. Over this period, the profile of enrolments in TAFE-delivered VET courses has changed but the courses with the highest enrolments continue to be in business and clerical, sales and personal service, finance and banking in the science and technical areas.

School, TAFE, University and Other Educational Links

Multi-Campus Education Colleges

The Government is committed to ensuring that senior students in multi-campus education environments have access to an expanded and more flexible curriculum including TAFE and university courses as well as state-of-the-art facilities and a teaching staff which combines the experience and expertise of schools, colleges and universities.

In 2000 there were two multi-campus colleges operating, the Nirimba College and Chifley College.

Dubbo College, Callaghan College, in Newcastle, and Georges River College, in the St George District, will commence operations at the beginning of 2001. Great Lakes College (Forster / Tuncurry) and Northern Beaches Secondary College are currently in the planning stages.

Nirimba Multi-Campus Education College

The Nirimba Multi-Campus Education College commenced operations in 1999. It is comprised of Wyndham College, for Years 11 to 12, and Seven Hills, Riverstone and Quakers Hill High Schools, for Years 7 to 10.

Wyndham College, the senior campus of the Nirimba Collegiate Group, experienced a nine per cent increase in the number of students continuing from Year 10 to Year 11 in 1999 and a further eight per cent increase in 2000. Over 300 Year 11 and 250 Year 12 students were enrolled at the College during 2000.

The college offers six of the seven vocational education and training industry frameworks courses and has a number of students studying TAFE and university courses while still at school.

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Chifley Multi-Campus Education College (Mt Druitt)

Chifley College commenced operation in 2000. Whalan, the senior campus, is for Years 11 to 12. Other campuses of the collegiate group are Dunheved, Mt Druitt and Shalvey, which cater for students in Years 7 to 10, and Bidwill campus, which caters for students in Years 7 to 12.

The Whalan campus offers 55 individual courses to students, over four times as many as were previously available in any of the previous constituent schools. The course offerings include six of the seven Vocational Education and Training industry frameworks courses.

A new Years 11 to 12 campus of Chifley College is to be built next to the Mt Druitt TAFE College. It is anticipated that the new campus will be occupied during 2003.

Dubbo College

In August 1998, the Minister released *Creating Futures*, a proposal to expand educational opportunities in Dubbo and surrounding areas. *Creating Futures* proposed the establishment of Dubbo College: a \$22 million multi-campus high school that would include a new senior Years 10 to 12 campus and two Years 7 to 9 campuses at the Dubbo South and Delroy High School sites, with links to the Dubbo School of Distance Education, Western Institute and Charles Sturt University.

Work on the new senior secondary campus at Dubbo is underway. It is anticipated that Dubbo College will open at the beginning of 2002. The new Years 10 to 12 campus is co-located with Charles Sturt University Dubbo Campus and is in close proximity to Dubbo TAFE College.

Callaghan College (Western Newcastle)

The Minister announced the establishment of Callaghan College in 2000. The Jesmond Campus of Callaghan College, to cater for Years 11 and 12, is located adjacent to Newcastle University and was known formerly as the Jesmond University High School. Other campuses of the collegiate group are Wallsend and Waratah, which will cater for students in Years 7 to 10.

Links with the University of Newcastle and Hunter Institute mean that students will be able to access post-secondary courses while at school. While the schools currently offer around 25 to 30 subject choices, it is anticipated that the college will eventually offer up to 100 subjects, including pathways to TAFE and university.

Georges River College

In 1999, the NSW Cabinet initiated a review of the provision of education and training in the Southern Sydney (St George) area following a request from the University of New South Wales to dispose of its St George Campus at Oatley. The review recommended that the St George Campus be retained for use as a public education and training facility and that a multi-campus education and training precinct be established on the site.

Georges River College will consist of the Oatley Campus, for Years 11 to 12, Penshurst Girls Campus, for Years 7 to 10 girls, Hurstville Boys Campus, for Years 7 to 10 boys, and Peakhurst Campus for Years 7 to 10 Co-educational.

The Oatley Campus of the Georges River College will occupy the former St George Campus of the University of New South Wales at Oatley and will become operational in 2001.

A specialist information technology campus of the Southern Sydney Institute will also be located at the Oatley Campus site. The involvement of a university at the site is also anticipated.

Great Lakes College (Forster/Tuncurry)

In March 1999, the Minister announced that a new secondary education facility would be built for the Forster/Tuncurry community. A local steering committee of school, TAFE, parent and community representatives was formed to make recommendations to the Minister regarding the type of education facility to be provided. Extensive community consultation occurred and the committee recommended that a multi-campus school be established consisting of new Years 7 to 10 and Years 11 to 12 campuses co-located with a TAFE campus at Tuncurry.

The Minister has endorsed the establishment of the Great Lakes College, incorporating Forster High School as a reconfigured Year 7 to 10 campus, a new Year 11 to 12 campus and a new TAFE facility co-located at Tuncurry. Planning for the building of the new facilities at Tuncurry is proceeding.

Northern Beaches Secondary College

The Minister announced the establishment of the Northern Beaches Secondary College in 2000.

Six schools in the Northern Beaches area will consolidate to form the college. The plan will be implemented in 2003, when a senior campus for Years 11 to 12 will be created from students currently enrolled at Beacon Hill and Freshwater High Schools. The other campuses will include

a boys campus (Balgowlah Boys), girls campus (Mackellar Girls), selective entry campus (Manly) and a co-educational campus with a Skills Centre (Cromer). Each campus will have its own principal, with a separate college principal responsible for the coordination of the entire college.

The Freshwater Campus of the Northern Beaches Secondary College will provide a range of specialist courses focusing on Business Studies and Information Technology.

A new TAFE Business Centre, operated by Northern Sydney Institute, and a new Study Centre for the University of Technology, Sydney will be located on the Freshwater Campus.

It is anticipated that the Northern Beaches Secondary College will be fully operational by 2004.

Other Joint Educational Precincts and Networks

Significant developments were initiated with schools, TAFE NSW, universities and other educational organisations in developing educational precincts and networks for sharing facilities. These included:

Nirimba Precinct (University of Western Sydney, Western Sydney Institute, government senior secondary Wyndham College, Catholic senior secondary Terra Sancta College).

In 2000, the enrolment at Wyndham College grew to 552 students from 288 in 1999. The college has established close links with the Nirimba Campus of the Western Sydney Institute of TAFE and the University of Western Sydney (Hawkesbury).

A number of course packages, integrating school, TAFE and university courses were developed at the college. Students were able to study TAFE and university courses as part of their Higher School Certificate and obtain advanced standing for any further study undertaken at TAFE and the University of Western Sydney.

Coffs Harbour Education Campus (Southern Cross University, North Coast Institute, Coffs Harbour Senior College).

The Coffs Harbour Senior College has an enrolment of 456 students in Years 11 and 12 and provides access to Southern Cross University courses in Tourism / Hospitality, Business Communication, Business Mathematics, Computing - Introductory Computing, Computing - Principles in Programming, Business - Applied Microeconomics, Fundamentals of Management and Marketing Principles.

The senior college also provides access to a variety of TAFE courses including Tourism, Radio Broadcasting and Aviation.

The South Coast Educational Network (SCEN) is being established by TAFE, the University of Wollongong, schools and local councils. SCEN is a network of Open Access Centres at West Nowra, Bateman's Bay and Bega.

Approval was given for the development of a Joint Education Centre in Orange involving the University of Sydney; Orange Campus, Western Institute and the Orange District Office.

Euraba Education Centre for Aboriginal people is a joint arrangement between New England Institute and schools at Boggabilla.

Tomaree Education Centre (Hunter Institute of TAFE, Tomaree High School, Tomaree Public School).

Opened in 1998, the centre has piloted innovative approaches to the use of technology in education. A wide range of vocational courses were offered to senior secondary school students.

TAFE NSW institutes formed close links with universities and NSW public schools in their region. Some examples of developments during 2000 included:

- ◆ Hunter Institute's Chemical, Food and Environment Technology section won a Commonwealth grant under the Science and Technology Awareness Program to develop and deliver a science enrichment program for senior high school students. The faculty of Tourism and Hospitality provided training for secondary school teachers in the region to enable them to deliver hospitality modules.
- ◆ New England Institute piloted the delivery of IT BYTES project to 70 Year 11 students in areas where classes could not be formed at schools, including metropolitan, rural and remote locations. Multimedia delivery including online, tele and video conferencing facilities were used.
- ◆ North Coast Institute made significant progress with the Schools-TAFE Interchange Project (STIP) involving five school districts. Staff members worked across sectors to promote and develop shared delivery strategies for vocational education courses. The school and institute teams, in information technology, tourism and hospitality, metal fabrication and welding have devised and implemented a range of cooperative activities to ensure shared delivery in these areas.

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- ♦ OTEN-DE in conjunction with the University of Sydney will be co-hosting the next biennial Open and Distance Learning Association of Australia (ODLAA) Conference in 2001. The forum theme is: '2001 Educational Odyssey: Issues in Open, Flexible and Distance Learning'. It will be an opportunity to bring together all sectors of education and training, ranging from university education, schools, industry, communities and the VET sector.
- ♦ Arrangements were in place in some schools which enabled students in Years 11 or 12 to enter a curriculum pathway that facilitated their entry to specific post-school programs at university or TAFE. Students studied pre-arranged combinations of Board of Studies courses, VET courses delivered by their school, by TAFE or OTEN-DE and, in some cases, courses provided by a cooperating university. Usually, these arrangements give the student advanced standing in the early stages of their post-school course. OTEN-DE is expanding the ability of students to participate in arrangements of this kind by providing VET courses by distance education in schools or situations where there is no local access to a desired course.
- ♦ Riverina Institute successfully maintained all existing Memoranda of Understanding (MOUs) with Wodonga Institute, Goulburn Ovens Institute, Sunraysia Institute, Forest Industry Council and Irrigation Authorities and the MOU with Sunraysia Institute of TAFE has been extended to provide special services in Aboriginal Education to the Dareton-Wentworth region.
- ♦ South Western Sydney Institute formed a partnership with the University of Technology, Sydney for people who face barriers to tertiary education to access entry to the Bachelor of Education (Community) by completing the equivalent of one of the core modules of the degree as part of the Outreach course. Women who had been working in adult learning programs on a part-time basis as volunteers in areas such as health education and vocational training were targeted for the course. Fifteen women completed the course in 2000, of which six have applied to join the Bachelor of Education in 2001 at the University of Technology, Sydney.
- ♦ At Southern Sydney Institute several schools arranged visits by groups of students to Lidcombe and Bankstown Colleges. Lidcombe and Padstow Colleges worked with schools in the Bankstown and Granville Districts to offer a series of very successful taster courses for Year 10 students across a variety of industry areas. The feedback was so positive from students, career advisers and the TAFE teachers, that this program will be run again in 2001 on a larger scale involving more schools, a greater variety of courses and slightly longer hours.
- ♦ Sydney Institute provided vocational education and training to 893 secondary school students as part of the 'VET in Schools' initiative. This involved delivery of 94,822 contact hours in 60 courses to students from 32 government and 36 non-government schools. Of the students who attended these courses, 55 per cent were male with 70 per cent attending government high schools, while 45 per cent were female with 64 per cent attending government schools. Sydney Institute conducted industry curriculum framework courses for 165 students in Metal and Engineering, Business Services, Hospitality, Building and Construction, and Information Technology during 2000.
- ♦ Teachers from the Western Institute Access Faculty in Bathurst, Lithgow, Orange, Wellington, Dubbo, Parkes and Broken Hill joined forces with teachers from schools to train Year 9 and 10 students to provide reading support to Year 7 students in government schools. The students completed 20 hours of training and 29 hours of tutoring fieldwork to enable them to receive a TAFE qualification in Volunteer Literacy Tutoring. This program will be ongoing in 2001.
- ♦ Western Sydney Institute offered Degree Link programs. Students completed a TAFE Diploma and progressed to the final year (or in some cases last 18 months) at the University of Western Sydney. The programs are in Bachelor of Applied Science (Analyst or Programmer); Bachelor of Early Childhood; Bachelor of Social Science; Bachelor of Applied Humanities; Bachelor of Technology (Electrical, Mechatronics, Civil) and Nurses Bridging course at Nepean TAFE College for enrolled nurses to enter second year of the nursing degree at any campus of the University of Western Sydney.



A student from Molong High School undertaking his part-time traineeship with Holden Dealership in Orange.

1.4 Promoting Teacher Professionalism and Workplace Flexibility

Better Teaching-Better Teachers

The NSW Government is committed to ensuring NSW public schools have the highest quality teachers and the highest teaching standards. The Government's *Quality Teaching Plan, Better Teaching-Better Teachers* provides support for teachers at all stages of their careers. A well-trained and strongly supported teaching workforce is the key to an education and training system that can prepare young people for the future

Teacher Education Review

On 28 June 1999, the Minister announced an extensive review of teacher education. Dr Gregor Ramsey was appointed by the Minister to undertake this review. The Report of the Review of Teacher Education gave detailed consideration to the need for far reaching change in initial teacher education, including increased professional experience in schools for student teachers and the external endorsement of standards of programs of initial teacher education.

During 2000 Dr Ramsey consulted extensively with universities, interest groups, teachers, students, professional associations and the wider community. Some 200 submissions were received.

The Minister released Dr Ramsey's report, *Quality Matters*, in December 2000. Some of the key recommendations of the report included:

- ♦ the establishment of an institute of teachers to set standards for teaching performance and a Graduate School of Teaching to help update teachers' skills
- ♦ the introduction of an induction period with mentoring from senior staff
- ♦ universities to emphasise the quality of teaching instead of predominantly exam-based degree structures
- ♦ scholarships for teachers to attract and retain outstanding students into teaching degrees.

The recommendations are now open for discussion and consultation, leading to a Government White Paper on the issue in 2001.

Teachers Award Agreement

The NSW Government provided government school and TAFE teachers with a salary increase of 16.98 per cent from 3 April 2000 to 31 December 2003. An interstate comparison of salaries for senior classroom teachers shows that as at 31 December 2000, NSW government school teachers were the second highest paid after Northern Territory teachers. Beginning teachers now commence on a salary of \$36,549 compared to \$29,750 per annum in 1995.

Other key features of the teachers award agreement include:

- ♦ a lump sum of 2 per cent to cover the period from 1 July 1999 to 2 April 2000
- ♦ a \$300 increment for school teachers on the top of the incremental scale in July 2003
- ♦ moving all executive teachers to assistant principals
- ♦ introducing year adviser allowances for Year 11 and Year 12 teachers
- ♦ pro-rata conditions (as per permanent teachers) for temporary teachers appointed full-time for four weeks or more, or part-time for two terms or more
- ♦ classes for Year 11 and 12 students may be timetabled outside core hours between 7:30 am and 5:30 pm.

Teacher Recruitment and Incentive Programs

The Department implemented a number of strategies to attract and retain the highest quality teachers in NSW government schools. These strategies included:

- ♦ actively promoting teaching to school leavers and university students through media and career markets
- ♦ the distribution of promotional brochures called *Teach*
- ♦ the implementation of targeted recruitment programs including the Graduate Recruitment Program through which up to 600 outstanding new graduates are appointed to NSW government schools each year.

The Department also has two specific recruitment programs which enable casual teachers to gain permanent appointments or enable them to advance their priority date for permanent appointment. Each year, through the Permanent Employment Program for casual teachers up to 300 vacant teaching positions are filled through merit by high quality casual teachers.

During 2000, 125 permanent teaching positions were offered to experienced casual teachers under this program.

The Teacher Employment Priority Scheme enables casual teachers to advance their priority date for employment by either six, 12 or 18 months for every 50 days of casual teaching service in NSW government schools. The extent of the benefit gained through the scheme depends on the location of the schools in which the teachers complete their casual teaching.

Under this initiative, more than 1,700 casual teachers gained their first permanent teaching appointments after accelerating their priority for appointment through casual teaching service.

Teachers who teach in rural and isolated locations were provided with incentives and additional benefits. These included:

- ◆ incentive transfer to a preferred location when the required period of service had been completed
- ◆ compassionate transfer status for teaching partners appointed to or moving from an incentive school
- ◆ additional training and development days
- ◆ a 20 per cent rental subsidy for Teacher Housing Authority properties
- ◆ various locality allowances
- ◆ one week's additional summer vacation for schools in the Western Division of New South Wales.

During 2000, 117 classroom teachers accepted transfers to locations of their choice under this program.

The *Rural School Leadership Plan*, which was introduced in 1997, offers additional incentives to attract principals to some isolated and rural schools. Incentives under this scheme include additional salary loading, motor vehicle and rental costs and flexible working conditions.

During 2000, one school joined the plan, bringing the total to 11, and two additional principals were appointed to lead schools under the plan.

A key strategy to attract Aboriginal teachers to the school sector is the Aboriginal and Torres Strait Islander Employment Program which provides for up to 30 Aboriginal and Torres Strait Islander teacher employment applicants to be given priority for appointment to schools across the State each year.

During 2000, 24 Aboriginal teachers were employed under this program.

In 2000, the Department promoted teaching as a career to Aboriginal staff in both schools and TAFE institutes. The opportunity to be supported to undertake the Bachelor of Education (Secondary) Indigenous Studies in block release mode through the Australian Catholic University was also promoted to Aboriginal people. A second cohort of Aboriginal people was sponsored to undertake this program from March 2000.

A proposal was developed in 2000 for the introduction of preservice teacher education scholarships to assist in increasing the supply of teachers in Technological and Applied Studies, Mathematics and Science (particularly physics) working in government schools in rural and isolated areas and the west and southwestern suburbs of Sydney. The Department will offer a number of one-year scholarships for students in 2001 to complete the final year of a preservice or postgraduate teacher education program or for graduates to undertake a one-year Diploma of Education program.

Over 2,000 school-based induction booklets were developed and distributed to all schools with beginning teachers and to teacher education faculties. A total of 1,292 relief days were provided to schools with beginning teachers in 40 districts to support school-based induction programs.

The Department jointly with NSW universities designed, delivered and awarded the Certificate in Mentoring Teacher Development. Over 90 teachers completed stage 1 of the program in 2000. The certificate program will be extended to 20 districts in 2001. It is anticipated that 200 teachers will enter stage 1 of the program in 2001.

Under-Performing Teachers

The Department is committed to ensuring that it has efficient teachers with appropriate skills to meet the needs of students, schools and the needs of the public education system.

On 3 October 2000 agreement was reached with the Teachers Federation that the Procedures for Managing Teachers Who Are Experiencing Difficulties with Their Teaching Performance would be implemented.

The procedures are located on the Department of Education and Training's website.

Under the new procedures, principals are required to notify teachers of any concerns about their teaching practices. This may be followed by the teacher undertaking a 10 week improvement program. A teacher who has shown improvement during this program may be given

up to another six weeks to reach acceptable standards. A teacher who is not improving has his or her case reviewed by an independent reviewer. This review could lead to a dismissal.

Principals who are identified as not performing to the required standard are also subject to similar procedures under the supervision of district superintendents.

Key features of the procedures include the provision of increased support to assist teachers to improve their performance and more effective means of dealing with those who are not meeting professional standards. The implementation of these procedures was further supported by training.

In 2000, 123 cases related to teacher efficiency were concluded. Of these, 31 teachers separated from the service.

The Crown Employees (Teachers in Schools and TAFE and Related Employees) Salaries and Conditions Award in clause 6, Teacher Quality, provides for an annual review of teacher performance.

The strengthened teacher assessment review process is currently being implemented. The main features of the review are:

- ◆ conference between the teacher and the principal, or nominee
- ◆ observation of educational programs
- ◆ review of documentation such as lesson planning, lesson material and student work, plans, evaluations and reports, as appropriate.

District support is available for principals conducting the review process.

Teacher Training and Development Priorities

There is increasing evidence from international research that the quality of student learning is directly linked to the professional qualities and capacities of the individual teacher. Training and Development contributed substantially to enhancing the learning outcomes for all students in public schools during 2000 by developing the skills, capabilities, knowledge and understandings of teachers and those who supported their work.

The Department allocated \$33.3 million to programs supporting teacher professional development; to programs supporting the development of school-based and other administrative staff; and to training for parents and community members supporting public schools.

Schools supplemented their discretionary allocation for training and development of \$3.5 million, made through their global budgets, by a total of \$6.1 million. The supplementation demonstrated the commitment to training and development by school-based staff and maintained a trend established since 1997 in response to the re-direction of \$7.9 million annually of Training and Development funds to teachers' salaries as an outcome of a teachers' salaries agreement.

Work-based learning continued to be the most common strategy used by schools, district offices and State office directorates to develop the requisite skills, knowledge and understandings to support systemic and local priorities. Within this context, staff and parents reported spending 1.5 million hours on training and development during the 2000 school year.

In support of its commitment to the professional growth of all its employees, the Department provided an extensive range of training and development strategies and programs. These included programs to assist the implementation of the key strategic priorities outlined elsewhere in the report such as the implementation of the New Higher School Certificate, the use of technology through the Technology in Learning and Teaching (TILT) program, Vocational Education and Training (VET) in Schools and KIDMAP.

Programs supported the continuum of teacher professional learning from beginning teacher development to professional accomplishment and educational leadership, provided opportunities to retrain in areas of workforce need, supported the development of workplace learning cultures, or provided opportunities for individual development. Further programs assisted the professional growth of school-based and other administrative staff supporting teachers in their work.

Staff gained access to training and development through the consultancy services that were available in each of the 40 district offices led by the district Training and Development/Curriculum Coordinator, through the Training and Development section of the Department's website (www.tdd.nsw.edu.au) and related websites, and through print resources. Flexible learning through the development of websites and the online delivery of programs provided featured increasingly in program design and delivery.

Program evaluations as well as Departmental and other research attested to the effectiveness of the outcomes of program delivery in supporting teacher professional development, educational change and workplace learning. Some examples of the Department's provision and outputs for staff learning and development follow.

Beginning Teacher Development

The Beginning Teacher Development Strategy is a school-focused training and development initiative. It provides a framework within which principals and other staff with responsibilities for the induction of teachers can support beginning teachers in their first critical years in the profession. In 2000, 2,800 newly-appointed teachers were provided with the Information for Beginning Teachers booklet. The comprehensive school-based training and development program Induction of Teachers was distributed to all schools with beginning teachers at a cost of \$33,000. A total of 1,292 relief days were provided to schools with beginning teachers in western New South Wales and southwestern and western Sydney to assist induction in districts where there were large numbers of beginning teachers.

The Certificate in Mentoring Teacher Development was designed, delivered and awarded in association with all NSW universities. The certificate program is accredited to 50 per cent of a Masters degree. A semester-length subject, Beginning Teacher Development, was offered online by the Department. Over 90 teachers in 10 districts completed stage one of the program in 2000 at a cost of \$175,000. The program will be extended to 20 districts in 2001.

Some 542 teachers who gained their teaching qualifications overseas were supported through bridging and induction programs in gaining employment in government schools at a cost of \$63,130.

Developing Accomplished Teaching

Programs such as School-Focused Training and Development, the Principal and School Development, Key Group and Critical Friend Training supported a range of local initiatives designed to bring about whole-school improvement. Some 110 schools benefited from the School-Focused Training and Development and Key Group programs at a cost of \$164,000. Over 300 principals participated in the Principal and School Development program at a cost of \$112,000, undertaking school improvement projects in areas such as literacy, assessment

and reporting, and technology. Over 200 staff from 30 districts participated at a cost of \$60,000 in Critical Friend Training designed to support and sustain change programs at a school level.

Programs such as the Certificate of Teaching and Learning and the Team Leadership Course supported 425 teachers and school executive at a cost of \$165,000. The Quality Teaching and Learning Materials assisted 22 schools in 10 districts implement action learning projects at a cost of \$130,000.

The Literacy Action Research Kit supported 125 teachers in seven districts to undertake local research programs at a cost of \$100,000. Log on to Literacy supported 40 teachers from rural and remote schools without access to Reading Recovery at a cost of \$80,000 with 17 of the teachers gaining credit transfer for further study at a Masters level. An ELLA CD-ROM was developed to support teachers of Years 7-8 at a cost of \$60,000.

Other programs supported a range of initiatives. Over 500 Careers Advisers were trained in the School-to-Work program at a cost of \$120,000. Programs such as Values in Information Technology and Learning and Net Returns Online further assisted 133 teachers in the use of technology at a cost of \$92,375.

Nineteen professional teacher associations were supported by the Department to implement programs aligned with the Department's strategic priorities at a cost of \$58,900.

Programs Supporting Individual Development

The Department provided an extensive range of opportunities for teachers and other staff to develop professional skills through merit-selection in programs reflecting the Department's strategic priorities. These programs included doctoral and other postgraduate research (17 staff at a cost of \$16,667), teachers' study leave to undertake approved courses (19 staff at a cost of \$28,000), and attendance as a Departmental representative at national and overseas conferences and study tours (94 staff at a cost of \$69,275).

National and overseas teacher exchange programs continued with schools in Canada, the United States of America, the United Kingdom and New Zealand as well as short-term study tours with Denmark, Austria, the United Kingdom and the United States of America (94 participants at a cost of \$135,000).

Some 178 teachers of languages other than English were supported in further developing their language skills through placements in overseas locations (63 teachers at a cost of \$120,000), or further study (104 teachers at a cost of \$340,000), or classroom observations (42 schools at a cost of \$64,800). Eleven teaching assistants from France, Germany, China, Indonesia and Japan were placed in secondary schools at a cost of \$90,000.

Teacher Retraining and Workforce Planning

In order to ensure that the teaching workforce is able to meet emerging educational needs, the Department provided opportunities for teachers to change their career pathways by retraining in areas of workforce need.

During 2000, at a cost of \$10.76 million a total of 3,147 teachers were involved in retraining programs compared with 1,041 teachers in 1996. Retraining programs were offered in Technological and Applied Studies (140 participants at a cost of \$3.6million, including 81 teachers retraining in Food Technology, Hospitality, Computing Studies or Industry Studies and 59 industry personnel undertaking teacher training or other preparatory courses through TAFE or universities), Languages (48 teachers at a cost of \$250,000) and VET in schools (2,160 teachers at a cost of \$380,000). Other retraining programs supported Careers Advisers (41 teachers, \$260,000), School Counsellors (26 teachers, \$104,000), Special Education (142 teachers, \$3.3 million), Teacher Librarians (30 teachers, \$75,870). Additional programs provide mentor support for 230 graduates of Departmental retraining programs at a cost of \$300,000.

School Leadership Development

Evidence from school effectiveness and improvement research shows that the overall quality of student learning in a school is linked to the quality of school leadership. The Department implemented a range of programs in 2000 as part of the School Leadership Strategy to prepare, induct and support school leaders.

The Head Teacher Development Program was designed to meet the development needs of head teachers at a cost of \$2,218. It was developed in consultation with head teachers, principals, district superintendents and universities. One million dollars will be provided in 2001 to implement the program.

The School Leadership Preparation Program supported 220 participants at a cost of \$550,000. This multi-phased program was designed to assist aspiring school leaders develop skills and understandings for future roles as school leaders. Some 34 participants completed the program in 2000 and 25 were successful in gaining promotion. The Australian Capital Territory school system joined the program as a paying partner.

The Induction Program for Newly-Appointed Principals supported 68 principals in their first appointment in 2000 at a cost of \$85,000. The Aboriginal Leadership Development Program supported 32 teachers who identified as Aboriginal at a cost of \$45,000 with 13 participants gaining promotion.

Fourteen associations representing professional leadership groups for primary and secondary principals, school executive and administrative staff were provided with assistance to conduct leadership activities aligned with the Department's priorities at a cost of \$145,000. The funding supported over 100 projects.

School Administrative and Support Staff (SASS) Training and Development

The development of School Administrative and Support Staff (SASS) was supported through a range of programs including the Certificate of Administrative Leadership (CAL) which involved 130 staff through local and distance delivery at a cost of \$15,000. An executive shadowing program was piloted for implementation in 2001. An induction program was developed for newly-appointed Senior School Assistants.

In 2000, 466 SASS began traineeships at TAFE in the Australian Qualifications Framework Certificate III. Included in the program were 268 school assistants, 144 teachers' aides (special) and 54 Aboriginal education assistants at a cost of \$586,000. The development of teaching materials for the Certificate III in Education Support Teachers' Aide (Special) were completed and distributed to all TAFE institutes and district offices at a cost of \$70,000. Some 195 staff are participating in the program at a cost of \$57,650.

An additional 577 staff participated through districts and seven technology centres at a cost of \$74,000 in the SASS Technology Strategy involving digital publications, using the internet and OASIS training.

Job skills training for farm assistants, general assistants and school assistants working in the library and science areas involved 128 staff at a cost of \$14,000.

Student and Staff Welfare

Training and Development courses assisted the Department in meeting its legislative and other responsibilities for student and staff welfare in a number of areas. Programs included child protection training (105,000 staff at a cost of \$110,000), health care procedures and re-certification (194 Teachers' Aides (Special) at a cost of \$50,000), and other programs such as: Chemical Safety in Schools (CSIS); the Administration of Prescribed Medicines and Asthma Treatments; Mediation training; Emergency Care training; First Aid training; Occupational Health and Safety Workplace Committee training; and Cardio-Pulmonary Resuscitation (CPR). Three DET staff received the Royal Life Saving Society's Certificate of Commendation from the Governor, Sir Gordon Samuels, for saving lives.

Management Development

The management of the introduction of the GST was supported through a system wide program for principals and SASS staff at a cost of \$313,111. An 81 per cent confidence rating was recorded by the 5,035 who undertook the training program.

An Administrators' Program attracted 484 participants to a range of courses in metropolitan and non-metropolitan locations centred on information technology skills and organisational development at a cost of \$70,000.

A Departmental administrative award was introduced to recognise and promote high-level customer service. Eighty-three administrators were recognised and acknowledged for their client-focused contributions to public education.

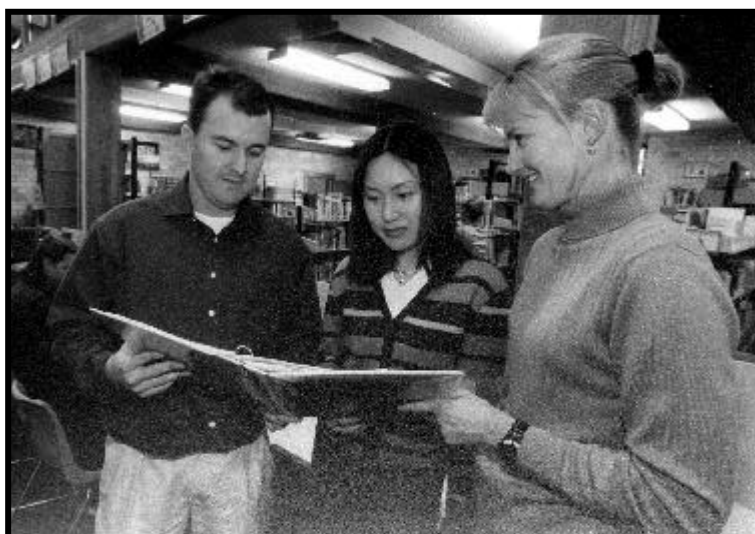
Eighteen Departmental officers were supported to participate in the Public Sector Management Course, the NSW Executive Development Program, or the Sydney Leadership Program. Other sponsored programs on graduate management programs also assisted in developing broad public sector perspectives and executive capabilities. Some 57 middle managers completed customised, management development programs delivered in-house for the Department.

Additional programs were offered on a fee-for-service basis by the Department's Training and Development Centre at Lewisham. Around 2,500 staff participated in 702 courses on a cost neutral basis.

Two hundred and thirty two short courses in technology training were also provided through four technology centres for 2,392 teaching and administrative staff at a cost of \$210,000.

Executive Development

A DET series of in-house seminars enabled direct access for executives to highly-regarded international speakers and opportunities for discussion of professional issues of strategic importance. A range of fellowship opportunities was promoted to middle managers and executives. One senior officer was awarded a Fulbright Scholarship and three senior officers were awarded Churchill Fellowships to be undertaken in 2001.



Teachers from Bass Hill High School involved in staff development activities.

1.5 Providing a Safe, Secure and Disciplined Environment for Learning

Learning Respect and Responsibility in Schools

A positive approach to school discipline involves the development of self-discipline and the maintenance of a happy and productive learning environment. The NSW Government has introduced a comprehensive approach to students' welfare, one that promotes cooperative behaviour, caring and responsibility towards others. The Department is implementing a range of initiatives to ensure good discipline and to improve students' attendance at school. These initiatives encourage students to learn to respect authority and to take responsibility for their own actions. Overall success will depend on students, teachers, parents and the community working closely together.

Civics and Citizenship Education

Discovering Democracy Program

The implementation of the Discovering Democracy school materials across Years 4-10 is supported by the NSW Discovering Democracy Professional Development Program. This initial three year program (1998-2000) has been extended for a further four years. It is funded by the Commonwealth Government and managed in New South Wales by the collaborative efforts of the NSW Department of Education and Training, Association of Independent Schools, Catholic Education Commission, universities and professional teacher associations.

Civics and citizenship education has been incorporated into Board of Studies syllabuses for implementation in NSW schools. It is an integral part of the Human Society and Its Environment (HSIE) K-6 primary school syllabus and the secondary history and geography Years 7-10 syllabuses. The links between these NSW syllabuses and the Discovering Democracy materials provide concrete starting points for teachers to deliver syllabus relevant curriculum materials.

Primary and secondary schools in the NSW Discovering Democracy Professional Development Program developed and distributed support materials to schools based on the Discovering Democracy materials and NSW syllabuses. These materials were also published on the NSW Discovering Democracy web site www.abc.net.au/civics/democracy.

The NSW Discovering Democracy Professional Development Program provided advanced professional development courses in civics and citizenship education during the year. After trialling, the course for primary teachers was delivered in 26 locations across New South Wales to over 1,500 teachers. This course will be available to all primary teachers in 2001. A secondary course for history teachers was developed and trialed during the year. It will also be delivered to secondary teachers in 2001.

The NSW Discovering Democracy Professional Development Program website contains support materials for the program, including teaching resources, occasional papers and teaching programs. This site gives teachers the opportunity to share ideas, ask for help and exchange information related to teaching and learning in civics and citizenship education. Individuals may begin a discussion or contribute to an ongoing one.

The key NSW professional development activities delivered throughout the State included:

- ♦ local workshops to discuss and identify curriculum links between the Discovering Democracy materials and related NSW syllabuses
- ♦ school initiative grants to allow schools to facilitate the delivery of Discovering Democracy materials into their own school context
- ♦ advanced professional development courses in partnership with professional teacher associations and universities
- ♦ website facilities to enhance the development of collaborative school projects and the sharing of ideas and resources
- ♦ discussion papers to stimulate discussion between teachers about civics and citizenship education in NSW schools
- ♦ a culmination conference where teachers shared the results of their involvement in school-based curriculum projects.

Civics and Citizenship Education Benchmarking Project

The University of Sydney and the Department are partners in an Australian Research Council grant to establish benchmarks of student achievement in civics and citizenship education at the end of Years 6, 10 and 12.

The project developed and trialled the benchmarks which include statements of curriculum access and performance indicators. In 2000, the final version of the Year 6 Benchmarks was published.

International Civics and Citizenship Education Program

The Minister has established a partnership between the Department and the British Council to develop curriculum materials to support civics and citizenship education. These materials are published on the web site www.abc.net.au/civics.

During 2000, schools from over 70 countries accessed these projects and downloaded the teaching materials.

Part of the program has been the development of school-to-school relationships between schools in New South Wales and Wales. Twenty-five schools in each country have entered this aspect of the program.

Welsh teachers visited New South Wales to discuss the program and had the opportunity to visit schools involved in the program which in turn consolidated the links between the two countries. A reciprocal visit to the United Kingdom by Departmental staff, including staff from participating schools has consolidated the program in Wales and expanded contacts in Scotland.

Student Representative Councils

Student representative councils are a way students can voice their opinions and ideas, discuss student rights and responsibilities and share in the school decision making processes.

During 2000, Student Representative Councils were a practical outcome of, and a forum for, civics and citizenship education in the school environment. Students in both primary and secondary schools had the opportunity to participate in school decision making and to liaise with a range of government and community groups. The NSW Student Representative Council (SRC) comprises 22 students and met five times in 2000. Two Aboriginal students were elected to the State SRC in 2000. This Council reflects the strong place that student leadership and student government plays in government schools in providing a practical aspect of democratic practice in the school environment.

The State Student Representative Council Conference Working Party organised a state conference for student leaders including student leaders from Aboriginal communities.

Schools Constitutional Centenary Conventions

The Department supported the statewide program of constitutional conventions held in six different locations across the State and involving over 400 students from government schools. More than half the students were from non-metropolitan areas.

Student Discipline and Behaviour Management Programs

The Department of Education and Training has implemented a variety of coordinated strategies to improve student behaviour and to make schools more effective learning environments.

Each district has implemented a *District Behaviour Plan*. These plans ensure that all schools have access to specialist services directed at supporting students with behaviour problems.

In 2000, *District Behaviour Plans* and school behaviour management programs were supported by a wide range of specialist staff and resources. Specialist staff included, 771 school counsellors, 306 support teachers in behaviour, flexible teacher time, teachers aide special time which is allocated to districts (\$1.2 million per annum) and 15 district support teachers (substitute care). In addition, there were 22 alternative behaviour programs, 13 special schools for students with mental health problems or autism, 101 support classes for students with mental health problems or autism, a statewide challenging behaviour team, joint Health Department and Departmental facilities and training and development for teachers through programs such as *Strategies for Safer Schools*.

Schools developed whole school plans for behaviour management which included their discipline code. As a result, students and staff were clear about behaviour that is acceptable and what consequences apply if inappropriate behaviours are displayed.

Suspension continues to be an effective strategy in managing student behaviour. Suspension allows time for the student to reflect on his or her behaviour and for the family and the school to plan appropriate support to assist the student.

The Department continued to implement preventative programs to reduce the occurrence of problem behaviour. *A Partnership Encouraging Effective Learning* (APEEL) was distributed to all primary and infants schools. APEEL facilitates the early identification of student interpersonal skill levels and provides lessons to support adjustment to school. In 2000, APEEL won an Australian Violence Prevention Award.

Report of Operations

Guidelines for Mentoring were distributed to all schools this year. Pilot mentoring programs have been set up to facilitate the transition to high school for vulnerable students.

Crime Prevention Workshops have been developed in conjunction with the NSW Police Service for delivery in schools by teachers and police officers working together to reduce juvenile offending.

Rate per Thousand of Suspensions (State Level), 1996-2000

In 1999 the Department implemented new procedures for the suspension and expulsion of students from schools. To improve student behaviour and to ensure classroom teaching and learning was free from disruption, principals were able to remove disruptive students from schools for up to 20 days. School principals were also able to expel

students of post-compulsory age from schools for continued disruptive behaviour and unsatisfactory study. The increase in the rate of short and long suspensions is, therefore, a result of these new procedures and the increased authority of school principals to either suspend or expel students from schools.

In 2000, the daily rate of short suspensions from government schools was 181 (up from 158 in 1999). The daily rate of long suspensions was 29 (up from 24 in 1999). The daily rate of expulsions was 1.7 (down from 1.8 in 1999). The number of students suspended from school remains relatively small. In 2000, approximately 5 per cent of students were suspended from government schools on at least one occasion during the year. Analysis of the Department's data has found that of the total number of students suspended, 75 per cent improved their behaviour and were not suspended again.

Rate per Thousand of Suspensions (State Level), 1996-2000					
	1996	1997	1998	1999	2000
Per '000-Short Suspensions	36.6	42.4	46.7	41.2	46.6
Per '000-Long Suspensions	5.2	6.6	7.1	6.2	7.6

Rate per Thousand of Suspensions by School Districts, 2000					
District	Short Suspensions	Long Suspensions	District	Short Suspensions	Long Suspensions
Albury	50.5	6.2	Maitland	45.2	7.2
Armidale	64.8	8.4	Moree	106.3	19.2
Bankstown	43.4	7.6	Mount Druitt	76.6	10.6
Batemans Bay	53.5	6.9	Newcastle	32.9	4.6
Bathurst	59.9	7.6	Northern Beaches	12.7	2.2
Blacktown	42.2	7.1	Orange	47.5	5.9
Bondi	36.1	5.8	Parramatta	32.7	7.7
Broken Hill	76.2	19.0	Penrith	34.2	5.4
Campbelltown	70.7	11.9	Port Jackson	38.0	6.5
Central Coast	65.6	12.0	Port Macquarie	67.8	11.8
Clarence / Coffs	55.2	11.1	Queanbeyan	52.1	8.6
Deniliquin	56.0	4.6	Ryde	13.6	2.1
Dubbo	82.1	10.0	Shellharbour	47.6	9.3
Fairfield	33.3	5.6	St George	25.6	3.4
Granville	30.4	3.8	Sutherland	20.5	2.1
Griffith	60.5	7.6	Tamworth	64.1	9.8
Hornsby	16.9	2.2	Taree	46.9	7.7
Lake Macquarie	61.3	11.3	Tweed / Ballina	54.2	7.2
Lismore	50.0	6.1	Wagga Wagga	59.6	14.8
Liverpool	62.2	10.6	Wollongong	46.0	8.4

Improving School Attendance

Students between the ages of six and 15 are legally required to attend school. The NSW Government has embarked on a variety of measures to improve the levels of student attendance in NSW Government schools in collaboration with NSW Police, other agencies and business, parents and school communities.

School District Attendance Action Plans

Attendance Action Plans have been very useful in helping schools look at their attendance rates, the reasons for poor attendance and how they are going to tackle those issues.

In 2000, all school districts implemented Attendance Action Plans to address local attendance issues. District Attendance Action Plans identify schools with above average absence rates and target Departmental, other agency and community resources to support schools to improve attendance.

Resources included 84 home school liaison officers, 12 Aboriginal student liaison officers, 43 student welfare consultants, the NSW Police Service youth liaison officers, the Health Department, the Department of Community Services and community organisations. District plans include attendance programs such as the extension of Operation Roll Call, Street Sweeps and the Phone Intervention Program.

Operation Roll Call

Operation Roll Call is a joint project between the Department and NSW Police, and has been implemented across the State. Students who need to leave school during school hours must be issued with a pass bearing:

- ◆ the name of the school
- ◆ date of issue
- ◆ the time and date of expiry
- ◆ school endorsement
- ◆ signature of school official permitting the leave.

This program has been run in earnest since the beginning of 1999 and has proven very effective in preventing casual truancy while also identifying chronic truants.

Operation Street Sweep

Street Sweeps were initially trialed in Bankstown, Bondi, Penrith, Liverpool, Campbelltown, Mt Druitt and Port Jackson districts with Home School Liaison Officers (HSLOs) and uniformed police monitoring 'hot spots' such as shopping centres, beaches, amusement arcades and railway stations. This was extended to all districts to address visible truancy. Approximately 240 Street Sweeps were conducted in shopping malls, amusement arcades, parks and railway stations. Early evaluations show the program to be a very successful short term intervention, especially in reducing the visibility of truants.

Phone Intervention Program Strategy (PIPS)

HSLOs and other trained staff work through marked rolls and contact parents of all children not at school. It builds up an expectation among students that their parents will find out if they are not at school and also establishes the expectation with parents that if they do not send their child to school the school will be in touch. In 2000, \$73,000 was provided to targeted high schools to implement PIPs. Approximately 180 high schools have adopted this initiative. Participating schools report that PIPs has reduced truancy by up to 60 per cent.

Draft new school attendance guidelines were developed to improve data collection with regard to senior students with flexible timetables, senior part-time students and students taking TAFE NSW-based courses. These new procedures will be implemented in 2001.

Aboriginal Student Liaison Officers (ASLOs)

There are eleven ASLOs working with Aboriginal students, their families and schools. These officers operate across districts and assist district student welfare and home school liaison officers to restore and maintain the regular school attendance of Aboriginal students.

Attendance Rates

In 2000, nearly 94 per cent of government primary school students were at school on any given day, while 89.5 per cent of government school students in Years 7 to 10 and 89.8 per cent of students in Years 11 and 12 were at school on any given day. Attendance rates in school districts for the period 1996-2000 are provided in the table below.

Report of Operations

Year 2000 Attendance Rates as Percentages by District and Scholastic Year Groups*												
	Primary			Secondary 7 - 10			Secondary 11 - 12			District Average		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Albury	93.8	93.8	93.8	90.1	89.6	89.8	91.9	90.0	90.8	92.4	92.0	92.2
Armidale	92.6	93.2	92.8	88.5	89.1	88.8	90.5	90.3	90.4	91.0	91.5	91.2
Bankstown	94.7	94.5	94.6	88.6	89.8	89.2	86.9	89.2	88.2	92.3	92.4	92.4
Batemans Bay	92.8	93.1	93.0	88.7	89.1	88.9	90.2	89.5	89.8	91.2	91.5	91.4
Bathurst	92.8	92.7	92.7	89.4	89.8	89.6	91.8	90.8	91.3	91.6	91.6	91.6
Blacktown	94.1	94.0	94.1	88.6	88.1	88.3	87.1	87.1	87.1	92.2	91.8	92.0
Bondi	94.3	94.2	94.2	89.7	89.0	89.4	89.9	87.2	88.6	92.4	91.9	92.1
Broken Hill	91.4	91.1	91.3	87.7	86.6	87.2	89.5	88.6	89.0	90.0	89.3	89.7
Campbelltown	93.2	93.2	93.2	87.5	88.0	87.7	88.3	88.2	88.2	91.2	91.3	91.2
Central Coast	94.0	94.0	94.0	89.3	89.1	89.2	90.8	89.7	90.2	92.3	92.1	92.2
Clarence / Coffs Harbour	93.6	93.7	93.6	88.8	88.8	88.8	90.6	90.1	90.3	91.7	91.7	91.7
Deniliquin	93.7	93.4	93.6	90.0	90.5	90.2	90.8	90.2	90.4	92.4	92.2	92.3
Dubbo	91.9	92.2	92.0	88.4	88.7	88.6	90.9	90.5	90.7	90.7	90.9	90.8
Fairfield	94.2	94.1	94.1	91.3	91.2	91.3	90.2	90.1	90.2	92.7	92.6	92.7
Granville	94.4	94.1	94.3	89.2	89.6	89.4	88.1	89.3	88.8	92.6	92.4	92.5
Griffith	92.8	93.0	92.9	89.8	90.4	90.1	92.6	92.1	92.3	91.8	92.1	92.0
Hornsby	95.5	95.4	95.4	92.5	92.3	92.4	92.0	90.5	91.2	94.1	93.8	94.0
Lake Macquarie	94.0	93.8	93.9	88.8	88.6	88.7	90.9	89.8	90.3	92.2	92.0	92.1
Lismore	93.5	93.3	93.4	89.0	89.3	89.1	89.5	88.7	89.0	91.6	91.4	91.5
Liverpool	93.2	93.0	93.1	89.0	89.2	89.1	89.2	88.4	88.8	91.6	91.4	91.5
Maitland	94.1	93.9	94.0	90.3	89.7	90.0	90.9	90.6	90.7	92.7	92.3	92.5
Moree	89.6	90.0	89.8	84.8	85.7	85.2	89.7	86.7	88.1	88.1	88.3	88.2
Mount Druitt	92.6	92.5	92.6	86.2	85.7	85.9	88.8	88.8	88.8	90.6	90.2	90.4
Newcastle	94.5	94.2	94.4	90.7	90.1	90.4	91.0	89.6	90.3	92.9	92.3	92.6
Northern Beaches	95.1	94.9	95.0	91.1	91.4	91.2	91.0	90.7	90.8	93.8	93.5	93.7
Orange	93.1	92.9	93.0	88.8	89.2	89.0	90.3	89.5	89.9	91.6	91.4	91.5
Parramatta	94.5	94.5	94.5	90.6	90.7	90.6	90.7	90.0	90.4	92.9	92.7	92.8
Penrith	93.8	93.7	93.7	89.0	89.4	89.2	89.9	88.5	89.2	92.0	92.0	92.0
Port Jackson	94.1	93.8	93.9	89.8	89.4	89.6	88.8	88.5	88.6	92.5	92.1	92.3
Port Macquarie	93.1	93.0	93.1	88.9	89.2	89.1	88.4	88.2	88.3	91.3	91.2	91.2
Queanbeyan	93.4	93.4	93.4	89.2	89.7	89.5	90.4	90.4	90.4	92.0	92.1	92.0
Ryde	95.7	95.4	95.5	91.4	91.9	91.7	90.9	92.0	91.4	94.1	94.1	94.1
Shellharbour	93.6	93.4	93.5	89.6	89.5	89.6	89.6	88.6	89.0	92.1	91.7	91.9
St George	94.5	94.1	94.3	91.2	90.9	91.1	90.0	90.3	90.2	93.0	92.6	92.8
Sutherland	94.8	94.7	94.8	91.3	90.8	91.1	91.0	90.6	90.8	93.2	93.0	93.1
Tamworth	93.3	93.4	93.3	90.5	89.8	90.2	92.7	90.4	91.5	92.2	92.0	92.1
Taree	93.4	93.3	93.4	88.8	89.4	89.1	90.3	89.7	90.0	91.7	91.8	91.7
Tweed / Ballina	93.2	93.1	93.2	87.7	88.3	88.0	88.8	88.9	88.9	90.9	91.0	91.0
Wagga	94.3	94.2	94.2	90.0	90.3	90.1	90.7	90.2	90.4	92.6	92.6	92.6
Wollongong	93.9	93.6	93.8	88.5	88.7	88.6	89.5	88.2	88.8	91.8	91.6	91.7
All Districts	93.9	93.8	93.8	89.5	89.5	89.5	90.1	89.5	89.8	92.2	92.0	92.1

* These attendance rates are based on Semester 1 and 2 absences and the February and midyear full-time equivalent (FTE) enrolments. Primary and secondary attendance rates include those of all central schools.

Fighting Drugs

The NSW Government is committed to ensuring that all students suspended from school because of drugs will be provided with assistance to confront their drug use, change their behaviour and get back to school. Following suspension, a conference involving the student, parents, principal, school counsellor and where appropriate local health professional will agree to a plan of action. Students suspended for drug use will undergo specialist drug counselling. Their progress will be monitored by school and health authorities.

Drug Education Programs

In 2000, a budget of \$3 million was provided to support drug education in NSW government schools.

Drug education aims to prevent the misuse of drugs and assist students to develop healthy lifestyles. The drug education programs and the resources provided to schools focus on medicines, alcohol, smoking and cannabis, as research indicates these are the drugs most often used by young people.

During 2000 a number of statewide initiatives supported teachers in the planning and delivery of the drug education component of the PDHPE K-6 syllabus. These initiatives included:

- ◆ The provision of funds to districts to enable teachers from each primary school to attend a one-day professional development workshop on effective practice in drug education.
- ◆ The booklet *Drug Education in NSW Primary Schools* which provides information to teachers about the importance of drug education, its part in the curriculum, past and current approaches and strategies for supporting students at risk.
- ◆ The distribution of the Primary School Drug Education Support Package containing information about consultancy support, relevant drug education resources, articles and suggested readings.
- ◆ Small groups of primary schools working intensively with district drug education consultants to plan and implement innovative drug education programs. A total of \$214,000 was provided to primary schools for this purpose. By the end of 2000, 36 school groups had accomplished their projects and several new groups had been established.
- ◆ A revised version of the existing K-6 Drug Education Resource.
- ◆ The development of a drug education website.

The Guidelines for Managing Drug Related Incidents in Schools provided advice to schools on how to implement appropriate responses to drug related incidents.

By the end of 2000 all school counsellors had completed specialist training to assist students with drug problems.

The Department commissioned the National Drug and Alcohol Research Centre (NDARC) to review the research into the effects of cannabis on students' cognitive development, behaviour, motivation and educational outcomes. The *Educational Outcomes and Adolescent Cannabis Use Report and Summary* provides schools with information about cannabis and its effects and also provides advice on what schools can do to address cannabis use.

The End of Year Celebration kit for senior secondary students was produced to encourage students to celebrate the end of their school year safely. A revised kit will be distributed again next year.

Healing Time is a culturally appropriate drug education resource for Aboriginal students in junior secondary school. Training was provided to implement *Healing Time* in 20 schools located across New South Wales. Approximately \$50,500 was spent on the implementation and evaluation of the implementation of *Healing Time* in 2000.

Strategies to support and assist schools, parents and the community to work together to meet the drug education needs of students are planned for 2001. These include a manual for schools to facilitate parent meetings in primary schools and projects involving resilience building and the relationship between gender and drug use in secondary schools.

Protecting Our Children

The NSW Government is committed to ensuring that schools are safe environments for children and young people. Its comprehensive plan includes making sure that every student in government schools from Kindergarten to Year 10 participates in child protection education; increased training support for teachers, executive staff and principals in child protection policy and implementation; and advising parents about how their child's school is teaching students about child protection.

The Department undertook a range of initiatives during 2000 to meet its responsibilities from 3 July 2000 under the *Commission for Children and Young People Act 1998* and the *Child Protection (Prohibited Employment) Act 1998*.

Under its responsibilities as an employer, the Department developed and implemented procedures to ensure that:

- ♦ all current employees of the Department in child related employment completed a Prohibited Employment Declaration, declaring that they were not a prohibited person i.e. a person convicted of a serious sex offence; and
- ♦ prior to commencing child related employment with the Department, people complete a Prohibited Employment Declaration. A Working with Children Check, including a national criminal records check and a check relating to relevant disciplinary proceedings, is also undertaken for people prior to commencing paid child related employment.

The Department has established an Employment Screening Unit to undertake the Working with Children Check and risk assessments, thereby assisting to reduce the risk of abuse to children.

The Department is one of six approved screening agencies responsible for undertaking employment screening on behalf of private and public employers in the education and training sector (excluding non-government schools) across New South Wales.

Child Protection Investigation Unit

The Child Protection Investigation Unit was established as a permanent unit of the Department of Education and Training in January 2000.

During the year it was announced that the investigation of all child abuse matters would be centralised. A single unit, the Child Protection Investigation Unit (CPIU), staffed by trained investigators, conducts investigations of improper conduct where there are allegations of child abuse or neglect by a staff member against a student. All investigators working in the expanded unit are required to complete accredited external courses and attend internal training in all aspects of investigation.

The unit is headed by a director. There are five investigative teams, each led by a chief investigator. The investigative teams are supported by administrative staff, an IT specialist, a senior legal officer and senior counsellors.

There are a number of independent bodies that audit, oversee, monitor or evaluate the work of the CPIU including the Office of the Ombudsman, the Independent Commission Against Corruption and the Commission for Children and Young People.

In particular, the independence of checks and balances provided by the Ombudsman's extensive reviews of the investigative work of the CPIU has led to improvements

in the conduct of investigations including the undertaking of regular risk assessments, documenting investigation plans and regular case reviews.

The CPIU investigative practices have been reviewed against the standards set out in the Ombudsman's *The Complaint Handler's Tool Kit*, published in May 2000, and appropriate adjustments were made. Alongside this, the CPIU's *Statement of Best Practice in Investigation* ensures that the criteria of rigour, transparency, fairness and completion without delay are embodied in all CPIU practices.

The Department will continue to work to ensure that all students in its care are protected and any staff members who are involved in an investigation relating to child abuse are treated fairly.

Child Protection Initiatives

Departmental officers worked closely with colleagues in the Department of Community Services, NSW Health, the NSW Police Service, the Commission for Children and Young People and other agencies in a process coordinated through the Office of Children and Young People. Interagency Guidelines for Child Protection Intervention 2000 were developed collaboratively and signed off by the Premier for distribution to government and non-government agencies.

For the first time the Department was able to develop one set of reporting procedures for all Departmental staff regardless of their role in TAFE, schools or the Adult Migrant English Service. Sufficient copies of *Protecting and Supporting Children and Young People: Revised Procedures* were provided to all districts, schools and other locations in December 2000 for each employee.

All government schools are now required to implement child protection education as part of the mandatory PDHPE learning area. Student welfare consultants assisted schools by providing training support and running workshops for teachers in primary and secondary schools. Targeted schools in each district were allocated funding to develop locally relevant units of work focussing on child protection education. The new curriculum materials, *Personal Safety Plans for Secondary Students* will be available to schools in 2001.

Primary and secondary schools throughout the year advised parents about teaching and learning activities being provided in child protection and the approach the school is adopting to make students safe. The video, *Child Protection: A Community Perspective*, is being used widely in parent meetings with good responses reported.

The Department is currently implementing training on the *Children and Young Persons (Care and Protection) Act 1998* to ensure the safety, welfare and wellbeing of children and young people in schools, TAFE and other educational settings. The training strategy provides for training of targeted groups with special roles and responsibilities in protecting and supporting students. Training for principals is an integral part of this strategy.

The Department developed and distributed to universities and principal associations draft guidelines affirming the necessity of child protection training by universities and requiring probity checks for all student teachers involved in schools in practicum experiences.

Procedures for completion of Prohibited Employment Declarations by students (teacher education) undertaking practical experience in school were agreed to between higher education institutes and the Department.

Other Initiatives to Provide a Safe Environment for Learning

Road Safety Education Program

The Department's Road Safety Education (RSE) Targeted Schools Program provides in-school consultancy support to schools to deliver safety education in the areas of teaching and learning, management practices, policy development and parent involvement.

The NSW Roads and Traffic Authority (RTA) fully funds the Department's RSE Program. A management team of three officers and eight field consultants based in the five State offices at Bathurst, Blacktown, Newcastle, Ryde and Wollongong provide curriculum and policy services to schools.

In 2000, 128 primary schools, 41 high schools and five central schools participated in the program. These schools were located in the districts of Blacktown, Bondi, Central Coast, Dubbo, Hornsby, Liverpool, Moree, Newcastle, Parramatta, Port Macquarie, Sutherland and Wollongong.

In the targeted primary schools, 592 teachers, 171 parents, 42 principals and 123 executive staff participated in professional development activities in 2000. In high schools, 88 staff were involved in school-based professional development activities.

A major initiative for the Department's RSE Program in 2000 was the provision of road safety education professional development for primary school teachers

through K-6 PDHPE workshops held in each district. These workshops were designed to support the implementation of the K-6 Personal Development, Health and Physical Education syllabus.

The RTA also provided additional funding of \$365,000 for this professional development initiative. One hundred and three workshops were conducted statewide, with the participation of 1,649 teachers representing 1,609 schools (primary schools, central schools, schools for special purposes and infant schools).

Nearly all of the participants agreed that the workshops were highly successful in increasing their understanding of the K-6 PDHPE syllabus.

Future program planning for 2001 will involve the continued road safety education to schools within a targeted model of delivery.

Safety and Equipment in Technology Subjects

The document *Making Technology Learning Safer* was developed during the year for distribution to all technology teachers in 2001. The document provides general advice about safety related to the teaching of technological and applied studies subjects. The document is supported by specific advice in the Frequently Asked Questions About Safety in Technology Learning database on the Curriculum Support Directorate website. Both of these initiatives complement other safety initiatives; Principal's Guide to Occupational Health, Safety and Rehabilitation and the Chemical Safety in Schools package.

Chemical Safety in Schools

In the latter half of 2000, schools were sent a set of folders containing print materials and a CD-ROM titled Chemical Safety in Schools. The materials describe a school-based process relating to chemical safety that schools are required by legislation to put into place. The package also contains comprehensive information to assist school personnel who are likely to handle chemicals. The information includes Material Safety Data Sheets, a sample computer-based record keeping system and specific information for teachers in science, the creative arts and technological and applied studies.

Initial training of all school personnel was provided in 2000. Schools were provided with a cash grant to assist them with the implementation process. Support teams were established in district offices to further assist schools.

1.6 Reporting on Education and Training Outcomes to Students, Parents and the Community

The Department of Education and Training continued to monitor students' performance through statewide and school-based assessments, to monitor and review aspects of school effectiveness, and to report on students' and schools' performance to students, parents and the community. During the reporting period, the Department built on a range of school improvement initiatives such as school reviews and school self-evaluation. The Department developed and distributed resources such as KIDMAP to assist schools to track and monitor students' progress. In addition, the Department developed a draft performance measurement framework for NSW public schooling. This comprehensive framework will provide the basis for further improvements in the quality of annual school reports and the Department's annual report.

School Improvement and Accountability

The Department's chief mechanism for monitoring and improving school effectiveness is the requirement for each school to undertake a rigorous self-evaluation process and to report the outcomes of that self-evaluation to parents and the Government.

The self-evaluation process is led by the principal and includes a committee comprising staff, parent and, in the case of many secondary schools, student representatives. The process involves analysis of student performance data drawn from internal assessments and external tests, including school/State comparisons and trend data. The committee is also required to evaluate specified school programs and management practices and report on a number of aspects of their school's achievements as well as progress on the previous year's improvement targets.

The Department's school improvement staff guide and support schools in the school self-evaluation process and validate the conclusions drawn from the analysis of data. District superintendents note school improvement targets that emerge from these processes and incorporate them in district plans for training and development.

Annual School Reports

In December 2000, all primary schools produced their annual reports for the reporting year. The Department distributed these reports to parents in February 2001. Overall, the reports were of a very high quality. In these documents, schools reported on their evaluations of school programs and management, student attendance, finances, students' results in Basic Skills Tests and internal assessments, and the school's progress against previous targets and new targets for 2001. A statewide evaluation of the annual school reports produced in 2000 will be undertaken following public meetings and consultation.

Secondary schools' annual reports are completed in March each year for the previous year in order to incorporate a complete analysis of HSC results. The reports are distributed to parents in May. The 1999 reports were not produced because of industrial bans. The production of the year 2000 annual reports is on schedule.

School Support Team Visits and Reviews

In 2000 the Department began implementation of its School Development Policy which was introduced in 1999. Under this policy the Department identifies schools which require assistance to develop or improve a program or aspect of school management. This assistance includes education support team visits, program reviews and management reviews.

District education support teams assist NSW schools to develop a program or number of programs within a particular school that will significantly improve the school's performance and the quality of its programs. During the reporting period a total of 340 education support teams visits were conducted across New South Wales.

Management reviews assist NSW public schools to develop and improve their overall management or aspects of their management. The Department conducts these reviews where there is substantial evidence of significant dysfunctioning in the operation of a school as identified by the District Superintendent. During 2000, Departmental staff conducted four school management reviews. The reviews developed recommendations which are currently being implemented.

Program reviews assist NSW public schools to improve a program or range of programs within a particular school. A school program review is a more in-depth assessment and evaluation of an aspect or aspects of a school than is possible in the annual process of school self-evaluation. These reviews are conducted following consultation with the principal and relevant staff. In 2000, Departmental staff successfully completed 25 program reviews at schools.

Audit Office review of the School Accountability and Improvement Model

In 1999 the Audit Office of New South Wales reviewed and endorsed the Department's accountability and improvement model. It made a series of recommendations on the nature and content of schools' annual reports all of which were accepted and acted upon by the Department in revising the annual school report format for 2000. These actions included:

- ◆ The incorporation of more explicit statements about student performance as well as incorporation of more qualitative data.
- ◆ The establishment and monitoring of annual targets was strengthened because it is such an important aspect of school improvement. At a district level, targets for all schools were analysed to provide the basis for planning support and training and development.
- ◆ During 2000, seminars were conducted for all secondary principals to increase their understanding of the use of data, particularly value-added data at subject, KLA and school levels.
- ◆ The number of senior officers engaged in the quality control of school annual reports (namely, Chief Education Officers, School Improvement) was increased in 2000 to provide greater support across the State. The Department aims to have one of these officers per district in 2001.
- ◆ Schools were provided with support for the use of qualitative data instruments such as the Quality of Life Survey and SchoolMap. The majority of schools incorporated qualitative data in their 2000 annual reports.

Increasing Use of Qualitative Data

As part of the annual school self-evaluation process, the majority of schools are now collecting and reporting on a range of cultural dimensions of schooling including student, parent and staff perceptions of the climate in the school, teaching and learning processes, communication, planning, leadership and management. The main survey instruments used by schools were the Quality of Life and SchoolMap.

The Department supported schools in the use and interpretation of these instruments through training, software and data analysis.

Quality of School Life (QSL) Survey

The QSL survey instrument was developed by ACER and has been introduced to NSW schools in recognition of the important influence of affective and social dimensions of learning. The scale has eight dimensions and has been used successfully with primary and secondary students with minor variations for primary. The scale has eight subscales - general satisfaction, teacher / student relationships, students self-esteem (primary version: social integration), identity, the relevance of schooling, sense of achievement, sense of adventure (primary version) and negative affect.

The survey consists of 40 items, each beginning with the phrase 'My school is a place where ...'. Responses are made on a four-point scale ranging from 'Disagree' to 'Agree'.

During 2000, data was collected from 116 primary schools and 50 secondary schools in the QSL survey. This involved responses from 14,254 primary students in Years 2 to 6 and 16,538 secondary students in Years 7 to 12. Departmental staff assisted schools with their analysis of survey results and provided them with a comprehensive report package, including graphs and tables. Schools have used the findings of the survey to assist school planning and to strengthen annual school reports.

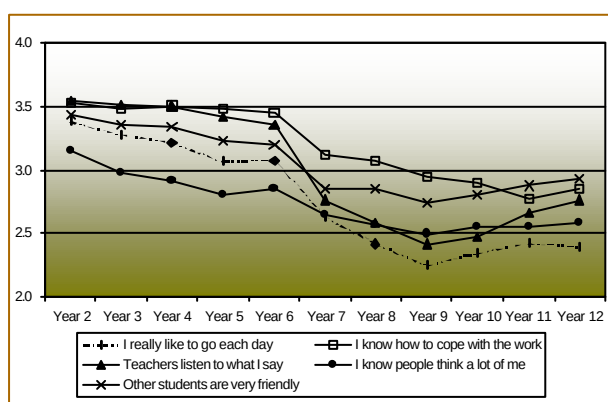
Report of Operations

Major Findings of the Survey

The major findings of the Quality of School Life survey that was conducted in schools across the State in 2000 included the following:

- Overall, students indicated that they were very positive about school life. A large majority of students gave positive ratings to the following aspects of school life: general satisfaction at school, sense of achievement, sense of adventure in learning, relevance of schooling, and the quality of the student-teacher relationships. The majority of students also gave positive ratings in relation to their status, self-esteem and social integration.
- In general, students in primary schools were more positive about aspects of school life than students in secondary schools. The survey found a decline in attitudes towards schooling between Years 6 and 9, although these attitudes tended to improve in Years 10, 11 and 12. The pattern of results correlates with findings in the literature on adolescence and has implications for transition to the middle years of schooling, currently an area of focus in secondary schools.
- There were few differences in responses from male and female students in the secondary years of schooling. However, there were significant differences in the primary years. Male primary students were less positive about their experiences of school life during this time. This finding has implications for boys' education strategies, particularly in primary schools.

QSL: Mean Scores of Selected Common Items



The Quality of School Life survey is being used by a growing number of NSW public schools to assist school staff to develop a better understanding of the factors that affect students in school. While the results of the 2000 surveys show that the majority of students are very positive

about school life, the extent to which this was true for different groups of students at different schools varied. Development of an understanding of the dynamics contributing to these differences will assist schools to improve the quality of students' experiences at all levels of their schooling.

Two of the world's pre-eminent academics in this field of study, Professor Sid Bourke from the University of Newcastle and Dr Magdalena Mok from the Hong Kong Institute of Education, were consulted about measurement issues associated with the analysis of the survey data. The Department presented a paper on using the Quality of School Life survey to assist school improvement at the International Congress for School Effectiveness and Improvement in Toronto.

School Report Packages

Reports on Statewide Testing Programs in Literacy and Numeracy

The Department of Education and Training provides detailed reports to schools and parents on the achievements of government students in all statewide testing programs for Years 3, 5 and 7. School report packages from the Basic Skills Test (BST), the English Language Literacy Assessment (ELLA), the Primary Writing Assessment and the Secondary Numeracy Assessment Program provide schools with extensive descriptions of each student's achievement in literacy and numeracy. The packages include support materials that link specific components of the tests to syllabus outcomes and advice on teaching skills and knowledge for students who need assistance.

Reports to schools also indicate standards of performance that are comparable from year to year. BST and ELLA also report the progress of each student from Year 3 to Year 5 (BST) and Year 7 to Year 8 (ELLA). These reports assist schools to evaluate their school programs for students.

Parents are also given a report on their child's performance on each test. The report to a parent indicates a child's overall performance and compares that to the overall State performance. It describes the student's performance in relation to the syllabus strands tested and indicates strengths and weaknesses in key areas. The BST parent report also describes typical achievement of each of the standards of performance reported. The detailed test reports assist parents in making connections between the results from the test and the curriculum undertaken by students in classrooms.

KIDMAP

KIDMAP is an electronic resource that assists teachers to plan and prepare teaching programs, to track and monitor students' progress, and to record and report on students' performance in an outcomes-based framework. During 1999, 13 primary schools participated in a KIDMAP pilot. The Department used the pilot to customise KIDMAP for NSW schools and to provide feedback to assist in the development of support materials for schools.

In 2000, the Department extended the use of KIDMAP across the State at a cost of \$458,500. The Department distributed KIDMAP to 570 primary schools. This resource assisted schools to improve teaching programs and facilitated better monitoring and reporting of students' achievements. The Department also established a KIDMAP pilot in 17 secondary schools during the reporting period.

In 2001 the Department will offer all NSW public primary and secondary schools the option of implementing KIDMAP.

Secondary Assessment Practices and Reporting

Departmental staff continued to provide advice to secondary schools, particularly in relation to the introduction of a standards-referenced approach to the New Higher School Certificate. The Department also developed and distributed detailed support documents on quality assessment processes, and effective and informative reporting of student achievements to assist teachers. Six bulletins on these issues were provided to each secondary school teacher during the year.

Two of the bulletins, *Establishing Sound Assessment Practices - Providing Meaningful Feedback and Reporting: Focus on Stage 6* identified the key elements of describing student achievement in assessments when writing reports. The bulletins also provided advice about how teachers and schools could implement effective and informative reporting processes within this framework.

See Section 1.2 'Strengthening the Foundations for Lifelong Learning' for a report on students' performance in literacy and numeracy assessments, and Section 1.3 'Enhancing the Breadth, Depth and Diversity of Secondary School Curriculum' for an overview of students' outcomes in the School Certificate and Higher School Certificate.

Statewide Performance Measurement Framework

In 2000 the Department developed a draft statewide performance measurement framework for NSW public schooling. Departmental staff developed draft performance measures that were aligned to the key objectives in the statewide plan for schools, *NSW Public Schools: Strategic Directions 2000-2002*. These draft measures not only relate to strategic organisational objectives, they also cover core business functions related to the provision of public school education in New South Wales. The draft framework incorporates performance measures that have already been established at the State and national levels, such as the benchmarks for literacy and numeracy.

The performance measurement framework will provide valuable performance information for senior staff involved in the management and provision of public school education throughout the State. This performance information will enable senior staff to make better decisions and it will assist them to assess their progress in meeting the Department's strategic objectives for the NSW public school system. In addition, this performance information will be used to support the conduct of reviews and the implementation of improvement initiatives related to public school education in New South Wales. The implementation of the performance measurement framework will also enable the Department to improve its performance reporting on NSW public schooling.

The developmental work in performance measurement represented a prompt and effective response by the Department to recommendations made by the Audit Office of New South Wales in its report, *Judging Performance from Annual Reports: Review of Eight Agencies' Annual Reports* (November 2000). The Audit Office recommended that the Department should improve its performance reporting on NSW public school education by using a consistent set of indicators. The Department has done so by developing a draft performance measurement framework that will enable improved performance monitoring and more consistent, comprehensive and meaningful performance reporting. It should be noted that performance information and data included in this annual report was determined with reference to the measures in the draft framework. See the 'Performance Summary' in the Executive Summary for further information.

The Department expects to further develop and refine the statewide performance measurement framework for NSW public school education in 2001.

National and State Benchmarks

National Benchmarks

In recent years, New South Wales has been a major player in the development of national benchmarks across a range of performance areas. Initially, literacy and numeracy were the key focus but more recently developmental work has been instigated in areas including information technology, science and vocational education and training in schools.

The development of national benchmarks arose from the *National Literacy and Numeracy Plan* that was implemented in 1997 in all States and Territories. The national plan includes:

- ♦ developing national benchmarks in literacy and numeracy for selected year groups
- ♦ assessing students against the Years 3 and 5 benchmarks in numeracy, reading, writing and spelling using rigorous State-based assessment procedures
- ♦ reporting on student achievement in numeracy, reading, writing and spelling, against the Years 3 and 5 benchmarks in the Annual National Report on Schooling.

The *2000 Annual National Report on Schooling* will publish the results of Year 3 and Year 5 reading assessments. Future national reports will include results for Years 3 and 5 in numeracy, reading, writing and spelling as they become available.

These benchmarks describe nationally-agreed minimum acceptable standards for literacy and numeracy at particular year levels. As such, they represent the minimum acceptable standard of literacy or numeracy without which a student will have difficulty making sufficient progress at school. The benchmarks were developed with reference to current levels of achievement as demonstrated in national surveys and State assessment programs. In addition, extensive consultation was undertaken with stakeholders and with experts in the areas of literacy, numeracy and educational measurement. The benchmarks were trialed in all States and Territories.

Education ministers from all States and Territories agreed that the national goal should be that all students would achieve at least the benchmark level of performance. The National Report on Schooling will enable the ministers and others to monitor progress towards the attainment of that goal.

During the reporting period, New South Wales continued to make a major contribution to the development of a nationally-agreed set of key performance measures for school education. These performance measures are being developed through the National Education Performance Monitoring Taskforce. Initially, the measures are being developed in the areas of literacy and numeracy, student participation and attainment, science, information technology, and vocational education and training in schools.

The performance of States and Territories will be reported against these key performance measures in the Annual National Report on Schooling. New South Wales chaired the Annual National Report Taskforce during 2000 and contributed to improvements to the format of the report. The 2000 report is being published using a combination of print-based and internet formats with the aim of producing a more timely and informative report than in previous years. The report has been restructured to include more information on student outcomes. The new format will also include case studies of successful programs that will be of interest to teachers and to parents.

State Benchmarks and Assessment Programs

During the reporting period, computer literacy was one of the key focus areas for the development of benchmarks and assessment programs in New South Wales. The Department aims to introduce new statewide external computer skills assessments for all Year 6 and Year 10 students. These will be standards-referenced assessments.

In 2000, the Office of the NSW Board of Studies undertook essential background work that involved mapping computing skills that are included in existing school syllabuses. A consultant also undertook a review of international assessment programs in computing skills to identify possible models for the NSW assessment programs.

In addition, Departmental staff prepared a draft document that identified the essential skills and knowledge in computing that are needed by Year 6 students. Departmental staff are currently undertaking broad consultation to establish the nature, scope and method of delivery of an assessment program in computing skills for Year 10 students.

The Department will commence development of the computer skills assessment for Year 6 students in 2001. Students will be assessed in relation to their capacity to demonstrate the following skills and knowledge:

- ◆ using computer-based technologies to locate, access, evaluate, manipulate, create, store and retrieve information
- ◆ expressing ideas and communicating with others, using computer-based technologies
- ◆ developing an awareness of the range of applications of computer-based technologies in society

- ◆ discriminating in the choice and use of computer-based technologies for a given purpose
- ◆ exploring, adapting and shaping technological understandings and skills in response to challenges now and in the future.

These skills will be developed within the key learning areas of the primary curriculum.

In 2002, the Department will pilot the assessment program in a group of schools and the assessment will be introduced in all government primary schools in 2003.



Students from Hume Public School in Albury undertaking a computer course.

CHAPTER 2: TAFE NSW

During the 2000 reporting period, TAFE NSW has continued to provide high quality, relevant vocational education and training to meet the needs of industry and the community, at a State, national and international level. Major achievements in 2000 included:

- ♦ increased enrolments and improved graduate outcomes
- ♦ a highly successful coordination and delivery of training programs to over 100,000 Olympic Volunteers.
- ♦ the introduction of new courses in high demand and specialist areas including Information Technology and the further development of the TAFE On-Line project.

The NSW Government's *Training for the Future Plan* aims to provide the training that industry needs and at the same time, assist young people to get jobs. A range of initiatives were put in place to achieve these objectives including:

- ♦ the introduction of the TAFE NSW Scholarship scheme for HSC students
- ♦ the successful implementation of the Helping Young People at Risk Program.

In addition, the establishment of TAFE Global Pty Ltd gave TAFE NSW the vehicle to have a significant presence on the international scene.

2.1 Ensuring Training Better Meets the Needs of Industry and Our Customers

TAFE NSW Enrolments

Enrolments in TAFE NSW have continued to grow, with 544,096 enrolments being recorded in 2000. Over the last five years enrolments have increased by 126,777 or 30.4 per cent, with over two thirds of this growth, or an additional 88,425 enrolments, being recorded since 1999 alone.

This large increase in enrolment numbers is partly a result of TAFE NSW's delivery of training in support of the 2000 Sydney Olympics. Over 80,000 enrolments and 854,000 student contact hours were delivered through Olympic related training during 2000.

A total of 93.3 million annual student contact hours (ASCH) were delivered in TAFE during 2000, an increase of 6.9 million ASCH or 8.0 per cent over 1996. The different rates of growth between enrolments and ASCH can be partly attributed to TAFE NSW's flexible delivery initiatives. These include the increase in provision of short courses and modules that suit the needs of specific industries and assist employees to upgrade or acquire specialist skills without undertaking an award course.

Enrolments in TAFE NSW by Institute

Between 1996 and 2000, all institutes recorded enrolment growth, with the fastest growth occurring at Western Sydney Institute (up 52.1%), Northern Sydney Institute (44.7%), Illawarra Institute (42.4%) and OTEN (40.6%). Northern Sydney Institute experienced the largest enrolment growth in the five years since 1996, with an increase of 18,971 enrolments, and also recorded the most enrolments during 2000 (61,433 enrolments), followed closely by Sydney Institute (60,631 enrolments).

With the exception of New England Institute, all institutes in rural New South Wales also recorded strong enrolment growth over the past five years, which reflects TAFE NSW's commitment to providing services in rural New South Wales. Of the rural institutes, Illawarra Institute experienced the fastest growth since 1996 (up 42.4%), followed by Riverina Institute (34.9%) and Western Institute (30.3%). Hunter Institute continues to enrol the most students in the rural area, recording 54,705 enrolments during 2000.

TAFE NSW Enrolments by Institute, 1996-2000

Institute	Enrolments					% Change 1996-2000
	1996	1997	1998	1999	2000	
Hunter Institute	47,601	48,747	46,017	50,281	54,705	14.9
Illawarra Institute	30,432	33,975	32,466	34,857	43,345	42.4
New England Institute	19,028	17,744	17,097	17,644	19,322	1.5
North Coast Institute	29,571	29,359	31,242	33,772	37,224	25.9
Northern Sydney Institute	42,462	43,399	43,945	49,769	61,433	44.7
Riverina Institute	21,907	22,885	25,309	27,299	29,552	34.9
South Western Sydney Institute	44,230	43,361	45,930	48,332	56,150	27.0
Southern Sydney Institute	41,434	42,086	41,112	42,338	53,145	28.3
Sydney Institute	50,174	49,864	46,963	48,050	60,631	20.8
Western Institute	25,641	24,943	27,764	29,027	33,410	30.3
Western Sydney Institute	34,841	36,789	37,716	40,875	53,002	52.1
Open Training and Education Network (OTEN)	29,998	31,298	31,956	33,427	42,177	40.6
Total	417,319	424,450	427,517	455,671	544,096	30.4

Participation Rates in TAFE NSW by Age Group

During 2000 the participation rate in TAFE NSW was 9.7 per cent, which means that almost one in every 10 residents of New South Wales attended TAFE last year. This rate represents the number of people who enrol in TAFE NSW in a given year in relation to the number of people resident in New South Wales who are aged 15 to 64 years in the same year. Between 1996 and 1998 the participation rate remained fairly stable (moving from 8.7% to 8.6%), but has shown significant growth in the last two years, jumping to 9.1 per cent in 1999 and 9.7 per cent in 2000.

The participation rate is highest among the 15-19 year olds, with almost one in every four residents of New South Wales aged 15 to 19 (23.5%) attending TAFE during 2000.

Participation Rate in TAFE NSW, 1996-2000

Age Groups	1996	1997	1998	1999	2000
15-19	21.0%	21.4%	21.6%	23.2%	23.5%
20-29	12.4%	12.5%	12.0%	12.3%	12.5%
30-64	5.4%	5.4%	5.4%	5.7%	6.4%
15-64	8.7%	8.7%	8.6%	9.1%	9.7%

Enrolment Rates in TAFE NSW by Target Group

Between 1996 and 2000 all target groups recorded growth in enrolments, with the exception of people from non-English speaking backgrounds where comparable data is not available. The most significant enrolment gains were reported for students from rural areas (48,617 enrolments or 37.5%) and women (69,547 enrolments or 35.8%). Women now represent 48.5 per cent of total TAFE enrolments, (compared to 46.5% in 1996), while students from rural areas account for 32.8 per cent of enrolments (compared to 31.1% in 1996).

Enrolment rates by target group are calculated by expressing the number of enrolments of people in each target group as a percentage of total enrolments. During 2000, detailed information was not collected on Olympic related enrolments, resulting in a higher than normal 'not stated' figure for some of our target group categories. As a result the enrolment rates for Aboriginal and Torres Strait Islander people, people with disabilities and people from a non-English speaking background appear lower than those reported in previous years.

Also affecting the reporting of target group enrolments was the change in the enrolment form question referring to language spoken at home, which was made to conform with the national enrolment form standard. This means that comparable data is not available prior to 2000 on the participation in TAFE of people from a non-English speaking background.

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Enrolments in TAFE NSW by ANTA Training Area

The profile of enrolments by training area has changed considerably in the five years since 1996 as TAFE NSW continued to meet the changing needs of industry and the demand for skilled workers, particularly with the unique training requirements of the 2000 Sydney Olympics.

Between 1996 and 2000 the fastest growth was recorded in the tourism and hospitality training area, with enrolments jumping from 26,403 in 1996 to 100,563 in 2000. Although enrolments have been steadily climbing in this training area in the years prior to 2000, most of the growth in tourism and hospitality was recorded between 1999 and 2000 with enrolments more than doubling in the last year. This was largely due to the Olympic volunteer training. Other training areas experiencing significant growth over the past five years have been science, technical and other (137.0%), sales and personal service (106.4%) arts, entertainment, sport and recreation (95.1%), and food

processing (72.4%). The training areas reporting declining enrolments between 1996 and 2000 include textiles, clothing, footwear and furnishings (-40.7%), engineering and mining (-26.8%), automotive (-25.4%), communications (-18.7%) and utilities (-11.1%). The apparent decline in the computing training area enrolments between 1999 and 2000 is a result of course classification changes rather than actual shifts in training activity.

General education and training (87,710 enrolments) and business and clerical (81,914 enrolments) continue to attract a large number of enrolments, and together with tourism and hospitality make up almost half (49.7%) of total enrolments in 2000. The large number of enrolments in general education and training shows that TAFE NSW is continuing to provide opportunities for people to gain the knowledge and skills that will enable them to take part in our society and to enter the workforce.

TAFE NSW Enrolments by ANTA Training Area and Target Groups, 1996-2000

ANTA Training Area	Enrolments					% Change 1996-2000
	1996	1997	1998	1999	2000	
Arts, Entertainment, Sport and Recreation	9,957	11,339	12,031	14,073	19,424	95.1
Automotive	16,164	15,030	13,415	12,514	12,065	-25.4
Building and Construction	25,733	24,468	24,962	25,590	30,071	16.9
Community Services, Health and Education	26,367	26,569	27,713	31,740	30,102	14.2
Finance, Banking and Insurance	9,034	8,976	8,972	9,623	9,135	1.1
Food Processing	2,122	3,237	3,563	4,182	3,659	72.4
Textiles, Clothing, Footwear and Furnishings	7,897	5,303	4,743	5,147	4,681	-40.7
Communications	2,295	2,240	1,914	1,761	1,865	-18.7
Engineering and Mining	31,592	31,290	27,762	25,965	23,117	-26.8
Primary Industry	20,676	16,801	18,469	22,972	23,115	11.8
Process Manufacturing	615	599	611	521	614	-0.2
Sales and Personal Service	12,003	11,835	12,346	13,803	24,777	106.4
Tourism and Hospitality	26,403	34,211	38,585	42,432	100,563	280.9
Transport and Storage	3,116	3,430	4,059	4,188	3,957	27.0
Utilities	18,271	18,561	18,420	17,589	16,252	-11.1
Business and Clerical	61,099	63,048	64,034	66,887	81,914	34.1
Computing	41,328	44,661	46,529	49,598	35,960	-13.0
Science, Technical and Other	14,815	17,919	17,452	21,208	35,115	137.0
General Education and Training	87,832	84,933	81,937	85,878	87,710	-0.1
Total	417,319	424,450	427,517	455,671	544,096	30.4

Enrolments in TAFE NSW by ANTA Training Area and Target Group

Aboriginal and Torres Strait Islander People

During 2000, a total of 15,959 Aboriginal and Torres Strait Islander (ATSI) people enrolled in TAFE NSW courses, an increase of 2,723 enrolments or 20.6 per cent compared to 1996.

The most popular courses for ATSI people were in general education, with enrolments in this training area accounting for almost one-third (33.1%) of ATSI enrolments. Other popular training areas include arts, entertainment, sport and recreation (1,744 enrolments), business and clerical (1,531 enrolments), community services, health and

education (1,313 enrolments), primary industry (1,044 enrolments) and tourism and hospitality (1,042 enrolments). Enrolments in these six training areas account for three-quarters (75.0%) of total ATSI enrolments.

The largest growth in ATSI enrolments was recorded in courses in the arts, entertainment, sport and recreation training area, where enrolments have more than tripled over the last five years from 562 in 1996 to 1,744 in 2000. Fast enrolment growth has also occurred in food processing (329.0%), finance, banking and insurance (239.0%) and science technical and other (207.4%), although these increases have been derived from relatively small enrolment bases.

Aboriginal/Torres Strait Islander People						
ANTA Training Area	Enrolments					% Change 1996-2000
	1996	1997	1998	1999	2000	
Arts, Entertainment, Sport and Recreation	562	1,174	1,416	1,646	1,744	210.3
Automotive	291	270	259	316	267	-8.2
Building and Construction	547	665	700	846	835	52.7
Community Services, Health and Education	1,150	1,014	1,215	1,289	1,313	14.2
Finance, Banking and Insurance	59	78	90	111	200	239.0
Food Processing	31	67	52	141	133	329.0
Textiles, Clothing, Footwear and Furnishings	293	235	319	359	277	-5.5
Communications	42	40	31	21	17	-59.5
Engineering and Mining	567	523	502	522	544	-4.1
Primary Industry	685	639	859	973	1,044	52.4
Process Manufacturing	2	8	9	8	7	250.0
Sales and Personal Service	260	256	247	338	445	71.2
Tourism and Hospitality	637	698	724	924	1,042	63.6
Transport and Storage	50	41	109	83	74	48.0
Utilities	127	137	169	155	123	-3.1
Business and Clerical	1,090	1,126	1,338	1,436	1,531	40.5
Computing	687	607	667	748	413	-39.9
Science, Technical and Other	215	550	712	615	661	207.4
General Education and Training	5,941	5,010	5,058	5,184	5,289	-11.0
Total	13,236	13,138	14,476	15,715	15,959	20.6

Report of Operations

People with Disabilities

Over the last five years, enrolments by people with disabilities have increased by 25.0 per cent, from 20,375 enrolments in 1996 to 25,475 in 2000.

General education and training courses still attract the highest number of students with disabilities, with enrolments in this training area accounting for over one-third (37.2%) of total enrolments by people with disabilities. Other popular training areas include business and clerical (3,544 enrolments) and computing (2,125 enrolments), which were also among the three most popular areas in 1996.

Since 1996, growth in enrolments by people with disabilities has been recorded against all but two training areas, with the largest growth occurring in the business and clerical training area (1,636 enrolments or 85.7%). The training areas experiencing the fastest growth include sales and personal service (105.1%), science, technical and other (93.8%), and arts, entertainment, sport and recreation (87.6%).

People with Disabilities						
ANTA Training Area	Enrolments					% Change 1996-2000
	1996	1997	1998	1999	2000	
Arts, Entertainment, Sport and Recreation	541	653	710	927	1,015	87.6
Automotive	447	413	389	467	469	4.9
Building and Construction	585	614	682	785	829	41.7
Community Services, Health and Education	1,272	1,353	1,489	1,780	1,641	29.0
Finance, Banking and Insurance	253	214	242	298	326	28.9
Food Processing	55	79	114	228	222	303.6
Textiles, Clothing, Footwear and Furnishings	332	274	287	317	298	-10.2
Communications	71	73	55	82	90	26.8
Engineering and Mining	900	845	858	985	913	1.4
Primary Industry	872	873	983	1,098	1,051	20.5
Process Manufacturing	8	15	23	13	15	87.5
Sales and Personal Service	415	458	458	620	851	105.1
Tourism and Hospitality	927	1,107	1,234	1,268	1,238	33.5
Transport and Storage	49	84	110	118	118	140.8
Utilities	416	379	467	473	393	-5.5
Business and Clerical	1,908	2,095	2,248	2,716	3,544	85.7
Computing	2,053	2,370	2,471	3,084	2,125	3.5
Science, Technical and Other	438	680	762	778	849	93.8
General Education and Training	8,833	9,113	9,326	10,354	9,488	7.4
Total	20,375	21,692	22,908	26,391	25,475	25.0

People from Non-English Speaking Backgrounds

A total of 58,998 enrolments by people from non-English speaking backgrounds were recorded during 2000, which represents 10.8 per cent of total enrolments.

Comparable data is not available prior to 2000 on the participation in TAFE of people from a non-English speaking background, because of changes in the enrolment form question referring to language spoken at home. Under the current definition, people from non-English speaking backgrounds are those who mainly speak a language other than English at home.

The most popular training area for people from non-English speaking backgrounds in 2000 was general education and training (21,327 enrolments), followed by business and clerical (11,782 enrolments), computing (5,493 enrolments) and tourism and hospitality (3,455 enrolments). Enrolments in these four training areas accounted for over two-thirds (71.3%) of total enrolments by people from non-English speaking backgrounds.

People from Non-English Speaking Backgrounds						
ANTA Training Area	Enrolments					% Change 1996-2000
	1996	1997	1998	1999	2000	
Arts, Entertainment, Sport and Recreation	1,172	1,250	1,345	1,754	931	-20.6
Automotive	3,148	2,892	2,585	2,264	1,163	-63.1
Building and Construction	4,183	4,289	4,264	4,215	1,995	-52.3
Community Services, Health and Education	3,880	3,537	3,934	4,694	2,486	-35.9
Finance, Banking and Insurance	2,139	2,234	2,216	2,147	1,173	-45.2
Food Processing	263	423	329	617	382	45.2
Textiles, Clothing, Footwear and Furnishings	1,593	1,306	1,104	1,266	615	-61.4
Communications	317	303	252	240	142	-55.2
Engineering and Mining	5,218	4,783	4,030	3,594	1,742	-66.6
Primary Industry	563	527	635	699	252	-55.2
Process Manufacturing	99	116	163	122	60	-39.4
Sales and Personal Service	2,471	2,285	2,414	2,619	1,965	-20.5
Tourism and Hospitality	4,916	5,070	5,714	6,641	3,455	-29.7
Transport and Storage	329	284	396	443	200	-39.2
Utilities	4,268	4,040	3,949	3,750	2,151	-49.6
Business and Clerical	16,139	15,711	16,029	16,918	11,782	-27.0
Computing	8,350	8,578	10,611	11,725	5,493	-34.2
Science, Technical and Other	2,077	2,694	2,767	3,063	1,684	-18.9
General Education and Training	28,997	26,846	27,629	28,465	21,327	-26.5
Total	90,122	87,168	90,366	95,236	58,998	-34.5

Report of Operations

Women

The number of women enrolling in TAFE courses has increased at a faster rate in the last five years than TAFE enrolments overall. Between 1996 and 2000, female enrolments have jumped from 194,109 to 263,656, an increase of 35.8 per cent, compared to the overall TAFE enrolment growth rate of 30.4 per cent.

The most popular courses for women in 2000 were in the business and clerical training area (55,918 enrolments), followed closely by tourism and hospitality (54,161 enrolments) and general education and training (53,501 enrolments). Enrolments in these three training areas accounted for 62.0 per cent of total female enrolments.

The training areas experiencing the largest growth in female enrolments over the last five years include tourism and hospitality (up 248.6%), science technical and other (101.1%), sales and personal service (99.6%) and arts, entertainment sport and recreation (65.4%). Significant increases have also been recorded in the training areas of food processing (170.2%) and transport and storage (59.0%) although the increases were derived from relatively small enrolment bases.

Women						
ANTA Training Area	Enrolments					% Change 1996-2000
	1996	1997	1998	1999	2000	
Arts, Entertainment, Sport and Recreation	6,623	6,935	7,216	8,093	10,957	65.4
Automotive	485	386	382	371	353	-27.2
Building and Construction	1,182	1,211	1,219	1,257	1,280	8.3
Community Services, Health and Education	20,289	20,639	21,530	24,013	23,401	15.3
Finance, Banking and Insurance	4,257	3,906	4,116	4,716	4,282	0.6
Food Processing	513	717	686	1,596	1,386	170.2
Textiles, Clothing, Footwear and Furnishings	5,798	3,418	3,078	3,284	2,765	-52.3
Communications	676	672	624	677	797	17.9
Engineering and Mining	1,478	1,484	1,295	1,291	1,182	-20.0
Primary Industry	5,086	4,599	5,501	6,381	6,588	29.5
Process Manufacturing	129	116	162	123	67	-48.1
Sales and Personal Service	8,530	8,371	9,045	10,190	17,029	99.6
Tourism and Hospitality	15,536	18,912	21,581	23,818	54,161	248.6
Transport and Storage	266	297	381	450	423	59.0
Utilities	431	409	404	370	296	-31.3
Business and Clerical	40,505	42,271	43,536	46,029	55,918	38.1
Computing	24,089	25,063	25,884	26,796	18,314	-24.0
Science, Technical and Other	5,449	6,808	6,593	6,850	10,956	101.1
General Education and Training	52,787	51,086	51,001	52,289	53,501	1.4
Total	194,109	197,300	204,234	218,594	263,656	35.8

People from Rural Areas

Over the last five years enrolments by people from rural areas have increased by over one-third (37.5%), from 129,707 in 1996 to 178,324 in 2000.

The three most popular training areas for people from rural areas are the same as those for TAFE students overall, with the most popular being tourism and hospitality (31,386 enrolments) followed by general education and training (26,238 enrolments) and business and clerical (24,581 enrolments). The primary industry training area also attracts a large number of people from rural areas, with rural people accounting for 64.7 per cent (14,961 enrolments) of total primary industry enrolments.

Enrolment growth by training area has also followed a similar pattern to that reported for total TAFE enrolments, with the largest growth in enrolments by people from rural areas occurring in the tourism and hospitality training area, from 8,154 enrolments in 1996 to 31,386 enrolments in 2000 (284.9%). Fast growth has also been recorded in the training areas of science, technical and other (142.2%), sales and personal service (138.8%) and arts, entertainment, sport and recreation (100.6%).

People from Rural Areas						
ANTA Training Area	Enrolments					% Change
	1996	1997	1998	1999	2000	1996-2000
Arts, Entertainment, Sport and Recreation	3,403	3,640	3,627	4,316	6,826	100.6
Automotive	4,688	4,190	4,102	4,030	4,064	-13.3
Building and Construction	6,277	5,443	6,176	6,012	8,695	38.5
Community Services, Health and Education	9,062	9,538	10,397	11,431	11,656	28.6
Finance, Banking and Insurance	1,820	1,477	1,567	1,907	1,728	-5.1
Food Processing	514	1,070	1,566	1,605	1,410	174.3
Textiles, Clothing, Footwear and Furnishings	3,134	1,487	1,364	1,357	1,336	-57.4
Communications	132	100	98	93	145	9.8
Engineering and Mining	10,131	10,151	9,759	10,025	9,347	-7.7
Primary Industry	14,194	9,720	10,321	14,421	14,961	5.4
Process Manufacturing	29	49	33	43	42	44.8
Sales and Personal Service	2,963	3,210	3,217	3,772	7,075	138.8
Tourism and Hospitality	8,154	12,157	14,446	14,822	31,386	284.9
Transport and Storage	810	915	1,109	1,106	1,088	34.3
Utilities	2,969	3,642	3,770	3,206	3,365	13.3
Business and Clerical	13,860	14,583	16,244	17,787	24,581	77.4
Computing	17,125	17,317	17,240	17,735	12,940	-24.4
Science, Technical and Other	4,723	5,644	5,641	7,578	11,441	142.2
General Education and Training	25,719	24,975	24,602	24,109	26,238	2.0
Total	129,707	129,308	135,279	145,355	178,324	37.5

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TAFE NSW Enrolments by Occupational Level, 1996-2000

Occupational Level	Enrolments					% Change 1996-2000
	1996	1997	1998	1999	2000	
General/Unspecified	125,703	130,394	130,915	140,252	149,669	19.1
Operative/Clerical	72,466	81,812	89,437	97,467	192,894	166.2
Professional/Paraprofessional	132,998	129,446	126,611	132,790	120,990	-9.0
Tradespersons	86,152	82,798	80,554	85,162	80,543	-6.5
Total	417,319	424,450	427,517	455,671	544,096	30.4

Enrolments in TAFE NSW by Occupational Level

In the five years since 1996, enrolments at the operative / clerical level have grown by 166.2 per cent, from 72,466 enrolments in 1996 to 192,894 enrolments in 2000. Most of this growth occurred between 1999 and 2000, with operative / clerical level enrolments almost doubling over the past two years. The growth in operator level training reflects the demand for better-equipped entry-level workers, and has been largely influenced by the training needs of the Sydney 2000 Olympics.

Enrolment growth has also been recorded in courses at the general / unspecified level, which reflects the increasing number of people who wish to improve their basic skills. General training enrolments increased by 19.1 per cent from 125,703 in 1996 to 149,669 in 2000.

Between 1996 and 2000, enrolments declined in courses at both the professional / para-professional (-9.0%) and tradesperson (-6.5%) levels.

Enrolments of Apprentices and Trainees in TAFE NSW

A total of 58,671 trainees and apprentices enrolled in TAFE during 2000, which represents an increase of 20.3 per cent since 1996. Most of this growth is due to the increase in the number of trainees participating in TAFE, which has more than tripled over the past five years from 3,407 in 1996 to 11,927 in 2000.

TAFE NSW Apprentice and Trainee Enrolments, 1996-2000

	Enrolments									
	1996		1997		1998		1999		2000	
	No.	%	No.	%	No.	%	No.	%	No.	%
Apprentices	45,360	10.9	45,281	10.7	43,661	10.2	43,157	9.5	46,744	8.6
Trainees	3,407	0.8	4,464	1.1	4,747	1.1	5,085	1.1	11,927	2.2
Other Enrolments	368,552	88.3	374,705	88.3	379,109	88.7	407,429	89.4	485,425	89.2
Total	417,319	100.0	424,450	100.0	427,517	100.0	455,671	100.0	544,096	100.0

Annual Student Contact Hours

ASCH in TAFE NSW by Institute

Most institutes recorded growth in the delivery of student hours between 1996 and 2000. While Sydney Institute delivered the largest amount of ASCH in 2000 (12.4 million ASCH), it was Western Sydney Institute that experienced the fastest growth rate with an increase of 34.2 per cent in the five years since 1996, followed by Riverina Institute (23.1%) and Western Institute (20.2%).

All institutes in the rural areas achieved significant ASCH growth between 1996 and 2000, with Hunter Institute again delivering the largest amount of ASCH in 2000 (10.4 million ASCH).

TAFE NSW ASCH by Institute, 1996-2000						
Institute	ASCH 000s					% Change 1996-2000
	1996	1997	1998	1999	2000	
Hunter Institute	9,617	10,042	9,128	10,051	10,390	8.0
Illawarra Institute	6,159	6,459	6,185	6,494	6,854	11.3
New England Institute	2,939	2,893	2,727	2,894	3,076	4.7
North Coast Institute	5,595	5,590	5,603	5,891	6,385	14.1
Northern Sydney Institute	10,413	10,670	10,234	10,346	10,710	2.9
Riverina Institute	3,616	3,648	3,692	4,021	4,449	23.1
South Western Sydney Institute	9,497	8,949	9,289	9,538	10,284	8.3
Southern Sydney Institute	9,315	9,329	9,107	9,501	9,694	4.1
Sydney Institute	12,949	12,304	10,918	11,476	12,435	-4.0
Western Institute	4,013	4,208	4,285	4,632	4,822	20.2
Western Sydney Institute	7,502	8,141	8,410	9,281	10,065	34.2
OTEN	4,805	5,004	4,839	4,857	4,165	-13.3
Total	86,420	87,236	84,416	88,982	93,329	8.0



Students at the Ultimo Call Centre Training Facility, Sydney Institute, undertaking a course in telemarketing.

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ASCH in TAFE NSW by ANTA Training Area

It should be noted that the training area profile of student contact hours contains a number of differences to that of enrolments, which arise because of variations in course length and attendance and study patterns across training areas.

General education and training again recorded the largest amount of ASCH (21.3 million) during 2000, accounting for 22.8 per cent of total ASCH, followed by business and clerical (16.6 million ASCH), community services, health and education (7.1 million ASCH), computing (6.8 million ASCH) and building and construction (6.4 million ASCH).

The largest growth in ASCH over the last five years was recorded in the business and clerical training area (3.2 million ASCH), while training areas experiencing the fastest growth include food processing (113.2%), transport and storage (83.1%), sales and personal service (48.6%) and arts, entertainment, sport and recreation (38.3%).

The training area reporting the largest drop in ASCH was engineering and mining, where ASCH decreased by 14.5 per cent from 5.8 million ASCH in 1996 to 4.9 million ASCH in 2000.

TAFE NSW ASCH by ANTA Training Area, 1996-2000						
ANTA Training Area	ASCH 000s					% Change 1996-2000
	1996	1997	1998	1999	2000	
Arts, Entertainment, Sport and Recreation	3,338	3,603	3,726	4,234	4,618	38.3
Automotive	2,801	2,680	2,364	2,469	2,550	-9.0
Building and Construction	6,441	6,246	6,173	6,411	6,431	-0.2
Community Services, Health and Education	6,233	6,463	6,520	6,975	7,085	13.7
Finance, Banking and Insurance	1,534	1,449	1,407	1,693	1,449	-5.5
Food Processing	428	632	709	935	913	113.2
Textiles, Clothing, Footwear and Furnishings	1,959	1,412	1,278	1,442	1,272	-35.1
Communications	633	601	507	478	468	-26.1
Engineering and Mining	5,762	5,695	5,017	4,932	4,927	-14.5
Primary Industry	2,969	2,923	3,152	3,306	3,437	15.7
Process Manufacturing	95	87	92	83	127	34.0
Sales and Personal Service	1,991	2,034	2,172	2,540	2,957	48.6
Tourism and Hospitality	5,484	5,901	5,889	5,756	5,783	5.4
Transport and Storage	354	386	407	422	649	83.1
Utilities	4,020	3,921	3,620	3,600	3,348	-16.7
Business and Clerical	13,411	13,692	13,336	13,821	16,651	24.2
Computing	5,374	6,196	6,597	7,693	6,835	27.2
Science, Technical and Other	1,880	2,581	2,349	2,249	2,550	35.6
General Education and Training	21,713	20,735	19,103	19,944	21,278	-2.0
Total	86,420	87,236	84,416	88,982	93,329	8.0

Module Completions

Module Completion Rates in TAFE NSW by ANTA Training Area

Over three-quarters of completed modules (75.6%) resulted in successful outcomes during 2000. Although the overall module completion rate in 2000 was lower than that reported in 1996 (78.3%), it is slightly higher than that reported in 1999 (75.4%), which suggests that the decline in the module completion rate experienced in recent years has been reversed.

In 2000, the highest module completion rate was recorded in the process manufacturing training area (88.8%), followed by automotive (83.7%) and communications

(83.6%). General education and training recorded the lowest module completion rate (63.9%), although the 2000 rate represents a small improvement over the 1999 module completion rate (62.6%).

Over the last five years, module completion rates in the finance, banking and insurance training area showed most improvement, climbing from 65.6 per cent in 1996 to 77.5 per cent in 2000.

TAFE NSW: Module Completion Rate by ANTA Training Area, 1996-2000					
	Module Completion Rate (%)				
	1996	1997	1998	1999	2000
Arts, Entertainment, Sport and Recreation	77.1	76.5	75.1	72.6	72.5
Automotive	83.9	86.1	86.5	83.2	83.7
Building and Construction	79.9	78.4	78.1	76.7	77.2
Community Services, Health and Education	82.4	80.8	82.9	80.8	79.7
Finance, Banking and Insurance	65.6	73.0	71.6	73.6	77.5
Food Processing	86.8	88.7	91.0	79.7	82.2
Textiles, Clothing, Footwear and Furnishings	75.8	78.1	74.6	74.9	73.9
Communications	86.5	88.5	88.8	86.5	83.6
Engineering and Mining	81.1	80.3	79.7	79.4	79.1
Primary Industry	78.2	78.3	79.2	77.4	78.8
Process Manufacturing	87.9	88.4	90.4	86.7	88.8
Sales and Personal Service	76.9	78.9	79.3	78.1	81.4
Tourism and Hospitality	81.3	80.6	80.5	77.7	77.0
Transport and Storage	80.8	76.3	73.5	74.3	78.6
Utilities	81.6	81.4	80.2	78.8	78.7
Business and Clerical	79.7	77.0	75.6	73.4	73.9
Computing	81.7	79.4	79.0	78.6	77.9
Science, Technical and Other	70.9	72.6	74.4	74.4	73.6
General Education and Training	67.9	66.0	65.9	62.6	63.9
Total	78.3	77.3	77.2	75.4	75.6

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TAFE NSW: Module Completion Rate by Target Group, 1996-2000

	Module Completion Rate (%)				
	1996	1997	1998	1999	2000
Women	79.3	77.7	78.1	75.9	75.9
Non-English Speaking Background	75.1	74.6	74.7	73.1	72.6
Aboriginal / Torres Strait Islander	60.8	59.0	60.4	56.7	57.2
Students with Disabilities	72.4	70.4	70.6	69.3	68.0
Students from Rural Areas	78.5	76.7	77.0	75.7	76.2
Age Group 15 - 19 years	78.8	78.6	78.1	74.8	74.1
Age Group 20 - 24 years	77.4	76.6	76.3	74.5	74.9
Age Group 25 - 39 years	78.2	76.3	76.4	75.4	76.2
Age Group 40 - 49 years	79.7	78.2	78.9	78.5	78.8
Age Group 50 - 64 years	77.6	76.2	77.5	77.2	77.9
Age Group 65 and over	73.4	71.7	72.5	71.2	74.6
Total Enrolments	78.3	77.3	77.2	75.4	75.6

Module Completion Rates in TAFE NSW by Target Group

In 2000, both women and people from rural areas achieved higher than average module completion rates, of 75.9 per cent and 76.2 per cent respectively.

Although module completion rates in 2000 are generally lower than those reported in 1996, improvements on the 1999 module outcomes have been reported for Aboriginal and Torres Strait Islander students (from 56.7% in 1999 to

57.2% in 2000) and students from rural areas (from 75.7% in 1999 to 76.2% in 2000), while the 2000 module completion rates for women have remained at the same level as for 1999. Comparable module completion rate figures are not available prior to 2000 for people from non-English speaking backgrounds.

TAFE NSW Graduates

Number of TAFE NSW Graduates by AQF Award and Non-AQF Award

The number of graduates from TAFE courses has increased dramatically over the past five years. During 2000, 274,677 students successfully completed their courses, compared to 156,536 in 1996, an increase of 75.5 per cent (118,141 graduates).

A major factor for this growth is the large increase in graduates from TAFEPLUS courses, particularly in the last year as a result of the additional training required for the Sydney Olympics. During 2000, 98,234 TAFEPLUS graduates were recorded, compared to just 9,297 in 1996.

The number of graduates in courses classified under the Australian Qualifications Framework or equivalent increased by 5.4 per cent over the last five years, from 57,345 in 1996 to 60,435 in 2000.



Sandra Moore and John Bagola undertaking practical work in the Certificate IV in Community Services (Disability Work) at Baulkham Hills College, Western Sydney Institute of TAFE.

TAFE NSW Graduates by Qualification Level, 1996-2000

Qualification Level	Graduates									
	1996		1997		1998		1999		2000	
	No.	%	No.	%	No.	%	No.	%	No.	%
Diplomas	6,978	4.5	7,260	4.3	7,375	4.2	8,315	4.4	7,882	2.9
AQF Cert IV and equivalent	10,545	6.7	10,186	6.0	9,193	5.3	10,214	5.4	9,839	3.6
AQF Cert III and equivalent	28,977	18.5	27,648	16.4	25,037	14.3	26,689	14.0	21,041	7.7
AQF Cert II	8,578	5.5	9,862	5.8	9,666	5.5	12,029	6.3	16,526	6.0
AQF Cert I	2,267	1.4	4,331	2.6	5,220	3.0	5,990	3.1	5,147	1.9
Statement of Attainment	37,908	24.2	28,721	17.0	32,953	18.9	42,426	22.3	57,795	21.0
Accredited Short Course	7,797	5.0	18,679	11.1	15,732	9.0	14,741	7.7	16,153	5.9
TAFE Statement	40,502	25.9	43,852	26.0	48,735	27.9	46,387	24.4	41,074	15.0
College Statement	3,687	2.4	2,868	1.7	1,564	0.9	2,315	1.2	986	0.4
TAFEPLUS Statement	9,297	5.9	15,420	9.1	19,012	10.9	21,181	11.1	98,234	35.8
Total	156,536	100.0	168,827	100.0	174,487	100.0	190,287	100.0	274,677	100.0

Number of TAFE NSW Graduates by Target Group

Between 1996 and 2000, increases in the number of graduates have been achieved for each of the target groups (with the exception of people from a non-English speaking background where comparable data is not available).

The fastest growth was recorded in the graduate numbers for women, which jumped by 83.6 per cent from 73,900 graduates in 1996 to 135,645 graduates in 2000. The number of women graduates have grown at a considerably faster rate over the last five years than TAFE NSW graduates overall (75.5%).

Significant growth in the number of graduates was also recorded for people from rural areas, where graduate numbers have increased by 36.3 per cent from 57,270 graduates in 1996 to 99,588 graduates in 2000.

The number of people with disabilities and Aboriginal or Torres Strait Islander people graduating from TAFE has also increased in the five years since 1996, by 3.6 per cent and 1.8 per cent respectively.

TAFE NSW Graduates by Target Group, 1996-2000

	Graduates									
	1996		1997		1998		1999		2000	
	No.	%	No.	%	No.	%	No.	%	No.	%
Women	73,900	47.2	79,978	47.4	85,447	49.0	92,659	48.7	135,645	49.4
Non-English Speaking Background	30,053	19.2	29,864	17.7	33,280	19.1	35,015	18.4	22,010	8.0
Aboriginal / Torres Strait Islander	3,788	2.4	3,698	2.2	4,439	2.5	4,470	2.3	4,856	1.8
Students with Disabilities	7,138	4.6	8,003	4.7	9,316	5.3	10,527	5.5	9,913	3.6
Students from Rural Areas	57,270	36.6	61,314	36.3	65,362	37.5	72,446	38.1	99,588	36.3
Total Graduates	156,536	100.0	168,827	100.0	174,487	100.0	190,287	100.0	274,677	100.0

Report of Operations

TAFE NSW Graduates by ANTA Training Area, 1996-2000

ANTA Training Area	Graduates					% Change 1996-2000
	1996	1997	1998	1999	2000	
Arts, Entertainment, Sport and Recreation	3,082	3,096	3,078	3,494	8,490	175.5
Automotive	5,901	5,624	4,401	3,885	3,024	-48.8
Building and Construction	7,754	6,972	7,501	6,645	11,267	45.3
Community Services, Health and Education	9,734	9,437	8,948	10,958	10,465	7.5
Finance, Banking and Insurance	2,041	1,524	1,995	2,922	3,163	55.0
Food Processing	671	743	806	1,169	971	44.7
Textiles, Clothing, Footwear and Furnishings	2,928	1,591	1,349	1,411	928	-68.3
Communications	655	669	645	522	413	-36.9
Engineering and Mining	13,802	14,341	12,432	11,753	10,376	-24.8
Primary Industry	10,644	7,349	7,609	11,195	10,898	2.4
Process Manufacturing	309	269	200	205	165	-46.6
Sales and Personal Service	4,394	4,434	4,250	4,616	14,456	229.0
Tourism and Hospitality	9,904	16,367	20,000	23,773	80,711	714.9
Transport and Storage	1,372	1,535	2,108	2,174	1,662	21.1
Utilities	5,092	5,878	5,884	5,331	5,050	-0.8
Business and Clerical	17,400	20,367	21,841	23,402	31,459	80.8
Computing	21,457	23,839	23,894	25,657	18,992	-11.5
Science, Technical and Other	7,016	10,408	10,734	14,191	25,692	266.2
General Education and Training	32,380	34,384	36,812	36,984	36,495	12.7
Total	156,536	168,827	174,487	190,287	274,677	75.5

Graduates by ANTA Training Area

In 2000, the training areas producing the largest number of graduates were tourism and hospitality (80,711 graduates or 29.4% of total graduates), business and clerical (31,459 or 11.5%) and general education and training (36,495 or 13.3%). These three training areas accounted for over half (54.2%) of TAFE's total graduates in 2000.

Tourism and hospitality recorded the largest growth in graduate numbers over the last five years, with graduate numbers increasing dramatically from 9,904 in 1996 to 80,711 in 2000. Since 1996, significant graduate growth has also occurred in the training areas of science, technical and other (266.2%), sales and personal service (229.0%) and arts, entertainment, sport and recreation (175.5%).

Programs Delivered to Meet Industry Skill Needs

One of the outstanding features of the partnerships between TAFE NSW and industry has been the ability of TAFE institutes to adapt their programs to meet the training needs of the industry partners and subsequently generate new job opportunities for employment of TAFE students.

In 2000, TAFE NSW institutes introduced a wide range of programs which responded to the skill needs of industry and their local communities. Some examples of this include the following:

Toyota T3 Project

The NSW Minister for Education and Training, the Hon John Aquilina, in April 2000, signed an agreement with Toyota Motor Corporation Australia (TMCA) making TAFE NSW the nominated training provider for TMCA and Toyota dealerships across Australia and the Pacific Basin. The partnership will enable a select group of HSC students to gain a HSC, a TAFE qualification, industry knowledge, specific on-the-job experience and strong communication skills.

Specialist training will be given across all divisions of the company, from automotive technicians, spare-parts specialists and vehicle painting and body-repair staff to sales, office and other management staff. Considerable planning for the project was undertaken in 2000. The first program under the Toyota T3 project will begin early in

2001 and, initially, will involve specialist TAFE NSW trainers from Western Sydney, Southern Sydney, Northern Sydney, Illawarra, Hunter and Western Institutes. The program will extend to other areas of New South Wales in 2002. TAFE NSW staff will train all Toyota apprentices and trainees, as well as retrain current staff.

For the first year of the program, over 50 Year 11 students have been selected for employment as school-based part-time trainees with Toyota. During their last two years of schooling, these students will spend the equivalent of three days a week on their HSC subjects, one day a week at a TAFE college studying automotive or office administration courses, and one day a week in paid employment with a Toyota dealer. On graduation, they will be job ready and can expect continuing employment with Toyota.

Business and Public Administration Educational Services Division (ESD) designed and customised programs for Toyota in Administration, Retail and Wholesale and Management areas. Construction and Transport ESD developed a range of automotive training programs.

Adult Basic Education

The Nowra Campus of Illawarra Institute conducted a successful Workplace English Language and Literacy (WELL) project at the Dairy Farmers Bomaderry Plant which involved TAFE teachers working on-site for approximately 12 hours per week, throughout the year. Dairy Farmers staff were facing significant changes in the industry and were preparing for the introduction of a new computer system. Training centred on basic computer literacy skills and the delivery of the module 'Learning on and off the Job' so that employees would be better equipped to take advantage of future training. Forty four employees participated in this part of the project. A second aspect of the project involved 11 workplace trainers participating in a two-day program which raised awareness and provided strategies for meeting the language/literacy and numeracy needs of employees.

Tourism and Hospitality

North Coast Institute played a key role in supporting the tourism industry and its workforce, particularly. It won the Industry Education Category for Excellence in Tourism and Hospitality Training at the Mid North Coast Tourism awards, for the third year in a row. The Institute was also selected as a finalist in the 2000 New South Wales Awards for Excellence in Tourism, in recognition of its role in raising the level of professionalism in the tourism industry.

Small Business

OTEN-DE won a public tender with the Department of State and Regional Development (DSRD) for the customisation of training and learning resources for the small business sector. This has led to further work for the customisation of small business materials for Women in Small Business.

Wine and Food

The Riverina Wine and Food Technology Centre was officially opened on 17 October 2000. The centre is the result of collaborative efforts between the Murrumbidgee Irrigation Area wine and food industries, Riverina Institute, the Manufacturing and Engineering ESD and the broader local community. The centre was set up to meet the needs created by a significant expansion within the wine and food-related industries in the region. This was given further momentum by a growing recognition by the industries themselves of the critical relationship between training, development and productivity improvements. Institute staff work flexibly to accommodate industry needs, with much of the training being conducted on the job and on the production line, regardless of the time of day. Among the many organisations reaping the benefits offered by the centre are Bartter Enterprises, Parle Foods, Rockdale Beef, Ricegrowers Co-operative, and Nugans Quality Foods as well as McWilliams and de Bortoli Wine Producers.

During 2000, at the request of Bush's Fresh Meats, South Western Sydney Institute was involved in the development of a Meat Processing (Meat Retailing) Part-time School-Based Traineeship. Included in this partnership were representatives from TAFE, VET in Schools Directorate, Bush's Fresh Meats, WESROC Group Training, Meat Retail ESD, Mintrac, AMIEU, and the Parramatta and Granville districts. It is anticipated that the traineeship will be offered in 2001.

Film and Television

In 2000, an innovative course was implemented to train 30 people for the Hunter region's emerging film and television industry. The focus was on transforming the students' existing trade skills - in areas including wardrobe, hairdressing, construction and electrical work - to meet the more specific needs of the industry. The intensive, five-week course culminated in a practical project - the production of a short film. The course was devised with the assistance of PAN (Performing Arts Newcastle) and training was delivered by industry practitioners.

The success of the course has led to the Institute's Faculty of Arts and Media offering a new Certificate II in Film Production in 2001.

Child Care

Child care staff and students from Campbelltown College, South Western Sydney Institute successfully worked, over a period of 11 months, in partnership with the Department of Community Services to provide play sessions for the children from Kosovo and East Timor at East Hills. These play sessions were an integrated part of the students' training and as a result students were job ready on completion of their training. Integrated community play sessions have now been incorporated into child care programs. These sessions are very popular with the community as well as providing students with excellent practical experience.

Information Technology

Northern Sydney Institute's partnership with Terasys Australia offers a unique approach to addressing ICT industry and training demand. The two-month full-time program provides extensive and intensive training in both the soft skills and technical skills in network administration. Graduates achieve both Certificate III in Network Administration and vendor specific certification. Graduate placement in the ICT industry is a key feature of the TeraTAFE Program.

Engineering

Western Institute, Manufacturing and Engineering Faculty commenced a pilot project in conjunction with Cadia Mines for the delivery of Industrial Instrumentation for electricians by flexible delivery. The training is conducted using a combination of electronic and paper-based resources in conjunction with on-site workshop sessions. In the provision of the course, there is a heavy emphasis on project work carried out on instrumentation equipment in the worksite. Prior to establishing this delivery strategy, the option for students was face-to-face at Petersham TAFE College.

Supporting the 2000 Olympics

TAFE NSW was the Official Training Services Supporter of the 2000 Olympic Games and Official Partner of the Paralympic Games. A total of 110,000 Volunteers and Contractors were trained by TAFE NSW in preparation for the Games. Courses were developed or customised by the Educational Services Divisions to target industry, volunteers and people seeking work in the lead-up to the games.

The volunteers were widely praised for making the Olympic and Paralympic Games the most successful ever. TAFE NSW provided each of the volunteers with general and venue specific training, and also provided a training passport as a record of the training they had undertaken.

TAFE NSW coordinated, managed and delivered over 700 training sessions, totalling up to one million hours of training in the lead-up to the Games. This included training for paid staff of the organising committees, training for the test events, and training for all volunteer and contract staff who worked at the Olympic and Paralympic Games. Job specific training was conducted for the 3,000 job descriptions across 42 functional areas, 28 Olympic sports and 18 Paralympic sports. At least 1,300 modules were developed and delivered. For example:

In support of the 2000 Sydney Olympic Games a specific TAFEPLUS short course for the Security Guard Industry was developed by Business and Public Administration ESD. As there was a shortage in personnel, this course allowed entry into the industry. Workplace experience granted the participants a Certificate II which is the minimum qualification for the industry. This resulted in the training of over 2000 security guards before the games.

Construction and Transport ESD courses provided 200,000 hours of training to 2,000 building and construction workers in preparation for the 2000 Olympics. This Division also developed courses that provided 400,000 hours of training to 4,000 building and electrical workers in preparation for the 2000 Olympics.

Many TAFE institutes capitalised on the Olympics to assist over 3,000 TAFE students to obtain Olympic related jobs. In March over 2,000 people attended the Olympic Jobs Expo at Liverpool College of TAFE. TAFE joined forces with the Olympic Labour Network (OLN) to conduct this highly successful recruitment and training fair.

2.2 Creating Valued Educational and Employment Pathways

TAFE NSW has consistently provided the broad range of options that students need to gain employment, progress in a chosen career or go on to further education.

Partnerships

In a time of rapid technological, economic and social change, a key strategy for TAFE NSW has been to work in partnership with others to meet the individual needs of each student.

During 2000 TAFE NSW continued to increase the range and scope of its partnerships with industry, schools, universities, the adult and community education sector, government agencies and other community groups. Each partnership is focused on providing individual students with an effective pathway to their chosen goal.

Partnerships with industry provide students with direct links between training and employment. Some examples of partnerships developed in 2000 include:

- ◆ Southern Sydney Institute has established a partnership with leading edge networking and internet company Cisco Systems. The partnership involved TAFE establishing a regional centre in Sydney for the provision of training programs in network administration. A similar partnership has also been established with Oracle.
- ◆ Sydney Institute entered into a commercial partnership with the NRMA to provide ongoing training for qualified tradespersons in the smash repair industry.
- ◆ Southern Sydney Institute has joined with Qantas to increase the number of aircraft maintenance trainees by 46.
- ◆ Western Institute signed a Memorandum of Understanding with the Bathurst Business Enterprise Centre (BEC). Under the agreement, the Institute provides small business training to customers of the Bathurst BEC.

TAFE NSW takes an active approach to creating pathways to employment for current and potential students. The North Coast Institute has joined with the Hunter Valley Training Company to provide a \$100 voucher to all companies that take on a trainee. This helps employees provide training for existing staff as well as providing an incentive to take on new trainees.

Partnerships extend across other education sectors to include schools (training for teachers and students) and higher education. For example, the Hunter Institute has provided students at the University of Newcastle and local high school teachers with computer networking skills. The Illawarra Institute has formed a strategic partnership with the University of Wollongong to develop a joint degree program in Indigenous Health Studies.

During 2000 Sydney Institute and the University of Sydney entered an agreement to jointly deliver the Bachelor of Education (Secondary: Design and Technology) Degree. The program targets mature age students for employment as secondary school teachers in Food Technology and Information Technology. In July 2000 the South Western Sydney Institute began a project to assess 3,500 school teachers in the Certificate in Assessment and Workplace Training.

ESDs major achievements in relation to educational and employment pathways included:

- ◆ Business and Public Administration ESD implemented Teleservices curriculum using Call Centres by Western Sydney Institute in a 'Business Response' strategy. Students are exposed to real time Call Centre experience. This strategy created a valuable employment pathway.
- ◆ The ESDs established a joint project for development of a NSW Centre of Excellence for e-Business to stimulate new business opportunities in the Western Sydney region. Students from Western Sydney Institute and the University of Western Sydney will carry out some of the contracted work under supervision. This created a valuable employment pathway.
- ◆ Primary Industries and Natural Resources ESD established a joint project (SMARTtrain) between TAFE NSW and NSW Agriculture. This will meet a training market of more than 100,000 people across rural industries, local government and environmental groups resulting from the new training requirements of the *Pesticides Act (1999)*.
- ◆ Information Technology, Arts and Media ESD also established formal credit transfer arrangements between the TAFE Certificate II Design Fundamentals and the Board of Studies content endorsed course Visual Design run in high schools.

- ♦ A credit transfer cadetship with IBM and Griffith University was established for TAFE Information Technology Diploma students to receive one year credit for the Bachelor of Information Technology course.
- ♦ Information Technology, Arts and Media ESD established advanced standing arrangements for the Bachelor of Multimedia and Information Technology at Southern Cross University for women students of the TAFE Certificate IV in Information Technology.

Developing Basic Skills

TAFE NSW provides an extensive range of services aimed at improving the language, literacy and numeracy skills of the workforce, and those seeking employment. Programs are conducted in traditional classroom settings, in the workplace and through more flexible options. For example, campuses on the North Coast have developed 'one-stop-shops' which combine adult basic education support, individual learning centres and flexible delivery centres.

Three qualifications were developed or revised by Access ESD to assist people seeking employment who have language, literacy and numeracy needs. These qualifications are the revised Certificate I Adult Foundation Education, the Certificate II Work Skills and the revised Certificate III Tertiary Preparation Certificate.

Access ESD also developed Workplace English Language and Literacy programs to provide opportunities for language, literacy and numeracy practitioners to work with enterprises in meeting the language, literacy and numeracy needs of the workforce. Resources were developed and disseminated to TAFE workplace practitioners. The programs and the resources produced to support them develop the underpinning skills required by employees to progress through training package qualifications.

The *Never Too Late Show* was screened twice on SBS and the *Reading Writing Roadshow* has been screened continuously on the ABC since 1994. Access ESD managed both projects under contract to DETYA, providing the educational leadership and professional expertise necessary in the development of program content. The Division produced print-based teaching/learning resources to accompany both series. Both TV series on teaching literacy to adults have played a role in promoting the Reading Writing Hotline, a national telephone referral service for adults wishing to improve their reading and writing. Access ESD managed the Reading Writing Hotline. In 2000, the hotline received over 9,000 calls the majority of which came from callers who are employed.

Equity Groups

In developing pathways to employment and further education, TAFE NSW places a high priority on creating opportunities for people who are otherwise disadvantaged in education and employment. TAFE NSW, through the Commonwealth Advanced English for Migrants Program (AEMP), provided a variety of course options responsive to labour market indicators to clients from language backgrounds other than English. Over 1,150 students were enrolled in 79 courses designed to meet ongoing labour market conditions as well as those created specifically by the Sydney 2000 Olympics. All TAFE institutes actively target courses and programs to increase participation and improve employment outcomes for disadvantaged students. In 2000:

- ♦ Western Sydney Institute entered into partnership with the National Office of Information Economy, the Australian Computer Society and recruitment company Adecco to conduct a pilot program which gave 100 women in Western Sydney basic computer skills to re-enter the workforce.
- ♦ Illawarra Institute conducted an information technology 'taster day' for girls from local high schools. Speakers included successful former women students who encouraged girls to seek a career in a male dominated industry.
- ♦ Illawarra Institute also had success in encouraging students with disabilities to undertake vocational training as part of their HSC. This will increase the student's further study options when they complete the HSC.
- ♦ The Open Training and Education Network established an e-mail based internet forum for students with disabilities. The forum allows students to discuss education issues and provide each other with support.
- ♦ A program developed at the North Coast Institute's Djigay Centre provided rural Indigenous youth with skills in the growing area of interactive multimedia.
- ♦ South Western Sydney Institute further developed its relationship with Macarthur Disabilities to actively place students in work after completing their training. There are now 125 students with mild intellectual disabilities studying at Campbelltown College. In 2000 Campbelltown College was a finalist in the Prime Minister's Award for Service to People with Disabilities.

- ◆ A number of TAFE colleges offered the Mick Young scholarship for the first time. This scholarship assists students from socio-economically disadvantaged backgrounds to undertake further study. Included in the program were Mount Druitt College and New England Institute.
- ◆ Wetherill Park College developed a program which integrated work experience into an English for Vocational Purposes course to improve the employment prospects of students from a non-English speaking background.
- ◆ Access ESD won a national tender to develop a CD-ROM and print based resource to support Indigenous young people entering work to develop the language, literacy and numeracy skills required to demonstrate the key competencies. The CD-ROM provides scenarios that students can select from in four training packages. Young indigenous students seeking employment in Seafood, Horticulture, Tourism, Hospitality and Community Recreation will benefit through the development of employment related underpinning skills. Young indigenous students already in employment in these industries will have a resource to assist them in both maintaining employment and seeking promotion.

The ESDs developed a range of courses to assist people from non-English speaking backgrounds (NESB) increase their employment prospects. Certificates I, II and III in English Language Skills including the Certificate III in English for Employment (8,982) were developed by the Access ESD. The certificates link with other courses such as the Certificate for Vocational Purposes which provides an important pathway to Training Package Qualifications for people from non-English speaking backgrounds. The Certificate III in English Language Skills develops employment entry skills associated with job searching and staff selection processes relevant to any industry. The Business and Public Administration ESD developed a course in Cooperatives Formation and Management developed in response to the Multicultural Education Unit to assist people to develop essential employment skills, particularly those from non-English speaking backgrounds.

The ESDs responded to community Aboriginal and Torres Strait Islander educational needs in 2000. Courses and traineeships were developed and offered to provide training at Certificate I, II, III, IV and Statement of Attainment level in areas including language, literacy and numeracy, Aboriginal education, audiometry, and computing. These training opportunities assist in preparing Aboriginal and Torres Strait Islander people for employment opportunities.

Community Services, Health, Tourism and Hospitality ESD and the NSW Department of Health work with the Booroongen Djagen Aboriginal Corporation (Kempsey) to develop a pathway for Aboriginal students from the Certificate III Nursing Assistant into the Certificate IV in Nursing (Enrolled Nurse) course. Ten Aboriginal students will undertake the pilot course in 2001. The current Certificate IV in Nursing (Enrolled Nursing) course has been redesigned to meet the cultural needs of students undertaking this course.

ESDs also develop courses that target people with physical or intellectual disabilities. They provide training for job opportunities and pathways to training package qualifications for people with disabilities. Special provisions for people with disabilities include training programs in Australian Sign Language (Auslan) and the provision of alternative modules in courses when a core module is inappropriate because of a student's disability - for example offering an alternative to 'Audio Transcription' for students with hearing impairment.

In 2000 Riverina Institute won a silver award in the Premier's Public Sector Awards for two indigenous community development projects at Murrin Bridge. The first project involved the planting of a commercial vineyard as part of a fully accredited, practical on-site horticulture course delivered by the institute. The second project involved the delivery of training integrated into community housing refurbishment.

TAFE NSW Scholarships Scheme for HSC Students

TAFE NSW will introduce the TAFE NSW Scholarship Scheme in 2001 for students who have completed the HSC in 2000. The scholarships will provide financial benefits to encourage more school leavers to continue their education and training through TAFE NSW. The scheme is detailed more fully below.

The scheme provides for 5,000 scholarships annually for the next three years. Eligible students must have successfully completed a vocational education and training (VET) qualification at Australian Qualifications Framework (AQF) Certificate level II or above as part of their NSW Higher School Certificate (HSC) and be an Australian citizen or an Australian permanent resident or a New Zealand citizen. The scholarship provides:

- ◆ the opportunity to continue vocational education and training at TAFE NSW
- ◆ credit for HSC studies as appropriate
- ◆ exemption from the TAFE NSW administration charge, for the first year of study
- ◆ financial assistance of \$200 to help with costs associated with study
- ◆ a further \$200 for students in rural and low socio-economic areas to help meet travel and other costs associated with study.

In TAFE Week 2000, the Minister for Education and Training introduced the TAFE NSW Scholarship Scheme for HSC Students, to commence in 2001. There were 183 applications received for the inaugural TAFE NSW Scholarships. A total of 126 students were awarded a scholarship.

A far greater number of scholarship applications are expected for 2002 due to the first cohort of students completing the New HSC. It is envisaged that up to 25,000 Year 12 students will be studying vocational education and training courses to AQF level II, or higher, as part of their HSC.

Outreach Program

The Outreach Program provides critical support for isolated groups in country areas where educational and employment opportunities may be limited. This support includes teachers travelling to remote communities that are without VET provision to provide specific courses in response to identified community need.

Examples of recent curricula developed by Access ESD and delivered by institutes include:

- ◆ Mentoring in the Community
- ◆ Pathways to Employment, Education and Training.

Future programs will focus on supporting lifelong learning and expand the range of resources that support continuing access to TAFE NSW courses.

Helping Young People at Risk

The NSW Government's Helping Young People at Risk program provides vocational education for young people aged 15 to 18 identified as being at risk of leaving school early. The program targets the most disadvantaged young people in our community and encourages them to undertake relevant education and training. It will also provide pathways for young people into further education or employment.

The program's features include:

- ◆ An integrated response to the high-level support needs of the young people, for example, food and shelter issues, programs for parents, or adopting a mentor approach.
- ◆ The provision of case management of students including case management plans with clear vocational education and training pathways.
- ◆ Appropriate educational programs, which use teaching and learning strategies focused, at least initially, on the acquisition of practical skills and integrated English language, literacy and numeracy support.
- ◆ A safe, youth friendly environment either on or off campus with continuity of teachers and other staff who understand the needs of disadvantaged young people.
- ◆ Support to address barriers, for example, travel arrangements for isolated students.

The program funds, for example:

- ♦ transportation of young people to a TAFE NSW college to attend classes
- ♦ the establishment of classes in locations without TAFE colleges to teach specific courses to local young people.

The introduction of the Common Youth Allowance by the Commonwealth Government has seen an increase in demand by young people for TAFE training. TAFE has continued to meet the needs of young people largely without any additional Commonwealth assistance.

During 2000 the Helping Young People at Risk Program assisted young people across the State to access training opportunities. The Helping Young People at Risk Program is a NSW Government initiative that commenced in Semester 1, 2000 with \$400,000 allocated to fund programs for particularly disadvantaged young people in the community. In 2000/2001 \$1.1 million was allocated to TAFE NSW institutes for delivery of programs. One of the projects funded included the award winning Youth Options Program at Orange Campus where students were introduced to a range of trades, computing, fitness and health and provided with literacy and numeracy support. This program was highly commended in the Premier's Public Sector Awards 2000. Graduates of the program have returned to Year 10, enrolled in pre-vocational courses or returned to further study.

North Coast Institute received \$102,000 to help young unemployed people gain new skills and move into employment or further education. The Riverina Institute concentrated on a 'whole of life' approach to helping young people at risk. This included concentrating on all factors that affect educational achievement such as housing, nutrition, clothing, transport, childcare, and tailored curriculum.

In 1999, the NSW Government announced it would allocate a further one hundred TAFE training places in schools in juvenile justice centres over a four-year period. This initiative commenced in Semester 1. In 2000, the Department allocated \$335,000 to provide additional TAFE places for students in the nine juvenile centres. Students in all centres have benefited from the increased opportunity to access TAFE delivery and receive nationally

accredited certification, which may enhance employment opportunities upon release. A range of pre-vocational and vocational courses were accessed by students to complement training currently provided through schools located within the Juvenile Justice Centres and by juvenile justice personnel.

A number of programs have been successfully run in Juvenile Justice Centres across the State during 2000. These include training in: automotive and carpentry at Dubbo; Aboriginal arts and cultural practices and signwriting at Yasmar Juvenile Justice Centre in Sydney; and concreting at Putland School (Cobham).

In 2000, South Western Sydney Institute participated in two Full Service Schools Programs (FSSP) for students at risk of leaving school early. The partnerships involved the Bankstown, Granville, Fairfield and Liverpool Districts, and the Campbelltown District respectively. These programs united in partnership representatives from an extensive number and type of organisations (e.g. Anglicare, Burnside, Centrelink, Juvenile Justice, Centacare, Mission Australia, Group Training Companies, GROW, local council). The Full Service Schools Programs are an example of effective collaboration and commitment amongst key stakeholders to assist students at risk of school failure achieve a fresh start and experience personal success. The FSSP was completed in 2000. However, there are several maintenance projects continuing in the Campbelltown District in 2001.

Curriculum Development

TAFE NSW implemented 39 training packages during 2000. The staff developed 233 qualifications from Certificate I to Advanced Diploma level in 2000 and they have developed 467 qualifications since 1996. The ESDs developed in excess of 650 teaching and learning materials, implementation guides and information kits to support educational delivery in 2000.

In 2000, 96 curriculum development priorities were endorsed by the Board of Vocational Education and Training (BVET). In addition, 315 courses and 3,243 modules across 22 industry sectors were placed on the clearinghouse. A total of 28 curriculum mapping projects were initiated to align existing resources to training package qualifications.

New Courses in High Demand and Specialist Areas

During the reporting year, Departmental staff developed new courses in high demand and specialist areas ranging from new information technology courses to general vocational education courses.

- ◆ Information Technology, Arts and Media ESD developed a suite of courses in knowledge management and electronic commerce. They address high demand areas in new and developing technological areas. The courses were developed in consultation with industry representatives, the Australian Information Industries Association and the Australian Computer Society. First enrolments took place in Semester 1, 2000.
- ◆ Access ESD in response to substantially increased demand from young people aged 19 or younger accredited and implemented the Certificate II in General and Vocational Education (CGVE). The course includes 1,000 vocational electives. This course provides significant opportunities for customised delivery and can meet the needs of various targeted equity groups. The NSW Board of Studies endorsed the CGVE as being equivalent to the School Certificate (Year 10), enabling successful students to potentially progress to further study in VET or tertiary institutions.
- ◆ Community Services, Health, Tourism and Hospitality ESD responded to the high demand area of Aged Care by implementing the Community Services Training Package pathways including training, recognition and Traineeships at Levels III, IV and Diploma.
- ◆ Community Services, Health, Tourism and Hospitality ESD won a contract with the Commonwealth Department of Health and Aged Care to develop learner support materials to assist those working with young people in the area of illicit drug use. This is a joint project with the Health Departments in the Northern Territory and Western Australia.
- ◆ Community Services, Health, Tourism and Hospitality ESD has actively supported the initiatives of the 1999 NSW Drug Summit Government Plan of Action by developing a Course in Alcohol and Other Drug Work. This course satisfies the expressed demand of existing employees in the community services and health sector to complete individual modules providing specific skills rather than complete units of competence.
- ◆ In response to State Government legislation that requires all Gaming employees to attend training in Responsible Conduct of Gambling as part of Harm Minimisation strategies, the Community Services, Health, Tourism and Hospitality ESD developed a Statement of Attainment in Responsible Conduct of Gambling. This was developed in close partnership with the NSW Department of Gaming and Racing and the Casino Community Benefit Fund for the Liquor Administration Board.
- ◆ Two courses were developed and implemented for people working in and training for the specialist fields of Orthotics and Prosthetics, and Maritime Masters and Chief Mates.
- ◆ The Certificate III and Diploma in Orthotics and Prosthetics introduced for the first time, a formal educational pathway for orthotic and prosthetic technical and qualified technicians.
- ◆ The accredited course in Ships Officers Advanced Medical Training provides a pathway to the Certificate of Competency issued by the Australian Maritime Safety Authority. Course graduates administer advanced emergency care to crew members while at sea.
- ◆ TAFE NSW through its Business and Public Administration ESD responded to the rapid expansion of the e-commerce and e-business areas by reciprocally accrediting a Diploma and Advanced Diploma for e-commerce available for students to enrol in from Semester 1, 2001.
- ◆ Business and Public Administration ESD developed a Diploma of Business (Call Centre Management). This course was designed in consultation with industry groups including the Australian Teleservices Association. It identified a growth in employment and addresses the need for a training program for call centre managers. This TAFEPLUS course will be available for enrolments in Semester 2, 2001.
- ◆ With the introduction of the Federal Government's new Goods and Services Tax (GST) all Accounting and Finance courses have been modified to reflect the current tax legislative change.
- ◆ Manufacturing and Engineering ESD developed a TAFE Statement in Computer Integrated Manufacturing in response to the increased industry use of computer driven machinery and systems and the need for skilled employees in this area.

Accreditation and Registration

The high quality of TAFE NSW training is supported by curricula to assist teachers to meet student learning needs in the most effective way. TAFE NSW has been accrediting its own courses under delegation from the Vocational Education and Training Accreditation Board (VETAB) since 1992. In 2000 TAFE NSW statewide accreditation

systems were externally assessed and validated as meeting VETAB quality assurance requirements. The delegation was extended for 18 months, pending the outcome of ANTA efforts to develop nationally consistent criteria for issuing delegations to providers where they have comprehensive quality assurance systems.

Number of Training Package Qualifications Implemented in TAFE NSW in 2000								
Educational Services Division	Advanced Diploma	Diploma	Cert IV	Cert III	Cert II	Cert I	SA	Total
Business and Public Administration	7	11	15	14	12	4	16	79
Community Services, Health, Tourism and Hospitality	–	12*	22*	32*	13*	4	44	127
Construction and Transport	–	–	4	17	15	2	1	39
Information Technology / Arts and Media	1	8*	18	24	20	7	7	85
Manufacturing and Engineering	–	1	13	32	16	9	9	80
Primary Industries and Natural Resources	2	5	10	18	16	4	2	57
Total	10	37	82	137	92	30	79	467

* Multiple pathways, for example, Certificate II in Hospitality (Operations), Certificate III in Tourism (Retail Travel Sales), Diploma of Information Technology (Software).

SA – Statement of Attainment

The table above shows that Community Services, Health, Tourism and Hospitality developed the highest number (127) of training package qualifications of all the ESDs. When examining the level of the packages implemented, the largest number were at Certificate III level.



Students from Nirimba College, Wesern Sydney Institute building homes for 'Habitat'. Habitat is a non-profit Christian ministry that makes affordable housing available to low-income families. Volunteers from all walks of life work beside prospective Habitat homeowners to build houses and a sense of community. The houses are sold to selected families on anon-profit, no interest basis. The college has a contract with Habitat and supplied labour free of charge. This work is an integral part of the student's training.

Report of Operations

Number of TAFE NSW Courses Accredited in 2000											
Educational Services Division	Grad Adv Dip	Grad Adv Cert	Adv Dip	Dip	Cert IV	Cert III	Cert II	Cert I	Short Courses	SA	Total
Access	—	—	—	—	—	7	4	3	3	4	21
Business and Public Administration	—	—	3	—	4	1	2	—	4	4	18
Community Services, Health, Tourism and Hospitality	—	—	1	2	1	2	1	—	9	25	41
Construction and Transport	—	—	—	1	—	2	1	—	4	3	11
Information Technology, Arts and Media	—	4	3	8	8	4	2	—	—	13	42
Manufacturing and Engineering	—	3	—	—	—	—	—	—	—	3	6
Primary Industries and Natural Resources	—	—	1	1	2	—	3	—	7	10	24
TOTAL	—	7	8	12	15	16	13	3	27	62	163

* The total includes 266 courses accredited under reciprocal arrangements.

SA – Statement of Attainment

Implementation of Industry Training Packages

The ESDs designed, developed and maintained a NSW Crown Copyright vocational education and training curriculum to support training package implementation. These curriculum products are available to both public and private vocational education and training providers in New South Wales for a nominal charge through a web-based clearinghouse.

Number of Industry Training Packages with Qualifications Implemented by TAFE NSW in 2000	
Educational Services Division	Total No. of Packages
Business and Public Administration	10
Community Services, Health, Tourism and Hospitality Services	8
Construction and Transport	7
Information Technology / Arts and Media	6
Manufacturing and Engineering	10
Primary Industries and Natural Resources	8

* This chart shows the number of training packages from which the qualifications for each ESD in the table on the previous page are derived.

A national ANTA project, Workplace Learning: A Strategy for Implementation of Training Packages was managed by Access ESD. The aim of the project was to develop comprehensive products that would assist Registered Training Organisations (RTOs) and workplace staff to identify and address specific professional development requirements as they implement training packages. The project produced four professional development guides with a common format. The guides have been customised to focus on the following four Training Packages: General Construction (BCG98); Information Technology (ICA99); Metal and Engineering (MEM98); Tourism (THT98).

In 2000, New South Wales established the States and Territories VET Curriculum Network website. This has enabled States and Territories to share information about the resources available to support the implementation of training packages.

TAFE NSW University Graduate Enrolments, 1996-2000

	Enrolments									
	1996		1997		1998		1999		2000	
	No.	%	No.	%	No.	%	No.	%	No.	%
University Graduates	20,212	4.8	22,427	5.3	23,311	5.5	29,077	6.4	27,761	5.1
Other Enrolments	397,107	95.2	402,023	94.7	404,206	94.5	426,594	93.6	516,335	94.9
Total	417,319	100.0	424,450	100.0	427,517	100.0	455,671	100.0	544,096	100.0

New South Wales coordinated a submission to ANTA on behalf of other States and Territories identifying gaps in the resources available to support training packages. As a result ANTA:

- ♦ provided the Network with \$100,000 to oversee the development of materials in relation to language and literacy, information technology and general education
- ♦ sought advice from the Network about areas in which a further \$3 million could be allocated to RTO-led, resource development.

An information session was subsequently organised by the Department to ensure that stakeholders in New South Wales were informed of these developments and canvassed in relation to the identification of priority areas. These priority areas were subsequently forwarded to ANTA through the States and Territories VET Curriculum Network. Funds for projects were allocated in late 2000.

Articulation from University to TAFE NSW

The number of university graduates enrolling in TAFE NSW courses has increased by 37.3 per cent over the last five years, from 20,212 enrolments in 1996 to 27,761 enrolments in 2000. University graduates accounted for 5.1 per cent of total enrolments in 2000, compared to 4.8 per cent in 1996.

Increasing Credit Transfer Arrangements Between the HSC and TAFE NSW Courses

Credit transfer arrangements between the HSC and TAFE NSW courses were revised and expanded. Over 12,395 arrangements now exist and are linked to over 744 TAFE courses. The new arrangements encompass the New HSC courses which Year 11 students commenced in 2000. The credit transfer arrangements link to new TAFE NSW courses which increasingly are based on national training package qualifications.

The benefit of credit transfer arrangements to students and potential students was promoted and made accessible through promotional leaflets (200,000 copies produced), a hard copy high quality guide for school and TAFE officers (3200 copies), and the development of intranet and internet websites.

The HSC/TAFE Credit Transfer internet website is a source of credit transfer information for school students or ex-students who are considering enrolment in a TAFE course. It assists school staff and parents to advise students about their future options and is aimed at helping school students plan their studies to include articulation to TAFE NSW courses. The internet website also promotes TAFE NSW as a training provider that puts a high priority on acknowledging students' prior learning and skills. It had 71,190 hits in 2000 and averaged 8,900 hits per month peaking at 16,211 in August 2000.

2.3 Capitalising on Our Leadership in Flexible Learning

To keep pace with the changing world of work, TAFE NSW has continued to expand the options available to its students through more convenient, relevant and effective ways of undertaking study. During 2000 TAFE NSW continued to expand its national leadership in flexible delivery. For example, in 2000:

- ◆ The South Coast Education Network was completed. Consisting of the Shoalhaven campus, the Bega Access Centre and the Batemans Bay Access Centre, the Network uses online and videoconferencing facilities to bring educational opportunities to the South Coast of New South Wales.
- ◆ Western Institute continued to increase its provision of information technology courses to isolated areas through a combination of online delivery and periodic workshops. The New HSC was also delivered to rural communities through printed materials, tele-teaching and weekend workshops.
- ◆ TAFE institutes continued to develop and offer an extensive range of online and computer based learning materials. In Hunter Institute all 2,500 information technology students now have access to materials which allow them to obtain IT industry qualifications in addition to TAFE NSW qualifications.
- ◆ At New England Institute it is now possible for a student to complete the Certificate IV in Small Business entirely online.
- ◆ Western Sydney Institute formed a major partnership with Harvey World Travel. Trainees are fast tracked through their course by a combination of full time attendance at TAFE, on-the-job training and flexibly delivered modules.
- ◆ Boat and shipbuilding training was delivered to apprentices in the Hunter Institute by videoconference link-up.

Simulated working environments are increasingly being used to provide training to students that is more directly applicable to the workplace. At Western Institute the Thoroughbred Racing Board has provided a simulated horse. The mechanical horse is used to provide training in balanced riding and correct use of the whip in a simulated environment.

During the year 360 TAFE courses meeting Australian Qualifications Framework standards were accredited by VETAB. TAFE courses are available through a range of delivery alternatives to provide courses for as wide as possible access to potential students. The Accreditation and Registration unit monitors applications to accredit new courses to ensure that they present no barriers to flexible delivery, particularly where assessment and resources are concerned.

As old courses are replaced, the proportion of courses facilitating best practice in flexible delivery will increase, particularly with the incorporation of new technologies such as the internet, other forms of student learning materials and better attendance options.

Administrative and quality assurance systems were streamlined in a number of areas in 2000 to enable fast tracking of course development in specialist and commercial areas.

TAFE NSW Online

The TAFE NSW Online project is a five-year multi-million dollar venture that is opening up a range of improved facilities, infrastructure and online learning resources for students, teachers, businesses and other TAFE NSW clients. This initiative has been undertaken to provide an e-Business interface and e-Learning content, using the internet as a tool to enhance, support and extend TAFE NSW's traditional identity and delivery methods.

In 2000, teachers and information technology staff from all TAFE NSW institutes and educational services divisions formed teams to develop over 300 modules of online 'learningware'. The modules represent over 7,000 curriculum hours of content across more than 34 course categories.

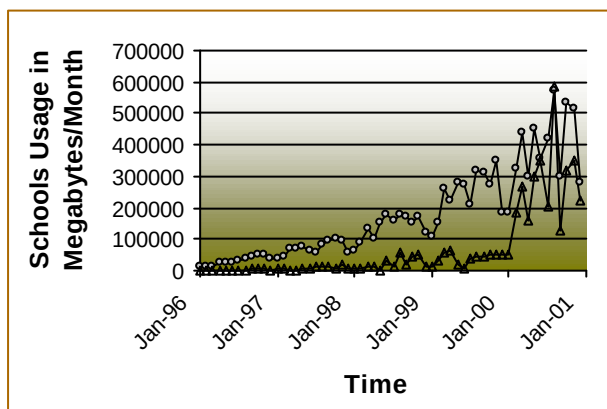
All TAFE campus network lines have now been upgraded to a minimum of 128K bandwidth to make the most of internet technology. In future years the TAFE website will offer enhanced services such as online enrolments.

During 2000 internet technology was used to provide appropriate resources to communities with specific needs. The series *How to Use the Internet for Aboriginal Studies* students and *Researching on the Internet for Aboriginal Studies* students, won the national Award for Excellence in Educational Publishing and a bronze award in the Premier's Awards. The series was developed by Access ESD, the Aboriginal Programs Unit and OTEN.

Community Services, Health, Tourism and Hospitality ESD, with technical assistance from OTEN, developed a CD-ROM multimedia learner resource entitled Nutrition. This resource won an award under the Australian Awards for Excellence in Educational Publishing and an international award in the 33rd Annual Awards Competition of the International Film and Video Festival.

TAFE NSW Internet Usage

Internet usage in TAFE NSW institutes almost doubled in 2000. This growth was due to significant increases in the use of the internet in TAFE courses combined with upgrades in network capacity of the links to TAFE institutes. TAFE internet usage peaked at 580Gb in August 2000 with a daily usage of 29Gb.



2.4 Refocusing the Range of Training Programs Offered in National and International Markets

International Markets and Students

TAFE Global Pty Ltd was incorporated as a separate legal entity on 7 June 2000 under the Corporations Law. The company was formed to consolidate and conduct the international commercial activities of TAFE NSW. This new arrangement will more closely focus expertise on the risks and returns associated with the international education market.

To date TAFE Global has developed bids and submissions for TSI (Abu Dhabi) worth \$20 million, a private university in China (\$300,000) and the Ford Motor Company in Southeast Asia.

During 2000, TAFE continued to provide a range of commercially funded programs overseas (including AusAID funded projects). Contracts undertaken included bricklaying training in Fiji, farm management training in Tonga and Samoa, and English language and information technology courses in China.

TAFE NSW has partnerships with education providers and governments in many parts of the world, with a strong focus on Southeast Asia and the South Pacific. The hosting of high level delegations from other countries has enhanced TAFE NSW's position in the international market. During 2000 delegations were received from Mexico, China and Denmark.

Recognition agreements for marketing and accounting courses continue to be maintained by the Business and Public Administration ESD with the Hong Kong Institute of Banking, Hong Kong Institute of Marketing, and the Association of Certified Accountants based in UK with global operations bringing in more international students.

Community Services, Health, Tourism and Hospitality ESD continued the development of training and learning resources for the AusAID project in Tonga to improve tourism and hospitality services. Trainers were sent to Tonga to deliver the training. Community Services, Health, Tourism and Hospitality ESD sent a representative to monitor and evaluate the outcomes of the training. AusAID is considering extending the project due to the successful outcome of a measurable increase in tourists to Tonga.

Within Australia, enrolments of international students in TAFE NSW continued to increase during 2000. Institutes with large increases included Hunter (up 50%) and Southern Sydney Institutes (up 34%).

Programs for international students within Australia have been enhanced through partnerships with other education providers such as universities. For example, Illawarra Institute has joined with the University of Wollongong so that international students can move from the TAFE Advanced Diploma in Engineering Technology (Computer) directly into a Computer Science degree.

2.5 Pursuing a Broader Range of Market Opportunities

During 2000 TAFE NSW continued to increase its relevance and competitiveness by developing courses for new and growing industries, tailoring training to more closely fit the needs of students and industry, and making training more accessible to students from all over the State.

TAFE NSW has developed new courses to meet the needs of a changing economy. The year 2000 saw the graduation of the first group of students in the Certificate III Equine Nursing, the first course of its kind offered anywhere in the world. Lidcombe College also commenced delivering the first technician level courses in Photonics. This course is being partially delivered by staff from companies involved in this new and rapidly growing industry. Community Services, Health, Tourism and Hospitality ESD developed a range of courses for the Sport and Recreation industry, which previously had few formal training arrangements.

During 2000 TAFE NSW assisted businesses across New South Wales to meet new legislative requirements through training in areas such as Responsible Conduct of Gambling. TAFE NSW is also a major supplier of training in other areas effected by government regulation such as Responsible Service of Alcohol, Hazardous Waste Management and Safe Chemical Handling.

TAFE institutes are working closely with their clients in industry to become their preferred supplier of training. Within the New England Institute particular attention was paid in 2000 to enhancing the flexible delivery options available to trainees employed by nationally based companies. To assist students and the employer, apprentices and trainees have been offered rolling enrolments, fast-tracked trade courses and flexible entry and exit points. In July 2000 Western Institute commenced a similar program for the staff of Manildra Flour Mills.

Market opportunities were also expanded during 2000 through partnerships with other education providers and industry. For example, Sydney Institute joined with the Sydney Community College in 2000 to deliver training in the accounting package MYOB. Northern Sydney Institute became a 'Cisco Regional Academy' which will see networking courses delivered on a commercial basis.

The inclusion of vocational options in the New HSC has provided an opportunity to increase the proportion of school leavers undertaking further study at TAFE. In May 2000 the HSC / TAFE Credit Transfer Internet Website was launched. This site assists school staff and parents to advise students on career and study options, with a particular emphasis on articulation from school to TAFE courses.

Some specific initiatives include:

- ◆ South Western Sydney Institute signed a Memorandum of Understanding (MOU) with the South Western Sydney Area Health Service. The MOU allows for training on a commercial basis across a number of disciplines. A process improvement strategy is also being undertaken to enhance and strengthen the partnership, so both organisations can benefit from each other's approach to staff training and management development. Other services include:
 - ❖ assisting with the establishment of competency standards for managers
 - ❖ training assessors who will assess against these standards with assistance from the Institute
 - ❖ workshops
 - ❖ train the trainer.
- ◆ Community Services, Health, Tourism and Hospitality ESD was contracted by the NSW Ambulance Service to develop 44 trainer / learner resources to support in-house training of Patient Transport Officers, Ambulance Officers and Paramedics.
- ◆ The Business Unit of the Manufacturing and Engineering ESD developed a software package (SkillsPro Training Generator) that translates competencies' requirements into training programs by mapping them against training standards. This software provides efficient, effective curriculum development enabling training provision that is responsive to changing industry needs. The skills developed result in nationally recognised qualifications. The generator is freely available to TAFE NSW institutes and is sold to other RTOs.
- ◆ Business and Public Administration ESD developed a bridging course into the Advanced Diploma of Accounting for overseas qualified accountants; and a licensing course for hairdressers trained overseas. These courses enabled students to complete qualifications that are recognised in Australia as a pathway to employment.

- ◆ Business and Public Administration ESD collaborated with institutes in developing partnerships with the Hong Kong Baptist University, INTI International College of Penang, Kolej TAFE Malaysia Seremban, College of TAFE Kuala Lumpur, China-Shanghai, Beijing; Fiji Training Council with Western Sydney Institute. Over 1,300 International students have studied with TAFE NSW to complete an international qualification as a pathway to employment.
- ◆ Collaborative establishment of a call centre training course with the Hunter Economic Development Centre to train call centre customer service representatives. The project is strongly supported by the local industry. It provides needed training for the developing call centre market.
- ◆ Developed the Languages 2000 series of TAFEPLUS courses in a number of languages other than English. The series will be highly relevant to any firm or individual employee seeking to develop conversational language as part of their strategy to improve export and business relationships off shore.

Marketing and Promotion

TAFE NSW undertakes a variety of promotional activities in order to broaden its market share. During 2000 this included high technology marketing activities such as the Riverina Institute web gateway project, and low technology solutions such as a letterbox-drop campaign by the Southern Sydney Institute.

The successful and highly visible association with the Olympic and Paralympic Games provided an ideal opportunity for TAFE to promote its services to other businesses that also supported the Games. The 'Training Towards 2000 and Beyond' series of short courses attracted 45,000 enrolments across the State and generated over \$3 million gross revenue.

A key element of TAFE NSW's promotions during the year was TAFE Week. This week, held from 17-21 July, showcased the quality and breadth of TAFE's courses under the theme 'world class training'. Activities included open days across the State that featured demonstrations by students in areas from hairdressing to pottery. During TAFE Week the Building and Engineering Training

Centre, Chullora Campus of the Bankstown TAFE College was launched, with a campaign that promoted the facility's capabilities in building and engineering training.

TAFE also actively organises and participates in career and job expos and symposiums, and agricultural field days; and hosts forums for business and potential students. In September 2000 North Coast Institute used satellite technology to allow local business people to watch Microsoft Chief Executive Bill Gates speak on the future of small and medium business.

During 2000 TAFE produced 11 editions of TAFELINK. TAFELINK is a monthly newsletter produced for existing and potential commercial clients which highlights the achievements of TAFEPLUS training services across the state.

The TAFE Information Centre provides high quality information about all courses and services offered by TAFE NSW - including TAFEPLUS (the commercial training arm of TAFE NSW) and international students. From January to December 2000, the staff handled over 197,000 enquires. Customers can enquire by telephone, letter, fax, e-mail or in person.

The ESD's intranet website, the 'Learning Gateway', underwent award winning enhancements in 2000. The enhancements included additional features with a strong customer focus. The Learning Gateway was developed primarily to support all TAFE NSW institute staff and their students in their teaching. It provides easy access to training package implementation data, ESD resources lists, links to industry areas, assessment guides and newsletters.

Interstate Enrolments

Enrolments from people residing interstate have more than tripled in the last five years, from 6,433 enrolments in 1996 to 20,049 enrolments in 2000, with most of the growth (12,291 enrolments) occurring between 1999 and 2000. Interstate enrolments accounted for 3.7 per cent of total enrolments in 2000, compared to 1.5 per cent in 1996.

In 2000, almost two-thirds (64.6%) of interstate enrolments originated from Victoria (33.9%) and Queensland (30.6%).

TAFE NSW Enrolments from Other States, 1996-2000

	Enrolments									
	1996		1997		1998		1999		2000	
	No.	%	No.	%	No.	%	No.	%	No.	%
Australian Capital Territory	701	0.2	830	0.2	920	0.2	930	0.2	2,478	0.5
Northern Territory	153	0.0	200	0.0	140	0.0	164	0.0	311	0.1
Queensland	2,578	0.6	2,567	0.6	2,505	0.6	2,796	0.6	6,145	1.1
South Australia	316	0.1	305	0.1	260	0.1	316	0.1	2,372	0.4
Tasmania	185	0.0	204	0.0	161	0.0	164	0.0	396	0.1
Victoria	2,180	0.5	2,306	0.5	2,558	0.6	2,729	0.6	6,797	1.2
Western Australia	320	0.1	295	0.1	310	0.1	659	0.1	1,550	0.3
Interstate Enrolment	6,433	1.5	6,707	1.6	6,854	1.6	7,758	1.7	20,049	3.7
Other Enrolments	410,886	98.5	417,743	98.4	420,663	98.4	447,913	98.3	524,047	96.3
Total	417,319	100.0	424,450	100.0	427,517	100.0	455,671	100.0	544,096	100.0

2.6 Supporting the Expertise, Creativity, Innovation and Commitment of Our Staff

Professional Development

Development and support of staff is a high priority for TAFE NSW. Professional development workshops were held across the State for TAFE NSW institute teachers. The objective of these workshops was to inform teachers about issues related to the implementation of training packages and the introduction of the new courses. The workshops promoted cost-effective assessment and quality outcomes in the context of the National Training Framework. They provided technical updates including the use of online materials in teaching. Supporting staff development materials have been launched in the ESD Gateway internet site.

Staff training and development is recognised by institutes as a key component of the quality of TAFE training. For example, during 2000:

- ◆ Illawarra Institute provided a computer skills needs analysis of its staff, and provided a flexible learning program to address identified needs.
- ◆ In Hunter Institute 24 teachers participated in 'return to industry' programs in order to keep their skills up to date.
- ◆ The VET Managers of the Future program was conducted in all TAFE institutes, developing the skills of middle managers.

- ◆ Northern Sydney Institute targeted technology training to part-time female staff to enhance delivery in Foundation Studies and Communication.
- ◆ Riverina Institute joined with Wodonga Institute of TAFE and RMIT in Victoria to provide its staff with access to a supervised Masters in Education via on-the-job research.

All TAFE institutes run awards programs which recognise the achievements and commitment of their staff. TAFE partnerships with industry are also evident in these programs, with Fuji Xerox sponsoring the Southern Sydney Institute awards in 2000.

Senior ESD staff were involved in 2000 ANTA LearnScope projects. Staff explored options and issues involved in the design and delivery of online educational materials. The projects provided opportunities to visit sites with existing e-delivery of educational materials and to explore online educational products. Their skills and knowledge in using online technologies when developing learning programs were enhanced.

The Department supported the learning and development of staff in TAFE institutes and OTEN through the provision of a number of leading-edge professional development initiatives in flexible learning and delivery. Institutes were responsible for promoting strategies to support lifelong learning and for teachers taking responsibility for meeting their ongoing professional development needs. Teachers were encouraged to participate in ANTA and statewide projects such as the TAFE NSW Professional Development Online Project, LearnScope and Framing the Future.

The professional development strategy for the TAFE NSW Online Project provided support to developers of online products, to teachers teaching online, and to those managing the change to the online learning environment. A budget of \$1.35 million provided 610 staff with a wide range of training programs, workplace learning opportunities, online chats, forums, websites, e-mail networks and mentoring and coaching strategies.

The TAFE NSW Professional Development Website, provided an information and brokerage service in professional development. Developed with a budget of \$50,000, the site provided a bi-monthly e-zine of professional development news, reviews of publications, events, a wide range of resources and products, contact lists, hotspots highlighting key sites, forums and chats, and archived back issues. There were over 6,000 hits per month.

LearnScope NSW, an ANTA funded project, provided staff with professional development opportunities to increase their skills and capabilities in the application of new learning technologies for flexible learning. NSW received \$1.256 million for the project, with 85 teams involving 935 participants benefiting from the initiative. National coordination of LearnScope was managed in partnership with South Australia's Douglas Mawson Institute of TAFE.

NET*Working 2000 was a two week online festival and expo in online learning for the Australian VET community. It was managed in partnership with the Canberra Institute of Technology and funded by ANTA with a budget of \$230,000. The event attracted over 2,100 people, making it Australia's largest online conference. Over 900 participants were from TAFE NSW. The online festival and expo featured international keynotes and over 100 showcases of resources, products and papers. With just under two million hits during the two weeks, a wide range of forums and chats provided VET practitioners with an opportunity to learn about online learning and to engage in dialogue with colleagues across Australia.

Quality

TAFE NSW has a Quality Policy that is implemented by all institutes through the TAFE Quality Council. The TAFE Quality Council provides a leadership role in promoting systematic quality improvement throughout TAFE NSW, and is responsible for monitoring the plan for institutes

to maintain RTO and to seek Quality Endorsed Training Organisation (QETO) status. All institutes and OTEN-DE were assessed and became RTOs in 1999. By December 2000, nine institutes had achieved QETO status and the remainder are scheduled for assessment in 2001.

QETO status requires a program of organisational self-assessment. TAFE institutes use a combination of methodologies including Guided Self-Assessment, Structured Learning Self-Assessment, and ISO 9000 certification to determine strengths and areas for improvement.

National decisions to provide a single higher level of national mutual recognition will lead to phasing out of QETO as a part of the ARF. TAFE NSW plans to continue its commitment to quality and continuous improvement and as part of this is investigating expansion of the current areas of certification under the ISO Quality Standard 9001:2000.

The TAFE NSW Quality Awards recognise and reward measurable improvements to the quality of teaching, learning and service provision in institutes and OTEN-DE. In 2000 South Western Sydney Institute won the gold award for a project on successful business planning. The North Coast Institute won silver for a project on delivering the Children's Services Training Package in an innovative fashion, and Riverina Institute won the bronze award for a project on implementing professional development plans. The combined Educational Services Divisions won the Outstanding Achievement Award at the TAFE NSW Quality Awards in 2000 for the ESD Learning Gateway internet site.

Sydney Institute received the Premier's bronze award for service delivery. Riverina Institute was awarded the Premier's silver medal for their Murrumbidgee community development project. North Coast Institute received the Premier's bronze award for the Taree College access and equity program.

Southern Sydney Institute was awarded the NSW Training Provider of the Year in 2000. This was awarded to the institute for achieving best practice in the provision of vocational education and training and showing continuous improvement in a number of areas, including educational effectiveness, client services, and access and equity.

Minister's Award for Excellence in Teaching 2000

In 2000, a total of 11 outstanding TAFE NSW educators received the prestigious Minister's Award for Excellence in Teaching for outstanding contributions to teaching in TAFE institutes. The teachers and executive staff who were nominated for these awards demonstrated excellence in teaching and made exceptional contributions to the quality of teaching in their TAFE college. The names of the TAFE recipients of these awards in 2000 are provided in the table below.

Recipient	College	Institute	Reason for Award
Terence Bush	Wollongong West Campus	Illawarra Institute	Outstanding teaching competence and technical expertise. Student achievements recognised formally through receipt of local, State and national awards.
Bathma Chetty	Nepean College	Western Sydney Institute	Outstanding teacher of English and communication, particularly in the delivery of commercial programs.
Judith Collett	Tamworth Campus	New England Institute	Outstanding commitment to teaching and student success.
Cathy Horan	Randwick Campus	Sydney Institute	Outstanding classroom teacher making significant contributions to teaching environmental studies at the State level.
Catherine Jackson	Lidcombe College	Southern Sydney Institute	Excellence in generating innovative and effective teaching and learning programs, particularly through the use of information technology.
Ian McArthur	Newcastle Campus	Hunter Institute	Outstanding level of recognition from local industry for contribution to the development of the Institute's new innovative design centre.
Ellie Prouting	Campbelltown College	South Western Sydney Institute	Strong working relationships with industry and community to ensure best practice education and training in child studies.
Lynn Rogers	Parkes Campus	Western Institute	Outstanding contribution to innovative vocational education and training, workplace training, workplace assessment and customer service.
Ricky Smith	Wagga Wagga Campus	Riverina Institute	Excellence in the quality of communication teaching, commitment to innovation and the ability to implement communication initiatives.
Lisa Terry	NATFISH Campus	North Coast Institute	Successfully developed proposals for LearnScope funding.
Christopher Zvirblis	North Sydney Campus	Northern Sydney Institute	Outstanding teaching practice providing students with the skills demanded in the workplace.

Award for Excellent Service to Public Education and Training

This award is for individuals who have made a significant contribution to the promotion of public education and training in New South Wales. Nominees may include parents, members of the community, business people and Departmental staff.

Activities considered as the basis for nomination include assistance with classroom teaching, sporting programs, visual or performing arts activities, multicultural education, administrative activities, improvements to the physical environment of schools and colleges, assistance with special occasions, assistance with computers, commercial activities or business ventures. Other activities considered worthy of recognition may also be considered.

In 2000, the Award for Excellent Service to Public Education and Training was presented to 11 recipients from TAFE institutes throughout the State. Recipients from TAFE are listed in the following table.

Recipient	College	Institute	Reason for Award
Joan Baker	Grafton / Maclean College	North Coast Institute	Exemplary ambassador for TAFE by promoting TAFE at career days, including seminars, and given career advice to many, now highly successful, TAFE graduates and to the local community.
John Baxter	Lithgow Campus	Western Institute	Outstanding contribution to public education and training in the Lithgow area.
Andrew Beaton	Blacktown College	Western Sydney Institute	Outstanding achievement in the transformation of Blacktown College Students Association into one of the most dynamic in New South Wales.
Sue Cilvard	Integrated Learner and Equity Support Unit	OTEN	Initiated stronger focus on the requirements of minority groups, thereby increasing OTEN's involvement with equity groups.
Carolyn Glossop	Wyong Campus	Hunter Institute	Outstanding achievement in enhancing the language and literacy levels of workers in the Hunter area.
Stella Kenny	Ryde College	Northern Sydney Institute	Outstanding contribution to a flexible approach in the administration and course delivery of traineeship courses in tourism and hospitality.
Lesley Keogh	Campbelltown Campus	South Western Sydney Institute	Excellence in providing an effective and safe learning environment.
Graham Kretchmer	Southern Sydney Institute Director's Unit	Southern Sydney Institute	Outstanding leadership as a college principal.
Lyn Page	Randwick College	Sydney Institute	Outstanding record in counselling, particularly in career guidance and managing behaviour problems.
Peter Redman	Cootamundra / Young Campus	Riverina Institute	Highly successful in developing and implementing industry based programs for the Cootamundra and Young Campuses.
Raymond Tolhurst	Institute Director's Office	Illawarra Institute	Highly successful involvement in future educational, commercial and business ventures.

CHAPTER 3: INDUSTRY TRAINING SERVICES IN NEW SOUTH WALES

The Department of Education and Training provides a range of vocational education and training services to industry including the provision of training programs to support industry skill needs, the administration of the apprenticeship and traineeship system, and the provision of recognition services and a range of associated programs to support vocational education and training in industry.

The Department develops and manages a range of industry programs, projects and strategies to ensure a responsive and relevant vocational education and training system for New South Wales. Industry programs provide a key point of contact between industry and government and meet a range of industry training needs. Several industry programs are administered under competitive funding arrangements and are delivered by public and private training organisations.

Industry Training Services Centres provide a wide range of programs and services to employers, apprentices, trainees, training organisations and the community.

Staff at these centres administer a range of vocational education and training programs including Contracted Training Provision, access programs, programs to support apprenticeships and traineeships, group training programs, and training programs for youth, mature workers, migrants and Aboriginal and Torres Strait Islander people.

Industry Training Services Centres play a key role in regulating the apprenticeship and traineeship system in New South Wales and providing recognition services to industry and training organisations.

In 2000, staff in Industry Training Services Centres assisted 110,772 people and allocated \$102 million in program funds. The majority of funding (\$95.2m) was used to provide industry training for 100,089 people. The remainder (\$6.8 million) was used to provide community based programs and employment and training support for 10,693 youth and mature workers.

The Department also offers skills recognition services in trade and vocational areas including the recognition of migrant skills and qualifications in New South Wales.

The Vocational Training Board regulates apprenticeships and traineeships in New South Wales and monitors quality assurance of training arrangements under the *Industrial and Commercial Training Act* on behalf of the Department.

The Department's Office of the Commissioner for Vocational Training provides opportunities for those people with trade skills and experience, but no formal qualification, to have their trade skills assessed and formally recognised. In 2000, the Vocational Training Board assessed 3,312 applications for trade recognition and determined 245 referrals under the Act.

In 2000 the Department allocated over \$60.2 million in funding for contracted training, including the Olympic Training Strategy, approximately \$12.5 million for apprenticeship and traineeship training available on the open market and almost \$8.5 million for pre-vocational training. Nearly \$3 million of industry advisory arrangement funds were allocated to the 20 NSW Industry Training Advisory Bodies (ITABs).

3.1 Meeting the Challenges of the Changing Nature of Work and Future Skill Needs

Over recent years there have been substantial changes in the content of work, with new kinds of skills and abilities being required in workplaces, in the levels of expenditure by employers on training, and in the operation of the labour market, with downsizing, outsourcing, changes to the industrial relations framework and a rise in part-time and casual employment, the adoption of new technologies, new forms of workplace organisation, new work processes and new approaches to communication and problem-solving appropriate to a knowledge-based economy.

In response to this the NSW Board of Vocational Education and Training commissioned two projects which are examining the changing structure and content of work. The projects are being undertaken by the Australian Centre for Industrial Relations Research and Training (ACIRRT) in partnership with the UTS Research Centre for Vocational Education and Training (RCVET), and by the Centre for Regional Research and Innovation at the University of Western Sydney in partnership with the Centre for Research and Learning in Regional Australia at the University of Tasmania.

The findings of the projects, which are currently in progress, will inform future policy and planning for vocational education and training in New South Wales.

The board also initiated two projects on the role of vocational education and training in regional development to explore and trial new and effective ways of integrating vocational education and training with a wider range of government, community and business programs to achieve progress in regional economic development. These projects are expected to commence early in 2001.

Contracted Training Provision Program

The Contracted Training Provision (CTP) program provides opportunities for private and public registered training organisations to expand delivery of vocational training relevant to industry skill needs. Training purchased under the CTP program will be directly related to immediate job opportunities, upgrading the skills of existing employees, or may be the first stage of a broader program of training. This nationally-funded program provides opportunities for public and private training organisations to expand their delivery of vocational training to meet the State's emerging skill needs. The

program targets people seeking employment in areas where there are identified skill gaps, and existing employees needing to upgrade their skills.

A total of 62,081 training places and 8,111,855 student contact hours were purchased under the CTP program in 2000.

Apprenticeships and Traineeships

The number of apprentices and trainees in training increased significantly for three occupational groups, clerical, sales and services workers, labourers and related workers and construction tradespersons. In 2000 more people commenced apprenticeships and traineeships in the occupational areas of managers and administrators (threefold increase since 1996); electrical and electronics tradespersons (nearly a twofold increase since 1996); intermediate production and transport workers (more than an eightfold increase since 1996). The greatest numbers of apprentices and trainees commenced in the labouring and related workers area.

The greatest number of apprentices and trainees completing their programs in 2000, when compared to 1996 came from the clerical and labourer occupational areas.

NSW: Apprenticeship and Traineeship Program – All Age Groups					
Number of Apprentices and Trainees in Training – by Main ASCO Occupation Group					
	Dec 1996	Dec 1997	Dec 1998	Dec 1999	Dec 2000
Managers and administrators	564	668	444	496	1,471
Professionals	119	220	81	122	457
Associate professionals	679	1,290	1,293	1,359	1,619
Mech and fabrication eng tradespersons	6,041	5,836	5,179	4,496	4,140
Electrical and electronics tradespersons	5,861	5,832	5,593	5,604	6,651
Construction tradespersons	8,875	8,635	8,580	9,721	10,768
Printing tradespersons	288	319	358	399	481
Automotive tradespersons	8,182	8,060	7,666	7,886	7,939
Food tradespersons	5,321	5,334	5,776	5,571	5,727
Skilled agric and horticultural workers	1,331	1,284	1,243	1,604	1,619
Hairdressers	3,493	3,446	3,317	3,473	3,514
Other misc tradespersons and related	1,345	1,333	1,259	1,400	1,458
Advanced clerical and service workers	115	95	88	4	5
Intermediate clerical, sales and service workers	6,249	7,679	6,213	9,454	12,929
Elementary clerical, sales and service workers	1,140	1,260	2,036	9,930	10,220
Intermediate production and transport workers	404	364	522	1,828	3,508
Labourers and related workers	945	1,608	1,478	7,448	13,154
TOTAL	50,952	53,263	51,126	70,795	85,662

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NSW: Apprenticeship and Traineeship Program - All Age Groups					
Number of Apprentices and Trainees Commencing - by Main ASCO Occupation Group					
	Dec 1996	Dec 1997	Dec 1998	Dec 1999	Dec 2000
Managers and administrators	589	734	483	410	1,810
Professionals	160	267	115	119	441
Associate professionals	595	1,469	1,428	1,455	1,749
Mech and fabrication eng tradespersons	1,711	1,608	1,426	1,336	1,110
Electrical and electronics tradespersons	1,751	1,740	1,719	2,017	3,114
Construction tradespersons	2,561	2,838	3,279	4,256	3,547
Printing tradespersons	128	147	149	151	192
Automotive tradespersons	2,677	2,308	2,321	2,930	2,474
Food tradespersons	2,143	2,021	2,486	2,493	1,932
Skilled agric and horticultural workers	382	402	396	800	746
Hairdressers	1,185	1,200	1,145	1,308	1,089
Other misc tradespersons and related	527	494	489	733	586
Advanced clerical and service workers	161	133	131	9	6
Intermediate clerical, sales and service workers	8,247	10,004	7,593	10,725	10,985
Elementary clerical, sales and service workers	1,493	1,659	2,591	11,800	10,704
Intermediate production and transport workers	449	417	618	1,942	3,466
Labourers and related workers	1,358	2,254	2,156	8,918	11,491
TOTAL	26,117	29,695	28,525	51,405	57,892

NSW: Apprenticeship and Traineeship Program - All Age Groups					
Number of Apprentices and Trainees Completing - by Main ASCO Occupation Group					
	Dec 1996	Dec 1997	Dec 1998	Dec 1999	Dec 2000
Managers and administrators	56	403	441	258	277
Professionals	7	93	123	70	29
Associate professionals	143	348	680	658	539
Mech and fabrication eng tradespersons	1,258	1,285	1,476	1,335	1,269
Electrical and electronics tradespersons	1,204	1,289	1,367	1,362	1,225
Construction tradespersons	1,703	1,887	2,050	1,772	1,489
Printing tradespersons	69	71	75	69	64
Automotive tradespersons	1,519	1,625	1,846	1,840	1,805
Food tradespersons	842	900	894	1,237	932
Skilled agric and horticultural workers	242	290	274	269	374
Hairdressers	749	749	736	681	672
Other misc tradespersons and related	212	275	315	315	292
Advanced clerical and service workers	35	87	66	37	2
Intermediate clerical, sales and service workers	2,868	4,583	4,750	3,690	4,267
Elementary clerical, sales and service workers	622	915	859	1,137	3,621
Intermediate production and transport workers	70	194	231	224	470
Labourers and related workers	374	721	1,052	960	1,520
TOTAL	11,973	15,715	17,235	15,914	18,847

Open Market Purchasing Arrangements for Apprenticeship and Traineeship Training

Approximately \$81 million was competitively allocated in 2000 to purchase 84,919 training places. This was an increase of more than 10 per cent over the previous year. This significant increase was partially due to funds allocated under the Department's 2000 Sydney Olympics Training Strategy.

New Apprenticeships Centres

The Department conducts New Apprenticeships Centres (DET NACs) under contract to the Commonwealth Department of Education Training and Youth Affairs (DETYA).

DET NACs are located in each of the 11 regional Industry Training Centres (ITCs). ITCs are located across New South Wales at Wollongong, Wagga Wagga, Orange, Tamworth, Lismore, Newcastle, Chatswood, Parramatta, Liverpool, Bankstown and Sydney City. NAC services are also provided from additional regional locations at Albury, Griffith, Dubbo, Coffs Harbour and Port Macquarie.

DET NACs facilitate the establishment of training agreements for apprentices and trainees and arrange for the payment of Commonwealth employer subsidies and other supporting payments to apprentices and trainees.

They also provide advice on apprenticeships and traineeships, assistance with recruitment strategies and assistance with the registration of apprentices and trainees. The DET NACs maintain a strong presence in rural and regional areas with over 80 staff providing services to employers, apprentices and trainees in country New South Wales.

DET NACs received 36,919 training agreements in 2000. There were 11,585 agreements received for apprentices and 25,334 for trainees. A total of 8,840 training agreements (24% of total), were received in rural areas.

Vocational Training Orders

Apprenticeships and traineeships are declared as vocations in New South Wales by the Vocational Training Board under the *Industrial and Commercial Training Act 1989*. Each apprenticeship or traineeship is governed by a vocational training order that sets out the training requirements.

These orders are developed in consultation with ITABs, employer groups, unions and registered training organisations. They are the official instrument by which apprenticeships and traineeships are recognised in New South Wales and require Ministerial approval and Government gazettal. The following table lists the new vocational training orders by industry area for apprenticeships and traineeships between 1996 and 2000.



Students of robotics at the Advanced Manufacturing Centre, Lidcombe College, Southern Sydney Institute.

Report of Operations

New Vocational Training Orders by Industry and by Calendar Years, 1996-2000						
Training Type	Industry	1996	1997	1998	1999	2000
Apprenticeships	Automotive		12			14
	Building and Construction		17		1	11
	Communications		6		4	1
	Food Industry		6		8	
	Forest Industry		2			
	Furnishing, Light Manufacturing, Textile Clothing and Footwear		12			1
	Manufacturing Engineering		16		5	1
	Primary Industry		8		5	1
	Process Manufacturing			1		1
	Retail and Wholesale		2			1
	Utilities and ElectroTechnology		15		4	20
Total Apprenticeships		0	96	1	27	51
Traineeships	Arts and Entertainment				25	7
	Automotive	2	18		11	29
	Building and Construction		3			7
	Communications	6	4	4	30	18
	Community Services and Health	6	8	7	8	
	Finance, Insurance and Business Services	5	1	2	9	5
	Food Industry	2	4	9		9
	Forest Industry	7	6		33	6
	Furnishing, Light Manufacturing, Textile Clothing and Footwear	5	28	3	3	25
	Manufacturing Engineering	1		4	11	2
	Mining				23	
	Primary Industry	17	4	3	100	2
	Process Manufacturing	11	2		33	2
	Property Services	10		1	26	8
	Public Sector Industry	1	2		2	2
	Retail and Wholesale	11	7	6	1	16
	Sport and Recreation			14		10
	Tourism	1	32	3	12	12
	Transport and Distribution	1	11	6	24	3
	Utilities and ElectroTechnology	8	4		6	8
Total Traineeships		94	134	62	357	171
Total Vocational Training Orders Available		94	230	63	384	222

Expansion of Apprenticeships and Traineeships

The number and range of apprenticeships and traineeships available in New South Wales significantly increased during 2000. Fifty-one new apprenticeships and 171 new traineeships were made available in a range of industries as set out in the following table. These new apprenticeships and traineeships enable young people to access qualifications from national training packages.

Group Training Program

Group training companies support growth in apprenticeships and traineeships by employing apprentices and trainees and placing them with host employers, particularly small business. In 2000, the program achieved an increase of 37 apprenticeships and 11 traineeships offered through group training companies.

2000 by 2000 Strategy

The Department of Education and Training in collaboration with the Premier's Department established the 2000 by 2000 Strategy as a 'whole of government' initiative which aimed to significantly increase employment and training opportunities for young people in New South Wales. The goal of the strategy was to employ 2000 trainees in public sector agencies by the end of the year 2000.

A number of employment pathways were promoted under the strategy including the employment of trainees in establishment positions, the employment of supernumerary trainees, the use of group training companies and the employment of part-time school-based trainees.

Implementation of the strategy progressed extremely well with 3,638 new trainees recruited in the public sector since the strategy was introduced. In addition agencies registered 1,600 existing workers as trainees, giving a combined total of 5,238 trainees since the commencement of the strategy.

The number of agencies participating in the strategy increased from 38 at the end of 1999 to 54 at the end of 2000.

Agencies across the State employed trainees in 75 different traineeships. The most common traineeships were in Transport and Distribution, Correctional Practice, Business (Office Administration) and Telecommunications (Call Centres).

The Department implemented a rural and regional initiative to encourage employment opportunities in rural and regional areas. Under the strategy NSW Treasury provided \$750,000 for 150 rural and regional part wage subsidies of \$5,000. All of the subsidies were allocated to support traineeships in agencies in rural and regional New South Wales.

The Department demonstrated a strong commitment to the strategy and in 2000 employed 249 new entrant trainees.

Provision of Financial Incentives and Subsidies to Employers of Apprentices and Trainees

The NSW Government provides financial incentives and subsidies to employers and their apprentices and trainees. Incentives include workers' compensation cover and a payroll tax rebate for employers of trainees, a part payroll tax exemption for apprentices and subsidised training for apprentices and trainees. Transport concessions and travel and accommodation subsidies are also available for apprentices and trainees. In July 1999, the Government introduced payroll tax concessions to employers of all apprentices in New South Wales. Employers of first-year apprentices now pay 25 per cent of this tax, employers of second-year apprentices pay 50 per cent and employers of third-year apprentices pay 75 per cent.

This initiative aims to increase the number of first-year apprentices by 250 each year from 1999 through to 2002. The Department is promoting this employer incentive scheme to encourage employers to take on apprentices. Further support is provided to employers through the Department's network of new apprenticeship centres and industry training services centres. In 2000 there was a slight decline (1.8%) in the number of apprenticeship applications approved compared to 1999. Despite this however, apprenticeship approvals grew in several industries including food and automotive trades.

Sports Traineeship Program

DET is working in collaboration with the Australian Training Company to place elite athletes as trainees in NSW government schools as part of the 2000 by 2000 Strategy. The group training company employs the athletes who are hosted in primary and secondary schools as well as in Sports Units across New South Wales. The trainees undertake the Sporting Operations Certificate II traineeship in either the sports administration or coaching

stream. Off-the-job training is undertaken during school holidays. This initiative assists young people who are elite athletes to combine work and study in their chosen sport with their sports training schedule. The trainees provide excellent role models for young people in schools.

In 2000, 15 elite athletes with high level skills in such sports as netball, football, athletics and swimming were hosted by the Department's schools and sports units. Of the 15 positions filled, seven were allocated a rural and regional subsidy to support the NSW trainee wage. These schools have been assisted with a \$5,000 rural and regional part-wage subsidy as part of the 2000 by 2000 Strategy. It is anticipated that the initiative will continue to operate in 2001.

3.2 Supporting Everyone to Participate Equitably in Vocational Education and Training throughout Life

There has been a 46 per cent increase in the number of traineeship approvals in New South Wales in 2000 compared to 1999, and a slight decrease of 2 per cent in apprenticeship approvals during the same period. Participation in apprenticeships and traineeships by people with disabilities is 83 per cent greater than 1999, and participation by Aboriginal and Torres Strait Islander people has increased by 51 per cent.

Since 1996, the number of apprentices and trainees participating in training programs in New South Wales has grown for all equity groups. The increases are particularly marked when comparing the 1998 figures with those for 2000. This is due to significant growth in the number of traineeships available, the broader occupational coverage of traineeships and the significant increase in numbers of people taking up traineeships over the past two years.

Since 1998 the numbers of women participating in apprenticeships and traineeships has increased by 117 per cent, people from non-English speaking backgrounds by 180 per cent, Aboriginal and Torres Strait Islanders by 142 per cent and people with disabilities by 207 per cent.

NSW: Apprenticeship and Traineeship Program – All Age Groups

Number of Apprentices and Trainees in Training – Equity Groups

	Dec 96	Dec 97	Dec 98	Dec 99	Dec 00
Women	10,454	12,071	11,469	18,956	24,880
NESB (LBOTE)	2,079	2,535	2,870	6,014	8,043
ATSI	767	959	572	1,048	1,385
PWD	369	428	358	774	1,100

LBOTE - Language Background Other Than English

PWD - People with Disabilities

NSW: Apprenticeship and Traineeship Program – All Age Groups

Number of Apprentices and Trainees Commencing – Equity Groups

	Dec 96	Dec 97	Dec 98	Dec 99	Dec 00
Women	8,834	11,013	9,804	17,968	21,827
NESB (LBOTE)	1,290	1,792	2,234	5,777	6,297
ATSI	979	1,112	609	1,128	1,369
PWD	277	285	176	705	899

LBOTE - Language Background Other Than English

PWD - People with Disabilities

NSW: Apprenticeship and Traineeship Program – All Age Groups

Number of Apprentices and Trainees Completing – Equity Groups

	Dec 96	Dec 97	Dec 98	Dec 99	Dec 00
Women	3,515	5,079	5,558	4,920	6,178
NESB (LBOTE)	476	619	927	902	1,349
ATSI	74	425	476	273	328
PWD	60	121	145	121	178

LBOTE - Language Background Other Than English

PWD - People with Disabilities

Recognition Services in Trade and Vocational Areas

In 2000, the Vocational Training Board assessed 3,312 applications for trade recognition and requested 364 trade tests. A total of 2,693 trade certificates of service were issued in 2000 compared to 1,879 and 1,821 certificates issued in 1998 and 1999 respectively.

Trade Recognition Matters Dealt With, 1998-2000			
Year	1998	1999	2000
Number of Trade Recognition Applications Lodged	2,710	1,898	3,312
Number of Trade Tests Requested	496	356	364
Number of Trade Certificates of Service Issued	1,879	1,821	2,693

Community Development Employment Program (CDEP)

In 2000, TAFE NSW achieved the record number of Aboriginal enrolments at 15,687, which exceeded the previous record of 15,472 in 1999. Around one third of these enrolments were in courses especially tailored for Aboriginal learners. Module completion rates also increased in 2000.

Alliances between TAFE NSW and key Aboriginal community groups, including the NSW Aboriginal Education Consultative Group (AECG), the NSW Aboriginal Land Council, and Aboriginal Community Development and Employment Program schemes were consolidated in 2000 to ensure that TAFE services were meeting community development demands. TAFE NSW is committed to a formal Agreement between DET and the AECG, while Western Sydney Institute is managing a Memorandum of Understanding between the NSW Aboriginal Land Council and TAFE NSW. In addition, TAFE NSW was involved in approximately 50 joint ventures with CDEP schemes in the past year, across a diverse array of industries ranging from hospitality to horticulture.

NSW VET Strategy for Indigenous People and Other Related Strategies

In 2000 the Department participated in the development of a national strategy for indigenous vocational education and training, Partners in a Learning Culture. This strategy was endorsed by the ANTA Ministerial Council in 2000, with the expectation that States would develop related

strategies for implementation in 2001. The NSW VET Strategy for Indigenous People, which was developed for the NSW Board of Vocational Education and Training, is aligned with Partners in a Learning Culture. A NSW implementation plan that puts both strategies into action will be released in 2001.

The traineeship program for Aboriginal Education Assistants continued in 2000, with a total of 64 participants. The traineeship training is delivered by TAFE NSW in eight locations across the State.

A major focus of the Department during the year was the implementation of traineeships for non-teaching staff employed in NSW Government schools, that is, school assistants and teacher aides (special). The qualifications for the traineeships were developed through the Department's Training and Development Directorate and Access ESD. These qualifications are Certificate III in Education Support (School Assistant) and Certificate III in Education Support, Teacher Aide (Special).

The traineeship program commenced in Semester 2 with 326 school assistants and 167 teacher aides (special) registering for the traineeships.

NSW Migrant Skills Strategy

The Migrant Skills Strategy encompasses a range of programs managed by the Department under the guidance of the Migrant Skills and Qualifications Advisory Committee (MSQAC). The programs are designed to address the complex issues relating to the recognition and utilisation of migrant skills and qualifications within the mainstream training, recognition and accreditation framework. The programs of the Migrant Skills Strategy include the following:

Specialist Migrant Placement Officer (SMPO) Program: Nineteen projects were funded in community organisations in the Sydney metropolitan, Newcastle and Illawarra areas to provide information, counselling and placement services to migrants of non-English speaking background to assist them in utilising their overseas qualifications and skills. In 1999/2000, the program had an operating budget of \$651,825 and assisted 1,485 clients into employment, 1,404 into training and 419 into work experience.

Productive Diversity in the Workplace Program: Projects were funded with Australian Business Ltd, Labor Council of New South Wales and the Premier's Department to develop and implement strategies aimed at increasing the utilisation of migrant skills. In 1999/2000, the program

had an operating budget of \$153,683. Activities undertaken include: the development of case study documents used to promote productive diversity; the development and delivery of training on productive diversity to employers and union representatives; and the review of workplace practices to improve the utilisation of overseas skills.

Productive Diversity in the Workplace Program also funded, through the Office of the Director of Equal Opportunity in Public Employment, the Migrant Work Experience Project. This project aims to assist Public Sector employees with overseas skills and qualifications to obtain experience in jobs that fully utilise their skills. In 1999/2000, a total of \$70,339 was allocated to the program, which assisted 22 overseas-trained public servants into appropriate work experience.

Rural Information Campaign: Two projects were funded under the campaign (one in the northwestern region and one in the southwestern region of New South Wales) to facilitate information provision to migrants and employers in rural areas on the recognition and utilisation of overseas skills. In 1999/2000, a total of \$96,169 was allocated to the campaign, which facilitated the establishment of employer/service provider networks, the conduct of information days/workshops and the development of promotional materials.

Overseas Skills Advisory Service: This service provides information and advice to resident overseas skilled migrants on the processes and mechanisms necessary for the assessment and recognition of their overseas skills and qualifications. The service also provides clients with an assessment of their overseas qualifications against Australian educational levels for general employment purposes. In 1999/2000, this service assisted over 5,000 clients with information and advice and conducted approximately 1,000 assessments of overseas qualifications.

Mature Workers Program

The program funds community-based projects to provide job search skills and assistance for mature aged persons. Some 46 projects throughout New South Wales were funded under the Mature Workers Program, assisting some 4,600 mature workers.

A buoyant labour market associated with the 2000 Olympics saw more employment opportunities for older workers, and less need for reliance on Mature Workers Program assistance.

The full introduction of the Training Coupon Scheme permitted increased user-choice access to vocationally focused training for program participants. The average cost of training provided under the Coupon Scheme was \$152. Nearly 40 per cent of program participants who used a coupon obtained a job or longer training outcome.

3.3 Preparing Young People for Work

Registered Training Organisation Status for School Districts

The registration of the Department's school districts commenced in September 1999 with two pilot assessments. A further 11 districts were completed in 1999. The remaining 29 districts were assessed in the first half of 2000 and all 40 school districts were assessed by 30 June 2000. All 40 school districts are now registered training organisations.

Work Placements for VET in Schools

The Department of Education and Training supports the NSW Work Placement Coordination Project (WPCP) which is a best practice model of cross-sectoral work placement coordination. It was established in 1996 in response to a need identified by industry for a more coordinated approach to work placements. Placements recruited by the WPCP are offered to students across the State who are studying an accredited VET course, with a mandatory work placement component, in schools, TAFE colleges and private providers.

From the beginning of 2000 the WPCP expanded its coordination function to other industry areas and now includes Construction (Building Maintenance), Business Services (Administration), Information Technology and Tourism as well as Hospitality and Retail. This expansion was in response to an increased demand for work placements following the introduction of the New HSC Industry Curriculum Frameworks. The expansion of the WPCP was supported by funding made available by the NSW Board of Vocational Education and Training Funding for Work Placement Project 2000.

Key achievements of the program were:

- ◆ Continued expansion in the Hospitality and Retail industry areas as well as expansion to other industry areas: Construction, Business Services (Administration), Information Technology and Tourism.

- ◆ Placement of 840 students (99% increase on 1999) including 79 students from 30 regional providers.
- ◆ Increased number of students (66) offered full-time or part-time employment, traineeships or apprenticeships by participating employers (120% increase on 1999 offers).
- ◆ Greater participation of training providers (144) from all educational sectors (41% increase on 1999).
- ◆ Increased participation of employers (28% increase on 1999) - four and five star hotels, large retailers and Public Sector Agencies.
- ◆ Better matching of students to work placements was achieved with the implementation of the 1999 WPCP evaluation recommendations and further refinement of processes.
- ◆ Development and distribution of new brochures promoting the benefits of participation in the WPCP (one for training providers and one for employers).

A key future challenge is to secure funding for the continued expansion of the WPCP to meet increased demands for work placements.

3.4 Responding to Regional Needs

Improvements in Training Opportunities for People in Rural and Regional Areas of New South Wales

The Department of Education and Training has implemented a range of industry training strategies in partnership with industry to address specific training needs and priorities in regional areas.

During 2000 a number of industry training strategies were developed and implemented.

A Training Strategy for Displaced Workers in the NSW Coal Mining Industry identifies the ways in which the NSW training system can provide assistance to the displaced workers, particularly by preparing them for jobs in other industries. The assistance package covers five key areas: job-search assistance; assessing and recognising skills; updating current skills; developing new skills; assisting participation in training. In 2000, 385 displaced workers registered for assistance. The areas targeted for service delivery to displaced workers include the Hunter, Illawarra, New England, and Western New South Wales regions.

The development of the assistance package has been achieved through the formation of cross-department partnerships, engaging the Industry Programs Directorate, Adult and Community Education and Education Access Directorate, and TAFE NSW. These partnerships have allowed a comprehensive, seamless package of assistance to be developed for delivery within the communities affected by the downturn in the coal industry.

The Training Strategy for Visy Industries was developed to support the NSW Government's legislation to assist Visy Industries to establish a pulp and paper mill based on a softwood plantation resource in Tumut. The training strategy supports the skills development and training needs of the project and coordinates training and related services during the construction of the mill and its operation, and for forest management. Delivery of the strategy is being achieved through a partnership between Visy, the Riverina Institute, and the Department's Industry Training Services Centre at Wagga Wagga.

Establishment of Industry Skills Centres in Regional Areas and Areas of Disadvantage

The Industry Skills Centre Program is funded by the Australian National Training Authority (ANTA) to provide grants to support industry bodies investing in training facilities for vocational and educational training. Nationally, \$8 million is allocated annually with States/Territories bidding for funding on an individual project basis. In addition ANTA provides funding to the States on an annual basis for the establishment of skills centres for school students to facilitate vocational and education training in schools. New South Wales' annual allocation is \$1 million.

The achievements were:

- ◆ Twenty-six industry skills centres have been established for a range of industries at locations across the State. The Riverina, the South Coast and the Tamworth and Orange areas have all benefited from the establishment of skills centres to boost training in growth industries.
- ◆ Thirteen skills centres for school students have received funding approval. The majority of the centres are located in regional areas of New South Wales and provide improved opportunities for school students in those areas to gain vocational training.

Industry Training Strategy for the 2000 Olympic and Paralympic Games

The NSW Department of Education and Training took a lead role in determining the vocational and education training needs arising from Sydney hosting the 2000 Olympic Games. A Working Party for Vocational Education and Training and the 2000 Olympics was established with representatives from the Olympic Coordination Authority, the Sydney Organising Committee for the Olympic Games, Industry Training Advisory Bodies, relevant Commonwealth and State government agencies and key industry and vocational education and training organisations.

The key achievements were:

- ◆ The Working Party oversaw the development of an Industry Training Strategy designed to assist the State in taking a comprehensive approach to identifying and addressing vocational education and training needs in the lead-up to the year 2000.
- ◆ The Industry Training Strategy estimated workforce training needs for 2000 in the priority industries of Tourism / Hospitality, Transport, Security, Retail and Building and Construction.
- ◆ An allocation of \$15 million was made available from the Cosntracted Training Provision program to purchase training places for Olympic impacted industries. This strategy coupled with the \$10 million Building and Construction Strategy which was completed in 2000 resulted in 55,000 people undertaking training courses in preparation for the Games workforce.
- ◆ Industry working groups comprising industry and training representatives were established to oversee and monitor the implementation of the training and report on continuing developments. In addition two special working groups were established to oversee and provide advice on the implementation of the training strategy in relation to disadvantaged groups.
- ◆ The Department secured funds from the Federal Department of Employment Workplace Relations and Small Business (DEWRSB) for a project to strengthen pathways between training and employment. The project successfully implemented a range of strategies to strengthen linkages between employer and employee associations, recruitment agencies and registered training organisations providing skills training for occupations needed for the Olympics. The project resulted in a model for cooperation between

State and Federal agencies involved with employment and training and additional funding has been granted for a project to further develop synergies between the training and employment markets.

3.5 Responding to Emerging Industries and New Jobs

The Department made a substantial contribution to regional development in 2000 with the completion of new and refurbished training facilities on seven TAFE campuses in the State's rural areas and Sydney's western suburbs. Four major capital works projects were completed in South Western and Western Sydney Institutes. Three projects were developed in the Illawarra and Riverina regions. Together these projects represent a \$32.7 million investment in training facilities for the State's rural and western Sydney regional areas. The Department's major capital program provided facilities to meet training needs in the following major industry areas:

Arts and Cultural: Campbelltown Stage 7 provided specialist learning spaces for Arts and Media courses, including design, printmaking, sculpture, painting, drawing and ceramics. The Nepean Stage 5 project at the Kingswood campus has provided a range of Graphic Arts facilities, including those for courses in typography, reproduction, creative drawing, illustration techniques and computer-aided graphic design. The project also provided facilities which allowed for the expansion of courses in ceramics, including full diploma level courses. The Nepean Stage 5 project provided facilities for the teaching of visual merchandising courses.

IT and Communications: The Shoalhaven Stage 1 project has been developed in partnership with the University of Wollongong and linked to a network of South Coast Access Centres at Bateman's Bay, Bega and Wollongong. The facility includes dedicated computer training areas.

Community Services and Health: The Nowra Stage 4 project provides training facilities for welfare courses, while Campbelltown Stage 7 provides specialist learning spaces for child studies.

Finance, Insurance and Business Services: The joint TAFE / University of Wollongong Access Centre at the Shoalhaven campus provides facilities for courses in business studies.

Manufacturing, Engineering and Related Services: The Granville Stage 11 project involved a major refurbishment of a number of campus buildings for the development of modern training facilities for mechanical engineering and technologies fabrication.

Primary Industries: The Thurgoona Stage 1 project has allowed for the development of a new campus with an emphasis on rural skills and environmental studies.

Tourism and Hospitality: Nowra Stage 4 includes facilities for training courses in tourist accommodation, while Thurgoona Stage 1 has provided facilities for specialist courses in ecotourism.

Utilities and Electrotechnology: Electrical engineering and electrical technologies training facilities at Granville campus have been upgraded as part of the Stage 11 project.

NSW Small Business Training Scheme

The Department of Education and Training in collaboration with the NSW Board of Vocational Education and Training implemented a Small Business Training Bonus Scheme to enhance training opportunities for small businesses.

The scheme offered over 2,000 small businesses a training voucher valued at \$500. Small businesses were mailed vouchers which could be redeemed with approved registered training organisations. Training and related services which could be accessed under the scheme included advice on training plans, short courses, assessment of skills and consultancies.

Consultations with key industry groups were held in the three selected areas to identify appropriate small businesses to be targeted under the scheme. Registered training organisations expressed interest in participating in the scheme and a number were selected to participate in each region.

The key achievements were:

- ◆ The Small Business Training Bonus Scheme was successfully implemented in Tamworth, Illawarra and South West Sydney. The scheme ran for eight months and completed in May 2000. Over 1,000 vouchers were redeemed during this period.
- ◆ The main areas of training requested by participating small businesses were Information Technology Office Skills (67%), Business Management (14%) and Financial Management (8%).
- ◆ The overwhelming majority of businesses that participated in the scheme were micro businesses with fewer than five employees.

- ◆ The registered training organisations that were willing to be flexible in their delivery approach and provided on the job training and consultancy services as well as training sessions in the evening were most successful in redeeming vouchers. The preferred form of delivery was one-on-one or small groups in the workplace.

Expansion of Industry Investment in Training

The Department of Education and Training funds the Industry Skills Training Program and the Enterprise Training Program to target a wide range of industry organisations and enterprises with an aim of increasing industry involvement in training. The Group Training Program, funded jointly by ANTA and the NSW Government, uses 27 group training companies to employ apprentices and trainees and lease them to host employers to undertake on-the-job training. This is a particularly beneficial service to small employers who often do not have the capacity to provide the full range of training opportunities.

The Industry Skills Training Program funds industry training development projects which address current and future skill shortages by increasing the amount of entry level training, trade or post-trade training available. The Enterprise Training Program supports projects that develop and deliver structured, competency-based, on the job training for both existing and new employees which articulates into, or is accredited towards, other forms of vocational training.

The NSW network of 20 ITABs is also funded to provide industry advice and market vocational education and training to their industry sectors. ITABs work closely with their industry stakeholders to increase awareness about, and uptake of, the flexible training options available.

In 2000:

- ◆ the Industry Skills Training Program funded 15 projects across the automotive, community services and health, rural, public sector, electrical and electronic, tourism and hospitality, heritage building and construction, irrigation, textile, footwear and clothing, and food industries. Specific projects catered for the small business training needs of service station operators, factory and outworkers within the textile and clothing industry, small mushroom growers and small bakeries.

- ♦ the Enterprise Training Program made an important contribution to the establishment of flexible, work-based vocational training to meet the training access requirements of workers within industry. Two small to medium businesses in the electronics and metals sectors gained employer awards, at the regional and State level, recognising their achievements in workplace training. Projects funded in 2000 supported the textile, footwear and clothing, metal and engineering, arts and entertainment, printing, water, process manufacturing and community services and health industries.
- ♦ equity targets for both the Industry Skills Training Program and the Enterprise Training Program were met through the funding of projects focusing on the needs of disadvantaged workers, enabling them to gain a vocational qualification. Projects funded catered for workers with special learning difficulties within the metal and engineering industry, outworkers in the textile, footwear and clothing industry, and carers in agencies with old age residents suffering from dementia.
- ♦ eighteen ITAB internet sites were established enhancing ITAB capacity to communicate the training goals of industry and disseminate and collect information on VET issues and initiatives.
- ♦ Group Training Companies funded in New South Wales under the Joint Commonwealth / State Policy for Group Training leased 62 per cent of their apprentices and trainees to small businesses with 25 or fewer employees.

Implementation of NSW Training Packages

The implementation status of training packages in New South Wales as at 31 December 2000, is as set out in the following table. The table sets out the enrolment criteria and reporting requirements established between the NSW Department of Education and Training, the Australian National Training Authority and the Department of Employment, Training and Youth Affairs, in accordance with the Department's 1999 Training Package Implementation Plan.

The status in New South Wales of the first 31 training packages endorsed in 1997-1998 is:

- ♦ all 31 training packages are on offer by public or private providers in New South Wales
- ♦ all 31 training packages have been aligned to the relevant Vocational Training Order to allow enrolment of apprentices and trainees in accordance with NSW legislation
- ♦ 29 of the 31 training packages have enrolments confirmed in institution-based or New Apprenticeship pathways with public or private providers
- ♦ 27 of the 31 training packages have enrolments in New Apprenticeships.

The status in New South Wales of the 15 training packages endorsed in 1999 is:

- ♦ all 15 training packages are on offer by public or private providers
- ♦ 14 of the 15 training packages have been aligned to the relevant Vocational Training Order to allow enrolment of apprentices and trainees in accordance with NSW legislation
- ♦ 14 of the 15 training packages have enrolments confirmed in institution-based or New Apprenticeship pathways with public or private providers
- ♦ 12 of the 15 training packages have enrolments in New Apprenticeships.

It is important to note that 14 of the 15 training packages have enrolments with public or private providers and this reflects the nature of the training market in New South Wales. In some cases the public providers such as TAFE NSW and State Rail have an established market and private providers have not yet entered that market for commercial reasons. This is the case with Beauty, Manufactured Mineral Products and Transport and Distribution (Rail Sector). In other cases, private providers have established a market and achieved enrolments in new or niche areas such as Caravan Park Operations, Floristry, Forest and Forest Products Industry, and Outdoor Recreation and Sport.

The only training package with no confirmed enrolments with either public or private providers is Museum, Library and Information Services. This package was available from TAFE NSW in Semester 2, 2000, but there was no demand for enrolments.

Report on Training Package Implementation in New South Wales as at 31 December 2000					
Training Package	On RTO's Scope in NSW	Enrolments Confirmed	VTO Alignment	No. of New Apprenticeships Qualifications	New Apprenticeship Enrolments
Administration	Y	Y	Y	5	Y
Aeroskills	Y	Y	Y	7	Y
Agriculture	Y	Y	Y	9	Y
Assessment and Workplace Training	Y	Y	N/A	N/A	N/A
Asset Maintenance	Y	Y	Y	1	Y
Asset Security	Y	Y	Y	4	Y
Automotive (Manufacturing)	N	N	N	0	N
Automotive (RS and R)	Y	Y	Y	40	Y
Beauty	Y	Y	Y	3	Y
Black Coal	Y	Y	Y	2	Y
Caravan Park Operations	Y	Y	Y	12	Y
Chemical Hydrocarbons and Oil Refining	Y	Y	Y	3	Y
Civil Construction	Y	Y	Y	7	Y
Community Services	Y	Y	Y*	2	N
Correctional Services	Y	Y	Y	4	Y
Drilling	Y	N	Y	18	N
Electricity Generation (Utilities)	Y	N	Y	4	N
Electricity Transmission (Utilities)	Y	N	Y	4	N
Electrotechnology	Y	Y	Y	25	Y
Entertainment	Y	Y	Y	25	Y
Extractive	Y	Y	Y	2	Y
Financial Services	Y	Y	Y	5	Y
Floristry	Y	Y	Y	1	Y
Food	Y	Y	Y	8	Y
Forest and Forest Products Industry	Y	Y	Y	6	N
Gas (Utilities)	Y	Y	Y	1	N
General Construction	Y	Y	Y	3	Y
Hairdressing	N	N	N	1	N
Horticulture	Y	Y	Y	22	Y
Hospitality	Y	Y	Y	14	Y
Information Technology	Y	Y	Y	11	Y
Laboratory Operations (cross industry)	Y	N	Y	2	N
Lifts	Y	Y	Y	2	Y
Light Manufacturing - TCF	Y	N	Y	N/A	N
Local Government	Y	N	Y*	N/A	N
Manufactured Mineral Products	Y	Y	Y	3	Y
Meat	Y	Y	Y	15	Y
Metal and Engineering	Y	Y	Y	8	Y
Metalliferous	Y	N	N	N/A	N
Museum, Library and Information Services	Y	N	Y	6	N
Off-Site Construction	N	N	N	N/A	N
Outdoor Recreation	Y	Y	Y	4	Y
Plastics, Rubber and Cable Making	Y	Y	Y	27	Y
Printing and Graphic Arts	Y	Y	Y	14	Y

Report of Operations

Report on Training Package Implementation in NSW as at 31 December 2000 Cont'd

Training Package	On RTO's Scope in NSW	Enrolments Confirmed	VTO Alignment	No. of New Apprenticeship Qualifications	New Apprenticeship Enrolments
Public Safety	Y	N	N	N / A	N
Public Services	Y	N	N	N / A	N
Pulp and Paper	Y	N	Y	33	N
Racing	Y	Y	Y	13	Y
Retail	Y	Y	Y	3	Y
Seafood	Y	Y	Y	9	N
Sport	Y	Y	Y	8	Y
Telecommunications	Y	Y	Y	10	Y
Tourism	Y	Y	Y	11	Y
Transport and Distribution	Y	Y	Y	12	Y
Veterinary Nursing	Y	Y	Y	6	Y
Water	Y	Y	Y	1	Y

* Interim registration approved for some traineeships

As at 31 December 2000:

- 53 of the 56 endorsed training packages are on offer by public or private registered training organisations in New South Wales
- 49 of the 56 endorsed training packages have VTO alignments completed
- 42 of the 56 endorsed training packages have enrolments confirmed
- 37 of the 56 endorsed training packages have New Apprenticeships enrolments confirmed.

VETAB Accredited Qualifications in Industry Training Packages

Since the introduction of national training packages, the NSW Vocational Education and Training Accreditation Board has approved a total of 66 national training packages and 1,287 qualifications from training packages for delivery by registered training organisations in New South Wales. Details of packages and qualifications approved during 2000 are outlined in the table below.

Training Packages and Qualifications Approved in 2000

Industry Training Package	Number of Qualifications Accredited	Industry Training Package	Number of Qualifications Accredited
February 2000		October 2000	
Metalliferous	11	Off-Site Construction	11
Public Services	21	Australian Red Cross Blood Services	15
Laboratory Operations	4	Public Safety	20
Woolworths (Enterprise)	17	December 2000	
April 2000		Hairdressing	4
Seafood	21	Kodak (Australasia - Enterprise)	4
Administration (Legal Services Stream)	3	Qantas (Enterprise)	8
Textile, Clothing and Footwear	44	Queensland Rail - Civil Infrastructure (Enterprise)	3
Local Government	13	Ricegrowers (Enterprise)	3
Asset Maintenance (Portable Fire Equipment Service)	2	Number of Industry Training Packages approved in 2000	19
June 2000	NIL		
August 2000		Number of Training Packages Qualifications Accredited in 2000	215
Automotive Manufacturing (Passenger Motor Vehicle Sector)	7		
Administration (Enhancements)	4		

3.6 Improving Vocational Education and Training

The Department initiated national reforms to improve quality across Australian VET delivery systems and led a nationwide strategy to enhance recognition by universities of student achievements in vocational education and training in schools for university admissions purposes. Principles for greater recognition by industry and universities for achievement in VET in Schools have been supported by MCEETYA and ANTA MINCO.

The NSW submission to the Senate inquiry into the quality of VET in Australia was developed, enunciating principles to guide the national training system in a changing economy. The NSW paper received national attention, including a feature article in *The Campus Review*.

In 2000, New South Wales was the first major State to significantly invest in workplacement for VET in Schools students, with the NSW Board of Vocational Education and Training allocating \$2.159 million to support the operation of 69 workplacement coordination services across New South Wales. This contribution confirmed New South Wales as the leader in education reform and supported the expansion of the popular VET in Schools initiatives.

National Training Companies

The details of policies governing the apprenticeship and traineeship arrangements differ from State to State, and within States where training markets vary. To assist registered training organisations which deliver such training in more than one State, New South Wales provides information on these arrangements in a format which is consistent with other States.

New South Wales has contributed to a National Information Service on User Choice and Initiatives. This service is through the Commonwealth New Apprenticeship Centres website, which links to all State Training Agencies websites.

Reporting requirements for training organisations funded to deliver vocational education and training usually differ from State to State. New South Wales provides direct support to training organisations who are experiencing difficulties in meeting and managing their reporting obligations.

The Department met with 13 major national employers, including Ford, Qantas, Brambles, Coles Myer and Woolworths. The meeting was convened to consolidate

lines of communication and to explore measures to ensure New South Wales remains the best State in Australia in terms of training services tailored to the needs of its customers. The outcomes of the meeting included endorsement of areas where New South Wales leads Australia in its delivery of quality training and customer services and the identification of several areas for further reform.

Audit of National Training Framework, and Evaluations and QA Audits of National Training System

During 2000 the Vocational Education and Training Accreditation Board consolidated the quality assurance processes for VET in New South Wales. Training organisations are registered with VETAB to provide training delivery services that incorporate training, assessment and issuance of nationally recognised qualifications.

Significant progress was made in the registration of training organisations against the new standards for registration provided in the Australian Recognition Framework (ARF), which were introduced in 1998. The registration process improves training organisations' capacity to deliver training and assessment services through a compliance assessment of their operations against the requirements of the ARF standards.

By December 1999 285 training organisations were assessed for compliance with the ARF, with a further 438 undergoing assessment by December 2000. To date 1,030 training organisations have been registered by VETAB to deliver VET training and assessment, as a result of successfully demonstrating compliance with the registration requirements.

The quality of the compliance assessments has been maintained by using a standardised approach to all assessments, regularly moderating assessors' findings and reports, and providing assessors with regular training. VETAB's client feedback has shown a high level of client satisfaction with the rigour of the assessment process, the professionalism of the assessors, and the insights gained from an external review.

VETAB enhanced its communication with clients during 2000 with release of information and publications via its website, supported by the quarterly released *VETAB News*. The board also established an intranet site in 2000 to improve internal communication and work processes.

Compliance Assessments of all Registered Training Organisations

Following a site visit by VETAB assessors, training organisations may be asked to take action to improve an aspect of their operations. A review of these requests for improvement action showed that of the 135 organisations sampled half (55%) were asked to make improvements. The number of requests made ranged from one to 25, with an average of five requests.

The largest category of requests (34%) related to training and assessment systems such as use of training resources, student enrolment and assessment record keeping, and client feedback. The second highest category included business practices such as business planning, human resources records, and advertising of VET courses. Client services was the third highest category where improvements were required in student information.

The review showed that VETAB compliance assessments have increased the strength of the VET sector's training and delivery and business systems. The review also demonstrated consistency in the assessors' judgements and effective quality assurance of the assessment process.

Encouraging Training Providers to Achieve Quality-Endorsed Training Organisation Status

Quality endorsement of training organisations was introduced nationally as part of the Australian Recognition Framework to integrate VET recognition systems within wider State and Territory training arrangements.

In New South Wales the Quality Framework for Vocational Education and Training was introduced as the basis for implementing quality management practices within the VET sector, supported by trained validators. To attain quality endorsed status, training organisations undertook a validation of their quality systems against the requirements of the Quality Framework.

Implementation of quality-endorsed training organisation (QETO) status began in October 1999 with two training organisations successfully achieving recognition of their quality management systems. By December 2000, a total of 11 organisations had been quality endorsed.

Number of RTOs and QETOs

The number of registered training organisations (RTOs) rose from 681 in 1997 to 1,030 in 2000 (an increase of 51%). Similarly, VETAB accredited courses rose more than 200 per cent, from 1,750 in 1997 to over 4,500 in 2000.

Registered Training Organisations	
1997	681
1998	885
1999	1,031
2000	1,030
VETAB Accredited Courses	
1997	1,750
1998	2,519
1999	4,330
2000	4,577

*Note that the figures for 1997 and 1998 are those reported in the VETAB Annual Reports for the 1996/1997 financial year and the 1997/1998 financial year (these figures were the ones included in the Department's 1999 Annual Report). The figures reported for 1999 and 2000 are calendar year figures derived from the Integrated Vocational Education and Training System (IVETS) and are the figures provided to the Australian National Training Authority by the Department in reporting on the implementation of the Australian Recognition Framework.

Industry Training Advisory Bodies

The Department funds 20 NSW Industry Training Advisory Bodies. These bodies provide the Department with advice on the skill needs of industry and promote the uptake of vocational education and training to their industry sectors.

Particular initiatives in 2000 were the development of ITAB websites to create effective communication links with industry, government, training providers and the community and targeted training videos on specific industry issues and career opportunities awareness.

VTB Meetings Hearings and Settlement of Disputes

In 2000, the VTB met on 152 occasions to determine applications for trade recognition and regulatory matters under the *Industrial and Commercial Training Act 1989*. The VTB also convened 85 times to hear and determine disputes and disciplinary matters notified by the Commissioner for Vocational Training concerning employers and their apprentices or trainees.

NSW Training Awards

The Department conducts the NSW Training Awards each year to recognise outstanding achievement in the vocational education and training sector. The awards reward and honour the achievements of students, training organisations, employers and small business. The awards are divided into student and non-student categories.

The 2000 NSW Training Award winners were:

Student Winners			
Award	Recipient	Industry Area	VET Provider
2000 NSW Australian Business Apprentice of the Year	Jaclyn Pope	Graphic Pre-Press	Sydney Institute of Technology
2000 NSW Australian Business Trainee of the Year	Rachel Gully	Office Administration	Western Institute of TAFE
2000 NSW Aboriginal and Torres Strait Islander Student of the Year	Kylie Morgan	Office Administration	Murray Mallee Training Company
2000 NSW Vocational Student of the Year	Louise Smith	Health Science-Massage Therapy	Western Sydney Institute of TAFE
2000 NSW Vocational School Student of the Year	Martin Sheather	Electronics	Tumut High School

Non-Student Winners	
Award	Recipient
2000 NSW Training Provider of the Year	MHM Australasia Pty Ltd and Southern Sydney Institute of TAFE
2000 NSW Employer of the Year	The NSW Department of Housing
2000 NSW Small Business of the Year	KJ Clapham Metal Spinners, Ingleburn
2000 NSW VET in Schools Excellence Award	Warialda High School

CHAPTER 4: OTHER EDUCATION AND TRAINING SECTORS

4.1 Adult and Community Education and Education Access

Adult and Community Education

The Adult and Community Education (ACE) sector offers people an alternative entry point into a diverse range of education and training. The ACE sector offers thousands of courses at hundreds of locations in which people can learn new skills for work, develop new areas of interest, or expand their creativity.

ACE courses are open to all adults in New South Wales regardless of age or previous education. Many people enrol in ACE to develop a foundation for further study at TAFE or university. For others, ACE provides nationally-endorsed training that helps them to enter the workforce or add to their existing work-related skills.

The extent of activity in the ACE sector is demonstrated by the table showing ACE's total student contact hours and the number of venues in New South Wales.

In 2000 almost 35,000 courses were offered in 388 locations to over 380,000 adults. A total of more than 6.8 million contact hours were delivered during the year.

The Adult and Community Education sector has continued to record an increase in activity, showing particular success in meeting diverse education and training needs within communities. The total number of enrolments in ACE has increased from 323,427 in 1996 to 380,424 in 2000.

The sector has recorded very strong growth in enrolments by people in target groups including people with disabilities, Aboriginal and Torres Strait Islander people, people with a language background other than English, young people aged 15 to 19 years and those over 60 years of age.

From 1999 to 2000, enrolments in ACE's nationally recognised training increased by around 9.5 per cent, with significant growth of around 16.5 per cent achieved in ACE's language and literacy programs over the same period.

Number of ACE Provider Venues, Total Student Contact Hours (SCH) Delivered by ACE, and Number of ACE Modules			
	ACE Provider Venues ¹	Total SCH	ACE Modules
1996	432	5,956,000	30,426
1997	418	6,250,300	31,796
1998	433	6,084,900	32,853
1999	402	6,412,200	34,901
2000	388	6,865,833	34,804

¹ This information is based on postcodes - however there may be more than one venue in a postcode.

Enrolments in ACE by Program, 1996-2000					
	Total Enrolments	General ACE Program	Nationally Recognised Training	Language and Literacy	Other Programs
1996	323,427	280,118	25,444	12,566	8,761
1997	341,473	279,717	39,614	14,356	12,168
1998	348,904	275,841	53,374	14,055	8,630
1999	374,943	288,120	67,440	13,517	11,432
2000	380,424	278,162	73,894	15,760	12,584

The outcomes of people enrolled in ACE during the period 1996 to 1998 are shown in the following table. It should be noted that the data sets for 1996 to 1998 and for 1999 to 2000 are not comparable due to the use of different classifications.

Module Completions in ACE's Accredited Training Courses, 1996-1998			
Description*	1996 Enrolments	1997 Enrolments	1998 Enrolments
Student assessed - passed	15,077	20,577	26,567
Student assessed - failed	514	578	390
Student assessed - result withheld	1,305	2,716	2,691
No assessment - satisfactory completion of class hours	1,113	965	1,100
No assessment - studies not yet completed	1,716	3,554	4,523
Status (or credit) granted - through Recognition of Prior Learning	9	449	294
Status (or credit) granted - through Credit Transfer Arrangements	1	0	6
Withdrew - without failure	929	1,964	2,564
Withdrew - failed	93	271	235
Withdrew - transferred	120	107	79
Not stated	4,567	5,586	4,976

* Description relates to AVETMISS Release 2.0.

The outcomes of people enrolled in ACE during the period 1999 to 2000 are shown below.

Module Completions in ACE's Accredited Training Courses, 1999-2000		
Description*	1999 Enrolments	2000 Enrolments
Assessable enrolment - successfully completed	31,697	38,083
Assessable enrolment - not successfully completed	1,863	2,545
Non-assessable enrolment - not satisfactorily completed	1,033	864
Non-assessable enrolment - satisfactorily completed	5,034	14,494
Continuing studies (into the next collection period)	4,311	7,457
Status (or credit) granted - through Recognition of Prior Learning	743	1,018
Status (or credit) granted - through Credit Transfer Arrangements	136	163
Withdrawn	2,459	4,577
Result not available	2,083	4,693

* Description relates to AVETMISS Release 3.0.

From 1999 to 2000 the number of ACE's successfully completed assessable enrolments increased from 31,697 to 38,083. There was also an increase in credit granted either through recognition of prior learning or credit transfer arrangements and the number of enrolments that are continuing into the next collection period.

Responding to the Needs of Learners and Reflecting the Diversity in Communities in New South Wales

ACE Enrolments by Target Group

Enrolments by Target Group, 1996-2000							
	Women	People with Disabilities	Unemployed People	Aboriginal and Torres Strait Islander People	People Born in a Non-English Speaking Country	Youth (15-19)	Older People
1996	214,494	2,652	17,131	1,500	34,812	13,263	27,154
1997	224,857	7,879	21,487	1,574	40,111	11,518	31,470
1998	230,011	8,161	22,027	2,053	41,425	11,986	32,215
1999	246,364	12,083	22,961	2,733	45,695	14,169	34,775
2000	249,292	10,189	25,958	3,225	46,954	16,630	36,314

ACE provides an opportunity for people who may have been out of the education system for some time, or who may be educationally disadvantaged in other ways, to return to education.

There has been an increase in the enrolments of all equity groups in ACE. Enrolments of people born in a non-English speaking country have increased by 32 per cent from 34,812 in 1996 to 46,954 in 2000. Enrolments of women have increased by 16 per cent from 214,494 in 1996 to 249,492 in 2000. Enrolments of Aboriginal and Torres Strait Islander people have increased by 115 percent from 1,500 in 1996 to 3,225 in 2000. Enrolments of people with disabilities have also increased by 284 per cent from 2,652 in 1996 to 10,189 in 2000. In addition, enrolments of unemployed people have increased by 52 per cent from 17,131 in 1996 to 25,958.

Equity Initiatives

Funds totalling more than \$527,600 were allocated to support specific initiatives aimed at improving access and participation in ACE. Funds have been used for a range of initiatives targeting those disadvantaged groups who are under-represented in education and training.

Included in these initiatives is \$180,550, allocated under the Indigenous Education Strategic Initiatives Program (IESIP) to support the development and implementation of programs designed to meet the needs of indigenous communities.

This funding supported participation by indigenous adults in local initiatives such as a performing arts project conducted in Moree jointly sponsored by TAFE, an Assistant in Nursing Certificate IV course in rural New South Wales and a range of short introductory courses aimed at specific skills development.

These initiatives have supported implementation of the *ACE and Indigenous Australians Action Plan 1999-2001*, increasing indigenous participation in ACE and raising the profile of ACE within indigenous communities. This has led to a number of indigenous representatives being appointed to local ACE committees.

Also included is funding of \$115,000 for 32 Life Experience Counts courses aimed at providing access to training for disadvantaged people. Of 301 participants, 92 per cent were women, 33 per cent were from a language background other than English, 56 per cent had no post-school qualifications and 65 per cent were unemployed and looking for work. The Life Experience Counts course is a recognition of prior learning program.

A total of \$150,000 was allocated to community centres throughout New South Wales for specific courses meeting very localised needs.

In addition, a total of \$82,127 was allocated through the Board's Equity Initiatives Program to ACE providers for programs and activities which specifically promote participation for those experiencing disadvantage. This included a course for young adults in Eastern Sydney - 'Relationship Communication Training for People with Intellectual Disabilities'.

Language and Literacy Training

In 2000 more than \$3.1 million was allocated for language, literacy and numeracy training aimed at meeting the learning needs of the community, the workforce and those seeking employment. Over the past five years, enrolments in ACE language and literacy courses have increased by more than 3,000, from 12,566 in 1996 to 15,760 in 2000.

Partnerships Between ACE Providers and the Community

The board, in partnership with the local Community Services Association supported delivery of programs to disadvantaged community groups throughout the State. In 2000, a sum of \$150,000 was allocated to 25 ACE organisations and 33 local community centres to provide joint local services. A resource, 'Tools for Partnership' was developed to support the development and strengthening of local partnerships.

With the implementation of IESIP, partnerships have been developed with several local Indigenous groups designed to seek input on the needs of the local community and advice on the delivery of training to be provided. Local Land Councils and prominent Indigenous community service organisations include Thankakali Aboriginal Culture Centre in Broken Hill, Bungree Aboriginal Association, the Mungabareena Aboriginal Corporation, the Towri Land Council in Orange as well as the Aboriginal Education Consultative Group. These are just a few of the numerous groups which have been consulted on the direction of Indigenous learning.

Promotional Activities

A major annual promotional campaign was conducted by the adult and community education sector during Adult Learners Week (ALW). This year was also the first international celebration of ALW. The promotion was to encourage interest in lifelong learning throughout the community.

A total of \$60,000 was allocated through BACE and ANTA, to support over 100 innovative promotional activities throughout New South Wales.

Ensuring Quality Management and Service Delivery in Adult and Community Education

In 2000, the final stage in the implementation of the ACE Quality Strategy was completed. Sixty-six providers of adult and community education programs undertook organisational self-assessments and were externally reviewed under the ACE Quality Strategy. As a result, 40 per cent of providers achieved the ACE Endorsed Quality Award with the remainder receiving the ACE Seal of Commitment to Quality.

All ACE providers were required to have their RTO status reviewed by the Vocational Education and Training Accreditation Board. In 2000 a total of 50 providers had that status renewed. This was a decrease in the number of ACE organisations that are RTOs in their own right, down from 56 in 1996. This result was due to amalgamations and other factors.

Year	ACE Registered Training Organisation
1996	56
1997	57
1998	56
1999	54
2000	50

Whilst the number of ACE RTOs has declined slightly, the proportion of ACE organisations delivering nationally recognised training has remained constant at approximately 75 to 80 per cent. In communities where an ACE organisation is not an RTO, cooperative arrangements between that provider and a neighbouring ACE RTO have ensured that vocational education and training services have been maintained, particularly in rural and isolated communities.

During 2001, all ACE providers will be required to conduct an organisational self-assessment that addresses five quality areas and, as an outcome, to develop and take steps to implement an improvement plan.

Increasing the Use of Flexible Delivery in Adult and Community Education

The implementation of the Flexikit was completed in 2000 with the delivery of two workshops for 30 ACE personnel on how to tailor their services flexibly, particularly for clients with special needs. The kit comprises a range of tools in print, audio and CD-ROM format and is now going through its first upgrade.

Two hundred and fifty copies of the Course in Medical Terminology (Distance Mode) were sold during 2000 taking the number to more than 500 for the 1999/2000 period. The course, which is owned by the Riverina Community College based in Wagga Wagga, is one of the most popular in ACE and the distance learning package has been very well received by ACE clients.

During 2000, the board commissioned a major research report on the coordination and delivery of ACE in rural New South Wales. The report identified some general scenarios for both delivery and coordination which could promote the development of ACE through improved coordination and delivery arrangements.

The board has developed a consultation paper in relation to coordination of services and is currently consulting with stakeholders on implementation options.

Following an extensive schedule of research and consultations, the Board of Adult and Community Education's Strategy for Online Delivery in ACE was finalised. Options for the establishment and funding of an online course information system for ACE were explored and this work continues. During 2000, 20 ACE personnel undertook training in the application of new learning technologies and this program will be expanded in 2001.

Enhancing Opportunities for Lifelong Learning by Establishing Clear Cross-Sectoral Pathways

In 2000, improving recognition and credit transfer between ACE and TAFE was a major objective of the Board of Adult and Community Education. Negotiations with TAFE have focused on establishing credit transfer arrangements for ACE courses/modules with the highest number of enrolments over the three-year period from 1997 to 1999. Courses/modules in the fields of information technology, business, hospitality, health and community services have been granted.

Collaboration has also occurred through joint professional development activities, particularly in the implementation of training packages and in literacy; information provision to and referral of students, recognition of each other as preferred partners for possible joint ventures in some regions; and formalisation of links through memoranda of understanding. There is continued representation of both ACE and TAFE on management committees and Institute Councils.

Some ACE regional and educational services are located in TAFE institutes and multi-sectoral campuses which maximises the use of available accommodation and increases the efficient use of resources by ACE Regional Councils. New England, Riverina, Hunter and Southern Sydney Institutes have ACE sector services operating from their campuses.

Education Access

The Department provides funding through a variety of programs to community organisations to assist people into education and training. Some major programs include the Helping Early Leavers Program and the Intervention Support Programs.

Five and a half million dollars was allocated to community organisations in 2000 under the helping Early Leavers Program, the Circuit Breaker Program, the Time Out Program and the Koori Youth Program. These programs are known collectively as Links to Learning Programs. They aim to assist young people who are at risk to remain in or return to education and training. During 2000, more than 90 community-based organisations were funded to assist 5,000 young people at risk of leaving school early or who had left school early or were unemployed.

The Intervention Support Program (ISP) provided funding of approximately \$7 million to non-government organisations for education programs for children with disabilities. The ISP improves children's educational opportunities, learning outcomes and personal development. The program assists over 300 organisations to provide direct educational services and supplementary educational support to more than 6,000 children with disabilities.

4.2 Adult Migrant English Service (AMES)

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

NSW AMES is an 'off budget' agency primarily funded by the Commonwealth Department of Immigration and Multicultural Affairs to provide training and related services under the Adult Migrant English Program (AMEP).

Providing High Quality Responsive Services and Courses to Meet Clients' Diverse Needs

In 2000 NSW AMES provided the following programs: the AMEP for newly arrived migrants, Skillmax for migrants of non-English speaking background with overseas qualifications or work experience, Youth Programs (HELP and Circuit Breaker), Workplace Communication Skills Training and the Literacy and Numeracy Program for job seekers.

In 2000, AMES responded to student needs by:

- ◆ Developing bilingual student workbooks and resources for use by AMEP students.
- ◆ Upgrading educational computing centres at major AMES centres.
- ◆ Increasing the number of delivery sites for the AMEP. Six new venues were established in rural areas and two new venues in Sydney bringing the total to 35 venues offering AMEP courses in New South Wales, with 20 of these being in rural areas.
- ◆ Undertaking a range of Workplace training consultancies tailored to the needs of clients, for example assessment services for the NSW Police Academy, training of State Rail Authority staff leading up to the Olympics, and integrating cross-cultural materials into medical training for the Post-Graduate Medical Council.
- ◆ Delivering Skillmax courses at an increased number of venues to increase accessibility for clients, particularly in western and south western Sydney. This was achieved in partnership with external agencies, such as Migrant Resource Centres, JobNetwork providers and the University of New South Wales.

The following tables provide an indication of the extent of AMES services.

NSW AMES - Number of Centres and Client Offered Hours					
	1997	1998		1999	2000
		Sem 1	Sem 2		
Number of AMES centres	16	16	6 ¹	6	6
Client offered hours ²	6,171,428	3,416,373		1,271,909	1,003,369

¹ The decrease in enrolments and the number of AMES centres in 1998 was due to a significant reduction in NSW AMES business resulting from the Commonwealth's tendering out of AMEP and the abolition of the Special Intervention Program.

² Skillmax and WorkCom programs have components which do not deliver offered hours of tuition but involve program resourcing. Therefore the offered hours data for these two programs has been omitted. Under DETYA Literacy and Numeracy Program reporting requirements, aggregate student hours were not recorded from 2000 and are not included.

Report of Operations

NSW AMES is mainly funded by the Commonwealth through the Department of Immigration and Multicultural Affairs (DIMA). DIMA contracts AMES to deliver English language and literacy programs for newly arrived migrants through the AMEP.

Changes to the composition of the Migration and Humanitarian Programs in 1997/98 resulted in a decline in AMEP business. This was due largely to the significant reduction in the number of migrants entering under the Preferential Family category.

In addition, the Commonwealth tendered out the AMEP nationally, and new delivery arrangements were introduced in New South Wales from 1 July 1998. The Department of Education and Training Consortium, headed by NSW AMES, was selected as the preferred tenderer for only two of the five regions in New South Wales.

A consortium headed by a private company was selected to deliver the AMEP in the other three regions. Funding to NSW AMES was reduced significantly at the commencement of the new AMEP arrangements.

NSW AMES was also funded by the Department of Education, Training and Youth Affairs on a competitive basis to conduct labour market programs through the Special Intervention Program (SIP). This program was abolished. New arrangements for employment assistance for the unemployed were introduced from 1 May 1998.

As a result of these developments and further changes to the migration program, AMES business levels have reduced significantly from 1997, with the number of enrolments in AMES courses decreasing by almost 75 per cent from 65,421 enrolments in 1997 to 16,808 enrolments in 2000. AMES offered a total of 1,133 courses during the reporting period.

Total Number of AMES Courses		
AMES Program	Number of Courses	
	1999	2000
Adult Migrant English Program	977	1012
DETYA ¹	2	2
WorkCom ²	29	4 ³
Contracted Training Provision	11	1
Skillmax Program	90	101
Youth	16	13
Total	1,125	1,133

¹ DETYA - Department of Education, Training and Youth Affairs

² WorkCom - Workplace Communication Services

³ In 2000, the majority of Workplace Communication Services were in the form of consultancies and workshops rather than courses.

The table below shows the effect of the change in Commonwealth Government funding arrangements discussed earlier.

Total Enrolments in NSW AMES by Program, 1996-2000					
AMES Program	1996	1997	1998	1999	2000
AMEP	48,760	51,543	30,683	14,437	15,016
DETYA	5,653	5,136	1,255	25	39
WorkCom	6,071	5,760	2,340	726	327
Contracted Training Provision	202	189	120	202	15
Skillmax in the NSW Public Sector	486	526	591	532	594
Skillmax for Jobseekers	596	492	549	450	643
Youth	237	309	249	188	174
Other	1,492	1,466	764	33	Nil
Total	63,497	65,421	36,551	16,593	16,808

Note: An enrolment is defined as a student who has attended at least one day of a course. A participant in an AMEP course may enrol in several courses during one calendar year.

Supporting Staff Through Professional Development and Resources to Improve AMES Service

NSW AMES supported staff through a Professional Development Program comprising workshops on specific teaching areas, accredited training courses and opportunities to participate in specific projects, conferences and forums.

A specific project involved training teachers in integrating the use of computer resources in their teaching. Teachers were trained in software programs and developed the requisite skills and knowledge to access a wide range of online resources including the latest developments in the English as a Second Language (ESL) field and forums for ESL practitioners.

Further support was provided by the development of a range of resources to assist teachers in carrying out their teaching duties.

Increasing Marketing Initiatives and the Diversity and Flexibility of AMES's Services and Products

In 2000, Course Information Officers of AMES undertook a marketing role by canvassing community organisations, speaking at community venues, liaising with community service providers and assessing the impact and effectiveness of different marketing strategies on specific client groups.

AMES also updated and redesigned all of its marketing and information materials in early 2000, as well as developing new and revised information for students in major community languages.

AMES continued to publicise its services through the ethnic press and radio, *The Sydney Morning Herald* and local newspapers. In addition, a full-page coloured advertisement was placed in the magazine *Nine To Five*, which is distributed free-of-charge at railway stations. A newsletter, *Inside Skillmax*, was used to promote the Skillmax program to companies and to increase the client base for work experience placements. The newsletter features case studies of client achievements as well as client professional profiles and an overview of the Skillmax program.

Other marketing strategies included participation in community events such as fairs, information days, celebrations (for example, Chinese New Year) and implementing a Marketing / Promotion Follow Up Survey to track how clients find out about AMES.

The AMES website was upgraded in the first half of 2000 to further enhance accessibility of information on AMES programs. The upgrade involved including information about AMEP eligibility in 14 major community languages and enhancing navigation by re-organising information.

AMES increased the range and flexibility of its services and products by expanding the number of venues and delivery modes for its courses and by targeting services and products to client needs. It also undertook preliminary work in 2000 to develop course materials for online delivery. The AMES Course in Report Writing is currently being developed for online delivery.

Achieving High Quality Outcomes to Enhance Opportunities in the Marketplace and to Position AMES to Compete for the AMEP and Other Programs

AMES successfully maintained its status in 2000 as a National English Language Teaching Accreditation Scheme (NEAS) Accredited Provider of the Adult Migrant English Program. NEAS commented favourably on the emphasis AMES and the DET AMEP Consortium partners place on flexibility of delivery to address issues of client reach and retention while still meeting client needs. The focus by AMES on the quality of promotional materials and the development of community links was also commended, as was the increase in the number of delivery sites in both metropolitan and regional areas.

The percentage of AMEP clients achieving an award is shown in the following table. It shows that the results achieved by clients in the DET AMEP consortium, lead by AMES, compare favourably with the national average. It should be noted that the AMEP is the major program conducted by AMES, accounting for almost 90 per cent of AMES courses and enrolments.

Accredited Outcomes in the Adult Migrant English Program			
DET AMEP Consortium		National	
1998/1999	1999/2000	1998/1999	1999/2000
85%	82%	76%	81%

Strengthening the Links with AMEP Partners, the Community, Education and Training Providers, and Service Providers

NSW AMES continued to liaise and consult with the community, training providers and other service providers by holding regular consultative committee meetings and through participation in networks, inter-agency meetings and other forums.

Achievements in this area included:

- ◆ Developing new Skillmax classes in partnership with the University of New South Wales Institute of Languages. One course, for overseas-trained teachers intending to work in the NSW public school system, was run in close consultation with the Overseas Trained Teachers Unit of the Department who provided ongoing guest lecturer spots on the program.
- ◆ Providing 'Olympics and Diversity Training' for Australian Rail Training, a commercial business unit of the State Rail Authority (SRA), to 8,000 SRA employees.
- ◆ Arranging with OTEN to provide training to AMES teachers in online course delivery.

The Award for Excellent Service to Public Education and Training was presented to Stephanie Claire of AMES for outstanding customer service in the area of multicultural education, particularly for her role in the adoption of the NSW AMES designed Certificates I-IV in Spoken and Written English for Aboriginal Education throughout the Northern Territory.

4.3 The National Art School

The National Art School is an independent school funded by the Department of Education and Training. The school has the longest continuing history of any public art educational institution in Australia, and it enjoys a national and international reputation for producing quality graduates.

The school's mission is to provide students with the skills and knowledge to become practising artists who have a broad awareness of cultural values. In 1998 the school was accredited to provide a Bachelor of Fine Arts degree, having previously provided certificate and advanced diploma level courses. The school continues to provide a short course program.

Demand for the Bachelor of Fine Arts (BFA) degree course is strong and competitive, demonstrated by the increased number and quality of applications received. From 1999 to 2000, enrolments increased by four per cent, from 370 students in 1999 to 386 students in 2000. This includes 67 students who studied the BFA conversion course giving former advanced diploma students the opportunity to upgrade their qualifications to degree status.

The short course program offering classes in all studio disciplines to the general community continued to grow significantly, with both numbers of students and courses increasing. Enrolments in 2000 increased by 18 per cent from 641 students to 756. The course program is capped by lack of studio space.

Enrolments for 1999 and 2000 are shown in the following table.

Course	1999	2000	% Increase
Bachelor of Fine Art	370	386	4
Short course program	641	756	18
Total	1,011	1,142	22

Enrolments in previous years, under a different program structure, are shown in the following table.

Course	1997	1998
Certificates	58	16
Advanced Diploma and BFA	325	317
Short course program	343	416
Total	726	750

As the course structure has changed it is not appropriate to make comparisons with earlier years between the bachelor degree and the former certificate and advanced diploma structure. The short course program has proved extremely popular, with enrolments more than doubling since 1997.

HSC Extension Intensive Studio Program

The National Art School completed development of the curriculum for the HSC Extension Intensive Studio study program and gained accreditation for the program through the Board of Studies. The intensive studio program, offered over three modules, is designed to enrich and extend Year 12 students in their studies in the visual arts. The program has attracted selected students from schools throughout New South Wales, including more than 40 students from country areas. The program will commence in January 2001.

Major achievements

During 2000 the National Art School continued to strengthen and develop its courses and much work has been done on the proposal for postgraduate degree accreditation. Staff and students continue to exhibit widely as practising artists and regularly feature in reviews and articles.

Major achievements during the reporting period included:

- ♦ developing the HSC Extension Intensive Studio program with over 120 students selected to participate in the inaugural program
- ♦ assisting 45 students selected to participate in the drawing workshops as part of the Dobell School for talented Year 11 students
- ♦ increasing the number and amount of sponsorships, with prizes and scholarships totalling over \$40,000 awarded to 47 students at the end-of-year Awards Night
- ♦ establishing the National Art School Foundation
- ♦ being chosen as a venue for the ARTEXPRESS Year 12 Exhibition
- ♦ staff and students achieving outstanding successes in local and international competitions, winning the Sulman Prize, the Nokia Art Awards Asia-Pacific, and the Dr Denise Hickey Memorial Studio Residency at the Cite Internationale des Arts, Paris
- ♦ three members of staff holding solo exhibitions in the USA and leading international artists participating in a number of lectures and workshops as part of the National Art School's visiting lecturer exchange program
- ♦ painting lecturer Wendy Sharpe being appointed to East Timor as Australia's first official woman war artist since World War II.

4.4 Higher Education

The Department provides policy, planning, resourcing and legislative advice to the Minister and the NSW Government concerning NSW universities. There are 10 public universities established in New South Wales and the Australian Catholic University, a multi-State institution, has several campuses in New South Wales.

Universities are established under, and operate within, the parameters of NSW legislation. They maintain, however, full control over their academic and administrative affairs. Public funding responsibilities for universities rest with the Commonwealth Government, though an increasing proportion of their revenue is derived from non-public sources. The Department liaises and negotiates with universities and the Commonwealth regarding NSW and national policy, planning and funding directions.

The Department liaises with NSW universities on policy matters through mechanisms such as the NSW Vice-Chancellors' Conference and the Strategic Initiatives Group. The Department also monitors compliance of NSW universities with statutory responsibilities and manages associated statutory approval processes.

The Department also administers the approval process required by the NSW *Higher Education Act 1988* for the accreditation of degrees and other higher education qualifications which non-university institutions propose for recognition. There are currently 29 non-university institutions of higher education in New South Wales that have had qualifications approved under the *Higher Education Act*, including degree programs to the doctoral standard.

Where concurrent accreditation of courses in two or more jurisdictions is required, this process is administered in conjunction with interstate authorities in accordance with national protocols endorsed by the Ministerial Council on Education, Employment Training and Youth Affairs.

In addition, the Department determines the necessary statutory approval that local and interstate universities require to qualify for Commonwealth registration to enrol fee-paying students from overseas.

Policy, Planning, Resourcing and Legislation

Policy

During the year the Department provided a total of 298 briefings, draft letters, and other forms of advice to the Minister, the Director-General and other senior officers of the Department. This advice covered a wide range of issues relating to Commonwealth/State relations, financial arrangements, land administration, higher education legislation, and national and international developments affecting NSW higher education.

National issues on which advice was provided included:

- ◆ public discussion papers and reports on
 - ❖ *A Chance to Change* (Batterham Report) by the Chief Scientist (August 2000 and November 2000 - Final Report)
 - ❖ *Imperatives and Principles for Policy Reform in Australian Higher Education* by The Group of Eight Limited (August 2000)
 - ❖ *Our Universities: Our Future*, a policy document by the Australian Vice-Chancellors' Committee (November 2000)
 - ❖ *Review of AQF Guidelines for Higher-Level Qualifications* by the Australian Qualifications Framework Advisory Board (AQFAB). (This was a survey questionnaire issued in March 2000.)
 - ❖ *The Business of Borderless Education* by the Commonwealth Department of Education, Training and Youth Affairs (DETYA-March 2000). (This report examined new forms of higher education provision developed by commercial corporations and other bodies through the web and other related forms of delivery and the likely implications of these developments.)
 - ❖ *Learning for the Knowledge Society: An Education and Training Action Plan for the Information Economy* by DETYA (August 2000)
 - ❖ *Securing the Future: the Final Report of the Commonwealth Inquiry into the Major Performing Arts (Nugent Report)* released by the Commonwealth Minister for Communications, Information Technology and the Arts (December 1999). (This report included proposals relating to education and training in the major performing arts.)
 - ❖ *Managing Justice: A Review of the Federal Civil Justice System - Report No 89* by the Australian Law Reform Commission (January 2000). (This report included proposals relating to legal education.)
 - ◆ MCEETYA's endorsement of Five National Protocols for the accreditation and quality assurance of Australian higher education, together with the establishment of the Australian Universities Quality Agency (AUQA)
 - ◆ Australia's signature and ratification of the UNESCO / Council of Europe Convention on the Recognition of Qualifications Concerning Higher Education in the European Region ('Lisbon Recognition Convention')
 - ◆ Senate Inquiry into the Capacity of Public Universities to Meet Australia's Higher Education Needs; (This Inquiry is scheduled to report to the Commonwealth Parliament in August 2001.)
 - ◆ Higher Education: Report for the 2000-02 Triennium by the Commonwealth Minister for Education, Training and Youth Affairs (December 1999)
 - ◆ National issues in higher education canvassed at meetings of MCEETYA and its Joint Higher Education Committee.
- Issues that were of specific concern to New South Wales, on which advice was provided, included:
- ◆ financial audits relating to NSW universities
 - ◆ an Ombudsman's investigation into a protected disclosure involving the University of Sydney
 - ◆ land issues concerning NSW universities, in particular the development of model guidelines to assist the development of technology parks
 - ◆ Central Coast Campuses initiative
 - ◆ provision of nurse education in New South Wales
 - ◆ the development of a NSW Strategy for Biotechnology
 - ◆ provision of allowances from the State Government to Rhodes Scholars selected from New South Wales
 - ◆ policy in relation to the accreditation of degree and other higher education programs conducted by non-university institutions (This advice was developed in consultation with the Department's Recognition Services Directorate.)
 - ◆ reported breaches of the *Higher Education Act 1988*, the provisions of which protects the titles of 'university' and 'degree' (Departmental responses to these were managed in consultation with the Recognition Services Directorate.)

Planning and Resourcing

The Department undertook strategic analysis, consulted with universities and relevant NSW agencies, and negotiated with the Commonwealth to plan higher education developments and provide adequate resourcing of universities in New South Wales. A major part of this work centred on triennial funding negotiations with the Commonwealth through the Joint Planning Committee, including priorities for Capital Development Program projects, for 2001-2003.

The Department also coordinated the work of the NSW Advisory Council on Nurse Education and provided planning and policy advice to the Review of Teacher Education.

University Legislation

The Department provided support to the Minister and Cabinet in relation to the passage of the *University of Western Sydney (Amendment) Act 2000*, the provisions of which enabled the transformation of the University of Western Sydney from a federated to a unitary structure.

The Department advised the Minister on the impact on NSW universities of the *Public Authorities (Financial Arrangements) Amendment Act 2000*. Following which, in consultation with NSW Treasury and universities, arrangements were developed for a comprehensive review of university financial regulation to be undertaken during 2001.

Strategic Initiatives Group

The Department supports the Strategic Initiatives Group (SIG) which is a high-level strategic forum established in 1999 to enable NSW Vice-Chancellors, the Premier's Department, the Department of Education and Training and other key NSW agencies to develop strategic initiatives of benefit to universities and the State. The outcome of the work of this group is was a lunch meeting in October 2000 of NSW Vice-Chancellors with the Premier to discuss strategic issues.

During 2000 the group focused on:

- ◆ information and communications technology and skills development, infrastructure and high performance computing
- ◆ science and technology
- ◆ marketing NSW universities to international students
- ◆ the role of universities in State and regional development
- ◆ fellowships/exchanges between universities and government agencies.



Participants in an ACE Flamenco class at the Sydney Community College.



Students undertaking language training at NSW AMES. Computers are widely used to assist students to learn the English Language.

FINANCIAL STATEMENTS

Department of Education and Training
FINANCIAL STATEMENTS
For the Year Ended 30 June 2000

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BOX 12 GPO
SYDNEY NSW 2001

INDEPENDENT AUDIT REPORT

DEPARTMENT OF EDUCATION AND TRAINING

To Members of the New South Wales Parliament and the Director-General Department of Education and Training

Scope

I have audited the accounts of the Department of Education and Training for the year ended 30 June 2000. The Director-General is responsible for the financial report consisting of the accompanying statements of financial position, operating statements, statements of cash flows, program statements - expenses and revenues and summary of compliance with financial directives, together with the notes thereto, and information contained therein. The financial report includes the consolidated financial report of the economic entity comprising the department and the entities it controlled at year-end or from time to time during the financial year. My responsibility is to express an opinion on the financial report to Members of the New South Wales Parliament and the Director-General based on my audit as required by sections 34 and 45F(1) of the *Public Finance and Audit Act 1983* (the Act). My responsibility does not extend to an assessment of the assumptions used in formulating budget figures disclosed in the financial report.

My audit has been conducted in accordance with the provisions of the Act and Australian Auditing Standards to provide reasonable assurance whether the financial report is free of material misstatement. My procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report, and the evaluation of accounting policies and significant accounting estimates.

In addition, other legislative and policy requirements, which could have an impact on the Department of Education and Training's financial report, have been reviewed on a cyclical basis. For this year, the requirements examined comprised compliance with:

- core business activities being in accordance with approved program descriptions;
- key provisions of Part 2 of the *Public Sector Management Act 1988* and Parts 2, 3, 5, and 6 of the *Public Sector Management (General) Regulation 1996* and Parts 3, 4, 5 and 7 of the *Education (Ancillary Staff) Act 1987*; and
- the Premier's Department, SES Guidelines in respect of the Director-General's contract.

These procedures have been undertaken to form an opinion whether, in all material respects, the financial report is presented fairly in accordance with the requirements of the Act, Accounting Standards and other mandatory professional reporting requirements, in Australia, so as to present a view which is consistent with my understanding of the Department's and the economic entity's financial position, the results of their operations and their cash flows.

The audit opinion expressed in this report has been formed on the above basis.

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Qualifications

The qualifications have been grouped according to their effect on the financial report.

Affect both the Parent Entity and the Economic Entity

- (i) In Note 1(c)(i) the Department has indicated that the major part of school related funding is accounted for in its financial report. However, as in the previous year, other financial transactions of schools (the schools' cash and investment balances (Note 1(c)(ii)), equipment and liabilities at balance date and schools' own revenues and related expenses during the year) have neither been consolidated nor aggregated in the financial report.

These transactions and balances, although now not readily available to the Department, could be obtained from school financial reports and records. In my opinion recognition of the schools' cash and investment balances would have a material effect on the current assets whilst recognition of the other transactions, except for equipment, could have a material effect on current liabilities and the operating result.

In addition, included under Other Expenses \$239.5m (1999 \$228.9m) is recorded as operating grants to schools under Global Budgeting Arrangements (Note 1(c)(i) and Note 2(g)) which are not allocated to the individual expenses for which they have been used. The Independent Audit Report for the year ended 30 June 1999 was qualified accordingly.

Affect the Economic Entity only

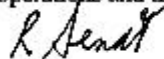
- (ii) In the previous year (1998-99) the Department did not have a system to identify all transactions between the Department of Education and Training, the Technical and Further Education Commission and the NSW Adult Migrant Education Service entities.

Due to this limitation of scope, it was not possible to gain sufficient audit evidence to ensure that all transactions between the entities had been correctly eliminated as required by Australian Accounting Standard AAS24 "Consolidated Financial Reports". My audit report on the financial report for the year ended 30 June 1999 was qualified accordingly.

This qualification does not apply for the current year.

Qualified Audit Opinion

In my opinion, except for the effects on the financial report of the matter referred to in the qualification paragraph (i) and except for the effects on the comparatives for 1999 of such adjustments, if any, as might have been required had the limitation described in the qualification paragraph (ii) not existed, the financial report of the Department of Education and Training complies with section 45E of the Act and presents fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements the financial position of the Department and economic entity as at 30 June 2000 and the results of their operations and their cash flows for the year then ended.



R.J. Sendt
Auditor-General

SYDNEY
27 October 2000
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Start of Audited Financial Statements

DEPARTMENT OF EDUCATION AND TRAINING

Financial Statements

For the year ended 30 June 2000

**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 (General) 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.



Ken Boston
MANAGING DIRECTOR OF TAFE NSW
DIRECTOR-GENERAL OF EDUCATION AND TRAINING

23/10/2000

Department of Education and Training
OPERATING STATEMENT
For the Year Ended 30 June 2000

		Economic Entity			Parent	
	Notes	Actual 2000 \$'000	Budget 2000 \$'000	Actual 1999 \$'000	Actual 2000 \$'000	Actual 1999 \$'000
Expenses						
Operating expenses						
Employee related	2(a)	4,854,197	4,660,408	4,671,169	3,926,156	3,806,035
Other operating expenses	2(b)	653,296	667,591	612,766	437,943	331,139
Maintenance	2(c)	179,913	162,476	168,421	151,565	140,213
Depreciation and amortisation	2(d)	311,894	229,867	307,073	226,470	229,377
Grants and subsidies	2(e)	184,592	188,205	167,404	208,062	183,013
Finance costs	2(f)	—	10	61	—	61
Other expenses	2(g)	239,363	238,711	229,835	239,496	228,978
Total Expenses		6,423,255	6,147,268	6,156,729	5,189,692	4,918,816
Less:						
Retained Revenue						
Sale of goods and services	3(a)	187,358	167,924	162,804	39,279	25,535
Investment income	3(b)	17,807	15,129	15,708	13,570	11,371
Grants and contributions	3(c)	29,942	29,333	40,222	29,123	34,512
Other revenue	3(d)	25,939	5,826	24,576	13,046	18,144
Total Retained Revenue		261,046	218,212	243,310	95,018	89,562
Gain/(loss) on sale of non-current assets	4	(12,825)	—	(1,482)	(10,901)	(1,143)
NET COST OF SERVICES		6,175,034	5,929,056	5,914,901	5,105,575	4,830,397
Government Contributions						
Recurrent appropriation (net of transfer payments)	6	5,163,013	5,169,266	5,037,754	4,279,587	4,138,848
Capital appropriation	6	304,358	298,768	248,346	224,459	169,030
(Asset sale proceeds transferred to the Crown Entity)		(2,559)	—	(502)	—	—
Acceptance by the Crown Entity of employee entitlements and other liabilities	7	557,920	492,031	555,327	455,552	458,345
Total Government Contributions		6,022,732	5,960,065	5,840,925	4,959,598	4,766,223
SURPLUS / (DEFICIT) FOR THE YEAR		(152,302)	31,009	(73,976)	(145,977)	(64,174)

The accompanying notes form part of these statements.

Department of Education and Training
STATEMENT OF FINANCIAL POSITION
As at 30 June 2000

	Notes	Economic Entity			Parent	
		Actual	Budget	Actual	Actual	Actual
		2000	2000	1999	2000	1999
		\$'000	\$'000	\$'000	\$'000	\$'000
ASSETS						
Current Assets						
Cash	23	371,975	369,733	411,040	248,692	361,443
Investments	10	55	59	58	4	4
Receivables	11	108,844	64,278	82,495	68,040	53,559
Other		—	17,632	—	—	—
Total Current Assets		480,874	451,702	493,593	316,736	415,006
Non-Current Assets						
Land and Buildings	12	14,936,378	15,143,708	14,990,251	13,033,370	13,080,998
Plant and Equipment	12	114,339	122,041	120,804	24,058	21,140
Investments	10	1,083	589	813	—	—
Receivables	11	2,434	8,632	8,527	124	6,000
Total Non-Current Assets		15,054,234	15,274,970	15,120,395	13,057,552	13,108,138
Total Assets		15,535,108	15,726,672	15,613,988	13,374,288	13,523,144
LIABILITIES						
Current Liabilities						
Accounts payable	14	115,347	188,022	135,571	66,234	162,868
Employee entitlements	16	217,246	48,074	121,638	163,750	68,586
Other provisions	17	804	26,760	1,083	478	662
Other	18	2,581	—	—	2,581	—
Total Current Liabilities		335,978	262,856	258,292	233,043	232,116
Non-Current Liabilities						
Borrowings	15	124	192	167	124	167
Employee entitlements	16	46,846	40,083	51,615	44,414	48,860
Other	17	7,155	7,817	5,430	7,030	5,171
Total Non-Current Liabilities		54,125	48,092	57,212	51,568	54,198
Total Liabilities		390,103	310,948	315,504	284,611	286,314
Net Assets		15,145,005	15,415,724	15,298,484	13,089,677	13,236,830
EQUITY						
Accumulated funds	19	11,934,172	12,172,307	12,060,696	10,224,667	10,346,899
Asset Revaluation Reserve		3,210,833	3,243,417	3,237,788	2,865,010	2,889,931
Total Equity		15,145,005	15,415,724	15,298,484	13,089,677	13,236,830

The accompanying notes form part of these statements.

Department of Education and Training
CASH FLOW STATEMENT
for the Year Ended 30 June 2000

	Notes	Economic Entity			Parent	
		Actual	Budget	Actual	Actual	Actual
		2000 \$'000	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES						
Payments						
Employee related		(4,362,053)	(4,261,464)	(4,239,733)	(3,510,195)	(3,402,164)
Grants and subsidies		(184,592)	(188,205)	(162,796)	(208,062)	(183,013)
Finance costs		—	(10)	(61)	—	(61)
Other		(1,071,728)	(1,067,999)	(998,928)	(904,851)	(706,235)
Total Payments		(5,618,373)	(5,517,678)	(5,401,518)	(4,623,108)	(4,291,473)
Receipts						
Sale of goods and services		191,943	167,980	175,673	43,678	19,125
Grants, donations and industry contributions		25,814	23,556	31,232	25,834	31,194
Interest received		14,885	15,009	16,437	10,669	11,156
Other		8,956	10,539	22,969	10,753	17,971
Total Receipts		241,598	217,084	246,311	90,934	79,446
Cash Flows From Government						
Recurrent appropriation		5,163,876	5,169,266	5,038,123	4,280,449	4,206,123
Capital appropriation		306,587	298,768	248,346	226,688	169,030
Asset sale proceeds transferred to the Crown Entity		(2,559)	—	(502)	—	—
Cash reimbursements from the Crown Entity		130,321	105,282	117,639	103,320	94,037
Cash transfers to the Consolidated Fund		(511)	—	(369)	(511)	(369)
Net Cash Flows From Government		5,597,714	5,573,316	5,403,237	4,609,946	4,468,821
NET CASH FLOWS FROM OPERATING ACTIVITIES	24	220,939	272,722	248,030	77,772	256,794
CASH FLOWS FROM INVESTING ACTIVITIES						
Proceeds from sale of Land and Buildings, Plant and Equipment and Infrastructure Systems		35,122	20,065	22,378	29,610	20,766
Proceeds from sale of investments		48	—	(2)	—	1
Purchases of Land and Buildings, Plant and Equipment, Infrastructure Systems and Investments		(295,174)	(306,427)	(230,965)	(220,133)	(155,838)
NET CASH FLOWS FROM INVESTING ACTIVITIES		(260,004)	(286,362)	(208,589)	(190,523)	(135,071)
NET INCREASE/(DECREASE) IN CASH		(39,065)	(13,640)	39,441	(112,751)	121,723
Opening cash and cash equivalents		411,040	383,373	371,599	361,443	239,720
CLOSING CASH AND CASH EQUIVALENTS	23	371,975	369,733	411,040	248,692	361,443

The accompanying notes form part of these statements.

Department of Education and Training
SUMMARY OF COMPLIANCE WITH FINANCIAL DIRECTIVES
(ECONOMIC ENTITY)

	2000				1999			
	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
Original Budget Appropriation/Expenditure								
Appropriation Act	5,594,640	5,565,607	280,265	279,411	5,507,117	5,505,774	251,547	230,966
Additional Appropriations	—	—	14,500	14,500	12,500	—	—	—
s 21A PF&AA - special Appropriation	—	—	—	—	—	—	—	—
s 24 PF&AA - transfers of functions between departments	—	—	—	—	—	—	—	—
s 26 PF&AA - commonwealth specific purpose payments	31,589	27,889	4,003	2,628	—	—	—	—
	5,626,229	5,593,496	298,768	296,539	5,519,617	5,505,774	251,547	230,966
Other Appropriations/ Expenditure								
Treasurer's Advance	390	331	—	—	15,935	—	—	—
Section 22 - expenditure for certain works and services	24,243	24,243	1,000	1,000	176	—	33	—
Transfers from another agency (s 26 of the appropriation Act)	35,000	34,707	6,819	6,819	—	—	—	—
	59,633	59,281	7,819	7,819	16,111	—	33	—
Total Appropriations/ Expenditure/Net Claim on Consolidated Fund (includes transfer payments)	5,685,862	5,652,777	306,587	304,358	5,535,728	5,505,774	251,580	230,966
Amount drawn down against Appropriation		5,653,129		306,587		5,517,008		248,346
Liability to Consolidated Fund*		352		2,229				

The Summary of Compliance is based on the assumptions 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.

Department of Education and Training
PROGRAM STATEMENT – EXPENSES AND REVENUES
For the Year Ended 30 June 2000

	33.1.1		33.1.2		33.2.1	
	2000	1999	2000	1999	2000	1999
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses						
Operating expenses						
Employee related	12,514	11,253	1,995,183	1,915,228	1,884,828	1,848,387
Other operating expenses	1,225	851	205,149	160,040	190,240	158,823
Maintenance	361	328	75,172	69,535	76,009	70,351
Depreciation and amortisation	482	488	114,391	115,756	106,165	107,435
Grants and subsidies	—	—	39,145	49,937	32,016	37,294
Finance costs	—	—	—	—	—	61
Other expenses	578	539	117,419	112,329	121,344	116,111
Total Expenses	15,160	13,459	2,546,459	2,422,825	2,410,602	2,338,462
Less:						
Retained Revenue						
Sale of goods and services	410	390	4,236	7,732	21,339	10,254
Investment income	49	42	6,307	5,742	5,881	5,535
Grants and contributions	—	—	5,621	3,713	8,957	4,657
Other revenue	34	33	5,769	9,155	5,289	8,956
Total Retained Revenue	493	465	21,933	26,342	41,466	29,402
Gain/(loss) on sale of non-current assets	—	—	(6,541)	(685)	(4,360)	(457)
NET COST OF SERVICES	14,667	12,994	2,531,067	2,397,168	2,373,496	2,309,517
Government Contributions	—	—	—	—	—	—
NET EXPENDITURE/ (REVENUE)	14,667	12,994	2,531,067	2,397,168	2,373,496	2,309,517
ADMINISTERED EXPENSES AND REVENUES						
Administered Expenses (Transfer Payments)	—	—	(23,973)	(23,269)	(23,209)	(21,441)
Administered Revenues (Transfer Receipts)	—	—	23,973	23,269	23,209	21,441
Administered Revenues less Expenses	—	—	—	—	—	—

The accompanying notes form part of these statements.

Department of Education and Training
PROGRAM STATEMENT - EXPENSES AND REVENUES
For the Year Ended 30 June 2000 (continued)

	33.3.1		33.4.1		33.4.2	
	2000	1999	2000	1999	2000	1999
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses						
Operating expenses						
Employee related	144	142	919,531	848,715	28,581	31,025
Other operating expenses	1,224	1,164	234,003	280,867	14,948	4,749
Maintenance	—	—	28,199	27,867	—	—
Depreciation and amortisation	—	—	85,355	77,607	5,432	5,698
Grants and subsidies	3,588	2,853	—	—	109,843	77,320
Finance costs	—	—	—	—	—	—
Other expenses	—	—	22	429	—	—
Total Expenses	4,956	4,159	1,267,110	1,235,485	158,804	118,792
Less:						
Retained Revenue						
Sale of goods and services	—	—	133,253	121,099	10,376	6,121
Investment income	—	—	4,840	4,158	710	53
Grants and contributions	—	—	24	1,205	14,545	26,141
Other revenue	—	—	3,205	6,432	271	—
Total Retained Revenue	—	—	141,322	132,894	25,902	32,315
Gain/(loss) on sale of non-current assets	—	—	(1,924)	(350)	—	—
NET COST OF SERVICES	4,956	4,159	1,127,712	1,102,941	132,902	86,477
Government Contributions	—	—	—	—	—	—
NET EXPENDITURE/ (REVENUE)	4,956	4,159	1,127,712	1,102,941	132,902	86,477
ADMINISTERED EXPENSES AND REVENUES						
Administered Expenses (Transfer Payments)	(429,460)	(403,667)	—	—	(843)	(20,656)
Administered Revenues (Transfer Receipts)	429,460	403,667	—	—	843	20,656
Administered Revenues less Expenses	—	—	—	—	—	—

The accompanying notes form part of these statements.

Department of Education and Training
PROGRAM STATEMENT - EXPENSES AND REVENUES
For the Year Ended 30 June 2000 (continued)

	Non-Attributable		AMES		Total	
	2000	1999	2000	1999	2000	1999
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses						
Operating expenses						
Employee related	—	—	13,416	16,419	4,854,197	4,671,169
Other operating expenses	—	—	6,507	6,272	653,296	612,766
Maintenance	—	—	172	340	179,913	168,421
Depreciation and amortisation	—	—	69	89	311,894	307,073
Grants and subsidies	—	—	—	—	184,592	167,404
Finance costs	—	—	—	—	—	61
Other expenses	—	—	—	427	239,363	229,835
Total Expenses	—	—	20,164	23,547	6,423,255	6,156,729
Less:						
Retained Revenue						
Sale of goods and services	—	—	17,744	17,208	187,358	162,804
Investment income	—	—	20	178	17,807	15,708
Grants and contributions	—	—	795	4,506	29,942	40,222
Other revenue	—	—	11,371	—	25,939	24,576
Total Retained Revenue	—	—	29,930	21,892	261,046	243,310
Gain/(loss) on sale of non-current assets	—	—	—	10	(12,825)	(1,482)
NET COST OF SERVICES	—	—	(9,766)	1,645	6,175,034	5,914,901
Government Contributions	6,022,732	5,840,925	—	—	6,022,732	5,840,925
NET EXPENDITURE/ (REVENUE)	(6,022,732)	(5,840,925)	(9,766)	1,645	152,302	73,976
ADMINISTERED EXPENSES AND REVENUES						
Administered Expenses (Transfer Payments)	—	—	—	—	(477,485)	(469,033)
Administered Revenues (Transfer Receipts)	—	—	—	—	477,485	469,033
Administered Revenues less Expenses	—	—	—	—	—	—

The accompanying notes form part of these statements.

Department of Education and Training
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
For the Year Ended 30 June 2000

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 education and training services. The functions of the Department relate to schools, 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 and entities under its control, including the NSW TAFE Commission and the Adult Migrant English Service. The exception is certain school financial transactions and school bank balances referred to in Note 1 (c) which are not included.

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.

(b) Basis of Accounting

The department'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 pronouncements of the AASB or UIG Consensus Views, the hierarchy of other pronouncements as outlined in AAS6 "Accounting Policies" is considered.

Following the creation of DET, budget estimates for 1998/99 and 1999/00 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 for the current and future financial years.

DET's corporate charges to TAFE were accounted for within a single line in 1998/99 but have been broken up into various applicable expense line items in 1999/00. This has resulted in a lack of compatibility between some of the expense items between 1999 and 2000, e.g. note 2(b) Fees for services rendered.

Except for certain investments and land and building, plant and equipment and infrastructure systems, 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 financial statements of the department do not include school financial transactions that are funded from sources other than Government sources, e.g., school generated revenue, parent body contributions, donations and voluntary contributions.

The department's view, based on interpretation of Australian Accounting Standards and Statements of Accounting Concepts, is that schools do not fit the definition of either controlled entities or reporting entities.

The department and Treasury are of the opinion that schools are branches of the department and should not have to produce general purpose financial statements subject to annual attest audit and the issue of audit opinion thereon. However, in order to fulfil necessary accountability requirements the department and Treasury agree that schools should continue to prepare special purpose cash based financial statements at the end of each school year for submission to the department and local school community.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
For the Year Ended 30 June 2000

The department is of the opinion that all material financial items are already reported upon. For example the value of school land and buildings, the salaries of teachers and other permanent school staff, maintenance of schools and the major part of school related funding are accounted for in the department's statements and the value of school bank balances is disclosed in the notes to these statements.

The total value of school financial transactions as at 30 November 1999 is as follows:

	1999
	\$M
Income from:	
Global and Specific Purpose Funding	381.1
School and Community Sources	241.6
Interest	10.7
	633.4
Expenditure on:	
Educational Programs	380.3
Administrative Programs	199.3
Capital Programs	41.4
	621.0
Excess of Income over Expenditure	12.4

Operating grants to schools under Global Budgeting arrangements have been recorded under the item "Funding towards school operating expenses" within Other Expenses in Note 2 (g).

(ii) School Bank Balances

School bank balances are not recorded within the economic entity's financial statements.

The Commonwealth Bank has advised that balances amounting to \$249.9M were held by government schools as at 30 June 2000 in current accounts and investment accounts. This compares with balances of \$222.8M and \$230.1M held at 30 June 1999 and 30 November 1999 respectively. It should be noted that these figures are as complete as possible but because of the large number and variety of accounts held by schools the Commonwealth Bank does not guarantee that all accounts have been included.

The bank balances at 30 November 1999 were 2.5% higher than the cashbook balances. The difference was attributed to outstanding deposits and unrepresented cheques.

If this same result was applied to the 30 June 2000 bank balance of \$249.9M, this translates into a cash book balance \$243.7M. Based on the percentages as at 30 November 1999, the schools are holding these funds for the following purposes:

	\$M	%
Asset Replacement and Acquisition	63.4	26%
Commitments	124.3	51%
General Contingencies	56.0	23%
	243.7	100%

(d) Administered Activities

The parent makes payments on behalf of the Government to private schools, a statutory authority and other organisations. The parent 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'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 good 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 of the recognition of revenue are discussed below.

(i) Parliamentary Appropriations and Contributions from other Bodies

From this financial year there is a change in accounting policy for the recognition of parliamentary appropriations. Parliamentary appropriations are generally recognised as revenues when the agency obtains control over the assets comprising the appropriations/contributions. Control over appropriations and contributions is normally obtained upon the receipt of cash.

An exception to the above is when appropriations are unspent at year-end. In this case, the authority to spend the money lapses and generally the unspent amount must be repaid to the Consolidated Fund in the following financial year. As a result, unspent appropriations are now accounted for as liabilities rather than revenue.

The effect of this change for the year ending 30 June 2000 is that \$2.6M which is the amount owing to the Consolidated Fund (excluding any liability in respect of transfer payments), is accounted for as a current liability and not as a revenue as previously. The liability is disclosed in Note 18 as part of "other current liabilities". The amount will be repaid and the liability will be extinguished next financial year.

It is impractical to restate the comparatives for this change in accounting policy, as the department was not required to determine any final amount owed to the Consolidated Fund for the year ending 30 June 1999.

(ii) Revenue - Sale of goods

Sales revenue comprises revenue earned (net of returns, discounts and allowances) from the provision of products or services to entities outside the economic entity. Sales revenue is recognised when the goods or services are provided or when the fee in respect of goods or services provided is receivable. Student administration charges are recognised as revenue at the time of collection.

(iii) Investment Income

Interest income is recognised as it accrues.

(iv) Grants and contributions

Grants and contributions are recognised as and when they are received.

(v) Asset Sales

The economic entity recognises sale of land and buildings upon final settlement except for those sales involving term instalment payments which are recognised on exchange. Gains or losses on disposal of fixed assets are taken into account in determining the operating result for the year.

(vi) Other Revenue

Other revenues are recognised as they accrue.

(f) Employee Entitlements

(i) Wages, Salaries, Annual Leave, Sick Leave and On-Costs

Liabilities for wages and salaries and annual leave are recognised and measured as the amount unpaid at the reporting date at current pay rates in respect of employees services up to that date.

Sick leave is non-vesting and does not give rise to a liability, as it is not considered probable that sick leave taken in 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 liability and expenses where the employee entitlements 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 Transactions 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 Entitlements 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. 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 in Other within Note 16. Corresponding amounts reimbursable from the Treasury are shown as current and non-current assets within Other Debtors in Note 11.

Long service leave is measured on a nominal basis. The nominal method is based on the remuneration rates at year end for all employees with five or more years of service. It is considered that this measurement technique produces results not materially different from the estimate determined by using the present value basis of measurement.

The value of the liability for long service leave for casual teachers has not been brought to account as the specific criteria for eligibility is considered to result in an immaterial amount.

The superannuation expense for the financial year is determined by using the formulae specified in the Treasurer's Directions. The expense for certain superannuation schemes (ie Basic Benefit and First State Super) is calculated as a percentage of the employees' salaries. For other superannuation schemes (ie State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employees' superannuation contributions.

In the case of AMES, the superannuation expense for the financial year and the amount of prepaid superannuation contributions are determined by actuarial assessment of William Mercer Ltd. The superannuation expense for the year reflects the present value of future payments to be made to beneficiaries as a result of membership to date. Prepaid superannuation contributions are recognised as an asset within Note 11 Receivables. Any significant increases in prepaid superannuation contributions are recognised as Other Revenue within Note 3 (d).

(iii) On-costs

The Treasury provides, as part of its consolidated fund recurrent allocations, administration charges and superannuation on-cost for Commonwealth programs. Commonwealth programs are charged with an equivalent amount and these funds are transferred to the State to offset the funding included in State Consolidated Fund appropriations.

Under these arrangements the department receives this part of Commonwealth program allocations within its operating expenses budget.

The Crown Transactions Entity current allocation thus overstates the value of operating expenses and Government Contributions by the value of the administration charge and superannuation on-cost on Commonwealth programs which have been refunded to the Treasury. This value has therefore been adjusted in determining the Surplus/(Deficit) for the year.

In 1999/00, the total amount paid to Treasury was \$11.769M. (1998/99 \$9.852M)

(g) 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.

(h) 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.

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 with a knowledgeable, willing buyer and a knowledgeable, willing seller in an arm's length transaction.

(i) Plant and Equipment

Items of plant and equipment costing \$5,000 and above are capitalised at historical cost. Non-current physical assets costing less than \$5,000 are expensed at the time of acquisition.

(j) Revaluation of Physical Non-Current Assets

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. Property considered surplus at 30 June 1998 has been valued at market value. Property identified as surplus since that date is valued at current book value. Plant and equipment is valued at cost of acquisition.

Works in progress have been shown at cost to date. Building construction projects and software development 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 non-current assets is revalued every five years. The last such revaluation was completed on 30 June 1998.

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 restated separately.

Conversely, where assets are revalued to market value, and not by reference to current prices for assets newer than those being revalued, any balances of accumulated depreciation existing at the revaluation date in respect of those assets are credited to the asset accounts to which they relate. The net asset accounts are increased or decreased by the revaluation increments or decrements.

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 net cash inflows.

(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 its useful life to the entity. Land is not a depreciable asset.

(i) Rates of depreciation of assets

The rates of depreciation adopted were:

Buildings and Leasehold Improvements	1.25 to 33.3%
Plant and Equipment	3.3 to 33.3%
Computer Equipment and Software	5 to 33.3%

(ii) Fully depreciated assets

The economic entity, had at 30 June 2000, assets with a total gross capital value of \$146.2M which have been fully depreciated. A break-up of these assets by category is as follows:

Buildings	\$44.1M
Plant and Equipment	\$13.6M
Computer Hardware	\$57.8M
Computer Software	\$30.7M

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
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(l) Leased Assets

Operating lease payments are charged to the Operating Statement in the periods in which they are incurred.

(m) Investments

Most of the securities and deposits are non-marketable and are brought to account initially at cost. Where the carrying amount of investments has been assessed to exceed their recoverable amount, a provision for diminution of investments has been established to ensure that the carrying amount of investments does not exceed their assessed recoverable value.

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.

Interest revenues are recognised as they accrue.

(n) 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.

(o) Overseas Student Fees

The economic entity runs a program where overseas students are offered surplus places in NSW Schools. Students accepting these places are charged market fees.

Under arrangements with the NSW Treasury the economic entity is required to return to the Treasury 7.5% of the total fees received from full fee paying overseas students. This has been offset in the Operating Statement against the recurrent appropriation. The economic entity also pays 25% of fees collected to the school attended by the overseas students.

2. EXPENSES

	Economic Entity		Parent	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
(a) Employee related expenses comprise:				
Salaries and wages, including recreation leave	3,924,429	3,743,097	3,192,347	3,041,542
Superannuation entitlements	380,235	363,113	305,174	290,828
Long service leave	157,614	183,336	133,039	157,111
Workers compensation insurance	83,559	89,395	69,661	79,618
Payroll tax and fringe benefits tax	273,029	288,788	224,234	236,271
Redundancy payments	34,707	2,804	1,532	459
Other	624	636	169	206
	4,854,197	4,671,169	3,926,156	3,806,035

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
For the Year Ended 30 June 2000

EXPENSES continued

	Economic Entity		Parent	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
(b) Other operating expenses comprise:				
Auditor's remuneration *	1,251	1,226	803	755
Bad and doubtful debts	403	313	390	228
Rental expense relating to operating leases	30,537	23,092	23,325	18,289
Insurance	53,339	37,713	53,273	37,543
Cleaning	160,591	168,151	137,486	145,246
Fees for services rendered	149,008	134,669	107,445	21,249
Minor stores, provisions, plant and computing expenses	106,355	115,283	23,702	24,646
Travelling sustenance	32,302	30,035	20,512	19,614
Postage and telephone	44,518	34,158	25,591	22,790
Utilities	15,238	14,188	976	855
Printing	25,490	20,978	18,843	15,290
Other	34,264	32,960	25,597	24,634
	653,296	612,766	437,943	331,139
(c) Maintenance expenses comprise:				
Repairs and routine maintenance	179,913	168,421	151,565	140,213
	179,913	168,421	151,565	140,213
(d) Depreciation and amortisation expenses comprise:				
Depreciation				
Buildings and improvements	280,466	276,534	219,953	219,271
Other property, plant and equipment	31,428	30,479	6,517	10,046
	311,894	307,013	226,470	229,317
Amortisation	—	60	—	60
	311,894	307,073	226,470	229,377
(e) Grants and subsidies comprise:				
Grants for non-profit organisations	41,549	41,643	41,608	41,643
Grants for industry training services	58,140	42,194	79,629	42,194
Grants for education access services	19,880	19,347	20,004	22,058
Grants for adult community education services	19,581	14,651	19,581	14,651
Grants for policy and planning projects	2,758	7,378	2,758	7,378
Grants for recognition services	1,140	4,310	2,938	4,310
Grants for conveyance of school children	32,281	27,708	32,281	27,708
Capital grants to schools	2,514	3,988	2,514	3,988
Other	6,749	6,185	6,749	19,083
	184,592	167,404	208,062	183,013

* Auditor's remuneration figures also include \$330,000 (\$300,000 for 1999) for the audit of a selection of schools. The Audit Office of NSW received no other benefits.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
For the Year Ended 30 June 2000

EXPENSES continued

	Economic Entity		Parent	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
(f) Finance costs comprise:				
Interest on borrowings	—	61	—	61
	—	61	—	61
(g) Other expenses comprise:				
Funding towards school operating expenses	239,341	228,895	239,496	228,895
Other	22	940	—	83
	239,363	229,835	239,496	228,978

3. REVENUES

(a) Sale of goods and services comprise:				
Sale of goods and services	14,270	14,222	7,745	9,029
Course fees	39,866	35,994	777	278
Administration charges	40,633	36,389	3,823	—
Overseas student fees	22,936	16,213	5,019	3,403
Commercial activities	18,940	13,121	—	—
Other	50,713	46,865	21,915	12,825
	187,358	162,804	39,279	25,535
(b) Investment income comprises:				
Interest from deposits with the Crown Entity	17,807	15,708	13,570	11,371
	17,807	15,708	13,570	11,371
(c) Grants and contributions comprise:				
Other Public Sector agencies	5,423	7,734	5,550	3,079
Commonwealth Government	14,567	26,285	14,566	26,140
Grants from other bodies	—	—	—	—
Asset contributions (free assets or contributions to assets)	3,289	3,602	3,289	3,602
Donations and industry contributions	6,663	2,601	5,718	1,691
	29,942	40,222	29,123	34,512
(d) Other revenue comprise:				
Workers compensation insurance refund	4,824	12,372	4,824	12,372
Other	21,115	12,204	8,222	5,772
	25,939	24,576	13,046	18,144

4. GAIN/(LOSS) ON SALE OF NON-CURRENT ASSETS

	Economic Entity		Parent	
	2000	1999	2000	1999
	\$'000	\$'000	\$'000	\$'000
Gain/(loss) on disposal of land and buildings, plant and equipment, and infrastructure systems				
Proceeds from sale	35,123	22,378	29,610	20,766
Written down value of assets sold	(47,948)	(23,860)	(40,511)	(21,909)
Net gain/(loss) on disposal of land and buildings, plant and equipment, and infrastructure systems	(12,825)	(1,482)	(10,901)	(1,143)
Gain/(loss) on disposal of investments				
Proceeds from sale	—	4	—	—
Written down value of investments sold	—	(4)	—	—
Net gain/(loss) on disposal of investments	—	—	—	—
Gain/(loss) on sale of non-current assets	(12,825)	(1,482)	(10,901)	(1,143)

5. CONDITIONS ON CONTRIBUTIONS

- The aggregate of contributions recognised as revenues during the financial year in respect of which expenditure, in a manner specified by the contributors, have not been made as at balance date amounts to \$0.057M (\$0.258M in 1999).
- The aggregate of contributions recognised as revenues during the financial year which were provided specifically for a future period amounted to nil.
- The aggregate of contributions recognised as revenues in a previous financial year which were obtained for expenditure in respect of the current financial year amounted to \$0.133M (\$0.157M in 1999).
- The nature of material components of the amounts, and those contributions which were unexpended at balance date, referred to in (a), (b) and (c) are:

	2000	1999
	\$'000	\$'000
Roads and Traffic Authority - Road Safety Education	683	625
NSW Department of Health - National Campaign Against Drug Abuse	23	37
School Sport 2000 Foundation	283	402
	989	1,064

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
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6. APPROPRIATIONS

	Economic Entity		Parent	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
Recurrent appropriations				
Total recurrent drawdowns from Treasury (per Summary of Compliance)	5,653,129	5,517,008	5,653,129	5,517,008
Less appropriation allocated to TAFE by Parent Entity	—	—	(883,426)	(898,906)
Less Liability to Consolidated Fund (per Summary of Compliance)	(352)	—	(352)	—
Total	5,652,777	5,517,008	4,769,351	4,618,102
Comprising:				
Recurrent appropriations (per Operating Statement)	5,163,013	5,037,754	4,279,587	4,138,848
Administered Payments (Transfer payments, Note 8)	477,485	469,033	477,485	469,033
Return to State - overseas student fees	510	369	510	369
Return to State - Commonwealth program oncosts	11,769	9,852	11,769	9,852
Total	5,652,777	5,517,008	4,769,351	4,618,102
Capital appropriations				
Total capital drawdowns from Treasury (per Summary of Compliance)	306,587	248,346	306,587	248,346
Less appropriation allocated to TAFE by Parent Entity	—	—	(79,899)	(79,316)
Less liability to Consolidated Fund (per Summary of Compliance)	(2,229)	—	(2,229)	—
Total	304,358	248,346	224,459	169,030
Comprising:				
Capital appropriations (per Operating Statement)	304,358	248,346	224,459	169,030
Total	304,358	248,346	224,459	169,030

7. ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE ENTITLEMENTS AND OTHER LIABILITIES

Superannuation	376,185	360,928	302,627	290,134
Long service leave	158,008	169,639	134,196	148,300
Payroll Tax	23,727	24,760	18,729	19,911
Total	557,920	555,327	455,552	458,345

8. ADMINISTERED EXPENSES (TRANSFER PAYMENTS)

	Economic Entity		Parent	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
Subsidies towards interest on loans for approved building projects at non-government schools	30,195	29,130	30,195	29,130
Allowances for pupils in non-government schools	369,905	346,947	369,905	346,947
Secondary textbook allowances to non-government schools	7,198	7,040	7,198	7,040
Subsidy to Teacher Housing Authority	5,900	6,100	5,900	6,100
Back to School Allowance	56,493	52,878	56,493	52,878
Subsidy to handicapped children's centres	5,841	5,172	5,841	5,172
Capital grant to Teacher Housing Authority	600	600	600	600
Funding for Board of Vocational Education and Training	843	839	843	839
Redundancy payments for AMES	—	19,817	—	19,817
VET in Schools	510	510	510	510
	477,485	469,033	477,485	469,033

9. PROGRAMS OF THE DEPARTMENT

Program 33.1.1 Pre-School Education Services in Government Schools

Objective(s) To improve student learning outcomes by implementing programs for intellectual, personal and social development in Government pre-schools administered by the Department of Education and Training.

Program 33.1.2 Primary Education Services in Government Schools

Objective(s) To improve student learning outcomes by implementing programs for intellectual, personal and social development in Kindergarten to Year 6 for core, equity and strategic education services in Government schools.

Program 33.2.1 Secondary Education Services in Government Schools

Objective(s) To improve student learning outcomes by implementing programs for intellectual, personal and social development in Years 7 to 12 for core, equity and strategic education services in Government schools.

Program 33.3.1 Non-Government Schools Assistance

Objective(s) To provide assistance to non-Government schools.

Program 33.4.1 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 33.4.2 Grants for Education and Training Services

Objective(s) To assist individuals, the community and industry to achieve high quality and equitable outcomes from education and training. To arrange training programs and provide assistance in career planning with particular emphasis on disadvantaged groups and young persons.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
For the Year Ended 30 June 2000

10. CURRENT / NON-CURRENT ASSETS - INVESTMENTS

	Economic Entity		Parent	
	2000	1999	2000	1999
	\$'000	\$'000	\$'000	\$'000
Current:				
Fixed interest bearing bonds	51	54	—	—
Other	4	4	4	4
	55	58	4	4
Non-Current:				
Fixed interest bearing bonds *	172	216	—	—
Access Australia CMC Pty Ltd				
Shares at cost	746	746	535	535
less: Provision for diminution in value	(746)	(746)	(535)	(535)
	—	—	—	—
Malaysian Adskill Project **				
Shares at cost	55	55	—	—
Share of current profit on investment	25	130	—	—
Share of retained profit on investment	135	—	—	—
	215	185	—	—
Austraining International Pty Ltd **				
Shares at cost	302	302	—	—
Share of current profit on investment	315	—	—	—
Share of retained profit on investment	79	310	—	—
Less Dividend received **	—	(200)	—	—
	696	412	—	—
	1,083	813	—	—

* The non-current fixed interest bearing bonds are part of restricted assets (refer note 13)

** Also refer note 30

11. CURRENT/NON-CURRENT ASSETS - RECEIVABLES

Current:				
Trade debtors	45,644	33,167	34,336	34,672
Other debtors	12,458	19,840	9,839	8,392
Prepayments	36,378	16,074	13,395	3,109
Accrued income	15,392	14,325	11,100	7,843
	109,872	83,406	68,670	54,016
Less: Provision for doubtful debts	(1,028)	(911)	(630)	(457)
	108,844	82,495	68,040	53,559
Non-current:				
Advances to schools	124	167	124	167
Other debtors	2,310	8,360	—	5,833
	2,434	8,527	124	6,000

12. NON-CURRENT ASSETS - LAND AND BUILDINGS, PLANT AND EQUIPMENT AND INFRASTRUCTURE SYSTEMS

	Economic Entity		Parent	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
Land and Buildings				
At Cost	802,230	396,042	497,009	274,214
At Valuation	19,481,657	19,666,222	16,614,411	16,670,118
	20,283,887	20,062,264	17,111,420	16,944,332
Accumulated Depreciation at Cost	22,380	16,631	22,131	13,476
Accumulated Depreciation at Valuation	5,325,129	5,055,382	4,055,919	3,849,858
	5,347,509	5,072,013	4,078,050	3,863,334
	14,936,378	14,990,251	13,033,370	13,080,998
Plant and Equipment				
At Cost	194,575	296,752	66,900	65,480
At Valuation	110,215	—	—	—
	304,790	296,752	66,900	65,480
Accumulated Depreciation at Cost	132,281	175,948	42,842	44,340
Accumulated Depreciation at Valuation	58,170	—	—	—
	190,451	175,948	42,842	44,340
	114,339	120,804	24,058	21,140
Total Land and Buildings, Plant and Equipment and Infrastructure Systems Net Book Value	15,050,717	15,111,055	13,057,428	13,102,138

Notes relating to property, plant and equipment:

Land

Land has been independently valued on an existing use basis or, in the case of surplus properties, at market value. The valuation was carried out as at 30 June 1998 by the State Valuation Office.

Buildings

The economic entity's valuation of buildings was carried out as at 30 June 1998 on the basis of the replacement cost of the most appropriate modern equivalent replacement facility having a similar service potential to the existing facility.

13. RESTRICTED ASSETS

Funds totalling \$181,301 (\$225,743 in 1999) mostly held as investments in fixed interest bearing deposits (Note 10) 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 achievement.

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
For the Year Ended 30 June 2000

14. CURRENT LIABILITIES - ACCOUNTS PAYABLE

	Economic Entity		Parent	
	2000	1999	2000	1999
	\$'000	\$'000	\$'000	\$'000
Creditors	54,008	50,035	34,645	25,903
Deferred income	29,960	23,167	7,472	2,584
Group, payroll and fringe benefits tax	22,455	60,430	16,671	49,438
Other	8,924	1,939	7,446	84,943
	115,347	135,571	66,234	162,868

15. NON-CURRENT LIABILITIES - BORROWINGS

Non-current:

Loans from Treasury	124	167	124	167
	124	167	124	167

Repayment of borrowings:

No later than one year	—	—	—	—
Between one and two years	—	—	—	—
Between two and five years	124	167	124	167
Total borrowings at face value	124	167	124	167

16. CURRENT / NON-CURRENT LIABILITIES - EMPLOYEE ENTITLEMENTS

Current:

Recreation leave	38,780	35,451	21,075	17,927
Accrued salaries and wages	156,993	70,854	133,157	48,861
Accrued payroll tax on recreation leave, and accrued salaries and wages	19,033	11,615	9,518	1,798
Other	2,440	3,718	—	—
	217,246	121,638	163,750	68,586

Non-Current:

Provision for payroll tax on long service leave	44,414	45,571	44,414	45,571
Other	2,432	6,044	—	3,289
	46,846	51,615	44,414	48,860
Aggregate employee entitlements	264,092	173,253	208,164	117,446

17. OTHER PROVISIONS

Current:

Lease liability for surplus accommodation	804	1,083	478	662
	804	1,083	478	662

Non-Current:

Lease liability for surplus accommodation	7,155	5,430	7,030	5,171
	7,155	5,430	7,030	5,171

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
For the Year Ended 30 June 2000

18. OTHER

	Economic Entity		Parent	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
Current:				
Liability to the Consolidated Fund	2,581	—	2,581	—
	2,581	—	2,581	—

19. CHANGES IN EQUITY

Economic Entity

	Accumulated Funds		Asset Revaluation Reserve		Total Equity	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
Balance at the beginning of the financial year	12,060,696	12,124,664	3,237,788	3,243,417	15,298,484	15,368,081
Adjustment due to decommissioning of the School Furniture Complex	—	(454)	—	—	—	(454)
Correction to previously recognised assets (investment)	—	302	—	—	—	302
Increments / (Decrements) during the year	—	—	(1,177)	4,531	(1,177)	4,531
Disposal of revalued assets	25,778	10,160	(25,778)	(10,160)	—	—
Surplus / (Deficit) for the year	(152,302)	(73,976)	—	—	(152,302)	(73,976)
Balance at the end of the financial year	11,934,172	12,060,696	3,210,833	3,237,788	15,145,005	15,298,484

Parent

	Accumulated Funds		Asset Revaluation Reserve		Total Equity	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
Balance at the beginning of the financial year	10,346,899	10,401,367	2,889,931	2,895,560	13,236,830	13,296,927
Adjustment due to decommissioning of the School Furniture Complex	—	(454)	—	—	—	(454)
Increments / (Decrements) during the year	—	—	(1,176)	4,531	(1,176)	4,531
Disposal of revalued assets	23,745	10,160	(23,745)	(10,160)	—	—
Surplus / (Deficit) for the year	(145,977)	(64,174)	—	—	(145,977)	(64,174)
Balance at the end of the financial year	10,224,667	10,346,899	2,865,010	2,889,931	13,089,677	13,236,830

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
For the Year Ended 30 June 2000

20. COMMITMENTS FOR EXPENDITURE

	Economic Entity		Parent	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
(a) Capital Commitments				
Aggregate capital expenditure contracted for at balance date and not provided for:				
Not later than one year	118,848	111,885	105,087	91,522
Later than one year and not later than 5 years	4,780	—	3,975	—
	123,628	111,885	109,062	91,522
(b) Other Expenditure Commitments				
Aggregate other expenditure contracted for at balance date and not provided for:				
(i) School Maintenance				
Not later than one year	110,448	100,403	110,448	100,403
Later than one year and not later than 5 years	207,313	277,300	207,313	277,300
	317,761	377,703	317,761	377,703
(ii) Other				
Not later than one year	39,596	22,654	36,755	22,654
Later than one year and not later than 5 years	16,136	—	11,422	—
	55,732	22,654	48,177	22,654
	373,493	400,357	365,938	400,357
(c) Operating Lease Commitments				
Commitments in relation to non-cancellable operating leases are payable as follows:				
(i) Leased Properties				
Not later than one year	18,577	22,498	16,019	18,614
Later than one year and not later than 5 years	40,966	46,842	36,351	41,112
Later than 5 years	6,893	22,417	6,893	22,318
	66,436	91,757	59,263	82,044
(ii) Computers in Schools				
Not later than one year	34,777	39,212	34,777	38,864
Later than one year and not later than 5 years	19,972	37,109	19,972	36,676
	54,749	76,321	54,749	75,540
	121,185	168,078	114,012	157,584

The operating lease commitments are not recognised in the financial statements as liabilities except for surplus lease space under non-cancellable leases (refer to note 1 (l)). The total of commitments for expenditure include input tax credits of \$53.95M for the Economic Entity (\$51.94M for the Parent) that are expected to be recovered from the Australian Tax Office.

21. CONTINGENT LIABILITIES

There are no 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 Treasury Managed Fund.

Long service leave for casual employees

In March 1997 the economic Entity 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 its liability for long service leave for casual teachers.

22. BUDGET REVIEW

The budget review relates to the economic entity.

Net Cost of Services

Relative to the budget, there has been an increase of \$246M in the net cost of services. Significant causes contributing to this are:

1. Expenditure comprising award costs for teachers and other staff (\$78M), redundancy payments (\$35M), increased non-funded liabilities for long service leave (\$21M) and superannuation (\$44M) partially offset by strike savings (\$26M). Additional school building maintenance costs (\$16M), TAFE Institute based expenditures (\$10M), disabled student conveyance costs (\$6M), Goods and Services Tax implementation costs (\$4M), insurance costs (\$7M), payments to schools to cover the cost of school amenity improvements and gas heater replacements (\$6M), and depreciation expenses (\$82M) that resulted from an underestimation in the budget due to a revaluation of assets after the formulation of the budget.
2. An amount of \$14M budgeted as capital expenditure but spent on expense items.
3. Reduced Education and Training grants payments of \$13M. This reflects the carry forward of calendar year grant funding to the 2000/2001 financial year.
4. Loss on the disposal of surplus assets of \$13M.
5. Additional revenues totalling \$51M including additional revenue for contracted training (\$10M), commercial ventures (\$11M), overseas student fees (\$6M), Managed Fund insurances (\$4M) and prepaid superannuation pertaining to the Adult Migrants Education Service (\$11M).

Assets and Liabilities

Total assets (\$15,535M) were less than the budget (\$15,726M) due to a reduction in the value of property, plant and equipment because of higher than budget depreciation charge, reduction in asset acquisition and higher asset sales than budgeted (\$215M). This was offset by increase in cash and receivables (\$23M).

Total liabilities (\$390M) were greater than budget (\$311M) mainly due to increased employee related entitlements for accrual of award increases, trade and other creditors.

Cash Flows

The net cash flows from operating activities were \$52M less than the budget due to additional operating payments of some \$100M partially offset by increases in retained revenues of \$24M and cash reimbursements from the Crown Entity of \$25M.

The net cash flows from investing activities were \$26M less than the budget due to a reduction in net asset acquisitions and an increase in asset sales.

23. CASH AND CASH EQUIVALENTS

	Economic Entity		Parent	
	2000	1999	2000	1999
	\$'000	\$'000	\$'000	\$'000
For the purposes of the Statement of Cash Flows, cash includes cash at bank and on hand. Cash at the end of the financial year as shown in the Statement of Cash Flows is reconciled to the Statement of Financial Position as follows:				
Cash at Bank	371,553	410,626	248,625	361,394
Cash on Hand	422	414	67	49
Closing Cash and Cash Equivalents (per Statement of Cash Flows)	371,975	411,040	248,692	361,443

24. RECONCILIATION OF NET COST OF SERVICES TO NET CASH FLOW FROM OPERATING ACTIVITIES

Net cash used on operating activities	220,939	248,030	77,772	256,794
Cash Flows from Government	(5,597,714)	(5,403,237)	(4,609,946)	(4,468,821)
Depreciation	(311,894)	(307,073)	(226,470)	(229,377)
Provision for doubtful debts	(117)	(137)	(173)	(72)
Assets written off	—	—	—	—
Donated assets and non-cash revenue	4,128	4,460	3,289	3,612
Non-cash revenue / expenditure	3,279	736	28	(66)
Acceptance by the Crown Entity of employee entitlements and other liabilities	(427,599)	(437,688)	(352,232)	(364,308)
Increase / (decrease) in provisions	—	—	—	—
Increase / (decrease) in prepayments and other assets	20,632	(20,426)	8,820	4,509
(Increase) / decrease in creditors	(73,863)	1,916	4,238	(31,525)
Net (loss) / gain on sale of non-current assets	(12,825)	(1,482)	(10,901)	(1,143)
Net cost of services	(6,175,034)	(5,914,901)	(5,105,575)	(4,830,397)

25. NON-CASH FINANCING AND INVESTING ACTIVITIES

Assets received by donation	4,128	4,460	3,289	3,612
Expenses assumed by the Crown Entity	(427,599)	(437,688)	(352,232)	(364,308)
Revenue / expenditure relating to asset value adjustments	3,279	736	28	(66)
	(420,192)	(432,492)	(348,915)	(360,762)

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 bank, receivables, investments and creditors. 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.

(2) Investments - bank

These monies are held as investments in fixed interest deposit paying interest rates of 2.9% to 8% p.a.

(3) 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 specific provision is made for any doubtful amounts.

(4) Creditors

Liabilities are recognised for amounts to be paid in the future for goods and services received, whether or not billed. These amounts are normally 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:

Economic Entity	Floating interest rate		Non-interest bearing		Total carrying amount as per Statement of Financial Position	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
Financial Assets						
Cash	371,553	410,626	422	414	371,975	411,040
Receivables	—	—	72,466	68,332	72,466	68,332
Investments - bank	227	275	—	—	227	275
Total Financial Assets	371,780	410,901	72,888	68,746	444,668	479,647
Financial Liabilities						
Creditors	—	—	62,932	51,974	62,932	51,974
Loan from Treasury	124	167	—	—	124	167
Total Financial liabilities	124	167	62,932	51,974	63,056	52,141
Net Financial Asset/Liability	371,656	410,734	9,956	16,772	381,612	427,506

Weighted average interest rate 4.79% (3.83% in 1999)

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
For the Year Ended 30 June 2000

FINANCIAL INSTRUMENTS continued

Parent	Floating interest rate		Non-interest bearing		Total carrying amount as per Statement of Financial Position	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
Financial Assets						
Cash	248,625	361,394	67	49	248,692	361,443
Receivables	—	—	54,644	50,449	54,644	50,449
Investments - bank	4	4	—	—	4	4
Total Financial Assets	248,629	361,398	54,711	50,498	303,340	411,896
Financial Liabilities						
Creditors	—	—	42,091	110,846	42,091	110,846
Loan from Treasury	124	167	—	—	124	167
Total Financial liabilities	124	167	42,091	110,846	42,215	111,013
Net Financial Asset/Liability	248,505	361,231	12,620	(60,348)	261,125	300,883

Weighted average interest rate 5.46% (3.15% in 1999)

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	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
Financial Assets								
Cash	371,553	410,626	—	—	422	414	371,975	411,040
Receivables	20,012	1,987	—	—	52,454	66,345	72,466	68,332
Investments - bank	—	—	227	275	—	—	227	275
Total Financial Assets	391,565	412,613	227	275	52,876	66,759	444,668	479,647

Parent	Government		Banks		Others		Total	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
Financial Assets								
Cash	248,625	361,394	—	—	67	49	248,692	361,443
Receivables	11,417	—	—	—	43,227	50,449	54,644	50,449
Investments - bank	—	—	4	4	—	—	4	4
Total Financial Assets	260,042	361,394	4	4	43,294	50,498	303,340	411,896

**27. ADMINISTERED FUNDS
(TEACHER'S DEFERRED SALARY SCHEME)**

	Economic Entity		Parent	
	2000 \$'000	1999 \$'000	2000 \$'000	1999 \$'000
Cash balances at beginning of financial year	8,697	4,836	8,697	4,836
Add: Receipts	4,975	4,484	4,975	4,484
Interest paid by bank	307	174	307	174
Less: Payments	(1,032)	(797)	(1,032)	(797)
Cash balance at the end of the financial year	12,947	8,697	12,947	8,697

ADMINISTERED FUNDS continued

The economic entity receives monies in an administration capacity for the Teacher's Deferred Salary (Sabbatical) Scheme. The purpose of the scheme is to allow teachers to take a year sabbatical leave. The participating teachers are required to make regular contributions for a period of four years to the scheme which are paid into individual 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.

28. KEY FINANCIALS OF THE CONTROLLED ENTITY

The key financials for the controlled entities for the year ended 30 June 2000 are as follows:

	AMES Amount \$'000	TAFE Amount \$'000	Proportion of Consolidated Account	
			AMES	TAFE
Total revenues	32,870	189,261	13.24%	73.8%
Total expenditure	20,818	1,269,095	0.32%	19.7%
Operating surplus	12,052	(18,624)	N / a	11.6%
Net assets	26,656	2,028,426	0.18%	13.4%

29. PROVISION FOR SUPERANNUATION

The economic entity has an obligation for the deferred contribution in respect of 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).

Deferred liability as at 30 June 2000 was determined by the State Super SAS Trust Corporation, based on actuarial assessment by William Mercer Ltd performed in 2000.

Assumptions adopted by the actuary were as follows:

	1999/00 %	2000/01 %	2001/02 %	Thereafter %
Interest rate	7.00	7.00	7.00	7.00
Rate of salary increase	4.00	4.00	4.00	4.00
Rate of increase in CPI	2.50	2.50	2.50	2.50

	SASS \$'000	SANCS \$'000	SSS \$'000	Total \$'000
Actuarial gross past service liability	(3,960)	(1,909)	(26,558)	(32,427)
Reserve account closing balance as at 30/06/00	7,637	4,743	42,686	55,066
(Unfunded liability)/Prepaid Contributions as at 30/06/00	3,677	2,834	16,128	22,639

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	
			2000	1999	2000	1999
Austraining International Pty Ltd (3)	Vocational Education	30 June	50%	33%	696,000	412,000
Adskill Sdn Bhd	Vocational Education	31 December	49%	49%	215,000	185,000

INVESTMENTS AND ASSOCIATES continued

(b) Details of investments in other companies are as follows.

Name	Principal Activities	Balance Date (1)	Ownership Interest (2)		Investment Carrying Amount (4)	
			2000	1999	2000	1999
Le Cordon Bleu - Northern Sydney Institute of TAFE Pty Ltd	Vocational Education in French Cuisine	30 June	50%	50%	\$50	\$50
Skilling Australia Pty Ltd	Training Provider to Defence Industries	30 June	50%	50%	\$6	\$6
Access Australia CMC Pty Ltd	Vocational Education	30 June	33%	33%	—	—

- 1) This note has been prepared based on the financial statements of the companies for the years ending 30 June 1999 (for 2000) and 30 June 1998 (for 1999).
- 2) Except for Austraining International Pty Ltd, the Department's ownership interest is a reflection of its voting power for the respective companies.
- 3) The Department's holdings entitle it to 50% of the voting power in Austraining International Pty Ltd.
- 4) Carrying amounts for investment in these companies is based on cost.
- 5) Access Australia has incurred losses in previous years and a provision for diminution of value has occurred.

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

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APPENDIX 1

Legislative Context and Changes

The NSW Department of Education and Training operates under or administers the following Acts:

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 (Ancillary Staff) Act 1987
Education Act 1990
Higher Education Act 1988
Higher Education (Amalgamation) Act 1989
Industrial and Commercial Training Act 1989
Macquarie University Act 1989
Moree and District War Memorial Educational Centre Act 1962
Parents and Citizens Associations Incorporation Act 1976
Sancta Sophia College Incorporation Act 1929
School Forest Areas Act 1936
Southern Cross University Act 1993
Teacher Housing Authority Act 1975
Teachers' College Act 1912

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 Newcastle Act 1989
University of Sydney Act 1989
University of Technology, Sydney, Act 1989
University of Western Sydney Act 1988
University of Wollongong Act 1989
Vocational Education and Training Accreditation Act 1990
West Scholarships Act 1930
Women's College Act 1902

There were minor legislative changes during 2000. The operation of the *Teaching Services (Education Teaching Service) Regulation 1994* was extended from 1 September 2000 to 1 September 2001. The *Industrial and Commercial Training Regulation 2000* was made to replace the equivalent 1995 regulation.

In 2000 there were no significant judicial decisions affecting the Department or the users of the services provided by the Department.

APPENDIX 2

Disclosure of 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 throughout the world 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 is the largest provider of vocational education and training in Australia. The Commission offers a wide range of nationally recognised courses at more than 120 campuses across the State. Eleven TAFE institutes and a world class distance education facility, the Open Training and Education Network, deliver programs and vocational education and training services to meet the needs of industry and the community.	Legislative compliance. Budget targets achieved.
TAFE Global Pty Ltd	TAFE Global Pty Ltd is a wholly owned entity of the NSW TAFE Commission that was incorporated on 7 June 2000. The entity will undertake commercial activities relating to vocational education and training both within Australia and overseas. It will commence operations during the year ended 30 June 2001.	Budget targets achieved.

APPENDIX 3

Boards

Board of Adult and Community Education

Changes to the *Board of Adult and Community Education Act 1990*

The NSW Board of Adult and Community Education (BACE) was established in 1991 following the enactment of the legislation, *Board of Adult and Community Education Act 1990*.

Amendments to Section 5 (1) of the Act were forwarded to Parliamentary Counsel and formed part of the recent Statute Law Amendment Bill finalised in December 1999.

Following a discussion with the Chair of the Board, the Minister agreed that Section 5 (1) of the Act should be amended to reflect the appropriate number of members from the Department of Education and Training.

The board will still comprise 13 members, however the configuration reflects greater community involvement on the board. Thus, ten community members instead of the current nine will be represented on the board. Other amendments reflect changes in Department nomenclature.

Chair

Ms Kaye Schofield, BA, DipEd, MEd
Director, Kaye Schofield & Associates Pty Ltd
Adjunct Professor, Faculty of Education, University of Technology, Sydney
Executive Director, RCVET, University of Technology, Sydney (from 30 July 1999)
Member, NSW TAFE Commission Board (ex officio)
Trustee, Sydney Cricket and Football Ground Trust
Trustee, Dusseldorp Skills Forum
Fellow, Australian Institute of Management

July 1998 to June 2001

Members

Ms Babette Bensoussan, BBus, MBA, Advanced Training for Competitive Intelligence Professionals
1996 SCIP (USA) Fellows Award
Board member, National Australia Day Council
Director, The MindShifts Group

July 2000 to June 2003

Mr John Berryman, BSc, Grad Dip in Data Processing, Master of Administration, Master of Special Ed
Fellow, Australian Institute of Company Directors
Fellow, Australian Institute of Management
Member, Australian College of Education
Member, School Council, Drummoyne Public School
Chief Executive, Royal Institute for Deaf and Blind Children

Three years from July 2000 to June 2003

Dr Ken Boston, AO, MA(Hons), PhD
Managing Director of TAFE NSW
Director-General of Education and Training
Ex officio from December 1997

Mr Brett Gleeson (JP), Bachelor of Business
Executive Director, WEA Hunter
Fellow, Australian Institute of Company Directors
Member, Australian Institute of Management
Member, NSW ACE Council (up to June 2000)
Member, WEA NSW State Executive

Three years from July 1997 to June 2000

Mr Bruce Kendall, DipTeach, GradDipEmpRel
Consultant - T Jayla Consultancy
Treasurer, NSW Aboriginal Education Consultative Group
Council member, University of Technology, Sydney

July 1999 to June 2002

Ms Susan Lister
Managing Director, Zulu Advertising & Design Pty Ltd.
Twenty years in marketing and advertising. Prior experience with Browns Mart Community Arts Project and NSW Council of Social Services.

July 2000 to June 2003

Ms Angeline Oyang, OAM, DipSocialWork, BA, GradDipCommunicationManagement
NAATI accredited interpreter

Former positions held:

Director of Welfare, Australian Red Cross Society
General Manager, Australian Chinese Community Association of NSW Inc

Executive Director, Hong Kong Council on Smoking and Health

Vice President, Ethnic Communities Council of NSW
President Australian Chinese Community Association

Current positions:

Member, Ambulance Board

Secretary, Australian Nursing Home Foundation

Trustee, Australian Nursing Home Foundation

Managing Director, AOY International

July 2000 to June 2002

July 1997 to June 2000

Mr Clifford Pacey, TeachCert - General Primary, BA, MEd
Principal, Macarthur Community College
Member, NSW ACE Council

July 1998 to June 2001

Mr Barry Peddle (JP), BEd, DipTeach, MEd
Director, Illawarra Institute of Technology

July 1999 to June 2002

July 1996 to June 1999

Ms Christine Robertson, BHS (Nursing), Registered Nurse
Director, Population, Health and Planning, New England
Area Health Service
Member, Rural Communities Consultative Council

July 2000 to June 2001
July 1997 to June 2000

Mr Bruce Secombe, BEM, ED (JP), Diploma Australian
Institute of Insurance
Secretary, Alstonville Adult Learning Association
Executive Member, NSW Association of Community Adult
Education Centres
Executive Member, NSW ACE Council (up to June 2000)
Former President and Member, North Coast Regional Council of
ACE

July 1997 to June 2000

Ms Sam Thomas, TC, BEd
Director, Adult and Community Education and Education
Access
Vice-Chair, MCEETYA Taskforce on Adult and Community
Education
Faculty of Education Advisory Committee, University of
Technology, Sydney
Member, UNESCO Education Network

Ex officio from June 1994

Frequency of Meetings

Meetings are held six times a year.

BACE Members' Attendance at Meetings, 2000	
Board Member	No. of Meetings
Kaye Schofield (Chair)	6
Babette Bensoussan	3
John Berryman	4
Ken Boston	4
Brett Gleeson	2
Bruce Kendall	5
Susan Lister	4
Angeline Oyang	5
Clifford Pacey	5
Barry Peddle	5
Christine Robertson	2
Bruce Secombe	3
Sam Thomas	6

Changes in Board Membership

Ex officio: Nil

Other Appointments: Ms Babette Bensoussan, Mr John Berryman and Ms Susan Lister were all appointed to the board on 1 July 2000. Their terms will run for three years.

Term Completed: Four board members' terms of appointment expired on 30 June 2000. Of these four positions, Mr Brett Gleeson and Mr Bruce Secombe have resigned. The Minister has re-appointed Ms Christine Robertson for one year, from July 2000 to June 2001, and Ms Angeline Oyang has been re-appointed for two years, from July 2000 to June 2002.

Resignations: Nil

Method and Term of Appointment of Board Members

Method: Section 5 of the *Board of Adult and Community Education Act 1990* provides for the appointment of 13 members.

Term: An appointed member holds office as specified in the terms of appointment (not exceeding four years) but is eligible for re-appointment.

NSW TAFE Commission Board

Chair

Ms Sandra Yates
Chair, Saatchi & Saatchi Australia

Members

Dr Ken Boston, AO, MA(Hons), PhD
Managing Director of TAFE NSW
Director-General of Education and Training

Dr Doreen Clark, AM BSc(Hons), PhD, FRACI, FTSE
Chair, National Standards Commission
Chair, Board of Insearch Ltd

Mr Phil Cross, BA, BCom, DipEd
Vice President, Scudder Investments Australia Pty Ltd

Term completed 17 May 2000

Mr Jack Dusseldorp, BSc, LLB
President, World Skills
Chairman, Dusseldorp Skills Forum Incorporated

Resigned 9 August 2000

Mr Mohamed Elsarky
Managing Director
Kellogg (Aust) Pty Ltd

Appointed 1 June 2000

Mr Warren Grimshaw, AM, BBus, ASTC
Executive Director, Coffs Harbour Education Campus

Mr Steve Harrison, BA, LLB
Managing Director, Industrial Development Australia Pty Ltd

Mr Kevin Locke, BA(Hons)
Manager Human Resources, BHP Flat Products
Term completed 17 May 2000

Ms Ann Moffatt
Director, EXoCaT Pty Ltd
Resigned 1 December 2000

Ms Melanie O'Connor, BA, DipEd, MBA
Director
Strategic Human Resource Solutions Pty Ltd
Appointed 1 June 2000

Ms Kaye Schofield, BA, DipEd, MEd, FAIM
Director Kaye Schofield and Associates Pty Ltd
Chair, Board of Adult and Community Education

Ms Dorian Scott
Managing Director, Dorian Scott Pty Ltd

Mr Doug Wright, AM, BA, BEc
Chair, National Manufacturing, Engineering and Related Services ITAB
Special Representative, Australian Industry Group

Frequency of Meetings

Ten meetings were held in 2000.

NSW TAFE Commission Board Members' Attendance at Meetings in 2000		
Board Member	No. of Meetings Eligible to Attend	No. of Meetings
Ms Sandra Yates (Chair)	10	8
Dr Ken Boston	10	6
Dr Doreen Clark	10	8
Mr Phil Cross	4	2
Mr Jack Dusseldorp	7	4
Mr Mohamed Elsarky	6	3
Mr Warren Grimshaw	10	9
Mr Steve Harrison	10	9
Mr Kevin Locke	4	4
Ms Ann Moffatt	9	8
Ms Melanie O'Connor	6	5
Ms Kaye Schofield	10	7
Ms Dorian Scott	10	10
Mr Doug Wright	10	10

Changes in Board Membership

Mr Phil Cross – Term completed 17 May 2000
Mr Jack Dusseldorp – Resigned 9 August 2000
Mr Mohamed Elsarky – Appointed 1 June 2000
Mr Kevin Locke – Term completed 17 May 2000
Ms Ann Moffatt – Resigned 1 December 2000
Ms Melanie O'Connor – Appointed 1 June 2000

Method and Term of Appointment of Board Members

Method: Section 11(2) of the *Technical and Further Education Commission Act 1990* provides for the appointment of 13 members of the board to include:

- ♦ the Managing Director of TAFE NSW
- ♦ a senior member of the staff of the NSW TAFE Commission, or a senior public servant employed in the Department of Education and Training, for the time being nominated by the Minister
- ♦ the Chairperson of the Board of Adult and Community Education
- ♦ a nominee of the Minister for Education and Training
- ♦ nine members appointed by the Minister.

No formal appointments are necessary for ex officio members. Schedule 1, 4(1) of the Act allows the re-appointment of members by the Minister, although terms of appointment must not exceed four years.

Term: The terms of appointment are varied to ensure continuity of membership.

NSW Board of Vocational Education and Training (BVET)

Chair

Mr Bert Evans, AO, DSEc(Hons)
Former CEO, Metal Trades Industry Association
Chair, Cutler, Hughes and Harris
Chair, Superannuation Trust of Australia
Chair, Public Purpose Fund
Chair, Vocational Education and Training Accreditation Board
Visiting Professor, Macquarie Graduate School of Management
Visiting Professor (Industrial Relations), University of Sydney

Members

Dr Ken Boston, AO, MA(Hons), PhD
Managing Director of TAFE NSW
Director-General of Education and Training

Dr Jim McMorrow, BEc, DipEd, BEd, MEd, PhD, FACE
Deputy Director-General (Policy and Planning), Department of Education and Training

Ms Linda Burney
Director General, NSW Department of Aboriginal Affairs
Past President, NSW Aboriginal Consultative Group
Chair, NSW State Reconciliation Committee

Mr Ted Wright, AM
 CEO, The Commissary Company
 Chair, Sydney Convention and Visitor's Bureau
 Chair, Tourism Training Australia

Ms Kay Sharp, AM
 General Manager, Hunter Valley Training Company
 General Manager, National Secretariat for the Workskill
 Australia Foundation

Dr Paolo Totaro, AM, DottGiurisp, DMus
 Foundation Chairman, Ethnic Affairs Commission (1974-89)
 Member, Council of the University of Technology, Sydney
 Visiting Professor, Faculty of Education, University of
 Western Sydney

Mr Kevin Power
 Executive Director, ACTU-Lend Lease Foundation
 Member, Vocational Education and Training Accreditation
 Board

Dr Doreen Clark, AM (new member)
 Chair, Board of Insearch Ltd
 Chair, National Standards Commission

Frequency of Meetings

Please note that due to the Sydney Olympic Games, only eight board meetings were held during 2000.

BVET Board Members' Attendance at Meetings in 2000	
Board member	Number of meetings attended
Bert Evans (Chair)	8
Ken Boston	5
Linda Burney	4
Doreen Clark	6
Jim McMorrow	5
Kevin Power	6
Kay Sharp	8
Paolo Totaro	6
Ted Wright	8

Changes in Board Membership

In March 2000, Dr Doreen Clark was appointed to the board as a new member taking the total number of board members to nine.

Method and Term of Appointment of Board Members

Following expiry of their previous term of appointment on 31 December 1999, board members were reappointed to the board from 1 January 2000 for a further three year term. An additional member, Dr Doreen Clark, was appointed to the board taking the total number of members to nine.

An amendment to the board's legislation resulted in an increase in the number of members appointed by the Minister from six to eight and a decrease in the number of ex officio members from two to one.

The eight members appointed by the Minister were drawn from industry, education and training and the community while one member represented government agencies in an ex officio capacity. All appointments were made until 31 December 2002.

Vocational Training Board

Chairs

Ms Jill Gientzotis, (resigned December 2000)
 Director, Recognition Services, Department of Education and
 Training
 Commissioner for Vocational Training
 General Manager, VETAB

Ms Pam Christie, (appointed December 2000)
 Director, Recognition Services, Department of Education and
 Training
 Commissioner for Vocational Training
 General Manager, VETAB

Members

Australian Defence Force Association

Mr Anthony Alderson

Australian Hotels Association

Ms Mary-Lou Williams

Australian Industry Group

Mr Ian McMaugh
 Mr John Smith
 Ms Gillian McDonald
 Mr Paul Hennessy

Australian Institute of Construction

Mr Don De Costa
 Mr Eric Kay

Australian Institute of Travel and Tourism (NSW Chapter)

Mr Paul Jacobs

Australian Manufacturing Workers Union

Mr Basil King
 Mr Ian Masters
 Mr Bradley Stewart
 Mr Bruce McLeod

Australian Manufacturing Workers Union Printing Division - NSW State Council

Mr Brian Henderson
 Mr Peter Ody

Australian Manufacturing Workers Division (Vehicle Division)

Mr Garry Hingle

Australian Meat Industry Employees Union NSW Branch

Ms Patricia Fernandez
 Mr Robert Hamilton
 Mr Peter Usher

Australian Workers Union

Ms Lauren Godfrey
Ms Naomi Arrowsmith
Ms Sarah Kane
Mr Keith Eadie

Construction, Forestry, Mining and Energy Union

Mr Terry Kesby
Ms Rita Mallia

Construction, Forestry, Mining and Energy Union - Forestry Division

Mr Craig Smith

Electrical Trades Union of Australia

Mr Peter McPherson
Mr Bernard Riordan
Mr Warwick Tomlins
Mr William Wooldridge

Far West Aboriginal Health Service

Mr William Johnstone

Gardner Merchant

Ms Louise Flowerday

Health Services Association of NSW

Mr Paul Naylor

Hospitality Training Network

Ms Bronwyn Willits

Institute of Automotive Mechanical Engineers

Graeme Jackson

Labor Council of NSW

Mr Michael Gadiel
Mr Ernie Razborsek

Master Builders Association of NSW

Ms Donna King

Master Farriers Association of NSW

Mr Malcolm Hunt
Mr Lewis Cini

Master Painters Australia - NSW Association

Mr Geoff Sheldon
Donald Gray

Master Painters Group Training Company

Mr Dennis O'Sullivan

Master Plumbers Apprentices Ltd

Mr Laurie Reeves

Master Plumbers and Mechanical Contractors

Mr John Dunstan

Master Tilers, Slaters and Shinglers Association of NSW

Mr Keith MacKenzie

Motor Traders Association of NSW

Mr Arnold Cannon
Ms Jane Cleary
Mr Rod Grace
Mr George Harris
Mr Gregory Hatton
Ms Clare Longstaff
Mr Kenneth McKell
Mr Bruce Perkins
Mr Ian Rolfe

National Association of Women in Construction

Ms Christine Bourne

National Electrical Contractors Association of Australia

Mr John Cambridge
Mr Barry Dawson

National Meat Association of Australia

Ms Belinda Hughes
Mr Timothy Hulme
Mr Neville Rowe
Ms Debbie Yates

National Precast Concrete Association of NSW

Mr Brian Mallon

National Roof Tiling Industry Committee

Mr Richard Heron

NSW College of Nursing

Ms Jan Andrews

NSW Electrical Licensing Board

Mr James MacFadyen

NSW Golf Association

Mr Geoff Worsley

Plastics and Chemicals Industries Association

Mr Kevin Hannon

Printing Industry Association of Australia

Ms Kath Browne
Mr Ken Stenner

Professional Hairdressers' Association

Mr Jack Fitzgerald
Ms Maureen Harding
Ms Linden Swan

Restaurant and Catering Industry Association

Mr John Walker
Mr Robert Goldman

Retail Traders Association of NSW

Ms Deborah May
Mr Gary Watkins

Shop Distributive and Allied Employees Association

Ms Julie Duncan

Textile, Clothing and Footwear Union NSW

Ms Barbara Jensen

Frequency of meetings

The Vocational Training Board (VTB) convenes as scheduled on an industry basis to assess applications for trade recognition.

The board also convenes to hear and determine disputes and disciplinary matters lodged with the Commissioner for Vocational Training by employers, apprentices and trainees concerning their apprenticeship or traineeship. Each hearing of the VTB requires a quorum comprising the chairperson, an employer representative, an employee representative, and a representative appointed to represent the NSW TAFE Commission.

On a day to day basis the function of Chairperson of the VTB is delegated by the Commissioner for Vocational Training to the Manager, Vocational Training Board and in his absence the Registrar, Vocational Training Board.

In 2000, the VTB met on 152 occasions to determine applications for trade recognition and regulatory matters under the *Industrial and Commercial Training Act 1989*. The VTB also convened 85 times to hear and determine disputes and disciplinary matters notified by the Commissioner for Vocational Training concerning employers and their apprentices or trainees.

Changes in Board Membership

In accordance with the *Industrial and Commercial Training Act 1989*, members of the VTB are nominated by employer and employee (union) industrial associations as having the required knowledge and experience in industry trade skill requirements and in apprenticeship and traineeship training arrangements.

A submission has been prepared for the approval of the Minister proposing the reconstitution of the membership of the board to both add new members and to replace members who have resigned or retired from their nominating industry associations.

In seeking nominations for membership of the VTB, considerable emphasis was placed on establishing the VTB with an improved gender balance and more equitable representation than previous nominations. If approved the female membership of the VTB will be increased to 35 per cent up from 10 per cent over the composition of the previous VTB membership.

Method and Term of Appointment of Board Members

In accordance with the provisions of Schedule 3 of the *Industrial and Commercial Training Act 1989*, VTB members are generally appointed by the Minister for a period of three years on the nomination of the relevant employer or employee association. Members are eligible for re-appointment.

Appendix 4

Senior Executive Service Officers

Profile of SES Officers*												
Number of Positions				Number of SES Officers			% of Females			% of Males		
SES Level	1998	1999	2000	1998	1999	2000	1998	1999	2000	1998	1999	2000
1	5	5	5	5	5	5	40	40	40	60	60	60
2	76	77	73	74	73	63	25.7	24.7	23.8	74.3	75.3	76.2
3	16	14	18	16	14	17	37.5	43	52.9	62.5	57	47.1
4	10	9	10	10	9	10	30	22.2	20	70	77.8	80
5	7	9	8	7	8	8	57.1	25	25	42.9	75	75
6	3	3	2	3	3	1	33.3	33.3	0	66.7	66.7	100
7	0	0	1	0	0	1	0	0	100	0	0	0
8	1	1	1	1	1	1	0	0	0	100	100	100
Total	118	118	118	116	113	106	30.2	27.4	29.2	69.8	72.6	70.8

* Figures for each of the years are as at 31 December.

District Superintendents

Mr Jack Baseley, BEd, MA
District Superintendent Port Jackson

Mr John Bentley, BA, MACE
District Superintendent Blacktown

Mr Richard Booth, BA
District Superintendent Liverpool

Ms Carol Carrigan, DipTeach, DipEd Studies, MEd
District Superintendent Northern Beaches

Mr Christopher Carroll, DipTeach, BA, MA, FACE
District Superintendent Wollongong

Mr Wayne Chandler, BA, DipEd, MEdAdmin
District Superintendent Armidale

Mr Gregory Cloak, BA, MStud, DipTeach
District Superintendent Lismore

Mr James Coleborne, BA(Hons), DipMigTeach, MEd
District Superintendent Queanbeyan, resigned 02/10/00

Mr Chris Evans, BSc(Hons), DipEd, MEd Admin
District Superintendent Mount Druitt

Mr Mark Everett, BEd
District Superintendent Griffith

Ms Patricia Farmer, BA, DipEd, LittB, MEd
District Superintendent Fairfield

Mr Peter Haigh, BA, DipEd
District Superintendent Ryde

Ms Julie Houghton, DipTeach, GradDipEdStud, MEd
District Superintendent Sutherland

Mr Graeham Kennedy, BSc(Hons), DipEd, DipEdAdmin, MEdAdmin
District Superintendent Campbelltown

Mr Robert Lewis, BPhysEd, DipEd, MEdAdmin
District Superintendent Tamworth

Mr William Low, DipTeach, BEd, DipProfDev&Sup, DipComm&SchRel
District Superintendent Central Coast

Ms Valerie Macaulay, BA, TeachCert, MACE, MACEA
District Superintendent Wagga Wagga, effective to 13/08/00

Mr Dennis MacKenzie, BA, MACE
District Superintendent Bankstown

Mr Terence Maguire, TeachCert
District Superintendent Maitland

Mr Robert Manwarring, DipTeach, BA, MEdAdmin, MBA
District Superintendent Parramatta

Ms Carole McDiarmid, BEd, DipEdStud, MEd(Hons)
District Superintendent Bathurst

Ms Robyn McKerihan, BEd, MBA
District Superintendent Dubbo

Mr Kenneth Olah, BA, DipEd, MEdMan
District Superintendent St George

Mr Denis Osborne, TeachCert, BA, MEd, MEdAdmin
District Superintendent Hornsby

Mr Terry Palmer
District Superintendent Parramatta retired 09/05/00

Mr Adrian Parker, BA
District Superintendent Deniliquin

Mr Wayne Parkins, BA, DipEd, MEd, MA
District Superintendent Tweed Heads/Ballina

Mr Ron Phillips, BEd, MCurrSt(Hons), MEdAdmin
District Superintendent Clarence/Coffs Harbour

Ms Elizabeth Rushton, BA, DipEd, GradCertSchMan, GradCertGiftEd
District Superintendent Lake Macquarie, appointed 17/01/00

Mr Allan Schirmer, DipSchAdmin, BEd
District Superintendent Albury

Mr Alan Sharp, BEd, DipSpecEd
District Superintendent Broken Hill

Mr Francis Shaw, BA, MEdAdmin, DipTeach, DipMan
District Superintendent Port Macquarie

Mr Robert Smith, BComm, DipEd, GradCertIT, GradCertQualMan
District Superintendent Bondi effective to 08/10/00

Mr Laurie Tabart, BA, TeachCert, MACE
District Superintendent Newcastle

Mr Alan Thomas, BA, MEd, DipPE
District Superintendent Shellharbour

Mr Arthur Townsend, MEd, BEC, DipEd
District Superintendent Orange

Mr Colin Walters, DipIA(Ed), MEd(IE)
District Superintendent Batemans Bay

Ms Diane Wasson, BA(Hons), DipEd, MA
District Superintendent Granville

Mr Philip Webster, MStudEd
District Superintendent Taree

Mr Ian Wilson, BEd, MEdAdmin
District Superintendent Moree

TAFE NSW Institute Directors

Mr John Allsopp, BEC, DipFinMan, FCPA
Director, South Western Sydney Institute

Mr Neil Black, HortCert, BScAgr, DipEd(Tech)
Director, North Coast Institute, appointed 10/07/00
Director, Western Institute, effective to 09/07/00

Mr Stephen Bramah, BA, MBA
Deputy Director, Illawarra Institute of Technology, resigned 30/06/00

Ms Rosemary Campbell, BA(Hons), MA(Hons), TSTC
Director, Riverina Institute

Mr Graham Devlin, RFD, DipTeach, BEngElec, DipEd, DipLabRel&Law, MEng
Deputy Director, Corporate Services, Sydney Institute of Technology

Mr Kimble Fillingham, BA, MEd
Director, Southern Sydney Institute

Mr Ian Fraser, BSc, DipAdmin, DipContEd
Deputy Director, Southern Sydney Institute

Mr Kevin Harris, TradesCert, GradCertElect, DipEng, BA, DipTeach, CertQualMan
Director, Northern Sydney Institute

Ms Karen Harris, BA, DipEd
Deputy Director, Western Sydney Institute, appointed 16/10/00

Ms Gaye Hart, AM, BA, DipEd, MEd, FACE
Director, Hunter Institute of Technology

Mr Richard Jordan, BA, DipEd, MEd
Deputy Director, Sydney Institute of Technology and Director, Ultimo College, appointed 30/03/00
Deputy Director, Western Sydney Institute, effective to 29/03/00

Ms Dianne Murray, BA, DipEd, MEd
Deputy Director, South Western Sydney Institute

Mr Barry Peddle, DipTeach, BEd, MEd
Director, Illawarra Institute of Technology

Ms Pamela Peelgrane, BA, DipEd
Deputy Director, Northern Sydney Institute, appointed 13/11/00

Ms Marie Persson, BA, DipEd, MEd, MACE, FAIM
Director, Sydney Institute of Technology

Mr Gary Pollock, DipTeach, DipEd, MA
Director, New England Institute

Ms Gillian Shadwick, BA, DipAdEd, DipEd, MA, MLitt, FACE
Director, Western Sydney Institute

Mr Robin Shreeve, BA(Hons), MA, AFAIM, AFAMI
Director, North Coast Institute, effective to 07/05/00

Mr Kumarasamy Sivakumar, MA
Deputy Director, Northern Sydney Institute, retired 12/11/00

Mr James Thorpe, CertTeach, DipTeach, BEd, GradDipEd, GradDipEdAdmin, DEVET, MEdAdmin, GradCertLead
Director, Western Institute, appointed 20/01/00

Mr John Townsend, DipTeach, BEd
Deputy Director, Hunter Institute of Technology, Retired 11/08/00

Educational Services Division (ESD) Directors

Ms Catherine Barry, BA, DipEd, DipSpecEd, MEd
Director, Access ESD, appointed 26/06/00

Ms Julie Buckley, BEd
Director, Primary Industries and Natural Resources ESD

Mr Allan Drew, AccCert, TeachCert, DipAdultEd, MBA, FCPA, FCCA, FAICD, FNIA, AFCIA
Director, Business and Public Administration ESD

Mr Alan Gibson, BEd(Tech), DipEd
Director, Construction and Transport ESD, retired 28/04/00

Mr Robert Richards, AM, DipMarOp, GradDipAdultEd, GradCertMan
Director, Construction and Transport ESD, appointed 26/06/00

Ms Margaret Sullivan, RN, CM, DNE, BEd(Adult), FCN
Director, Community Services, Health, Tourism and Hospitality ESD

Mr Machi Raju Varanasi, GradCertEng, BTech, MMan, CertNetFun, CertAdvIntBusFun, CertIntBusFun, CertHTMLFun
Director, Information Technology, Arts and Media ESD, appointed 31/07/00

Mr Anthony Whittingham, BEd(Tech), DipEd,
L&ESDCert, MAIC, MAIM
Director, Information Technology, Arts and Media ESD, retired
03/03/00

Mr Peter Wright, MechEngCert(Hons), DipTeach, BEd
Director, Manufacturing and Engineering ESD

State Office Directors

Mr John Banham, BEngChem(Hons), MapSc
Chief Information Officer

Dr Ken Boston, AO, MA(Hons), PhD
Managing Director of TAFE NSW
Director-General of Education and Training

Mr Anthony Brady, DipTeach, BEdStud, MA
Executive Director of Technical and Further Education

Dr Paul Brock, BA(Hons), DipEd, PhD, FACE
Director of Strategic Research

Dr Michele Bruniges, DipTeach, DipEd, MEd, PhD, MACE
Director of Strategic Information and Planning,
appointed 10/08/00

Mr Stephen Buckley, BA, MACE
Assistant Director-General, Corporate Strategy

Dr Terence Burke, BA, MStud(Ed), MEd(Hons), PhD, FACE
Deputy Director-General, Operations, effective to 31/8/00.
Placed on unattached list.

Mr John Burkhardt, BSc(Hons), DipEd, MTCP
General Manager, Properties

Ms Christine Burvill, TeachCert, BA(Hons), MA(Hons)
Director of Higher Education, appointed 1/11/00
Executive Director, Office of the Director-General, effective to
31/10/00

Ms Judith Byrne, DipEd, MA
Director of Educational Development

Ms Pamela Christie, BA, DipEd, DipEdStud
Director, Recognition Services, appointed 22/12/00
Director, Industry Programs, effective to 21/12/00

Ms Hetty Cislowski, BA, DipEd, MEd
Director, School Self Evaluation and Improvement, appointed
3/07/00
Director VET in Schools - Implementation, effective to
02/07/00

Mr Dennis Clancy, BBus
Director of School and College Financial Support,
retired 21/01/00

Ms Lyndsay Connors, BA, DipEd
Director of Higher Education, retired 31/07/00

Ms Eleanor Davidson, BBS(Hons), MPsy, MACE, MAPS
Executive Director of Student Services and Equity Programs

Mr Graham Dawson, BA, DipEd, MLitt, MEd(Hons)
Director of Training and Development, effective to 9/10/00

Ms Helen de Silva Joyce, BA, TESOL, PostGradLingEdStud,
PostGradDipPubEd
Director of AMES, appointed 15/11/00

Mr Kenneth Dixon, BComm, FCPA
General Manager, Finance

Mr Barry Foster, BA, DipPE
Director of Specialist Units

Mr Brian Frankham, BEngCivil(Hons), MEngSc
Director of Properties Support

Ms Jillian Gientzotis, BSocStud(Hons), DipIR&Law
Director of Recognition Services, resigned 06/12/00

Mr Ian Gillespie, FCPA, FAIM, MAICD
Director of Financial Accounting

Ms Heather Gray, DipTeach, BEd
Director of Personnel Operations, resigned 02/02/00

Mr George Green, MA, DipSchAdmin, MACE
Assistant Director-General, Student Services and Equity
Programs

Mr Ian Hamilton, BBus(Acc), CertOpMan, ASA
Director OTEN - Distance Education

Mr William Hamilton, BBus, DipPublic Admin
Director of Administrative Services

Mr Jim Harkin, BA, MACEA
Executive Director, School Operations

Mr Wayne Houston, DipTeach, DipEdStud(Computers)
Director, Technology Services

Mr Paul Irving, BComm, BLegStud, DipLabRel&Law,
DipStratStud
General Manager, Personnel

Ms Patricia Kelly, DipNursing, DipEd, MBA
Director of Personnel Programs

Dr Alan Laughlin, BSc, DipEd, MEd, MEdAmin, PhD, FACE
Assistant Director-General, Secondary Education

Ms Leslie Loble, BSc, MPubAdmin
Director of Vocational Education and Training Policy

Ms Valerie Macaulay, BA, TeachCert, MACE, MACEA
Director of Child Protection Investigation Unit, appointed
14/08/00

Ms Joan Masters, BA, DipEd, GradCertTESOL
Director of AMES, retired 01/03/00

Ms Jan McClelland, BA(Hons), BLegStud
Deputy Director-General, Corporate Services

Dr James McMorrow, BEC, BEd, DipEd, MEd, PhD, FACE
Deputy Director-General, Policy and Planning

Mr William Middleton, BBus, GradDipMan, FCPA, FIIA
Director of Audit

Mr Bernard Ollis, DipArt&Design, BA(Hons), MA(Painting),
RCA
Director of National Art School

Mr Phillip Peace, BCom, CPA, ACIS, ACHSE
Director of Properties Services

Mr Robert Puffett, AM, BEd(Tech), DipTeach
Assistant Director-General, Technical and Further Education,
retired 03/03/00

Dr Alan Rice, BA, MEd, PhD
Executive Director of Early Childhood and Primary Education

Mr Robin Shreeve, BA(Hons), MA, AFAIM, AFAMI
Assistant Director-General, Technical and Further Education,
appointed 08/05/00

Mr Robert Smith, BComm, DipEd, GradCertIT,
GradCertQualMan
Director of VET in Schools, appointed 09/10/00

Ms Jozefa Sobski, BA(Hons), DipEd, MEd
Deputy Director-General, Development and Support

Ms Janet Stewart, BPharm, DipEd, DipMarketing, FAMI
Director, Business Development

Mr John Sutton, BA
Assistant Director-General, Primary Education

Mr Chris Taggart, BComm, DipEd, MEc
Director, Corporate and Management Accounting

Ms Sam Thomas, TeachCert, BEd
Director of Adult and Community Education Access

Mr Michael Waterhouse, BA(Hons), DipLaw
Director, Strategic Relations and Reporting, effective to
11/06/00

Mr Lindsay Wasson, BA(Hons), DipEd, MEdAdmin
Director of Curriculum Support

Ms Carolyn Wells, BA, MA(Hons), MEd, ASA, CIA
Assistant Director of Audit

Mr Paul X Whelan, BA, DipEd, MEdAdmin, MACE
Director, Corporate Applications, appointed 01/12/00
General Manager of Executive and Legal Services, effective to
30/11/00

Dr Gary Willmott, BEc, DipEd, PhD, MACE
Assistant Director-General, State Training Services

Mr Trevor Wootten, BA, DipEd
Executive Director of Secondary Education

APPENDIX 5

Significant Committees

Significant Statutory Bodies and Interdepartmental Committees

Senior officers in the Department are also members of statutory bodies and significant interdepartmental committees. During the reporting period, officers of the Department's State Executive were members of the following statutory bodies and committees.

Ken Boston

Managing Director of TAFE NSW

Director-General of Education and Training

Deputy Chair, Australian Council for Educational Research
Board of the National Centre for Vocational Education and Training Research

Board of Trustees of Young Achievement Australia
Civics Education Group

Committee for Economic Development of Australia

Council of the University of Technology, Sydney

National Council of the Australian Quality Council

National Council of Musica Viva

Jan McClelland

Deputy Director-General (Corporate Services)

Corporate Services Peer Review Committee

Chair: MCEETYA Working Group on National Strategy in Schools to Prevent Paedophilia and Other Forms of Child Abuse

Council of University of New England (from June 2000)

Jim McMorrow

Deputy Director-General (Policy and Planning)

NSW Board of Studies

NSW Board of Vocational Education and Training

Chair, BVET Curriculum Advisory Committee

Charles Sturt University Council

Chair, NSW Non-Government Schools Advisory Council

Chair, MCEETYA Annual National Report Taskforce

Chair, MCEETYA Taskforce on School Statistics

MCEETYA National Education Performance Monitoring Taskforce

MCEETYA Taskforce on Indigenous Education

National Research and Evaluation Committee

Chair, NSW VET in Schools Consortium

MCEETYA Reference group on East Timor

Jozefa Sobski

Deputy Director-General (Development and Support)

Chair, MCEETYA VEET Women's Taskforce

Chair, NSW Drug and Alcohol Training Taskforce

NSW Representative, EdNA VET Advisory Group

Chair, Strategy 2000 VET Policies and Online Learning Project National Steering Committee; four related committees.

Australian Children's Television Foundation Board

GROW Employment Council Inc.

NSW Board of Studies

Chair, Board of Studies, VET Advisory Committee

Chair, Board of Pacific School Games

Casula Powerhouse Arts Centre Board

Chair, VET Policies and Online Learning, National Steering Committee

LearnScope 2000, National Steering Committee

Chair, NET*Working 2000, National Steering Committee

Chair, Staff Capability Review, National Steering Committee

Robin Shreeve

Deputy Director-General (TAFE)

Director, AeSharenet Ltd

Director (Chair) TAFE Global Pty Ltd

Director, Le Cordon Bleu – North Sydney Institute of TAFE Ltd

Steve Buckley

Assistant Director-General (Corporate Strategy)

Director of TAFE Global Pty Ltd

George Green

Assistant Director-General (Student Services and Equity Programs)

Juvenile Justice Advisory Council

CESCEO Subgroup on Racism in Schools

Laughlin, Alan

Assistant Director-General (Secondary Education)

Chair, National Olympic Education Committee

Nirimba Education Precinct Board

Sydney Institute of Technology Council

Conservatorium Steering Committee

Sutton, John

Assistant Director-General (Primary Education)

Chair, Country Areas Program

State Advisory Council

Gary Willmott**Assistant Director-General (Industry Services)**

ANTA National Training Quality Council
ANTA National Consistency Advisory Committee
Australian Qualifications Framework Advisory Board
Foundation for Australian Manufacturing Education Board
NCVER Apprenticeships Research Steering Committee
Chair, NSW New Apprenticeships Reference Group
Chair, Public Sector Traineeship Strategy Advisory Committee

John Banham**Chief Information Officer**

Contract Management Committee, Government Network Services
Government Selected Applications Systems (GSAS) Program
Contract Management Committee

John Burkhardt**General Manager of Properties**

Council of the University of Western Sydney (Hawkesbury)
Ex-Officio Chair, Teacher Housing Authority

Ken Dixon**General Manager of Finance**

Board of EdSuper
Non-Government Schools Advisory Council
Non-Government Schools Review Committee
Pacific School Games Management Committee

Paul Irving**General Manager of Personnel**

Industry Reference Group (Government Administration and Education)
National Schools Committee Network

Paul X Whelan**Director of Corporate Applications**

Talent Development Project Inc

Major Departmental Committees

Audit Committee
Audit Investigations Committee
Capital Planning Committee
Child Protection Steering Committee
Collegiate Education Plan Reference Group
Computers in Schools Steering Committee
Corporate Services IT Steering Committee
Country Areas Program Committee
Director-General's Advisory Group on Aboriginal Education and Training
Director-General's Advisory Group on the Disadvantaged Schools Program
Director-General's Advisory Group on Multicultural Education and English as a Second Language
Facilities Standards Committee
Personnel / Payroll Steering Committee
State Literacy Committee
TAFE Curriculum Strategy Group
Teachers Qualifications Advisory Panel
Technology Strategy Committee
Training and Development Committee
Vocational Training Board Appeals Panel

APPENDIX 6

SES Performance Statements

Ken Boston
Managing Director of TAFE NSW
Director-General of Education and Training
SES Level 8 \$312,075

Dr Boston is responsible to the Minister for Education and Training for the leadership and management of the public education system and the provision of advice affecting all education and training in New South Wales. During 2000, Dr Boston led the Department in strengthening the quality of provision in education and training in schools and colleges, ensuring that programs and initiatives were effectively implemented to deliver improved educational outcomes for students.

Dr Boston's leadership of the Department was exercised within the framework of the strategic priorities set out in the *NSW Government's Plans for Education and Training 1999-2003* and the Department's four principal planning documents: *Education and Training 2000-2002*; *NSW Public Schools Strategic Directions 2000-2002*; *TAFE NSW Strategic Directions 2000-2002*; and the *NSW 2000 Vocational Education and Training Plan*.

Dr Boston provided advice to the NSW TAFE Commission Board, the Board of Vocational Education and Training and the Vocational Education and Training Accreditation Board, and exercised responsibility for the incorporation of the resolutions of those boards into Departmental programs.

Detailed information on the Department's achievements in education and training in strategic priority areas can be found earlier in this report.

During 2000 Dr Boston delivered a number of major speeches and had some significant articles published in the press and in academic journals. The major theme was the value of public education in Australia. In the course of his many visits to schools and colleges during the year Dr Boston emphasised the worth of the contributions made by Departmental staff to the realisation of the ideals of public schools. For example, in a major speech to the annual conference of the Federation of Parents and Citizens' Associations in Dubbo in August, Dr Boston developed the idea of the contribution made by public schools to the personal and social formation of Australian citizens. *The Sydney Morning Herald* published an edited version of this speech.

Dr Boston was one of the leaders in the national debate on the implications of the Commonwealth's funding policies for government and non-government schools. In his public statements he urged a non-partisan national debate on the future of public education in Australia, and called on governments to legislate for a just distribution of resources between the two sectors.

In 2000, significant progress was made in improving the quality of educational provision through the development of multi-campus secondary colleges. Chifley College in the Mount Druitt area commenced operations, with the senior campus at Whalan offering 55 separate courses to students, more than four times the number of courses previously available to students. Construction work commenced on the new Year 10 to Year 12

campus of Dubbo College, to open in 2002. Planning was undertaken for the commencement of operations of Georges River College, to open in 2001.

Additionally, announcements were made concerning the establishment of Callaghan College in western Newcastle, to commence operations in 2001 and of the consolidation of six secondary schools in the Northern Beaches District to form the Northern Beaches Secondary College, to operate from 2003.

The Department maintained its strategic focus on expanding vocational education in schools. A new VET in Schools Directorate was created to facilitate a more strategic and cohesive approach to the delivery of programs. All 40 government school districts were successful in gaining registration as training organisations under the requirements of the Australian Recognition Framework. One in three senior school students in New South Wales now studies a vocational course as part of their HSC.

Dr Boston's leadership of TAFE NSW saw continued expansion in enrolments in 2000, to a total enrolment of just over 544,000. Over the past five years, enrolments have increased by 30.4 per cent. A total of 93.3 million annual student contact hours (ASCH) was delivered in TAFE during 2000, an increase of 6.9 million or eight per cent over 1996.

TAFE NSW continued its relationship as Official Training Services Supporter of the 2000 Sydney Olympic Games and Official Partner of the Paralympic Games. TAFE NSW trained a total of 110,000 volunteers and contractors in preparation for the Olympic Games and coordinated, managed and delivered over 700 training sessions, totalling almost one million hours of training during 1998-2000.

TAFE NSW continued to build on its achievements in working with industry to ensure that businesses have the skilled workers they need to prosper. As an example, in April 2000 an agreement was signed with the Toyota Motor Corporation Australia (TMCA) for TAFE to be the nominated training provider for TCMA and Toyota dealerships across Australia and the Pacific Basin. In June 2000 TAFE Global Pty Ltd was incorporated as a separate legal entity. The company was formed to consolidate and conduct the commercial activities of TAFE NSW, better positioning TAFE NSW to take advantage of emerging opportunities in the international market for training services.

Commencements by apprentices and trainees increased by 12.7 per cent in New South Wales, with 57,930 apprentices and trainees commencing training in 2000. Targets in the '2000 by 2000 Strategy' to improve employment and training opportunities for young people in New South Wales by employing 2000 trainees in the public sector by the year 2000 were exceeded. A total of 3,658 new trainees have participated in the program, involving 54 agencies. The Department employed 249 new entrant trainees.

The Department, through the Vocational Education and Training Accreditation Board (VETAB), provided continuing support for the process of endorsement and implementation of national training packages. At December 2000, VETAB had endorsed a total of 56 national training packages for delivery in New South Wales, with 49 approved for apprenticeship and traineeship delivery.

The Adult Migrant English Service enrolled a total of almost 17,000 students in 1,133 courses, representing over one million client hours. AMES successfully maintained its accreditation as a provider by the National English Language Teaching Accreditation Scheme. The focus of AMES on the quality of promotional materials and the development of community links was commended, as was the increase in the number of delivery sites in both metropolitan and regional areas.

In 2000 there was a general broadening of participation in lifelong learning. Enrolments in Adult and Community Education programs increased by four per cent, with enrolments of Indigenous Australians increasing by approximately 85 per cent. During 2000, enrolments by people with a disability continued to grow, increasing by nearly 300 per cent from 2,652 in 1996 to 10,188 in 2000.

Under Dr Boston's leadership the Department had a major role in the 2000 Olympic and Paralympic Games and associated events. The capacities of the public education and training sector were widely called upon and, as a consequence, widely recognised. The Department had significant responsibility in major test events for the Olympic Games. The Pacific School Games involved 3,500 competitors from all Australian States and Territories and 27 Pacific rim countries. The Opening Ceremony in Stadium Australia involved 15,000 student performers before an audience of almost 80,000.

Thousands of students from public schools were involved in events including the Opening and Closing Ceremonies, welcoming teams to the Olympic Village and acting as Torch Relay Escort runners. The attendance of thousands of students from the State's public schools was a highlight of the Paralympic Games. Hundreds of public school teachers demonstrated their commitment to the Olympic ideal and to the people of New South Wales by acting as trainers, chaperones, backstage production crew and stage management crew for Olympic and Paralympic performances.

Dr Boston's contribution to the Department of Education and Training over the past year was regarded as outstanding. A performance related incentive payment of \$20,000 was thus approved.

Terry Burke
Deputy Director-General, Operations
SES Level 6 \$215,205

Dr Burke was responsible for the day-to-day operations of pre-schools, primary schools, high schools, special schools, and TAFE institutes. His responsibilities also include VET in Schools, the National Art School, the Adult Migrant English Service, Adult and Community Education, school self-evaluation and improvement, and distance education and the Open Training and Education Network (OTEN).

He also has overall responsibility for student services and equity programs encompassing the Disadvantaged Schools Program, student welfare, drug education, child protection, special education, behaviour and attendance programs, Aboriginal education, multicultural education, gender equity and student counselling.

During 2000, the work of the superintendents in 40 districts across New South Wales continued under the supervision of the Assistant Director-General (Primary Education) and the Assistant Director-General (Secondary Education). Superintendents and district office staff provided specific support to schools across a wide range of issues particularly in

the priority areas of literacy and numeracy, drug education, child protection and student attendance.

All superintendents have a performance agreement developed with the Deputy Director-General (Operations), as do all other SES officers reporting directly to Dr Burke including four assistant directors-general.

Significant government commitments have been implemented in the area of student welfare, particularly in relation to student attendance. Street Sweeps, Operation Roll Call, School Attendance Action Plans, District Attendance Plans and the Phone Follow-Up Program (PIP) have been implemented in schools and districts across the state. Schools with particularly high absentee rates have been targeted with special assistance.

Government initiatives for students in disadvantaged areas were implemented including the re-focusing of the Disadvantaged Schools Program to become the Priority Schools Program. Funds have been allocated on the basis of socio-economic need following the surveying of all school communities in New South Wales.

Drug education programs continued to be implemented in schools across New South Wales. All new school counsellors have undertaken additional training in working with students with problematic drug use. *Healing Time*, a resource for Aboriginal students has been made available for use in schools and grants provided to 20 schools to implement. The very successful HELP Cards program continued with cards being distributed to students in Years 10, 11 and 12. Additionally, a pamphlet on cannabis and the law has been distributed to all senior secondary students. In all 48 school projects are being implemented as part of the *NSW Drug Summit Government Plan of Action*.

Vocational Education and Training (VET) courses continued to be increasingly popular with students in Years 11 and 12. One in three senior school students in New South Wales now studies a vocational course as part of their HSC. In 2000, seven Industry Curriculum Framework (ICF) courses were implemented as part of the New HSC: Information Technology, Tourism and Hospitality, Primary Industries, Retail, Metals and Engineering, Construction and Business Services (Administration). Schools have been fostering partnerships with business and industry to develop quality employment and training opportunities. During 2000, the program expanded to include 527 students employed as school based trainees.

Funds (\$2.16 million) to support the coordination of mandatory work placement in HSC VET courses were provided through the Board of Vocational Education and Training in 2000. The Department coordinated the distribution of this funding to local work placement management committees across the State. During 2000, 310 schools targeting over 13,500 students received funding (\$450,000) support to implement school to work planning. Each participating school also received teacher resources and student logbooks to assist students to develop individual school to work plans. The Department continued to support Industry-Education Advisory Committees (IEACs) in each school district. IEACs comprising representatives from schools, TAFE colleges and local industry determined local priorities for 2000.

The Country Areas Program (CAP) provided support to 25,667 students in 240 government and non-government schools and integrated Distance Education Centres throughout New South Wales. CAP assists students in primary and secondary schools that are disadvantaged by geographic isolation. The majority of the CAP schools are one or two teacher primary schools.

In 2000, the Reading Recovery program was delivered in 788 schools by 881 teachers - 24 schools more than in 1999. By the end of 2000, New South Wales had more than 1,300 teachers trained in specialist Reading Recovery techniques that can also be used in general classroom teaching. These teachers were trained and supported by 29 tutors and two tutor trainers. In 2000, 7,489 students enrolled in the Reading Recovery program. Of these, 5,369 students improved to the level of their peers and needed no further additional support. The results for 2000 compare favourably with those for 1999, when 5,126 students reached an acceptable standard of literacy as a result of the Reading Recovery program. Of the remaining students in 2000, 730 will complete their program in 2001, 467 were transferred and 923 were referred for special assistance.

In 2000 there were two multi-campus colleges operating, the Nirimba Collegiate Group and Chifley College. Dubbo College, Callaghan College, in Newcastle, and Georges River College, in the St George District, will commence operations at the beginning of 2001. Great Lakes College (Forster/Tuncurry) and Northern Beaches Secondary College are currently in the planning stages.

Schools and institutes provided significant support to the Sydney Olympics. The Olympic Education Program was implemented in all schools. TAFE institutes fulfilled Olympic training obligations and enrolled over 110,000 people in appropriate programs and courses. The Learning Disabilities and Difficulties Unit provided a staff awareness training package for use in training programs for the Sydney Organising Committee for the Olympic Games (SOCOG) and the Sydney Paralympic Organising Committee (SPOC) staff, volunteers and sponsors.

The Board of Adult and Community Education commissioned research to evaluate the effectiveness of current delivery and coordination structures and to develop options for models to strengthen and build the capacity of ACE organisations in rural New South Wales.

The Mature Workers Program celebrated its tenth anniversary during 2000. This was the first year of implementing the recommendations of a review of the program undertaken in 1998. Several new programs were established in areas of high unemployment in rural New South Wales.

A review of Youth Programs resulted in the Links to Learning Community Grants Program being developed. The availability of program funds was advertised externally for the first time in ten years. This allowed for funds to be better targeted to young people of highest need.

Demand for the Bachelor of Fine Arts (BFA) degree course at the National Art School is strong and competitive, demonstrated by the increased number and quality of applications received. In 2000 enrolments increased by four per cent from 370 students in 1999 to 386 students in 2000. This includes 67 students who studied the BFA conversion course giving former Advanced Diploma students the opportunity to upgrade their qualifications to degree status.

The short course program offering classes in all studio disciplines to the general community continued to grow significantly, with both numbers of students and courses increasing. Enrolments in 2000 increased by 18 per cent from 641 students to 756.

The National Art School completed development of the curriculum for the HSC Extension Intensive Studio study program and gained accreditation for the program through the Board of Studies. The Intensive Studio program, offered over three

modules, is designed to enrich and extend Year 12 students in their studies in the Visual Arts. The program has attracted selected students from schools throughout NSW including over 40 from country areas and commences in January 2001.

TAFE NSW successfully completed the largest workforce-training project ever staged in Australia - the training of over 110,000 people working at the Sydney 2000 Olympic and Paralympic Games. Working in partnership with SOCOG and SPOC, TAFE NSW provided over one million hours of training for Games personnel in Sydney, Canberra, Melbourne, Brisbane, Adelaide and Perth. GamesForce 2000 represented a ground-breaking step for TAFE NSW, as no other training organisation has ever taken on the training for the employees, volunteers and contractors of both the Olympic and Paralympic Games.

A major initiative in 2000 was the creation of a company, TAFE Global Pty Ltd. It provides a vehicle for making the most of the collective TAFE NSW capability in responding to the competitive training market. TAFE Global Pty Ltd is a company limited by shares under the Corporations Law of Australia to be wholly owned by TAFE NSW. TAFE Global will now be the commercial face of TAFE NSW in international markets and domestic contacts of national significance.

Dr Burke relinquished his position as Deputy Director-General (Operations) on 31 August 2000 and proceeded on long service leave before retiring in 2001.

Dr Burke's contribution to the Department of Education and Training over the past year was regarded as outstanding. A performance related incentive payment of \$14,000 was thus approved.

Jan McClelland
Deputy Director-General, Corporate Services
SES Level 6 \$215,205 until 24 October 2000
SES Level 7 \$270,720 from 25 October 2000

Ms McClelland is responsible for the strategic management of the Department's Corporate Services portfolio to support the implementation of the Government's reforms in education and training. The portfolio comprised finance, properties, information technology, personnel and, until November 2000, audit. At that time Ms McClelland assumed additional functions of the former Legal and Executive Services Directorate.

In 2000, Ms McClelland led the Department's strategies and programs to improve resource planning and allocation across all areas of the organisation. The program budget structure was revised to achieve fuller integration of planning, budgeting and performance reporting in accordance with the strategic objectives of public education and training.

Under Ms McClelland's leadership, budget strategies were developed to maintain TAFE NSW competitiveness. Institutes met budgetary and performance targets in 2000/2001. This occurred at the same time that new resourcing arrangements were introduced to expand vocational education options, particularly courses delivered by TAFE institutes, to school students.

Ms McClelland ensured that the Department successfully implemented the introduction of the Goods and Services Tax in schools, TAFE institutes and various cost centres on 1 July 2000. A comprehensive training and communication strategy was implemented.

A Corporate Services Applications Review team was established to introduce an integrated suite of corporate system applications, bringing together the finance, personnel and administrative systems currently operating throughout the organisation.

Significant progress was made in 2000 on the development of an Executive Information System to support corporate planning and data analysis. Financial management processes were significantly improved by new accounting manuals for TAFE institutes and State office and a website for schools.

A comprehensive audit program was implemented to ensure rigorous standards and processes across the Department. A program to support witnesses was implemented. Extensive consultation occurred towards the development of a single mechanism for dealing with suggestions, complaints and allegations. Reviews carried out in schools, district offices, TAFE institutes, State office and funded programs showed internal control to be of a satisfactory standard.

Ms McClelland had responsibility for one of the State's most extensive capital works programs. The focus in 2000 was on modernising, upgrading and renewing the appearance of schools. Schools were upgraded to meet health and safety needs, improve air-cooling and give greater access to people with disabilities. Major capital works projects were completed in 21 schools while minor projects occurred in 758 schools. Additionally, 132 schools received joint funding grants for building projects. One new K-12 school, two high schools and three primary schools were completed in 2000.

In the TAFE sector, the focus was on the redevelopment of colleges to meet the challenges facing educational providers of the 21st century. A program to transform educational facilities into spaces that appropriately support new educational and communications technologies was initiated. Major capital works were undertaken at 18 colleges, while significant projects were completed in eight colleges. The projects increased training opportunities in information technology, arts and media, building and construction, and rural industries. Minor capital works and upgrades were carried out in 36 colleges.

The design and construction of new and refurbished facilities reflected ecologically sustainable design strategies in energy efficiency, water conservation and environmental consideration as required by the Government's Energy Management Policy.

Ms McClelland led the development of the Department's *Information and Communications Technologies (ICT) Strategic Plan 2000-2003*. The comprehensive plan sets the ICT priorities and strategies to ensure schools and colleges keep pace with changes in technology.

An *Electronic Services Delivery Plan* was implemented. A high level committee was established to set directions and monitor major projects that will migrate business to the internet, including online enrolment in TAFEPLUS courses, electronic procurement and lodging of tenders, and sale of publications through a proposed online government bookshop. A facility to publish tender information was made available on the internet.

Technology access and facilities available to schools and colleges were continually upgraded. A new operating lease was negotiated with the Commonwealth Bank of Australia under the Computers in Schools Program to progressively replace existing computer equipment. Integrated Services Digital Network (ISDN) connections to schools delivered faster, reliable and multipoint access to the internet and the Department's data network. More than 30,000 school PCs were connected to the internet at the end of 2000, an increase from 11,000 in 1999.

Ms McClelland gave particular priority to supporting students with special needs and those in isolated circumstances in their use of information technology for learning. Remote schools were connected to the Department's wide area network where telecommunication services permitted. Work commenced to enable other schools to be connected via satellite to the Department's network and internet service.

The flexible delivery of educational programs and services within the TAFE system was strengthened and expanded. Network upgrades supported the successful delivery of TAFE Online courses. An enterprise-wide licence for a web content management system was purchased to significantly enhance online content, information publishing and resources.

Ms McClelland's portfolio responsibilities also included the Department's personnel policies and operations. In 2000, Ms McClelland provided strategic support for the establishment of a single award covering both school and TAFE teachers. The award will facilitate greater mobility of teachers between schools and TAFE institutes and further promote quality teaching.

Initiatives were introduced to ensure an adequate supply of quality teachers throughout the State, including the development of a scholarship program for final year teacher education students of technological and applied studies, mathematics and science for schools in western and southwestern Sydney and rural areas. Other strategies were successfully pursued with universities, including targeted sponsorships for postgraduate study and retraining programs. The Graduate Recruitment Program, the Teacher Employment Priority Scheme and the Permanent Employment Program for Casual Teachers were implemented to recruit quality graduates and casual teachers.

Ms McClelland supported the diversity of secondary school subject offerings through negotiations with universities to prepare significantly higher numbers of accredited teachers of VET in Schools. As a result, a VET component will be included in teacher education programs of two additional universities, one of which will be jointly delivered with a TAFE institute.

New procedures were implemented in October 2000 to manage and support teachers experiencing difficulties with their teaching performance.

Ms McClelland led the implementation of the Department's responsibilities under the *Commission for Children and Young People Act 1998* and the *Child Protection (Prohibited Employment) Act 1998* which commenced on 1 July 2000, including the establishment of the Employment Screening Unit.

More effective management of workers' compensation resulted in a reduction of premiums for 2000/2001 by 16.7 per cent. Further support was provided to principals and managers to encourage safe workplaces. In other corporate services efficiency achievements, the Department was recognised by Treasury as an outstanding performer in reducing motor vehicle insurance costs through effective risk management practices.

Customer service continued to be given a high priority across the portfolio. Casual Connect was expanded to provide a web-based employment service to principals and casual teachers. Dedicated customer service teams were established to provide more responsive personnel services. An electronic directory of Departmental work units and their staff was introduced.

Ms McClelland successfully integrated the former Legal and Executive Services Directorate into the Corporate Services portfolio. The investigation of all child abuse cases was centralised into a single unit, the Child Protection Investigation

Unit. A Privacy Code of Practice was endorsed by the Privacy Commissioner. The Department made a significant contribution to national reforms in copyright including digital copyright legislation.

Ms McClelland's contribution to the Department of Education and Training over the past year was regarded as outstanding. A performance related incentive payment of \$14,000 was thus approved.

Jim McMorrow

Deputy Director-General, Policy and Planning SES Level 5 \$ 177,194

Dr McMorrow was responsible to the Director-General for the strategic direction and development of education and training policy and planning in New South Wales. His portfolio has particular responsibility for undertaking high level analysis and research of policy, planning, resourcing and performance issues; and for negotiating and managing inter-governmental and strategic relations with external, national and Commonwealth bodies.

In 2000, the Deputy Director-General, Policy and Planning, managed and developed effective external relationships on a broad range of education and training issues with government and non-government agencies; professional and community groups; the NSW Board of Vocational Education and Training; the NSW TAFE Commission Board; the Ministerial Council on Education, Employment Training and Youth Affairs (MCEETYA); the Australian National Training Authority (ANTA); the Commonwealth Department of Education Training and Youth Affairs (DETYA); the National Centre for Vocational Education Research (NCVER); the Australian Bureau of Statistics; the Productivity Commission; the office of the Council on the Cost and Quality of Government; the Premier's Department and the NSW Vice-Chancellors' Conference.

At the national level, Dr McMorrow has contributed detailed research, financial analysis and policy advice to lead the State's strategic response to Commonwealth funding arrangements for school education, vocational education and training and indigenous education during a watershed year of negotiations and debate on national funding agreements. Through the Department's submissions to the Senate Inquiry into States' Grants legislation, New South Wales helped set the terms of national deliberations on the social implications of government funding policy for schools and gained national recognition for our role. Similar contributions occurred through New South Wales' analysis of the effect of the Commonwealth's Enrolment Benchmark Adjustment (EBA). This was evident at the 2000 MCEETYA meeting (hosted successfully by New South Wales under Dr McMorrow's management) in which the key policy paper on the EBA developed by NSW, opened up national discussions on costing assumptions. In the VET sector, NSW worked effectively with all States and Territories to communicate to the Commonwealth the shortcomings of the 'growth through efficiencies' principle underpinning the current ANTA Agreement. Dr McMorrow was instrumental in coordinating a States' position in negotiations with the Commonwealth on the terms of the new ANTA Agreement to ensure there is adequate provision to meet future demand for growth in vocational education and training.

Through his role as Chair of the MCEETYA Taskforce on the Annual National Report, Dr McMorrow has led the development of a new framework for national reporting on schooling which will enable more accessible, interesting and relevant

accountability to all interest groups seeking an overview of the national outcomes of school education. Dr McMorrow was also instrumental in the publication of a pamphlet on Year 3 Reading benchmarks, the first nationally comparable learning outcomes data to be published in Australia. He has also played a leading role on the MCEETYA National Education Performance Monitoring Taskforce, the Taskforce on School Statistics and the Indigenous Education Taskforce and contributed to the development of realistic and achievable national reporting indicators.

In line with the implementation of the new NSW Higher School Certificate in 2000, Dr McMorrow has pursued parity of esteem for VET in Schools subjects for university entrance purposes. Ministerial Councils in March and June agreed to principles for ensuring greater recognition of school student achievements by university and industry VET subjects. To date, half of Australia's 38 universities have now agreed to recognise VET in Schools subjects for university admissions. The portfolio's policy proposal on work placement for VET in Schools' students led to BVET's \$2.1 million allocation which supported 69 work placement projects across the State.

Working collaboratively with the Operations portfolio, Policy and Planning funded research on NSW senior high schools to test the perceptions and educational outcomes of the five 'original' NSW senior colleges. The research will assist in the development of new and emerging precincts under the *NSW Collegiate Education Plan*. In 2000 the portfolio made successful collaborative bids for significant research grants from the Australian Research Council on junior secondary education, and the Commonwealth on numeracy outcomes in primary schools.

In higher education, the portfolio worked collaboratively with the universities, other States/Territories and the Commonwealth to forge agreement to the new national framework for quality assurance in higher education, endorsed by Ministers to establish the Australian Universities Quality Agency. Dr McMorrow also provided policy advice and coordinated support for legislative amendments affecting universities, including the *University of Western Sydney Act* and the *Public Authorities (Financial Arrangements) Act*.

Within the Department Dr McMorrow was responsible for redesigning the corporate planning and reporting framework, *Strategic Directions 2000-2002*. A new performance measurement framework for schools and TAFE was designed to cover the core business in schools and TAFE as well as the strategic priorities in the corporate plan. The Department's website was redesigned and improved to link with other Departmental plans and national education and training plans and reports.

In 2000, there was a minor adjustment of functions between several of the portfolio's directorates. The Strategic Information and Planning Directorate now has responsibility for both state and national level performance analysis and reporting. The former Strategic Relations and Reporting Directorate was renamed External Relations Policy to better reflect its focus on inter-governmental and inter-sectoral relations.

Dr McMorrow worked closely with Dr Gregor Ramsey and supported his review of teacher education. The report *Quality Matters* was released by the Minister, who has established a Government White Paper response which Dr McMorrow will coordinate during 2001.

Dr McMorrow's contribution to the Department of Education and Training over the past year was regarded as superior. A performance related incentive payment of \$8,400 was thus approved.

Jozefa Sobski
Deputy Director-General, Development and Support
SES Level 5 \$ 177,194

The Deputy Director-General, Development and Support, was responsible for ensuring effective and responsive strategic advice, development and support for schools and TAFE institutes. This is achieved through the operational units of Curriculum Support, Training and Development, Educational Development including Schools Assessment and Reporting, TAFE NSW Educational Services Divisions (ESDs) and through special units in performing arts and sports. Throughout 2000 the portfolio supported the implementation of the Government's commitments in education and training with an emphasis on equity, efficiency and quality.

Key priorities for the portfolio in 2000 were to provide quality teaching and learning material and support programs which enhanced lifelong learning opportunities for the people of NSW and ensured a highly skilled and flexible teaching workforce with high standards of performance and quality of service. In this context, special emphasis was given to expanding capacity and staff capability in providing support for flexible and innovative curriculum materials and delivery in multi media and online.

The portfolio supported, through these priorities, key government initiatives and state plans including the *Ready for Work Plan*, the *State Literacy and Numeracy Plan*, the implementation of the new School Certificate and Higher School Certificate, the introduction of the new Industry Frameworks in Year 11 expanding dual accredited vocational programs for school students, the introduction of the TAFE Card and TAFE Scholarship Scheme, the implementation of the TAFE Youth at Risk Program, and the expansion of the Schools Assessment Program.

Consistent with commitments under the national training framework, TAFE NSW through the ESDs implemented progressively 39 training packages and expanded its participation in the national collaborative framework in education and training: *Flexible Learning for the Information Economy, 2000-2004*.

A major portfolio activity during 2000 was the provision of logistical, organisational and production support for SOCOG for the Opening and Closing Olympic Games Ceremonies and the Paralympic Games. The Performing Arts Unit auditioned performers, managed rehearsals, coordinated transport for performers and organised 94 team welcome ceremonies. Almost 6,500 students and 260 school staff were involved in choirs, marching bands and dance segments.

The Performing Arts Unit supported the Olympic Arts Festival and, in partnership with the expanded professional team at the School Sport Unit, managed the major international school sport event, the Pacific School Games. The design, production and staging of the opening ceremony for these school games set a new standard of creative and performance excellence. The sports events were managed with professionalism acclaimed by all participating teams.

Through the support of TAFE ESDs, a range of TAFEPLUS courses were developed for training Olympic volunteers.

The Curriculum Support Directorate in cooperation with the VET in Schools Unit aimed to increase the number of students gaining employment and entering TAFE NSW and university as a result of VET in Schools programs and Ready for Work initiatives.

The School to Work teaching and student resources were distributed and 310 schools, with over 13,500 students, were allocated funds to support planning for student transition from school to further education, training and employment. The Work Education course framework was delivered in 125 schools for Years 9 and 10 students to improve understanding of work and workplaces.

During 2000, the school-based part-time traineeship program continued to grow with 527 students employed meeting key objectives of the Government's *Ready for Work Plan* aimed at preparing young people for work.

This initiative was complemented by the implementation of seven Industry Curriculum Frameworks as part of the New HSC, with a component of mandatory workplacement. With ANTA funding support, the portfolio, through the VET in Schools Unit developed teachers' resources and educational materials with professional development to support delivery.

Priority was accorded to improving students' learning outcomes in literacy and numeracy, with a range of resources developed including the *Focus on Literacy: Writing* package which contained documents targeted at parents and teachers. Numeracy outcomes were support by 40 district mathematics consultants and the implementation of Count Me in Too in 500 schools. The Counting On project was implemented in 40 secondary schools and its evaluation indicated the effectiveness of the program and its high acceptance by teachers with improved student learning outcomes.

Students' access to computing resources aimed at improving their online proficiency, was improved through a range of multimedia resources. The NSW HSC Online site was expanded and redesigned to support students undertaking the New HSC with syllabus focused material reflecting the new requirements. The new nodes included four VET subjects: Hospitality, Information Technology, Metals and Engineering and Primary Industries. The site has added multimedia features such as sound and video.

The TAFE ESD Learning Gateway intranet site was enhanced and extensively reorganised with an Outstanding Achievement Award at the TAFE NSW Quality Awards for 2000.

The assessment and monitoring of school TAFE outcomes was extended to augment accountability and performance reporting. In schools, the Basic Skills Test, the Primary Writing Assessment, Secondary Numeracy Assessment Program (SNAP) were all conducted. The English Language and Literacy Assessment was disrupted by industrial action.

This extensive schools assessment program was part of a continuous improvement objective providing snapshots of student achievement in basic skills and supporting teachers, students and parents with performance information essential for designing learning strategies. The assessments were curriculum-based, testing students' knowledge and skills.

To meet the Government's objective for improving students online proficiency, a computer skills assessment was under development during 2000 with preliminary work to be completed in 2001.

In TAFE, the ESDs examined course completions and module outcomes targeting areas in need of better support. In cooperation with the Educational Development Directorate and Institute staff, assessment policies were revised and strategies for workplace assessment were developed to support flexible delivery.

Accompanying the review of TAFE student outcomes, was the provision of teacher support and delivery through the preparation of some 650 teaching and learning materials, implementation guides and information kits by the seven TAFE ESDs.

The goal of improving school, TAFE, university and industry partnerships to enable students to access diverse, relevant and challenging curriculum was achieved through a number of avenues by portfolio directorates.

In 2000, credit transfer arrangements between HSC and TAFE NSW courses were revised and expanded so that there are now over 12,000 arrangements linked to over 740 TAFE courses. The new arrangements were promoted with leaflets, a hard copy guide for schools and TAFE institutes and a website. These arrangements were built from the platform of the TAFE Student and Course Information System (SCIS).

Extensive work was undertaken by TAFE ESDs to achieve university credits for a number of TAFE courses.

There were numerous programs aimed at skilling the Department's workforce organised and supported by the Training and Development, and Educational Development Directorates and the seven TAFE ESDs.

These programs were focused on key government priorities such as the support for School Certificate and Higher School Certificate implementation, *Ready for Work Plan*, expanding the number of accredited teachers for VET in Schools, improving teachers' skills with technology through TILT and TILT PLUS, expanding traineeship opportunities for school administration and support staff and accredited training for teachers' aides.

The Professional Development Strategy for the TAFE NSW Online Project provided over 600 staff with workplace learning opportunities, online chats, forums, websites, e-mail networks and mentoring and coaching strategies. A website was established to augment these strategies.

National funding from the EdNA VET Advisory Group through LearnScope, consolidated previous initiatives to expand staff capability in online delivery.

The NET*Working 2000 online conference was organised attracting over 2100 participants nationally. The online festival and exposition featured international keynote speakers and over 100 showcases of resources, products and papers. VET practitioners throughout Australia were given an opportunity to engage in an online learning experience.

The portfolio concluded its work in the fourth quarter of 2000 with a progressive re-organisation ending in its disestablishment in favour of sectoral divisions with a strong cross-sectoral partnership for equity and student services, VET in Schools and open and distance learning.

Ms Sobski's contribution to the Department of Education and Training over the past year was regarded as superior. A performance related incentive payment of \$8,400 was thus approved.

Stephen Buckley
Assistant Director-General, Corporate Strategy
SES Level 5 \$171,425

Corporate Strategy contributed to the achievement of the core business of other directorates and functional areas within the Department. It has the research capability, networks, contacts and expertise to assist others to respond to the early signals of change and unanticipated opportunities.

As Assistant Director-General, Corporate Strategy, Mr Buckley had responsibility for advising the Minister and Director-General/Managing Director on strategic initiatives that could be adopted to improve the delivery and outcomes of public education and training in New South Wales.

Mr Buckley provided the Director-General/Managing Director with relevant and qualitative research-based advice in relation to a review of the effectiveness of media and marketing on promotion and issues management related to schools, TAFE NSW, ACE and AMES programs and initiatives.

Mr Buckley led and managed all aspects of the implementation of selected new initiatives, including negotiation with interest groups and unions and coordination of communication strategies, to facilitate the achievement of the Department's current priorities.

Mr Buckley provided integrated leadership of the Department's public relations, media, sponsorship, marketing and business development functions where quality effective internal and external communications, promotional events, campaigns and publications were developed. Mr Buckley ensured the Department's timely and appropriate response to media inquiries in relation to coverage of education and training issues.

He oversighted the strategic positioning of the Department's schools and TAFE NSW to achieve an increased share of the highly competitive state, national and international education and training markets. This included oversighting the implementation of the TAFE NSW Olympics training contract to ensure maximum benefit for the organisation and implementing the initial phases of the TAFE Global strategy.

Mr Buckley's contribution to the Department of Education and Training over the past year was regarded as outstanding. A performance related incentive payment of \$12,000 was thus approved.

George Green
Assistant Director-General, Student Services and Equity Programs
SES Level 5 \$176,782

Mr Green is responsible for overseeing the strategic direction and operations of a wide range of programs across all sectors of the Department, including government schools, TAFE NSW, ACE, community languages schools and community-based access and employment programs. Within these areas specific responsibilities relate to Aboriginal programs, students with disabilities or learning difficulties, drug education, behaviour and attendance, support for students from low socio-economic communities, multicultural programs, special education, student counselling, student welfare, adult and community education and education access programs.

In 2000 key priorities included the implementation of the Department's *Disability Action Plan*, programs to support students at risk, initiatives to increase school attendance, expand drug education and support gender equity, programs

supporting vocational education and training for students from equity groups, anti-racism education and the introduction of new policy and procedures for the protection of children and young people.

In 2000 improved students' learning outcomes in literacy and numeracy continued to be a priority. Support material to assist Year 3 and Year 5 students who need additional support in literacy was developed through the Literacy and Numeracy Follow-up Program. The Ready for High School and Summer School for senior students programs were successfully trialed in 53 rural, regional and metropolitan schools serving low socio-economic status communities, targeting literacy and numeracy for students entering Year 7 and Year 11 in 2000.

In 2000 the Department's *Disability Action Plan 2000-2002* was developed. A key action was improving access to the key learning areas for students with disabilities through the provision of specialised equipment and adaptive technologies. A brochure and website promoting disability services within the Department were developed. Positive outcomes included increased participation, transition, completion and attainment outcomes for students with disabilities. A significant disability awareness training package Customer Service was developed to train SOCOG and SPOC staff, volunteers and sponsors for the Sydney 2000 Olympic and Paralympic Games.

The Disadvantaged Schools Program was reviewed and as a result the Priority Schools Funding Program was established with improved targeting of funding to schools serving low socio-economic status communities. A key initiative, the After Hours HSC Coaching Program, resulted in improved Higher School Certificate performance of disadvantaged students in 70 high schools.

Programs to support students at risk of not completing school included the Full Service Schools Program which was expanded to 11 areas across New South Wales to provide increased access to education and training for youth at risk.

Recommendations of a review of the Links to Learning Community Grants Program, incorporating the Helping Early Leavers Program, the Koori Youth Program, the Circuit Breaker Program and Time Out emphasised the importance of improved targeting to ensure that funds were located in areas of greatest need. Funding was provided to over 400 community-based organisations to deliver activities to equity target groups through the Links to Learning and Intervention Support Programs.

The development of enhanced partnerships between schools located in juvenile justice centres, TAFE, ACE and the Department of Juvenile Justice resulted in improvements in vocational education and training programs for young people in custody. These students were also able to access School Certificate and Higher School Certificate programs through flexible delivery options. Mr Green was a member and acting chair of the Juvenile Justice Advisory Council.

Increasing students' attendance at school was a major priority for 2000. Joint anti-truancy initiatives were developed in conjunction with the NSW Police Service. The Phone Follow-Up Program was implemented in all districts resulting in a reduced incidence of unexplained absence. Support was given to all districts to develop Attendance Action Plans with specific attendance targets.

Positive behaviour programs to encourage students to take responsibility for their behaviour and reduce suspensions included peer mediation, crime prevention workshops, time-

out and restitution strategies which require students to repair property they have damaged. Graffiti prevention and clean up activities in liaison with community groups provided examples of a successful approach. The Challenging Behaviour Team was established to provide support to assist schools in managing students with disabilities and challenging behaviours.

Drug education was a major priority. Training was provided to all new school and TAFE counsellors in working with students with problematic drug use. Resources developed to support teachers in drug education included Healing Time, a resource for Aboriginal students in schools, HELP Cards for Year 10 and 12 students, a pamphlet on cannabis and the law for senior secondary school students and the Primary School Drug Education Support Package. As part of the NSW Drug Summit Government Plan of Action, 48 school projects were implemented across the state. Mentoring programs to assist students at risk were implemented in line with Drug Summit recommendations.

Priorities for Aboriginal education and training included the development of initiatives for inclusion in the *NSW Implementation Plan for the National Indigenous English Literacy and Numeracy Strategy 2000-2004*. Training for Aboriginal Education Assistants (AEAs) was improved and a traineeship program for AEAs was implemented in partnership with Industry Services and Access ESD. Reconciliation initiatives were supported in a number of schools and an extensive contribution was made to the work of the Council for Reconciliation.

Student leadership programs were strengthened through the activities of the Student Representative Council (SRC) with an increase in the proportion of students participating in leadership activities and school decision making. Student leadership guidelines were developed for primary schools to increase the training of students in the skills and processes involved in democratic participation.

As chair of the working group, Mr Green led a major national project to counter racism in schools. The Racism. No way! project produced a national anti-racism education website and support materials including guidelines and best practice case studies which have been distributed to every Australian school.

The Department developed a submission for the House of Representatives Inquiry into the Education of Boys and published *Gender Equity at Work in Secondary Schools* to support secondary schools in developing gender equity initiatives.

A review of the NSW State Program of Action for Women in TAFE 1997-2000 was undertaken and the new Strategic Directions for Women in TAFE 2001-2002 was developed. A key strategy involved monitoring and reporting on women's participation in vocational education and training in partnership with Institute Women's Strategy Contact Officers.

An emphasis on improving the quality and relevance of education and training programs saw the development of initiatives including the implementation of the *ACE/TAFE Joint Strategic Plan 1999/2000* and the *ACE Indigenous Australians Action Plan 1999/2000*. Mr Green was a member of the Board of Adult and Community Education.

Through the Mature Workers Program and the New Careers for Aboriginal People Program, the Department worked closely with local training providers and industries to meet local skill needs. A specific initiative provided funding to support the training of 100 Aboriginal people through pre-vocational

security guard training and the placement of 80 Aboriginal people into New Apprenticeships for security guards, with priority to go to opportunities created by the Olympic Games.

Mr Green chaired the Department's Child Protection Steering Committee. New procedures were introduced supported by professional development programs to allow Department staff to meet their obligations under the *Children and Young Persons (Care and Protection) Act 1998* to protect and support children and young people.

The positive public perception of teachers and teaching in government schools was strengthened through continued consultation and collaboration with major community groups with an interest and expertise in education, including the Federation of Parents and Citizens' Associations of NSW, the Federation of School Community Organisations, the Aboriginal Education Consultative Group Inc and the Ethnic Communities Council.

Mr Green's contribution to the Department of Education and Training over the past year was regarded as very satisfactory. A performance related incentive payment of \$4,200 was thus approved.

Alan Laughlin **Assistant Director-General, Secondary Education** **SES Level 5 \$176,782**

Dr Laughlin was responsible for oversighting the operation of 20 school districts covering metropolitan districts from Sutherland to Maitland. During the year, the districts ensured that the priorities of the Department were met, high standards of teaching and learning were maintained, and teacher development continued to focus on strategic priorities.

The Assistant Director-General managed a range of serious issues including major industrial conflicts, community disputes, reported incidents, grievances, complaints investigations, school reviews and ministerial correspondence and briefings.

A major focus for 2000 was the continued development of the Government's *Collegiate Education Plan*. The Collegiate Management Committee, which was established in 1999, managed the promotion of structural reform in a range of districts across New South Wales. District Superintendents were supported in assisting schools and communities to analyse, research and plan for future innovative approaches to secondary education.

The Nirimba Collegiate Group, the first multi-campus college established in New South Wales, became fully operational in 2000. Wyndham College, the senior campus for the Nirimba Collegiate had an enrolment of 250 Year 12 students and 300 Year 11 students. Wyndham College is located at the Nirimba Education Precinct and its students have access to courses offered by the Western Sydney Institute and the University of Western Sydney. Dr Laughlin is a member of the Nirimba Education Precinct Board.

Following extensive community consultations in Mt Druitt in 1999, the second multi-campus co-educational college commenced operation in 2000. Chifley College involves a multi-campus college of five schools. The senior campus (Years 11-12) is located at the Whalan High School site. Three junior (Years 7-10) campuses are Shalvey High School, Mt Druitt High School and Dunheved High School, and Bidwill High School remains as a Years 7-12 campus. Links have also been established between Chifley College and Western Sydney Institute and the University of Western Sydney.

Dr Laughlin was also involved in the further development of a multi-campus co-educational college in Dubbo and in the development of links with Western Institute and Charles Sturt University.

Dr Laughlin supported local committees in the development of the multi-campus college to be established in Forster/Tuncurry involving the co-location of new junior and senior campuses with a new TAFE campus.

Dr Laughlin managed the development of Georges River College, which will commence operation in 2001. This college comprises three junior (Years 7-10) campuses at Penshurst Girls High School, Hurstville Boys High School and Peakhurst High School with the senior campus located at the former University of New South Wales campus at Oatley. It also proposed that Southern Sydney Institute and the St George and Sutherland Community College operate from this site. A university presence was also supported. Dr Laughlin chaired the management committee for the establishment of Georges River College.

During 2000 the Minister announced the establishment of two additional college arrangements, Callaghan College in Newcastle, and the Northern Beaches Secondary College. Callaghan College will commence operation in 2001 with the senior campus to be located at Jesmond University High School, and the junior campuses at Wallsend and Waratah High Schools. This college will have links with the University of Newcastle and Hunter Institute.

The Northern Beaches Secondary College will involve six high schools, Freshwater, Beacon Hill, Balgowlah Boys, Mackellar Girls, Manly and Cromer. Links will be established with Northern Sydney Institute and the University of Technology. The College will become fully operational by 2004.

Dr Laughlin chaired the National Olympic Education Council (NOEC) which includes representatives from Catholic and independent schools, the Sydney Organising Committee for the Olympic Games, the Sydney Paralympic Organising Committee, and the Australian Olympic Committee. The council conducted programs to ensure the maximum involvement of students in the Olympic and Paralympic Games.

During 2000, NOEC was involved in the implementation of programs for both the Olympic and Paralympic Games. Secondary schools across Australia participated in the Torch Relay Escort Runner Program as part of the Sydney 2000 Olympic Torch Relay with 2,500 students involved. The Olympic Welcome Program had 158 NSW schools officially linked to National Olympic Committees and other States and Territories participated and were linked to a NSW 'host' school. The last two editions of *O-News*, the Olympic newspaper for students from Years 3-12, were distributed across Australia in March and August, 2000. Over 18,000 students were involved in Olympic and Paralympic ceremonial and cultural events and as part of the Volunteer Program including the involvement of 6,500 students in the Opening and Closing ceremonies. Approximately 350,000 students attended the Paralympic Games as spectators, contributing to the overall success of this event.

Dr Laughlin's contribution to the Department of Education and Training over the past year was regarded as superior. A performance related incentive payment of \$8,400 was thus approved.

Robin Shreeve
Assistant Director-General, Technical and Further Education
SES Level 5 \$155,725 from 8 May 2000

Mr Shreeve replaced Mr R J Puffett as Assistant Director-General in May 2000. Mr Shreeve is responsible for providing statewide leadership, guidance and strategic direction for the eleven TAFE NSW institutes and a range of TAFE small specialist units within State Office. Much of this activity centres around the development and monitoring of resource and performance agreements with the institutes to ensure they meet their primary goals of providing world class vocational education and training to individuals, industry and the community within New South Wales and beyond.

During the year the Assistant Director-General established new resource agreements with all TAFE institutes. Institutes are continuing with strategies to increase their efficiency and effectiveness. This involves examining measures such as dollar per ASCH and module completion rates. Throughout the year Mr Shreeve assisted the institutes in their structural adjustment strategies which included an ongoing program of voluntary redundancies. He assisted the Audit Office with their review of TAFE administration and will lead the team to implement a number of the audit recommendations.

Mr Shreeve provided high level advice to the TAFE Commission Board and its sub-committees. The board undertook a number of consultations with industry to monitor both future industry training needs and the expectations of industry of the TAFE NSW institutes. The feedback from these meetings was overwhelmingly positive. The Assistant Director-General undertook a large range of representational duties, promoting TAFE NSW to industrial and commercial customers from New South Wales and beyond.

In 2000 enrolments in TAFE NSW continued to grow substantially with an increase of 19.4 per cent. A proportion of this increase was a result of the TAFE NSW contract with SOCOG to provide training for Olympic workers and volunteers. This highly successful contract allowed TAFE to demonstrate its flexibility in meeting, often at very short notice, a wide range of training needs for Olympic organisers and contractors. This training ranged from venue orientation for volunteers; to hygiene training for food handlers and to emergency navigation training for Olympic bus drivers. Even allowing for this special contract the overall enrolments trends in TAFE NSW courses is positive.

During the year, the Assistant Director-General oversaw the establishment of a new subsidiary company, TAFE Global Pty Ltd, to coordinate the marketing of international projects. The new company was launched during TAFE Week. A General Manager, Mr Andrew Woolaston, was recruited in October. Offices have been established in Spring Street in Sydney.

With other Departmental officers, Mr Shreeve was involved in finalising the Teachers Award. He has overseen aspects of the implementation of this award in the TAFE institutes. He also led the team that successfully negotiated a new award for Institute Managers.

Mr Shreeve has been instrumental in facilitating within TAFE NSW new approaches to the delivery of VET programs. A key strategy is the development of an e-Business environment within TAFE NSW. In 2000, the TAFE Online Project funded IT infrastructure improvements, provided training in online techniques to TAFE staff and funded a large number of online

courseware. By the end of 2000 many thousands of TAFE students were using online learning resources as part of their TAFE courses.

The Assistant Director-General oversights quality initiatives within TAFE NSW. As chair of the Quality Council he was instrumental in providing TAFE advice on proposed changes to national quality arrangements within VET in Australia. During the year all the institutes maintained their registered training organisation (RTO) status, whilst the majority of institutes are now also quality endorsed training organisations (QETO). The final three institutes will be seeking QETO status in 2001.

Mr Shreeve is a Director of AeSharenet. AeSharenet was incorporated in 2000. It is an initiative of the States, Territories and Commonwealth Ministers of Education and Training to simplify copyright licensing within the VET sector. Mr Shreeve oversaw the recruitment of the General Manager on behalf of the other Directors. Mr Shreeve is also a Director of Le Cordon Bleu, North Sydney which is a joint venture between North Sydney Institute and an international culinary organisation. He also Chairs the Board of TAFE Global.

Mr Shreeve's contribution to the Department of Education and Training over the past year was regarded as outstanding. A performance related incentive payment of \$9,000 was thus approved.

John Sutton
Assistant Director-General, Primary Education
SES Level 5 \$176,782

Mr Sutton is responsible for the effective implementation of primary education policy throughout New South Wales and for the management of sensitive operational issues arising from all primary and secondary schools in the 20 country districts beyond Newcastle and Sydney.

Mr Sutton is also responsible for the effective and efficient delivery of distance education across New South Wales; the provision of strategic advice to the Director-General and Minister on rural education; and leading and supporting the work of 20 district superintendents, the Executive Director of Early Childhood and Primary Education, and the Director of the Open Training and Education Network-Distance Education.

During 2000 Mr Sutton was responsible for developing a new management document entitled 'Leading and Managing the School'. This provides principals with a clear statement of their accountabilities. The document was the outcome of an extensive consultation process involving representatives of all groups interested in the management of government schools in New South Wales.

Mr Sutton was also instrumental in the preparation of a document entitled 'Primary Education in Government Schools'. This document provides parents and community members with an overview of the outstanding features of primary education in the government system in New South Wales. It emphasises that a high quality primary education system is central to equipping students to manage the complexities of society. It is anticipated that this document will be released during 2001.

A major focus of the year was the further development of the Department's *Collegiate Education Plan* in country districts. This involved sensitive negotiations in diverse country centres where each was exhibiting declining confidence in the ability of traditional secondary structures to meet the needs of students. In particular, Mr Sutton had oversighted the development of

the Dubbo Senior Collegial structure; initiated community discussions in Moree and consulted in the Lower Tweed with a committee on options for a total restructure of secondary education. Across rural New South Wales, district superintendents were supported in assisting schools and communities to analyse, research and plan for future innovative approaches to secondary education.

Mr Sutton has managed relations between the Department of Education and Training and the University of Sydney in the development of a joint facility on the existing campus of the University in Orange. Known as the Centre for Regional Education, Orange (CREO), the proposal allows for joint development of the campus by the University and the Western Institute.

In the field of distance education, Mr Sutton commenced work on the development of the Australian Technology Park (ATP) site to expand curriculum options and to draw on the expertise available in this growing field of educational delivery. It is anticipated that development of opportunities presented at the ATP will continue to be negotiated throughout 2001.

A complete review of the Department's distance education staffing arrangements was commenced. This was in response to both increasing demand for an alternative delivery mode and the emergence of a range of serious variations in staffing particular units of distance education delivery.

Mr Sutton also focused on the performance of 20 district superintendents. This was supported by a carefully structured series of training and development activities designed to improve their performance and ensure the effective operation of the district structure.

Mr Sutton continued to maintain close relations with Charles Sturt University and in particular the Faculty of Education. He supported programs aimed at placing final year students in rural locations for extended periods of teaching practice with a view to future appointment to rural schools.

During 2000, the Human Rights and Equal Opportunity Commission released a major report into education in remote and rural Australia. Mr Sutton was responsible for the Department of Education and Training's response to the Commission's report. This included information on the availability and accessibility of both primary and secondary schooling in New South Wales; the quality of educational services, including technological support services; and the services available to indigenous children, children from diverse cultural, religious and linguistic backgrounds, and children with disabilities.

Mr Sutton has managed a range of serious issues including community disputes, reported incidents, grievances, complaints investigations, reviews and Ministerial correspondence and briefings. He also completed work as a Prescribed Officer related to breaches of discipline.

Mr Sutton's contribution to the Department of Education and Training over the past year was regarded as superior. A performance related incentive payment of \$8,400 was thus approved.

Marie Persson
Director, Sydney Institute of Technology
SES Level 5 \$173,337

The year 2000 proved to be a year of consolidation and growth for Sydney Institute after a major restructure and educational profile shift in 1999. The institute increased its enrolments by 26.8 per cent to 60,933 students in 2000, including the enrolment in training activities connected with the Sydney 2000 Olympic Games. Significant improvements were also achieved in training market areas with an increase in contracted training program student contact hours of 120 per cent and a 160 per cent increase in trainees. The devolution of budgets and responsibilities to colleges, while retaining centralised corporate services within the Institute, has led to increased accountability and improved unit costing. The achievement of quality endorsed training organisation status also reflects the institute's priority of focusing on quality management, policies, procedures and practices.

In the Information and Communications Technologies area the institute has established a Centre for Innovation in Learning and Teaching (CILT). The CILT provides an effective institute-wide support structure for teaching staff using ICT as part of their educational delivery. The centre provides leadership in developing flexible ICT standards and guidelines; infrastructure to support learning and teaching services, such as class e-mail lists, newsgroups, file and web services; and advice and consultation on ICT learning and teaching tools available for use across the Institute, including online flexible delivery methodology, web-based design tools and educational administration requirements.

A number of partnerships and alliances enabled the Institute to continue its close relationship with industry and the community. Work on the first stage of the Ultimo Pedestrian Network commenced in 2000. The Network will serve the planned Ultimo / Pyrmont Educational and Cultural Precinct. It is the result of a partnership between Sydney Institute, the Sydney Harbour Foreshore Authority, the University of Technology, Sydney, the Powerhouse Museum, the Australian Broadcasting Corporation and rail authorities. Other significant joint projects included the NRMA and the 'Cars for Causes' project, and the '4 Day Thing', part of the International Design Education Association Industry and Education series.

Graduates from the custom-designed Certificate IV in Property Management (Public Housing) more than doubled during 2000. Sydney Institute developed the Certificate in 1999, in partnership with the Canberra Institute of Technology. It was designed for existing employees and new trainee customer service officers within the NSW Department of Housing.

The institute trained over 10,000 people in Olympic-related programs, for organisations including the Olympic Roads and Transport Authority, Boral, David Jones, Centennial Parklands, Angus and Coote, the Sydney Convention and Exhibition Centre, and the National Parks and Wildlife Service. The Sydney 2000 Olympic Games enabled Sydney institute and TAFE NSW to showcase the quality of its educational services, and gave the institute the opportunity to enhance its relationships with new and existing customers. Further commercial training activities will flow to the institute from this exposure.

In the international arena, strong relationships with the Vietnamese Ministry of Industry were forged when the Deputy Director, Training and Personnel completed a comprehensive study unit at Sydney Institute during 2000. The institute also hosted delegations from China, Korea, Mexico and South Africa. Additionally, institute enrolments of international students increased from 1,479 to 1,870, an increase of 26.4 per cent over the international student enrolment for 1999.

The year 2000 saw the development of the institute's *Strategic Directions 2001–2004*. This document was developed after extensive consultation with the institute's stakeholders and a number of public forums in which staff and interested individuals were able to contribute their ideas about the future of vocational education and training for the Sydney region and the broader global arena. *Strategic Directions* focuses on the key areas of Customers, Learning, Staff and Resources and identifies a number of performance measures to ensure these key objectives are met.

During October 2000, Ms Persson accepted an appointment to the Australian Indigenous Training Advisory Council. The Council advises the ANTA Board on ways to increase participation by and outcomes for Aboriginal and Torres Strait Islander people in vocational education and training. Ms Persson was also appointed to the Board of TAFE Global Pty Ltd, a company established to increase the TAFE NSW share of the international project market. She also represents TAFE NSW on the Board of Skilling Australia, a company specifically established to represent three States in the delivery of defence force training across Australia. Ms Persson is also on the Board of the YWCA of Sydney.

Ms Persson's contribution to the Department of Education and Training over the past year was regarded as superior. A performance related incentive payment of \$8,400 was thus approved.

APPENDIX 7

Risk Management and Insurance Activities

Risk Management

The Audit Directorate uses a risk-based audit approach for all projects. Staff are trained in the principles and methodology of risk management. The methodology is used to assist auditors and management to focus on risks relevant to the business directions of the Department.

Audit worked closely with management and conducted a number of control self-assessment workshops in 2000. These workshops involve working with management to identify and measure the risks of directorates not achieving their objectives. Risk mitigation (control) activities are evaluated and action plans are developed to improve risk mitigation activities.

The success of this approach has led to the development of a risk management course to be run through DET's Training and Development Directorate. This course will be available to all DET staff and public sector staff generally.

Insurance Activities

The Department manages its insurable risks such as workers' compensation, property, public liability and motor vehicle through a risk management program and the NSW Treasury Managed Fund Scheme. The Department has developed specific strategies aimed at improving its performance in these areas.

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 codes of conduct and to provide training in ethics, accountability and internal control.

Business Continuity Planning

The Department has developed a *Business Continuity Plan*. The aim of the plan is to ensure that key organisational processes can be returned to service within acceptable time frames and with specified priorities, should a disruption or disaster occur.

During 2000 a project steering committee developed a template for DET agencies to use to respond to and recover from an adverse event. It is intended to roll out the *Business Continuity Plan* during 2001.

Appendix 8

Performance and Management Reviews

Departmental staff undertook 58 audits in State office directorates. Their achievements included:

- ◆ Providing assurance that the schedules prepared for the end of year financial statements were materially correct.
- ◆ An audit of ten Schools for Special Purposes (SSP) resulted in the issue of a revised *Special Education Handbook* that should improve procedures relating to the appraisal and review of students.
- ◆ A review of the Special Transport Scheme for students with disabilities made recommendations for contract tendering procedures to be improved and also some strengthening of controls over payments and general administration of the scheme.
- ◆ A full risk analysis of the Global Budget and special payments to schools process was undertaken and risks identified were found to be well controlled apart from a need to consolidate many of the formulae and procedures into a manual as a reference and training tool for staff.
- ◆ The Department's Environmental Management System was examined and steps are now underway to complete the development of the *DET Environmental Management Plan*.
- ◆ Audit convened a joint workshop involving representatives from Industrial Relations, Human Resources and Payroll to identify risks relating to the processing of the four per cent award increase and the two per cent once-off payment to DET and TAFE NSW permanent and casual teaching staff. Appropriate mitigating procedures were developed to reduce the potential for overpayments.
- ◆ A follow-up review of the management of the School and College Cleaning Contract showed previous recommendations were addressed but some further improvements to the efficiency and effectiveness of this activity were also agreed with management.
- ◆ Audit reviewed and supported Finance's upgrade of the JDE applications for GST implementation, providing assurance that the development process and business controls were adequate.
- ◆ A review of the IT Disaster Recovery capability was carried out and recommendations to improve this area were made.

Departmental staff participated in the following policy development and improvement projects in 2000:

- ◆ the revision of the complaint handling procedures
- ◆ the revision of the protected disclosure procedures
- ◆ the provision of investigation training for audit staff
- ◆ the Corrupt Conduct Risk Assessment Task Force
- ◆ the GST Implementation Group
- ◆ the Complaint and Witness Support Program

All TAFE NSW institutes submitted a signed statement of responsibility for internal control for 2000. 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 during the period.

In 2000 the Department provided training to staff to improve their understanding of risk management, internal control and ethical behaviour. One hundred and sixty one courses for school-based personnel on financial management, cash flow and GST were delivered in order to improve financial management in schools.

Audit staff also provided advice on around 2,850 matters that were received by telephone and in writing. Issues raised included financial and administrative procedures, ethical dilemmas, policy development and risk management.

During the year, the Department's intranet site which contains audit information for staff on best practice in internal control and corruption prevention, was further improved. The site also contains information for staff to assist in the conduct of audits. The intranet site provides a quick, cost effective and interactive way of communicating with clients and staff.

Corruption Prevention and Investigation

Departmental staff registered 90 cases of suspected corrupt conduct or maladministration for investigation (95 in 1999). Of these, 61 per cent (66% in 1999) related to schools and district offices, 19 per cent (22% in 1999) to TAFE NSW institutes, and the remaining 20 per cent (22% in 1999) to other Departmental directorates.

Fifty nine per cent (41% in 1999) of all cases were referred by management, which indicates that the normal systems of accountability were operating satisfactorily. Thirteen per cent were protected disclosures, 52 per cent involved alleged criminal offences (mostly fraudulent misappropriation) and 46 per cent involved alleged disciplinary offences (mostly misconduct involving misuse of resources, personnel matters or conflict of interest). Of the 62 cases completed by the end of December 2000, allegations were substantiated in 74 per cent of cases.

The Department provided regular reports to the Independent Commission Against Corruption (ICAC) of suspected corrupt conduct and the results of the internal investigation of these cases. The Department received five requests from ICAC to investigate matters and report findings to them. In addition, Departmental staff liaised with ICAC on a range of issues including reporting procedures and investigation procedures, corruption prevention issues and individual cases.

Benchmarking

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 2000, the Department met or exceeded world-class standards in several areas of auditing including audit planning and risk awareness.

Overall Findings of Internal Audits and Management Reviews

In summary, the internal audits conducted in the Department in 2000 showed that:

- ◆ The Department of Education and Training is generally compliant with relevant laws, policies and procedures.
- ◆ Proper internal control systems are in place to mitigate risks to an acceptable level.
- ◆ Assets are safeguarded.
- ◆ Awareness of corruption policies and issues appears to be relatively high.

Schools

During 2000, the Department undertook 1,301 school audits. These audits found that 90 per cent of the schools managed their finances satisfactorily, eight per cent had qualified reports, and two per cent had unsatisfactory findings. Common findings and summary reports were provided to district offices. Twenty audits of district offices confirmed that improvements suggested in 1999 had resulted in better financial and administrative processes. Audits were also undertaken in areas such as school enrolments, equity programs and GST implementation.

Audit Office Review of the School Accountability and Improvement Model

The Audit Office conducted a review of the School Accountability and Improvement Model in 1999. The recommendations of that report were considered and implemented to the extent possible by industrial and resource constraints in 2000. Further implementation of the recommendations is planned for 2001.

Recommendations contained in Performance Audit Report - School Accountability and Improvement Model 1999.

Recommendation 1

Schools should report more extensively and consistently on a common set of indicators covering:

- ◆ comprehensive measures of student achievement (both cognitive and non-cognitive)
- ◆ school culture and work environment
- ◆ value added measures.

Recommendation 2

The Department should afford schools greater freedom to report in a manner which reflects school context and culture. Given such freedom, however, there will also be a need to implement minimum standards for report content and quality, including a requirement for reports to incorporate:

- ◆ clear and unequivocal statements which fully and accurately reflect performance against objectives
- ◆ targets which clearly explain what the school intends to achieve in the coming 12 months and how this will be measured.

Recommendation 3

To support the continued implementation of the model, review the extent, application and distribution of resources for:

- ◆ training, direct guidance and advice provided to schools and school evaluation committees in self-evaluation, reporting and school improvement
- ◆ oversight and quality control of school self-evaluation and annual reporting development of tools to assist schools to gather and analyse information on non-cognitive student learning, school culture and work environment
- ◆ training to selected principals and other senior school staff in basic planning, data analysis and evaluation techniques.

Recommendation 4

Commence the formalised 'school review' component of the School Accountability and Improvement Model as soon as possible:

- ◆ introducing a requirement for District Superintendents to formally endorse targets incorporated in annual school reports.

Recommendation 5

Consider aligning all sections of the Department with responsibility for public reporting to a single executive position.

Recommendation 6

Review the level of autonomy of principals and district superintendents for the management of resources and consider:

- ◆ giving principals control over the selection, deployment, professional development and performance of teachers
- ◆ giving district superintendents greater flexibility in utilisation of district office resources
- ◆ introducing a requirement for district superintendents to formally endorse targets incorporated in annual school reports.

All recommendations were accepted and acted upon.

The format for the reports was considerably revised from the 1998 version to the 2000 version to include more explicit statements about student performance and to incorporate qualitative data.

The establishment and monitoring of annual targets is an important element in school improvement. At a district level the targets for all schools are analysed to provide the basis for planning consultancy support and training and development.

During 2000 seminars were conducted with all secondary principals to increase understanding of the use of data, particularly value-added data at subject, KLA and school level.

The quality control of annual reports is provided by Chief Education Officers, School Improvement. The number of officers was increased in 2000 to provide a higher ratio across the state with the objective of having one per district in 2001.

Schools have been provided with opportunities to use qualitative data instruments, particularly Quality of School Life and SchoolMap. The majority of schools have now incorporated this kind of information in their reports.

Very few School Reviews were conducted in 2000. The number will grow as more staff are trained and as schools see the potential for school improvement arising from reviews.

Structural changes in the reporting arrangements within the Department of Education and Training have streamlined the reporting functions.

Autonomy in resource allocation at school and district level is constrained by the awards under which staff are employed. The Head Teacher Review however provides principals of secondary schools with greater flexibility to build an executive structure which suits the needs of the school. New procedures for dealing with teacher inefficiency provides principals with greater support in maintaining quality teaching.

School Management Reviews

A school management review assists the school to improve its management.

A management review will occur when there is substantial evidence of significant dysfunctioning in the operation of the school as identified by the district superintendent.

These were conducted at Ross Hill Public School, Taree Public School, Manly High School and Penrose Public School during 2000. The reviews developed recommendations which are currently being considered or implemented.

School Program Reviews

A school program review assists the school to improve a program or programs within the school.

A school program review may occur when a program or a number of programs operating at the school have shown the need for improvement following consultation with the principal and relevant staff.

A school program review is a more in-depth assessment and evaluation of an aspect or aspects of a school than is possible in the annual process of school self-evaluation.

School Program Reviews were conducted at Bob's Farm PS, Bayldon PS, Culcairn PS, Dudley PS, Ettalong PS, Gosford HS, Henry Kendall HS, Holman Place PS, Katoomba HS, Mount View HS, Morisset HS, Nimbin CS, Singleton HS, Tacoma PS, Umina HS, Vincentia HS, Waratah West PS, Whitebridge HS, Winmalee PS, Yanco AHS.

Blakehurst Public School's Performing Arts program, Berkeley Vale Public School's Performing Arts program, Bankstown South Infants School's Early Childhood Reading program, Kurri Kurri Public School's K-6 Literacy program and Keira Technology High School's Middle School program were determined to be Outstanding Programs in Schools 2000.

Outstanding programs must meet the following criteria:

- ◆ function within the domains of student learning or student welfare
- ◆ demonstrate continuous improvement in student outcomes, not just their maintenance at previous levels
- ◆ through substantial quantitative and qualitative data, demonstrate an outstanding contribution to students' learning or welfare for a period of at least the previous two years

- ◆ involve the participation of a significant number of students within the school or across a grouping of schools and not be limited to a relatively small number where opportunities for participation, for whatever reason, are limited
- ◆ operate on the basis of widely shared within the school community and not be dependent for their continuation on one or two individuals.

Computers in Schools Performance Audit

During 1999 and 2000, the NSW Audit Office conducted a performance audit on the implementation of the Computers in Schools Programs and the use of computers for teaching and learning.

The audit highlighted the significant achievements made by the Department in providing access to hardware, software and the internet for students and teachers. The audit made a number of recommendations related to monitoring variations between schools and levels of support provided to teachers to improve learning outcomes for students. The Department has established a high-level steering committee to guide the implementation of these recommendations.

TAFE

Audits of major high-risk TAFE NSW institute functions such as Payroll and Student Records were conducted at numerous locations in all institutes. The payroll audits concentrated on establishment and recruitment issues and the results were satisfactory at all locations. The audits of Student Records resulted in a high number of findings, however the overall result was an improvement over similar audits conducted in prior years. In addition to audits of major functions, statewide audits were conducted covering bank accounts, residential facilities, foreign students, library services, temporary appointments and voluntary redundancy payments to TAFE NSW teachers.

Audits of ESDs were conducted at three locations and all financial and administrative systems were audited at each location. A report of findings most frequently encountered during these audits was distributed to all ESDs to alert management to possible problem areas.

Following audits carried out to maintain Educational Services Divisions' certification under AS/NZS ISO 9001, ESDs have:

- ◆ improved strategic planning processes (closer links between strategic plans, management plans and individual work plans and regular reviews against goals and plans)
- ◆ undertaken a review of the ESD Management Framework to reflect a project management approach to Educational Services Divisions' core products and services.

The review of the Service Agreement between institutes and ESDs carried out during 2000 has led to:

- ◆ a new three year Agreement being endorsed (2001-2003)
- ◆ a project being set up to improve how ESDs disseminate information to institutes during the implementation of training packages.

TAFE – Performance Audit

Over the past 14 months, the Audit Office of NSW has been conducting a review into the efficiency and effectiveness of the 'administration' within TAFE NSW. The Audit Office Report and the formal Departmental response were tabled in Parliament on 6 February 2001.

The Audit Office found that the diversity and large numbers of TAFE NSW courses which are focused on industry, metropolitan and rural communities support the Department's position of having a decentralised approach to the delivery of VET in New South Wales. The Review found no evidence that staff within State Office duplicate the efforts of institutes.

The Audit Office recognises that TAFE NSW has undergone significant change in the last decade in order to improve service delivery. Whilst the focus of change has been TAFE NSW's core educational role, administration has also benefited. The Quality Management Systems introduced by the institutes are quoted as an example.

The current work on developing performance indicators for TAFE NSW against the *Corporate Plan* and proposed reporting against these in the Annual Report should address the recommendations relating to improving the measurement and reporting of performance.

The Audit Office report further indicates that there appears to be a lack of appreciation of the educational role that libraries can play in the delivery of educational services. The NSW TAFE Library Service supports both students and staff in teaching and learning activities, through the provision of loans, reader education and access to online services such as the internet, multimedia and teaching resources. Although the contribution of library services to educational delivery is highly valued, the Commission does acknowledge that more could be done to provide statewide policy directions for library services. Therefore, TAFE NSW will be initiating a review of current and future library services and their role in the educational process.

The NSW TAFE Commission is committed to the process of continuous improvement and is in the process of developing and implementing improved planning, measuring and reporting arrangements which should address the issues.

In addition to the above all institutes undertake reviews of their operational and strategic plan and progress towards targets.

Temporary Resident Audit

Student Administrative Systems oversaw an audit of OTEN-DE temporary residents. No additional revenue was gained from the audit. Of the 89 students identified as possible undeclared temporary residents, 40 were excluded from follow-up as they lived overseas, were no longer enrolled or were in Corrective Services Institutes. Thirty one provided evidence of their residency, two students had already withdrawn, one could not be contacted, and 15 failed to provide evidence that they were not temporary residents and after a number of follow-up letters were blocked from further assessment on our Student Administration Management (SAM) system. Of the 30 students on the declared temporary residents list, only two were found to have been slightly underpaid, due to an OTEN-DE error in calculation of hours.

OTEN-DE seems to have fewer enrolled temporary residents than other institutes. As a distance education provider, our enrolment process is quite rigorous in requiring correct documentation and we also require students to pay the full fee for their study on enrolment in first semester. Consequently, we have fewer problems with undeclared temporary residents or temporary residents not paying the correct fee.

DET Student Enrolment and Students Records Audit

DET conducted a comprehensive audit in July/August 2000 which checked OTEN-DE payments, exemptions, refunds, enrolment adjustments and mark sheets. This process resulted in Audit recommending that OTEN-DE should approach ITB to explore the possibility of OTEN-DE's Student Administration and Management system be interfaced with SCIS to overcome the problems of double entering of data and duplication of effort. OTEN-DE is currently investigating the feasibility of such an interface with ITB. The audit also allowed OTEN-DE to raise issues concerning possible changes to audit requirements due to the use of computer technology in the enrolment process and the special requirements of distance students.

AMES

Under contracts with the Commonwealth Government to deliver the Adult Migrant English Program (AMEP), the DET AMEP Consortium, headed by NSW AMES, is required to participate in a formal evaluation of performance of the contract services in the third year of the contract. This evaluation commenced in 2000 and will be concluded in early 2001. Subject to a satisfactory evaluation outcome, contracts will be extended for a further two years to July 2003.

Appendix 9

Human Resources

Staff Profile

Number of Full Time Equivalent (FTE) Staff, 1998-2000			
	30 Jun 98	30 Jun 99	30 Jun 00
Teaching staff in schools	50,636	50,975	50,868
Non-teaching staff in schools	10,140	10,457	10,688
Other (includes SES, district office, Staff and Teacher Housing Authority)	3,023	3,010	3,185
TAFE (including OTEN)	11,303 ¹	15,705	15,230
AMES	663	226 ²	206
TOTAL	75,765	80,373	80,177

¹ Data excludes part-time casual TAFE teachers.

² AMES staff numbers reduced as a result of new Commonwealth arrangements for the delivery of the Adult Migrant English Program.

Industrial Relations Policies and Practices

Teacher Salaries

The NSW Government has provided government school and TAFE teachers with a salary increase of 16.98 percent from 3 April 2000 to 31 December 2003. An interstate comparison of salaries for senior classroom teachers shows that as at 31 December 2000, NSW Government school teachers were the second highest paid (after Northern Territory: maximum salary \$52,381) in Australia receiving \$52,182 per annum.

Teachers also received a cash payment equivalent to two percent for the nine months from 1 July 1999, when the previous award expired, to 2 April 2000.

A beginning teacher now commences on a salary of \$36,549 compared to \$29,750 per annum in 1995. A teacher who commenced in 1995 would now be earning an annual salary of \$44,081, an increase of 48.2 percent. The annual salary of a principal of a large primary school has increased from \$65,943 in 1995 to \$81,010 in 2000. The annual salary of a principal of a large high school has increased from \$68,826 in 1995 to \$84,551 in 2000.

Personnel Policies and Practices

Deferred Salary Scheme

The Deferred Salary Scheme (DSS) enables permanent school teachers to put aside twenty percent of their salary for four years and take the fifth year away from teaching for professional development and renewal experiences such as industry experience, postgraduate study, or working in an overseas education system. A total of 103 teachers commenced the scheme in 2000.

The scheme has now been extended to all permanent officers under the *Crown Employees (Teachers in Schools and TAFE and Related Employees) Salaries and Conditions Award 2000*, including school and TAFE teachers and related employees and non-school-based teaching service staff, as well as Institute Managers and Chief Education Officers. During 2001 newly eligible employees will be given the opportunity to participate in the scheme.

Salary Packaging for Teachers

The Department continued to promote the salary-packaging scheme for NSW Government school teachers. The scheme is an initiative which recognises the professional status of teachers and provides further recognition of their standing in the community.

Employees can tailor their salary packages to their individual needs by selecting from an extensive range of options provided by the scheme. Benefits include superannuation, novated car leases, purchase of laptop computers, and the payment of a variety of expenses including insurance premiums and personal loan repayments.

By December 2000, approximately 4,352 teachers and chief education officers had commenced salary packaging.

Salary Sacrifice to Superannuation

Most permanent and temporary full-time and part-time administrative and clerical and related staff in the Department, including those in TAFE NSW, are eligible to salary sacrifice to superannuation, allowing these staff to make additional superannuation contributions of up to 30 per cent of superannuable salary from gross or pre-tax dollars. By December 2000, approximately 280 staff had commenced salary sacrifice to superannuation.

Guidelines for Schools, Colleges and Campuses: Management of Serious Incidents

The Department finalised and distributed the revised and updated Guidelines for Schools, Colleges and Campuses: Management of Serious Incidents.

The guidelines have been prepared to assist NSW Government schools and TAFE NSW colleges and campuses, Adult Migrant English Service (AMES) education centres and the National Art School in the development of their plans for the management of serious incidents.

The guidelines are a valuable resource to assist workplaces in responding effectively to ensure the safety of staff and students in the event of a serious incident. The guidelines also provide guidance for workplace managers to ensure that all people affected by a serious incident receive proper care and support.

Employee Assistance Program

New contracts for the Department's Employee Assistance Program (EAP) commenced on 1 December 2000, following an extensive tender process. The EAP provides a free, confidential counselling service for eligible staff for work-related or personal problems, with up to six hours of counselling in a two year period. The new contracts are for a period of three years with the option of extensions for a further two years.

The new contracts continue the positive features of the EAP to date, including counselling following serious incidents for affected staff. The new contracts introduce an entitlement of up to three hours management counselling each two year period to assist principals and college directors or campus managers in dealing with difficult situations in the workplace.

From 1 December 1999 to 30 November 2000, 2,299 staff attended a total of 6,403 counselling sessions.

Workforce planning for the Sydney 2000 Olympic and Paralympic Games

The Department undertook detailed operational planning for the Sydney 2000 Olympic and Paralympic Games to support Government strategies and ensure appropriate service delivery during the Games. Initiatives included:

Developing and disseminating the policy *Flexible Work Options for the Period of the 2000 Olympic Games*. Key elements of the policy included the accrual of up to five flexi days during the Olympics period, flexible starting and finishing times and working at another location or from home.

The Department also promoted reassignment to Olympic agencies during the Games. A total of 250 staff undertook reassignment.

APPENDIX 10

Equal Employment Opportunity

The Department's 2000 *Equal Employment Opportunity (EEO) Management Plan* outlined the EEO strategies to be achieved in schools, district offices, State office, and TAFE institutes. The outcomes achieved in relation to each of the strategies are detailed in full in the Department's *EEO Annual Report 2000*.

Major Achievements Across the Department

Female Staff

The Spokeswomen's Program continued to provide support for female staff. A range of initiatives were developed and implemented by Spokeswomen including surveys on the training needs of female staff, distribution of newsletters and information sessions on issues including equity and financial planning.

Forty-two Spokeswomen attended the Departmental Spokeswomen's Information Day on 3 May 2000. The Information Day provided an opportunity for Spokeswomen to meet and network, share experiences, plan future events and participate in professional development. A variety of activities were organised to coincide with International Women's Day including women's breakfasts.

The NSW Department of Education and Training Spokeswomen's Strategic Plan 1999-2001 and the *TAFE NSW Spokeswomen's Strategic Plan 1999-2001* were released at the Spokeswomen's Information Day. Information about the Spokeswomen's Program was included on the Personnel Directorate's intranet website.

TAFE NSW institutes continue to promote women's career development. Sydney Institute conducted 224 professional development activities. These activities included Equity and Diversity, Return to Industry, Technical Skills Updated courses and professional and personal development workshops and conferences. A total of 1,500 full-time and part-time staff (56.5 per cent females) participated. The Riverina Institute of TAFE has a targeted *Women's Plan* as an integral part of the *Institute Human Resource and Annual EEO Business/Management Plan*.

Traineeships

The Department participated in the *2000 By 2000 Strategy* by employing trainees in the workforce. Under this strategy, 256 trainees were employed under a formal training agreement in a job which combined work and structured training.

The trainees also participated in a training program delivered by a registered training organisation which led to a nationally recognised qualification. The number of trainee participants included 180 women, 54 Aboriginal people and Torres Strait Islanders, 28 from racial, ethnic or ethno-religious minority groups and seven people with a disability.

Targeted Teacher Training Programs

A number of initiatives were undertaken to support overseas trained teachers to gain approval to teach with the Department. The initiatives included a one-week orientation course, a series of one-day Personal Suitability Interview Preparation courses and a Professional and Colloquial Communications course.

General Staff Training Programs and Services

The Certificate in Administrative Leadership (CAL) was offered to school administrative and support staff (SASS) and public service staff during 2000. Thirty female SASS participants undertook CAL by distance education and 68 participated in face-to-face workshops. A further 31 public service staff participated in CAL through face-to-face workshops. Of these 25 were women, 22 identified as belonging to a racial, ethnic or ethno-religious minority group and one staff member had a disability.

The Department offered 44 short courses covering office, writing, communication and technological skill development to administrative staff. Of the 481 participants, 85 per cent were women.

Three female Aboriginal and Torres Strait Islander officers participated in the fully funded People Management as a Strategic Skill Program.

The Department funded two places for the Executive Development Program with one senior female officer being given the opportunity to participate.

Ten out of 14 female officers received full fee support to participate in the Public Sector Management Course.

One female officer won on a competitive basis the opportunity to participate in the Sydney Leadership Program.

Migrant Work Experience Program

Two work experience placements were arranged for Departmental staff in a range of State Government agencies and two work experience placements were filled within the Department. NSW Adult Migrant English Service delivered career development workshops for the program and provided ongoing support to participants in career planning and language assessment.

Initiatives for Aboriginal People and Torres Strait Islanders

The Aboriginal Mentor Program was implemented across three districts and one institute and provided 17 Aboriginal staff with a mentor who provided guidance and assistance in career development.

The Department sponsored a second cohort of 19 Aboriginal people to undertake the Bachelor of Education (Secondary) Indigenous Studies. The course provides assistance and encouragement to Aboriginal people to gain teaching

qualifications. The first cohort of Aboriginal staff will be appointed to secondary teaching positions at the end of 2002. The second cohort will be appointed to secondary teaching positions in 2004.

Assistance has been provided to the University of Sydney to develop a Bachelor of Education (Secondary: Aboriginal Studies) which has been specifically designed for Aboriginal people. There are 14 participating in the course to qualify as secondary teachers.

Nyum Nyar, an Aboriginal Student Mentor Program was implemented with over 35 Aboriginal students in three secondary schools across the State. The 12 month program links students with a mentor who provides them with guidance in career choices.

Riverina Institute participated in the Aboriginal Trainee Orientation Program with a Teacher of Aboriginal Studies subsequently appointed to Narrandera Campus in July 2000. This teacher also represented the institute in a major staff learning and information exchange with the Maricopia College USA in December 2000.

The Aboriginal Teachers' Career Pathway Program provided six Aboriginal teachers across Lake Macquarie, Newcastle and Maitland districts and the Hunter Institute of Technology with the opportunity to develop new information and insight into a position to which they aspire within the Department. Aboriginal teachers observed another Departmental staff member over a period of five days.

Initiatives for Staff with Disabilities

To support further increasing employment opportunities for people with a disability within the Department, the publication *Adjustments at Work - Rights of People with a Disability* was widely publicised across the Department. As well as being

readily available via the intranet, the information is provided to all selection committee conveners. This initiative helps to raise the level of awareness for people requiring reasonable adjustment at work.

The Department continues to demonstrate its commitment to providing on the job trade training to people with assessed disabilities. Under the NSW Apprenticeship Program for People with Disabilities the Department has apprentices at Farrer Memorial Agricultural High School and the School Security Unit.

The TAFE Staff with Disabilities Network continues to provide a valuable means of promoting the employment of staff with disabilities. It has been recognised by the Director of the Office of Equal Opportunity in Public Employment (ODEOPE) as a model for other NSW public sector agencies to use in supporting the employment of staff with disabilities. During 2000 the network held a two day workshop and included sessions on Effective Team Membership, and Computer and Adaptive Technologies. Apart from the Network's role in the provision of training and development, the Network facilitates the retention of staff through networking and support.

EEO Strategies for 2001

The Department's key EEO strategies are outlined in its *EEO Annual Report and Management Plan*. The *2000 Annual Report* and *2001 Management Plan* are currently being prepared for publication.

Whilst reinforcing successful strategies for the employment of women, Aboriginal people and Torres Strait Islanders and people from racial, ethnic, ethno-religious minority groups, the Department will be further strengthening strategies for the employment of people with disabilities.

EEO Statistics for 2000

Percentage of Total Permanent and Temporary Staff by Level

Level	Total Staff (Number)	Subgroup as Percent of Total Staff at Each Level				Subgroup as Estimated Percent of Total Staff at Each Level			
		Respondents	Men	Women	Aboriginal People and 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 Adjustment at Work
<\$26,276	5,289	38%	4%	96%	1%	6%	6%	6%	1.6%
\$26,276 - \$34,512	6,803	48%	32%	68%	3.5%	9%	10%	7%	2.1%
\$34,513 - \$38,582	3,632	57%	24%	76%	2.4%	16%	17%	4%	0.9%
\$38,583 - \$48,823	9,956	53%	24%	76%	1.8%	14%	13%	3%	1%
\$48,824 - \$63,137	45,151	58%	37%	63%	0.7%	11%	10%	6%	2.3%
\$63,138 - \$78,921	3,630	64%	59%	41%	0.7%	8%	6%	6%	1.7%
>\$78,921 (non-SES)	670	69%	72%	28%	0.2%	5%	3%	6%	2%
>\$78,921 (SES)	111	48%	73%	27%		4%		4%	
TOTAL	75,242	56%	33%	67%	1.2%	11%	10%	6%	2%

Estimate Range (95% confidence level)

1.1%–1.3%

10.9%–11.3%

9.9%–10.3%

5.7%–6%

1.9%–2.1%

Source: Payroll data as at 30 June 2000

Percentage of Total Staff by Employment Basis

Level	Total Staff (Number)	Subgroup as Percent of Total Staff at Each Level				Subgroup as Estimated Percent of Total Staff at Each Level			
		Respondents	Men	Women	Aboriginal People and 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 Adjustment at Work
Permanent									
Full-Time	65,206	57%	36%	64%	1.1%	12%	10%	6%	2%
Part-Time	8,467	46%	10%	90%	0.5%	8%	8%	4%	1.4%
Temporary									
Full-Time	956	45%	42%	58%	4.9%	13%	15%	6%	1.9%
Part-Time	483	46%	28%	72%	6.3%	7%	13%	3%	1.3%
Contract									
SES	111	48%	73%	27%		4%		4%	
Non-SES	19	47%	89%	11%				11%	11.1%
Casual	62,837	11%	29%	71%	2.9%	7%	12%	4%	0.7%
TOTAL	138,079	35%	31%	69%	2%	9%	11%	5%	1.4%

Estimate Range (95% confidence level)

1.8%-2.1%

9%-9.5%

10.6%-11.3%

4.9%-5.4%

1.3%-1.5%

Source: Payroll data as at 30 June 2000

SUBTOTALS

Permanent	73,673	56%	33%	67%	1.1%	11%	10%	6%	2.0%
Temporary	1,439	45%	38%	62%	5.4%	11%	15%	5%	1.7%
Contract	130	48%	75%	25%		3%		5%	1.6%
Full-Time	66,162	57%	36%	64%	1.2%	12%	10%	6%	2.0%
Part-Time	8,950	46%	11%	89%	0.8%	8%	9%	4%	1.4%

Appendix 11

Occupational Health And Safety

During the reporting period 530 schools were involved in Occupational Health and Safety (OH&S) committee procedures training.

The number of Occupational Health, Safety and Rehabilitation (OHS&R) committees now established is 1,000.

Occupational Health and Safety Statistics

The following table shows the number of workers' compensation claims for injuries which occurred during the reporting period and the associated average net incurred cost per claim.

Workers' Compensation Claims 2000		
	Number of Claims	Average Cost Per Claim
DET (excluding TAFE institutes and trainees)	4,708	\$5,117
TAFE institutes	618	\$6,613
Trainees*	1,435	\$5,477

*Trainees are employed in 603 classifications across all industries in New South Wales. DET under Government funding initiatives provides the workers' compensation coverage for these trainees.

Work-Related Injuries and Illness

The following table provides information about the most frequently occurring types of injuries for which workers' compensation claims were made during the reporting period.

Most Frequently Occurring Claims In Descending Order	
DET (excluding TAFE Institutes and trainees)	Sprains / Strains Contusion / Crush Mental Disorders
TAFE institutes	Sprains / Strains Open wounds Mental Disorders
Trainees	Sprains / Strains Open wounds Contusion / Crush

Prosecutions Under the OH&S Act

During the reporting period, there were eight prosecutions in progress. One prosecution commenced in the reporting period.

APPENDIX 12

Overseas Visits

State Office and Schools			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
2.01.00 to 11.01.00	Deborah Hockings Deployed Principal	Hong Kong China	To present at the International Congress for School Effectiveness and Improvement and short study tour of Guangzhou China.
27.02.00 to 2.04.00	Janet Davy Assistant Director	Papua New Guinea, Solomons	To meet with PNG Department of Education and work on AusAID education sector project in the Solomon Islands.
4.04.00 to 17.04.00	Sydney Smith Chief Education Officer, Environmental Education	Austria	To attend ENSI OECD CERI Annual General Meeting and visit Learnscapes schools.
30.07.00 to 6.08.00	Dawn Bartlett Leader, Test Development Numeracy	Japan	To present a paper at the International Congress of Mathematics Education.
19.10.00 to 29.10.00	Sherrin Chow Chinese Curriculum Adviser	China	To participate in sister school exchange.
20.12.00 to 28.01.01	AliSadek Teacher	Morocco	To participate in language and culture study.
20.12.00 to 28.01.01	Maria-Fabiola Vila Teacher	Spain	To participate in language and culture study.
20.12.00 to 28.01.01	Yan Jun Liang Teacher	China	To participate in language and culture study.
20.12.00 to 28.01.01	Maria Xu Teacher	China	To participate in language and culture study.
20.12.00 to 28.01.01	Shu-Tan Liu Teacher	China	To participate in language and culture study.
20.12.00 to 28.01.01	Yvonne Kang Teacher	Korea	To participate in language and culture study.
20.12.00 to 28.01.01	Malgorzata Vella Teacher	Poland	To participate in language and culture study.
20.12.00 to 28.01.01	Luisa Morton	Spain	To participate in language and culture study.
3.04.00 to 18.04.00	Janice Farmer-Hailey Senior Education Officer, Reading Recovery	Canada	To attend International Reading Recovery Forum and present at National Reading Recovery Conference.
19.10.00 to 29.10.00	Dilys Nicholson Senior Education Officer, Reading Recovery	China	To participate in sister school exchange.
19.10.00 to 29.10.00	Althea Travis	China	To participate in sister school exchange.
5.03.00 to 8.03.00	Ken Boston Director-General	Japan	To secure a major training contract for TAFE NSW.
2.06.00 to 23.06.00	Ken Boston Director-General	UK and Norway	To participate in Australian Student Traineeship Foundation study tour.
9.04.00 to 14.4.00	Jan McClelland Deputy Director-General (Corporate Services)	USA	To investigate information technology solutions.
24.09.00 to 5.10.00	Ann McIntyre Relieving Professional Assistant, Office of DDG (Development and Support)	India	To represent DET at the UNESCO-ACEID International Conference to present a paper concerning NSW schools.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
3.12.00 to 14.12.00	Ken Boston Director-General	China, Korea	To participate in NSW trade mission to China, visit institutions which have a partnership with TAFE NSW, meet Toyota dealers in China concerning provision of training programs for Toyota staff and meet Korean Manpower Agency on development of training projects with TAFE Global.
16.06.00 to 26.06.00	Ian Gillespie Director, Financial Accounting	USA	To attend J D Edwards Users Conference.
4.04.00 to 9.04.00	Bruce Mowbray Chief Education Officer	Singapore	To attend international conference 'New Leaders, New Schools, A New Future'.
19.03.00 to 9.04.00	Tim Daniell Manager, Computing Technology	USA	To review state-based school networks and how they are managed.
5.04.00 to 11.04.00	Wayne Houston Director, Educational Technology	Singapore	To attend 'New Leaders, New Schools, A New Future' conference and exhibition.
29.10.00 to 9.11.00	John Banham Chief Information Officer	USA	To attend Cisco CIO Summit, visit Cisco Executive Briefing Centre and Clemson University.
8.02.00 to 13.02.00	Pat Gard Senior Education Officer, International Business Unit	Japan	To market DET International Students Program.
1.03.00 to 11.03.00	Elizabeth Webber Education Officer, International Business Unit	China	To market DET International Students Program.
2.03.00 to 10.03.00	Harry Lau Education Officer, International Business Unit	South Korea	To market DET International Students Program.
17.03.00 to 26.03.00	Luisa Marcelo Education Officer, International Business Unit	Brazil	To market DET International Students Program.
21.05.00 to 6.06.00	Sue McGrath Education Officer, International Business Unit	China	To market DET International Students Program.
29.05.00 to 7.06.00	John Nicol Education Officer, International Business Unit	Indonesia	To market DET International Students Program.
17.8.00 to 22.08.00	Brian Bazzo Manager, International Business Unit	China	To attend Education Exhibition organised by AUSTRADE.
22.8.00 to 30.08.00	Brian Bazzo Manager, International Business Unit	Indonesia	To visit agents.
22.8.00 to 27.08.00	Diana Huang Senior Student Adviser, International Business Unit	Taiwan	To attend Education Exhibition organised by IDP.
27.9.00 to 13.10.00	Luisa Marcelo Student Adviser, International Business Unit	Brazil, Colombia, Mexico	To attend Education Exhibition organised by IDP.
10.08.00 to 20.10.00	Elizabeth Webber Student Adviser, International Business Unit	China	To attend seminars and interview programs organised by agents.
10.09.00 to 24.10.00	Susan McGrath Student Adviser, International Business Unit	China	To attend seminars, interview programs and exhibition organised by agents.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
29.9.00 to 10.11.00	Harry Lau Student Adviser, International Business Unit	Singapore, Kathmandu, India	To attend seminars and interview programs organised by agents.
23.11.00 to 1.12.00	Sue Bromham Student Adviser, International Business Unit	Vietnam	To attend Education Exhibition organised by IDP.
30.05.00 to 10.06.00	Christopher Allen Lecturer	France, Italy	To present a paper at conferences in France, 'Bellori and the French' and Italy, 'The Idea of the Beautiful'.
3.01.00 to 8.01.00	Max Smith Principal Policy Analyst	Hong Kong	To participate in the International Congress for School Effectiveness and Improvement including the presentation of a workshop.
2.01.00 to 11.01.00	Michele Bruniges Acting Director, Strategic Information and Planning	Hong Kong, China	To present at the International Congress for School Effectiveness and Improvement and short study tour of Guangzhou China.
20.04.00 to 14.07.00	Michele Bruniges Acting Director, Strategic Information and Planning	USA, The Netherlands	To take up a Winston Churchill Memorial Trust Fellowship to investigate research studies concerned with measuring student growth. Also to attend International Objective Measurement Workshop and the American Educational Research Association conferences.
3.01.00 to 9.01.00	Mark Carter Senior Project Officer	Hong Kong	To present at the International Congress for School Effectiveness and Improvement.
6.12.00 to 27.12.00	Cathy Nielson Project Officer, TILT	Wales	To train Technology for Learning and Teaching facilitators.
9.10.00 to 21.10.00	Robby Weatherley Chief Education Officer	Canada	To present a paper at NAWeb 2000, Web-based learning conference.
24.04.00 to 13.05.00	Virginia Lum Mow International Projects Officer	Solomon Islands	To work on AusAID project as Executive Management Information Adviser.
15.04.00 to 6.05.00	John Pettit Manager, Teaching and Learning	Solomon Islands	To provide teacher educational planning advice to Solomon Islands Education Department as part of AusAID project.
3.06.00 to 14.06.00	John Pettit Manager, Teaching and Learning	Solomon Islands	To work on AusAID project as Teacher Training Adviser.
1.04.00 to 29.04.00	Warren Burke Principal	USA	To undertake educational excursion with students.
1.04.00 to 29.04.00	Wayne Humphries Teacher	USA	To undertake educational excursion with students.
15.04.00 to 2.05.00	Noel Thomson Head Teacher, Languages	France	To undertake educational excursion with students of French.
15.04.00 to 2.05.00	Miriam Gerendas Teacher, Languages	France	To undertake educational excursion with students of French.
15.04.00 to 2.05.00	Lyn Guthrie Teacher, Languages	France	To undertake educational excursion with students of French.
24.06.00 to 4.07.00	Julia Henshaw Music Coordinator	New Zealand	To undertake excursion for Music students.
24.06.00 to 4.07.00	Margaret Vardy Principal	New Zealand	To undertake excursion for Music students.
29.06.00 to 13.07.00	Richard Booth District Superintendent	Japan	To visit Liverpool's sister city, Toda.
1.07.00 to 16.07.00	Phillip Brayshaw Head Teacher, History	Vietnam	To accompany students on Vietnam History excursion.
1.07.00 to 16.07.00	Elizabeth Keenan History Teacher	Vietnam	To accompany students on Vietnam History excursion.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
1.07.00 to 16.07.00	Elizabeth Marshall Head Teacher, History	Vietnam	To accompany students on Vietnam History excursion.
1.07.00 to 16.07.00	Kim Hupalo History Teacher	Vietnam	To accompany students on Vietnam History excursion.
28.06.00 to 1.07.00	Robyn Eves District Guidance Officer	New Zealand	To attend Child and Adolescent Mental Health Services Conference.
7.03.00 to 13.03.00	Tony Brady Executive Director, TAFE	Vietnam	To support Australian bid for a project to develop the Vietnam vocational training system.
1.01.00 to 31.12.00	John Burton Teacher	USA	To participate in Teacher Exchange Program.
10.01.00 to 21.10.00	Louisa Barra Teacher	Spain	To participate in language and culture study.
10.01.00 to 21.10.00	Ana Maria Valle Teacher	Spain	To participate in language and culture study.
9.01.00 to 24.01.00	Nana Sheridan Teacher	Japan	To participate in language and culture study.
3.01.00 to 11.01.00	Allan Young Principal	Hong Kong	To present at the International Congress for School Effectiveness and Improvement and short study tour of Guangzhou China.
1.01.00 to 31.12.00	Julie Folpp Teacher	USA	To participate in Teacher Exchange Program.
4.01.00 to 14.01.00	Barry Burns Teacher	France	To participate in language and culture study.
1.01.00 to 31.12.00	Janice Hovey Teacher	Canada	To participate in Teacher Exchange Program.
7.01.00 to 26.01.00	Elizabeth Walkely Teacher	Italy	To participate in language and culture study.
4.01.00 to 28.01.00	Louise Godfrey Teacher	Italy	To participate in language and culture study.
1.01.00 to 31.12.00	Wilma King Teacher	UK	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Lynette Hilton Teacher	UK	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Ruth Harris Principal	USA	To participate in Teacher Exchange Program.
3.01.00 to 29.01.00	Annette Allburton Teacher	France	To participate in language and culture study.
1.01.00 to 31.12.00	Michele Hedge Teacher	Canada	To participate in Teacher Exchange Program.
25.03.00 to 16.04.00	Trevor Swann Principal	USA	To undertake study tour of the USA to investigate the implementation of vocational education and training programs in schools and their articulation to further education.
7.01.00 to 26.01.00	Alice Koloveros Teacher	Italy	To participate in language and culture study.
1.01.00 to 31.12.00	Annette Hardes Special Education Teacher	Canada	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Vivienne Szzkzcs Maths / Computer Studies Teacher	UK	To participate in Teacher Exchange Program.
12.01.00 to 1.02.00	Jin-Sook Yoo Teacher	Korea	To participate in language and culture study.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
16.01.00 to 12.02.00	Mark Wade Teacher	Germany	To participate in language and culture study.
1.01.00 to 31.12.00	Julie-Anne Dickenson Teacher	UK	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Gail Houghton Teacher	UK	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Fay Chapman Teacher	Canada	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Neil Wilcox Head Teacher	UK	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Dianne Wells Teacher	Canada	To participate in Teacher Exchange Program.
3.01.00 to 29.01.00	Carmen Nicholson Teacher	France	To participate in language and culture study.
10.05.00 to 30.06.00	Cassandra Nicholson Teacher	Japan	To participate in language and culture study.
1.01.00 to 31.12.00	Caroline Davies Teacher	UK	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Greg Bray Executive Primary Teacher	Canada	To participate in Teacher Exchange Program.
3.01.00 to 22.01.00	Christophe Saurine Teacher	New Caledonia	To participate in language and culture study.
7.01.00 to 26.01.00	Pierina Valeri Teacher	Italy	To participate in language and culture study.
3.01.00 to 22.01.00	John Beach Teacher	New Caledonia	To participate in language and culture study.
1.01.00 to 31.12.00	Mark Forbes Teacher	Canada	To participate in Teacher Exchange Program.
10.05.00 to 30.06.00	Dawn Lambert Teacher	Japan	To participate in language and culture study.
1.01.00 to 31.12.00	Kim Self Teacher	Canada	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Brian Murray Teacher	UK	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Deborah Crealy Teacher	UK	To participate in Teacher Exchange Program.
10.05.00 to 30.06.00	Peter Derley Teacher	Japan	To participate in language and culture study.
3.01.00 to 29.01.00	David Wormleaton Teacher	France	To participate in language and culture study.
1.01.00 to 31.12.00	Lynda Campbell Special Education Teacher	Canada	To participate in Teacher Exchange Program.
17.01.00 to 28.01.00	Deborah Ferguson Teacher	France	To participate in language and culture study.
1.01.00 to 31.12.00	Joan Crisp Teacher	New Zealand	To participate in Teacher Exchange Program.
3.01.00 to 22.01.00	Kim Dooner Teacher	New Caledonia	To participate in language and culture study.
9.01.00 to 24.01.00	Joanna Crockford-Masters Teacher	Japan	To participate in language and culture study.
1.01.00 to 31.12.00	Sandra Robins Teacher	UK	To participate in Teacher Exchange Program.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
1.01.00 to 31.12.00	Glenn Rumford Teacher	USA	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Kim Walker Executive Primary Teacher	UK	To participate in Teacher Exchange Program.
19.06.00 to 15.07.00	Marco Monneron Teacher	La Réunion	To participate in language and culture study.
1.01.00 to 31.12.00	Brian Lennan Head Teacher, Science	Canada	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Shannon Hayton Teacher	USA	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Bradley Taylor Teacher	Canada	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Peter Wilcox Teacher	Canada	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Gregory Byrne Teacher	Canada	To participate in Teacher Exchange Program.
3.01.00 to 29.01.00	Helen Fahy Teacher	France	To participate in language and culture study.
1.05.00 to 13.08.00	Elizabeth Petersen District School Counsellor	Canada, UK, Norway and Sweden	To take up a Winston Churchill Memorial Trust Fellowship to investigate anti-bullying programs.
1.01.00 to 31.12.00	Paul Wisemantel Teacher	Canada	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Jennifer Galvin Teacher	Canada	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Grahame Byrnes Teacher	Canada	To participate in Teacher Exchange Program.
19.06.00 to 15.07.00	Marc Grossman Teacher	La Réunion	To participate in language and culture study.
1.01.00 to 31.12.00	Annette Field Teacher	Canada	To participate in Teacher Exchange Program.
16.01.00 to 12.02.00	Catherine Cochrane Teacher	Germany	To participate in language and culture study.
1.01.00 to 31.12.00	James Crisp Teacher	New Zealand	To participate in Teacher Exchange Program.
4.01.00 to 21.01.00	Lisa Duff Teacher	Spain	To participate in language and culture study.
1.01.00 to 31.12.00	Brett Giles Teacher	USA	To participate in Teacher Exchange Program.
10.05.00 to 30.06.00	Kristine Shalvey Teacher	Japan	To participate in language and culture study.
1.01.00 to 31.12.00	Robert Ryan Teacher	Canada	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Carolyn Grabau Teacher	UK	To participate in Teacher Exchange Program.
16.06.00 to 30.06.00	Jim McAlpine Principal	England, Scotland	To present paper at International Education Business Partnership Conference and undertake a study tour.
3.01.00 to 22.01.00	Gillian Tegg Teacher	New Caledonia	To participate in language and culture study.
3.01.00 to 22.01.00	Tracey Abbott Teacher	New Caledonia	To participate in language and culture study.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
1.01.00 to 31.12.00	Margaret Taylor Teacher	Canada	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Robert Johnstone Teacher	UK	To participate in Teacher Exchange Program.
3.01.00 to 29.01.00	Lana Farrugia Teacher	France	To participate in language and culture study.
1.01.00 to 31.12.00	Lynn Wood Teacher	UK	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Rhonda Wright Teacher	UK	To participate in Teacher Exchange Program.
3.01.00 to 22.01.00	Angela Botton Teacher	New Caledonia	To participate in language and culture study.
1.01.00 to 31.12.00	Kathryn Flanagan Teacher	Canada	To participate in Teacher Exchange Program.
1.01.00 to 31.12.00	Lisa O'Brien Teacher	USA	To participate in Teacher Exchange Program.
8.04.00 to 18.04.00	Heather Causley Teacher	Canada	To present paper at the International Choral Conductor's Symposium.
1.01.00 to 31.12.00	Deanne McAlister Teacher	UK	To participate in Teacher Exchange Program.
15.09.00 to 30.09.00	Grant Harris Head Teacher	Denmark	To participate in educational visitation program.
27.11.00 to 26.01.01	Michael Sprod Teacher	Germany	To participate in language and culture study.
20.12.00 to 28.01.01	Leila Bactor Teacher	Egypt	To participate in language and culture study.
6.09.00 to 15.09.00	Dori Wyeth Teacher	Japan	To undertake Japanese study tour.
6.09.00 to 15.09.00	Virginia Henshaw Teacher	Japan	To undertake Japanese study tour.
17.07.00 to 20.07.00	Barbara Macrae Principal	Canada	To attend The Professional Musician in a Global Society conference.
19.10.00 to 29.10.00	Eleanor Hewitt Pre-School Teacher	China	To participate in sister school exchange.
15.09.00 to 30.09.00	Margaret Baldry Head Teacher	Denmark	To participate in educational visitation program.
23.10.00 to 9.04.00	Robert Edgar Teacher	Antarctica	To undertake research in marine ecosystems for the Australian Antarctic Division at Casey Station.
9.09.00 to 2.10.00	Bruna Doma Teacher	France	To lead languages excursion for students.
9.09.00 to 2.10.00	Lisa Hamilton Teacher	France	To lead languages excursion for students.
9.09.00 to 2.10.00	Paul McArthur Teacher	France	To lead languages excursion for students.
15.09.00 to 30.09.00	Jeffrey James Head Teacher	Denmark	To participate in educational visitation program.
20.12.00 to 28.01.01	Mark Avery Teacher	Indonesia	To participate in language and culture study.
15.09.00 to 30.09.00	Patricia Jarratt Assistant Principal	USA	To participate in educational visitation program.
19.10.00 to 29.10.00	Annette Udall Principal	China	To participate in sister school exchange.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
20.12.00 to 28.01.01	Carol Chen Teacher	China	To participate in language and culture study.
15.09.00 to 30.09.00	Alison Walker Teacher	USA	To participate in educational visitation program.
20.12.00 to 28.01.01	Rosemary Naso Teacher	Italy	To participate in language and culture study.
15.09.00 to 30.09.00	Suzanne Rossi Teacher	USA	To participate in educational visitation program.
20.12.00 to 28.01.01	Susan Pampa Teacher	Bali	To participate in language and culture study.
15.09.00 to 30.09.00	Anne-Marie Murphy Teacher	USA	To participate in educational visitation program.
20.12.00 to 28.01.01	Janette Ra Teacher	Korea	To participate in language and culture study.
1.09.00 to 10.09.00	Yue-Yen Chan Teacher	China	To research background of overseas full-fee paying students.
20.12.00 to 28.01.01	Sharon McFarlane Teacher	Japan	To participate in language and culture study.
20.12.00 to 28.01.01	Robyn Mackay Teacher	Bali	To participate in language and culture study.
11.09.00 to 1.11.00	Kerry Essex Teacher	USA	To undertake Premier's American History Scholarship.
15.09.00 to 30.09.00	Leanne Wilson Teacher	Denmark	To participate in educational visitation program.
20.12.00 to 28.01.01	Deifre Spain Teacher	Japan	To participate in language and culture study.
2.07.00 to 11.07.00	Christine Clarke Teacher	Korea	To participate in language and culture study.
14.08.00 to 9.09.00	Justin Briggs Teacher	USA	To undertake Premier's American History Scholarship.
15.09.00 to 30.09.00	Amanda McLaughlan Head Teacher	Denmark	To participate in educational visitation program.
24.10.00 to 24.11.00	Judy Adnum Teacher	USA	To undertake Premier's American History Scholarship.
20.12.00 to 28.01.01	Yi-Qing Zeng Teacher	China	To participate in language and culture study.
14.09.00 to 11.10.00	Lyndall Harrison Literacy Consultant	USA	To participate in teacher exchange program between NSW and Michigan.
15.09.00 to 30.09.00	Barbara Fogarty District Guidance Officer	USA	To participate in educational visitation program.
15.09.00 to 30.09.00	Jane Cameron Deputy Principal	Denmark	To participate in educational visitation program.
26.09.00 to 22.10.00	Murray Paterson Principal	USA, Canada	To visit schools-to-work sites to adapt models to districts settings.
6.11.00 to 11.01.01	Bruce Dennett Teacher	USA	To undertake Premier's American History Scholarship.
15.9.00 to 30.09.00	Leonie Gray Assistant Principal	USA	To participate in educational visitation program.
20.12.00 28.01.01	Peter Jowitt Teacher	Bali	To participate in language and culture study.
20.12.00 28.01.01	Shane Forrest Teacher	Japan	To participate in language and culture study.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
10.09.00 to 10.10.00	Marcia Vallance Principal	UK	To attend Scottish Criminology Conference, Equality and Crime and undertake study tour of youth justice centres.
15.07.00 to 20.09.00	Robyn Hutchinson Principal	USA, Canada, Europe	Attend Conference.
27.09.00 to 14.10.00	Jenny Leissman Principal	Greece	Principals Visitation visit to Greece.
20.12.00 to 28.01.01	Margaret Galloway Teacher	Bali	To participate in language and culture study.
20.12.00 to 28.01.01	Alex Chen Teacher	China	To participate in language and culture study.
20.12.00 to 28.01.01	Annette Gard Teacher	France	To participate in language and culture study.
20.12.00 to 28.01.01	Chris Austin Teacher	Indonesia	To participate in language and culture study.
20.12.00 to 28.01.01	Sally Leslie Teacher	Indonesia	To participate in language and culture study.
20.12.00 to 28.01.01	Denise Gorrel Teacher	Bali	To participate in language and culture study.
15.09.00 to 30.09.00	Alan Moir Teaching Principal	USA	To participate in educational visitation program.
20.12.00 to 28.01.01	Margaret Thurgate Teacher	France	To participate in language and culture study.
20.12.00 to 28.01.01	Susan Henderson Teacher	France	To participate in language and culture study.
20.12.00 to 28.01.01	Kaye Miles Teacher	Bali	To participate in language and culture study.
15.09.00 to 30.09.00	Robyn Horne Teacher	USA	To participate in educational visitation program.
20.12.00 to 28.01.01	Nichole Williams Teacher	Italy	To participate in language and culture study.
22.5.00 to 25.5.00	Stephanie Claire Senior Education Officer, NSW AMES	East Timor	To deliver a presentation on AMES curriculum and resource materials.
2.12.00 to 24.12.00	Susan Delaruelle Senior Education Officer, NSW AMES	China	To deliver teacher training and to demonstrate and promote AMES curriculum and resource materials.

TAFE Institutes			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
14.05.00 to 26.05.00	Mark Sharp Teacher, Refrigeration and Airconditioning	Malaysia	To provide consultancy services in refrigeration and airconditioning trade for IKK College Perhebat.
21.05.00 to 2.06.00	Peter Hasset Head Teacher, Locksmithing	Malaysia	To provide consultancy services in mechanical and electronic security for IKK College Perhebat.
3.03.00 to 17.03.00	Joe Sepatauc Teacher, Electronic Trades	Malaysia	To provide consultancy services in electronic trades for IKK College Perhebat.
11.06.00 to 23.06.00	David Arnold Teacher, Electrical	Malaysia	To provide consultancy services in electrical trades for IKK College Perhebat.
30.04.00 to 19.05.00	Joe Sepatauc Teacher, Electronic Trades	Malaysia	To provide consultancy services in electronic trades for IKK College Perhebat.
21.05.00 to 26.05.00	David Robson Teacher, Plumbing	Malaysia	To provide consultancy services in plumbing for IKK College Perhebat.
4.06.00 to 16.06.00	Frank Goodlad Teacher, Transport	Malaysia	To provide consultancy services in transport trades for IKK College Perhebat.
28.05.00 to 2.06.00	Colin Cass Senior Head Teacher, Wall and Floor Tiling	Malaysia	To provide consultancy services in wall and floor tiling for IKK College Perhebat.
4.06.00 to 9.06.00	Steve Hornery Manager, Workskills	Malaysia	To provide workskill training.
8.10.00 to 27.10.00	Lawrence De Paoli Head Teacher, Vehicle Trimming	Malaysia	To provide consultancy services in vehicle trimming for IKK College Perhebat.
11.11.00 to 1.12.00	Wayne Cavanagh Head Teacher, Panel Beating	Malaysia	To provide consultancy services in panel beating for IKK College Perhebat.
12.11.00 to 1.12.00	Lawrence De Paoli Head Teacher, Vehicle Trimming	Malaysia	To provide consultancy services in vehicle trimming for IKK College Perhebat.
14.04.00 to 24.04.00	Bob Puffett Project Officer	Middle East	To present final project tender on behalf of TAFE NSW, UTS, NSW Department of Public Works and Walter Construction Group.
14.04.00 to 24.04.00	Peter Stevens Manager, Adskill	Middle East	To present final project tender on behalf of TAFE NSW, UTS, NSW Department of Public Works and Walter Construction Group.
14.03.00 to 18.03.00	Harry Rainbow Faculty Director, Tourism and Hospitality	China	To finalise negotiations for provision of tourism and hospitality training in Australia for Chinese nationals.
14.05.00 to 20.05.00	Barry McKnight Director, Educational Development	Brazil, Argentina, Chile	To present TAFE NSW capabilities in Information Technology and Telecommunications to Milcom Communications partners in South America.
26.07.00 to 18.08.00	Rob Player Director, Educational Development	Hong Kong, Malaysia, Singapore, Brunei	To participate in Hunter Export Mission to Asia.
17.08.00 to 30.08.00	Robyn Wasson Faculty Director, Arts and Media	Scotland	To attend a seminar on Cultural Tourism.
1.10.00 to 8.10.00	Margaret Bloch Manager, International Student Unit	Papua New Guinea	To participate in the AUSTRADE Education and Training Roadshow.
7.10.00 to 15.10.00	Margaret Spencer Faculty Business Manager, Information Technology	Singapore	To map courses with Singapore Productivity Standards Board.
7.10.00 to 15.10.00	Peter Crawford Head Teacher, Information Technology	Singapore	To map courses with Singapore Productivity Standards Board.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
24.11.00 to 3.12.00	Barry Peddle Institute Director	Canada	To attend Commonwealth Education Ministers Conference.
26.10.00 to 1.11.00	Kathleen Iacurto Manager, Business Development	Japan	To participate in TAFE NSW exhibitions and promote study tours.
9.09.00 to 30.09.00	Paul Brockwell Teacher	Papua New Guinea	To deliver contract for a Rural Extension Program for Austraining.
19.08.00 to 16.09.00	Mike Leahy Teacher	Papua New Guinea	To deliver a Construction Program contract for Austraining.
21.09.00 to 2.10.00	Rosalyn Williamson Director, Human Resources North Coast Institute	China	To deliver a training program in Human Resource Management - Performance Appraisal for Macau Government.
13.10.00 to 21.10.00	Neil Black Institute Director	Germany	To represent TAFE NSW on Australian vocational education and training exchange visit.
19.10.00 to 27.10.00	Andrea Aloise Project Officer	Korea	To attend Education Exhibition organised by AUSTRADE and IDP.
11.11.00 to 9.12.00	Mike Leahy Teacher	Papua New Guinea	To deliver a Construction Program contract for Austraining.
2.03.00 to 10.03.00	Marion Bagot Manager, TELC	South Korea	To market DET International Students Program.
3.03.00 to 11.03.00	Greg Croft Project Manager / Teacher	China	To ensure quality in the delivery of courses as per contract.
3.03.00 to 10.03.00	Nora Mohd Manager, International Student Services	Indonesia	To market DET International Students Program.
17.03.00 to 26.03.00	Nora Mohd Manager, International Student Services	Brazil	To market DET International Students Program.
23.03.00 to 1.04.00	K Sivakumar Deputy Institute Director	Thailand	To market DET International Students Program.
1.04.00 to 3.04.00	K Sivakumar Deputy Institute Director	Thailand	To meet with Director and staff of SBAC to progress course provision in information technology.
21.05.00 to 6.06.00	Marion Bagot Manager, English Language Centre	China	To market DET International Students Program.
27.05.00 to 10.06.00	Robert Leonard Head Teacher, Accounting	China	To train teachers, deliver demonstration units and undertake quality control of Diploma in International Business and Advanced Diploma of Accounting.
27.05.00 to 10.06.00	Catherine Ryan Teacher, Accounting	China	To train teachers, deliver demonstration units and undertake quality control of Diploma in International Business and Advanced Diploma of Accounting.
17.8.00 to 30.08.00	Marion Bagot Manager, English Language Centre	China	To attend Education Exhibition organised by AUSTRADE.
22.8.00 to 30.08.00	Marion Bagot Manager, English Language Centre	Taiwan	To attend Education Exhibition organised by IDP.
25.8.00 to 9.10.00	Anne Goonetilleke Head Teacher, Hospitality	India	To attend Seminars and Interview Programs organised by Agents.
29.9.00 to 10.11.00	K Sivakumar Deputy Institute Director	Singapore, Kathmandu, India	To attend Seminars and Interview Programs organised by Agents.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
18.11.00 to 7.12.00	Douglas Taylor Teacher, Marketing	China	To train teachers, deliver demonstration units and quality control course delivery for Diploma in International Business and Advanced Diploma of Accounting students.
18.11.00 to 7.12.00	John Giliberti Teacher, Accounting	China	To train teachers, deliver demonstration units and quality control course delivery for Diploma in International Business and Advanced Diploma of Accounting students.
17.12.00 to 2.12.00	Kevin Harris Institute Director	Thailand, China	To discuss course offerings at Siam Business Administration College and meet with Shanghai Commercial Polytechnic and Wenzou Education Commission.
23.03.00 to 30.03.00	Jim Shaw Assistant Director, Business Development Unit	China	To attend Distance Education Fair, liaise with Cathay Pacific and identify new Hong Kong based partner for joint ventures and showcase internet learning project developed with Cathay Pacific.
19.06.00 to 29.06.00	Annmaree Bernie Commercial Training Consultant	Malaysia	To advise lecturers on delivery of course in quality audit control.
19.06.00 to 29.06.00	Doug Mills Senior Head Teacher, Accounting	Malaysia	To advise lecturers on delivery of course in quality audit control.
19.06.00 to 29.06.00	Kevin Reid Senior Head Teacher, Business Management	Malaysia	To advise lecturers on delivery of course in quality audit control.
20.07.00 to 24.07.00	Jim Shaw Assistant Director, Business Development Unit	Malaysia	To attend graduation ceremony at Inti International College and discuss new business within the college.
30.08.00 to 6.09.00	Stephen Garrood Commercial Training Consultant, (Business Services-Accounting and Marketing)	China	To meet with specialists in areas of English, Accounting, Marketing for delivery of Diploma in International Business.
30.08.00 to 6.09.00	Jim Shaw Assistant Director, Business Development Unit	China	To undertake contract negotiation in conjunction with NSW State and Regional Development.
5.11.00 to 11.11.00	Ian Hamilton Institute Director	China	To sign contract in conjunction with NSW Department of State and Regional Development and Premier's Office in Beijing for program at Heilongjing Statistics Bureau of Education.
5.11.00 to 11.11.00	Jim Shaw Assistant Director, Business Development Unit	China	To sign contract in conjunction with NSW Department of State and Regional Development and Premier's Office in Beijing.
8.11.00 to 18.11.00	Lorraine Eagles Senior Head Teacher, ESOL	China	To assess students, conduct quality control audit and advise on course delivery at Heilongjing Statistics Bureau Education Centre.
6.12.00 to 12.12.00	Alexander Mills Senior Head Teacher, Accounting	Malaysia	To assess students and undertake quality control audit and advise on course delivery at Inti International College.
5.01.00 to 4.02.00	Paul Hutchinson Head Teacher, Information Technology	USA	To participate in International Staff Exchange Program at Maricopa Community Colleges, Phoenix Arizona.
5.01.00 to 4.02.00	Gail Farran Head Teacher, Information Technology	USA	To participate in International Staff Exchange Program at Maricopa Community Colleges, Phoenix Arizona.
5.01.00 to 4.02.00	Peta McGrath Teacher, Small Business	USA	To participate in International Staff Exchange Program at Maricopa Community Colleges, Phoenix Arizona.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
8.03.00 to 28.03.00	Jonathon Huter Teacher, Agriculture	Kingdom of Tonga	To deliver farm management training on behalf of Hawthorn Consulting Group using AusAID funds.
6.05.00 to 14.05.00	Mark Grove Campus Manager	Papua New Guinea	To conduct training needs analysis for Forest Research Institute.
16.11.00 to 29.11.00	Daryl Schipp Part-time Teacher of Agriculture	Samoa	To deliver farm management and economics training to staff from departments of the Ministry of Agriculture, Forests, Fisheries and Meteorology under the AusAID In-Country Training Project for Pacific Island Countries.
30.08.00 to 22.09.00	Glen Kilpatrick Part-time Teacher of Bricklaying	Tuvalu	To deliver Skills Training Workshop in Bricklaying to staff from Public Works Department under the AusAID In-Country Training Project for Pacific Island Countries.
3.01.00 to 31.01.00	Ray Pauley Teacher	China	To teach Business Studies.
10.01.00 to 28.01.00	Richard Stodart Director, Strategic Operations	China	To undertake quality assurance of English and Business programs and research feasibility of proposals in conjunction with OTEN at Hubei Radio and TV University and Shandong Finance Institute.
11.02.00 to 13.03.00	Jim Morely Teacher	Fiji	To teach Aeroskills - Mechanical Maintenance.
11.02.00 to 13.03.00	John Leahy Teacher	Fiji	To teach Aeroskills - Mechanical Maintenance.
16.02.00 to 3.03.00	Mui Cook Manager, International Services	Sri Lanka, India, Nepal	To market DET International Students Program.
16.02.00 to 18.03.00	Robin Gair Teacher	China	To teach Business Studies.
18.02.00 to 10.03.00	Odette Soliman Teacher	China	To teach Business Studies.
2.03.00 to 10.03.00	Terry Walker Manager, Intrain	Taiwan	To conduct consultancy for workplace reform for the Sheraton Hotel Group.
3.03.00 to 10.03.00	Brian Reberger Manager, TELC	Indonesia	To market DET International Students Program.
10.03.00 to 10.04.00	Roger Mazenbarb Teacher	Fiji	To teach Aeroskills - Mechanical Maintenance.
11.03.00 to 2.04.00	Bernie Seth Teacher	China	To teach Business Studies.
20.03.00 to 24.03.00	Mui Cook Manager, International Student Services	South Korea	To market DET International Students Program.
21.03.00 to 3.04.00	Paul Hinchey Teacher, Mechanical Avionics	Chile	To establish training facility and market aviation training programs.
21.03.00 to 3.04.00	Kenneth Schofield Teacher, Structural Avionics	Chile	To establish training facility and market aviation training programs.
23.03.00 to 1.04.00	Mui Cook Manager, International Student Services	Thailand	To market DET International Students Program.
27.03.00 to 8.04.00	Kimble Fillingham Institute Director	China	To meet with Hunan Education Province Committee, attend meetings for existing projects at Hunan Textile College, Shanghai ISTM and Ningbo College, present certificates, awards and promote, negotiate concerning course programs.
30.03.00 to 5.04.00	Ron Wright Head of Studies	China	To assess and research information technology capabilities for Changsha Aeronautical Vocational and Technical College.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
30.03.00 to 6.04.00	Helen Heng Education Officer, International Student Services	Taiwan	To market DET International Students Program.
31.03.00 to 8.04.00	Mui Cook Manager, International Student Services	China	To arrange promotion for new intakes and review of existing projects at Ningbo College, Xi'an International University, Shanghai ISTM and Changsha Aeronautical Vocational and Technical College.
11.04.00 to 5.05.00	Nola Sher Teacher	China	To teach Business Studies.
16.04.00 to 10.05.00	David Munro Teacher	China	To teach Business Studies.
17.04.00 to 2.06.00	Michael Baldwin Teacher	China	Substitute teacher for Managing Innovation and Managing Strategically.
17.04.00 to 4.07.00	John Coe Teacher	Denmark	To participate in teacher exchange as part of Tertiary Preparation Certificate project jointly delivered with Hillerod College at Bankstown.
18.04.00 to 18.07.00	Allan Jeffery Teacher	Fiji	To establish Avionics training faculty for the South Pacific Aviation Industry Board.
28.04.00 to 29.05.00	Barry Fearnside Teacher	Fiji	To teach Aeroskills - Mechanical Maintenance.
30.04.00 to 15.07.00	Jonathon Pearce Teacher, English Language	Vietnam	To teach Aviation English.
30.04.00 to 15.07.00	John Bailey Teacher, English Language	Vietnam	To teach Aviation English.
1.05.00 to 26.05.00	Michael Reece Teacher	China	Substitute teacher for Commercial Law.
11.05.00 to 18.05.00	Kimble Fillingham Institute Director	Japan	To finalise contract for delivery of vocational training for Suita City Council and attend Industry Expo facility with Bankstown Council as a sister city project.
11.05.00 to 18.05.00	Mui Cook Manager, International Student Services	Japan	To implement Suita City Council contract specifications and attend Industry Expo jointly with Bankstown Council.
15.05.00 to 1.06.00	Maged Attia Teacher	China	Substitute teacher for Commercial Law.
16.05.00 to 24.05.00	Bernadette Williamson Program Manager	Japan	To market DET International Students Program.
24.05.00 to 2.06.00	Mui Cook Manager, International Student Services	China	To meet with Hunan Education Province Committee, attend meetings for existing projects at Hunan Textile College, Shanghai ISTM and Ningbo College, present certificate awards, and promote and negotiate course programs.
29.05.00 to 23.06.00	Bruce Forrest Teacher	China	Substitute teacher for Personnel Management and Industrial Relations.
8.06.00 to 14.06.00	Mui Cook Manager, International Student Services	Vietnam	To implement contract and promote programs with Hanoi University of Foreign Studies and Lotus College and to market DET International Students Program.
14.06.00 to 13.07.00	John Hudleston Teacher	China	Substitute teacher for Accounting.
20.06.00 to 24.06.00	James Forrester Head of Studies	Singapore	To undertake quality assurance of training programs in Logistics with Singapore Civil Service.
26.06.00 to 10.09.00	Nola Mitchell Teacher	Chile	To teach Aviation English.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
21.08.00 to 27.08.00	Bruce Forrest Senior Head Teacher	China	To set up new course programs and conduct staff development at Shanghai Institute of Science and Technology Management, Hunan Textile College, Xian International University and Hunan Urban Construction College.
22.08.00 to 27.08.00	Ron Wright College Director	China	To finalise the set up of an information technology program at Xi'an International University.
24.08.00 to 15.09.00	Mui Cook Manager, International Student Services	Bangladesh, Nepal, India	To recruit international students.
24.08.00 to 24.02.01	Robert Maloney Teacher, Information Technology	China	To deliver Information Technology program at Xi'an International University.
26.08.00 to 22.09.00	Cara Goodsell Teacher	China	To teach Commercial Law at Hunan Textile College.
31.08.00 to 4.09.00	Ray Seary Manager, Business Development	Singapore	To deliver training package and quality assurance audit at PMC Logistics College.
8.09.00 to 17.09.00	Cuong Luc Teacher	China	To teach Management of Organisations at Hunan Textile College.
18.09.00 to 17.10.00	Cuong Luc Teacher	China	To teach Purchasing Fundamentals at Hunan Textile College.
7.10.00 to 11.11.00	Ean Joyce Teacher	China	To teach Accounting at Hunan Textile College.
19.10.00 to 27.10.00	Mui Cook Manager, International Student Services	Korea	To attend Education Exhibition organised by AUSTRADE and IDP.
21.10.00 to 27.11.00	David Grosvenor Teacher	China	To teach Managing Innovation and Managing Strategically at Hunan Textile College.
10.11.00 to 8.12.00	Zhi Hua Wang Teacher	China	To teach Personnel Management and Industrial Relations at Hunan Textile College.
10.11.00 to 21.12.00	John Hudleston Teacher	China	To teach Accounting Reports at Hunan Textile College.
3.12.00 to 14.12.00	Kimble Fillingham Institute Director	China, Korea	NSW trade mission to China, visit institutions which have a partnership with TAFE NSW, meet with Toyota dealers in China concerning provision of training programs for Toyota staff and meet with Korean Manpower Agency on development of training projects with TAFE Global.
8.12.00 to 18.12.00	Walter Hinchey Teacher, Aviation	Fiji	To teach Aeroskills - Mechanical Maintenance and undertake quality assurance at Fiji Institute of Technology.
8.12.00 to 18.12.00	Walter Bellamy Teacher, Aviation	Fiji	To teach Aeroskills - Avionics at Fiji Institute of Technology.
10.12.00 to 14.12.00	Mui Cook Manager, International Student Services	China, Korea	To participate in NSW trade mission to China, visit institutions which have a partnership with TAFE NSW, meet Toyota dealers in China concerning provision of training programs for Toyota staff and meet Korean Manpower Agency on development of training projects with TAFE Global.
12.12.00 to 16.12.00	Ray Seary Manager, Business Development Unit	Fiji	To sign contracts for course in Aircraft Mechanical and in Avionics at Fiji Institute of Technology, conduct quality assurance of courses delivered by Sangam SKM College and negotiate with the Sangam group for a vocational secondary and post secondary studies program and with the Pacific Water Resources Association for the provision of customised training.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
13.12.00 to 16.12.00	Ian Fraser Deputy Director	Fiji	To participate in graduations at Sangam College and Fiji Institute of Technology.
21.01.00 to 21.07.00	Jeannie Doyle Teacher, English Language	China	To coordinate and teach TAFE English Language Program.
13.02.00 to 23.02.00	Dianne Murray Deputy Director	China	To examine partnerships and memorandums of understanding and develop new business with Helongjiang University, Tianjin University of Light Industry and Shanghai Commercial Accounting School.
11.02.00 to 9.07.00	Brenda Cleaver Teacher, English Language	China	To coordinate and teach TAFE English Language Program.
21.05.00 to 3.06.00	Gary Amesbury Head Teacher, Information Technology	Malaysia	To quality assure the delivery of assessment of Information Technology courses.
8.05.00 to 9.07.00	Stephen Terry Teacher, English Language	China	To teach English Language Course at Tianjin ULI and Shanghai CAS.
14.02.00 to 29.02.00	John Parsonage Manager, Asia Education Projects	China	To examine partnerships and memorandums of understanding and develop new business with Helongjiang University, Tianjin University of Light Industry and Shanghai Commercial Accounting School.
21.05.00 to 27.05.00	Janet Stephens Teacher, Information Technology	Malaysia	To quality assure the delivery of assessment of Information Technology courses.
24.02.00 to 3.03.00	Dianne Murray Deputy Director	Vietnam	To negotiate the delivery of English Language Courses at IVN Vocational Education Centre.
1.03.00 to 11.03.00	John Parsonage Manager, Asia Education Projects	China	To market DET International Students Program.
8.06.00 to 14.06.00	John Parsonage Manager, Asia Education Projects	Vietnam	To market DET International Students Program.
8.03.00 to 8.07.00	Annie Lee International Student Coordinator	Philippines	To attend Mini Fair 'Pathways into Australian Universities' organised by IDP.
24.08.00 to 15.09.00	Nola Randall-Mohk International Student Coordinator	Bangladesh, Nepal, India	To attend Exhibition and Interview Programs organised by Agent.
22.01.00 to 30.01.00	Richard Sproge Senior Education Officer	Middle East	To present a project tender for establishment of Technical College for Qatar Armed Forces as part of a consortium with University of Technology and NSW Department of Public Works.
22.01.00 to 30.01.00	Nadia Ghaly Institute Manager	Middle East	To present a project tender for establishment of Technical College for Qatar Armed Forces as part of a consortium with University of Technology and NSW Department of Public Works.
25.02.00 to 28.02.00	Peter Stevens Senior Education Officer	China	To renegotiate training delivery at Ningbo Transport College and also undertake negotiations with Ningbo Polytechnic, North Shanghai Medical University and Guangzhou Provincial Institute for Technical Personnel.
1.03.00 to 5.03.00	Virginia Williams Business Development Officer	China	To negotiate business opportunities with Hong Kong Institute of Management and Tsing Yi College.
23.06.00 to 30.06.00	Jeannie Wang Business Development Officer	China	To implement Automotive Light Vehicle Mechanics Program with Ningbo Transport and Communications Technical College.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
2.04.00 to 14.05.00	Alan Chandler Teacher, Welding	Vietnam	To deliver welding training to Food Technology School HCMC.
2.04.00 to 14.05.00	Ed Hungerford Teacher, Automechanics	Vietnam	To deliver automechanical training to School No.4 HCMC.
26.03.00 to 2.04.00	Lorna Paviour Director, SITEC	Vietnam	To arrange twinning and development of offshore campus for ELICOS.
15.04.00 to 19.04.00	Nadia Ghaly Institute Manager	Middle East	To progress business opportunities with UAE educational institutions, attend trade fair, and negotiate training programs with Technical Services Institute, Qatar Military Training College, ADNOC, Fajairah Uni and ETISALAT.
12.04.00 to 17.04.00	Richard Sproge Business Development Officer	Japan	To progress business opportunities with Tokyo Metropolitan General Ministry of Education, Kochi National College of Technology and Yamazaki College for Animal Care.
11.04.00 to 25.04.00	Michael Mullany Senior Education Officer	Sri Lanka, India, Bangladesh	To progress twinning arrangements with educational institutions in the Indian subcontinent - Lisa Fashion College, DCW Fashion College, Promethean College, Kathir Info-Tech, British School, Colombo and Bangladesh VET institutions.
1.05.00 to 31.08.00	John Rowan Teacher	China	To deliver panel beating training to Ningbo Transport College.
1.08.00 to 14.08.00	Les Simpsons Senior Head Teacher	China	To deliver motor vehicle trimming training to Ningbo Transport College.
1.08.00 to 30.11.00	Ron Farlowe Teacher	China	To deliver motor vehicle trimming training to Ningbo Transport College.
23.02.00 to 28.02.00	Virginia Williams Business Development Officer	China	To market DET International Students Program.
30.03.00 to 6.04.00	Ingrid Sulakatku Education Officer, SITEC	Taiwan	To market DET International Students Program.
16.05.00 to 24.05.00	Richard Sproge Business Development Officer	Japan	To market DET International Students Program.
20.03.00 to 24.03.00	Peter New Senior Project Officer International Projects	South Korea	To market DET International Students Program.
29.05.00 to 7.06.00	Virginia Williams Project Officer, International Projects	Indonesia	To market DET International Students Program.
1.04.00 to 9.04.00	Michael Mullany Coordinator, International Projects	Pakistan	To market DET International Students Program.
10.04.00 to 15.04.00	Nadia Ghaly Manager, International Projects	Gulf States	To market DET International Students Program.
14.08.00 to 19.08.00	Michael Mullany Business Development Officer	Pakistan	To process twinning and other training arrangements.
20.08.00 to 25.08.00	Michael Mullany Business Development Officer	India	To process twinning and other training arrangements and conduct international student marketing.
1.09.00 to 10.09.00	Virginia Williams Business Development Officer	China	To monitor training and negotiate additional business opportunities and conduct international student marketing.
27.09.00 to 13.10.00	Ingrid Sulakatku Education Officer, English Language Centre	Brazil, Colombia, Mexico	To attend Education Exhibition organised by IDP.
19.10.00 to 25.10.00	Jeannie Wang Business Development Officer	China	To monitor training and negotiate additional business opportunities and conduct international student marketing.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
31.10.00 to 12.11.00	Connie Hart Head Teacher, Fashion Manufacturing	UK, France	To attend International Foundation of Fashion Conference.
3.11.00 to 12.11.00	Nicholas Huxley Head Teacher, Fashion Manufacturing	UK	To attend International Foundation of Fashion Conference.
19.11.00 to 2.12.00	Hong-Dao Dang Office Manager, English Centre	Vietnam	To negotiate and monitor training with Vietnamese MOI at technical school sites and conduct international student marketing.
8.02.00 to 29.02.00	David Thomas Human Resources Manager	Malaysia	To mentor IKK College Perhebat staff in delivery of teacher training certificate contracted through Adskill Malaysia.
8.02.00 to 29.02.00	Greg Carroll Head Teacher, Fitting and Machining	Malaysia	To mentor IKK College Perhebat staff in delivery of teacher training certificate contracted through Adskill Malaysia.
30.06.00 to 21.07.00	Doug Hill Consultant	Malaysia	To deliver systematic approach to the evaluation of CBT to selected MARA staff.
28.03.00 to 18.04.00	Loas Eagle Teacher Training Instructor	Malaysia	To mentor IKK College Perhebat staff in their delivery of teacher training certificate contracted through Adskill Malaysia.
1.04.00 to 14.04.00	Mike Logan Contractor	Malaysia	To mentor IKK College Perhebat staff in their delivery of teacher training certificate contracted through Adskill Malaysia.
10.06.00 to 1.07.00	Greg Carroll Head Teacher, Fitting and Machining	Malaysia	To mentor IKK College Perhebat staff in their delivery of teacher training certificate contracted through Adskill Malaysia.
10.06.00 to 1.07.00	Barry Porter Curriculum Manager	Malaysia	To mentor IKK College Perhebat staff in their delivery of teacher training certificate contracted through Adskill Malaysia.
29.04.00 to 12.06.00	Mark Bunyan Teacher, Business	Solomon Islands	AusAID project as Training Adviser.
12.02.00 to 6.05.00	Raewyn Holdsworth Education Development Manager	Solomon Islands	To work on AusAID project as Educational Planner.
24.04.00 to 13.05.00	William Richardson Information Systems and Technology Manager	Solomon Islands	To work on AusAID project as Information Technology Systems Adviser.
3.06.00 to 14.06.00	Gregory Judd Part-time Teacher, Building and Construction	Solomon Islands	To work on AusAID project as Facilities Adviser.
14.05.00 to 26.05.00	Michael Logan Contractor	Malaysia	To work on ADSKILL Teacher Training Quality Audit at IKK College Perhebat.
	Foonghar Sabin Manager, TAFE Child and Family Services Program	Malaysia	ADSKILL Teacher Training.
24.01.00 to 5.02.00	Allan Turnbull Manager, Teaching and Learning	Malaysia	To mentor IKK College Perhebat staff in their delivery of teacher training certificate contracted through ADSKILL Malaysia.
14.05.00 to 30.06.00	Paul Gurney Teacher, Transport	Malaysia	To work on ADSKILL QA Audit of Teacher Training at IKK and CBT Delivery Tractors Malaysia.
10.06.00 to 24.06.00	David Thomas Assistant Director (Staff Services)	Malaysia	To work on Quality Audit, Administrative, for ADSKILL.
21.04.00 to 5.05.00	David Arnold Head Teacher, Electrical	United Arab Emirates	To work on review of Technical Institutions for University of Georgia.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
4.06.00 to 18.06.00	David Arnold Head Teacher, Electrical	Malaysia	To work on Quality Review, Electrical, at IKK College Perheba.
30.04.00 to 13.05.00	Edward McKinney Head Teacher, Plumbing	China	To follow up on training initiatives.
1.04.00 to 10.04.00	Michael Logan Contractor	Malaysia	To undertake ADSKILL project.
31.07.00 to 8.08.00	Joe Sepetauc Teacher of Electrical	Malaysia	To conduct Electrical teacher training.
9.08.00 to 18.08.00	Joe Sepetauc Teacher of Electrical	Malaysia	To conduct Train the Trainer in CBT.
11.08.00 to 20.08.00	Patrick Allen Business Consultant	Malaysia	To conduct Train the Trainer in CBT.
28.08.00 to 8.09.00	Colin Cass Business Consultant	Malaysia	To conduct Train the Trainer in wall and floor tiling using CBT.
16.10.00 to 27.10.00	Michael Logan Contractor	Malaysia	To conduct quality audit of teacher training.
26.10.00 to 1.11.00	Anne Beerden International Students Education Officer	Japan	To attend Exhibition and Interview Programs organised by Agent.
30.10.00 to 24.11.00	Joe Sepetauc Teacher of Electrical	Malaysia	To conduct Train the Trainer in CBT.
12.03.00 to 18.03.00	Debbie Gunn Head Teacher, Tourism and Hospitality	Fiji	To deliver Train the Trainer Program in Commercial Cookery for Fiji National Training Council.
24.01.00 to 31.01.00	Mike Priest Teacher of Electrical Technology	Malaysia	To deliver Train the Trainer Program for Advanced Diploma in Electrical Technology.
24.01.00 to 31.01.00	Sandra Cosgrove Teacher, Accounting	Malaysia, Singapore	To deliver Seminar Programs in the Advanced Diploma in Accounting.
26.01.00 to 31.01.00	John Paterson Head Teacher, Tourism and Hospitality	China	To deliver Workplace Assessor Programs to Institute of Vocational Education in Hong Kong.
26.03.00 to 30.03.00	John Paterson Head Teacher, Tourism and Hospitality	China	To deliver Workplace Assessment Course.
6.02.00 to 11.02.00	Gillian Shadwick Institute Director	Malaysia	To participate in signing ceremonies for the TAFE NSW Advanced Diploma in Electrical Technology in a twinning arrangement with International College Penang.
7.02.00 to 20.02.00	Ken Fraser Workplace Training Teacher, Richmond College	Fiji	To deliver Train the Trainer Program in Workplace Training and Workplace Assessment.
19.03.00 to 26.03.00	Mark Chenoweth Manager, Projects (Off-shore delivery)	Malaysia, Singapore	To address administrative issues at sites in Singapore and Malaysia and discuss articulation with Sunway and INTL.
12.03.00 to 18.03.00	Mark Samaha Head Teacher, Hospitality	Fiji	To deliver Train the Trainer Program for Diploma in Hospitality Management.
24.04.00 to 30.04.00	Wayne Evans Teacher, Personnel Management and Industrial Relations	Malaysia, Singapore	To deliver seminars in Personnel Management and Industrial Relations as part of International Business Studies course.
9.06.00 to 16.06.00	Clive Wilson Head Teacher, Accounting	Malaysia, Singapore	To examine Advanced Diploma and Diploma courses in Accounting.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
25.06.00 to 2.07.00	Mark Chenoweth Manager, Projects (Off-shore delivery)	China	To deliver the Train the Trainer Program in the Advanced Diploma in Accounting at Hong Kong Baptist University.
1.04.00 to 8.04.00	Pamela Murray-Jones Director of Global Marketing	Egypt	To present at Cairo University conference on Education Using Modern Technologies and negotiate with Medica International (agent) and Education Ministries in Egypt regarding African Development Bank sponsored training..
23.02.00 to 28.02.00	Pamela Murray-Jones Director of Global Marketing	China	To market DET International Students Program.
16.02.00 to 3.03.00	Anne Beerden International Students Education Officer	Sri Lanka, India, Nepal	To market DET International Students Program.
1.04.00 to 9.04.00	Anne Beerden International Students Education Officer	Pakistan	To market DET International Students Program.
10.04.00 to 15.04.00	Anne Beerden International Students Education Officer	Gulf States	To market DET International Students Program.
3.08.00 to 7.08.00	Anne Beerden International Students Education Officer	Philippines	To attend Mini Fair 'Pathways into Australian Universities' organised by IDP.
17.01.00 to 25.01.00	Allan Drew Director, Business and Public Administration ESD	China	To establish off-shore delivery arrangements for courses for Hong Kong Baptist University and represent TAFE NSW at official signing ceremony with the University.
26.03.00 to 31.03.00	Allan Drew Director, Business and Public Administration ESD	Fiji	To negotiate contracts for expanded delivery of TAFE NSW courses including promotions.
5.03.00 to 17.03.00	Reginald Edwards Program Manager	Tonga	To deliver pilot training program in tourism and hospitality for Tongan Government.
9.03.00 to 21.04.00	Thelma Watson Project Officer	Tonga	To deliver pilot training program in tourism and hospitality for Tongan Government.
6.05.00 to 19.05.00	Reginald Edwards Program Manager	Tonga	To deliver pilot training program in tourism and hospitality for Tongan Government.
11.05.00 to 30.06.00	Janine McLeod Project Officer	Tonga	To deliver pilot training program in tourism and hospitality for Tongan Government.
12.10.00 to 24.10.00	Thelma Watson Project Officer	Tonga	To participate in Tonga Tourism Project.
12.10.00 to 30.10.00	Margaret Sullivan Director	Germany	To represent DET in Commonwealth Government sponsored vocational education and training study tour in Germany.
19.10.00 to 29.10.00	Foonghar Sabin Manager, TAFE Child and Family Services Program	China	To participate in sister school exchange and DET sponsored study tour in children's' services.
3.08.00 to 31.12.00	Bernard Brown Program Coordinator	China	To teach new Diploma of Business Studies.
1.09.00 to 31.12.00	Samuel Kebby Teacher, English Language	China	To teach TAFE English Language Program.
3.08.00 to 31.12.00	Evan Sullivan Program Coordinator	China	To coordinate and teach TAFE English Language Program.
1.09.00 to 7.12.00	Anne O'Sullivan Teacher, English Language	China	To teach TAFE English Language Program.
23.09.00 to 8.10.00	Shirley Giggacher Teacher, English Language	China	To teach TAFE English Language Program.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
1.09.00 to 31.12.00	Angela Lenehan Teacher, English Language	China	To teach TAFE English Language Program.
2.11.00 to 31.12.00	Zafeira Parmaxidou Teacher, English Language	China	To teach TAFE English Language Program.
15.08.00 to 31.12.00	John Parsonage Program Coordinator	China	To coordinate and teach TAFE English Language Program.
3.08.00 to 31.12.00	Stephen Thierry Program Coordinator	China	To coordinate and teach TAFE English Language Program.
3.08.00 to 31.12.00	Justine Suckling Program Coordinator	China	To coordinate and teach TAFE English Language Program.
3.08.00 to 31.12.00	Brenda Cleaver Program Coordinator	China	To coordinate and teach TAFE English Language Program.
17.08.00 to 7.09.00	Dianne Murray Deputy Institute Director	China	To finalise contracts and complete delivery arrangements for TAFE programs.
3.08.00 to 31.12.00	Sarah Martindale Program Coordinator	China	To coordinate and teach new business program.
9.11.00 to 25.11.00	Madelinka Sulic Manager, International Unit	China	To assume responsibility for management of all China projects from Deputy Director.
6.11.00 to 20.11.00	Laurie Quarmby Head Teacher, Information Technology	Malaysia	To undertake quality assurance of the delivery of assessment of Information Technology Courses, train staff and set up resources.
3.12.00 to 14.12.00	John Allsopp Institute Director	China	To participate in NSW trade mission to China, visit institutions which have a partnership with TAFE NSW, meet Toyota dealers in China concerning provision of training programs for Toyota staff and meet Korean Manpower Agency on development of training projects with TAFE Global.
4.12.00 to 9.12.00	Dianne Murray Deputy Institute Director	China	To represent TAFE NSW in the trade mission to China and Hong Kong.

APPENDIX 13

Code of Conduct

The Department of Education and Training has two codes of conduct. One code pertains to TAFE NSW staff working in institutes, while the other applies to all remaining Departmental employees. Neither code was amended in 2000. Both codes have been published in previous annual reports.

Appendix 14

Guarantee Of Service

The Guarantee of Service is an expression of the State Government's undertaking to the people of NSW regarding the standard of service they can expect from government agencies.

Schools

The Department provides a range of information relating to the type and level of services provided in government schools, both in hard copy and on internet. Publications include the following:

- ◆ *Parents Guide to Schools*
- ◆ *Starting School*
- ◆ *Reading With Your Child*
- ◆ *Basic Skills Test*
- ◆ *Principles for Assessment and Reporting in NSW Government Schools*
- ◆ *School Attendance*
- ◆ *Year 5 Opportunity 'C' (OC) Placement*
- ◆ *Year 7 Entry to Selective and Agricultural High Schools*
- ◆ *Special Transport Services*

Information is also available on a wide range of topics such as school accountability; school support services, school policies and memoranda; student health care; student representative councils; careers markets; school holidays and term dates; a calendar of major events; parent and community organisations; school organisations; and contact details for schools, and district and State offices.

TAFE

TAFE NSW produces a pamphlet *At Your Service* for all enrolling students. The text of the pamphlet was published in the Department's Annual Report for 1998 and has remained unchanged.

Service agreements have been developed as part of an overall strategy to improve the services provided to TAFE NSW institutes by TAFE statewide educational support directorates. Associated with the service agreements are agreed priorities for system improvement.

A Service Agreement between TAFE NSW institutes and the ESDs was renegotiated in 2000 and came into effect 1 January 2001. The agreement is reviewed annually in a consultation process between the institutes and the ESDs.

Following an audit in mid 2000, the ESDs maintained certification to ISO 9001.

AMES

NSW AMES produces a brochure, *Information for Students*, which sets out the NSW AMES Code of Practice and the services clients can expect to receive. This brochure was published in 1999 and remains unchanged in 2000.

APPENDIX 15

Consumer Response

In 2000, the Department registered 8,933 ministerial letters on various matters. This was about the same number registered in 1999. In addition, the Department's Public Liaison Officer received approximately 5,500 telephone calls, most of which were concerned with public schools. However, a small number of calls concerned TAFE NSW, ACE, traineeships and AMES. Calls were also received regarding non-government schools, private vocational providers, universities, interstate school education, State Government and Commonwealth Government departments.

Less than seven per cent of the telephone calls to the Public Liaison Officer were grievances about issues such as discipline procedures, bullying/violence, multi-age classes, industrial action, school placement and confusion over starting dates for the beginning of the school year.

Some grievances received did not relate to public education. The main issues were non-government school disciplinary procedures, student welfare and the government funding of non-government schools.

Schools

A number of the matters raised in ministerial correspondence relating to schools reflected many of the major issues facing education in NSW and included:

- ◆ Over 2,000 letters raised matters relating to school properties matters such as maintenance, upgrading, demountables, the provision of new facilities, air cooling systems and requests for new schools.
- ◆ A total of 1,146 letters dealt with personnel issues such as the provision of permanent and casual teachers, salaries, teacher transfers, staffing levels and the appointment of teachers to schools.
- ◆ A total of 785 letters raised issues such as special education and integration support, initiatives relating to drugs in schools and funding for special projects.
- ◆ Over 1,100 letters dealt with the funding of government and non-government schools and the impact of the Commonwealth Government's Enrolment Benchmark Adjustment.

TAFE

TAFE NSW institutes collect information on complaints they receive. The table below shows the number of complaints received and resolved in 2000 and the number that were carried over to 2001.

Type of Complaint	Number of Complaints Received	Number of Complaints Resolved	Number of Complaints Carried Over to 2001	Method Used to Resolve Complaints	
				Resolved by Conciliation or Internal Investigation	Resolved by External Means, eg Referred to Ombudsman
Category 1: General complaints (delays, inefficiencies)	939	927	12	925	2
Category 2: More serious complaints (unreasonable or unfair behaviour)	182	172	10	169	3
Category 3: Alleged unlawful behaviour (conduct alleged to be wholly or partly corrupt or contrary to the law)	7	6	1	5	1
Total	1,128	1,105	23	1,099	6

TAFE NSW's approach to enhancing its responsiveness to customers is being developed as a core component of the implementation of quality assurance and quality improvement throughout the organisation. This approach includes customer surveys, customer feedback, and suggestion systems as well as complaint handling mechanisms.

Some of the measures taken to improve or change services as a result of complaints or customer suggestions were:

- ◆ improving student services in response to students' suggestions.
- ◆ developing staff's awareness of, and sensitivity to, customer's needs and expectations.

TAFE NSW institutes also provide staff with a range of training programs to improve customer service. Courses included grievance handling, quality customer service and liaising with industry.

AMES

As part of its quality improvement strategy, NSW AMES uses client input to inform regional planning; ensure flexible, client-oriented delivery arrangements; and improve its services.

Feedback is received through representative regional consultative committees, student course preference forms, student focus groups and the customer complaints system. In 2000, additional feedback was obtained from NSW AMES Adult Migrant English Program students through their participation in a national customer satisfaction survey

commissioned by the Department of Immigration and Multicultural Affairs (DIMA).

Feedback from the DIMA student survey and focus groups informed the development of new initiatives, which are being implemented in 2001 and also confirmed the value of strategies already in place and those in the planning phase.

A schedule of the complaints received by NSW AMES in 2000 is provided below.

Type of Complaint	Number of Complaints Received	Number of Complaints Resolved	Number of Complaints Carried Over to 2001	Method Used to Resolve Complaints	
				Resolved by Conciliation or Internal Investigation	Resolved by External Means, eg Referred to Ombudsman
Category 1: General complaints (delays, inefficiencies)	7	7	0	7	0
Category 2: More serious complaints (unreasonable or unfair behaviour)	4	4	0	4	0
Category 3: Alleged unlawful behaviour (conduct alleged to be wholly or partly corrupt or contrary to the law)	0	0	0	0	0
Total	11	11	0	11	0

Industry Services

The Department provides or oversees a range of services relating to training organisations, course accreditation, and apprenticeships and traineeships. The response times for these services are listed below. They remained at approximately the same levels as in 1999.

VETAB's assessment of applications for providers to become registered under the Australian Recognition Framework was generally completed within two months.

The response time for new course accreditation by VETAB remained the same as in previous years. Response times varied depending on the size and scope of the course concerned and the readiness of the application.

The Commissioner for Vocational Training issues a craft certificate or a certificate of proficiency upon notification of completion of an apprenticeship or a traineeship. In 2000, these certificates were issued within four weeks.

Upon approval of recognition of other trade qualifications or trade training by the Vocational Training Board, a craft certificate or certificate of proficiency was issued within four weeks.

In 2000, the Department took three weeks on average to process an application form for assistance under the Vocational Assistance Scheme. This was reduced from an average of four weeks in 1999.

The average time for processing an application to establish an apprenticeship or traineeship was three weeks.

Appendix 16

Freedom Of Information

The Freedom of Information (FOI) Act requires all government agencies to publish an annual Statement of Affairs providing information about the operations of the agency and its dealings with members of the public. Since 1993 the Department's Statement of Affairs has been included in the annual report.

Documents Held by the Department

The Department deals with a large number and range of documents. Some of these documents are of a temporary nature while others are retained on a permanent basis. The major categories of documents are:

Files

The majority of the Department's formal documentation exists in the form of registered files. Files are created for a specific purpose or subject and are stored in a variety of locations throughout the Department. The location of a file will normally be within the area which most frequently uses it. The following is a list of some of the broad subject categories of files held by the Department:

Administration	Salaries
Personnel	Policy
FOI	Training
Accommodation	Students

Procedural Manuals

Many of the Department's practices and procedures are documented in manuals, for example:

- ♦ *School Manual - Financial Management*
- ♦ *The Teachers Handbook*
- ♦ *Purchasing, Contracting and Tendering Handbook*
- ♦ *Motor Vehicles Best Practice Guide*

Memoranda

Guidelines for dealing with matters having an effect across the Department as a whole or a significant part of the Department are issued in the form of memoranda. Memoranda are issued throughout the Department as hard copy circulars and also appear in the *Education Gazette* and *TAFE Gazette*.

Educational Resources

The Department has a wide variety of resources available to both government and non-government schools and other educational institutions. These include maps, charts, prints, audio and video tapes and craft sets. Prices for these resources vary and some are provided free of cost.

Reports

The Department produces a wide variety of reports on matters relating to its administration. A large number of reports are internal in nature, being produced for the benefit of senior managers, while some are produced as a result of legislative requirements for example, the annual report.

Facilities for Public Access

Access to files and reports of an internal nature is available by lodging a FOI application. If the information sought is personal information, it may also be sought under the *Privacy and Personal Information Protection Act*. Reports produced as a result of legislative requirements are available from the Department's Public Affairs Directorate, State Office Sydney.

Access to procedural manuals and memoranda may be arranged by contacting the Freedom of Information Manager - see below. The Department's website at www.det.nsw.edu.au provides online access to many Departmental publications.

Inquiries regarding purchases and catalogues of educational resources should be directed to:

Curriculum Support Directorate
3A Smalls Road
RYDE NSW 2112

Rights Under the FOI Act

The *Freedom of Information Act* gives members of the public a legally enforceable right to information about themselves and the operations of government departments and agencies. Individuals can also seek amendment to personal records held by government agencies where they believe that these may be incorrect, misleading, incomplete or out of date.

Lodgement of Applications

Applications under the *FOI Act* must be in writing and accompanied by an application fee of \$30.00. A 50 per cent fee reduction applies in certain circumstances. Applications to amend personal records are not subject to fees.

Applications may be forwarded to:

Freedom of Information Manager
Level 6, 35 Bridge St
SYDNEY NSW 2000
Phone: 95618447
Fax : 95611157

Applications may also be lodged at any of the Department's district offices. The address details for the district offices are outlined elsewhere in the annual report.

Processing of Requests

The FOI legislation requires applications to be dealt with as soon as possible and in any case within 21 days. The Department will acknowledge all requests in writing and a letter of determination will be issued as soon as possible. The Department may request an advance deposit where the cost of dealing with an application is likely to exceed the amount of the application fee.

Freedom of Information Statistics 2000

Applications: From 1 January 2000 to 31 December 2000 the Department of Education and Training received 200 new applications for access to documents under the *Freedom of Information Act*. Of these applications 157 were requests for personal information and 43 were non-personal in nature. Fourteen applications were brought forward from the previous year. A total of 214 applications were therefore determined in this period. The determinations were along the following lines:

FOI Requests	Personal	Non-Personal	Total
New	157	43	200
Brought forward	10	4	14
Total to be processed	167	47	214
Completed	161	46	207
Transferred out	1	1	2
Withdrawn	5	0	5
Total processed	167	47	214
Carried forward	0	0	0

Result of Request	Personal	Non-Personal	Total
Granted in full	32	16	48
Granted in part	105	10	115
Granted subject to Deferral	0	1	1
Refused	12	14	26
Withdrawn	5	0	5
Documents not held	12	5	17
Transferred to another agency	1	1	2
Total	167	47	214

Ministerial Certificates issued 0

Number of Formal Consultations 33

Number of Requests for Amendment of Personal Records 1

Number of Requests for Notation of Personal Records 0

Requests Granted in Part or Refused

All requests where access was refused or granted in part only were in accordance with Section 25 (1) (a) of the Act ie the documents sought were considered exempt in full or part in accordance with one or more of the exemption clauses outlined in Schedule 1 of the Act.

Assessed Costs of Applications \$32,646

FOI Fees Received \$6,418

Discounts Allowed: Twenty-two applications (20 Personal, two Non-Personal) received a 50 per cent reduction in fees and charges. The discount was allowed either on the basis of financial hardship, ie the applicant was in receipt of a pension, job search allowance or other similar benefit or was earning an income equivalent to these, or as the application was made in the public interest.

Elapsed Time	Personal	Non-Personal
0-21 days	125	29
21-35 days	31	13
Over 35 days	11	5
Totals	167	47

Processing Time	Personal	Non-Personal
0-10 hours	58	12
11-20 hours	79	29
21-40 hours	26	4
Over 40 hours	4	2
Totals	167	47

Reviews and Appeals

Number of internal reviews finalised 12

Number of Ombudsman reviews 3

Number of Administrative Decisions Tribunal reviews 2

Internal Reviews

Thirteen applicants exercised their rights under the Act to an internal review. The results of the reviews are as follows.

	Personal		Non-Personal	
Grounds for Review	Decision Upheld	Decision Varied	Decision Upheld	Decision Varied
Access refused	2	1	3	0
Exempt matter	1	4	1	0

External Reviews

There were three applications for review by the Office of the Ombudsman during the period 1 January 2000 to 31 December 2000 and two applications were the subject of review by the Administrative Decisions Tribunal.

Overview

There was a slight increase in the number of applications when compared to those reported in the last Annual Report.

The breakdown of requests showed personal requests accounting for 78 per cent and non-personal requests accounting for 22 per cent of requests. This compares to 76 per cent and 24 per cent respectively for the last reporting period.

The vast majority of applicants were provided with access to all or some of the documents sought as was the case for the previous reporting period. The percentage of applicants seeking internal or external reviews of decisions was slightly lower than the previous year.

APPENDIX 17

Publications

A selection of the Department's publications that were available to the public and / or tabled in Parliament during the reporting period are listed in the following table.

DEPARTMENTAL				
Title	Purpose	Frequency	Phone	Fax
Department of Education and Training Annual Report 1999	To report on the Department's performance to Parliament and the public.	Annual	9561 8260	9561 1152
The Minister's Report to Parliament under Section 18a of the <i>Education Training Act 1990</i>	To report on students' performance in government schools to Parliament.	Annual	9561 8260	9561 1152
Directory of the NSW Department of Education	To provide a directory of NSW public schools and TAFE campuses.	Annual	95618342	95618055
Freedom of Information in the Department of Education and Training	The brochure provides a summary of potential applicants' rights to apply for information under the Act and includes an application form.	Upon request	9561 8323	9561 1157
SCHOOLS				
2000 Parents Guide to Schools	To inform parents and community members about key programs and initiatives in public schools in New South Wales.	Annual	9561 8999	9561 8530
Leading and Managing the School (PE)	A statement of key accountabilities for principals in the effective educational leadership and management of NSW government schools.	One off	6334 8199	6331 9053
Newsletter of Vocational Education and Learning (NOVEL)	To inform key stakeholders on development in VET in Schools. For the information of schools, district and TAFE personnel with a responsibility for VET as well as community personnel such as group training companies, private and community training providers, employers and businesses.	Once per term	9244 5181	9244 5021
Enrolment of Temporary Visa Holders in NSW Government Schools: Information and Application Package	To provide information to parents and students on new enrolment policies.	One off	92445412	92445381
Aboriginal Programs' Reconciliation Calendar	Promote students' artwork and provide information on relevant dates for Aboriginal events.	Annual	9244 5426	9244 5365
New Horizons: Newcastle	Recommendations for restructuring secondary education at Wallsend, Jesmond and Waratah High Schools.	One off	95618487	95618558
New Horizons: A Plan to improve education and training on the Northern Beaches	Information for staff, parents, students and community members to improve education and training on the Northern Beaches.	One off	95618487	95618558
Manly High School Review	A review of Manly High School.	One off	9561 8487	9561 8558
Inform	To provide principals and teachers with the latest news and insightful stories on developments, trends and programs which affect schools and the people who staff them.	Monthly	9561 8583	9561 8169

VOCATIONAL EDUCATION AND TRAINING				
Title	Purpose	Frequency	Phone	Fax
2000 TAFE NSW Handbook	To promote the services and courses of TAFE NSW.	Annual	9561 8369	9561 1209
The Right Choice 2000	To promote career pathways and entry level courses through TAFE NSW open to school leavers.	Annual	9561 8369	9561 1209
Training Agenda	To inform people about innovations, best practice and other developments in vocational education and training.	Quarterly	9561 8369	9561 1209
TAFELINK	To inform existing and potential commercial clients on the achievements of TAFEPLUS training services across the state.	Monthly	95618369	95611209
Apprenticeships in NSW	To explain and promote apprenticeships to school students, parents and the community.	Continuous	92445493	92668732
Everything you need to know about apprenticeships and traineeships in NSW, Year 2000 edition	To promote apprenticeships and traineeships to employers, careers advisers, etc.	Annual	92445493	92668732
Get your trade skills recognised	To provide information about the system of trade skills recognition and the benefits of obtaining formal trade qualifications.	Continuous	92445493	92668732
Traineeships in NSW	To explain and promote traineeships to school students, parents and the community.	Continuous	92445493	92668732
VETAB Annual Report, 1999/2000	To report on VETAB's activities and performance to Parliament.	Annual	92445493	92668732
VETAB News	To provide information to registered training organisations and others in the VET sector.	Three times a year (March, July, November)	92445493	92668732
VETAB Information Kit	To provide information about the Australian Recognition Framework, the registration and accreditation system, and VETAB's services.	Continuous	92445493	92668732
Guidelines for the Accreditation of Courses	To provide registered training organisations with information about the process of getting a VET course accredited by VETAB.	Continuous	92445493	92668732
Guidelines for the Registration of Training Organisations in NSW	To explain to trainers and training providers the registration process used by VETAB and the benefits of registration.	Continuous	92445493	92668732
TAFE Institutes' Annual Reports for 2000	To report each Institute's performance.	Annual	95618202	95618576
TAFE NSW English Language and Other Courses for People from Language Backgrounds Other Than English	To provide information to clients from LBOTE on TAFE NSW courses.	One off	9244 5412	9244 5381
Directory of Special Purpose Courses for NESB Migrants	Provides details of migrant specific courses provided by major training providers in NSW. The directory is designed for use as a referral resource tool for service providers.	Twice a year	9244 5493	9266 8732
A Handbook for Migrants Looking for Work	Provides information on various aspects of employment in NSW including contact details for related services. This publication is specifically designed for use by clients.	Continuous	9244 5493	9266 8732

VOCATIONAL EDUCATION AND TRAINING CONT'D				
Title	Purpose	Frequency	Phone	Fax
Using Overseas Skills – A NSW Guide	Provides details of recognition requirements for over 320 different occupations. This publication is designed for service providers as a referral resource.	Continuous	9244 5493	9266 8732
Self Employment – a Resource Guide for Women	A guide for women planning to become self-employed.	One off	9208 9574	9208 9277
Choices for Young People	A booklet to provide information to young people on training options.	One off	9208 9574	9208 9277
Freedom of Information in TAFE NSW	The brochure provides a summary of potential applicants' rights to apply for information under the Act and includes an application form.	Upon request	9561 8323	9561 1157
BVET Annual Report 1999/00	To report on the Board's performance to Parliament and the public.	Annual	9561 1500	9561 1499
Vocational Education and Training in NSW - 2000 Plan	To outline strategic directions and key priorities for VET in New South Wales.	Annual	9561 1500	9561 1499
BVET's Regional Visits Program brochure	To provide information about the Board's visits to regional areas of New South Wales for the period 1997-2000. These visits were intended to provide members with a first hand insight into the training needs of rural and regional communities.	One off	9561 1500	9561 1499
Temporary Visa Holders Enrolment in TAFE NSW	To provide information on enrolment in TAFE NSW for holders of temporary visas.	One off	9244 5412	9244 5381
Guwanyi	To provide information to TAFE colleges on current initiatives and courses operating throughout the state in Aboriginal education.	Annual	9244 5426	9244 5365
OPEN LEARNING				
Distance Education Categories and Procedural Guidelines for 2000 (OTEN)	To provide guidelines about studying by distance education through schools.	Annual	6334 8062	6334 8068
OTEN-DE Enrolment Information Manual	To provide prospective student enrolment information.	Annual	9715 8415	9715 8411
2000 OTEN-DE Student Information Manual	To provide information to enrolled students.	Annual	9715 8415	9715 8411
Open for Learning	To outline current projects and case studies.	Twice a year	9715 8335	9715 8408
ADULT AND COMMUNITY EDUCATION				
Dealing with Vision Loss: technology options	To provide information of the type of technology available to assist students with vision disability.	One off	9715 8360	9715 8345
Dealing with Hearing Loss: technology options	To provide information of the type of technology available to assist students with hearing disability.	One off	9715 8360	9715 8345
ACE Participation Profiles	To give a clear indication of the degree to which each of these groups is participating in each region's ACE programs.	Annual	9266 8004	9266 8076
Implementation Guide for the ACE Sector – Information Technology Training Package	To help the implementation of Information Technology training packages.	One off	9266 8004	9266 8076

ADULT AND COMMUNITY EDUCATION CONT'D

Title	Purpose	Frequency	Phone	Fax
Implementation Guide for the ACE Sector – Administration Training Package	To help the implementation of Administration training packages.	One off	9266 8004	9266 8076
Trends in the Coordination of Government and Non-Government Services in Rural and Regional NSW	Designed to help the Board of Adult and Community Education develop one or more effective models for the coordination and support of ACE services in rural and regional NSW.	One off	9266 8004	9266 8076
Structures for the Delivery and Coordination of Rural Adult and Community Education: A Review and Evaluation	To develop options for models and / or processes to strengthen the delivery and coordination of rural ACE.	One off	9266 8004	9266 8076
Listening to Australia Workbooks and Audio Recordings	To assist beginner and post-beginner level adult ESL students.	Revised editions printed in 2000	9289 9255	9289 9234
Australian Reader Series	To assist beginner, post-beginner and intermediate level adult ESL students.	Printed in 2000 for the first time	9289 9255	9289 9234
English Language Handbooks in: English, Chinese, Russian, Thai, Spanish, Vietnamese	To provide bilingual assistance to students learning English.	Printed in 2000 for the first time	9289 9255	9289 9234
Communication Skills for Workplace Assessors	To provide a professional development resource for workplace assessors / trainers.	Printed in 2000 for the first time	9289 9255	9289 9234
Writing for the Workplace	To provide self-access materials for people wishing to improve their workplace writing skills.	Printed in 2000 for the first time	9289 9255	9289 9234
The Literacy Workbook For Beginners (Bilingual Arabic version)	To assist beginner-level adult ESL students who speak Arabic.	Printed in 2000 for the first time	9289 9255	9289 9234
Interchange	To provide a forum for discussion about TESOL.	Twice a year	9289 9255	9289 9234
Learn English at NSW AMES (Arabic, Chinese, Russian and Vietnamese versions)	To promote AMES programs.	Printed in 2000 for the first time	1800 114 707	9289 9126
NSW AMES Course Information - Quality Language and Literacy Services	To explain AMES programs and services to students. Available in 14 languages.	Printed in 2000 for the first time	1800 114 707	9289 9126
Home Tutor Scheme Brochure	To promote AMES programs.	Printed in 2000 for the first time	1800 114 707	9289 9126
Quality Language and Literacy Services for Everyone - brochure	To promote AMES programs.	Printed in 2000 for the first time	1800 114 707	9289 9126
Quality Language and Literacy Services for Everyone - pocket size brochure	To promote AMES programs.	Printed in 2000 for the first time	1800 114 707	9289 9126
Skillmax Courses for Jobseekers	To promote AMES programs.	Printed in 2000 for the first time	1800 114 707	9289 9126

ADULT AND COMMUNITY EDUCATION CONT'D				
Title	Purpose	Frequency	Phone	Fax
Skillmax Courses for Public Sector Employees	To promote AMES programs.	Printed in 2000 for the first time	1800 114 707	9289 9126
Skillmax Courses in Workplace Communication	To promote AMES programs.	Printed in 2000 for the first time	1800 114 707	9289 9126
Listening to Australia Workbooks and Audio Recordings	To assist beginner and post-beginner level adult ESL students.	Revised editions printed in 2000	9289 9255	9289 9234
Australian Reader Series	To assist beginner, post-beginner and intermediate level adult ESL students.	Printed in 2000 for the first time	9289 9255	9289 9234
HIGHER EDUCATION				
University Annual Reports: Guidelines	To clarify procedure for the submission and tabling of university annual reports.	One off	9561 8440	9561 8681
NATIONAL ART SCHOOL				
Student Year Book	To promote and acknowledge student art works.	Annual	9339 8787	9339 8683
Student Handbook	Course information and policies.	Annual	9339 8787	9339 8683
'The Studio Tradition' - History of the National Art School	Published as part of the Centenary of Foundation celebrations.	One off	9339 8741	9339 8683

ACE – Adult and Community Education

AMES – Adult Migrant English Service

BVET – Board of Vocational Education and Training

VETAB – Vocational Education and Training Accreditation Board

In addition to the above, the Department publishes numerous curriculum support documents, newsletters, course outlines and other promotional material for students, industry and the community.

APPENDIX 18

Research and Development

A selection of major research and development projects undertaken or commissioned by the Department in 2000 is provided below. In addition to these projects, Departmental staff undertake numerous curriculum development projects each year.

Completed Research

SCHOOL EDUCATION				
Project Title	Major Outcomes	Amount Allocated 2000	Total Cost	Duration
Integration of computer-based technologies in schools	To identify key issues faced by schools at different stages of their development in integrating computer-based technologies across the curriculum. The results of the study will help senior officers to make informed judgements about the types of resources and support strategies required to promote the increased use of computer-based technologies in teaching and learning. The report and recommendations will be presented to senior officers during Term 1, 2001.	\$12,000	\$42,384	1999-2000
VOCATIONAL EDUCATION AND TRAINING				
Spatial and ethnic dimensions of employment, skills training, tourism and productive diversity resulting from the Sydney 2000 Olympics	Evaluation of Olympics training to inform TAFE NSW on effective cross-cultural training.	\$56,668	\$170,000	1998-2000
Student Survey to Evaluate the effectiveness of the TAFE NSW advertising campaign for Semester 1 enrolments	Uses findings of the market research to improve communication channels for future campaigns.	\$7,000	\$6,069	February-March 2000
Awareness and perceptions of TAFE NSW with students, general public and industry	Benchmarked TAFE NSW's market profile and assessed the impact of TAFE NSW's Olympic sponsorship.	\$54,000	\$53,020	November-December 2000
Assessing underpinning knowledge in an assessment-only environment, Curriculum Strategy Group (CSG) funded Vocational Education and Assessment Centre (VEAC)	Recommendations and kit for use of TAFE NSW assessors for designing assessment-only tools including underpinning knowledge.	\$37,400	\$37,400	Completed Sept 2000

VOCATIONAL EDUCATION AND TRAINING CONT'D

Project Title	Major Outcomes	Amount Allocated 2000	Total Cost	Duration
Towards mutual recognition of transport professional qualifications (VEAC project with partner Austraining for Asia Pacific Economic Cooperation (APEC) organisation)	Developed a model of recommended practices for mutual recognition of qualifications in six major transport industry professions across 21APEC countries.	\$28,000 to VEAC	\$28,000	Completed Oct 2000
Prototype trainee record book and guidelines for designers (VEAC project funded by Curriculum Resource Operations Unit (CROU))	Developed a prototype trainee record book with guidelines to assist designers of record books to meet the needs of registered training organisations (RTOs), employers and trainees.	\$12,900	\$12,900	Completed June 2000
Analysis of students in selected TAFE NSW trade courses that are registered apprentices, and have access to relevant workplace experience	Report detailing findings and recommendations for improving apprentices' access to relevant workplace experience and training.	\$13,000	\$13,000	July 1999-Oct 2000
Impact of training packages on small businesses employing apprentices and trainees enrolled by TAFE NSW and on training partnerships with TAFE NSW institutes	Developed strategies for improving small business involvement in training and in training partnerships.	\$40,000	\$40,000	July 1999-Sept 2000
Assessing underpinning knowledge in assessment only pathways	Through case study analysis recommendations were developed for improving assessment only practices.	\$37,400	\$37,400	July 1999-Sept 2000
Barriers to learning for Aboriginal and Torres Strait Islander (ATSI) students completing the Certificate II In Aboriginal and Torres Strait Islander Health Course	Detailed analysis of barriers to learning and recommended strategies for TAFE NSW and Universities for improving learning outcomes for ATSI students.	\$8,500	\$8,500	July 1999-Sept 2000
What tools and strategies are needed for incorporating environmental content into TAFE NSW curriculum	Report detailing TAFE NSW obligations under State, national and international environmental conventions and recommends strategies for influencing the State and national training agenda.	\$22,250	\$22,250	July 1999-Nov 2000
Online delivery in engineering courses in TAFE NSW, key considerations	An analysis of current TAFE NSW practices in online delivery of engineering courses and issues identified that need to be addressed in future online developments.	\$8,000	\$8,000	July 1999-May 2000

VOCATIONAL EDUCATION AND TRAINING CONT'D				
Project Title	Major Outcomes	Amount Allocated 2000	Total Cost	Duration
Annual IT Graduate Survey	Longitudinal study over 5 years to track employment outcomes of graduates of IT Certificates III, IV and Diploma.	\$33,132	\$33,132	November 1999- July 2000
Maintaining the quality - an investigation into summative assessment practices in TAFE NSW	An analysis of TAFE NSW current practices in summative assessment, identifying quality assurance concerns and recommending improvement strategies.	\$80,000	\$80,000	April 1998- March 2000
Approaches to Assessment	To provide case studies and tools for critiquing assessment options.	\$0	\$22,000	1999-2000
Supporting Learners in Training	To report on effective formal and informal support for learners in workplaces and institutions.	\$0	\$69,000	1999-2000
Indicators of Participation, Success and Retention of Young People in Post-Secondary VET	To identify indicators of young people's participation in VET.	\$0	\$37,800	1999-2000
Course Design and Course Completion	To examine course structures and characteristics and how they impact on course completion.	\$18,000	\$60,000	1999-2000
Training Agenda - Readership Survey	Evaluate existing and potential readers satisfaction with existing design and distribution of publication in order to improve readership.	\$27,740	\$27,750	August 2000
DISTANCE EDUCATION				
Trial of Individual Learning System 'Success-Maker'	To evaluate the learning software, to participate in a joint trial, managed by Information Technology Bureau in liaison with Curriculum Support Directorate and prepare a report on the project.	\$28,322	\$28,322	1999-2000
Revised Eligibility Criteria for Inclusion in the Country Areas Program	To evaluate the criteria for schools' inclusion in the Country Areas Program introducing a revised list of schools for the 2000-2003 funding period (23 schools added and 24 removed). Transition funding was provided to the schools removed.	\$235,333 in transition funding \$183,703 to add new schools	\$419,036	1999-2000
AMES				
Olympic Roads and Transport Authority (ORTA) Literacy project	To develop and produce literacy materials for ongoing assessment of volunteer drivers.	\$0	\$13,000	Feb 1999- March 2000

Continuing Research

SCHOOL EDUCATION				
Project Title	Major Outcomes	Amount Allocated 2000	Total Cost	Duration
Early Literacy and Social Justice Project (Stages 2 & 3)	To trial and produce a training and development resource that addresses the issues of equity of literacy outcomes, improved literacy pedagogy prior to school, and practices to ensure continuity in literacy learning in the early years of schooling.	\$27,050 (joint contribution Department of Education and Training (DET) project with Department of Community Services)	\$187,000 March 2001	Jan 1998- March 2001 Stage 3 Jan 2000-
Collaborative Research Project: A study of four parenting programs (EC&PE)	To evaluate the impact of the Parents as Teachers program to measure: ◆ gains in child development of early literacy skills ◆ parent engagement in early literacy practices ◆ general satisfaction with their involvement in the program.	\$ 15,000	\$ 15,000	May 1998- May 2001
Mapping your current context (OTEN)	Analysed the census and other data for rural and regional NSW in order to build a picture of the current position and likely directions of change for NSW rural communities. The Country Areas Program is using the research to work with isolated schools and their communities to devise appropriate educational strategies for their students.	\$1,000	\$1,000	Ongoing for 2001
Biliteracy Research Project	The project is designed to measure the gains in literacy development in English and the home language made by students (K-3) participating in the community languages bilingual / biliteracy programs in Chinese and Vietnamese. Assessment items comprising the measuring instruments have been devised, trialed and administered. Assessment was conducted with two control groups.	\$85,000	\$500,000	1999-2004
Civics and citizenship benchmarking project	Published the Year 6 benchmarks and developed an assessment instrument for Year 6.	\$80,000	\$600,000	1997-2003
Language Assessment Project	To develop and implement assessment processes to identify language learning outcomes in French and Japanese for Year 6 students, in partnership with the Australian Council for Educational Research (ACER). A 'First Certificate' test modelled on the nationally-available Japanese test was developed for French. Funds were provided for primary schools to participate in the Japanese assessment.	\$35,000	\$200,000	2000-2004
Extension of action research into the integration of computer-based technologies in learning and teaching	In 2000, the Department was successful in gaining a Strategic Partnerships with Industry - Research and Training Scheme (SPIRT) grant with the University of Technology, Sydney as the research partner. The grant will allow the Department to extend and enrich action research into the integration of computer-based technologies in learning and teaching.	N / A	SPIRT Funding \$71,100 In-kind contribution est. \$138,750	2001-2003

SCHOOL EDUCATION CONT'D				
Project Title	Major Outcomes	Amount Allocated 2000	Total Cost	Duration
The Social/Cultural Influences on Environmental Understandings of NSW School Students: A benchmark survey of the environmental knowledge, values and attitudes of NSW school students	Data obtained will lead to improving the teaching and learning of environmental education in schools and the broader community in Australia.	\$10,000 contribution	\$26,879	2000-March 2001 (stage 1)
Critical review and analysis of school-based cannabis education programs	Reviewed literature related to school-based cannabis and other illicit drug education programs.	\$9,000	\$25,000	2000-2001
Mediating conflict through drama: Researching the effectiveness of an innovative drama program in whole-school cultural conflict management (Dracon)	To develop, implement and evaluate the use of drama for resolving conflict among adolescents.	\$38,200	\$482,700	1999-2001
Five Senior Colleges in New South Wales	Increased understanding of teacher and student perceptions of educational outcomes in the five original colleges/senior high schools in New South Wales.	\$19,687	\$19,687	Jan 2000-Dec 2000
Selective High Schools Entrance Assessment Process	Proposals to improve the validity, cost effectiveness and equity of the assessment instruments and selection processes used to determine student entry into Selective High Schools in New South Wales.	\$6,000	\$19,656	July 2000-March 2001
Vocational Education and Equity in Secondary Schooling	A deeper understanding of the implementation of vocational HSC courses in schools in different geographic regions and with different socio-economic profiles with particular emphasis on equity considerations.	\$15,000	\$45,000	Jan 2000-Dec 2002
Primary Schools Futures Project	The areas looked at in the project include: ♦ Teaching and Learning ♦ Professional Growth and Development ♦ Educational Equity and Justice Promotion and Advocacy.	\$8,000	\$8,000	Ten months from May 2000
VOCATIONAL EDUCATION AND TRAINING				
Quality assurance arrangements for RTOs (VEAC project with partners University of Ballarat and Canberra Institute of Technology (CIT) – funded by the Australian National Training Authority (ANTA)	Producing materials, tools and templates for RTOs to establish, operate and maintain assessment quality assurance mechanisms in line with Australian Recognition Framework (ARF) requirements.	\$10,000	\$28,000	Dec 2000-May 2001

VOCATIONAL EDUCATION AND TRAINING CONT'D				
Project Title	Major Outcomes	Amount Allocated 2000	Total Cost	Duration
Assessment validation in the financial services industry (VEAC / DET project)	Pilot assessment validation as a quality assurance mechanism across a range of RTOs within the industry sector.	\$5,000	\$9,900	Dec 2000-April 2001
Creating valid and cost effective simulated learning and assessment environments in TAFE NSW (CSG funded VEAC project)	Guidelines for TAFE institute and ESD staff for setting up simulations for assessment.	\$35,000	\$35,000	July 2000-Feb 2001
TAFE NSW Online - creating valid and reliable assessment (TAFE Online funded VEAC project)	Recommendations about valid and reliable methods of assessment for use with TAFE online delivery.		\$39,100	Dec 2000-June 2001
How flexible is assessment in the flexible delivery of VET programs? (National Research in Education Committee (NREC) funded VEAC project with partner CIT)	Provide advice to designers about assessment methods to meet assessment principles for flexible and online delivery.	\$10,000	\$20,000	Dec 2000-Aug 2001
What methods of grading assessment can be compatible with a competency based approach? (CSG funded VEAC research)	Recommend methods of grading competency based assessment that can be used to assess against standards and which methods suit particular industries and learning contexts.	\$11,000	\$22,000	July 2000-June 2001
Maximising confidence in assessment decision making (NREC funded VEAC project with partner CIT)	Kit of strategies to assure quality in assessment for RTOs and assessors including the verification and validation of assessment decisions.	\$25,000 to VEAC	\$25,000	Jan 2000-May 2001
Promoting language, literacy and numeracy in workplace assessment - information materials and guide for Industry Training Advisory Bodies (VEAC project)	Developing guide for assessors to assist with literacy, English language and numeracy in assessment.	\$13,000	\$13,000	July 2000-March 2001
Networking Tools Project (ANTA funded VEAC project with partner National Assessors and Workplace Trainers)	Develop training package assessment materials information and guidance for RTOs, program networks, regional groups and industry organisations involved in establishing, operating and maintaining assessor networks.	\$10,000	\$25,000	Dec 2000-May 2001

VOCATIONAL EDUCATION AND TRAINING CONT'D				
Project Title	Major Outcomes	Amount Allocated 2000	Total Cost	Duration
Knowledge Building Community	Research into creating alternate approaches to pre-service teacher education offered through University of Wollongong.	\$18,000	\$42,000	1999-2001
Service Organisations Leadership Research	A joint investigation conducted with the Australian Catholic University, NSW Police Service, NSW Department of Education and Training, Catholic Education Office Parramatta and the Australian Conference of Leaders of Religious Institutes into leadership qualities for the 21 st Century.	\$10,000	\$26,000	1999-2001
VET Policies and Online Learning Project	Strategy 2000 EVAG / ANTA funded.	\$120,000	\$120,000	2000-2001
Service Organisations Leadership Research	A joint investigation conducted with the Australian Catholic University, NSW Police Service, NSW Department of Education and Training, Catholic Education Office Parramatta and the Australian Conference of Leaders of Religious Institutes into leadership qualities for the 21 st Century.	\$10,000	\$26,000	1999-2001
Sydney Institute Strategic Partnerships with Industry - Research and Training (SPIRT project)	Investigation into the casualisation of professionalism with the education sector.	\$1,000 (in kind)	\$1000 (in kind)	2000-2001
Flexible Learning Leaders	Understanding the leverage of change in centres of excellence and innovation in built and virtual environments.	\$10,000 from Sydney Institute, plus \$20,000 from ANTA	\$30 000	Jan-Dec 2000
AMES				
Diversity Educational Resource	Educational resource module on death and dying for junior doctors and other health professionals.	\$40,000 (Post-Graduate Medical Council)	\$40,000	Jan-Dec 2000
Looking Forward	Development of teaching resources for adult Aboriginal students of English (beginner level).	\$33,500 (ANTA funded)	\$67,000	Oct 2000-June 2001
Investigating the Teaching of Vocabulary	Publication of Teachers' Voices-reports from participating teachers.	\$22,000 (Adult Migrant English Program (AMEP) Research Centre)	\$22,000	Jan-Dec 2000
LearnScope: Learning Materials online	Research undertaken to establish feasibility of delivering a particular course online; awareness raising re online training.	\$10,000 (ANTA)	\$10,000	Oct-Nov 2000
POLICY				
Federal/State Relations and Education and Training Policy: Strategic Directions for NSW	Strategic policy advice to on Federal/State relations with respect to schooling, vocational education and training, and higher education.	\$6,000	\$19,980	May 2000-May 2001

APPENDIX 19

Ethnic Affairs Priorities Statement

Planning and Evaluation

Planning

In 2000, strategic planning in the Department of Education and Training was guided by the Department's overarching strategic plan *Education and Training 2000-2002* which is inclusive of the needs of all clients and employees. Sector plans contain objectives related to the specific needs of learners, clients and employees of culturally and linguistically diverse backgrounds.

The Department consulted all of its education and training sectors in the development of its Ethnic Affairs Priorities Statement (EAPS). EAPS was developed and assessed with broad consultation within the Department.

Data

Data collection and analysis, including data on both clients and staff from language backgrounds other than English, is used to inform the Department's planning and delivery of programs and services. In 2000 there were 176,462 students from language backgrounds other than English in NSW government schools and 54,173 in TAFE NSW. The number in TAFE is considerably less than last year. The discrepancy is attributed to changes in the question used in the 2000 TAFE NSW enrolment form to elicit the number of students from language backgrounds other than English.

Research

In 2000 the Department conducted a range of research projects to improve the education and training outcomes of learners and clients from language backgrounds other than English. These projects included:

- ♦ the development of Departmental guidelines for researchers working with NSW government schools which include researchers' responsibility to be informed about cultural, linguistic and religious diversity in any research population.
- ♦ an \$85,000 research project supporting the development of biliteracy skills in school students from language backgrounds other than English.
- ♦ the provision of \$67,500 to conduct a range of research initiatives aimed to identify the drug education needs of students and caregivers from culturally and linguistically diverse backgrounds.
- ♦ the implementation of a joint project with Griffith University to investigate effective ways of empowering secondary school students to deal with racism and become leaders in conflict management.
- ♦ a series of action research projects investigating the education and training issues relating to students from diverse cultural backgrounds in TAFE NSW.

Resources

In 1999 / 2000, the Department's budget for students and clients from language backgrounds other than English included:

- ♦ \$87 million for English as a Second Language and New Arrivals programs for school students from language backgrounds other than English
- ♦ \$21.3 million for the Adult Migrant English Service including \$15.6 million for the Adult Migrant English Program
- ♦ \$12 million for community language programs in schools
- ♦ \$3.4 million for multicultural education initiatives in schools, including curriculum development and anti-racism programs
- ♦ \$2.14 million for the Advanced English for Migrants Program (AEMP) in TAFE
- ♦ \$2.489 million for the Ethnic Schools Board Community Languages Program
- ♦ \$1.5 million for the Circuit Breaker Program
- ♦ \$1.2 million for the Specialist Migrant Placement Officer Program
- ♦ \$182,000 centrally for education initiatives to support clients from diverse backgrounds through TAFE NSW.

In addition, TAFE institutes allocated funds to support specific initiatives aimed at meeting the education and training needs of clients from language backgrounds other than English.

Program and Service Delivery

Consultation

Consultation on issues in multicultural education and training occurs in a number of forums. These include the Director-General's Advisory Group on Multicultural Education and Training, the Community Consultative Group, the NSW Ethnic Schools Board and the Migrant Skills and Qualifications Committee. AMES also hosts Regional Consultative Committee (RCC) meetings to assist in improving service delivery.

During 2000, a formal consultative relationship was established between BVET and the Ethnic Communities' Council of NSW for the purpose of developing a new, three-year NSW *Strategic Vocational Education and Training Plan*.

Participation

In 2000 the Department provided funding of \$32,250 for projects to strengthen links between schools and community members and parents from language backgrounds other than English in 86 targeted schools.

The General Education Reference Group (GERG), a sub-committee of the Board of Vocational Education and Training Curriculum Advisory Committee, has representatives from the Ethnic Communities' Council and the NSW Adult Migrant English Service.

The Specialist Migrant Placement Officer (SMPO) Program, with funding of \$1.2 million, assisted 1,404 migrants into long and short-term employment in 2000. A number of other specialist staff also play a role in facilitating the participation of ethnic communities and parents of non-English speaking backgrounds in NSW government schools and TAFE colleges. Information about the Department is also available in community languages.

Schools, colleges, districts and institutes continued to consult locally with their ethnic communities.

Programs and Services

Culturally Inclusive Curriculums

Schools

Some specific projects related to culturally inclusive curriculums included:

- ◆ A joint project with the Powerhouse Museum to support the implementation of the Higher School Certificate Technology and Applied Sciences (TAS) Key Learning Area.
- ◆ Specialist staff employed to ensure that stimulus material and test items in State literacy and numeracy assessment programs were culturally inclusive.
- ◆ The Multicultural Perspectives Public Speaking Competition.
- ◆ A Multicultural Calendar for 2000, Learning in Harmony. A supporting handbook for teachers K-6 was also distributed.

TAFE

Inclusive curriculum guidelines are used in TAFE institutes to support the development and implementation of curriculums inclusive of the needs of students and clients from diverse backgrounds.

Specific projects included:

- ◆ Review of TAFE NSW Procedures for issuing student testamurs.
- ◆ Primary Industry and National Resources ESD implemented farm chemical training for NESB farmers in the Sydney basin.
- ◆ Customer Relation 2000 course to raise awareness of issues relating to customers from culturally diverse backgrounds.

Languages Other Than English Programs

Schools

In 2000, Community Language Programs were conducted in 180 primary schools, including four pre-schools. The programs were supported by 243.8 full-time equivalent (FTE) teaching positions. In 2000 a total of 50,000 students studied a community language.

In 2000 the Languages Continuity Program received 228 applications with 190 schools participating during 2000.

Funding of \$360,500 was provided to support the implementation of the Student Language Study in Overseas Countries Program (SLSOC) enabling 255 students in Years 10 to 12 to improve their language skills.

The Saturday School of Community Languages provided instruction in 24 community languages to over 5,600 secondary school students from language backgrounds other than English

with an operating cost of \$143,000 plus staffing. Syllabuses for seven languages taught only at Saturday School of Community Languages were developed and implemented at a cost of \$26,000.

Ethnic Schools' Board

In 2000 \$2.489 million, comprising Commonwealth and State funding, was provided to support 235 community organisations to operate 432 Community Language Schools. Under this program 33,073 students received instruction in 47 languages other than English.

TAFE

In 2000 courses in 13 languages other than English were offered at institutes and OTEN-DE. TAFE NSW also developed a number of bilingual courses to harness the first language skills of students in the acquisition of vocational training.

English Language and Literacy Programs

Schools

A total of 6,689 newly arrived students K-12 from language backgrounds other than English received intensive English as a Second Language (ESL) support under the ESL New Arrivals Program between November 1999 and October 2000.

In 2000 approximately 83,000 students received post-intensive ESL support in 768 schools from 1,600 specialist teachers in 876 FTE positions.

Certificate in Spoken and Written English (CSWE) courses were provided in 14 high schools and 11 Intensive English Centres with funding of \$75,000.

The Department produced a number of resources to support ESL students undertaking statewide assessment programs.

Targeted projects to develop Stage 5 science units which incorporate ESL pedagogy were implemented in 2000 with funding of \$20,000.

The Department trialed ESL Steps: ESL Curriculum Framework K-6, a series of teaching guides outlining a structure for English language learning in Intensive English Centres, a package providing step by step advice in the provision of teaching programs to newly arrived ESL students and interactive language learning resource called Teacher's Pet.

As part of the new Higher School Certificate English course a Stage 6 English course was implemented in 110 schools across the State.

TAFE

In 2000, 14,327 students were enrolled in English for Speakers of Other Languages (ESOL) courses in TAFE colleges. A range of other programs to improve the English language and literacy skills of people from language backgrounds other than English was also provided.

These included courses in English for Business, English for Employment, English for Further Study, English for Vocational Purposes (EVP) and English for Academic Purposes (EAP).

Adult Migrant English Service

The Adult Migrant English Service maintained its provision of courses to newly arrived migrants. A total of 8,222 students were enrolled in programs offered by NSW AMES.

Pre-vocational and Vocational Education and Training Programs

The Circuit Breaker Program assists 15-24 year olds from non-English speaking backgrounds who risk being alienated from education, training and employment. The Department approved funding of \$1.36 million to community groups and local councils under this program for the 1999/2000 financial year. More than 940 participants were provided with assistance.

The Helping Early Leavers Program (HELP) is a community based program for young unemployed people who have left school early or require assistance to stay at school. In 2000 HELP ran ten ethno-specific projects for young people from language backgrounds other than English.

Under the Commonwealth Advanced English for Migrants Program, TAFE NSW offered 79 English for Specific Purposes (ESP) courses integrating vocational training and English language acquisition.

TAFE NSW institutes also funded a range of other English for Specific Purposes courses for students of language backgrounds other than English.

During 2000, North Coast Institute undertook a regional pilot program, Bridging the Gap to Employment, for people from a non-English speaking background.

The Manufacturing and Engineering ESD developed a Graduate Certificate in Engineering Refresher course for people from language backgrounds other than English.

Two projects are currently being undertaken focusing on identifying the needs of youth from language backgrounds other than English.

Anti-racism and Anti-discrimination Programs

The Department implemented a number of strategies to continue to promote the principles of non-discrimination and fairness.

Schools

The Department implemented school community anti-racism projects in 61 schools across 35 districts with funding of \$301,000.

The Department chaired the national anti-racism in education task force. The taskforce was responsible for implementing the 'Racism. No Way!' project.

TAFE

South Western Sydney Institute provided funding of \$16,000 to produce a video, *Diversity with Excellence*, in four languages.

Adult Migrant English Service

AMES developed a course in Australian Citizenship for the Adult Migrant English Program. The course promotes cultural and civic understanding for a culturally diverse society. They also increased the number of courses and consultancies within the areas of cultural diversity and inter-cultural communication.

Student Welfare

All government schools received materials containing information regarding the educational and emotional needs of refugee and other students who have experienced trauma. With the assistance of the Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS), the Department has also developed and implemented a Refugee Resettlement Project.

St George District conducted a Growing in Harmony conference attended by more than 260 students.

The Department, in conjunction with the Ethnic Affairs Commission of NSW and the Youth Action Policy Association, implemented a pilot program to develop strategies to support students from language backgrounds other than English at risk of suspension and expulsion.

Counsellors are available for students from language backgrounds other than English in schools, TAFE and AMES.

Recognition of Overseas Skills and Qualifications

Schools

In 2000, the Department provided a range of programs and strategies to support the application by teachers trained overseas to join the NSW Education Teaching Service.

TAFE

In TAFE institutes, materials have been developed in 17 community languages to encourage students to use their overseas qualifications for further study. In particular, Western Sydney Institute introduced a course for young people with overseas qualifications.

Adult Migrant English Service

The Skillmax program provided training in effective communication skills for employees to maximise their career opportunities in the Australian workforce.

Migrant Skills Strategy

Under the Migrant Skills Strategy (MSS) the Department provided a range of programs and strategies to increase the utilisation of overseas skills. The strategy includes:

- ◆ The Migrant Skills and Qualifications Advisory Committee (MSQAC).
- ◆ The Specialist Migrant Placement Officer program.
- ◆ The Productive Diversity in the Workplace Program, with funding of \$260,000.
- ◆ The Rural Information Campaign with funding of \$230,000.
- ◆ The Directory of Special Purpose Courses for NESB Migrants was updated with funding of \$50,000.
- ◆ The Overseas Skills Advisory Service
- ◆ The Migrant Work Experience Program.
- ◆ The Skillmax Program.

Specialist Staff

The Department has a number of specialist staff to assist clients from language backgrounds other than English. These include:

- ◆ Multicultural/ESL Education consultants are based in seven district locations, with responsibilities across 20 districts.
- ◆ Twenty Community Information Officers (CIOs) (NESB) are located in 14 districts, both metropolitan and non-metropolitan with responsibilities across 34 districts.
- ◆ Fifteen Institute Multicultural Education Coordinators (IMECs) in eight TAFE institutes and OTEN-DE.
- ◆ Teachers Aides Ethnic (TAEs) in 15 Intensive English Centres.
- ◆ Twenty Specialist Migrant Placement Officers were located in 18 metropolitan offices and in each of the regional areas of Newcastle and Wollongong.

Across TAFE, bilingual and multilingual staff registers are available and regularly updated.

Enrolment of Temporary Visa Holders

New guidelines for the enrolment of students from overseas in NSW government schools came into effect on 1 July 2000. Temporary visa holders are now required to pay an education fee to enrol in NSW government schools. To support the introduction of the fee a number of documents were distributed to schools. The policy for enrolments of temporary visa holders in TAFE NSW was reviewed in 2000 and a new policy developed for implementation in 2001.

Staffing

Recruitment

An *Equal Employment Opportunity Plan* was developed and implemented in 2000. Recruitment and employment strategies for EEO groups in schools and TAFE were monitored and reported on in the EEO Annual Report.

Strategies to further the involvement of staff whose first language is not English in the recruitment process continued in 2000. A total of 351 staff members from language backgrounds other than English participated in selection panels for Departmental positions.

Training

Training provided by the Department in 2000 included:

- ◆ anti-racism training programs in schools with funding of \$160,000
- ◆ an ESL orientation program for 130 newly appointed ESL teachers with funding of \$90,000
- ◆ a mentoring program to support teachers of newly arrived ESL students in rural and regional areas of NSW
- ◆ funding of \$32,500 to implement professional development programs for K-6 Community Language teachers
- ◆ training for targeted Saturday School of Community Languages teachers to undertake a language methodology course with funding of \$20,000
- ◆ CSWE training for 12 teachers, bringing the total to 275 CSWE trained school teachers
- ◆ funding of \$140,000 to make the professional development program for teachers in the Ethnic Schools Board Community Languages Program more flexible
- ◆ a course in Management Principles for Community Languages Schools was developed and trialed in November 2000.

A number of initiatives was also undertaken to support staff from a racial, ethnic or ethno-religious minority group and improve the delivery of services to people whose language first spoken as a child was not English.

Community Language Allowance Scheme

The Community Language Allowance Scheme (CLAS) promotes the effective use of bilingual and multilingual staff to ensure equal access to services. The Department implemented a policy in 2000 establishing procedures for implementing the scheme.

AMES assigned clerical staff, proficient in appropriate languages other than English and eligible for CLAS allowance, to assist in duties involving customer contact.

Communication

Publicity

An ethnic media publicity officer is responsible for liaising with ethnic media to ensure parents and community members from language backgrounds other than English are informed of the services provided by the Department.

TAFE NSW continued to make provision for publicity in various languages with funding of \$34,000 for press provided targeted advertising and \$17,000 for advertising in 16 community languages promoting TAFE NSW on SBS Radio.

Client Communication

Interpreting

Between January 2000 and November 2000, 2,700 requests for the use of interpreters in schools were received. Funding of \$194,000 supported the use of interpreters in 2000. The Make Links - Use Interpreters package is available to assist all schools and district offices. TAFE NSW continued to make provision for on-site and telephone interpreting.

The Riverina Institute of TAFE participated in the Regional Language Services Strategy running interpreting courses and providing facilities for accreditation exams. A total number of 32 students from 18 language backgrounds have participated in courses to date. The number of accredited interpreters increased from two to 23.

In AMES the language skills of staff at all levels are recognised and used as valuable and tactical resources for internal and external communication and to enhance the quality of service provision.

Translations

The Department continued to support effective communication through translation of key documents, including policies and information brochures and ad hoc translations. In the 1999/2000 financial year, funding of \$160,000 was provided for publications in languages other than English.

AMES continued to provide information, brochures and forms in a wide range of community languages to support their clients.

Funded Services

The Department demonstrates its commitment to multicultural education and training when tendering for funding and through submissions.

The performance agreements developed for all Crown copyright curriculum products ensure that the principles of cultural diversity are followed. Products were registered for delivery throughout New South Wales with funding of \$1.5 million from the 1999/2000 budget.

The Board of Adult and Community Education developed an English as a Second Language needs index which was implemented in funding programs.

Grants to Communities

The NSW Community Languages Program funds Community Language Schools for young people aged between two and 18 from language backgrounds other than English to maintain their linguistic and cultural heritage. In 2000 \$2.489 million was allocated to 235 associations covering 33,073 students.

Regional and Rural Services

Schools

The 2000 ESL survey identified 2,057 students in high schools and 4,795 students in primary schools in regional and rural New South Wales as requiring English as a Second Language support. ESL programs in rural and regional schools were supported by 47.2 FTE positions.

A number of schools and districts in regional and rural districts implemented programs and activities to strengthen school and community links. These programs included staff development workshops and needs surveys.

The Community Languages Program funded two regional project officers based in Wollongong and Newcastle who allocated funding of \$60,000 in 2000 for community language projects across rural and regional NSW.

Adult Migrant English Service

The Department of Education and Training Adult Migrant English Program Consortium, provides the AMEP in two non-metropolitan regions of NSW - Newcastle and Rural NSW Region. The number of venues at which the AMEP was offered, both in the metropolitan area and in rural NSW, was increased to a total of 35 with 20 of these being in rural areas.

TAFE

The Riverina Institute of TAFE participated in the Regional Language Services Strategy that resulted in the numbers of accredited interpreters operating in the region increasing from two to 23. The Overseas Skills website - Pilot Model was maintained with funding of \$5,000. Funding of \$230,000 was provided to the Rural Information Campaign providing information in relation to the utilisation of overseas skills and available training.

Ethnic Affairs Priorities Statement Plan 2001

The Department's *EPAS Plan 2001* incorporates the intended outcomes of multicultural education and training and additional outcomes related to management practices that promote access to and participation in the full range of services for clients from language backgrounds other than English. Strategies and indicators of performance have been included to guide sector based self-assessment reporting in 2001-2002.

Strategies for 2001

The *EPAS Plan 2001* is necessarily broad in its scope, including strategies that address the needs of students and clients across the full range of education and training sectors and service providers.

Outcome 1: Learners are equipped with the knowledge, skills and values needed to participate and contribute as responsible members of a culturally diverse society

- ◆ Release the Department's anti-discrimination policy.
- ◆ Release a new Departmental document *Responding to Complaints and Allegations Guidelines*.
- ◆ Trial Education for Cultural Diversity training package in five schools.
- ◆ Develop and trial Anti-Racism Project Implementation Training package in eight schools.
- ◆ Trial Using Action Research to Implement an Anti-Racism Project in two schools.
- ◆ Extend anti-racism conflict resolution projects to six schools.
- ◆ Expand NSW AMES courses and consultancies in cultural diversity and intercultural communication.
- ◆ Provide AMES staff with opportunities to enhance skills in intercultural communication, cross cultural communication and customer service in a multicultural context.
- ◆ Continue to include reference to TAFE Access and Equity Policy in guidelines and support materials for Registered Training Organisations of TAFE NSW institutes.
- ◆ Maintain partnerships with key stakeholders to support youth at risk, including youth from language backgrounds other than English.
- ◆ Publish report of the initiative, Mapping Multiculturalism in the TAFE Classroom.
- ◆ Update brochure on effective strategies for approaching ethnic small business to provide appropriate training.
- ◆ Publish information online about appropriate strategies for dealing with clients from language backgrounds other than English for TAFE staff.
- ◆ Provide opportunities for participating Registered Training Organisations to report on the needs and issues related to special needs groups through the RTO Forum on services.

Outcome 2: Learners from language backgrounds other than English share equitably in the benefits and outcomes of education and training

- ◆ Continue to provide programs and services which meet the specific needs of learners from language backgrounds other than English in education and training.
- ◆ Implement a project to investigate provision of English language support for students from language backgrounds other than English undertaking VET in schools.
- ◆ Conduct action research in conjunction with University of Technology, to improve literacy outcomes of ESL students.
- ◆ Develop and distribute an ESL program handbook to schools.
- ◆ Develop and distribute ESL Steps - an ESL Curriculum Framework for ESL students and their teachers.
- ◆ Develop and distribute Stage 3 of an Intensive English Centre Curriculum Framework to all Intensive English Centres.
- ◆ Provide professional support for the ESL and Intensive English Centres (IEC) Curriculum Frameworks.
- ◆ Provide professional support and materials for the implementation of the new Stage 6 ESL English courses.
- ◆ Trial and distribute units of work to support newly arrived, beginning ESL students.

- ◆ Strengthen and extend mentoring program to support teachers of newly arrived ESL students in rural and regional areas of NSW.
- ◆ Develop a strategic plan – the *NSW Community Languages Schools Board: Strategic Plan 2002-2004* – in consultation with ethnic community stakeholders.
- ◆ Increase participation of students from language backgrounds other than English in English Language Literacy Assessment program through ACE organisations.
- ◆ Distribution of translations of assessment information on the Basic Skills Tests and Secondary Numeracy Assessment Program to schools.
- ◆ Provide support for the implementation of the New HSC Collaborative Curriculum and Assessment Framework for Languages syllabuses in 16 community languages to meet the needs of Saturday School of Community Languages students.
- ◆ Provide support for the implementation of SSCL Board endorsed Stage 5 syllabuses in five languages and develop Stage 5 syllabuses in four additional languages.
- ◆ Document outcomes of action research projects which investigated education and training issues related to students from diverse cultural backgrounds for distribution across TAFE.
- ◆ Publish TAFE matrix delineating pathways for use by TAFE staff in providing advice to students from language backgrounds other than English.
- ◆ Publish good practice guidelines and assessment benchmarks for using the National Reporting System in profiling English language skills of students from language backgrounds other than English.
- ◆ Target rural areas to increase participation of people from language backgrounds other than English in OTEN-DE programs.
- ◆ Continue to implement new data collection requirements to facilitate assessment of program coverage and outcomes for ethnic community groups in the Mature Workers Program.

Outcome 3: The community's cultural and linguistic resources are harnessed to increase educational opportunities and economic benefits for all.

- ◆ Continue support for the Migrant Skills Work Experience Program to assist overseas trained migrants whose skills and qualifications are under-utilised in their current employment within the public sector.
- ◆ Provide courses for professional women from language backgrounds other than English in orientation to the Australian workforce through Adult and Community Education Colleges.
- ◆ Provide beginner level AMES students with information about pedagogical approaches and settlement information in their first language through the use of bilingual personnel.
- ◆ Pilot flexible delivery of courses for students from culturally and linguistically diverse backgrounds through Illawarra, North Coast and Western Institutes of TAFE.
- ◆ Continue training program for TAFE staff in recognition of overseas qualifications skills and experience.

- ◆ Develop Migrant Skills and Qualifications Advisory Committee strategic plan to assist in meeting the needs of overseas skilled migrants and industry.
- ◆ Provide funding for the Productive Diversity in the Workplace Program and fund and coordinate the Productive Diversity Network to develop strategies to increase awareness of the benefits of productive diversity.
- ◆ Establish Migrant Skills and Qualifications website for provision of information for industry, government, unions and the community on overseas skills recognition and services.

Outcome 4: The skills of the Department's culturally diverse workforce are used to enhance the delivery of education and training services.

- ◆ Develop and disseminate a policy on qualifications required by the Department for teaching English as a second language.
- ◆ Continue support for the Community Language Allowance Scheme to promote the use of staff with bilingual and multilingual language skills.
- ◆ Continue support for the Skillmax Programs aimed at staff whose first language is not English.
- ◆ Continue to implement a wide range of strategies to support and provide professional development for overseas trained teachers.
- ◆ Continue to maintain EEO in the Department and provide the Office of the Director of Equal Opportunity in Public Employment with the Department's EEO Annual Report and *EEO Management Plan*.

Outcome 5: The services funded through external providers and via grants programs meet the needs of a culturally diverse community.

- ◆ Continue to ensure that funded services and grants programs apply the principles of cultural diversity.
- ◆ Maintain or increase the percentage of young people from backgrounds other than English who remains at school or return to education and training pathways through the Links to Learning Community Grants Program. The program incorporates the Circuit Breaker and Helping Early Leavers Programs.
- ◆ Strengthen and extend networks with Migrant Resource Centres to increase participation in adult and community settings by older people from non-English speaking backgrounds.
- ◆ Develop a needs based plan to ensure that minority groups, including culturally and linguistically diverse communities, are targeted through external advertising of grants funds.
- ◆ Ensure ongoing representation of participants from language backgrounds other than English on the Ministerial Intervention Support Advisory Committee to improve the education and training outcomes of young people.
- ◆ Continue to monitor the number of course commencements of apprentices and trainees from language backgrounds other than English.

Appendix 20

Disability Policy Framework

Throughout 2000, the Department continued to work towards implementing strategies from its *Disability Action Plan 2000-2002* as determined by the Disability Policy Framework. The Department's *Disability Action Plan* was distributed across all sectors of the Department and to the broader community. It informed the planning by school districts, TAFE NSW institutes, TAFE NSW Educational Services Divisions and State Office Directorates and units in their delivery of services and support for people with disabilities. The *Disability Action Plan* has enabled the Department to continuously improve its services for students, staff and customers with disabilities.

The Disabilities and Learning Difficulties Unit coordinated and monitored the *Disability Action Plan* for the Department. Comprehensive reports for the year 2000 were received from all sections of the Department. These reports highlighted examples of the significant progress being made in implementing the Department's *Disability Action Plan*.

Physical Access

In 2000, the Department initiated improvements to its collection of data regarding the accessibility of school buildings. This gave the Department comprehensive information on individual sites in school districts. Personnel with responsibility for school properties were more readily able to identify areas of need and plan more effectively. The Ryde and Maitland districts offices were relocated to accessible premises, and at other offices across New South Wales ramps were installed to facilitate better access.

The School Student Special Transport Scheme (SSSTS) is a program designed to meet the Department's commitment to assist students with disabilities attend an appropriate educational setting. The SSSTS program transports students with disabilities, learning difficulties and behaviour disorders between their homes and schools.

Transport arrangements are provided to meet the needs of each student so they can access, participate and achieve positive outcomes in their educational development. The program currently transports approximately 8,000 students to schools and educational programs across New South Wales. This program is delivered by 1,500 contractors with the assistance of approximately 400 student escorts.

The Department revised its special transport policy in 2000. The revised policy guidelines provide for shorter travel times between home and school for students with disabilities as well as improving the safety and cost effectiveness of the scheme.

In TAFE NSW, a range of actions was taken in 2000 to improve physical access. This included institutes conducting physical access audits and forming Access committees. Institutes also drew on the expertise of Teacher/Consultants for Students with Physical Disabilities for advice on access planning. Examples of physical access improvements made in 2000 were the installation of a lift at Albury campus and the redesign by the Open Training and Education Network - Distance Education of its computer training room to better accommodate students using wheelchairs.

In 2000, the Board of Adult and Community Education used Australian National Training Authority funding to develop a set of best practice guidelines for planning for students with

disabilities. The board identified as priorities the need for training for its adult community education providers and support for them to develop and implement strategies for improving access to their services for people with disabilities.

Information About Services

In November 2000, the Department and the Disability Council of New South Wales co-hosted a community forum focused on 'Access, Awareness, Participation and Accountability - Working Together'. More than 100 participants attended the forum. They came from community-based organisations that represent people with disabilities and from within the Department. The opportunity to exchange ideas and information was considered by participants to be an ideal way to further improve effective dialogue and planning on disability issues.

The potential of emerging technologies was recognised by the Department as an effective way to facilitate the access of people with disabilities to its services. During 2000, the Department developed a draft set of standards based on world best practice for the design of its websites. These standards were established to ensure that future Departmental websites are accessible to everyone.

The School Sports Unit included for the first time specific information relevant to students with disabilities on their website.

In late 2000, the Department finalised the design of its Disability Access website. It provides the broader community with comprehensive information about the Department's range of education and training services and the support that students with disabilities can access across the school and TAFE sectors. The website also includes information about the Adult and Community Education sector, the Adult Migrant English Service and the National Art School.

During 2000, school districts worked to provide information in a broader range of formats for people with disabilities. The range of specialist support offered in schools included services provided for students with disabilities by itinerant teachers (vision and hearing), adaptive technology, and the use of translation and interpreting services for community languages. In 2000, there were 950 children who received support in Early Intervention Support classes. Eight hundred and thirty students from pre-school to Year 12 were supported by itinerant support teachers (vision) and 1,500 students were supported by itinerant teachers (hearing) in regular schools. More than 13,000 students accessed Funding Support 2000, a program supporting students with disabilities in regular classes.

In many school districts the Department worked successfully with local agencies to disseminate information about its services. In Maitland district, staff from the Early Learning program liaised with local agencies to promote the support available to families of young children during the transition to school.

Throughout 2000, TAFE NSW institutes worked to improve the access that people with disabilities have to information about TAFE services. Institute Teacher/Consultants for Students with Disabilities continued to provide material in alternate formats as needed by students. Locally developed initiatives included the publication by Southern Sydney Institute

of posters in large print and in community languages. The posters were displayed at enrolment time to publicise the range of support services available to students. Northern Sydney Institute organised and hosted an 'Inclusive Online Learning' conference for teachers and other staff. Participants were given current information about a range of issues relating to the accessibility of websites and online learning, including the Department's legal obligations under the *Disability Discrimination Act 1992* and the implications of the Disability Policy Framework.

Promoting Positive Community Attitudes

The Department worked with the broader community to promote positive images and the inclusion of people with disabilities. During 2000, the TAFE NSW Olympic and Paralympic Unit developed and presented Disability Awareness and Cultural Awareness training modules as part of the Customer Relations 2000 program. The teaching material supporting this training exemplified and demonstrated respect for diversity and difference. It was an integral part of training for the Sydney 2000 Games volunteers whose significant contribution to the success of the Games was recognised by the international community.

TAFE NSW ESDs worked during 2000 to support the inclusion of positive images of people with disabilities in their teaching and learning resources. They revised employment criteria for contracted curriculum resource developers requiring them to have an understanding of disability and related issues, or a willingness to undertake disability awareness training. A new curriculum writers' handbook was planned to provide inclusive best practice templates for resource writers.

The Department worked to promote positive community attitudes towards people with disabilities through expanding participation by students with disabilities in educational pathways leading to credentials valued by the broader community. The introduction of the New HSC in 2000 provided students with disabilities with a range of accredited vocational education and training options. Both the regular pattern of study and the Special Program of Study offered students with disabilities the opportunity to access TAFE delivered vocational education and training. In 2000, 130 students with disabilities participated in this training. The Department also supported students enrolled in the Special Program of Study participating in community learning and work experience programs.

Training of Staff

In both schools and TAFE NSW the Department employed staff with specialist expertise in disability issues. In their everyday work these staff members assisted classroom teachers and workplace trainers to develop teaching practices that were inclusive of students with disabilities. In addition, both school districts and TAFE NSW institutes conducted formal training in disability awareness for their staff.

In 2000, the Department built on the successful delivery of its 'Learning Together' package introduced to school principals and district office staff the previous year. Schools across the State utilised this disability awareness training material in a variety of ways at staff development days, workshops and seminars. School personnel who participated in these activities included school principals, learning support teachers, special education consultants, support teachers (integration), teachers aides (special), counsellors and mainstream classroom teachers. In

Bondi district, a principals' sub-committee was formed to address attitudinal change as part of disability awareness training.

The Certificate III in Education Support - Teachers Aide (Special) was specifically designed to provide recognition of the existing skills of teachers' aides (special) and a career pathway. The course, which was accredited by VETAB in 2000, gives successful graduates a nationally recognised qualification. Forty-five teachers aides (special) participated in the course at TAFE institutes in 2000.

In TAFE institutes, formal training sessions for both teaching and administration staff utilised modules from the nationally accredited Certificate IV in Vocational Education and Training (Disability). The Open Training and Education Network - Distance Education developed learning materials for this course for use by students studying in distance mode.

In the North Coast Institute, staff developed and delivered a four hour workshop for all its head teachers on the theme of 'Valuing Diversity: Rights and Responsibilities'. These training sessions covered legislation, inclusive teaching practices, reasonable adjustment and flexible assessment.

In 2000, the Department reviewed all existing staff training and development policies. The Department created a new staff training policy that includes a specific commitment to provide equal access to training for staff members with disabilities.

Employment in the Public Sector

The Department employed a designated Equal Employment Opportunity officer and in 2000 introduced an initiative to raise awareness within the Department of employment strategies for people with disabilities. The Department distributed the document 'Adjustments at Work - Rights of People with a Disability', a publication of the Office of the Director of Equal Opportunity in Public Employment. It was provided to selection committee convenors to develop their understanding of employment related disability rights and issues.

In addition, the Department continued to support the TAFE Staff with Disabilities Network throughout 2000. It also continued to provide adaptive equipment for staff with disabilities under the Technical Equipment Program.

Complaints Procedures

During 2000, the Department reviewed its existing complaint procedures. New complaint procedures were developed to provide an improved method of dealing with complaints. These procedures will streamline the process for people with disabilities. Training for staff in the new procedures will provide instruction on ways to provide assistance to people with disabilities when they are making complaints.

Joint Planning Initiatives

Throughout 2000, the Department has worked closely with other government agencies, particularly the Ageing and Disability Department (ADD), to develop strategic alliances and provide a more coordinated approach to disability services across government. This work focused on the three areas for which the Department has specific responsibility as the lead agency. These areas are early assistance for children and young people with disabilities, lifelong learning, especially for young people with disabilities in their immediate post-school years, and training for people who work with people with disabilities.

The work with the Ageing and Disability Department involved a review of Adult Training and Learning Service provision. The Department participated on a steering committee for approving ATLAS providers. It was also involved in planning for the implementation of the recommendations from ADD's 1998 review of post school services for young people with disabilities. In addition, the Department held preliminary discussions with ADD on the delivery of vocational education and training for people who work with people with disabilities.

The Department also worked jointly with ADD and Commonwealth agencies in 2000. Preliminary discussions were held with ADD; the Department of Family and Community Services; the Department of Employment, Workplace Relations and Small Business; and the Department of Employment Training and Youth Affairs. The purpose of these discussions was to explore ways that Commonwealth programs can better articulate into statewide provisions to deliver seamless services to people with disabilities in the community.

APPENDIX 21

NSW Government Action Plan for Women

All NSW government agencies share a goal of improved outcomes for women. These are outlined under the *New South Wales Government Action Plan for Women*. The action plan gives particular emphasis to improving the participation of women in our society who have the least access to social and economic resources. In 2000 the Department continued to implement strategies to increase the participation of women in education and training and to improve their outcomes.

Strategic Initiatives

In 2000, the Department implemented gender based initiatives through three key strategies:

- ◆ *Gender Equity Strategy: Girls and Boys at School 1996-2001*
- ◆ *NSW Action Plan for Women in Vocational Education and Training 1999-2000 Changes and Choices, Phase Two*
- ◆ *NSW State Program of Action for Women in TAFE: 1997-2000*

During 2000 extensive Department-wide consultations were undertaken by the Gender Equity Unit to develop the new women's strategy for TAFE NSW, *TAFE NSW Strategic Directions for Women 2001-2002*. This strategy will be released in 2001.

Gender Equity in Schools

The *Gender Equity Strategy: Girls and Boys at School 1996-2001* seeks to address gender as an educational issue across the continuum Pre-school to Year 12; give particular attention to the girls and boys who most require support if they are to benefit from schooling and affect the decisions girls and boys make about their present and post-school lives.

To achieve an awareness of the ways in which ideas about gender may limit educational and life opportunities for students, programs are in place targeting students, teachers, parents and other members of school communities as well as consultants, curriculum writers and other staff supporting schools.

New resources to support schools were developed during 2000 including 'Gender Equity at Work in Secondary Schools and Just Kidding? Sex based harassment at school'. A training and development package for Gender Equity Network personnel in each district, which included the production of a video to support district Gender Equity Networks, was prepared. The Gender Equity Unit newsletter *Genderwrite* continued to be distributed to schools to support teachers to implement gender programs in schools.

During 2000 the Department presented a written submission to the House of Representatives Inquiry into the Education of Boys and appeared before a hearing of the inquiry committee. The departmental response highlighted the complexities of gender issues and the inter-relationship of gender issues in schools and gender as a broader social issue. The submission discussed the impact of gender on educational achievement and its relationship to other socio-cultural factors such as Aboriginality, socio-economic status, ethnicity and language background and geographic location. The response analysed data to provide descriptive information about the performance of boys and girls at school.

In 2000 plans were put in place to evaluate the *Gender Equity Strategy: Girls and Boys at School 1996-2001* and to develop future directions in gender equity during 2001.

Women in Vocational Education and Training

Changes and Choices: NSW Action Plan for Women in Vocational Education and Training 1999-2000: Phase Two reflects the *NSW Strategic Vocational Education and Training Plan 1998-2000*. *Changes and Choices* identifies initiatives under three priority areas (New Apprenticeships and Traineeships in a Competitive Market, Pathway Planning and Industry) to improve women's participation in, and outcomes from, vocational education and training. Directorates have reported outcomes on the past two years of activities, which have contributed to improvements in women's access, participation and outcomes in vocation education and training.

The *NSW State Program of Action for Women in TAFE 1997-2000* was evaluated during 2000. The objectives of the program of action were achieved with an increase in women's general participation in TAFE and an increase across most subject areas. The evaluation has shown that while advances have been made, continued effort needs to focus on areas such as the under representation of women in information technology courses. The evaluation led to a broad consultation across the Department to develop a new strategy for women students. The consultation included TAFE institutes, ESDs and other directorates.

The achievements of the *NSW State Program of Action for Women in TAFE 1997-2000* were the result of a range of initiatives across TAFE NSW which included:

- ◆ wide promotion of courses and support services to women
- ◆ professional development and training for staff in a range of women's and other equity issues as well as the development of an inclusive curriculum
- ◆ support for women through counselling, women's rooms and child care facilities
- ◆ practice and promotion of recognition of prior learning
- ◆ promotion of career pathway planning
- ◆ flexible delivery to support women students to manage study along with other commitments
- ◆ development and delivery of Outreach programs to provide education and training for women who would otherwise have limited access to learning opportunities.

In 2000, a total of 263,656¹ women were enrolled in TAFE NSW courses, representing 48.5 per cent of total enrolments. This is an increase of 66,356 female student enrolments in 2000 alone compared with the figures from 1997. The enrolment rate by women in TAFE NSW has increased from 46.5 per cent to 48.5 per cent over the implementation phase of the *State Program of Action for Women in TAFE 1997-2000*.

Women show equal representation at several higher qualification award levels. In 2000 14,461 women were enrolled in AQF Diploma courses, representing 51.1 per cent of the total enrolment at that level, while 22,409 women, representing 51.3 per cent of total enrolments, were registered at AQF Certificate IV. Women's representation at these qualification award levels has reached parity with their presence at 50.6² per cent in the general population in New South Wales.

Women's enrolments in a number of course areas rose significantly during the year 2000. Enrolments in Access ESD courses rose to 101,872. Women were 62,500 of Access ESD course enrolments, representing 61.4 per cent of the total. Enrolments in Tourism and Hospitality³ rose from 47,019 in 1999 to 113,364 in 2000 representing an increase of over 141 per cent. Enrolments by women in Tourism and Hospitality rose from 25,746 in 1999 to 60,475 and this represented 53.3 per cent of the total enrolment for Tourism and Hospitality for 2000.

Course completions by women increased from 47.4 per cent of total completions in 1997, to 49.4 per cent of total completions in 2000. In 2000 women represented 60.3 per cent of total completions at Associate Diploma award level and 64.6 per cent of total completions at AQF Graduate Certificate award level.

Pathways for women are addressed in a variety of ways across TAFE NSW programs. The Certificate II, Career Education and Employment for Women (CEEW) course and Statement of Attainment, Work Opportunities for Women (WOW) course are fee exempt. These recently redeveloped, accredited courses have retained Anti-Discrimination Board (ADB) exemptions for offering to women only. Information Technology, Arts and Media (ITAM) ESD contextualised the Certificate IV, Information Technology (Client Support) for women and developed a companion Facilitator's Guide. The delivery of this course has also gained an ADB course exemption. This

allows women a training pathway in Information Technology from entry level to Certificate IV level in a women only learning environment.

All institutes conducted specific projects during 2000 which were funded and supported by the Gender Equity Unit. These projects investigated and addressed a range of issues including the support needs of Aboriginal and rural women, post-training employment outcomes, marketing training to women and women's participation in IT. Western Sydney Institute developed a resource guide for women in self employment, *Self Employment: a Resource Guide for Women*. This guide was developed to assist women students to make informed decisions about self-employment options and was distributed to all institutes. The OTEN-DE project investigated the needs of language background other than English rural and isolated women. This extended an earlier project conducted in 1999 to promote OTEN-DE services to rural women. As with a number of other projects, this project has a wide scope and will be ongoing.

The ITAM ESD produced a video, *Girls Going Places: Careers for Women in Information Technology and Women in E-Business* during 2000. This resource promotes career options in Information Technology to girls and women.

The two principal women only courses offered in TAFE NSW were reviewed and re-accredited in May 2000. The revised courses: Certificate II in Career Education and Employment for Women and Work Opportunities for Women - Statement of Attainment were revised and redeveloped based on thorough consultation with industry and community representatives.

The new CEEW includes a number of industry specific strand modules which articulate into both training packages, where available, and to higher level courses. Both revised courses will enable a more flexible choice of modules in order to meet the diverse range of needs of the target group.

CEEW courses are delivered statewide in approximately 51 rural and 25 metropolitan locations. WOW courses are delivered statewide in approximately 44 rural and 22 metropolitan locations. In 2000, there were a total of 1,491 enrolments in CEEW and 2,791 enrolments in WOW.

Certificate IV in Information Technology

The Certificate IV in Information Technology - www. Work Wise Women has been granted exemption and is now available for delivery as a women only course. The initiative will address women experiencing barriers in education and training and will enhance the participation of women in a high demand industry area.

A resource package modified from the Information Technology ITAB was developed to support the delivery of the women only Certificate IV in IT - www. Work Wise Women.

The aim of the program is to address the skills gap in Australia's gender segregated Information Technology industry - only about 20 per cent of IT industry professionals are women. The course is a standard TAFE course modified in delivery to address the barriers women experience in trying to access this traditionally male industry. Progression to Southern Cross University - Graduates from this course can apply for entry into the Bachelor of Multimedia and Information Technology degree at Southern Cross University. A minimum advanced standing of one semester is available.

¹ Source: Strategic Information and Planning Directorate, preliminary enrolment data for 2000, currently unconfirmed as at 28 March 2001.

² Source: ABS 1996 Census.

³ These figures show the number of enrolments in Tourism and Hospitality which is part of the Community Services, Health and Tourism and Hospitality ESD.

Appendix 22

Consultants

Consultant	Project Title	Amount Paid
Accelerated Pathways	Career Change Scheme for Teachers	\$494,000
Ernst & Young	GST Implementation	\$152,599
University of Newcastle	Provide instruments for equitable funding for students with disabilities in regular classes	\$ 65,318
Terteducon Pty Ltd	Review of Teacher Education in New South Wales	\$ 53,736
Centre for Regional Research and Innovation	Examine implications for vocational education of the emerging knowledge-based economy	\$ 33,000
Total		\$798,653

During the reporting period there were 24 additional consultancies each costing less than \$30,000. The total cost of these additional consultancies was \$246,364.

Appendix 23

Funds Granted to Non-Government Community Organisations

Minister's Grants-In-Aid to Non-Government Community Organisations

The following grants were made in the two financial years 1998/1999 and 1999/2000.

Organisation	Treasury Program	Program	1998/1999 Approved Grant \$	1999/2000 Approved Grant \$
NSW Parents Council	Assistance to Non-Government Schools	Non-Government Primary	35,840	36,420
Council of Catholic School Parents	Assistance to Non-Government Schools	Non-Government Primary	35,840	36,420
Australian Council for Education Research	Core Secondary Education Services in Government Schools	Secondary General Funding	283,000	308,600
Isolated Children's Parents Association	Equity and Strategic Primary Education Services in Government Schools	Rural Education Programs Primary	33,400	33,940
Musica Viva	Equity and Strategic Primary Education Services in Government Schools	Creative Performing Arts	NIL	10,000
NSW Federation of School Community Organisations	Equity and Strategic Primary Education Services in Government Schools	Public Education and Local School Image Primary	47,510	48,270
Gould League of NSW	Equity and Strategic Primary Education Services in Government Schools	Human Society and Its Environment Primary	8,960	9,110
Public Schools Sports Council	Equity and Strategic Primary Education Services in Government Schools	Sport Primary	70,670	NIL
Talent Development Project	Equity and Strategic Primary Education Services in Government Schools	Education of gifted and Talented Students Primary	80,000	80,000
Volunteer Centre	Equity and Strategic Secondary Education Services in Government Schools	State Literacy Secondary	90,000	50,000
Association for Children with Learning Difficulties	Equity and Strategic Primary Education Services in Government Schools	Special Education General Primary	24,000	20,000
Australian Early Intervention Association	Equity and Strategic Primary Education Services in Government Schools	Special Education General Primary	12,000	6,394
Institute for Family Advocacy and Leadership Development	Equity and Strategic Primary Education Services in Government Schools	Special Education General Primary	11,000	16,000
Learning Difficulties Coalition of NSW	Equity and Strategic Primary Education Services in Government Schools	Special Education General Primary	24,000	30,800
Royal Blind Society	Equity and Strategic Primary Education Services in Government Schools	Special Education General Primary	2,500	6,000

Minister's Grants-In-Aid to Non-Government Community Organisations Cont'd

Organisation	Treasury Program	Program	1998/1999 Approved Grant \$	1999/2000 Approved Grant \$
Specific Learning Difficulties Association of NSW	Equity and Strategic Primary Education Services in Government Schools	Special Education General Primary	24,000	24,800
Australian School Sports Council	Equity and Strategic Primary Education Services in Government Schools	Sport Primary	9,040	33,393
Federation of Parents and Citizens Associations	Equity and Strategic Primary Education Services in Government Schools	Public Education and Local School Image Primary	163,520	166,140
Australian Children's Television Foundation	Equity and Strategic Primary Education Services in Government Schools	Creative Performing Arts	138,000	140,210
Professional Teachers Association	Equity and Strategic Primary Education Services in Government Schools	Training and Development Special Initiatives Primary	60,000	NIL
Northcott Society	Equity and Strategic Primary Education Services in Government Schools	Special Education General Primary	4,856	NIL
Primary Schools Sports Association	Equity and Strategic Primary Education Services in Government Schools	Sport Primary	NIL	13,520
West Darling School Sports Association	Equity and Strategic Primary Education Services in Government Schools	Sport Primary	NIL	1,800
Science Foundation for Physics	Core Secondary Education Services in Government Schools	Secondary General Funding	80,000	NIL

Grants to Community Organisations

Program: Aboriginal Employment and Training Local Government Aboriginal Employment Strategy - Grants for 1999/2000	
Organisation	Amount (\$)
Ballina Shire Council	33,049.00
Bega Valley Shire Council	35,451.00
Dumaresq Shire Council	8,373.00
Eurobodalla Shire Council	66,593.00
Glen Innes Municipal Council	30,073.00
Goulburn City Council	8,701.00
Hurstville City Council	15,396.00
Leichhardt Municipal Council	119,951.50
Liverpool City Council	12,210.00
Marrickville Council	114,495.00
Moree Plains Shire Council	207,162.00
Newcastle City Council	53,470.00
North Sydney Council	22,791.00
Randwick City Council	9,357.00
Shoalhaven City Council	16,447.00
Sutherland Shire Council	19,035.00
Tumut Shire Council	17,578.00
Tweed Shire Council	7,638.00
Wyong Shire Council	35,169.00
Total	832,939.50
Elsa Dixon Aboriginal Employment and Career Development Program - Grants for 1999/2000	
Organisation	Amount (\$)
Resitech	44,594.00
Total	44,594.00
New Careers for Aboriginal People - Grants for 1999/2000	
Organisation	Amount (\$)
Binaal Billa Regional Enterprise	110,044.00
Coasttrain Enterprises Incorporated	67,011.00
Gandangara Local Aboriginal Land Council	71,000.00
Illawarra ITEC Ltd	59,927.00
Kempsey Advisory Training Enterprise	89,269.00
La Perouse United Junior Rugby	2,000.00
Lismore Skills Development Centre Inc.	73,000.00
Macleay Business Enterprise Centre	1,500.00
Manning Local Aboriginal Education Consultative Group	70,051.00
Ngurralla Aboriginal Corporation	67,288.00
Oasis Pre-Employment Network Incorporation	70,889.00
Orange Community Training and Education Centre	48,677.52
Penrith Lakes Development Corp	15,000.00
Property Services Training	40,000.00
Salvation Army Joblink Centre	74,869.00

Program: Aboriginal Employment and Training Cont'd	
Organisation	Amount (\$)
Shoalhaven Community Development	62,512.00
Tablelands Community Employment	68,369.00
Yamuloong Group Initiatives Ltd	37,969.00
Yarnteen Aboriginal and Torres Strait Island	37,970.00
Australian Catholic University	25,670.00
Murrin Bridge Aboriginal Vine-Award	2,000.00
Total	1,067,345.52
Program: Community Language Schools Grants for 1999/2000	
Organisation	Amount (\$)
11th Octomvri Macedonian Ethnic School	812.00
Afghan Community Language and Cultural School	9,478.00
Al Daawah Islamiah Arabic School	6,553.00
Alfaisal Islamic and Arabic School	52,058.00
Alhabib Arabic School Inc	1,000.00
Amanecer Spanish Ethnic School	638.00
Ambassadors Multicultural Chinese School	70,476.00
Amigoss Spanish Language School	730.00
Andisheh Persian School Inc	7,283.00
Arabic Ethnic Education Society	3,615.00
Arabic School Alminia Charitable Association	11,541.00
Ariana Language School Inc	1,274.00
Armenian General Benevolent Union	2,633.00
Ashabul Khafi Language School	6,741.00
Asiana Centre Catholic Chinese School	33,397.00
Associazione Nazionale Marinai D'Italia	609.00
Assyrian Australian Association Ethnic Society	23,679.00
Assyrian Nissibin School	6,517.00
Auburn Arabic School	21,090.00
Auburn Ataturk Primary School	11,081.00
Auburn Tamil Aalayam	1,000.00
Australia Korean School	6,089.00
Australian Association of All Nationalities of China	5,890.00
Australian Beirut Charitable Association	7,092.00
Australian Chinese and Descendants Mutual Association	28,758.00
Australian Chinese Community Association	19,837.00
Australian Chinese School Inc	1,202.00
Autocefalic Greek Orthodox Church	351.00
Balar Malar Tamil Education Association Inc	6,266.00
Bangladesh Cultural School	4,278.00
Bangladesh Pathshala School	6,407.00
Bethesda Saturday Korean School	1,580.00

Grants to Community Organisations Cont'd

Program: Community Language Schools Grants for 1999/2000 Cont'd	
Organisation	Amount (\$)
Bexley Chinese Congregational Church	8,144.00
Bexley Ethnic Arabic School	5,251.00
Bhanin Arabic School	3,818.00
Bodhi Vietnamese Language School	16,420.00
Bonnyrigg Khmer School	2,752.00
Bosnian Ethnic School	406.00
Bossley Park Saturday Turkish School	605.00
Buddharangsee Thai Community Language School	5,177.00
Cabramatta Polish School	4,345.00
Cabramatta Saturday Turkish School	2,595.00
Cabramatta West Spanish School	1,756.00
Campbelltown Latin Association	1,715.00
Canterbury Bankstown Muslim Association	13,053.00
Caodaist Assn of Australia Sydney	3,790.00
Carlingford Chinese Language School	4,734.00
Central Coast Japanese Community School	1,636.00
Central Council Croatian Ethnic Schools	9,445.00
Cherrybrook Chinese Community Association	6,073.00
Chinese Australian Service Society Cooperative Limited	11,123.00
Chinese Catholic Community Chinese School	36,681.00
Chinese Christian Church Language School	8,787.00
Chinese Language Education Council	4,900.00
Chinese Presbyterian Church Language School	9,449.00
Christian Pei Li Chinese School	7,423.00
CoAsIT (Italian Association of Assistance)	57,430.00
Cringila Arabic School	5,714.00
Datong Chinese School Inc	4,094.00
Der Huy Chinese School	26,718.00
Deutscher Schulverein Sydney German Saturday School Inc.	1,332.00
Dubbo Community Language School	1,498.00
Dundas Chinese School	8,079.00
Eastern Suburbs Russian School	3,402.00
Eastlakes Saturday Turkish School	4,409.00
Eastwood Tamil Study Centre Inc	3,253.00
El Imam Ali Arabic School Inc	8,636.00
Escola Etnica Portuguesa De Stanmore Inc	1,137.00
Ethnic Chinese Mission Inc - Caleb Chinese	9,477.00
Fairfield Heights Vietnamese Parent Committee	7,026.00
Filipino Language and Cultural School	227.00
Fraternal Society of Tripoli and Mena	10,436.00
Free Serbian Orthodox Church Sunday	

Program: Community Language Schools Grants for 1999/2000 Cont'd	
Organisation	Amount (\$)
School	3,725.00
Grace Chinese Christian Church Language	27,898.00
Greek Afternoon School McCallums Hill	1,311.00
Greek Community of Lugarno District	1,257.00
Greek Community of Mascot and Districts	1,618.00
Greek Community of Newcastle Afternoon School	3,290.00
Greek Orthodox Archdiocese of Australia Consolidated Trust - Sutherland	4,030.00
Greek Orthodox Church and Community of Bankstown and District	11,960.00
Greek Orthodox Community of Merrylands and District	2,171.00
Greek Orthodox Community of NSW	31,279.00
Greek Orthodox Community of St Marys	4,132.00
Greek Orthodox Parish and Community of Kogarah	46,385.00
Greek Orthodox Parish and Community of Belmore	488.00
Greek Orthodox Parish and Community of Burwood	5,753.00
Greek Orthodox Parish of Northern and Western Suburbs	3,835.00
Greek Orthodox Parish of South East Sydney	1,865.00
Greek Orthodox Parish of Transfiguration	8,635.00
Greek Orthodox Parish of South East Sydney	4,632.00
Greek School of Parramatta	3,929.00
Greek Sunday School of Canterbury	2,135.00
Hamazkaine Armenian Educational and Cultural Society	16,620.00
Harb Charity Association Incorporated	22,125.00
Hellenic Orthodox Community of Parramatta and Districts	7,653.00
Hellenic Orthodox Parish and Communities of Blacktown and Districts	4,650.00
Hills District Punjabi Society	3,504.00
Holy Cross Greek Orthodox Church School	3,429.00
Holy Family Ethnic School Marayong	2,356.00
Hung Dao Language School Inc	5,841.00
Hungarian School Flemington	2,439.00
Hunter Parents and Teachers Association	87,790.00
Illawarra Ethnic Teachers and Parents Association	93,448.00
Illawarra Sinhala School	1,000.00
Illawarra Turkish Language School	1,870.00
Indo-Aust-BalBharati Vidyalaya	720.00
Indonesian Language School	325.00
Integrated Family School	2,246.00
Iranian Educational and Cultural Centre	4,936.00

Grants to Community Organisations Cont'd

Program: Community Language Schools Grants for 1999/2000 Cont'd	
Organisation	Amount (\$)
Islamic Culture School	40,594.00
Islamic Science Culture and Art Association	1,200.00
Islamic Youth Movement - Arabic Language Service	4,028.00
Jan De Chinese School	3,143.00
Kawayan Philippine Language and Cultural School	8,073.00
Khmer Adventist Language School	2,068.00
Khmer Community School	388.00
Koco Racin Macedonian Saturday School Menai	304.00
Korean Catholic Language School	19,849.00
Korean Central Presbyterian Church Language	12,014.00
Korean Language School Sydney	25,158.00
Lao Australian Group Community Services	2,532.00
Lao Lane Xang Ethnic School	5,058.00
Latin-American Spanish School	1,210.00
Lebanese Arabic School Inc	35,640.00
Lebanese Moslem Association	78,211.00
Lidcombe Russian School Inc	455.00
Lindfield Korean School Inc	8,956.00
Maan Malay Australasian Association	1,119.00
Macedonian Ethnic School 'Ilinden'	1,127.00
Macedonian Ethnic School 'Nikola Karev'	2,413.00
Macedonian Ethnic School Kliment Ohridsk	4,418.00
Macedonian School Canley Vale Kiril I Methodi	1,137.00
Macedonian School Goce Delcev	1,747.00
Macedonian School Kiril and Metodija Cringila	765.00
Maltese Language School of NSW	3,775.00
Manning Valley School of Filipino Culture	1,211.00
Maroubra Chinese School Inc	3,699.00
Maroubra Russian School Inc	878.00
Marrickville West Turkish School	422.00
Matrville Saturday Turkish Ethnic School	2,052.00
Middle East Arabic School	14,931.00
Ming-Der Chinese School	46,230.00
Minto Chinese School	1,829.00
Mission Centre Punjabi School	1,049.00
Moslem Alawi Youth Movement School	15,873.00
Moslem Alawy Society Arabic Schools	13,331.00
Muslim Womens Association Ethnic School	19,087.00
Nan Tian Chinese School of Sydney	6,193.00
Nan Tien Chinese School of Wollongong	767.00
Nepean Turkish School	2,162.00
New Generation Arabic School	1,887.00

Program: Community Language Schools Grants for 1999/2000 Cont'd	
Organisation	Amount (\$)
Newcastle Muslim Cultural School	695.00
Newcastle Urdu School	692.00
Nga Kohanga Reo O Poihakena	1,525.00
North Cyprus Turkish School	1,997.00
North Shore Polish Saturday School	2,264.00
North Wollongong Arabic School	122.00
Nuestra Senora Del Carmen' Ethnic School	1,848.00
Orthodox Association of Australia	1,000.00
Our Lady of Fatima Portuguese School	2,366.00
Our Lady of Lebanon Arabic School	6,334.00
Padstow Christian Chinese Language School	3,559.00
Parents and Friends Committee of Polish Association in Newcastle	1,386.00
Parents and Guardians Greek Association	211.00
Parramatta Hanguel School	3,679.00
Parramatta Islamic Community	11,128.00
Parramatta Persian Primary and High School	2,932.00
Persian International (PITCO)	950.00
Polish Association School (Wollongong)	980.00
Polish Language School In Minto	2,015.00
Polish Saturday School Ashfield	2,281.00
Polish Saturday School Bankstown	2,607.00
Portuguese Community Schools of Sydney	12,571.00
Portuguese Ethnic Schools Association	4,928.00
Qing Hua Chinese Language School	11,277.00
Redfern Islamic Society Ethnic School	1,293.00
Sabian Mandaean Association In Aust Ltd	4,196.00
Sadleir Arabic School	9,234.00
Saint Maroun's Cathedral Arabic School	2,203.00
Salvation Army Sydney Ethnic Chinese School	2,226.00
Sanatan Religious and Cultural Association NSW	1,830.00
School of Philippine Studies	2,220.00
Sekolah Indonesia Sydney	325.00
Serbian Educational Association	1,117.00
Serbian Language School	720.00
Serbian School Community St Josephs	2,113.00
Shree Sanatan Dharm Sabha NSW	3,299.00
Sinhalese Cultural Forum of NSW	12,677.00
South Coast Lebanese Association	2,005.00
Spanish American Art and Cultural School	387.00
St Abraam Ethnic School	2,181.00
St Alexander Nevsky Russian School Inc	5,961.00
St Andrews Ukrainian Ethnic School	5,223.00
St Charbels Ethnic School	4,604.00

Grants to Community Organisations Cont'd

Program: Community Language Schools Grants for 1999/2000 Cont'd	
Organisation	Amount (\$)
St Francis Xavier Spanish Language School	2,663.00
St George Greek Orthodox Parish School	3,190.00
St George Spanish School Inc	850.00
St Mary and St Mina Arabic Classes	11,051.00
St Nicholas Greek Ethnic School	4,326.00
St Nicholas School of Russian Association	2,384.00
St Raphaels Greek Schools Liverpool	8,922.00
Sun Yat Sen Chinese School	70,592.00
Sutherland Shire Chinese Language School	2,801.00
Swedish School in Sydney Inc	3,046.00
Sydney Chinese Central School	6,646.00
Sydney Chinese Language School	5,408.00
Sydney Chinese School Inc	40,521.00
Sydney Latvian Society Saturday School	1,204.00
Sydney Matraville Chinese and English School	2,189.00
Sydney Saturday School of Japanese Inc	16,013.00
Sydney Suomi-Koulu / Sydney Finnish School	1,775.00
Sydney Taiwanese School	32,422.00
Sydney Young Nak Korean Culture School	2,079.00
Taiwan-Australia School of Language Education	3,707.00
Tamil Study Centre Homebush Inc	10,961.00
Tamil Study Centre Mt Druitt	1,764.00
Tamil Study Centre, Wollongong	906.00
Telugu School	441.00
Temmuz Turkish Cypriot School	1,350.00
Thai Education Centre of Australia	5,021.00
Tzu-Chi Academy Australia Inc.	10,736.00
Van Lang Vietnamese School Parents Association	9,966.00
Vietnamese Community in Wollongong	2,911.00
Vietnamese Cultural Schools Association	142,357.00
Vietnamese Parents and Citizens Association	47,362.00
Vietnamese Parents Committee Green Valley Inc	12,602.00
Vinh Khang Chinese School Inc	22,353.00
Voice of Charity Arabic School	1,000.00
Waheguru Simran Society Inc	812.00
Wellington Information and Neighbourhood Services	1,294.00
Wentworthville Tamil Study Centre	4,435.00
West Sydney Chinese Christian Church	10,731.00
Wollongong Chinese Community Language School	934.00
Wollongong Mandarin Chinese School	1,488.00
Wollongong Spanish School Inc	2,820.00

Program: Community Language Schools Grants for 1999/2000 Cont'd	
Organisation	Amount (\$)
Wollongong Turkish Society Inc	1,311.00
Young Lebanese - Australian Cultural League Inc	8,171.00
Yuh Mei Chinese School Inc	29,970.00
Total	2,208,050.00
Program: Mature Workers Grants for 1999/2000	
Organisation	Amount (\$)
Access Community Group - Corrimal	644,000.00
Access Community Group - Sutherland	460,000.00
Australian Business Limited - Hunter	693,650.00
Australian Business Limited - Illawarra	620,000.00
Auswide - Bega	639,000.00
Auswide - Cooma	632,000.00
Broken Hill Skills Centre	210,000.00
CCA Mature Workers Program	541,900.00
Cessnock Community Training Centre	617,160.00
Eastlake Mature Workers	648,000.00
Enterprise and Training Co Hastings / Macleay Mature Workers Program	558,330.00
Enterprise and Training Co of Coffs Harbour Mature Workers Program	780,000.00
ET Australia Inc	755,490.00
Forbes / Parkes / Bland Mature Workers	646,260.00
Great Lakes / Forster Mature Workers Program	660,000.00
Greater Lithgow Mature Workers Program	301,000.00
Hurstville Enterprise Association for People Services Inc	748,580.00
Kempsey Mature Workers Program	525,000.00
Lismore Skills Centre MWP - Lismore and Byron / Ballina	730,000.00
Maitland - Northumberland Network	617,150.00
Mamre Plains Mature Workers Program	664,740.00
Mission Australia - Wollongong	622,000.00
Mission Brookvale - Mature Workers Program	600,000.00
Mission Employment Bowral	641,660.00
Mission Employment Fairfield	600,000
Mission Employment Granville - Mature Workers Program	590,000.00
Mission Employment Punchbowl	555,000
Mission Mature Workers Program - Wagga Wagga / Young	766,420.00
MTC Work Solutions Marrickville	680,000.00
Penrith Skills for Jobs - Mature Workers	719,680.00
Regional Skills Mature Workers Program - Albury	635,000.00
Small Business Centre New England and North West	602,400.00
SRCC Mature Workers Program	600,000.00

Grants to Community Organisations Cont'd

Program: Mature Workers Grants for 1999/2000 Cont'd	
Organisation	Amount (\$)
The Business Village (Western Sydney ITEC)	618,000.00
The Salvation Army - Blacktown	764,450.00
The Salvation Army Campbelltown	689,460.00
The Salvation Army Liverpool	679,990.00
Upper Hunter Community Training - Mature Workers	499,280.00
Western College - Dubbo MWP	327,800.00
Westlakes Mature Workers Program	688,970.00
WorkFocus	618,000.00
Work Skills - Mature Workers Program	700,000.00
WorkVentures Employment Services - Surry Hills	700,000.00
WorkVentures Maroubra	700,000.00
Workwise - Mature Workers - Wyong	696,050.00
Y Works - Nowra MWP	610,000.00
Total	\$2,859,642.00
Program: Training Employment and Development Grants for 1999/2000	
Organisation	Amount (\$)
Aboriginal Dance Theatre Redfern	48,036.00
Association of Head Teachers	2,000.00
Australian Catholic University	4,000.00
Casino Regional Business Enterprise Centre	34,373.00
Central School Mid Ex Association	2,000.00
Corrective Services Industries	43,000.00
Dance Educators Professional Teachers	3,000.00
Eastern Riverina Science Teachers Association	2,000.00
English Association - Sydney	2,000.00
Illawarra ITEC Ltd	69,589.00
Macleay Business Enterprise Centre	71,103.00
Mathematical Association of NSW	4,000.00
National Aboriginal and Islander Skills	43,823.00
NSW Aboriginal Land Council	45,000.00
NSW Community Liaison Officers	1,000.00
NSW Deputy Principals and Leading Teachers Association	4,000.00
NSW PDHPE Teachers Association	1,600.00
NSW Primary Deputy Principals Association	1,000.00
NSW Primary Principals' Association	50,000.00
NSW Secondary Principals' Council	50,000.00
Parkes Forbes Business Enterprise Centre	80,238.00
Personal Development Association of NSW	2,000.00
Primary Executive Council	750.00
Richmond Valley Business and Rural	34,373.00
School Administrative and Support Staff	9,000.00
School Leadership Conference	5,000.00

Program: Training Employment and Development Grants for 1999/2000 Cont'd	
Organisation	Amount (\$)
TAFE NSW Managers Association	10,000.00
Tranby Aboriginal Co-Operative College	35,617.00
Tranby Aboriginal Co-Operative College	76,000.00
Workers Educational Assoc. of NSW	92,950.00
Yamuloong Group Initiatives Ltd	35,558.00
Yarnteen Aboriginal and Torres Strait Island	35,558.00
Total	898,368.00
Program: Youth Assistance Strategies Grants 1999/2000	
Organisation	Amount (\$)
Aboriginal Educational Council	4,000.00
Association of Bhanini El-Minieh	23,552.00
Australian Arabic Communities	64,981.00
Australian Arabic Welfare Council	3,044.00
Australian Young Christian Workers	32,584.00
Bankstown Multicultural Youth Service	71,166.00
Bankstown Youth Development Service	61,141.00
Barraba Community Learning Association Inc	16,000.00
Bellambi Neighbourhood Centre	51,856.00
Berkeley Development Association	30,450.00
Blacktown Youth Services Association	114,219.00
Bridging the Gap Sydney West	26,817.00
Bridging the Gap Youth Development Centre	45,165.00
Byron Youth Service Inc	158,666.00
Cabramatta Community Centre	194,310.00
Careforce - Wagga Wagga	51,657.00
Central West Community College	116,142.00
Cessnock Community Training Centre	55,180.00
Cessnock District Learning Centre	66,416.00
Church of England Children's Home Burwood	52,692.00
Cringila Community Co-Operative Ltd	16,686.00
Deniliquin Council For Social Development	54,284.00
Eastern Suburbs Regional Evening College	85,428.00
Employment Transactions Inc	43,707.00
Fairfield Community Resource Centre Ltd	57,761.00
Gosford Education and Training Services	136,765.00
Granville Multicultural Centre	132,526.00
Holroyd Parramatta Migrant Services	69,743.00
Hornsby Shire Council	68,939.00
Illawarra Ethnic Communities Council	87,155.00
Indigenous Social Justice Association	68,699.00
Khmer Community of NSW Inc.	68,748.00
Liverpool Districts Neighbourhood Centre	88,983.00
Macarthur Migrant Resource Centre	77,163.00

Grants to Community Organisations Cont'd

Program: Youth Assistance Strategies Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Maitland Youth Development Unit	45,327.00
Mamre Plains Ltd	102,654.00
Manly Youth Council	74,017.00
Marrickville Community Training Centre	55,001.00
Marrickville Youth Resource Centre	81,122.00
Menai Youth Project	67,242.00
Mission Australia	48,347.00
Mission Australia - Fairfield	13,210.00
Mission Australia - Green Valley	21,931.00
Mission Australia Group Training Ltd	68,500.00
Mission Australia Ltd	42,107.00
Moree Plains Shire Council	31,135.00
Moree Youth School Inc.	32,841.00
New School of Arts Neighbourhood (Help)	75,341.00
North St Marys Neighbourhood Centre	55,501.00
NSW Aboriginal Education Consultative Group	42,755.00
NSW Adult Migrant English Service	168,096.00
Oasis Pre-Employment Network Incorporation	37,073.00
Orange Community Training and Education Centre	144,785.00
Parks Community Network Inc, The	162,008.00
Police and Community Youth Clubs NSW Ltd	80,444.00
Raymond Terrace Neighbourhood Centre	57,737.00
Riverwood Community Centre Inc	152,444.00
Robinson Education Centre Inc	15,439.00
Rosemount Youth and Family Services	17,499.00
Rotary Club of Moree-On-Gwydir	31,587.00
Salvation Army Joblink Centre	40,136.00
Shoalhaven Neighbourhood Centre	50,371.00
Skills Training Employment Program	34,835.00
South Sydney Youth Services	59,353.00
Southern Skills Training Company	51,805.00
Sydney University Settlement	34,985.00
The Association of Bhannin El-Minieh	39,102.00
The Australian Arabic Welfare Council	121,383.00
The Exodus Foundation	72,500.00
The Lebanese Welfare Council	52,666.00
The Salvation Army (NSW) Property Trust	95,668.00
The YWCA of Sydney	111,542.00
Tursa Employment and Training	74,362.00
Tweed Training and Enterprise Company	72,439.00
Vietnamese Community in Australia	68,724.00
Western College of Adult Education	20,430.00
Western Sydney Training and Education Centre	108,971.00

Program: Youth Assistance Strategies Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Wollongong City Council	63,214.00
Workers Educational Association-Hunter	143,665.00
Workwise - Help Program	35,251.00
Workwise - Timeout Program	41,130.00
Wyong Neighbourhood Centre	96,780.00
Young Women's Christian Association	17,447.00
Total	5,527,577.00
Program: Intervention Support - Children in Residential Care - Grant Payments Year 2000	
Organisation	Amount (\$)
Ageing and Disability Department	7,400.00
Baptist Community Services	900.00
Barnardos Australia	5,650.00
Boys Town	9,400.00
Burnside	2,350.00
Central Sydney Area Health/Rivendell	3,290.85
Church of England Children's Home Burwood	250.00
Dalmar Child and Family Care Youth Service	2,525.00
Disability Services Australia	1,400.00
Hopetown Wyong Limited	9,000.00
Inala Special School	1,450.00
Intellectually and Physically Handicapped	16,250.00
Kurrajong-Waratah Industries Ltd	3,800.00
Marist Community Services Ltd	10,150.00
Mater Dei	6,600.00
Mercy Centre Lavington Ltd	3,900.00
North Coast Children's Home Inc	600.00
Royal Far West Children's Health Scheme	1,150.00
Royal Institute for Deaf and Blind Children	4,450.00
St Anthonys and St Josephs Centre of Care	1,500.00
St John of God Kendall Grange	6,150.00
St Joseph's Cowper Children's Home	3,150.00
St Lucy's School for Blind Children	400.00
Stretch-A-Family Inc.	1,450.00
Sydney Anglican Home Mission Society	12,726.00
The Spastic Centre of NSW	950.00
Trustees of the Christian Brothers	3,350.00
Uniting Church in Aust Prop Trust	3,700.00
Western Sydney Area Health Service	3,000.00
Total	126,891.85

Grants to Community Organisations Cont'd

Program: Intervention Support - Non-School Organisations - Grant Payments Year 2000	
Organisation	Amount (\$)
Autism Association of NSW	86,790.50
Royal Blind Society of NSW	109,631.00
Royal Institute for Deaf and Blind Children	13,227.00
The Northcott Society	64,311.00
The Shepherd Centre	25,543.50
The Spastic Centre of NSW	87,421.50
Total	386,924.50
Program: Intervention Support - Young Children with Disabilities - Grant Payments Year 2000	
Organisation	Amount (\$)
Aberdare Pre-school Inc	4,179.50
Aberdeen Pre-school	6,044.50
Albury Pre-school Kindergarten	7,520.50
Ardlethan Pre-school	3,403.00
Armidale and District Early Intervention	49,152.50
Armidale Church of Christ-Adventist	1,724.50
Ashmont Pre-school Incorporated	3,584.00
Association for Children With Learning Difficulties	67,680.50
Autism Association of NSW	236,979.50
Bain Park Community Pre-school	1,700.00
Ballina Early Intervention Program	21,964.00
Ballina Fox Street Pre-school	3,009.00
Balranald Pre-School Centre Inc	3,649.50
Bangalow Community Pre-school and Long Day Care	4,179.50
Batemans Bay Pre-school	6,622.00
Bathurst Early Intervention Service	35,239.00
Baulkham Hills Shire Council	12,862.50
Beacon Hill Community Kindergarten	4,413.50
Bega Pre-school Kindergarten Association	3,200.00
Bellbird Pre-school Inc	1,700.00
Beresfield Community Child Care Centre	7,336.00
Berkeley Vale Pre School	1,500.00
Berrigan Shire Council	10,544.50
Binnowie Kindergarten	1,500.00
Biralee Pre-school Finley Inc	8,695.00
Birrelee Multi-Functional Aboriginal Children's Service	2,264.00
Birubi Point Community Pre-school	3,272.00
Bland Shire Council	2,156.00
Bomaderry Pre-school	4,934.50
Bombala Pre-school	4,090.00
Bowral Memorial Kindergarten	3,281.00
Bowraville Community Pre-school	1,500.00
Brayside Community Pre-school	7,027.00
Brewarrina Child Care Centre	3,200.00
Broken Hill Happy Day Pre-school	1,500.00
Budgewoi-Halekulani Pre-school	5,568.00

Program: Intervention Support - Young Children with Disabilities - Grant Payments Year 2000 Contd'	
Organisation	Amount (\$)
Bundeena Maianbar Pre-school and Children's Services	3,638.00
Bungendore Pre-school	1,500.00
Bunyip Special Needs Group	9,417.00
Burnside	1,500.00
Byron Bay Pre-school	6,850.00
Byron Shire Council	5,450.00
Byron Shire Early Intervention	17,735.50
Calrossy Pre-school	5,168.00
Catherine Campbell Long Day Care Centre	7,456.50
Centacare Catholic Community Services	228,654.50
Central Shoalhaven Mobile Pre-school Unit	5,952.50
Cessnock Multi-Purpose Children's Centre	2,048.00
Christ Church Gladesville Pre-school Kindergarten	7,689.50
Clarence Valley Community Programs	24,296.50
Cobar Pre-school Centre Association	4,752.50
Cobargo Pre-school	1,500.00
Coffs Harbour Pre-school	1,500.00
Coleambally Pre-school	3,200.00
Communicare Sydney	27,321.11
Condobolin Pre-school Kindergarten	1,617.00
Coolamon Pre-school	1,500.00
Cooloon Children Centre	1,724.50
Cooma Lambie Street Pre-school	4,934.50
Cooma North Pre-school	1,732.00
Coonabarabran Pre-school Centre	2,587.50
Cootamundra Centenary Pre-School Association	5,063.79
Cowra Early Intervention Group	6,367.00
Crookwell Pre-school Kindergarten	4,359.00
Cuddleprie Pre-school and Day Care Centre	4,034.00
Culburra District Pre-school	3,232.00
Culcairn Early Childhood Centre	3,200.00
Cynthia Street Community Pre-school	3,923.50
Dareton Pre-school	3,555.55
Deniliquin Council For Social Development	6,153.50
Deniliquin Pre-school Kindergarten	4,575.00
Denman Children's Centre	3,209.00
Dubbo and District Pre-school Kindergarten	13,215.00
Dubbo West Pre-school	9,160.50
Dunedoo Pre-school Kindergarten	3,260.00
Early Education Clinic Inc	38,769.50
Early Start	17,514.50
East Maitland Pre-school Association	5,196.50
Eden Creek / Fairymount Pre-school	1,500.00
Eden Pre-school Kindergarten Association	3,908.00
Education Support Services Association	23,637.50

Grants to Community Organisations Cont'd

Program: Intervention Support - Young Children with Disabilities - Grant Payments Year 2000 Cont'd	
Organisation	Amount (\$)
Engadine Church of Christ Pre-school	3,200.00
Fairfield City Council	17,623.50
Family Resource and Network Support	3,983.50
Firstchance Parents and Friends of Newcastle	162,343.50
Frederick Street Kindergarten	18,544.50
Friends of Woodstock	20,050.50
Gilgandra Pre-school	5,741.00
Glen Innes Pre-school	5,346.50
Golden Valley Child Care Centre	1,274.02
Gordon Pre-school Centre	4,746.00
Gorokan Pre-school Inc	4,527.50
Gosford Baptist Pre School	2,695.00
Gosford City Council	5,822.00
Gosford Pre-school Limited	5,977.00
Goulburn and District Children's Services	4,633.50
Grace Lutheran Pre-school	5,288.00
Great Lakes Children's Centre	3,450.00
Grenfell Pre-school Inc	3,746.00
Greta Community Pre School	2,149.50
Griffith Early Intervention Service	43,070.19
Griffith East Pre-school Inc.	6,163.00
Griffith Olympic Street Pre-school	2,844.00
Griffith Pre-school Kindergarten	3,072.00
Grosvenor Early Education Centre	77,922.50
Gulgong Pre-school Early Intervention	4,769.00
Gulpa Pre-school Inc.	3,272.00
Gumnut Community Pre-school	1,617.00
Gunnedah Baptist Community Pre-school	714.52
Hampden Bridge Child Care Centre	4,312.50
Handicapped Children's Centre	8,222.00
Hastings Early Intervention Program	40,641.00
Heathdene Community Services	13,330.50
Henty Early Childhood Association	3,000.00
Holroyd City Council	21,595.00
Hornsby Shire Council	18,694.00
Hunter Prelude Early Intervention Centre	90,385.00
Illawarra Children Services Action Group	23,090.50
Imlay Special Needs Inc.	25,547.50
Inverell Disabilities and Respite Support	28,899.00
Jacaranda Pre-school	1,940.50
Jack and Jill Kindergarten	4,274.50
Jesmond Community Pre-school Association	3,658.50
Jindera Pre-school Association	3,386.45
John Brothie Memorial Nursery School	4,826.50
Jumbunna Community Pre-school and Early Intervention	96,619.50
Junee RSL Memorial Pre-school	4,898.50
Kangaroo Valley Pre-school	2,950.00
Kapooka Kindergarten	4,503.00

Program: Intervention Support - Young Children with Disabilities - Grant Payments Year 2000 Cont'd	
Organisation	Amount (\$)
Kariong Community Pre-school Kindergarten	4,411.00
Katoomba Children's Cottage	1,500.00
Katoomba Neighbourhood Centre	6,443.50
Kellyville Pre-school Kindergarten	5,365.50
Kempsey Children's Services Co-Op Ltd	31,113.00
Kiama Pre-school	1,500.00
Killarney Vale Pre School Kindergarten	3,126.50
Kinburra Pre-school	8,757.50
Kindilan Child Care Centre	3,218.00
Koolyangarra Pre-school	1,907.84
Koorana Child and Family Centre	43,239.00
Ku Children's Services	216,017.50
Kurrajong-Waratah Industries Ltd	91,491.50
Kurri Kurri and District Pre-school	3,342.00
Lambing Flat Enterprises	13,627.50
Lane Cove Children's Centre	4,609.50
Lapstone Pre-school Kindergarten Association	76,584.50
Lawson Community Pre-school	3,200.00
Leeton Pre-school Association Incorporate	5,765.50
Lifestart Co-Operative Ltd	48,944.00
Lightning Ridge Pre-school	1,500.00
Lillypilly Community Pre-school	3,140.00
Lithgow Early Intervention Program	27,874.50
Little Learners Early Intervention Project	28,953.50
Liverpool City Council	4,097.00
Lockhart Pre-school Kindergarten	3,344.00
Long Jetty Pre-school	1,500.00
Loquat Valley Anglican Prep. School	1,500.00
Lower Hunter Early Childhood Support Services	15,402.00
Lyrebird Pre-school Kindergarten Nowra	4,309.00
Macquarie University	9,975.00
Maitland Baptist Church Pre-school	5,282.50
Maitland Nursery School Inc	5,491.50
Manilla Community Pre-school	3,209.00
Manly Vale Community Kindergarten	6,200.50
Manning and Great Lakes Early Intervention	38,619.00
Masada College	6,720.00
Mater Dei	42,080.50
Metford Community Baptist Pre-School	2,149.50
Mission Australia	132,078.50
Mittagong Pre-school Kindergarten	3,272.00
Moama and District Pre-school	1,500.00
Molong Pre-school	1,626.35
Monaro Early Intervention	24,915.50
Moree Pre-school	4,190.50
Moresby Park Pre-school	4,611.00
Mortdale Baptist Church-Minook	1,500.00
Moruya Pre-school Kindergarten	4,287.50

Grants to Community Organisations Cont'd

Program: Intervention Support - Young Children with Disabilities - Grant Payments Year 2000 Cont'd	
Organisation	Amount (\$)
Mountain Community Children's Centre	3,847.00
Mountain Pre-school - Lowana	1,500.00
Mudgee Pre-school	5,285.50
Mudgee Shire Council	7,346.00
Mullumbimby Community Pre-school	2,250.00
Muswellbrook Multi Care Child Centre	1,500.00
Muswellbrook Pre-school Kindergarten	4,629.00
Nambucca Valley Children's Group	15,519.00
Narooma Pre-school Kindergarten	3,272.00
Narrandera Pre-school Incorporated	5,039.00
Narromine Pre-school Kindergarten	6,181.50
New England Health Service	56,299.00
Nimmitabel Pre-school	1,500.00
Noah's Ark Centre - Shoalhaven	30,954.50
Normanhurst West Community Pre-school	3,200.00
North Richmond Child Care Centre	1,940.50
North Rocks Pre-school Inc.	1,884.50
North St Marys Community Pre-school	14,407.00
Norwood Pre-school	5,546.50
NSW Presbyterian Property Trust	22,798.00
Oberon Children's Centre	6,882.00
Orana Early Intervention and Education	66,403.50
Orange and District Early Education Program	26,764.50
Orange City Council	3,649.50
Pambula Pre-school	1,500.00
Parkes Early Childhood Centre	10,488.00
Peninsula Community Pre-School	4,611.00
Pennant Hills War Memorial Children's Centre	5,868.50
Peter Pan Pre-school	1,700.00
Peter Rabbit Community Pre-school	4,817.50
Picton Pre-school Kindergarten Limited	3,649.50
Pied Piper Pre-school Association	4,371.50
Port Macquarie Community Pre-school	7,623.50
Possum Children's Support Service	51,306.50
Possum's Community Pre-school	1,500.00
Pottsville Community Pre-school	2,055.00
Queanbeyan Children's Special Needs Group	46,264.50
Quirindi Pre-school Kindergarten	1,700.00
Rainbow Playhouse Pre-school	3,200.00
Rainbow Pre-school	7,021.50
Raymond Terrace Community Pre-school	5,365.50
Richmond Pre-school Kindergarten Association	4,071.50
River St Children's Centre	6,837.00
Ross Circuit Pre-school Inc	9,448.50
Royal Blind Society of NSW	256,673.50
Royal Institute For Deaf and Blind Children	94,104.00

Program: Intervention Support - Young Children with Disabilities - Grant Payments Year 2000 Cont'd	
Organisation	Amount (\$)
Rylstone Kandos Pre-school	1,500.00
Salamander Child Care Centre	1,700.00
Sanctuary Point Children's Centre	3,424.50
Scone and District Pre-school Inc	17,047.50
SDN Children's Services	8,420.00
Shannon House Special Services	2,192.00
Shoalhaven Community Pre-school	3,874.00
Silverlea Early Childhood Services	12,177.00
Singleton Heights Pre-school	6,462.00
Singleton Pre-school	4,456.00
Snowy Mountains Child Care Centre	1,500.00
South West Rocks Pre-school	1,500.00
Southern Sydney Therapy Centre	109,924.00
Special Needs Support Group	55,881.00
St Anthonys and St Josephs Centre of Care	21,333.00
St Dominic's Centre For Hearing Impaired Children	11,722.00
St Dunstan's Pre-school Kindergarten	7,884.00
St George Pre-school	3,649.50
St Joseph's Centre - Family Services	3,200.00
St Paul's Lutheran Kindergarten	610.30
Stroud Neighbourhood Children's Co-Operative	3,200.00
Stuarts Point Pre-school Association Ltd	3,772.00
Summerland Early Intervention Programme	54,535.00
Sutherland Shire Council	5,031.00
Sydney Anglican Home Mission Society	49,840.50
Tathra Children's Services	1,772.00
Temple Emanuel Woollahra Kindergarten	3,200.00
Tenterfield Pre-school	9,302.00
The Basin Pre-School	4,087.50
The Entrance Pre-school	2,600.00
The Northcott Society	23,613.00
The Rock Pre-school	3,000.00
The Shepherd Centre	103,063.50
The Spastic Centre of NSW	395,897.00
The Toybox Centre Inc	9,411.00
Thornton Child Care and Pre-School Centre	4,793.50
Tooleybuc Pre-school	1,700.00
Toukley Pre-school	1,700.00
Trustees of the Christian Brothers	39,589.00
Tumut Pre-school	2,264.00
Tweed Valley Early Childhood Intervention	55,824.00
Uniting Church Children's Services Forum	90,696.50
Urunga Pre-school Association	1,500.00
Wagga Wagga Nursery Kindergarten Society	15,918.50
Walcha Pre-school	10,842.00
Walgett Pre-school	1,500.00

Grants to Community Organisations Cont'd

Program: Intervention Support - Young Children with Disabilities - Grant Payments Year 2000 Cont'd	
Organisation	Amount (\$)
Walsingham Community Pre-school	1,600.00
Warialda Pre-school	3,856.00
Warren Pre-school	1,940.50
Warringah Council-Dee Why Children's Centre	1,500.00
Wentworth District Pre-school	3,200.00
West Albury Pre-School Centre	3,316.50
West Bathurst Pre-school	5,986.50
Willoughby Community Pre-School	20,226.50
Winston Mall Children's Centre	15,624.50
Woolgoolga Child Care Centre	2,371.50
Woy Woy Peninsula Childcare Co-Operative	4,029.00
Wyong Pre-school Kindergarten Association	5,725.00
Yalbilliga Boori Day Care Centre	3,018.50
Yamba Pre-school Kindergarten Association	3,200.00
Yarran Early Intervention Centre	153,213.00
Yass Early Childhood Centre Association	1,778.50
Yenda Pre-school Kindergarten	3,272.00
Total	55,127,329.62
Program Area: Adult and Community Services	
Program: NSW ACE Program Grants 1999/2000	
Organisation	Amount (\$)
ACE - Byron Bay	14,918.00
ACE - North Coast	109,607.00
ACE - North Coast Inc - Lismore	110,443.00
ACE - Council of NSW	15,000.00
ACE - Grafton inc.	32,680.00
ACE - Gunnedah Inc	29,455.00
ACE - Mullumbimby inc	84,132.00
ACE - Murwillumbah	66,100.00
ACE - Tahmoor Inc	16,800.00
ACE - Walcha Inc	18,250.00
Adult and Community Education Centre Gunnedah	2,992.00
Adult Leisure Education Recreation and Tuition Inc.	6,000.00
Alstonville Adult Learning Association Inc.	67,891.00
Balranald Community Arts and Crafts Inc	19,140.00
Bankstown Community College	347,442.00
Barraba Community Learning Association Inc	119,637.00
Barrington Ace Inc	10,500.00
Bellingen Adult Education Centre	27,200.00
Bingara Adult Learning Association Inc	19,500.00
Blacktown District Community College	277,616.00

Program: NSW ACE Program Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Botany Family And Children's Centre Inc	2,500.00
Botany Neighbourhood Centre Inc	1,500.00
Camden Haven Adult and Community Education	60,952.00
Central Coast Community College	318,945.00
Central Coast Regional Council of Adult Education	81,040.00
Central West Community College	327,953.00
Central West Regional Council of Adult and Community Education	78,040.00
Christian Community Aid Service	13,500.00
Condobolin ACE	31,233.00
Continuing Education Centre	57,400.00
Corriong Community Education Centre	15,314.00
Darling Adult and Community Education Inc	10,500.00
Deaf Education Network	160,834.00
Drummoyne Community Centre Inc	3,000.00
Earlwood Adult Leisure Learning Centre Inc	3,000.00
Eastern Suburbs Regional Evening College	171,230.00
Eden-Merimbula Adult and Community Education Inc	37,822.00
Eurobodalla Adult Learning Centre	76,000.00
Evening and Community Colleges Association of NSW Inc	24,000.00
Fairfield Community Resource Centre Ltd	2,500.00
Fairfield East Community Organ	2,000.00
Far West Regional Council of Adult and Community Education	73,662.00
Forster Tuncurry Adult Education	61,440.00
Georges River Community Service Inc	5,400.00
Gravesend Adult Learning Association	13,550.00
Griffith Adult Learning Association	58,495.00
Guyra Adult Learning Association	27,851.00
Hawkesbury Community College	101,100.00
Hills District Day and Evening College	80,340.00
Hornsby Ku-Ring-Gai Community College	145,720.00
Hunter Community College	188,412.00
Hunter Regional Council of ACE	117,726.00
Hurstville Adult Leisure Learning Centre Inc	4,500.00
Kempsey Adult Education Group	26,430.00
Kiama Ace Inc	41,172.00
Kincumber Adult and Community Education	50,500.00
Kogarah Adult Learning and Leisure Centre Inc.	4,500.00
Lismore Over 50's Learning Centre	10,000.00
Local Community Services Association	184,215.00
Lower Clarence Adult and Community Education	43,000.00

Grants to Community Organisations Cont'd

Program: NSW ACE Program Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Macarthur Community College Inc	326,662.00
Macleay Valley Community Education	23,750.00
Macquarie Community College	237,158.00
Manly-Warringah Community College	167,519.00
Mission Australia	4,000.00
Monaro Continuing Education Group	33,373.00
Mosman Evening College Inc	125,900.00
Nepean Community College	164,497.00
New England and North West Regional Council	106,160.00
New School of Arts Neighbourhood (Help)	10,000.00
North Coast Regional Council of ACE	207,191.00
Northern Beaches Creative Leisure	6,000.00
NSW Association of Community Adult Education Centres Inc	21,350.00
Orana Regional Council of Adult and Community Education Inc	86,404.00
Outback Adult and Community Education Inc	23,350.00
Parramatta College, The	82,400.00
Peninsular Community Centre Inc	6,000.00
Port Macquarie College of Adult Education	200,553.00
Quirindi Adult and Community Education	24,750.00
Raymond Terrace Neighbourhood Centre	2,000.00
Riverina Community College	190,939.00
Riverina Regional Council of Adult Education	86,120.00
Riverwood Community Centre Inc	6,000.00
Robinson Education Centre Inc	75,536.00
Singleton Leisure Learning Group	48,602.00
South East Regional Council of ACE Inc	95,400.00
South West Education and Leisure	3,000.00
Southern Adult Education College	198,314.00
Southern Region Community College	58,732.00
St George and Sutherland Community College	231,824.00
Strathfield Regional Community College	156,845.00
Sutherland Shire Adult Leisure Learning Centre Inc	6,000.00
Sydney Community College	168,274.00
Tamworth Adult Education Centre	100,232.00
Taree Adult Education Inc	73,425.00
Tenterfield Adult Education Association	18,700.00
The Continuing Education Centre	78,537.00
The Deli Women and Children's Centre	2,300.00
The Hills Community Aid and Information Service Inc	13,500.00
The Parramatta College	190,803.00
Tilligerry Adult and Community Education Inc	9,000.00

Program: NSW ACE Program Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Tomaree Peninsula Adult Education Group	97,192.00
Tuggerah Lakes Community Leisure Learning	75,651.00
Tumbarumba Technology and Education Centre	14,439.00
Wallabadah Adult Learning Association	7,850.00
Warialda and District Learning	16,080.00
Warragamba / Silverdale Neighbourhood Centre Inc	2,300.00
Wauchope Adult and Community Education Centre	33,780.00
Waverley-Woollahra Arts Centre	2,500.00
Wesley Mission - Sydney School	14,500.00
Western College of Adult Education	197,154.00
Workers Educational Association Sydney	578,126.00
Wyong Adult and Community Education	64,057.00
Young Community Learning Centre	14,000.00
Total	8,901,308.00
Program: ACE Vocational Education and Training Grants 1999/2000	
Organisation	Amount (\$)
ACE - Byron Bay	9,424.00
ACE - North Coast	18,532.00
ACE - North Coast Inc - Lismore	72,125.00
ACE - Council of NSW	75,000.00
ACE - Mullumbimby inc	48,450.00
ACE - Murwillumbah	24,000.00
ACE - Walcha Inc	12,701.00
Alstonville Adult Learning Association Inc.	48,000.00
Bankstown Community College	187,600.00
Barraba Community Learning Association Inc	50,197.00
Bellingen Adult Education Centre	48,000.00
Blacktown District Community College	125,069.00
Camden Haven Adult and Community Education	27,356.00
Central Coast Community College	175,895.00
Central Coast Regional Council of Adult Education	19,100.00
Central West Community College	186,529.00
Central West Regional Council of Adult and Community Education	9,600.00
Continuing Education Centre	12,000.00
Deaf Education Network	143,672.00
Eastern Suburbs Regional Evening College	153,763.00
Eurobodalla Adult Learning Centre	8,628.00
Far West Regional Council of Adult and Community Education	1,600.00

Grants to Community Organisations Cont'd

Program: ACE Vocational Education and Training Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Forster Tuncurry Adult Education	8,208.00
Griffith Adult Learning Association	31,872.00
Guyra Adult Learning Association	38,757.00
Hawkesbury Community College	69,018.00
Hills District Day and Evening College	12,000.00
Hornsby Ku-Ring-Gai Community College	68,602.40
Hunter Community College	62,305.00
Hunter Regional Council of ACE	10,000.00
Kempsey Adult Education Group	8,231.00
Kiama Ace Inc	19,656.00
Lower Clarence Adult and Community Education	28,155.00
Macarthur Community College Inc	119,937.00
Macleay Valley Community Education	5,840.00
Macquarie Community College	262,532.00
Manly-Warringah Community College	138,003.00
Nepean Community College	80,693.00
New England and North West Regional Council	1,600.00
North Coast Regional Council of ACE	62,588.00
Orana Regional Council of Adult and Community Education Inc	1,600.00
Parramatta College, The	80,114.00
Port Macquarie College of Adult Education	94,457.00
Riverina Community College	110,238.00
Riverina Regional Council of Adult Education	1,600.00
Robinson Education Centre Inc	53,508.00
Singleton Leisure Learning Group	24,000.00
South East Regional Council of ACE Inc	1,600.00
Southern Adult Education College	23,491.00
Southern Region Community College	33,889.00
St George and Sutherland Community College	156,184.00
Strathfield Regional Community College	103,528.00
Sydney Community College	132,196.00
Tamworth Adult Education Centre	67,754.00
Taree Adult Education Inc	31,003.00
The Continuing Education Centre	43,779.00
The Parramatta College	80,114.00
Tomaree Peninsula Adult Education Group	66,711.00
Tuggerah Lakes Community Leisure Learning	48,000.00
Wauchope Adult and Community Education Centre	19,800.00
Western College of Adult Education	122,649.00
Workers Education Association Sydney	103,600.00
Workers Education Association - Hunter	139,438.00
Workers Education Association - Illawarra	191,580.00

Program: ACE Vocational Education and Training Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Wyong Adult and Community Education	76,600.00
Total	4,292,671.40
Program: Literacy Program Grants 1999/2000	
Organisation	Amount (\$)
ACE - North Coast	6,308.00
ACE - North Coast Inc - Lismore	4,023.00
ACE - Mullumbimby Inc	5,580.00
ACE - Walcha Inc	13,088.00
Bankstown Community College	18,364.00
Bellingen Adult Education Centre	5,480.00
Blacktown District Community College	10,041.00
Camden Haven Adult and Community Education	5,480.00
Central Coast Community College (WEA)	26,514.00
Central Coast Regional Council of Adult Education	18,868.00
Central West Community College	106,513.00
Deaf Education Network	14,158.00
Eastern Suburbs Regional Evening College	17,697.00
Eden-Merimbula Adult and Community Education Inc	5,874.00
Far West Regional Council of Adult and Community Education	15,834.00
Griffith Adult Learning Association	7,582.00
Guyra Adult Learning Association	13,511.00
Hawkesbury Community College	2,889.00
Hills District Day and Evening College	5,345.00
Hornsby Ku-ring-gai Community College	9,462.00
Hunter Community College	22,406.00
Hunter Regional Council of ACE	32,005.00
Kempsey Adult Education Group	2,800.00
Kiama Ace Inc	24,484.00
Kogarah Community Services Inc	5,417.00
Literacy Network Manly-Warringah	11,847.00
Macarthur Community College Inc	20,299.00
Macquarie Community College	34,023.00
Manly-Warringah Community College	24,344.00
Nepean Community College	9,824.00
New England and North West Regional Council	20,004.00
North Coast Regional Council of ACE	17,049.00
Orana Regional Council of Adult and Community Education Inc	37,174.00
Port Macquarie College of Adult Education	10,405.00
Riverina Community College	20,362.00

Grants to Community Organisations Cont'd

Program: Literacy Program Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Riverina Regional Council of Adult Education	2,721.00
Robinson Education Centre Inc	7,360.00
South East Regional Council of ACE Inc	79,604.00
Southern Adult Education College	18,934.00
Southern Region Community College	3,916.00
St George and Sutherland Community College	27,089.00
Strathfield Regional Community College	28,968.00
Sydney Community College	21,092.00
Tamworth Adult Education Centre	2,439.00
Taree Adult Education Inc	12,242.00
The Continuing Education Centre	9,182.00
The Parramatta College	32,651.00
Tuggerah Lakes Community Leisure Learning	10,205.00
Tumbarumba Technology and Education Centre	2,793.00
Wauchope Adult and Community Education Centre	5,480.00
Western College of Adult Education	23,407.00
Workers Educational Association of NSW - Hunter	42,709.00
Workers Educational Association of NSW	18,368.00
Total	954,214.00
Program: Regional Conservatorium of Music Centres Grants 1999/2000	
Organisation	Amount (\$)
Central Coast Conservatorium of Music	70,022.00
Coffs Regional Conservatorium	42,886.00
Goulburn Regional Conservatorium	45,779.00
Macquarie Conservatorium	54,275.00
Mitchell Conservatorium	84,355.00
Murray Conservatorium of Music	64,418.00
Northern Rivers Conservatorium Arts Centre	48,940.00
Orange Music Association Inc	21,651.00
Orange Regional Music Centre	46,521.00
Riverina Conservatorium of Music	61,001.00
St Cecilia's Music and Performing Arts Centre	37,635.00
St Cecilia's Music Centre	20,584.00
Tamworth Regional Conservatorium of Music	88,338.00
Upper Hunter Conservatorium of Music Inc	46,120.00
Wollongong Conservatorium	71,755.00
Young Regional School of Music	51,631.00
Total	855,911.00

Program Area: Industry Training Services Program: New Apprenticeships Access Program Grants 1999/2000	
Organisation	Amount (\$)
A1 Employment and Training Services	61,300.00
Active Industry Training Ltd	932.00
Blacktown District Community College	30,700.00
Central Coast Group Training Ltd	2,085.00
Central West Community College	10,490.70
Centre for Retail and Wholesale Training Australia	540.75
College of Child and Family Studies	1,400.00
Cootamundra Skillshare	8,840.00
CSA Training Services Inc.	34,100.00
Excelsior College P/L	804.00
Food Safety Operations Pty Ltd	13,440.00
Gosford Education and Training Services	305.45
Hume Employment Placement Enterprise	9,860.00
Hunter Joblink Incorporated	15,600.00
Hunter Valley Training Company Pty Ltd	1,580.00
Ken Raye Training Services Pty Ltd	71,400.00
Mission Australia Ltd	6,120.00
National Photo Training College	243.00
Network Training Services	10,286.25
Orange Community Training and Education Centre	7,410.00
Scientific Management Associates (Aust)	40,997.55
Skills Education Pty Ltd	6,300.00
Skillswest Training Co Pty Ltd	10,500.00
Small Business Centre - New England and North West	55,600.00
Southern Solutions	18,144.00
St George Careers Development Centre	3,312.00
Sureway Consultants Pty Ltd	5,520.00
Sydney ITEC Repair Centre, Sydney	8,798.40
Tourism Employment and Training Corp	38,381.25
Wesley Mission Employment and Training	7,740.00
Wesley Mission Skillshare, City	3,600.00
Western College of Adult Education	10,327.50
Westlakes Community Training Services	6,659.50
Workforce Industry Training	50,700.00
Wyong Workwise Inc	7,800.00
Total	561,817.35
Program: Contracted Training Provision Grants 1999/2000	
Organisation	Amount (\$)
A1 Employment and Training Services	12,919.50
Academy of Vocational Education	307,778.60
Access Community Group Inc	13,851.00
Access Community Training Scheme	3,399.00
Access Group Training	32,684.00
ACE - North Coast	22,698.00
ACE Mullumbimby Inc	19,145.00

Grants to Community Organisations Cont'd

Program: Contracted Training Provision Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Active Industry Group Training Ltd	857,669.50
Actors College of Theatre and Television	125,364.00
Adnet Training	210,013.50
Adult and Community Education	12,150.00
Advanced Career	32,400.00
Advanced Careers College (NGS)	98,943.75
Alstonville Adult Learning Association Inc.	32,938.00
Anglican Care	10,336.50
Armidale Workshop Incorporated	27,860.63
ASC Training Consultants	14,955.02
Asean Education and Training	12,750.00
Asia Pacific Learning Centre Pty Ltd	173,921.40
Austraining (NSW) Pty Ltd	843,160.75
Australasian College of Nail Technology	100,810.50
Australian Cement Ltd	30,612.64
Australian Child Care Training Centre	123,018.75
Australian College of Funeral Services	44,982.00
Australian College of Marketing and Sales	36,180.00
Australian College of Nail Beauty	28,350.00
Australian Drilling Industry Training College	47,650.50
Australian Electrotechnology	55,720.00
Australian English and Business College	70,801.13
Australian Horticultural Training	32,156.25
Australian School of Commerce and Management	803,448.20
Avondale College	15,120.00
Bankstown Community College	10,762.00
Barfield Consultancy Pty Ltd	1,000.00
Bartter Enterprises Pty Ltd	23,082.45
Bedford Business College	40,050.00
Bellengen Enterprise Support	15,552.00
Bensons Group Pty Ltd, The	42,727.50
Betta Careers College	385,792.50
Blacktown District Community College	204,814.50
Blue Ribbon Bus Company Pty Ltd	47,250.00
Blue Ribbon Holdings Pty Ltd	97,224.00
Booroongen Djugun Aboriginal Corporation	61,069.50
Boral Construction	130,210.00
Brick Industry Training School Pty Ltd	87,691.70
Broken Hill Skills Centre Incorporated	21,120.00
Business Enterprise Centre Northside Ltd	97,060.00
Business Training and Management Pty Ltd	156,085.51
Busy Training and Employment Services	220,389.50
Cambridge Business College	146,075.00
Camden Haven Adult and Community Education	59,185.50
Campaspe College of Adult Education	26,678.45
Campbell Page Training Centre	40,813.50
Career Training	180,910.00
Careers Advancement College Pty Ltd	13,308.75

Program: Contracted Training Provision Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Cass Training Pty Limited	24,528.00
Central Coast Community College	5,054.40
Central Coast Community College (WEA)	70,388.40
Central West Community College	97,881.76
Centre for Retail and Wholesale Training Australia	3,528.00
Cessnock Community Training Centre	14,940.00
Chubb Protective Services	7,406.25
Civil Skills Centre	83,233.50
Coasttrain Enterprises Incorporated	15,265.00
College of Advanced Secretarial Studies	35,050.00
College of Child and Family Studies	256,722.50
Comet Training Company Pty Ltd	124,252.50
Compass Training	39,900.00
Continuing Education Centre	112,010.60
CQP Group Pty Ltd	2,301.00
Cronulla Computer Training	200.00
CSA Training Services Inc	133,750.95
Deaf Education Network	236,615.76
DECA Training	60,979.00
Directions (Australia) Pty Ltd	38,288.00
Early Childhood Training and Resource Centre	44,820.00
Eastern Suburbs Business Enterprise Centre	129,063.90
Eastern Suburbs Learning Centre Pty Ltd	72,504.00
Education Unlimited Pty Ltd	88,032.50
Educational Living Pty Ltd	99,809.00
Email Limited	5,120.00
Email Training Services Pty Ltd	7,686.00
Employment Transactions Inc	71,354.26
Enterprise and Training Company of Coffs Harbour	74,735.00
Equals International (Sydney Office)	74,517.75
Et Australia	19,168.08
Excelsior College Pty Ltd	260,975.00
Fleet Taxi Training Centre Pty Ltd	423,264.00
Food Industry Training Ltd	266,319.00
Gosford Education and Training Services	88,631.16
Great Lakes Community Resources	13,134.07
Griffith Skills Training Centre	8,775.00
Guyra Adult Learning Association	11,340.00
Harris Bromly Pty Ltd	19,040.00
Hawkesbury Community College	6,690.00
Health Professionals	62,377.50
HGT Australia LTD	279,562.50
Hospitality Australia 2000 Pty	75,439.80
Hostec IDR Pty Ltd	22,185.00
HRD Consulting Pty Ltd	19,440.00
HTC Vocational Institute	1,222,064.01
Hunter Plant Operator Training School	161,756.35
Hunter Valley Training Company Pty Ltd	239,337.00

Grants to Community Organisations Cont'd

Program: Contracted Training Provision Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Hurstville Enterprise Association for People	39,916.80
Illawarra Business College, The	116,491.50
Impact Training Services	73,251.60
Inner West Skills Centre Incorporated	132,198.76
JMC Academy	209,300.00
Jobs Australia	36,491.50
Ken Raye Training Services Pty Ltd	191,166.56
Kenvale College	32,625.00
Lady Gowrie Child Centre	27,712.50
Learning Lab Pty Ltd	164,535.00
Least Cost Taxi Centre Pty Ltd	446,978.63
Leonie Green and Associates	4,750.00
Linda K Andrews and Associates Pty Ltd	110,573.00
Lismore Skills Development Centre Inc.	25,572.00
Liverpool Skills Centre Ltd	88,218.13
M J Denstaff Training Pty Ltd	33,454.60
Macarthur Community College Inc	995.00
Macarthur Retail and Business Training Services	11,545.50
Macleay College	40,740.00
Macquarie Community College	268,291.50
Maietta and Associates Pty Ltd	21,630.00
Make-Up Glamour Technicians Pty Ltd	50,220.00
Mamre Plains Ltd	2,600.00
Martin College Pty Ltd	8,177.50
Melbourne Institute of Textiles	62,376.25
Metro Screen Ltd	358,317.59
MHM Australasia Pty Limited	25,950.00
Mission Australia	236,139.15
Mission Employment - Katoomba	106,447.05
MJ Denstaff Training Pty Ltd	5,318.40
Mobile Welding Services	10,000.00
Muurrbay Aboriginal Language and Culture Cooperative	7,290.00
National Photo Training College	143,340.51
Nepean Community College	155.00
Network Training Services	319,744.74
Newtrain Incorporated	30,560.00
Nexus Learning Systems Pty Ltd	57,748.80
Northern Rivers Conservatorium Arts Centre	37,125.00
Northumberland Network	184,221.88
NSW School of Volunteer Management	100,980.00
Octec Inc	102,515.00
Options Training Services	126,594.00
Orana Education and Training Cooperative	13,441.50
Pan Pacific Training Company, The	130,955.47
Parramatta College, The	195.00
Penrith City and Districts Business Advisory	81,183.88
Penrith Skills for Jobs Ltd	199,858.75

Program: Contracted Training Provision Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Pharmacy Guild of Australia, The	53,760.00
Pivotal Training and Development Pty Ltd	5,164.50
Poet Training	341,689.50
Power Business College	365,095.50
Professional Care Education Centre	57,837.00
Queensland Vocational Training College	12,290.00
Restaurant and Catering Association	70,875.00
Retail Group Training and Employment	109,031.00
Riverina Community College	223,621.00
Riverina Wool Combing Pty Ltd	6,624.00
RMIT	2,175.00
Royal Life Saving Service	80,164.00
Safecity Training Academy	61,197.00
Salvation Army	164,623.00
School of Audio Engineering	9,360.00
Secta Pty Ltd	200.00
Shearpak	14,963.00
Sheppard Consulting Group Pty Ltd	83,260.00
Singleton Leisure Learning Group	7,500.00
Skills Education Pty Ltd	88,783.13
Skills Training Employment Program	151,826.85
Skillswest Training Co Pty Ltd	556,124.55
Small Business Centre - New England and North West	188,970.52
Southern Solutions	34,459.20
Southern Suburbs (Woll'G) Youth Training	18,480.00
St George and Sutherland Community College	17,237.00
St George Careers Development Centre	99,233.40
St John Ambulance	270.00
St Patricks Business College	29,107.50
Starshots Make-Up Academy	58,590.00
Strand College of Beauty Therapy	85,962.24
Strategic Training Solutions Pty Ltd	47,850.00
Strathfield Regional Community College	296,796.80
Summit Training and Technology	11,025.00
Sureway Consultants Pty Ltd	107,101.75
Surf Life Saving New South Wales	73,332.00
Sydney ITEC Repair Centre	127,837.55
Sydney Training and Employment Ltd	20,700.00
Sydney Travel Training College	27,000.00
T J Training	199,887.00
TABMA Training Pty Ltd	89,245.25
Taree Adult Education Inc	51,070.00
Taubmans Paints Pty Ltd	23,814.00
Tfia Business Services Pty Ltd	35,680.00
Tomaree Peninsula Adult Education Group	29,570.40
Tourism Employment and Training Corp	261,124.75
Tranby Aboriginal Co-Operative College	142,000.00
Transqual Pty Ltd	397,830.00
Tursa Employment and Training	1,000.00

Grants to Community Organisations Cont'd

Program: Contracted Training Provision Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Une Partnership	139,195.00
United Business Services Pty Ltd	20,150.00
Victorina Timber Industry	10,725.00
Vital First Aid	200.00
Waterfall Investments Pty Ltd	54,000.00
Wauchope Adult and Community Education Centre	51,868.00
WEA (Workers Education Association)	77,730.39
Wentworth Commercial College	23,430.00
Wesley Mission	435,887.18
Western College of Adult Education	36,698.28
Western Sydney Training and Education Centre	48,192.00
Westlakes Community Training Services	3,601.80
Wollongong City Employment Training	226,073.25
Wool Industry Training Australia P/L	28,329.96
Work Directions Australia Pty Ltd	96,177.60
Workforce Industry Training	80,007.00
Worktrain Pty Ltd	443,936.25
Wyong Adult and Community Education	130,004.40
Wyong Workwise Inc	176,861.28
Ya Yar Pty Ltd	12,240.00
Yamuloong Group Initiatives Ltd	105,135.00
Total	23,211,750.81
Program: Enterprise Training Program Grants 1999/2000 Organisation	
Organisation	Amount (\$)
Australian Electronic Manufacturing Services	60,000.00
Bartter Enterprises Pty Ltd	30,000.00
Britax Asia-Pacific Lighting	20,000.00
Dartbrook Coal Pty Ltd	12,090.00
Lorna Hodgkinson Sunshine Home	20,000.00
Macquarie Textiles Group Ltd	35,000.00
National Cables	20,000.00
Network of Alcohol and Drug Agency	25,000.00
NSW Community Services and Health ITAB	40,000.00
Pasminco Elura Mine	30,000.00
Peak Gold Mines Pty Ltd	9,000.00
Rondo Building Services Pty Ltd	18,000.00
Spastic Centre of NSW, The	8,530.00
Sydney Training and Employment Ltd	15,000.00
The Spastic Centre of NSW	25,000.00
Timber and Building Materials Association	40,000.00
Total	407,620.00

Program: Forest Industry Training Strategy Grants 1999/2000	
Organisation	Amount (\$)
AJ Contractors Pty Ltd	869.95
Armfields Earthmoving and Logging	1,118.30
Brian Smith Timber Transport	487.60
Caban's Rural	1,035.73
Dofco Pty Limited	572.10
Fatin	53,145.67
Fenning Timbers (Aust) Pty Ltd	1,139.43
Finray Pty Ltd	641.75
Forestry and Allied Timber Industries	82,465.64
Hardwood Harvest Pty Ltd	1,053.94
Haulers and Fallers Pty Ltd	376.60
Killarney Logging	1,568.35
Kyniner Pty Ltd	581.04
NSW Forest Products Association Ltd	408,090.19
Rojech Pty Ltd	2,192.32
Timber Trade Industrial Association	80,000.00
Training Education and Management Services	7,601.00
Winkin Pty Ltd	100.00
Total	643,039.61
Skills Gap Training Program	
Organisation	Amount (\$)
A1 Employment and Training Services	4,455.00
Access Group Training	30,366.00
ACE - North Coast	15,645.00
Armistead Workshop Incorporated	11,844.01
Enterprise and Training Company of Coffs Harbour	9,981.56
Gosford Education and Training Services	6,719.90
HTC Vocational Institute	7,581.00
Lismore Skills Development Centre Inc.	3,623.40
Newtrain Incorporated	7,920.00
Octec Inc	42,255.00
Royal Life Saving Service	140,364.00
Skills Education Pty Ltd	1,382.40
Sureway Consultants Pty Ltd	5,280.00
Sydney ITEC Repair Centre, Sydney	110,291.04
Wyong Workwise Inc	23,587.20
Total	421,295.51
Program: Group Training Schemes Grants 1999/2000	
Organisation	Amount (\$)
Adskil Group Training Limited	30,723.92
Apprentices-Trainees-Employment	69,193.34
Australian Bureau of Statistics	1,040.00
Australian Sports Industry Group	91,436.67
Automotive Group Training (NSW)	234,715.00

Grants to Community Organisations Cont'd

Program: Group Training Schemes Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Bensons Group Training Association (Aust) Ltd	21,017.70
Central Coast Group Training Ltd	54,755.00
Central West Group Apprentices Ltd	205,041.67
ECA Training Pty Ltd	65,853.34
Electrotechnology Industry Group Training Ltd	124,247.48
Fatin	17,000.00
Forestry and Allied Timber Industries	3,774.80
Futurestaff Ltd	33,215.89
Group Training Association of NSW	650.00
HGT Ltd	38,369.16
Health Industry Group Training Company	120,555.00
Hospitality Training Network of NSW Ltd	186,263.34
Hunter Group Training Ltd	76,738.33
Hunter Valley Training Company Pty Ltd	248,917.50
Illawarra Skills Development Ltd	35,429.98
Macarthur Group Training Ltd	43,159.17
Master Painters Group Training Company	35,374.99
Master Plumbers Apprentices Ltd	22,358.34
Mission Australia Group Training Ltd	31,474.99
Retail Group Training and Employment	48,832.00
Sertec Ltd	24,727.48
Sydney Training and Employment Ltd	65,812.50
Tabma Training Pty Ltd	47,501.20
Wagga Wagga Regional Group Training Limited	40,244.17
West State Training Ltd	32,444.98
Workventures Group Training Ltd	801.66
Workventures Ltd - Surry Hills	23,045.95
Wsroc Group Apprentices - Blacktown	32,428.34
Total	2,107,143.89
Program: Industry Skills Grants 1999/2000	
Organisation	Amount (\$)
Aged Services Association of NSW	55,000.00
Australian Electronic Manufacturing Services	4,000.00
Australian Furniture Removers	20,000.00
Australian Retailers Association	25,000.00
Automotive Group Training (NSW)	15,000.00
Automotive Training Board (NSW)	10,000.00
Building Industry Skills Centre	10,000.00
Communications ITAB	14,300.00
Enterprise Care Consulting Group	6,500.00
Group Training Association of NSW	45,000.00
Manufacturing Engineering and Related Services	46,800.00
NSW Food Industry Training Council	52,750.00
NSW Forest Industries Training Board Ltd	21,000.00
NSW Primary Industries ITAB	36,500.00

Program: Industry Skills Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
NSW Retail and Wholesale Industry Training	7,530.00
NSW Sport and Recreation ITAB	29,000.00
NSW Transport and Distribution ITAB Ltd	115,780.00
NSW Utilities and Electrotechnology ITAB	64,100.00
NSW Wine Industry Association	31,000.00
Restaurant and Catering Association	5,000.00
Textile Clothing and Footwear Industry Training	13,330.00
Tourism Training NSW	5,000.00
Total	632,590.00
Program: Apprenticeship and Traineeship Training Program Grants 1999/2000	
Organisation	Amount (\$)
A1 Employment and Training Services	10,500.00
Academy of Vocational Education	24,850.00
Access Group Training	182,225.00
ACM Detention	29,500.00
Active Industry Group Training Ltd	178,470.00
Adnet Training	219,280.00
Adroit Operations Pty Ltd	111,000.00
Advanced Careers College (NGS)	13,440.00
Allandale Aged Care Facility	19,000.00
Apprentices-Trainees-Employees Ltd	28,000.00
AQIS Training Services	373,780.00
ASC Training Consultants	6,300.00
Asean Training and Education Services	1,000.00
ATS Arrow Training services	379,500.00
Austraining (NSW) Pty Ltd	32,942.50
Australian Based Learning Experience	30,038.50
Australian Business Learning	902,500.00
Australian Centre for Work Education	1,125.00
Australian College of Applied Science	96,000.00
Australian College of Technology	85,482.00
Australian Electrotechnology	316,260.00
Australian English and Business College	88,905.00
Australian National Training Authority	69,728.00
Australian School of Commerce and Management	424,395.27
Australian Sports Industry Group	285,800.00
Australian Vocational Training and Employment Services	20,777.50
Bartter Enterprises Pty Ltd	68,500.00
Bedford Business College	21,532.50
Bellingen Enterprise Support Team	8,855.00
Bensons Group Pty Ltd, The	119,543.60
Bensons Group Training Association (Aust) Ltd	12,844.00
Black Stump Char Grill	45,500.00
Blacktown District Community College	22,027.50

Grants to Community Organisations Cont'd

Program: Apprenticeship and Traineeship Training Program Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Blue Ribbon Bus Company Pty Ltd	15,120.00
Booroongen Djugun Aboriginal Corporation	20,163.50
Brick Industry Training School Pty Ltd	62,424.00
Bridging The Gap Job Help Gold Coast	37,282.00
Broken Hill Skills Centre Incorporated	19,620.00
Bunge Meat Industries Ltd	139,000.00
Busy Career Development Centre	12,320.00
Busy Incorporated	19,124.00
Campbell Page Employment and Training	8,500.00
Campbell Page Training Centre	47,000.00
Cass Training Pty Limited	7,500.00
Central Coast Group Training Ltd	150,074.00
Central West Community College	122,720.35
Central West Group Apprentices Ltd	158,500.00
Centre for Retail and Wholesale Training Australia	113,750.00
Challenge Assessments Pty Ltd	800.00
Chubb Protective Services	495,730.00
City Western Security P/L	13,500.00
Coastal Employee Assistance Services	79,371.55
Coasttrain Enterprises Incorporated	1,000.00
Coles Supermarkets Aust Pty Ltd	132,500.00
College of Advanced Secretarial Studies	20,496.00
College of Child and Family Studies	50,907.50
College of Warehousing	12,600.00
Comet Training Company Pty Ltd	33,600.00
Connect - Employment and Training	799,000.00
Continuing Education Centre	30,000.00
CSA Training Services Inc.	77,280.00
Currumbin Palm Beach RSL and Service	4,760.00
Danka Australia Pty Ltd	1,999.50
Deaf Education Network	190.00
Deakin Australia	17,775.00
DECA Training	17,000.00
Deter Training Organisation	34,000.00
Distribution Group, The	1,000.00
Early Childhood Training and Resource Centre	59,878.50
Eden Logging Investigation	5,460.00
Education Unlimited Pty Ltd	28,672.50
Email Training Services Pty Ltd	28,735.00
Employment Transactions Inc	99,696.50
Enterprise and Training Company of Coffs Harbour	38,415.00
Equals International Pty Ltd	84,843.00
Et Australia	32,419.50
Excelsior College P/L	31,865.00
First Choice Training Group Pty Ltd	6,400.00
First Impressions Resources	27,000.00
Fletcher International Exports Pty Ltd	244,500.00
Food Industry Training Ltd	94,080.00

Program: Apprenticeship and Traineeship Training Program Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Food Safety Operations Pty Ltd	245,660.00
Forbes Employment Activities and Training	5,850.00
Freight Train (Australia) Pty Ltd	27,000.00
Furnishing Industry Association of Australia	213,000.00
Gaye Murray and Associates	10,000.00
Gloucester Community Training	8,100.00
Gosford Education and Training Services	82,224.00
Gow Learning Institute Pty Ltd	158,470.57
Great Lakes Community Resources	1,000.00
Griffith Skills Training Centre	20,000.00
Health Professionals	53,760.00
HGT Australia LTD	207,057.00
Hopwood Integrated Training	19,000.00
Hospitality Australia 2000 Pty Ltd	19,950.00
Hospitality Dimensions	112,000.00
Hostec IDR P / L	23,400.00
HRD Consulting Pty Ltd	532,600.00
HTC Vocational Institute	820,808.50
Hunter Valley Training Company Pty Ltd	72,408.00
Hurstville Enterprise Association for People	1,000.00
Illawarra Aboriginal CDEP	7,200.00
Illawarra Area Child Care	23,892.00
Impact Training Services	1,000.00
Industry Training Solutions	4,000.00
Inner West Skills Centre Incorporated	69,500.00
Institute of Automotive Mechanical Engineering	16,000.00
Institute of Financial Services	162,192.04
Itemp Group Incorporated	7,500.00
J and S Training Services Pty Ltd	241,880.00
Jobs Australia	24,600.00
Kempsey Advisory Training Enterprise	15,280.00
Ken Raye Training Services Pty Ltd	506,078.25
Kenvale College	14,496.00
Kroy College of Australia - In Liquidation	1,024.65
Lady Gowrie Child Centre	133,768.25
Learning Lab Pty Ltd	149,460.00
Learning Service SESAHS	6,600.00
Lesley Wemyss Training Consultancy	22,647.51
Linda K Andrews and Associates Pty Ltd	70,722.50
Lismore Skills Development Centre Inc.	42,190.00
M J Denstaff Training Pty Ltd	18,900.00
Macarthur Group Training Ltd	5,255.00
Macarthur Retail and Business Training Services	267,648.50
McDonald's Australia	170,500.00
Macleay Valley Workplace Learning	9,000.00
Macquarie Community College	4,500.00
Mamre Plains Ltd	16,185.00

Grants to Community Organisations Cont'd

Program: Apprenticeship and Traineeship Training Program Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Marrickville Community Training Centre	9,500.00
Martin College Pty Ltd	307,120.00
Melbourne East Group Training	7,000.00
Metro Screen Ltd	27,000.00
Mission Australia	204,960.00
M J Denstaff Training Pty Ltd	4,900.00
Motor Traders' Association of NSW	10,285.50
Murray Mallee Training Company Ltd	63,000.00
National Council of YMCA's	20,572.50
National Photo Training College	82,593.50
National Transport Training Service	6,000.00
Network for Fitness Professionals Pty Ltd	12,116.05
Newtrain Incorporated	4,000.00
Northern Group Training Ltd	99,855.00
Northumberland Network	17,040.00
NSW Small Business Training Company	293,500.00
Octec Inc	222,833.00
Options Training Services	157,500.00
Orana Education and Training Co-Operative	8,868.00
Palladium Int. Exec. Prot. Group	125,685.00
Palladium International	64,179.00
Pan Pacific Training Company	741,247.33
Parramatta Retail Skill Centre	104,067.50
Partec Pty Ltd	1,600.00
Penrith Skills for Jobs Ltd	99,548.26
Performance Edge Systems	95,450.00
Pharmacy Guild of Australia	258,482.68
Poet Training	69,930.00
Power Business College	86,821.80
Priority One	32,070.00
Professional Care Education Centre	27,832.00
Quest Employment and Training Solutions	12,500.00
R and W Training and Development	168,500.00
Real Estate Institute of NSW	69,960.00
Remco Training Group	28,000.00
Restaurant and Catering Association	15,500.00
Retail and Business Skills Centre	42,372.00
Retail Group Training and Employment	110,894.00
Retail Skills Centre Miranda	39,375.00
Riverina Community College	66,132.50
Royal Rehabilitation Centre Sydney	28,000.00
Safecity Services Pty Ltd	25,200.00
Salvation Army	24,075.00
Scientific Management Associates (Aust)	18,500.00
Sertec Ltd	15,000.00
Sheppard Consulting Group Pty Ltd	142,000.00
Shoalhaven Employment and Training	35,801.00
Skills Education Pty Ltd	30,880.00
Skills Training Employment Program	39,700.00

Program: Apprenticeship and Traineeship Training Program Grants 1999/2000 Cont'd	
Organisation	Amount (\$)
Skillswest Training Co Pty Ltd	131,532.00
South Coast Commercial Training	5,500.00
South Coast Training and Development	17,000.00
Southbank Institute	700.00
Southern Solutions	61,000.00
Southern Suburbs (Woll'G) Youth Training	2,000.00
Stanborough Wemyss Contracting Pty Ltd	114,500.00
Strategic Training Solutions Pty Ltd	4,000.00
Strathfield Regional Community College	3,200.00
Strive Pty Ltd	84,176.25
Summit Training and Technology	100,050.00
Sureway Consultants Pty Ltd	56,500.00
Sydney ITEC Repair Centre	151,215.00
Sydney Training and Employment Ltd	5,055.00
Taree Adult Education Inc	33,905.04
Target Australia Pty Limited	8,775.00
Tfia Business Services Pty Ltd	85,800.00
Tourism Employment and Training Corp	84,105.50
Training Education and Management Services	215,263.00
Training Force Consultancy	124,000.00
Transqual Pty Ltd	33,100.00
Tursa Employment and Training	159,217.00
Victorian Employers' Chamber of Commerce and Industry	23,500.00
WEA (Workers Education Association)	8,671.50
Wentworth Commercial College	50,190.00
Wesley Mission	19,428.75
Western College of Adult Education	1,500.00
Western Sydney Information Tech Centre	70,750.00
Westlakes Community Training Services	31,100.00
Westpac Call Centre Training Group	44,000.00
Windridge Pig Farm	10,500.00
Work Directions Australia Pty Ltd	234,736.00
Workers Educational Assoc. of NSW	2,326.50
Worktrain Pty Ltd	843,468.00
Workventures Ltd - Surry Hills	14,625.00
YWCA of Sydney	18,281.25
Total	19,445,098.95
Program Area: Student Services and Equity	
Program: National School Drug Education Strategy Grants 1999/2000	
Organisation	Amount (\$)
Association of Independent Schools	68,371.20
Catholic Education Commission NSW	166,638.60
Total	235,009.80

Grants to Community Organisations Cont'd

Program Area: Recognition Services Program: Migrant Skills Strategy Grants 1999/2000	
Organisation	Amount (\$)
Albury Wodonga Multicultural Resources Centre	51,301.49
Australian Business Limited	82,040.08
Bankstown-Canterbury Migrant Resource Centre	117,086.00
Blacktown Migrant Resource Centre	34,638.00
Burwood Community Welfare Services	34,927.00
Cabramatta Community Centre	31,279.00
Fairfield Community Resource Centre Ltd	33,618.00
Holroyd Parramatta Migrant Services	32,475.50
Immigrant Womens Speakout Association of NSW	30,893.00
Labour Council of New South Wales	61,347.17
Liverpool Migrant Resource Centre	34,359.00
Macarthur Migrant Resource Centre	31,528.00
May Murray Neighbourhood Centre	27,267.00
Migrant Resource Centre	76,122.00
Mission Employment - Auburn	30,409.00
Options Community Enterprises	34,407.00
South Sydney Community Aid Co-Operative	34,025.00
Southern Suburbs (Woll'G) Youth Training	31,556.00
St George Migrant Resource Centre Ltd	32,325.00
STARTTS	33,766.00
Work Ventures Ltd - Maroubra	33,471.00
Total	908,840.24
Program Area: Capital Grants Program: Building Equipment and Childcare Grants 1999/2000	
Organisation	Amount (\$)
ACE - Mullumbimby Inc	9,413.00
ACE - Murwillumbah	3,000.00
ACE - North Coast Inc - Lismore	10,000.00
ACE - Walcha Inc	3,000.00
Alstonville Adult Learning Association	5,656.00
Bankstown Community College	10,000.00
Barraba Community Learning	5,959.00
Bellingen Adult Education Centre	5,656.00
Blacktown District Community College	10,000.00
Camden Haven ACE	4,096.00
Central Coast Community College	10,000.00

Program Area: Capital Grants Program: Building Equipment and Childcare Grants 1999/2000	
Organisation	Amount (\$)
Central West Community College	14,000.00
Continuing Education Centre	5,122.00
Deaf Education Network	10,000.00
Eastern Suburbs Regional Evening College	10,000.00
Eurobodalla Adult Learning Centre	3,000.00
Forster-Tuncurry Adult Education	2,000.00
Griffith Adult Learning Association	3,686.00
Guyra Adult Learning Association	3,625.00
Hawkesbury Community College	7,364.00
Hills District Day and Evening College	3,000.00
Hornsby Ku-ring-gai Community College	10,000.00
Hunter Community College	5,910.00
Kiama ACE Inc	3,000.00
Lower Clarence Adult and Community Education	3,000.00
Macarthur Community College	10,000.00
Macleay Valley Community Education	3,642.00
Macquarie Community College	20,000.00
Manly-Warringah Community College	10,000.00
Nepean Community College	10,000.00
North Coast Regional Council	4,780.00
Port Macquarie College of Adult Education	11,712.00
Riverina Community College	10,000.00
Robinson Education Centre Inc	7,425.00
Singleton Leisure Learning Group	3,000.00
Southern Adult Education College	4,184.00
Southern Region Community College	3,000.00
St George and Sutherland Community	10,000.00
Strathfield Regional Community	5,000.00
Sydney Community College	10,000.00
Tamworth Adult Education Centre	5,208.00
Taree Adult Education Inc	6,339.00
The Parramatta College	10,000.00
Tomaree Peninsula Adult Education	7,795.00
Tuggerah Lakes Community Leisure	5,656.00
Wauchope ACE	4,632.00
Western College of Adult Education	10,000.00
Workers Educational Association	30,000.00
Wyong Adult and Community Education	9,142.00
Total	372,002.00

Appendix 24

Additional Financial Information

DET Payment Performance Indicators

The Department has made procedural changes that have resulted in the ability to monitor payment performance indicators for the entire Department from 1999/2000 onwards.

Payment Performance 1999/2000	
	Quarter Ended June 2000
Percentage of Accounts Paid on Time	97%
Value of Accounts Paid on Time	\$345.3m
Total Value of Accounts Paid	\$354.5m
Accounts Payable at End of June	\$25.7m

The percentage of accounts paid on time for the year 2000 at 97% is based on a sampling method.

Schedule of Accounts Payable at the End of Each Quarter				
	Current	30-60 days	60-90 days	Over 90 days
30th September	\$38.9m	\$0.2m	-	-
31st December	\$32.8m	-	-	-
31st March	\$29.5m	-	-	-
30th June	\$25.7m	-	-	-

Late Payment of Accounts

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

TAFE Payment Performance Indicators

Payment Performance 1998/1999 to 1999/2000

During the financial year, the Commission achieved a payment performance for 2000 of 85 per cent (in comparison with 97 per cent for 1999).

Financial systems development has allowed the Commission to report on all accounts paid. This has shown greater variation in payment performance than earlier sampling methods. Further, the large reduction in the creditor base means that the two years data are not directly comparable.

Unlike the 1999 analysis, 2000 figures exclude payments by the Information Technology Directorate and relate only to TAFE institutes and Educational Services Divisions.

	Quarter Ended June 1999	Quarter Ended June 2000
Percentage of Accounts Paid on Time	97%	85%
Value of Accounts Paid on Time	\$109.2m	\$64.0m
Total Value of Accounts Paid	\$113.9m	\$75.3m
Accounts Payable at End of Quarter	\$3.1m	\$4.1m

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 25

Major Capital Works

Major Capital Works, New Works and Works in Progress

In the following tables, it should be noted that the completion dates prior to March 2001 are actual completion dates whereas the completion dates from March 2001 onwards are estimated dates.

SCHOOL EDUCATION SERVICES					
Project Description	Location	Completion Date	Total Cost 1999/2000 Budget (\$'000)	Expenditure to 30/6/2000 (\$'000)	Comments
New Works					
Banora Point HS - New 6 Stream School	Banora Point		13,513		Project deferred to the 2001 / 2002 year program
Callala Bay PS - New 14 Core School Stage 2	Callala Bay	Aug 00	1,445	1,262	
Camden Haven HS - New School Stage 2	Camden Haven	Sep 00	997	1,068	
Currans Hill PS - New 14 Core School Stage 2	Currans Hill	Oct 00	1,669	534	
Denistone East PS - Stage 1 Upgrade Facilities	Denistone East	Jun 01	1,040	100	
Dubbo Secondary Multi Campus School - Provision of New Facilities Stage 1	Dubbo	Jul 01	9,000	3,652	
Harrington Park PS - New 21 Core School	Harrington Park	Nov 01	5,432	322	
Hoxton Park PS - New 21 Core School Stage 1	Hoxton Park	May 02	3,080	178	
Kellyville No. 2 PS - New 21 Core School	Kellyville	Apr 01	5,672	888	
Kiama PS - Stage 2 Upgrade Facilities	Kiama	Mar 01	2,272	573	
Lake Munmorah HS - New 6 Stream School Stage 2	Lake Munmorah	Jul 01	11,136	583	
Lomandra School - Provision of Special Facility	Campbelltown	Feb 01	778	133	
Marayong Heights PS - Consolidation of School Stage 1	Marayong	Mar 02	2,009	142	
Mt Druitt Multi Campus School - Facilities for New Initiative Stage 1	Mount Druitt	Jul 02	7,300	404	
Penshurst PS - Replacement Facilities	Penshurst	Oct 00	700	412	
Riverstone PS - Consolidation of School to One Site Stage 1	Riverstone	Sep 00	874	566	
St George SSP - Replacement School	Rockdale	May 02	3,509	136	
Statewide Kit Classroom Program - Provide New Classroom Buildings	Various	Various	1,500	254	
Sydney Secondary DEC - Provide Permanent Facilities	Woolloomooloo	Jan 02	1,500	60	
The Entrance PS - Stage 2 Consolidation	The Entrance	Jan 02	2,810	68	

SCHOOL EDUCATION SERVICES CONT'D					
Project Description	Location	Completion Date	Total Cost 1999/2000 Budget (\$'000)	Expenditure to 30/6/2000 (\$'000)	Comments
Tuncurry HS - New 5 Stream School Stage 1	Tuncurry	Dec 02	8,000	140	
Wadalba HS / Wadalba PS - New 6 Stream School Stage 2 / New 14 Core School	Wadalba	Jan 02	14,590	561	
Wattle Grove PS - New 21 Core School	Wattle Grove	Mar 01	5,574	1,811	
Westlawn PS - New Library	Westlawn	Mar 01	600	70	
Works in Progress					
Birrong GHS - Upgrade Facilities	Birrong	Mar 01	2,266	2,211	
Bungendore PS - Upgrade Facilities	Bungendore	Mar 00	3,368	3,368	
Callala Bay PS - New School Stage 1	Callala Bay	Aug 00	3,274	3,120	
Camden Haven HS - New School Stage 1	Camden Haven	Sep 00	14,243	15,420	Difficulties encountered with site. Required additional site works to support buildings.
Camden HS - Replacement School Stage 1	Camden	Apr 01	13,282	10,324	
Camden HS - Replacement School Stage 2	Camden	Apr 01	3,678	367	
Carlton PS - Upgrade Stage 1	Carlton	Jun 00	1,739	1,788	
Carnes Hill PS - New School	Hoxton Park	Nov 99	4,333	4,167	
Colo Vale PS - Upgrade Stage 1	Colo Vale	Apr 00	1,789	2,001	Extent of works increased.
Currans Hill PS - New School Stage 1	Currans Hill	Oct 00	2,625	2,739	
Dubbo South PS - Upgrade	Dubbo	Jul 00	3,289	3,237	
Engadine PS - New Hall	Engadine	May 00	1,342	1,334	
Evans River K-12 School - New School	Evans Head	May 00	14,337	12,906	
Gloucester PS - Upgrade	Gloucester	Mar 00	2,480	2,414	
Hill Top PS - Upgrade	Hill Top	Mar 00	1,811	1,971	
Kariong PS - Upgrade Stage 3	Kariong	Jun 00	1,473	1,493	
Kiama PS - Upgrade Stage 1	Kiama	Dec 99	3,232	3,234	
Lake Munmorah HS - New School Stage 1	Lake Munmorah	Jul 01	7,340	5,491	
Lightning Ridge CS - Upgrade Stage 1	Lightning Ridge	Feb 01	3,521	2,039	
Maitland HS - New Gymnasium	Maitland	Oct 00	1,451	1,406	
Marayong South PS - Upgrade Stage 1	Marayong	Oct 00	2,601	2,862	Extent of works increased.
McCallums Hill PS - Redevelopment	Lakemba	Nov 99	3,545	3,772	
Olympic Village PS - New School Stage 1	Homebush Bay	May 00	4,673	4,673	
Otford PS - New Library	Otford	Oct 99	717	718	
Parkes HS - Special Education Unit	Parkes	Apr 00	1,502	1,502	
Port Kembla PS - Replacement School	Port Kembla	Dec 99	4,377	4,357	
Quakers Hill East PS - Replacement School	Quakers Hill	Feb 02	5,426	390	

SCHOOL EDUCATION SERVICES CONT'D					
Project Description	Location	Completion Date	Total Cost 1999/2000 Budget (\$'000)	Expenditure to 30/6/2000 (\$'000)	Comments
Statewide Kit Classrooms - Various Schools 97/98	Various	Various	4,155	4,157	
Statewide Kit Classrooms - Various Schools 98/99	Various	Various	3,322	3,475	
Scone PS - Upgrade Stage 1	Scone	May 00	3,068	3,153	
The Entrance PS - Consolidation	The Entrance	Feb 01	2,800	850	
Tuggerah PS - Upgrade	Tuggerah	Jul 00	4,211	4,171	
Ulladulla PS - Upgrade	Ulladulla	Apr 00	2,904	2,904	
Unanderra PS - Replacement School	Unanderra	Oct 99	5,408	5,528	
Wadalba HS - New School Stage 1	Wadalba	Jun 00	6,808	6,808	
Wahroonga PS - Upgrade	Wahroonga	Jun 00	2,115	2,101	
Wallsend PS - Consolidation	Wallsend	Oct 99	1,644	1,644	
Windsor HS - Special Education Unit	Windsor	May 00	1,337	1,427	
Yeoval CS - Upgrade	Yeoval	Feb 00	2,875	2,910	
Government Schools Technology - Computer Project	Various	Jun 00	7,400	7,371	
School Information System - Computer Project	Various	Jun 01	8,000	5,957	
School Support Network - Computer Project	Various	Jun 01	7,000	4,917	
TAFE EDUCATION SERVICES					
New Works					
Belmont - Canteen and Student Amenities	Belmont	May 01	570	62	
Bradfield - Student Services Upgrade	Bradfield	May 00	360	360	
Computers - Split Site Production		Jun 02	850	949	Introduced after 1999/00 Budget.
Computers - Replacement of Central Site Vax		Jun 02	2,700	2,313	Introduced after 1999/00 Budget.
Computers - TAFE Online		Jun 04	12,210	2,270	Introduced after 1999/00 Budget.
Computing Infrastructure - Various		Jun 00	2,258	2,258	Introduced after 1999/00 Budget.
East Sydney - Accommodation	Various		8,000	0	Project cancelled.
Georges River College - General Purpose - IT Accommodation	Oatley	Jan 01	2,250	3,040	Stage 2 brought forward.
Glen Innes - Refurbish Block A and Library	Glen Innes	Aug 00	535	548	
Kingswood - Stage 5 - Graphic Arts	Kingswood	Oct 00	4,059	3,237	
Leeton - MIA Engineering Enhancement Project	Leeton	Mar 00	570	608	
Loftus Block A - Refurbishment	Loftus	Feb 01	570	229	
Moree - Adult Study Centre	Moree	Oct 01	570	18	Delayed due to revision of project scope.
Mount Druitt - Block E Flexible Delivery Project	Mount Druitt	Jun 00	520	558	

TAFE EDUCATION SERVICES CONT'D					
Project Description	Location	Completion Date	Total Cost 1999/2000 Budget (\$'000)	Expenditure to 30/6/2000 (\$'000)	Comments
Northern Beaches - Conversion to Classrooms	Brookvale		422	0	Project cancelled.
Padstow - Hospitality Upgrade	Padstow	Jun 00	336	340	
Queanbeyan - New Classrooms	Queanbeyan	Mar 00	592	577	
Richmond - Water Management	Richmond	May 01	345	38	
Singleton - Information Technology Facility	Singleton	Aug 01	461	50	
Taree - Stage 3	Taree	Jul 02	6,421	349	
Tuncurry - Stage 1 - New Facility	Tuncurry	Nov 02	2,100	143	
Ultimo - Building F	Ultimo	Dec 01	16,676	1,208	
Ultimo - Buildings H and Z Lift Access	Ultimo	Apr 01	424	28	
Ultimo - Visual Merchandising	Ultimo	Dec 99	551	592	
Yallah - Stage 4 - Rural Studies	Various	Jun 03	4,882	649	
Upgradings - Group 19	Various	Jun 03	10,307	1,316	
Works in Progress					
Armidale - Sheep and Wool Relocation / Open Learning	Armidale	Apr 00	383	389	
Bankstown - Trades Rationalisation and Staff Accommodation	Bankstown	Mar 01	5,112	2,071	
Baulkham Hills - Stage 3 - Library and Administration Areas	Baulkham Hills	Feb 00	2,496	2,550	
Campbelltown - Stage 7 - Arts and Media and Child Studies Facilities	Campbelltown	Dec 00	7,351	7,305	
Dubbo - Carpentry and Joinery Extension	Dubbo	May 99	436	336	
East Sydney TAFE Fine Arts / Sculpture / Painting Facilities	Sydney	May 00	626	626	
Granville - Block G Refurbishment	Granville	Apr 00	1,107	1,333	
Granville - Stage 11 - Refurbishment	Granville	Apr 00	2,614	2,588	
Griffith - Stage 3 - Food Technology Centre	Griffith	Dec 99	2,190	2,214	
Hornsby - Stage 7 - Adult Basic Education, Open Learning Centre and Library Facilities	Hornsby	Feb 01	7,311	5,956	
Mount Druitt - Stage 8 - Information Technology Facilities	Mount Druitt	Jan 01	4,165	3,067	
Mudgee - Rural Skills Centre - Stage 2	Mudgee	Oct 99	424	413	
Newcastle - Health and Recreation	Newcastle	Sep 99	938	977	
Nowra - Stage 4	Nowra	Apr 00	4,306	4,316	
Ourimbah - Stage 2 - Joint Development with Newcastle University	Ourimbah	Dec 99	12,621	12,628	
Nirimba - Stage 2	Quakers Hill	Nov 99	5,871	5,930	
Ryde - Catering Block A	Ryde	May 00	805	864	
Thurgoona - Stage 1 - Rural Skills and Environment Studies	Thurgoona	May 00	3,619	3,699	
Ultimo - LPG OH&S Building Q	Ultimo	Apr 00	462	478	

TAFE EDUCATION SERVICES						
Project Description		Location	Completion Date	Total Cost 1999/2000 Budget (\$'000)	Expenditure to 30/6/2000 (\$'000)	Comments
Shoalhaven - Stage 1 - Joint Development with University of Wollongong		West Nowra	May 00	4,699	4,991	
Upgradings 18 - Projects Under \$250,000		Various	Jun 02	7,581	2,963	
Wetherill Park - Stage 7		Wetherill Park	Nov 99	6,564	5,802	
Wollongong - Stage 12		Wollongong	Mar 01	9,918	7,643	
EDUCATION AND TRAINING SERVICES						
Conservatorium of Music		Sydney	Jun 01	88,400	76,061	Construction delayed and cost increased due to heritage issues.

The following items were classified as annual provisions in the 1999/2000 financial year and formed part of the Department's capital program.

Schools	Cost (\$'000)	TAFE and Related Services	Cost (\$'000)
Integration	5,181	Site Acquisitions	870
Health and Safety	4,106	Plant and Equipment – General	13,569
Site Acquisitions	24,132	Plant and Equipment – Major Works	2,666
Plant and Equipment	635	Minor Works	4,492
Office Renovations	2,691	Final Payments – Completed Works	95
Minor Works	19,011		
Joint Ventures in Capital Works	4,913		
Asset Management System	2,041		
Forward Planning Fees	1,152		
Major Works Furniture	3,831		
Air Cooling Program	10,240		
TOTAL	77,933	TOTAL	21,692

APPENDIX 26

School and College Openings and Closures

School Openings and Closures

School Name (code)	Location	District	Date
School Openings			
Callala Public School (4626)	Callala Bay	Shellharbour	27 January 2000
Camden Haven High School (8280)	Laurieton	Port Macquarie	27 January 2000
Camden Park Environmental Education Centre (5429)	Menangle	Campbelltown	27 January 2000
Georges River Environmental Education Centre (5430)	Chipping Norton	Liverpool	27 January 2000
Greenway Park Public School (4624)	Carnes Hill	Liverpool	27 January 2000
Lake Munmorah High School (8279)	Lake Munmorah	Lake Macquarie	27 January 2000
Lincoln School (5757)	Dubbo	Dubbo	27 January 2000
Wadalba Community School (8278)	Wadalba	Central Coast	27 January 2000
Wetlands Environmental Education Centre (5448)	Shortland	Newcastle	1 August 2000
School Closures			
Wallis Plains School (5452)	Broadmeadow	Newcastle	30 June 2000
Farrer School (5526)	Croydon Park	Granville	19 December 2000
Sinclair Place (5624)	Inverell	Armidale	19 December 2000
Change of School Name or Status			
Kendall Public School (2280)	Kendall Central School	Port Macquarie	5 January 2000
Evans River Community School (1886)	Evans Head Public School	Tweed Heads / Ballina	1 January 2000
Woodburn Primary School (3490)	Woodburn Central School	Tweed Heads / Ballina	1 January 2000
Upper Coopers Creek Public School (3760)	Coopers Creek Upper Public School	Dubbo	14 January 2000

Name	Institute	Date
TAFE College Openings		
Bega Access Centre	Illawarra Institute	21 July 2000
Bateman's Bay Library and Education Access Centre	Illawarra Institute	31 March 2000
Shoalhaven Campus	Illawarra Institute	2 June 2000
Tourism and Technology Centre, Wagga Wagga	Riverina Institute	1 September 2000
Riverina Wine and Food Technology Centre, Griffith Campus	Riverina Institute	17 October 2000
Lightning Ridge Centre	Western Institute	6 October 2000
Menindee Centre	Western Institute	3 February 2000
TAFE College Closures		
Kahibah Annexe	Hunter Institute	18 December 2000

Appendix 27

Land Disposal

In 1999/2000 proceeds from the sale of 46 properties amounted to \$37.1 million - \$31.9 million from school properties and \$5.2 million from TAFE properties. In addition, an Aboriginal land claim was granted over one property and another property was returned to Crown Lands for other use. A further five properties were transferred at no cost to local councils and other parties.

The net proceeds from the sale of school property are utilised for school maintenance or for the construction or upgrading of

buildings at schools where the property was sold. In the case of TAFE assets, some capital realisations are reinvested in the institute responsible for the asset, while others are shared equally with NSW Treasury.

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 28

Major Assets

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

By the end of 2000, the Department had the following building stock:

- ◆ A total of 16,934 operating school buildings on 2,451 sites with a total floor space of around 6.9 million square metres.
- ◆ There were also 5,166 demountable buildings on school sites, providing a further floor space of around 403,000 square metres.
- ◆ A total of 1,724 TAFE buildings at 128 colleges, providing a total floor space of approximately 1.5 million square metres.

Major school facilities completed during 2000 include the new Callala and Currans Hill Public Schools, the new Evans River and Wadalba Community Schools and a new high school at Camden Haven.

Major new facilities completed at TAFE campuses included the Stage 5 development at Bankstown, Stage 3 at Baulkham Hills, Stage 7 Hornsby, Stage 8 Mount Druitt, Stage 5 Kingswood, Stage 12 Wollongong, Stage 7 Campbelltown and the first stage of development of the Thurgoona campus.

Major plant and equipment valued at over \$50,000 purchased during the year are identified in the following table.

OTEN

Plant and Equipment (valued at \$50,000 and above)			
Institute	Campus	Item	Value (\$)
OTEN	Strathfield	Sony Digital Betacam Edit Recorder	\$64,200
OTEN	Strathfield	Sony Digital Betacam Edit Recorder	\$61,500
OTEN	Strathfield	Sony Digital Betacam Camera	\$60,000
OTEN	Strathfield	Common Disk Storage for a Number of Computer Servers	\$84,000
South Western Sydney		File Server	\$59,136
Southern Sydney Institute	St George College, Oatley Education Centre	Computer Equipment - CISCO Router	\$55,248

Appendix 29

Recycling Activities

The Department is actively involved in developing strategies and undertaking activities that aim to:

- ◆ avoid the generation of waste
- ◆ promote reuse wherever possible
- ◆ encourage the purchase of products made from recycled materials.

In order to assist in this process the Department has developed a comprehensive *Waste Reduction and Purchasing Plan* (WRAPP) in consultation with the Environmental Protection Agency (EPA). A progress report on the implementation of the plan will be presented to the EPA in the first six months of 2001.

Schools play an integral part in the Department's and local communities' waste reduction and recycling programs and work in partnership with local councils, community based organisations, and government contractors appointed to provide waste collection and recycling services. They are active and committed participants in waste reduction strategies.

School Communities Recycling All Paper (SCRAP) reported as at Term 4, 2000 the recycling activities of its members had recycled over 28,000 tonnes of paper. These activities had effectively saved:

- ◆ over 84,000 cubic metres of landfill
- ◆ over 364,000 trees
- ◆ 889,840 kilolitres of water
- ◆ 70,000 barrels of oil and
- ◆ 114,800 megawatts of energy.

Schools provide the ideal opportunity to implement the environmental curriculum through participation in day to day practical recycling and waste minimisation projects.

Waste reduction and recycling activities which are being implemented in schools include:

- ◆ Conducting solid waste audits to establish waste reduction levels and strategies for separating the various forms of waste.
- ◆ Introducing worm farms to dispose of food scraps and paper contaminated by food.
- ◆ Composting, including the use of shredded paper as garden compost material.
- ◆ Recycling toner cartridges.
- ◆ Increasing the use of recycled paper and office products.
- ◆ Minimising paper use through increased utilisation of e-mail.
- ◆ Using recycled products for educational activities.

Apart from the obvious environmental benefits, waste reduction and recycling strategies also enable schools to reduce their waste removal costs by limiting the amount of material going to landfill, freeing up funds for other educational purposes. The Department is an enthusiastic supporter of the SCRAP's Froggies Awards for waste reduction and recycling. Consistently NSW Government schools are well represented as winners or finalists in the various award categories.

The three R's - reduce, reuse and recycle - are also being actively pursued at Departmental administrative sites across the State. Most State and district offices have adopted local recycling strategies geared to the various council and community run services available to them.

The Department is investigating further avenues to increase the use of recycled paper.

During 2000 the Director of the Primary Industries and Natural Resources ESD led a process involving a wide range of stakeholders in the development of a Departmental Environmental Management Strategy. This strategy will encompass the teaching and learning activities of the Department as well as its facilities and operations. It recognises the need for environmental management strategies to be incorporated into the business and strategic planning processes at all levels of the organisation. It is expected the Environmental Management Strategy will be endorsed in early 2001.

TAFE NSW institutes and colleges are also actively involved in waste reduction and recycling activities including:

- ◆ Participating in the SCRAP program.
- ◆ Providing returned used uniforms to charities for conversion into waste rags.
- ◆ Providing various charitable organisations with prepared meals from hospitality classes.
- ◆ Collecting of scrap metal from institutes which is returned to BHP. The funds raised are used to offset future purchases.
- ◆ Recycling toner cartridges.
- ◆ Recovering of thinners which have been contaminated by ink and paint for re-use.
- ◆ Reclaiming silver from used film to offset the cost of replacement film.
- ◆ Re-using materials used in class exercises or as a by-product of the teaching process eg mulching and composting of surplus plant material by horticultural classes and disposing of them appropriately.

Appendix 30

Government Energy Management Policy

The Department is working in a pro-active manner to implement energy efficient practices in NSW public schools and TAFE institutes. A working party has formulated a draft *Energy Strategic Plan* incorporating aspects of building design, selection of energy efficient installation equipment, curriculum units, training and development resources and performance goals. Finalisation of this document is expected by mid 2001.

Six percent of electricity purchased by Departmental facilities utilising the NSW Supply Service Contract for the supply of electricity is generated from renewable sources such as solar or wind. With 26 education facilities also generating solar energy from freestanding systems considerable sustainable energy is both produced and consumed within the Departments facilities.

In line with the methodologies detailed in the Government Energy Management Policy (GEMP), annual energy consumption of the Department is compiled from utility supplier data. Where it has not been possible to obtain information on consumption units, various formulae have been applied to the cost of energy to deduce the quantity of units consumed for each site.

The data from the above collection is then extrapolated into a variety of benchmarking measures for future comparative purposes. These measures include consumption of energy; per square metre of floor area, per student and per staff member. In this way a sound basis for future comparisons is established to account for and identify increases/ decreases in consumption energy levels.

As per the requirements of GEMP, the consumption data is supplied to the Ministry of Energy and Utilities for evaluation on an annual reporting basis. The data provided for the 1998

and 1999 periods indicate that a slight reduction in energy consumption and therefore a reduction in greenhouse gasses has been achieved by the Department.

The Properties Directorate has developed a range of ecologically sustainable design strategies in areas of energy efficiency, water conservation and environmental considerations. The design and construction of new and refurbished education facilities reflect these strategies. Some design features incorporated into facilities are:

- ◆ Natural light is utilised in all new primary schools, and increasingly in high schools through the installation of roof light strips.
- ◆ Roof turbo ventilators are integrated into the design of the lighting strips to evacuate heat gain in the roof space.
- ◆ Period bell light switching systems are installed to automatically turn off all luminaries in rooms five minutes after the period bell has rung and all students have left the room.
- ◆ Insulation is used with a key purpose of keeping heat out in summer to provide cooler, more comfortable classrooms and in winter to keep warmth in and reduce heating energy consumption.

With approximately 10 per cent of TAFE capital project allocation being committed to ESD infrastructure, a form of 'ground source heating/cooling' technology is being installed as a trial in a new facility.

Appendix 31

Records Management Program

The objectives of this program are to:

- ◆ ensure compliance with the Department's obligations under the *State Records Act 1998* and associated records management standards issued by the NSW State Records Authority
- ◆ achieve best recordkeeping practice in order to meet Departmental business needs
- ◆ ensure a common approach to records management throughout the Department using the best available information systems and technology.

These objectives are being achieved through the implementation of a records management program comprising policies, procedures, a thesaurus, disposal authorities and other guidelines. The program is being supported by training and technically underpinned by the progressive roll-out of the TRIM for Windows computer-based records management system to all areas of State office, district offices, institutes and schools.

Key achievements during the reporting period include the following:

- ◆ Access to the TRIM for Windows file management system was extended to a number of major State office business areas including Properties, Finance and Administrative Services.
- ◆ Access to a TRIM for Windows correspondence management system was extended on demand to business areas across State office, district offices, and institute directors' offices.
- ◆ A pilot study commenced for the future development of a records management system for schools, with associated policies and procedures.
- ◆ An electronic document management system using the latest scanning technology was piloted in the Correspondence and Ministerial Liaison Unit.
- ◆ Work began on drafting a comprehensive new Disposal Authority for Departmental Records.
- ◆ A Disposal Authority for School Records was approved and distributed with accompanying procedures to assist staff in the culling of school records. The Disposal Authority also identifies school records of significant cultural heritage.

- ◆ The culling program for TAFE Commission records was completed, significantly reducing secondary storage requirements at the Government Records Repository.
- ◆ A Records Management web page was established to provide access to a range of information management policies, procedures, resources and tools.

Future challenges for 2001 will include:

- ◆ Extending TRIM for Windows file management and correspondence management systems to remaining areas of State office, district offices and institutes.
- ◆ Completing the pilot study for the future development of a records management system for schools.
- ◆ Extending the pilot to provide an integrated electronic document management system for the Correspondence and Ministerial Liaison Unit.
- ◆ Finalising work on the new Disposal Authority, and ensuring that all Departmental records are henceforth covered by such Authorities, to facilitate systematic disposal and secondary storage activities.
- ◆ Developing and distributing procedures and training material for access directions in accordance with Part 6 of the *State Records Act 1998*.
- ◆ Developing a computer based training (CBT) package for recordkeeping to be delivered by CD-ROM, designed for staff to learn at their own pace from their desktop.
- ◆ Measuring compliance with the audit requirements of the State Records Authority's Standard on Full and Accurate Records, Standard on the Physical Storage of State Records, and Standard for Recordkeeping in the Electronic Business Environment.

Implementation of the first phase of the records management program in State office, district offices and institutes is expected to be completed by 2002 to 2003. The records management program for schools is not expected to be completed until 2003 to 2004.

Appendix 32

Privacy and Personal Information Protection

The *Privacy and Personal Information Protection Act 1998*, has introduced legislatively enforceable privacy standards which public sector agencies will be expected to follow when dealing with personal information. The Department of Education and Training holds a considerable amount of personal information on students, employees, parents, guardians, caregivers, clients, employers, business partners and associates.

The Act is based on the clear principle that individuals, including children and young people, have rights relating to their personal information. The Department is committed to the preservation and promotion of these rights.

The implementation of the *Privacy and Personal Information Protection Act 1998* will be managed through a *Department of Education and Training Privacy Management Plan* that will be reviewed annually. The *Privacy Management Plan* sets out the strategies, timeframes and responsibilities that the Department will put in place to comply with the Act.

In addition, the Act makes allowance for public sector agencies to develop privacy codes of practice which modify the application of the information protection principles to their

organisational needs. A Privacy Code of Practice for the Department of Education and Training has been developed in consultation with the Office of the Privacy Commissioner. The Department's Privacy Code of Practice modifies the application of the Information Protection Principles in certain circumstances where compliance with the Principles would either be inappropriate or impractical. The Department received exemptions from the majority of the Information Protection Principles until the making of the code on 22 December 2000.

Staff and students of the Department are kept informed of the implementation of the privacy legislation and requirements in the 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 for when an individual is aggrieved by conduct or alleged conduct of the Department that contravenes an Information Protection Principle or a privacy code of practice. For the year ended 31 December 2000, there have been no internal reviews conducted by the Department.

Appendix 33

Year 2000 Millennium Bug

Through the Department of Education and Training's Year 2000 project, a comprehensive Y2K strategy was implemented during 1999 in accordance with Government requirements to minimise the impact of the 'millennium bug'. The strategy covered Department-wide systems and operations in all directorates, TAFE institutes and schools and included the development of contingency plans identifying alternative processes for critical business systems to ensure business continuity.

The thorough preparation produced a smooth and successful transition into the Year 2000 with no major problems being reported at that time or on 29 February 2000 and 30 June 2000

which were also critical dates. Computing infrastructure, corporate applications and computing software were upgraded resulting in lasting benefits for the Department. All Y2K activity was completed under budget at an estimated cost of \$21.2 million.

The Department has implemented a range of initiatives to establish business continuity planning across all business units as a result of the knowledge gained from the Year 2000 project. The Department's *Business Continuity Plan* ensures that key organisational processes can be returned to service within acceptable time frames and with clearly defined priority setting, should a disruption or disaster occur.

APPENDIX 34

Electronic Service Delivery

During 2000, the Department nominated the Chief Information Officer as the Electronic Service Delivery Project Manager for the identification and coordination of these projects and to ensure compliance with the reporting framework specified in the Premier's Memorandum 2000-12.

In compliance with the Government's Electronic Service Delivery strategic agenda the Department has:

- ◆ had an established website since 1997
- ◆ met the reporting timelines set by the Government

- ◆ established a facility to publish tender information on the internet by 31 December 2000
- ◆ published appropriate publications on the Internet by 31 December 2000.

The Department has identified 11 key projects that will adopt electronic service delivery strategies in the future.

APPENDIX 35

Access

Directories

Directory of State Offices		
Office	Telephone	Facsimile
35 Bridge Street SYDNEY NSW 2000	(02) 9561 8000	(02) 9561 8759
NSW Government Offices 22 Main Street BLACKTOWN NSW 2148	(02) 9836 9000	(02) 9836 9938
NSW Government Offices 84 Crown Street WOLLONGONG NSW 2500	(02) 4924 9900	(02) 4924 9840
NSW Government Offices 140 William Street BATHURST NSW 2795	(02) 6334 8100	(02) 6331 9741
1 Oxford Street DARLINGHURST NSW 2000	(02) 9266 8111	(02) 9266 8032
3a Smalls Road RYDE NSW 2112	(02) 9886 7444	(02) 9886 7155
55 Market Street SYDNEY NSW 2000	(02) 9561 8000	(02) 9561 8438
Cnr Boulevarde and Toothill Street LEWISHAM NSW 2049	(02) 8512 1100	(02) 9569 3998
State Equity Centre 11-12 Swanson Street ERSKINEVILLE NSW 2043	(02) 9582 5860	(02) 9550 2874
Information Technology Bureau 39a Herbert Street ST LEONARDS NSW 2065 1 Central Avenue Australian Technology Park Garden Street EVELEIGH NSW 1430	(02) 9942 9000	(02) 9950 1600
Open Training and Education Network (OTEN) – Distance Education 51 Wentworth Road STRATHFIELD NSW 2135	(02) 9715 8150	(02) 9747 1000
NSW Adult Migrant English Service 84-86 Mary Street SURRY HILLS NSW 2010	(02) 9289 9111 1800 114 707	(02) 9211 0321

Directory of School District Offices

District	Superintendent	Street	Town	Postcode	Phone	Fax
Albury	Mr Allan Schirmer	521 Macauley St	Albury	2640	02 6051 4300	02 6041 3258
Armidale	Mr Wayne Chandler	North Power Building, 175 Rusden St	Armidale	2350	02 6776 4100	02 6776 4145
Bankstown	Mr Dennis MacKenzie	Union St	Riverwood	2210	02 9534 4111	02 9534 6955
Batemans Bay	Mr Colin Walters	15A Citi Centre, Orient St	Batemans Bay	2536	02 4475 3300	02 4475 3340
Bathurst	Ms Carole McDiarmid	Cnr George and Rocket Sts	Bathurst	2795	02 6334 8200	02 6332 1766
Blacktown	Mr John Bentley	Cnr Lucas Rd and Morris St	Seven Hills	2147	02 9624 9111	02 9674 8594
Bondi	Ms Ann McIntyre	5 Wellington St	Bondi	2026	02 9298 6900	02 9298 6940
Broken Hill	Mr Alan Sharp	4 Sulphide St	Broken Hill	2880	08 8082 5700	08 8082 5740
Campbelltown	Mr Graeham Kennedy	Cnr Lindesay and Lithgow Sts	Campbelltown	2560	02 4633 2700	02 4633 2749
Central Coast	Mr Bill Low	Level 3, 40 Mann St	Gosford	2250	02 4348 9100	02 4348 9199
Clarence / Coffs Harbour	Mr Ron Phillips	Mary St	Grafton	2460	02 6641 5000	02 6641 5099
Deniliquin	Mr Adrian Parker	Harfleur St	Deniliquin	2710	03 5881 5708	03 5881 5851
Dubbo	Mrs Robyn McKerihan	State Office Block, 37 Carrington Ave	Dubbo	2830	02 6883 6300	02 6884 3787
Fairfield	Mr Hedley Mooney	Wolumba St	Chester Hill	2162	02 9793 4900	02 9793 4943
Granville	Ms Diane Wasson	65 Albert Rd	Strathfield	2135	02 9582 6300	02 9582 6340
Griffith	Mr Mark Everett	Govt Offices, 104-110 Banna Ave	Griffith	2680	02 6961 4100	02 6964 1386
Hornsby	Mr Denis Osborne	Level 2, 20 George St	Hornsby	2077	02 9987 3900	02 9987 3928
Lake Macquarie	Ms Elizabeth Rushton	Cnr Smith and Frederick Sts	Charlestown	2290	02 4974 4000	02 4942 4229
Lismore	Mr Greg Cloak	154 Ballina Rd	Goonellabah	2480	02 6624 0400	02 6625 2078
Liverpool	Mr Richard Booth	Roy Watts Rd	Glenfield	2167	02 9203 9900	02 9203 9999
Maitland	Mr Terry Maguire	Level 1, 2 Caroline Place	Maitland	2320	02 4931 3500	02 4931 3599
Moree	Mr Ian Wilson	66-68 Frome St	Moree	2400	02 6757 3000	02 6757 3043
Mount Druitt	Mr Chris Evans	Hindemith Ave	Emerton	2770	02 9835 7444	02 9628 2413
Newcastle	Mr Laurie Tabart	Cnr Brunker and Glebe Rds	Adamstown	2289	02 4957 6674	02 4957 6709
Northern Beaches	Ms Carol Carrigan	72 Fisher Rd	Dee Why	2099	02 9941 3000	02 9941 3030
Orange	Mr Arthur Townsend	2B Peisley St	Orange	2800	02 6392 8400	02 6392 8445
Parramatta	Mr Robert Manwarring	9 Albert St	North Parramatta	2151	02 9806 1500	02 9806 1554
Penrith	Mr David Phipps	51 Henry St	Penrith	2750	02 4724 8799	02 4724 8777
Port Jackson	Mr Jack Baseley	Church St	St Peters	2044	02 9582 5800	02 9582 5899
Port Macquarie	Mr Frank Shaw	Finlay Ave	Port Macquarie	2444	02 6586 6900	02 6586 6999
Queanbeyan	Mr James Coleborne	Level 1, City Link Plaza, 24-36 Morisset St	Queanbeyan	2620	02 6200 5000	02 6299 0412
Ryde	Mr Peter Haigh	Level 5, 13-15 Lyon Park Rd	North Ryde	2113	02 9886 7000	02 9886 7070
Shellharbour	Mr Alan Thomas	Cnr Shellharbour and Lake Entrance Rd	Warilla	2528	02 4251 9900	02 4251 9945
St George	Mr Ken Olah	Cnr Segenhoe and Avenal Sts	Arncliffe	2205	02 9582 2800	02 9556 3097
Sutherland	Ms Julie Houghton	Cnr Kingsway and Sylva Ave	Miranda	2228	02 9531 3900	02 9531 3999
Tamworth	Mr Robert Lewis	155-157 Marius St	Tamworth	2340	02 6755 5000	02 6755 5020
Taree	Mr Phillip Webster	Middle St	Forster	2428	02 6555 2001	02 6555 6905
Tweed Heads / Ballina	Mr Wayne Parkins	Level 2, 12 King St	Murwillumbah	2484	02 6670 2300	02 6672 5192
Wagga Wagga	Ms Val Macaulay	Level 2, 76 Morgan St	Wagga Wagga	2650	02 6937 3800	02 6937 3899
Wollongong	Mr Chris Carroll	414-416 Crown St	West Wollongong	2500	02 4224 9200	02 4224 9247

Directory of TAFE Institutes			
TAFE Institute	Phone	Fax	Director
Hunter Institute Newcastle College Maitland Road TIGHES HILL NSW 2297	(02) 4923 7222	(02) 4923 7779	Gaye Hart
Illawarra Institute 3 Rowland Avenue WOLLONGONG NSW 2500	(02) 4222 2904	(02) 4226 4748	Barry Peddle
North Coast Institute Block G Port Macquarie Campus Hindman Street PORT MACQUARIE NSW 2444	(02) 6588 2222	(02) 6588 2233	Neil Black
Northern Sydney Institute Institute Services Building North Sydney Campus 213 Pacific Highway GORE HILL NSW 2065	(02) 9942 0500	(02) 9942 0508	Kevin Harris
New England Institute Janison Street TAMWORTH NSW 2340	(02) 6768 2200	(02) 6768 2206	Gary Pollock
Riverina Institute Wagga Wagga Campus Cnr Coleman and Macleay Streets WAGGA WAGGA NSW 2650	(02) 6938 1300	(02) 6938 1327	Rosemary Campbell
South Western Sydney Institute 13-15 Lumley Street GRANVILLE NSW 2142	(02) 9846 8200	(02) 9846 8168	John Allsopp
Southern Sydney Institute Bldg A 500 Chapel Road BANKSTOWN NSW 2200	(02) 9796 5444	(02) 9790 7353	Kimble Fillingham
Sydney Institute Mary Ann Street ULTIMO NSW 2007	(02) 9217 3400	(02) 9217 4025	Marie Persson
Western Institute Level 1, 235 Lords Place ORANGE NSW 2800	(02) 9217 3400	(02) 9217 4025	Jim Thorpe
Western Sydney Institute 2/10 O'Connell Street KINGSWOOD NSW 2747	(02) 9208 9994	(02) 9208 9277	Gillian Shadwick

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