NSW DEPARTMENT OF EDUCATION AND TRAINING ANNUAL REPORT 2001

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ANNUAL REPORT 2001

NEW SOUTH WALES DEPARTMENT OF EDUCATION AND TRAINING

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LETTER OF SUBMISSION TO THE MINISTER

The Hon J Watkins 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 2001. 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 2001.

The Department's major accomplishments during the reporting period included its successful expansion of the *State Literacy and Numeracy Plan*; the implementation of strategic programs and policies to ensure NSW public schools have the highest quality teachers and the highest teaching standards; improvements to the physical appearance of public schools, the upgrading of school facilities and the completion of five new schools in growth areas of New South Wales; the provision of up-to-date technology in schools to ensure that students are at the forefront of learning; the implementation of enhanced welfare and behaviour management programs; and the creation of further opportunities for students to study vocational education and training courses while at school, and the consolidation of strategies that are improving the employability of students.

In 2001, TAFE NSW made great progress in implementing flexible delivery initiatives, including the provision of short courses and modules tailored to meet specific industry and employee needs. Demand for TAFE NSW services has continued to grow and TAFE Online has significantly enhanced the organisation's capacity to deliver online courses. TAFE Global in its first year of operation confirmed its value to TAFE NSW by winning 35 new major contracts.

During the year, the Department ensured that the knowledge and skills required by industry, our society and the NSW economy were delivered. Particular attention was directed to the quality of vocational programs provided in schools and colleges. By the end of the year, close to 1,000 NSW training organisations had been assessed for compliance against the standards in the Australian Recognition Framework.

In 2002 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

DIRECTOR-GENERAL'S FOREWORD

For more than 150 years public education has played a vital role in the processes of community and nation building. The challenge of the global era brings with it new educational tools and opportunities. The context of public education and training is changing. We are now operating in a highly competitive environment. In order to maintain leadership in education and training provision we must continue our commitment to quality, responsiveness and the development of the professional skills and capabilities of all staff, as well as maintaining strong alliances with parents, carers, industry and the community.

One of the priorities of the NSW Department of Education and Training is to enhance community confidence in public education. I believe that there is a need to reassert the traditional ideals and principles upon which public education in New South Wales was founded. At the same time, we must recognise that the nature of schooling has to change if we are to meet the needs of different types of learners and the demands of the knowledge-based economy.

The commitment and professionalism of all staff have been vital to the delivery of high quality education. Our teachers set examples through their personal interactions with children and young people. Not only do they deliver the highest quality teaching and learning, they teach young people ways of handling the conflicts and uncertainties of everyday teenage life through the school curriculum and programs such as peer mediation. Quality teachers are critical to ensuring the continued engagement of Australia's young people in schooling until their Higher School Certificate (HSC), and to delivering continued improvements in students' literacy and numeracy in cities and in the bush.

During the course of this reporting year, I had the opportunity to travel throughout the State and meet teachers and support staff in our schools and TAFE institutes. Teachers indicated to me that they appreciate discussions that take place in schools and colleges on issues that impact on the core business of teaching and learning.

In order to ensure that senior officers know about the grassroots issues faced by teachers and support staff in schools and colleges across the State, the Board of Management took the decision in 2001 to expand significantly the Return to School / TAFE program. The close involvement of all senior officers in day-to-day school and college activities will improve their capacity to respond to issues as they arise.

In 2001, the Department launched the discussion paper, *The Values of NSW Public Schools*, which builds on discussions among public school teachers, students, parents and carers about the values which bring us together. The discussion paper attempts to define the values which public school teachers individually and collectively foster in their students. It replaced the decade-old document, *The Values We Teach*.

The Values of NSW Public Schools will support teachers' efforts to spell out the distinctive advantages of inclusive public schools for the personal and social development of students. The document will also help schools to promote to the wider NSW community the common values which public school teachers develop in students - through the curriculum, through their guidance of the students in their care, and through students' learning experiences in all dimensions of school life, from the playground and sports field to the stage.

The Department is committed to strengthening the capacity of public schools to deliver a broad and high quality curriculum, and ensuring that public school students achieve world-class standards. For senior secondary school students, this has been made possible through the New HSC.

During the year, the Department continued to implement the NSW Government's $106 million *State Literacy and Numeracy Plan* in schools. This plan is improving the literacy and numeracy skills of primary and secondary school students. Results in the 2001 tests showed that the literacy and numeracy achievements of students in NSW government schools continue to be among the best in Australia, with marked improvement by the lowest achieving students. These results confirm the effectiveness of the strategies put in place under the plan.

In 2001, the first cohort of students sat the New HSC, with over 35,000 students in government schools being awarded the HSC. More than 94 per cent of government students in the English standard course and 92 per cent of government students in the general mathematics course exceeded the minimum standards and achieved a mark of 50 or more.

Today education needs to provide pathways for young people into further education or employment by creating strong links between the completion of secondary school and successful lifetime participation in the labour market. During 2001, schools delivered

vocational education and training (VET) courses to more than 40,000 students in government schools. As part of the NSW Government's *Ready for Work Plan*, $21.5 million is being provided over the next four years for individual school to work plans for students in Years 9 to 12 to help them guide their study and career paths.

In the last ten years, vocational courses have become increasingly popular with students in Years 11 and 12 as they seek to commence training for their career while still at school. In 2001, around 34 per cent of the HSC candidature was enrolled in at least one VET course and the first cohort of students undertaking new VET industry curriculum courses in the HSC completed their studies. Almost 9,000 young people in NSW public schools elected to undertake an optional HSC examination in a VET course.

As we move into the global information age, the demands on schools and the needs of students are changing. This year saw the start of a new era in classroom technology, with more than $555 million being allocated over the next four years to fund technology initiatives such as the supply of computers and the training of teachers. The Department is also working to expand internet services to carry individual email addresses for teachers and students. These e-learning accounts will give teachers and students access to information and resources from across the world, a move that will ultimately revolutionise how students learn.

During the year, significant progress was made with improvements to school infrastructure – improvements which will enhance the attractiveness of public schools for students, parents, carers, teachers and the community. In 2001, the Department undertook a major program of improvements to school facilities through an allocation of almost $258 million for capital works, an increase of 45 per cent on last year.

Major capital works were completed in 24 schools including six new schools. An additional 46 new building projects were initiated in 2001 / 2002. A further $257 million will be spent on hundreds of improvements to older schools, as they are brought up to a new standard, as well as on other minor works and air-conditioning programs.

During the year, demand for TAFE NSW services and products continued to grow. Total enrolments in TAFE NSW grew by almost 19 per cent between 1997 and 2001, rising from 424,450 up to 504,496. In 2001, TAFE NSW delivered over 99 million student contact hours, an increase of 14 percent since 1997.

To support this growth more than $1.2 billion was committed to TAFE NSW for the 2001 / 2002 financial year. More than $18 million is being provided over four years for the expansion of TAFE NSW scholarships and to target students at risk, particularly, to increase their access to vocational education and training.

TAFE NSW continued to provide the majority of publicly-funded VET in New South Wales. TAFE institutes responded to the skill needs of industry, the community and individuals by providing a broad range of VET courses and delivering them in a variety of ways, including face-to-face and flexible delivery modes such as online delivery. TAFE training now takes place at times and in locations to suit the needs of industry, the community and individuals. In addition to studying at a TAFE college, people can now study at home, in the workplace, in community venues and through TAFE access centres.

During the reporting period, the number of articulation and credit transfer arrangements available to students in all education sectors was increased. This enabled young people and adults to have a smooth transition from school to TAFE NSW, and from TAFE to further education and training (at university or with other education and training providers) and to employment or career advancement.

Business arrangements continued to be established and consolidated in national and international markets. TAFE NSW competed successfully with other training providers to develop a wide range of new business opportunities. TAFE GLOBAL commenced operations on 1 January 2001. It primarily concentrated on refocusing the range of training programs offered in national and international markets and during its first year of operation, 35 new contracts were signed in countries including China, Hong Kong, Korea and South Africa. Over $5 million of revenue was generated. A notable achievement of TAFE GLOBAL was winning a $2 million contract with Greece to assist with the development of training programs for the 2004 Athens Olympic and Paralympic Games.

During the past 20 years, the industrial landscape in New South Wales and the skill needs of the economy have changed dramatically. The development of a more open and global economy has been accompanied by advances in technology. One of the challenges has been finding the right balance between demand and supply in relation to ensuring that the NSW workforce has the skills that will increase economic prosperity and enhance social well being. During the reporting year,

the Department funded a broad range of innovative training programs to help address industry training needs in New South Wales.

A comprehensive review of the legislation governing the NSW apprenticeship and traineeship system was undertaken in order to provide more flexible training arrangements better suited to the changing needs of the economy and the community, to simplify and streamline the administration of apprenticeships and traineeships, and to ensure the quality of training outcomes. Since 1997, NSW apprenticeship and traineeship commencements have grown by nearly 137 per cent.

Substantial inroads were made over the past year in preparing for the challenges that lie ahead. The Department of Education and Training is fortunate to have a highly innovative, skilled and committed workforce. Over the past year all staff have contributed to the achievement of best practice in providing and supporting publicly-funded education and training across the State.

I have no doubt that together we can build an even stronger and more effective education and training system in New South Wales. It is a pleasure to take this opportunity to express my thanks to teachers and all staff, and parents and carers, as well as to business, industry and the community for their dedication and tireless efforts in working together to provide the best public education and training in the nation.

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

Auburn West Public School is successfully linking the use of computer-based technologies to syllabus outcomes.

ABOUT THE NSW DEPARTMENT OF EDUCATION AND TRAINING

The NSW Department of Education and Training delivers high quality education and training services from early childhood education through to post-compulsory education and training. In doing so, the Department meets the learning needs of children, young people and adults, and addresses industry and community training needs throughout the State. The NSW public education and training system provides:

- pre-school education
- the compulsory years of schooling (from Kindergarten to Year 10)
- senior secondary education (Years 11 and 12), which lead to the award of the NSW Higher School Certificate (HSC)
- TAFE NSW courses
- adult and community education courses
- adult migrant English programs
- post-secondary art courses.

The Department coordinates all public education and training services in New South Wales, provides advice to the NSW Government on higher education, and strongly promotes lifelong learning. 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.

NSW Public Schools

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. More than 750,000 students from a diverse range of backgrounds attend 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 deliver a curriculum that meets students' needs and aspirations, is relevant to today's world and is responsive to community expectations.

Public schools continue to maintain and value close relationships with parents, caregivers and local communities; and, at the same time, to create new partnerships with local businesses and industry. These are powerful partnerships that assist the Department in the education of students and the management of schools.

The Department has established multi-campus colleges to promote cooperative ventures and partnerships among schools and other education providers, particularly with TAFE NSW and universities, in order to broaden curriculum provision in schools and to use resources more effectively.

TAFE NSW

The NSW Technical and Further Education (TAFE) Commission, known as TAFE NSW, is the largest provider of vocational education and training (VET) in Australia. More than 500,000 students enrol 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 more than 1,200 major award courses that are recognised by industry. Most of these qualifications are nationally accredited under the Australian Qualifications Framework. TAFE delivers these courses through 11 institutes with around 130 campuses across the State. In addition, TAFE provides world-class distance education services and products through the Open Training and Education Network (OTEN).

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.

The TAFE Commission Board reviews and makes recommendations to the Minister on TAFE NSW policies and strategic planning, the efficiency and effectiveness of TAFE operations and management, TAFE's commercial activities and cross-sectoral issues.

Industry Training Services

The Department develops and implements a range of VET policies, strategies, programs and services for specific industries and individuals. Many industry programs, such as the Contracted Training Provision program, the Mature Workers' Program, the Apprenticeship and Traineeship Training Program and youth programs are managed through the Department's 11 industry training centres located throughout the State. The Department's new apprenticeships centres, which are co-located in the industry training centres, provide services to employers taking on apprentices and trainees. The Department funds NSW Industry Training Advisory Bodies (ITABs), group training organisations, industry skills centres and other programs to support training in industry.

The Department administers the apprenticeship and traineeship system in New South Wales. There are more than 97,000 apprentices and trainees in training. Apprenticeships and traineeships are available across all industry sectors. Today, many apprenticeships and traineeships involve flexible work-based arrangements, and some traineeships may be undertaken part-time while students are still at school.

The NSW Board of Vocational Education and Training (BVET) is the principal body responsible for the development and reform of vocational education and training in New South Wales. The key role of BVET is to provide the Minister with independent advice on strategic directions, planning and resource allocation for the State's training system.

The Vocational Education and Training Accreditation Board (VETAB) accredits courses and training packages and registers public and private training organisations in New South Wales against nationally agreed standards. The Vocational Training Tribunal (VTT) hears disputes between employers and apprentices and trainees, and assesses applications for trades recognition.

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. It 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. Around 400,000 people now enrol in ACE courses each year. 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 Board of Adult and Community Education promotes the provision of ACE in the State; advises the Minister, the TAFE Commission Board and other relevant agencies on needs and trends in, and the coordination of, ACE in New South Wales; and distributes funds to ACE education agencies.

Adult Migrant English Service

The NSW Adult Migrant English Service (AMES) assists more than 15,000 migrants annually to study English, enabling them to participate in the community, education and work. It is recognised throughout the world as a high-quality provider of language and literacy education for newly-arrived migrants.

AMES 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 (NAS) is an independent school, located in Darlinghurst, which is funded by the Department. Over 1,300 students are enrolled at the school. 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 NAS mission is to provide students with the skills and knowledge to become practising artists who have a broad awareness of cultural values.

The National Art School offers a three-year Bachelor of Fine Arts, a comprehensive program of short courses, summer and winter schools and an HSC extension course. In 2002, the school will launch a new bachelor's degree with honours and a master's degree in fine arts.

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 this State. Universities are established under, and operate

within, the parameters of NSW legislation. However, they maintain 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 are 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 the compliance of NSW universities with statutory responsibilities and manages associated statutory approval processes.

The Department 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. Where concurrent accreditation of courses in two or more jurisdictions is requested, the Department collaborates with interstate authorities in accordance with national protocols. 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.

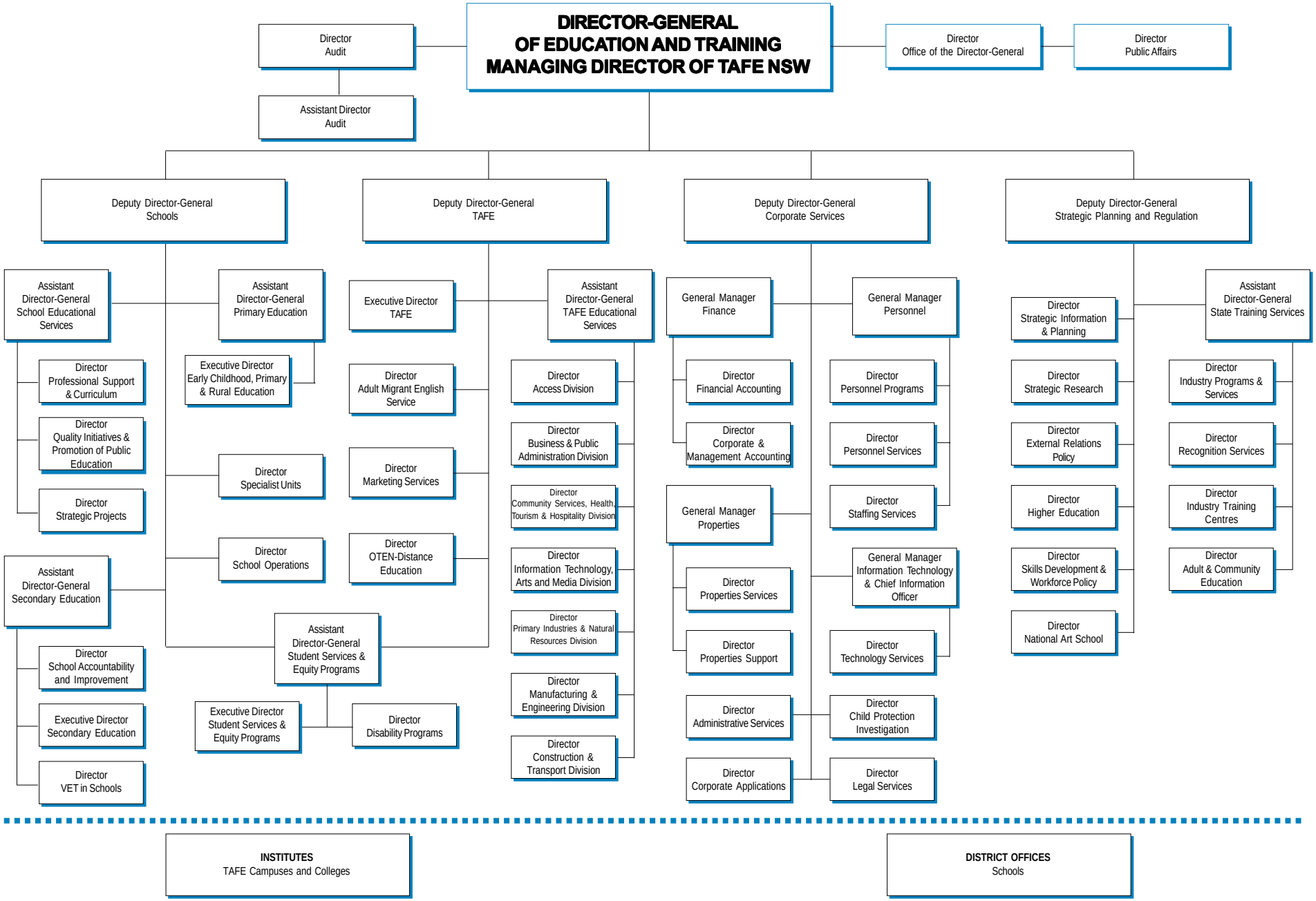
SENIOR OFFICERS IN 2001

Board of Management

The Board of Management is the NSW Department of Education and Training's key decision making body. It was established early in 2001 and replaced the State Executive. The board is chaired by the Director-General and consists of the four Deputy Directors-General. It exercises two key responsibilities: firstly, translating government policy into action, and setting strategic direction for the implementation of policy; and secondly, dealing with those operational issues where a cross-portfolio approach is required. The members of the board in 2001 are listed below.

Dr Ken Boston AO	Managing Director of TAFE NSW Director-General of Education and Training
Ms Jan McClelland	Deputy Director-General, Corporate Services
Dr Alan Laughlin	Deputy Director-General, Schools
Ms Leslie Loble	Deputy Director-General, Strategic Planning and Regulation
Mr Robin Shreeve	Deputy Director-General, TAFE
Mr Chris Ryan	Director, Office of the Director-General (Executive Officer)

DEPARTMENT OF EDUCATION AND TRAINING
as at 31 December 2001



EXECUTIVE SUMMARY

The following summary provides highlights of the Department's performance in 2001 in relation to the corporate objectives outlined in the statewide strategic plans for NSW government schools, TAFE NSW, industry training services, ACE and AMES.

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 $5,148.4 million in 2000/2001 and is estimated to be $5,272.6 million in 2001/2002. Funding increases for school education program areas include the following:

- In 2000/2001, a total of $106 million was provided for literacy and numeracy strategies. This will increase to $117 million in 2001/2002 to expand support for these strategies.
- Technology in schools was expanded, with $555.3 million being allocated over the next four years. In 2001/2002, $137.3 million will be provided for computing equipment, infrastructure, teacher training and computer skills assessment.
- As part of the Government's *Ready for Work Plan*, $21.5 million is being provided over four years for individual school to work plans for students in Years 9 to 12 to help them guide their study and career paths.
- In 2000/2001, the NSW Government's expenditure on improving and expanding capital infrastructure was $299.7 million. A further $183.8 million was spent on schools and TAFE building maintenance. Expenditure on school facilities amounted to $172.2 million and provided for the commencement of 46 new projects, including four new primary schools and three new high schools. In 2001/2002, $257.6 million will be available for spending on capital projects in schools, an increase of 45 per cent over last year's allocation.
- Schools received $240 million in global funding for such items as training and development for teachers and principals, reading materials, utilities, minor maintenance and short-term teacher relief. This funding will be increased to $245.2 million in 2001/2002.
- Special education support will increase by $28.9 million, from $448.8 million 2000/2001 to $477.7 million in 2001/2002.
- There will be an increased funding commitment to students in regional and rural New South Wales, growing from $67 million in 2000/2001 to $69.2 million in 2001/2002.
- Recurrent funding for Aboriginal education programs will also increase from $31 million in 2000/2001 to $32.6 million in 2001/2002.

Values of Public Education

Following extensive consultation with key stakeholders, the Department published a discussion paper on the values and ethics of NSW public schools, *Values of NSW Public Schools*, which was distributed widely across New South Wales. The paper details what public education stands for in New South Wales. The *Values of NSW Public Schools* emphasises the value of aiming for the best in academic, creative and sporting achievement; the value of caring and respecting ourselves and others; and the value of having respect for work and fostering civic awareness and responsibility.

Recognition of Excellence

During the reporting period, the Minister and the Director-General acknowledged 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 2001, a total of 40 students throughout New South Wales received this award.
- The Minister's Young Designers Awards recognise Year 7 and 8 design and technology students. Over 1,600 students from government schools participated in the awards in 2001. The two State award winners came from Karabar Distance Education Centre and Morisset High School.
- 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, assistance with computers and commercial or business activities. In 2001, the award was presented to 50 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 37 schools across the State.

1.2 Strengthening the Foundations for Lifelong Learning

Basic Skills Test

The results of the 2001 Basic Skills Tests (BST) for Years 3 and 5 in literacy and numeracy confirmed the positive impact of the Government's *State Literacy and Numeracy Plan*. Results from the 2001 BST showed that:

- Eighty eight per cent of students in Year 3 and 94 per cent of students in Year 5 demonstrated expected or higher level skills in the literacy tests.
- Eighty nine per cent of students in Year 3 and 94 per cent of students in Year 5 demonstrated expected or higher level skills in the numeracy tests.
- The gap between Year 3 boys and girls in literacy was slightly greater in 2001 than in 2000 but has narrowed over the past five years.
- Mean scores for indigenous students in 2001 were higher than in 2000 for Year 3 numeracy and Year 5 literacy and numeracy. There was no change in the mean score for Year 3 literacy.

Reading Recovery

- In 2001, a total of 7,755 students participated in the Reading Recovery program. More than 75 per cent of these students improved to the level of their peers and needed no further additional support.
- The 2001 Year 3 BST results in literacy of students who participated in Reading Recovery in 1999 were examined. More than 70 per cent of all Year 3 students who successfully completed Reading Recovery in Year 1 demonstrated considerable growth in literacy learning. Similarly, the 2001 Year 5 BST results in literacy of students who participated in the Reading Recovery program in 1997 were examined. More than 85 per cent of Year 5 former Reading Recovery students achieved results at or above the expected level.

Primary Writing Assessment

In 2001, the Primary Writing Assessment (PWA) was undertaken by all Year 3 and Year 5 students in government schools. Results of the 2001 PWA indicated that:

- Eighty nine per cent of students in Year 3 and 96 per cent of students in Year 5 demonstrated expected or higher level skills in the writing tasks.
- Girls performed better than boys in Year 3 and in Year 5.
- The mean score for Year 3 students identifying themselves as coming from non-English speaking backgrounds was slightly higher than for all students.

English Language and Literacy Assessment

In 2001, Year 7 students in all government schools participated in the English Language and Literacy Assessment (ELLA) program. The majority of government schools also chose to participate in the optional re-testing of Year 8 students. Results from the 2001 ELLA program showed that:

- The percentage of students in the low achievement level in reading and writing for Year 7 and Year 8 has decreased compared with 1999.
- The mean scores for Year 7 students have shown slight increases in writing, reading and language, compared with 1999, particularly for boys in reading and language and for girls in writing.
- The mean scores for students identifying themselves as coming from non-English speaking backgrounds have increased for reading and language, compared with 1999. The increases in the mean scores for reading and language were even greater for students who have lived in Australia for four years or less, and who never or only sometimes speak English at home.
- The mean scores for Aboriginal and Torres Strait Islander students have decreased slightly in all parts of the test, compared with 1999.

Secondary Numeracy Assessment Program

In 2001, Year 7 students from all government schools participated in the Secondary Numeracy Assessment Program (SNAP). A voluntary retest of Year 8 students who were involved in SNAP in 2000 was also offered. Results from the 2001 SNAP indicated that:

- For Year 7 students, the mean score in numeracy for all students was 86.7, with no difference in the mean for boys and girls. However, girls scored higher in number, space and data while boys scored higher in measurement. There was no difference in numeracy problem solving between girls and boys.
- The mean scores for Year 7 students identifying themselves as coming from non-English speaking backgrounds was higher than for all students, across all aspects of numeracy. The overall mean for students who have lived in Australia for four years or less, and who never or only sometimes speak English at home was lower than for all students.
- The mean score for Year 7 Aboriginal and Torres Strait Islander students was considerably lower than for all students.

National and International Student Achievement

The 2000 results for Year 3 and Year 5 reading and numeracy benchmarks showed that New South Wales is performing at above the Australian average in reading and numeracy for all students and for all subgroups of students.

A total of 265,000 students from 32 countries took part in the first Programme for International School Assessment (PISA) survey in 2000. Australian students on the whole scored very well in all three areas assessed. Only one country achieved a significantly higher mean result than Australia in reading (Finland) and mathematics (Japan), and only two countries achieved a significantly higher mean result in science (Korea and Japan).

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

School Certificate

In 2001, 81,302 Year 10 students received a result in the School Certificate. Of these, 79,188 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. Results of the 2001 School Certificate showed that:

- The majority of students (95 per cent) were graded at band 2 and above in English-literacy.
- In mathematics, 98 per cent of students were graded at band 2 and above.
- Nearly all students (99 per cent) were graded at band 2 and above in science.

New Higher School Certificate

Students in Year 12 in 2001 were the first to sit for the New Higher School Certificate (HSC). A total of 35,575 students in government schools were awarded an HSC. Results of the 2001 HSC indicated that:

- There were 9,894 appearances by government students on the 2001 HSC distinguished achievers list in recognition of being placed in the top standard for a course.
- A total of 339 school students achieved the highest standards in at least ten units of their courses. Approximately half of these students were from NSW government schools.
- More than 94 per cent of government students in the English standard course met or exceeded the minimum standard and achieved a mark of 50 or more.
- In the higher level English advanced course one in three government students were placed in the top two standards and achieved marks of 80 or more.
- In the new general mathematics course 92 per cent of government students met or exceeded the minimum standard and achieved a mark of 50 or more.
- In the highest level mathematics extension 2 course, nearly 45 per cent of government students achieved the highest standard.

The first cohort of students undertaking new vocational education and training (VET) industry curriculum framework courses in the HSC completed their studies in 2001. A total of 13,702 Year 12 government and non-government school students undertook an optional HSC examination in these VET framework courses with the potential for the examination result to contribute to their University Admission Index (UAI). Of these, 8,975 were government school students.

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 2001, more than 420 schools implemented school to work planning involving over 58,900 students.

From 1997 to 2001, the total number of government and non-government enrolments in VET courses, delivered by schools and TAFE, increased by 32 per cent from 42,222 in 1997 to 55,555 in 2001. Over this period, hospitality courses continued to attract the highest number of enrolments. In 2001, hospitality courses again had the highest number of enrolments with courses from the new information technology curriculum framework a clear second.

A total of 829 government school students have commenced a school-based part-time traineeship as part of their HSC since 1997.

Multi-Campus Education Colleges

The NSW Government is committed to ensuring that senior students in multi-campus education environments have access to an expanded and more flexible curriculum including TAFE NSW and university courses, state-of-the-art facilities and a teaching staff which combines the experience and expertise of schools, TAFE colleges and universities. In 2001, there were 10 multi-campus colleges operating or being established across New South Wales.

1.4 Promoting Teacher Professionalism and Workplace Flexibility

Teacher Education Review

A taskforce of teachers, teacher educators and representatives of employers, professional associations, universities and unions was convened during the year. The taskforce consulted a wide range of interest groups including representatives from schools, universities, and professional and community organisations to develop advice on a possible NSW Government response to the review. The taskforce found a high degree of support for the development of professional teaching standards and a hierarchy of teaching standards. The taskforce reported to the Minister in September 2001.

Teacher Recruitment and Incentives

The Department implemented several strategies to attract and retain the highest quality teachers in NSW government schools. The Graduate Recruitment Program continued to be implemented, with 623 outstanding new graduates being appointed to schools for the 2002 school year.

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. Under this initiative, a total of 1,682 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 2001, 219 classroom teachers accepted transfers to locations of their choice under this program.

Professional Development

The Department provided professional development for teachers and administrative staff with a funding allocation of $54.8 million. Key priorities for teacher development included support for the implementation of the New HSC, literacy and numeracy, and the use of information technology (through the Technology in Learning and Teaching program).

Teacher Retraining and Workforce Planning

In order to ensure that the teaching workforce is able to meet educational needs, the Department provided opportunities for teachers to change their career pathways by retraining in areas of workforce need. During 2001, the Department supported 967 teachers and people from industry to retrain at a cost of $11.9 million.

Quality Teaching Awards

A new annual award system for outstanding teachers was established in 2001. The award recognises quality teaching across all education sectors from pre-school to university. The Quality Teaching Awards were open to permanent, part-time and casual government and non-government pre-school, early childhood, primary, secondary, TAFE and university teachers. The Minister presented the award to 57 NSW teachers, including 26 Departmental school teachers.

1.5 Providing a Safe, Secure and Disciplined Environment for Learning

Student Representative Councils

Student Representative Councils are a practical outcome of, and a forum for, civics and citizenship education in the school environment. In 2001, 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 comprises 22 student leaders. During the year the council liaised with groups such as the Premier's Youth Advisory Council, the Commission for Children and Young People and the NSW Ombudsman on key issues of importance to children and young people.

Student Behaviour Management

The Department implemented a variety of coordinated programs and services to improve students' behaviour, enhance students' well being and to make schools more effective learning environments. Support services were provided by a range of specialist staff including school counsellors, district student welfare consultants and specialist itinerant teachers, and through the provision of funding for teachers' aides and additional teachers, special classes for students with behaviour difficulties and special schools for students with severe behaviour difficulties.

Over the next four years, the Department will provide an additional $46 million to help students with severe behaviour difficulties overcome their problems and remain engaged in education and training or make a successful transition to the workforce.

Student Suspensions

Suspension continues to be an effective strategy in managing student behaviour. In 2001, the daily rate of short suspensions from government schools was 207 (up from 181 in 2000). The daily rate of long suspensions was 34 (up from 29 in 2000). The daily rate of expulsions in 2001 was 1.7 (unchanged from 2000). The number of students suspended from school remains relatively small.

Approximately 75 per cent of students who are suspended improve their behaviour following suspension and are not suspended again.

NSW public schools are safe places for both students and staff. The Bureau of Crime Statistics and Research has advised that public schools are six times safer than the community.

Student Attendance

Attendance Action Plans were useful in helping schools to monitor student attendance rates, to identify the reasons for poor attendance and to determine how they are going to tackle those issues. During the year, all school districts implemented Attendance Action Plans to address local attendance issues.

In 2001, around 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 almost 90 per cent of students in Years 11 and 12 were at school on any given day.

Research conducted into student absences in 1996 established that less than one third of one per cent of students are absent due to truancy.

Drug Education

In 2001, a budget of $3.06 million was provided to support a range of drug education initiatives in NSW government schools. During the year, the Department provided several resources to support cannabis education in schools and also developed a number of other resources to support teachers to plan and deliver effective drug education. Students were provided with information about drugs, where to get help, and how to assist young people who may experience drug problems.

Child Protection

In 2001, a joint committee comprising representatives from the NSW Ombudsman's Child Protection Team and the Department's Child Protection Investigation Directorate improved the Department's investigative practices in areas such as risk analysis, initial planning, witness statements, interviews with children, documentation, gathering evidence and the outcomes of the investigations. In June, the Ombudsman and the Director-General signed a determination under Section 25C(4) of the *Ombudsman Act 1974* that modified the way in which the Department reports less serious child abuse allegations against employees to the NSW Ombudsman. Procedures were also developed which enabled less serious child abuse allegations against employees to be managed at the local level.

The Department provided training for all staff to assist in the implementation of changed reporting requirements which involve reporting risk of harm to students to the Department of Community Services.

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

Reporting the Results of Statewide Testing Programs in Literacy and Numeracy

Parents, students and teachers receive diagnostic information relating to individual student achievements in the statewide testing programs in literacy and numeracy undertaken in Years 3, 5 and 7. This information provides a valuable source of external information, which along with school-based assessments, is used to inform teaching and learning at the classroom level.

School Self-evaluation and Annual Reporting

Every NSW government school undertook a rigorous self-evaluation process and reported the outcome of the self-evaluation to parents in school annual reports. Forty district school improvement officers guided and supported schools in the self-evaluation process. In December 2001, all primary schools produced an annual report. At the beginning of the 2002 school year more than 320,000 families received annual reports. The 2001 annual reports for secondary and central schools will be distributed to parents in May 2002. They will contain a detailed analysis of results from the 2001 School Certificate and HSC.

Quality of School Life Survey

The Quality of School Life (QSL) survey instrument was developed by the Australian Council of Educational Research and has been introduced to NSW government schools in recognition of the important influence of the affective and social dimensions of learning. During 2001, data was collected from 95 primary schools and 64 secondary schools through the QSL survey. This involved responses from 12,146 primary students in Years 2 to 6 and 32,412 secondary students in Years 7 to 12. The findings of the survey indicated an overall positive view about school life including general satisfaction at school, strong sense of achievement, positive sense of adventure in learning, relevance of schooling and positive 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.

TAFE NSW: Strategic Directions 2000-2002

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

Participation Rate

During 2001, the overall participation rate in TAFE NSW was 9.5 per cent (up from 8.7 per cent in 1997), which means that almost one in every 10 residents of New South Wales attended TAFE last year. The participation rate is highest among 15 to 19 year olds, with almost one in every four residents of New South Wales aged 15 to 19 (23.3 per cent) attending TAFE during 2001.

Annual Student Contact Hours

A total of 99.6 million annual student contact hours (ASCH) was delivered by TAFE NSW during 2001, an increase of 12.4 million ASCH or 14.2 per cent since 1997. The largest growth in ASCH over the last five years was recorded in the computing training area (5 million ASCH), which also experienced the fastest growth (104.6 per cent), followed by the sales and personal service area (52.7 per cent).

Enrolments

Enrolments in TAFE NSW have continued to grow, with 504,496 enrolments being recorded in 2001. TAFE NSW enrolments have grown by 18.9 per cent (or 80,046 enrolments) since 1997. Between 1997 and 2001, all institutes recorded enrolment growth, with the fastest growth occurring in Western Institute (40.7 per cent), followed by Western Sydney Institute (33.9 per cent) and Riverina Institute (31.0 per cent). Over the same period, all target groups (Aboriginal and Torres Strait Islander people, people with disabilities, women and people from rural areas) recorded growth in enrolments.

The industry training area with the largest number of enrolments (88,141) was general education and training, followed by business and clerical (84,103) and tourism and hospitality (47,033). In the five years since 1997, enrolments at the operative / clerical level have recorded the most significant growth, up from 99,446 enrolments in 1997 to 166,923 enrolments in 2001 (a 67.9 per cent increase).

A total of 57,001 trainees and apprentices enrolled in TAFE NSW during 2001, which represents an increase of 14.7 per cent since 1997. Most of this growth is due to the increase in the number of trainees participating in TAFE, which has more than doubled over the past five years from 4,483 in 1997 to 10,483 in 2001.

Graduates

The number of TAFE NSW graduates has increased dramatically over the past five years. During 2001, a total of 228,877 students successfully completed their courses, compared to 168,827 in 1997, an increase of 35.6 per cent (or 60,050 graduates). From 1997 to 2001, increases in graduate numbers have been achieved for each of the target groups. The number of graduates in courses classified under the Australian Qualification Framework or equivalent increased by 19.6 per cent over the last five years, from 59,287 graduates in 1997 to 70,913 in 2001.

In 2001, the training areas that produced the largest number of graduates were general education and training (36,423 graduates), business and clerical (32,995) and tourism and hospitality (30,154). These three training areas accounted for over 40 per cent of total graduates. Tourism and hospitality recorded the largest growth in graduate numbers over the last five years, with graduate numbers increasing from 16,367 in 1997 to 30,154 in 2001 (up 84.2 per cent). The fastest growth in graduates occurred in the arts, entertainment, sport and recreation training area where numbers increased considerably from 3,096 in 1997 to 13,788 in 2001 (up 345.3 per cent). Significant increases in graduates were also recorded in building and construction (up 146.9 per cent) and primary industry (129.1 per cent).

Module Completion Rates

Over three-quarters (75.4 per cent) of assessed module enrolments in 2001 resulted in successful outcomes. The highest module completion rate was recorded in the process manufacturing training area (88.9 per cent), followed by communications (84.0 per cent), automotive (83.9 per cent) and food processing (83.8 per cent).

Major Industry Initiatives

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

- TAFE NSW and the Toyota Motor Corporation Australia developed the T3 project in 2000. The initial focus of the project was on school-based part-time traineeships for students in Years 11 and 12. In 2001, 53 young people commenced a T3 school-based part-time traineeship as part of their Year 11 studies. These students spent the equivalent of three and a half days a week at school, half a day a week at a TAFE college / campus and one day a week in paid employment, usually in a Toyota dealership. This program will be extended to General Motors Holden in 2002 and other automotive manufacturers, distributors and importers have expressed an interest in joining this program in 2003. Currently, the traineeships being delivered under the program are in automotive servicing and office administration.
- In late 2001, TAFE GLOBAL and TAFE NSW - Sydney Institute won a contract with the Athens Olympic Committee to provide a training blueprint for the 2004 Olympic Games. TAFE NSW will provide planning and consultancy services to the Greek organisers in the lead-up to the Athens Games. TAFE NSW, with its experience in training around 110,000 people for the Sydney Olympics, will pass on its expertise in orientation, job-specific training, venue training, management training, customer service and event leadership training. TAFE will also provide the curriculum.
- The Information Technology, Arts and Media Division launched BVET's International Computer Driving Licence program in July 2001, with the aim of raising the level of computer literacy in the general community. BVET provided funds totalling $3.8 million to TAFE NSW for the period July 2001 to June 2002. The program has a target of 5,813 enrolments and, at the end of December 2001, enrolments had reached 3,750, or 64.5 per cent of the target. BVET has endorsed an additional $1.532 million to continue the program until the end of 2002.
- Bakers Delight and TAFE NSW - Sydney Institute entered into a strategic partnership to deliver training to Bakers Delight trainees and apprentices at the institute's purpose-built Bakers Delight Daryl Williams Centre of Excellence. The centre will open in 2002, and is expected to provide training to over 2,000 employees from the baking industry over the next five years.

Employer Satisfaction with TAFE

In the National Centre for Vocational Education Research (NCVER) 2001 survey of employers, the highest level of satisfaction was recorded by employers of TAFE NSW graduates, with 85 per cent giving a rating of 6 or higher (on a rating scale of 1 to 10, where a rating of 6 is 'satisfied'). In comparison, only 79 per cent of employers of TAFE graduates across Australia gave a rating score of 6.

Student Satisfaction with TAFE Training

In the 2001 NCVER Student Outcomes Survey, results of the ratings for the overall quality of TAFE training within New South Wales, for both graduates (from 1998 to 2001) and module completers (1999 to 2001), have been consistently better than the national average.

Recognition of Student Achievement

In 2001, TAFE NSW students won a large number of prestigious awards in a wide range of vocational areas, including the national and international WorldSkills competitions. A TAFE NSW student was awarded first place at the international competition in the demonstration category of the manufacturing team challenge. In addition, eight students were awarded diplomas of excellence. In the WorldSkills Australia competition, a total of 42 TAFE NSW students won medals, 19 of them gold.

2.2 Creating Valued Educational and Employment Pathways

Graduate Destinations

A higher percentage of TAFE NSW graduates who responded to the 2001 NCVER survey were employed or in further education after completing a course, than were employed or in further education prior to undertaking the course. The survey results show that there were almost 17 per cent more students employed or in further education after graduating in 2001 than in 1998.

TAFE NSW Scholarships for School Students

The TAFE NSW scholarships program for school students aims to encourage and support school leavers to continue their education and training at TAFE NSW. In 2001, a total of 126 students were awarded a scholarship. The introduction of the New HSC in 2001 provided students with greater opportunities to undertake VET courses. As a result more than 800 students were successful in gaining a scholarship for 2002.

New Courses and Training Package Qualifications

From 1997 to 2001, TAFE NSW has accredited a total of 1,045 courses, with the highest proportion of courses at the levels of statement of attainment (261), certificate III (184) and certificate II (142). TAFE has also accredited a relatively high number of short courses (136). In 2001, TAFE accredited a total of 147 new courses, including 13 courses adopted from other States through mutual recognition arrangements. These courses were mainly at the levels of statement of attainment (31), certificate II (23) and certificate III (21).

In the past five years, TAFE NSW has implemented 737 training package qualifications, mainly at the level of certificate III (219), certificate II (144) and certificate IV (136). In 2001, TAFE implemented qualifications from a total of 64 industry training packages.

2.3 Capitalising on Our Leadership in Flexible Learning

TAFE Online

The five-year TAFE Online project spent $10.8 million in 2001 to open a range of improved facilities, and provide upgraded infrastructure and new online learning resources. To date, TAFE NSW has developed 200 online modules comprising 4,613 nominal hours. A total of 433 courses contain one or more of these online modules. In 2001, more than $4.2 million was allocated for learningware development.

Internet Usage

Internet usage by TAFE NSW institutes increased by 130 per cent during 2001. TAFE internet traffic peaked at a total of 1.4 million megabytes of data in November. This dramatic growth was due to significant increases in the use of the internet in TAFE courses combined with upgrades in the capacity of the network links to TAFE institutes.

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

TAFE GLOBAL

TAFE GLOBAL Pty Ltd commenced trading in January 2001. Its primary aim is to market, contract and project manage the delivery of TAFE NSW products and services internationally. TAFE GLOBAL operates in three major markets. The off-shore program delivery market, the aid and development market (including projects for AusAID, the World Bank and the Asian Development Bank) and consultancy assignments. Major achievements during the reporting period included:

- Enrolling over 4,200 students in TAFE courses with the majority (3,000 students) based in China and Hong Kong. The most significant growth in student numbers was in China, particularly around Shanghai (up by around 25 per cent).
- Signing 35 new contracts involving off-shore students with countries including China, Hong Kong, Malaysia, Singapore, Korea, Papua New Guinea, Indonesia, Philippines, Fiji, Tonga, South Africa, Egypt, the United Arab Emirates and Greece.
- Winning the $2 million Athens Olympic Training Master Plan and significant aid projects and educational training reform projects worth $4 million in countries including Tonga, the Philippines, Papua New Guinea, South Africa and Lebanon.

Institute Initiatives in National and International Markets

TAFE NSW provided a targeted range of courses, products and services in national and international market areas. Major achievements in 2001 included the following:

- Western Institute provided customised commercial training in all faculty areas and consultancy services to 187 Australian organisations through 686 contractual agreements with a total value of $7.2 million.
- Hunter Institute formed an alliance with Singapore Maritime Academy; Manakau Maritime School, New Zealand; the New Zealand School of Fisheries; Challenger TAFE WA; Cooloola Sunshine Institute, TAFE QLD; and Pivot Maritime, Tasmania.
- OTEN-DE delivered information technology and accounting programs in association with Sangam Institute of Technology, Nadi, Fiji.

2.5 Pursuing a Broader Range of Market Opportunities

Commercial Revenue

TAFE NSW's commercial revenue in 2001 totalled more than $52.5 million, an increase of around $15 million over 1997 commercial revenue.

The revenue generated by TAFE NSW from on-shore international students has increased steadily over the past four years, with 2000/2001 revenue of more than $13.8 million representing an increase of 44 per cent or around $4.3 million over 1997/1998 revenue.

International and Interstate Enrolments

From 1997 to 2001, the number of international students enrolling in TAFE NSW has increased by 290 per cent. In 2001, the number of international students totalled 8,393, with 2,579 on-shore students and 5,814 off-shore students.

Over the past five years, enrolments from people residing interstate have increased by more than 32 per cent, from 6,707 enrolments in 1997 to 8,909 enrolments in 2001.

Business in New Markets

TAFE NSW delivered a range of courses in new market areas. Major achievements in 2001 included the following:

- Western Institute managed the National Wool Classer Development Program under contract to the Australian Wool Exchange - the largest private sector training contract ever awarded. The program involves a partnership with TAFE organisations in all States and Territories and has delivered a qualifications update to more than 12,000 wool classers across Australia.
- South Western Sydney Institute commenced delivery of the TAFE NSW Advanced Diploma in International Business in Wujin, China. The institute also had new intakes of students in existing programs at six locations in China, bringing the number of full-time students to over 2,000. The institute received the 2001 Western Sydney Industry Awards Export Award for Service Industries in recognition of its successful move into the education market in Malaysia and China, and the growth in enrolments of onshore international students.
- Western Sydney Institute developed partnerships with a number of organisations for the delivery of customised quality training and assessment services. These included Speedo (to retrain displaced staff after a plant closure); Everglades Gardens, Leura (to provide customised training for their volunteer guides) and Parramatta Eels Club and Penrith Panthers Rugby League Club (to deliver a small business course for players).

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

Training and Development Initiatives

TAFE NSW provided a range of opportunities for the professional development of its staff. Some examples of training and development activities undertaken during 2001 included:

- Southern Sydney Institute staff undertook 485 professional development activities in a broad range of management areas as well as training in flexible delivery (particularly online teaching and learning) and assessment. A total of 3,471 staff undertook the training at a cost of $261,000.
- Hunter Institute provided training in flexible delivery and online learning for 432 educational staff to address their identified needs.
- Construction and Transport Division developed and delivered 28 professional development programs to 616 TAFE institute staff.
- Over 300 TAFE teachers and managers from across the State attended the Information Technology, Arts and Media Division 11th Annual Conference.

Quality Management

By mid 2001, all TAFE NSW institutes were externally validated as quality endorsed training organisations by the Vocational Education and Training Accreditation Board.

Hunter Institute was the first institute to be certified under the new ISO standard (ISO 9001:2000). It joins Riverina Institute, the TAFE divisions and a number of TAFE specialist units, which had previously been certified under the ISO 9001:1994 standard.

Recognition of Excellence

TAFE NSW institutes continued to be recognised for their achievements in service delivery, continuous improvement, and community development and equity projects. In 2001, institutes won several highly competitive awards which included the following:

- Hunter Institute was named the 2001 NSW Large Training Provider of the Year in the NSW Training Awards, in recognition of its outstanding achievement and excellence in vocational education and training.

- South Western Sydney Institute won the gold award in the NSW Premier's Public Sector Awards for their Youth at Risk program, while New England Institute won the bronze award for their flexibly delivered retail training program.

The Minister and the Department recognised the achievements and practices of individual TAFE NSW staff through two prestigious awards. Ten outstanding TAFE NSW teachers received the inaugural Quality Teaching Award and six TAFE NSW staff members received the Award for Excellent Service in Public Education and Training.

Vocational Education and Training in NSW: 2001-2004 Plan

3.1 Skills for the New Economy

Innovative Training for Industry

In 2001, the Contracted Training Provision program expended over $38 million to purchase training in all industry areas. The training was related to immediate job opportunities or it was used to upgrade the skills of existing employees or provide the first stage of a broader program of training.

The Industry Skills Training Program funded 38 projects across a range of enterprises and industries to address current and future skills shortages from a budget of $391,000.

The IT Cadetship was launched to address the Australian IT sector's current growth rate of over 25,000 positions per year. It incorporates internationally-recognised diploma-level qualifications and is funded under the Apprenticeship and Traineeship Training Program.

NSW Apprenticeship and Traineeship System

An extensive review of legislation governing the NSW apprentice and traineeship system led to the establishment of the *Apprenticeship and Traineeship Act 2001* (enacted from 1 January 2002). The new Act provides more flexible training arrangements to suit the changing needs of the economy and the community and ensures the quality of training outcomes.

Apprentices and Trainees

Apprentices and trainees in training in New South Wales increased by around 84 per cent from 53,350 in 1997 to 97,910 in 2001. The numbers of apprentices and trainees who commenced training also rose dramatically, from 29,650 in 1997 to 70,160 in 2001, an increase of around 137 per cent. Managers and administrators, professionals and intermediate clerical sales and service workers categories showed the strongest gains between 2000 and 2001.

Apprentices and trainees who completed their training in 2001 showed a substantial increase in the intermediate clerical sales and service workers category, up by 46 per cent from 2000, together with a significant increase in the tradespersons and related workers category, up by 22 per cent over the same period.

The number of apprentices and trainees in training from target groups grew over the five year period from 1997 to 2001. The number of female apprentices and trainees in training increased by 159 per cent, from 12,100 in 1997 to 31,320 in 2001. The number of apprentices and trainees from non-English speaking backgrounds in training increased by 286 per cent, from 2,540 in 1997 to 9,810 in 2001. The number of Aboriginal and Torres Strait Islander apprentices and trainees in training increased by 91 per cent, from 960 in 1997 to 1,830 in 2001. The number of apprentices and trainees with a disability in training increased by 212 per cent, from 420 in 1997 to 1,310 in 2001.

Apprenticeship and Traineeship Programs

During 2001, the NSW Apprenticeship and Traineeship Training Program expended over $54 million on training for more than 33,000 new entrant trainees and pre-vocational students.

A total of 4,868 apprentices and trainees commenced training through group training companies. The 2001 Group Training Program budget was comprised of State funds of $1,605,000 and ANTA funds of $1,640,000, totalling $3.2 million.

Public Sector Traineeship Strategy

Under the 2000 by 2000 Strategy for public sector traineeships, an additional 1,771 new trainees were employed in NSW public sector agencies in 2001, bringing the total to more than 5,427 trainees since the inception of the strategy. The strategy won the gold award for achievement in relation to workforce diversity in the Premier's 2001 Public Sector Awards.

Registered Training Organisations

In 2001, there were 983 registered training organisations (RTOs) in New South Wales. During the year, VETAB assessed and recommended 218 new training providers for registration.

Accreditation of Courses

VETAB accredited 2,126 courses and 202 training package qualifications during the year.

3.2 Skills for Regions and Communities

Partnerships with Industry and the Community

The Department continued to fund 26 skill centres (under the Industry Based Skills Centres Program) which are located across New South Wales and cover a range of industries including retail and wholesale, tourism and hospitality, and information technology. The program provided capital infrastructure grants for investments in training facilities from a budget of $256,525 in 2001.

The Department funded the Education and Training Strategy for the NSW Wine Industry. The strategy is supported by the NSW Wine Industry Association, the Riverina Wine and Food Technology Centre and the $1.6 million National Wine and Grape Industry Centre located in Wagga Wagga.

The VISY Industries Pulp and Paper Mill at Tumut was launched in November 2001. The Department supported this development through the VISY Industries Pulp and Paper Mill Training Strategy which will provide funding of $1.5 million over three years.

The New Careers for Aboriginal People (NCAP) program aims to place Aboriginal people into employment or training. During 2000/2001, a total of $1,025,084 was allocated to 15 community organisations to employ Aboriginal people as NCAP officers. During this period, NCAP officers provided advice to over 1,800 Aboriginal people and assisted 800 people into employment and training.

The Aboriginal Enterprise Development Officer (AEDO) program aims to assist the establishment and retention of viable, locally designed Aboriginal businesses. During 2000/2001, a total of $500,420 was allocated to eight community organisations to employ Aboriginal people as AEDO officers to encourage new enterprise initiatives. AEDO officers provided advice to over 900 Aboriginal people, and assisted in the establishment of 58 Aboriginal businesses.

3.3 Skills for Participation

Aboriginal Programs

The Elsa Dixon Aboriginal Employment and Career Development Program and the Local Government Aboriginal Employment and Career Development Program provided funding of $1,719,467 in 2001 to increase the number of Aboriginal people employed in the public service and local government authorities respectively.

Disability Programs

The NSW Apprenticeship Program for People with Disabilities budget was $1,041,000 in 2001 and provided opportunities for career development for people with disabilities. Around 80 apprentices are employed under the program at any one time, and during 2001, an additional 22 positions were filled and 26 apprentices with disabilities successfully completed their apprenticeship.

The Traineeship Program for People with Disabilities provides on-the-job training opportunities in NSW government departments and statutory authorities for people with assessed disabilities. In 2001, it had a budget of $750,000 from State funds. The program has assisted a total of 47 positions across 22 NSW public sector authorities to date.

Migrant Skills Strategy

The Specialist Migrant Placement Officer Program, with a budget of $1,355,603, funded 20 projects in community organisations to assist individual migrants make better use of their overseas qualifications and skills. The program assisted 141 clients to gain employment, and 134 clients to gain work experience. A total of 568 clients were provided with a training and employment plan, 743 clients with job seeking skills, and 342 clients with information and referral services.

Mature Workers Program

The Mature Workers Program assisted over 4,800 mature aged workers throughout New South Wales in 2001 to maximise the retention of mid-life and older workers in the workforce. A budget of $3,131,000 was provided in 2001 from State funds. A total of 2,585 people gained employment and 2,215 participated in training courses.

Flexible Delivery

The Department's Enterprise Training Program (ETP) is designed to stimulate enterprises to develop and deliver innovative workplace training programs that support the implementation of nationally endorsed training packages. During the year, the ETP funded a total of 17 projects in industries such as mining; community services and health; printing; textiles, clothing and footwear; broadcasting; and biotechnology.

Communities Learning for the Future: Strategic Directions 2001-2003

The five key objectives of the Board of Adult and Community Education's plan for 2001 to 2003 are: to extend access, facilitate innovation, utilise technology, promote community learning, foster creative collaboration, and build capacity. ACE's key achievements in implementing this plan included the following:

Student Contact Hours

The ACE sector continued to increase the total number of student contact hours (SCH) from 6,250,300 in 1997 to 7,111,002 in 2001, an increase of 860,702 or 13.8 per cent.

Enrolments

Total enrolments have increased from 341,473 in 1997 to 413,017 in 2001, an increase of 20.9 per cent. Enrolments in nationally recognised training increased from 39,614 in 1997 to 84,613 in 2001, an increase of 113.6 per cent.

Enrolments in all target groups have increased between 1997 and 2001. Enrolments of women increased from 224,857 to 267,890 or 19 per cent, enrolments of people with disabilities increased from 7,879 to 11,102 or 40.9 per cent, enrolments of Aboriginal and Torres Strait Islander people increased from 1,574 to 6,954 or 341.8 per cent, and enrolments of people born in a non-English speaking country increased from 40,111 to 45,166 or 12.6 per cent.

Module Completions

Over the past three years, the number of successfully completed assessable enrolments in the ACE sector has continued to improve, growing from 31,697 in 1999 to 48,326 in 2001.

Information and Communications Technology Initiative

The Board of Adult and Community Education launched its Information and Communications Technology Initiative which will see an additional $1.5 million allocated to ACE providers for the delivery of targeted computer training over three financial years from July 2001 to June 2004. The program will target basic computer literacy in the general community.

ACE-TAFE Credit Transfer

During the reporting period, negotiations between ACE and TAFE NSW divisions resulted in 41 ACE modules from courses ranging from certificate I to certificate IV level being granted credit transfer to TAFE modules. Thirteen full ACE courses ranging from certificate I to certificate IV level were also deemed equivalent to relevant TAFE courses.

ACE Registered Training Organisations

In 2001 a total of 49 ACE providers were registered training organisations. In rural and regional areas of NSW there has been an increase in the number of ACE-VET cooperative arrangements that have been established between neighbouring ACE organisations. This has ensured nationally-recognised training services are delivered in isolated rural and remote areas of the State.

NSW Adult Migrant English Service Business Plan 2001

AMES's key achievements in implementing its 2001 business plan included:

AMES Centres

In 2001, AMES continued to deliver its programs from six education centres at key locations with 29 other delivery sites (including 20 rural sites). During the year, AMES established three new delivery sites at Parramatta, Bankstown and Newcastle to extend the reach of the Skillmax Program.

Enrolments and Client Delivered Hours

AMES delivered over 1,000 courses to more than 15,000 students in 2001. Of these students, 13,700 were enrolled in the Adult Migrant English Program (AMEP) where a total of 1.137 million client hours were delivered.

Client Outcomes

From 1998 / 1999 to 2000 / 2001, the percentage of accredited outcomes in the AMEP has declined from 85 per cent to 79 per cent. However, in 1998 / 1999 and 1999 / 2000 the percentage of accredited outcomes in the courses provided by AMES was well above the national average, and it was at a similar level to the national average in 2000 / 2001.

Recognition of Excellence

Two volunteer home tutors from the AMES Home Tutor Scheme achieved awards of excellence during 2001. An AMES teacher was also recognised for teaching excellence in the inaugural Quality Teaching Awards.

CHAPTER 1: NSW PUBLIC SCHOOLS

1.1 Maintaining Leadership in the Provision of Education

Students in NSW public schools are supported by more than 60,000 classroom teachers, 10,600 administrative staff and 3,100 specialist education officers. The NSW public school system is recognised as a leader in general and literacy education, technology and vocational education and training. NSW students have some of the best literacy and numeracy levels in the country, and have more options than ever before to follow clear pathways into the workforce.

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 assisting teachers and improving resources, facilities and educational programs.

Major highlights and achievements associated with the Department's continued leadership in the provision of education across the State in 2001 included the following:

Public Schools: In 2001, the NSW public school system comprised 2,225 schools, including 1,648 primary and infants schools and 394 secondary schools.

Enrolments: The NSW public school system provides high quality education for approximately 70 percent of all school students in New South Wales. More than 755,000 students attend NSW government schools including pre-schools, primary schools, central schools, high schools, colleges and specialist schools. One in every four students who attend public schools in New South Wales comes from a language background other than English. Four percent of the NSW public school student population is of Aboriginal and Torres Strait Islander descent.

Participation of Students in Equity Groups: From 1997 to 2001, the number of Aboriginal and Torres Strait Islander students enrolled in public schools steadily increased, from 25,127 in 1997 to 30,825 in 2001. Over the same period, the number of students from non-English speaking backgrounds (NESB) also grew, from 164,147 in 1997 to 187,506 in 2001. 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 primary years of schooling where the student-teacher ratio has fallen from 17.9 in 1997 to 17.5 in 2001. In secondary schools the student-teacher ratio has fallen from 12.8 in 1997 to 12.5 in 2001.

Literacy and Numeracy: The NSW Government provided a total of $106 million for literacy and numeracy in schools in 2000/2001. This will increase to $117 million in 2001/2002. 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.

Computers in Schools: The NSW Government provided more than $113.5 million for the Computers in Schools Program in 2000/2001 and will provide increased funding of $137.3 million in 2001/2002. More than $555 million is being allocated over the next four years for the expansion of technology in schools. In 2001, the Department provided public schools with new multimedia computers, cabling and internet connections to schools.

School Funding: In 2000/2001, the Department allocated $240 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 $245.2 million in 2001/2002.

Back to School Allowance: The NSW Government provided over $55.8 million for the Back to School Allowance to help parents meet the costs of uniforms, shoes, books and other basic school items.

New Higher School Certificate: Year 12 students in 2001 were the first students to sit the New Higher School Certificate (HSC). The standards-referenced approach to reporting students' achievements enabled parents and employers to have a better understanding of students' knowledge, skills and understandings. The Government has reformed the HSC to make a world-class credential which is stronger and fairer and better prepares young people for work.

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 $21.5 million over four years to help young people in Years 9 to 12 develop better educational and career pathways.

Capital Works: The NSW Government's expenditure on capital projects for public school education has increased from $149 million in 1996/1997 to an estimated $257.6 million in 2001/2002. This is an increase of $80.4 million over 2000/2001 expenditure. In 2000/2001, 23 new building projects were completed, including four new primary schools at Currans Hill, Callala, Wattle Grove and Beaumont Hills and three high schools at Camden Haven, Georges River and Dubbo. Forty-six new building projects were also initiated in 2000/2001. The NSW Government also provided $7.9 million for the schools' air conditioning program, which included providing air conditioning to demountable classrooms.

In March 2001, the Premier announced the NSW Government's Schools Improvement Package which will provide additional capital funding of $413 million over four financial years. The first instalment was allocated in the 2001/2002 State Budget, taking the capital allocation for that financial year to $257.6 million. This will mean that over the next four years the NSW Government will spend a total of $1.1 billion on improving and building schools across the State. More than $700 million of that total amount will go to upgrading NSW public schools.

Profile of NSW Government Schools, 1997-2001

	1997	1998	1999	2000	2001
Number of NSW Government Schools					
Primary and Infants Schools	1,648	1,649	1,647	1,648	1,648
Central Schools	65	65	65	65	65
High Schools	390	391	390	393	394
Schools for Specific Purposes	98	97	96	98	95
Environmental Education Centres, formerly Field Studies Centres	20	20	20	23	23
Total	**2,221**	**2,222**	**2,218**	**2,227**	**2,225**
Profile of Students in NSW Government Schools					
Primary Students	451,560	452,563	453,454	454,363	451,096
Secondary Students	308,923	309,137	308,116	303,681	301, 771
Students in Schools for Specific Purposes	3,690	3,673	3,762	3,792	3,873
Total Enrolments	**764,173**	**765,375**	**765,332**	**761,836**	**756,740**
Aboriginal and Strait Torres Islander Students	25,127	26,700	28,155	29,465	30,825
Students from Non-English Speaking Backgrounds	164,147	171,068	176,462	182,884	187,506
Government School HSC Candidature	38,199	40,395	40,420	38,068	37,669
Student-Teacher Ratios					
Primary	17.9	17.8	17.7	17.7	17.5
Secondary	12.8	12.7	12.6	12.5	12.5

Source: The student-teacher ratios are taken from the ABS publication, *Schools Australia 2001* (catalogue no. 4221.0).

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 $5,148.4 million in 2000/2001 and is estimated to be $5,272.6 million in 2001/2002. 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 from 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' at the beginning of 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 the following:

- In 2000/2001, a total of $106 million was provided to target literacy and numeracy. This will increase to $117 million in 2001/2002.
- The Government is meeting its commitment to expand technology in schools, with $555.3 million being allocated over the next four years. In 2001/2002, increased funding of $137.3 million will be provided. This includes providing an additional 25,000 computers during 2001/2002 and 2002/2003, expanded internet services to students and teachers in government schools and continued training for teachers in the Technology in Learning and Teaching (TILT) program.
- Additional support for special education programs - from $448.8 million in 2000/2001 to $477.7 million in 2001/2002 – an increase of $28.9 million.
- As part of the Government-funded *Ready for Work Plan*, $21.5 million will be provided over four years, including $5.7 million in 2001/2002.
- Continued commitment to ensuring students in regional and rural areas in New South Wales have access to the highest quality education with an increase of $2.2 million of dedicated funds, from $67 million in 2000/2001 to $69.2 million in 2001/2002.
- Total recurrent expenses for socio-economically disadvantaged students were $56 million in 2000/2001. Total expenses on students from non-English speaking backgrounds were $80 million in 2000/2001.
- Total recurrent expenses for Aboriginal education in 2000/2001 were $31 million and $32.6 million will be provided in 2001/2002.

Non-Government School Assistance

This funding is mainly in the form of student per capita grants, secondary textbook allowances and an interest subsidy scheme for capital projects. Schools must be registered under the *Education Act 1990* to be eligible for government assistance. Total recurrent expenses on these programs were $479.6 million in 2000/2001 and are estimated to be $498.7 million in 2001/2002.

The NSW Government has commissioned an independent review of non-government schools. The review was established to examine the implications of the Commonwealth Government's revised funding policies for schools, and how these changes impact on the State Government's arrangements for funding private schools in New South Wales.

Capital Works and Building Maintenance

The Department spent $299.7 million in 2000/2001 on improving and expanding capital infrastructure. A further $183.8 million was spent on school and TAFE building maintenance. Expenditure on school facilities amounted to $172.2 million and provided for the commencement of 46 new projects, including four new primary schools and three new high schools.

In 2001/2002, $257.6 million will be available for spending on capital projects in schools, an increase of $80.4 million or 45 per cent on last year's allocation. The allocation is part of a four year $1.1 billion Schools Improvement package, which will see a significant upgrade in the amenity of NSW public schools and deliver improved facilities for students, teachers and the community. This is more than $400 million above the previous forward capital program.

The 2001/2002 allocation provides for the commencement of new primary schools at Cecil Hills, Glenwood, Prestons and a replacement school at Rouse Hill. It will also enable the commencement of the second stages of new high schools at Kellyville and Mount Annan and a joint high school facility at Tuncurry.

State and Commonwealth Recurrent and Capital Expenditure on NSW Public Schools, 1997/1998-2001/2002	1997/98 $000's Actual	1998/99 $000's Actual	1999/00 $000's Actual	2000/01 $000's Actual	2001/02 $000's Estimate[3]
Commonwealth Schools Funding[1]	526,770	530,399	564,114	606,020	617,446
State/Other Revenue[2]	4,006,266	4,439,677	4,692,027	4,769,223	4,926,684
Total	**4,533,036**	**4,970,076**	**5,256,141**	**5,375,243**	**5,544,130**

Notes: [1] Commonwealth Schools Funding - relates to funding for government schools under the *States Grants (Primary and Secondary Educational Assistance) Act 2000.*

[2] State/Other Revenue - relates to expenditure on government schools and includes consolidated funds, other revenue and Commonwealth Australian National Training Authority (ANTA) funding, but excludes expenditure on non-government schools.

[3] Estimates for 2001/2002 are based on revised figures as at January 2002.

A total of $54.7 million was spent in 2000/2001 on the redevelopment of the Conservatorium of Music, which incorporates a new Conservatorium High School and Heritage Precinct. The new complex was completed and occupied in July 2001.

In 2001/2002, $157 million has been allocated under an expanded school maintenance program to continue the annual condition-based repair program and major replacement works.

Enrolments in Government and Non-Government Schools

From 1997 to 2001, the number of enrolments in NSW government primary schools decreased by around 460 from 451,560 in 1997 to 451,096 in 2001. At the same time, enrolments in non-government primary schools grew by almost 16,000 from 161,267 in 1997 to 177,129 in 2001.

Over the same period, enrolments in NSW government secondary schools decreased from 308,923 in 1997 to 301,771 in 2001, a decrease of around 7,100 enrolments. Enrolments in non-government secondary schools increased by about 16,700 from 149,229 in 1997 to 165,991 in 2001.

Enrolments in NSW government Schools for Specific Purposes (SSP)/special schools increased slightly, with 3,873 enrolments in 2001 compared with 3,690 in 1997. Enrolments in non-government SSP/special schools also increased slightly with 1,108 enrolments in 2001 compared with 964 in 1997.

The overall market share of NSW government schools has dropped slightly from 71 per cent in 1997 to 68.7 per cent in 2001, while the market share of non-government schools grew from 29 per cent in 1997 to 31.3 per cent in 2001.

Participation in Education and Training of 15 to 19 Year Olds

The participation of 15 to 19 year olds in education and training has increased from 78.2 per cent in 1997 to 80.1 per cent in 2001. Similarly, participation of 15 to 19 year olds in government and non-government schools has increased slightly from 53.2 per cent in 1997 to 54.9 per cent in 2001. At the same time, participation in tertiary education has remained stable, with 25 per cent in 1997 and 25.2 per cent in 2001.

Enrolments in Government and Non-Government Schools, 1977-2001	1997		1998		1999		2000		2001	
Type of School	Govt	Non-Govt	Govt	Non-Govt	Govt	Non-Govt	Govt	Non-Govt	Govt	Non-Govt
Primary	451,560	161,267	452,563	164,245	453,454	168,129	454,363	172,548	451,096	177,129
Secondary	308,923	149,229	309,137	152,984	308,116	157,446	303,681	161,267	301,771	165,991
SSP or Special	3,690	964	3,673	1,076	3,762	1,101	3,792	1,108	3,873	1,108
Total	**764,173**	**311,460**	**765,375**	**318,305**	**765,332**	**326,676**	**761,836**	**334,923**	**756,740**	**344,228**

Improving School Facilities and Environments

Building New Facilities and Upgrading Existing Facilities

New Schools: Six new schools were completed during 2001, comprising four high schools at Lake Munmorah, Dubbo, Camden (which is a relocation) and Georges River; and two primary schools at Beaumont Hills and Wattle Grove. These schools have halls, canteens, covered outdoor learning areas, administration areas, libraries and amenities appropriate to their long-term enrolments. The primary facilities include classrooms (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 new and approved 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 2001, major upgrading and refurbishment projects were completed at five high schools, 12 primary schools, one central school and one School for Specific Purposes. These projects significantly improved the learning environment by upgrading facilities to the current School Facilities Standard, 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 10 high schools, 26 primary schools, one central school and one School for Specific Purposes. These projects demonstrated 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 school environment in its annual capital works program. In 2001, the Department increased expenditure on projects that facilitate the integration of students with disabilities into their neighbourhood schools. The Department continued to improve 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.

Over the next four years, the Department will continue to improve the design of new and upgraded public school facilities.

National Leadership in School Education Policy

National Policy Leadership

The NSW Department of Education and Training led the way in a number of areas of national policy in 2001. The Department made significant contributions to the agenda of the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). These included New South Wales:

- Requesting that the Commonwealth, as the regulator of telecommunications in Australia, investigate ways to provide affordable access to sufficient internet bandwidth to support emerging education and training needs.

- Promoting discussions on the need for greater national collaboration in developing accountability and targets in education systems.
- Promoting the need for proper recognition of the States' and Commonwealth's shared responsibility for ensuring quality school education for all, and clarifying Commonwealth / State financial responsibilities.

The Department's submission to the Senate Inquiry into the Education of Gifted and Talented Students was quoted extensively in the final report of the inquiry, especially in discussing effective initiatives in the area of gifted education. The report fully adopted two recommendations of the NSW submission which acknowledges the importance of providing programs for gifted and talented students in the public education system and the need to set benchmarks for high achievers in the *National Goals for Schooling*.

Professional Support and Curriculum

The Quality Teacher Program (QTP), a Commonwealth-funded professional development program conducted across the three school education sectors, is designed to enhance teachers' skills and understanding in literacy, numeracy, mathematics, science, information technology and vocational education. Over 7,000 departmental teachers engaged in 25 projects that included workplace learning through action research, coaching and mentoring, mentored online learning, conferences and seminars, local professional networks and school-based teams with district and mentor support. Newsletters and a website (www.qtp.nsw.edu.au) provide access to information about QTP projects, school stories that showcase teachers' and students' achievements theoretical and practical information about effective teaching and learning practices, and celebrations of teachers' work and students' learning.

Le@rning Federation is a national collaborative program to develop and disseminate high-quality digital Australian educational content for students in science, numeracy, literacy, studies of Australia, innovation, enterprise and creativity, and languages. A standards framework for educational soundness, inter-operability and intellectual property rights has been developed to ensure alignment across Australian education sectors and with international standards. The Department contributed $1.5 million to the strategy in 2001, providing staff with an opportunity to participate in working parties and advisory committees and to commence significant work in languages.

OzProjects (http: / / ozprojects.edna.edu.au) is a direct result of the strong collaborative network of education systems established through the Education Network of Australia (EdNA). The site contains information on online curriculum projects, provides access to a range of resources to support schools and features a number of projects developed by the Department.

The Languages Continuity Initiative provided targeted support to 197 schools in 32 districts to achieve continuity of languages learning, particularly across Years 5 to 8. Approximately $1 million was allocated to schools through grants and targeted consultancy support.

The 'ma classe en ligne' project was piloted in 2001. This project used information and communications technologies to teach French to 16 students from Years 9 and 10 who would not otherwise have the opportunity to study it. Participating schools were provided with an allocation to support program implementation and conduct class meetings. In 2002, 35 students in Years 9 and 10 will be learning French through 'ma classe en ligne'.

VET in Schools

The Department has maintained New South Wales' leadership in Australia in supporting students to make successful transitions from school to work and to further education and training. New South Wales continues to be a national leader in individual school-to-work transition planning and the implementation of vocational education and training (VET) for school students, including the recognition of the study of HSC VET courses for university admission.

Promoting Public Education and Celebrating its Achievements

The promotion of public education was a priority for the Department in 2001. All schools were encouraged to promote public education to their school communities.

Public Education Day

Public Education Day was celebrated on 15 March 2001 to enhance the community's trust, respect and support for public education and to acknowledge public schools as the foundation for a civil society. Schools were encouraged to work with school communities to promote the excellent work of public schools on Public Education Day.

Parents and community members were invited to see classrooms and schools as a way of showing them the value they get from public education. Special in-school open day activities were held on 15 March to promote the distinctive values and features of public education. Television and radio advertising campaigns promoting public education were also run by both the NSW Teachers' Federation and the Department.

Public Education Ambassadors

Public Education Ambassadors are high performing individuals with the capacity to discuss educational issues in public forums. On Public Education Day, 172 public education ambassadors received training in communicating with a range of audiences and promoting targeted and effective messages. District teams of ambassadors met regularly to coordinate strategies and promotions, and use events such as the opening of educational facilities, festivals, conferences, seminars and community gatherings to promote public education. The Department committed $192,000 for training, promotional resources and a travel budget for each ambassador.

The Values of NSW Public Schools

A discussion paper called the *Values of NSW Public Schools* was launched by the Director-General during 2001. It outlines the values and ethics taught in NSW public schools. They are:

- Developing a Lifelong Love of Learning
- Aiming for High Standards
- Caring and Respecting Ourselves and Others
- Caring and Respecting Families and Communities
- Having Respect for Work
- Being Proud Australians and Citizens of the World.

Education Week 2001

School communities throughout the State celebrated Education Week from 9 to 15 September 2001. The achievements of the public education system were highlighted with the theme 'Celebrating Public Education - Teach Your Children Well'.

Schools invited local communities to see students and teachers at work in the classroom and to join in special events that celebrated the initiatives and accomplishments of the NSW public education system. The Department organised print, radio and television advertising to support local celebratory activities.

The 2001 Royal Easter Show

The Department took the opportunity to provide information to community members about the NSW public education system by conducting an exhibition at the Sydney Royal Easter Show in April 2001. Staff from schools, State office and district offices provided information about NSW public schools and advice about specific school-related issues to people who visited the exhibition.

Performing Arts

The Department draws together the talents of gifted student performers and artists from public schools and showcases their work in large regional, state, national and international performances and exhibitions. High profile public education activities during the year included more than 230 major performance opportunities in forums such as festivals, camps, exhibitions and workshops for public school students.

Schools Spectacular

The Schools Spectacular is one of the world's largest variety entertainment showcases featuring over 3,500 gifted and talented performers and the rising stars of public education. Students and teachers present the show in one of Australia's largest entertainment venues, the Sydney Entertainment Centre. There are three live performances and the event is highlighted through a national two-hour television special shown on the ABC. The concert provides students with an opportunity for media exposure and contributes significantly to student and staff self-esteem. The 2001 Schools Spectacular was produced with a budget of $730,000.

Star Struck and Southern Stars

Star Struck and Southern Stars are annually produced variety and entertainment shows providing performance opportunities for over 3,000 public school students from Kindergarten to Year 12. Star Struck is held in the Newcastle Entertainment Centre and features government schools from the Hunter District. Southern Stars is held in the Wollongong Entertainment Centre and draws on schools from the Wollongong, Shellharbour, Batemans Bay and Queanbeyan Districts. All major segments of both shows are put to air by local television. The 2001 Star Struck and Southern Stars performances were produced with a combined budget of $923,000.

Performances at the Sydney Opera House

The Sydney Opera House was used as a high profile venue in 2001 for 10 performances including the Festival of Instrumental Music, primary and secondary schools choral concerts and the Sing 2001 concerts. A total of 2,450 NSW public school students also had their talents showcased in the State Dance Festival at the Seymour Centre, while the work of 567 drama students was displayed at the State Drama Festival at the Parramatta Riverside Theatre.

Talent Development Project

The Talent Development Project is a joint initiative of the government and corporate sectors, and is a collaboration between public education and entertainment industries. The program encourages talented students in public education to improve their performing skills and embark on careers in the entertainment industry.

Talent Development Project - 2001 Graduating Students

Name	School
Shannon Brown	Wollongong High School of Performing Arts
Felicity Cameron	Wingham High School
Daniel King	Melville High School
Blake Ralph	Holsworthy High School
Emma Randall	Warners Bay High School
Serenity Ryan	Nowra Campus of TAFE
Marissa Saroca	Hunter School of Performing Arts
Ryan Sheppard	Erina High School
Natalie Slade	Newtown High School of Performing Arts
Tonino Speciale	Prairiewood High School
Amanda Tunks	Picnic Point High School
Belinda Wallaston	Jamison High School

Just over 100 students have graduated from the program in the last 10 years with a high proportion going on to successful careers in the entertainment industry. In 2001, a total of 12 students graduated from the program.

Rising Stars

In 2001, the ABC filmed the Rising Stars series and produced four half-hour programs portraying the development of students involved in the project who had leading roles in the Schools Spectacular. The series went to air at the end of 2001 prior to the Schools Spectacular. Students from the program were also used to perform the song 'Teach Your Children Well'. This performance was used as the basis of the television campaign by the Department to promote public education throughout 2001. The same group performed throughout New South Wales to promote public education.

Visual Arts

ARTEXPRESS

A selection of the most outstanding artworks by 2000 HSC students was exhibited at the Art Gallery of NSW, the College of Fine Arts, the National Art School, the State Library and David Jones city store windows as part of ARTEXPRESS. The exhibition featured works from 191 HSC visual arts students. A special ARTEXPRESS touring exhibition also visited Newcastle, Lismore, Albury, Goulburn, Orange and Broken Hill regional galleries. ARTEXPRESS enables the public to see examples of the exceptional artistic talent, creativity and innovation of visual arts students in NSW schools. It includes paintings, drawings, graphics, photographs, ceramics, sculptures, films and videos.

ARTEXPRESS has immense public popularity and earns praise from international galleries, art patrons and educators. It also provides the students with an opportunity to display their work as part of a professional exhibition and gain invaluable exposure in the art community.

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 and debating and special events. The foundation supports programs and events at all levels of the school system.

During 2001, sponsorship continued to develop for a variety of arts programs and events including the Schools Spectacular, Star Struck, Southern Stars, 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

Beyond the Frame is a visual arts program that involves artists, galleries, local councils, parents and school communities. It includes artist-in-residence workshops, visits by school students to regional galleries and public exhibitions of students' artworks. In 2001, 98 schools and over 5,000 students participated in 11 projects designed to link classroom practice to the professional practice of artists and art galleries. The program is generously supported by funds provided by the Sir William Dobell Art Foundation with assistance from regional galleries and in kind support from the Department of Education and Training.

Sport and Fitness

Gold Medal Fitness Program

The Gold Medal Fitness Program, designed to improve fundamental movement skills and increase the level of physical activity of primary students, was implemented after the success of the 2000 Olympic Games. It uses an action research model involving school teams of 3 to 5 teachers in a program of professional development workshops. In 2001, over 400 teachers from 115 schools in 23 districts were involved in the program supported by two departmental officers. The Premier's Department provided the $1 million budget for this project.

School Sport Foundation

The School Sport 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 in regional New South Wales. In 2001, the foundation actively supported and promoted school sport programs ranging from 'grassroots' participation programs to elite representative teams and the Special Swimming Scheme. In addition to these core program areas, the foundation also provides support to schools at the local level through the School Sport Foundation Grants Fund.

Over $1 million has been provided to the program since 1997. In 2001, the foundation allocated $194,000 to 144 schools through the 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, and sports skill development, or to purchase specialist equipment.

School Swimming Scheme

The School Swimming Scheme provides an opportunity for students in primary schools, infant schools, special schools, intensive English centre and support classes to learn to swim. Water safety and survival skills are an integral part of the program. Each student participating in the scheme receives a Certificate of Achievement which lists the skills learnt during the 10-day program.

The scheme has been conducted in government schools since 1954. In 2001, a total of 108,157 students from 1,266 schools enrolled in the School Swimming Scheme. All costs associated with tuition are met by the Department.

During the year, the Department conducted a series of training courses for teachers involved in the scheme. A total of 225 teachers completed the elementary swimming and water safety course.

Primary School Sports Competitions: The Primary Schools' Sports Association organises competitions for students from 11 area sports associations – Barrier, North Coast, North West, Riverina, South Coast, Sydney East, Sydney North, Sydney South West, Sydney West, the Hunter and Western.

Students' participation in statewide knockout competitions and State carnivals has continued to increase. In 2001, major sporting competitions for primary students included 17 statewide knockout competitions involving 4,098 teams, and 22 State carnivals involving 280 area and association teams. Eighteen representative teams were involved in interstate competitions. Of the 13 sports where a champion team is declared, NSW teams won three competitions, were runners up in 10 competitions and finished either third or fourth in the remainder.

Secondary School Sport: Over 137,000 high school students participated in competitions and programs provided by the NSW Combined High Schools' Sports Association and the North Coast, North West, Riverina, South Coast, Sydney East, Sydney North, Sydney South West, Sydney West, the Hunter and Western School Sports Associations.

The NSW Combined High Schools' Sports Association program provides students with the opportunity to compete in school-based knockout competitions, State carnivals, State championships, all school matches, Australian championships, and international exchanges and visits. In 2001, major sporting competitions included 33 statewide knockout

competitions involving 6,787 teams and 107,000 students, 33 State carnivals and championships involving 272 area association teams and 23 NSW teams participating in national championships.

Each year, the NSW Combined High Schools' Sports Association awards sporting blues to those students who have performed with distinction in their chosen sport. The recipients in each sport in 2001 are listed in the table below.

2001 Sports Awards

Sport	Name	School	Sport	Name	School
Athletics	Lisa Corrigan	Canowindra	Sailing	James Grunfelder	Ashfield Boys
Athletics	Andrew O'Neill	Kooringal	Sailing	John Hooper	Warners Bay
Athletics	Petrina Price	Woonona	Sailing	Fiona Walker	St Ives
Aust. Football	Kurt McGlynn	Coomealla	Sailing	Melissa Walker	St Ives
Aust. Football	Andrew Nunan	Coomealla	Soccer	Bronwyn Nutley	Kotara
Baseball	Jason Rees	Swansea	Soccer	Meegan Shepherd	Belmont
Baseball	Matthew Sundstrom	Westfields Sports	Softball	Lisa Lindsay	Engadine
			Softball	Scott Rindfleish	Blakehurst
Basketball	Tory Pottenger	Bomaderry	Softball	Jessica Stubbs	Winmalee
Canoeing	Kate Lawrence	Bonalbo Central	Softball	Ryan Tranter	Merewether
			Squash	Kasey Brown	Port Macquarie
Cricket	Sarah Andrews	Waratah	Squash	Jhie Gough	Narrabeen Sports
Cricket	Nick Connolly	Leumeah			
Cricket	Robert Fisher	Corrimal	Swimming	Peter Montgomerie	Asquith Boys
Cross Country	Lauren Davis	Gulgong	Swimming	Amanda Pascoe	Westfields Sports
Diving	Joshua Paling	Manly			
Golf	Nick Flanagan	Warners Bay	Swimming	Andrew Richards	Westfields Sports
Golf	Michael Hanly	Muswellbrook			
Golf	Sarah Kemp	Endeavour Sports	Swimming	Amanda White	Terrigal
			Tennis	Gavin Baker	Hoxton Park
Gymnastics.	Sara McIlwraith	Beacon Hill	Tennis	Dubravka Cupac	James Busby
Hockey	Brendan Booth	Leumeah	Tennis	Ben Howen	Berkeley Vale
Hockey	Simon Beaton	Illawarra Sports	Tennis	Sandie Knight	Newcastle
Lawn Bowls	Christopher Macauley	Batemans Bay	Touch	Bianca Barnier	Kincumber
Lawn Bowls	Dean Morrissey	Gulgong	Touch	Nash Beeby	Gosford
Netball	Rian O'Hara	Whitebridge	Touch	Skye George	Cronulla
Netball	Susan Pratley	Bega	Touch	Glenn Kightley	Camden Haven
Rowing	Janelle Austin	Taree	Trampoline	Belinda Law	Jamison Sports
Rowing	Chris Hellyer	Maclean			
Rowing	Jane Reynolds	Kotara	Volleyball	Louisa Brown	Narrabeen Sports
Rugby	Joshua Clements	Hurlstone Ag			
Rugby	Luke Holmes	Narrabeen Sports	Volleyball	Jodie Harrison	Westport
			Water Polo	Shaun Aubrey	Marsden
Rugby League	Greg Bird	Rutherford	Water Polo	Kristy Bagnall	Kirrawee
Rugby League	Bryan Norrie	Yanco Ag	Water Polo	Alicia McCormack	Kirrawee

In 2001, the Val Lembit Trophy, a State sporting award for the outstanding boys' representative was awarded to Nick Flanagan from Warners Bay High. The Betty Bowen Memorial Award for the outstanding girls' representative was presented to Nikki Garrett from The Entrance High.

Recognition of Student Achievements

Minister's Award for Excellence in Student Achievement

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 2001, a total of 40 students from throughout New South Wales received this award.

Minister's Award for Excellence in Student Achievement, 2001

Name / School	District	Reason for Award
Penelope Baker Yass High School	Queanbeyan District	Gained high distinctions in statewide and national competitions in English, maths, science and geography. Has won awards for debating and public speaking. Penelope has been involved in the school's tutoring program in reading for disabled students, and in mathematics for aboriginal students. She exemplifies the values of public education.
Andrew Bolin Coffs Harbour Senior College	Clarence / Coffs Harbour District	Academic excellence. Andrew has received high distinctions in the National Chemistry Quiz, Australian Mathematics Competition and Australian Schools Computer Competition. He represented Australia at the 2nd Apec Youth Science Festival held in Singapore as one of only 20 students selected to attend.
Sally Bray Canobolas Rural Technology High School	Orange District	Academic excellence. Outstanding sporting prowess, culminating in Sally being awarded the Pierre de Coubertin Award. An excellent role model for her peers.
Laura Brisbane Kurri Kurri High School	Maitland District	Outstanding student who has made a strong contribution to school and community life. Represented the school in numerous academic, cultural and sporting arenas and has received accolades at the school, zone, regional and State levels. Laura is an exceptional ambassador for today's youth.
Jodie Brown Macintyre High School	Armidale District	Outstanding student who has excelled at the regional and State level in student leadership and community service. A member of the school's student representative council. Jodie enthusiastically promoted youth through her participation in youth forums, shire council projects, community initiatives, local events and fundraising activities.
Renee Chartres Hornsby Girls High School	Hornsby District	Outstanding student leader, culminating in her selection as an SRC delegate in 2000 for international conferences. Renee has made an enormous contribution to the school in such diverse fields as sport, public speaking, community service, academic excellence, performing arts, public affairs and international relations.
Stacey Chesworth Alstonville High School	Lismore District	Academic excellence. Stacey has utilised her outstanding range of skills to help plan and implement initiatives for the betterment of the school's local and wider community.

Minister's Award for Excellence in Student Achievement, 2001 Continued		
Name / School	District	Reason for Award
Sarah Croft Inverell High School	Armidale District	Academic excellence, particularly in the area of science. Sarah was chosen to attend a science research program in Singapore. She has participated in all aspects of the school including music, sport, peer mediation, mock trial and debating with enthusiasm and distinction.
Theresa Dinh James Ruse Agricultural High School	Parramatta District	Academic excellence. Theresa has made a great contribution to the life of the school. She took a lead role in the school musical, has been involved in the school choir, senior jazz ensemble and performers' evenings and is in the State debating team. Theresa took Juan Antonio Samaranch's place at the final dress rehearsal for the opening ceremony for the Sydney Olympic Games and spoke at the NSW schools and RSL commemoration of ANZAC Day at Hyde Park in 2000.
Chris Donald Kotara High School	Newcastle District	Academic and sporting excellence. Outstanding school leader. Chris has represented the school in many civic, sporting and cultural activities.
Michelle Fenech Picton High School	Campbelltown District	Outstanding academic achievement. Michelle has been a proactive leader and contributor to a wide variety of school and community programs
Kate Freshwater Deniliquin High School	Deniliquin District	Outstanding subject results. Kate performed brilliantly in national literacy, maths and science tests. She is a fantastic ambassador for her school, her town and for public education.
Ellen Glasson Broken Hill High School	Broken Hill District	Excelled in academic, sporting and cultural endeavours. Ellen possesses the highly commendable qualities of honesty and integrity. An ideal leader and role model for public schools.
Maree Ingram Bombala High School	Batemans Bay District	Excellent role model for both her peers and younger students. Maree had notable achievements in academic, cultural and sporting areas.
Ashleigh John Merewether High School	Newcastle District	Excellent role model and leader. As the youth mayor of Newcastle and chair of the youth council, Ashleigh played a major role in the youth forum and Youth Week celebrations. She is an accomplished public speaker, a Lions Youth of the Year finalist and a gold awardee of the Duke of Edinburgh scheme. She regularly represents the school in drama, orchestra and choral activities.
Julie Kanaan Sir Joseph Banks High School	Bankstown District	Academic success. Julie also achieved outstanding results in sporting and cultural events.
Doyle Kim Homebush Boys High School	Granville District	A charismatic and committed student leader with a strong social conscience who is dedicated to the principles of equity and democracy. In 2000, Doyle was selected as an Australian Olympic Youth Ambassador and escort runner for the torch relay.
Violetta Krithinakis Tempe High School	Port Jackson District	Outstanding achievements in academic, sporting, cultural and school leadership areas. Violetta is a highly valued role model for students and a fine ambassador for public education.

Minister's Award for Excellence in Student Achievement, 2001 Continued		
Name / School	District	Reason for Award
Matthew MacKenzie North Sydney Boys High School	Ryde District	Committed student who is a great role model for his peers and for younger boys in the school. Matt is a very talented sportsman. He is also well liked and respected by the school community.
Grace Mang Strathfield Girls High School	Granville District	Exceptional school leader. Grace was the 2001 School Captain, Eco Action Team President, the chairperson of the student representative council, Public Education Ambassador for Granville District and Year 12 formal committee chairperson.
Monique McDonald St George Girls High School	St George District	Academic excellence. Monique has displayed strong personal ethics and, as President of the student representative council in 2000, established a sister-school relationship with Maubara Orphanage School in East Timor. She has enjoyed outstanding success as a public speaker throughout her school career.
Beau Mollinger Ballina High School	Tweed Heads / Ballina District	Academic excellence. An outstanding student leader who has represented the school overseas as part of an exchange program. Beau is the recipient of numerous awards.
Darwin Natano Warners Bay High School	Lake Macquarie District	Outstanding interpersonal skills. Darwin always exhibits high moral values and civic responsibility and is an exceptional leader who displays integrity and empathy in an extensive range of responsibilities, activities and duties.
Elizabeth New James Ruse Agricultural High School	Parramatta District	An outstanding student who has represented Australia in the International Schools Chemistry Olympiad, as well as being a multiple prize winner in the Australia Mathematics Competition, a multiple plaque winner in the Australian National Chemistry Quiz, a multiple prize winner in the University of New South Wales (UNSW) schools Mathematics Competition and in Maths Search. Elizabeth has been a school prefect, a member of the orchestra, choir and crusader group as well as a peer tutor for students in Years 9 and 10.
Angelica Nudo-Fountain Miller High School	Liverpool District	Academic and sporting excellence. As the school vice-captain and student representative council member, Angelica has made a valuable contribution to community and charity groups and has been a role model for students.
Michael Oliver Dapto High School	Wollongong District	Academic excellence. Michael has continued to demonstrate his outstanding school leadership.
Christina Ong Sydney Girls High School	Bondi District	Outstanding leadership qualities. Christina is an inspiration to all. She has been actively involved in the school and the wider community.
Chloe Pogson Albion Park High School	Shellharbour District	Academically gifted, creative, innovative and passionate artist. Chloe is an energetic and persuasive youth leader and a keen sportswoman.
Liesl Rethus Wagga Wagga High School	Wagga Wagga District	Excelled in academic course work. Liesl was accelerated in HSC Chemistry and accepted in the Philosophy Distinction course.

Minister's Award for Excellence in Student Achievement, 2001 Continued		
Name / School	District	Reason for Award
Aaron Seckold Lithgow High School	Bathurst District	Academic success including exceptional theatrical ability and strong interpersonal and leadership ability. Aaron is a debater, singer, musician, dancer, choreographer, director and actor. He is also a light and sound engineer, and industrious stage hand. His personal attributes enable him to be a reliable participant, diligent worker, competent mentor and enthusiastic contributor.
Darren Skuse Heathcote High School	Sutherland District	Academic excellence. Darren has a very unselfish, caring, mature attitude to others, supporting hospital and charity work. He shows great personal integrity. Recovery from surgery has enabled him to compete in wheelchair basketball at both State and national levels.
Amanda Tunks Picnic Point High School	Bankstown District	Excellence in the performing arts area. Amanda is an intelligent, articulate student and a wonderful ambassador for public education which is evident in her participation in the School Spectacular and a wide range of community events.
James Vilcek Merrylands High School	Fairfield District	Outstanding student leader, leader of the school's student representative council (SRC), President of the Fairfield District SRC, and a member of the NSW SRC. James has positively influenced the way students at Merrylands High School see themselves.
Erin Weston Penrith High School	Penrith District	Academic excellence. Erin gained high distinctions in the Australian Chemistry Olympiad and the Australian Mathematics Competition. She has also been selected in the 2001 National Youth Science Forum. She has achieved a Duke of Edinburgh gold award. She is also an SRC and school council member.
Michael Whitley Chatham High School	Taree District	Outstanding achievements in academic, sporting and cultural pursuits. Michael's high level technology skills have been used extensively in community projects and to improve and promote the school's image.
Emily Wilkin Coonabarabran High School	Dubbo District	Outstanding success in athletics. In the past three years, Emily has represented New South Wales at a national level (four times at the Australia All Schools Championships in the under 20 triple jump). At the NSW Combined High Schools Championships in 2000, she won her third successive State title, breaking the triple jump record.
Emma Williams St Clair High School	Mount Druitt District	Academic excellence. Emma has exceptional leadership skills and strong civic values. She has been involved in an extensive range of community activities.
Kelly Williams Mackellar Girls High School	Northern Beaches District	Academic excellence. Kelly is an outstanding sportswoman who has represented the school at zone / region / State levels in many sports especially hockey, softball and athletics. As a student leader, she has been a member of the SRC, sports captain and prefect, and has taken on roles to enhance the school profile and school spirit as well as raising money for charity.

Minister's Young Designers Awards

The Department and the Board of Studies of NSW present the Minister's Young Designers Awards each year to showcase to the community the tremendous talent and ingenuity of Year 7 and 8 design and technology students. A solar heated dog kennel, a reusable smoke mask, a bohemian chess table and an energy saving fridge device were among 26 innovative projects showcased this year at Taronga Zoo. A total of 1,634 students from government schools participated in the awards in 2001. The State award winners came from Karabar Distance Education Centre and Morisset High School.

Aboriginal Studies Exhibition

The Exhibition of HSC Aboriginal Studies Student Projects celebrates the outstanding achievements of students in Stage 6 Aboriginal Studies. The projects reflect the students' depth of knowledge and understanding of the historical and contemporary experiences of Aboriginal people, demonstrate their consultation and negotiation skills and provide an insight into their developing attitudes and values. Students are invited to speak about their projects at the exhibition's launch. In 2001, the Department committed $20,000 to this event and 49 projects were selected for display in Nowra, Moree, Penrith and the Maritime Museum, Darling Harbour.

One student reported, "It's [Aboriginal Studies] changed me considerably ... When I began and started exposing myself to what people actually thought about reconciliation, it made me doubt whether it would ever be achieved ... But by being part of my own community's initiatives and working with Aboriginal people I saw that it was something that will provide a better future for all Australians as a whole. The Aboriginal Studies course has had a large impact on me. It has affected what I want to do and who I want to be now and after I complete my HSC."

Network TEN Schools Project

The Network TEN Schools Project is a joint initiative of Network TEN and the Department. The project aims to recognise school 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.

Outstanding Contributions to Public Education

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 that are worthy of recognition may also be considered.

In 2001, the Award for Excellent Service to Public Education and training was presented to 55 recipients from schools and TAFE campuses across the State. See Chapter 2 on TAFE NSW for the list of recipients from that sector.

Award for Excellent Service to Public Education, 2001		
Name / School	District	Reason for Award
Gale Ball Wyong Public School	Central Coast District	Outstanding teacher who works to the most rigorous professional requirements. In particular, Gale helped senior students to develop enterprising attitudes and make informed choices about their future.
Felicia Cecil Tweed Heads / Ballina District	Tweed Heads / Ballina District	Dedicated Ambassador of Public Education, with over 25 years' involvement in the P&C association, a member of school council and the Collegiate Education Consultative Committee.
Susan Chard Miller Technology High School	Liverpool District	Exceptional classroom teacher and educational leader who extends and motivates students to achieve their personal best.
Barbara Costello Peterborough SSP	Shellharbour District	Exemplary teacher who motivates and inspires students aged 4 to 18 years with moderate and severe intellectual disabilities and involves parents and community members in school activities.
Eve-Lynne Dive Lithgow High School	Bathurst District	Extremely dedicated and tireless worker for the betterment of Lithgow High School. An outstanding role model and team leader who has the total support of all staff.
June Eggert Gorokan Public School	Lake Macquarie District	Strong advocate for celebrating students' achievements and acknowledging the inspiration provided to students by their teachers. June encourages the involvement of senior citizens in the school.
Grahame Emerton Coopernook Public School	Taree District	Employed as a Teachers Aide (Special) for one hour per week. The rest of the time Grahame works at the school as a volunteer and is actively involved in the P&C, provides classroom assistance and organises school social events.
Cathie Fayle Rooty Hill High School	Mount Druitt District	Over 20 years of voluntary service to public education. Cathie is actively involved in the P&C, and helped established the school council. She is the parent representative in many school committees and attends all assemblies, conferences and carnivals. Cathie has also raised considerable funds for the school.
Sue Giles Cessnock East Public School	Maitland District	Exemplary service to public education as a parent volunteer and outstanding involvement and leadership as a P&C executive and school council president.
Carole Goldsmith Hillvue Public School	Tamworth District	Great supporter of public education who has worked tirelessly in a voluntary capacity over many years.
John Gore Professional Support and Curriculum Directorate	Ryde District	Outstanding contribution to NSW public education and training, through his roles in schools, regions / districts and State office for over 33 years of service.
Pam Gosbee Ellison Public School	Penrith District	Considerable contribution to promoting a positive image of public education. Pam is an excellent school administrator who continuously updates her knowledge.
Brian Heath South Grafton High School	Clarence-Coffs Harbour District	Exemplary teacher in innovation, dedication and leadership and an ambassador for public education. Brian has improved the performance of hundreds of students. His School Certificate and HSC students enjoy the best results in science in the district.

Award for Excellent Service to Public Education, 2001 Continued		
Name / School	District	Reason for Award
Wayne Hill Administrative Services Directorate	State Office	Commended for his honesty, integrity, loyalty, friendliness and devotion to duty.
Terry and Janet Howe Murrumburrah High School	Wagga Wagga District	Exemplary parent helpers of Murrumburrah Public and High Schools over the past 16 years. Terry and Janet show their commitment to NSW public schools through their leadership in parent bodies, classroom assistance, fundraising efforts and sports coaching.
Kaye Huggett Monaro High School	Queanbeyan District	Enthusiastic service to the students of the NSW public education system. The results of her senior chemistry students have always been above State and school averages. These results have been achieved largely due to the additional hours of out-of-class tuition given by Kaye to her students.
Ron Jordan School Sport Unit	Bankstown District	Worked on a voluntary basis for over 20 years in providing professional and technical support to the NSW Primary Schools and NSW Combined High Schools Sports Associations.
Noelene Krahe Richmond Public School	Blacktown District	Outstanding contribution and valuable service to students, staff and parents for over 23 years.
Peter Lamb Molong Central School	Orange District	Significant contribution to improved student learning through the financing, management and development of the CAR restoration project. The restored vehicle won a national award in Shannon's 20001 National Motoring Tour.
David Lefcovitch Public Affairs Directorate	State Office	Worked tirelessly to promote NSW public education and training for over two decades. As a frontline public relations officer, David has contributed enormously to teachers' and students' enjoyment of public education.
Joy Marchoni Beverly Hills Public School	Bankstown District	High level service and dedication to NSW public education. Joy has been providing special religious instruction to students since 1960.
Ms Christine May Batemans Bay High School	Batemans Bay District	Outstanding voluntary contribution to public education for over 14 years through involvement in the P&C, school committees and school selection panels.
Merena McLaren Bolwarra Public School	Maitland District	Outstanding contribution to creative arts at the school.
Marlene McLaughlin Greystanes High School	Parramatta District	Commitment, leadership and dedication to the school. Key participant on the school council, in school policy development, the leasing of the school canteen and school properties issues.
Graham McLennan Kingscliff High School	Tweed Heads / Ballina District	First class teacher, administrator and sports coach. Graham has coached school teams at five State titles, organised the first ever international rugby tour by a NSW State school, and two tours of New Zealand. Involved in major fundraising projects. He is an excellent role model for students.
Linda McManus Balranald Central School	Port Jackson District	Exceptional financial management skills. Linda is dedicated, hard working and helpful.
Mark Meacham Como West Public School	Sutherland District	Exceptional dedication to students and his school. Mark is an active member of the Sutherland Shire Children's Expo Committee.

Award for Excellent Service to Public Education, 2001 Continued		
Name / School	District	Reason for Award
Norma Moore Brighton Le Sands Public School	St George District	Retired teacher who has continued voluntary music teaching at the school.
Sue Mootz Paddington Public School	Bondi District	Exceptional school leader. Sue has enabled the school to move forward by creating settings which encourage improvement, either in the form of physical resources, or merely by encouraging positive attitudes.
Helen Mower Macksville High School	Port Macquarie District	Guided the development of the Nambucca Valley Workplace Learning Management Committee since its formation in 1996. This highly successful enterprise has benefited hundreds of students and, in particular, Helen has changed the life opportunities of 'students at risk'.
Donald Pardy Picton High School	Cambelltown District	Innovative, dedicated professional teacher who devotes an enormous amount of time to school sport. He has been leader of zone sports and CHS athletics convenor. Donald received the Olympic Medal for Service to Sport.
Elisabeth Pickering Fairfield District Office	Fairfield District	Extraordinary commitment and outstanding contributions to public education, especially in multicultural education, including the development and implementation of initiatives for newly-arrived migrant refugee students, achieving increased participation of parents from non-English speaking backgrounds, and fostering links with community services and ethnic communities.
Kieran Pinkey Homebush Boys High School	Granville District	Coordinated an exemplary statewide training program for careers advisers and executive teachers in all government high schools.
Brian Reakes Avoca Public School	Shellharbour District	Exceptional leader in small schools in the area for almost 10 years. Brian creates programs for students in many schools, and organises many sporting and cultural events.
Carol Richmond Roseville Public School	Ryde District	Outstanding leader and advocate of public education. Carol believes in creating a strong relationship between the school and the home.
Frank Rosnell Narrabeen Lakes Public School	Northern Beaches District	Assisted with reading at the school for 13 years. Frank devotes his time to assist IM students and organises fundraising activities to buy resources for the class.
Faye Sewell Lismore Heights Primary School	Lismore District	Provided excellent service to public education over the last 29 years as a teachers' aide, school assistant and senior clerical assistant. Faye is an efficient manager of the school's accounting procedures and processes, effectively supports teacher' requirements and is helpful and sympathetic to students and parents.
Peg Simpson Balranald Central School	Deniliquin District	Worked at the school's P&C for over 46 years as president, secretary or on committees. Peg has been made a life member of NSW P&C.
John Skillington James Fallon High School	Albury District	Outstanding leadership in the area of visual arts. John works as a professional artist and designer. He has won many local national and international commissions and competitions.

Award for Excellent Service to Public Education, 2001 Continued		
Name / School	District	Reason for Award
Lynne Sparrow Hamilton South Public School	Newcastle District	Provided professional support for the five principals and two school communities in the Newcastle District in the aftermath of the earthquake and a fire at Carrington. Outstanding contribution to the professional development of her staff; exemplary 'customer focus' on parents and students; and exceptional administrative abilities.
Julie Stride Duval High School	Armidale District	Extensive participation and leadership in many areas of school community life in at least two schools and their communities. Dedicated parent who gives her time to the school's P&C, school canteen and a variety of school committees.
Julie Thomas Mount Brown Public School	Wollongong District	Outstanding contribution as a classroom teacher who has significantly raised the profile of computer technology teaching and learning across the school and district. Julie's accomplishments include initiating the establishment of a computer room, supporting class programs through the use of technology and tailoring training and development programs to meet the needs and skill levels of staff.
Hollis Thompson Hornsby Girls High School	Hornsby District	Exceptional loyalty to the school and to public education and training.
Leo Tyndall Morgan Street Public School	Broken Hill District	Exceptional leader and a professional member of staff. Leo has made a significant contribution to the education of students and supported teachers in the Broken Hill educational community.
John Whitney Coonamble High School	Moree District	Exceptional contribution and devotion to public education with more than 36 years of teaching.
Helen Wood School Sport Unit	State Office	Provided professional and technical support to the NSW Primary Schools and NSW Combined High Schools Sport Associations on a voluntary basis for over 20 years. Helen was instrumental in forging the remarkable and enduring relationship that exists today between the NSW Swimming Association and the School Sport Association.
Lesley Woodbridge Kalinda SSP	Griffith District	Lesley has devoted the major part of her life over the past 15 years to being a volunteer, employee, fundraiser and supporter of students with disabilities. She has assisted students with challenging behaviours and those pursuing goals through indoor soccer and the Duke of Edinburgh's Award.
Paul Woodhead Dubbo West Public School	Dubbo District	Outstanding contribution to student welfare through the Circus West program. The program has been running at the school since 1991 and its prime goal is the welfare of students at the school. The program has a had a positive impact on individual students and the culture of the school.

Director-General's School Achievement Awards 2001

This award is provided to schools in New South Wales for innovation, dedication and excellence in curriculum areas, school organisation and leadership, and professional development. In 2001, the Director-General's Award for School Achievement was presented to 37 schools across the State.

Director-General's School Achievement Award, 2001

School	District	Reason for Award
Airds High School	Campbelltown South District	Classroom Focused Training and Professional Development
Albion Park High School	Shellharbour District	Vocational Education and Training Program
Bankstown Public School	Bankstown District	Playtime - Activities Involving Parents and their Children
Barrenjoey High School	Northern Beaches District	Senior Students Leaders Program
Broulee Public School	Batemans Bay District	Extending Experiences in Student Learning
Camdenville Public School	Port Jackson District	Aboriginal Education Program
Coffs Harbour Senior College	Clarence / Coffs Harbour District	Achievement in Indigenous Education
Cringila Public School	Wollongong District	Joint Literacy Project
Cronulla High School	Sutherland District	Meeting Community Expectations
Edward Public School	Deniliquin District	Creative and Performing Arts
Eureka Public School	Lismore District	Art Education Program
Gilgandra High School	Dubbo District	Partnerships with the Community
Griffith Public School	Griffith District	Being There - That's What It's All About
Holroyd High School	Fairfield District	English as a Second Language Program
Kemblawarra Public School	Wollongong District	Joint Literacy Project
Lake Heights Public School	Wollongong District	Joint Literacy Project
Macintyre High School	Armidale District	Excellence in Curriculum Development
Macksville High School	Port Macquarie District	Contributions Towards Public Education
Mascot Public School	Bondi District	Commitment to Lifelong Learning
Middleton Public School	Orange District	'Birth to Kindergarten - Spread the Word' Literacy Project
Miller Technology High School	Liverpool District	Building a Learning Community
Nepean High School	Penrith District	Pastoral Care Program
New Lambton Public School	Newcastle District	Skills Testing Program
North Sydney Girls High School	Ryde District	Music Performance Program
Parkes East Public School	Orange District	'Birth to Kindergarten - Spread the Word' Literacy project
Parkes High School	Orange District	'Birth to Kindergarten - Spread the Word' Literacy Project
Parkes Public School	Orange District	'Birth to Kindergarten - Spread the Word' Literacy Project
Rooty Hill High School	Mt Druitt District	The PERSIST Project - Measuring What We Value
Sandon Public School	Armidale District	Inclusion of Students with Disabilities

Director-General's School Achievement Award, 2001 Continued		
School	District	Reason for Award
Sussex Inlet Public School	Batemans Bay District	Curriculum Development
Swansea High School	Lake Macquarie District	Building Literacy Skills in the Middle School
Tuncurry Public School	Taree District	Tuncurry Specialist Physical Education Program K-6
Umina Public School	Central Coast District	Staff Laptop Project
Warrawong High School	Wollongong District	Joint Literacy Project
Warrawong Public School	Wollongong District	Joint Literacy Project
Westmead Public School	Parramatta District	Community Involvement
Wyndham College	Blacktown District	Partnerships in Senior Schooling

Spotlight on Public School Achievement

State Environmental Competition

Hurlstone Agricultural High School won a State environmental competition, Envirothon, after putting an endangered long-nose bandicoot colony under the microscope. This annual competition involves Year 11 students undertaking a number of fieldwork activities in national parks, then presenting a management report to the park manager based on the data they have collected.

Parents' Contributions to the Success of Public Education

The contribution of parents continues to be an essential part of the success of public education. The outstanding contribution of parents to school communities across the State was recognised at the Federation of School Community Organisations (FOSCO) 75th birthday reception. Awards were presented to 32 parents from across New South Wales who had made an enormous contribution to their local public school. The contributions of parents included fundraising, construction of school facilities, classroom assistance, reading assistance, collation of school histories, organisation of musicals and social events, canteen duties, grounds maintenance, organisation of outdoor activities and road safety education.

Commonwealth Bank Senior Debating Competition

Gymea Technology High School's debating team won the prestigious Commonwealth Bank Senior Debating Competition at the Art Gallery of NSW. The tournament involved 220 school teams from across the State. The event is open to all secondary schools and is the largest event of its kind in Australia.

Dorothea Mackellar Poetry Award

NSW public school students have proven themselves to be the best poets in the country, dominating a national poetry competition, the Dorothea Mackellar Poetry Awards. Almost 10,000 entries were received from school students across Australia. NSW students' interest in this poetry competition was outstanding with entries received from students in Kindergarten right through to Year 12.

Andrew Cavill, a 15 year old Taree High School student, won the secondary section for the second year running, with his poem, *My Town, Now*.

Winner of the primary section award was Nicole Kerslake, aged 13, an Aboriginal student from Maryfield East Public School for her poem, *When Time Means Nothing*.

Winner of the under eight section was Pennant Hills Public School's Chelsea Simpson, aged 6, for her poem, *My Socks*.

The winner of the Community Relations Commission (NSW) Award was Monique Madden from Mayfield East Public School for her poem, *Behind the Mask*.

International Science Congress

Sarah Croft, a Year 12 student from Inverell High School, was one of two Australian students chosen to participate in the science congress at the National University of Singapore. Sarah attended a four-week international program for highly-gifted science and maths students. During her time at the university, Sarah heard talks from eminent scientists and engineers, visited research establishments and laboratories, and conducted her own scientific research under the guidance of a mentor using the university's sophisticated research facilities. At the conclusion of the congress, Sarah presented a scientific paper detailing her research which will be published in the proceedings of the science congress. Sarah was also accepted for the International Science School at the University of Sydney.

National Design Competition

A Year 11 student from Belligen High School, Joseph Neve, won the NSW section of the National Design Competition, conducted by the Royal Australian Mint.

The Royal Australian Mint invited primary and secondary school students across Australia to design a 20 cent coin in commemoration of Australia's Centenary of Federation.

Joseph's winning coin is the first coin designed by an Australian school student ever to be issued. Joseph also won $5,000 in prize money for his school.

Consumer Protection Awards

In 2001 the NSW Department of Fair Trading introduced the Consumer Protection Awards to honour organisations and individuals who have made an outstanding contribution to the cause of consumer protection.

Students from Canley Vale High School won the 2001 Consumer Protection Youth Awards. They received $10,000 worth of computer equipment for their school. The students' entry was a website on consumer rights issues, which provides high quality information on buying a car, online shopping, using credit cards and purchasing personal computers. The site has a style suitable for young people. More than 480 entries from secondary schools and individual students were considered by the judging panel.

1.2 Strengthening the Foundations for Lifelong Learning

State Literacy and Numeracy Plan

In 2001, New South Wales continued to implement the Government's *State 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*. The plan provides a comprehensive and coordinated structure to support teachers in working towards improved literacy and numeracy skills for all students. A wide range of literacy and numeracy programs and initiatives were implemented during the year including the following programs.

Literacy and Numeracy Follow Up

The Literacy and Numeracy Follow Up initiative assists teachers to identify students at risk of not achieving basic literacy and numeracy standards in Years 3 to 6. In 2001, the program was implemented in 335 schools. A pilot program to assist teachers' professional development in assessing students' literacy and numeracy achievements in Years 3 to 6 was conducted at a cost of $2.3 million. Program materials developed under this initiative will be distributed to all schools in 2002.

Consistent Teacher Judgment in Action

Consistent Teacher Judgment in Action is a program developed to assist teachers' assessment of student achievement in English K-6 and Mathematics K-6. It was trialed in 99 schools at a cost of $2 million provided from State and Federal budgets. Teachers in these schools were supported with training, ongoing consultancy support and resource materials. The program will be expanded in 2002.

Focus on Literacy

The 'Focus on literacy: writing' package provided professional support for teachers in all subjects from Kindergarten to Year 12. District literacy consultants led training and development activities and provided in-class support for teachers engaged in expanding their pedagogical practices in literacy.

Linkages

The Linkages program focuses on maintaining and extending the literacy and numeracy development of students in Years 5 to 8. Twenty-five Linkages consultants and a budget of $1.2 million supported

initiatives in 581 schools. In a parallel program, 117 secondary schools received funding to participate in the TAFE NSW accredited peer tutor training program. This program provided training involving TAFE adult literacy officers, to over 460 teachers and 2,340 student-reading tutors, who in turn assisted 2,340 Stages 3 and 4 students with subject-specific reading.

Priority Schools Funding Program

The Priority Schools Funding Program (PSFP) provided $18.8 million in grants to schools, 280 extra teachers and consultancy services to 544 school communities with the highest concentrations of socio-economically disadvantaged students. PSFP consultancy services involved 22 district teaching consultants and 14 community development officers who provided advice and support to schools. Training and development support to schools focused on quality teaching and learning, classroom and school organisation and culture, and home, school and community partnerships. Notable programs that supported the improvement of literacy and numeracy outcomes for socio-economically disadvantaged students included vacation schools (to assist students with literacy and numeracy in Stage 6) Ready for High School (to assist students in their transition from Year 6 to Year 7); and Study Plus projects (to develop the literacy and numeracy skills of talented and high performing students).

Count Me In Too

The Count Me In Too (CMIT) program focuses on increasing teachers' understanding of, and skills in, using detailed analysis of the methods used by students to solve mathematical problems. In 2001, this early numeracy program operated in 1,076 schools, involving over 5,000 teachers and it was supported by 40 district-based mathematics consultants. More than 36,000 students participated in the program. Over $1.2 million was directly committed to supporting this program.

The Count Me In Too program is already having a positive impact on the Year 3 Basic Skills Test results in schools which have been implementing the numeracy program for some years. An independent evaluation conducted in 2001 found that "...on the average, implementation of CMIT in NSW public schools has caused a definite improvement in Year 3 BST numeracy performance."

Counting On

The Counting On program supports students' mathematics learning in the transition from primary to secondary schools. In 2001, this program was implemented in 80 secondary schools and 80 related primary schools. More than 1,400 students, 321 teachers and 40 district mathematics consultants took part in the program.

An independent evaluation of the Counting On program conducted by the University of Western Sydney and the Australian Catholic University revealed that students who had been involved in the program improved their rate of correct responses and the strategies they used to solve problems. More than 90 per cent of the teachers indicated that the program had improved their teaching of mathematics.

Exemplary Literacy and Numeracy Programs

The literacy program at Lidcombe Public School uses teacher training to support the implementation of a planned, manageable, whole-school curriculum focus on literacy. This project includes a strong home-school partnership program that focuses on home practices that support literacy development. A learning support team meets weekly to plan and coordinate the implementation of a wide range of programs designed to identify and monitor students in particular need of support.

Tiny Tallimba Public School won the National Literacy and Numeracy Week Achievement Award. The achievement award recognised the school's initiative to improve numeracy. The school staff used the external testing programs offered through public schools to fine tune areas for improvement in numeracy. They then took advantage of the availability of the internet to all public schools to use maths on the net to share learning experiences with buddies in other isolated schools.

Teachers at Metford Public School are trained in the Count Me In program. Their program focuses on increasing students' abilities to describe, verify and clarify ideas as well as increasing class participation and engagement. The students keep journals to report their learning and teachers keep profiles that include simple graphs and observation surveys. Parents are directly involved and informed through mathematics activity days.

Exemplary Literacy and Numeracy Programs Cont'd

Wee Waa Public School supports students' literacy and numeracy development on school entry, through a Getting Ready for School program. The program introduces the school's literacy and numeracy programs to pre-school children and their parents, immersing them in school language and familiarising them with the staff. The work completed by children on these days is put into a portfolio of work that they bring to school when starting Kindergarten. The portfolio is used to assist in the identification of students with special needs for early intervention.

Measuring Students' Literacy and Numeracy Outcomes

Measuring and monitoring students' achievements and progress in literacy and numeracy is a critical component of the overall strategy to improve student outcomes. New South Wales has had a long successful history in monitoring students' progress in literacy and numeracy. Statewide testing programs formally assess students' literacy and numeracy knowledge and skills in Years 3, 5, and 7.

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

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 assist students' progress in learning. They are criterion-referenced tests that show what students can do. Students' results are reported against standards of performance, which are comparable from year to year.

Basic Skills Test

The Basic Skills Tests (BST), 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 students' 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 numeracy (number, measurement and space).

The BST results are reported on a common scale of 25-80 for Years 3 and 5, with separate scales for literacy and 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 student is considered to have demonstrated expected achievement in band 2 or above for literacy and for numeracy. A Year 5 child is considered to have demonstrated expected achievement in band 3 or above for literacy and for numeracy.

In 2001 a record number of 194,582 students from schools in New South Wales, South Australia and Papua New Guinea participated in the program. Approximately 160,000 students from NSW schools (government, Catholic and independent) were tested.

Students at La Perouse Public School engaged in numeracy learning as part of the Count Me In Too program.

A total of 60,230 Year 3 students and 60,244 Year 5 students in government schools took part in the BST in 2001. The 2001 BST results for government school students were among the best results ever, again confirming the positive impact of the NSW Government's *State Literacy and Numeracy Plan*. Results from the 2001 BST program indicated that:

- Eighty eight per cent of students in Year 3 and 94 per cent of students in Year 5 demonstrated expected or higher level skills in the literacy tests.

- Eighty nine per cent of students in Year 3 and 94 per cent of students in Year 5 demonstrated expected or higher level skills in the numeracy tests, an increase for both Year 3 and Year 5 from corresponding percentages in 2000.
- The gap between Year 3 boys and girls in literacy was slightly greater in 2001 than in 2000 but has narrowed over the past five years.
- Mean scores for indigenous students increased in comparison with those in 2000 for Year 3 numeracy and Year 5 literacy and numeracy. There was no change in the mean score for Year 3 literacy.

In 2001, the program was implemented in 825 schools by 925 teachers. This represents 35 schools more than in 2000. By the end of 2001, the Department had more than 1,600 teachers trained in specialist Reading Recovery techniques. These techniques can also be used in general classroom teaching. Teachers were assisted by 28 tutors and two tutor trainers.

In 2001, 7,755 students participated in the Reading Recovery program. Of these, 5,886 students improved to the level of their classmates and needed no additional support. These outcomes compare favourably with those for 2000 when 5,366 students reached an acceptable standard of literacy as a result of the program.

BST Percentages in Skill Bands - Year 3, 1997 to 2001

Year 3	1997		1998		1999		2000		2001	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
Band 5	17	18	13	21	14	16	15	15	20	15
Band 4	20	21	21	22	25	26	24	24	22	26
Band 3	27	31	26	24	30	30	29	27	25	30
Band 2	20	19	25	19	20	17	21	18	21	18
Band 1	16	11	15	14	11	10	11	15	12	11

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

BST Percentages in Skill Bands - Year 5, 1997 to 2001

Year 5	1997		1998		1999		2000		2001	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
Band 6	24	21	20	23	20	23	20	20	23	23
Band 5	26	28	27	28	27	28	27	25	28	25
Band 4	26	31	28	28	31	26	29	31	27	30
Band 3	16	14	17	16	16	15	17	16	16	15
Band 2	6	5	7	5	5	6	6	6	5	5
Band 1	2	1	2	1	1	1	1	2	1	1

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

Using the BST to Chart the Progress of Reading Recovery Students

The Department gives priority to early identification of, and intervention for, students who need additional support with literacy. Over 2001 and 2002, the State Government will have allocated more than $24 million to Reading Recovery. This has enabled more teachers to be trained, allowed additional schools to join the program and increased the number of students assisted with literacy.

Reading Recovery is for students in Year 1, identified as those most in need of extra assistance with reading and writing. The program aims to assist these students to improve their literacy skills through a short-term, individually designed program which is delivered in daily, 30-minute one-to-one sessions by specially trained teachers.

The 2001 Year 3 BST results in literacy for students who participated in Reading Recovery in 1999 were examined. The results indicated that 72 per cent of all Year 3 students who successfully completed Reading Recovery in Year 1 are now achieving at expected or higher levels in literacy.

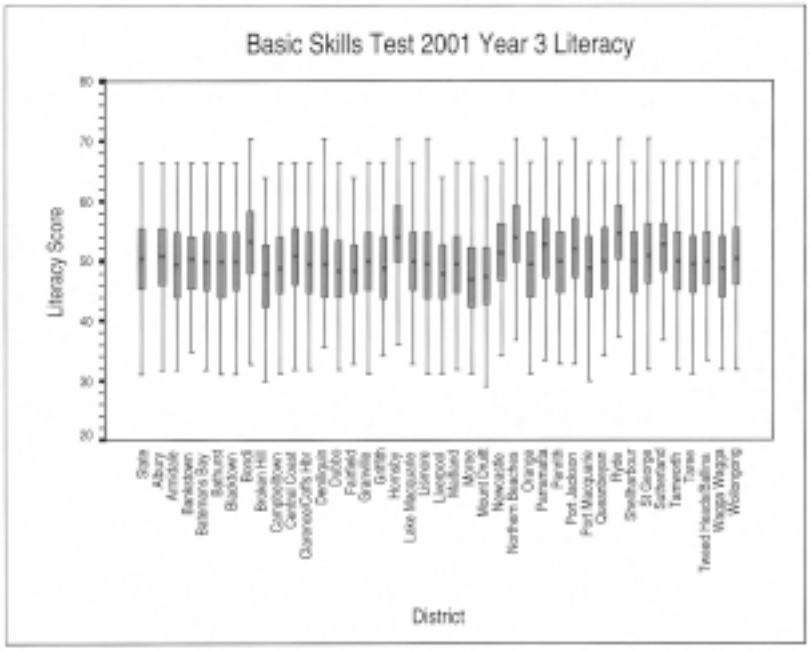
In 1999, 1,803 students who undertook Reading Recovery in 1997 were identified in the Year 3 BST results. Of these students, it was possible to also identify 1,344 in the 2001 Year 5 BST results. These students' results indicated that 87 per cent of all Year 5 students who successfully completed Reading Recovery in Year 1 are now achieving at expected or higher levels.

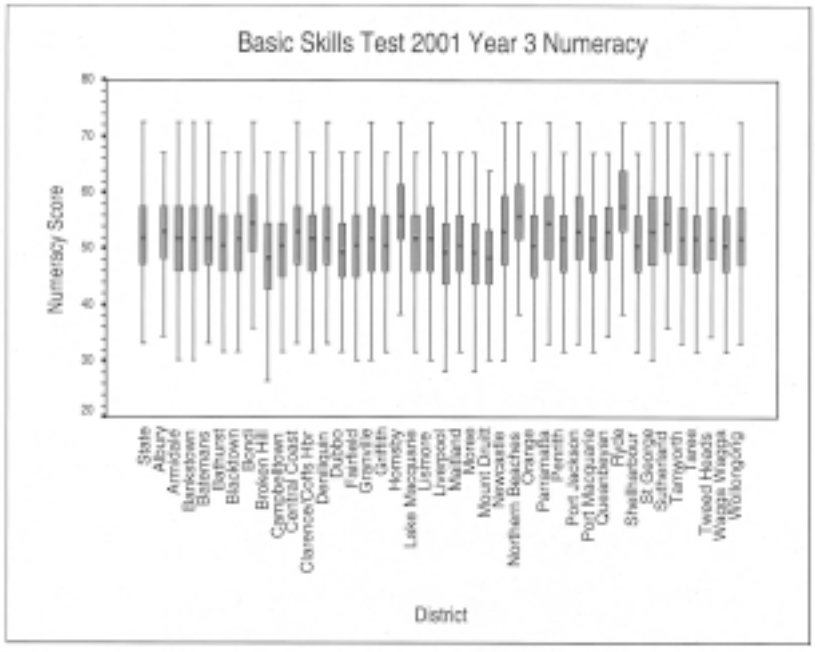
BST State and District Results, Year 3 and Year 5 Literacy and Numeracy

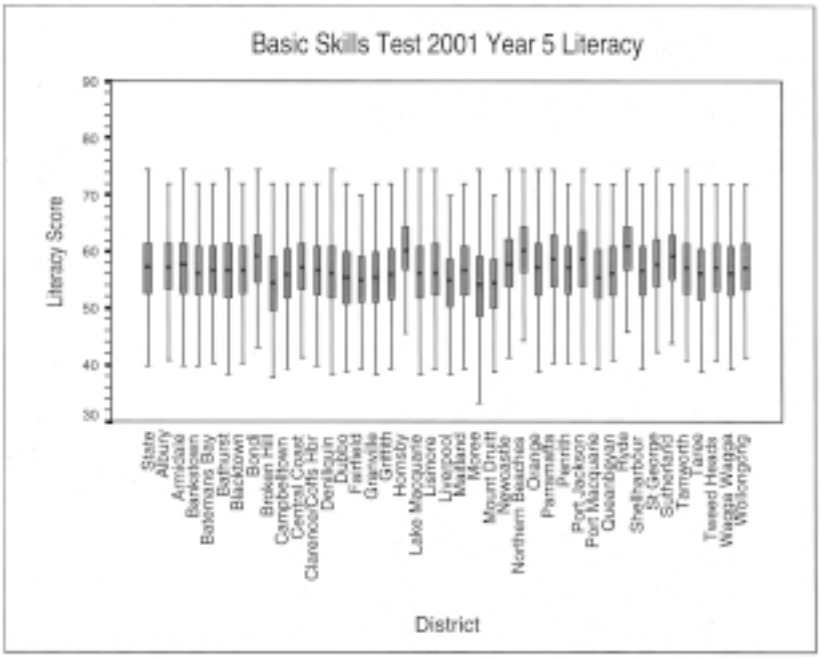
The following figures show the performance of students in literacy and numeracy in Years 3 and 5, in each of the 40 districts, compared with the whole State. The shaded boxes show the range of scores obtained by the middle 50 per cent of students (the inter-quartile range). The line within each box indicates the median. The 'whiskers' extend above and below the box show scores that are within 1.5 times the inter-quartile range.

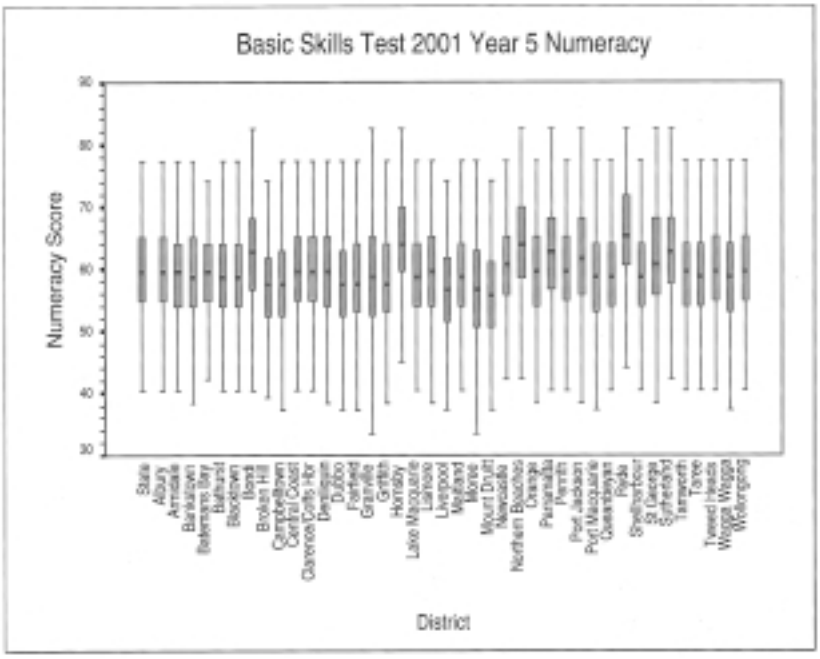
Outliers and extreme scores are scores that are more than 1.5 times the inter-quartile range. These are not shown in the box plots.

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






Basic Skills Test 2001 Year 5 Literacy
Literacy Score
District


Basic Skills Test 2001 Year 5 Numeracy
Numeracy Score
District

Primary Writing Assessment

As a part of the NSW Government's commitment to monitor and improve students' literacy skills, the Primary Writing Assessment (PWA) program for Years 3 and 5 was piloted in 1998 and made available to all schools on a voluntary basis from 1999. In 2001, the assessment was undertaken by all Year 3 and Year 5 students in government schools. The assessment was also available to non-government schools. In 2001, the candidature included 59,177 Year 3 students and 58,977 Year 5 students in government schools.

In the Primary Writing Assessment, students write responses to two writing tasks: a description and a recount of an excursion. Student achievement is assessed in areas such as sentence structure, spelling, punctuation, tense, subject / verb agreement, correct use of prepositions and pronouns, and the structure and features of writing for different purposes.

Comparisons between 2000 and 2001 results are not valid as participation in 2000 was voluntary. PWA results are reported on the same common scale used in the BST. Results of the 2001 PWA indicated that:

- The mean was 49.0 for Year 3 students and 56.3 for Year 5 students.
- In Year 3 the mean score for girls was 2.5 higher than for boys, and in Year 5 the margin was 2.2.
- For Year 3 students, the mean score for students identifying themselves as coming from non-English speaking backgrounds was higher than for all students.
- Eighty nine per cent of students in Year 3 and 96 per cent of students in Year 5 demonstrated expected or higher level skills in the writing tests.

PWA Percentages in Skill Bands, 2000 - 2001

	2000		2001	
	Year 3	Year 5	Year 3	Year 5
Band 6	n/a	15	n/a	13
Band 5	12	29	9	34
Band 4	26	32	22	34
Band 3	35	17	37	14
Band 2	18	5	21	3
Band 1	9	1	11	1

Note: Participation in PWA in 2000 was voluntary. The students undertaking the test were not necessarily representative of the State population.

English Language and Literacy Assessment

The English Language and Literacy Assessment (ELLA) was introduced in NSW government schools in 1997 as a voluntary program which was part of the new *State Literacy Strategy*. In 1998, ELLA became mandatory for Year 7 students in all government schools and a voluntary retest for Year 8 students was introduced. The test examines students' reading, language, and writing skills. Students who achieve results at the low end of the scale are given additional assistance.

In 2001, a total of 73,349 students in Year 7 and 54,766 students in Year 8 were tested. For government schools the candidature was 52,486 Year 7 students and 49,861 Year 8 students. The success and importance of the ELLA program is most clearly demonstrated by the large proportion of government schools (97 per cent) choosing to participate in the optional re-testing of Year 8 students.

Students' achievements are reported against four levels of achievement (high, proficient, elementary and low), using a scale from 45-120 to report students' scores. Year 7 and 8 are reported on the same scale.

No State data was available for 2000 as a result of industrial action which affected the number of students participating in the program. Comparisons are thus made between the 2001 and 1999 data. Results from the 2001 ELLA program showed that:

- The percentage of students in the low achievement level in reading and writing for Year 7 and Year 8 has decreased, compared with 1999.
- Overall the mean scores for Year 7 students have shown slight increases in writing, reading and language, compared with 1999, particularly for boys in reading and language and for girls in writing.
- The mean scores for students identifying themselves as coming from non-English speaking backgrounds have increased for reading and language, compared with 1999. For those students who have lived in Australia for four years or less, and who never or only sometimes speak English at home, the increases in the mean scores for reading and language were even greater.
- The mean scores for Aboriginal and Torres Strait Islander students have decreased slightly in all parts of the test, compared with 1999.

Percentage in Achievement Levels for Year 7 ELLA									
	1998			1999			2001		
	Writing	Reading	Language	Writing	Reading	Language	Writing	Reading	Language
High	30	33	35	35	32	31	34	33	34
Proficient	53	46	44	48	49	51	50	47	46
Elementary	12	15	13	12	13	13	11	15	15
Low	4	6	8	5	6	5	4	4	5

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

Percentage in Achievement Levels for Year 8 ELLA*									
	1998 Pilot Group*			1999			2001		
	Writing	Reading	Language	Writing	Reading	Language	Writing	Reading	Language
High	36	42	38	44	45	40	42	45	42
Proficient	50	44	44	43	43	48	46	42	44
Elementary	10	11	11	9	9	10	9	10	11
Low	4	4	6	4	3	3	3	2	3

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

**Year 8 is a voluntary program so participating schools and the percentage of participating students will fluctuate.

Secondary Numeracy Assessment Program

Following a successful pilot program in 2000, Year 7 students from all government schools participated in the Secondary Numeracy Assessment Program (SNAP) in 2001. A voluntary retest of Year 8 students who were involved in SNAP in 2000 was also offered. Ten of the 11 Catholic dioceses and 66 independent schools also participated in the 2001 test of Year 7 students.

About 77,000 Year 7 students and 12,000 Year 8 students were tested this year. The candidature from government schools included 51,419 Year 7 students and 11,068 Year 8 students. Teachers from 100 government schools and some Catholic schools participated in school-based marking of extended response tasks. Training for the in-school marking program provided valuable support for teachers in assessing and teaching numeracy skills.

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 (high, proficient, elementary and low) are the same as ELLA, they were developed separately. No direct comparison can be made between ELLA and SNAP results.

As the tested population from 2000 was not representative of the State population, comparisons cannot be made between results in 2000 and 2001. Nevertheless, results from the 2001 SNAP indicated the following:

- For Year 7 students, the mean score in numeracy for all students was 86.7, with no difference in the mean for boys and girls. However, girls scored higher in number, space and data while boys scored higher in measurement. There was no difference in numeracy problem solving between girls and boys.
- The mean scores for Year 7 students identifying themselves as coming from non-English speaking backgrounds was higher than for all students, across all aspects of numeracy. The overall mean for students who have lived in Australia for four years or less, and who never or only sometimes speak English at home was lower than for all students.
- The mean score for Year 7 Aboriginal and Torres Strait Islander students was 7.2 lower than for all students.

Percentage in Achievement Levels for Year 7 SNAP 2001						
	Numeracy	Number	Measurement	Space	Data	Numeracy Problem Solving
High	32	35	29	33	34	32
Proficient	40	31	43	42	35	42
Elementary	25	30	22	20	25	22
Low	4	5	6	5	6	4

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

Percentage in Achievement Levels for Year 8 SNAP 2001*						
	Numeracy	Number	Measurement	Space	Data	Numeracy Problem Solving
High	44	44	42	40	47	43
Proficient	36	30	39	40	32	38
Elementary	18	23	16	17	17	16
Low	2	3	4	3	4	2

*Year 8 was voluntary for schools who piloted SNAP in 2000.

Notes: (1) Percentages for the components may not add to 100 because of rounding.

(2) The students undertaking the pilot may not be representative of the State population.

National Literacy and Numeracy Benchmarks

Development and Implementation of National Literacy and Numeracy Benchmarks

In recent years, New South Wales has been a major player in the development of national benchmarks across a range of performance areas. This work is being advanced by the National Performance Measurement and Reporting Taskforce (PMRT). The PMRT was established in 2001 to develop a coordinated approach to reporting high quality data on nationally comparable outcomes for the achievement of the *National Goals for Schooling in the Twenty-First Century*. The new taskforce replaces and brings together the work of four previous taskforces: the Taskforce on National Education Performance Monitoring (NEPMT), the Taskforce on Benchmarking, the Taskforce on School Statistics (TOSS) and the Taskforce on the Annual National Report on Schooling (ANR).

All States and Territories have committed to implementing agreed arrangements for nationally comparable performance measurement and reporting of the outcomes of schooling. The objectives of the PMRT in this regard are:

- To develop and implement high quality national key performance measures in the priority areas of the *National Goals for Schooling* identified by Ministers (that is, literacy, numeracy, the participation and attainment of young people, vocational education and training (VET) in schools, science, information and communications technology (ICT), civics and citizenship education and enterprise education) and any other areas agreed by Ministers; and to provide advice to Ministers in relation to national targets.
- To develop and implement nationally consistent definitions for the purposes of national data collection and reporting in respect of students' sex, socioeconomic status, language background, indigenous status, geolocation and disability; and in relation to any other matters directed by Ministers, consistent wherever possible with those definitions promulgated by the ABS as national standards.
- To develop and implement rigorous processes and structures based on educational measurement expertise which will enable the collection, production, storage, dissemination, quality assurance and reporting of national data on schooling.

- To publish the Annual National Report to a high standard, in a timely manner and in a form readily accessible to users and based on ethical principles and protocols for reporting nationally comparable data on schooling.

2000 National Reading and Numeracy Benchmark Results for Years 3 and 5

The *2000 Annual National Report on Schooling* contains the results against the national Year 3 and Year 5 reading and numeracy benchmarks. 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 reading 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.

The Years 3 and 5 reading and numeracy benchmark results for all States and Territories in 2000 are published in full in the *2000 Annual National Report on Schooling*. The results are combined for government and non-government students. The publication of benchmarks is still in the early stages and the national report contains important contextual data on the benchmarks to assist the reader to interpret the results. The report details:

- the proportion of government and non-government students assessed in each State and Territory
- the proportion of students exempted, or absent from the test
- the proportion of students doing the test belonging to certain equity groups
- the average age and years of schooling of the students undertaking the test.

The results below show that New South Wales is performing above the Australian average in reading and numeracy for all students and for all subgroups of students.

Year 3 and Year 5 National Benchmark Results, 2000

	Percentage of Students Achieving the Benchmark	Percentage of Male Students Achieving the Benchmark	Percentage of Female Students Achieving the Benchmark	Percentage of Indigenous Students Achieving the Benchmark	Percentage of LBOTE Students Achieving the Benchmark
Year 3 Reading - 2000					
New South Wales	93.1	91.5	94.8	83.1	92.8
Confidence limits	± 1.9	± 2.3	± 1.5	± 4.9	± 2.1
Australia	92.5	90.9	94.3	76.9	90.8
Confidence limits	± 2.2	± 2.7	± 1.8	± 6.5	± 2.6
Year 5 Reading - 2000					
New South Wales	89.1	87.1	91.2	70.9	86.7
Confidence limits	± 1.7	± 1.9	± 1.5	± 3.9	± 2.2
Australia	87.4	85.2	89.6	62	84.9
Confidence limits	± 2.1	± 2.3	± 1.9	± 4.8	± 2.6
Year 3 Numeracy - 2000					
New South Wales	93.2	93.1	93.3	83.4	91.9
Confidence limits	± 1.7	± 1.7	± 1.7	± 4.2	± 2.1
Australia	92.7	92.7	92.8	73.7	90.3
Confidence limits	± 2.0	± 2.1	± 2.1	± 7.1	± 2.7
Year 5 Numeracy - 2000					
New South Wales	91.1	90.8	91.5	73.5	89.7
Confidence limits	± 1.4	± 1.4	± 1.4	± 3.5	± 1.6
Australia	89.6	89.4	89.8	62.8	87.1
Confidence limits	± 1.7	± 1.7	± 1.8	± 4.5	± 2.1

Note: The achievement percentages reported in this table include 95% confidence intervals.
LBOTE - Language background other than English.

Programme for International Student Assessment

The Programme for International Student Assessment (PISA) is a new survey that was conducted for the first time in 2000 by the Organization for Economic Co-operation and Development (OECD). The 2000 assessment compared the performance of 15 year old students in 32 countries, including Australia, New Zealand, the United States of America, Canada, the United Kingdom, Japan, Korea and many European nations. PISA is the first international survey to assess students' capacities to apply knowledge and skills in reading, mathematical and scientific skills. It attempts to assess young people's ability to apply their knowledge and skills to real-life problems and situations, rather than how well they have learnt a specific curriculum. The survey will be conducted again in 2003, so that changes over time can be measured.

A total of 265,000 students from 32 countries took part in the first PISA survey in 2000. In Australia, 6,200 students from 231 government, Catholic and independent schools in all States and Territories took part. Australian students scored very well in the three areas assessed. The major highlights of the 2000 PISA results included the following:

- Only one country, Finland, performed significantly better than Australia in reading literacy.
- Only one country, Japan, performed significantly better than Australia in mathematical literacy.
- Only two countries, Korea and Japan, performed significantly better than Australia in scientific literacy.

In reading literacy Australia had one of the highest proportions of students of any country at the highest proficiency level.

In December 2001 the first Australian report of results from PISA was published: *15-Up and Counting, Reading, Writing, Reasoning – How Literate are Australia's Students?*

In terms of the PISA results within Australia, the NSW mean reading literacy score was the second highest behind the Australian Capital Territory (ACT); however, the difference was not significant. The NSW mean score for mathematics literacy was slightly lower than that for Western Australia and the ACT, but the differences were not significant. The NSW mean score for science literacy was slightly lower than that for the ACT, Western Australia and South Australia but, again, the differences were not significant. Overall, NSW students performed at a high level in reading, mathematics and science literacy.

Other Initiatives to Strengthen the Foundations for Lifelong Learning

Pre-schools in Government Primary Schools

The NSW Department has 79 pre-schools attached to schools which provide quality pre-school education programs for children in the year before entry into Kindergarten.

In 2001, the Department opened a new early childhood centre attached to Wilcannia Central School. The centre is unique as it is a joint venture between the Department, the NSW Department of Community Services, and the Commonwealth Department of Education, Training and Youth Affairs.

The centre caters for children with no alternative access to pre-school education. Support is also provided for the children's families through the provision of playgroups for younger children. A teacher with early childhood teaching qualifications and an Aboriginal education assistant provide early education programs for up to 20 children per session.

In 2001, 15 of the Department's pre-schools located in low socio-economic communities participated in an Australia-wide pilot of the IBM KidSmart Early Learning project. This project is an innovative teaching and learning partnership between the Department, IBM and the Australian National Schools Network (ANSN). The Department provided funding and personnel to support this project.

The KidSmart Early Learning project is an international initiative which aims to support early childhood educators to make meaningful use of new technologies in childcare and pre-school settings. IBM has provided each participating centre with a computer, educational software and printers to the value of $8,500. The project also provides professional development for early childhood teachers to support their use of strategies for stimulating children's interest in computer-based learning.

Selective High School Placement

Selective and agricultural high schools cater for high achieving, academically talented students by providing an educationally enriched environment. They are an integral component of the Department's strategy for gifted and talented students.

In 2001, there were 23 selective and agricultural high schools in New South Wales. In 2002, an additional five selective high schools will be established as follows:

- Chatswood High School (partially selective in Years 7 to 12).
- Ryde Secondary College (formerly Malvina High School, partially selective in Years 7 to 12).
- Sydney Secondary College, Balmain Campus (partially selective in Years 7 to 10).
- Sydney Secondary College, Blackwattle Bay Campus (formerly Glebe High School, partially selective in Years 11 and 12).
- Sydney Secondary College, Leichhardt Campus (partially selective in Years 7 to 10).

A total of 240 Year 7 selective places were established in these schools, bringing the total number of Year 7 selective and agricultural high school places to 3,374.

There are now 28 high schools with selective classes in New South Wales providing a great range of educational opportunities for gifted and talented students. There are:

- a total of 17 fully selective high schools taking students from Years 7 to 12.
- four agricultural high schools including those with day places, boarding places or both.
- six partially selective high schools including those which take students in junior years, senior years or both.

In 2001 there were 15,343 applicants wishing to enter selective high schools.

Opportunity Class Placement

Opportunity classes cater for high achieving, academically talented students in Years 5 and 6 by providing an educationally enriched environment. Opportunity classes are an integral component of the Department's strategy for gifted and talented students.

In 2001, there were 105 Years 5 and 6 opportunity classes in 67 public schools throughout New South Wales. This includes the two new opportunity classes (in Year 5) that commenced at Illaroo Primary School on the South Coast in 2001.

The 2001 school year was the last year that Eastwood Primary School had a Year 5 intake of opportunity class students. For the 2002 school year, the students who were previously zoned to Eastwood Primary School for opportunity class placement have been zoned to newly-established opportunity classes at Ermington Public School.

Four more opportunity classes were formed for commencement in 2002 as follows:

- Balmain Public School (one Year 5 class).
- Maryland Public School (one Year 5/6 class).
- Wilkins Public School (one Year 5 class).

These additional classes will bring the total number of opportunity classes in the State to 109 and will provide for approximately 3,330 Year 5 and 6 students in 70 schools throughout the State.

In 2001, there were 10,878 applicants for the 1,674 opportunity class places available for Year 5 students in 2002.

Transition from Home to School Programs for Indigenous Students

The Transition from Home to School programs for indigenous students provide communities and pre-school aged children with access to 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 the social skills which will enable a smooth transition and positive start to school.

The Department allocates Indigenous Education Strategic Initiatives Program (IESIP) funding from the Commonwealth to school districts. District Aboriginal Education Advisory Committees allocate funding to schools to implement targeted projects for Aboriginal and Torres Strait Islander students. These committees provide funding to schools for literacy, numeracy, attendance and retention projects. The projects target pre-school to school, Kindergarten to Year 4, Years 5 to 8, Years 8 to 10 and Years 11 and 12.

The Transition from Home to School programs foster effective partnerships between school staff and Aboriginal families and those links with the community are maintained in the Kindergarten year. In 2001, the Aboriginal Programs Unit provided $174,222 IESIP funding to 27 schools across New South Wales to implement Transition from Home to School programs for indigenous students.

By the end of the year, an additional 10 schools had begun the implementation of these programs. The schools were Gunnedah South Public School, Dubbo West Public School, Ashcroft Public School, Blaxcell Street Public School, Windale Public School, Wyong Public School, Narromine Public School, Centaur Public School, Narrandera East Infants School and Mogo Public School.

Parents as Teachers: A Parenting Education and Support Program

The Parents as Teachers program targets families with children from birth to three years living in areas where indicators of disadvantage are high. Parents are supported through parenting education programs, regular home visits and group meetings and they are provided with printed information. The program aims to promote children's cognitive, language, social and motor development as these are critical to future positive learning and development.

In 2001, the Department allocated $800,000 to support the implementation of the Parents as Teachers program in 10 parenting resource centres located in government schools. The program was expanded with NSW Government's *Families First* funding to Goodooga and Ivanhoe Central Schools in 2001.

The Department is also supporting the implementation of Parents as Teachers by The Smith Family at Broken Hill Public School for the period 2001 to 2004.

Schools as Community Centres

The Schools as Community Centres program is jointly funded and managed by the Department and the NSW Departments of Community Services, Housing and Health. In 2001, $520,000 was allocated by the four departments to support the implementation of this project in six centres located in government schools in disadvantaged communities.

The program was expanded to an additional 10 sites through the NSW *Families First* strategy. Further expansion is anticipated as *Families First* planning is completed across New South Wales.

The Schools as Community Centres program targets families with children aged from birth to eight years and aims to reduce the impact of disadvantage on children when they begin school by providing integrated services to these families. The program also emphasises the importance of community participation in decision making about service provision.

The centres are valued by parents because they provide information about, and referrals to, services within the community. Examples of activities at the local level include early literacy support at home, parenting information, volunteer childcare, training in shopping and cooking for healthy eating, and speech and occupational therapy programs.

Transition to school programs are provided in most centres. These contribute strongly to a positive start to school, good school attendance patterns and enhanced relationships between families and schools.

Early Learning Programs in Literacy and Numeracy

Early Literacy and Numeracy Initiative

The Early Literacy and Numeracy Initiative is a Commonwealth-funded program which aims to improve the literacy and numeracy outcomes of students in areas with low socio-economic status. The two components of the initiative (the Early Literacy Initiative (ELI) and the Count Me In Too program) focus on providing intensive professional development for early childhood teachers as a way to improve students' learning outcomes. In 2001, $4,016,000 was allocated to support the implementation of the Early Literacy and Numeracy Initiative.

In 2001, the literacy component, ELI, was implemented in 37 districts across New South Wales. Approximately 2,226 teachers of Kindergarten to Year 3 benefited from the professional development provided by this initiative. An independent evaluation indicated that 85 per cent of teachers surveyed in targeted schools endorsed ELI as a valuable professional development program. Teachers reported that the knowledge, skills, understandings and confidence they needed to implement the English K-6 Syllabus with students in schools in areas with low socio-economic status had improved following their participation in this program. Seventy five per cent of teachers reported that they had improved their competencies in assessing and progressing students' literacy learning.

Numeracy Research in NSW Primary Schools Project

The *Numeracy Research in NSW Primary Schools* project aims to identify the educational practices that are 'making a difference' in enabling primary school students to achieve outstanding numeracy learning outcomes, and the extent to which these outcomes can be successfully applied in other educational contexts.

This $1.3 million two-year cross-sectoral research project, which involves the Department, the Association of Independent Schools, and the Catholic Education Commission, began in January 2001 and is due for completion in December 2002. The project is fully funded under the Strategic Numeracy Research and Development Projects strand of

the Commonwealth Numeracy Research and Development Initiative. Two significant components of the study were conducted during 2001. These were:

- The development of a criterion-referenced achievement scale to track numeracy growth in a sample of students in 2002. Teachers from government and non-government sectors have been extensively involved in the trialing of primary numeracy tasks across New South Wales.
- The identification of a sample of 25 primary school sites with continued outstanding numeracy outcomes (based on extensive analyses of quantitative and qualitative data for the three sectors). The Years 3 and 5 Basic Skills Tests are the main source of quantitative data.

Five university research teams conducted 25 case studies across New South Wales to determine the educational practices, policies, programs and strategies that might be contributing to these outstanding results.

Computers in Schools Program

The NSW Government's Computers in Schools Program aims to equip schools for the future, prepare teachers for the new millennium and enhance the computer literacy skills of all students. The Government has committed $555.3 million over the next four years to expand technology in schools including:

- $21.6 million over the next four years, for expanded internet services to phase in individual e-mail addresses and internet accounts for students and teachers in NSW government schools
- $14.8 million over the next four years to introduce a computer skills assessment for all NSW government school students in Year 6 and a compulsory computer skills assessment for all Year 10 students.
- $10 million to be used over the next four years to train teachers to use new technology in the classroom.

The Computers in Schools Program provides schools with the opportunity to choose from a range of computer equipment, including desktop, notebook and fileserver computer systems.

The Department provides a computer coordinator allowance directly to every school, which enables schools to coordinate and integrate their computer resources with their teaching and learning programs. This allowance provides NSW government schools with funds to target local needs. In 2001/2002, the Government will provide more than $22 million to support the initiative.

Computer Entitlements for NSW Public Schools

A recent survey revealed that there were 125,000 computers in NSW government schools available for students and staff.

Under the Computers in Schools Program, leased computer equipment is being replaced progressively to ensure that NSW students continue to be supported by the latest technology. The program provides schools with the opportunity to choose from a range of computer equipment including desktop, notebook and fileserver computer systems. Since April 2000, schools have used their allocated entitlements to select approximately 96 per cent desktop, 3 per cent notebook and 1 per cent fileserver computers.

In addition, the Department has made arrangements for approximately 30,000 end-of-lease computers to be retained by schools.

A total of 165 predominantly remote rural schools were connected to the Department's wide area network via a digital satellite link during 2001. This finalised the NSW Government's commitment to connect all schools to the internet through the Department's wide area network. The Government will spend $4.5 million over two years to provide the satellite-based service to NSW public schools.

The satellite service has been well received by all schools involved and it provides them with significant bandwidth improvements in comparison with the dial-up connections it replaced.

The 2001/2002 State Budget announced that an additional 25,000 multimedia computers will be distributed to NSW schools during 2002 and 2003.

Teacher Proficiency in the Use of Computers

In 2001, the Department expended $3.8 million on the Technology in Learning and Teaching (TILT) and TILT Plus programs. TILT was published as an interactive CD ROM and 22 TILT by CD facilitators supported 2,000 teachers who were learning to use information and communications technology (ICT).

TILT Plus was designed to expand the reach of TILT by training 15,000 teachers (over the period 2000 to 2003) in advanced and specialised computer skills related to learning and teaching, administration and leadership. An additional 10,000 teachers will be trained in the application of ICT in the secondary subject areas of maths, science, computing, English, computer networking, leadership and technology, and technology-related literacies. During 2001, 2,742 teachers participated in TILT Plus programs and 319 teachers were trained as TILT Plus workshop leaders.

The Leaders in School Technology (LIST) program is designed to provide school principals and executive staff with an understanding of networking, software, management tools, e-mail and the internet. The program reached over 200 principals and school executives in 2001.

Leadership and Technology in Education (LAttE) is an online professional development program designed to assist educational leaders to develop a critical and practical knowledge base in the use, management and future applications of technology in teaching, learning and educational administration. Sixty principals participated in the program during the reporting year.

TILT Plus Network Administration was developed in 2001 to address the needs of system administrators in schools. The program was piloted in Mt Druitt, Shellharbour and Port Jackson Districts in Semester 2, 2001. A group of eight teachers participated in the pilot in each of the three districts. A full list of all TILT and TILT Plus programs can be found at http://www.tdd.nsw.edu.au/tilt/training/index.asp.

Assessment of Students' Computer Skills

In 2001, the NSW Government announced plans for the introduction of statewide computer skills assessments for students in Years 6 and 10. These tests will assess students' knowledge, skills and understanding in using ICT.

The Department is responsible for the development of the Year 6 computer skills assessment and the Board of Studies is responsible for the Year 10 assessment.

The Year 6 assessment will consist of a short-answer pencil-and-paper test and a set of practical tasks delivered electronically. The assessment items will reflect the content in existing K-6 syllabuses. The test will be piloted in mid-2002 in approximately 200 government schools across New South Wales.

The Year 6 assessment could include testing students' knowledge and skills in wordprocessing, graphics, internet, email, spreadsheet and database applications, as well as their understanding of general computer operations and ethical issues.

A method of delivering hands-on practical tasks by CD ROM is being developed and will be trialed in 2002.

In 2001, the Board of Studies piloted the Year 10 computer skills assessment with 1,500 students from 20 government and non-government schools across the State. The Year 10 students completed a school-based assessment of their computing skills and a trial pen-and-paper computer skills test. A small number of students also participated in trialing an online version of the test. In 2002, the Board of Studies will conduct a wider trial involving 160 schools.

e-Summer Schools

e-Summer Schools are a joint industry and Government initiative which are held at TAFE campuses across New South Wales. The Premier, the Hon Bob Carr, launched the e-Summer Schools initiative in November 2001. Major sponsors of the initiative include Optus, Microsoft Australia and Commonwealth Bank of Australia.

e-Summer Schools were conducted during January 2002 for students from Years 9 to 11 in socio-economically disadvantaged areas who displayed particular interest or expertise in ICT. Students spent three weeks learning everything from the inner workings of computers to mastering the latest software. Students received accredited training and a scholarship to attend the e-Summer Schools. Industry and government sponsors supported the program.

Students' Internet Projects

There are a range of internet projects which encourage students to work with others using the internet. The projects demonstrate how the power of the internet, combined with sound curriculum goals, good instructional design and support for teachers, can strengthen and extend learning. The following examples are indicative of the type of projects being developed to support teachers and students through the Computers in Schools Program.

- *Through my Window* is an engaging e-mail activity designed to encourage students to communicate their world to other students. Resource material is provided to assist teachers to maximise students' learning. This program was piloted in 2001. Maitland District used the program as part of an initiative to integrate technology in classrooms.
- *Raps* are discussions of books or topics by class groups enrolled in a listserv over a five-week period. Each rap supports outcomes in a particular syllabus or syllabuses. Teacher resource materials including program and planning ideas and syllabus links are provided on the rap website. In 2001, seven raps were held involving around 120 schools with over 220 English classes from Stages 1 to 6.

- *Wet and Wild* is an internet project designed to encourage students to learn about the plants and animals that depend on Australian wetlands for survival. Held twice a year, students visit the project website to collect a set of jumbled clues. Using resources they have gathered and located themselves, the students then identify mystery plants or animals. Research and teamwork are key features. The project supports students' learning in Stages 2 and 3 of the Science and Technology K-6 syllabus and Stage 4 of the Science 7-10 syllabus.

Exemplary ICT Projects in Schools

Auburn West Public School undertook a project to analyse current methods of using computer-based technologies in the classroom and reporting students' computer skills to parents. The relationship between planning, teaching and assessment and the need to link the use of computer-based technologies to syllabus outcomes became a whole-school focus. A snapshot documenting this project is available at: http://www.curriculumsupport.nsw.edu.au/learningtechnologies/snapshots/whole_school/makeit/index.htm

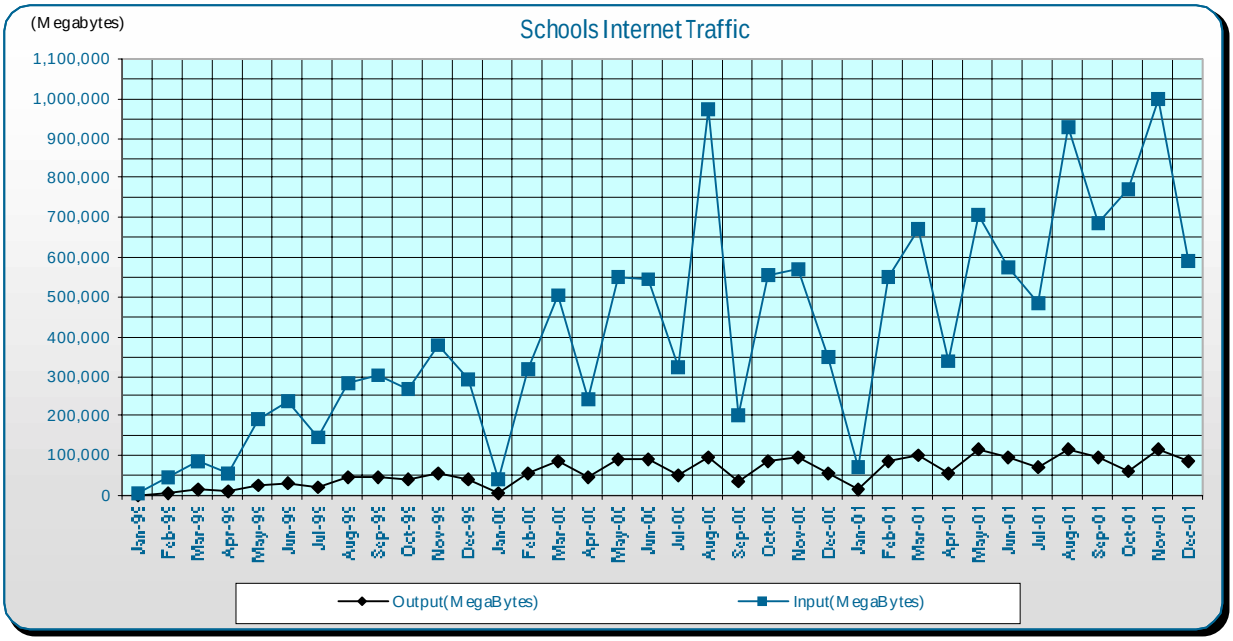
Newtown Public School integrated computer-based technologies, particularly the internet, into teaching and learning through a project that focused on creating a virtual museum exploring the diverse cultural heritage of students in Stages 1 to 3. The steps in the process included detailing initial planning, implementation, analysis of results and future directions. The outcomes of this project can be found at:

(http://www.curriculumsupport.nsw.edu.au/learningtechnologies/snapshots/whole_school/virtual/index.htm)

Annual Schools Website Design Awards

The Annual Schools Website Design Award competition is open to all government schools and aims to familiarise students with web design tools. Students developed websites with the theme of 'cool school', demonstrating what is unique about their school. The major sponsors for the competition were Macromedia, Apple, Electroboard and Microsoft. Supporting sponsors were Dell, Computelec.com, 3Com, Scholastic New Media and Optima. Prizes included desktop computers, software, network servers, multimedia resources, consultancy services and networking equipment. Over 200 schools entered the awards and eight teams were rewarded with prizes donated by sponsors.

NSW Public Schools Internet Usage, 1999-2001



Download - the transfer of information from the internet to an individual computer.
Upload - the transfer of information to the internet from an individual computer.

Schools Website Design Awards

The winners for the Annual Schools Website Design Awards in 2001 were Wamberal Public School and Canley Vale High School and the runners up were Sylvania Public School and Riverside Girls High School. The websites of the winning schools can be viewed at: http://www.schools.nsw.edu.au/webawards2001/winners.htm.

International Online Learning Project

Truscott Street Public School was one of only four schools in Australia to enter the competition. Students at Truscott Street Public School took part in an international online learning project after winning a three-year $400,000 technology grant. The project involved students using leading edge technology to complement and enhance their learning. The bio-diversity project involved the school's 300 students researching the topic, talking to mentors across the globe, publishing their findings on the internet and intranet sites and eventually building their own biosphere.

NSW Public Schools Internet Usage

Most government schools were connected to the internet at the end of 1996. Schools' internet usage grew gradually from 1996 to 1998, utilising a single dial-up connection to the internet.

Students at Wamberal Public School developed an award-winning website which demonstrated what was unique about their school. The project won the Annual Schools Website Design Awards in 2001.

Since 1998, the rate of growth has increased dramatically, as the Department has enhanced access to the internet by progressively connecting government schools to the Department's wide area network. Internet downloads peaked at almost a million megabytes of data for the month of November in 2001.

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

Implementation of the School Certificate

The State Government reformed 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 covers 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 all students.

The English 7-10 syllabus is the first of 43 courses to be revised as part of the $27 million revamp of the entire junior secondary curriculum in New South Wales. This will complete the process, started in 1995 which resulted in the new K-6 curriculum. New South Wales will soon have in place new standards-based syllabuses for the entire K-12 curriculum. The review will ensure the curriculum areas are more relevant and appropriate, and are able to prepare students for future educational and employment opportunities. Updated English and mathematics syllabuses will be distributed to schools in 2002.

Twenty district-based science consultants (appointed at a cost of $1.4 million per annum) are continuing their work with 3,700 secondary science teachers in government schools. In 2001, they assisted science teachers to use computers in the classroom to improve students' learning outcomes, reflect on their teaching

practice and implement new approaches to teaching junior secondary science. The consultants also supported the work of professional networks of science teachers, particularly the Young Scientist Competition conducted by the Science Teachers' Association of NSW.

School Certificate Results

In 2001, a total of 81,302 students received a result in the School Certificate program. Of these, 79,188 students in New South Wales and overseas schools completed the full program of study for the award of the School Certificate. A total of 51,324 Year 10 students from government schools were awarded the School Certificate.

Students sat mandatory tests in English-literacy, mathematics and science. Students' results in the statewide School Certificate tests are graded in six bands, with band 6 representing the highest level of achievement and band 1 the lowest.

In 2001, the majority of students (95 per cent) were graded at band 2 and above in English-literacy. This means that students achieved a mark of 50 or more and were able to undertake a range of tasks including:

- reading and recalling some of the main ideas and issues in a variety of texts written for the general community
- identifying the main issues, naming the features of the texts, and quoting examples
- locating information in written and visual materials and matching it to the correct answer
- using an issue from stimulus materials to produce a piece of writing that has an introduction, a point of view and a conclusion.

2001 School Certificate Results - Government Schools, for English - literacy

Band	All Students	Girls	Boys	ATSI	CAP	PSFP
6	5%	6%	4%	1%	3%	1%
5	22%	25%	18%	6%	18%	12%
4	26%	28%	24%	13%	27%	21%
3	26%	25%	28%	32%	29%	29%
2	16%	12%	19%	30%	17%	25%
1	5%	3%	7%	19%	5%	12%

Source: Data derived from Board of Studies data.
ATSI – Aboriginal and Torres Strait Islanders
CAP – Country Areas Program
PSFP – Priority Schools Funding Program

In 2001, 98 per cent of students were graded at band 2 and above in mathematics. This means that students achieved a mark of 50 or more and were able to undertake a range of tasks such as:

- recognising mathematical symbols and common geometrical shapes
- completing some calculations with whole numbers and decimals
- solving routine problems such as those involving money and time
- reading from, and plotting data on, familiar graphs
- determining the next term in a given pattern.

2001 School Certificate Results - Government Schools, for Mathematics

Band	All Students	Girls	Boys	ATSI	CAP	PSFP
6	5%	5%	6%	1%	2%	2%
5	20%	20%	21%	4%	17%	12%
4	30%	30%	30%	15%	31%	25%
3	30%	31%	30%	38%	33%	36%
2	12%	12%	11%	33%	13%	21%
1	2%	2%	2%	10%	3%	5%

Source: Data derived from Board of Studies data.
ATSI – Aboriginal and Torres Strait Islanders
CAP – Country Areas Program
PSFP – Priority Schools Funding Program

In 2001, approximately 99 per cent of students achieved band 2 and above in science. More than 98 per cent of students from Aboriginal and Torres Strait Islander backgrounds achieved band 2 and above in science.

In the science exam, students who achieved band 2 and above demonstrated that they were able to undertake a range of tasks including:

- recalling basic knowledge of some straightforward scientific concepts
- using fundamental communication relating to science in the form of a written text
- describing experiments in non-scientific terms
- demonstrating elementary graphing skills in science
- using simple data from scientific processes
- recognising common scientific equipment.

2001 School Certificate Results - Government Schools, for Science						
Band	All Students	Girls	Boys	ATSI	CAP	PSFP
6	3%	2%	3%	0.5%	2%	0.6%
5	14%	12%	15%	3%	12%	6%
4	33%	33%	33%	13%	34%	25%
3	34%	36%	33%	41%	36%	38%
2	16%	16%	15%	42%	15%	29%
1	0.3%	0.3%	0.3%	1.4%	0.1%	0.7%

Source: Data derived from Board of Studies data.
ATSI – Aboriginal and Torres Strait Islanders
CAP – Country Areas Program
PSFP – Priority Schools Funding Program

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 students' achievements in each subject. Students receive a detailed report describing their performance against set standards for each course as well as showing their statewide position in the course.

During the year, the Department conducted workshops across the State to support teachers implementing the New Higher School Certificate. These workshops focused on using departmental resources, designing assessment tasks and interpreting the performance standards. Over 4,800 teachers participated in 190 workshops conducted by curriculum specialists.

The Department also conducted workshops funded by the Quality Teacher Program for teachers of Stage 6 English and mathematics. Two days of professional development were provided to 90 school-based staff to train them to lead workshops. These staff then led 88 workshops for 2,400 participants at a cost of $310,000.

Workshops in English aimed to strengthen teachers' understanding of the pedagogy required in Stage 6 English. A total of 1,200 teachers participated in the 44 English workshops led by 44 school-based facilitators. Most participants (92 per cent) rated the training positively and highly valued the quality of the resources and the opportunity to plan school-based activities.

The Department also conducted workshops in mathematics that provided opportunities for teachers to experience in a range of professional learning activities. These workshops helped to strengthen teachers' understanding of a standards-referenced approach to assessment for Stage 6 mathematics. A total of 1,200 teachers participated in 44 mathematics workshops led by 44 school-based facilitators. Most participants (87 per cent) rated the training positively and valued the opportunities to share assessment strategies, examine student responses to assessment tasks and reflect on current assessment practices.

District-based science consultants supported science teachers, head teachers of science, science faculties and networks of science teachers in relation to assessment and the five Stage 6 science syllabuses. A program of workshops conducted in 11 centres during Term 2 were attended by 1,100 science teachers who worked with HSC assessment tasks and science programming models. Forty science teachers from government schools participated in two three-day writing workshops to develop draft materials for inclusion in the Stage 6 science syllabus implementation project funded by the Quality Teacher Program. The materials from this program will be used by the science consultants as the primary resource for supporting syllabus implementation in Stage 6 in 2002 and beyond.

Four science-based professional development projects were allocated $3 million through the Quality Teacher Program. These projects will provide additional support to teachers as they implement Stage 4, 5 and 6 syllabuses. The materials will be available in 2002.

Technology teachers were provided with access to online case studies of design, technology and cultural diversity. These subject-specific resources for students and teachers of Stage 6 technology subjects draw on the rich resources of the Powerhouse Museum. The case study project is jointly managed by the Department and the Powerhouse Museum. A team of 12 technology teachers contributed to the development of material for the project website (www.phm.gov.au / hsc) which was launched during the year. The development and production of online case studies and learning activities for use in Stage 6 classes and encourages students to become responsible citizens in a culturally diverse, civil society.

NSW HSC Online

The NSW HSC Online Project (http://hsc.csu.edu.au) is a joint initiative between the Department and Charles Sturt University. The quality-assured website was developed to provide supplementary materials and resources to support HSC students, their teachers and parents, especially those in rural and isolated areas.

In 2001, NSW HSC Online was completely re-designed to reflect the requirements of the new Stage 6 syllabuses. Learning activities, tutorials and sample tasks (focusing predominantly on the more challenging aspects of the syllabuses) were provided for 38 subjects and 58 courses, including 4 vocational education and training industry curriculum frameworks. Enhancements also included a section for parents which provides strategies and information to assist them to support their child. During the 2001 examination period, the website delivered over 2,000,000 pages to users.

Career Advisory Services

The Department provided HSC recipients, other school leavers and their parents with expert careers advice. This advice was available to them from a toll-free phone service and 39 centres around New South Wales. The phone service operated from Friday 21 December 2001 to Friday 18 January 2002. This professional service offers general advice as well as clarifying course choices, employment opportunities, career pathways or training opportunities.

Higher School Certificate Results

In 2001, a total of 61,842 students received a result in at least one course in New South Wales, including 37,669 students in government schools. Of these, 35,575 students in government schools were awarded an HSC.

Student performance in each course is reported against six descriptive levels or standards of achievement. These standards describe the knowledge, skills and understandings that students typically demonstrate at each level. Students are awarded a mark of 50 or more if they reach or exceed the minimum standards expected. Results in the New HSC courses in 2001 showed that:

- In the English standard course 94 per cent of government students met or exceeded the minimum standard and achieved a mark of 50 or more.
- In the higher level English advanced course one in three government students were placed in the top two standards and achieved marks of 80 or more.
- In the new general mathematics course 92 per cent of government students met or exceeded the minimum standard and achieved a mark of 50 or more.
- In the mathematics extension 2 course (the highest level maths course), almost 45 per cent of government students achieved the highest standard.

2001 HSC Percentage of Total Study Load in Learning Areas - Government Schools

Learning Areas	Percentage of Total Study Load					
	Total	Male	Female	ATSI	CAP	PSFP
Creative Arts	7%	5%	8%	8%	6%	7%
English	19%	19%	19%	19%	18%	18%
Human Society and its Environment (HSIE)	21%	18%	23%	22%	21%	22%
Mathematics	19%	20%	18%	16%	17%	17%
Modern and Classical Languages	2%	1%	3%	1%	1%	3%
Personal Development Health and Physical Education (PDHPE)	6%	5%	8%	12%	6%	7%
Science	11%	12%	10%	6%	10%	9%
Technological and Applied Studies	15%	20%	12%	17%	22%	17%

Source : Data derived from Board of Studies data.
ATSI – Aboriginal and Torres Strait Islanders
CAP – Country Areas Program
PSFP – Priority Schools Funding Program

In the 2001 HSC, boys had a greater study load than girls in mathematics; science; and technological and applied studies, and a lesser load than girls in the creative arts; human society and its environment; languages; and personal development, health and physical education learning areas.

Compared to all government school students, Aboriginal and Torres Strait Islander students had a higher percentage of study load in the creative arts; human society and its environment; personal development, health and physical education; and technological and applied studies courses; and a lower percentage of their study load in mathematics; language; and science courses.

Government school students preparing for the New Higher School Certificate.

2001 HSC Government School Enrolments by Course

Course	Course Name	Units	Total Enrolments
	HSC Courses		
15000	Aboriginal Studies	2	301
15010	Agriculture	2	1,082
15020	Ancient History	2	4,833
15030	Biology	2	7,013
15040	Business Studies	2	8,867
15050	Chemistry	2	5,245
15060	Community and Family Studies	2	2,386
15070	Dance	2	228
15080	Design and Technology	2	2,258
15090	Drama	2	2,427
15100	Earth and Environmental Science	2	716
15110	Economics	2	2,935
15120	Engineering Studies	2	1,126
15130	English (Standard)	2	22,795
15140	English (Advanced)	2	11,391
15150	English as a Second Language	2	1,124
15180	Food Technology	2	2,233
15190	Geography	2	3,278
15200	Industrial Technology	2	2,621
15210	Information Processes and Technology	2	6,032
15220	Legal Studies	2	4,943
15230	General Mathematics	2	18,310
15240	Mathematics	2	11,631
15270	Modern History	2	4,792
15290	Music 1	2	2,317
15300	Music 2	2	293
15320	Personal Development, Health and Physical Education	2	5,491
15330	Physics	2	5,305
15340	Senior Science	2	3,022
15350	Society and Culture	2	1,963
15360	Software Design and Development	2	2,171
15370	Studies of Religion I	1	183
15380	Studies of Religion II	2	52
15390	Textiles and Design	2	813
15400	Visual Arts	2	5,484
	HSC Extension Courses		
15160	English Extension 1	1	2,104
15170	English Extension 2	1	843
15250	Mathematics Extension 1	2	5,154
15260	Mathematics Extension 2	2	1,643
15280	History Extension	1	760
15310	Music Extension	1	164
	HSC Top Five Languages		
15830	Japanese Continuers	2	591
15560	Chinese Background Speakers	2	548
15670	French Beginners	2	402
15680	French Continuers	2	343
15710	German Continuers	2	296

2001 HSC Distinguished Achievers List

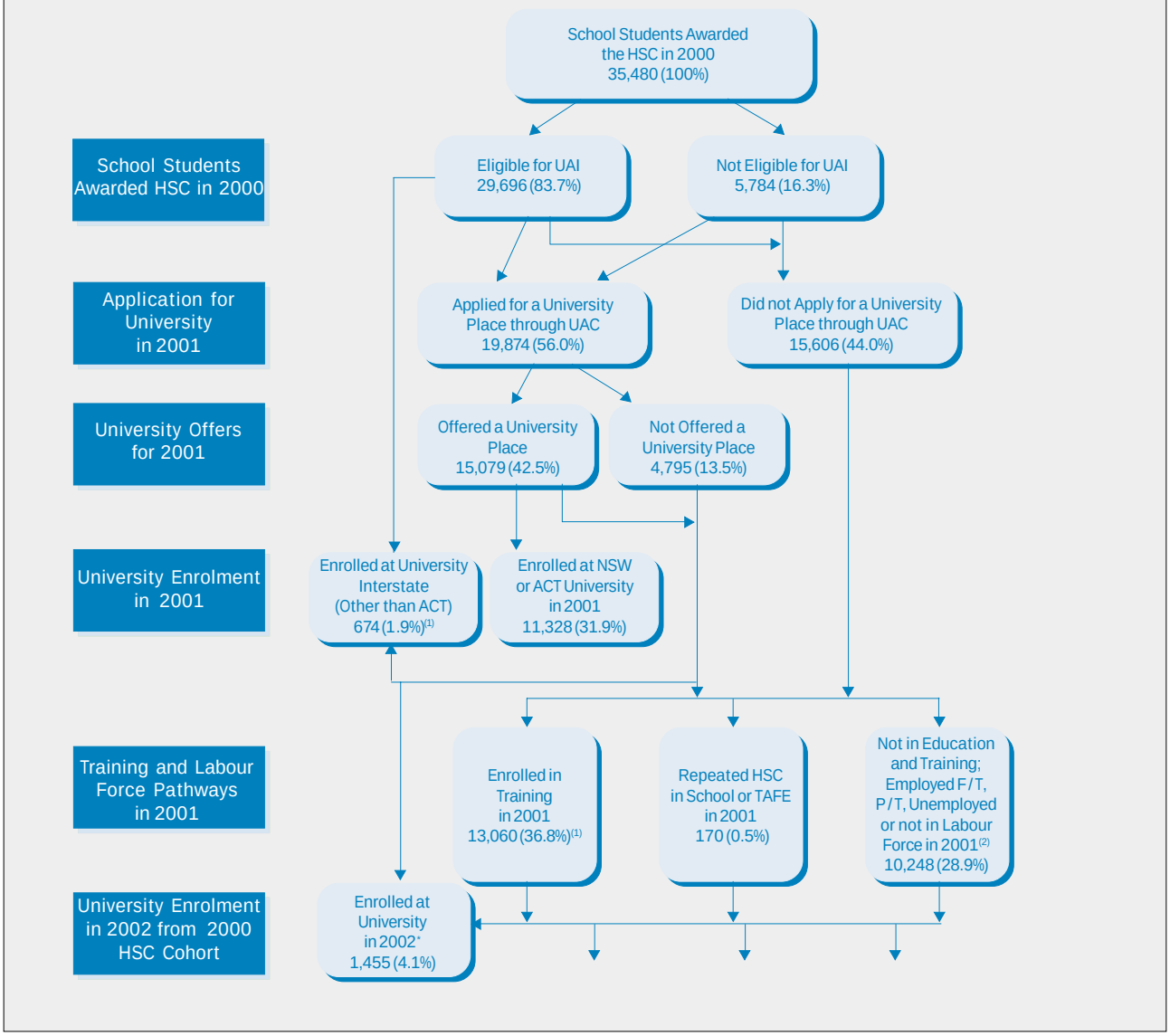
There were 9,894 appearances by government students on the 2001 HSC distinguished achievers list in recognition of being placed in the top standard for a course. More females were represented on the distinguished achievers list than males. A total of 463 student appearances were from schools in the Priority Schools Funding Program.

2001 HSC Distinguished Achievers List – Appearances by Government School Students

	Female	Male	Total
All Govt Schools	5,826	4,068	9,894
ATSI	0	3	3
CAP	50	31	81
PSFP	283	180	463

Source: Data derived from Board of Studies data.
Note: Based on school of tuition
ATSI – Aboriginal and Torres Strait Islanders
CAP – Country Areas Program
PSFP – Priority Schools Funding Program

2001 Destinations of 2000 HSC Candidates in NSW Government Schools



(1)These are estimates as 2001/2002 data is not yet available.

(2)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.

2001 HSC All-Round Excellence List

A total of 339 school students achieved the highest standard in at least ten units of their courses. Approximately half of these students were from NSW government schools

Destinations of HSC Candidates in Government Schools

The post-school destinations of candidates who sat for the 2000 HSC are presented in the following table. It shows that 33.8 per cent of 2000 HSC candidates enrolled at university in 2001. In addition, 36.8 per cent of the 2000 HSC candidates enrolled in a training course in 2001. This has been the trend in previous years.

Coordination of VET in Schools

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.

HSC VET in Schools Courses

In the last 10 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), as well as university recognition and credit towards the HSC. From 2001, an increased number of HSC VET courses can count towards university entrance.

More than 41,000 Years 11 and 12 government school students enrolled in VET courses in 2001. Approximately 34 per cent of the HSC candidature was enrolled in at least one VET course. The number of students with a disability enrolling in HSC VET courses increased from 358 in 2000 to 1,124 in 2001, an increase of 214 per cent.

First Cohort of Students Complete HSC VET Courses

The first cohort of students undertaking new VET industry curriculum framework courses in the HSC completed their studies in 2001. Framework courses are based on national competency standards that have been determined by industry and lead to a nationally recognised qualification. In 2001, a total of 13,702 Year 12 government and non-government school students undertook an optional HSC examination in these VET framework courses with the potential for the examination result to contribute to their University Admission Index (UAI). Of these, 8,975 were government school students.

School-to Work Plans

In 2001, under the *Ready for Work Plan*, more than 420 schools involved 58,912 students in School-to-Work Planning programs for students in Years 9 to 12. Students developed individual school-to-work plans which will help them guide their study and career paths. The NSW Government is providing $21.5 million over four years for school to work planning. Grants totalling $1.2 million were also provided to participating schools along with resources for teachers and students.

The Department developed a video program highlighting the introduction of school-to-work planning in five NSW government schools. This video program was broadcast by SBS Television. Careers advisers and other teachers had access to a training workshop and online support through the School-to-Work website and the School-to-Work Planning Webboard.

Work Education

During 2001, the Department expanded work education programs in schools. More than 130 schools implemented the work education course in Stage 5 to support student learning, in and about, the world of work.

A total of $1.2 million was provided to districts to improve students' work readiness and to support the organisation and enhancement of quality workplace learning opportunities for students.

Enterprise Education

The Department provided funding of $130,000 to an additional 20 schools to help establish and operate simulated businesses within the Australian Network of Practice Firms. Schools use these simulated businesses for delivering competencies from the retail, hospitality, business services and information technology curriculum frameworks. Information technology students also use these simulated businesses for work placement.

The Department also funded a range of successful, innovative enterprise- and community-based learning programs including:

- The Teachers In Business program (at a cost of $250,000) which enabled teachers to enhance their vocational programs by working in industry.
- Lifeskills micro-societies (at a cost of $30,000) that enabled five primary schools to address work-related outcomes for a range of key learning areas.

Work Placement

The NSW Board of Vocational Education and Training provided $2.16 million to complement funding from the Enterprise and Career Education Foundation to coordinate mandatory work placements in industry curriculum frameworks. Mandatory work placements enabled students to practise and develop industry skills learned off-the-job at school or at TAFE, to learn new industry skills and to gain the appropriate knowledge and attitudes required by industry. New initiatives were used to support the provision of quality work placements for the increasing numbers of students undertaking courses in information technology and tourism.

Three CD-ROMs relating to the automotive, metal and engineering, and hospitality industries were developed and distributed to government schools. The Department held more than 50 careers expos which involved approximately 75,000 students. These CD-ROMs and expos provided up-to-date and accurate information for students and teachers about career and training opportunities.

Part-time Traineeships at School

School-based part-time traineeships provide students with the opportunity to combine paid work with a recognised VET qualification as part of their Higher School Certificate. In 2001, the Department distributed funding of $436,000 for the Part-time Traineeships in NSW Schools program.

The Department established and consolidated partnerships with large corporate organisations such as McDonalds, Big W (NSW and Queensland), Toyota (T3), Holden and Coles to expand school-based traineeships in retail operations, business services and automotive (mechanical-vehicle servicing).

The number of government secondary students who commenced school-based traineeships increased from 181 in 2000 to 279 in 2001, an increase of 54 per cent. Retention and completion rates of school-based trainees also increased. Since 1997, 829 government school students have commenced school-based part-time traineeships as part of their HSC.

2001 NSW VET in Schools Excellence Award

Albion Park High School won the 2001 NSW VET in Schools Excellence Award. The school's VET achievements included providing a number of vocational courses in key industry areas and creating partnerships with the community. Albion Park's innovative vocational programs includes a retail class for students with intellectual disabilities, a café run by hospitality students, and practice firms run by business administration students. The school's VET program started six years ago with about 15 students and now involves over 200 students.

2001 NSW Vocational School Student of the Year

Rebecca Heal from Warialda High School took out the honours as the 2001 NSW Vocational School Student of the Year.

Rebecca, a Year 12 student, studied hospitality operations as part of the New HSC. She completed the WorldSkills Challenge in 2000 where she was awarded first place in commercial cookery in the regional finals. Rebecca also completed a work apprenticeship placement in a Tamworth catering firm and hopes to undertake an apprenticeship in commercial cookery in 2002.

Support for VET in Schools

Local Education-Industry Advisory Committees

The Department continued to support Industry Education Advisory Committees (IEACs) in each government school district. IEACs, comprising representatives from schools, TAFE colleges and local industry, determined local VET in Schools priorities for 2001.

IEACs were involved in promoting VET to schools and industry, determining local teacher training priorities, supporting work placement coordination programs, fostering teacher networks, and surveying 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 2001, New South Wales received $6 million funding from ANTA for this program, of which the Department received $3.9 million. These funds were used primarily to support schools and TAFE colleges in the implementation of the seven industry curriculum frameworks for Years 11 and 12.

A total of $1 million was distributed to school districts and TAFE institutes for the implementation of VET in Schools initiatives. A further $700,000 was allocated to professional development. The bulk of these funds was used in the training of new VET teachers for the provision of VET framework courses in schools and for school VET teachers to achieve national certification as qualified workplace trainers and assessors.

The consortium also supported the development of industry partnerships and school-based part-time traineeships through:

- the production and distribution of curriculum support materials for VET in Schools courses
- the production of the CD ROM *Ready VET Go* for all Year 10 students and regular newsletters.

An amount of $425,000 from total consortium funds was allocated to the NSW Board of Studies to develop HSC VET credentialing procedures, including issuing Australian Qualifications Framework (AQF) VET credentials on behalf of school-based registered training organisations and to refine and improve HSC industry curriculum frameworks.

Teacher Training and Development

The Department has established a range of teacher training strategies to implement the Government's *Ready For Work Plan* which supports the expansion of VET in schools. In 2001, these strategies were provided at a cost of $2.4 million.

Teacher training strategies to support VET in schools include industry-specific training and support for secondary teachers, and an orientation program for TAFE teachers, to deliver accredited HSC VET courses.

In addition, school to work training was provided for careers advisers, school to work coordinators and executive staff members in secondary schools to encourage schools to engage in a whole-school approach to student career planning.

During the year, a total of 483 secondary teachers participated in industry-specific training programs in eight industry areas. This training qualified them to deliver accredited vocational courses as part of the HSC. At the end of 2001, the total number of secondary teachers accredited to teach at least one VET subject was 3,491.

In addition, a total of 2,100 secondary VET teachers completed the Certificate IV in Assessment and Workplace Training through TAFE NSW – South Western Sydney Institute. More than 2,000 secondary VET teachers were supported to maintain their industry currency and comply with the accreditation requirements of the Australian Quality Training Framework.

Thirty TAFE teachers completed a pilot orientation program on secondary school teaching. This program will be available to all TAFE institutes from Semester 1, 2002.

The Department provided 39 district-based school to work workshops across the State for over 980 careers advisers, school to work coordinators and executive staff members in high schools, central schools and special schools. The training program expanded the range of school to work programs operating in schools.

In 2001, the Department continued to strengthen links with TAFE NSW 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.

Helping Young Students 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 also provides pathways for young people into further education or employment. The program aims to provide a new message for these students about who they are and who they can be. The program does this by working closely with communities through networks and partnerships.

Links to Learning Community Grants Program

The Department provides funding to a variety of community organisations to assist young people to access, remain in or return to education and training to complete, as a minimum, two years post-compulsory education or accredited training.

The Links to Learning program targets young people aged 12 to 24 years of age who experience multiple barriers and significant difficulties accessing and participating in formal learning environments. Funded projects target either students who are at risk of leaving school early or young people who have left school early and are unemployed.

High schools and community groups work closely together to help students who may be having problems at school and those aged 15 and over who have left school early and are unemployed.

In 2001 under the Links to Learning Community Grants Program, more than $6 million was allocated to 91 community organisations. Twelve organisations ran projects which targeted young people of Aboriginal and Torres Strait Islander background. In 2001, assistance was provided to approximately 4,000 young people who were at risk of leaving school early or who had left school early and were unemployed.

After completing Links to Learning activities, 71 per cent of the participants were engaged in a next step in education, training or employment.

Plan-It Youth Program

The Plan-It Youth program is a partnership between TAFE NSW, schools and community agencies in which members of the community act as mentors for school students. The program has been very successful on the Central Coast. The program will be expanded to another five school districts, namely Wagga Wagga, Shellharbour, Taree, Lake Macquarie and Campbelltown.

The program is about helping Year 9 and Year 10 students to help themselves. The program matches specially trained adults from the community to work with and help young people (who are at risk of leaving school early) to plan their education and training pathways and to investigate career options. The adults from the community undertook an accredited training course, Community Mentoring, through Hunter Institute.

A crucial element in the success of the Plan-It Youth program has been the outstanding commitment by business sponsors, local government, community organisations and volunteer mentors to invest in the future of our young people.

TAFE-Delivered Youth at Risk Courses

TAFE NSW institutes developed and delivered 48 specific projects for youth at risk A total of $1.8 million was used to fund the statewide Helping Young People at Risk program.

The Department developed new shorter modules for youth at risk students in the humanities, science and maths areas as well as a resource package called *Successful Outcomes for Youth at Risk.*

Over 200 students throughout the state were enrolled in language, literacy, living skills and Year 10 equivalent certificate in general education courses through OTEN-DE.

Productive relationships exist between OTEN-DE and a range of rural and regional youth organisations in Dubbo, Coffs Harbour, Byron Bay, Batemans Bay, Port Macquarie and Canberra. A range of metropolitan youth health and support centres were also targeted. These included NESB Youth at Risk in Punchbowl, Indigenous Youth at Risk in Dubbo, Inner City Youth and targeted youth in the Parramatta region.

The OTEN-DE courses were run using flexible delivery techniques in a non-traditional teaching environment. The result was a high retention of students, completion of the courses and articulation into Year 10 education.

Premier's Award

TAFE NSW – South Western Sydney Institute was successful in winning the 2001 Premier's gold award for social justice for the institute's youth at risk program. The institute has an ongoing commitment to the development of the skills base of young people in south western Sydney and a long history of working with youth at risk.

During 2001, St George TAFE College built partnerships with a number of youth agencies across the local government areas of Rockdale, Kogarah and Hurstville, through the St George Youth Workers Network. The St George Youth Workers Network represents over 40 agencies and their range of services includes accommodation, education, employment, family support, health, juvenile justice and recreation. The services are for young people targeted by the Helping Young People at Risk program.

TAFE NSW – Western Institute campuses at Dubbo, Condobolin, Bathurst and Lithgow provided courses for youth at risk. Each location offered a unique program tailored to meet the needs of young people at risk. Liaison with the local community and other agencies facilitated community involvement, referrals and support. In addition, most of these programs offered 'in-kind' support from other agencies such as free rental of venues and free use of equipment.

Enrolments in Vocational Education and Training Courses

Over the past five years, the total number of government and non-government enrolments in HSC VET in Schools courses, delivered by schools and TAFE, increased by 32 per cent from 42,222 in 1997 to 55,555 in 2001. The majority of students undertaking VET courses throughout this period were from government schools with 41,387 enrolments in 2001.

School-Delivered Vocational Education and Training Courses

The overall rise in VET in Schools enrolments was largely due to the expansion of school-delivered VET in Schools courses. From 1997 to 2001, the number of government and non-government enrolments in Years 11 and 12 school-delivered VET courses increased by nearly 21,000 from 18,622 in 1997 to 40,435 in 2001, a rise of 117 per cent. In 2001, hospitality courses continued to attract the highest numbers of enrolments with courses from the new information technology curriculum framework a clear second.

The following table shows all students in Years 11 and 12 who were enrolled in a VET in Schools course at any time during 2001 by ANTA Training Area.

Total Enrolments in VET in Schools Programs in 2001 by ANTA Training Area - Years 11 and 12

ANTA Industry Group	NSW Government Enrolments	NSW Enrolments	NSW Enrolments %
Category A			
Arts, Entertainment, Sport & Recreation	1,031	1,397	2.51
Automotive	1,322	1,494	2.69
Building and Construction	3,019	4,316	7.77
Community Services, Health & Education	1,726	2,075	3.74
Finance, Banking and Insurance	200	255	0.46
Food Processing	66	69	0.12
TCF and Furnishings	752	892	1.61
Communications	185	210	0.38
Engineering and Mining	1,539	1,932	3.48
Primary Industry	1,608	1,941	3.49
Process Manufacturing	0	0	0.00
Sales and Personal Services	3,579	4,967	8.94
Tourism and Hospitality	12,923	17,980	32.36
Transport and Storage	183	215	0.39
Utilities	487	560	1.01
Category B			
Business and Clerical	5,521	7,434	13.38
Computing	7,246	9,818	17.67
Science, Technical and Other	0	0	0.00
Category C			
General Education and Training	0	0	0.00
Not Classified	0	0	0.00
TOTAL	**41,387**	**55,555**	**100.00**

Source: Board of Studies course enrolment data including BOS accredited TAFE-delivered HSC VET courses.

In 2001, the highest enrolments in VET in Schools programs were in the tourism and hospitality, computing, and business and clerical areas.

TAFE-Delivered Vocational Education and Training Courses

Over the past five years, TAFE NSW has increased the amount of VET it delivers to NSW school students, from around 1.8 million hours in 1997 to almost 2.4 million hours in 2001. However, the number of enrolments in TAFE-delivered VET in Schools courses has decreased over the same period, from 23,276 in 1997 to 18,674 in 2001. This is mainly due to the increase in the minimum duration of courses from 60 to 120 indicative hours, which occurred between 1999 and 2000 as part of the reform of the HSC. TAFE-delivered VET is now focused on providing longer courses with dual accreditation.

Review of Secondary Education Provision across Inner Sydney

Greater subject choice and enhanced educational opportunities will flow from the reconfiguration of inner city schools under the *Building the Future Plan*. More enrolments will see an expansion in the number of subjects available to students, strengthening faculties such as languages and the arts, and increasing access to a range of vocational courses.

Enrolments have fallen from 12,367 students in 1984 to 7,357 students in 2001, a decline of over 40 per cent. In 2001, 13 of 16 inner Sydney co-educational high schools had total enrolments below 600 students, five of these were below 400 students. Enrolments at four inner Sydney primary schools have decreased from a total of 907 students in 1984 to 271 in 2001, a decline of over 70 per cent.

The draft plan, *Building the Future,* was developed after extensive analyses of educational opportunities and outcomes, enrolment trends, and a wide range of demographic information relating to the inner Sydney area. Under the plan, draft proposals include the reinvestment of $100 million (to be realised from the sale of surplus assets) into an extensive building program across inner Sydney schools.

The recommendations of the report on the provision of secondary education in inner Sydney included:

- establishment of a multi-campus college incorporating junior campuses at Balmain and Leichhardt and a senior campus at Glebe
- amalgamation of Dover Heights and Vaucluse High Schools as a single secondary school on the Dover Heights High School site
- amalgamation of Alexandria, Erskineville, Redfern and Waterloo Public Schools and Cleveland Street High School to form a pre-school to Year 12 community school on the Cleveland Street and Alexandria Public School sites
- amalgamation of Cleveland Street and Wilkins Intensive English Centres to be an Intensive English High School on the Cleveland Street site
- development of Matraville High School as a Sports High School
- further community consultation relating to a possible amalgamation of Dulwich Hill and Marrickville High Schools
- creation of academically selected places at Chatswood, Malvina (Ryde Secondary College), Balmain, Leichhardt and Glebe (Sydney Secondary College) High Schools
- closure of Hunters Hill and Maroubra High Schools at the end of 2002
- investment of $1 million in training and development for staff in schools included in the plan
- reinvestment of all funds received from the sale of surplus assets into inner Sydney schools.

The report also recommended that a 1.5 hectare portion of waterfront land on the Hunters Hill High School site be retained in public ownership.

In July 2001, former Minister John Aquilina established a School Closures Review Committee in accordance with Section 28 of the *Education Act 1990*. Parents at Erskineville and Redfern Public Schools, and Hunters Hill and Maroubra High Schools requested that the committee review the former Minister's recommendation to close the schools.

Albion Park High School's innovative vocational programs include a cafe run by its hospitality students. The school won the 2001 VET in Schools Excellence Award.

The School Closures Review Committee recommended the closure of the four schools and the former Minister confirmed this decision. A dissenting report was tabled.

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.

By the end of 2001, there were 10 multi-campus colleges in operation or being established across New South Wales.

Nirimba Education Precinct

Nirimba College forms part of the Nirimba Education Precinct along with the University of Western Sydney (UWS - Blacktown Campus), a public high school (Wyndham College) and a Catholic high school (Terra Sancta College). Some facilities are shared including the library, canteen and childcare centre. The Nirimba Collegiate Group is fully operational with discrete senior and junior campuses. This co-location provides opportunities for flexible learning pathways. In 2001, there was an increase in enrolments at the precinct. In 2002, Blacktown District Office will be relocated to the Nirimba Education Precinct.

Dubbo College

In 1998, the document, *Creating Futures*, proposed the establishment of Dubbo College. The $22 million multi-campus high school would include a new senior campus for Years 10 to 12 and two campuses for Years 7 to 9 at the Dubbo South and Delroy High School sites, with links to the Dubbo School of Distance Education, TAFE NSW – Western Institute and Charles Sturt University.

Building work was completed at the senior campus for Dubbo College in early 2001 and the new Dubbo College, Senior Campus is now fully operational.

Callaghan College (Western Newcastle)

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

Links with the University of Newcastle and TAFE NSW – Hunter Institute mean that students access post-secondary courses while at school. 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 consists of Oatley Campus for Years 11 to 12, Penshurst Girls Campus for girls in Years 7 to 10, Hurstville Boys Campus for boys in Years 7 to 10 and Peakhurst Campus for Years 7 to 10 which is co-educational.

The Oatley Campus took its first 450 Year 11 students in 2001. These students studied over 60 separate HSC courses, including six of the seven VET industry framework courses as well as a range of mainstream TAFE courses, some of which were delivered onsite.

A specialist information technology campus of TAFE NSW – Southern Sydney Institute has been established on the Oatley site.

Two lectureships are being jointly funded by the Department and the University of Sydney, one each in science education, and teaching and learning. The university will conduct research and teaching onsite. In addition, new board-approved HSC courses will allow Year 12 students to undertake units in educational theory and practice which will also count towards degrees in education at the University of Sydney. This cooperative venture will assist students with the transition from high school to university.

Chifley College

In August 1998, the former Minister released *The Way Forward - from Pre-school to Employment*, a policy that proposed the establishment of a new comprehensive secondary college in the Mount Druitt area. In August 1999, following extensive community consultation Chifley College was established as a multi-campus coeducational college.

Chifley College's senior campus for Years 11 and 12 is located at the former Whalan High School site. The three junior campuses for Years 7 to 10 are located at Shalvey High School, Mt Druitt High School and Dunheved High School while Bidwill High School remains a campus for students in Years 7 to 12.

In 2000 Chifley College at Mt Druitt provided 55 individual courses for its first Year 11 students, over four times as many courses as were previously offered in any of the schools. The courses included six of the seven VET industry framework courses.

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

Great Lakes College (Forster / Tuncurry)

In March 1999, it was 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 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 campuses for Years 7 to 10 and Years 11 and 12 which are co-located with a TAFE campus at Tuncurry.

Great Lakes College will incorporate Forster High School as a reconfigured campus for Years 7 to 10, a new campus for Years 7 to 10, a new campus for Years 11 and 12 and a new TAFE facility co-located at Tuncurry. Planning for the building of the new facilities at Tuncurry has commenced.

Sydney Secondary College

Sydney Secondary College is an initiative of the Government's plan for inner Sydney schools.

The college will incorporate a selective student cohort and a comprehensive student cohort on all Campuses, with Years 7 to 10 at the Balmain and Leichhardt Campuses and Years 11 and 12 at the Blackwattle Bay Campus.

The first phase of the development of the college will commence in 2002 with the introduction of academically selected students in Year 7 at Balmain and Leichhardt Campuses, and Years 9 and 11 students at Blackwattle Bay Campus.

Extensive refurbishment will be carried out over the next two years, including the provision of physical disabilities access and specialist media and communication facilities at Blackwattle Bay Campus, specialist performing arts facilities at Balmain Campus and additional sporting and science facilities at Leichhardt Campus.

Northern Beaches Secondary College

Six schools in the Northern Beaches area will be consolidated to form the Northern Beaches Secondary College. The plan will be implemented in 2003, when a senior campus for Years 11 and 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), a girls' campus (Mackellar Girls), a 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 coordinating 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 Management and Information and Communication Technology Centre, operated by TAFE NSW – 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.

Colleges Under Development

The Tuggerah Lakes Secondary College is planned to commence operations in 2002 with Year 11 students attending The Entrance Campus and Year 7 students attending 'middle schools' at Tumbi Umbi and Berkeley Vale Campuses. In 2003, The Entrance Campus will house all Years 11 and 12 students, and Berkeley Vale and Tumbi Umbi will consist only of students in Years 7 to 10.

Brisbane Water Secondary College will consist of two campuses. The Woy Woy Campus will cater for Years 10 to 12, and Umina Campus, a 'middle school' campus, will cater for Years 7 to 9. The college will be phased in over two years, with Year 11 students enrolling at Woy Woy Campus and Year 7 students enrolling at Umina Campus in 2002. A new ICT skill centre will be constructed on the Woy Woy site to provide students with greater access to vocational education.

Other Joint Educational Precincts and Networks

TAFE NSW institutes formed close links with universities and NSW public schools in their region. Some examples of developments during 2001 included the following:

- Hunter Institute continued to share facilities at Tomaree Peninsula with the primary and secondary school sector. The Tomaree Education Centre provides schooling from Years K - 12 and also TAFE courses. In 2001, the institute provided specialist information technology services for Callaghan College, the Tomaree Education Centre and Singleton High School. For the first time, school students in the Hunter region were given the opportunity to undertake a 2 unit specialisation course in the CISCO Networking Academy Program at Glendale TAFE Campus.
- North Coast Institute strengthened its links with schools in the region by providing relief days and funding to facilitate the development of further cross-sectoral teacher networks; and establishing arrangements in Coffs Harbour and Kyogle for TAFE teachers to teach in schools.
- Around 650 students from 32 different schools studied TAFE VET (TVET) courses through Campbelltown TAFE College. The students were in 45 different courses, run by 13 sections of the college, both on and off campus. Of these students, 300 completed Board of Studies framework courses which have a mandatory 35 to 38 hour work placement component and an optional HSC examination at the end of the second year of study. Institute staff taught TVET students onsite at Campbelltown College and at local government and non-government schools.
- Macarthur Workplace Learning Program provided 200 workplace learning opportunities to TVET students enrolled at Campbelltown TAFE College and a further 1,100 placements for students from government, independent and Catholic schools in Macarthur. This was achieved through significant growth in the number of local businesses and enterprises which supported the program.
- TAFE NSW – Sydney Institute TVET courses were launched on the TVET website, www.sit.nsw.edu.au/vet. The website provides school students, staff and TAFE teaching sections with course information, procedures and guidelines for TVET. As a result, communication channels were improved with schools.
- Western Institute was involved in negotiations to establish an Educational and Health Precinct with Charles Sturt University, the Dubbo College Senior Campus, Lourdes Hospital, and the Base Hospital in Dubbo. The positive cooperative working relationship between Western Institute, Charles Sturt University and Dubbo College Senior Campus led to the joint use of facilities and teaching staff, and the development of articulation pathways in areas such as nursing, information technology and business (through a TVET provision model).

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 a key factor in providing students with the highest standard of educational opportunities and outcomes. The development of a highly motivated, competent and professional workforce is central to improving the quality of learning and teaching in every classroom and to raising the standards and achievements in every school. Major strategies under the *Better Teaching-Better Teachers* program are outlined below.

Teacher Education Review

In August 1999, Dr Gregor Ramsey was commissioned to undertake a review of teacher education in New South Wales. He presented his report, *Quality Matters* to the former Minister Aquilina in November, 2000. Following the release of the report, the former Minister announced a formal consultation process would be conducted in 2001. Dr Jim McMorrow was appointed to convene a taskforce of teachers, teacher educators and representatives of employers, professional associations, universities and unions.

The taskforce was required to advise on recommendations in three main areas. These concerned:

- the establishment of a professional accreditation framework managed through a proposed Institute of Teachers
- the supply of quality teachers to schools
- the establishment of a Graduate School of Education.

The taskforce consulted widely with representatives of many groups including representatives of schools, universities, and professional and community organisations to develop advice for a possible NSW Government response to the review.

The taskforce found a high degree of support for the development of professional teaching standards. The consultations also revealed a number of issues which would require consideration in the development of such standards. These included:

- the recognition of the relationship between good teaching and learning
- the need to build a broad coalition of professional and community support for professional standards
- the view that improvements in teaching require the collegial and collaborative efforts of all teachers
- acknowledgment that standards are dynamic and evolutionary in nature requiring regular review and revision
- the development of standards needs to go hand-in-hand with support from employers, including recognition, rewards and incentives.

The taskforce supported the concept of a hierarchy of professional teaching standards as recommended by Ramsey, and endorsed the majority view that these standards should support the professional growth of teachers throughout their careers. They should be seen as a standards 'framework' from graduation to accomplishment and professional leadership.

The taskforce formed the view that professional standards should encompass teaching practice and its theoretical underpinning in a range of areas including:

- knowledge and understanding of discipline and subject content
- the skills needed to communicate essential knowledge and concepts to students, including the ability to make learning the core of what happens in the classroom
- knowledge of how students from diverse backgrounds develop and learn
- skills in assessing and reporting on students' learning
- the ability to engage and collaborate with peers, parents and members of the community to support learning
- the capacity to evaluate and reflect on the learning that is occurring
- the capacity for leadership in the classroom, among peers and in the community.

The taskforce also endorsed a range of principles for recognising the attainment of professional teaching standards:

- quality teaching, based on the capacity to perform teaching roles successfully, to enhance students' learning
- continuous professional learning both in and outside the workplace
- achievement of professional standards is best demonstrated in an educational setting
- achievement of professional standards would need to be assessed through an educationally appropriate range of evidence, methodologies and information
- teachers would be required to demonstrate the currency of their knowledge and skills through reaccreditation
- all accreditation levels should be available for classroom teachers
- there should be some potential for specialisation at higher levels.

During the taskforce's consultations, there was general support from the education community for the establishment of a NSW Institute of Teachers. However, individual stakeholders held differing views on several aspects of the proposed institute, such as its composition and its operations.

Support for the Graduate School of Education was less enthusiastic, with concerns focused on issues including cost-benefit analysis, the structure of accreditation and the supply of postgraduate courses.

The taskforce reported to the former Minister in September 2001. The NSW Government is expected to announce a response to the review in 2002.

Teacher Recruitment and Incentive Programs

The Department has continued to implement a number of strategies to attract and retain high quality teachers in NSW government schools. These strategies include:

- actively promoting teaching as a career to school leavers and university students through media and career markets
- distributing promotional materials.

During the reporting period, the Department continued to implement the Graduate Recruitment Program. Under this program, 623 outstanding new graduates were appointed to schools for the 2002 school year by the end of September 2001. This early notification of appointment allowed them to become acquainted with their schools prior to commencing their teaching careers in 2002.

The Department also implements two programs which provide permanent employment opportunities for casual teachers. These are:

- The Permanent Employment Program for which classroom teacher positions are advertised each year and filled on merit. Only casual teachers with a permanent teaching approval are eligible to apply. During 2001, 84 teachers were appointed under this program.
- The Teacher Employment Priority Scheme which rewards casual teachers for their service in NSW government schools by accelerating their priority for permanent employment. Priority for permanent employment is accelerated by six, 12 or 18 months for every 50 days of casual teaching service. Casual teaching in difficult-to-staff schools provides the greatest benefits for teachers under this program. During 2001, a total of 1,682 teachers gained permanent appointments after accelerating their priority date.

Aboriginal Recruitment Programs

A key strategy to attract Aboriginal teachers to schools 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 2001, 22 Aboriginal teachers were employed under this program. From 2002, the number of Aboriginal teachers employed will increase to 50.

In 2001, the Department promoted teaching as a career to Aboriginal staff in both schools and institutes. Two cohorts totalling 27 Aboriginal staff (from the schools and TAFE sectors) continued to be sponsored to train as secondary teachers by undertaking the Bachelor of Education (Secondary) Indigenous Studies program through the Australian Catholic University. Graduates of this program will be appointed to government schools from 2003.

Recruitment Strategies for Rural and Isolated Schools

The Department continued to provide a range of incentives and additional benefits for teachers who teach in rural and isolated locations including:

- an incentive transfer to a preferred location when the required period of service has 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 2001, a total of 219 classroom teachers, executive staff and principals accepted an incentive transfer under the incentives scheme.

The *Rural School Leadership Plan*, which was introduced in 1977, 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 2001, there were a total of 11 schools on the plan and three new principals were appointed to lead schools under the plan.

A retention benefit of $5,000 per annum was piloted to reduce staff turnover by encouraging and rewarding teachers in very difficult-to-staff schools. From the beginning of the 2002 school year, $5,000 will be paid for every year of service a teacher completes after three years of service at 20 identified schools in western New South Wales. Teachers will be eligible to receive the $5,000 benefit for a maximum of five years.

Teacher Supply and Demand

One of the Department's priorities is to address the issue of potential staffing shortfalls in specific subject areas and geographic locations and to maximise the recruitment of high quality teachers, including new graduates. A number of successful strategies were

implemented in 2001 to encourage high quality graduates to enter teacher education programs or consider careers in teaching.

During the year, the Department supported 28 people on a one year scholarship to complete their secondary teacher training in technological and applied studies (TAS), mathematics and science (particularly physics). Scholarship holders will be appointed to government schools in rural and isolated areas, and western and south western Sydney from 2002.

The Department also collaborated with universities to implement a range of 18-month accelerated teacher training programs for people with industry backgrounds. These programs lead to a four-year teacher education qualification for teaching either TAS, mathematics or science. Approximately 140 of the highest quality applicants are undertaking training at four participating universities: Charles Sturt University, the University of Newcastle, the University of Technology, Sydney and the University of Western Sydney. Graduates of the programs will be appointed to government schools in rural and isolated areas and western and south western Sydney from 2003. Many of these teachers will also be qualified to teach related vocational education and training courses.

In November 2001, the Department advertised a pre-service teacher education scholarship program for 2002. Under this program, up to 300 scholarships will be offered to students as part of a new program to recruit teachers for difficult-to-staff areas in western or south western Sydney, or non-coastal rural New South Wales. The $3 million program will target students of TAS, mathematics, science and English.

The scholarship will include payment of the Higher Education Contribution Scheme (HECS) fee as well as a $1,500 yearly training grant. Recipients will in turn agree to teach for three years in non-coastal rural areas or western and southwestern Sydney. Recipients will be guaranteed employment in a NSW public schools at the end of their course.

Departmental officers held consultations with representatives of schools to gain a better understanding of problems relating to the employment of casual teachers. As a consequence, the Department implemented a range of initiatives to address identified problems which included:

- Appointing casual relief teachers to schools, which had difficulties employing casual teachers, in order to provide short term relief.
- Appointing casual relief teachers to cover long-term leave and other special needs to ensure casual teachers were available for day-to-day relief.
- Enabling principals to fast-track approvals for casual teacher employment with approval guaranteed within 48 hours. This proved particularly effective for schools in border areas with access to teachers trained in other States and Territories.
- Placing advertisements in regional newspapers to increase the pool of casual teachers in those areas. Schools were also invited to place advertisements in major newspapers for the employment of temporary teachers.

Under-Performing Teachers

In 2001, the Department continued to support principals and district superintendents in the implementation of Procedures For Managing Teachers Who Are Experiencing Difficulties With Their Teaching Performance.

A key focus of the procedures is the provision of support to assist teachers to improve their performance. In 2001, a total of 110 teachers who were experiencing difficulty with their performance were managed under these procedures. Of these, 51 teachers have separated from the service.

Developing Accomplished Teaching

The Department continued to support the professional development of teachers and administrative staff with a funding allocation of $54.8 million. Major professional development programs were made available on a statewide or a targeted basis to support the implementation of new curriculum requirements and other departmental priorities, to build learning cultures and to provide merit-selected opportunities for individual learning.

Key priorities for teachers' professional development included support for the implementation of the New Higher School Certificate, literacy, numeracy, the use of information and communications technology (through the Technology in Learning and Teaching (TILT) program), and programs in specific key learning areas such as the Count Me In Too program in mathematics. A suite of school-based programs and resources provided support to principals and school leaders to implement programs that were directly related to their local needs.

Departmental programs supported the professional growth of teachers from entry-level teaching to school leadership or assisted in complying with legislative requirements in areas such as child protection, chemical safety and occupational health and safety. For further details of professional development activities for teachers (including literacy, numeracy, ICT, the School Certificate and the HSC) see sections 1.2 and 1.3 earlier in this chapter.

The *State Arts Plan* provided a program for support for teachers to implement visual arts and music, the mandatory components of the creative arts K-6 syllabus. Twenty district-based arts consultants worked with 5,000 teachers providing over 500 workshops through school-based, district and inter-district programs. This program assisted teachers to interpret the syllabus and to develop model practice in each art form – visual arts, music, dance and drama.

The NSW Government provided $420,000 for staff development activities related to the implementation of the *Building the Future Plan*. Teachers at Ryde Secondary College, Chatswood High School, the Sydney Secondary College Campuses of Balmain, Blackwattle Bay and Leichhardt, and Wilkins and Balmain Public Schools participated in a training course as part of their professional development. This course was specifically developed by the University of New South Wales for teachers of academically selected students within a comprehensive school system. The course includes mentoring by teachers already working in selective high schools.

School-based training and development was supported through consultancy services provided by districts and the provision of training and development funds directly to schools. In 2001, schools were directly provided with $3.42 million for staff training. Principals determined how this allocation was to be used for staff development. It was one of several sources of funding that was made available to schools for staff development. Schools were allocated three school development days, two of which were designated specifically for training and development purposes. A further allocation of $1.7 million was made to district offices to meet identified school training and development priorities.

The Department conducted a conference, Journey into Quality, to discuss ways of identifying, exchanging and implementing educational practices that encourage the most successful learning outcomes for students taking into account schools' unique environments.

Teachers' Responses to Book Raps on the Department's Training and Development Internet Site

During the year, teachers found book raps to be excellent learning tools which provided professional development opportunities, particularly due to the use of the internet.

Responses from teachers involved in various book raps and raps hosted on the Department's training and development internet site included the following:

After participating in the *Big Mob Dreaming – The Bunyip Book Rap* with Year 1 students, a teacher at Marayong Public School had the following to say:

" With the guidance and support of our teacher librarian, the students have been so enthusiastic that it has rubbed of onto the staff, parents and even the community. The level of understanding of Aboriginal culture has been excellent … When students are 'switched on', learning happens at a fast pace. The storytellers, books, poems and emails all added to the huge variety of authentic texts read by the class ... Many of my students have jumped three to five levels in reading over the book rap period. The students spent more positive time working together, sharing computer terminals and reading emails. Due to participating in the rap, I also feel more confident about using the computer as a learning tool in the classroom."

After participating in the *Only the Heart Book Rap* with English as a second language (ESL) students, a teacher at Moorefield Girls High School had the following to say:

"This book rap helped my ESL students take ownership of their learning and certainly raised their interest levels in regards to this set text. The esteem of my students is sky high. This is a new way of teaching for me, and a new way of learning for the students … Having the class responses analysed by the author himself is incomparable… The students' ownership of the learning was reflected in their half yearly examination. They were able to write about the book so fluently. Recall of events and understanding of the perspective by the majority of my students was excellent. Primarily, this was due to the students having taken pride in presenting their thoughts about *Only the Heart* to other schools via the book rap.

"The communication with other teachers, via the teacher support rap, was good for me, as I was able to discuss syllabus and curriculum issues with my peers."

Support for Numeracy Training Programs

A teacher from Wentworthville Public School who participated in the Count Me In Too training program stated that "from my point of view Count Me In Too is the most innovative, exciting method of teaching mathematics I have come across. The program is a fun, enjoyable way of learning mathematics; student outcomes are more easily assessable as you can see what the children are doing and they can explain it in their own language."

A teacher at Walgett High School who participated in the Counting On program stated that "Counting On is an excellent resource for students who are difficult to engage in Mathematics and learn more readily in game format with concrete materials. The explicit lesson plans and focus on deep understandings allow teachers to help less confident students access the more effective strategies that some students seem to develop naturally. The program had a positive cyclic effect on students as they experienced success, gained confidence, spent more time on task, experienced more success and gained even greater confidence. We even found that our own mental computation skills improved."

Beginning Teacher Development

The Beginning Teacher Development strategy 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. Newly-appointed teachers were provided with the *Information for Beginning Teachers* booklet. The publication addressed questions most commonly asked by newly appointed teachers. A kit, Induction of Teachers, containing 24 modules was distributed to all schools at a cost of $55,339. It was used to support school-based induction programs tailored to the developmental needs of newly-appointed teachers during the probationary period. A total of 1,292 casual relief days ($258,400) was made available to schools in western New South Wales and south western Sydney to assist school and district induction programs.

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. A total of 118 teachers and executive staff from 20 districts where there were high numbers of beginning teachers were accepted into the Certificate in Mentoring Teacher Development at a cost of $165,000.

The Department supported an innovative approach to the preparation and induction of teachers called Knowledge Building Community. The program was conducted by the University of Wollongong. Eight schools in the Wollongong and Shellharbour Districts were involved in practicum activities that extend the time teacher education students spend in schools as part of their pre-service training.

Teachers who gained their teaching qualifications overseas were supported by bridging and induction programs to gain employment in government schools.

Programs Supporting Individual Development

During the reporting period, a total of 35 teachers were awarded study leave at a cost of $68,936. The majority of teachers applying for study leave were undertaking postgraduate study through external or distance modes. Twelve staff members undertook high level research at a cost of $24,700. In addition, seven staff members participated in overseas study tours at a cost of $14,385.

Sixty school administrative and support staff (SASS) were awarded study assistance for tertiary study in both TAFE and university programs at a cost of $39,999. There has been a steady increase in the number of SASS embarking on a teaching career since the implementation of the study time conditions of the SASS industrial award in 1997. In 2001, 21 SASS were granted study leave to enable completion of a bachelor degree or diploma in education. Studies in the areas of communications management and information technology are also popular. TAFE courses catering for the needs of SASS working in science laboratories and libraries have been designed to meet specific workplace requirements.

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. Retraining is an effective strategy that builds on the competencies of existing teachers and people from industry. During 2001, the Department supported 967 teachers and people from industry to retrain at a cost of $11.9 million.

In 2001 the Department implemented a range of retraining programs as one of a number of strategies to address teacher shortages in a small number of secondary curriculum areas and to ensure an adequate supply of specialist teachers in special education, teacher librarianship, English as a second language, school counselling, careers and languages.

The Department supported the retraining of 65 teachers and 44 people from industry in technological and applied studies, 41 teachers in mathematics, 11 teachers in science and 483 teachers in vocational education.

In addition, the Department supported teachers to gain accreditation in specialist teaching areas through retraining programs. Retraining was provided for 142 special education teachers, 34 teacher librarians, 18 teachers of English as a second language, 53 school counsellors, 32 careers advisers and 44 language teachers.

Teachers and people from industry who undertook retraining in 2001 were appointed to schools in 2002. The Department provides mentoring to these teachers on their appointment to support them in the school context.

Teachers were provided with the opportunity to undertake retraining programs in maths and science as part of an initiative to increase the number of permanent teachers available to schools in Sydney's west, southwest and in country New South Wales. The mathematics and science retraining programs provide selected teachers with an excellent opportunity to achieve additional qualifications and increase their skills and capacity to teach a range of subjects. Successful applicants undertake intensive, full-time postgraduate study, broaden their teaching expertise and are guaranteed a permanent job.

Under the Maths and Science Retraining Program, up to 52 qualified, experienced teachers, including casuals, were retrained and guaranteed permanent teaching positions for the 2002 school year. Mentors will provide professional support and assistance during the teachers' first year.

School Leadership Development Programs

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. For 2001, the Department implemented a range of programs as part of the School Leadership Strategy to prepare, induct and support school leaders.

School Leadership Preparation Program

The School Leadership Preparation Program is designed to enhance the skills and understanding of current and aspiring school leaders. This program has attracted national and international attention and involvement since its inception in 1998. It employs prominent national educators as facilitators and international study tours supplement the program's content. Over 1,000 participants, including two cohorts from the ACT, have joined the program since it began, of whom one third have achieved promotion to school leadership positions. The Department provides $400,000 each year to fund this program and a further $130,000 is contributed by the participants.

A primary school teacher stated that "the program has greatly exceeded my expectations. It has been a career changing experience. I am now motivated and find a greater enjoyment out of teaching. I see teaching as a worthwhile career again. I have increased my professional reading and have been challenged professionally."

A secondary school teacher stated that " I have been enriched, empowered and enlightened. I feel refreshed and reinvigorated through the experience so far. The pedagogy is powerful and challenging. I have renewed enthusiasm for my profession and rekindled my ambitions as far as wanting to become a more effective leader, quality teacher and supportive colleague."

Head Teacher Development Project

The Head Teacher Development Project focuses on revitalising, supporting and encouraging leadership thinking and practice for head teachers. Each district was allocated $22,000 for the 2001/2002 financial year to develop and implement plans to meet local needs. In total, the Department allocated $1 million to the project.

A school district senior education officer provided feedback on the head teacher development project, "it was one of the most valuable professional development activities experienced by our head teachers for some time and we will be building on this learning with ongoing networks."

A deputy high school principal said that "we have 23 dynamic coordinators in 17 program areas for 11 high schools and an incalculable number of network meetings. In the last two years we have shared our model with three other districts, set up five district newsletters, run five conference days and two school development days. We're also creating a district web page."

Induction for Executives

Induction for executives is conducted at the district level and supported by a number of publications including the recently-released *Support Handbook for First Time Executives*. The devolved local programs allow for flexibility in delivery, organisation and content to meet both local and systemic needs. This structure complements mentoring programs used by some districts to support newly appointed executives.

Induction for Newly-Appointed Principals

The induction program for newly-appointed principals is organised and coordinated on a statewide level to maximise efficiencies of scale and enable access to departmental leaders and the wider educational community. Principals are supported in their induction with a professional partner who is assigned to them through their professional associations. In 2001, over 80 principals participated in the induction program at a cost of $40,000.

After participating in the induction program, a first time primary school principal stated that "highlights of the program have included the building of positional and personal leadership knowledge and skills."

A first time secondary school principal said that "I have appreciated the opportunities to meet and share experiences and expectations with fellow colleagues. I have developed a network of new and experienced principals."

Team Leadership Course

The team leadership course is a multi-phased, problem-solving program that assists school teams to understand cultures, change, team work, pedagogy and planning. It is conducted by districts to meet local needs and it targets leaders and aspiring leaders and provides a collegial environment in which the demands, responsibilities and implications of leadership can be explored. The program has accreditation towards postgraduate study at five universities in New South Wales and the ACT. It attracted 60 participants in 2001.

Executive and Management Development

In-house professional development, sponsored participation in external programs and work-related learning enabled the progressive enhancement of the Department's executive capacity during 2001. Nine high-potential middle managers were fully funded to participate in the 2001 Public Sector Management Course an accredited graduate certificate, development program. A departmental officer was awarded the highest achievement in this program in 2001.

The NSW Executive Development Program provided a development opportunity for two officers with the capacity to pursue executive positions. In addition, six departmental graduates are developing networks in the private and public sectors to support education and training priorities through the Sydney Leadership Program.

A pilot program for existing worker trainees, the Frontline Management Initiative, provided 24 administrative staff with competency-based management training and articulation to further study. The budget for these management development initiatives was $100,000.

During the year, departmental executive officers gained prestigious scholarships and awards. These activities facilitated study and research in areas of current educational priority and strategic importance. A Fulbright Scholarship enabled the study of vocational education and the transition to work of disadvantaged students in the United States. One of the Churchill Fellow recipients researched the development of mentoring programs for students at risk, particularly the selection and recruitment of mentors, training programs and the creation of community partnerships. This research was carried out in the United States and the United Kingdom. Another 2001 Churchill Fellow studied the role of government in the establishment, accreditation and quality assurance of universities in the United Kingdom, the United States and New Zealand. The Department supplemented these awards with a further $25,000.

The State Government Employees Travelling Fellowship enabled investigation into preparation programs for aspiring school principals and senior school executives in Singapore. Support for these programs of study was $20,000.

Two statewide conferences for district superintendents and State office directors were conducted in 2001: Quality Superintending, and Leadership and Management in a Public School System. These resulted in a review of the superintendents' role statement. Workshops and guest presentations focused on the capabilities of NSW executives. The key outcome was improved decision-making around a broad range of leadership and management issues in the public school system. Support for these initiatives was $14,000.

School Administrative and Support Staff

In 2001, the Department offered professional development opportunities to support school administrative and support staff (SASS) in leadership and management, information and communications technology, capacity building and compliance training. Key achievements in providing training and development for these staff in 2001 included the following:

- Enabling SASS to undertake the Certificate of Administrative Leadership in which participants acquire skills, knowledge and understanding to improve leadership and management practices. A total of 75 SASS participated in the program, through face-to-face or distance delivery, at a cost of $9,000.
- Developing and implementing an integrated technology strategy, developed for SASS, to provide basic and advanced training through self-paced technology training programs. Modules in finance, libraries, using the internet and PowerPoint presentations were offered at a cost of $30,000 for 185 SASS. An additional 204 face-to-face training sessions were held throughout the State for 1,833 SASS at a cost of $147,000.
- Providing a series of job skills training initiatives for 125 farm assistants, general assistants, and school assistants (library and science) at a cost of $10,000. Each of these customised programs was designed to build capacity in a specialised field.
- Offering training in health care procedures which is delivered under the tripartite agreement, Joint Statement on Role Boundaries in the Provision of Support at School for Students Requiring Health Care Procedures, that is held with the Public Service Association of NSW and the NSW Nurses' Association. Three hundred and ten teachers' aides (special) undertook initial training or re-certification at a total cost of $60,000.
- Assisting 60 SASS to undertake tertiary study in both TAFE and university programs at a cost of $39,999. There has been a steady increase in the number of SASS embarking on a teaching career since the implementation of the study time conditions of the SASS industrial award in 1997. The Department also granted study leave to 21 SASS to enable completion of a bachelor degree or diploma in education. Studies in the areas of communication, management and information technology were also popular.

The SASS Relief Register provided opportunities to SASS to work in other schools. The initiative is designed to give permanent SASS the opportunity to relieve in senior school assistant positions which will provide valuable career enhancement and skills development. Through the initiative, permanent SASS who are interested in relieving as a senior school assistant in schools other than their own can lodge an expression of interest on an annual basis in each district where they wish to be considered. This information is collated in a database and school principals are sent a list of relevant names.

Participation in National and International Conferences

The Department supports the active participation of staff in national and overseas conferences which are directly relevant to their work and which are related to the Department's strategic directions for NSW public schools. Participation in national and overseas conferences during the year provided opportunities for teachers and departmental officers to:

- gain and contribute to leading edge information
- maintain the Department's reputation as a national and international leader in education
- make contact with eminent persons in the education and training field.

Fifty-one staff members attended national conferences at a cost of $20,303 and 23 represented the Department at international conferences at a cost of $32,540. Those attending conferences generally gave papers or led workshops highlighting aspects of their work in public schools for national and international audiences.

Outstanding Teacher Performance

Quality Teaching Awards

The presentation of the Quality Teaching Awards by the NSW Minister for Education and Training, John Watkins, in late 2001 marked an important moment in education in New South Wales. It signified the public honouring of 57 NSW teachers who had been identified as outstanding educators. The new annual awards system for teachers, based on a rigorous and extensive assessment process, was established in 2001. The award recognises quality teaching across all education sectors from pre-school to university. The Quality Teaching Awards were open to permanent, part-time and casual government and non-government, pre-school, early childhood, primary, secondary, TAFE and university teachers.

Initially, there were around 500 nominations for the award. Of these, just under 200 proceeded to the next stage of submitting professional portfolios providing evidence against criteria (which were based on the framework of professional teaching standards articulated in the Australian College of Education's national discussion paper, *Standards of Professional Practice for Accomplished Teaching in Australian Classrooms).* Candidates were required to provide evidence of teaching excellence against the framework.

A short list was then drawn up for the third and final stage where experienced educators observed these teachers teaching and consulted the applicants' colleagues, students, parents and members of the wider community.

Of the 26 Departmental school teachers presented with an award in 2001, two teach in early childhood, 14 are primary school teachers and 10 are secondary school teachers. The awards provided an excellent opportunity to recognise quality teaching in all its contexts and to learn from the best practitioners that New South Wales has to offer.

Early Childhood	
Mrs Deborah Arthurs	Cardiff South Public School
Mrs Noella Mackenzie	Albury District Office
Primary Education	
Mrs Kerry Barker	Monteagle Public School
Mrs Jeanette Brady	Epping Public School
Mrs Lorna DeCean	Glenbrook Infants School
Mrs Christine Easther	Cobbitty Public School
Ms Elaine Hankin	Kelso Public School
Mrs Deborah Holbrook	Toongabbie Public School
Mrs Lyn Howie	Lismore District Office
Ms Leesa Merifield	Bradbury Public School
Ms Nicole Power	Bangor Public School
Mr Neil Rogers	Epping Public School
Mrs Bronwyn Saunders	Wallabadah Public School
Mr Robert Schouten	Port Macquarie Primary School
Ms Kveta Spalding	Whalan Public School
Mrs Vicki Treble	Gordon East Public School
Secondary Education	
Mr Steven Bennett	Henry Kendall High School
Mr James Browning	Kelso High School
Mrs Daphne Gonzalvez	Sydney Secondary Distance Education Centre
Mr Rodney Morrison	Caringbah High School
Ms Christine Podmore	Randwick Boys High School
Ms Jodi Robinson	Lake Macquarie High School
Ms Jeanette Rothapfel	Maitland High School
Mrs Beverley Sampford	Henry Kendall High School
Ms Kim Sutherland	Maitland Grossman High School
Mrs Deborah York	Barraba Central School

Spotlight on Teachers' Achievements

Noella Mackenzie, Albury District Office

Noella is working as a Reading Recovery tutor for Albury District. Noella has a strong commitment to early intervention and the provision of high quality ongoing professional development to teachers. She very much enjoys being a teacher and a learner. She sets challenging, yet achievable standards for her Reading Recovery students and trainees. She believes that throughout her career she has been privileged to learn from students, colleagues and educational leaders in a variety of settings. In the year 2000, she decided to undertake doctoral studies.

Lyn Howie, Lismore District Office

Lyn is very proud of her public education background. She has had wide experience in a variety of schools and is currently the learning difficulties coordinator for the Lismore District. She uses peer tutoring and parent training programs to support her work. "If it were not for Lyn, I don't know where my child would be at now..." (parent). "...with Mrs Howie you don't mind if you go in at the bottom because she makes sure you come out at the top ..." (Year 6 student). She was nominated for the award by the staff and community of Alstonville Primary School where she is a support teacher (learning difficulties).

Leesa Merifield, Brandbury Public School

Leesa is the relieving deputy principal and teacher of a regional class for gifted and talented students. She has a great love of teaching and she never slows down. She was instrumental in engaging all students and school community members to become environmentally aware through the development of an extensive recycling program.

Robert Schouten, Port Macquarie Public School

Robert works with students who have severely disordered behaviour problems. His credo is: "I'm going to make a difference to this kid, whatever it takes and no matter how long it takes." He is able to point to tangible results to prove it. His colleagues and his students, their parents, and the broader community acknowledge his higher order skills and what a brilliant teacher he is. He transforms the lives of students who have been emotionally damaged and who suffer from behaviour disorders.

Steven Bennett, Henry Kendall High School

Steven is the special education head teacher at the school. He has had a wide range of teaching experiences across all areas of the curriculum in both private and government schools. Steven says that one of his strengths as a teacher is enthusiasm. "I love teaching. I love the classroom. I take teaching seriously, the planning, administration, leadership. I strive to create a happy and safe environment. I aspire to be consistent and try hard to be a good role model." Steven says the success of his programs shows that integration is of enormous value to the whole community.

James Browning, Kelso High School

James has been teaching since 1979. He is interested in student welfare and is involved in a wide range of co-curricula activities. The focus of his career has always been civics and citizenship education. He is a very active member of his profession. In 1999, he was a member of the Bathurst delegation to Wales and one of the major outcomes of this visit was an international civics and citizenship link between a comprehensive high school in Wales and Kelso High School.

Daphne Gonzalvez, Sydney Secondary Distance Education Centre

Daphne teaches in the Sydney Distance Education Centre. She has created a web presence for her school, developed interest lessons, teamed up with enthusiastic colleagues and promoted a global classroom. Taking the example of the information superhighway, she says that adrenalin is like petrol in the tank.

One of the assessor's commented that "Daphne's foot is on the accelerator, the wind is in her hair and speed is in her blood! Tomorrow is an exciting country and her students and she will get there."

Rodney Morrison, Carringbah High School

Rodney is a teacher of mathematics at the school. He attributes his students' success to keeping his classes fun and interesting, yet challenging. He uses a holistic approach in the teaching of mathematics, so that students understand the relevance of mathematical problems in the real world. He always puts his students' interests and education first and firmly believes that a good role model is essential to ensure success. He feels that he could not have chosen a more rewarding career than teaching.

Jeanette Rothapfel, Maitland High School

Jeanette is head teacher of science at the school. Jeanette's passion for science education has been rewarded by being invited as a guest of NASA astronaut Dr Andrew Thomas to attend the launch of his space shuttle mission. Jeanette was selected as the 'Australian Educator' to represent Australia at the international space camp in Alabama in 1993 and was principal of the Australian International Space School 1993-99. In the words of one of the parents in the school "... she is just a brilliant teacher!"

National Excellence in Teaching Awards

Three NSW government school teachers were presented with National Excellence in Teaching Awards (NEiTA) in 2001. Poppy Cassimatis from Harrington St Public School in Cabramatta, Brian Lovegrove from Lithgow Public School and Greg Douglas from the Hunter School of the Performing Arts received an inaugural Commonwealth Government Australian Teachers Prize for Excellence. The awards included a $2,500 personal grant and $2,500 to the school.

Poppy Cassimatis's NEiTA recognised her abilities to meet the needs of a diverse, multicultural community. Poppy introduced multi-lingual Kindergarten classes using Vietnamese and Chinese. The Commonwealth prize was for exemplary practice and dynamic leadership in education.

Brian Lovegrove's nomination acknowledged his total involvement in the school. Brian redesigned the library to symbolise the information superhighway. The library at Lithgow Public School now supports website developments, online learning and an internet café for parents, teachers and students. Brian's Commonwealth prize was for commitment to total education.

Greg Douglas initiated Aboriginal studies as a subject at the Hunter School of the Performing Arts in 1993 as a strategy to help address the underperformance of Aboriginal students at the school and to raise awareness and appreciation of Aboriginal culture. Greg also established a support group for Aboriginal students and their parents.

1.5 Providing a Safe, Secure and Disciplined Environment for Learning

Learning Respect and Responsibility in Schools

When schools pay particular attention to the wellbeing of their students they maximise students' capacity to benefit from teaching and learning opportunities and help students to develop into healthy, secure and resilient adults. The NSW Government has introduced a comprehensive approach to the safety and welfare of students, one that promotes cooperative behaviour, caring and responsibility towards others. The Department is implementing a range of initiatives to ensure working and learning environments are inclusive, just and harmonious so that they meet the needs of students, parents, caregivers and staff from diverse cultural backgrounds. Students are encouraged to learn to respect authority and to take responsibility for their own actions. Overall success depends on students, teachers, parents and the community working closely together.

Civics and Citizenship Education

Civics and citizenship education continues to be an important and dynamic part of the school curriculum. It provides opportunities for students to better understand the history, nature and operations of the Australian system of government and civic life. Students are encouraged to participate in leadership, decision making and the democratic process as it affects their lives and that of the local communities in which they live.

Discovering Democracy

The NSW Discovering Democracy Professional Development Program is a cross-sectoral initiative designed in collaboration with universities and professional teachers' associations. It is jointly funded by the Commonwealth and State Governments. The aim of the program is to improve students' knowledge and skills and their attitudes to the Australian system of government and civic life. The Discovering Democracy program helps to ensure that all young Australians are equipped to play their part as citizens by investigating the events, people and activities that have shaped Australia's democracy and civic life.

In 2001, a total of 585 secondary and 840 primary teachers participated in professional development courses in civics and citizenship education. These included:

- In 2001, a total of 540 teachers attended 22 courses that were offered to support Discovering Democracy for Stages 2-3 Human Society and Its Environment (HSIE).
- Researching History the Digital Way is designed for teachers of Stage 5 History and uses learning technologies and the internet as a source for student learning experiences. This course was developed and piloted in three locations during the year and will be implemented across the State in 2002.
- Making Civics and Citizenship Education Happen is a course for primary teachers that explores issues, best practice and resources. Teachers and civic educators present practical sessions on teaching civics and citizenship education. Four courses were presented during 2001 with further courses planned for 2002.

To supplement the Discovering Democracy program, the Department distributed support materials to schools to expand resources on civics and citizenship. Key resources distributed in 2001 included the following:

- *One Destiny! The Federation Story* was re-issued to all primary and secondary schools to commemorate the centenary of Federation.
- Parliament @ Work is a database which includes biographical information on all current members of State, Territory and Federal Parliament and maps of electorates, demographics and economic information to support the study of government and politics.

Celebrating Democracy Week

The National Celebrating Democracy Week (June 18-22) showcased the enormous talent and effort of teachers and students displayed in the teaching and learning of civics and citizenship. Celebrating Democracy Week is a time for schools, parents and the wider community to focus on the richness of Australian experiences as a people and a country.

The winners in the 2001 National Discovering Democracy Achievement Awards were Ms Maria Hill, a secondary teacher from North Sydney Boys High, Sutton Primary School (in Queanbeyan) and Narara Valley High School (on the Central Coast).

International Civics and Citizenship Education Programs

The International Civics and Citizenship Education Program, developed in partnership with the British Council, is a source of online curriculum materials and projects to support civics and citizenship education. The Department provided $25,000 to fund this project. During 2001, schools from 84 countries accessed these projects downloading 8,000 pages per week during school terms. Teachers from Wales visited New South Wales to discuss the program and visit schools. These international civics and citizenship education projects encourage students to explore, define and discuss their family, friends and country by examining and sharing celebrations, customs, commemorations and issues concerning the environment.

Barron Hanson, an 11 year old student from Nowra Public School, earned the honour of addressing the United Nations. He was selected to represent Australian school children at the United Nations special session on children. Barron was chosen ahead of 4,000 other children to make the United Nations address.

Barron won the trip to the United Nations after entering a competition run by the Nickelodeon Channel, which asked children what they would say to the leaders of the world. In his entry, Barron stated that all children should have the right to live in a world that is peaceful, has less poverty and which provides access to free education.

Barron said that: "Many mountains have been moved by the hand of a child. It is necessary to allow children like myself, who have an interest in helping the underprivileged, to speak and be heard by a wider audience. We have a lot to say and have faith that our words could prompt others to act."

Schools Constitutional Conventions Program

New South Wales continues to provide leadership in the Schools Constitutional Conventions program with conventions being held in six locations and involving over 400 students, more than half of whom were from non-metropolitan areas. Thirty students were selected to attend a re-enactment of the first opening of Federal Parliament in Melbourne in March 2001 and engage in a constitutional debate.

Civics Benchmarking Project

In partnership with the University of Sydney, the Department has developed a project to benchmark student achievement in civics and citizenship education at the end of Years 6, 10 and 12. The Department committed $70,000 to this initiative. Following the publication of the Year 6 benchmarks in 2000, a Year 6 achievement scale was developed for students during 2001. The Year 10 benchmarks, with work samples, were completed in 2001 and will be published in 2002.

Student Representative Councils

Student representative councils (SRC) reflect the strong role student leadership and governance plays in providing a practical demonstration of democratic practice in the school environment. NSW public school students can help determine how their school is run, learn about leadership and democracy and solve real problems. Students are happier and more involved when their ideas are heard and their opinions valued. Schools benefit too when students are involved in school organisation and planning.

Through their involvement in school SRCs many students in NSW public schools have the opportunity to share their thoughts on education, to contribute to practical ideas to improve their schools, and to liaise with school and community groups. Students have their say on a wide variety of issues from school uniforms and dress codes to discrimination policies at school. All secondary schools have SRCs as do the vast majority of primary schools. Primary and secondary schools reported that they were offering a greater variety of leadership opportunities and programs to students.

Student Leadership Forums

The NSW Student Representative Council (NSW SRC) provided a forum for secondary school students from across New South Wales to contribute to the development of departmental planning and policy.

In 2001, the NSW SRC consisted of 22 student leaders, who were elected from secondary schools across the State. During the year, the council liaised with groups such as the Premier's Youth Advisory Council, the Commission for Children and Young People and the NSW Youth Ombudsman on key issues of importance to children and young people.

The Minister met three times with the NSW SRC to discuss issues of significance to students. These included school uniforms, the *Teach Your Children Well* media campaign and the importance of volunteering.

The NSW SRC collaborated with Volunteering NSW in the development of Volunteers Day Off, a unique initiative where students organised events to acknowledge the work of volunteers in their schools. This activity formed part of the Department's contribution to the International Year of the Volunteer.

State SRC Conference 2001

The 2001 State SRC Conference Working Party consisted of 20 student leaders who were elected by their district SRC peers. This group, with support from student welfare staff, planned and conducted the 2001 State SRC Conference which had the theme of 'School Spirit - Building Pride.'

The student forum at the conference passed recommendations on priority issues to form the basis of action for the NSW SRC in 2002. These included:

- increasing the use of electronic communication for student leaders so that good ideas can be shared and school leaders have a network of support
- strengthening links established with the Board of Studies to reinforce the inclusion of student leadership skills within syllabuses, especially in Human Society and Its Environment subjects
- increasing links between primary and secondary SRCs to strengthen the continuity of student leadership in the middle years of schooling.

A total of 130 district SRC members, including 10 Aboriginal student leaders attended the 14th Annual NSW SRC Conference. The four-day conference, School Spirit-Building Pride, challenged SRCs across the State to build school pride by promoting public education.

The Priority Schools Funding Program in conjunction with the NSW SRC initiated a student leadership forum for students from nine secondary priority schools in two districts to address the following issues:

- the representation of students from low socio-economic backgrounds on SRCs and other school decision making bodies
- understanding, communicating and promoting more effectively the diverse interests of their student body
- enhancing student participation in all aspects of school life.

Student Leadership is for Koori Kids Program

Aboriginal student leadership programs were implemented in seven school districts as a result of the successful Student Leadership is for Koori Kids (SLIKK) program. SLIKK has raised the self-confidence and improved school attendance among Aboriginal students in public schools in the Clarence / Coffs Harbour District where the program was trialed. Results have been very encouraging. Funding was allocated to implement further programs in Campbelltown, Shellharbour, Taree, Orange, Deniliquin and Dubbo Districts.

Student Leadership Framework for Primary Schools

The Department led the way in the Australian education sector in promoting student leadership in primary schools by introducing a student leadership framework for primary schools. The framework was launched by the former Minister and distributed to all government primary schools. The framework links the curriculum to skills development in order to strengthen leadership training and opportunities for all students and encourages schools to analyse and develop their student leadership programs.

Student Discipline and Behaviour Management Programs

Students and teachers have the right to be treated fairly and with dignity, in an environment free from disruption, intimidation, harassment and discrimination. To achieve this, all NSW public schools have a discipline policy that is regularly reviewed in conjunction with the school community and which sets out clear expectations regarding student behaviour and the consequences of unacceptable behaviour.

The Department has implemented a variety of coordinated programs and services to improve student behaviour, enhance student wellbeing and to make schools more effective learning environments. These include:

- school counsellors who assist schools to meet the needs of students with behaviour difficulties within the school, conduct initial assessments and refer them to outside support
- district officers, such as student welfare consultants and student services and equity coordinators, who assist schools to manage behaviour difficulties issues and who can provide training and development to enhance behaviour management skills in the school
- specialist behaviour teachers who assist classroom teachers, schools and individual students through the provision of direct support, training and development, or system initiatives
- teachers' aide funding to assist schools to employ aides who can implement programs which have been developed for individual students with problem behaviour
- funding for additional teacher and aide time through the integration program for students with a mental health diagnosis who are enrolled in local schools
- special classes for students with behaviour difficulties who need to be withdrawn from their local school for some period of time
- special schools for students with severe behaviour difficulties
- three special schools, operated in collaboration with NSW Health, for young people with mental health problems.

The Department will spend an additional $46 million from 2001 to 2005 to help students with severe behaviour difficulties overcome their problems and remain engaged in education and training or make a successful transition to the workforce. The funding will extend the range of existing services including:

- The establishment of 11 new schools in Dubbo, Mittagong, Wakefield, Allambie Heights, Riverstone, Yennora, Regents Park, Naremburn, Tamworth, Tweed Heads and Loftus.
- The establishment of small flexible units known as tutorial centres. Here students with severe behaviour problems will work with specialist teachers to increase their literacy, numeracy and

social skills. The tutorial centres will be established in Armidale, Ulladulla, Bathurst, Clarence Valley, Bourke, Lismore, Bankstown, Maitland, Parkes, Telopea, Nowra, Murwillumbah, Raymond Terrace, Port Macquarie, Wollongong, Wagga Wagga and Gunnedah.

- Twenty-four additional behaviour teachers and 22 teachers' aides to support young students and those who live too far away to travel to one of the new schools or centres.
- Nineteen additional district guidance officers to work with students with behaviour difficulties.
- A total of $476,000 to increase transition programs for students at risk. The students work on-to-one with a support person on planning, decision making and goal setting skills.

The provision of an additional 11 schools and 17 tutorial centres will mean that each of the 40 school districts will have at least one specialist program to provide targeted assistance for disruptive students.

The Department continued to implement preventative programs to reduce the occurrence of problem behaviour. A total of $260,000 was provided to districts to implement mentoring programs for vulnerable young people. One such mentoring program was trialed at Canterbury Girls and Boys High Schools, where students in Year 7 have been mentored by students in Year 9. This has resulted in improved student engagement, better school attendance and reduced disruption. As a result, these schools received an Australian Violence Prevention Award.

Students with severe behaviour difficulties can also be enrolled in special classes. By the end of the year, there were 240 specialist classes operating across the State for students with behaviour difficulties and emotional disturbance.

By the end of 2001, all districts had a full-time student welfare consultant to provide support to schools. These officers can provide assistance to schools to enhance teachers' skills and competencies in the behaviour management of difficult students.

Sir Joseph Banks High School, located in Revesby in the Bankstown District, won the Kids Helpline Anti-bullying Schools Competition for their success in implementing anti-bullying strategies.

Student welfare consultants in each district were trained to support schools at the local level in implementing anti-bullying initiatives. A number of resources addressing bullying were distributed to schools during the reporting period, including *Anti-bullying: best practice in schools* and *The playground: best practice in primary schools*. These booklets outline successful programs to minimise bullying in the playground and classroom. They were supported by the Department's anti-bullying website.

Student Suspensions

Suspension continues to be an effective strategy in managing student behaviour. Suspension allows time for students to reflect on their behaviour and to take responsibility for improving their behaviour before they rejoin their peers at school, and for families and schools to plan appropriate support to assist these students.

Principals continue to implement procedures for the suspension and expulsion of school students to ensure that classrooms are free from disruption and violence.

State Rate of Suspensions per Thousand Students, 1997-2001

	1997	1998	1999	2000	2001
Per '000-Short Suspensions	42.4	46.7	41.2	46.6	53.4
Per '000-Long Suspensions	6.6	7.1	6.2	7.6	8.8

In 2001, the daily rate of short suspensions from government schools was 207 (up from 181 in 2000). The daily rate of long suspensions was 34 (up from 29 in 2000). The daily rate of expulsions in 2001 was 1.7 (unchanged from 2000). The number of students suspended from school remains relatively small. In 2001, approximately 6 per cent of students were suspended from government schools.

Approximately 75 per cent of students who are suspended improve their behaviour following suspension and are not suspended again.

NSW public schools are safe places for both students and staff. The Bureau of Crime Statistics and Research has advised that public schools are six times safer than the community.

Annual Rate per Thousand of Suspensions by School District, 2001

District	Short Suspensions	Long Suspensions	District	Short Suspensions	Long Suspensions
Albury	50.6	6.2	Maitland	67.1	9.7
Armidale	65.7	11.0	Moree	126.3	26.9
Bankstown	33.9	4.2	Mount Druitt	114.5	15.7
Batemans Bay	58.8	7.7	Newcastle	46.3	5.5
Bathurst	68.0	7.9	Nthn Beaches	14.8	1.9
Blacktown	42.3	8.6	Orange	64.8	5.1
Bondi	38.5	4.3	Parramatta	39.3	9.4
Broken Hill	88.9	16.8	Penrith	40.7	7.9
Campbelltown	69.6	13.2	Port Jackson	34.3	5.0
Central Coast	61.2	12.2	Pt Macquarie	75.5	12.7
Clarence/Coffs Harbour	55.3	11.5	Queanbeyan	58.9	8.3
Deniliquin	51.5	5.6	Ryde	15.3	1.4
Dubbo	111.2	17.4	Shellharbour	61.8	11.4
Fairfield	35.9	5.1	St George	35.8	4.7
Granville	35.3	4.5	Sutherland	26.9	4.7
Griffith	78.6	8.3	Tamworth	66.9	11.3
Hornsby	17.2	2.3	Taree	56.3	11.5
Lake Macquarie	72.1	15.6	Tweed Heads	55.8	9.3
Lismore	52.0	7.6	Wagga Wagga	67.4	14.2
Liverpool	76.7	12.5	Wollongong	47.6	11.3

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 the NSW Police, other agencies and businesses, parents and school communities.

District and School Attendance Action Plans

Each district has a District Attendance Action Plan which is used to assist schools in improving their student attendance rates. Districts evaluate and modify their plans each year.

All schools monitor student attendance and report on it in their school's annual report. Schools where the average daily absence is higher than the State and district averages are required to develop a School Attendance Action Plan. Like the district plans, these plans identify a school's targets for improving school attendance, the available local resources to assist the school and the strategies that the school will implement to meet the targets.

The Department employs 84 home school liaison officers and 12 Aboriginal student liaison officers who work with schools, students and communities to improve student attendance. These specialist officers are supported by student welfare consultants, police officers, NSW Health, the Department of Community Services and community organisations.

Operation Roll Call

Operation Roll Call and Street Sweeps continue to be conducted in conjunction with the NSW Police. In 2001, they were extended to all districts to address visible truancy. Street Sweeps were conducted in shopping malls, amusement arcades, parks and railway stations and other areas which have been identified as being of concern in terms of truancy.

Attendance Rates as Percentages by District and Scholastic Year Groups*, 2001

	Primary			Secondary 7-10			Secondary 11-12			District Average		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Albury	93.5	93.6	93.6	90.0	90.2	90.1	90.2	92.0	91.0	92.0	92.4	92.2
Armidale	92.8	92.5	92.6	89.1	88.5	88.8	87.7	88.8	88.2	91.0	90.9	90.9
Bankstown	94.5	94.8	94.7	90.0	88.7	89.4	90.5	89.7	90.2	92.9	93.1	93.0
Batemans Bay	93.1	92.9	93.0	88.5	88.9	88.7	90.3	90.4	90.4	91.4	91.4	91.4
Bathurst	92.9	92.9	92.9	89.3	89.5	89.4	89.0	89.7	89.3	91.5	91.6	91.5
Blacktown	94.0	94.3	94.2	88.7	88.6	88.6	88.4	89.3	88.8	92.1	92.5	92.3
Bondi	94.2	94.4	94.3	89.3	89.6	89.5	88.4	88.3	88.3	92.2	92.3	92.2
Broken Hill	91.1	91.1	91.1	87.5	87.4	87.4	88.9	90.6	89.7	89.7	89.9	89.8
Campbelltown	93.5	93.6	93.5	88.5	88.1	88.3	89.5	89.6	89.6	91.8	91.8	91.8
Central Coast	93.9	93.9	93.9	89.1	89.6	89.4	89.9	90.7	90.2	92.1	92.3	92.2
Clarence / Coffs Harbour	92.8	93.0	92.9	88.1	87.9	88.0	88.4	88.5	88.4	90.8	90.8	90.8
Deniliquin	93.5	93.4	93.4	90.4	90.2	90.3	91.6	91.5	91.5	92.5	92.3	92.4
Dubbo	92.2	92.0	92.1	87.9	87.7	87.8	90.4	91.0	90.6	90.7	90.6	90.7
Fairfield	94.4	94.4	94.4	91.6	91.7	91.6	90.8	91.3	91.0	93.1	93.2	93.2
Granville	94.5	94.4	94.4	90.5	89.3	89.9	89.6	88.1	88.9	92.9	92.6	92.8
Griffith	93.6	93.2	93.4	90.1	89.5	89.8	91.6	91.6	91.6	92.3	91.8	92.1
Hornsby	95.6	95.6	95.6	92.6	93.1	92.9	91.3	92.1	91.7	94.1	94.4	94.3
Lake Macquarie	93.8	93.8	93.8	88.9	88.6	88.7	89.6	90.3	90.0	92.0	92.1	92.1
Lismore	93.0	93.0	93.0	88.5	88.8	88.7	88.9	89.2	89.1	91.2	91.4	91.3
Liverpool	93.5	93.5	93.5	89.2	89.4	89.3	88.8	90.3	89.5	91.8	92.1	92.0
Maitland	93.8	93.8	93.8	89.5	89.7	89.6	90.6	90.8	90.7	92.3	92.4	92.3
Moree	89.8	89.7	89.7	85.6	84.7	85.2	86.9	88.7	87.7	88.4	88.5	88.5
Mount Druitt	92.7	92.8	92.7	86.0	86.7	86.3	89.6	89.5	89.6	90.7	91.0	90.8
Newcastle	94.2	94.3	94.2	90.1	90.4	90.2	89.9	90.2	90.1	92.3	92.5	92.4
Northern Beaches	95.0	95.2	95.1	91.2	91.0	91.1	90.3	91.1	90.7	93.6	93.9	93.7
Orange	93.1	92.8	92.9	88.9	88.7	88.8	89.4	91.2	90.2	91.5	91.6	91.5
Parramatta	94.7	94.8	94.7	91.2	90.9	91.0	90.2	91.1	90.7	93.0	93.2	93.1
Penrith	93.8	93.8	93.8	89.0	89.3	89.2	88.8	88.7	88.8	91.9	92.0	91.9
Port Jackson	94.1	94.1	94.1	89.3	89.2	89.3	89.0	89.1	89.0	92.5	92.5	92.5
Port Macquarie	92.5	92.3	92.4	87.9	87.5	87.7	89.0	89.1	89.0	90.8	90.6	90.7
Queanbeyan	93.6	93.3	93.5	89.3	89.0	89.2	89.2	89.7	89.5	92.2	92.0	92.1
Ryde	95.5	95.6	95.5	92.2	91.6	91.9	91.7	90.0	90.8	94.3	94.1	94.2
Shellharbour	93.6	93.8	93.7	89.6	89.4	89.5	89.5	89.8	89.6	92.0	92.2	92.1
St George	94.5	94.5	94.5	90.2	90.9	90.6	90.5	90.8	90.7	92.6	92.9	92.8
Sutherland	95.0	95.0	95.0	90.7	91.0	90.8	90.7	91.9	91.3	93.1	93.3	93.2
Tamworth	93.7	93.5	93.6	89.2	89.6	89.4	89.0	91.3	90.1	91.9	92.1	92.0
Taree	93.5	93.3	93.4	89.2	88.7	88.9	89.8	90.5	90.1	91.8	91.6	91.7
Tweed / Ballina	92.6	92.7	92.7	87.9	86.6	87.2	88.2	88.0	88.1	90.7	90.4	90.5
Wagga Wagga	93.8	93.7	93.7	90.1	89.4	89.7	89.7	90.4	90.0	92.3	92.1	92.2
Wollongong	93.8	94.0	93.9	89.2	88.7	88.9	87.2	89.2	88.2	91.7	92.0	91.8
All Districts	**93.9**	**93.9**	**93.9**	**89.5**	**89.5**	**89.5**	**89.7**	**90.2**	**89.9**	**92.2**	**92.3**	**92.2**

*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.

Phone Intervention Programs (PIPs) aim to improve attendance and reduce truancy. They involve schools telephoning parents when absences are recorded in morning roll calls. The Department provides funding to targeted high schools for the implementation of the program. Approximately 200 high schools have adopted this initiative. In 2001, participating schools reported that PIPs has reduced truancy by up to 60 per cent.

Student Attendance Rates

Some 89.7 per cent of students in Years 7 to 10, 89.9 per cent of Years 11 and 12 students and 89.5 percent of primary students are present at school each day.

Research conducted into student absences in 1996 established that less than one third of one per cent of students are absent due to truancy. This research is being repeated in 2002.

Fighting Drugs

The NSW Government is committed to ensuring that students have access to appropriate information about drugs and that their education builds their knowledge, skills, values and attitudes to assist them to make responsible decisions about drugs. When young people experience difficulties with drugs, they will be supported at school to help them overcome their problems and continue with their education. The key role of parents in drug education is acknowledged and the Department supports schools and their local communities to work in partnership to address drug issues.

Drug Education Programs

In 2001, a budget of $3.06 million was provided to support the implementation of a range of drug education initiatives in schools in accordance with the recommendations of the NSW Drug Summit.

During the reporting year, the Department provided several resources to support cannabis education in schools, in response to community concerns about the widespread use of cannabis by young people. These resources included the following:

- *A critical review and analysis: Cannabis education in schools*, a report prepared by the National Drug Research Institute at Curtin University of Technology, was distributed to secondary schools to advise teachers about prevention programs that are likely to produce the best results in the Australian context. A summary brochure, prepared by the Department, provided additional information for teachers to assist them to implement effective education initiatives related to cannabis and other drugs.
- *Young cannabis users attitudes and beliefs about cannabis and school education*, a report prepared by the National Drug and Alcohol Research Centre at the University of New South Wales, was made available to secondary schools. This report highlights the importance of acknowledging and addressing young peoples' beliefs, attitudes and experiences when developing cannabis education in schools and confirms that young people value schools as a credible source of information about drugs.
- Multiple copies of a pamphlet called *Marijuana: Information for students*, was distributed to all high schools. The pamphlet provides accurate information about cannabis, its effects and the harm it can cause, where to get help at school and further information. It includes the legal and social consequences of cannabis use and the consequences of being found at school with cannabis.

Sir Joseph Banks High School's commitment to anti-bullying, cultural diversity and inclusiveness saw it take out the top prize in a national anti-bullying competition run by Kellog's Kids Helpline. Anti, a soft toy mascot, was an integral part of the school's Bully Busters Campaign.

The Department also developed a number of other resources to support teachers to plan and deliver effective drug education. These included:

- *Drug education in a culturally diverse society*, a booklet that summarises research findings on the drug education needs of students from language backgrounds other than English and provides teachers with strategies for effective drug education in culturally diverse classrooms.
- Several family activity sheets based on current drug education resources which were translated into 20 community languages. These will assist all parents, including those whose first language is not English, to participate in homework activities and reinforce the drug education messages their children learn at school.
- *Smokescreen: a smoking prevention resource for Stage 3 and Stage 4 students* was developed in response to concerns about youth smoking. The resource provides young people with information about the effects of smoking, and the skills to advocate against smoking and critically examine marketing strategies for tobacco products.
- Teaching and learning materials to support the video, *Crossroads: The park and the party*, produced by Life Education Australia. These materials provide students in Years 11 and 12 with the opportunity to explore the complex social, health and relationship issues around drugs, both legal and illegal, that they might encounter.

In addition, 24 secondary schools participated in training and development workshops to assist them to implement *Healing Time*, a Stage 4 drug education resource for Aboriginal students. *Healing Time* combines traditional Aboriginal values with good practice in drug education to help Aboriginal students develop increased awareness and understanding of drug issues and competencies to address drug issues in their lives.

Teachers from small local groups of primary schools have continued to work with district drug education consultants to promote quality drug education, develop resources, and establish collegial support networks. In 2001, funding of $645,000 was available for this purpose. A total of 88 groups of primary school teachers met across the State during the year to work on projects including the development of drug education resources and programs to support the smooth transition of students from primary to high school. These workshops will continue in 2002.

The Department also implemented initiatives which provided students with information about drugs, where to get help, and how to support young people who may experience drug use problems. These included:

- *The End of Year Celebration Kit*, with the key themes of 'Survive, Stay alive, Play it safe, Have fun', which was sent to all schools with secondary students. All Years 10 and 12 students received a HELP Card listing emergency numbers. A pamphlet on marijuana was included for Year 12 students. A kit was also sent to every school's Parents and Citizens' Association.
- The Department's three-day alcohol and other drugs training program for school and TAFE counsellors continued in 2001 to ensure that all new counsellors had additional training to assist them to support young people with drug use problems and to refer them to appropriate specialised alcohol and other drugs services.
- The Department funded the Ted Noffs Foundation to provide an alcohol and other drugs counselling service to 10 government high schools in eastern and inner western Sydney. The service included individual and group counselling for students who were experiencing difficulties with drug use or who were concerned about drug use among families and friends.

All NSW schools have been invited to conduct local school-community drug summits to help them and their communities to address local drug issues. The Department has made the following materials available to assist schools:

- *Local school-community drug summit support materials*, a kit which gives schools a range of ideas to help them plan a local school-community drug summit. The summits are designed to strengthen school and community responses to drug issues for young people by building stronger, broader and more integrated community engagement and support.
- *Drugs: Parent information meeting for primary schools*, a booklet to assist schools to give parents of primary students up-to-date information on drugs and drug education in schools. This kit acknowledges the important role of parents in drug education and enables schools and parents to work together to give consistent messages about drugs to children. Key information for parents was translated into 20 community languages.

Gateways Program

The Gateways program will pioneer a special mentoring scheme and individual learning plans designed to give clear direction to students at risk. The two-year program will run in 48 primary and secondary schools in the Cabramatta area at a cost of $700,000. Key aspects of the Gateways program include:

- provision of individual attention for 600 students deemed at risk and development of an individual education plan to help them stay on at school
- a mentoring scheme will see 78 secondary teachers receive special TAFE training to provide one-to-one guidance to students
- extra support and new drug education programs for all students in primary and secondary schools
- help to improve parents' capacity and school networks.

Gateways will give students the chance to develop personal skills that will help them say no to drugs. It will also provide the community with the opportunity to contribute to the wellbeing of their young people.

The NSW Government provided funding of $700,000 over two years to schools in the Fairfield District, as part of the Cabramatta Anti-Drug Strategy. An additional drug education consultant was appointed to work with primary and high schools in the district to develop and implement effective whole-school drug education strategies as part of the Gateways program.

Teachers from all high schools in Fairfield District attended a two-day workshop to review their strategies to address adolescent health issues, including drug use. The drug education consultant will assist teachers to implement these strategies in 2002.

Protecting Our Children

The NSW Government is committed to protecting children and young people including those in schools, TAFE institutes and other educational settings. Its comprehensive plan includes making sure that students in government schools from Kindergarten to Year 10 participate in child protection education; providing 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.

Revised procedures, called Protecting and supporting children and young people, were introduced in December 2000 to coincide with the proclamation of the *Children and Young Persons (Care and Protection) Act 1998*. All education and training staff are now required to report any concerns about the risk of harm to children and young people. The Department has strict requirements in place:

- reporting risk of harm to children and young people
- screening employees to exclude unsuitable people
- requiring employees to declare that they have never been convicted of serious sex offences.

Following the provision of the revised procedures for all employees in December 2000, principals and senior officers in TAFE and AMES led staff in a one-hour briefing based on *Protecting and Supporting Children and Young People: An initial briefing package.*

In 2001, the Department established a website (www.tdd.nsw.edu.au / safekids) to provide practical advice and information to principals on issues as they were identified. The Department also distributed copies of the Interagency Guidelines for Child Protection Intervention to all principals, executive officers and counsellors to assist them in clarifying their roles in relation to those of other agencies in child protection cases.

In each school district, representative principals, student services and equity coordinators and student welfare consultants participated in an intensive two-day training program. Each trained district team then provided support to principals and executive staff. Further support materials for professional development for all staff in schools was provided to all schools in December 2001.

Throughout the year, primary and secondary schools provided child protection education activities to students as part of the mandatory PDHPE learning area. New materials, Personal Safety Plans, provided additional support for teachers of Stage 5 secondary students.

Several independent bodies audit, oversee, monitor or evaluate the work of the Department's Child Protection Investigation Directorate, including the NSW Ombudsman, the Commission for Children and Young People and the Independent Commission Against Corruption. The Department is working cooperatively with these organisations as well as the NSW Police and the Department of Community Services to improve the quality of outcomes for staff and students.

In 2001, a joint committee comprising representatives from the NSW Ombudsman's Child Protection Team and the Child Protection Investigation Directorate improved the Department's investigative practice in

areas such as risk analysis, initial planning, witness statements, interviews with children, documentation, gathering evidence and the outcomes of investigations. The Department's improved investigation of child abuse allegations against employees was acknowledged in the 2001 Annual Report of the NSW Ombudsman, particularly the adoption of investigative practices recommended by the NSW Ombudsman.

In June 2001, the Ombudsman and the Director-General signed a determination under Section 25C(4) of the *Ombudsman Act 1974* that modified the way in which the Department reports less serious child abuse allegations against employees to the NSW Ombudsman.

The Department also developed procedures in consultation with the Secondary Principals' Council, the Primary Principals' Association and the NSW Teachers' Federation to enable less serious child abuse allegations against employees to be managed at the local level. The Department will continue to work to ensure that all students in its care are protected and any employees who are involved in an investigation in relation to allegations of child abuse are treated fairly.

Other Initiatives to Provide a Safe Environment for Learning

Road Safety Education Program

The Department's Road Safety Education Program receives $1.2 million annually from the NSW Roads and Traffic Authority. An extensive range of programs and support for teachers is provided by this funding including consultancy services, print and electronic materials and professional development programs. Eight field officers support the implementation of this program.

In 2001, a total of 156 primary schools and 1,523 teachers received targeted support in road safety education. The key areas of support were in teaching and learning, policy development, management practices and strategies involving parents.

In secondary schools, 49 high schools and 61 teachers received targeted support in road safety education. Professional development in secondary schools focused on passenger and pedestrian safety and driver education. In addition to the targeted schools, 34 secondary schools received intensive support on request.

Water Safety Programs

The School Swimming Scheme provides an opportunity for students in primary schools, infant schools, special schools, intensive English centres, and support classes and units in regular schools, and new arrivals, to learn to swim. Water safety and survival skills are an integral part of the program. Each student participating in the scheme receives a Certificate of Achievement which lists the skills learnt during the 10-day program. The scheme has been conducted in government schools since 1954. All costs associated with tuition are met by the Department.

During 2001, the Department conducted a series of training courses for teachers involved in the scheme. A total of 225 teachers completed the elementary swimming and water safety course. In 2001, a total of 108,157 students from 1,266 schools enrolled in the School Swimming Scheme.

Occupational Heath and Safety

Regulations mandate that Occupational Health and Safety (OH&S) workplace committee members must attend WorkCover NSW accredited training. In 2001, 440 Departmental staff members from 21 districts participated in the training at a total cost of more than $243,000.

Refugee Resettlement Project

The Refugee Resettlement Project supports schools in meeting the educational and emotional needs of refugee students and their parents. The project includes the Families in Cultural Transition courses and facilitator training, training and development for school and district staff, the development of resources for school and district personnel and the provision of appropriate information about schooling in New South Wales to newly-arrived refugee parents.

Animal Care in Schools

The *Animal Research Act 1985* protects all vertebrate animals used for teaching and research. It requires that teaching and research institutions establish animal ethics committees to ensure compliance with the legislation. The Department meets this requirement by contributing to the cross-sectoral Schools Animal Care and Ethics Committee that monitors school use of animals for compliance with the Act. The Department commits $100,000 per year in direct funding and in-kind work by committee members.

Sixteen schools were visited in 2001. The majority demonstrated a high level of understanding and compliance with the Act's requirements. In addition,

two major collaborative projects with the TAFE Animal Care and Ethics Board were established. The first project developed updated material for inclusion in guidelines for teachers, called Animals in Schools: Animal welfare guidelines, and the second produced a multimedia training package.

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

During the reporting period, the Department continued to monitor and report on student performance in statewide assessments. Schools produced annual reports for parents following self-evaluations of their performance. Schools were able to provide enhanced school annual reports in 2001 as a result of the Department's evaluation of the 2000 reports.

The Department continued to conduct school reviews to improve programs and aspects of school management, and to provide reports on these reviews that have assisted the schools to improve their performance.

School Self-evaluation and Annual Reporting

The Department's main way of 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 in school annual reports. The self-evaluation process is led by the principal and includes a committee comprising staff, parents and, in the case of many secondary schools, student representatives.

The committee analyses 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 to report on a number of aspects of the school's achievements as well as its progress in relation to the previous year's improvement targets. School improvement targets for the following year are endorsed by the district superintendent and used for district planning.

District staff with expertise in school improvement guide and support schools in the school self-evaluation process and validate the performance data included in annual school reports. In 2001, the Department appointed additional district officers who specialise in school improvement, bringing the total to 40. As a result, the Department provided greater support to schools and helped to sharpen the focus on school self-evaluation across all districts.

The Department improved the process for producing annual school reports for the 2001 school year following a statewide evaluation of annual reports for 2000. The annual report format was enhanced to allow schools greater flexibility in reporting. Schools were also encouraged to include relevant photographs, tables and graphs to illustrate their performance.

Annual School Reports

All secondary schools completed an annual report for 2000 during Term 1, 2001. These reports were mailed to 262,000 families throughout New South Wales in May. Secondary schools engaged in a rigorous analysis of the School Certificate and Higher School Certificate test results. Feedback from principals and district officers indicated that schools are more successfully embedding the self-evaluation and annual reporting process into their regular operations.

In December 2001, all primary schools produced an annual report. During the last week of January and the first week of February 2002, a total of 487,000 reports were printed and sent to 321,000 families, 1,716 schools and 40 districts across New South Wales.

The 2001 annual school reports for secondary and central schools will be distributed in May 2002. They will contain a detailed analysis of results from the 2001 HSC and School Certificate as well as results of schools' evaluations of major programs and management areas.

Performance Monitoring

The main survey instruments used by schools in their self-evaluation process were the Quality of School Life (QSL) and SchoolMap. The Department supported schools in the use and interpretation of these instruments through training, software and data analysis.

Quality of School Life Survey

The QSL survey instrument was developed by the Australian Council for Educational Research and has been introduced to NSW schools in recognition of the important influence of the affective and social dimensions of learning. The same scale is used successfully with primary and secondary students, with minor variations for primary students. The scale has eight subscales – general satisfaction, teacher / student relationships, student self-esteem, identity, the relevance of schooling, sense of achievement, sense of adventure and negative affect.

Quality of School Life Survey

During 2001, Quality of School Life data were collected from 95 primary schools and 64 secondary schools. This involved 12,146 primary students and 32,412 secondary students. Departmental staff assisted schools with their analysis of survey results and provided a comprehensive report package. Schools used the survey findings to inform school planning and as part of their annual school reports.

The major findings of the Quality of School Life student survey conducted in schools across the State in 2001 were:

- An overall affirmative view about school life including general satisfaction at school, a strong sense of achievement, a positive sense of adventure in learning, confirmation of the relevance of schooling and positive 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 school. The pattern of results correlates with findings in research literature on adolescence.
- 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.

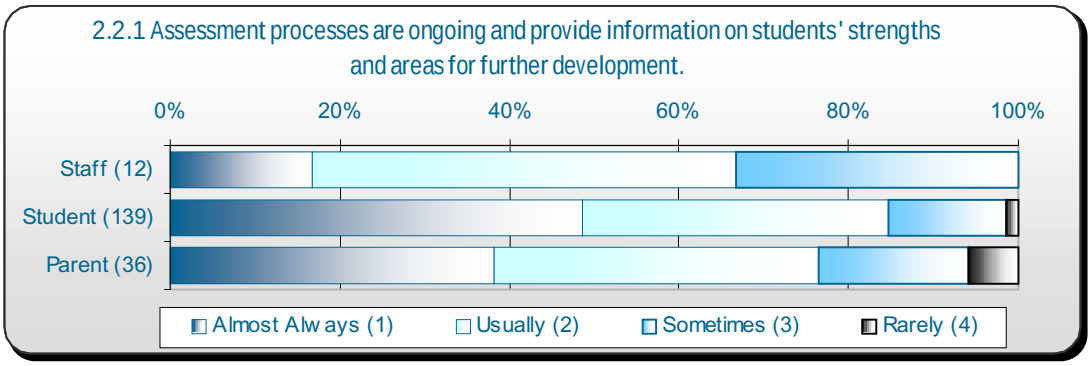
SchoolMap

SchoolMap is comprised of 18 survey instruments designed for use by schools in gathering attitudinal data from students, parents and staff about six key aspects of school operations: teaching, learning, leadership, management, planning and culture. A series of best practice statements refined from international literature on school effectiveness and improvement underpin each survey.

Rather than acting as a traditional norm-based survey, the purpose of SchoolMap is to encourage reflection among different groups in a school's community on the current and desired state of a school in relation to aspects of best practice. The figure below is an example of the analysis of the results for staff, students and parents in relation to the best practice statement on assessment.

SchoolMap findings are frequently included in schools' annual reports. They are used to support rigorous self-evaluation and they provide evidence of a heightened interest in good management practice and efficient educational provision.

An Example of SchoolMap Survey Findings



School Development Policy

Under the School Development Policy, schools that require support to review and improve programs or aspects of their management are identified. The policy specifies three significant forms of intervention to ensure support and improvement: education support teams, program reviews, and management reviews. During the year, training in review methodology was provided for all Chief Education Officers (School Improvement) as well as over 300 principals, deputy / assistant principals, head teachers, teachers, parents and State office personnel.

In 2001, 37 education support teams visited schools to work with them to recognise and further develop programs which operate in the schools.

The number of program reviews conducted in NSW public schools increased from 25 in 2000 to 67 in 2001. These reviews targeted schools with programs identified as in need of improvement. Each school reviewed received a comprehensive report consisting of findings, recommendations and strategies to assist with program improvement.

The Department conducts management reviews where there is substantial evidence of significant dysfunction in the operation of a school. During 2001, two management reviews were conducted and reports were provided to the schools. Significant support was also provided to these schools following the reviews, to assist with the implementation of the recommendations to improve their overall management.

Follow-up Review of the School Accountability and Improvement Model

During the reporting period, the Audit Office of New South Wales conducted a follow-up review of the 1999 performance audit of the school accountability and improvement model. The purpose of the follow-up was to examine the extent to which the accepted recommendations had been implemented.

The Department has accepted all of the 1999 audit recommendations. In 2001, the Audit Office found that the Department had implemented all but one of the recommendations from the 1999 audit. The recommendations implemented by the Department included those relating to the quality of annual school reports, school reviews and support for schools. Each district now has a Chief Education Officer (School Improvement), the number of program reviews has increased and a new reporting template has been developed. The final recommendation, which concerns the role of principals in managing resources, will be considered in the context of the Teacher Education Review.

School Report Packages

Reports on Statewide Testing Programs in Literacy and Numeracy

The Department provides detailed reports to schools and parents on the achievements of government students in all statewide testing programs. Reports are provided on the Basic Skills Test (BST), the Primary Writing Assessment (PWA), the English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP).

Each of the testing programs provides reports for parents about the performance of their child. The reports include:

- easy-to-interpret illustrations summarising a child's achievement on the test in comparison with the whole of the test population
- the skill band (BST, PWA) or achievement level (ELLA, SNAP) to which the child's overall mark corresponds
- detailed comments highlighting the child's specific achievements in various components within the test
- general statements about the purpose and scope of the assessment.

Secondary Assessment Practices and Reporting

The Department continued to provide advice to secondary schools, particularly in relation to implementing a standards-referenced approach to teaching, learning, assessment and reporting in schools. The Department conducted a number of workshops across the State to assist schools to address current issues in Stage 6 assessment and provided advice and guidance around the development of structures to report individual students' achievements.

The Department is developing a video and workshop package on consistency of teacher judgement for use in 2002. It aims to provide secondary schools with advice and guidance on a whole-school approach to ensure consistency in teachers' practice and in school procedures to monitor and report students' progress and achievement.

Improving Communication with Parents and the Community

Priority Schools Funding Program

The Priority Schools Funding Program funded 14 district-based community development officers to work with school communities to improve communication between priority schools and their parents and community members. Successful programs included parent workshops on literacy, numeracy and syllabus requirements. About 800 parents attended these workshops. As a result, the parents assisted priority schools to improve their children's homework and acquired a better understanding of school assessment practices.

Local planning and evaluation network meetings of priority schools were attended by 400 parents and community members. These meetings led to better understanding of program and district priorities and more strategic use of available resources.

Multicultural Programs

In 2001, the Department provided funding of $35,000 for projects to strengthen links between schools and community members and to support the participation of parents from language backgrounds other than English in 120 targeted schools. Initiatives undertaken during the year included information meetings and workshops for parents, orientation programs, school open days and community meetings focusing on a range of topics such as the HSC, vocational education and training and alternative pathways, Kindergarten and secondary school orientation, cross-cultural communication, culture and disability, drug education; and literacy and numeracy.

Community Information Officers (Non-English Speaking Background) play a major role in strengthening communication between the Department and culturally and linguistically diverse communities. These officers are based in districts to support schools to enhance links with parents and community members from language backgrounds other than English. They provide information to, and consult with, ethnic communities and community agencies, and work as part of school district student services and equity teams. In 2001, 20 community information officers (17.2 full-time equivalent positions) were located in 14 school districts, both metropolitan and non-metropolitan, and worked across 34 districts.

Improving Performance Measurement

Statewide Performance Measurement Framework

The Department has developed a performance measurement framework for public schooling that will enhance performance monitoring and enable consistent, comprehensive and meaningful performance reporting. *NSW Public Schools: Strategic Directions 2002-2004* sets out the key priorities for the Department and includes a set of measures that will enable the assessment of progress in meeting the Department's strategic objectives for the NSW public school system.

Development of State and National Benchmarks

In recent years, New South Wales has played a major role in the development of national benchmarks across a range of performance areas. This work is being advanced by the national Performance Measurement and Reporting Taskforce (PMRT). The PMRT was established in 2001 to develop a coordinated approach to reporting high quality data on nationally comparable outcomes for the achievement of the *National Goals for Schooling in the Twenty-First Century*. The new taskforce replaces and brings together the work of four previous taskforces: the Taskforce on National Education Performance Monitoring (NEPMT), the Taskforce on Benchmarking, the Taskforce on School Statistics (TOSS) and the Taskforce on the Annual National Report on Schooling (ANR).

All States and Territories have committed themselves to implementing agreed arrangements for nationally comparable performance measurement and reporting of the outcomes of schooling. The objectives of the PMRT are outlined below:

- *Key performance measures:* to develop and oversee the implementation of contextually appropriate high quality national key performance measures in the priority areas of the *National Goals for Schooling* identified by Ministers (literacy, numeracy, the participation and attainment of young people, vocational education and training in schools, science, information and communications technology, civics and citizenship education and enterprise education) and any other areas agreed by Ministers; and to provide advice to Ministers in relation to national targets.

- *Nationally consistent definitions:* to develop and oversee implementation of agreed definitions for the purposes of national data collection and reporting in respect of student sex, socio-economic status, language background, indigenous status, geolocation and disability; and in relation to any other matters directed by Ministers; consistent wherever possible with those definitions promulgated by the Australian Bureau of Statistics as national standards.
- *Data collection, consistency and benchmarking:* to develop, implement and oversee rigorous processes and structures based on educational measurement expertise which will enable the collection, production, storage, dissemination, quality assurance and reporting of national data on schooling; to maintain and develop data collections including the National Schools Statistics Collection; and to advance the establishment and implementation of national performance benchmarks.
- *Reporting:* to publish the annual national report to a high standard, in a timely manner and in a form readily accessible to users and based on ethical principles and protocols for reporting nationally comparable data on schooling; and to provide advice to Ministers on improved public reporting of schooling outcomes.

CHAPTER 2: TAFE NSW

2.1 Ensuring training better meets the needs of industry and our customers

During the reporting period, TAFE NSW continued to deliver high quality vocational education and training (VET) services to both students and employers in order 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.

Participation in TAFE NSW

The increased demand for vocational education and training is reflected in the growth in participation rates of 15 to 64 year olds in TAFE NSW over the last five years, increasing from 8.7 per cent in 1997 to 9.5 per cent in 2001.

Participation Rate in TAFE NSW, 1997-2001

Age Groups	1997	1998	1999	2000	2001
15-19	21.4%	21.6%	23.2%	22.5%	23.3%
20-29	12.5%	12.0%	12.3%	11.8%	12.4%
30-64	5.4%	5.4%	5.7%	5.8%	6.3%
15-64	8.7%	8.6%	9.1%	9.0%	9.5%

Source: The population figures used to derive the participation rate are from the ABS publication, *Estimated Resident Population* (catalogue no. 3227.0).

Note: All Olympics related activity has been excluded from the 2000 figures.

The participation 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. The participation rate is highest among the 15-19 year olds, with almost one in every four of this group (23.3 per cent) attending TAFE during 2001.

Annual Student Contact Hours

TAFE NSW ASCH by Institute

TAFE NSW delivered a total of 99.6 million annual student contact hours (ASCH) during 2001, an increase of 12.4 million ASCH or 14.2 per cent since 1997. Most institutes recorded growth in the delivery of student hours between 1997 and 2001.

While TAFE NSW – Sydney Institute delivered the largest amount of ASCH in 2001 (12.7 million ASCH), it was Western Sydney Institute that experienced the fastest growth rate with an increase of 31.4 per cent in the five years since 1997, followed by South Western Sydney Institute (29.3 per cent), Riverina Institute (25.5 per cent) and North Coast Institute (23.8 per cent). All institutes in rural areas achieved significant growth in ASCH between 1997 and 2001, with Hunter Institute again delivering the largest amount of ASCH in 2001 (10.7 million ASCH).

TAFE NSW ASCH by Institute, 1997-2001

Institute	ASCH 000's					% Change
	1997	1998	1999	2000	2001	1997-2001
Hunter Institute	10,042	9,128	10,051	10,344	10,732	6.9
Illawarra Institute	6,459	6,185	6,494	6,808	6,943	7.5
New England Institute	2,893	2,727	2,894	3,068	3,255	12.5
North Coast Institute	5,590	5,603	5,891	6,359	6,922	23.8
Northern Sydney Institute	10,670	10,234	10,346	10,572	12,073	13.1
Riverina Institute	3,648	3,692	4,021	4,436	4,578	25.5
South Western Sydney Institute	8,949	9,289	9,538	10,201	11,569	29.3
Southern Sydney Institute	9,329	9,107	9,501	9,600	10,469	12.2
Sydney Institute	12,304	10,918	11,476	12,294	12,661	2.9
Western Institute	4,208	4,285	4,632	4,813	4,771	13.4
Western Sydney Institute	8,141	8,410	9,281	10,000	10,701	31.4
Open Training and Education Network	5,004	4,839	4,857	3,977	4,968	-0.7
Total	**87,236**	**84,416**	**88,982**	**92,474**	**99,642**	**14.2**

Note: All Olympics related activity has been excluded from the 2000 figures.

ASCH – Annual Student Contact Hours

TAFE NSW ASCH by ANTA Training Area

General education and training again recorded the largest amount of ASCH (21.4 million) during 2001, accounting for 21.5 per cent of TAFE NSW's total ASCH, followed by business and clerical (16.9 million ASCH), computing (9.9 million ASCH) and community services, health and education (8.0 million ASCH).

In 1997, the top four training areas in terms of ASCH were general education and training (19.1 million ASCH), business and clerical (15.1 million ASCH), community services, health and education (6.5 million ASCH) and building and construction (6.2 million ASCH). Since 1997 demand for training in computing has outstripped growth in all other training areas.

The computing training area recorded both the largest (5.0 million additional ASCH) and the fastest (104.6 per cent) growth over the last five years, doubling from 4.8 million ASCH in 1997 to 9.9 million ASCH in 2001. Other areas showing significant growth between 1997 and 2001 include transport and storage (up 64.1 per cent), sales and personal service (52.7 per cent), food processing (49.0 per cent), and arts, entertainment, sport and recreation (43.7 per cent).

The training area reporting the largest drop in ASCH was utilities, where ASCH decreased by 20.2 per cent from 3.9 million ASCH in 1997 to 3.1 million ASCH in 2001.

TAFE NSW ASCH by ANTA Training Area, 1997-2001

ANTA Training Area	ASCH 000's					% Change
	1997	1998	1999	2000	2001	1997-2001
Arts, Entertainment, Sport and Recreation	3,603	3,726	4,234	4,618	5,176	43.7
Automotive	2,680	2,364	2,469	2,550	2,404	-10.3
Building and Construction	6,246	6,173	6,411	6,431	6,667	6.7
Community Services, Health and Education	6,501	6,554	7,018	7,130	8,033	23.6
Finance, Banking and Insurance	1,449	1,407	1,693	1,448	1,641	13.3
Food Processing	632	709	935	910	942	49.0
Textiles, Clothing, Footwear and Furnishings	1,412	1,278	1,442	1,272	1,197	-15.2
Communications	601	507	478	468	514	-14.5
Engineering and Mining	5,695	5,017	4,932	4,928	4,979	-12.6
Primary Industry	2,923	3,152	3,306	3,436	3,767	28.9
Process Manufacturing	87	92	83	127	116	32.6
Sales and Personal Service	2,034	2,167	2,522	2,857	3,106	52.7
Tourism and Hospitality	5,901	5,889	5,760	5,453	5,701	-3.4
Transport and Storage	386	407	422	648	633	64.1
Utilities	3,921	3,620	3,600	3,348	3,129	-20.2
Business and Clerical	15,070	14,799	15,422	15,271	16,915	12.2
Computing	4,818	5,134	6,088	8,012	9,857	104.6
Science, Technical and Other	4,132	3,275	3,046	3,065	3,414	-17.4
General Education and Training	19,146	18,147	19,121	20,503	21,449	12.0
Total	**87,236**	**84,416**	**88,982**	**92,474**	**99,642**	**14.2**

Note: All Olympics related activity has been excluded from the 2000 figures.

ANTA - Australian National Training Authority

ASCH - Annual Student Contact Hours

TAFE NSW Enrolments

Enrolments in TAFE NSW have continued to grow, with 504,496 enrolments being recorded in 2001, an increase of 80,046 enrolments or 18.9 per cent since 1997. It should be noted that the different rates of growth between enrolments and ASCH can be partly attributed to TAFE NSW's flexible delivery initiatives. These include increased 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.

Compared to the previous year, TAFE NSW enrolments have grown by 9.5 per cent (43,588 enrolments), while ASCH has grown by 7.8 per cent (7.2 million ASCH). It should be noted that, for the sake of comparability, all Olympic-related activity has been excluded from the 2000 figures in these enrolment trend tables.

Enrolments in TAFE NSW by Institute

Between 1997 and 2001, all institutes recorded enrolment growth, with the fastest growth occurring in Western Institute (up 40.7 per cent), Western Sydney Institute (33.9 per cent), Riverina Institute (31.0 per cent), South Western Sydney Institute (30.5 per cent) and North Coast Institute (28.9 per cent). South Western Sydney Institute experienced the largest increase in enrolments in the five years since 1997, with an additional 13,217 enrolments, and also recorded the most enrolments during 2001 (56,578 enrolments).

TAFE NSW ASCH by Institute, 1997-2001

Institute	Enrolments					% Change
	1997	1998	1999	2000	2001	1997-2001
Hunter Institute	48,747	46,017	50,281	50,141	53,469	9.7
Illawarra Institute	33,975	32,466	34,857	38,476	40,048	17.9
New England Institute	17,744	17,097	17,644	18,645	21,468	21.0
North Coast Institute	29,359	31,242	33,772	34,399	37,834	28.9
Northern Sydney Institute	43,399	43,945	49,769	48,064	51,386	18.4
Riverina Institute	22,885	25,309	27,299	28,389	29,990	31.0
South Western Sydney Institute	43,361	45,930	48,332	48,705	56,578	30.5
Southern Sydney Institute	42,086	41,112	42,338	41,529	45,022	7.0
Sydney Institute	49,864	46,963	48,050	48,276	52,307	4.9
Western Institute	24,943	27,764	29,027	32,618	35,084	40.7
Western Sydney Institute	36,789	37,716	40,875	45,215	49,244	33.9
Open Training and Education Network	31,298	31,956	33,427	26,451	32,066	2.5
Total	**424,450**	**427,517**	**455,671**	**460,908**	**504,496**	**18.9**

Note: All Olympics related activity has been excluded from the 2000 figures.
ASCH – Annual Student Contact Hours

Enrolments in TAFE NSW by ANTA Training Area

The profile of enrolments by ANTA training area has changed considerably in the five years since 1997 as TAFE NSW has continued to meet the changing needs of industry and the demand for skilled workers.

Between 1997 and 2001, the fastest growth was recorded in the arts, entertainment, sport and recreation training area, with enrolments more than doubling from 11,339 in 1997 to 25,606 in 2001. Other training areas experiencing significant growth over the past five years have been primary industry (up 74.5 per cent), transport and storage (53.5 per cent), building and construction (49.3 per cent) and tourism and hospitality (37.5 per cent). The training areas where enrolments declined between 1997 and 2001 included engineering and mining (-24.5 per cent), automotive (-24.5 per cent), utilities (-19.7 per cent), communications (-18.0 per cent) and textiles, clothing, footwear and furnishings (-14.0 per cent).

General education and training (88,141 enrolments) and business and clerical (84,103 enrolments) continued to attract a large number of enrolments, together accounting for over one third (34.1 per cent) of total enrolments in 2001. The large number of enrolments in general education and training once again demonstrates that TAFE NSW is continuing to provide opportunities for people to gain the knowledge and skills that will enable them to enter the workforce.

TAFE NSW Enrolments by ANTA Training Area, 1997-2001

ANTA Training Area	Enrolments					% Change
	1997	1998	1999	2000	2001	1997-2001
Arts, Entertainment, Sport and Recreation	11,339	12,031	14,073	19,408	25,606	125.8
Automotive	15,030	13,415	12,514	12,065	11,346	-24.5
Building and Construction	24,468	24,962	25,590	30,071	36,530	49.3
Community Services, Health and Education	27,716	28,699	32,925	31,334	34,029	22.8
Finance, Banking and Insurance	8,976	8,972	9,623	9,122	9,179	2.3
Food Processing	3,237	3,563	4,182	3,622	3,626	12.0
Textiles, Clothing, Footwear and Furnishings	5,303	4,743	5,147	4,681	4,558	-14.0
Communications	2,240	1,914	1,761	1,865	1,837	-18.0
Engineering and Mining	31,290	27,762	25,965	23,126	23,624	-24.5
Primary Industry	16,801	18,469	22,972	23,103	29,324	74.5
Process Manufacturing	599	611	521	614	787	31.4
Sales and Personal Service	11,835	12,323	13,696	14,371	15,359	29.8
Tourism and Hospitality	34,211	38,585	42,466	43,832	47,033	37.5
Transport and Storage	3,430	4,059	4,188	3,940	5,264	53.5
Utilities	18,561	18,420	17,589	16,252	14,900	-19.7
Business and Clerical	74,695	76,095	79,233	78,589	84,103	12.6
Computing	33,014	34,468	37,218	36,724	42,148	27.7
Science, Technical and Other	26,133	22,858	25,889	26,422	27,102	3.7
General Education and Training	75,572	75,568	80,119	81,767	88,141	16.6
Total	**424,450**	**427,517**	**455,671**	**460,908**	**504,496**	**18.9**

Note: All Olympics related activity has been excluded from the 2000 figures.

ANTA - Australian National Training Authority

TAFE NSW Enrolments by Occupational Level, 1997-2001						
Occupational Level	Enrolments					% Change
	1997	1998	1999	2000	2001	1997-2001
General / Unspecified	113,940	112,231	120,200	125,063	133,894	17.5
Operative / Clerical	99,446	108,689	117,519	132,997	166,923	67.9
Professional / Paraprofessional	128,266	126,043	132,898	121,406	119,749	-6.6
Tradespersons	82,798	80,554	85,054	81,442	83,930	1.4
Total	**424,450**	**427,517**	**455,671**	**460,908**	**504,496**	**18.9**

Note: All Olympics related activity has been excluded from the 2000 figures.

Enrolments in TAFE NSW by Occupational Level

In the five years since 1997, enrolments at the operative / clerical level have recorded the most significant growth, up from 99,446 enrolments in 1997 to 166,923 enrolments in 2001 (67.9 per cent). The growth in operator level training reflects the demand for better-equipped entry-level workers.

Significant 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 level enrolments increased by 17.5 per cent over the last five years from 113,940 in 1997 to 133,894 in 2001.

Between 1997 and 2001, enrolments declined in courses at the professional / paraprofessional levels from 128,266 in 1997 to 119,749 enrolments in 2001 (-6.6 per cent), while enrolments at the trade level showed a small improvement from 82,798 in 1997 to 83,930 in 2001 (up 1.4 per cent).

TAFE NSW Apprentices and Trainees

Apprenticeships and traineeships are work-based training programs that lead to nationally recognised qualifications. A total of 57,001 trainees and apprentices enrolled in TAFE NSW during 2001, which represents an increase of 14.7 per cent since 1997. Most of this growth is due to the increase in the number of trainees participating in TAFE, which has more than doubled over the past five years from 4,483 in 1997 to 10,483 in 2001.

Although the numbers of trainees and apprentices have grown substantially over the last five years, it has been at a slower growth rate than the non-apprentice / trainee enrolments. As a result, the enrolment rate of trainees and apprentices has dropped slightly, from 11.7 per cent of total enrolments in 1997 to 11.3 per cent in 2001.

TAFE NSW Apprentice and Trainee Enrolments, 1997-2001										
Type of Enrolment	Enrolments									
	1997		1998		1999		2000		2001	
	No.	%	No.	%	No.	%	No.	%	No.	%
Apprentices	45,195	10.6	43,982	10.3	45,790	10.0	47,268	10.3	46,518	9.2
Trainees	4,483	1.1	4,775	1.1	5,072	1.1	11,918	2.6	10,483	2.1
Other Enrolments	374,772	88.3	378,760	88.6	404,809	88.8	401,722	87.2	447,495	88.7
Total	**424,450**	**100.0**	**427,517**	**100.0**	**455,671**	**100.0**	**460,908**	**100.0**	**504,496**	**100.0**

Note: All Olympics related activity has been excluded from the 2000 figures.

Enrolments in TAFE NSW by Target Group

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. Between 1997 and 2001, all target groups for which comparable data was available, recorded an improvement in enrolment rates. The most significant improvements were reported for people with disabilities, where enrolment rates grew from 5.1 per cent in 1997 to 5.9 per cent in 2001.

It should be noted that enrolment rates for people from non-English speaking backgrounds are not comparable for 1997 to 2001 due to changes in 2000 in the enrolment form question referring to the language spoken at home. Between 2000 and 2001, however, the enrolment rate for people from non-English speaking backgrounds increased slightly from 12.6 to 12.7 per cent.

TAFE NSW Enrolment Rates by Target Group, 1997-2001

Target Group	Enrolments									
	1997		1998		1999		2000		2001	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
Women	197,300	46.5	204,234	47.8	218,594	48.0	222,741	48.3	239,389	47.5
People from Non-English Speaking Backgrounds	87,168	20.5	90,366	21.1	95,236	20.9	57,954	12.6	63,996	12.7
Aboriginal and Torres Strait Islander People	13,138	3.1	14,476	3.4	15,715	3.4	15,787	3.4	17,285	3.4
People with Disabilities	21,692	5.1	22,908	5.4	26,391	5.8	25,175	5.5	29,586	5.9
People from Rural Areas	131,818	31.1	137,221	32.1	148,415	32.6	157,385	34.1	172,814	34.3
Total Enrolments	**424,450**	**100.0**	**427,517**	**100.0**	**455,671**	**100.0**	**460,908**	**100.0**	**504,496**	**100.0**

Note: All Olympics related activity has been excluded from the 2000 figures.

Carina Larosa is studying for the TAFE NSW Diploma in Network Engineering through Northern Sydney Institute.

Women - Over the last five years, female enrolments have increased by 21.3 per cent from 197,300 in 1997 to 239,389 enrolments in 2001. The most popular courses for women in 2001 were in the business and clerical training area (59,594 enrolments), followed by general education and training (52,817 enrolments), community services, health and education (26,738 enrolments) and tourism and hospitality (26,300 enrolments). These four training areas accounted for over two-thirds (69.1 per cent) of total female enrolments.

The training areas that experienced the fastest growth in female enrolments over the last five years included arts, entertainment, sport and recreation (101.8 per cent), transport and storage (74.7 per cent), food processing (66.9 per cent), and primary industry (50.9 per cent). Five training areas recorded a decline in female enrolments with the largest drop occurring in the textiles, clothing, footwear and furnishings area from 3,418 enrolments in 1997 to 2,823 in 2001 (down 595 enrolments or -17.4 per cent).

Enrolments by Women in TAFE NSW, 1997-2001

ANTA Training Area	Enrolments					% Change
	1997	1998	1999	2000	2001	1997-2001
Arts, Entertainment, Sport and Recreation	6,935	7,216	8,093	10,947	13,992	101.8
Automotive	386	382	371	353	289	-25.1
Building and Construction	1,211	1,219	1,257	1,280	1,749	44.4
Community Services, Health and Education	21,538	22,332	24,943	24,354	26,738	24.1
Finance, Banking and Insurance	3,906	4,116	4,716	4,280	4,507	15.4
Food Processing	717	686	1,596	1,357	1,197	66.9
Textiles, Clothing, Footwear and Furnishings	3,418	3,078	3,284	2,765	2,823	-17.4
Communications	672	624	677	797	836	24.4
Engineering and Mining	1,484	1,295	1,291	1,182	1,173	-21.0
Primary Industry	4,599	5,501	6,381	6,585	6,938	50.9
Process Manufacturing	116	162	123	67	82	-29.3
Sales and Personal Service	8,371	9,031	10,156	10,683	11,445	36.7
Tourism and Hospitality	18,912	21,581	23,840	24,990	26,300	39.1
Transport and Storage	297	381	450	423	519	74.7
Utilities	409	404	370	296	279	-31.8
Business and Clerical	51,274	52,990	55,712	56,202	59,594	16.2
Computing	16,060	16,430	17,091	16,262	17,540	9.2
Science, Technical and Other	10,045	9,145	9,182	9,695	10,571	5.2
General Education and Training	46,950	47,661	49,061	50,223	52,817	12.5
Total	**197,300**	**204,234**	**218,594**	**222,741**	**239,389**	**21.3**

Note: All Olympics related activity has been excluded from the 2000 figures
ANTA - Australian National Training Authority

People from Non-English Speaking Backgrounds - During 2001, there was a total of 63,996 enrolments by people from non-English speaking backgrounds in TAFE NSW, which represents an increase of 10.4 per cent or 6,042 enrolments over the previous year.

As noted above, comparable data is not available prior to 2000 on the participation in TAFE NSW of people from a non-English speaking background. 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 2001 was general education and training (24,024 enrolments), followed by business and clerical (12,627 enrolments) and computing (7,587 enrolments). Enrolments by people from non-English speaking backgrounds in these three training areas accounted for over two-thirds (69.1 per cent) of total enrolments.

Enrolments by People from Non-English Speaking Backgrounds in TAFE NSW, 2000-2001

ANTA Training Area	Enrolments		% Change
	2000	2001	2000-2001
Arts, Entertainment, Sport and Recreation	931	1,048	12.6
Automotive	1,163	1,018	-12.5
Building and Construction	1,995	1,924	-3.6
Community Services, Health and Education	2,528	2,802	10.8
Finance, Banking and Insurance	1,169	1,029	-12.0
Food Processing	373	331	-11.3
Textiles, Clothing, Footwear and Furnishings	615	458	-25.5
Communications	142	124	-12.7
Engineering and Mining	1,744	1,891	8.4
Primary Industry	252	240	-4.8
Process Manufacturing	60	55	-8.3
Sales and Personal Service	1,569	1,493	-4.9
Tourism and Hospitality	3,076	2,905	-5.6
Transport and Storage	200	245	22.5
Utilities	2,151	1,922	-10.7
Business and Clerical	11,507	12,627	9.7
Computing	5,646	7,587	34.4
Science, Technical and Other	2,122	2,273	7.1
General Education and Training	20,711	24,024	16.0
Total	**57,954**	**63,996**	**10.4**

Note: All Olympics related activity has been excluded from the 2000 figures.

ANTA - Australian National Training Authority

Aboriginal and Torres Strait Islander People - During 2001, a total of 17,285 Aboriginal and Torres Strait Islander people enrolled in TAFE NSW courses, an increase of 4,147 enrolments or 31.6 per cent compared to 1997.

The most popular courses for Aboriginal and Torres Strait Islander students were in general education, with enrolments in this training area accounting for over one quarter (27.7 per cent) of Aboriginal and Torres Strait Islander enrolments. Other popular training areas included arts, entertainment, sport and recreation (2,003 enrolments), business and clerical (1,534 enrolments) and community services, health and education (1,511 enrolments).

Enrolment growth was recorded in all but two training areas between 1997 and 2001, with the arts, entertainment, sport and recreation training area experiencing the largest growth in enrolments by Aboriginal or Torres Strait Islander students, up by 829 (70.6 per cent). The training areas experiencing the fastest growth include transport and storage (up 236.6 per cent), sales and personal service (129.7 per cent), primary industry (84.2 per cent), food processing (77.6 per cent) and building and construction (73.1 per cent).

Enrolments by Aboriginal and Torres Strait Islander People in TAFE NSW, 1997-2001

ANTA Training Area	Enrolments					% Change
	1997	1998	1999	2000	2001	1997-2001
Arts, Entertainment, Sport and Recreation	1,174	1,416	1,646	1,744	2,003	70.6
Automotive	270	259	316	267	318	17.8
Building and Construction	665	700	846	835	1,151	73.1
Community Services, Health and Education	1,026	1,230	1,304	1,339	1,511	47.3
Finance, Banking and Insurance	78	90	111	199	118	51.3
Food Processing	67	52	141	133	119	77.6
Textiles, Clothing, Footwear and Furnishings	235	319	359	277	279	18.7
Communications	40	31	21	17	21	-47.5
Engineering and Mining	523	502	522	544	518	-1.0
Primary Industry	639	859	973	1,043	1,177	84.2
Process Manufacturing	8	9	8	7	8	0.0
Sales and Personal Service	256	247	338	345	588	129.7
Tourism and Hospitality	698	724	924	1,003	973	39.4
Transport and Storage	41	109	83	72	138	236.6
Utilities	137	169	155	123	159	16.1
Business and Clerical	1,316	1,570	1,711	1,533	1,534	16.6
Computing	417	435	473	395	542	30.0
Science, Technical and Other	1,308	1,319	1,116	1,206	1,348	3.1
General Education and Training	4,240	4,436	4,668	4,705	4,780	12.7
Total	**13,138**	**14,476**	**15,715**	**15,787**	**17,285**	**31.6**

Note: All Olympics related activity has been excluded from the 2000 figures.
ANTA - Australian National Training Authority

People with Disabilities - Over the last five years enrolments by people with disabilities have grown considerably, from 21,692 enrolments in 1997 to 29,586 in 2001, an increase of 36.4 per cent. General education and training courses still attract the highest number of people with disabilities, with enrolments in this training area accounting for over one-third (11,052 enrolments or 37.4 per cent) of total enrolments by people with disabilities. Other popular training areas include business and clerical (4,030 enrolments) and computing (2,840 enrolments), which were also among the three most popular areas in 1997.

Since 1997, growth in enrolments by people with disabilities has occurred in all but one training area, with the largest growth occurring in the general education and training area (2,639 enrolments or 31.4 per cent). The training areas experiencing the fastest growth include food processing (136.7 per cent), arts, entertainment, sport and recreation (93.0 per cent), building and construction (69.2 per cent), transport and storage (64.3 per cent) and computing (64.2 per cent). A decline in enrolments by people with disabilities over the last five years was recorded against the science, technical and other training area, down 83 enrolments (-6.4 per cent).

Enrolments by People with Disabilities in TAFE NSW, 1997-2001

ANTA Training Area	Enrolments					% Change
	1997	1998	1999	2000	2001	1997-2001
Arts, Entertainment, Sport and Recreation	653	710	927	1,015	1,260	93.0
Automotive	413	389	467	469	427	3.4
Building and Construction	614	682	785	829	1,039	69.2
Community Services, Health and Education	1,428	1,552	1,848	1,709	2,037	42.6
Finance, Banking and Insurance	214	242	298	326	316	47.7
Food Processing	79	114	228	222	187	136.7
Textiles, Clothing, Footwear and Furnishings	274	287	317	298	305	11.3
Communications	73	55	82	90	87	19.2
Engineering and Mining	845	858	985	913	922	9.1
Primary Industry	873	983	1,098	1,051	1,244	42.5
Process Manufacturing	15	23	13	15	20	33.3
Sales and Personal Service	458	458	615	668	700	52.8
Tourism and Hospitality	1,107	1,234	1,271	1,194	1,344	21.4
Transport and Storage	84	110	118	116	138	64.3
Utilities	379	467	473	393	416	9.8
Business and Clerical	2,735	2,870	3,583	3,524	4,030	47.3
Computing	1,730	1,849	2,214	2,118	2,840	64.2
Science, Technical and Other	1,305	1,212	1,179	1,171	1,222	-6.4
General Education and Training	8,413	8,813	9,890	9,054	11,052	31.4
Total	**21,692**	**22,908**	**26,391**	**25,175**	**29,586**	**36.4**

Note: All Olympics related activity has been excluded from the 2000 figures.
ANTA - Australian National Training Authority

People from Rural Areas - Between 1997 and 2001, enrolments by people from rural areas increased by 31.1 per cent from 131,818 in 1997 to 172,814 in 2001. People from rural areas now account for 34.3 per cent of total enrolments, compared to 31.1 per cent in 1997. The most popular training area for people from rural areas is business and clerical (25,351 enrolments), followed by general education and training (22,094 enrolments), primary industry (19,917 enrolments) and tourism and hospitality (18,781 enrolments).

Over the last five years the primary industry training area recorded the largest enrolment growth by people from rural areas, from 9,820 enrolments in 1997 to 19,917 enrolments in 2001, an increase of 10,097 enrolments or 102.8 per cent. Other training areas where rural enrolments have more than doubled are arts, entertainment, sport and recreation (up 170.6 per cent) and building and construction (113.6 per cent).

Enrolments by People from Rural Areas in TAFE NSW, 1997-2001

ANTA Training Area	Enrolments					% Change
	1997	1998	1999	2000	2001	1997-2001
Arts, Entertainment, Sport and Recreation	3,684	3,646	4,345	6,826	9,970	170.6
Automotive	4,240	4,119	4,053	4,064	3,511	-17.2
Building and Construction	5,587	6,213	6,069	8,695	11,936	113.6
Community Services, Health and Education	9,968	10,856	12,016	12,178	13,090	31.3
Finance, Banking and Insurance	1,567	1,596	1,992	1,728	2,031	29.6
Food Processing	1,080	1,570	1,614	1,409	1,521	40.8
Textiles, Clothing, Footwear and Furnishings	1,501	1,374	1,382	1,336	1,353	-9.9
Communications	110	99	98	145	157	42.7
Engineering and Mining	10,307	9,848	10,125	9,352	10,091	-2.1
Primary Industry	9,820	10,343	14,476	14,950	19,917	102.8
Process Manufacturing	67	34	43	42	41	-38.8
Sales and Personal Service	3,278	3,411	4,044	4,541	4,779	45.8
Tourism and Hospitality	12,420	14,537	14,961	16,928	18,781	51.2
Transport and Storage	941	1,128	1,140	1,086	1,704	81.1
Utilities	3,723	3,791	3,246	3,365	3,013	-19.1
Business and Clerical	19,189	21,231	23,044	24,382	25,351	32.1
Computing	13,303	13,232	14,036	12,447	12,880	-3.2
Science, Technical and Other	9,894	7,796	9,345	10,086	10,594	7.1
General Education and Training	21,139	22,397	22,386	23,825	22,094	4.5
Total	**131,818**	**137,221**	**148,415**	**157,385**	**172,814**	**31.1**

Note: All Olympics related activity has been excluded from the 2000 figures.
ANTA - Australian National Training Authority

Student Outcomes

Graduates by ANTA Training Area

In 2001, the training areas that produced the largest number of graduates were general education and training (36,423 graduates), business and clerical (32,995) and tourism and hospitality (30,154). These three training areas accounted for over forty per cent of total graduates in 2001.

Tourism and hospitality recorded the largest growth in graduate numbers over the last five years, with graduate numbers increasing from 16,367 in 1997 to 30,154 in 2001 (13,787 graduates or 84.2 per cent).

The fastest growth in graduates has occurred in the training area of arts, entertainment, sport and recreation where graduate numbers increased considerably from 3,096 in 1997 to 13,788 in 2001 (10,692 graduates or 345.3 per cent). Significant increases in graduates have also been recorded in building and construction (up 146.9 per cent), primary industry (129.1 per cent) and transport and storage (99.6 per cent).

The training areas that reported a decline in graduate numbers are the same as those that recorded a decline in enrolments and included automotive (-50.5 per cent), textiles, clothing, footwear and furnishings (-38.8 per cent), engineering and mining (-25.0 per cent), utilities (-13.2 per cent) and communications (-4.5 per cent).

TAFE NSW Graduates by ANTA Training Area, 1997-2001

ANTA Training Area	Graduates					% Change
	1997	1998	1999	2000	2001	1997-2001
Arts, Entertainment, Sport and Recreation	3,096	3,078	3,494	8,474	13,788	345.3
Automotive	5,624	4,401	3,885	3,024	2,782	-50.5
Building and Construction	6,972	7,501	6,645	11,267	17,213	146.9
Community Services, Health and Education	9,897	9,330	11,498	10,799	12,547	26.8
Finance, Banking and Insurance	1,524	1,995	2,922	3,151	3,010	97.5
Food Processing	743	806	1,169	971	998	34.3
Textiles, Clothing, Footwear and Furnishings	1,591	1,349	1,411	928	973	-38.8
Communications	669	645	522	413	639	-4.5
Engineering and Mining	14,341	12,432	11,753	10,376	10,756	-25.0
Primary Industry	7,349	7,609	11,195	10,896	16,840	129.1
Process Manufacturing	269	200	205	165	286	6.3
Sales and Personal Service	4,434	4,234	4,565	4,526	5,106	15.2
Tourism and Hospitality	16,367	20,000	23,782	26,730	30,154	84.2
Transport and Storage	1,535	2,108	2,174	1,651	3,064	99.6
Utilities	5,878	5,884	5,331	5,050	5,102	-13.2
Business and Clerical	27,134	28,452	30,102	31,499	32,995	21.6
Computing	17,072	17,283	18,948	17,540	18,388	7.7
Science, Technical and Other	16,712	14,594	17,132	17,126	17,813	6.6
General Education and Training	27,620	32,586	33,554	33,147	36,423	31.9
Total	**168,827**	**174,487**	**190,287**	**197,733**	**228,877**	**35.6**

Note: All Olympics related activity has been excluded from the 2000 figures.
ANTA - Australian National Training Authority

TAFE NSW Graduates by Qualification Level

The number of graduates of TAFE courses has increased significantly over the past five years. During 2001, a total of 228,877 students successfully completed their courses, compared to 168,827 in 1997, an increase of 35.6 per cent (60,050 graduates).

A major factor in this growth is the large increase in graduates from statement of attainment courses. Over the last five years the number of students graduating from statement of attainment courses has more than doubled (109.8 per cent) from 43,984 in 1997 to 92,283 in 2001.

In 2001, statement of attainment courses accounted for the largest number of graduates, with 40.3 per cent of total graduates, followed by accredited short courses (14.3 per cent) and the Australian Qualifications Framework (AQF) certificate III (10.1 per cent).

The number of graduates in courses classified under the AQF or equivalent increased by 19.6 per cent over the last five years, from 59,287 graduates in 1997 to 70,913 in 2001.

TAFE NSW Graduates by Qualification Level, 1997-2001

Qualification Level	Graduates									
	1997		1998		1999		2000		2001	
	No.	% of Graduates	No.	% of Graduates	No.	% of Graduates	No.	% of Graduates	No.	% of Graduates
Diplomas	7,260	4.3	7,375	4.2	8,315	4.4	7,881	4.0	8,501	3.7
AQF Cert IV and equivalent	10,186	6.0	9,193	5.3	10,214	5.4	9,839	5.0	14,119	6.2
AQF Cert III and equivalent	27,648	16.4	25,037	14.3	26,689	14.0	21,041	10.6	23,220	10.1
AQF Cert II	9,862	5.8	9,666	5.5	12,029	6.3	16,524	8.4	17,608	7.7
AQF Cert I	4,331	2.6	5,220	3.0	5,990	3.1	5,147	2.6	7,465	3.3
Statement of Attainment	43,984	26.1	57,797	33.1	67,286	35.4	84,660	42.8	92,283	40.3
Accredited Short Course	18,679	11.1	15,768	9.0	14,955	7.9	16,224	8.2	32,774	14.3
TAFE Statement	28,589	16.9	23,855	13.7	21,313	11.2	13,247	6.7	11,699	5.1
College Statement	2,868	1.7	1,564	0.9	2,315	1.2	986	0.5	1,047	0.5
TAFE Plus Statement	15,420	9.1	19,012	10.9	21,181	11.1	22,184	11.2	20,161	8.8
Total	**168,827**	**100.0**	**174,487**	**100.0**	**190,287**	**100.0**	**197,733**	**100.0**	**228,877**	**100.0**

Note: All Olympics related activity has been excluded from the 2000 figures.
ANTA - Australian National Training Authority

TAFE NSW Graduates by Target Group

Between 1997 and 2001, 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). Over this period, three target groups recorded graduate growth rates which were higher than that for TAFE NSW graduates overall (35.6 per cent): Aboriginal and Torres Strait Islander people (55.3 per cent), people from rural areas (47.5 per cent) and people with disabilities (39.9 per cent). As a result, this measure (which shows the number of graduates as a percentage of overall TAFE NSW graduates) has improved for these three groups between 1997 and 2001.

In 2001, Aboriginal and Torres Strait Islander people accounted for 2.5 per cent of total graduates, compared to 2.2 per cent in 1997; people from rural areas accounted for 40.2 per cent of the total (37.0 per cent in 1997) and people with disabilities accounted for 4.9 per cent of total graduates (4.7 per cent in 1997).

The number of women graduates increased by 33.2 per cent from 79,978 in 1997 to 106,555 in 2001. This group accounted for 46.6 per cent of total graduates in 2001, compared to 47.4 in 1997.

From 2000 to 2001, the number of people from a non-English speaking background graduating from TAFE NSW increased by 20.6 percent, from 21,165 in 2000 to 25,515 in 2001. This group now represents 11.1 per cent of total graduates, compared to 10.7 per cent in 2000.

TAFE NSW Graduates by Target Group, 1997-2001

Target Group	Graduates									
	1997		1998		1999		2000		2001	
	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads	No.	% of Grads
Women	79,978	47.4	85,447	49.0	92,659	48.7	97,338	49.2	106,555	46.6
People from Non-English Speaking Backgrounds	*	–	*	–	*	-	21,165	10.7	25,515	11.1
Aboriginal and Torres Strait Islander People	3,698	2.2	4,439	2.5	4,470	2.3	4,698	2.4	5,743	2.5
People with Disabilities	8,003	4.7	9,316	5.3	10,527	5.5	9,659	4.9	11,198	4.9
People from Rural Areas	62,384	37.0	65,932	37.8	73,436	38.6	80,061	40.5	92,024	40.2
Total Graduates	**168,827**	**100.0**	**174,487**	**100.0**	**190,287**	**100.0**	**197,733**	**100.0**	**228,877**	**100.0**

Note: All Olympics related activity has been excluded from the 2000 figures.

* Comparable data is not available prior to 2000 on the number of graduates from non-English speaking backgrounds.

Module Completion Rates by ANTA Training Area

Over three-quarters (75.4 per cent) of assessed module enrolments in 2001 were successfully completed. Although the overall module completion rate in 2001 was lower than that reported in 1997 (77.3 per cent), the levels achieved in 1999 and 2000 have been maintained.

In 2001, the highest module completion rate was recorded in the process manufacturing training area (88.9 per cent), followed by communications (84.0 per cent), automotive (83.9 per cent) and food processing (83.8 per cent). Although general education and training courses recorded the lowest module completion rate (66.1 per cent), the 2001 rate is the highest level recorded over the last five years for this training area.

Other training areas that recorded improved module completion rates over the last five years include science, technical and other (from 73.2 per cent to 75.7 per cent), transport and storage (from 76.3 per cent to 77.5 per cent) and process manufacturing (from 88.4 per cent to 88.9 per cent).

TAFE NSW Module Completion Rate by ANTA Training Area, 1997-2001

ANTA Training Area	Module Completion Rate (%)				
	1997	1998	1999	2000	2001
Arts, Entertainment, Sport and Recreation	76.5	75.1	72.6	72.5	75.0
Automotive	86.1	86.5	83.2	83.7	83.9
Building and Construction	78.4	78.1	76.7	77.2	78.1
Community Services, Health and Education	80.8	82.9	80.8	79.7	77.5
Finance, Banking and Insurance	73.0	71.6	73.6	77.5	67.2
Food Processing	88.7	91.0	79.7	82.2	83.8
Textiles, Clothing, Footwear and Furnishings	78.1	74.6	74.9	73.9	74.8
Communications	88.5	88.8	86.5	83.6	84.0
Engineering and Mining	80.3	79.7	79.4	79.1	77.1
Primary Industry	78.3	79.2	77.4	78.8	78.2
Process Manufacturing	88.4	90.4	86.7	88.8	88.9
Sales and Personal Service	78.9	79.2	78.0	76.2	76.9
Tourism and Hospitality	80.6	80.5	77.7	77.0	77.3
Transport and Storage	76.3	73.5	74.3	78.6	77.5
Utilities	81.4	80.2	78.8	78.7	78.2
Business and Clerical	77.5	76.3	73.8	73.9	74.7
Computing	78.8	78.4	79.1	77.0	76.2
Science, Technical and Other	73.2	74.2	73.4	72.6	75.7
General Education and Training	64.6	65.0	61.9	63.4	66.1
Total	**77.3**	**77.2**	**75.4**	**75.4**	**75.4**

Note: All Olympics related activity has been excluded from the 2000 figures.
ANTA - Australian National Training Authority

Module Completion Rates by Target Group

In 2001, women and people from rural areas achieved higher than average module completion rates, of 75.8 per cent and 75.7 per cent respectively.

Although module completion rates in 2001 are generally lower than those reported in 1997, improvements on the 2000 module outcomes have been reported for Aboriginal and Torres Strait Islander students (from 57.1 per cent in 2000 to 58.8 per cent in 2001), students from a non-English speaking background (from 72.5 per cent in 2000 to 73.7 per cent in 2001) and women (from 75.6 per cent in 2000 to 75.8 per cent in 2001). Note that comparable module completion rate figures are not available prior to 2000 for people from non-English speaking backgrounds.

TAFE NSW Module Completion Rate by Target Group, 1997-2001

Target Group	Module Completion Rate (%)				
	1997	1998	1999	2000	2001
Women	77.7	78.1	75.9	75.6	75.8
People from Non-English Speaking Backgrounds	74.6	74.7	73.1	72.5	73.7
Aboriginal and Torres Strait Islander People	59.0	60.4	56.7	57.1	58.8
People with Disabilities	70.4	70.6	69.3	67.9	67.6
People from Rural Areas	76.7	77.0	75.7	76.0	75.7
Total Enrolments	**77.3**	**77.2**	**75.4**	**75.4**	**75.4**

Note: All Olympics related activity has been excluded from the 2000 figures.

Meeting Industry Skill Needs

In 2001, TAFE NSW continued to develop and implement innovative strategies to meet the skill needs of industry and provide high quality VET to meet the disparate and changing needs of customers. Strategies included the introduction of new courses to meet changing regional economic, social and labour market profiles; expansion of courses delivered online; participation in State Government economic and industry initiatives; delivery of customised services to companies and community groups; and the establishment of specialist centres and facilities to meet the skill needs of emerging industries and technologies.

Toyota T3 Project

During the late 1990s, concerns were expressed by some sections of the Australian automotive industry about the acceleration in the rate of innovation and developments in various mechanical, electronic and business technologies. These changes had a significant impact on the global automotive industry. The Australian automotive industry identified limitations in the skills of its workforce, and the lack of flexibility in the capabilities of this workforce, as major restraints for the industry.

In this context, Toyota Motor Corporation Australia expressed a strong desire for a new approach to training for their staff, which led to the development of the Toyota T3 Project. 'T3' symbolises the strategic linking of the Toyota Motor Corporation Australia, Toyota dealerships and TAFE NSW. The initial focus of the T3 Project was on school-based part-time traineeships for students in Years 11 and 12 attending NSW government and non-government schools. The recruitment and selection process for the first intake of school-based part-time trainees in New South Wales was planned, developed and implemented during the second half of 2000.

Fifty-three young people commenced a T3 school-based part-time traineeship as part of their Year 11 studies in 2001. These traineeships were in either automotive vehicle servicing or office administration. The training associated with the 53 traineeships was conducted through six TAFE NSW centres in Blacktown, Dubbo, Glendale, Gymea/St George, Hornsby and Shellharbour.

These students spent the equivalent of three and a half days a week at school undertaking mainstream HSC subjects, a half a day a week at a TAFE college/campus and one day a week in paid employment, usually at a Toyota dealership. At the end of Year 12, successful T3 school-based trainees will gain an HSC, a nationally-recognised TAFE vocational certificate II qualification and the opportunity of ongoing employment with Toyota.

Feedback from the dealerships indicates that they were pleased with the quality of the young people that they have employed as part-time trainees because they were keen to learn and very positive about their chosen vocational field.

The Toyota T3 school-based part-time traineeship program in automotive servicing won the inaugural Automotive Training Australia Innovative Training Award for 2001, in the category of Innovative Business Training Strategy Award - Large Company.

TAFE / NSW Holden Partnership

TAFE NSW is playing a key role in the extension of the school-based traineeship program for the automotive industry. Initially, this program centred on a partnership arrangement with Toyota dealerships and TAFE NSW, branded as the T3 Project. This program will be extended to General Motors Holden in 2002 and other automotive manufacturers, distributors and importers have expressed an interest in joining the program in 2003. Currently, the traineeships being delivered under the program are in automotive servicing and office administration. A traineeship in automotive replacement parts, sales and accessories is proposed for commencement in 2003.

Bakers Delight

Bakers Delight and TAFE NSW – Sydney Institute entered into a strategic partnership to deliver training to Bakers Delight trainees and apprentices through the institute's purpose-built Bakers Delight Daryl Williams Centre of Excellence. The centre will open in 2002, and is expected to provide training to over 2,000 employees from the baking industry over the next five years.

The centre will be located at a site provided and developed by TAFE NSW – Sydney Institute, conveniently located for franchisees and apprentices close to the central business district. The centre will include an internal classroom, baking facility, and a shop front for retail training. Bakers Delight will equip the centre with the most modern baking facilities.

The partnership will give Bakers Delight the opportunity to benefit from TAFE NSW's expertise in frontline management, small business, retail services and management, and administration.

Athens Olympic Committee

In late 2001, TAFE GLOBAL and TAFE NSW – Sydney Institute won a contract with the Athens Olympic Committee to provide a training blueprint for the 2004 Olympic Games. TAFE NSW will provide planning and consultancy services to the Greek organisers in the lead up to the Athens Games. TAFE NSW, with its experience in training around 110,000 people for the Sydney Olympics, will pass on its expertise in orientation, job-specific training, venue training, management training, customer service and event leadership training. TAFE NSW will also provide the curriculum.

CISCO Partnership

The CISCO partnership, involving CISCO Systems Australia, South Western Sydney Institute, Liverpool City Council, the Smith Family and Macarthur Adult Education, is the first of its kind in Australia. The partnership has run for 12 months.

Students have learned how to build and maintain computer networks. The program is preparing students for the 21st century workplace and is providing a valuable model for e-learning. The institute provided trained teachers and Macarthur Community College and Liverpool City Council coordinated the students.

International Computer Driving Licence

Information Technology, Arts and Media Division launched the Board of Vocational Education and Training's (BVET) International Computer Driving Licence program in July 2001 to raise the level of computer literacy in the general community. BVET provided funds totalling $3.8 million to TAFE NSW for the period July 2001 to June 2002. The program has a target of 5,813 enrolments and, at the end of December 2001, enrolments had reached 3,750 or 64.5 per cent of target. BVET has endorsed an additional $1.532 million to continue the program until the end of 2002.

Wine and Food

Riverina Institute delivered training for the strategically important food and wine industries of the Riverina region. Riverina Institute's Food and Wine Technology Centre is located at its Griffith Campus in the heart of the food bowl of the Riverina and the region's wine-making centre. Approximately 250 employees worked towards achieving the Certificate in Food Processing - Wine Sector, using a combination of on and offsite

delivery. Riverina Institute also provided national industry training in food processing to local industry, which significantly benefited industry and the community in the Murrumbidgee Irrigation Area. This included providing training to over 100 staff of Greens General Foods and undertaking a major training needs analysis for Ricegrowers Cooperative Limited.

Frontline Management and Hospitality

North Coast Institute provided training in frontline management and hospitality for regional businesses through traineeships for existing workers. The traineeships use a combination of workplace delivery and assessment, recognition of prior learning and campus-based workshops. New customers in 2001 included large regional employers such as the Banana Coast Credit Union, Centrelink, registered clubs and health services.

Forest Industry

Riverina Institute worked closely with the forest industry to meet the skill needs of the industry. Riverina Institute was the main provider of vocational education and training to the regionally significant VISY Pulp and Paper project. The project is supporting the creation of around 600 new jobs, most of which are located in the southwest slopes region of New South Wales. The institute has a full time training coordinator working with VISY.

In 2001, the institute provided $480,000 training to employees / prospective employees. This included building and construction training (mainly safety tickets) on site, pre-employment training in pulp and paper for prospective job applicants and forest harvesting training for the contractor that supplies pulp logs to the mill. The programs were mainly funded through Contracted Training Provision program funding. Additional training is planned for 2002 in Certificate II in Pulp and Paper and in a suite of legislative courses to meet VISY's operational needs.

Virtual GIBBScam Software Project

Southern Sydney Institute's Advanced Manufacturing Centre has entered into a commercial partnership with GIBBSCam (an International Software company) to be the NSW training site and provider for their high end CAD / CAM software. This is state-of-the-art computer aided manufacturing software that is used in 3D modelling, milling and turning, and is also used to drive various CNC tools. Under the agreement, Gibbs and Associates will provide software and licenses valued commercially at over $300,000 to Lidcombe College. Staff from the college will develop three short courses and Lidcombe College will be the sole provider in New South Wales of commercial courses in Virtual GIBBSCam Software.

Fairlight Corporation

In 2001, Northern Sydney Institute, in partnership with the Fairlight Corporation, offered the Sound Production Certificate IV at North Sydney College for the first time. The state-of-the-art digital audio equipment provided by Fairlight is being used to train full-time students. The high level training was designed for audio professionals who wish to upgrade their skills in order to work successfully in the area of acoustic / classical music recording, and includes techniques applicable to screen-based projects.

Logistics Training Solutions

Western Sydney Institute launched Logistics Training Solutions, a customised training and assessment service for the transport and distribution industry. Logistics Training Solutions is designed to assess workers' existing skills and on-the-job gap training against national training package competencies for transport and distribution.

Training Facilities to Support Regional Development

During the reporting period, TAFE NSW continued to establish new training facilities and to expand and upgrade existing facilities to support regional development in strategic industry areas. The Department's asset acquisition program makes a substantial contribution to regional development in New South Wales. Each year a range of projects are developed to improve TAFE NSW's capacity to meet the training needs of communities and industries in rural and regional areas.

Capital expenditure on VET facilities for TAFE NSW amounted to $72.8 million in 2000 / 2001. For 2001 / 2002, capital funds of $86 million have been allocated to provide for the commencement of 38 new projects, including new facilities at Dubbo, Cessnock, Kurri Kurri, Miller and Ultimo campuses and major refurbishment works at Gymea, Wollongong and St George Campuses.

During 2001, four major capital works projects were completed, two in Western Sydney and two in the Illawarra region. Together these projects represent a $23.9 million investment in training facilities for the

State's rural and western Sydney regional areas. The Department's 2001 major capital program provided facilities to meet training needs in four major industry areas in Western Sydney and the Illawarra. These are:

Wollongong Stage 12 provided practical training areas and associated facilities for building and construction courses in the upper Illawarra area. This development included new facilities for full-size exercises in building and construction courses, refurbished facilities for carpentry, shopfitting and detailed joinery; and replacement facilities for bricklaying and plumbing. Wollongong Stage 12 is an integrated building trades training complex fostering the development of generic skills. It will support industrial restructuring by providing a focus for interaction between the various sectors within the building and construction industry.

The Blacktown Stage 12 project provided refurbished accommodation for courses in business services. This project is part of the ongoing rationalisation of courses and facilities within Western Institute and establishes Blacktown as the major centre for business courses within the institute.

The Mount Druitt Stage 8 project included an extension to, and refurbishment of, the information technology centre. The project provided improved and expanded IT facilities to meet local demand in this and related course areas. This development provided the campus with integrated facilities for computer multi media, networking and PC support laboratories.

The Yallah Stage 4 development provided facilities to accommodate courses in agronomy / production horticulture, amenities horticulture, soil and water management, agricultural services and supplies. The focus for this project was to provide the capacity to service the demand for higher level primary industry courses for students in the upper Illawarra area.

In addition to these projects TAFE NSW opened new facilities in 2001, such as the new information technology and business centre at Hornsby College. The centre contains seven state-of-the-art laboratories, including workstations which will provide students with specialised training in a wider range of IT options.

Coffs Harbour Technology Park was launched at the Coffs Harbour Education Campus in August 2001. The facility is a regional development initiative which is jointly managed by North Coast Institute, Southern Cross University and Coffs Harbour City Council. It will support industry and regional development initiatives and provide TAFE students with access to additional high-tech equipment, workplace learning and graduate employment opportunities.

Planning proposals for new and refurbished facilities were also developed during the reporting period. For example, plans were developed for a new Aboriginal Development Centre at Dubbo. The proposed $4.5 million centre will attract talented Aboriginal performing artists from across the State.

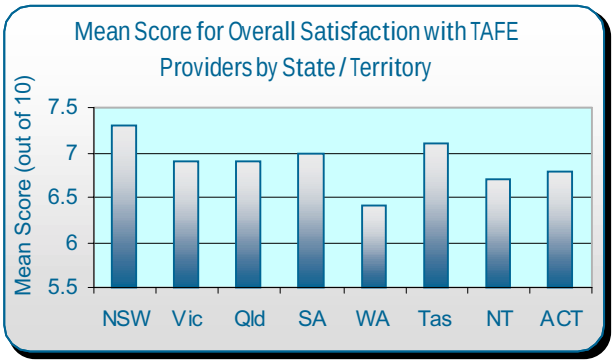
Full details on capital works undertaken in TAFE NSW in 2001 are in Appendix 26 of this report.

Employer Satisfaction with TAFE

Every two years since 1995, the National Centre for Vocational Education Research (NCVER) has conducted a survey of employers who had a least one employee who had completed a VET course. Since 1999, this survey has also included employers who did not have VET graduate employees.

As a part of this survey, employers who had employed TAFE graduates are asked to provide an overall rating based on their experience with TAFE. New South Wales has consistently rated well in these surveys in respect to employer ratings of the overall level of satisfaction with VET providers.

In 2001, the highest level of employer satisfaction was recorded by employers of TAFE NSW graduates, with 85 per cent of employers giving a rating of 6 or higher (on a rating scale from 1 to 10, where a rating of 6 is 'satisfied'). In comparison, the overall national rating at this level showed 79 per cent of employers with TAFE graduates giving a rating score of 6. The levels of satisfaction achieved by New South Wales are, therefore, very creditable.



In addition, the mean score for overall satisfaction with TAFE providers in New South Wales was 7.3 out of 10, which was the highest of all States and Territories.

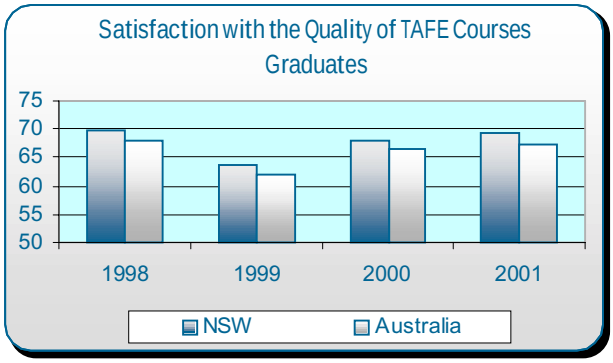
When employers were asked to rate their level of satisfaction with the relevance of course content and the balance between theory and practice, employers in New South Wales were among those most likely to be satisfied with both aspects. Eighty one per cent of

employers who were surveyed in New South Wales were either quite satisfied or very satisfied with the relevance of the TAFE course content. This is the highest for all States and Territories and compares well to the national average result of 77 per cent.

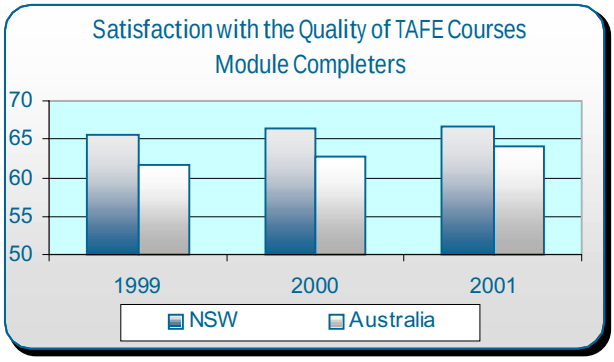
A similar result was achieved for employers' ratings of satisfaction with the course balance. Seventy two per cent of employers in New South Wales (the equal highest rating of all jurisdictions) responded that they were quite satisfied or very satisfied with the balance between theory and practice, compared to the national average of 71 per cent.

Student Satisfaction with TAFE Training

National Survey Results: A survey of students throughout Australia who undertook vocational education and training has been conducted by NCVER each year since 1995. In 1999, however, the extent of the survey was expanded to include module completers as well as graduates and was subsequently renamed the Student Outcomes Survey. As part of the survey, students are asked to rate various aspects of the course they undertook, and to provide an overall rating of the quality of training that they received.



Results of the ratings for the overall quality of training in New South Wales for both graduates (from 1998 to 2001) and module completers (1999 to 2001) have been consistently better than the national average.



In relation to the findings of these surveys, it is evident that both graduates and module completers believe that the most important aspect of their training is the instructor's knowledge of the subject content. This is the aspect of the courses provided by TAFE NSW that was given the highest rating by its students. For example, in 2001, 74.4 per cent and 72.6 per cent of all NSW graduates and module completers were satisfied with this aspect of their training (with a rating of 8 out of 10 or higher). In both cases, this exceeded the national average rating for this aspect. NSW students also rated the instructors' ability to relate to students as consistently high (and well above the national average) in their responses to these surveys.

Pilot State Survey Results: In 2001, the Department piloted a survey of student satisfaction within TAFE NSW institutes. Over 8,500 students from eight institutes participated in the study. The aim of the pilot was to establish a scale which could be used to measure student satisfaction in order to assist with institute planning and to monitor levels of satisfaction. The findings of the pilot have provided useful information to inform further work and future development of the scale and baseline data.

The pilot investigated overall student satisfaction as well as eight separate dimensions of satisfaction: teaching and learning delivery, assessment, flexible learning, environment, resources, teacher support, administration and information, and student services. The survey used six levels of satisfaction ranging from very low to very high. The sample of students participating in the study was not representative of all students across the State nor all institutes. Therefore, generalisations about student satisfaction at the statewide level should not be made using the pilot data.

Pilot Survey of Student Satisfaction with TAFE NSW						
Dimensions	Percentage of Students in Each Level of Satisfaction					
	Very Low	Low	Fair	Good	High	Very High
Overall student satisfaction	0.2	1.5	7.2	23.9	33.4	33.9
Teaching and Learning Delivery	0.3	1.9	7.7	19.6	29.9	40.6
Assessment	0.4	1.5	7.6	15.2	30.6	44.6
Flexible learning	0.4	2.4	9.2	23.2	30.7	34.2
Environment	1.5	5.4	9.9	25.4	22.3	35.4
Resources	0.9	3.9	11.2	22.7	28.3	33.1
Teacher Support	0.4	2.0	7.8	18.0	29.0	42.8
Administration and Information	0.3	2.3	8.1	19.0	28.6	41.6
Student Services	3.4	11.0	13.9	32.7	16.6	22.4

Student Services

The provision of a wide range of support services for students is an important priority for TAFE NSW. These services enable students to maximise their access to TAFE, enhance the quality of the educational experience while studying with TAFE, and improve students' chances of completion.

TAFE's student support services include course advisory services, special support for equity groups, provision of childcare and a counselling service. In addition, the network of high quality libraries across the State provides essential educational support to students. The quality of students' experience in TAFE is also enhanced by the programs, activities and services provided by TAFE student associations.

TAFE Information Centre

The TAFE Information Centre provides high quality information about all courses and services offered by TAFE NSW. From January to December 2001, staff handled over 203,000 enquiries, which was a 4 per cent increase on the year 2000. The largest increase in enquiries came via the telephone (with 141,474 telephone enquiries in 2001).

Staff also provided information services to over 25,000 senior school students, parents and community groups at 18 career markets / information forums throughout the year.

Student Administrative Services

Student eServices (SeS) was launched as a trial in November 2001. This new internet application has been developed to allow students to access enrolment details and results, and employer details; to change contact details; and to request transcripts and view student information messages. TAFE staff can access this system from the internet or intranet to view student enrolment records and to request statistical reports on usage and the number of transcripts requested by students.

To date, around 5,000 logins have been recorded since the application went live and these logins have been executed by 2,000 different usernames. Most students are accessing the application to make student enquiries, which takes an average of seven seconds to display the request to screen, with 500 transcripts requested by students by the end of 2001.

Student Associations

TAFE student associations are voluntary bodies with low fees ($15 per year). In 2001, membership exceeded 70,000 students, ranging from a few students at some smaller rural campuses to 6,000 students at Granville College. Student associations seek to make campus life better for students. They also support students through the provision of services and facilities such as accommodation assistance, photocopying, assignment binding, common rooms, lockers, recreation areas, and computers for student use. Some student associations provide additional services; for example, North Sydney College Association has set up a Student Internet Access Service and South Western Sydney Institute's student associations have developed a discount shopping guide for students with the support of local businesses.During the year, student associations organised many activities to assist students. These included orientations and sporting competitions. They also promoted issues including healthy lifestyles, harm minimisation and environmental awareness.

Children's Services

TAFE NSW provides children's services in locations across the State. TAFE children's centres can accommodate a greater number of students' children by providing flexible enrolment patterns so that students can access care according to their timetables and study needs.

There were more than 1,500 children enrolled in TAFE children's centres in 2001, enabling over 1,000 students to participate in TAFE courses. Around 70 per cent of those students were enrolled in work-related courses, 24 per cent in pre-vocational courses and 6 per cent in basic education. Over 60 per cent of parents using TAFE children's centres in 2001 were from non-English speaking backgrounds.

During the reporting period, TAFE children's centre staff were provided with training covering the legislative and regulatory requirements for child care workers.

TAFE Institute Initiatives

Initiatives undertaken by institutes to enhance support for students in 2001 included the following:

- Northern Sydney Institute continued to offer job placement services. In 2001, a total of 1,900 students registered with the institute's Jobplace. Some 480 students were placed in either full- or part-time employment throughout the year. Jobplace enabled employers to have early access to the institute's students and graduates who are actively seeking work; provided wide exposure to employment vacancies ensuring a large pool of skilled candidates and / or positions from which to choose; created a valuable link between TAFE NSW and industry; offered on-campus recruitment interviews and presentations to potential employees; and provided students with access to all full-time and part-time vacancies on offer as well as apprenticeships and traineeships.
- North Coast Institute opened student learning centres at Ballina and Wollongbar Campuses. The centres contain adult basic education support, individual learning centres and flexible delivery centres, and they provide integrated learner support services for students studying online or by mixed mode delivery. The institute now has nine of these centres and plans to establish one in all of its 17 campuses.
- Western Sydney Institute opened a new student support centre at Blacktown College. The centre includes accommodation for the institute's counselling, multicultural and disabilities units. It also contains a gymnasium for staff and student use and a student services centre.

Recognition of Student Achievement

The quality of TAFE NSW's training provision is demonstrated by the quality of its students' achievements. In 2001, TAFE NSW students won a large number of prestigious awards in a wide range of vocational areas, in particular the international and national WorldSkills competitions.

International WorldSkills

WorldSkills is an international competition held every two years in fields ranging from hairdressing and IT software applications to landscape construction and restaurant service. Australian trainees have won 50 international medals since 1983. In 2001, Ben Irwin was awarded first place in the demonstration category of the manufacturing team challenge. In addition, eight students were awarded diplomas of excellence.

36th International WorldSkills Competition - NSW Team Results

Name	TAFE Institute	Award	Category	Rank
Ben Irwin	Sydney	Demonstration Category	Manufacturing Team Challenge	1st
Michael Johnston	Western	Diploma of Excellence	Industrial Wiring	6th
Lachlan Walsh	Sydney	Diploma of Excellence	Jewellery	4th
Job Harkness	Illawarra	Diploma of Excellence	Bricklaying	9th
Jacob Panov	South Western Sydney	Diploma of Excellence	Autobody repair	4th
Taryn Dallas	Illawarra	Diploma of Excellence	Hairdressing	6th
Katie Dale	Northern Sydney	Diploma of Excellence	Software Applications	7th
Andrew Galvin	Hunter	Diploma of Excellence	Mechatronics	9th
Trevor Wakeman	Hunter	Diploma of Excellence	Mechatronics	9th
Cameron Falzon	Northern Sydney	-	Cooking	19th

WorldSkills Australia

The WorldSkills Australia competition is the national version of the international WorldSkills competition. Forty two TAFE NSW students won medals at the WorldSkills Australia competition, 19 of them gold.

WorldSkills Australia 2001 National Finals - TAFE NSW Medal Winners

Name	Category	Result	Institute	Campus
HUNTER				
Rhett Clinton	IT Programming	Gold	Hunter	Tighes Hill
Trevor Wakeman	Mechatronics	Gold	Hunter	Newcastle
Andrew Galvin	Mechatronics	Gold	Hunter	Newcastle
Dean Bliss	Bread Baking	Gold	Hunter	Hamilton
Richelle Ellis	Garment Production	Gold	Hunter	Newcastle
Paul Curtis	Consumer Electronics	Gold	Hunter	Newcastle
Jason Patrick	Vehicle Painting	Silver	Hunter	Glendale
Natalie White	Hairdressing	Bronze	Hunter	Hamilton
Michael Saville	Painting & Decorating	Bronze	Hunter	Newcastle
Jamie Campbell	Welding	Bronze	Hunter	Newcastle
ILLAWARRA				
Job Harkness	Bricklaying	Gold	Illawarra	Wollongong
Taryn Dallas	Hairdressing	Gold	Illawarra	Wollongong
David Hunt	Butchery	Silver	Illawarra	Wollongong
MACQUARIE				
Michael Johnston	Electrical Control Systems	Gold	Western	Dubbo
Ben McDonnell	Plumbing	Silver	Western	Orange
Ben Rees	Automotive Mechanics	Bronze	Western	Dubbo
NEW ENGLAND				
Mark Thompson	Fitting	Bronze	Western	Orange
Grant Jackson	Bricklaying	Silver	New England	Tamworth
Stuart Moore	Autobody Repair	Bronze	New England	Tamworth
Michael Power	Vehicle Painting	Bronze	New England	Tamworth
Glen Muldoon	Auto Electrical	Bronze	New England	Tamworth
NORTHERN RIVERS				
Brett Steinhardt	Carpentry	Bronze	New England	Tamworth
SOUTHERN HIGHLANDS				
Jason Small	Automotive Mechanics	Silver	North Coast	Wollongbar
Chris Lawson	PC Support	Silver	Illawarra	Goulburn
SYDNEY				
Than Eather	Automotive Mechanics	Bronze	Illawarra	Goulburn
Jacob Panov	Autobody Repair	Gold	South Western Sydney	Campbelltown
Daniel De Nardis	Cabinetmaking	Gold	Southern Sydney	Lidcombe
Cameron Falzon	Cookery	Gold	Northern Sydney	Ryde
Stephen Hall	Landscape Construction	Gold	Northern Sydney	Ryde
Wayne Simpson	Sheetmetal Work	Gold	Southern Sydney	Bankstown
Andrew Marshall	Landscape Construction	Gold	Northern Sydney	Ryde
Greg Vasic	Construction Carpentry	Gold	Southern Sydney	Lidcombe
Ross Barker	Construction Carpentry	Gold	Southern Sydney	Lidcombe
Katie Dale	IT Software Applications	Gold	Northern Sydney	Hornsby
Nathan Gore-Brown	Auto Electrical	Gold	South Western Sydney	Wetherill Park
Paul Chown	CAD Mechanical	Silver	Western Sydney	Mount Druitt
Ian Quak	Carpentry	Silver	Western Sydney	Nirimba
Julie Preiss	Restaurant Services	Silver	Northern Sydney	Ryde
Dean Vella	Wall & Floor Tiling	Silver	South Western Sydney	Macquarie Fields
Justin Davis	Sheetmetal Work	Silver	Southern Sydney	Bankstown
Annalisa Polis	Jewellery	Silver	Sydney	Design Centre Enmore
Lachlan Walsh	Jewellery	Bronze	Sydney	Design Centre Enmore

NSW Training Awards

The NSW Training Awards recognise the outstanding achievements of VET students and providers. In 2001, the students who won these prestigious State awards were all from TAFE NSW:

- Nathan Gore Brown, an automotive electrical student at South Western Sydney Institute, was named Apprentice of the Year.
- Katrina Bradley, a child care student at Western Sydney Institute, won the Trainee of the Year award.
- Luke Montgomery, a hospitality student at TAFE NSW – Sydney Institute, was awarded Vocational Student of the Year.
- Jeremy Davis, an electrical fitter and mechanic student at Illawarra Institute, won the Aboriginal and Torres Strait Islander Student of the Year award.

TAFE Arts and Design Award

The TAFE NSW Arts and Design prize is quickly gaining status as Australia's leading art prize for emerging artists and designers and is often the first step towards success for the entrants. A record 772 arts, design and multimedia students from across New South Wales entered works in the 2001 TAFE NSW Arts and Design Prize, called Revealed 2001. The 53 finalists' works were exhibited in Sydney and will tour regional galleries from December 2001 to August 2002 taking in Wollongong, Port Macquarie, Bathurst, Gosford, Albury and Armidale.

In 2001, the entries were of the highest calibre, which resulted in two grand prize winners, Keith Marshall and Patricia Casey. The winners will share the $5,000 cash award.

Keith Marshall, a furniture design student at the TAFE NSW Coffs Harbour Education Campus was a carpenter for several years before an injury made him switch careers and undertake studies in furniture design. Keith's innovative design for a bench was described as 'a finely crafted, eye-catching design with contemporary appeal, suitable for a multitude of settings.'

Patricia Casey, a fine arts student at Meadowbank College, entered 'Lost and Found', a unique black and white photographic series in which she used photos of her daughter to explore growing up. Patricia's work was described as 'a thought-provoking exploration of change, capturing the minutiae of change.'

Other Major Student Achievements

TAFE NSW students also won a range of other important State and national awards in 2001. These included:

- Alison Holmes, a student at Meadowbank College, was awarded Australian Hairdressing Apprentice of the Year at Hair Expo, Darling Harbour. Alison was also included in the prestigious Australian Hairdressing 'Fame Team' which travelled to London to present their work and skills.
- Jayden Main, a St George College student in the Diploma in Graphic Design course, was awarded first place in the Design Graphics magazine competition held for all TAFE and university students around Australia.
- Mathew Bell from Illawarra Institute won the National Foundry Award in an event held in Perth.
- Raffaella Porpiglia-Ivasic, a student enrolled in the Tourism Certificate III course at Bankstown College, won the NSW Minister for Tourism Award.
- Jodie Zohl, a student in Commercial Cookery at Ryde College, won a gold medal at the NSW Apprentice Chef Competition.
- Students and staff from the Hospitality section at the Blue Mountains College were awarded a silver medal in the Trans Tasman Trophy in New Zealand in September. The trophy is awarded for excellence in menu creation, food preparation and service.

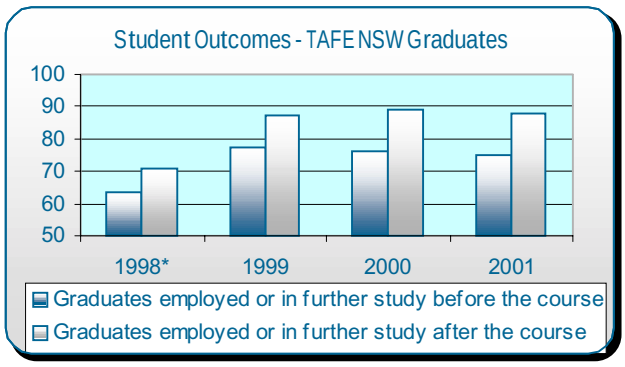
2.2 Creating Valued Educational and Employment Pathways

TAFE NSW continued to develop and maintain education and employment pathways to enable young people and adults to have a smooth transition from school to TAFE, and from TAFE to further education and training (at university or with other education and training providers) and to employment and career advancement. TAFE's quality curriculum and extensive articulation and credit transfer arrangements are ensuring that more people have the opportunity to use their TAFE qualifications to seek higher qualifications and to enter the world of work or gain promotion.

Graduate Destinations

The National Centre for Vocational Education Research undertakes a national survey that measures TAFE students' satisfaction with their courses. In this survey, graduates are also asked to provide information about whether they were working or undertaking further study prior to, and subsequent to, undertaking the course. The results of these questions provide important indications about the extent to which courses are meeting student expectations.

Over the period from 1998 to 2001, the outcomes for students who had completed a TAFE NSW course have been consistently good. In each year, a higher percentage of TAFE NSW graduates who responded to the survey were employed or in further education after completing a course, than were employed or in further education prior to undertaking the course. The results showed that there were almost 17 per cent more students employed or in further education after graduating in 2001 than in 1998.



Note: Prior to 1999, only employment (and not further education) was measured in the surveys that were conducted.

Recognition of Prior Learning

Recognition of prior learning (RPL) is a process through which people can have their existing knowledge and skills formally recognised and thereby decrease the number of modules they have to undertake to complete their award. Over the last five years, the number of student hours 'saved' by RPL has increased by 65.9 per cent from 2.6 million hours in 1997 to 4.2 million hours in 2001. At the same time, the ratio of RPL ASCH to total enrolled ASCH has climbed from 2.9 per cent in 1997 to 4.3 per cent in 2001.

The Department finalised two new student recognition policies in 2001 after extensive consultation: the TAFE NSW Recognition Policy and the TAFE NSW Commercial Recognition Services Policy. The policies incorporate requirements for RPL specified by the Australian Qualifications Training Framework, which was endorsed by all States and Territories in June 2001. The recognition policies also provide for enhanced customer service benefits to students and resource savings for TAFE NSW institutes.

TAFE NSW Recognition of Prior Learning (Value of RPL ASCH), 1997-2001

	ASCH 000's									
	1997		1998		1999		2000		2001	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
ASCH	87,236	100.0	84,416	100.0	88,982	100.0	92,474	100.0	99,642	100.0
RPL ASCH	2,558	2.9	2,817	3.3	3,424	3.8	3,315	3.6	4,244	4.3

Note: All Olympics related activity has been excluded from the 2000 figures.
ANTA - Annual Student Contact Hours
RPL - Recognition of Prior Learning

Articulation

School to TAFE NSW

In 2001, a total of 13,060 or 36 per cent of the 2000 HSC cohort of government and non-government students were enrolled in training in New South Wales. Of these, the vast majority were enrolled in TAFE NSW. For more details on the destinations of the 2000 HSC cohort see section 1.3.

During 2001, credit transfer and articulation arrangements linking the new vocational education and training options (the industry curriculum frameworks) in the New HSC were expanded and incorporated on the Department's HSC / TAFE credit transfer website. (http: / / www.det.nsw.edu.au / hsctafe). In response, more students, parents and teachers accessed the website. There were 17,800 hits per month in 2001 (peaking at 30,326 hits in December 2001), a 100 per cent increase compared to 8,900 hits per month in 2000.

University to TAFE NSW

TAFE NSW continues to attract an increasing number of university graduates who wish to extend their skills. Over the last five years, the number of university graduates enrolling in TAFE NSW courses has increased by 33.2 per cent, from 22,427 enrolments in 1997 to 29,873 enrolments in 2001. University graduates accounted for 5.9 per cent of total enrolments in 2001, compared to 5.3 per cent in 1997.

It should be noted that data on the articulation of students from TAFE NSW to universities is not currently available.

Education and Employment Pathways

TAFE NSW provides a broad array of education and employment pathways. TAFE continues to increase the number and type of pathways available to individual and business clients, predominately through partnerships with other educational providers and industry.

All institutes have established articulation and credit transfer arrangements with local universities. For example, Hunter Institute and the University of Newcastle have developed numerous credit recognition agreements. Hunter Institute graduates can articulate into 53 out of the 59 degree programs offered by the university and they can gain credit for completed TAFE studies. As a result, UAC enrolment offers for places at the University of Newcastle made to Hunter Institute graduates have increased by almost 400 per cent over the past six years, from 128 in 1996 to 491 in 2001.

Some of TAFE NSW's key achievements in developing educational and employment pathways in 2001 included the following:

- Several TAFE NSW institutes (Northern Sydney, Sydney and South Western Sydney) offered the unique Australian Graduate Management Consortium's one-year part-time postgraduate course in management for the first time. The consortium consists of TAFE NSW, Canberra Institute of Technology and the University of Western Sydney. This course is a university

Number of Enrolments in TAFE NSW by University Graduates, 1997-2001

Type of Enrolment	Enrolments									
	1997		1998		1999		2000		2001	
	No.	%	No.	%	No.	%	No.	%	No.	%
University Graduates	22,427	5.3	23,311	5.5	29,077	6.4	26,964	5.9	29,873	5.9
Other Enrolments	402,023	94.7	404,206	94.5	426,594	93.6	433,944	94.1	474,623	94.1
Total	**424,450**	**100.0**	**427,517**	**100.0**	**455,671**	**100.0**	**460,908**	**100.0**	**504,496**	**100.0**

qualification with a practical approach, and students graduate with a Graduate Certificate in Management from the University of Western Sydney with full credit towards a Diploma and a Master of Business Administration.

Training for the Long-term Unemployed

TAFE NSW – Sydney Institute conducted 41 courses to assist the long-term unemployed to return to the workforce. Around 65 per cent of the 839 students who enrolled in these courses moved on into jobs or further studies at the institute. At least four of these courses (childcare attending for students with disabilities; legal support staff; vehicle trades for students with disabilities and business office administration) achieved a 100 per cent success rate in placing students in employment and further studies.

- Hunter Institute entered into an articulation arrangement with the University of Newcastle to provide pathways between the institute's Diploma in Website Production and Management and the university's Bachelor of Design (Visual Communication) - Multimedia stream. The agreement has been specifically designed to address the needs of students in Singapore and Beijing.
- Western Sydney Institute and the University of Western Sydney developed a new degree in housing. This program facilitates articulation between high school, TAFE NSW and the University of Western Sydney. Students spend the first two years at TAFE and complete Diplomas in Building Studies and Quantity Surveying and then spend the next two years at university to complete the degree. Secondary students are able to complete subjects in this course as part of their HSC, which then gives them advanced standing in the Bachelor of Housing degree.
- Community Services, Health, Tourism and Hospitality Division negotiated articulation arrangements for the Diploma in Hospitality (Management) with the University of Sydney. As a result of these negotiations, the diploma forms the first eighteen months of the university's Bachelor of Management (Tourism and Hospitality). The degree is only available through this pathway.

Toyota T3 Project

Construction and Transport Division formed a partnership with Toyota and schools to implement the T3 program. This program established an educational and employment pathway from schools directly into the automotive industry. During 2001, the program expanded into other States using curriculum and learning resources developed by TAFE NSW. It is expected that other major vehicle manufacturers will also adopt the T3 model as the entry-level employment pathway into their organisations.

TAFE Scholarships for School Students

The Department continued to implement the TAFE NSW Scholarship Scheme for HSC students. The scholarship aims to encourage and support school leavers to continue their education and training at TAFE NSW. The criteria for awarding a scholarship include a requirement that students must have successfully completed a VET qualification at AQF certificate level II or above as part of their HSC.

The award of a TAFE NSW Scholarship recognises achievements in vocational education and provides the opportunity for HSC students to continue their vocational studies at TAFE, as well as credit for HSC studies, exemption from the TAFE NSW administration charge for the first year of study, and financial assistance to help with associated study costs.

In 2001, a total of 126 students were awarded a scholarship. With the introduction of the New HSC in 2001 and greater opportunities for students to undertake VET courses, a significant number of students were eligible to apply for the scholarship for the 2002 educational year.

Information kits, including application forms, were sent directly to students who were studying a vocational course as part of their HSC in 2001. They were also provided to all NSW secondary schools. A total of 1,104 students applied for a scholarship for 2002. Of these, 809 students were successful in gaining a scholarship.

Pathways for Target Groups

TAFE NSW is committed to principles of access and equity and the creation of opportunities for people in targeted groups. In 2001, TAFE NSW continued to develop and implement initiatives to increase participation, and improve the education and employment outcomes, of people from targeted groups, including Aboriginal and Torres Strait Islander people, women, people from non-English speaking backgrounds and people with disabilities.

Aboriginal People and Torres Strait Islanders: TAFE NSW provides a range of education and employment pathways tailored for Aboriginal and Torres Strait Islander people. Indigenous enrolments in TAFE NSW training programs continued to increase in 2001. Significant growth was recorded in the Diploma in Aboriginal Studies, which was offered by distance education for the first time by the Open Training and Education Network - Distance Education (OTEN-DE). Enrolments in this diploma have increased tenfold since 2000.

TAFE's key accomplishments in creating educational pathways for indigenous people in 2001 included:

- Implementing new courses and modules targeting Aboriginal and Torres Strait Islander people such as:
  - A justice strand in the Certificate III in Aboriginal Studies which is built around the new module Aboriginal Perspectives on Law and Justice.
  - The new Statement of Attainment in Aboriginal Art Practice, which is a course for emerging Aboriginal artists.
  - An Aboriginal-specific strand in the suite of Working with Families courses (which enables progression from the statement of attainment to diploma level).
  - A new strand of the course, Literacy Volunteer Tutoring: Tutoring - Aboriginal Students, which assists Aboriginal parents to tutor Aboriginal students in primary schools.
- Developing teaching and learning resources that are educationally and culturally appropriate to support course delivery to Aboriginal people, for example:
  - *Deadly Bay: Open for Work*, which is an interactive CD-ROM for young Aboriginal people (aged 15 to 19), which assists their entry into the workplace. The resource was funded by the Australian National Training Authority (ANTA).
  - A teaching resource to support the online delivery of the certificates for Aboriginal education assistants.
  - Distance education teaching and learning materials to enable OTEN-DE to deliver the Diploma in Aboriginal Studies.

In 2001, TAFE NSW was engaged in a number of joint projects with Aboriginal community organisations including Aboriginal Land Councils as well as Community Employment Development Program (CDEP) schemes throughout New South Wales. Major achievements in 2001 included the following:

- South Western Sydney Institute offered several programs in collaboration with the Tharawal Aboriginal Land Council including a small business program for Aboriginal women, and a building and maintenance program.
- Western Institute was awarded the 2001 TAFE NSW Aboriginal Programs Award for its involvement in building accommodation units for Aboriginal Community Elders in Dubbo.
- New England Institute teamed up with the Quirindi CDEP Clothing Production Group to win a three-year training grant to assist in identifying and developing the Group's business and production needs.

TAFE institutes also engaged in additional initiatives designed to assist Aboriginal people to gain employment or improve their prospects of employment or promotion. These included:

- OTEN-DE launched the Diploma of Aboriginal Studies which is not a specific vocational course for Aboriginal people, but is of great value for many Aboriginal people such as teachers, police officers and health workers or others working in Aboriginal communities. A total of 79 non-Aboriginal and 93 Aboriginal students enrolled in the course in its first year.

Aboriginal Employment Initiative

Northern Sydney Institute signed a $490,000 contract with the Commonwealth Department of Employment and Workplace Relations for the provision of training for Aboriginal students. The institute will also manage the placement of 70 Aboriginal students into full-time employment by identifying employers and employment opportunities, and preparing students for employment (for example, by improving job application and interview skills).

- Southern Sydney Institute delivered courses to support Aboriginal peoples' employment in Australia Post and the NSW Fire Brigade.

Women: TAFE NSW provides a range of education and employment pathways specifically tailored for women. Major accomplishments in this area in 2001 included:

- A total of 154 women were enrolled in OTEN's Opportunities for Women (WOW) courses by distance education. It is anticipated that 123 women will undertake further education and training and 31 indicated that they will enter full or part-time employment as a result of the course.
- TAFE NSW – Sydney Institute developed and offered two courses for women in Certificate IV in Information Technology Client Support. These courses had 56 students with a course completion rate of nearly 100 per cent. Most students either moved into jobs, started their own businesses or enrolled in a higher-level IT course following completion of the certificate.
- Western Institute enrolled a group of Aboriginal women aged 16 to 79 from Walgett in an Aboriginal vocational preparation course in fabric and screen-printing and clothing production. These women progressed from a collaborative ACE/TAFE course in 2000. This is a significant outcome, as it demonstrates the success of partnership arrangements in engaging equity groups in further training.
- Western Institute, the Business and Public Administration Division, the Department for Women, and the Rural Women's Network conducted three pilot programs of Women in Decision Making - Boards and Committees. The institute ran two programs in Parkes for 25 women from all over New South Wales. Participants attended workshops and then completed the program by flexible delivery. The third pilot was conducted in Orange for eight Aboriginal women.

For more detail on initiatives to support improved education and employment outcomes for women see Appendix 22, the NSW Government Action Plan for Women.

People from Non-English Speaking Backgrounds: TAFE provides a range of English for Speakers of Other Languages (ESOL) courses to improve the language and literacy skills of people from language backgrounds other than English. In 2001, over 16,000 adults were enrolled in ESOL courses. In addition, more than 800 adults were involved in English for TAFE courses, a 28 per cent increase from 2000. There was also a 38 per cent increase in enrolments in the TAFE's English for Employment course with 238 enrolments.

Initiatives undertaken by TAFE NSW in 2001 to improve education and employment pathways for people from non-English speaking backgrounds included the following:

- TAFE NSW customised the Certificate II in Teleservices (Telephone Consultants) course for students from non-English speaking backgrounds. The program was conducted at Wollongong Campus in Illawarra Institute and was funded through the Commonwealth's Advanced English for Migrants Program.
- OTEN-DE conducted two multicultural projects to enhance participation, learning skills and career pathways for 150 people of non-English speaking background (NESB). One was designed specifically for people with a disability and the other for women from a non-English speaking background.

For additional information on these initiatives for people from non-English speaking backgrounds see Appendix 20, the Ethnic Affairs Priorities Statement.

People with Disabilities: TAFE NSW institutes undertook a range of initiatives aimed at assisting people with disabilities to gain access to education and employment opportunities. These included:

- Northern Sydney Institute provided a selection of courses such as hairdressing, spray painting and web design for 186 intellectually impaired students. These non-accredited courses gave students an opportunity to have a 'taste' of vocational areas of study.
- The Paraplegic and Quadriplegic Association of NSW, the Spastic Centre and Northern Sydney Institute delivered individual training programs in computer skills to people with recent spinal cord injuries. The project was supported by BVET in partnership with Telstra and IBM.
- Southern Sydney Institute conducted a health and fitness course for 19 students with a psychiatric disability at Loftus Campus, as well as a web page design diploma course at Oatley Campus.

Training Programs for People with Spinal Injuries

Specialised TAFE trainers worked together with medical and other staff of the Moorong Spinal Unit, Ryde and the Prince Henry and Royal North Shore Spinal Units to assist people with spinal injuries to develop skills and build self esteem and confidence, and to provide them with opportunities for employment and further education and training. Forty-five people completed individual programs and almost half have, or will, return to work. The project will be completed in early 2002.

- Community Services, Health, Tourism and Hospitality Division developed a new course, the Certificate in Food and Client Support, to meet the needs of people with disabilities.

For more detail on initiatives to support improved education and employment outcomes for people with disabilities see Appendix 21, the Disability Action Plan.

Young Offenders in Custody: A school education and training unit is located in each of the nine juvenile justice centres in New South Wales. These units provide school education, including VET, for young people in custody who are aged from 10 to 18. Eight units operate an extended school year program that incorporates the delivery of courses in collaboration with TAFE NSW institutes, ACE colleges and Department of Juvenile Justice personnel. Young people in custody can access TAFE provision through face-to-face delivery or mixed mode programs. Students are enrolled in courses ranging from statements of attainment to certificate IV level courses.

Special funding is provided to ensure that all young people in custody have access to a range of VET programs including TAFE NSW delivered modules. Approximately $300,000 of VET in Schools funding was provided for TAFE programs tailored to meet the needs of these students. In addition, the NSW Government provided over $350,000 to TAFE NSW, through its Helping Young People at Risk program, to fund a further 100 TAFE training places in juvenile justice centres. During the reporting period, major achievements included the following:

- Northern Sydney Institute implemented a range of training programs for young offenders in custody, for example, 'Handbrake Turn' programs for 'Youth at Risk' and first offenders.
- Riverina Institute developed a program using TAFE modules in concreting, building, ceramics, landscape gardening and welding for Shepherd's Park Juvenile Justice School in Wagga Wagga. The institute also delivered courses in radio broadcasting, shopfitting and food preparation at Shepherd's Park.
- Southern Sydney Institute conducted successful programs in cabinetmaking and shopfitting at the Kariong Juvenile Justice Centre for 12 students.
- TAFE NSW – Sydney Institute provided courses in Aboriginal arts and cultural practices, and signwriting at Yasmar Juvenile Justice Centre for 12 students.

Inmates of Correctional Centres: TAFE NSW also continued to provide courses for inmates in NSW correctional centres. TAFE has a Memorandum of Understanding (MOU) with the Department of Corrective Services to provide courses in correctional centres throughout the State.

Under the MOU arrangements, TAFE's provision addresses the needs of specific disadvantaged groups of inmates including Aboriginal people, those from non-English speaking backgrounds, women inmates and inmates with an intellectual or learning disability. Specific hours are allocated for Aboriginal inmates to study a range of courses including the Certificate in Aboriginal Arts and Cultural Practices, the Statement in Aboriginal Mentor Training, as well as other courses in carpentry and joinery, fitness instruction, micro computing, Aboriginal cultural values, Aboriginal vocational preparation, forestry industry studies, conservation and earthworks. Examples of key initiatives undertaken by institutes in 2001 included:

- Northern Sydney Institute delivered several training programs for inmates of correctional centres, for example, the Aboriginal land site conservation course and Certificate II in Horticulture was provided for Aboriginal inmates.

Training for Inmates of Correctional Centres

OTEN-DE provided training for 391 students from correctional centres. Forty six of these students were of Aboriginal or Torres Strait Islander descent. The majority of correctional centre students were enrolled in courses in building and construction, IT, languages, the HSC, general education, hospitality and business studies.

- Western Institute provided training for 270 inmates of the newly-established Yetta Dhinnakkal Correctional Centre in Brewarrina. Training was provided in conservation earthworks, machine operator licensing, chainsaw operations, small motor maintenance and literacy and numeracy.

Western Institute also delivered training programs for 75 students in carpentry, building, pottery, sewing, and the arts at the newly-established Lincoln Education and Training Centre in the Orana Juvenile Justice Centre.

Literacy and Numeracy Initiatives

TAFE NSW offers a range of options to assist people to develop their English language literacy and numeracy skills. TAFE NSW English language literacy and numeracy provision focuses on preparing and leading students through a variety of industry vocational pathways linked to employment outcomes in industry specific areas and in accordance with students' lifelong learning objectives. On-the-job training is an important feature of TAFE provision in this area.

In 2001, all TAFE institutes were successful in tendering for Commonwealth-funded Workplace English Language and Literacy (WELL) projects. This program provides workers with the language and literacy skills they need to meet the demands of their current employment. For example:

- Hunter Institute ran 11 WELL programs in 2001 generating nearly $1.6 million in revenue and assisting 2,000 participants to achieve national English language competencies.
- Northern Sydney Institute used $111,000 of ANTA literacy funding to provide English literacy, computer literacy and numeracy support for mature-aged lowly skilled workers, unemployed people and people in target groups. Most were also engaged in studying vocational subjects.
- Southern Sydney Institute implemented a strategy to improve the literacy and numeracy levels of students and apprentices in the transport industry to help them cope with their VET programs and to improve overall student discipline. Adult literacy teachers worked in automotive workshop areas to deliver these literacy and numeracy services and provide professional support to automotive teachers.

Curriculum Development

During 2001, TAFE NSW continued to develop new courses to meet the needs of the changing economy, and to work closely with industry clients. Institutes tailor training to suit the needs of their students and industry and to make training opportunities more accessible to students throughout the State.

In particular, TAFE NSW is responding to changes in industry resulting from globalisation, the emergence of the knowledge economy, changing work practices and changes in patterns of employment. In 2001, TAFE introduced a wide variety of new courses to meet the skill needs of specific regional economies and the emergence of specialist industry areas.

New Courses in High Demand or Specialist Industry Areas

During the reporting period, TAFE NSW divisions developed new courses to cater for specific industries or industry areas. These included the following:

- TAFE NSW developed the Certificate IV in Information Technology (Client Support) through the TAFE Online project.
- Access Division developed the Certificate I in Foundation and Vocational Education (FAVE) and Statements of Attainment in FAVE. The division also developed, in collaboration with Accessible Arts in Sydney, a short course in arts accessibility at the request of Arts Training NSW.

New Qualifications Developed by Business and Public Administration Division

Business and Public Administration Division developed 29 qualifications in course areas that are in high demand in New South Wales ranging from certificate I level to advanced diploma level. Approximately 600 modules were developed for these qualifications. The areas covered by these modules are general business, management, administration and teleservices, business technology, marketing and human resource management. The division also developed a Certificate IV and Diploma in Hairdressing which are the first high level qualifications available for the industry, and a Certificate III in Investigative Services (Private Agency Practice) which is a compulsory requirement for licensing.

- Community Services, Health, Tourism and Hospitality Division developed a Diploma in International Hotel Management, an online course in wound management, and a course in parentcraft that can be offered in non-residential environments.
- Construction and Transport Division developed a suite of new courses to address qualifications from the Maritime Operations and Maritime Engineering Training Package. The courses were made available to TAFE institutes within two months of the training package being endorsed. The courses addressed new regulatory requirements developed by the Civil Aviation Safety Authority for the aerospace industry. The division also developed an automotive advanced technologies course to provide post-apprenticeship training to the automotive industry. The new course meets the industries requirements for training to support technical advisors and automotive specialists.
- Primary Industries and Natural Resources Division developed courses for racing stewards to ensure probity in the NSW racing industry, produced a course in equine massage therapy in response to growing industry demand, and produced accredited courses in the expanding area of organic farming.

TAFE NSW institutes also continued to develop new courses. Achievements in this area in 2001 included the following:

- Hunter Institute developed new courses to meet industry needs in the areas of equine nursing, protection of the environment, and chainsaw operations. Institute staff also prepared the Advanced Diploma in International Hotel Management and Food Safety Standards.
- New England Institute modified the Certificate IV in Retail for delivery via the internet in response to industry and customer demand, and established the cotton ginning certificate in response to industry demand.
- Southern Sydney Institute developed the Advanced Diploma in Photonics in collaboration with Information Technology, Arts and Media Division and Manufacturing and Engineering Division.
- TAFE NSW – Sydney Institute developed the Certificate IV in Aromatherapy in conjunction with Community Services, Health, Tourism and Hospitality Division.

Course Accreditation

TAFE NSW develops curriculum to support the implementation of training packages where these are available. Under delegation from the Vocational Education and Training Accreditation Board (VETAB), TAFE also accredits courses for delivery where there is a particular vocational or community need and relevant training packages are not available.

In 2001, the TAFE system for managing accreditation and approval of curriculum for training package qualifications was reviewed to ensure that it meets the new Australian Quality Training Framework (AQTF) requirements. Following the review, TAFE's delegation for accrediting its courses was extended to December 2003 in line with proposed national arrangements relating to the delegation of accreditation by State regulatory authorities.

TAFE NSW has several quality assurance systems in place to ensure that when an institute delivers a new course it can meet all of the requirements for delivery. In 2001, TAFE NSW revised its guidelines and procedures to ensure that they meet the requirements of the new AQTF.

During 2001, TAFE NSW accredited a total of 147 new courses, including 13 courses adopted from other States through mutual recognition arrangements. These courses were mainly at the levels of statement of attainment (31), certificate II (23) and certificate III (21).

Over the five year period from 1997 to 2001, TAFE NSW has accredited a total of 1,045 courses, with the highest proportion of courses at the levels of statement of attainment (261), certificate III (184) and certificate II (142). TAFE has also accredited a relatively high number of short courses (136).

Number of TAFE NSW Courses Accredited in 2001										
Division	Grad Cert	Adv Dip	Dip.	Cert IV	Cert III	Cert II	Cert I	Short Courses	Statement of Attainment	Total
Access	1	-	-	-	9	8	9	2	21	50
Business and Public Administration	1	1	4	3	1	1	-	-	1	12
Community Services, Health, Tourism and Hospitality	1	1	2	6	3	1	1	6	4	25
Construction and Transport	-	1	2	2	7	5	1	1	1	20
Information Technology, Arts and Media	-	3	4	2	-	4	2	3	1	19
Manufacturing and Engineering	-	1	-	-	-	3	-	1	1	6
Primary Industries and Natural Resources	-	-	2	3	1	1	-	6	2	15
TOTAL	**3**	**7**	**14**	**16**	**21**	**23**	**13**	**19**	**31**	**147***

*The total includes 13 courses registered under reciprocal arrangements.

Training Packages

Training package qualifications are a defined set of competencies which establish an identifiable point of achievement, relevant to industry and community needs, and expressed in accordance with the titles of the Australian Qualifications Framework. From 1997 to 2001, TAFE NSW has implemented 737 training package qualifications. These were mainly at certificate III (219), certificate II (144) and certificate IV (136) levels. In 2001, TAFE implemented 274 training package qualifications, with the highest number of qualifications implemented at the levels of certificate III (82), certificate IV (54) and certificate II (52).

The training package qualifications implemented in TAFE NSW are derived from the national industry training packages. During 2001, TAFE NSW implemented qualifications from a total of 64 industry training packages. Business and Public Administration Division implemented the largest number of industry training package qualifications with a total of 15, Primary Industries and Natural Resources Division was next with 12, followed by Community Services, Health, Tourism and Hospitality Division with 11.

Jason Partridge, from Port Macquarie, gained a certificate of registration through OTEN-DE Flexi-Learn to assist with his real estate traineeship.

Number of Training Package Qualifications Implemented by TAFE NSW in 2001								
Division	Adv Dip	Dip	Cert IV	Cert III	Cert II	Cert I	Statement of Attainment	Total
Access	–	–	–	–	–	–	–	–
Business and Public Administration	10	23*	24	19*	7	2	6	91
Community Services, Health, Tourism and Hospitality	1	7	9	19	9	3	4	52
Construction and Transport	1	2*	3	17	7	3	4	37
Information Technology, Arts and Media	1	2	6	7	8	2	4	30
Manufacturing and Engineering	1	-	-	2	3	1	2	9
Primary Industries and Natural Resources	-	1	12	18	18	3	3	55
TOTAL	**14**	**35**	**54**	**82**	**52**	**14**	**23**	**274**

* Multiple pathways, for example, Diploma of Business (Frontline Management), Certificate III in Business (Frontline Management), Diploma of Transport and Distribution (Marine Engineering).

Number of Industry Training Packages with Qualifications Implemented by TAFE NSW in 2001	
Division	Total No. of Packages
Business and Public Administration	15
Community Services, Health, Tourism and Hospitality	11
Construction and Transport	9
Information Technology, Arts and Media	7
Manufacturing and Engineering	10
Primary Industries and Natural Resources	12
Total	**64**

2.3 Capitalising on Our Leadership in Flexible Learning

In 2001, TAFE NSW continued to increase the amount of training it delivers flexibly. TAFE uses a range of methods of flexible delivery including the internet, teleconferencing and videoconferencing; mixed mode delivery (a combination of distance education and periodic face-to-face workshops); and self-paced learning.

This training complements TAFE's traditional face-to-face teaching in the classroom and distance education. More TAFE training now takes place at times and in locations to suit the needs of industry, the community and individuals. In addition to studying at a TAFE college, people can now study at home, in community venues and through TAFE access centres.

TAFE NSW's major initiative in flexible delivery is TAFE Online. However, TAFE institutes also provide a range of other forms of flexible delivery to meet customers' needs.

TAFE Online

The five-year TAFE Online project spent $10.8 million in 2001 to open a range of improved facilities, and provide upgraded infrastructure and new online learning resources for students, teachers, and businesses and other TAFE NSW clients. The initiative is designed to provide an e-business interface and extensive e-learning content using the internet as a tool to enhance, support and extend TAFE's traditional identity and delivery methods.

TAFE Week Promotion of TAFE Online

In August 2001, during TAFE Week, TAFE NSW launched the following initiatives: the new TAFE NSW website (Stage 1), 'TAFE Connect' (a brand name for TAFE Online e-learning modules and services), 'Option Keys' (a website giving practical advice and guidance on accessibility issues for web-materials developers) and enrolment via the internet (for TAFE PLUS courses).

All TAFE Connect online materials are designed to be teacher-supported. In 2001, TAFE NSW commenced a large-scale professional development program to prepare teachers, administrators and other staff to implement and support e-learning programs.

Late in 2001, TAFE NSW piloted the first of a range of extended student and staff internet e-services, including online access to student registration details and student results. These services will be implemented statewide in early 2002.

During the reporting period, institutes continued to support the implementation of online learning in TAFE NSW through a range of initiatives which included the following:

- Hunter Institute established the Institute Teaching and Learning Innovations Centre (ITALIC) to encourage and support innovative teaching and learning initiatives. The centre is currently managing and guiding the direction of 40 teacher-based initiatives including nine major online/e-learning development projects. ITALIC is also managing 14 smaller online development projects and eight LearnScope projects. LearnScope is a national program which funds professional development in flexible delivery.
- North Coast Institute developed a web-based learning centre to support online learners, on-campus students and those studying by mixed mode. The web-based centre addressed priorities identified by online learners in a survey conducted by the institute.
- Southern Sydney Institute launched an online flexible delivery website (http://ssionline.tafensw.edu.au) during 2001. The site provides separate sections for teachers and learners. In the teachers' section, teachers can find out how to get their course online, look at online resources, read about case studies from those who have tried online delivery and find answers to frequently asked questions. In the learners' section, potential learners can test-drive an online course and find out what equipment they would need to study online.
- South Western Sydney Institute established mechanisms to support the implementation of online delivery within the institute. These include the provision of faculty online facilitators to support teachers delivering online courses, the implementation of a training program for faculty online facilitators and teachers, the development of an agreement to establish an online education officer, and the provision of an online orientation package for staff and students.

Development of Online Learningware

To date, TAFE NSW has developed 200 online modules comprising 4,613 nominal hours. A total of 433 courses contain one or more of these online modules. In 2001, $4.215 million was allocated for learningware development. Some examples of the online learningware initiatives undertaken by institutes in the reporting period included the following:

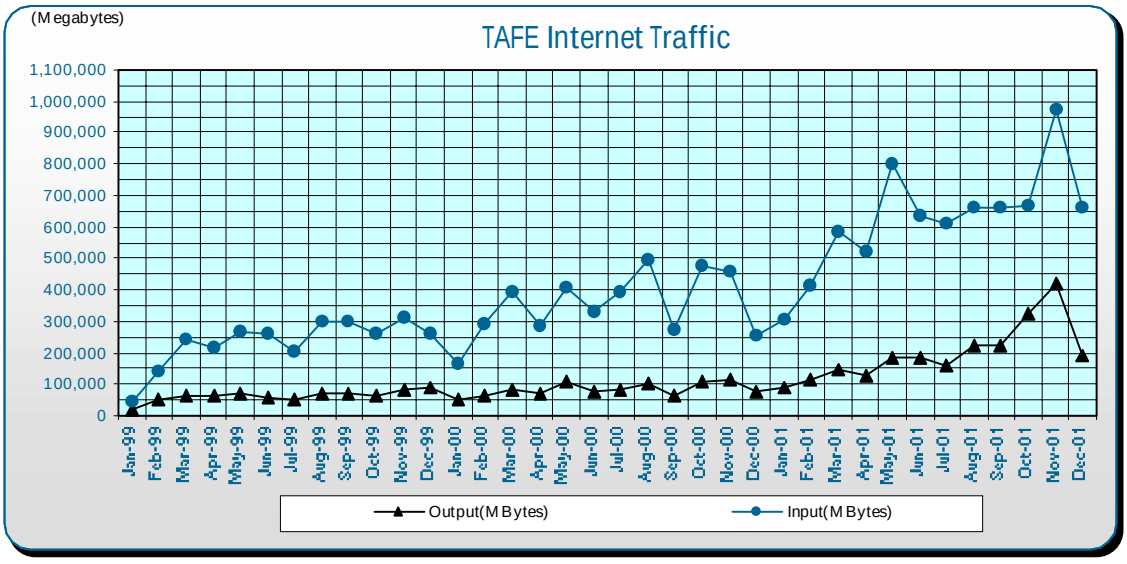
- Illawarra Institute staff produced online learningware to support the flexible delivery of a number of generic modules from the Community Services (Aged Care Work) Training Package. The project facilitates the development of skills and knowledge of online delivery that will translate into enhanced flexible delivery of community services programs and increased access for people in remote areas.

Online Learning for the Plastics Industry

Southern Sydney Institute staff developed a range of online learning modules for the plastics industry. The plastics industry is characterised by many small operators who own moulding machinery that is operated around the clock on shiftwork. The use of online learning material for delivery at the work site and for flexible delivery at the institute's NSW Polymer Technology Centre at Lidcombe is an ideal way to provide training in this technology-based area.

- Riverina Institute staff field tested and implemented TAFE NSW online learningware for flexible and off-campus delivery for the following courses: Certificate IV Assessment and Workplace Training, Certificate IV in Business (Administration) and several IT courses from Certificate II to Certificate IV level.

TAFE NSW Internet Usage, 1999-2001



Download - the transfer of information from the internet to an individual computer.
Upload - the transfer of information to the internet from an individual computer.

TAFE NSW Internet Usage

Internet usage by TAFE NSW institutes increased by 130 per cent during 2001. TAFE internet traffic peaked at a total of 1.4 million megabytes of data in November 2001. This dramatic growth was due to a significant increase in the use of the internet in TAFE courses combined with upgrades in the capacity of the network links to institutes.

The increased use of the internet in 2001 was largely due to a marked increase in data uploads to the internet from TAFE NSW web sites. Between November 2000 and November 2001 data uploads increased by 260 per cent.

TAFE NSW Institute Initiatives in Flexible Delivery

Institutes provide a range of other flexible delivery modes, including mixed delivery modes that combine online learning with other methods. Some major achievements by TAFE NSW institutes in this area in 2001 included:

- North Coast Institute developed online modules allowing students undertaking the new Horse Industry Management Diploma to complete part of the course on the internet. Practical modules will be delivered using the institute's new Equine Study Centre facilities, which include a dressage arena.
- OTEN-DE made the TAFE NSW library catalogue, known as TAFEcat, available to clients and staff via the Department's internet.
- Western Institute launched its Hydraulics / Pneumatics Mobile Adult Learning Unit. The unit delivers onsite training in Hydraulics / Pneumatics and Mechatronics in remote and isolated locations to students who would not otherwise have access to the equipment.

Centre for Innovative Learning and Teaching

TAFE NSW – Sydney Institute continued to improve and expand its infrastructure and resources to support both educational delivery and internet / intranet accessibility. Key achievements included the development of a Centre for Innovative Learning and Teaching to support educational innovation, the development of an e-learning educational delivery platform, the delivery of 17 IT modules in an e-learning format, and the development of a web-based customer service database which provides information to prospective students during enrolment periods.

- Western Institute delivered onsite training at Manildra Flour Mills. Employees enrolled in courses such as the Certificate in Food Processing (Flour Milling), Laboratory Skills and Office Administration. Due to the rotating shifts worked at the mill, the training was delivered as a mix of theory and assignment work with on-the-job teaching and assessment. In 2001, the most popular courses were the Food Processing Certificate II with 89 enrolments (of which 45 have completed and progressed to Certificate III) and the Laboratory Skills Certificate III with 11 enrolments.

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

TAFE GLOBAL

TAFE NSW is primarily refocusing the range of training programs it offers in national and international markets through TAFE GLOBAL. TAFE NSW institutes, OTEN-DE and divisions are also contributing to this strategic shift.

TAFE GLOBAL Pty Ltd was incorporated as a separate legal entity in June 2000. It aims to market, contract and project-manage the delivery of TAFE NSW products and services internationally. This training is usually delivered by TAFE NSW institutes. TAFE GLOBAL commenced trading on 1 January 2001. TAFE GLOBAL operates in three major markets. These are the off-shore program delivery market, the aid and development market (including projects for AusAID, the World Bank and the Asian Development Bank) and consultancy assignments.

TAFE GLOBAL's off-shore program delivery modes include distance delivery techniques, face-to-face delivery and twinning (a term often used to describe a relationship between a TAFE NSW institute and an off-shore education partner using a mix of Australian and local teachers). Delivery under twinning arrangements may include provision of curriculum by TAFE NSW with delivery and assessment managed by an international partner; the provision of curriculum by TAFE NSW with delivery managed by an international partner and assessment managed by a TAFE NSW institute; or customisation of curriculum by TAFE NSW to suit the needs of an international partner.

In addition, comprehensive quality assurance procedures are incorporated into all TAFE GLOBAL off-shore programs to ensure compliance with the Australian Quality Training Framework.

TAFE GLOBAL Highlights

TAFE GLOBAL's activities in 2001 focused on reviewing and consolidating existing international programs and contracts. During the first year of TAFE GLOBAL's operation, 35 new contracts involving off-shore students were signed with countries including China, Hong Kong, Malaysia, Singapore, Korea, Papua New Guinea, Indonesia, the Philippines, Fiji, Tonga, South Africa, Egypt, the United Arab Emirates and Greece.

TAFE GLOBAL currently has over 4,200 students undertaking TAFE NSW courses internationally, with the majority (3,000) based in China and Hong Kong. The most significant growth in student numbers in 2001 was in China, particularly around Shanghai, with enrolments up by approximately 25 per cent.

Other major achievements for TAFE GLOBAL in 2001 included:

- Winning the $2 million Athens Olympic Training Master Plan project. TAFE GLOBAL successfully negotiated a contract in 2001 to supply consulting services to assist with the planning of the 2004 Athens Olympic and Paralympic Games. TAFE NSW – Sydney Institute will provide five specialised training consultants to prepare a master plan and develop training programs to suit the Greek environment.
- Winning a number of significant aid projects including AusAID's In Country Training Project. The project includes the management and delivery of over 40 short training courses per year in the countries of Tuvalu, Kiribati and Tonga. Other projects included education and training reform programs in the Philippines, Papua New Guinea, South Africa and Lebanon. The value of these projects is $4 million.
- Developing a joint program for the delivery of an Advanced Diploma in Information Technology with Cairo University. This is the first such program in Egypt to be developed by an Australian provider. The project, when finalised, will be worth around $0.72 million per year.

Other TAFE NSW Initiatives

TAFE NSW has partnerships with education providers and governments in many parts of the world although the focus of its international business delivery is in South East Asia and the South Pacific. During the reporting period, TAFE NSW institutes, OTEN-DE and divisions provided a range of national and international training programs and services. Key achievements included the following:

- Hunter Institute formed an alliance with Singapore Maritime Academy; Manakau Maritime School, New Zealand; the New Zealand School of Fisheries; Challenger TAFE WA; Cooloola Sunshine Institute, TAFE QLD; and Pivot Maritime, Tasmania. This is known as the Maritime And Seafood Training Education and Research (MASTER) Alliance. The alliance had a global launch in Singapore at a major maritime conference in July

2001. The partnering arrangements have given the institute a high profile on the world stage for maritime-related training. The institute has already completed international projects in partnering arrangements as a result. These projects to date have been worth $28,000 and have trained 34 staff for Adsteam Marine and 42 mariners in the Marshall Islands.

Western Institute's National and International Business

In 2001, Western Institute provided customised commercial training and consultancy services in a broad range of industry areas for 187 Australian and international organisations through 686 contractual agreements with a total value of $7.2 million.

- Illawarra Institute was involved in the development of online training and the delivery of nursing, information technology and accounting training in Tonga as part of an AusAID project conducted by TAFE GLOBAL.
- Western Sydney Institute began delivery of the Advanced Diploma in International Business Training in Singapore and Kuala Lumpur.
- OTEN-DE is delivering information technology and accounting programs in association with Sangam Institute of Technology, Nadi, Fiji. The number of students studying programs in Fiji increased from 13 in 2000 to 46 in 2001.
- OTEN-DE, through TAFE GLOBAL, signed two new agreements to deliver TAFE NSW courses in China, with Henan Construction Education Co Ltd, and with Beijing YUDA Business College. These programs are expected to generate $115,000 in 2002.
- Access Division developed a Business Studies Strand for the Certificate III in English for Vocational Purposes course. This is part of a suite of English language courses aimed at providing the best possible preparation and support for international students of non-English backgrounds to complete the TAFE NSW Diploma in International Business Studies.

TAFE NSW also continued to host high level delegations from other countries to enhance its position in the international market. During 2001, delegations were received from countries such as China, Malaysia, Japan and Korea.

2.5 Pursuing a Broader Range of Market Opportunities

Establishing Business in New Markets

During 2001, TAFE NSW continued to establish and consolidate its business arrangements in local, national and international markets and competed successfully with other training providers to develop a wide range of new business opportunities. Initiatives included the introduction of new courses, the development of new partnerships with both local and national businesses and the expansion of workplace delivery.

International Students

The revenue generated from on-shore international TAFE NSW students has grown steadily over the past four years, with 2000 / 2001 revenue of $13.873 million representing an increase of 44 per cent or $4.257 million over 1997 / 1998 revenue.

Revenue Generated from International TAFE NSW Students, 1997 - 2001

1997 / 1998	$9.616m
1998 / 1999	$10.419m
1999 / 2000	$12.553m
2000 / 2001	$13.873m

TAFE GLOBAL

In 2001, TAFE GLOBAL's revenue was $5.025 million (not including full fee-paying international students). This was primarily derived from major projects in China, particularly around Shanghai.

During the reporting period, TAFE GLOBAL successfully developed new markets in Egypt, Korea, Greece, South Africa, Philippines, Tonga, Tuvalu and Kiribati. TAFE GLOBAL also maintained well-established strategic offshore delivery programs in many of these countries as well as in other locations such as China, Hong Kong and the South Pacific.

TAFE GLOBAL focused on developing project management skills to support the marketing and delivery of aid related projects. As a result, TAFE GLOBAL won the AusAID-funded Pacific In Country Training project against strong competition from established project management companies throughout Australia. The In Country Training project is worth $3.2 million over three years.

Commercial Revenue

TAFE NSW's commercial revenue is generated from commercial programs, products and services that are sold by institutes and divisions in New South Wales, Australia and overseas. In 2001, TAFE NSW's commercial revenue totalled more than $52.5 million, an increase of around $15 million over 1997 revenue.

TAFE Revenue from Commercial Activities, 1997-2001

1997	$37,522,439
1998	$35,382,141
1999	$40,107,392
2000	$42,885,229
2001	$52,511,670

Note: TAFE GLOBAL's commercial revenue is not included in the total amounts for 2000 and 2001.

TAFE NSW's fee-for-service revenue is generated from a range of funding sources. Over the last five years, TAFE's fee-for-service funded activity has increased by 78.1 per cent, from 3.3 million student contact hours in 1997 to 5.9 million hours in 2001. In addition, fee-for-service activity accounted for 5.9 per cent of total student hours in 2001, compared to 3.8 per cent in 1997.

The ANTA training areas with the highest proportion of fee-for-service activity in 2001 were business and clerical programs with 1.1 million hours (17.9 per cent), followed by computing (14.8 per cent), general education and training (14.5 per cent) and engineering and mining programs (13.7 per cent). Together these four training areas accounted for over 60 per cent of TAFE's total fee-for-service activity.

International and Interstate Enrolments

Over the last five years, the number of international students enrolling in TAFE NSW has increased by 290 per cent, from 2,894 in 1997 to 8,393 in 2001. The enrolments of international students represent a relatively small share of total TAFE NSW enrolments at 1.65 per cent in 2001, although this is more than the 1997 share of 0.68 per cent.

Enrolments in TAFE NSW by people residing interstate have increased by more than 32 per cent over the last five years, from 6,707 enrolments in 1997 to 8,909 enrolments in 2001. Interstate enrolments accounted for 1.8 per cent of total enrolments in 2001, compared to 1.6 per cent in 1997.

In 2001, over two-thirds (72.4 per cent) of interstate enrolments originated from two states, Victoria (33.5 per cent) and Queensland (38.8 per cent).

International Enrolments as a Proportion of Total Enrolments, 1997 - 2001

Year	International Students (Onshore)	International Students (Offshore)	Total	% of Total Enrolments
1997	1,841	1,053	2,894	0.68
1998	1,907	1,547	3,454	0.80
1999	1,823	2,742	4,565	1.00
2000	2,263	4,377	6,640	1.44
2001	2,579	5,814	8,393	1.65

TAFE NSW ASCH by Funding Source, 1997-2001

Funding Source	ASCH 000's									
	1997		1998		1999		2000		2001	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
Commonwealth and State Recurrent Funding	79,456	91.1	77,147	91.4	81,275	91.3	83,104	89.9	88,954	89.3
Commonwealth and State Specific Funding	4,473	5.1	3,672	4.3	3,486	3.9	3,910	4.2	4,794	4.8
Fee for Service Funding	3,308	3.8	3,597	4.3	4,221	4.7	5,460	5.9	5,893	5.9
Total	**87,236**	**100.0**	**84,416**	**100.0**	**88,982**	**100.0**	**92,474**	**100.0**	**99,642**	**100.0**

Note: (1) TAFE NSW fee-for-service activities cover items like fees for trainees and contestable funding which are considered to be mainstream rather than commercial activities.

(2) Commercial activities do not always involve ASCH, for example, consultancy services and sales of products.

ASCH – Annual Student Contact Hours

TAFE NSW Enrolments from Other States, 1997-2001										
Source of Enrolment	Enrolments									
			1997		1998		1999		2000-2001	
	No.	%	No.	%	No.	%	No.	%	No.	%
ACT	830	0.2	920	0.2	930	0.2	980	0.2	949	0.2
Northern Territory	200	0.0	140	0.0	164	0.0	175	0.0	239	0.0
Queensland	2,567	0.6	2,505	0.6	2,796	0.6	2,976	0.6	3,461	0.7
South Australia	305	0.1	260	0.1	316	0.1	634	0.1	565	0.1
Tasmania	204	0.0	161	0.0	164	0.0	151	0.0	157	0.0
Victoria	2,306	0.5	2,558	0.6	2,729	0.6	2,687	0.6	2,986	0.6
Western Australia	295	0.1	310	0.1	659	0.1	542	0.1	552	0.1
Interstate[1]	6,707	1.6	6,854	1.6	7,758	1.7	8,145	1.8	8,909	1.8
Other Enrolments[2]	417,743	98.4	420,663	98.4	447,913	98.3	452,763	98.2	495,587	98.2
Total	**424,450**	**100.0**	**427,517**	**100.0**	**455,671**	**100.0**	**460,908**	**100.0**	**504,496**	**100.0**

Notes: [1] Interstate enrolments are the total enrolments from other States and Territories.

[2] Other enrolments include those by NSW and international students.

Other TAFE NSW Initiatives in New Markets

During the reporting period, TAFE NSW institutes continued to increase their business in national and international markets and to deliver tailored programs for industry and enterprises in new markets in New South Wales. TAFE institutes' major achievements in commercial activities in 2001 included the following:

- North Coast Institute staff continued to develop a strategic relationship with the International Education Agency PNG, a major private schools operator, to increase their international project activity and off-shore enrolments. Since 2000, the institute has enrolled 117 students in Papua New Guinea in a selection of courses including IT, office administration and financial services.

Business Training in China

South Western Sydney Institute commenced delivery of the TAFE NSW Advanced Diploma in International Business in Wujin, China. The institute also had new intakes of students in existing programs in six locations (Shanghai, Tianjin, Quanzhou, Hangzhou, Nanjing and Wujin) bringing the number of full-time students to over 2,000.

- Illawarra Institute successfully delivered a customised food hygiene program which covered 155 food processing staff from the Manildra Group's Bomaderry Plant. The course was developed to meet the specific food processing needs relevant to the factory's specialised applications.

National Wood Classer Development Program

Western Institute managed the National Wool Classer Development Program under contract to the Australian Wool Exchange - the largest private sector training contract ever awarded. The program involves a partnership with TAFE organisations in all States and Territories and has delivered a qualifications update to more than 12,000 wool classers across Australia.

- OTEN-DE provided Occupational Health and Safety (OH&S) at sea for NSW Fisheries in 2001, assisting 120 fisheries officers to adopt safe working practices when on duty investigating fishing boats and catch sizes.
- Hunter Institute, in a joint program with Warren Yachts, engaged 10 students in building a $30 million luxury cruiser at Kincumber. The cruiser named Slipstream was launched by the NSW Premier.
- South Western Sydney Institute received the 2001 Western Sydney Industry Awards Export Award for Service Industries in recognition of its successful move into the education market in Malaysia and China, and the growth in enrolments of onshore international students.
- Western Sydney Institute developed partnerships with a number of organisations for the delivery of customised quality training and assessment services. These included Speedo (for retraining of displaced staff after plant closure); Everglades

Gardens, Leura (to provide customised training for their volunteer guides) and Parramatta Eels Club and Penrith Panthers Rugby League Club (to deliver a small business course for players).

TAFE NSW Marketing and Promotion

TAFE NSW launched several new major initiatives in 2001 to increase awareness of TAFE NSW as a first choice high quality vocational education and training provider. Successful marketing and promotion initiatives were also continued into 2001. These included advertising through print, radio and television; the development and distribution of materials containing information about TAFE courses; the development and upgrading of websites; the organisation of events such as major exhibitions and business forums; and the promotion of TAFE NSW at seminars and conferences.

New Marketing and Promotional Initiatives

TAFE NSW commissioned a new advertising campaign, 'Love Your Work', which not only acted as an information campaign but also positioned TAFE NSW as a modern, professional, responsive and flexible organisation providing practical and relevant training. The project had a budget of $800,000 which included media placement and production.

During the reporting period, TAFE NSW developed a new website specifically for the TAFE PLUS market. The website (www.TAFEPLUS.com) promotes an innovative, professional and responsive image to individuals and commercial clients. The site is the vehicle for a trial of online enrolments in all TAFE PLUS commercial courses. Hits to the site reached 4,000 in December 2001.

In addition to the above activities, individual TAFE NSW institutes implemented a range of local marketing and promotional initiatives in 2001 which included the following:

- Hunter Institute developed a multi-media CD-ROM to promote the institute in local, national and international markets.
- Illawarra Institute hosted three shopping centre displays at major centres which provided information and marketing materials to well over 1,000 visitors. The institute also participated in the HSC Advisory Stand at Crown Central, Wollongong where over 400 HSC students attended to discuss future education options.
- The OTEN-DE course guide was distributed to 100,000 Daily Telegraph readers in early 2001.

Right Choice

In 2001, TAFE NSW launched a new look *Right Choice* magazine (an information guide for school leavers) which is designed to be more attractive to young people. Over 200,000 copies were distributed to all secondary schools in New South Wales prior to students making their subject choices for Years 11 and 12. The project budget, including the launch, was $195,000.

- TAFE NSW – Sydney Institute developed a new website, www.sit.nsw.edu.au/vet. which enables teachers, parents and students to access up-to-date information on courses and pathways.
- Western Institute developed a brochure which targeted prospective Aboriginal school students with a disability. The brochure was distributed to local schools within the institute. Customised versions were produced to meet the needs of different Aboriginal communities.
- Access Division held a forum on TAFE NSW course provision for women in October 2001. The forum strengthened links with industry and the community in meeting the VET needs of women throughout the State.

TAFE Week

The 2001 TAFE Week was themed 'Delivering the Advantage' and was launched in July 2001. During the week, TAFE NSW conducted a total of 92 corporate and institute activities in New South Wales which complemented the showcases of products and services to prospective students, industry, and the community held in institutes throughout the State. The budget for TAFE Week 2001 was $81,731.

Statewide TAFE Promotion

TAFE NSW published a four-page full-colour advertising feature, 'TAFE Week 2001', in the *Sunday Telegraph* on 29 July 2001 at the beginning of TAFE Week. The *Telegraph* is one of the largest selling newspapers in Australia with a weekly circulation of 719,000.

During the week, TAFE Online was launched at the official opening of the Information Technology and Business Centre at Hornsby College, Northern Sydney Institute.

To encourage school leavers to come to TAFE NSW, an inaugural poster competition, 'What TAFE NSW means to you', was set up for students in Years 9 to 12 in all government and non government secondary schools. The works of the 25 finalists were exhibited during TAFE Week at the Muse in TAFE NSW – Sydney Institute.

TAFE NSW Exhibitions and Events

TAFE NSW held a range of exhibitions and events in 2001 to promote its courses and services to potential customers and key industries. The largest was the TAFE NSW exhibit at the Royal Easter Show held over two weeks in April 2001.

Other TAFE exhibitions included the International Business Excellence Seminar Exhibition, Darling Harbour held in March 2001; the Hotel Expo at Darling Harbour held in April (promoting TAFE NSW hospitality and tourism courses); the Public Sector Industry Training Advisory Bodies Conference held at the Masonic Centre in Sydney in May; and Net*working (promoting TAFE's online learning) held at the Brisbane Convention Centre in April.

Two key TAFE conferences were held at Australian Technology Park in September 2001. Firstly, OTEN-DE co-hosted the 15th Open and Distance Learning Association of Australia's Biennial Forum in conjunction with the University of Sydney. A total of 330 delegates and speakers from around Australia and overseas discussed issues affecting distance and flexible education in the school, university, VET and TAFE sectors for the new millennium and beyond. Secondly, a conference for TAFE Teaching English to Speakers of Other Languages (TESOL) teachers was also held at Australian Technology Park.

Riverina Institute, in collaboration with VISY Industries, officially launched the new VISY pulp and paper mill in Tumut on 22 November 2001. The launch was hugely successful with 1,800 visitors attending the exhibition.

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

Professional Development

Professional development and staff support are high priorities within TAFE NSW. In 2001, organisational training and development programs and workshops were held throughout the State for TAFE NSW institute teachers and other staff. These addressed a number of issues including flexible delivery, online learning, occupational health and safety and work-based learning projects.

Training and Development Initiatives

Staff training and development is acknowledged by institutes as a major factor in the quality of TAFE training. Professional development programs and workshops conducted by TAFE NSW during 2001 included the following:

- TAFE NSW provided training for all staff in the new child protection legislation.
- Hunter Institute provided training in flexible delivery and online learning for 432 educational staff to address their identified needs.
- North Coast Institute allocated $80,000 to its Professional Development Scheme program, 'Guiding the Learning Journey'. The program supports local individual and team initiatives with a focus on team building, communication skills and enhancing team performance. Over 180 staff have been involved in the program.
- Northern Sydney Institute conducted nine part-time teacher induction programs for a total of 159 participants. Participants were provided with information relating to employment conditions, institute structure and available support services.
- OTEN-DE provided training for full-time, part-time and off-site teachers in the VET Initial Teaching and Learning program (VITAL) in accordance with National Training Framework requirements. In 2001, around 30 teachers completed the Plan Conduct and Review Assessment component of the VITAL program.
- Riverina Institute launched a staff induction program which provides an overview of the Department, TAFE NSW corporate directions and the institute's strategic directions and annual business plan.

- South Western Sydney Institute provided initial teacher training for new 22 full-time teachers. A total of 126 part-time teachers completed the VITAL program in 2001.

Professional Development in Southern Sydney Institute

Southern Sydney Institute staff undertook a total of 485 professional programs and activities at a cost of $261,000. The training focused on a range of management areas, flexible delivery (particularly online teaching and learning) and assessment. A total of 3,471 staff members attended these activities, of which 37 per cent were part-time staff members. In addition, the implementation of the newly-established annual teacher reviews was supported by providing every staff member with a resource kit.

- Western Institute developed a flexibly delivered teacher support package to facilitate professional development in horticulture for staff across the institute, especially in regional and remote campuses.
- Western Sydney Institute instigated a Head Teacher Development Strategy designed for all head teachers and special program coordinators.
- Access Division held the Developing New Pathways for Youth at Risk Conference which targeted institute managers and TAFE access and equity staff. The forum engaged them in discussion and displayed best practice examples of TAFE NSW Youth at Risk projects and practices.

Professional Development for Construction and Transport Teachers

Construction and Transport Division developed and delivered 28 professional development programs to TAFE institute staff. The programs were attended by 616 teachers and managers and were designed to support the introduction of new courses and initiatives and changing technology.

- Business and Public Administration Divisions continued to provide recognition of prior learning (RPL) to enable administration teachers to update and improve their skills by completing the Diploma of Administration.
- Community Services, Health, Tourism and Hospitality Division provided professional support to the NSW Drug and Alcohol Training Taskforce by convening the NSW Drug and Alcohol Training Forum on 27 and 28 March. Over 200 people participated in the forum.

Training for IT Teachers

Over 300 teachers and managers from across the State attended the Information Technology, Arts and Media Division 11th Annual Conference. The conference focused on third generation product development and what TAFE NSW needs to do differently, as well as changes in the information technology and arts and media areas.

- The Manufacturing and Engineering Division hosted a statewide conference of teachers, head teachers and heads of studies / faculty directors in December to assist them with the implementation of the Metals and Engineering Training Package.

Professional Development Network

The Professional Development Network (PDN) managed several national projects during 2001 which were funded by ANTA at a cost of $2,164,600. These included LearnScope-funded projects that assisted practitioners in 83 registered training organisations (RTOs) to develop skills in using new technology and flexible learning strategies.

The PDN's other major accomplishments during the year included:

- Conducting research and evaluation activities which resulted in new research partnerships between TAFE NSW and the University of Western Sydney, the Australian Catholic University and the University of Technology, Sydney.
- Providing information on TAFE NSW professional development initiatives, research and events on the PDN website.
- Managing TAFE's professional development initiatives for online learning, including programs for learningware product developers, and teachers and managers involved in online learning.

Quality Management

Quality Initiatives

TAFE NSW has a quality policy which is implemented by all institutes through the TAFE Quality Council. The council provides a leadership role in promoting systematic quality improvement throughout TAFE NSW. It is responsible for monitoring the institutes' maintenance of registered training organisation (RTO)

and quality endorsed training organisation (QETO) status. All institutes and OTEN-DE were assessed and became RTOs in 1999. By mid 2001 all TAFE institutes were externally validated as QETOs by the NSW Vocational Education and Training Accreditation Board.

However, subsequent national decisions to provide a single higher level national mutual recognition will lead to the phasing out of QETOs as part of the Australian Recognition Framework (ARF). In addition, in 200 the ARF was replaced by the Australian Quality Training Framework (AQTF) which includes new standards for RTOs and State recognition authorities.

In 2001, the TAFE Board decided that all institutes would achieve ISO certification against the new quality management standard ISO 9001:2000. Hunter Institute was the first institute to be certified under the new ISO standard in October 2001. It joins Riverina Institute, the TAFE divisions and a number of TAFE specialist units which were previously certified under the ISO 9001:1994 standard. TAFE institutes are working collaboratively to share resources and expertise in the development of their ISO systems and approaches.

TAFE NSW divisions maintained their certification to AS/NZS ISO 9001 through regular internal and external audits. The external audit report provided by Benchmark in June 2001 commended the divisions' effective approach to system review and continual improvement, particularly in the areas of strategic and management planning.

During the reporting period, the divisions also reviewed their service agreement with institutes to ensure that it continued to meet registration and quality endorsement requirements under the ARF and would also comply with the new standards under the AQTF.

TAFE NSW Quality Awards

The TAFE NSW Quality Awards recognise and reward measurable improvements in the quality of teaching, learning and service provision in institutes and OTEN-DE that have been brought about through teamwork. The seventh annual TAFE NSW Quality Awards and the inaugural Quality Showcase were held on the 20 0ctober 2001. Southern Sydney Institute hosted the showcase at its Oatley Campus.

2001 TAFE NSW Quality Awards	
Gold	New England Institute The institute won the gold quality award for its 'Profile and Planning System'. The purpose of this project was to ensure that staff are provided with an appropriate tool to enable them to efficiently plan and monitor their operations.
Silver	OTEN-DE OTEN-DE won the silver award for its project 'Capturing Client Contact at OTEN-DE'. The aim of the project was to develop and implement a client contact strategy to solve the problem of OTEN-DE contacting its students and systematically recording and reporting these contacts.
Bronze	Southern Sydney Institute The institute won the Bronze Award for its project 'A Partnership between Southern Sydney Institute and Sutherland Shire Council.' The project aimed to determine the training needs of Sutherland Shire Council Children's Services workers.

Recognition of Excellence

NSW Premier's Public Sector Awards

The 2001 NSW Premier's Public Sector Awards were made across several categories including service delivery, and social justice and workforce diversity. Awards for social justice and workforce diversity recognise achievements that address employment equity and improved access and/or service for customers, including disadvantaged groups. Awards in the service delivery category are for achievements that address identified and measurable business improvements and show whole-of-government work by an agency or group of agencies.

In addition, the NSW Public Sector received a gold award for service delivery with its contribution to the Sydney 2000 Olympics and Paralympics. The Department provided a major contribution towards this achievement through TAFE NSW.

TAFE NSW Winners – 2001 NSW Premier's Public Sector Awards			
Award	Category	Institute	Reason for Award
Gold	Social Justice	South Western Sydney Institute	Youth at Risk program
Bronze	Service Delivery	New England Institute	Flexibly delivered retail training program

Hunter Institute Wins 2001 Large Training Provider of the Year

Hunter Institute was named the 2001 NSW Large Training Provider of the Year in the NSW Training Awards, in recognition of its outstanding achievement and excellence in vocational education and training. The institute has taken a leading role in supporting regional development through ongoing collaboration with the community and business sector.

Minister's Quality Teaching Awards

In December 2001, the Minister presented the inaugural Quality Teaching Awards to 57 outstanding NSW teachers including ten exceptional TAFE NSW teachers. The awards were jointly sponsored by the Minister and the Australian College of Education (ACE) NSW Chapter. The Quality Teaching Awards are the first in Australia to evaluate teachers comprehensively. Recipients of this prestigious award underwent rigorous and extensive assessments which judged their professional knowledge, understanding, skills and values.

Colin Bale, New England Institute - Colin is a teacher of biological sciences at Armidale TAFE College where he teaches ecology, botany and interpretive aspects of ecotourism and guiding. Colin believes teaching and learning should be 'serious fun'. He encourages students to ask 'how come?' and to develop a sense of wonder about the world around them.

Gail Smith, Riverina Institute - Gail teaches office administration at Riverina Institute's Finley Campus. Gail is the only full-time teacher at the campus, and there are about 12 part-time teachers. In a small town like Finley it would be difficult to keep classes full year after year. But Gail has adapted curriculum to meet the needs of local industry and students, and has maintained a healthy section. Local industries call on her when they have vacancies because of her high quality graduates.

Minister's Quality Teaching Awards 2001	
Recipient	Institute
Ms Debra Anderson Accounting and Finance Teacher	Southern Sydney Institute
Dr Colin Bale Biological Sciences Teacher	New England Institute
Ms Catherine Hamill Child Studies Head Teacher	Northern Sydney Institute
Mrs Elizabeth Hobbs Administration Teacher	Western Sydney Institute
Ms Kay Kanaar English and Communications Head Teacher	Illawarra Institute
Mrs Nicola Sleeman Retail and Logistics Teacher	New England Institute
Ms Gail Smith Office Administration Teacher	Riverina Institute
Mr Dallas Sutherland Arts and Media Teacher	North Coast Institute
Ms Carolyn White General Education Teacher	Riverina Institute
Mr David Wilson Clinical Technology Head Teacher	OTEN - DE

Elizabeth Hobbs, Western Sydney Institute - Elizabeth teaches administration courses at Baulkham Hills College of TAFE. She has developed a particular interest in resources that are paper based and computer based, and she has tailored them to suit individual student needs. She has written a textbook, computer based learning programs and curriculum documents. She values creating an open and friendly learning environment that is both engaging and challenging for the students and herself.

David Wilson, Open Training and Education Network - Distance Education. David is the head teacher of clinical technology at OTEN, managing and teaching optical dispensing and optical mechanics courses (with 58 students across Australia and New Zealand). He has lectured in a number of countries including the US, England, Malaysia, Japan, the Philippines, Thailand, China and New Zealand. He is full of enthusiasm, cares for his students and shares his expertise.

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 the nomination include assistance with classroom teaching, sporting programs, visual or performing arts activities, multicultural education, administrative activities, improvements to the physical environment of colleges, assistance with special occasions, assistance with computers, commercial activities or business ventures. Other activities considered worthy of recognition may also be considered.

In 2001, the Award for Excellent Service to Public Education and Training was presented to six recipients from TAFE institutes throughout the State.

Horticulture Award

Southern Sydney Institute's Padstow College Horticulture Section received the ABC Gardening Australia LIVE 2001 Platinum Award in a presentation held at Homebush Bay in October 2001. The platinum award is the highest award granted at the show, and is open only to gold award recipients who demonstrate excellent environmental responsibility.

Award for Excellent Service to Public Education and Training, 2001

Recipient	Institute	Reason for Award
Ms Fulvia Cormick	TAFE NSW – Sydney Institute	Fulvia has demonstrated consistently excellent performance. She is more than a store person, she is an organiser, a counsellor, an interpreter, a receptionist and a secretary.
Mr Joe Famularo	Southern Sydney Institute	Joe has actively promoted the value of TAFE to the customs broking and logistics industries. TAFE's good standing with these industries is mostly due to his efforts.
Ms Kathy Keys	Western Sydney Institute	Kathy has been involved in career markets, youth expos, shopping centre displays, activities in local high schools, and community activities in the institute. She has always represented TAFE NSW in a thoroughly professional manner.
Mr Pierre Masse	Northern Sydney Institute	Pierre has made an outstanding contribution to the promotion of public education and training in New South Wales and delivers vocational education and training of the highest quality.
Ms Jean Mcintyre	North Coast Institute	Jean works in tourism and hospitality as a classroom preparation assistant. She is an integral member of the section who quietly gets on with her job, is always helpful, and puts new teachers at ease.
Mr Stuart Murphy	Hunter Institute	Stuart Murphy is a committed TAFE officer who has shown outstanding dedication to serving the community services industry sector. Stuart focuses on TAFE activities seven days a week, 52 weeks of the year.

CHAPTER 3: INDUSTRY TRAINING SERVICES

During the past twenty years, the industrial landscape and skill needs of New South Wales have changed dramatically. The development of a more open and global economy has been accompanied by advances in technology, especially information and communications technology. This has resulted in increased competition from both domestic and overseas producers and demand for higher quality and customised products. These have had a lasting impact on the way both industry and the labour market operate.

Success in this economic context is increasingly dependent on the ability of firms and industries to innovate and the way they use knowledge in the production process. Innovation includes the ability to transform ideas into new products and ways of working. The use of information technology, for example, has changed the way many businesses operate and has created new occupations in fields including software and hardware development, programming and e-commerce.

There have also been changes in the employment relationship between firms and workers. The number of employees engaged on a casual or contractor basis is increasing - mostly at the expense of the full-time permanent workforce. Workers in some industries are being encouraged to change their expectations of a long-term career and focus on gaining a variety of employment experiences in short-term project work.

The combined effect of these changes has a significant impact on skills development. Workers need a broad range of skills - ranging from the ability to perform specific tasks, to the ability to translate new ideas into new products and better ways of working. They must also continually update and refresh these skills - often taking the responsibility for meeting the cost themselves.

The challenge facing the Department of Education and Training has been to find the right balance between the demand and supply of skills for New South Wales, to ensure both social and economic prosperity.

3.1 Skills for the New Economy

The Department provides a range of vocational education and training (VET) services to industry. These include the provision of industry 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 VET in industry. Several of the Department's key industry programs are administered under competitive funding arrangements and are delivered by both public and private training providers.

Providing Innovative Training for Industry

The Department has a number of innovative training programs which help to meet the State's VET skills and training needs. These address emerging industry skill needs, high skill needs, and training needs in industry growth areas and traditional industries.

Contracted Training Provision Program

The Contracted Training Provision (CTP) program's primary aim is to meet the State's emerging skill needs, as identified in the *NSW Strategic Vocational Education and Training Plan 2001-2002*. Training purchased under the CTP program may be directly related to immediate job opportunities, upgrading the skills of existing employees, or providing the first stage of a broader program of training.

CTP program funding expenditure is spread across all 19 ANTA industry training areas and training is purchased on a regional basis through the Department's industry training centres. The mix of CTP training purchased varies by region. For example, the Sydney region purchases mainly business and clerical training, whereas country regions would normally purchase training across all 19 industry areas.

A budget of $38.911 million, sourced from Australian National Training Authority (ANTA) funds, was expended in 2001 on the purchase of training under the CTP program.

Industry Based Skills Centres Program

The Industry Based Skills Centres Program is an ANTA-funded initiative to promote flexibility, responsiveness and diversity in the training market through the provision of capital infrastructure grants for investments in training facilities. The program funds organisations to establish training facilities by setting up and operating skills centres.

There are 26 skill centres funded across New South Wales to support training in retail and wholesale; tourism and hospitality; information technology; business services; building and construction; light manufacturing; food processing; arts; media and

entertainment; childcare; transport; sports and recreation; and primary industry. A budget of $256,525 was provided in 2001 from ANTA funds.

Industry Skills Training Program

The Industry Skills Training Program (ISTP) assists enterprises and industry associations in establishing training development projects across a range of industry sectors. The program aims to encourage innovative industry training initiatives and to address current and future skills shortages. A budget of $391,000 was provided in 2001 from State funds.

In 2001, ISTP funded 38 projects across the automotive, information technology, community services and health, fishing, heritage construction, water, utilities and electro-technology, primary, broadcasting, food, forestry, meat, racing, sport and recreation, surf life saving and tourism industries. Some key achievements included:

- Establishing an IT website aimed at increasing the take-up of women in the information technology industry to alleviate critical staff shortages.
- Producing training resources for the irrigation industry to improve workers' limited access to training. This is in line with the national commitment to ensure that water in Australia is plentiful, non-saline and that natural ecosystems are maintained.
- Developing a video and best practice manual presenting a model which enhances the capacity of ACE and other training providers to strategically address, as a coordinated group, the training needs of a particular geographic region.
- Delivering an entry-level training program for the mushroom industry whose current training practices are haphazard, time-consuming and uncoordinated. This will assist employers who are experiencing difficulties in finding skilled labour, with a particular shortage of entry-level workers.
- Producing resources to provide young people at risk with opportunities to access accredited vocational training.
- Implementing the *Education and Training Plan for Sustainable Agriculture in the Sydney Basin* in partnership with NSW Agriculture. The plan provides a VET solution to assist the continuation of agricultural production in the Sydney Basin, which is currently worth $1 billion per year.

IT Cadetship

In October 2001, the Department introduced a new IT cadetship. The first of its kind in Australia, the cadetship is designed to address the Australian IT sector's current growth rate of over 25,000 positions per year. The IT cadetship is an initiative under the Premier's Information and Communications Technology Skills Action Plan, *Skilling People for an Information Society*, which addresses the skill needs of the IT industry.

In 2002, school leavers with IT skills will be able to enter a program of employment-based training culminating in a diploma qualification that articulates into a range of university courses. The IT cadetship will also incorporate training towards internationally-recognised vendor specific qualifications in IT. It is expected that up to 400 cadets will be registered in the first twelve months of the program. The program is funded under the Apprenticeship and Traineeship Training Program.

Basic Information Technology Skills Program

During 2001, the Board of Vocational Education and Training (BVET) initiated a Basic Information Technology Skills Program to support the NSW Government's Information and Communications Technology (ICT) Skills Action Plan, *Skilling People for an Information Society*. The program is a partnership between the Australian Computer Society, TAFE NSW institutes, ACE providers and private training providers across the State.

The Basic Information Technology Skills Program is a response to research which shows that a third of Australia's adults lack the skills to use a computer and half lack the skills to use the internet. The program is helping to bridge this 'digital divide' by providing free computer training to 10,000 disadvantaged people. The training also supports participants who sit for the International Computer Driving Licence, which is an internationally-recognised certificate of basic computer competence.

BVET allocated $6.5 million to the Basic Information Technology Skills Program in 2001, targeting those in the general community, particularly mature age workers, and in regional and remote communities and equity target groups. By the end of the year, almost 7,000 people had enrolled in the courses, with the remaining places to be filled early in 2002.

Small Business IT Training Advantage

The Small Business IT Training Advantage scheme commenced in August 2001. The scheme encourages greater participation in the training system by small business. Participating businesses receive a Training Advantage voucher redeemable for $500 worth of training or training-related services in information technology or e-business. The scheme targets small businesses in six regions - Lismore, Dubbo, Orange, Wagga Wagga, Batemans Bay and Bega.

In 2001, a budget of $1 million from ANTA funds was used to provide approximately 2,000 people with training in IT and e-business. The scheme will be evaluated externally in 2002.

Industry Training Centres

Industry training centres provide a wide range of programs and services to employers, apprentices, trainees, training organisations and the community. They play a key role in regulating the apprenticeship and traineeship system in New South Wales and providing recognition services to industry and training organisations.

There are 11 centres in metropolitan and regional New South Wales, which are located in central Sydney, Chatswood, Parramatta, Liverpool, Bankstown, Wollongong, Wagga Wagga, Orange, Tamworth, Lismore and Newcastle.

Industry Training Advisory Bodies

NSW Industry Training Advisory Bodies (ITABs) are the Department's key sources of advice on the VET needs of industry. ITAB industry advice is an important resource for the State Government when developing policy and State priorities, planning resource allocation for design and delivery activities, initiating targeted training strategies, and reviewing State directions and outcomes.

NSW ITABs cover the 20 major industry areas active in the State and ITAB members represent significant enterprises, and employer and union organisations across the various sectors of each industry area. The 2001 ITAB budget was comprised of NSW State funds of $1,061,000 and ANTA funds of $1,743,000, which totalled $2,804,000.

In 2001, NSW ITABs were required to develop a business plan with key performance areas, objectives and performance indicators for products and services contracted by the Department and to report against these objectives and indicators.

NSW Apprenticeship and Traineeship System

Reform of the Apprenticeship and Traineeship System

During 2001, an extensive review of the legislation governing the NSW apprenticeship and traineeship system was undertaken. The aim of the review was to ascertain how the legislation might be reformed in order to simplify the administration of the apprenticeship and traineeship system and ensure its relevance to industry and the community.

Extensive public consultation resulted in widespread support from industry, employers, unions and training organisations for the reorganisation of the State's apprenticeship and traineeship system and new legislation was passed by the NSW Parliament in November 2001. The new Act, the A*pprenticeship and Traineeship Act 2001*, was enacted from 1 January 2002. In particular, the new Act:

- provides more flexible training arrangements which are better suited to the changing needs of the economy and the community
- simplifies and streamlines the administration of apprenticeships and traineeships
- encourages greater participation by employers and young people
- ensures the quality of training outcomes for employers and their apprentices and trainees
- facilitates changes consistent with nationally agreed training reforms.

Key features of the legislation include:

- the use of organisation terms and references to take account of changes in the VET system
- a new process for declaring vocations
- improved flexibility in training arrangements
- the introduction a national training contract and training plan
- clearer duties for host employers
- the registration of group training organisations that satisfy minimum standards
- the introduction of existing worker trainee provisions
- the introduction of provisions covering prohibited employers.

The new Act gives the Commissioner for Vocational Training the power to make vocational training orders following consultation with relevant industry groups. This will provide greater flexibility in establishing training arrangements for apprenticeships and traineeships and will ensure industry parties are involved in the process. It will also allow training arrangements (including nominal terms) to be more flexible on an industry-by-industry basis, and it will support the streamlined introduction of national training packages.

Under the new Act, the establishment of a training contract between an employer and apprentice or trainee will be a one-step process. At the same time, the requirement to lodge a training plan endorsed by a registered training organisation (RTO) will strengthen the quality of training arrangements.

The introduction of the training contract and training plan will also facilitate electronic lodgement of applications through New Apprenticeships centres and ensure more consistent administrative arrangements.

The *Apprenticeship and Traineeship Act 2001* allows for the registration of group training organisations that meet minimum operating standards specified in vocational training guidelines issued by the Director-General of Education and Training. Although the Act does not require group training organisations to be registered, this provision will support the introduction of quality arrangements for group training organisations that have been developed and piloted in consultation with key industry players. Any organisation wishing to apply for government funding will be required to be registered.

The *Apprenticeship and Traineeship Act 2001* establishes a legislative basis for existing worker traineeships and protects the current employment conditions of employees who become registered existing worker trainees. The new Act also replaces the existing Vocational Training Board with a Vocational Training Tribunal, with powers to protect apprentices and trainees by declaring inappropriate employers 'prohibited', either indefinitely or for a set period.

Comprehensive information about the NSW apprenticeship and traineeship system and the new Act is provided on the Department's apprenticeships and traineeships website at http://apprenticeship.det.nsw.edu.au/advins/intro.htm.

Peter Brennan worked as a network trainee at Channel Ten and, as part of his traineeship, he completed TAFE's three-year television production course.

Apprenticeships and Traineeships

In training: The total number of apprentices and trainees in training has risen by 83.5 per cent over the past five years, from 53,350 in 1997 to 97,910 in 2001. This is due to significant growth in the number of traineeships available, the broader occupational coverage of traineeships, and the substantial increase in the number of people taking up traineeships from 1997 to 2001.

The number of apprentices and trainees in training in 2001 increased by over 15 per cent over 2000, with the biggest increments in the managers and administrators, professionals and intermediate clerical sales and service workers categories.

Conversely, tradespersons and related workers recorded a moderate decline from 2000 to 2001 of around 3 per cent. Construction tradespersons in training have remained steady, in the post-Olympics period, assisted to an extent by the Commonwealth Government's First Home Owner Grant.

NSW: Apprentices and Trainees-In Training - by Main Occupation Groups (ASCO) — as at 31 December

ASCO Occupation Group	1997	1998	1999	2000	2001
1 Managers and Administrators	670	440	490	1,480	4,070
2 Professionals	220	90	180	820	1,660
3 Associate Professionals	1,290	1,290	1,340	1,630	2,450
4 Tradespersons and Related Workers	40,150	39,020	40,120	40,180	39,010
41 Mechanical and Fabrication Engineering Tradespersons	5,870	5,170	4,500	4,010	3,810
42 Automotive Tradespersons	8,070	7,640	7,860	7,750	7,570
43 Electrical and Electronics Tradespersons	5,820	5,570	5,510	4,710	3,720
44 Construction Tradespersons	8,660	8,550	9,690	10,410	10,500
45 Food Tradespersons	5,380	5,740	5,470	5,960	6,020
46 Skilled Agricultural and Horticultural Workers	1,290	1,240	1,610	1,700	1,930
49 Other Tradespersons and Related Workers	5,060	5,120	5,480	5,660	5,460
4931 Hairdressers	3,460	3,300	3,440	3,540	3,490
4900 Other	1,600	1,820	2,030	2,110	1,970
5 Advanced Clerical and Service Workers	100	90	(a)	140	320
6 Intermediate Clerical Sales and Service Workers	7,690	6,200	9,340	13,690	17,350
7 Intermediate Production and Transport Workers	370	520	5,040	10,630	13,520
8 Elementary Clerical Sales and Service Workers	1,260	2,030	9,210	10,380	12,310
9 Labourers and Related Workers	1,610	1,480	4,100	5,920	7,220
Total	**53,350**	**51,160**	**69,820**	**84,860**	**97,910**

Source: Based on NCVER December 2001 estimates - unpublished. Due to confidentiality reasons (a) represents 9 or less.

Commencements: The number of apprenticeships and traineeship commencements has increased dramatically, from 29,650 in 1997 to 70,160 in 2001, a rise of around 137 per cent.

The main occupational groups of apprentices and trainees commencing training are similar to those in training – with managers and administrators, professionals and intermediate clerical sales and service workers categories showing the strongest gains between 2000 and 2001. Again, tradespersons and related workers declined over the corresponding period (by around 11 per cent) with both construction and auto tradesperson numbers declining even more significantly (by around 20 per cent and 13 percent respectively).

NSW: Apprentices and Trainees - Commencements - by Main Occupation Groups (ASCO) — as at 31 December

ASCO Occupation Group	1997	1998	1999	2000	2001
1 Managers and Administrators	730	480	410	1,610	4,240
2 Professionals	260	120	160	730	1,210
3 Associate Professionals	1,470	1,430	1,440	1,710	2,750
4 Tradespersons and Related Workers	12,710	13,530	16,190	14,660	13,040
41 Mechanical and Fabrication Engineering Tradespersons	1,610	1,430	1,350	1,220	1,340
42 Automotive Tradespersons	2,300	2,330	2,940	2,740	2,380
43 Electrical and Electronics Tradespersons	1,740	1,720	1,970	1,150	530
44 Construction Tradespersons	2,840	3,300	4,330	3,970	3,210
45 Food Tradespersons	2,020	2,490	2,530	2,660	2,470
46 Skilled Agricultural and Horticultural Workers	400	400	810	860	1,140
49 Other Tradespersons and Related Workers	1,800	1,870	2,270	2,070	1,980
4931 Hairdressers	1,200	1,150	1,310	1,230	1,200
4900 Other	600	720	960	850	780
5 Advanced Clerical and Service Workers	130	130	(a)	140	320
6 Intermediate Clerical Sales and Service Workers	10,010	7,590	10,680	14,330	17,920
7 Intermediate Production and Transport Workers	420	620	5,290	8,100	9,880
8 Elementary Clerical Sales and Service Workers	1,660	2,600	11,970	11,440	12,970
9 Labourers and Related Workers	2,260	2,160	5,440	6,260	7,830
Total	**29,650**	**28,660**	**51,590**	**58,990**	**70,160**

Source: Based on NCVER December 2001 estimates - unpublished. Due to confidentiality reasons (a) represents 9 or less.

Completions: The number of apprenticeship and traineeship completions has also increased markedly, from 15,760 in 1997 to 29,160 in 2001, an increase of 85 per cent.

In 2001, the number of apprentices and trainees completing their training showed a substantial increase in the intermediate clerical sales and service workers category which rose by 46 per cent over 2000, and a significant increase in the tradespersons and related workers category, up by 22 per cent over the same period.

NSW: Apprentices and Trainees - Completions - by Main Occupation Groups (ASCO) — as at 31 December

ASCO Occupation Group	1997	1998	1999	2000	2001
1 Managers and Administrators	400	440	260	350	230
2 Professionals	90	120	70	30	90
3 Associate Professionals	350	680	660	640	820
4 Tradespersons and Related Workers	8,410	9,060	8,930	8,180	9,920
41 Mechanical and Fabrication Engineering Tradespersons	1,290	1,490	1,360	1,260	1,310
42 Automotive Tradespersons	1,640	1,850	1,840	1,780	1,960
43 Electrical and Electronics Tradespersons	1,290	1,380	1,380	1,190	1,290
44 Construction Tradespersons	1,900	2,050	1,770	1,490	1,860
45 Food Tradespersons	900	900	1,240	950	1,310
46 Skilled Agricultural and Horticultural Workers	290	280	270	480	650
49 Other Tradespersons and Related Workers	1,100	1,130	1,070	1,030	1,530
4931 Hairdressers	750	740	680	640	890
4900 Other	350	390	390	390	630
5 Advanced Clerical and Service Workers	90	70	40	(a)	(a)
6 Intermediate Clerical Sales and Service Workers	4,580	4,750	3,710	4,940	7,230
7 Intermediate Production and Transport Workers	190	230	230	590	3,480
8 Elementary Clerical Sales and Service Workers	920	860	1,150	4,750	4,150
9 Labourers and Related Workers	720	1,050	960	1,690	3,250
Total	**15,760**	**17,270**	**16,000**	**21,190**	**29,160**

Source: Based on NCVER December 2001 estimates - unpublished. Due to confidentiality reasons (a) represents 9 or less.

NSW : Apprentices and Trainees - In Training - AQF (all ages) — as at 31 December

AQF Level	1997	1998	1999	2000	2001
Certificate I	0	0	0	0	0
Certificate II	7,300	8,180	12,170	16,010	18,950
Certificate III	44,870	41,870	56,330	66,110	71,720
Certificate IV	510	680	1,030	2,560	7,090
Diploma	20	70	80	120	120
Advanced Diploma	(a)	20	20	20	20
Unknown	640	350	180	50	0
Total	**53,350**	**51,160**	**69,820**	**84,860**	**97,910**

Source: Based on NCVER December 2001 estimates - unpublished. Due to confidentiality reasons (a) represents 9 or less.

Qualification Levels: Of those apprentices and trainees in training in New South Wales, a significant majority, over 73 per cent, continue to be in training at Australian Qualifications Framework (AQF) certificate III level. The next most popular qualification level is AQF certificate II. A similar pattern is evident with apprentices and trainees who are commencing and completing their training.

NSW: Apprentices and Trainees - Commencements - AQF (all ages) — as at 31 December

AQF Level	1997	1998	1999	2000	2001
Certificate I	0	0	0	0	0
Certificate II	9,400	10,560	15,180	19,260	23,040
Certificate III	19,390	17,150	35,200	36,970	39,890
Certificate IV	700	880	1,170	2,700	7,180
Diploma	20	50	30	50	30
Advanced Diploma	(a)	10	(a)	(a)	(a)
Unknown	140	10	0	0	0
Total	**29,650**	**28,660**	**51,590**	**58,990**	**70,160**

Source: Based on NCVER December 2001 estimates - unpublished. Due to confidentiality reasons (a) represents 9 or less.

NSW : Apprentices and Trainees - Completions - AQF (all ages) — as at 31 December

AQF Level	1997	1998	1999	2000	2001
Certificate I	0	0	0	0	0
Certificate II	5,010	5,220	4,630	6,310	8,970
Certificate III	10,530	11,620	10,880	14,280	19,610
Certificate IV	80	250	360	490	520
Diploma	0	(a)	(a)	(a)	20
Advanced Diploma	0	0	0	0	(a)
Unknown	130	190	120	110	40
Total	**15,760**	**17,270**	**16,000**	**21,190**	**29,160**

Source: Based on NCVER December 2001 estimates - unpublished. Due to confidentiality reasons (a) represents 9 or less.

Supporting Equitable Participation for Apprentices and Traineeships

The four equity target groups (women, people from non-English speaking backgrounds, Aboriginal and Torres Strait Islanders and people with disabilities) all show strong increments in their numbers in training over the past five years. These increases are due to the same factors that have contributed to increases in the total number of apprentices and trainees in training over this period.

Since 1997, the number of women participating in apprenticeships and traineeships has increased by 159 per cent, people from non-English speaking backgrounds by 286 per cent, Aboriginal and Torres Strait Islander people by 91 per cent and people with disabilities by 211 per cent.

NSW : Apprentices and Trainees - In Training - Equity Groups (All Ages) — as at 31 December

Equity Group	1997	1998	1999	2000	2001
Women	12,100	11,460	18,210	24,700	31,320
People from Non-English Speaking Background Countries	2,540	2,880	5,840	7,760	9,810
Aboriginal and Torres Strait Islander People	960	570	1,040	1,400	1,830
People with Disabilities	420	360	770	1,080	1,310

Source: Based on NCVER December 2001 estimates - unpublished.

NSW : Apprentices and Trainees - Commencements - Equity Groups (All Ages) — as at 31 December

Equity Group	1997	1998	1999	2000	2001
Women	11,010	9,830	17,940	21,840	27,710
People from Non-English Speaking Background Countries	1,790	2,250	5,820	6,380	8,410
Aboriginal and Torres Strait Islander People	1,110	610	1,130	1,320	1,770
People with Disabilities	290	180	710	900	1,110

Source: Based on NCVER December 2001 estimates - unpublished.

NSW : Apprentices and Trainees - Completions - Equity Groups (All Ages) — as at 31 December

Equity Group	1997	1998	1999	2000	2001
Women	5,080	5,560	4,950	7,220	10,400
People from Non-English Speaking Background Countries	630	930	910	1,790	2,620
Aboriginal and Torres Strait Islander People	420	480	280	370	660
People with Disabilities	120	150	120	200	410

Source: Based on NCVER December 2001 estimates - unpublished.

NSW Apprenticeship and Traineeship Training Program

The NSW Apprenticeship and Traineeship Training Program funds the delivery of training for traineeships and selected apprenticeships in designated areas in New South Wales. The primary aim of the program is to provide high-quality, accessible training to all new entrant registered trainees and apprenticeships in selected areas. Target groups are new entrant trainees registered in New South Wales and apprentices in metropolitan Sydney, Lower Hunter and Newcastle in selected trades.

Under the program, funds of $54.344 million, sourced from ANTA, were spent in 2001 on the training of more than 33,000 new entrant trainees and pre-vocational students.

Group Training Program

Group training organisations employ apprentices and trainees, and manage the provision of their on-the-job training by placing them with host employers. The Group Training Program is administered under the Joint Commonwealth / State Policy for Group Training. The program funds selected group training organisations to achieve equity and other government policy targets.

Funding is based on a performance agreement that provides incentives for the achievement of equity and other targets in the employment of apprentices and trainees. The program targets group training organisations operating in specific regional or industry areas. The budget is comprised of State funds of $1,605,000 and ANTA funds of $1,640,000, totalling $3.2 million in 2001.

In 2001, 4,868 apprentices and trainees commenced training in New South Wales with group training organisations funded under the program, of which 46 per cent were female and 26 per cent were from targeted equity groups. The number in continuing employment increased by approximately two per cent, despite the unfavourable economic climate and a downturn in the construction industry.

Equity Group Commencements in the Group Training Program, 2001

People from non-English Speaking Backgrounds	789
Aboriginal and Torres Strait Islander People	236
People with Disabilities	61
Placements in a Non-traditional Trade	194

A major priority of the program is to increase and maintain small employers' commitment to VET. In 2001, 74 per cent of commencements were with small employers. In addition, 387 apprentices who had lost their apprenticeship through changes to their employment were re-indentured with funded group training companies.

The Public Sector Traineeship Strategy

The NSW Government's 2000 by 2000 Strategy for public sector traineeships has been an outstanding success, exceeding the original target of 2,000 trainees. By the end of 2000, 60 agencies were participating in the strategy and 3,656 trainees had been employed across a range of pathways, occupations and localities. Of the trainees employed under the strategy, Aboriginal and Torres Strait Islander people made up 7.6 per cent and people from non-English speaking backgrounds made up 16 per cent. The strategy was also highly successful in rural and regional areas where 30 per cent of traineeship positions were offered.

In 2001, an additional 1,771 new trainees were employed in NSW public sector agencies, bringing the total to 5,427 new trainees since the inception of the strategy.

New Apprenticeships Centres

The Department operates New Apprenticeships centres (DET NACs) under contract to the Commonwealth Department of Education, Science and Technology (DEST). In 2001, the Department continued its national leadership in the provision of services related to New Apprenticeships for employers, apprentices and trainees through the DET NAC system, the largest NAC system in Australia. For more information on New Apprenticeships centres, see section 3.2 'Skills for Regions and Communities'.

Vocational Training Board

In 2001, the Vocational Training Board convened 55 times to hear and determine disputes and disciplinary matters notified by the Commissioner for Vocational Training concerning employers and their apprentices or trainees. Details of the membership of the VTB are published in Appendix 3 of this report.

Vocational Training Board

Year	Number of Disputes Settled
1999	53
2000	85
2001	55

The VTB also grants certificates to people with appropriate skills and experience in accordance with the provisions of the *Industrial and Commercial Training Act 1989*. In 2001, the VTB met on 152 occasions to determine applications for trade recognition and regulatory matters under the *Industrial and Commercial Training Act 1989* (the same number of occasions as in 2000).

Trade Recognition Applications, 1998-2001

Year	1998	1999	2000	2001
Number of trade recognition applications lodged	2,710	1,898	3,312	2,555
Number of trade tests requested	496	356	364	423
Number of trade certificates issued	1,879	1,821	2,693	2,083

The board assessed 2,555 applications from people with trade skills and experience wanting to obtain a recognised trade certificate. A total of 423 of these applicants were required to undergo a trade skills test. A total of 2,083 trade certificates were issued.

Information for applicants is provided in a publication, *Get Your Trade Skills Recognised*, and is also available on the Department's apprenticeships and traineeships website at: http://apprenticeship.det.nsw.edu.au.

Vocational Training Orders

During 2001, apprenticeships and traineeships were declared as vocations in New South Wales by the Minister 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 Government gazettal.

From 1 January 2002, vocational training orders will be approved by the Commissioner for Vocational Training under the new *Apprenticeship and Traineeship Act 2001*.

New Vocational Training Orders by Industry, 1997-2001

Training Type	Industry	1997	1998	1999	2000	2001
Apprenticeships	Automotive	12			14	
	Building and Construction	17		1	11	
	Communications	6		4	1	
	Food Industry	6		8		1
	Forest Industry	2				
	Furnishing, Light Manufacturing, and Textiles, Clothing and Footwear	12			1	
	Manufacturing Engineering	16		5	1	
	Primary Industry	8		5	1	
	Process Industry		1		1	
	Retail and Wholesale	2			1	1
	Utilities and Electrotechnology	15		4	20	
Total Apprenticeships		**96**	**1**	**27**	**51**	**2**

New Vocational Training Orders by Industry, 1997-2001 Continued

Training Type	Industry	1997	1998	1999	2000	2001
Traineeships	Arts and Entertainment			25	7	
	Automotive	18		11	29	5
	Building and Construction	3			7	
	Communications	4	4	30	18	5
	Community Services and Health	8	7	8		10
	Finance, Insurance and Business Services	1	2	9	5	3
	Food Industry	4	9		9	16
	Forest Industry	6		33	6	
	Furnishing, Light Manufacturing, and Textiles, Clothing and Footwear	28	3	3	25	
	Manufacturing Engineering		4	11	2	1
	Mining			23		
	Primary Industry	4	3	100	2	
	Process Industry	2		33	2	
	Property Services		1	26	8	
	Public Sector Industry	2		2	2	10
	Retail and Wholesale	7	6	1	16	
	Sport and Recreation		14		10	5
	Tourism	32	3	12	12	4
	Transport and Distribution	11	6	24	3	1
	Utilities and Electrotechnology	4		6	8	
Total Traineeships		**134**	**62**	**357**	**171**	**60**
Total Vocational Training Orders		**230**	**63**	**384**	**222**	**62**

Implementing the National Training Framework

The National Training Framework comprises the Australian Recognition Framework (ARF) which sets standards for providers of VET and assessment services, and nationally endorsed training packages.

The NSW Vocational Education and Training Accreditation Board (VETAB) is the State authority responsible for registering training organisations against standards and accrediting VET courses. Up until December 2001, the national standards were contained in the Australian Recognition Framework.

Introduction of the Australian Quality Training Framework

During the year, following a review of the Australian Recognition Framework, the ANTA Ministerial Council endorsed a new quality framework for regulating the national VET system. The new framework, known as the Australian Quality Training Framework (AQTF), is to be fully implemented by 30 June 2002, following a transition period that commenced in mid-2001.

The AQTF standards for registered training organisations (RTOs) strengthen and clarify the current requirements and include additional standards to increase quality. Consequently, under the AQTF there will be a single level of registration for training organisations and separate quality endorsement of registered training organisations will be phased out by 31 December 2003.

The AQTF also establishes standards for State and Territory registering and course accrediting bodies. These standards are designed to provide transparency and consistency in the registration, accreditation and auditing processes of VETAB and the other authorities, to strengthen and clarify the audit process, and to support a national approach to the application of sanctions on RTOs.

During the reporting period, the Department developed plans to provide RTOs with information about the AQTF, the new standards they will have to meet in 2002, and the transition arrangements, as part of a national communication strategy. The information was provided on VETAB's website (www.vetab.nsw.gov.au), in *VETAB News*, and through information sessions and workshops.

From VETAB's website, clients are also able to access ANTA's website (www.anta.gov.au) and download the AQTF standards and associated publications.

A comprehensive communication strategy was also developed for VETAB. Features included expanding VETAB's intranet site to support the functions performed by staff, updating VETAB's website to improve the dissemination of information to clients, and further developing the e-business facilities on the website.

Training organisations used the e-business functions on the website to lodge applications for registration, and additions to their scopes of registration. VETAB website's new online enquiry function had over 1,100 enquiries during the year.

Registered Training Organisations

In 2001, there were 983 training organisations registered in New South Wales. They include TAFE institutes, private training and assessment organisations, enterprises, universities, schools, community organisations and adult education providers.

During the year, VETAB assessed and recommended 218 new training providers for registration. VETAB also audited RTOs to ensure that they were maintaining the required standards.

Registered Training Organisations

Year[1]	Number of RTOs
1997	681
1998	885
1999	1,031
2000	1,030
2001	983

(1) Figures for 1997 and 1998 are figures reported by VETAB in its annual reports for the 1996/97 and 1997/98 financial years. The figures for 1999 to 2001 are for calendar years and are derived from the Department's Integrated Vocational Education and Training System (IVETS) database.

In 2001, the Department provided two Professional Development programs, 'Unlocking Training Packages' and an 'Assessment Materials Workshops' to meet the needs of RTOs in implementing training packages. Over 1,000 participants attended the workshops.

In addition, BVET allocated $128,000 of ANTA funds to the TAFE NSW Vocational Education and Assessment Centre to conduct a project to introduce the concept and process of assessment validation to a range of NSW RTOs. This is a new compliance requirement of the Australian Qualifications Training Framework.

As part of the project, a total of 35 RTOs participated in a trial of different methods of internal assessment validation and a number of RTOs have participated in external reviews of these assessments in three industry areas in conjunction with the relevant State ITAB.

Training Packages

National training packages are the basic architecture of vocational education and training. They specify the competencies students must achieve, industry requirements for assessing students' competence, and the qualifications to be awarded to those who attain each level of competence.

During the year, the qualifications in 28 training packages were submitted for formal accreditation by VETAB. At 31 December, the qualifications in 72 training packages were available in New South Wales.

Training Package Qualifications Accredited in 2001		
Training Package Code	Training Package	Number of Qualifications Accredited
PRM98	Asset Maintenance (Extension - Waste Management)	3
FDF98	Food Processing (Extension - Retail Baking Sector)	7
MTM00	Australian Meat Industry (Revised)	22
SRS99	Massage Therapy (Extension to the Sport Industry Training Package)	2
SRC00	National Community Recreation	6
SRF00	National Fitness	3
PML99	Laboratory Operations (Extension)	1
CUS00	Music	14
FPI99	Forest and Forest Products Industry (Extension - Harvesting, Sawmilling and Processing, Manufacturing and Merchandising sectors)	17
DRT98	Drilling (Extension)	3
MEA97	Aeroskills (New Certificate II)	1
FNB99	Financial Services (Extension - Conveyancing)	2
BCC98	Civil Construction (Extension - Road Marking)	1
MNM99	Metalliferous (Extension - Advanced Diploma)	1
MNC98	Black Coal (Extension - Advanced Diploma)	1
PRD01	Property Development and Management	6
UTE99	Electrotechnology (Extension - Renewable Energy)	2
CUF01	Film, Television, Radio and Multimedia	32
FNB99	Financial Services (Extension - Insurance)	4
AUM00	Automotive Manufacturing (Extension - Bus, Truck, Trailer)	3
WRW01	Wholesale	4
AUR99	Automotive Industry Retail, Service and Repair - Aftermarket - Extension	9
TDM01	Maritime	11
BSB01	Business Services	37
UTG98	Gas Industry (Addition - Diploma, Advanced Diploma)	2
UTT98	Electricity Supply Industry - Transmission and Distribution Certificate III (Cable Jointing, Certificate IV Powerline)	5
UTP98	Electricity Supply Industry - Generation (Addition - Certificate II)	1
RUH98	Horticulture (Extension - two new qualifications)	2
Number of training packages and extensions approved in 2001		**28**
Number of qualifications accredited in 2001		**202**

In industries and industry sectors where a training package was not available, course developers continued to submit courses for accreditation by VETAB. By the end of 2001, there were 2,126 accredited courses available in New South Wales.

Accredited VET Courses*	
Year[1]	Number of Courses
1997	1,750
1998	2,519
1999	4,330
2000	4,577
2001	2,126

[1] Figures for 1997 and 1998 are figures reported by VETAB in its annual reports for the 1996/97 and 1997/98 financial years. The figures for 1999 to 2001 are for calendar years and are derived from the Integrated Vocational Education and Training System (IVETS).

The National Training Information Service (NTIS) contains details of VETAB accredited courses. From the NTIS website, www.ntis.gov.au, clients and the public are able to ascertain which training package qualifications and accredited courses are available and the RTOs that provide them.

Recognition of Excellence

NSW Premier's Public Sector Awards

The NSW Premier presented the gold award for achievement in the workforce diversity category of his 2001 Public Sector Awards to the NSW Department of Education and Training for the 2000 by 2000 Public Sector Traineeship Strategy. The award recognised the success of the strategy in improving employment and training opportunities for people including those in equity target groups. Since the inception of the strategy, the public sector has employed 5,427 new trainees (as at the end of 2001), and has achieved excellent equity outcomes.

NSW Training Awards

The NSW Training Awards are conducted annually to recognise the outstanding achievements of students, training organisations and employers in the VET sector. In 2001, the awards attracted more applications in the apprentice and trainee categories than in previous years following launch functions in most regional areas to promote these categories.

2001 NSW Training Awards - Student Awards			
Award	Winner	Industry Area	VET Provider
2001 NSW Australian Business Apprentice of the Year	Nathan Gore-Brown	Automotive Electrical	TAFE NSW - South Western Sydney Institute
2001 NSW Australian Business Trainee of the Year	Katrina Bradley	Child Care Practice	TAFE NSW - Western Sydney Institute
2001 NSW Aboriginal and Torres Strait Islander Student of the Year	Jeremy Davis	Electrical Fitter / Mechanic	TAFE NSW - Illawarra Institute
2001 NSW Vocational Student of the Year	Luke Montgomery	Hospitality Management	TAFE NSW - Sydney Institute
2001 NSW Vocational School Student of the Year	Rebecca Heal	Hospitality Operations	Warialda High School

2001 NSW Training Awards - Organisation Awards	
Award	Winner
2001 NSW Large Training Provider of the Year	TAFE NSW - Hunter Institute
2001 NSW Small Training Provider of the Year	International College of Tourism and Hotel Management
2001 NSW Employer of the Year	Datacom
2001 NSW Small Business of the Year	Pacific Hi Fi
2001 VET in Schools Excellence Award	Albion Park High School

This year a new award for small training providers was added (in line with the Australian Training Awards). This award was sponsored by the Australian Council of Independent Vocational Colleges and the Australian Council for Private Education and Training.

VET Research and Development

The Changing Nature of Work Project

The final report of the BVET-commissioned Changing Nature of Work project, called B*eyond Flexibility: Skills and Work in the Future*, was completed in July 2001. The report examined the impact of the changing operation of the labour market and the workplace on the development of skills. The research findings argue that:

- Fresh perspectives are needed for skills development and deployment policies. Current policy frameworks have not recognised the impact of the changes in the world of work - both in the organisation of work and the growing use of casual, part-time and contract labour.
- Training of employees is being driven by changes to legislation and licensing requirements, requiring workers to perform tasks at a particular standard.
- Other training sponsored by employers is increasingly related to improving behavioural skills, with individuals or the government taking responsibility for improving the general technical skill level of the workforce.

The report proposes the use of the concept 'skill eco-systems' to better explain the demand and supply of skills within particular regions or industries. The analysis recognises that skill needs are shaped by the interaction of a number of factors on networks of firms, markets and institutions. These factors include business settings, institutional and policy frameworks, the nature of the workforce, and the level and type of skill formation used within the eco-system. The report urges that these broad factors be taken into account, not only in framing policies for skills development, but also in recognising the importance of VET in broader policy settings including industry development and wage determination.

Future of Work Conference

The Department hosted the Future of Work Conference in July 2001 to consider the impact of changes to the labour market on strategies to deliver relevant skills. Over 120 leaders from industry, academia, government, and national and State education and training bodies, debated issues with other Australian and international experts. They were invited to discuss strategies and experiences that would enable the education and training system to better meet the skill demands of the knowledge-based economy.

The conference received high praise and generated substantial newspaper and radio coverage. It also had an immediate impact on directions taken by key agencies in the VET sector including ANTA and State and Territory training agencies. Key themes from the conference were discussed at a post-conference seminar. International experts and significant decision-makers in government, industry, the labour movement, and education and training authorities participated in these discussions. The findings of both the conference and the seminar are influencing the future direction of policy and practice in skills development at both the State and national levels.

Skill Eco-systems

Building on the findings of the BVET commissioned project, The Changing Nature of Work, the Department has been successful in obtaining ANTA funds for a project that will investigate the skill eco-system concept in greater detail. Skill eco-systems are networks or clusters of high, intermediate and low level skills within economies and regions, that are shaped by the interaction of several factors including product markets, government policy and regulation, the availability of finance and the skills development system.

The project will focus on the role of VET providers in shaping the skill development needs within an eco-system. It will include mapping of skill eco-systems across Australia, as well as the funding of demonstration projects in each State and Territory. As a result of the project, an expert network of peers will be established with members from across Australia and overseas.

The Impact of Skill Migration on Skill Formation and the Labour Market

This BVET-commissioned project investigated the impact of the national migration program on skill development. It found that there has been a major re-orientation of the migration program for permanent settlers towards meeting identified skill shortages and at the same time, there has been substantial growth in the number of temporary residents, mainly through the business and working holiday makers components. The report also found that there have been improved employment outcomes for skilled migrants due to the heavy reliance by Australian industry on migration to meet skilled trades needs. In addition, the study indicated a high likelihood for migrants with post-school qualifications to undertake further study in Australia.

3.2 Skills For Regions and Communities

Anticipating and Responding to Regional Needs

The Department actively encourages NSW training providers to develop a leadership role with regional business, government and community agencies and to develop innovative training services that meet the needs of small and medium size businesses. Moreover, New South Wales training providers are becoming active agents in regional development and community building. As a result, the New South Wales VET system is not only responding to regional needs but is also anticipating them.

Industry Training Centres

Industry training centres provide a wide range of programs and services to employers, apprentices, trainees, training organisations and the community. There are 11 industry training centres located across New South Wales in Wollongong, Wagga Wagga, Orange, Tamworth, Lismore, Newcastle, Chatswood, Parramatta, Liverpool, Bankstown and Sydney. These centres play a key role in regulating the apprenticeship and traineeship system across New South Wales and providing training services to industry and training organisations in regional and urban areas.

Staff at the centres administer a range of vocational education and training programs including access programs, training programs for youth, mature workers, migrants and Aboriginal and Torres Strait Islander people, programs to support apprenticeships and trainees, group training programs and the Contracted Training Provision program. For further information on industry training centres, see section 3.1.

New Apprenticeships Centres

Over recent years there has been an increased need for qualified workers in regional New South Wales. The Department's New Apprenticeships centres (DET NACs) have formed numerous industry partnerships with the express target of increasing the qualifications of people in rural and regional New South Wales. Around 69,000 apprentices and trainees have been assisted by the Department's New Apprenticeships centres.

DET NACs support the establishment of training contracts 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.

DET NACs are located in each of the Department's industry training centres and additional NAC services are also provided in regional locations including Albury, Griffith, Dubbo, Coffs Harbour and Port Macquarie. The DET NACs maintain a strong regional presence with over 80 staff providing services to employers, apprentices and trainees in country New South Wales.

During the reporting period, local centres established new partnerships in the health sector on the North Coast; and in the meat, viticulture and rice growing industries in the Riverina. People living in these rural areas of New South Wales who previously were unable to obtain a qualification have been able to obtain skills and qualifications as a result of these partnerships.

Developing Partnerships with Industry and the Community

The Department is building strategic partnerships to increase skills development in industries that are important to NSW regional economies, such as viticulture and high value organic farming.

Education and Training Strategy for the NSW Wine Industry

In 2001, the Department continued to fund the Education and Training Strategy for the NSW Wine Industry. The strategy is supported by the NSW Wine Industry Association, the Riverina Wine and Food Technology Centre and the $1.6 million National Wine and Grape Industry Centre located in Wagga Wagga. It will assist New South Wales to position itself as Australia's leading wine state and to maximise the industry's export potential. The strategy covers the viticulture, winemaking, hospitality and wine tourism industries.

Bringing Vocational Education and Training to Cellulose Valley

The traditional farming industry of the Northern Rivers region is undergoing restructuring. In response, the Department is managing a BVET-funded $200,000 demonstration project in this region to develop skills for the new technology-based agriculture and manufacturing industry in medicinal herbs and natural plant products.

Since September 2001, Invest Northern Rivers has been brokering collaboration across education and training providers, local businesses and government agencies to better inform and coordinate skills development in the region. As a result of this project, local businesses have already increased their employment of trainees and the promotion of training opportunities focusing on indigenous people has also increased. The project will conclude in 2003.

VISY Industries Pulp and Paper Mill

The VISY Industries Pulp and Paper Mill at Tumut was launched in November 2001. The Department supported this project through the development of the VISY Industries Pulp and Paper Mill Training Strategy which will provide funding of $1.5 million over three years.

Industry Based Skill Centres Program

Under the Industry Based Skills Centres Program, the Department funds 26 skill centres in rural and regional New South Wales to support training in a range of industries. In 2001, BVET recommended funding for Active Industry Training Ltd to establish a new Building Industry Skills Centre on the Central Coast to deliver training in building and construction, manufacturing, horticulture and civil plant operations. The skills centre is expected to commence operation in 2002.

NSW VET Strategy for Indigenous People

In 2001, New South Wales' strategic focus for vocational education and training for Aboriginal people was to implement the *NSW VET Strategy for Indigenous People* which is aligned with ANTA's national VET strategy for indigenous people. The NSW implementation and operational framework is expressed in New Partners, *New Learning, New South Wales: State VET Plan 2001-2005, Vocational*

Education and Training for Indigenous Communities in NSW, and it was launched in July 2001.

VET Infrastructure for Indigenous People

The VET Infrastructure for Indigenous People program aims to provide capital funding for the establishment of facilities to assist in the delivery of VET which is readily accessible to indigenous people. In 2001, New South Wales gained funding for four projects, including projects in the Hunter and on the mid-North Coast to deliver training in health and aged care, art and general VET. Projects targeting the mid-North Coast, South Coast, New England and Riverina which were developed in 2001 have had ANTA funding approved for 2002. In addition, New South Wales currently has nine proposals under development.

VET Pathways for Indigenous People

The Pathways for Indigenous People in Vocational Education and Training is a BVET-sponsored project in the New England area. It is being conducted by Regional Extended Family Services, together with an advisory team drawn from the local indigenous community, government agencies, regional economic councils, education providers and businesses. The project addresses training needs identified by indigenous people in the New England area, such as the need to increase their expertise in consultancy and business management in order obtain more employment and consultancy opportunities.

As part of this project, a new AQF certificate IV course has been developed in collaboration with indigenous enterprises and communities, education providers, local business and government agencies. The course incorporates training in community development and business or arts / cultural skills. Course delivery is due to begin early in 2002. Elements of the course will be incorporated into the curriculum of local secondary schools and three universities have agreed to recognise modules of the course for credit towards diploma and degree level subjects.

Local indigenous communities have assumed strong ownership of this project and are confident that it will improve economic and social outcomes for their people and the New England region. In order for the program to be sustained beyond the demonstration phase, an indigenous business enterprise is being established, to maintain the newly-formed links between business and communities.

New Careers for Aboriginal People

The New Careers for Aboriginal People (NCAP) program aims to place Aboriginal people into employment or training which will enhance their prospects of permanent employment. During 2000 / 2001, a total of $1,025,084 was allocated to 15 community organisations to employ Aboriginal people as NCAP officers to assist individuals to find employment and / or improve their current job situation, or identify suitable training courses. During this period, NCAP officers provided advice to over 1,800 Aboriginal people and assisted 800 people into employment and training.

The Aboriginal Registered Providers Program

The Aboriginal Registered Providers program aims to provide Aboriginal people with access to culturally appropriate accredited training and learning environments. Through the program, the Department funds Aboriginal organisations that are registered with the Department as accredited training providers of nationally-recognised VET courses. During 2000 / 2001, the Department allocated funds of $268,816 to three organisations in NSW metropolitan locations (the Aboriginal Dance Theatre, Redfern; the National Aboriginal and Islander Skills Development Association; and Tranby Aboriginal Cooperative College).

Aboriginal Enterprise Development Officer Program

The Aboriginal Enterprise Development Officer (AEDO) program aims to assist the establishment and retention of viable, locally designed Aboriginal businesses. The program targets Aboriginal people who either wish to become self-employed or who are self-employed and need appropriate advice on small business start-up and / or management. During 2000 / 2001, a total of $500,420 was allocated to eight community organisations to employ Aboriginal people as AEDO officers to encourage new enterprise initiatives and facilitate the development of small business skills. During this period, AEDO officers provided advice to over 900 Aboriginal people, and assisted in the establishment of 58 Aboriginal businesses.

3.3 Skills for Participation

During the reporting period, the Department continued to improve opportunities and outcomes for those under-represented in vocational education and training, and those who may be disadvantaged in the labour market. The Department funded targeted programs including those for Aboriginal people, people with disabilities, migrants and mature workers. The Department also continued to support strategies to retrain workers in traditional industries and to implement more programs that are flexibly delivered in order to meet individual needs.

Aboriginal Programs

During 2001, the Elsa Dixon Aboriginal Employment and Career Development Program and the Local Government Aboriginal Employment and Career Development Program provided funding of $1,719,467 to increase the number of Aboriginal people employed in the public service and within local government authorities respectively.

Elsa Dixon Aboriginal Employment and Career Development Program, 2001

Organisation	Amount ($)
Department of Juvenile Justice	90,043
South Western Sydney Area Health Service	122,776
NSW Ambulance Service	51,801
Northern Sydney Health	36,234
Premier's Department	115,000
Department of Community Services	187,447
Kyogle High School	5,000

Local Government Aboriginal Employment and Career Development Program, 2001

Organisation	Amount ($)
Goulburn City Council	17,402
Hurstville City Council	30,792
Tweed Shire Council	15,674
Leichhardt Municipal Council	34,273
Glenn Innes Municipal Council	9,033
Penrith City Council	145,177
Ballina Shire Council	33,050
Armidale Dumaresq Council	33,265
Eurobodalla Shire Council	90,640
South Sydney Council	25,141
Wellington Council	23,010
Liverpool City Council	24,420
Marrickville Council	22,899
Moree Plains Shire Council	61,926
Newcastle City Council	10,694
Randwick City Council	18,714
Shoalhaven City Council	8,224
Sutherland Shire Council	81,709
Tumut Shire Council	20,778
Wyong Shire Council	101,030
North Sydney Council	9,175
Illawarra Skills Development	34,140
University of NSW	60,000
Total	**$1,719,467**

Thirty organisations, nine public sector agencies and 21 local councils participated in the Elsa Dixon Aboriginal Employment and Career Development Program and the Local Government Aboriginal Employment and Career Development Program. A total of 23 Aboriginal people were assisted and placed into employment under these programs in 2001.

Disability Programs

Apprenticeship Program for People with Disabilities

The aim of the NSW Apprenticeship Program for People with Disabilities is to provide opportunities for career development for people with disabilities; provide a work environment that encourages people with disabilities to operate at their full potential and help them achieve job satisfaction, and to encourage NSW government agencies to recruit people with disabilities. The program funds full award wage and allowances for apprentices, less the Commonwealth Department of Education, Science and Training's Disabled Apprentices Wage Subsidy (DAWS).

Around 80 apprentices are employed under the program at any one time. A budget of $1,041,000 was provided in 2001 from State funds. During the reporting period, an additional 22 positions were filled and 26 apprentices with disabilities successfully completed their apprenticeship.

Traineeship Program for People with Disabilities

This program helps to provide on-the-job training opportunities in NSW government departments and statutory authorities for people with assessed disabilities. The program has the same objectives as the apprenticeship program for people with disabilities. The program funds the full award wage and allowances for traineeships. It is advertised to host employers in August and to applicants in October. A budget of $750,000 was provided for 2001 from State funds. To date, a total of 47 positions have been approved across 22 NSW public sector authorities.

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. The strategy aims to improve the utilisation of migrant skills and qualifications within the mainstream training, recognition and accreditation framework. In 2001, the Department administered a range of programs under this strategy, including the Specialist Migrant Placement Officer Program, the

Productive Diversity in the Workplace Program, the Migrant Career Development Program and the Overseas Skills Advisory Service.

Specialist Migrant Placement Officer Program

In 2001, 20 projects were funded in community organisations in the Sydney metropolitan, Newcastle and Illawarra areas to help individual migrants of non-English speaking background make better use of their overseas qualifications and skills.

In 2000/2001, the program had an operating budget of $1,355,603 and assisted 141 clients to gain employment in the area of their overseas acquired skills, five clients to secure apprenticeship and traineeship training, and 134 clients to gain work experience. In addition, the program provided 568 clients with a comprehensive training and employment plan, 743 clients were trained in job seeking skills, and 342 clients were assisted through information and referral services.

Productive Diversity in the Workplace Program

This program aims to increase the use of overseas gained skills in the workplace by changing the way in which organisations respond to workforce diversity. In 2000/2001, the program had an operating budget of $266,222. During the period, major activities included the following:

- establishing the NSW Productive Diversity Network
- publishing articles promoting productive diversity strategies
- delivering training to employers and union representatives
- reviewing workplace practices to improve the utilisation of overseas skills.

A total of eight projects received funding during 2001, including five new projects with a rural or statewide focus.

Migrant Career Development Program

This program aims to assist overseas qualified migrants from non-English speaking countries to obtain work experience in public sector jobs that fully utilise their skills. Since its inception the program has delivered placements for 101 participants. In 2000/2001, a total of $256,689 was allocated to the program.

Overseas Skills Advisory Service

This service provides information and advice to resident overseas skilled migrants about the processes and mechanisms necessary for the assessment and recognition of their skills and qualifications. The service also provides clients with an assessment of their overseas qualifications against Australian educational levels for general employment purposes. In 2000/2001, this service assisted 5,415 clients with information and advice and conducted 1,146 assessments of overseas qualifications.

Mature Workers Program

The Mature Workers Program is an employment and training program for mature-aged workforce participants which aims to maximise the retention of mid-life and older workers in the workforce. The program is open to NSW residents aged 40 and over. Eligible mature-aged people include those who are unemployed, retrenched, have never worked, are mid-life career changers, are early/older retirees or are returning to the workforce.

A budget of $3,131,000 was provided in 2001 from State funds. During the year, the program assisted 4,800 mature-aged workers across metropolitan and regional New South Wales, with a total of 2,585 people gaining employment and 2,215 participating in training courses.

Retraining Workers in Traditional Industries

Training Strategy for the New South Wales Forest Industry

The Department manages this strategy on behalf of the Department of Information Technology and Management's Forest Structural Adjustment Unit. Changes in both the Commonwealth and State Governments' forest policies and legislation have resulted in a reduction in the type of resources available to the native hardwood sector of the forest industry and led to the restructuring of that sector. This training strategy targets workers and enterprises affected by the restructuring of the NSW native hardwood forest industry.

In 2001, the NSW Government provided a budget of $1.26 million which was used to assist 1,029 training participants and to provide 80 enterprises with training and support.

Next Step Program

The Next Step program was set up to assist workers who were affected by the employment downturn in the NSW coal mining industry. It was launched in April 2000. The program aims to assist workers to stay in the workforce or return to the workforce if they have already been retrenched. It provides training and other opportunities to support displaced workers in accessing job opportunities. Those eligible are coal miners who have been displaced from the industry since 1 January 1998.

The program receives around $100,000 per annum from the Contracted Training Provision program. In 2001, the program assisted 97 mining workers.

Flexible Delivery Initiatives

Enterprise Training Program

The Department's Enterprise Training Program (ETP) is designed to stimulate enterprises to develop and deliver innovative workplace training programs that support the implementation of nationally endorsed training packages. The program also aims to encourage the development of structured on-the-job training.

In 2001, the ETP made important contributions to the establishment of flexible, work-based vocational training to meet the training needs of workers within industry. Enterprises can work with a registered training organisation, but the grant is allocated to the enterprise. Projects can target existing and/or new employees, or the funding may be expended on training as well as the development and piloting of resources. A budget of $562,000 was provided in 2001 from State funds.

During the year, the ETP funded a total of 17 projects in industries such as mining; community services and health; printing; textiles, clothing and footwear; broadcasting; and biotechnology. Some key projects in 2001 included:

- A flexible on-the-job training program to address the needs of process workers in bio-medical electronics manufacturing who are not inclined to take up the existing formal off-the-job training which is currently available.
- A video and training manual to develop the skills of workers in the footwear industry. It is a culturally diverse workforce with substantial numbers of early school leavers and people with low English literacy skills.
- Training resources to enhance and recognise the existing skills of workers in the broadcasting, entertainment and museum sectors in organisations such as the ABC and the Powerhouse Museum.
- A training program to assist people with special learning needs to gain qualifications in engineering. This training tool will also serve in foundation training for a range of other industries.

Industry Skills Training Program

The Department's Industry Skills Training Program had a budget of $391,000 in 2001, part of which is used to fund training initiatives in flexible delivery that will address current and future skill shortages across a range of industries. Examples of achievements implemented under this program in 2001 included:

- A flexible on-the-job training program to address the needs of process workers in bio-medical electronics manufacturing who are not inclined to take up the formal off-the-job training which is currently available.
- A distance learning resource to support the Certificate III in Electricity Supply Industry (Powerline) for powerline workers, which was developed by the NSW Utilities and Electrotechnology ITAB. The resource has a flexible training format which is considered the only practical, cost-effective and efficient delivery mode for an industry with highly dispersed workers in rural, regional and isolated areas. The project has proved vital to the electricity supply industry, given the hazardous nature of the work and the decentralised nature of the industry.

CHAPTER 4: OTHER EDUCATION AND TRAINING SECTORS

4.1 Adult and Community Education

The NSW adult and community education (ACE) sector provides an extensive range of general interest courses as well as an increasing number of nationally-recognised vocational courses, and language and literacy courses. Under the guidance of the Board of Adult and Community Education (BACE), the ACE sector focused on improving access to its courses, facilitating innovation in delivery arrangements, extending the use of technology, fostering effective partnerships, and implementing further quality management initiatives in 2001. The ACE sector also continued to promote and market its programs and services during the year.

Extending Access

Over the past five years, the total number of ACE provider venues has remained fairly stable, increasing slightly from 418 venues in 1997 to 421 venues in 2001. Over the same period, the ACE sector has increased its total student contact hours (SCH) by 13.8 per cent, from 6,250,300 in 1997 to 7,111,002 in 2001.

In order to provide an even broader range of subject choices for students, the ACE sector has also increased the number of modules offered through ACE providers by 24 per cent, from 31,796 in 1997 to 39,438 in 2001.

ACE Enrolments

There has been an increase of 20.9 per cent in total ACE enrolments since 1997, from 341,473 in 1997 to 413,017 in 2001. The largest increase has occurred in nationally recognised training programs, up by 113.6 per cent or more than 44,000 enrolments.

ACE has also increased its provision of language and literacy courses over this period, with enrolments growing by 30.7 per cent. BACE allocated more than $3 million in 2001 for the delivery of language, literacy and numeracy courses. During the reporting period, participation in ACE language and literacy training by clients who are Aboriginal or Torres Strait Islanders or born in non-English speaking countries exceeded the proportional representation of these groups within the community.

Number of ACE Provider Venues, Total SCH and Modules, 1997-2001

	1997	1998	1999	2000	2001	% Change
ACE Provider Venues	418	433	402	388	421	0.7
Total SCH	6,250,300	6,084,900	6,412,200	6,865,833	7,111,002	13.8
ACE Modules	31,796	32,853	34,901	34,804	39,438	24.0

Note: This information is based on postcodes. However, there may be more than one venue in a postcode.
SCH - Student contact hours

ACE Enrolments by Program, 1997-2001

Program	1997	1998	1999	2000	2001	% Change
General ACE Program	279,717	275,841	288,120	278,162	261,741	-6.4
Nationally Recognised Training	39,614	53,374	67,440	73,894	84,613	113.6
Language and Literacy	14,356	14,055	13,517	15,760	18,764	30.7
Other Programs	12,168	8,360	11,432	12,584	22,851	87.8
Total Enrolments	**341,473**	**348,904**	**374,943**	**380,424**	**413,017**	**20.9**

Target Group Enrolments in ACE

During the reporting period, the ACE sector continued to increase the participation, and the outcomes, of those in targeted equity groups. Enrolments by each of ACE's target groups have shown considerable growth in the past five years, with marked growth in the number of enrolments of Aboriginal and Torres Strait Islander people (up by 341.8 per cent) and youth (up by almost 100 per cent).

Considerable increases in enrolments were also recorded for unemployed people (up by 48.7 per cent) and people with disabilities (up by 40.9 per cent).

Women continued to represent more than fifty per cent of ACE's total enrolments, with people born in non-English speaking countries comprising the next largest equity group.

Module Completions

The number of successfully completed modules by both assessable and non-assessable enrolments in the ACE sector has continued to improve over the past three years, with the number of successfully completed assessable enrolments growing from 31,697 in 1999 to 48,326 in 2001.

ACE Enrolments by Target Group, 1997-2001

Target Group	1997	1998	1999	2000	2001	% Change
Women	224,857	230,011	246,364	249,292	267,890	19.0
People with Disabilities	7,879	8,161	12,083	10,189	11,102	40.9
Unemployed People	21,487	22,027	22,961	25,958	31,967	48.7
Aboriginal and Torres Strait Islander People	1,574	2,053	2,733	3,225	6,954	341.8
People Born in a Non-English Speaking Country	40,111	41,425	45,695	46,954	45,166	12.6
Youth (15-19)	11,518	11,986	14,169	16,630	18,322	59.0
Older People (60+)	31,470	32,215	34,775	36,314	39,148	24.3
Total	**341,473**	**348,904**	**374,943**	**380,424**	**413,017**	**20.8**

ACE Module Completions, 1999-2001

*Description	1999 Enrolments	2000[1] Enrolments	2001 Enrolments
Assessable enrolment - successfully completed	31,697	40,259	48,326
Assessable enrolment - not successfully completed	1,863	2,660	5,765
Non-assessable enrolment - satisfactorily completed	5,034	14,598	16,606
Non-assessable enrolment - not satisfactorily completed	1,033	878	657
Continuing studies (into the next collection period)	4,311	5,756	2,702
Status (or credit) granted - through Recognition of Prior Learning	743	1,020	1,127
Status (or credit) granted - through Credit Transfer Arrangements	136	164	268
Withdrawn	2,459	4,734	4,789
Result not available	2,083	3,809	1,134

(1) The figures for ACE module completions in 2000 have been revised because those published in last year's annual report were preliminary figures.

Note: Descriptions used in the table relate to AVETMISS Release 3.0. Assessable enrolments are enrolments in assessable modules. Non-assessable enrolments are enrolments in non-assessable and assessable modules where the client has elected at enrolment not to be assessed.

ACE Equity Initiatives

ACE and Indigenous Australians Action Plan 1999-2001: The *ACE and Indigenous Australians Action Plan 1999-2001* has enhanced the profile of ACE within indigenous communities in New South Wales, leading to a rise in enrolments of Aboriginal and Torres Strait islander people, and the number of collaborative training partnerships with indigenous organisations.

This rise in indigenous participation can be attributed to two key factors - the ACE sector becoming more sensitive to indigenous issues, and increased awareness within the sector of the need to create culturally appropriate learning environments for indigenous clients. During the year, around 30 collaborative training partnerships were created between individual ACE organisations and indigenous partners. These partnerships have provided a framework for ensuring that course delivery is responsive to the needs of indigenous communities.

In 2001, Indigenous Education Strategic Initiatives Program (IESIP) funding provided to ACE organisations through the Commonwealth totalled $236,204, marking an increase of 41 per cent on the amount distributed in 2000. This increase is a direct consequence of the rise in the number of indigenous clients now accessing ACE services.

Under the action plan, ACE providers have developed several innovative programs designed to enhance the vocational and educational skills of Aboriginal and Torres Strait Islander people. Initiatives include the delivery of the Certificate IV in Workplace Training and Assessment on the South Coast, an indigenous language course in the north-west region of the State, and the Certificate III in Land Management in southern Sydney.

In 2001, BACE developed the new *ACE and Indigenous Australians Action Plan 2002-2004* which aims to deliver further increases in Aboriginal enrolments in ACE and to improve their educational outcomes. The plan incorporates elements of the *State VET Plan for Indigenous Australians: New Partners, New Learning*, and BACE's strategic directions. The key priorities are:

- improving outcomes for indigenous clients
- increasing indigenous involvement in decision making
- forging learning alliances with communities and industry
- capitalising on innovation and flexible delivery
- expanding and customising learning and teaching resources.

Information and Communications Technology Initiative: BACE launched its Information and Communications Technology (ICT) Initiative which will see an additional $1.5 million allocated to ACE providers for the delivery of targeted computer training from July 2001 to June 2004. The program will target basic computer literacy in the general community. Particular emphasis will be given to mature-aged people, people from rural and remote communities and other equity target groups who may not normally access ACE's fee-for-service programs. This initiative will develop rural online communities by improving access to ICT training for disadvantaged groups in rural areas and outer western and south western Sydney. It will also target seniors in these areas who are on pensions and cannot afford fee-for-service courses.

Suzanne Wright learnt how to restore antique furniture in an ACE course at St George and Sutherland Community College.

Partnerships in ACE Project: BACE allocated $115,000 to the Local Community Services Association for the Partnerships in ACE Project in 2001. The project promotes cooperation between ACE organisations and neighbourhood / community centres in providing courses to non-traditional users of ACE. Under this project, ACE providers delivered the Life Experience Counts course, which is a program that recognises prior learning, in 27 locations across the State.

In 2001, a total of 27 partnerships involving 48 ACE centres and neighbourhood centres were funded, of which 11 had not been previously funded. There was a total of 230 participants in the program. Of these, 84 per cent were women, 64 per cent were unemployed people, 58 per cent had no post-school

qualifications, 33 per cent were aged 50 years and over, and 30 per cent were from a language background other than English.

Eighty two per cent of participants completed the course. Of those who completed the course, a total of 107 then enrolled in another ACE course (such as computing and work skills courses) and 91 per cent of all participants had identified plans for future training and employment.

Equity Initiatives Program: BACE allocated $90,000 under its 2001 Equity Initiatives Program to ACE providers for programs and activities which enhance participation for people experiencing disadvantage. Under this program, ACE provided a range of targeted courses, including the Young Women and Relationships course for 78 young women with mild intellectual disabilities.

Information and Communications Technology Training for Seniors: Funds have been made available to ACE organisations through the Department of Ageing and Disability and Home Care for the delivery of computer and internet training for mature age people from language backgrounds other than English. A total of $64,000 is available for the 2001 / 2002 financial year. A minimum of 12 training courses will be delivered in rural New South Wales and western and south western Sydney.

2000 ACE Participation Profiles: BACE continued to publish participation profiles to assist ACE providers. These publications compare the profile of ACE students in each ACE region with the regional demographic profile, focusing on five groups that are under-represented in education and training. These include the unemployed, Aboriginal people and Torres Strait Islanders, people from language backgrounds other than English, older people and youth.

In addition, BACE released the third edition of its ACE community profile kit in 2001. This resource assists ACE providers to identify and respond to the needs of equity groups within their communities. The kit helps providers to plan and develop strategic directions in their equity provision, and to develop partnerships to ensure educational programs are appropriate. It also provides information on relevant government legislation.

Facilitating Innovation

In New South Wales, ACE providers are working together in clusters for the first time in Australia to provide a dynamic model of coordination and delivery in rural and regional areas. Clusters are groups of related organisations which come together to share new ideas and business practices, making them more competitive and innovative. This worldwide industry phenomenon is used by all types of industries to improve their competitiveness and to support regional economic and social development.

During 2001, BACE laid the groundwork for the implementation of the new cluster system to coordinate rural and regional ACE provision from January 2002 onwards. Seven new clusters have been established throughout the State based on geographic and business interests.

Each cluster is supported by cluster development services contractors who provide development and support services to ACE organisations. Projects and operations contractors are responsible for implementing annual cluster plans while teaching and learning contractors provide professional development and support. Projects undertaken by clusters will promote cohesive planning and more strategic relationship-building to better serve communities across regions.

Utilising Technology

During the year, ACE continued to support its delivery of programs and services by extending its use of technology in professional development activities, and by improving its information management and administration and business systems.

Learnscope Projects

Throughout 2001, BACE continued to focus its attention on projects and initiatives to develop creative and capable tutors and managers in the ACE sector. Learnscope is a project funded by the Australian National Training Authority (ANTA), which provides staff with professional development opportunities to increase their skills and capabilities in the application of new learning technologies for flexible learning. Following on from the sector's first statewide Learnscope training project in 2000, the number of ACE providers participating in the Learnscope program increased dramatically in 2001, with a total of 20 ACE providers involved in the project.

Professional Development Flexikit

Flexikit is an ACE 'best practice' professional development program developed by the Deaf Education Network with BACE funding. The kit assists ACE providers to use flexible delivery, with a focus on meeting the needs of target groups. It was upgraded during 2001, with enhancements to the CD-ROM component following post-implementation consultation with the sector.

Student / Module Management System

The new ACE student / module management system will enable communities to access current online information about education and training opportunities. The system will improve the quality and efficiency of provider management systems as well as providing a common system for ACE organisations. In addition to the benefits which will be provided for the community, ACE will have higher quality data and will have a more efficient data reporting system.

This system constitutes Stage 1 of a larger information technology initiative planned by BACE, which will bring interactive course information, course search and online enrolment services into communities throughout New South Wales. This initiative will particularly benefit rural communities as services to isolated areas and indigenous communities will reduce educational disadvantage caused through isolation.

In 2001, BACE selected a preferred tenderer for the provision of the new student / module management system, which will be rolled out to ACE organisations during 2002.

Provider Funding System

The ACE provider funding system is a customised funding program and financial administration software program which was developed and implemented by the Department's Adult and Community Education Directorate during 2001. The software program meets the highest probity standards. It is expected to increase the administrative efficiency of the Directorate, enabling the recording and easy retrieval of a large range of administrative, financial and funding information.

iSearch

iSearch is a customised software program which enables the Adult and Community Education Directorate to provide information to the general public on ACE providers and services by telephone. iSearch was developed and implemented in 2001. iSearch has been installed on every ACE Directorate computer so that information for the general public is immediately accessible to every officer.

Promoting Community Learning

BACE's major promotional activity is Adult Learners Week. The primary focus is on State awards and activities held within local communities. In 2001, Adult Learners Week was held from 2 to 8 September 2001. The week celebrates lifelong learning and in 2001 it focused on connections–getting connected to learning and using learning as a way of connecting to the world, the nation, community and family. BACE and ANTA allocated more than $42,000 to support over 100 innovative promotional activities and a further $5,000 was allocated to support international guest speaker events.

Other major ACE promotional activities conducted during the reporting period included the following:

- Community learning opportunities for seniors were promoted through the 2001 Expo 50 Plus at Darling Harbour in March 2001. BACE, in conjunction with the NSW ACE Council, had an information stall at the Expo which promoted ACE activities for seniors. A promotional brochure entitled *The ACE Advantage for Seniors* was published in early 2001. The theme of the brochure, 'It's never too late to learn', explains that ACE courses are designed to accommodate the learning needs and styles of older people.
- ACE also produced a promotional brochure outlining the scope of ICT training available through ACE providers to coincide with Adult Learners Week. The publication targeted individuals and local businesses. It was distributed to all interested ACE providers prior to the week.

Fostering Creative Collaboration

During the year, ACE organisations continued to foster productive relationships with other providers, and local businesses and community organisations. These partnerships are essential in expanding access to ACE programs and services and creating more effective educational pathways for ACE clients.

ACE-TAFE Credit Transfer

During the reporting period, BACE continued to work with TAFE NSW to improve recognition and credit transfer between ACE and TAFE. Negotiations with TAFE NSW divisions resulted in a range of new recognition arrangements which included the following:

Thirteen full ACE courses ranging from certificate I to certificate IV level were deemed equivalent to relevant TAFE courses. These were the Certificate in Spoken and Written English and the Certificate of General Education.

Forty one ACE modules from courses ranging from certificate I to certificate IV level were granted credit transfer to TAFE modules. The fields of study included information technology, health and community services, hospitality, business administration and education.

A further 200 ACE modules were submitted to TAFE NSW late in 2001 for consideration for credit transfer and their status is currently being determined. These modules are from courses ranging from certificate I to diploma level in the fields of information technology, health and community services, calligraphy, Auslan, real estate, basic counselling, medical terminology, first aid, small business management and floral art.

Community Technology Centres

During 2001, the Department's Adult and Community Education Directorate and ACE organisations extended relationships with community technology centres (CTCs) in New South Wales. CTCs are supported by the NSW Government and managed through the NSW Office of Information Technology. The centres enable communities to use information and communications technologies to access services and programs. This is particularly important in supporting the economic, educational, cultural and social life of small rural towns in New South Wales.

Barrington ACE and Balranald Community Arts and Crafts are just two of a number of ACE organisations that have developed highly successful partnerships with CTCs. During 2001, Barrington ACE, situated in Dungog, provided training to more than 900 students in partnership with the Dungog CTC.

Building Capacity

Corporate Governance

BACE launched 'Informed and In Control', its new financial management and legal accountability resource for ACE organisations, in 2001. 'Informed and In Control' is a customised resource kit which will assist management committee members and the staff of ACE organisations to develop the knowledge and skills necessary to carry out their legal and financial responsibilities.

During 2001, BACE also developed a comprehensive strategy to support improved governance practices and processes in ACE organisations in partnership with the NSW ACE Council, the peak industry body of ACE organisations in New South Wales. Through its *Strategy to Support the Quality Governance of ACE Organisations*, BACE will continue to work collaboratively in 2002 with the ACE Council to develop a range of resources to support this strategy including a planning calendar, a management committee self-evaluation checklist, a management committee newsletter and a business development strategy for ACE organisations.

The ACE Quality Strategy

In 2001, all ACE organisations undertook organisational self-assessments against the ACE Quality Strategy. With funding from the Board, the sector continued to build on the solid foundation established by the ACE Quality Strategy through the development of a best practice CD-ROM comprising a collection of ACE-relevant 'good practice' policies and procedures for use across the range of providers in the sector. The CD, which was launched at the annual ACE Council Conference in May, also contains a self-assessment framework and models.

ACE Registered Training Organisations

In 1997, a total of 57 ACE providers were registered training organisations (RTOs) in their own right. For a range of reasons, including amalgamations, this number dropped to 49 by 2001. In rural and regional areas, the reduction in the number of individual ACE RTOs has been offset by an increase in the number of ACE-VET cooperative arrangements that have been established between neighbouring ACE organisations, one of which is an RTO. This has resulted in the development of creative partnerships to ensure nationally-recognised training services are delivered in isolated rural and remote areas of the State where the establishment of a stand-alone ACE RTO is not viable.

4.2 Adult Migrant English Service

The NSW Adult Migrant English Service (AMES) is contracted by government and industry to deliver language, literacy and numeracy training programs, workplace training programs and related services, and consultancies for newly arrived migrants, refugees, job seekers and workplace clients. NSW AMES is an 'off budget' agency primarily funded by the Commonwealth Department of Immigration, Multicultural and Indigenous Affairs (DIMIA) to provide training and related services under the Adult Migrant English Program (AMEP).

In 2001, AMES successfully maintained its status as a registered training organisation and as an accredited provider of the AMEP through the National English Language Teaching Accreditation Scheme (NEAS).

AMES heads the Department's consortium to deliver the AMEP within the Inner City and Eastern City; and the Burwood, Hornsby, Newcastle and Rural NSW regions of New South Wales.

Number of AMES Centres and Client Offered Hours, 1997-2001						
	1997	1998		1999	2000	2001
		Semester 1	Semester 2			
Number of AMES Centres	16	16	6[1]	6	6	6
Client Offered Hours[2]	6,171,428	3,416,373		1,271,909	1,003,369	1,137,080

[1] The decrease in enrolments and the number of AMES centres in 1998 was due to a significant reduction in AMES business resulting from the Commonwealth's tendering out of the AMEP and the abolition of the Special Intervention Program.

[2] The hours are for AMEP only.

Total Number of AMES Courses by Major Program, 1997-2001			
AMES Program	Number of Courses		
	1999	2000	2001
Adult Migrant English Program	977	1,012	931
DETYA[1]	2	2	0
WorkCom[2]	29	4	9
Contracted Training Provision	11	1	0
Skillmax Program	90	101	99
Youth	16	13	0
Total	**1,125**	**1,133**	**1,030**

[1] DETYA - Department of Education, Training and Youth Affairs

[2] WorkCom - Workplace Communication Services

Responding to Clients' Needs

AMES Centres

During the reporting period, AMES continued to deliver its programs from six education centres at key locations with 29 other delivery sites (including 20 rural sites). Client access to the AMEP and other language learning courses was maximised through the provision of distance learning, the Home Tutor Scheme, learning centres and educational computer rooms.

AMES established three new delivery sites in 2001 at Parramatta, Bankstown and Newcastle to enable the Skillmax Program to be delivered at additional sites, with the support and assistance of special migrant placement officers in partnership with local migrant resource centres.

The number of client hours delivered by AMES decreased from 1,271,909 in 1999 to 1,003,269 in 2000, but rose again to 1,137,080 in 2001.

Course Provision

AMES delivers over 1,000 courses to around 15,000 students. During the reporting period, AMES provided a total of 1,030 courses under a variety of programs including the AMEP, the Skillmax Program and the Workplace Communications (WorkCom) program.

AMES Enrolments

Total enrolments in AMES have remained relatively steady since 1999, although they have decreased slightly from 16,593 in 1999 to 15,115 in 2001. This 8.9 per cent decrease is largely due to a decline in demand for the AMEP.

Under the Adult Migrant English Program, AMES provides up to 510 hours of basic English language tuition to newly-arrived migrants and refugees from non-English speaking backgrounds. AMES provides this tuition through its centres, home tutoring or distance learning. In 2001, there were 13,700 enrolments in the AMEP, a decrease of 5.1 per cent in comparison with enrolments in 1999.

Total Enrolments in AMES by Program, 1997-2001					
AMES Program	1997	1998	1999	2000	2001
AMEP	51,543	30,683	14,437	15,016	13,700
DETYA	5,136	1,255	25	39	67
WorkCom	5,760	2,340	726	327	364
Contracted Training Provision	189	120	202	15	0
Skillmax in the NSW Public Sector	526	561	532	594	560
Skillmax for Jobseekers	492	549	450	643	788
Youth	309	249	188	174	0
Other	1,466	746	33	Nil	Nil
Total	**65,421**	**36,551**	**16,593**	**16,808**	**15,115**

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.

Skillmax offers a variety of courses to assist people of non-English speaking backgrounds who have overseas qualifications, training and/or skills and experience to enter into employment at levels commensurate with their overseas qualifications, training and/or skills and experience. Skillmax courses are provided for NSW public sector employees to maximise their career opportunities, and for jobseekers to enhance their jobseeking and communication skills. There has been an increase in enrolments in Skillmax in the NSW Public Sector from 532 in 1999 to 560 in 2001. In addition, there has been marked growth in enrolments in Skillmax for Jobseekers, from 450 in 1999 to 788 in 2001.

Through the Workcom program, AMES provides consultancies, workshops, assessment and other workplace communication skill development activities. During the reporting period, AMES provided services for nine major organisations including Australia Post, Australian Rail Training, BHP, South West Sydney Area Health and Work Focus Australia. A number of workshops were also run as part of the Migrant Career Development Program through the Office of the Director of Equal Opportunity in Public Employment. In 2001, there was a total of 364 enrolments in AMES Workcom programs, an increase over enrolments in 2000, following the decline experienced in the 1997 to 1999 period.

Bunliang Jankasem from Thailand, who is unable to access formal classroom learning, receives literacy support from Carolyn Brown in a NSW AMES learning centre.

Improving Clients' Outcomes

Client Outcomes

From 1998/99 to 2000/01, the percentage of accredited outcomes in the AMEP has declined from 85 per cent to 79 per cent. However, in 1998/99 and 1999/2000 the percentage of accredited outcomes in the courses provided by AMES was well above the national average, and it was at a similar level to the national average in 2000/2001.

Accredited Outcomes in the AMEP 1998/1999-2000/2001		
Year	DET AMES Consortium	National
1998/1999	85%	76%
1999/2000	82%	81%
2000/2001	79%	80%

Note: This table shows the percentage of AMEP clients achieving an award.

DET -Department of Education and Training

Client Satisfaction

During the reporting period, AMES used several strategies to identify the diverse needs and expectations of its clients, to assess their satisfaction with AMES programs and services, and to improve the quality of its programs and services. In 2001 AMES's major initiatives to improve client satisfaction included the following:

- Conducting 16 student focus groups involving 142 students across both regions (which involved six language groups) to discuss their degree of customer satisfaction with AMES services and to investigate areas for improvement. Comments made by students were overwhelmingly positive and centred around the quality of learning activities, classroom organisation and support, information provision and support services, learning resources and facilities.
- Continuing to use evaluations and client exit surveys to gauge client satisfaction with AMES learning options, curriculum, services and facilities. Feedback from students was similar to that gained from the focus groups.
- Undertaking an organisational self-assessment which focused on 22 key teaching, learning, administrative and business development areas. All AMES staff were involved in the assessment process. The findings of the self-assessment identified a number of strengths. They also indicated the need to increase staff involvement in managing changes in technology, curriculum and the organisation.
- Conducting a survey of Skillmax Program clients. In general, respondents found the program to be beneficial. Respondents in the public sector program noted that the program enhanced communication skills and increased students' confidence, while respondents in the jobseekers program valued the resumé preparation and job application / interview components. As a result of the survey, communication between AMES staff and supervisors of the students in the public sector program has improved. AMES is also implementing a range of strategies in response to the changing demand patterns of jobseekers. Strategies will include modular delivery, and distance learning and e-learning options.
- Initiating a review of the AMES Distance Learning Program, with a focus on the potential for greater utilisation of online delivery.
- Supporting clients through the provision of counselling, referral and childcare services. In 2001, AMES provided further support for new clients through client services information sessions, community settlement information sessions and childcare orientation days.

Strengthening Partnerships

In 2001, AMES focused its efforts on improving language learning opportunities for new settlers in rural and regional areas by working with other key organisations. AMES hosted a rural forum to explore options for improving its services in rural and regional areas in collaboration with other key organisations.

The forum was attended by around 50 representatives from Commonwealth agencies and organisations across New South Wales including DIMIA, the NSW State Library, the Ethnic Communities Council, Migrant Network Services, the Department's Migrant Skills Unit, TAFE NSW institutes, migrant resource centres, Centrelink and various community agencies. As a result of the forum, AMES will improve the quality of, and access to, information about AMEP and ESL provision, which will enhance opportunities for clients in rural and regional New South Wales.

During the reporting period, AMES also formed collaborative links to improve its provision of services in New South Wales. These links were made with such bodies as:

- school district offices
- the University of Western Sydney
- community networks and committees

Through these linkages AMES will explore issues of mutual interest.

Supporting Staff through Professional Development

AMES supported staff through a range of training and development activities. During the reporting period, some of the key initiatives included the following:

- AMES staff were offered places in Departmental programs designed to enhance teachers' skills in implementing learning strategies. Around 80 teachers completed English as a Second Language (ESL) macro skills workshops, the Certificate IV in Assessment and Workplace Training, and the Certificate in e-Learning.

- AMES contracted the University of Technology, Sydney (UTS) to run an e-learning course for 19 teachers and managers. Advanced standing for students of this course was negotiated with UTS in the university's graduate diploma in e-Learning.
- AMES established a forum, Interchange, to create an avenue for discussions about Teaching of English to Students of Other Languages (TESOL).

Outstanding AMES Tutors

Two volunteer home tutors from the AMES Home Tutor Scheme achieved awards of excellence during 2001. Joan Dalwood received the Outstanding Tutor Award in the Adult Learners Week Awards. Joan received the award for being an exemplary volunteer English home tutor who has worked with many students from a variety of non-English speaking backgrounds. Rowan Hill received an award for Excellent Service to Public Education and Training. Rowan Hill has been an outstanding volunteer English language tutor with AMES since 1994, tutoring individual students in their homes who could not attend formal English language classes.

- All AMES staff were given the opportunity to participate in a range of staff working groups to enhance their curriculum, planning and teaching skills.

AMES also provided training and development activities for other organisations. For example:

- AMES provided a range of professional development services across Australia to organisations licensed to deliver the AMEP Certificates I, II and III in Spoken and Written English which was developed by AMES.
- AMES home tutor coordinators delivered special Home Tutor Enhancement training to over 30 community groups who provide volunteer English tuition through local agencies.
- AMES staff regularly facilitated Saturday workshops focusing on ESL macro skills which were attended by teachers from AMES, the National Centre for English Language Teaching and Research, and NSW government primary and secondary schools.

An Exceptional AMES Teacher

Eileen Chau, an AMES teacher, was recognised for teaching excellence in the inaugural NSW Quality Teaching Awards. Eileen's strength as a teaching professional lies in her love of learning. She believes that a commitment to teaching is a commitment to learning. Eileen is committed to improving the English skills of migrants and refugees as she sees this as the key to successful resettlement.

Developing Curriculum and Resources

During the reporting period, AMES reviewed the Certificate in Spoken and Written English in preparation for re-accreditation in 2002. This involved gathering feedback from users of the curriculum in the AMEP, NSW government schools and Batchelor Institute of Indigenous Tertiary Education.

AMES also continued to develop and publish learning resources to assist students. In 2001, AMES staff published a range of high quality learning resources which included the following:

- The *Beginner Reader Series*, which assists beginner level ESL students.
- The *Numeracy Workbook Second Edition*, which assists students at beginner and post beginner level in numeracy.
- *Pronunciation for Beginners: Chinese Bilingual Version*, which helps ESL students to improve their intelligibility.
- The *Language Learning Handbook: Arabic, Bosnian, Croatian, Indonesian, Japanese, Korean, Persian (Farsi) Serbian, Turkish*, which provides bilingual assistance to students learning English.

In addition, AMES developed a resource, Acknowledging Diversity in Assessment Practices, to assist workplace trainers and assessors to provide fair workplace assessment for all employees.

Increasing Marketing Initiatives

AMES continued its marketing efforts in all product areas throughout 2001. In particular, AMES continued to implement marketing initiatives which focused on attracting and retaining new clients, improving course information processes, evaluating promotional effectiveness, broadening services, and establishing links with ethnic and other community networks. Specific achievements in 2001 included the following:

- Establishing a marketing unit to centralise and coordinate AMES marketing and business development activities. The unit has already undertaken an extensive review of marketing activities throughout the organisation. It is also responsible for developing and promoting business opportunities.
- Increasing promotion of the AMES Distance Learning Program and Home Tutor Scheme through a range of press and radio publicity and advertising.
- Updating the AMES website (www.ames.edu.au) to improve clients' accessibility to information about AMES and its products and services.
- Winning tenders for a range of projects, such as:
  - Developing a Productive Diversity video project for the Department which is due for completion in March 2002.
  - Conducting career development workshops for special migrant placement officers to support the Migrant Career Development Program.
  - Providing Train the Trainer sessions to assist diverse staff groups in NSW Agriculture.
  - Delivering training sessions in cultural diversity for doctors under the Australian Medical Council program for junior doctors.
  - Developing assessment instruments to determine the language levels of applicants for the Diploma of Policing at Charles Sturt University.

4.3 The National Art School

The National Art School (NAS) has a strong national and international reputation for providing a range of high quality art programs. These include the Bachelor of Fine Art, numerous short courses and HSC extension courses. The school aims to provide students with the skills and knowledge to become practising artists who have a broad awareness of cultural values.

National Art School Enrolments

Over the past three years, the total number of enrolments in the National Art School has continued to increase. This is due to the marked growth in enrolments in short courses, which have increased from 641 in 1999 to 927 in 2001.

Bachelor of Fine Art

Demand for places in the Bachelor of Fine Art (BFA) course in 2001 was strong, resulting in a total of 341 enrolments. However, from 2000 to 2001, there was a small decrease in BFA enrolment numbers. This reflects the reduced number of enrolments in the BFA conversion course which was established to enable students enrolled in an advanced diploma to upgrade their qualifications to degree level. The conversion course was offered for the final time in 2001.

National Art School Enrolments, 1999 -2001

Course	1999	2000	2001	% Change 1999 - 2001
Bachelor of Fine Art	370	386	341	-8
Short Courses	641	756	927	44
Total	**1,011**	**1,142**	**1,319**	**30**

Short Courses

The NAS short course program offers classes in a broad variety of studio disciplines to the general community. Enrolments in short courses have continued to show substantial growth, and each year the school offers more courses to meet demand. From 1999 to 2001, enrolments in short courses increased by 44 per cent, from 641 to 927 students.

The school anticipates that the short course program will continue to grow because of its popularity in the community, although additional studio space is needed to accommodate its expansion.

HSC Intensive Studio Program

The National Art School introduced the inaugural HSC Intensive Studio Program in 2001. The intensive studio program is designed to enrich and extend Year 12 students' studies in the visual arts. In 2001, the program attracted applications from students from schools throughout New South Wales.

A total of 122 talented students were selected to participate in the HSC Intensive Studio workshops. Of these students, more than 40 were from country areas. The first module in the program, a four-day workshop, was held in January. Two more workshops

followed in April. The workshops comprised photography, sculpture, ceramics, painting, drawing and printmaking. The program culminated with a highly successful exhibition of student works at the Cell Block Theatre at the NAS campus.

HSC Extension Intensive Studio Enrolments, 2001

Discipline	Classes	Enrolments
Drawing	3	36
Painting	2	35
Sculpture	1	16
Photography	1	10
Digital Imaging	1	10
Printmaking	1	9
Ceramics	1	6
Total	**10**	**122**

In 2001, the studio disciplines of drawing, painting and sculpture were the most popular, recording 36, 35 and 16 enrolments respectively.

National Art School Graduates

In 2001, the National Art School awarded a total of 151 degrees in the Bachelor of Fine Art. Almost half of these degrees were awarded in the discipline of painting. Graduate numbers were also substantial in the disciplines of sculpture, photography and ceramics.

BFA Graduates by Discipline Area, 2001

Discipline	Number of Graduates
Painting	72
Ceramics	20
Sculpture	24
Printmaking	14
Photography	21
Total	**151**

Major Achievements

During 2001, the National Art School continued to strengthen and develop its courses. Staff and students exhibited widely as practising artists and regularly featured in published reviews and articles. Other major achievements during 2001 included the following:

- Gaining accreditation for the school's first Bachelor of Fine Art degree with honours and a Master of Fine Art research degree, both of which will be offered in 2002.
- Forging links with international art colleges to enable student and exhibition exchanges. Student exchanges are under way with colleges such as the Royal College of Art and Cheltenham College of Art in London, and the Glasgow School of Art. Exhibitions were exchanged with colleges including the Camberwell and Cheltenham Colleges of Art in London, the New York School of Art and the New York Academy of Fine Art.
- Providing expert tuition in drawing for 45 talented students who were selected to participate in the Dobell School which is run by the National Art School.
- Assembling 'The Studio Tradition' an exhibition of works of current and former students and staff, which opened at the Manly Art Gallery in March and continues to tour galleries throughout New South Wales.

Students achieved outstanding success in local and international competitions. For example:

- Thirteen current and former NAS students were among the 22 finalists in the 2001 Brett Whiteley Travelling Scholarship. Petrea Fellows, a 1999 NAS graduate, won the scholarship.
- Maryanne Wick, a NAS student, was awarded a residency at the Beijing Art Academy for four months.
- National Art School staff also received high acclaim in prestigious art competitions. For example:
  - Aida Tomescu, a NAS lecturer in painting, won the Sulman Prize for genre painting at the Art Gallery of NSW.
  - Evan Macleod, a NAS lecturer in painting, won the Sulman Prize for genre painting at the Art Gallery of NSW.

In addition, NAS staff and students participated in solo and group exhibitions both in Australia and overseas including leading edge exhibitions in London and New York.

4.4 Higher Education

During the reporting period the Department continued to provide high quality advice and support to the Minister on higher education legislation, policy, planning and resourcing.

Legislation

During the year, the Department provided advice and support to the Minister and Cabinet in relation to two important pieces of legislation: the *Universities Legislation Amendment (Financial and Other Powers) Act 2001* and the *Higher Education Act 2001*. This legislation will help to secure public investment and public confidence in higher education. The changes modernise and strengthen the regulatory frameworks in which NSW higher education operates. Together, these Acts serve the complementary purposes of systematic quality assurance and flexible, effective regulation.

Universities Legislation Amendment (Financial and Other Powers) Act 2001

The *Universities Legislation Amendment (Financial and Other Powers) Act 2001*, commenced on 1 March 2002. This legislation leads the nation in recognising the challenges faced by public universities and their increasing engagement in commercial and entrepreneurial activities, by updating and clarifying universities' powers and introducing new risk management and accountability arrangements.

The new legislation will ensure that NSW universities have the necessary powers and controls in place to enable them to undertake activities consistent with the provision of high quality teaching and research, public accountability and prudent management safeguards.

The *Universities Legislation Amendment (Financial and Other Powers) Act 2001* amends the legislation for all ten NSW universities established by the State. It removes universities from the *Public Authorities (Financial Arrangements) Act 1987*. The changes put in place regulatory arrangements which are tailored to meet the needs of universities, while addressing concerns for probity and public liability resulting from an increase in entrepreneurial activities throughout the sector.

The Act makes explicit provision for the functions of each university to be exercised within or outside the State, including outside Australia. It presents a new approach to managing the commercial activities of universities, putting in place ministerially approved guidelines for commercial activities and requiring universities to maintain a register of commercial activities.

Higher Education Act 2001

The *Higher Education Act 2001* aligns NSW legislation with a new national framework for the accreditation and quality assurance of Australian higher education, ensuring that the quality of higher education provision in New South Wales is of the highest standard.

This legislation reflects the National Protocols for Higher Education Approval Processes, a key element of the new national framework. The Act provides for stronger protection for the titles 'degree' and 'university', and provides new protection of the titles 'graduate certificate' and 'graduate diploma'. It requires Australian and overseas non-university providers of higher education, and overseas universities operating in New South Wales, to be registered.

Policy

During 2001, Departmental staff provided a total of 380 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. Advice was provided on a range of national issues which included the following:

- the NSW State submission to the Senate Inquiry into the Capacity of Public Universities to meet Australia's Higher Education Needs
- the Higher Education Report for the 2001-2003 Triennium by the Commonwealth Minister for Education, Training and Youth Affairs
- *Backing Australia's Ability*, a discussion paper by the Commonwealth Government on science, research and innovation in Australia
- Commonwealth Government funding to universities and the allocation of university places
- university governance issues.

Advice provided on issues of specific concern to New South Wales included:

- legislative changes resulting in the new *Higher Education Act 2001* and U*niversities Legislation (Financial and Others Powers) Act 2001* and legislative amendments to individual university Acts and By-Laws
- ministerial appointments to university governing bodies
- the new Southern Highlands Campus of the University of Wollongong, the proposed establishment of a university in the Hastings area
- the Central Coast Campuses initiative, which is a multi-sectoral educational and training facility comprising the University of Newcastle, TAFE NSW - Hunter Institute, the Central Coast Community College and the Central Coast Conservatorium of Music
- the provision of allowances from the State Government to Rhodes Scholars selected from New South Wales
- the development of a NSW Strategy for Biotechnology
- financial audits relating to NSW universities
- land issues concerning NSW universities, including the development of guidelines for university technology parks
- requests from three institutions for university status
- the provision of nurse education in New South Wales
- the rationalisation of course provision at various NSW universities
- the investment powers of universities.

Planning and Resourcing

The Department undertook strategic planning analyses, consulted with universities and relevant NSW agencies, and negotiated with the Commonwealth to plan higher education developments and ensure adequate resourcing of universities in New South Wales. A major part of this work centred around triennial funding negotiations with the Commonwealth, including priorities for projects under the capital development program.

Strategic Initiatives Group

The Strategic Initiatives Group is a high-level strategic forum that was 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 both to universities and the State. During 2001 the group focused on:

- enhancing collaboration in the marketing of NSW universities to international students
- science and technology initiatives, notably NSW biotechnology developments
- enhancing the role of universities in State and regional development
- information and communications technology
- the impact of demographic change on the State's future planning and service delivery.

Some of the group's key outcomes during the reporting period were:

- convening a working group to establish possible university/government initiatives in the collaborative marketing of NSW universities to international students
- developing information-sharing strategies between universities and the NSW Government on science and technology initiatives, notably NSW biotechnology initiatives.

FINANCIAL STATEMENTS

FINANCIAL OVERVIEW

The Department's budget structure comprises four major program areas: Education Services in Government Schools, Non-Government Schools Assistance, TAFE Education Services and Grants for Education and Training Services. Total current and capital expenses incurred by the Department of Education and Training in 2000/2001 were $7,361.2 million and are expected to increase by 2.5% to $7,549.4 million in 2001/2002. Expenses under the four program areas since 1999/2000, are shown below:

Department of Education and Training Expenses
1999/2000 - 2001/2002

Program Area	1999/2000 $ M	2000/2001 $ M	2001/2002 $M
Education Services in Government Schools	5,031.7	5,148.4	5,272.6
Non-Government Schools Assistance	434.4	479.6	498.7
TAFE Education Services	1,269.7	1,231.4	1,239.1
Grants for Education and Training Services	159.6	202.1	181.5
Total Recurrent Expenses	6,895.4	7,061.5	7,191.9
Total Capital Expenses	300.7	299.7	357.5
Total Recurrent and Capital Expenses	**7,196.1**	**7,361.2**	**7,549.4**

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

The NSW TAFE Commission, which retains its identity as 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 (VET). This includes adult and community education (ACE), the Adult Migrant English Service (AMES) and private providers.

Education Services in Government Schools

These services cover the funding requirements of NSW government schools including staff salaries, school global budgets, and strategic education services. Government school 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 from non-English speaking backgrounds and other equity and strategic programs.

In 2000/2001, 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 2000/2001, a total of $106 million was provided for literacy and numeracy strategies. This will increase to $117 million in 2001/2002.

The Government is continuing to meet its commitment to expand the Computers in Schools Program, with $555.3 million being allocated over the next four years. In 2001/2002, $137.3 million will be provided. Part of this commitment is the staged introduction of expanded internet services for students and teachers in government schools and TAFE NSW. It also includes the introduction from 2002 of a computing skills assessment for all Year 6 students in government schools.

The number of students receiving special education support continues to increase. Funding for special education programs was $448.8 million in the 2000/2001 budget. In 2001/2002, it will increase by $28.9 million to $477.7 million.

The NSW Government is continuing its commitment to ensure that students in regional and rural New South Wales have access to the highest quality education. In 2000/2001, dedicated funds of $67 million were provided to assist them. In 2001/2002, $69.2 million will be provided, an increase of $2.2 million.

Recurrent funding for Aboriginal education programs has increased significantly in recent years in recognition of the special needs of Aboriginal students. A total of $31 million was spent in 2000/01. In 2001/2002, $32.6 million will be provided to support Aboriginal services for over 30,000 students.

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 $56 million in 2000/2001 and $80 million was spent for services to students from non-English speaking backgrounds.

Over the next four years, $160 million will be provided for targeted student welfare programs, including $46.2 million for a wider range of placement and support options for students with disruptive behaviour. In 2001/2002, over $42 million will be available for these programs.

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 $479.6 million in 2000/2001 and are estimated to be $498.7 million in 2001/2002.

The NSW Government commissioned an independent review of non-government schools. The review was established to examine the implications of the Commonwealth Government's revised funding policies for schools, and how these changes impact on the State Government's arrangements for funding private schools in New South Wales.

TAFE Education Services

The TAFE Education Services program encompasses the provision of high quality vocational education and training services to 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 2000/2001 $1,231 million was provided for TAFE NSW programs and services.

Grants for Education and Training Services

The Grants for Education and Training Services program includes State Training Services and AMES. They provide education and training services for industry, the community and newly-arrived immigrants, as well as funding for young and older workers in need of further education and training. These services aim to assist individuals, the community and industry to achieve high quality outcomes from education and training.

State Training Services manages the registration of training organisations, the accreditation of vocational courses and non-university courses in the higher education sector, the registration and support of NSW apprentices and trainees, and implements a range of industry training programs under competitive funding arrangements. State Training Services also provides education and training for industry and the community. AMES mainly provides services for newly-arrived immigrants.

Total recurrent expenses in these areas in 2000/2001 were $202.1 million and in 2001/2002 are estimated to be $181.5 million.

Capital Works and Building Maintenance

The Department spent $299.7 million in 2000/2001 on improving and expanding capital infrastructure. A further $183.8 million was spent on school and TAFE building maintenance. Expenditure on school facilities amounted to $172.2 million and enabled the commencement of 46 new projects, including four new primary schools and three high schools.

In 2001/2002, $257.6 million will be available for spending on capital projects in schools, an increase of $80.4 million or 45 per cent on last year's allocation. The allocation is part of a four year $1.1 billion Schools Improvement package, which will see significant upgrades in the amenity of NSW public schools and deliver improved facilities for students, teachers and the community. This is more than $400 million above the previous forward capital program.

The 2001/2002 allocation provides for the commencement of new primary schools at Cecil Hills, Glenwood, Prestons and a replacement school at Rouse Hill. It will also enable the commencement of the second stages of new high schools at Kellyville and Mount Annan and a joint high school facility at Tuncurry.

Capital expenditure on VET facilities for TAFE NSW amounted to $72.8 million in 2000/2001. For 2001/2002, capital funds of $86 million have been allocated to provide for the commencement of 38 new projects, including new facilities at Dubbo, Cessnock, Kurri Kurri, Miller and Ultimo Campuses and major refurbishment works at Gymea, Wollongong and St George Campuses.

A total of $54.7 million was spent in 2000/2001 on the redevelopment of the Conservatorium of Music, which incorporates the new Conservatorium High School and Heritage Precinct. The new complex was completed and occupied in July 2001.

In 2001/2002, $157 million has been allocated under an expanded school maintenance program to continue the annual condition-based repair program and major replacement works. A further $33 million has been allocated for the maintenance of TAFE college facilities. Full details of the Department's capital expenditure in 2000/2001 are provided in Appendix 26.

Audit Report

For the 2000/2001 financial year, the Auditor-General has issued the Department with an Audit Report with one qualification relating to the consolidation of school financial transactions. All other entities reported on in the Department's financial statements received unqualified Audit Reports.

The audit qualification for the Department arises from the Audit Office's view that full consolidation of school financial transactions did not occur in the Department's year end accounts. However, the Department is of the view that all material items are reported upon. For example, the value of school land and buildings, salaries of teachers and other permanent school staff, the maintenance of schools and the major part of school-related funding are accounted for in the Department's statements and the school cash book balances are disclosed in the notes to the financial statements.

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*.

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

Commonwealth Funding Issues

(i) School Related

In 2001 the Commonwealth made significant changes to the way in which funds for school education are to be applied. This entailed the merging of separate programs into a single program area and the repackaging of existing funds under a new program name.

In the 2001-2004 funding quadrennium, the Commonwealth introduced a new targeted program entitled Strategic Assistance for Improving Student Outcomes. This program combines the former Literacy and Numeracy - grants to schools, the Special Education - fixed grants program and the Special Education - per capita support program.

The Commonwealth also announced the 'return' of the Enrolment Benchmark Adjustment (EBA) funds, effective from the 2000 adjustment. The 'returned' funds must be spent on a strategic plan, approved by the Commonwealth, which enhances student skills in science, maths and technology. The EBA mechanism is still in place, and no new funds will be made available to New South Wales to implement the strategic plan. Since the introduction of the EBA in 1997, New South Wales has accrued a liability of $61 million.

Despite these issues with Commonwealth school funding, New South Wales has continued to increase provision for government school education programs. This includes increased literacy and numeracy program funding, greater support for special education programs and the expansion of technology provision in schools.

(ii) Vocational Education and Training

Commonwealth funding arrangements and the implementation of Commonwealth policy initiatives are resulting in increased pressure on the State's VET system. In recent years, the Commonwealth has expected States to fund growth in VET from efficiencies to be found within their own training systems. Consequently, the Department and TAFE NSW in particular, had to take into account ongoing restraints on funding and the need for greater efficiencies in an increasingly competitive training market. The cessation of Commonwealth VET growth funding from 1998 to 2000, the reduction of Commonwealth-funded labour market programs and the financial impact of additional young people on Youth Allowances attending TAFE institutes, have all placed additional demands on the NSW Government's VET budget.

Although it is providing limited growth funds to New South Wales under the new ANTA Agreement 2001-2003, the Commonwealth continues to require TAFE NSW to achieve increased efficiencies while providing services for more students.

Despite the above constraints, New South Wales continued to strengthen and enhance its reputation in VET and its commitment to the highest quality VET services through a range of strategic initiatives designed to ensure fair and equitable access to customer-focused programs.

Department of Education and Training
STATEMENT OF FINANCIAL PERFORMANCE
For the Year Ended 30 June 2001

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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 2001. The Director-General is responsible for the financial report consisting of the accompanying statement of financial position, statement of financial performance, statement of cash flows, program statement - 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.

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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Qualification

Affect both the Parent Entity and the Economic Entity

Note 1(c) discloses that school activities are part of the Department. However, inconsistent with this principle, the Department has:

(a) Not recognised in its financial statements all transactions and balances of school activities. In my opinion, this is a departure from Australian Accounting Standard AAS29 "Financial Reporting by Government Departments".

(b) Recognised funding of $242.5m (2000 $239.5m) towards school activities as "Operating Grants" within the item "Other Expenses" when it transferred the money to schools. The Department should not have recognised these transactions until the schools spent the money. Further, when recognising these payments, the Department should have classified them according to the nature or function of the expense that they were applied to by the schools. In my opinion, the Department's treatment is a departure from Australian Accounting Standard AAS1 "Statement of Financial Performance".

While the Department has not collated the relevant information, I estimate that:

- In respect of qualification (a), had the Department recognised school cash and investment balances, this would have a material effect on current assets, and had the Department recognised other omitted school transactions and balances, this could have a material effect on current liabilities and the operating result.

- In respect of qualification (b), had the Department recognised the funding towards school activities when the schools spent the money and categorised it accordingly, the value for individual expense categories would be materially different but Total Expenses would be similar.

My Independent Audit Report for the year ended 30 June 2000 was similarly qualified.

Qualified Audit Opinion

In my opinion, except for the effects on the financial report of the matter referred to above, 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 2001 and the results of their operations and their cash flows for the year then ended.

R J Sendt
Auditor-General

SYDNEY
4 October 2001

Start of Audited Financial Statements

DEPARTMENT OF EDUCATION AND TRAINING

Financial Statements

For the year ended 30 June 2001

STATEMENT BY THE DIRECTOR-GENERAL OF THE DEPARTMENT OF EDUCATION AND TRAINING

Pursuant to Section 45F of the Public Finance and Audit Act 1983, I state that:

1. The accompanying financial statements have been prepared in accordance with the provisions of the Public Finance and Audit Act, 1983, the Financial Reporting Code for Budget Dependent Agencies, the applicable clauses of the Public Finance and Audit Regulation 2000 and the Treasurer's Directions.

2. The statements exhibit a true and fair view of the financial position and transactions of the Department and its controlled entities.

3. There are no circumstances which would render any particulars included in the financial statements to be misleading or inaccurate.

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

3.10.01

Department of Education and Training

STATEMENT OF FINANCIAL PERFORMANCE

For the Year Ended 30 June 2001

	Notes	Economic Entity Actual 2001 $'000	Economic Entity Budget 2001 $'000	Economic Entity Actual 2000 $'000	Parent Actual 2001 $'000	Parent Actual 2000 $'000
Expenses						
Operating expenses						
Employee related	2(a)	4,873,402	4,849,876	4,854,197	3,975,484	3,926,156
Other operating expenses	2(b)	694,417	703,511	653,296	486,708	437,943
Maintenance	2(c)	186,403	165,847	179,913	154,818	151,565
Depreciation and amortisation	2(d)	313,610	306,439	311,894	227,112	226,470
Grants and subsidies	2(e)	221,216	178,100	184,592	248,155	208,062
Borrowing costs	2(f)	7	10	—	7	—
Other expenses	2(g)	264,415	251,863	239,363	252,738	239,496
Total Expenses		**6,553,470**	**6,455,646**	**6,423,255**	**5,345,022**	**5,189,692**
Less:						
Retained Revenue						
Sale of services	3(a)	217,162	175,480	187,358	47,442	39,279
Investment income	3(b)	16,981	15,856	17,807	12,609	13,570
Grants and contributions	3(c)	19,994	18,675	29,942	16,348	29,123
Other revenue	3(d)	9,754	10,651	25,939	6,856	13,046
Total Retained Revenue		**263,891**	**220,662**	**261,046**	**83,255**	**95,018**
Gain/(loss) on disposal of non-current assets	**4**	**(2,872)**	**—**	**(12,825)**	**(1,859)**	**(10,901)**
NET COST OF SERVICES		**6,292,451**	**6,234,984**	**6,175,034**	**5,263,626**	**5,105,575**
Government Contributions						
Recurrent appropriation	6	5,428,071	5,331,117	5,163,013	4,571,692	4,279,587
Capital appropriation	6	299,675	284,688	304,358	226,874	224,459
(Asset sale proceeds transferred to the Crown Entity)		—	(2,314)	(2,559)	—	—
Acceptance by the Crown Entity of employee entitlements and other liabilities	7	539,933	587,185	557,920	441,387	455,552
Total Government Contributions		**6,267,679**	**6,200,676**	**6,022,732**	**5,239,953**	**4,959,598**
SURPLUS/(DEFICIT) FOR THE YEAR FROM ORDINARY ACTIVITIES		**(24,772)**	**(34,308)**	**(152,302)**	**(23,673)**	**(145,977)**
NON-OWNER TRANSACTION CHANGES IN EQUITY	**20**					
Net Increase (decrease) in asset revaluation reserve		(2,403)	—	(26,955)	(2,404)	(24,921)
Other increases (decreases)		3,890	—	25,778	4,137	23,745
TOTAL REVENUES, EXPENSES AND VALUATION ADJUSTMENTS RECOGNISED DIRECTLY IN EQUITY		**1,487**	**—**	**(1,177)**	**1,733**	**(1,176)**
TOTAL CHANGES IN EQUITY OTHER THAN THOSE RESULTING FROM TRANSACTIONS WITH OWNERS AS OWNERS		**(23,285)**	**(34,308)**	**(153,479)**	**(21,940)**	**(147,153)**

The accompanying notes form part of these statements.

Department of Education and Training
STATEMENT OF FINANCIAL POSITION
As at 30 June 2001

	Notes	Economic Entity Actual 2001 $'000	Economic Entity Budget 2001 $'000	Economic Entity Actual 2000 $'000	Parent Actual 2001 $'000	Parent Actual 2000 $'000
ASSETS						
Current Assets						
Cash	10	330,053	366,990	371,975	202,914	248,692
Receivables	11	95,828	95,646	72,466	72,182	54,645
Other financial assets	12	65	55	55	4	4
Other	14	18,652	22,996	36,378	3,375	13,395
Total Current Assets		**444,598**	**485,687**	**480,874**	**278,475**	**316,736**
Non-Current Assets						
Property, Plant and Equipment	13					
- Land and Buildings		14,909,619	14,863,067	14,936,378	13,024,692	13,033,370
- Plant and Equipment		106,690	149,623	114,339	20,223	24,058
Total Property, Plant and Equipment		15,016,309	15,012,690	15,050,717	13,044,915	13,057,428
Receivables	11	2,224	2,309	2,434	—	124
Other financial assets	12	2,197	1,083	1,083	—	—
Total Non-Current Assets		**15,020,730**	**15,016,082**	**15,054,234**	**13,044,915**	**13,057,552**
Total Assets		**15,465,328**	**15,501,769**	**15,535,108**	**13,323,390**	**13,374,288**
LIABILITIES						
Current Liabilities						
Payables	16	111,367	116,655	115,347	69,776	66,234
Interest bearing liabilities	17	41	—	—	41	—
Employee entitlements and other provisions	18	157,126	217,440	218,050	111,571	164,228
Other	19	20,124	2,917	2,581	20,124	2,581
Total Current Liabilities		**288,658**	**337,012**	**335,978**	**201,512**	**233,043**
Non-Current Liabilities						
Interest bearing liabilities	17	—	124	124	—	124
Employee entitlements and other provisions	18	54,950	53,936	54,001	52,544	51,444
Total Non-Current Liabilities		**54,950**	**54,060**	**54,125**	**52,544**	**51,568**
Total Liabilities		**343,608**	**391,072**	**390,103**	**254,056**	**284,611**
Net Assets		**15,121,720**	**15,110,697**	**15,145,005**	**13,069,334**	**13,089,677**
EQUITY	**20**					
Reserves		3,208,430	3,210,833	3,210,833	2,862,606	2,865,010
Accumulated funds		11,913,290	11,899,864	11,934,172	10,206,728	10,224,667
Total Equity		**15,121,720**	**15,110,697**	**15,145,005**	**13,069,334**	**13,089,677**

The accompanying notes form part of these statements.

Department of Education and Training
STATEMENT OF CASH FLOWS
For the Year Ended 30 June 2001

	Notes	Economic Entity Actual 2001 $'000	Economic Entity Budget 2001 $'000	Economic Entity Actual 2000 $'000	Parent Actual 2001 $'000	Parent Actual 2000 $'000
CASH FLOWS FROM OPERATING ACTIVITIES						
Payments						
Employee related		(4,561,685)	(4,417,164)	(4,362,053)	(3,721,036)	(3,510,195)
Grants and subsidies		(226,466)	(177,352)	(184,592)	(253,413)	(208,062)
Borrowing costs		(7)	(10)	—	(7)	—
Other		(1,253,414)	(1,131,048)	(1,071,728)	(970,840)	(904,851)
Total Payments		**(6,041,572)**	**(5,725,574)**	**(5,618,373)**	**(4,945,296)**	**(4,623,108)**
Receipts						
Sale of services		207,297	162,960	191,943	45,973	43,678
Interest received		19,702	15,641	14,885	15,277	10,669
Other		141,007	39,231	34,770	99,055	36,587
Total Receipts		**368,006**	**217,832**	**241,598**	**160,305**	**90,934**
Cash Flows From Government						
Recurrent appropriation		5,448,127	5,331,117	5,163,876	4,591,748	4,280,449
Capital appropriation		297,753	284,688	306,587	224,952	226,688
Asset sale proceeds transferred to the Crown Entity		—	(2,314)	(2,559)	—	—
Cash reimbursements from the Crown Entity		166,421	156,560	130,321	133,429	103,320
Cash transfers to the Consolidated Fund		(591)	—	(511)	(591)	(511)
Net Cash Flows From Government		**5,911,710**	**5,770,051**	**5,597,714**	**4,949,538**	**4,609,946**
NET CASH FLOWS FROM OPERATING ACTIVITIES	**24**	**238,144**	**262,309**	**220,939**	**164,547**	**77,772**
CASH FLOWS FROM INVESTING ACTIVITIES						
Proceeds from sale of Land and Buildings, Plant and Equipment and Infrastructure Systems		18,924	21,629	35,122	17,973	29,610
Proceeds from sale of investments		(1,124)	—	48	—	—
Purchases of Land and Buildings, Plant and Equipment and Infrastructure Systems		(297,866)	(288,923)	(295,174)	(228,298)	(220,133)
NET CASH FLOWS FROM INVESTING ACTIVITIES		**(280,066)**	**(267,294)**	**(260,004)**	**(210,325)**	**(190,523)**
NET INCREASE/(DECREASE) IN CASH		**(41,922)**	**(4,985)**	**(39,065)**	**(45,778)**	**(112,751)**
Opening cash and cash equivalents		371,975	371,975	411,040	248,692	361,443
CLOSING CASH AND CASH EQUIVALENTS	**10**	**330,053**	**366,990**	**371,975**	**202,914**	**248,692**

The accompanying notes form part of these statements.

Department of Education and Training
PROGRAM STATEMENT - EXPENSES AND REVENUES
For the Year Ended 30 June 2001

AGENCY'S EXPENSES AND REVENUES	33.1.1* 2001 $'000	33.1.1* 2000 $'000	33.1.2* 2001 $'000	33.1.2* 2000 $'000	33.2.1* 2001 $'000	33.2.1* 2000 $'000
Expenses						
Operating expenses						
Employee related	13,298	12,514	2,013,403	1,995,183	1,914,950	1,884,828
Other operating expenses	1,273	1,225	224,667	205,149	209,133	190,240
Maintenance	368	361	76,796	75,172	77,654	76,009
Depreciation and amortisation	483	482	114,714	114,391	106,467	106,165
Grants and subsidies	—	—	48,737	39,145	33,846	32,016
Borrowing costs	—	—	—	—	7	—
Other expenses	587	578	122,427	117,419	129,723	121,344
Total Expenses	**16,009**	**15,160**	**2,600,744**	**2,546,459**	**2,471,780**	**2,410,602**
Retained Revenue						
Sale of services	455	410	9,357	4,236	24,524	21,339
Investment income	46	49	6,048	6,307	5,775	5,881
Grants and contributions	—	—	5,366	5,621	5,166	8,957
Other revenue	10	34	3,456	5,769	3,399	5,289
Total Retained Revenue	**511**	**493**	**24,227**	**21,933**	**38,864**	**41,466**
Gain/(loss) on disposal of non-current assets	—	—	(1,115)	(6,541)	(744)	(4,360)
NET COST OF SERVICES	**15,498**	**14,667**	**2,577,632**	**2,531,067**	**2,433,660**	**2,373,496**
Government Contributions**						
NET EXPENDITURE/(REVENUE) FOR THE YEAR	**15,498**	**14,667**	**2,577,632**	**2,531,067**	**2,433,660**	**2,373,496**
ADMINISTERED EXPENSES AND REVENUES						
Administered Expenses						
Transfer Payments	—	—	(24,321)	(23,973)	(21,034)	(23,209)
Administered Revenues						
Transfer Receipts	—	—	24,321	23,973	21,034	23,209
Administered Revenues less Expenses	**—**	**—**	**—**	**—**	**—**	**—**

* The name and purpose of each program is summarised in Note 9.

** Appropriations are made on an agency basis and not individual programs. Consequently, government contributions are included in the "Non-Attributable".

The accompanying notes form part of these statements.

Department of Education and Training
PROGRAM STATEMENT - EXPENSES AND REVENUES
For the Year Ended 30 June 2001 (continued)

AGENCY'S EXPENSES AND REVENUES	33.3.1* 2001 $'000	33.3.1* 2000 $'000	33.4.1* 2001 $'000	33.4.1* 2000 $'000	33.4.2* 2001 $'000	33.4.2* 2000 $'000
Expenses						
Operating expenses						
Employee related	203	144	885,790	919,531	32,098	28,581
Other operating expenses	1,238	1,224	223,766	234,003	28,533	14,948
Maintenance	—	—	31,365	28,199	—	—
Depreciation and amortisation	—	—	86,460	85,355	5,448	5,432
Grants and subsidies	3,314	3,588	—	—	135,319	109,843
Borrowing costs	—	—	—	—	—	—
Other expenses	—	—	4,000	22	—	—
Total Expenses	**4,755**	**4,956**	**1,231,381**	**1,267,110**	**201,398**	**158,804**
Retained Revenue						
Sale of services	—	—	154,191	133,253	13,065	10,376
Investment income	—	—	4,207	4,840	740	710
Grants and contributions	—	—	3,051	24	5,709	14,545
Other revenue	—	—	2,652	3,205	237	271
Total Retained Revenue	**—**	**—**	**164,101**	**141,322**	**19,751**	**25,902**
Gain/(loss) on disposal of non-current assets	—	—	(1,005)	(1,924)	—	—
NET COST OF SERVICES	**4,755**	**4,956**	**1,068,285**	**1,127,712**	**181,647**	**132,902**
Government Contributions**						
NET EXPENDITURE/ (REVENUE) FOR THE YEAR	**4,755**	**4,956**	**1,068,285**	**1,127,712**	**181,647**	**132,902**
ADMINISTERED EXPENSES AND REVENUES						
Administered Expenses						
Transfer payments	(474,838)	(429,460)	—	—	(748)	(843)
Administered Revenues						
Transfer receipts	474,838	429,460	—	—	748	843
Administered Revenues less Expenses	**—**	**—**	**—**	**—**	**—**	**—**

* The name and purpose of each program is summarised in Note 9.

** Appropriations are made on an agency basis and not individual programs. Consequently, government contributions are included in the "Non-Attributable".

The accompanying notes form part of these statements.

Department of Education and Training
PROGRAM STATEMENT - EXPENSES AND REVENUES
For the Year Ended 30 June 2001 (continued)

AGENCY'S EXPENSES AND REVENUES	Non-Attributable 2001 $'000	Non-Attributable 2000 $'000	AMES 2001 $'000	AMES 2000 $'000	Total 2001 $'000	Total 2000 $'000
Expenses						
Operating expenses						
Employee related	—	—	13,660	13,416	4,873,402	4,854,197
Other operating expenses	—	—	5,807	6,507	694,417	653,296
Maintenance	—	—	220	172	186,403	179,913
Depreciation and amortisation	—	—	38	69	313,610	311,894
Grants and subsidies	—	—	—	—	221,216	184,592
Borrowing costs	—	—	—	—	7	—
Other expenses	—	—	7,678	—	264,415	239,363
Total Expenses	**—**	**—**	**27,403**	**20,164**	**6,553,470**	**6,423,255**
Retained Revenue						
Sale of services	—	—	15,570	17,744	217,162	187,358
Investment income	—	—	165	20	16,981	17,807
Grants and contributions	—	—	702	795	19,994	29,942
Other revenue	—	—	—	11,371	9,754	25,939
Total Retained Revenue	**—**	**—**	**16,437**	**29,930**	**263,891**	**261,046**
Gain / (loss) on disposal of non-current assets	—	—	(8)	—	(2,872)	(12,825)
NET COST OF SERVICES	**—**	**—**	**10,974**	**(9,766)**	**6,292,451**	**6,175,034**
Government Contributions**	6,267,679	6,022,732			6,267,679	6,022,732
NET EXPENDITURE/(REVENUE) FOR THE YEAR	**(6,267,679)**	**(6,022,732)**	**10,974**	**(9,766)**	**24,772**	**152,302**
ADMINISTERED EXPENSES AND REVENUES						
Administered Expenses						
Transfer payments	—	--	—	—	(520,941)	(477,485)
Administered Revenues						
Transfer receipts	—	—	—	—	520,941	477,485
Administered Revenues less Expenses	**—**	**—**	**—**	**—**	**—**	**—**

** Appropriations are made on an agency basis and not individual programs. Consequently, government contributions are included in the "Non-Attributable".

The accompanying notes form part of these statements.

Department of Education and Training

SUMMARY OF COMPLIANCE WITH FINANCIAL DIRECTIVES (ECONOMIC ENTITY)

	2001				2000			
	Recurrent Appropriation $'000	Expenditure / Net Claim on Consolidated Fund $'000	Capital Appropriation $'000	Expenditure / Net Claim on Consolidated Fund $'000	Recurrent Appropriation $'000	Expenditure $'000	Capital Appropriation $'000	Expenditure $'000
Original Budget Appropriation/ Expenditure								
• Appropriation Act	5,733,264	5,729,239	294,688	283,325	5,594,640	5,565,607	280,265	279,411
• Additional Appropriations	65,700	64,460	—	—	—	—	14,500	14,500
• s 21A PF&AA - special appropriation	—	—	—	—	—	—	—	—
• s 24 PF&AA - transfers of functions between departments	—	—	—	—	—	—	—	—
• s 26 PF&AA - Commonwealth Specific Purpose payments	19,332	—	—	—	31,589	27,889	4,003	2,628
	5,818,296	**5,793,699**	**294,688**	**283,325**	**5,626,229**	**5,593,496**	**298,768**	**296,539**
Other Appropriations/ Expenditure								
• Treasurer's Advance	58,353	58,007	—	—	390	331	—	—
• Section 22 - expenditure for certain works and services	—	—	—	—	24,243	24,243	1,000	1,000
• Transfers from another agency (s 26 of the Appropriation Act)	114,009	111,786	21,350	16,350	35,000	34,707	6,819	6,819
	172,362	**169,793**	**21,350**	**16,350**	**59,633**	**59,281**	**7,819**	**7,819**
Total Appropriations/ Expenditure/Net Claim on Consolidated Fund (includes transfer payments)	**5,990,658**	**5,963,492**	**316,038**	**299,675**	**5,685,862**	**5,652,777**	**306,587**	**304,358**
Amount drawn down against Appropriation		**5,983,309**		**299,982**		**5,653,129**		**306,587**
Liability to Consolidated Fund*		***19,817***		***307***		***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
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
For the Year Ended 30 June 2001

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, those being 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.

The reporting entity is consolidated as part of the NSW Total State Sector and as part of the NSW Public Accounts.

(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 pronouncement of the AASB or UIG Consensus View, the hierarchy of other pronouncements as outlined in AAS6 "Accounting Policies" is considered.

Following the creation of DET, budget estimates did not provide separate budget figures for the primary statements of the parent entity or controlled entities. Consequently, Treasury has granted the Department exemption from the requirement to disclose budget figures for the parent and the controlled entities for the current and future financial years.

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.

The Department is of the opinion that all material financial items are reported upon. 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 cash balances and investments is disclosed in the notes to these statements.

The total value of school financial transactions as at 30 November 2000 is as follows: -

	2000 $M
Income from:	
Global and Specific Purpose Funding	413.6
School and Community Sources	251.0
Interest	13.5
	678.1
Expenditure on:	
Educational Programs	399.0
Administrative Programs	226.5
Capital Programs	43.6
	669.1
Excess of Income over Expenditure	**9.0**

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 Cash Balances and Investments

School cash balances are not recorded within the economic entity's financial statements.

The cash balances held by schools as at 30 June 2001 was $268.6M of which $25.5M was trust funds. This compares to an estimated $243.7M as at June 2000.

Based on the percentages as at November 2000, the schools are holding these funds for the following purposes:

	$M	%
Asset Replacement and Acquisition	61.8	23
Commitments	147.7	55
General Contingencies	59.1	22
	268.6	**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 asset or right to receive, it is probable that the economic benefit will flow to the Department and the amount of revenue can be measured reliably. Additional comments regarding the accounting policies on the recognition of revenue are discussed below.

(i) Parliamentary Appropriations and Contributions from other Bodies

Parliamentary appropriations and contributions from other bodies (including grants and donations) are generally recognised as revenues when the agency obtains control over the assets comprising the appropriations/ contributions. Control over appropriations and contributions are normally obtained upon the receipt of cash.

An exception to the above is when appropriations are unspent at year-end. In this case, the authority to spend the money lapses and generally the unspent amount must be repaid to the Consolidated Fund in the following financial year. As a result, unspent appropriations are now accounted for as liabilities rather than revenue.

The liability is disclosed in Note 19 as part of "other current liabilities". The amount will be repaid and the liability will be extinguished next financial year.

(ii) Revenue - Sale of Services

Revenue from the sale of services comprises revenue from the provision of products or services, i.e., user charges. User charges are recognised as revenue when the Department obtains control of the assets that result from them. Student administration charges are recognised as revenue at the time of collection.

(iii) Investment Income

Interest income is recognised as it accrues. Rent revenue is recognised in accordance with AAS 17 "Accounting for Leases". Royalty revenue is recognised on an accrual basis in accordance with the substance of the relevant agreement. Dividend revenue is recognised when the agency's right to receive payment is established.

(iv) Asset Sales

The economic entity recognises sale of land and buildings upon final settlement except for those sales involving term instalment payments which are recognised on exchange. Gains or losses on disposal of fixed assets are taken into account in determining the operating result for the year.

(v) Other Revenue

Other revenues are recognised as they accrue.

(f) Employee Entitlements

(i) Wages, Salaries, Annual Leave, Sick Leave and On-Costs

Liabilities for wages and salaries, annual leave and vesting sick 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.

Unused non-vesting sick leave does not give rise to a liability as it is not considered probable that sick leave taken in the future will be greater that the entitlements accrued in the future.

The outstanding amounts of payroll tax, workers' compensation insurance premiums and fringe benefits tax, which are consequential to employment, are recognised as liabilities and expenses where the employee 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 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 18. 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 (i.e. Basic Benefit and First State Super) is calculated as a percentage of the employees' salaries. For other superannuation schemes (i.e. State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employees' superannuation contributions.

In the case of 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 back to the State to offset the funding included in State Consolidated Fund appropriations.

The return of these funds is shown as a reduction in recurrent appropriations as shown in note 6.

In 2000/01, the total amount paid to Treasury was $13.889M (1999/00 $11.769M).

(g) Borrowing Costs

Borrowing costs are recognised as expenses in the period in which they are incurred (except where they are included in the costs of qualifying assets).

(h) Insurance

The Department's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self-insurance for Government agencies. The expense (premium) is determined by the Fund Manager based on past experience.

(i) Accounting for the Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except:

- the amount of GST incurred by the agency as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of the cost of acquisition of an asset or as part of an item of expense.
- receivables and payables are stated with the amount of GST included.

(j) Acquisition of Assets

The cost method of accounting is used for the initial recording of all acquisitions of assets controlled by the Department. Cost is determined as the fair value of the assets given as consideration plus the costs incidental to the acquisition.

Assets acquired at no cost, or for nominal consideration, are initially recognised as assets and revenues at their fair value at the date of acquisition.

Fair value means the amount for which an asset could be exchanged between a knowledgeable, willing buyer and a knowledgeable, willing seller in an arm's length transaction.

(k) Plant and Equipment

Plant and equipment costing $5,000 and above individually are capitalised.

(l) 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 subject to any restrictions or enhancements since acquisition. 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 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 and was based on an independent assessment.

The Department also includes in its accounts school residences, on school sites, which are managed by the Teacher Housing Authority (THA). The residences are valued at market value every three years. The residences were revalued by the THA as at 30 June 2000 and the new values entered in the Department's accounts this year. The total new value of the residences is $19.3M.

In accordance with Treasury policy, the agency has applied the AAS38 "Revaluation of Non-Current Assets" transitional provisions for the public sector and has elected to apply the same revaluation basis as the preceding reporting period, while the relationship between fair value and the existing valuation basis in the NSW public sector is further examined. It is expected, however, that in most instances the current valuation methodology will approximate fair value.

When revaluing non-current assets by reference to current prices for assets newer than those being revalued (adjusted to reflect the present condition of the assets), the gross amount and the related accumulated depreciation are separately restated.

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.

Revaluation increments are credited directly to the asset revaluation reserve, except that, to the extent that an increment reverses a revaluation decrement in respect of that class of asset previously recognised as an expense in the surplus / deficit, the increment is recognised immediately as revenue in the surplus / deficit.

Revaluation decrements are recognised as expenses in the surplus / deficit, except that, to the extent that a credit balance exists in the asset revaluation reserve in respect of the same class of assets, they are debited directly to the asset revaluation reserve.

Revaluation increments and decrements are offset against one another within a class of non-current assets, but not otherwise.

(m) Depreciation of Non-Current Physical Assets

Depreciation is provided for on a straight-line basis for all depreciable assets so as to write off the depreciable amount of each asset as it is consumed over its useful life to the entity. Land is not a depreciable asset.

All material separately identifiable component assets are recognised and depreciated over their shorter useful lives, including those components that in effect represent major periodic maintenance.

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%

(n) Maintenance and Repairs

The costs of maintenance are charged as expenses incurred, except where they relate to the replacement of a component of an asset, in which case the costs are capitalised and depreciated.

(o) Leased Assets

Operating lease payments are charged to the Statement of Financial Performance in the periods in which they are incurred.

(p) Receivables

Receivables are recognised and carried at the original invoice amount less a provision for any uncollectable debts. An estimate for doubtful debts is made when collection of the full amount is no longer probable. Bad debts are written off as incurred.

(q) Inventories

The economic entity holds inventory of teaching and resource materials that are consumed directly in the delivery of educational courses. Inventory is expensed as it is acquired. The economic entity does not capitalise inventories as holdings are high turnover items that are characterised by low stock levels that are not of a material nature.

(r) Investments

Marketable securities and deposits are valued at market valuation or cost. Non-marketable securities are brought to account at cost.

For non-current investments, revaluation increments are credited directly to the asset revaluation reserve. Revaluation decrements are recognised in the Statement of Financial Performance except to the extent that the decrement reverses an increment previously credited to the asset revaluation reserve, in which case it is debited to the asset revaluation reserve.

For current investments, revaluation increments and decrements are recognised in the Statement of Financial Performance.

Where securities represent investments in associates, appropriate adjustment to the carrying value of the investment has been effected to reflect the gain or loss that would accrue as an investor.

(s) Payables

These amounts represent liabilities for goods and services provided to the agency and other amounts, including interest. Interest is accrued over the period it becomes due.

(t) Interest Bearing Liabilities

All loans are valued at current capital value.

(u) Reclassification of Financial Information

As a result of applying AAS1 “Statement of Financial Performance” and AAS36 “Statement of Financial Position”, the format of the Statement of Financial Performance (previously referred to as the Operating Statement) and the Statement of Financial Position has been amended. As a result of applying these standards, a number of comparative amounts were represented or reclassified to ensure comparability with the current reporting period.

(v) Budgeted Amounts

The budgeted amounts are drawn from the budgets as formulated at the beginning of the financial year and with any adjustments for the effects of additional appropriations, s 21A, s 24 and/or s 26 of the *Public Finance and Audit Act 1983*.

The budgeted amounts in the Statement of Financial Performance and the Statement of Cash Flows are generally based on the amounts disclosed in the NSW Budget Papers (as adjusted above). However, in the Statement of Financial Position, the amounts vary from the Budget Papers, as the opening balances of the budgeted amounts are based on carried forward actual amounts i.e. per the audited financial statements (rather than carried forward estimates).

(w) 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 Statement of Financial Performance against the recurrent appropriation. The economic entity also pays 25% of fees collected to the schools attended by the overseas students.

2. EXPENSES

	Economic Entity		Parent	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000
(a) Employee related expenses comprise the following specific items:				
Salaries and wages (including recreation leave)*	3,990,450	3,924,429	3,253,173	3,192,347
Superannuation	401,752	380,235	325,466	305,174
Long service leave	114,884	157,614	96,632	133,039
Workers' compensation insurance	68,270	83,559	56,457	69,661
Payroll tax and fringe benefits tax	291,485	273,029	243,450	224,234
Redundancy payments	5,832	34,707	105	1,532
Other	729	624	201	169
	4,873,402	**4,854,197**	**3,975,484**	**3,926,156**

*The Department incurred costs of $41M in relation to the 2000 Sydney Olympic and Paralympic Games from 1993 to 2001. This was offset by revenues of $30M.

Salaries and wages (including recreation leave) in 2001 for the Economic Entity includes employee related costs associated with the 2000 Sydney Olympic and Paralympic Games as follows:

- 152 employees (17 in 2000) at a cost of $700,000 ($433,000 in 2000) were employed by the Department on initiatives directly and specifically related to the Games.
- 248 employees (nil in 2000) at a cost of $720,000 (nil in 2000) were seconded to other agencies on initiatives directly and specifically related to the Games.

(b) Other operating expenses:				
Auditor's remuneration*				
Audit or review of the financial reports	1,269	1,251	822	803
Bad and doubtful debts	817	403	560	390
Rental expense relating to operating leases	31,914	30,537	24,867	23,325
Insurance	73,914	53,339	69,834	53,273
Cleaning	161,888	160,591	138,910	137,486
Fees for services rendered	98,633	104,807	56,489	63,244
Minor stores, provisions, plant and computing expenses	161,858	148,356	81,543	65,703
Travelling sustenance	33,835	32,302	21,515	20,512
Postage and telephone	50,126	44,518	37,316	25,591
Utilities	15,390	15,238	908	976
Printing	25,238	25,490	19,232	18,843
Other	39,535	36,464	34,712	27,797
	694,417	**653,296**	**486,708**	**437,943**

*Auditor's remuneration figures also include $330,000 ($330,000 for 2000) for the audit of a selection of schools. The Audit Office of NSW received no other benefits.

(c) Maintenance:				
Repairs and maintenance	186,403	179,913	154,818	151,565
	186,403	**179,913**	**154,818**	**151,565**

EXPENSES (continued)

	Economic Entity		Parent	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000
(d) Depreciation and amortisation expense:				
Buildings and improvements	283,345	280,466	220,596	219,953
Other property, plant and equipment	30,265	31,428	6,516	6,517
	313,610	**311,894**	**227,112**	**226,470**
(e) Grants and subsidies:				
Grants for non-profit organisations	49,460	41,549	49,568	41,608
Grants for industry training services	82,759	58,140	106,861	79,629
Grants for education access services	21,072	19,880	21,277	20,004
Grants for adult community education services	23,631	19,581	23,630	19,581
Grants for policy and planning projects	13	2,758	14	2,758
Grants for recognition services	5,564	1,140	7,366	2,938
Grants for conveyance of school children	33,142	32,281	33,142	32,281
Capital grants to schools	2,867	2,514	2,867	2,514
Other	2,708	6,749	3,430	6,749
	221,216	**184,592**	**248,155**	**208,062**
(f) Borrowing costs:				
Interest	7	—	7	—
	7	**—**	**7**	**—**
(g) Other expenses:				
Funding towards school operating expenses	242,493	239,341	242,493	239,496
Other	21,922	22	10,245	—
	264,415	**239,363**	**252,738**	**239,496**

3. REVENUES

(a) Sale of services:				
Sale of services	14,420	14,270	9,579	7,745
Course fees	43,872	39,866	2,555	777
Administration charges	42,777	40,633	2,673	3,823
Overseas student fees	29,220	22,936	8,999	5,019
Commercial activities	21,310	18,940	—	—
Other	65,563	50,713	23,636	21,915
	217,162	**187,358**	**47,442**	**39,279**
(b) Investment income:				
Interest	16,981	17,807	12,609	13,570
	16,981	**17,807**	**12,609**	**13,570**

REVENUES (continued)

	Economic Entity		Parent	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000
(c) Grants and contributions:				
Other Public Sector agencies	8,219	5,423	5,157	5,550
Commonwealth Government	5,787	14,567	5,787	14,566
Asset contributions (free assets or contributions to assets)	3,037	3,289	2,981	3,289
Donations and industry contributions	2,951	6,663	2,423	5,718
	19,994	**29,942**	**16,348**	**29,123**
(d) Other revenue:				
Workers compensation insurance refund	413	4,824	413	4,824
Other	9,341	21,115	6,443	8,222
	9,754	**25,939**	**6,856**	**13,046**

4. GAIN/(LOSS) ON SALE OF NON-CURRENT ASSETS

Gain/(loss) on disposal of land and buildings, plant and equipment, and infrastructure systems				
Proceeds from disposal	18,924	35,123	17,973	29,610
Written down value of assets disposed	(21,796)	(47,948)	(19,832)	(40,511)
Net gain/(loss) on disposal of land and buildings, plant and equipment, and infrastructure systems	**(2,872)**	**(12,825)**	**(1,859)**	**(10,901)**
Gain/(loss) on disposal of non-current assets	**(2,872)**	**(12,825)**	**(1,859)**	**(10,901)**

5. CONDITIONS ON CONTRIBUTIONS

(a) 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 $1.4M ($0.057M in 2000).

(b) The aggregate of contributions recognised as revenues during the financial year which were provided specifically for a future period amounted to $1.4M (nil in 2000).

(c) 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 $2.94M ($0.133M in 2000).

(d) 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:

	2001 $'000	2000 $'000
Australian National Training Authority	3,000	—
DETYA - Discovering Democracy	22	—
Heritage Education - Homebush Bay Project	1,415	—
NSW Department of Health - National Campaign Against Drug Abuse	—	23
Roads and Traffic Authority - Road Safety Education	817	683
School Sport 2000 Foundation	132	283
	5,386	**989**

6. APPROPRIATIONS

	Economic Entity		Parent	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000
Recurrent appropriations				
Total recurrent drawdowns from Treasury (per Summary of Compliance)	5,983,309	5,653,129	5,983,309	5,653,129
Less appropriation allocated to TAFE by Parent Entity	—	—	(856,379)	(883,426)
Less Liability to Consolidated Fund (per Summary of Compliance)	(19,817)	(352)	(19,817)	(352)
	5,963,492	**5,652,777**	**5,107,113**	**4,769,351**
Comprising:				
Recurrent appropriations (per Statement of Financial Performance)	5,428,071	5,163,013	4,571,692	4,279,587
Administered Payments (Transfer payments, Note 8)	520,941	477,485	520,941	477,485
Return to State - overseas student fees	591	510	591	510
Return to State - Commonwealth program oncosts	13,889	11,769	13,889	11,769
Total	**5,963,492**	**5,652,777**	**5,107,113**	**4,769,351**
Capital appropriations				
Total capital drawdowns from Treasury (per Summary of Compliance)	299,982	306,587	299,982	306,587
Less appropriation allocated to TAFE by Parent Entity	—	—	(72,801)	(79,899)
Less liability to Consolidated Fund (per Summary of Compliance)	(307)	(2,229)	(307)	(2,229)
	299,675	**304,358**	**226,874**	**224,459**
Comprising:				
Capital appropriations (per Statement of Financial Performance)	299,675	304,358	226,874	224,459
Total	**299,675**	**304,358**	**226,874**	**224,459**

7. ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE ENTITLEMENTS AND OTHER LIABILITIES

The following liabilities and/or expenses have been assumed by the Crown Entity or other government agencies:

Superannuation	401,565	376,185	325,477	302,627
Long service leave	112,560	158,008	95,299	134,196
Payroll tax	25,808	23,727	20,611	18,729
	539,933	**557,920**	**441,387**	**455,552**

8. TRANSFER PAYMENTS

	Economic Entity		Parent	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000
Subsidies towards interest on loans for approved building projects at non-government schools	35,227	30,195	35,227	30,195
Allowances for pupils in non-government schools	408,057	369,905	408,057	369,905
Secondary textbook allowances to non-government schools	7,820	7,198	7,820	7,198
Subsidy to Teacher Housing Authority	5,600	5,900	5,600	5,900
Back to School Allowance	55,847	56,493	55,847	56,493
Subsidy to handicapped children's centres	6,532	5,841	6,532	5,841
Capital grant to Teacher Housing Authority	600	600	600	600
Funding for Board of Vocational Education and Training	748	843	748	843
VET in Schools	510	510	510	510
	520,941	**477,485**	**520,941**	**477,485**

9. PROGRAMS/ACTIVITIES 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.

10. CURRENT ASSETS – CASH

	Economic Entity		Parent	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000
Cash at bank and on hand	330,053	371,975	202,914	248,692
	330,053	**371,975**	**202,914**	**248,692**

For the purposes of the Statement of Cash Flows, cash includes cash on hand, cash at bank and bank overdraft. Cash assets recognised in the Statement of Financial Position are reconciled to cash at the end of the financial year in the Statement of Cash Flows as follows:

Cash (per Statement of Financial Position)	330,053	371,975	202,914	248,692
Closing Cash and Cash Equivalents (per Statement of Cash Flows)	**330,053**	**371,975**	**202,914**	**248,692**

11. CURRENT/NON-CURRENT ASSETS – RECEIVABLES

	Economic Entity		Parent	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000
Current:				
Trade debtors	46,222	45,644	34,576	34,336
Other debtors	37,756	12,458	28,700	9,839
Accrued income	13,298	15,392	9,836	11,100
	97,276	**73,494**	**73,112**	**55,275**
Less: Provision for doubtful debts	(1,448)	(1,028)	(930)	(630)
	95,828	**72,466**	**72,182**	**54,645**
Non-current:				
Advances to schools	—	124	—	124
Other debtors	2,224	2,310	—	—
	2,224	**2,434**	**—**	**124**

12. CURRENT/NON-CURRENT ASSETS – OTHER FINANCIAL ASSETS

Current:				
Fixed interest bearing bonds	61	51	—	—
Other	4	4	4	4
	65	**55**	**4**	**4**
Non-Current:				
Fixed interest bearing bonds*	106	172	—	—
Access Online Pty Ltd				
Shares at cost	781	781	560	560
less: Provision for diminution in value	(781)	(781)	(560)	(560)
	—	—	—	—
Adskill Sdn Bhd**				
Shares at cost	55	55	—	—
Share of current profit on investment	25	25	—	—
Share of retained profit on investment	185	135	—	—
	265	**215**	**—**	**—**
Austraining International Pty Ltd**				
Shares at cost	302	302	—	—
Share of current profit on investment	(103)	315	—	—
Share of retained profit on investment	377	79	—	—
	576	**696**	**—**	**—**
TAFE Global Pty Ltd				
Shares at cost	1,250	—	—	—
	1,250	**—**	**—**	**—**
	2,197	1,083	—	—
Total Financial Assets	**2,262**	**1,138**	**4**	**4**

*The non-current fixed interest-bearing bonds are part of restricted assets (refer note 15).

**Also refer note 30.

13. NON-CURRENT ASSETS – PROPERTY, PLANT AND EQUIPMENT

	Economic Entity		Parent	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000
Land and Buildings				
At Cost	919,606	802,230	724,413	497,009
At Valuation	19,610,678	19,481,657	16,591,829	16,614,411
	20,530,284	**20,283,887**	**17,316,242**	**17,111,420**
Accumulated Depreciation at Cost	50,997	22,380	30,880	22,131
Accumulated Depreciation at Valuation	5,569,668	5,325,129	4,260,670	4,055,919
	5,620,665	5,347,509	4,291,550	4,078,050
	14,909,619	**14,936,378**	**13,024,692**	**13,033,370**
Plant and Equipment				
At Cost	231,339	194,575	59,854	66,900
At Valuation	67,443	110,215	—	—
	298,782	**304,790**	**59,854**	**66,900**
Accumulated Depreciation at Cost	143,595	132,281	39,631	42,842
Accumulated Depreciation at Valuation	48,497	58,170	—	—
	192,092	190,451	39,631	42,842
	106,690	**114,339**	**20,223**	**24,058**
Total Property, Plant and Equipment At Net Book Value	**15,016,309**	**15,050,717**	**13,044,915**	**13,057,428**

Reconciliations

Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the current and previous financial year are set out below.

Economic Entity	Land and Buildings $'000	Plant and Equipment $'000	Total $'000
2001			
Carrying amount at start of year	14,936,378	114,339	15,050,717
Additions	274,633	28,649	303,282
Disposals	(19,770)	(2,034)	(21,804)
Depreciation expense	(283,346)	(30,264)	(313,610)
Other movements	1,724	(4,000)	(2,276)
Carrying amount at end of year	**14,909,619**	**106,690**	**15,016,309**
2000			
Carrying amount at start of year	14,990,251	120,804	15,111,055
Additions	274,541	27,926	302,467
Disposals	(47,947)	—	(47,947)
Depreciation expense	(280,467)	(31,427)	(311,894)
Other movements	—	(2,964)	(2,964)
Carrying amount at end of year	**14,936,378**	**114,339**	**15,050,717**

NON-CURRENT ASSETS – PROPERTY, PLANT AND EQUIPMENT (continued)

Parent	Land and Buildings $'000	Plant and Equipment $'000	Total $'000
2001			
Carrying amount at start of year	13,033,370	24,058	13,057,428
Additions	229,816	2,891	232,707
Disposals	(19,622)	(210)	(19,832)
Depreciation expense	(220,596)	(6,516)	(227,112)
Other movements	1,724	—	1,724
Carrying amount at end of year	**13,024,692**	**20,223**	**13,044,915**
2000			
Carrying amount at start of year	13,080,997	21,140	13,102,137
Additions	212,838	9,463	222,301
Disposals	(40,512)	—	(40,512)
Depreciation expense	(219,953)	(6,517)	(226,470)
Other movements	—	(28)	(28)
Carrying amount at end of year	**13,033,370**	**24,058**	**13,057,428**

The economic entity continues to derive service potential and economic benefits from the following fully depreciated assets:

	2001 $M	2000 $M
Buildings	36.5	44.1
Plant and Equipment	16.6	13.6
Computer Hardware	33.9	30.7
Computer Software	50.7	57.8
	137.7	**146.2**

14. CURRENT/NON-CURRENT ASSETS – OTHER

	Economic Entity		Parent	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000
Prepayments	18,652	36,378	3,375	13,395
	18,652	**36,378**	**3,375**	**13,395**

15. RESTRICTED ASSETS

Funds totalling $115,111 ($181,301 in 2000) mostly held as investments in fixed interest bearing deposits (Note 12) are classified as "restricted assets". These funds represent donations received and are invested by the Economic Entity. Interest earned on the investments is used to fund prizes awarded to students for special achievement.

16. CURRENT LIABILITIES – PAYABLES

	Economic Entity		Parent	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000
Creditors	52,734	54,008	32,571	34,645
Income received in advance	25,906	29,960	12,624	7,472
Group, payroll and fringe benefits tax	26,199	22,455	19,185	16,671
Other	6,528	8,924	5,396	7,446
	111,367	**115,347**	**69,776**	**66,234**

17. CURRENT/NON-CURRENT LIABILITIES – INTEREST BEARING LIABILITIES

Secured liabilities				
Treasury advances repayable*	41	124	41	124
	41	**124**	**41**	**124**
Repayment of borrowings				
Less than one year	41	124	41	124
Total borrowings at face value	**41**	**124**	**41**	**124**

*2001 balances are current. 2000 balances are non-current.

18. CURRENT/NON-CURRENT LIABILITIES – EMPLOYEE ENTITLEMENTS AND OTHER PROVISIONS

Current:				
Employee entitlements				
Recreation leave	38,381	38,780	20,664	21,075
Accrued salaries and wages	100,597	156,993	83,951	133,157
Accrued payroll tax on recreation leave, and accrued salaries and wages	15,554	19,033	6,506	9,518
Other	2,073	2,440	—	—
	156,605	**217,246**	**111,121**	**163,750**
Other Provisions				
Lease liability for surplus accommodation	521	804	450	478
	521	**804**	**450**	**478**
	157,126	**218,050**	**111,571**	**164,228**
Non-Current:				
Employee entitlements				
Provision for payroll tax on long service leave	45,747	44,414	45,747	44,414
Other	2,406	2,432	—	—
	48,153	**46,846**	**45,747**	**44,414**
Other Provisions				
Lease liability for surplus accommodation	6,797	7,155	6,797	7,030
	6,797	**7,155**	**6,797**	**7,030**
	54,950	**54,001**	**52,544**	**51,444**
Total employee entitlements and other provisions	**212,076**	**272,051**	**164,115**	**215,672**

19. CURRENT/NON-CURRENT LIABILITIES - OTHER

	Economic Entity		Parent	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000
Liability to the Consolidated Fund	20,124	2,581	20,124	2,581
	20,124	**2,581**	**20,124**	**2,581**

20. CHANGES IN EQUITY

Economic Entity	Accumulated Funds		Asset Revaluation Reserve		Total Equity	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000	2001 $'000	2000 $'000
Balance at the beginning of the financial year	11,934,172	12,060,696	3,210,833	3,237,788	15,145,005	15,298,484
Changes in equity - other than transactions with owners as owners						
Surplus/(deficit) for the year	(24,772)	(152,302)	—	—	(24,772)	(152,302)
Increment/(decrement) on revaluation of:						
Land and Buildings	—	—	3,150	(1,177)	3,150	(1,177)
Other increases /(decreases)*	3,890	25,778	(5,553)	(25,778)	(1,663)	—
Total	**(20,882)**	**(126,524)**	**(2,403)**	**(26,955)**	**(23,285)**	**(153,479)**
Balance at the end of the financial year	**11,913,290**	**11,934,172**	**3,208,430**	**3,210,833**	**15,121,720**	**15,145,005**
Parent						
Balance at the beginning of the financial year	10,224,667	10,346,899	2,865,010	2,889,931	13,089,677	13,236,830
Changes in equity - transactions with owners as owners						
Transfer of equity from TAFE to DET in cash in respect of cost centres	1,597	—	—	—	1,597	—
Total	**1,597**	**—**	**—**	**—**	**1,597**	**—**
Changes in equity - other than transactions with owners as owners						
Surplus/(deficit) for the year	(23,673)	(145,977)	—	—	(23,673)	(145,977)
Increment/(decrement) on revaluation of:						
Land and Buildings	—	—	3,149	(1,176)	3,149	(1,176)
Other increases/(decreases)*	4,137	23,745	(5,553)	(23,745)	(1,416)	—
Total	**(19,536)**	**(122,232)**	**(2,404)**	**(24,921)**	**(21,940)**	**(147,153)**
Balance at the end of the financial year	**10,206,728**	**10,224,667**	**2,862,606**	**2,865,010**	**13,069,334**	**13,089,677**

*Other Increases/(Decreases) in Equity in 2001 are made of the following items:

	Economic Entity $'000	Parent $'000
Transfer of equity from DET to The NSW Board of Vocational Education and Training (BVET) in cash in respect of previous years unspent grant moneys of BVET held by DET	(1,426)	(1,426)
Transfers from asset revaluation reserve to equity in respect of assets disposed	5,553	5,553
Other	(237)	10
	3,890	**4,137**

21. COMMITMENTS FOR EXPENDITURE

	Economic Entity		Parent	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000
(a) Capital Commitments				
Aggregate capital expenditure contracted for at balance date and not provided for:				
Not later than one year	99,759	118,848	72,782	105,087
Later than one year and not later than 5 years	2,897	4,780	2,431	3,975
Total (including GST)	**102,656**	**123,628**	**75,213**	**109,062**
(b) Other Expenditure Commitments				
Aggregate other expenditure contracted for at balance date and not provided for:				
(i) School Maintenance				
Not later than one year	131,515	110,448	131,515	110,448
Later than one year and not later than 5 years	110,887	207,313	110,887	207,313
	242,402	**317,761**	**242,402**	**317,761**
(ii) Other				
Not later than one year	39,989	39,596	39,989	36,755
Later than one year and not later than 5 years	2,010	16,136	2,010	11,422
	41,999	**55,732**	**41,999**	**48,177**
Total (including GST)	**284,401**	**373,493**	**284,401**	**365,938**
(c) Operating Lease Commitments				
Commitments in relation to non-cancellable operating leases are payable as follows:				
(i) Leased Properties				
Not later than one year	25,541	18,577	17,726	16,019
Later than one year and not later than 5 years	51,512	40,966	40,856	36,351
Later than 5 years	9,439	6,893	9,399	6,893
	86,492	**66,436**	**67,981**	**59,263**
(ii) Computers in Schools				
Not later than one year	25,903	34,777	25,903	34,777
Later than one year and not later than 5 years	24,259	19,972	24,259	19,972
	50,162	**54,749**	**50,162**	**54,749**
Total (including GST)	**136,654**	**121,185**	**118,143**	**114,012**

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))

Contingent Assets

The total of commitments for expenditure include GST input tax credits of $44.32M ($53.95m in 2000) for the Economic Entity and $40.62M for the Parent ($51.94M in 2000) that are expected to be recovered from the Australian Tax Office.

22. CONTINGENT LIABILITIES

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 the liability for long service leave for casual teachers.

Possible underpayment of employees on NSW TAFE Commission awards

A dispute is currently before the Industrial Commission of NSW in respect of the alleged underpayment of up to 800 employees under three industrial awards over a period of approximately ten years. The NSW TAFE Commission is claiming that no underpayment has been made. Should the Industrial Commission find against the NSW TAFE Commission a liability will arise, the amount of which will depend upon a variety of factors, but is not expected to exceed $15M.

Otherwise, 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 NSW Treasury Managed Fund.

23. BUDGET REVIEW

The budget review relates to the economic entity.

Net Cost of Services

Relative to the budget, there has been an increase of $57M in the net cost of services. Significant causes contributing to this are:

Employee Related increase of $24M

The employee related increase is made up of increased employee related and contractor expenditure ($43M), redundancy payments ($6M), cost of the GST implementation team ($2M), reductions in non-funded liabilities for superannuation ($2M) and long service leave ($47M) and a net increase in payroll tax liability ($22M).

Maintenance increase of $20M

The maintenance increase consists of extra targeted school maintenance of $12M and a general other increase of a further $8M.

Depreciation and amortisation increase of $7M

Grants and Subsidies increase of $43M

The Grants and Subsidies increase consists of increases in disabled student conveyance ($3M), supervisor subsidies ($2M) and recurrent grants ($38M) including increased grants to schools ($17M) and increased industry grants ($19M).

Other expenses increase of $13M

The other expenses increase relates to an asset decrement from a revaluation exercise ($3M) and the implementation of the career change scheme for teachers ($10M).

Loss on disposal of surplus assets of $3M

Additional revenues of $43M

The increase in revenues comes from course fees of $13M, administration fees of $7M, commercial ventures of $20M and overseas student fees of $3M.

Assets and Liabilities

Total assets of $15,465M were less than the budget of $15,502M by $37M. This was mainly due to decreased cash balances of $37M including a lower than budgeted asset sales.

Total liabilities of $344M were less than the budget of $391M mainly due to decreased employee related entitlements linked to the larger than normal accrual in 1999/00 for award increases and backpay of $60M and an increase in the year end Liability to the Consolidated Fund of $17M.

Cash Flows

The net cash flows from operating activities were $24M less than the budget due to increases in retained revenues of $150M and in Government contributions of $142M. These increases in revenue were partly offset against increased expenditure for operating payments of $316M.

The net cash flow from investing activities was $13M more than budget due to an increase in net asset acquisitions and a decrease in asset sales.

24. RECONCILIATION OF CASH FLOWS FROM OPERATING ACTIVITIES TO NET COST OF SERVICES

	Economic Entity		Parent	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000
Net cash used on operating activities	238,144	220,939	164,547	77,772
Cash Flows from Government/Appropriations	(5,911,710)	(5,597,714)	(4,949,538)	(4,609,946)
Net Cash Flow GST	19,142	—	14,257	—
Acceptance by the Crown Entity of employee entitlements and other liabilities	(373,512)	(427,599)	(307,958)	(352,232)
Depreciation	(313,610)	(311,894)	(227,112)	(226,470)
Provision for doubtful debts	(421)	(117)	(300)	(173)
Increase/(decrease) in prepayments and other assets	(12,422)	20,632	(6,479)	8,820
(Increase)/decrease in creditors	64,065	(73,863)	48,016	4,238
Net (loss)/gain on sale of plant and equipment	(2,872)	(12,825)	(1,859)	(10,901)
Donated assets	3,037	4,128	2,981	3,289
Non-cash revenue/expenditure	(4,000)	3,279	—	28
Movements in equity affecting cash	1,708	—	(181)	—
Net cost of services	**(6,292,451)**	**(6,175,034)**	**(5,263,626)**	**(5,105,575)**

25. NON-CASH FINANCING AND INVESTING ACTIVITIES

Assets received by donation	3,505	4,128	2,981	3,289
Expenses assumed by the Crown Entity	(373,512)	(427,599)	(307,956)	(352,232)
Revenue/expenditure relating to asset value adjustments	(4,000)	3,279	—	28
	(374,007)	**(420,192)**	**(304,975)**	**(348,915)**

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	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000	2001 $'000	2000 $'000
Financial Assets						
Cash	329,615	371,553	437	422	330,052	371,975
Receivables	—	—	95,788	72,466	95,788	72,466
Investments - bank	171	227	—	—	171	227
Total Financial Assets	**329,786**	**371,780**	**96,225**	**72,888**	**426,011**	**444,668**
Financial Liabilities						
Creditors	—	—	105,583	87,968	105,583	87,968
Loan from Treasury	41	124	—	—	41	124
Total Financial Liabilities	**41**	**124**	**105,583**	**87,968**	**105,624**	**88,092**
Net Financial Asset/(Liability)	**329,745**	**371,656**	**(9,358)**	**(15,080)**	**320,387**	**356,576**

Weighted average interest rate 5.15% (4.79% in 2000)

Parent						
Financial Assets						
Cash	202,833	248,625	81	67	202,914	248,692
Receivables	—	—	72,141	54,644	72,141	54,644
Investments - bank	4	4	—	—	4	4
Total Financial Assets	**202,837**	**248,629**	**72,222**	**54,711**	**275,059**	**303,340**
Financial Liabilities						
Creditors	—	—	77,276	61,343	77,276	61,343
Loan from Treasury	41	124	—	—	41	124
Total Financial Liabilities	**41**	**124**	**77,276**	**61,343**	**77,317**	**61,467**
Net Financial Asset/(Liability)	**202,796**	**248,505**	**(5,054)**	**(6,632)**	**197,742**	**241,873**

Weighted average interest rate 6.22% (5.46% in 2000)

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	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000	2001 $'000	2000 $'000	2001 $'000	2000 $'000
Financial Assets								
Cash	329,616	371,553	—	—	437	422	330,053	371,975
Receivables	38,223	20,012	—	—	57,565	52,454	95,788	72,466
Investments - bank	—	—	171	227	—	—	171	227
Total Financial Assets	**367,839**	**391,565**	**171**	**227**	**58,002**	**52,876**	**426,012**	**444,668**

Parent	Government		Banks		Others		Total	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000	2001 $'000	2000 $'000	2001 $'000	2000 $'000
Financial Assets								
Cash	202,833	248,625	—	—	81	67	202,914	248,692
Receivables	24,969	11,417	—	—	47,172	43,227	72,141	54,644
Investments - bank	—	—	4	4	—	—	4	4
Total Financial Assets	**227,802**	**260,042**	**4**	**4**	**47,253**	**43,294**	**275,059**	**303,340**

27. ADMINISTERED FUNDS (TEACHER'S DEFERRED SALARY SCHEME)

	Economic Entity		Parent	
	2001 $'000	2000 $'000	2001 $'000	2000 $'000
Cash balances at the beginning of financial year	12,947	8,697	12,947	8,697
Add: Receipts	4,996	4,975	4,996	4,975
Interest paid by bank	474	307	474	307
Less: Payments	(7,335)	(1,032)	(7,335)	(1,032)
Cash balance at the end of the financial year	**11,082**	**12,947**	**11,082**	**12,947**

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 is 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 ENTITIES

The key financials for the controlled entities for the year ended 30 June 2001 are as follows:

	AMES Amount	TAFE Amount	Proportion of Consolidated Account	
	$'000	$'000	AMES	TAFE
Total revenues (retained revenue plus government contributions)	18,917	1,238,241	0.29%	18.96%
Total expenditure	27,823	1,229,427	0.42%	18.76%
Operating surplus/(deficit)	(8,907)	7,809	—	—
Net assets	**17,750**	**2,034,638**	**0.12%**	**13.25%**

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 2001 was determined by the State Super SAS Trust Corporation, based on actuarial assessment by William Mercer Ltd performed in 2001. Assumptions adopted by the actuary were as follows:

	2000/01 %	2001/02 %	2002/03 %	Thereafter %
Interest rate	7.00	7.00	7.00	7.00
Rate of salary increase	4.00	3.00	6.50	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	(4,783)	(2,117)	(32,005)	(38,905)
Reserve account closing balance as at 30/06/01	7,344	4,522	42,000	53,866
(Unfunded liability)/Prepaid Contributions as at 30/06/01	**2,561**	**2,405**	**9,995**	**14,961**

30. INVESTMENTS AND ASSOCIATES

(a) Details of investments in associates are as follows.

Name	Principal Activities	Balance Date [1] 2001	Ownership Interest [2]		Investment Carrying Amount	
			2001	2000	2001	2000
Austraining International Pty Ltd	Vocational Education	30 June	50%	33%	$576,497	$696,000
Adskill Sdn Bhd	Vocational Education	31 December	49%	49%	$265,000	$215,000

(b) Details of investments in other companies are as follows.

Name	Principal Activities	Balance Date [1] 2001	Ownership Interest [2]		Investment Carrying Amount [3]	
			2001	2000	2001	2000
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 Online Pty Ltd [4]	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 2000 (for 2001) and 30 June 1999 (for 2000), except for Adskill Sdn Bhd where the information refers to calendar years.

[2] The Department's ownership interest is a reflection of its voting power for the respective companies.

[3] Carrying amounts for investment in these companies is based on cost.

[4] Access Online Pty Ltd had incurred losses in previous years and a provision for diminution of value had 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 derives many of its powers, functions and responsibilities from the *Education Act 1990* which provides for the establishment and operation of government schools and from the *Technical and Further Education Commission Act, 1990* which establishes the Technical and Further Education Commission.

In addition the NSW Department of Education and Training administered the following Acts in 2001:

Australian Catholic University Act 1990
Australian William E Simon University Act 1988
Board of Adult and Community Education Act 1988
Board of Vocational Education and Training Act 1994
Charles Sturt University Act 1989
Education (Ancillary Staff) Act 1987
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
Teacher Housing Authority Act 1975
Teachers' College Act 1912
Teaching Services Act 1980
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 Western Sydney Act 1988
University of Wollongong Act 1989
West Scholarship Act 1930
Women's College Act 1902

During 2001 Parliament passed three Acts that fall within the administration of the Department of Education and Training but which did not commence operation within that year.

The *Apprenticeship and Traineeship Act 2001* commenced on 1 January 2002 and repeals the *Industrial and Commercial Training Act 1989*. The *Universities Legislation Amendment (Financial and Other Powers) Act 2001* commenced on 1 March 2002. The *Higher Education Act 2001* will replace the *Higher Education Act 1998* but has not commenced at the time of reporting.

There were some other legislative changes in 2001. The T*echnical and Further Education Commission Act 1990* was amended to allow the Commission to exercise its functions outside New South Wales and the proposed date of repeal of the *School Forest Areas Act 1936* was postponed until 30 June 2003.

In addition the *Education Regulation 2001* was made to replace the equivalent *Education Regulation 1996* and the *Education Teaching Service Regulation 2001* replaced the *Teaching Services (Education Teaching Service) Regulation 1994* with some changes being made to its teacher discipline provisions.

There were no significant judicial decisions affecting the Department or the users of the services provided by the Department.

APPENDIX 2
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 (TAFE NSW) is the largest provider of vocational education and training in Australia. TAFE NSW 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. TAFE GLOBAL Pty Ltd was incorporated in 2000 and commenced operations in 2001. The entity undertakes commercial activities relating to vocational education and training both within Australia and overseas.	Budget targets achieved.

APPENDIX 3
Boards

Board of Adult and Community Education

The NSW Board of Adult and Community Education (BACE) was established in 1991 following the enactment of the *Board of Adult and Community Education Act 1990.*

Chair

Ms Kaye Schofield, BA, DipEd, MEd
Director, Kaye Schofield and Associates Pty Ltd
Adjunct Professor, Faculty of Education, University of Technology, Sydney
Executive Director, RCVET, University of Technology, Sydney
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
July 2001 to June 2004

Members

Ms Babette Bensoussan, BBus, MBA, Advanced Training for Competitive Intelligence Professionals
1996 SCIP (USA) Fellows Award
Adjunct Lecturer, Sydney Graduate School of Management, University of Western Sydney
Board Member, National Australia Day Council
Director, The MindShifts Group

January 2000 to December 2002

Mr John Berryman, BSc, GradDipDP, MAdmin, MSpecEd
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

July 1999 to June 2002

Dr Ken Boston, AO, MA (Hons), PhD
Managing Director of TAFE NSW
Director-General of Education and Training

Ex officio from December 1997

Ms Bronwyn Clinch, Karitane Mothercraft Nursing, Certificate IV in Workplace Training
Executive Officer, Barraba Community Learning Association
Partner, MBL Pastoral Co.
Member, Institute Council, New England Institute of TAFE
Chair, Barraba Accommodation Service
Member, New England Supported Accommodation Group
Member, New England Health, Clinical Ethics Committee

June 2000 to July 2003

Ms Sue Dennis, BA, MA, Grad Dip Accounting, Certificate IV in Assessment and Workplace Training
Trainee Accountant, Stockford Accounting Services Pty Limited

June 2000 to July 2003

Mr Bruce Kendall, DipTeach, GradDipEmpRel
Consultant, T Jayla Consultancy
Treasurer, NSW Aboriginal Education Consultative Council
Council member, University of Technology, Sydney

July 1996 to June 1999
July 1999 to December 2001

Ms Susan Lister
Managing Director, The AdClinic Pty Ltd

July 1999 to June 2002

Ms Angeline Oyang, OAM, DipSocialWork, BA, GradDip Communication Management, NAATI accredited interpreter
Member, Ambulance Board
Secretary, Australian Nursing Home Foundation
Trustee, Australian Nursing Home Foundation
Managing Director, OAY International

July 1997 to June 2000
July 2000 to June 2002

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), DipTeach, BEd, MEd
Director, TAFE NSW - Illawarra Institute
Director, Illawarra Business Chamber
Director, TAFE Directors Australia
Director, Illawarra Area Consultative Committee
Member, Illawarra Regional Development Board

July 1996 to June 1999
July 1999 to June 2002

Ms Christine Robertson, BHS (Nursing), Registered Nurse
Director, Population, Health and Planning, New England Area Health Service
Member, Rural Communities Consultative Council

July 1997 to June 2000
July 2000 to June 2001

Mr Brett Smout, BA (Hons)
Head, Counselling Service, University of Technology, Sydney
President, Sydney Community College
Member, Appeals Committee of Academic Board, University of Technology, Sydney
Member, Student Affairs and Equity Committee, University of Technology, Sydney
Member, Examination Processes Review Committee, University of Technology, Sydney
Chair, Student Services Unity Quality Committee, University of Technology, Sydney

July 2001 to June 2004

Ms Sam Thomas, TC, BEd
Director, Adult and Community Directorate
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

Ms Suellen Young, BSc (Hons), DipEd
Senior Manager, Corporate Services, Central West Community College
Member, Central West Regional Council of Adult and Community Education

July 2001 to June 2004

Frequency of Meetings

Meetings are held six times a year.

BACE Members' Attendance at Meetings in 2001

Board Member	Number of Meetings Attended	Number of Meetings Eligible to Attend
Kaye Schofield (Chair)	6	6
Babette Bensoussan	6	6
John Berryman	4 (one formal leave)	6
Ken Boston	6	6
Bronwyn Clinch	5	5
Sue Dennis	4	5
Bruce Kendall	2	5
Susan Lister	6	6
Angeline Oyang	4	6
Cliff Pacey	3	3
Barry Peddle	3	6
Christine Robertson	2	3
Brett Smout	2	2
Sam Thomas	6	6
Suellen Young	1	2

Changes in Board Membership

Ex officio: Nil

New appointments: Ms Suellen Young and Mr Brett Smout were appointed to the Board on July 2001. Their terms will run for three years.

Terms completed: Three Board members' terms of appointment expired on 30 June 2001. Mr Cliff Pacey and Ms Christine Robertson resigned. The Minister re-appointed Ms Kaye Schofield, the Chair of the Board for a further three years, from July 2001 to June 2004.

Deaths: Mr Bruce Kendall, a member of the Board since July 1996, passed away suddenly in December 2001.

Method and Term of Appointment of Board Members

Method: Section 5 of the B*oard 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

Ms Anne De Salis MA (Ec)
Director, AMP Direct

Mr Mohamed Elsarky
Managing Director, Kellogg (Aust.) Pty Ltd

Mr Warren Grimshaw AM, BBus, ASTC
Executive Director, Coffs Harbour Education Campus

Mr Steve Harrison BA, LLB
Managing Director, Industrial Development Australia Pty Ltd

Ms Melanie O'Connor BA, DipEd, MBA
Director, Strategic Human Resource Solutions Pty Ltd

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

Seven meetings were held in 2001.

NSW TAFE Commission Board Members Attendance at Meetings in 2001		
Board Member	No. of Meetings Eligible to Attend	No. of Meetings Attended
Ms Sandra Yates	7	7
Dr Ken Boston	7	6
Dr Doreen Clark	7	7
Ms Anne De Salis	4	3
Mr Mohamed Elsarky	7	7
Mr Warren Grimshaw	7	6
Mr Steve Harrison	6	5
Ms Melanie O'Connor	7	6
Ms Kaye Schofield	7	6
Ms Dorian Scott	7	5
Mr Doug Wright	7	7

Changes in Board Membership

Ms Anne De Salis Appointed 14 September 2001

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.

Vocational Training Board

Chair

Ms Pam Christie
Assistant Director-General, State Training Services, NSW Department of Education and Training
Commissioner for Vocational Training

Members

Australian Defence Force Association
Mr Anthony Alderson

Australian Industry Group
Mr Paul Hennessy
Ms Gillian McDonald
Mr Ian McMaugh
Mr John Smith

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 Bruce McLeod
Mr Ian Masters
Mr Bradley Stewart

Australian Manufacturing Workers Union (Printing Division - NSW State Council)
Mr Brian Henderson
Mr Peter Ody

Australian Manufacturing Workers Union (Vehicle Division)
Mr Garry Hingle

Australian Meat Industry Employees Union (NSW Branch)
Ms Patricia Fernandez
Mr Robert Hamilton
Mr Peter Usher

Australian Workers Union
Mr Keith Eadie
Ms Lauren Godfrey
Ms Sarah Kane

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
Mr 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 Lewis Cini
Mr Malcolm Hunt

Master Painters Australia (NSW Association)
Mr Donald Gray
Mr Geoff Sheldon

Master Painters Group Training Company
Mr Dennis O'Sullivan

Master Plumbers Apprentices Ltd
Mr Laurie Reeves

Master Tilers, Slaters and Shinglers Association of NSW
Mr Keith MacKenzie

Motor Traders Association of NSW
Mr Arnold Cannon
Mr Rod Grace
Mr George Harris
Mr Gregory Hatton
Ms Clare Longstaff
Mr Kenneth McKell
Mr Bruce Perkins
Mr Ian Rolfe

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

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) was convened as scheduled on an industry basis to assess applications for trade recognition.

The Board was also convened to hear and determine disputes between employers and their apprentices or trainees and disciplinary matters lodged with the Commissioner for Vocational Training by employers. Each hearing of the VTB required a quorum comprising the chairperson, an employer representative, an employee representative, and a representative of the NSW TAFE Commission.

On a day-to-day basis the function of chairperson of the VTB was delegated by the Commissioner for Vocational Training to the Manager, Vocational Training Board, or, in the manager's absence, to the Registrar, Vocational Training Board.

In 2001, the VTB met on 152 occasions to determine applications for trade recognition and regulatory matters under the *Industrial and Commercial Training Act 1989* (the same number of occasions as in 2000). The VTB also convened 55 times to hear and determine disputes and disciplinary matters notified by the Commissioner for Vocational Training concerning employers and their apprentices or trainees (compared to 85 occasions in 2000).

Changes in Board Membership

In accordance with the Industrial and Commercial Training Act 1989, members of the VTB were 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.

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 were appointed by the Minister for a period of three years, on the nomination of the relevant employer or employee association.

Change in Legislation

The *Industrial and Commercial Training Act 1989* will be superseded by the *Apprenticeship and Traineeship Act 2001* with effect from 1 January 2002.

Other Boards

There are also two other Boards administered by the Department, the Board of Vocational Education and Training and the Vocational Education and Training Accreditation Board. These Boards are established as corporations and produce separate annual reports.

APPENDIX 4
Senior Executive Service Officers

Profile of SES Officers [1]

Number of Positions				Number of SES Officers			% of Females			% of Males		
SES Level	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001
1	5	5	2	5	5	2	40	40	100	60	60	0
2	77	73	74	73	63	69	24.7	23.8	18.8	75.3	76.2	81.2
3	14	18	24	14	17	21	43	52.9	38.1	57	47.1	61.9
4	9	10	11	9	10	11	22.2	20	27.3	77.8	80	72.7
5	9	8	6	8	8	6	25	25	33.3	75	75	66.7
6	3	2	3	3	1	3	33.3	0	33.3	66.7	100	66.7
7	0	1	1	0	1	1	0	100	100	0	0	0
8	1	1	1	1	1	1	0	0	0	100	100	100
Total	**118**	**118**	**122**	**113**	**106**	**114**	**27.4**	**29.2**	**26.3**	**72.6**	**70.8**	**73.7**

[1] 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 Chris Evans, BSc(Hons), DipEd, MEd(Admin)
District Superintendent Bathurst
Appointed 07/08/01
District Superintendent Mount Druitt
Effective to 06/08/01

Mr Mark Everett, BEd,
District Superintendent Griffith

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

Mr Dennis MacKenzie, OAM, 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), FACE
District Superintendent Orange
Appointed 30/07/01
District Superintendent Bathurst
Effective to 29/07/01

Ms Robyn McKerihan, BEd
District Superintendent Dubbo
Effective to 01/10/01

Ms Ann McIntyre, DipTeach, BA, MLitt
District Superintendent Bondi
Appointed 24/01/01

Mr Hedley Mooney, MEd Admin, DipEd
District Superintendent Fairfield
Appointed 22/01/01

Mr Kenneth Olah, BA, DipEd, MEdMan
District Superintendent St George

Mr Denis Osborne, TeachCert, BA, MEd, MEdAdmin
District Superintendent Hornsby

Mr Colin Parker, BA, MEdStud
District Superintendent Wagga Wagga
Appointed 22/01/01

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

Mr David Phipps, DipEd, GradDipCurr, MEd
District Superintendent Penrith
Appointed 24/01/01

Mr Robert Ross, BEc, DipEd
District Superintendent Queanbeyan
Appointed 29/01/01

Ms Elizabeth Rushton, BA, DipEd, GradCertSchMan, GradCertGiftEd
District Superintendent Lake Macquarie

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 Laurie Tabart, BA, TeachCert, MACE
District Superintendent Newcastle

Mr Alan Thomas, BA, MEd, DipPE
District Superintendent Shellharbour

Mr Arthur Townsend, DipTeach, BEd
District Superintendent Orange
Resigned 29/06/01

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 Institute Directors and Deputy Directors

Mr Michael Adermann, MBA, DipExecLectureships, DipArts
Deputy Director, Hunter Institute
Appointed 12/02/01

Mr John Allsopp, BEc, DipFinMan, FCPA
Director, South Western Sydney Institute

Mr Neil Black, BScAgr, DipEd(Tech), HortCert (Hons)
Director, North Coast Institute

Ms Rosemary Campbell, BA(Hons), MA(Hons), TSTC
Director, Riverina Institute

Mr Graham Devlin, DipTech, BEng, DipEd, DipLabRel&Law, MEng
Deputy Director, Corporate Services, TAFE NSW - Sydney Institute

Mr Kimble Fillingham, BA, MEd
Director, Southern Sydney Institute

Mr Ian Fraser, BSc, DipAdmin, DipContEd
Deputy Director, Southern Sydney Institute

Mr Ian Hamilton, BBus(Acc), CertOpMan, ASA
Director, OTEN - Distance Education

Mr Kevin Harris, TradesCert, GradCertElect, DipEng, BA, DipTeach, CertQualMan
Director, Northern Sydney Institute

Ms Karen Harris, BA, DipEd (TAFE)
Deputy Director, Western Sydney Institute

Ms Gaye Hart, AM, BA, DipEd, MEd, FACE
Director, Hunter Institute

Mr Richard Jordan, BA, DipEd, MEd
Deputy Director, TAFE NSW - Sydney Institute and Director, Ultimo
Retired 07/09/01

Ms Dianne Murray, BA, DipEd, MEd
Deputy Director, South Western Sydney Institute

Mr Barry Peddle, DipTeach, BEd, MEd
Director, Illawarra Institute

Ms Pamela Peelgrane, BA, DipEd
Deputy Director, North Sydney Institute

Ms Marie-Louise Persson, BA, DipEd, MEd, MACE, FAIM, FAICD
Director, TAFE NSW - Sydney Institute

Mr Gary Pollock, DipTeach, DipEd, MA
Director, New England Institute

Ms Gillian Shadwick, BA, DipAdEd, DipEd, MA, MLitt, FACE
Director, Western Sydney Institute

Mr James Thorpe, CertTeach, DipTeach (TAFE), BEd, DipEdAdmin (TAFE), MEdAdmin, GradCertLead
Director, Western Institute

Division Directors

Ms Catherine Barry, BA, DipEd, DipSpecEd, MEd
Director, Access Division

Ms Julie Buckley, BEd
Director, Primary Industries and Natural Resources Division

Mr Allan Drew, AccCert, TeachCert, DipAdultEd, MBA, FCPA, FCCA, FAICD, FNIA, AFCIA
Director, Business and Public Administration Division

Mr Robert Richards, DipMarOp, GradDipAdultEd, GradCertMan
Director, Construction and Transport Division

Ms Margaret Sullivan, RN, CM, DNE, BEd(Adult), FCN
Director, Community Services, Health, Tourism and Hospitality Division

Mr Machi Raju Varanasi, BTech (ChemEng), MBA, MIEAust
Director, Information Technology, Arts and Media Division

Mr Peter Wright, MechEngCert(Hons), DipTeach, BEd
Director, Manufacturing and Engineering Division

State Office Directors

Mr Tom Alegounarias, DipEd, BEc
Director, External Relations Policy
Appointed 06/04/01

Dr Judith Aitken, BA, MPublicPol, PhD, TeachCert, ATCL
Deputy Director-General, Quality Improvement
02/04/01 - 08/08/01

Mr John Banham, BEngChem(Hons), MApSc
General Manager, Information Technology and 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, Technical and Further Education

Dr Paul Brock, BA(Hons), DipEd, PhD, FACE
Director, Strategic Research

Dr Michele Bruniges, DipTeach, DipEdStud, MEd, PhD, MACE
Director of Strategic Information and Planning

Mr Stephen Buckley, BA, MACE
Assistant Director-General, School Educational Services

Mr John Burkhardt, BSc(Hons), DipEd, MTCP
General Manager, Properties

Ms Christine Burvill, TeachCert, BA(Hons), MA(Hons)
Director of Higher Education

Ms Judith Byrne, DipEd, MA
Director of Educational Development
Retired 25/01/01

Mr Stephen Chase
Director, Public Affairs
Appointed 04/06/01

Ms Pamela Christie, BA, DipEd, DipEdStud
Assistant Director-General, State Training Services
Appointed 13/08/01
Director, Recognition Services
Effective to 12/08/01

Ms Hetty Cislowski, BA, DipEd, MEd
Assistant Director-General, Secondary Education
Appointed 18/04/01
Director, School Self-Evaluation and Improvement
Effective to 17/04/01

Mr David Collins, BA
Director, Skills Development and Workforce Policy
Appointed 08/11/01

Ms Eleanor Davidson, BBSc(Hons), MPsych, MAPS
Executive Director of Student Services and Equity Programs

Ms Helen de Silva Joyce, BA, DipTESL, DipPubEd, MEd
Director of Adult Migrant English Service

Mr Kenneth Dixon, BComm, FCPA
General Manager, Finance

Mr William Feld, MBA
Director, Personnel Services
Appointed 08/10/01

Mr Barry Foster, BA, DipPE
Director of Specialist Units

Mr Brian Frankham, BEngCivil(Hons), MEngSc
Director of Properties Support

Mr Ian Gillespie, FCPA, FAIM, MAICD
Director of Financial Accounting

Mr George Green, MA, DipSchAdmin, MACE
Assistant Director-General, Student Services and Equity Programs

Mr William Hamilton, BBus, DipPublicAdmin
Director of Administrative Services

Mr Jim Harkin, BA, MACEA
Director, School Operations

Mr Wayne Houston, DipTeach, GradDipEdStud (Computers)
Director, Technology Services

Mr Paul Irving, AM, 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
Deputy Director-General, Schools
Appointed 08/01/01
Assistant Director General, Secondary Education
Effective to 07/01/01

Ms Leslie Loble, BSc, MPubAdmin
Deputy Director-General, Strategic Planning and Regulation
Appointed 18/04/01
Director, Skills Development and Workforce Policy
Effective to 17/04/01

Ms Valerie Macaulay, BA, TeachCert
Director, Staffing Services
Appointed 19/11/01
Director of Child Protection Investigation Unit
Effective to 18/11/01

Ms Jan McClelland, BA(Hons), BLegStud
Deputy Director-General, Corporate Services

Ms Robyn McKerihan, BEd
Director, School Accountability and Improvement
Appointed 02/10/01

Dr James McMorrow, BEc, DipEd, BEd, MEd, PhD, FACE
Convener, Teacher Education Review

Mr William Middleton, BBus, GradDipMan, FCPA, FIIA
Director of Audit

Mr Bernard Ollis, DipArt&Design, BA(Hons), MA(Painting), RCA-London
Director of National Art School

Mr Phillip Peace, BCom, CPA, ACIS, ACHSE
Director of Properties Services

Mr Robert Randall, BAppSc, GradDipEd, MEdMngt
Director, Professional Support and Curriculum
Appointed 26/11/01

Dr Alan Rice, BA, MEd, PhD
Executive Director, Primary and Early Childhood Education
Retired 21/09/01

Mr Christopher Ryan, BA, DipEd, MA
Director, Office of the Director-General
Appointed 29/01/01

Mr Robin Shreeve, BA(Hons), MA, AFAIM, AFAMI
Deputy Director-General, TAFE

Mr Robert Smith, BComm, DipEd, GradCertIT, GradCertQualMan
Director of VET in Schools

Mr Brian Smyth King, MEd, DipEd
Director, Disability Programs
Appointed 26/03/01

Ms Jozefa Sobski, BA(Hons), DipEd, MEd
Assistant Director-General, TAFE Educational Services
Transferred 20/04/01

Ms Janet Stewart, BPharm, DipEd, DipMarketing, FAMI
Director, Marketing Services

Mr John Sutton, BA
Assistant Director-General, Primary Education

Mr Chris Taggart, BComm, DipEd, MEc, PNA
Director, Corporate and Management Accounting

Ms Sam Thomas, TeachCert, BEd
Director of Adult and Community Education

Mr Michael Waterhouse, BA(Hons), DipLaw
Director, Legal Services
Appointed 03/12/01

Mr Lindsay Wasson, BA(Hons), DipEd, MEdAdmin
Director, Curriculum Support
Effective to 12/08/01
R/District Superintendent

Ms Carolyn Wells, BA, MA(Hons), MEd, ASA, CIA
Assistant Director of Audit

Mr Paul Whelan, BA, DipEd, MEdAdmin, MACE
Director, Corporate Applications

Dr Gary Willmott, BEc, DipEd, PhD, MEdAdmin, MACE
Assistant Director-General, TAFE Educational Services

Mr Grahame Wilson, TeachCert, DipTeach, DipEdSt, MEd
Director, Child Protection Investigation
Appointed 19/11/01

Mr Trevor Wootten, BA, DipEd
Executive Director, Secondary Education

APPENDIX 5
Significant Committees

Significant Statutory Bodies and Interdepartmental Committees

Senior officers of the Department of Education and Training are also members of statutory bodies and significant interdepartmental committees. During the reporting period, officers from the Department's Board of Management were members of the following statutory bodies and committees.

Ken Boston, AO
Managing Director of TAFE NSW
Director-General of Education and Training

Chair, MCEETYA Schools Resourcing Taskforce
Chair, National Advisory Committee for the International Mathematics and Science Studies (TIMSS)
Chair, National Working Group - Greater University and Industry Recognition of Achievement in VET in Schools Courses
Deputy Chair, Australian Council for Educational Research
Board of the Trustees of Young Achievement Australia
Board of Worldskills Australia
Civics Education Group
Committee for Economic Development of Australia
Council of the University of Technology, Sydney
National Council of the Australian Quality Council

Chief Executive Officers' Committee
Aboriginal Affairs Chief Executive Officers Group
Child Protection Chief Executive Officers Group
Chief Executive Officers eGovernment Committee
Chief Executive Officers Committee on Biotechnology
Human Services Chief Executive Officers Group

Jan McClelland
Deputy Director-General, Corporate Services

Bandwidth Assessment Taskforce - Department of Information Technology and Management (from December 2001)
Corporate Services Peer Review Committee
Council of the University of New England
Chair, MCEETYA Working Group on National Strategy in Schools to Prevent Paedophilia and Other Forms of Child Abuse

Alan Laughlin
Deputy Director-General, Schools

Conservatorium Steering Committee
Macquarie ITC Advisory Committee
Corr Schneider Steering Committee

Leslie Loble
Deputy Director-General, Strategic Planning and Regulation

Chair, BVET Curriculum Advisory Committee
Chair, NSW Schools Consortium
ANTA National Training Quality Council
MCEETYA Ministerial Subcommittee on the Stocktake of Employment Programs
Ministerial Subcommittee on Young People's Transition
MCEETYA Transition from Schools Taskforce
MCEETYA Schools Resourcing Taskforce
National Consistency Advisory Committee
National Research and Evaluation Committee
National Working Group - Greater University and Industry Recognition of Achievement of VET in Schools Courses
NSW Board of Vocational Education and Training
NSW Non-Government Schools Advisory Council
Research Centre for Vocational Education and Training

Robin Shreeve
Deputy Director-General, TAFE

Director, AeSharenet Ltd
Chair and Director, TAFE GLOBAL
Director, le Cordon Bleu, TAFE NSW - North Sydney Institute

Major Departmental Committees

The Department has a range of senior committees that set policy and support its operations. The Department's major committees in 2001 are listed below. Committees that were established or abolished in 2001 are listed separately.

Animal Care and Ethics Board
Audit Committee
Audit Investigation Committee
Capital Planning Committee
Child Protection Steering Committee
Community Consultation Group
Computers in Schools Steering Committee
Corporate Services IT Committee
Country Areas State Advisory Council (formerly the Country Areas Program Committee)
Director-General's Advisory Group on Aboriginal Education and Training
Director-General's Advisory Group on Multicultural Education and English as a Second Language
Facilities Standards Committee
Inner City Strategy Committee
Joint Director-General/Secondary Principals Taskforce
State Literacy Committee
TAFE Accreditation Council
TAFE Commission Director's Meeting
TAFE GLOBAL Board
TAFE Quality Council
Teachers Qualifications Advisory Board
Training and Development Committee
Vocational Training Board Appeals Panel

New Committees

TAFE Education Strategy Group

Abolished Committees

TAFE Curriculum Strategy Group

APPENDIX 6
SES Performance Statements

Ken Boston
Managing Director of TAFE NSW
Director-General of Education and Training
SES Level 8, $327,865

Dr Boston is responsible to the Minister for Education and Training for the management and administration of the public education and training system and the provision of advice affecting all education and training in New South Wales. During 2001 Dr Boston led the Department in implementing NSW Government initiatives to strengthen the quality of education and training in public schools and TAFE colleges, ensuring that programs and initiatives were planned and designed to deliver improved educational outcomes for all 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 *Vocational Education and Training in NSW: 2001-2004 Plan.*

Dr Boston chaired the Board of Management which has responsibility for managing the implementation of government policy and preparing strategic and timely advice to the Minister.

Dr Boston provided advice to the NSW TAFE Commission Board, the Board of Vocational Education and Training (BVET) and the Vocational Education and Training Accreditation Board (VETAB), 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 2001, Dr Boston delivered a number of major speeches to teachers, community members, educators and administrators and had key articles published in the press and in education journals. In his speeches and articles he emphasised the importance of public education in strengthening the social fabric of New South Wales and Australian society, and the role played by all of those who work in NSW public schools in teaching essential values for life to children and young people. In the course of his many visits to schools and TAFE colleges during the year, Dr Boston emphasised the enormous worth of the contributions made by public education teachers and staff to the creation of values in the communities of New South Wales.

In a key speech to the annual conference of the NSW Primary Principals Association in November, Dr Boston launched the discussion paper *The Values of NSW Public Schools* to promote discussion of the role our public schools play in creating a civil and harmonious society. Dr Boston's work also aimed to develop an improved understanding in the wider community of the important role public schools play in educating children from all walks of life. These ideas were reflected in his article published in the *Sydney Morning Herald*, *'Bonding strengthens society, bridging protects it'*. The importance of public education was also explored in *Quality Public Schools of the Future* delivered at the Australian Association of School Education Administrators national conference, and *Promoting Public Education*, his address to the Far West Conference of Principals and Deputy Principals.

Dr Boston's article *Culture and Power* published in *Unicorn* in March 2001 explored the principles and policies that underpin indigenous education in Australia and helped set a course to further the participation and success of Aboriginal people in public education and training.

Dr Boston's speech, *Successful Nation: TAFE and Innovation*, delivered to the TAFE Directors of Australia Conference in Brisbane in March 2001, emphasised the importance to vocational education and training (VET) of a strong national partnership between industry and State and Federal Governments and helped shape a new vision for TAFE – as an organisation that can play a leading role in driving and shaping change in urban and regional Australia to help ensure the benefits of progress are more broadly shared among all Australians. This address was subsequently published in *Campus Review* under the title *National Commitment is the Key*.

Dr Boston assisted the NSW leadership role in the national debate on the implications of the Commonwealth's funding policies for government and non-government schools. He chairs the Schools Resourcing Taskforce of the Ministerial Council of Education, Employment Training and Youth Affairs. New South Wales led the national debate for the abolition of the Commonwealth Government's Enrolment Benchmark Adjustment; the return of which will enable New South Wales to recoup $130 to $173 million from the Commonwealth to fund government schools over the next four years.

Dr Boston led the Department's support for the NSW Minister for Education and Training in the successful negotiation in 2001 of a new ANTA Agreement for 2001-2003. This new agreement will deliver to New South Wales an additional $75 million in growth funding for vocational education and training over the three years of its duration.

Under Dr Boston's management, the Department has supported teachers in NSW schools to achieve student literacy and numeracy levels that are among the best in the country. The 2001 Basic Skills Test results for government school students continue to confirm the positive impact of the NSW Government's *State Literacy and Numeracy Plan*.

The Department also organised and implemented the Premier's Reading Challenge. The challenge was instituted by the Premier of New South Wales, the Hon Bob Carr, as a way of encouraging an interest in reading and is for all students in New South Wales in Years 5 to 8.

The Department implemented a number of key equity programs in 2001. Some of these are: the *e-Summer Schools* program, an initiative of the Premier, which saw 300 school students from socio-economically disadvantaged areas attending TAFE colleges throughout the State to study information and communications technology; the WorkAble employment initiative which increased opportunities for people with disabilities to gain permanent employment within the Department; and the launch of *New Partners, New Learning, New South Wales: State VET Plan 2001-2005. Vocational Education and Training for Indigenous Communities in NSW*.

Under Dr Boston's administration three new multi-campus colleges were established – Dubbo College, Calleghan College and Georges River College. Major capital works projects were completed in 24 schools in 2001 while 727 schools benefited from minor projects. A total of 260 schools received joint funding grants for building projects. One new K-12 school, two new high schools, two new primary schools and a new facility for children with behaviour disorders were completed along with major developments for two new senior secondary colleges.

Major capital works were also undertaken at 40 TAFE colleges and 36 TAFE colleges benefited from minor works and upgradings.

The Department maintained its strategic focus on expanding vocational education in schools. In 2001, the participation of students in VET continued to increase. Strategic alliances with industry were strengthened and an increased number of students undertook school-based traineeships. VET consultants working throughout districts and TAFE colleges ensured that schools were well supported in the delivery of the industry curriculum framework courses.

The introduction of the New Higher School Certificate (HSC) has involved redevelopment of senior secondary school VET programs to enhance their quality and linkage to post-school pathways. Dr Boston has instigated and supported NSW leadership of national work to gain greater industry and university recognition for achievement in VET in Schools courses.

Dr Boston's management of TAFE NSW ensured that it continued to build on its achievements as a key partner with industry to deliver high quality vocational education and training to industry, businesses and individuals. In 2001, the highest level of employer satisfaction was recorded by employers of TAFE NSW graduates. TAFE NSW enrolments continued to grow in 2001 with an increase of 9.5 per cent. A total of 99.6 million annual student contact hours (ASCH) was delivered by TAFE, an increase of 12.4 million or 14.2 per cent over 1997. During the reporting period, all TAFE institutes reviewed systems and practices to ensure that they are compliant with the Australian Quality Training Framework which replaced the Australian Recognition Framework.

As a result of its magnificent effort in training over 110,000 volunteers and contractors for the 2000 Sydney Olympic and Paralympic Games, TAFE GLOBAL, through TAFE NSW – Sydney Institute, has signed a $2 million contract to deliver training in Athens with the Athens Olympic Committee.

During 2001, there was significant growth in traineeships in New South Wales. There were 70,160 apprenticeship and traineeship commencements, an increase of almost 19 per cent over 2000. The Public Sector Traineeship Strategy achieved a record 5,427 trainees employed across 60 agencies by December 2001 and won a gold award for workforce diversity in the Premier's 2001 Public Sector Awards.

The Department, through VETAB, ensures the quality of vocational training organisations and courses. By December 2001, there were 983 training providers registered with VETAB and 2,126 accredited courses. During the year, VETAB supported the implementation of 28 national training packages and 202 qualifications. The groundwork was also laid for the implementation of the nationally-agreed Australian Quality Training Framework from January 2002 through the provision of information sessions and workshops for providers and the development of revised guidelines and training of auditors.

Dr Boston initiated meetings with a number of key national employers who are registered as training providers to ensure that the training system in New South Wales was meeting their needs and the needs of their employees.

The Department, through the Board of Adult and Community Education (BACE), successfully supported the implementation of the *Adult and Community Education and Indigenous Australians Action Plan 1999-2001*. Participation in ACE by indigenous Australians has increased by 15 per cent since the launch of the plan, including an increase of 19 per cent in vocational courses. From 1997 to 2001, enrolments in the ACE sector have increased by 20 per cent. Since 1997, enrolments in ACE by indigenous Australians have increased by around 340 per cent and enrolments by young people have increased by approximately 60 per cent.

During the reporting period, the Adult Migrant English Service enrolled around 15,000 students in over 1,000 courses, representing over 1,100,000 client hours. AMES successfully maintained its accreditation as a provider of the Adult Migrant English Program under the National English Language Teaching Accreditation Scheme.

Jan McClelland
Deputy Director-General, Corporate Services
SES Level 7, $284,420

Ms McClelland is responsible for the strategic management of the Department's Corporate Services portfolio to implement government policies in education and training. The portfolio is comprised of finance, properties, information technology, personnel, child protection investigation, legal services, administrative services and corporate applications.

In 2001, Ms McClelland led the Department's strategies and programs to refine and improve resource planning and allocation across all areas of the organisation. The Department completed the 2000/2001 Service and Resource Allocation Agreement which cogently links strategic outputs, outcomes and performance indicators to Treasury provided funds.

Ms McClelland ensured consistent efforts in achieving effective resource management across the Department through improved cost centre accountability, more rigorous financial monitoring and strengthened financial reporting. Electronic publication of financial and accounting manuals for schools and TAFE supported strong financial practice throughout all sites.

Improvements to TAFE NSW's budgeting, forecasting and forward planning continued throughout 2001. Indicative budget allocations for the financial years 2001/02 and 2002/03 were issued to TAFE institutes together with annual student contact hours (ASCH) targets. Institutes exceeded ASCH targets across the State.

Following the successful implementation of the goods and services tax in 2000, the Department has maintained an exemplary record in managing tax compliance throughout 2001.

Ms McClelland had responsibility for capital works and maintenance of the State's educational facilities with a budget exceeding $520 million in 2000/01. The capital works budget provided new school facilities to cater for population growth in the outer metropolitan areas of Sydney; and shifts in population to centres along the north and south coast; upgraded schools; and provided an extensive school and college maintenance program.

Major capital works projects were completed in 24 schools in 2001, including four new high schools at Lake Munmorah, Dubbo, Camden (relocation) and Georges River, as well as two primary schools at Beaumont Hills and Wattle Grove. Minor capital works projects occurred in 727 schools. Additionally, 260 schools received joint funding grants for building projects.

Major capital works were also undertaken at 40 TAFE colleges and minor capital works and upgradings were carried out in 36 colleges.

Ms McClelland led the comprehensive development of the *DET Information and Communications Technologies (ICT) Strategic Plan 2001-2004* to ensure that schools and colleges keep pace with changes in technology and set high standards for educational technology nationally.

Ms McClelland successfully implemented the Government's *Electronic Service Delivery Strategy* which involved publishing Departmental documents on the internet and migrating Departmental transactions to the internet. Online enrolment in TAFE Plus courses, online purchasing initiatives for schools and TAFE colleges, electronic tendering via the internet and an electronic procurement system linked to the corporate finance system were implemented by December 2001.

The electronic tender publication and lodgement system increased community awareness, strengthened competitive tendering and lowered prices of products and services paid by the Department. Schoolsbuy, an internet-based ordering system, was made available to all schools and simplified the work of school staff. An electronic purchasing system for stationery and stores was also developed for State and district offices.

Ms McClelland led the development of information and communications technology infrastructure to enhance online and flexible delivery of educational services.

In 2001, government schools were issued with additional computers under the Computers in Schools Program and a grant was offered to each school to link their OASIS server to the Department's wide area network.

Ms McClelland led the development of a comprehensive long-term plan to improve bandwidth for greater access to the internet and online educational services. She represented the interests of education and training in the whole of government Bandwidth Assessment Task Force.

A total of 165 remote rural schools were connected to the Department's network via an Optus satellite-based network link ready for Term 1, 2002. Options to deliver faster, more reliable access to the internet and the Department's network were considered for pilots and implementation in 2002. The options included doubling the ISDN capacity of some 800 schools with a high rate of internet use and connecting nine schools to the Department's network via the Rail Infrastructure Corporation's Argus Telecommunications fibre optic cable and high-speed wireless link.

In 2001, Ms McClelland provided strategic leadership for the development of a new e-learning service to provide e-mail accounts for all staff and students and enhance internet access for the purpose of enriching communication, teaching and learning. A successful tenderer to provide e-learning services and products was selected in late 2001.

Staffing of schools continued to be a high priority for Ms McClelland in 2001. A broad range of initiatives was introduced in 2001 to ensure an adequate supply of quality teachers throughout the State, including scholarships, retraining programs and incentive schemes.

A $3 million scholarship program was introduced to prepare teachers for appointment to schools in western and south western Sydney and rural New South Wales in key subject areas of technological and applied studies (TAS), mathematics, English and science.

An 18-month accelerated teacher education program for skilled workers was implemented from Semester 2, 2001. In addition, 117 teachers undertook retraining to qualify for teaching in TAS, mathematics and science.

Other initiatives to secure quality teachers included the appointment of 623 outstanding new graduates to schools for the 2002 school year and offers of an annual retention benefit of $5,000 to teachers in 20 difficult-to-staff schools for a maximum of five years.

As a strategy to increase the available pool of casual relief teachers, mobile permanent teachers were appointed to schools (where it was appropriate to do so) to replace teachers absent on long term leave.

Ms McClelland led negotiations towards a new staffing agreement between the Department and the Teachers' Federation on the staffing of schools.

New procedures for managing probationary teachers were introduced to assist principals in providing support, induction and professional development for teachers in their first year of service; and an annual review of the performance of teachers was strengthened in 2001 consistent with the *Crown Employees (Teachers in Schools and TAFE and Related Employees) Salaries and Conditions Award.*

Ms McClelland provided strategic leadership and resources for the development of the TAFE NSW human resource strategic plan.

Ms McClelland provided strategic leadership and opportunities for women in the NSW public sector and in public education and training through the Women in Educational Leadership network and the Spokeswomen's program.

Child protection investigation practices continued to be reviewed and improvements introduced in consultation with the NSW Ombudsman and the Commission for Children and Young People. Benchmarks for quality and timely practices were established in 2001.

Ms McClelland significantly strengthened the use of technology in a wide range of administrative services and other facilities to support employees. The executive information system was further developed to provide comprehensive financial and strategic data for policy decision making. A strategic plan was endorsed and a project established to replace core elements of the OASIS administration and information management systems in schools. Employee Self Service pilots for online job applications and leave inquiries were successful and will be implemented in 2002.

During 2001, a new telephone contract for administrative offices was finalised resulting in significant savings. Corporate record keeping capabilities continued to be enhanced with the extension of the TRIM for Windows electronic file management system to districts and institutes, improving the Department's records management and increasing its accountability.

A purpose-built special transport management system was created in 2001 enabling the accurate allocation of eligible students to special transport services and ensuring that cost effective services are provided to students with disabilities under the Special Transport Scheme.

Through Ms McClelland's initiative, the Corporate Services Applications Rationalisation Project was established to introduce new integrated enterprise applications. Business requirements to replace the finance, personnel and administrative systems were developed and a feasibility study completed to support future acquisition of systems.

These initiatives were undertaken to implement whole-of-government reforms required to deliver high quality corporate services to the general community and public education and training in New South Wales.

Alan Laughlin
Assistant Director-General, Secondary Education, SES Level 5 (until 7/01/2001)
Deputy Director-General, Schools, SES Level 6, $206,760 (from 8/01/2001)

Dr Laughlin is responsible for the day-to-day operations of pre-schools, primary schools, high schools, special schools, environmental education centres and district offices. His responsibilities also include professional support and curriculum, VET in schools, school accountability and improvement, rural and distance education, school sports and performing arts.

He also has overall responsibility for student services and equity programs encompassing the Priority Schools Funding Program, student welfare, drug education, child protection, special education, behaviour and attendance programs, Aboriginal education, multicultural education, gender equity and student counselling.

During 2001, the work of the superintendents in 40 districts across New South Wales continued through the direct 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.

Dr Laughlin supported significant NSW Government commitments including those in the area of student services and equity programs where the Priority Schools Funding Program was successfully introduced to replace the Disadvantaged Schools Program. The new program continued to work with 544 targeted schools to improve students' literacy, numeracy and participation outcomes.

Other specific equity programs including Ready for High School, Study Plus and Summer Schools for Senior Students continued to be implemented during school vacations. The Gateways Program was implemented at Cabramatta and focuses on early intervention and prevention through education and training.

By the end of 2001, there were 10 multi-campus colleges in operation or being established across New South Wales. A multi-campus college is essentially a group of comprehensive schools that have combined to form a single secondary educational entity, comprised of junior campuses and a senior campus, with strong links to TAFE and university. The senior campuses of a number of multi-campus colleges are co-located with both TAFE and university campuses providing greater opportunity for senior students to study TAFE and university courses as part of their Higher School Certificate (HSC).

The decline in secondary enrolments in the inner city was addressed through the *Building the Future Plan*. This plan saw the establishment of the Sydney Secondary College, and a variety of other amalgamations and realignments, to better meet community needs and expectations. This scheme proposed the refurbishment of secondary schools through a $100 million building program funded through asset realisation.

The NSW Government is committed to ensuring that students have information and education that builds upon their knowledge, skills, values and attitudes to make responsible decisions about drugs. When young people experience difficulties with drugs, they will be supported at school to help them overcome their problems and continue with their education. In 2001, a budget of $3.06 million was provided to support a range of drug education initiatives in schools to implement the recommendations of the NSW Drug Summit.

The implementation of vocational education and training (VET) courses as part of the New HSC was designed to enhance the access for a broader range of students to nationally accredited industry qualifications and university recognition for the study of VET courses. More than 41,000 government school Years 11 and 12 students enrolled in VET courses in 2001. Approximately 34 per cent of the HSC candidature was enrolled in at least one VET course. The number of students with a disability enrolling in HSC VET courses increased from 358 in 2000 to 1,124 in 2001, an increase of 314 per cent.

The first cohort of students undertaking new VET industry curriculum frameworks courses in the HSC completed their studies in 2001. A total of 13,702 Year 12 students undertook an optional HSC examination in these VET framework courses with the potential for the examination result to contribute to their University Admission Index (UAI).

Dr Laughlin sought to bring greater coordination of VET in Schools by the creation of a single VET in Schools Directorate. The new directorate brought together three separate units which has allowed more effective coordination of the strategies in the NSW Government's *Ready for Work Plan* focused on school students. In 2001, more than 400 schools involving over 44,500 students implemented school-to-work planning programs in supporting students to develop individual school-to-work plans. In 2001, 276 government secondary students commenced school-based traineeships. This was an increase of 34 per cent from 2000. The retention and completion rates of school-based trainees also increased. A total of 937 government secondary students have commenced school-based part-time traineeships since 1998.

Dr Laughlin is responsible for the *State Literacy and Numeracy Plan* which began in 1997 as the *State Literacy Strategy* and expanded in 2000 to include the *State Numeracy Plan*. While each plan has unique programs, new common programs, including Literacy and Numeracy Follow-up, Consistent Teacher Judgement in Action and Curriculum Assessment Resource for Stages 2 and 3 were piloted or implemented in 2001.

The *State Numeracy Plan* provides a program of professional development and support to teachers focused on improving the numeracy achievements of students. The key professional development programs are Count Me In Too and Counting On. Over $1.2 million was committed to Count Me In Too supporting its operation in 1,076 schools, involving over 5,000 teachers supported by 40 district-based mathematics consultants and engaging over 36,000 students.

In 2001, the Reading Recovery program was implemented in 825 schools by 925 teachers. This represents 35 more schools more than in 2000. By the end of 2001, the Department had more than 1,600 teachers trained in specialist Reading Recovery techniques which can also be used in general classroom teaching. Teachers were trained and assisted by 28 tutors and two tutor trainers. In 2001, 7,755 students participated in the Reading Recovery program. Of these, 5,886 students improved to the level of their classmates and needed no additional support. These outcomes compare favourably with those for 2000 when 5,366 students reached an acceptable standard of literacy as a result of the Reading Recovery program.

NSW students' literacy and numeracy skills were tested in 2001 at several points during schooling - in Years 3, 5, 7 and 10. The addition of Year 7 numeracy tests in 2000 with a group of Year 7 students was extended in 2001 to all government schools. These assessment points provide snapshots of students' achievements in these vital areas and provide useful feedback to students, teachers and parents that can be used to further assist students' progress in learning.

To support teachers implementing the New HSC, workshops focusing on the Department's resources, designing assessment tasks and interpreting the performance bands were conducted in venues across the State. Over 4,800 teachers participated in 190 workshops conducted by curriculum specialists for HSC subjects. In 2001 NSW HSC Online was completely re-designed to reflect the requirements of the new Stage 6 syllabuses. Learning activities, tutorials and sample tasks, focusing predominantly on the more challenging aspects of the syllabuses were provided for 38 subjects and 58 courses, including four VET curriculum frameworks.

Through Dr Laughlin's leadership, the Department continued to make an extensive commitment to the professional learning of teachers and the development of administrative staff supporting their work. Major professional development programs were made available on a statewide or on a targeted basis to support the implementation of new curriculum requirements and other Departmental priorities, build learning cultures, and provide merit-selected opportunities for individual learning.

Leslie Loble
Deputy Director-General, Strategic Planning and Regulation
SES Level 6, $187,420 (from 18/04/2001)

Ms Loble was responsible to the Director-General for planning, directing and leading policy development, strategic planning and system-wide performance measurement, monitoring and accountability processes. She is responsible for ensuring the development of interrelated strategies and directions across the Department which will drive public education and training in New South Wales in accordance with best practice in contemporary educational management and public administration.

Ms Loble managed effective relationships with the Commonwealth and with the non-government schools sector, and other government and non-government agencies. She advanced the interests of public education and training in national, inter-government and inter-agency forums.

At the national level, Ms Loble provided leadership in national forums including those associated with MCEETYA and ANTA. In particular, she had a significant leadership role in the development of guidelines for setting effective national targets for education and training and for defining national key performance measures and protocols for reporting through the National Education Performance Monitoring Taskforce. MCEETYA adopted these guidelines, definitions and protocols in July 2001.

Ms Loble's portfolio led the development of high level strategic advice on a range of national agendas. School funding levels and arrangements were a key area of concern. There are more than 755,000 government school students in New South Wales and around 344,000 students enrolled in non-government schools. NSW government funding to non-government schools through the Department is over $0.5 billion. Commonwealth funding to NSW government schools is around $0.61 billion, some 11 per cent of total expenditure. Commonwealth funding to NSW non-government schools is almost $1.1 billion.

Ms Loble managed negotiations and coordinated the development of State positions on Commonwealth funding and accountability arrangements. As a consequence of the strategic policy analysis and advice provided by Ms Loble's portfolio, New South Wales led the national debate for the abolition of the Commonwealth Government's Enrolment Benchmark Adjustment; the return of which will enable New South Wales to recoup $130 to $173 million from the Commonwealth to fund government schools over the next four years. These funds would have otherwise been deducted through the Enrolment Benchmark Adjustment (EBA) scheme.

Ms Loble was also instrumental in the successful resolution of the ANTA agreement, providing a more favourable outcome for New South Wales, with over $75 million in additional Commonwealth funding over the next three years. Ms Loble oversaw the development of the *NSW Strategic Vocational Education and Training Plan* and the *NSW VET Plan 2002* involving combined recurrent and capital funding of some $1.2 billion, including over $340 million from the Commonwealth.

The introduction of the New HSC has involved redevelopment of senior secondary school vocational education and training programs to enhance their quality and linkage to post-school pathways. Ms Loble has continuing responsibility for development and promotion of strategies to achieve wider recognition by industry and parity of esteem for VET in school courses for university entrance purposes.

Ms Loble was also responsible for higher education policy and regulation. Universities in New South Wales are large scale institutions with more than 230,000 enrolments and approximately $2.6 billion in operating revenue from all sources in 2001. While the Commonwealth has responsibility for the public funding component of these revenues, representing some $1.3 billion in 2001 and national planning and funding policy, New South Wales has responsibility for policy and planning within this framework and for the establishment (through legislation) and regulation of institutions, including the maintenance of quality and probity standards, public reporting obligations and financial management. Ms Loble played a key

role in highlighting the tensions between State and Commonwealth roles in higher education and the growing concerns for quality higher education and sound public administration. The substantial cuts in real Commonwealth funding over recent years and the substantial growth in private funding and entrepreneurial activities were a focus of a Senate inquiry during 2001. Ms Loble led the development of major policy and legislative responses to these concerns. These included the NSW submission to the Senate inquiry, 'The Capacity of Public Universities to Meet Australia's Higher Education Needs', and new legislation strengthening the protection of the quality of higher education in New South Wales and the soundness of financial arrangements and accountability of NSW universities. New South Wales was the first in Australia to address concerns for financial risk management of public universities in the *Universities Legislative Amendment (Financial and Other Powers) Act 2001* and one of the first to implement the new national framework for quality assurance in higher education in the *Higher Education Act 2001*.

Setting strategic directions was a key responsibility carried by Ms Loble. She led the development of organisational planning across the Department, in accordance with best practice in contemporary educational management and public administration. This involved an environmental scan of the Department's internal and external operating environment and analysis of State, national and international factors and trends. New three-year plans were developed for NSW public schools and TAFE NSW incorporating the strategic directions to be pursued that will best meet the needs of public education and training. Ms Loble also led the development of statewide performance measurement frameworks for NSW public schools and TAFE NSW linked to the new strategic plans. These will strengthen and clarify accountability and reporting.

In 2001 Ms Loble's portfolio undertook high-level research and analysis to inform NSW and national policy, planning and regulation. In the area of school education, a study was completed of teacher and student satisfaction with new multi-campus collegiate secondary schools and major studies were initiated into the educational policies, programs and practices producing outstanding outcomes in the areas of primary school numeracy and Years 7-10 secondary school studies. Major research was also undertaken into strategic aspects of vocational education and training. Ms Loble oversaw the strategic direction, quality and wider dissemination of this research including the organisation of the Future of Work Conference which brought together 120 high-level participants from across Australia and from overseas to consider strategies for education and training systems that better meet the skill demands of the knowledge-based economy.

The portfolio administers the apprenticeship and traineeship systems in New South Wales. Following a comprehensive review of the legislation, proposals were developed to streamline the administration of the system and enhance its relevance to industry and the community. The *Apprenticeship and Traineeship Act 2001*, which commenced on 1 January 2002, implements these new arrangements.

Ms Loble's portfolio managed and oversaw significant growth in traineeships in New South Wales. There were 70,160 apprenticeship and traineeship commencements in 2001, an increase of almost 19 per cent over 2000. Under the Public Sector Traineeship Strategy, a total of 5,427 trainees have been employed across 60 agencies. The strategy won the gold award for workforce diversity in the Premier's 2001 Public Sector Awards. The portfolio also oversaw the Department's New Apprenticeships centres under contract with the Commonwealth Government and ensured a quality service to employers of apprentices and trainees as well as commercial viability of the contract arrangement.

A key initiative of Ms Loble's portfolio during 2001 to enhance customer service was the achievement of certification to international quality standard ISO 9001:2000 by the Program Field Services Unit, the first unit in a government agency to achieve certification under this new standard.

Successful initiatives were implemented to meet emerging training needs across New South Wales during 2001 including the *Education and Training Plan for Sustainable Agriculture in the Sydney Basin*, the Training Strategy for the VISY Pulp and Paper Mill at Tumut and the Next Step Coal and Diary Industries Training Initiatives to assist workers affected by industry restructuring.

The Department, through the Vocational Education and Training Accreditation Board (VETAB), ensures the quality of vocational training organisations and courses. By December 2001, there were 983 training providers registered with VETAB and 2,126 accredited courses. During 2001, VETAB supported the implementation of 28 national training packages and 202 qualifications. The groundwork was also laid for the implementation of the nationally agreed Australian Quality Training Framework from January 2002 through the provision of information sessions and workshops for providers, revision of guidelines and training of auditors.

The Department, through the Board of Adult and Community Education (BACE), successfully supported the implementation of the *Adult and Community Education and Indigenous Australians Action Plan 1999-2001*. Participation in ACE by indigenous Australians has increased by 15 per cent since the launch of the plan, including an increase of 19 per cent in vocational courses.

The National Art School gained accreditation for its first honours graduate degree and post-graduate degree – the Bachelor's degree with Honours in Fine Art and the Masters of Fine Art research degree.

Robin Shreeve
Deputy Director-General, TAFE
SES Level 6, $194,360

TAFE NSW is the largest provider of vocational education and training in Australia. TAFE NSW offers a wide range of nationally recognised courses through 120 campuses across the State. As well as providing high quality education and training to the citizens of New South Wales, TAFE NSW also delivers programs nationally and internationally. Mr Shreeve is responsible for providing statewide leadership, guidance and strategic direction for the twelve TAFE NSW institutes, seven divisions and a range of small specialist TAFE units within State office.

The Deputy Director-General, TAFE, has responsibility for 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. The TAFE Educational Services Units provide support to the institutes through development of curriculum and accreditation of courses; establishment and maintenance of efficient student administration services and management of the TAFE NSW quality system.

Enrolments continued to grow substantially in 2001 with an increase of 9.5 per cent. Areas in which the greatest growth occurred were business services, information technology, hospitality, construction, health services and natural resources management.

Through the work of the divisions, TAFE NSW implemented 270 training package qualifications in 2001. A major initiative was the development of over 600 modules for 29 qualifications by the Business and Public Administration Division.

In May 2001, the Deputy Director-General commissioned Ms Kaye Schofield to undertake a review of product research and development within TAFE NSW. The main purpose of the review was to evaluate whether TAFE's product development processes are the most appropriate to ensure the best possible educational outcomes for students and the most effective means of supporting teachers. The report of the review was completed in August 2001. A working group was established in September 2001 to advise on the implementation of the recommendations.

During 2001, Mr Shreeve introduced measures to implement the recommendations of the Auditor-General's review of TAFE administration. A working party was established to examine opportunities to share support services, a draft service level agreement has been developed and work is progressing on the development of performance indicators for administration and consistent reporting arrangements.

Mr Shreeve has been instrumental in facilitating new approaches to TAFE's delivery of VET programs. A key strategy is the development of an e-Business environment within TAFE NSW. In its second year, the multi-million dollar TAFE NSW Online Project opened up a range of improved facilities, infrastructure and online learning resources for students, teachers, businesses and other TAFE NSW clients. The initiative is designed to provide an e-business interface and extensive e-learning content using the internet as a tool to enhance, support and extend TAFE NSW's traditional identity and delivery methods. An exciting new initiative was the launching of a trial of Student eServices (SES) in November 2001. This application has been developed to provide students with access to enrolment details and results and employer details via the internet. It also allows students to change contact details, request transcripts and view student information messages.

The TAFEcard is continuing to be issued to students enrolled in TAFE NSW. TAFEcard Showcases have been established at Lidcombe, Bradfield and Meadowbank campuses. The showcases demonstrate smartchip e-purse and administrative applications and provide cost benefit information to the project team, which will assist in the implementation of future applications. The TAFEcard project won the Annual Smart Card Industry Award.

In 2001, there was considerable expansion of partnerships with industry and development of pathways between TAFE NSW and other sectors of education. There was an increase in workplace delivery, an increase in the number of articulation arrangements with schools, adult and community education and universities and the development of combined TAFE/university courses.

In 2001, TAFE NSW continued to develop and implement initiatives to increase participation by, and improve the outcomes of, people from targeted groups. There was a 10.4 per cent increase in enrolments of people from non-English speaking backgrounds; a 9.5 per cent increase in Aboriginal and Torres Strait Islander enrolments and a 17.5 per cent increase in enrolments by people with disabilities.

In 2001, TAFE NSW expanded strategies to address the particular needs of youth at risk. A major initiative was the $1.8 million Helping Young People at Risk Program which funded 48 specific projects developed and delivered by TAFE NSW institutes for youth at risk.

The implementation of TAFE Scholarships for HSC students continued in 2001 with a total of 126 students being awarded a scholarship. About 18,000 information kits were sent directly to students who were studying a vocational course as part of their HSC in 2001. Over 1,100 scholarship applications for 2002 were received and a total of 809 HSC students have been offered a scholarship for enrolment at TAFE NSW in 2002.

Mr Shreeve chairs the Board of TAFE GLOBAL. TAFE GLOBAL Pty Ltd was incorporated as a separate legal entity on 7 June 2000 and commenced trading operations on 1 January 2001. Initial activities in 2001 focused on reviewing and consolidating existing international programs and contracts. During the first year of operations a total of 35 new contracts were signed in a range of countries including China, Hong Kong, Malaysia, Singapore, Korea, and Papua.

In August 2001, TAFE GLOBAL was successful in bidding for the AusAID In-Country Training Project for Kirabati, Tonga and Tuvalu. This contract is valued at approximately $3.5 million over three years and provides short course training which is not available locally. Under this program, TAFE NSW institutes will provide trainers for a wide range of vocational areas for the three Pacific nations. During each year of the project, around 50 TAFE NSW teachers will conduct programs, gain international experience and provide many benefits to developing countries.

TAFE GLOBAL, through TAFE NSW - Sydney Institute, has signed a $2 million contract with the Athens Olympic Committee. This project will draw on the experience gained by TAFE NSW in training approximately 110,000 people in preparation for the Sydney 2000 Olympic and Paralympic Games. As part of the contract, TAFE NSW will pass on its expertise in volunteer orientation, job-specific training, venue training and management training, including customer service and event leadership. A team will work for eight months in Athens on the project, commencing in November 2001.

The amount of revenue raised by TAFE NSW from commercial activities (excluding TAFE GLOBAL revenue) rose substantially from around $42.9 million in 2000 to more than $52.5 million in 2001.

Mr Shreeve chairs the TAFE NSW Curriculum Strategy Group which is the peak curriculum policy and strategy body. Major achievements in 2001 included the revision of the TAFE NSW Recognition Policy; the evaluation of the applications processing system for the 2001 student intake; the establishment of a TAFE trade testing coordination service; and the publication of *Every Student's Guide to Assessment*.

Mr Shreeve also chairs the TAFE Quality Council. Major achievements in 2001 included the external validation of all TAFE NSW institutes as Quality Endorsed Organisations (QETOs) by VETAB; TAFE NSW - Hunter Institute gained ISO 9001:2000 standard; and certification was maintained by TAFE NSW - Riverina Institute, the divisions and the Vocational Education and Assessment Centre. Two TAFE NSW quality projects won Premier's Public Sector Quality Awards.

Mr Shreeve is a Director of AeSharenet. AeSharnet was incorporated in 2000 as an initiative of the States, Territories and Commonwealth Ministers of Education and Training to simplify copyright licensing within the VET sector.

Mr Shreeve provided high level advice to the TAFE Commission Board to assist in its deliberations on issues such as promoting the capability of TAFE NSW, the development of the TAFE NSW strategic resources plan, the development of *TAFE NSW: Strategic Directions 2002-2004*, and the preparation of submissions to the Teacher Education Review Taskforce.

James McMorrow
Deputy Director-General, Policy and Planning, SES Level 5 (until 28/03/2001)
Convener, Teacher Education Review, SES Level 5, $186,160 (from 29/03/2001)

In 2001, Dr McMorrow was responsible to the Director-General for the development of advice on support for the recommendations of the Ramsey Review of Teacher Education, *Quality Matters*, and options for their implementation. The report focused on the quality of teachers and teaching, providing thirteen recommendations to the NSW Government and 51 policy directions for universities, TAFE, employers and professional teaching organisations.

Dr McMorrow convened a taskforce of teachers, representatives of employing authorities, universities, teacher educators, unions, and the Board of Studies as well as officials to assist in the development of advice to the Government. He also convened an internal working party within the Department of Education and Training to coordinate the Department's advice to the taskforce.

Dr McMorrow undertook wide ranging consultations with schools, teachers, professional, industrial and community organisations, university administrators and teacher educators seeking comment on three main areas of recommendation within the report:

- the establishment of an Institute of Teachers as a voluntary professional body responsible for the development of a framework of professional standards for accrediting teachers and endorsing courses of teacher education
- the establishment of a Graduate School of Education
- the establishment of a joint committee to provide more strategic advice on teacher supply.

The taskforce was informed further by a series of community consultative forums and meetings with major interest groups to allow them to explain and expand on their response to the review.

A report setting out the taskforce's advice was provided to the Minister in September 2001. The form of a possible Government response was then negotiated with officials from other NSW government agencies.

Dr McMorrow also consulted widely with officials in other States and Territories and was successful in establishing the quality of teaching and educational leadership as a major area for national collaboration. As a consequence, a MCEETYA Taskforce (the Teacher Quality and Educational Leadership Taskforce) has been established to develop a national framework of professional standards for the teaching profession and agreed policy principles for supporting improvements in teacher quality.

Stephen Buckley
Assistant Director-General, School Educational Services SES Level 5, $189,110 (from 13 /01/01)

Mr Buckley held the position of Assistant Director-General, Corporate Strategy until 13 August 2001 when he was appointed to the position that he currently holds.

As Assistant Director-General, Corporate Strategy Mr Buckley reported directly to the Director-General and 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, qualitative and quantitative research-based advice in relation to the effectiveness of media and marketing, promotion and issues management related to schools, TAFE NSW, ACE and AMES programs and initiatives.

He held particular responsibility for the development and implementation of the 'Teach Your Children Well' advertising campaign which has significantly met its objective to lift the image of public school teachers in the community through a positive impact on attitudes towards teachers and their role in society.

A major undertaking in 2001 was the conduct of an extensive review of online learning in the Department of Education and Training. The review focused on mapping current activities, providing an analysis of their effectiveness and making recommendations for the future. This work resulted in an extensive report to the Board of Management that largely accepted the recommendations and has seen Mr Buckley given significant responsibility in this area at State and national levels.

Concurrent with undertaking the review of online learning Mr Buckley relieved as Director of the Illawarra Institute of Technology. The opportunity to accept full responsibility for the operation of this significant TAFE institute gave Mr Buckley an extensive and valuable experience that further equips him to contribute at a very senior level to the management of the Department.

Since August 2001, Mr Buckley has assumed responsibility for ensuring effective and responsive support for schools. This is achieved through the operational units of Professional Support and Curriculum, Quality Initiatives and Promoting Public Education and Strategic Projects.

A major initiative has been the refocusing and rebuilding of the former directorates of Training and Development and Curriculum into a single unit leveraging the capabilities of the former units to improve engagement with teachers in the provision of classroom support.

Priority continues to be accorded to improving students' learning outcomes in literacy and numeracy, technology, support for teachers of the new HSC and environmental education.

Mr Buckley successfully led the management of the rebuilding, in late 2001, of parts of the Department's websites. This work was completed for use in the 2002 Back to School promotion and provides the base from which more extensive work will be undertaken.

Hetty Cislowski
Assistant Director-General, Secondary Education
SES Level 5, $175,100 (from 18/04/2001)

Ms Cislowski was appointed as Assistant Director-General, Secondary Education in April 2001.

Ms Cislowski was responsible for overseeing the operation of 20 school districts covering metropolitan Sydney, the Central Coast, Lake Macquarie, Newcastle and Maitland. Superintendents in these 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. Each of these districts developed programs for the promotion of public education and initiatives to improve the quality of teaching and learning.

In relation to these 20 districts, Ms Cislowski provided leadership and support for superintendents and advice on the management of a range of serious issues including grievances, complaints, investigations and school reviews; and managed the provision of ministerial correspondence and briefings relating to these districts.

A major focus in 2001 for secondary education was the development and implementation of *Building the Future*, a plan to revitalise education in the inner Sydney area. The draft plan was released in March 2001 for public consultation and contained a number of strategies to counter declining enrolments and reduced opportunities in inner Sydney schools. From May, Ms Cislowski led the project team and coordinated the preparation of a report and recommendations to the Minister.

Following the acceptance of the report, Ms Cislowski was responsible for the Department's submissions to the School Closure Review Committee and the coordination of implementation plans for 2002.

Throughout this period, Ms Cislowski led a team of project officers working intensively with schools on curriculum plans, promotion, communications, training and development, and personnel management. The coordinated strategy and successful negotiation with the NSW Teachers' Federation resulted in a smooth introduction from the beginning of the 2002 school year.

Ms Cislowski also had responsibility for the oversight of the School Accountability and Improvement Directorate. Under her direction the processes for production of annual school reports were reviewed and changes implemented for the 2002 year. In addition, the school accountability model was reviewed by the Audit Office and Ms Cislowski was responsible for implementation of its recommendations. One outcome of this review was an increase in school reviews and a strengthening of the accountability process through annual school reports. Chief Education Officers (School Improvement) in district offices developed procedures for monitoring school improvement targets and aligning these with district training and development priorities.

In the latter part of 2001, Ms Cislowski undertook the amalgamation of the School Accountability and Improvement Directorate with the Assessment and Reporting Directorate as the first step to building a stronger alignment between school and State performance measures. This work will continue in 2002.

The Assistant Director-General, Secondary Education also has oversight of the Vocational Education and Training (VET) in Schools Directorate. In 2001, this directorate continued to expand the participation of students in VET and increased the level of support for workplace learning. The directorate strengthened its strategic alliances with industry and supported an increased number of students and employers undertaking school-based traineeships. Through an extensive network of expert VET consultants in districts and TAFE colleges, schools were well supported in the delivery of the new Industry Curriculum Frameworks courses.

In the general area of secondary education the two major focus areas for 2001 were implementation of the new HSC and establishment of three new multi-campus colleges.

Through the Director of Secondary Education, Ms Cislowski was responsible for monitoring schools' implementation of the new HSC and for liaison with the Board of Studies on a range of implementation issues.

Three new multi-campus colleges were established - Dubbo College (Dubbo, Dubbo South and Delroy Campuses), Callaghan College (Wallsend, Waratah Technology and Jesmond Campuses) and Georges River College (Hurstville Boys, Oatley senior, Penshurst Girls and Peakhurst Campuses). The management of these multi-campus colleges in their initial implementation phase involved significant negotiation within the Department and with stakeholders outside the Department. Early analyses of retention, attendance and outcomes data indicate that these colleges are being successful in meeting students' needs by extending the range of opportunities available to them in environments that are more flexible and focused on stages of adolescent development.

Throughout the year, Ms Cislowski undertook numerous speaking engagements and personal consultations, and gave presentations on leadership at training and development activities for staff throughout the State in order to support quality teaching and learning. Ms Cislowski also made a significant contribution to the promotion of public education and the maintenance of productive relationships with the Department's major stakeholders - parent organisations, principal and staff representative groups, and unions.

George Green
Assistant Director-General, Student Services and Equity Programs
SES Level 5, $189,110

As Assistant Director-General, Student Services and Equity Programs, Mr Green provides strategic leadership and oversees the planning, delivery and evaluation of a wide range of specialised programs in schools, TAFE and the broader community. He plays a leading role in the development and implementation of community based and whole-of-government initiatives.

In 2001 significant progress was made in improving educational outcomes for students from groups with specific needs.

Mr Green developed a draft discussion paper, *Young People at Risk*, which contains an innovative proposal to coordinate the use of school, community and TAFE resources more effectively in order to meet the needs of students aged 15 to 19 who are at risk of disengaging from education and training. This paper will be further refined in early 2002 to provide a basis for program development.

Mr Green led the planning for the improvement of services for school students with behaviour difficulties. These students are better supported following the Government's announcement in 2001 of the establishment of an additional eleven schools and

seventeen tutorial centres across the State. Each of the 40 school districts now has at least one specialist program for disruptive students.

In 2001, the Priority Schools Funding Program was successfully introduced to replace the Disadvantaged Schools Program. Under the new program, 544 targeted schools worked to improve students' literacy, numeracy and participation outcomes.

School students in Years 9, 10 and 11 from socio-economically disadvantaged areas with interest in, and an aptitude for, information and communications technology (ICT) were presented with an exciting opportunity through the e-Summer Schools program. Three hundred school students attended e-summer schools in TAFE colleges across the State in the 2001/2002 summer vacation. Three innovative district projects - Ready for High School, Study Plus and Summer Schools for Senior Students - offered further opportunities for students to maximise their potential.

Over 600 students aged 12 to 17 who are at risk of not completing Year 12 to a satisfactory level or who have an increased potential of drug abuse are being targeted through the Gateways Program at Cabramatta. The program, which was launched by the Premier in August 2001, focuses on early intervention and prevention through education and training.

Under Mr Green's leadership the Links to Learning Community Grants Program allocated more than $6 million to 91 community organisations to deliver programs to assist young people aged 12 to 24 remain in or return to education and training. In 2001, the number of organisations targeting young people of Aboriginal and Torres Strait Islander background was increased from four to twelve.

The strategic focus for Aboriginal vocational education and training in New South Wales was detailed in *New Partners, New Learning, New South Wales: State VET Plan 2001-2005. Vocational Education and Training for Indigenous Communities in NSW* which was launched in July 2001.

In the area of disability, the *Disability Action Plan 2000-2002* directed the provision of improved access to the key learning areas for students with disabilities throughout 2001.

There were substantial increases in the numbers of students with disabilities accessing school- and TAFE-delivered VET courses. Over 700 students with disabilities accessed a school-delivered VET course. This represents an increase of 300 per cent on 2000 levels. Participation by students with disabilities in TAFE-delivered HSC VET courses increased by 220 per cent between 2000 and 2001.

A major achievement was the development of The NSW VET Framework Supporting People with Disabilities which incorporates key strategies to improve learning and employment outcomes for people with disabilities. The framework will be fully implemented in 2002.

The launch of the WorkAble employment initiative increased opportunities for people with disabilities to gain permanent employment within the Department and develop career paths.

As chair of the Department's steering committee for the protection of children and young people, Mr Green led the Department's response to the requirements of the *Children and Young People (Care and Protection) Act 1998* relating to reporting, employment screening and disciplinary procedures. Under his leadership the Department's Child Protection Policy Statement was revised with contribution from the school and TAFE sectors, State Training Services, AMES and ACE.

In 2001 Mr Green contributed significantly to the development of a number of strategic initiatives with State and national significance.

He represented the Department on interagency taskforces developing the Redfern/Waterloo strategy and the Arabic Youth Partnerships strategy. He participated in the work of the CEOs group on Outcomes for Aboriginal Communities and on an interagency working group on Aboriginal Economic Development.

Mr Green assumed the position of Chair of the Migrant Skills and Qualifications Advisory Committee in July 2001. In consultation with members, the operation of the committee was revised to improve the focus on the needs of clients. Mr Green also accepted responsibility for the implementation of the Migrant Skills Strategy, a range of programs aimed at improving the utilisation of migrant skills and qualifications in New South Wales.

The NSW Drug and Alcohol Training Taskforce which is a project of the NSW Drug Summit is chaired by Mr Green. The taskforce has a critical ongoing role in the monitoring of training initiatives across NSW government agencies.

During 2001 Mr Green made a significant contribution to the Juvenile Justice Advisory Committee of NSW as a member and acting chair. The committee provides strategic advice to the Minister for Juvenile Justice on issues relating to juvenile justice. During the year, advice was provided on over-representation of Aboriginal students, programs for young women and mental health issues affecting young people.

Improved working relationships with the Department of Corrective Services were established, resulting in the signing of a new Memorandum of Understanding for the delivery of programs for inmates by TAFE institutes.

As Chair of the CESCEO Anti-Racism Taskforce, Mr Green led the development of an anti-racism strategy for Australian schools, including a state-of-the-art interactive website. He is a currently a member of the National Disability Standards Working Group, responsible for planning the development of national disability standards for education.

John Sutton
Assistant Director-General, Primary Education
SES Level 5, $189,110

Mr Sutton was 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 was also responsible for the effective and efficient delivery of distance education across New South Wales and the provision of strategic advice to the Director-General and Minister on rural education matters. His leadership and management responsibilities covered 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.

Mr Sutton's focus on the performance of 20 district superintendents 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.

During the year, Mr Sutton worked across New South Wales with interest groups promoting the significance and quality of education in New South Wales government primary schools. He addressed meetings of principals on the outstanding features of primary education in the government system. He emphasised a process whereby schools could coordinate their activities with Departmental priorities.

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 which exhibited declining confidence in the ability of traditional secondary structures to meet the needs of students. In particular, Mr Sutton oversighted the development of Moree Community College and completed consultation in the Lower Tweed which led to the release of a secondary options document.

Mr Sutton has managed relations between the Department and the University of Sydney in the development of a joint facility on the university's existing campus in Orange. Known as the Centre for Regional Education, Orange, the proposal allows for joint development of the campus by the university, TAFE NSW's Western Institute and government schools.

In the field of distance education, Mr Sutton restructured the delivery of school-based distance education. This has resulted in clearer lines of accountability and the inclusion of responsibilities for distance education in the duties of a newly-appointed Executive Director of Early Childhood, Primary and Rural Education.

A review of the Department's distance education staffing arrangements was completed. This was in response to both increasing demand for alternative delivery modes and the emergence of a range of serious variations in the staffing of distance education units. The outcomes of the audit are being discussed with interest groups prior to implementation of recommendations.

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.

He was responsible for implementation of a number of programs in priority areas including:

- The Parents as Teachers program which targets families with children from birth to three years of age living in areas where indicators of disadvantage are high. The program was expanded through the NSW Government's *Families First* strategy to Goodooga and Ivanhoe Central Schools in 2001.
- The Schools as Community Centres program which was expanded to an additional 10 sites through the NSW Families First strategy. Further expansion is anticipated as Families First planning is completed across New South Wales.
- The Early Literacy and Numeracy Initiative which focuses on providing intensive professional development for early childhood teachers as a way to improve student learning outcomes.
- The Reading Recovery program which was implemented in 825 schools by 925 teachers. By the end of 2001, the Department had more than 1,600 teachers trained in specialist Reading Recovery techniques which can also be used in general classroom teaching.
- The IBM KidSmart Early Learning project - an innovative teaching and learning partnership between the Department, IBM and the Australian National Schools Network.

Mr Sutton 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 in relation to breaches of discipline.

Marie Persson
Director, TAFE NSW - Sydney Institute
SES Level 5, $182,110

Ms Persson is responsible for the management of vocational education and training programs and services at TAFE NSW - Sydney Institute. During 2001 overall enrolments rose by 9.5 per cent, international student enrolments rose by 69 per cent, and the enrolment of Aboriginal and Torres Strait Islander people rose by 40 per cent. Ms Persson continued to promote access to vocational education by women through programs that saw the participation of women rise to 48 per cent of the enrolment at the institute, an increase on the 46.3 per cent representation in 1998 and higher than the overall average for TAFE NSW. The year also saw the celebration of 25 years of Outreach in TAFE NSW, a program that commenced at Petersham College in the institute.

Ms Persson launched the TAFE NSW - Sydney Institute Strategic Directions 2001-2004 Plan, and received confirmation of the soundness of the Institute's planning and improvement processes by winning three national awards for excellence, including the 2001 Australian Marketing Institute (Public Sector) Customer Service Award, three Achievement of Quality Awards and one Commitment to Quality Award.

Employer and industry satisfaction with the programs provided by the institute remained strong. Commercial revenue rose by 33 per cent, with high levels of repeat business.

In a major initiative, the institute won a tender to conduct frontline management training for the ABC in New South Wales, the Northern Territory and the Australian Capital Territory and continued to provide onsite training for the Northern Territory Power and Water Authority. The institute also continued the successful provision of training throughout New South Wales in the Certificate IV in Public Housing on site for the NSW Department of Housing.

Towards the end of 2001, through her involvement with TAFE GLOBAL, Ms Persson was involved in the negotiation of a successful contract to develop a training blueprint for the Athens 2004 Olympic Games workforce. An institute team was sent to Athens in November to advise the Athens Olympic Committee. This is an important achievement for the institute, for TAFE NSW and for Australian vocational education and training generally.

Ms Persson continued to expand the partnerships between TAFE NSW - Sydney Institute and industry, further enabling improvements in the learning environment for institute students. The institute's partnership with the Bakers Delight Company saw the construction of a new training facility for bakery apprentices and trainees during 2001. The centre will open in 2002, and is expected to provide training to over 2,000 employees from the baking industry over the next five years.

Ms Persson saw a particular interest come to fruition during the year with the opening of the institute's new exhibition space, The Muse, in the building which once housed the Museum of Applied Arts and Sciences. This renovated facility will be used to highlight the quality education and training provided to students throughout TAFE NSW. Alexandre Vassiliev, international costume designer, collector and historian, was one of the first to mount a display in The Muse. Mr Vassiliev also presented a lecture series to students and the public on European costume design from the Byzantine era to the early 20th century.

The *TAFE NSW - Sydney Institute Disability Action Plan*, which was launched in 2001, demonstrated the commitment of Ms Persson to providing opportunities for students and staff with a disability. Ms Persson continued the implementation of changes resulting from a physical access audit of institute buildings. Improvements to the value of $114,000 were undertaken during the financial year 2000/01, with a further $385,000 of work planned for completion by June 2002.

Ms Persson strengthened the links between TAFE NSW - Sydney Institute and government schools by supporting vocational education as an integral part of the new Sydney Secondary College at Blackwattle Bay. In 2001, 750 students from 60 government and 40 non-government schools attended over 60 TAFE-delivered VET courses for high school students at the institute. A total of 70 students also sat for the first HSC exam in industry curriculum framework courses in hospitality, information technology, business services, construction and metal and engineering. Teaching staff from the TAFE and school sectors joined together at training development activities focusing on the new HSC and the new industry curriculum framework courses.

Ms Persson instigated a number of internal performance reviews at the institute including self-assessment activities, 23 internal audits, institute business plan reviews, the benchmarking of customer satisfaction results with three other TAFE institutes, and a review of the timeliness and accuracy of course information provided to staff and the public. These reviews identified the major challenges to be addressed during 2002, while increasing the institute's data store and analysis experience. They will also position the institute for achievement of ISO 9001:2001 in April 2002 and have led to the creation of a web-based course information system, halving enquiry phone call waiting times and allowing course information to be updated in less than four hours.

In mid 2001, Ms Persson attended an OECD sponsored Institute of Management in Higher Education conference in Hong Kong. The five-day residential program enabled Ms Persson to brief the NSW TAFE Commission Board on future directions for the sector and instigated the development of a high level seminar to be held in 2002.

Ms Persson is a member of the Boards of TAFE GLOBAL Pty Ltd, Skilling Australia, the Darling Harbour Business Association, and the YWCA, and also sits on the Australian Indigenous Training Advisory Council, the TAFE Quality Council, and the Next Generation Implementation Steering Committee.

APPENDIX 7
Return to School/TAFE

The aim of the Return to School/TAFE program is to give senior executive officers in the Department of Education and Training first hand experience of the system they manage. It is also expected to assist in developing policies.

The program is designed so that senior executives spend five days per year in a school, district office, TAFE college or institute in city and rural areas. Those who are qualified will teach classes, supervise playground activities, spend time in staff rooms and work in school offices. These officers will have the opportunity to listen to the concerns of students, teachers, parents and industry.

During 2001, a total of 14 of the Department's most senior executive officers were involved in the program. These officers spent more than 92 days in schools or colleges, which is an average of 6.5 days per officer for the reporting period.

From January 2002 onwards, all members of the Department's senior executive service will spend five days per year in the Return to School/TAFE program.

APPENDIX 8
Risk Management and Insurance Activities

Risk Management

The Department uses a risk-based approach for both the development of its audit plan and for conducting audits and reviews. 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.

In 2001 Audit Directorate continued to work closely with management and to conduct control self-assessment workshops. These workshops involve working with management to identify and measure the risks of directorates not achieving their objectives. Risk mitigation (control) activities were evaluated and action plans were developed to improve risk mitigation activities.

All TAFE NSW institutes submitted a signed statement of responsibility for internal control for 2001. 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.

The success of this approach has led to the development of a risk management course now available through the Department's Professional Support and Curriculum Directorate. This course will be available to all Departmental staff and public sector staff generally.

Risk assessment workshops were conducted for Departmental staff as part of several audits. These included the Performing Arts Unit, Teacher Staffing and Accounts Receivable. These workshops resulted in a shared understanding of risks by staff and greater acceptance and ownership of recommendations made to minimise risks and improve processes.

Risk assessments were conducted on the development of various IT applications including online job posting, online leave processing, online leave enquiry, electronic casual pay claims and the Professional Teacher Exchange Program.

A risk assessment was also conducted to examine the administration of the Intervention Support Program. This highlighted a need to improve monitoring procedures within the unit to ensure funded organisations provide the required level of service which they are contracted to deliver.

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. These strategies include:

- motor vehicle risk management strategies
- business continuity planning
- *Guidelines for Schools and TAFE Colleges and Campuses - Management of Serious Incidents*
- establishment of the Occupational Health, Safety and Rehabilitation (OHS&R) Unit
- programs aimed at the reduction of loss of, or damage to, school property.

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 developed policy and guidelines for a *Business Continuity Plan* in 2000 and 2001. The aim of the plan is to ensure that key organisational processes can be returned to service within acceptable time frames and with defined prioritisation, should a disruption or disaster occur.

During 2001 a template on how to develop local *Business Continuity Plans* was distributed to directorates. By the end of 2001, directorates had completed the first draft of their plans and a review team had completed a gap analysis to ensure that potential disruptions had been identified. The Department's detailed *Business Continuity Plan* will be finalised by mid 2002. However, it will require constant review and regular updates because of emerging risks.

APPENDIX 9
Performance and Management Reviews

Internal Audits

NSW Public Schools

During 2001, the Department undertook 1,210 school audits. These audits found that 95 per cent of the schools managed their finances satisfactorily, 4 per cent had qualified reports, and 1 per cent had unsatisfactory findings. Common findings and summary reports were provided to district offices. Audits of district offices had satisfactory results. Audits were also undertaken in areas such as school enrolments, equity programs, payroll and leave systems.

TAFE NSW

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 audit of student records showed similar results as in the previous year. A comprehensive review of all aspects of the enrolment and record keeping processes is underway.

Statewide Audits

Statewide audits covering bank accounts, residential facilities, child minding centres, domestic travel and non-resident students had satisfactory results. Departmental staff undertook 32 audits in State office directorates. Significant system improvements resulted from these audits. Some examples are listed below.

Departmental Procedures and Practices

- The Department reviewed procedures and practices followed to collect and report data for Fringe Benefits Tax (FBT) purposes. The audit identified the need to provide further training and support for staff preparing individual FBT returns including clarification of benefit types.
- For the financial year ending 30 June 2001, the Department paid GST totalling $138 million and collected GST of $4 million resulting in a net refund of $134 million. A review of GST compliance within State office responsibility centres concluded that the Department has systems and procedures in place to transact correctly and comply with the GST legislative requirements.
- An audit of corporate credit cards highlighted a number of concerns which involved suspected fraud, non compliance with the guidelines and a need to strengthen usage reviews within cost centres. Action has been taken to strengthen control in this area.
- A probity audit service was provided on the tenders for the ISP Provider and the Special Student Transport Scheme. This service provided advice and recommendations to the contract management committees to ensure transparency in the tender evaluation process.
- The Department developed computer assisted audit techniques (CAATs) to interrogate data on the permanent and casual payrolls. The CAATs are designed to identify unusual transactions which are outside set parameters. These transactions may result in overpayments or unearth the existence of fraud. In relation to the permanent payroll, the audit made recommendations to improve preventative controls. For the casual payroll, only minor procedural issues were identified and these were addressed during the course of the audit.
- The Department's Audit Directorate participated in an e-Purchasing Project Working Group which considered proposed changes to business procedures to improve the efficiency of the purchase and payment cycle in accounts payable, and the feasibility of using electronic market place platforms to pilot direct electronic purchasing of paper and stationery items.
- A review of IT security across the Department coincided with, and complemented NSW Cabinet's directive to implement a government-wide IT security approach. The review identified several key areas needing improvement and action is being taken by the Department's Information Technology Directorate to enhance security systems.
- A follow-up review on the implementation of previous audit recommendations concerning demountable classrooms was satisfactory. The review also examined the hire of demountables to the Olympics Co-ordination Authority and whether they were returned in the agreed condition. The result was satisfactory. A risk profile was also prepared through consultation with key stakeholders from which two issues were identified and addressed.

Directorates

- A review of the Department's International Business Unit resulted in a complete restructure of this area including changing its base of operations from the Bridge Street Office to Sydney Institute.
- Departmental staff conducted a review of the adequacy of corporate services provided to Directorates located at the Ryde site. The review recommended the establishment of a position for a dedicated officer responsible for the overall management of the site. The audit also suggested improvements to information technology support, parking at the site, storage and the management of shared conference facilities and equipment.
- A review of distance education addressed inequities between the staffing formulae for the Department's autonomous and integrated distance education centres. Departmental staff provided preferred options to form the basis for equitable teacher and executive staff formulae for secondary centres.
- An audit of data management in the Department's Strategic Information and Planning Directorate identified the need to establish Directorate-based performance indicators and systems to measure and report on outcomes, and the need to ensure that the streamlining of electronic data collection processes is considered in relation to the system that will replace OASIS, the Department's current school information system.

Benchmarking Audit Services

The Department participated in an international benchmarking program in which internal audit departments in the public and private sectors are compared with each other, with groups of similar size, purpose or location, and against world-class internal auditing groups. This benchmarking process is conducted annually. Areas of comparison included the level of resourcing, the skill and experience of audit staff, the timeliness of audit work, the quality of audit planning, risk awareness and quality improvement activities. In 2001, the Department met or exceeded world-class standards in several areas of auditing including audit planning and risk awareness.

Complaints and Investigations

In 2001 new procedures for responding to suggestions, complaints and allegations and the internal reporting of protected disclosures were implemented throughout the Department.

Audit staff registered 101 investigation cases during the year. Sixty nine per cent concerned schools and district offices, 23 per cent concerned TAFE institutes and 8 per cent concerned other areas of the Department. In comparison to 2000, cases from the school sector have increased from 62 per cent to 69 per cent while the proportion of TAFE cases remained constant. The proportion of cases from other areas of the Department decreased from 12 per cent to 8 per cent.

The proportion of cases which were protected disclosures increased substantially from 13 per cent in 2000 to 29 per cent in 2001.

There has been an increase in the proportion of referrals from Departmental staff (as distinct from Departmental management or external groups) from 11 per cent in 2000 to 35 per cent in 2001. This increase is probably due to the release of new complaint handling policies and procedures for making protected disclosures during 2001. There has been a decrease in referrals from P&C Associations from 11 per cent in 2000 to 4 per cent in 2001 due to more referrals being dealt with as audit consultancies rather than investigations. The proportion of referrals from the general public has increased from 2 per cent in 2000 to 6 per cent in 2001.

The proportion of matters investigated that are of a disciplinary nature has increased by 15 per cent over the past 12 months while the proportion of matters of a criminal nature have decreased by 15 per cent. Seventy four investigation reports were issued during the year. Forty nine (66 per cent) of these substantiated, or partly substantiated, the allegations compared with 74 per cent in 2000.

Summary of Internal Audits

In summary, the internal audits conducted in the Department in 2001 showed that:

- The Department 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.

Performance and Management Reviews

NSW Public Schools

Priority Schools Funding Program

The NSW Priority Schools Funding Program (PSFP) replaced the NSW Disadvantaged Schools Program (DSP) for the period 2001 to 2004. Schools became eligible for the Priority Schools Funding Program through a voluntary survey of the socio-economic circumstances of families. This survey was conducted in 2000.

Following the survey, a new list of schools was developed. Ninety four schools that had previously been supported by the Disadvantaged Schools Program did not qualify for the PSFP. At the same time, 164 schools that had not been on the Disadvantaged Schools Program became eligible for PSFP support in 2001. Appeals by schools going off the program continued into 2001. Each case was thoroughly investigated and resolved.

The Department conducted an audit of PSFP in 2001. The key areas covered by the audit were funding, the allocation of program resources including consultancy support to schools, school planning, accountability, and local community networks.

As part of the audit process, Departmental staff conducted two workshops on risk assessment in November 2000, with the consultancy team and representative stakeholders. A set of recommendations was developed on the basis of these workshops. PSFP management is currently implementing these recommendations.

Educational Services in Government Schools for Young Children and Students Who are Deaf or Hearing Impaired

At the request of the NSW Disability Community Consultative Committee, the Department undertook a comprehensive review of educational services in government schools for young children and students who are deaf or hearing impaired. The review examined international and national best practice in relation to the education of students who are deaf or hearing impaired, national service provision, NSW service provision, educational outcomes, specific competencies of staff, and VET provisions for providing staff competencies. The Department expects to finalise the report on this review in mid 2002.

School Management Reviews

A school management review is designed to assist a school to improve its management and occurs when there is substantial evidence of significant dysfunction in the operation of a school as identified by the district superintendent. During the reporting period, the Department conducted school management reviews at Kempsey High School and Karonga School for Specific Purposes.

School Program Reviews

A school program review aims to assist a school to improve one or more of its programs. A program review may occur where there is an identified need to improve a program or a number of programs operating in a school, following consultation with the principal and relevant staff. A program review provides a more in-depth assessment and evaluation of one or more aspects of a school than is possible through the annual process of school self-evaluation.

In 2001, school program reviews were conducted in the following schools: Albury Public School, Bathurst West Public School, Biraban Public School, Brisbania Public School, Bullimbal School for Specific Purposes, Cassilis Public School, Clemton Public School, Cudgegong Valley Public School, Dubbo Public School, East Hills Public School, Ellison Public School, Finley Public School, Griffith Public School, Jilliby Public School, Merimbula Public School, Nyngan Public School, Tahmoor Public School, Woodbury Public School, Auburn Girls High School, Bega High School, Belmore Boys High School, Birrong Boys High School, Blacktown Boys High School, Blacktown Girls High School, Cessnock High School, Colo High School, Dungog High School, Farrer Memorial Agricultural High School, Francis Greenway High School, Freshwater High School, Granville Boys High School (2), Granville South High School, Griffith High School, Gulgong High School, Gunnedah High School, Hawkesbury High School, Homebush Boys High School, Hunter Sports High School, Kurri Kurri High School, Lithgow High School, Lurnea High School, Macintyre High School, Maitland Grossmann High School, Maitland High School, Merrylands High School, Model Farms High School, Moss Vale High School, Mount View High School, Narrabeen Sports High School, Oak Flats High School, Peel Technology High School, Quakers Hills High School, Richmond High School, Riverstone High School, Rutherford High School, Seven Hills High School, Singleton High School, Strathfield Girls High School, Strathfield South High School, Taree High School, Uralla Central School, West Wallsend High School, Wiley Park Girls High School, Windsor High School, Wollongong High School of Performing Arts and Woodenbong Central School.

Disability Programs

In 2001, the Department conducted systems and financial audits of community organisations funded under the Intervention Support Program. The administration of the program was also reviewed and the findings will enable the Department to strengthen the program's administrative and accountability tools and systems.

TAFE NSW

Review of Product Research and Development Processes and Policies in TAFE NSW

In April 2001, the Department commissioned Ms Kaye Schofield to undertake a review of product research and development within TAFE NSW. The review was a response to the rapid change in teaching and learning methodologies within vocational education and training in New South Wales. In particular, the advent of training packages, the increasing use of multi-media and online web-based technologies, and the demand for qualifications that are recognised globally rather than nationally.

The terms of reference of the review were to evaluate TAFE NSW's current processes, policies and responsibilities for the research and development of teaching and learning materials, and to recommend strategies that would ensure:

- the best possible educational and employment outcomes for students are achieved
- support for teachers is optimised
- institutes are supported, through product research and development, to respond quickly to industry's needs
- product research and development are properly coordinated across the TAFE units which carry responsibility for them in order to avoid duplication of effort
- product research and development is cost effective
- TAFE NSW units are positioned and have the capability to take the maximum advantage of external funding opportunities
- TAFE NSW is recognised as a best practice organisation for learning and teaching materials, and curriculum research and development.

The report of the review was completed in August 2001. The recommendations primarily aim to improve teaching, learning and assessment outcomes in TAFE NSW. The report recommended that TAFE NSW should create a 'third generation' curriculum model which will help it to achieve its vision of becoming a catalyst for regional renewal and economic and social progress across the State. The report also recommended changing product development processes based on risk and volume and moving to a 'focused developer' strategy for e-learning. The report identified the adjustments needed to achieve these strategic shifts and the structural implications. The report also called for the establishment of a small transition team to steer the change to the third generation model.

In September 2001, a steering committee and transition team, called the Next Generation Implementation Team, was established to make recommendations on how the move to the next generation should be made. The task of the implementation team is to work with key TAFE NSW staff to develop a structured implementation plan.

Performance Audit of TAFE NSW Administration

On 6 February 2001, the Audit Office of NSW tabled a performance audit report in Parliament on the efficiency and effectiveness of the administration within TAFE NSW. The Audit Office recognised that TAFE NSW has undergone significant change in the last decade in order to improve service delivery.

The report contained a range of recommendations for further improvement. These included examining opportunities to share support services in the interests of administrative efficiency, particularly in metropolitan institutes; implementing a common performance reporting framework including the benchmarking of administrative functions in institutes and across TAFE NSW; developing service level agreements where appropriate between institutes and State office providers; and increasing the level of participation by institutes in State office decisions that affect institutes. During 2001, TAFE has made considerable progress in implementing the Audit Office recommendations.

TAFE NSW Human Resources Strategic Plan - The NSW TAFE Commission initiated the development of a *TAFE NSW Human Resources Strategic Plan* for the period 2002 to 2004. The plan is intended to improve TAFE-wide accountability and resource planning through the inclusion of appropriate strategies, performance indicators, responsibilities and timelines.

Funds were allocated to the project and a project manager appointed. Consultants were engaged to support the Department in the development of the plan. Best practice research was undertaken and an extensive consultation program was put in place.

The draft plan was endorsed by the TAFE Commission Board in December 2001. The Department is now working with institutes to implement the initiatives in the plan.

Institute Management Reviews

TAFE NSW institutes undertook a range of management reviews during the reporting period. These included:

- Illawarra Institute developed a performance reporting system that monitors the critical performance measures at all levels of the organisation. This system informs necessary corrective and preventative actions. It is closely aligned to the requirements of the institute's performance management and review schemes.
- OTEN conducted a comprehensive audit of its student management and administration system which resulted in improvements in work flow.
- Southern Sydney Institute conducted a review following the implementation of the CLAMS system (an electronic roll book system) across the institute. This review involved an examination of current processes, the identification of best practice in work flow, and the identification of training and essential equipment needs.
- South Western Sydney Institute, in collaboration with the Department of Public Works and Services, undertook a review of the institute's warehousing and purchasing practices. As a result of this review, the institute will implement several initiatives in 2002, including the consolidation of stores throughout the institute at one location.

Division Management Reviews

During 2001, the TAFE divisions undertook a program of internal audits and an external ISO benchmark audit. The divisions maintained their certification against ISO 9001:1994 and redeveloped their management framework to meet the ISO standard 9001:2000. Examples of internal audits included the following:

- Access Division conducted a series of business improvement reviews related to the division's management framework and quality management system. These sessions resulted in increased efficiency in Access Division's business processes, better strategies for product evaluation and improved project management.
- Community Services, Health, Tourism and Hospitality Division completed its annual review of staff, which is required under the teachers' award, and linked the findings of the review to staff work plans, and individual training plans.

APPENDIX 10
Human Resources

Staff Profile

Number of Full-time Equivalent (FTE) Staff in the Department of Education and Training, 1998-2001

	30 June 1998	30 June 1999	30 June 2000	30 June 2001
Teaching staff in schools	50,636	50,975	50,868	51,290
Non teaching staff in schools	10,140	10,457	10,688	10,948
Other (includes SES, district and State office staff, and the Teacher Housing Authority)	3,023	3,010	3,185	3,241
TAFE (includes OTEN)	11,303*	15,705	15,230	15,784**
AMES	663	226	206	214
Total	**75,765**	**80,373**	**80,177**	**81,477**

* Data excludes part-time casual TAFE teachers.

** Includes excess hours of permanent teachers.

Industrial Relations Policies and Practices

Teachers' Award

The *Crown Employees (Teachers in Schools and TAFE and Related Employees) Salaries and Conditions Award 2000* was implemented from 1 January 2001. It is a single award covering school and TAFE teachers, which will allow greater articulation between school education and vocational education and training. It will expire on 31 December 2003. Key features of the new award include:

- cumulative increases in salary and allowances for school and TAFE teachers of 17 per cent
- introduction of a new category of temporary school teacher entitled to the pro rata salary and conditions of permanent teachers
- new measures to support teacher quality, such as teacher performance appraisal by an annual review
- facilitation of the delivery of VET in schools by enabling the timetabling of classes for Years 11 and 12 students between the hours of 7:30 am and 5:30 pm
- school teachers may be programmed to teach in more than one location including TAFE sites, and TAFE teachers may be programmed to teach in more than one location including schools
- the capacity to average teaching hours in TAFE over a year to meet times of peak demand
- new strategies to increase the number of student contact hours by TAFE teachers
- a guarantee that annual school reports, external tests and accountability measures related to quality outcomes will proceed without the threat of industrial action
- reclassification in Term 1, 2003 of executive teachers in primary schools to assistant principals
- an increase in the number of year advisor allowances.

Other Awards

Awards covering DET staff that were made or reviewed in 2001 included the following:

- *Crown Employees (Chief Education Officers - Department of Education and Training) Salaries and Conditions Award*
- *Bradfield College (Department of Education and Training) Salaries and Conditions Award*
- *Crown Employees (Institute Managers in TAFE) Salaries and Conditions Award*
- *Crown Employees (National Art School, Academic Staff) Salaries and Conditions Award*
- *Crown Employees (Saturday School of Community Languages) Salaries and Conditions Award*
- *NSW Adult Migrant English Service Crown Employees (Teachers and Related Employees) Award 2001*
- *Farm Assistants (Department of Education and Training) Hours Award*
- *NSW TAFE Commission (Graphic Arts Section, Sydney Institute) Wages and Conditions Award*
- *TAFE Commission of NSW - Security Employees - Wages and Conditions Award.*

TAFE and Schools Wages Staff

The Department successfully concluded negotiations with the Labor Council and unions representing wages staff for 'catch up' productivity increases for TAFE and schools wages staff of 7.8 per cent.

Equal Remuneration Test Case involving TAFE Library Workers

TAFE NSW developed an application for a new award covering staff in TAFE libraries following the application by the Public Service Association for a new award for librarians in the public sector. The matter was arbitrated in the Industrial Relations Commission of NSW and is the first case to be heard under the Commission's Equal Remuneration and Other Conditions Principle. The parties are awaiting the Commission's reserved decision on the competing award applications.

Department of Education and Training Flexible Working Hours Agreement 2001

Following a successful trial, and negotiations with the Public Service Association, a new Flexible Working Hours Agreement covering administrative staff in AMES, the Department's district and state offices and TAFE institutes was introduced in December 2001.

Review of the Work of School Assistants and Senior School Assistants

The Department of Education and Training and the Public Service Association formed a joint working party to review the work of school assistants and senior school assistants. The review examined the roles and working conditions of staff as well as the needs of schools.

The Department engaged Price Waterhouse Coopers to assist the joint working party in gathering and analysing data on the roles and responsibilities of school assistants and senior school assistants, the effectiveness of the current classification structures and the impact of technology.

The role of the joint working party includes making recommendations for possible areas of change in terms of roles, classification structures and the use of technology. The review is scheduled to be completed in 2002.

Personnel Policies and Practices

Deferred Salary Scheme

The Deferred Salary Scheme enables permanent school teachers, non school-based teaching staff, TAFE teachers and related employees the opportunity for a year away from teaching for professional renewal and development. Participants put aside twenty per cent of their salary for four years and take the fifth year away from teaching to gain new skills and experiences.

In 2001, a total of 267 school teachers who commenced the scheme in 1997 took their deferred salary leave year and 107 school teachers commenced in the scheme.

During the reporting period, the scheme was extended to include non school-based teaching staff, TAFE teachers and related employees. Twenty-six applications were received from these officers who undertake their deferred salary leave year in 2006.

An evaluation of the scheme for school teachers was undertaken during 2001. The evaluation found that the scheme should continue to be offered as an opportunity for eligible staff to gain skills and experiences that they might not otherwise have been able to access.

School teachers who took their deferred salary year in 2001 will be invited to complete a questionnaire during 2002 to assess the effectiveness of the scheme in terms of professional renewal.

Salary Packaging for Teachers

Salary packaging recognises the professional status of school and TAFE teachers and provides further recognition of their standing in the community. It allows for salary arrangements to be tailored to meet teachers' particular circumstances.

During 2001 the Department extended the scheme to permanent TAFE teachers and related employees. By December 2001, a total of 5,625 eligible employees were participating in the scheme.

The scheme is administered by an external consultant, McMillan Shakespeare.

During 2002 the Department will undertake a tender process for the renewal of the contract to administer the scheme.

Salary Sacrifice to Superannuation

The Department continues to promote salary sacrifice to eligible employees. Most permanent and temporary administrative and clerical and related staff are eligible to make additional superannuation contributions of up to 30 per cent of their superannuable salary from gross or pre-tax dollars. By December 2001, 628 eligible staff were making salary sacrifice to superannuation.

TAFE Teachers and Related Employees Annual Review

The TAFE Teachers and Related Employees Annual Review policy was implemented in 2001. Under this policy the employee's institute director, division director, state office director or nominee ensures that the teacher or related employee is appraised by annual review.

TAFE teachers and related employees who have not reached the top of the incremental salary scale will be entitled to progress to the next step on the salary scale after a satisfactory annual review.

Performance Management Scheme for Institute Managers

A performance management scheme was introduced for TAFE institute managers in 2001. The scheme provides a framework for individuals to plan their work performance, training and career development and for the provision of objective feedback from supervisors.

Teacher Assessment and Review Schedule 2001

A strengthened Teacher Assessment and Review Schedule (TARS) for all permanent and temporary school teachers was developed and implemented in 2001. The TARS process aims to maintain high teaching standards by providing feedback on teachers' performance through an annual review.

Employee Assistance Program

The Department's Employee Assistance Program (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. As part of the management consultation initiative, school principals and TAFE college directors or campus managers are entitled to up to three hours free consultation during a two-year period to deal with difficult situations in the workplace. The introduction of onsite counselling for staff affected by a serious incident has proved to be a successful addition to the program. During 2001 the Employee Assistance Program was promoted through staff seminars, pamphlets and posters. This resulted in improved awareness of the program throughout the Department and is demonstrated in the increased utilisation of both the general counselling sessions and the management consultation service.

From 1 December 2000 to 30 November 2001, a total of 2,740 staff attended a total of 7,644 counselling sessions. During the same period, some 59 principals and college directors/campus managers accessed 99.5 management consultation sessions. A total of 426 staff were assisted with onsite counselling following serious incidents.

APPENDIX 11
Equal Employment Opportunity

The Department's 2001 *Equal Employment Opportunity (EEO) Management Plan* outlined the EEO strategies to be achieved in schools, district offices, State office, and TAFE NSW. The outcomes achieved in relation to each of the strategies are reported in detail in the Department's EEO Annual Report.

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 across the Department including addressing the training needs of female staff by advising on training and facilitating access to training, distributing newsletters, developing websites and providing information sessions on issues including career development, equity and financial planning.

Forty spokeswomen attended the Departmental Spokeswomen's Information Day on 2 May 2001. The information day provided an opportunity for spokeswomen to meet and network, share experiences, plan future events and participate in professional development. Information regarding the Spokeswomen's Program is promoted through Personnel Directorate's home page on the Department's intranet.

During the reporting period, the Department developed a Spokeswomen's program for both NSW public schools and TAFE NSW. The Department also participated in the development of the *NSW Spokeswomen's Strategic Plan 2001 - 2004* for the NSW public sector.

The Department sponsored two places for women in both the Sydney Leadership Program, and the Executive Development Program which provide high level management skills and knowledge of whole-of-government perspectives.

In 2001, the Department funded four places in a management development conference, Beyond Traditional Boundaries, which were filled by women. The conference provided opportunities for participants to gain knowledge and understanding of whole-of-community approaches and new service models for government.

The Department continues to fund a cohort of middle managers to complete the Public Sector Management course annually. Seven of the eight Department-funded places were offered to women in 2001.

Traineeships

The Department continued to implement and participate in the Public Sector Traineeships Strategy (formerly known as the 2000 by 2000 Strategy). In 2001, the Department employed 169 new entrant trainees. These trainees, mostly young people, were employed under a formal training agreement in a job which combines work and structured training leading to a nationally recognised qualification. The training was provided by a registered training organisation. The trainees developed skills which enabled them to make a positive contribution to the operation of the workplace. Of the 169 new entrant trainees, 111 were women, 54 were Aboriginal people or Torres Strait Islanders, 16 were from non-English speaking backgrounds and two were people with a disability.

Existing school administrative and support staff were also offered traineeship opportunities. During the reporting period, over 800 staff including school assistants and teachers aides (special), commenced two-year traineeships in education support. Twenty-nine Aboriginal education assistants in schools who commenced their traineeships in 1999 completed the course in 2001, receiving an accredited outcome at Certificate III level.

The Department won the 2001 NSW Premier's Public Sector Gold Award in the category of Workforce Diversity for the development and implementation of the traineeship program across the NSW public sector.

General Staff Training Programs and Services

The Certificate in Administrative Leadership (CAL) was designed to support the development of knowledge and skills by school administrative and support staff (SASS). In 2001, CAL was offered across three districts with 75 SASS accessing the program. A further 18 SASS participants undertook CAL by distance delivery mode. All participants were female. This brings to approximately 2,000 the number of SASS who have completed this multiphased, 12 month program.

The Office Automation and School Information System (OASIS) is the school administration system designed specifically for NSW government schools. During 2001, training in the OASIS system was offered through technology centres and through the use of 50 laptops made available to all district offices. The training was designed to improve the technological skills of the participants. Of the 1,833 SASS who participated in this technology training, 96 per cent were female.

In 2001, 140 teachers aides (special), who are involved in assisting students with high support needs, undertook a two day training program in Health Care Procedures. A further 180 teachers aides (special) received two-hour recertification training in Health Care Procedures. Ninety five per cent of those who participated were female and two people had a disability.

The Department also supported administrative staff who wished to undertake the nationally accredited Frontline Management Initiative (FMI). FMI promotes leadership skills and provides opportunities for career development. It commenced in October 2000 and continued through 2001. Of the Department's 24 participants in 2001, 12 were women.

Overseas Trained Teachers Programs

In 2001 the Department allocated $62,230 and assigned two officers to support a range of initiatives for overseas trained teachers. The initiatives included one-day Personal Suitability Interview Preparation Courses, a one-week Orientation Course including in-school experience, and a Professional and Colloquial Communications Course. Major outcomes included:

- 451 overseas trained teachers participated in Personal Suitability Interview Preparation Courses
- 118 overseas trained teachers attended the Orientation Course
- 78 overseas trained teachers were supported to undertake English for Specific Purposes courses delivered by TAFE NSW and other tertiary education providers.

Migrant Career Development Program

The Department continues to fund and support the revised Migrant Work Experience Program which was renamed the Migrant Career Development Program. The new program continues to assist overseas-trained people employed in the NSW public sector, and to expand support for job seekers seeking to gain local work experience in areas related to their overseas skills and qualifications. The program commenced in August 2001. The Department offered two work placements during 2001.

Initiatives for Aboriginal People and Torres Strait Islanders

The Department implemented a number of initiatives under the Aboriginal Employment and Career Development Program in NSW public schools and TAFE NSW.

NSW Public Schools

The Department offers the Aboriginal Mentor Program which provides Aboriginal staff with personal guidance and assistance in career development by linking them to a mentor for a period of 12 months. The program commences with a one-day training program for mentors and mentorees. In 2001, the Department implemented it in three districts, providing 37 Aboriginal staff with a mentor.

The Department sponsored two cohorts of Aboriginal staff and community members to undertake the Bachelor of Education (Secondary) Indigenous Studies at the Australian Catholic University. The first cohort of 13 and the second cohort of 19 participants commenced studies in 1998 and 2000 respectively. The program has been designed to be sensitive to the needs of Aboriginal participants, recognises participants' prior learning, and includes a strong focus on mentoring and field-based learning. On the completion of this four and a half year program, participants will gain teaching qualifications with accreditation for Aboriginal Studies and English or Computing Studies and will be appointed to secondary schools. The first cohort of 13 Aboriginal staff will be appointed to secondary teaching positions from the end of 2002.

In previous reporting periods the Department assisted the University of Sydney to develop a Bachelor of Education (Secondary: Aboriginal Studies) which was specifically designed to enable Aboriginal people to qualify as secondary teachers. In 2001, there were 16 Aboriginal people participating in the course, six of whom were to graduate in 2001, four in 2002 and six in 2003.

In addition, the Department implemented Nyum Nyar, an Aboriginal Student Mentor Program, which involves over 36 Aboriginal students in three secondary schools. The 12 month program links students with a mentor who provides them with guidance in career choices.

TAFE NSW

The Department reviewed the Aboriginal Teachers' Orientation Program (ATOP) in 2001 to increase the number of Aboriginal teaching staff in TAFE NSW. ATOP provides a six-month structured training experience for trade-qualified Aboriginal people to become teachers in their trade area. The successful teachers under ATOP are placed in a TAFE institute and are matched with a trained mentor for the duration of the program. ATOP participants also undertake formal professional development programs. In 2001, a trainee teacher who had completed ATOP was appointed by New England Institute as a teacher of fine arts at Tamworth Campus.

Riverina Institute appointed three Aboriginal Coordinators in 2001. The Aboriginal Program Manager, with the support of the newly appointed coordinators, will focus on improving the delivery of relevant courses to local Aboriginal communities.

Five staff members from New England Institute participated in the Aboriginal Mentor Program under a partnership agreement with Moree District Office. Two of the participants have gained full-time employment and three have continued their studies at university.

Initiatives for Staff With Disabilities

The Department has implemented a range of initiatives to increase employment opportunities for people with disabilities in the NSW public sector. In addition to existing programs, two new programs were launched during 2001, the NSW Traineeship Program for People with Disabilities and the WorkAble Initiative.

The NSW Traineeship Program for People with Disabilities commenced in July 2001. The Program aims to provide career development and employment opportunities to the target group including on-the-job training complemented by off-the-job tertiary studies, and appointment to a permanent targeted position with the Department at the completion of the traineeship. Over 2,000 applicants submitted expressions of interest for traineeships, 59 of whom were selected for traineeships which will commence in early 2002.

The WorkAble Initiative was launched by the Director-General in August 2001. It aims to increase significantly the number of people with disabilities employed by the Department. The WorkAble Initiative will draw together three strands, a permanent employment strand, a traineeship strand, and an apprenticeship strand.

Under the permanent employment strand of the program a recruitment process has been established to identify 50 permanent positions for people with disabilities. These positions will be at a range of levels in locations across the Department.

In addition, the Department continued to demonstrate its commitment to providing on-the-job trade training to people with disabilities. Under the NSW Apprenticeship Program for People with Disabilities, the Department has two apprentices at Farrer Memorial Agricultural High School and the School Security Unit. Two new apprentices are due to commence in early 2002.

The TAFE Staff with Disabilities Network also continued to provide valuable support and development opportunities for staff with disabilities as well as facilitating the retention of staff through networking and support.

In 2001, the Department implemented initiatives to raise awareness about disability issues in relation to employment. Major achievements included:

- Holding a forum, Meeting the Challenge of Providing Inclusive Vocational Education and Training, for over 70 participants from the NSW public sector, key registered training organisations and peak business associations. The forum highlighted disability issues and focused on improving employment opportunities for people with disabilities.
- Publishing *Adjustments at Work - Rights of People with a Disability* to support increased employment opportunities for people with disabilities. It was widely publicised across the Department. The document is available via the intranet, and is provided to all selection committee conveners. This initiative helped to raise the level of awareness of Departmental staff regarding people requiring reasonable adjustment at work.

EEO Strategies for 2002

The Department's key EEO strategies are outlined in its *2000 EEO Annual Report and 2001 Management Plan*.

In these documents, the Department reinforces successful strategies for the employment of women, Aboriginal and Torres Strait Islanders, people whose language first spoken as a child was not English and people from racial, ethnic and ethno-religious minority groups; and continues to strengthen strategies for the employment of people with disabilities.

EEO Statistics for 2001

Percentage of Total Permanent and Temporary Staff by Level

		Subgroup as Percent of Total Staff at Each Level			Subgroup as Estimated Percent of Total Staff at Each Level				
Level	Total Staff (Number)	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 Work-related Adjustment
< $26,802	5,342	35%	5%	95%	1.1%	6%	6%	6%	1.4%
$26,802 - $35,202	6,984	47%	30%	70%	3.4%	9%	10%	6%	1.9%
$35,203 - $39,354	4,860	46%	21%	79%	2.1%	16%	17%	3%	0.8%
$39,355 - $49,799	15,897	41%	21%	79%	1.6%	13%	13%	3%	0.8%
$49,800 - $64,400	44,247	59%	37%	63%	0.7%	12%	10%	6%	2.2%
$64,401 - $80,499	3,316	65%	60%	40%	0.6%	7%	5%	6%	1.4%
> $80,500 (non-SES)	772	63%	70%	30%	0.4%	7%	4%	6%	2.2%
> $80,500 (SES)	117	50%	74%	26%		5%	2%	3%	
TOTAL	**81,535**	**52%**	**32%**	**68%**	**1.2%**	**11%**	**11%**	**5%**	**1.7%**
Estimate Range (95% confidence level)					1.1%-1.3%	11.2%-11.6%	10.4%-10.8%	5.2%-5.5%	1.7%-1.8%

Source: Payroll data, 30 June 2001.

Note: The classification of temporary teachers in schools was introduced in 2001. These staff were previously classified as casual teachers.
*Respondents are the percentage of staff who completed the EEO survey.

Percentage of Total Staff by Employment Basis

		Subgroup as Percent of Total Staff in each Category			Subgroup as Estimated Percent of Total Staff in each Category				
Employment Basis	Total Staff (Number)	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 Work-related Adjustment
Permanent									
Full-Time	65,461	58%	36%	64%	1.1%	12%	12%	6%	1.9%
Part-Time	8,518	47%	9%	91%	0.6%	8%	9%	4%	1.2%
Temporary									
Full-Time	4,051	15%	24%	76%	2.7%	11%	14%	4%	1.2%
Part-Time	3,375	11%	14%	86%	3.7%	6%	11%	3%	0.3%
Contract									
SES	117	50%	74%	26%		5%	5%	3%	
Non SES	13	54%	85%	15%				14%	14.3%
Casual	50,430	14%	31%	69%	2.6%	8%	13%	4%	0.8%
TOTAL	**131,965**	**38%**	**31%**	**69%**	**1.8%**	**10%**	**12%**	**5%**	**1.4%**
Estimate Range (95% confidence level)					1.6%-1.9%	9.6%-10.1%	11.8%-12.5%	4.7%-5.1%	1.3-1.5%

Subtotals

Permanent	73,979	56%	33%	67%	1.1%	11%	11%	6%	1.8%
Temporary	7,426	13%	19%	81%	3.2%	9%	13%	4%	0.8%
Contract	130	51%	75%	25%		5%	5%	4%	1.4%
Full-Time	69,512	55%	35%	65%	1.2%	12%	12%	6%	1.9%
Part-Time	11,893	37%	10%	90%	1%	8%	9%	4%	1%

Source: Payroll data, 30 June 2001.

Note: The classification of temporary teachers in schools was introduced in 2001. These staff were previously classified as casual teachers.

*Respondents are the percentage of staff who completed the EEO survey.

APPENDIX 12
Occupational Health and Safety

During the reporting period, a total of 293 schools were involved in Occupational Health and Safety (OH&S) committee training. By the end of 2001, there were 1,000 OH&S committees established across the Department.

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 2001		
	Number of Claims	Average Cost Per Claim
DET (excluding TAFE institutes and trainees)	4,778	$5,142.36
TAFE institutes	607	$7,871.37
Trainees*	1,611	$5,581.50

*Trainees are employed in 632 classifications across all industries in New South Wales. The Department, under Government-funded initiatives, provides 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 Mental Disorders Contusion / Crush
Trainees	Sprains / Strains Laceration Contusion / Crush

Prosecutions Under the *OH&S Act 1983*

During the reporting period, there were four prosecutions against the Department (excluding TAFE institutes) and one prosecution against a TAFE institute commenced. At the end of the reporting period these five prosecutions were still in progress. Four prosecutions against the Department (excluding TAFE institutes) from previous reporting periods were finalised in the 2001 reporting period.

APPENDIX 13
Overseas Visits

State Office and Schools			
Period of Visit	**Name and Position of Officer**	**Place Visited**	**Purpose of Visit**
04.01.01 to 11.01.01	Alan Pratt Chief Education Officer, School Accountability & Improvement	Canada	Present at international conference.
04.01.01 to 11.01.01	Eric Jamieson Chief Education Officer, School Accountability & Improvement	Canada	Present at international conference.
03.01.01 to 14.01.01	Susan Pumpa Teacher, Griffith	Indonesia	Intensive language study.
03.01.01 to 14.01.01	Robyn Mackay Teacher, Lismore	Indonesia	Intensive language study.
03.01.01 to 14.01.01	Peter Jowitt Teacher, Penrith	Indonesia	Intensive language study.
03.01.01 to 14.01.01	Margaret Galloway Teacher, Queanbeyan	Indonesia	Intensive language study.
04.01.01 to 16.01.01	Hetty Cislowski Assistant Director-General Secondary Education	Canada	Present at international conference.
04.01.01 to 17.01.01	Ron Ikin Manager, Educational Leadership Development, Training & Development	Canada	Present at international conference.
08.01.01 to 20.01.01	Yi Qing Zeng Teacher, Northern Beaches	China	Intensive language study.
08.01.01 to 20.01.01	Carol Chen Teacher, Fairfield	China	Intensive language study.
09.01.01 to 20.01.01	Rosemary Naso Teacher, Granville	Italy	Intensive language study.
05.01.01 to 25.01.01	Anna De Freitas Teacher, Campbelltown	New Caledonia	Intensive language study.
05.01.01 to 25.01.01	Stephan Cook Teacher, Central Coast	New Caledonia	Intensive language study.
05.01.01 to 25.01.01	Giovanna Signor Teacher, Griffith	New Caledonia	Intensive language study.
05.01.01 to 25.01.01	Phoung Nguyen Teacher, Northern Beaches	New Caledonia	Intensive language study.
05.01.01 to 25.01.01	Rosalind Brown Teacher, Penrith	New Caledonia	Intensive language study.
15.01.01 to 25.01.01	Laila Boctor Teacher, Bankstown	Egypt	Intensive language study.
13.01.01 to 26.01.01	Sharon McFarlane Teacher, Lake Macquarie	Japan	Intensive language study.
16.01.01 to 27.01.01	Shane Forrest Teacher, Port Jackson	Japan	Intensive language study.
03.01.01 to 28.01.01	Doris Wyeth Teacher, Blacktown	France	Intensive language study.
03.01.01 to 28.01.01	Dale McGrath Teacher, Parramatta	France	Intensive language study.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
09.01.01 to 28.01.01	Deidre Spain Teacher, Maitland	Japan	Intensive language study.
10.01.01 to 28.01.01	Susan Najor Teacher, Orange	Japan	Intensive language study.
10.01.01 to 28.01.01	Kareen Macey Teacher, Central Coast	Japan	Intensive language study.
10.01.01 to 28.01.01	Davine Blakeman Teacher, Central Coast	Japan	Intensive language study.
10.01.01 to 28.01.01	Lorraine Said Teacher, Hornsby	Japan	Intensive language study.
10.01.01 to 28.01.01	Lou Davidson Teacher, Maitland	Japan	Intensive language study.
10.01.01 to 28.01.01	Narelle Clarke Teacher, Armidale	Japan	Intensive language study.
03.01.01 to 29.01.01	Philip Sheldrick Teacher, Campbelltown	USA	Premier's American History Scholarship.
03.01.01 to 31.01.01	Mark Avery Teacher, Grafton	Indonesia	Intensive language study.
06.01.01 to 03.02.01	Janette RA Teacher, Hornsby	Korea	Intensive language study.
29.12.00 to 11.02.01	Sally Kohlmayer Senior Education Officer, Professional Support & Curriculum	Germany	Scholarship.
30.01.01 to 03.03.01	John Petit Manager, Learning & Teaching Professional Support & Curriculum	Papua New Guinea	Short term technical assistance to the PNG Government.
05.02.01 to 04.03.01	Anna Turner Teacher, Queanbeyan	Germany	Intensive language study.
05.03.01 to 19.03.01	Syd Smith Chief Education Officer Professional Support & Curriculum	Austria, Hungary	ENSI OECD / CERI Annual General Meeting, Visit Schools in Budapest and Tokai.
13.03.01 to 21.03.01	Rae Deeley Teacher, St George	USA	Present at international conference.
19.03.01 to 21.03.01	Jim McMorrow Convener, Teacher Education Review Taskforce	New Zealand	Attend conference.
11.03.01 to 23.03.01	Ron Heffernan Deputy Principal, Blacktown	China	Chinese Study Tour - Sister school with Dalian school.
11.03.01 to 23.03.01	Peter Mahboub Head Teacher, Social Science Blacktown	China	Chinese Study Tour - Sister school with Dalian school.
11.03.01 to 23.03.01	Eleonre Mahboub CRT (Visual Arts), Blacktown	China	Chinese Study Tour - Sister school with Dalian school.
25.03.01 to 30.03.01	Jan McClelland Deputy Director-General, Corporate Services	USA	2001 Microsoft Government Leaders Conference.
30.03.01 to 16.04.01	Chris Ryan Director, Office of the Director-General	UK	Attend the British Council Seminar: "Quality Reforms in Education" and meet with senior officers in education and training agencies in the United Kingdom
04.04.01 to 19.04.01	Robyn Fugaccia Senior Education Officer, Professional Support & Curriculum	China	Education study visit and attend "Linking Latitudes 2001" International Conference.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
24.04.01 to 27.04.01	Hetty Cislowski Director, School Accountability	New Zealand	Attend and present papers at National meeting of School Accountability and Review Officers.
24.04.01 to 27.04.01	Barry Higgins Chief Education Officer, School Accountability	New Zealand	Attend National meeting of School Accountability and Review Officers.
24.04.01 to 27.04.01	Jane Cavanagh Chief Education Officer, School Accountability	New Zealand	Attend National meeting of School Accountability and Review Officers.
19.04.01 to 27.04.01	Janet Stewart Director, Marketing & Business Development	Greece	Prepare proposal for the development of a training program for volunteers and staff for the Athens Olympic and Paralympic Games.
25.04.01 to 05.05.01	Laurie Tabart District Superintendent, Newcastle	Greece	Attend international conference, and undertake Reggio Emelia study tour.
20.04.01 to 04.05.01	Elizabeth Starr Coordinator, Educational Programs & Partnerships, Early Childhood & Primary Education	USA	Study tour and attendance at the Parents as Teachers international trainers meeting and Born to Learn conference.
27.03.01 to 16.05.01	William Low District Superintendent Central Coast	USA, UK	The Winston Churchill Memorial Trust Fellowship.
09.05.01 to 16.05.01	Alison Soutter Senior Education Officer, Behaviour Management Initiatives, Student Services & Equity Programs	Canada	Present a paper at an international conference on student resilience.
25.04.01 to 17.05.01	Peter Haigh District Superintendent, Ryde	Singapore, England, USA, Canada	Conduct research into world's best practice to underpin the establishment of the Macquarie ICT Innovation Centre.
11.05.01 to 19.05.01	Dr Ken Boston Director-General	Cairo, Egypt, Kuwait	Signing of contracts between TAFE Global and Cairo University for delivery of Diploma in Information Technology at request of UNESCO.
02.02.01 to 20.05.01	Graeham Kennedy District Superintendent, Campbelltown	USA	Fulbright Australian-American Educational Foundation Professional Award.
19.04.01 to 28.05.01	Christopher McCord Head Teacher, Social Science, Mount Druitt	Denmark	Rotary International Group Study Award.
12.05.01 to 13.06.01	Wilma Simmons Principal, Newcastle	Finland	Rotary International Group Study Award.
27.05.01 to 05.06.01	Peter Gould Chief Education Officer, Professional Support & Curriculum	Italy	International Maths Curriculum Mapping.
12.06.01 to 14.06.01	Chris Danckwerts Manager, Information Systems Audit, Audit	France	Attend international conference whilst on personal leave.
09.06.01 to 18.06.01	Chris Taggart Director, Corporate & Management Accounting, Finance	USA	JD Edward Annual User Conference.
10.05.01 to 30.06.01	Melanie Rose Teacher, Griffith	Japan	Intensive language study.
10.05.01 to 30.06.01	Margaret Jackson Teacher, Maitland	Japan	Intensive language study.
10.05.01 to 30.06.01	Lawrence Hancock Teacher, Northern Beaches	Japan	Intensive language study.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
10.05.01 to 30.06.01	Joel Hurley Teacher, Northern Beaches	Japan	Intensive language study.
01.05.01 to 01.07.01	Irene Paraschos Teacher, Granville	Greece	Alexander Onassis Post-Graduate Scholarship for Greek Language Teachers.
21.06.01 to 03.07.01	Lynne Goodwin Principal, Parramatta	USA	International conference and visit to Apple Computer.
01.07.01 to 10.07.01	Dianne Cox Teacher, Lake Macquarie	Korea	Educational seminar.
01.07.01 to 10.07.01	Richard Young Teacher, Port Jackson	Korea	Educational seminar.
01.07.01 to 10.07.01	Marjory Ellsmore Senior Education Officer, Professional Support & Curriculum	Korea	Educational seminar.
02.07.01 to 18.07.01	Paul Viles Drama Coordinator, Performing Arts Unit	England	Assist with the NSW Public Schools Senior Drama Company tour of the United Kingdom.
14.07.01 to 22.07.01	Narelle Ryan Principal, Hornsby	Korea	Attend international conference.
29.06.01 to 23.07.01	Michael Anderson Creative Arts Consultant, Curriculum Support	Norway, UK	Present at international conference and assist with NSW Public Schools Senior Drama Company tour of the United Kingdom.
26.06.01 to 25.07.01	Nigel Harrison Lecturer, Sculpture National Art School	USA	Recipient of National Art School Staff Travelling Scholarship.
30.06.01 to 27.07.01	Bill Samuels Head, Ceramics National Art School	Norway	Recipient of National Art School Staff Travelling Scholarship (Professional Development).
18.07.01 to 29.07.01	Lynne Munsie Reading Recovery Trainer, Early Childhood & Primary Education	Canada	Attend international conference and meeting.
20.07.01 to 30.07.01	Janice Hailey Reading Recovery Trainer, Early Childhood & Primary Education	Canada	Attend international conference and meeting.
01.01.01 to 31.07.01	Margaret Porter Senior School Assistant, Griffith	UK	Participate in SASS Exchange Program.
24.07.01 to 02.08.01	Althea Travis Senior Education Officer, Pre-School & First Year of School, Early Childhood & Primary Education	China	Kidsmart / IBM Training Program.
24.07.01 to 02.08.01	Lola Wilson Pre-School Teacher, Shellharbour	China	Kidsmart / IBM Training Program.
27.07.01 to 02.08.01	Tony Brady Executive Director, TAFE	Jamaica	Keynote Speaker at IVETA 2001 Conference.
28.07.01 to 06.08.01	Glen Stelzer Principal, Bankstown	USA	Delegation to Education Summit.
28.07.01 to 06.08.01	Chris Presland Principal, Campbelltown	USA	Delegation to Education Summit.
28.07.01 to 06.08.01	Christine Cawsey Principal, Mt Druitt	USA	Delegation to Education Summit.
28.07.01 to 06.08.01	Alan Petersen Principal, Shellharbour	USA	Delegation to Education Summit.
16.07.01 to 09.08.01	Elizabeth Wilkinson Reading Recovery Tutor, Port Jackson	Canada	Attend International Reading Recovery Institute "Links Across the World".

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
01.08.01 to 14.08.01	George Norris Teacher, Bondi	Spain	Intensive language study.
19.06.01 to 19.09.01	Graham Wood Manager, Higher Education	The Netherlands, UK, USA, New Zealand	Churchill Fellowship.
17.09.01 to 20.09.01	Dr Ken Boston Director-General	Korea	Attend the 36th WorldSkills competition and visits to schools and teacher training institutes under the auspices of the Seoul Metropolitan Office of Education. Negotiate extension of Memorandum of Understanding with Seoul Metropolitan Office of Education.
17.08.01 to 22.09.01	Mary O'Sullivan Professional Assistant to the Director-General	Korea	Attend the 36th WorldSkills competition; visits to schools and teacher training institutes under the auspices of the Seoul Metropolitan Office of Education. Assist with negotiations under Memorandum of Understanding with Seoul Metropolitan Office of Education.
16.09.01 to 23.09.01	Sookhee McRoberts Korean Language Consultant Professional Support & Curriculum	Korea	Interpreter for 36th WorldSkills competition.
16.09.01 to 23.09.01	Larissa Treskin A/Director, Quality Initiatives & Promotion of Public Education	Korea	Extension of the Department's marketing opportunities in South Korea.
01.09.01 to 01.10.01	Lynne Searle Head Teacher, Mt Druitt	Canada	Study tour.
07.09.01 to 04.10.01	Paul Brock Director, Strategic Research	UK	Present at international conference.
30.09.01 to 04.10.01	Leonie Wittman Indonesian Consultant, Professional Support & Curriculum	Bali	Present at international conference.
18.09.01 to 05.10.01	Giuseppina Wilmott Italian Language Consultant, Professional Support & Curriculum	Italy	Attend international conference.
14.09.01 to 7.10.01	Bernard Ollis Director, National Art School	UK	Establish links and reciprocal arrangements with British Art Schools for student exchange programs and Artist in Residence programs.
02.09.01 to 08.10.01	Jennifer Starink Teacher, Penrith	USA	Premier's Westfield American History Scholarship.
26.09.01 to 10.10.01	Helen Dawson Teacher, Maitland	Japan	Educational and cultural tour.
26.09.01 to 10.10.01	Jim Vikas Teacher, Maitland	Japan	Educational and cultural tour.
26.09.01 to 10.10.01	Vivian Hodges Teacher, Maitland	Japan	Educational and cultural tour.
26.09.01 to 10.10.01	Janet Pankhurst Teacher, Maitland	Japan	Educational and cultural tour.
26.09.01 to 10.10.01	Andre Renaud Head Teacher, Maitland	Japan	Educational and cultural tour.
26.09.01 to 10.10.01	Ian Skilton Deputy Principal, Maitland	Japan	Educational and cultural tour.
26.09.01 to 10.10.01	John MacDonald Careers Adviser, Maitland	Japan	Educational and cultural tour.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
26.09.01 to 10.10.01	Desley Pfeffer Maitland District Linkages Consultant	Japan	Educational and cultural tour.
26.09.01 to 10.10.01	Di Soltau Principal, Maitland	Japan	Educational and cultural tour.
26.09.01 to 10.10.01	Meagan Neville School Assistant, Maitland	Japan	Educational and cultural tour.
26.09.01 to 10.10.01	Margaret Furness School Assistant, Maitland	Japan	Educational and cultural tour.
02.10.01 to 10.10.01	Ilona Bruveris Senior Education Officer, Behaviour Difficulties, Student Services & Equity Programs	USA	Present at international conference.
07.09.01 to 12.10.01	Jayne Cameron Teacher, Newcastle	UK	Guides Australia Challenge Award.
29.09.01 to 13.10.01	William White Head Teacher, Creative & Performing Arts, Armidale	USA	Participate in NSW/Michigan Visitation Program.
29.09.01 to 13.10.01	Mark Woodhouse Head Teacher, Science, Armidale	USA	Participate in NSW/Michigan Visitation Program.
29.09.01 to 13.10.01	Anthea Scholes Teacher Librarian, Central Coast	USA	Participate in NSW/Michigan Visitation Program.
29.09.01 to 13.10.01	Christopher Tame Head Teacher, Science/Mathematics, Deniliquin	USA	Participate in NSW/Michigan Visitation Program.
29.09.01 to 13.10.01	John Walker Head Teacher, Teaching & Learning, Hornsby	USA	Participate in NSW/Michigan Visitation Program.
29.09.01 to 13.10.01	Bronwyn Tubnor Head Teacher, HSIE, Lake Macquarie	USA	Participate in NSW/Michigan Visitation Program.
29.09.01 to 13.10.01	John Clayton Head Teacher, Creative & Performing Arts, Lismore	USA	Participate in NSW/Michigan Visitation Program.
29.09.01 to 13.10.01	Diane Williamson Head Teacher, Welfare, Lismore	USA	Participate in NSW/Michigan Visitation Program.
29.09.01 to 13.10.01	Paul Yardy Head Teacher, Welfare, Maitland	USA	Participate in NSW/Michigan Visitation Program.
29.09.01 to 13.10.01	Chris McCord Social Science Teacher, Mt Druitt	USA	Participate in NSW/Michigan Visitation Program.
29.09.01 to 13.10.01	David Allen Head Teacher, Science, Port Jackson	USA	Participate in NSW/Michigan Visitation Program.
29.09.01 to 13.10.01	Gregg Levy Senior Project Officer, Leadership Ryde	USA	Participate in NSW/Michigan Visitation Program.
29.09.01 to 13.10.01	David Muirhead Head Teacher, Administration, Ryde	USA	Participate in NSW/Michigan Visitation Program.
29.09.01 to 14.10.01	Robyn Spurway A/Senior Education Officer, Part-time Traineeships, VET in Schools	Canada	Leadership Preparation Program study tour.
29.09.01 to 14.10.01	Susan Brown Head Teacher, Armidale	Canada	Study tour.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
29.09.01 to 14.10.01	Nielsine Oxenford Deputy Principal, Clarence / Coffs Harbour	Canada	Leadership Preparation Program study tour.
29.09.01 to 14.10.01	Verna Kreibig School Counsellor, Deniliquin	Canada	Study tour.
29.09.01 to 14.10.01	Elizabeth Shady Teacher, Dubbo	Canada	Study tour.
29.09.01 to 14.10.01	Belinda Orellana Teacher, Fairfield	Canada	Study tour.
29.09.01 to 14.10.01	Stephen Holmes School Counsellor, Lismore	Canada	Study tour.
29.09.01 to 14.10.01	Christine Love Assistant Principal, Lismore	Canada	Study tour.
29.09.01 to 14.10.01	Penny Small Principal, Orange	Canada	Study tour.
29.09.01 to 14.10.01	Clive Lane Head Teacher, Parramatta	Canada	Study tour.
29.09.01 to 14.10.01	Craig Nielson Executive Teacher, Port Jackson	Canada	Study tour.
29.09.01 to 14.10.01	Elizabeth Dark Assistant Principal, Port Macquarie	Canada	Study tour.
29.09.01 to 14.10.01	Peter Westren Principal, Queanbeyan	Canada	Study tour.
29.09.01 to 14.10.01	Bernard Cheng Assistant Principal, Ryde	Canada	Study tour.
29.09.01 to 14.10.01	Mary Frangoulis Deputy Principal, Ryde	Canada	Study tour.
29.09.01 to 14.10.01	Andrew Fitzsimons Deputy Principal, Shellharbour	Canada	Study tour.
29.09.01 to 14.10.01	Gaye Porter Teacher, Sutherland	Canada	Study tour.
29.09.01 to 14.10.01	Virginia Pavlovich Teacher, Tweed Heads	Canada	Study tour.
29.09.01 to 14.10.01	Judith Ann Hall Principal, Wagga Wagga	Canada	Study tour.
30.09.01 to 15.10.01	Jenni Shipp Leader, International Relations Public Affairs	Japan	Represent the Department at Sydney-Nagoya Sister City activities.
20.09.01 to 19.10.01	Carole McDiarmid District Superintendent, Orange	USA	Professional Leadership Exchange Program.
27.09.01 to 22.10.01	Jeff James Head Teacher, Clarence / Coffs Harbour	Japan	Study tour for students of Japanese.
27.09.01 to 22.10.01	Cheryl Benn Teacher, Clarence / Coffs Harbour	Japan	Study tour for students of Japanese.
16.10.01 to 25.10.01	Lorna Paviour Director, English Language Centre	Japan	Study tour development.
20.10.01 to 27.10.01	Christopher Hunt Teacher, Moree	New Zealand	Language study.
29.09.01 to 28.10.01	Bernie Howitt Teacher, Central Coast	USA	Premier's Westfield American History Scholarship.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
20.10.01 to 04.11.01	Kayleen Hall Teacher, Moree	New Zealand	Language study.
10.11.01 to 14.11.01	Juho Looveer Leader, Psychometric & Assessment, School Assessment & Reporting	Malaysia	Present at international conference.
28.09.01 to 18.11.01	Kim Willis Teacher, Tamworth	China	Exchange.
28.09.01 to 18.11.01	Renae Tyson Student, Tamworth	China	Exchange.
15.11.01 to 21.11.01	Carol Carrigan A/Executive Director, Early Childhood Primary & Rural Education	Japan	Opening of Children's Art Expo.
25.11.01 to 04.12.01	Mark Thomson Head Teacher, Clarence/Coffs Harbour	Hong Kong, China	Accompany/supervise school band on tour.
25.11.01 to 04.12.01	Lindsay Morley Teacher & Band Master Clarence/Coffs Harbour	Hong Kong, China	Accompany/supervise school band on tour.
25.11.01 to 04.12.01	Jim Murdoch Head Teacher, Clarence/Coffs Harbour	Hong Kong, China	Accompany/supervise school band on tour.
25.11.01 to 04.12.01	Sharm Magnabosco Teacher, Clarence/Coffs Harbour	Hong Kong, China	Accompany/supervise school band on tour.
01.10.01 to 05.12.01	Daryl le Cornu Teacher, Campbelltown	USA, UK	Premier's Westfield American History Scholarship.
05.11.01 to 07.12.01	Brian Everingham Teacher, Granville	USA	Premier's Westfield American History Scholarship.
21.11.01 to 14.12.01	Ikuko Mizzi Teacher, Bondi	Japan	Intensive language study.
07.12.01 to 24.12.01	Dori Wyeth Teacher, Blacktown	France	French Study Tour.
07.12.01 to 24.12.01	Virginia Henshaw Teacher, Blacktown	France	French Study Tour.
01.01.01 to 31.12.01	Christine Curran Primary Teacher, Bathurst	UK	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Gail Crouch Primary Teacher, Campbelltown	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Michael Gray Physical Education Teacher, Central Coast	UK	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Julian Mostert Primary Teacher, Central Coast	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Christopher Newell Primary Teacher, Central Coast	USA	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Catherine Ryan Teacher Librarian, Central Coast	USA	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Kim Morley Primary Teacher, Clarence/Coffs Harbour	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Helen Swanson English Teacher, Clarence/Coffs Harbour	UK	Participate in Teacher Exchange Program.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
01.01.01 to 31.12.01	Trevor McGregor Deputy Principal, Fairfield	UK	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Fiona Weyde Primary Teacher, Hornsby	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Tara Williams Primary Teacher, Lake Macquarie	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Peter Hudson Principal, Lismore	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Shani Fitzgerald Mathematics Teacher, Liverpool	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Simone Mathieson Mathematics Teacher, Mt Druitt	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Tina Campbell Computing Studies Teacher, Newcastle	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Julie McDonald Primary Teacher, Newcastle	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Ruth Taylor Primary Teacher, Newcastle	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Robert Calvert Primary Teacher, Northern Beaches	UK	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Ian Geatches Science / Biology Teacher, Penrith	UK	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Bruce Pickworth Primary / Hearing Impaired Teacher, Penrith	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Judith Kowalski History / English Teacher, Port Jackson	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Colin Marr Mathematics Teacher, Port Macquarie	UK	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Alison King Physical Education Teacher, Queanbeyan	UK	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Gordon Weir Tech / Computer Studies Teacher, Queanbeyan	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Nerryl Erwin Primary Teacher, Ryde	UK	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Stephen Davies Science / Physics Teacher, Shellharbour	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Ian Mobberley Primary Teacher, Shellharbour	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Anna Mundey Primary Teacher, Shellharbour	UK	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Jillian Wheeldon Primary Teacher, Shellharbour	UK	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Marco Zammarrelli Physical Education Teacher, St George	Canada	Participate in Teacher Exchange Program.

State Office and Schools Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
01.01.01 to 31.12.01	Andrew Frost Geography Teacher, Tamworth	USA	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Susan Frost Primary Teacher, Tamworth	USA	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Louise Taylor Head Teacher Physical Education, Tamworth	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Phillip Whitaker Counsellor, Taree	USA	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Warren Copping Science Teacher, Tweed Heads/ Ballina	USA	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Julie Dixon Visual Arts Teacher, Tweed Heads/Ballina	UK	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Stephen Oliver Primary Teacher, Tweed Heads/ Ballina	USA	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Alison Osmond-Dryer Learning Support Teacher, Tweed Heads/Ballina	UK	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Judith Gorton Executive Primary Teacher, Wagga Wagga	USA	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Anne Marie Lamberger Executive Primary Teacher, Wollongong	Canada	Participate in Teacher Exchange Program.
01.01.01 to 31.12.01	Cheryl Thomson Primary Teacher, Wollongong	China	Participate in Teacher Exchange Program.
28.11.01 to 30.01.02	Natalie Milliken Teacher, Queanbeyan	Germany	Intensive language study.
13.09.01 to 30.01.02	Alison Robinson Teacher, Dubbo	China	Intensive language study.
03.12.01 to 01.02.02	Ingeborg Wormleaton Teacher, Bondi	Germany	Intensive language study.

Notes: (1) The locations of all school and district office staff refer to the relevant district.

(2) State office staff are identified by their position title, and, where appropriate, the name of the officer's directorate.

TAFE Institutes			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
09.01.01 to 16.01.01	Barry Reeves Senior Instructional Designer, OTEN	China	Development of learning materials for distance delivery in China.
17.01.01 to 20.01.01	Tony Brady Executive Director, TAFE	Malaysia	Adskill Board Meeting.
06.01.01 to 21.01.01	Bernie Seth Teacher Southern Sydney Institute	Singapore	Teach Logistics Program.
17.01.01 to 24.01.01	Kenneth Train Teacher, Baking TAFE NSW – Sydney Institute	France	To participate in 7th World Pastry Cup.
17.01.01 to 24.01.01	Michael Dowsey Teacher, Baking TAFE NSW – Sydney Institute	France	To participate in 7th World Pastry Cup.
17.01.01 to 24.01.01	James Cole Teacher, Baking TAFE NSW – Sydney Institute	France	To participate in 7th World Pastry Cup.
26.12.00 to 26.01.01	Herve Boutin Teacher, Pastry Cooking TAFE NSW – Sydney Institute	France	To establish international network for pastry cooking students and World Pastry Cup.
16.01.01 to 26.01.01	John Paterson Head Teacher, Tourism & Hospitality, Western Sydney Institute	Hong Kong	Delivery of workplace assessor programs to the Institute of Vocational Education.
21.01.01 to 27.01.01	Mark Samaha Head Teacher, Tourism & Hospitality, Western Sydney Institute	Fiji	Delivery of Train the Trainer program.
05.01.01 to 03.02.01	Ken Howell Manager, Information Technology Riverina Institute	USA	International Staff Exchange Program with Maricopa Community Colleges, Phoenix.
05.01.01 to 03.02.01	Hana Patetl Literacy / Numeracy Teacher, Access Education Riverina Institute	USA	International Staff Exchange Program with Maricopa Community Colleges, Phoenix.
05.01.01 to 03.02.01	Vicki Marchant Manager, New Learning Technologies, Riverina Institute	USA	International Staff Exchange Program with Maricopa Community Colleges, Phoenix.
05.01.01 to 03.02.01	Lloyd Dolan Aboriginal Studies Teacher & Regional Coordinator, Riverina Institute	USA	International Staff Exchange Program with Maricopa Community Colleges, Phoenix.
25.02.01 to 28.02.01	Jim Shaw Assistant Director, Business Development Unit, OTEN	China	Attend meetings with the Shanghai Chiway Group regarding potential investment in China OTEN.
24.02.01 to 01.03.01	Joseph Ramularo Teacher Southern Sydney Institute	Singapore	Quality assurance as per contract.
24.02.01 to 04.03.01	Peter King Head Teacher, Hunter Institute	Papua New Guinea	Educational delivery.
24.02.01 to 04.03.01	Rob Wolter Head Teacher, Hunter Institute	Papua New Guinea	Educational delivery.
24.02.01 to 06.03.01	Stephen O'Brien Librarian, Hunter Institute	USA	Attend conference of Visual Resources Association.
04.03.01 to 10.03.01	Les Henley Teacher, Distribution Western Sydney Institute	Fiji	Presentation of Statement of Attainment Training Program for Warehousing and Distribution.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
18.02.01 to 11.03.01	Joe Sepetauc Teacher, Electronics Western Institute	Malaysia	Deliver Train the Trainer in competency based training and assessment.
05.03.01 to 16.03.01	Reg Edwards Program Manager, Community Services, Health, Tourism and Hospitality Division	Tonga	Implementation of pilot training program - Train the Trainer.
18.03.01 to 29.03.01	David Tibbs Director, Business Development Group, Western Sydney Institute	Singapore, Malaysia	Delivery of Training the Trainer program.
20.03.01 to 30.03.01	Robert Eastman Project Officer, China Southern Sydney Institute	China	Recruitment of teachers for second semester and to implement new model with Ningbo and Xian.
05.03.01 to 31.03.01	Michael Rayment Adskill Consultant, TAFE NSW - Sydney Institute	Malaysia	Consultancy service for Adskill project.
31.03.01 to 05.04.01	Roy Piercy Head Teacher, Accounting, OTEN	Fiji	Conduct quality audit control, inspection of facilities and conducting orientation / training sessions for teachers delivering Accounting and Management courses.
18.03.01 to 31.03.01	Greg Carroll Teacher, Engineering Western Institute	Malaysia	Deliver Train the Trainer in competency-based training and assessment.
28.03.01 to 01.04.01	John Paterson Head Teacher, Tourism & Hospitality Western Sydney Institute	Hong Kong	Delivery of workplace assessor programs to the Institute of Vocational Education.
11.03.01 to 03.04.01	Glen Kilpatrick Bricklaying Teacher Riverina Institute	Tuvalu	Concrete block laying training as part of AusAID / Funafuti Tuvalu In-Country Training Project.
25.03.01 to 04.04.01	Mui Cook Manager, International Services Southern Sydney Institute	China	On behalf of TAFE Global for Aus Aid program in China.
21.03.01 to 04.04.01	Kimble Fillingham Institute Director Southern Sydney Institute	China	Attend graduation and attend trustees meeting at Hunan Textile College and Shanghai Institute of Science and Technology Management. On behalf of TAFE Global, follow up KingGold proposal and discuss Aus Aid Project Tenders.
11.03.01 to 12.04.01	John Coe P/T Teacher Southern Sydney Institute	Denmark	Participate in teacher exchange as part of Tertiary Preparation Certificate.
01.04.01 to 13.04.01	Mark Sharp Adskill Consultant TAFE NSW - Sydney Institute	Malaysia	Consultancy service for Adskill project.
01.04.01 to 15.04.01	Roslyn Brennan P/T Teacher, Western Institute	Malaysia	Deliver program in CBT evaluation and assessment.
16.04.01 to 22.04.01	Peter Fox Head Teacher, Accounting Western Sydney Institute	Singapore Malaysia	Provision of teaching tutorial support for the Advanced Diploma in Accounting and the Advanced Diploma in International Business Studies.
08.03.01 to 27.04.01	Ruth Nabarro Project Officer, Community Services, Health, Tourism and Hospitality Division	Tonga	Implementation of pilot training program – Train the Trainer.
23.04.01 to 28.04.01	Robert Brown Head Teacher, Information Technology Western Sydney Institute	Fiji	Delivery of seminar programs in Information Technology Administration Certificate.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
06.05.01 to 18.05.01	Colin Cass Adskill Consultant TAFE NSW - Sydney Institute	Malaysia	Consultancy service for Adskill project.
08.05.01 to 18.05.01	Marie Persson Institute Director TAFE NSW - Sydney Institute	Hong Kong, Vietnam	To attend a program on international management in higher education in Hong Kong and establish relationship with the Ministries of Education and Training and IDP, Vietnam.
12.05.01 to 19.05.01	Allan Drew Director, Business & Public Administration Division TAFE NSW - Sydney Institute	Hong Kong	Carry out strategic discussions involving Professional Accounting Bodies policy changes with various Hong Kong institutions.
06.05.01 to 19.05.01	Doug Hill P/T Teacher, Western Institute	Malaysia	Deliver Train the Trainer in competency-based training and assessment.
13.05.01 to 25.05.01	David Robson Adskill Consultant TAFE NSW - Sydney Institute	Malaysia	Consultancy service for Adskill project.
13.05.01 to 25.05.01	Wayne Cavanagh Adskill Consultant TAFE NSW - Sydney Institute	Malaysia	Consultancy service for Adskill project.
20.05.01 to 25.05.01	Judy Gane Teacher, Accounting Western Sydney Institute	Hong Kong	Quality assurance visit.
19.05.02 to 26.05.01	Neville Clissold Head Teacher, Information Technology South Western Sydney Institute	Malaysia	Support existing programs, negotiate with TAFE staff, and negotiate with Chinese partners concerning existing programs.
12.05.01 to 27.05.01	Allan Drew Director, Business and Public Administration Division TAFE NSW - Sydney Institute	Hong Kong, China	Develop and support Institute in Hong Kong and examine proposed models of delivery for TAFE Global in Shanghai.
13.05.01 to 27.05.01	Bruce Wells P/T Teacher, Western Institute	Malaysia	Deliver program in CBT leadership.
14.05.01 to 27.05.01	Madelinka Sulic Manager, International Unit South Western Sydney Institute	China	Support existing programs, negotiate with TAFE staff, and negotiate with Chinese partners concerning existing programs.
14.05.01 to 27.05.01	Samir Issa Project Officer, International South Western Sydney Institute	China	Support existing programs, negotiate with TAFE staff, and negotiate with Chinese partners concerning existing programs.
05.05.01 to 01.06.01	John Hudleston Teacher Southern Sydney Institute	China	Teach international economics.
21.05.01 to 02.06.01	Mui Cook Manager, International Services Southern Sydney Institute	India	Recruitment for the Department/TAFE NSW in India.
19.05.01 to 03.06.01	George Conway Teacher, Business Northern Sydney Institute	China	Teach as per agreement Shanghai Commercial Polytechnic.
27.04.01 to 04.06.01	Allan Jeffery Teacher Southern Sydney Institute	Fiji	Teach Aeroskills - Avionics.
28.05.01 to 15.06.01	Joe Sepetauc Teacher, Electronics Western Institute	Malaysia	Quality Audit of Teacher Education.
03.06.01 to 15.06.01	Peter Bowd Adskill Consultant TAFE NSW - Sydney Institute	Malaysia	Consultancy service for Adskill project.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
03.06.01 to 15.06.01	Steven Hornery Adskill Consultant TAFE NSW - Sydney Institute	Malaysia	Consultancy service for Adskill project.
05.05.01 to 16.06.01	Bruce Forrest Head of Studies Southern Sydney Institute	China	Teach personnel management and industrial relations.
05.05.01 to 16.06.01	Kara Goodsell Teacher Southern Sydney Institute	China	Teach commercial law.
09.02.01 to 22.06.01	Ilona Pochwyt Teacher, English Language South Western Sydney Institute	China	Teach TAFE English Language Program.
09.02.01 to 22.06.01	Samuel Kebby Teacher, Business Studies South Western Sydney Institute	China	Teach TAFE English Language Program.
09.02.01 to 22.06.01	Libing Kuah Teacher, English Language South Western Sydney Institute	China	Teach TAFE English Language Program.
09.02.01 to 22.06.01	Angela Lenehan Teacher, English Language South Western Sydney Institute	China	Teach TAFE English Language Program.
14.02.01 to 22.06.01	Ann O'Sullivan Teacher, English Language South Western Sydney Institute	China	Teach TAFE English Language Program.
03.06.01 to 22.06.01	Laurence De Paoli Adskill Consultant TAFE NSW - Sydney Institute	Malaysia	Consultancy service for Adskill project.
26.05.01 to 23.06.01	Robin Gair Teacher Southern Sydney Institute	China	Teach marketing management.
01.06.01 to 23.06.01	Robert Leonard Teacher, Accounting Northern Sydney Institute	China	Teach as per agreement Shanghai Commercial Polytechnic.
09.02.01 to 29.06.01	Brenda Cleaver Program Coordinator South Western Sydney Institute	China	Coordinate and teach TAFE English Language Program.
10.06.01 to 29.06.01	David Robson Teacher, Plumbing Western Institute	Malaysia	Deliver skills upgrading for gas pipe-fitters.
14.01.01 to 29.06.01	Evan Sullivan Program Coordinator South Western Sydney Institute	China	Coordinate and teach new business program.
24.06.01 to 30.06.01	James Kelly Faculty Director, Hunter Institute	Singapore	Sign Master Alliance Agreement and attend conference.
01.01.01 to 30.06.01	Robert Maloney Teacher Southern Sydney Institute	China	Teach Information Technology Program.
20.06.01 to 30.06.01	Judith Paul Head of Studies Southern Sydney Institute	Denmark	Attend graduation and meeting with parents, student and teachers.
24.06.01 to 01.07.01	Clive Wilson Head Teacher, Accounting Western Sydney Institute	Malaysia, Singapore	Invigilation process for course exams.
09.05.01 to 04.07.01	Luke McNamara Manager, Marketing Western Institute	Solomon Islands	Develop strategic recovery plan for teacher education college.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
28.06.01 to 02.07.01	Ian Hamilton Director, OTEN	Malaysia	Attend INTI International College Penang Graduation Ceremony for TAFE/OTEN Diploma students and to present their Awards.
22.06.01 to 04.07.01	Hong Dao Dan Finance & Administration Officer TAFE NSW - Sydney Institute	Vietnam	Marketing and management of international Pre-Qualified Institution program.
27.06.01 to 05.07.01	Kevin Reid Senior Head Teacher, Accounting, OTEN	Malaysia	Conduct quality audit control, inspection of facilities and conducting orientation/training sessions for teachers delivering Accounting and Management courses.
27.06.01 to 05.07.01	Doug Mills Head Teacher, Accounting OTEN	Malaysia	Conduct quality audit control, inspection of facilities and conducting orientation/training sessions for teachers delivering Accounting and Management courses.
01.07.01 to 06.07.01	Mark Samaha Head Teacher, Tourism & Hospitality Western Sydney Institute	Fiji	Delivery of Train the Trainer program in hospitality operations.
01.07.01 to 06.07.01	Garry Durrant Program Manager, Manufacturing & Engineering Division	New Zealand	Discuss a joint venture partnership to develop and training for the bio-medical electronic industry.
24.06.01 to 08.07.01	Lorna Paviour Director, ELICOS TAFE NSW - Sydney Institute	Vietnam, Hong Kong	Market and manage international Pre-Qualified Institution program in Vietnam. Increase TAFE enrolment level in Hong Kong.
01.06.01 to 09.07.01	Richard Obuck Teacher Southern Sydney Institute	Fiji	Teach aeroskills – avionics.
01.07.01 to 09.07.01	Peter King Head Teacher, Manufacturing Hunter Institute	Singapore	Fulfil contractual obligation under agreement with the Productivity Standards Board of Singapore.
01.07.01 to 12.07.01	Keith Horan Faculty Director, Engineering Hunter Institute	Singapore, Malaysia	Fulfil contractual obligation under agreement with the Productivity Standards Board of Singapore.
19.02.01 to 13.07.01	Zafeira Parmaxidou Program Coordinator South Western Sydney Institute	China	Teach TAFE English Language Program.
12.02.01 to 13.07.01	Justine Suckling Program Coordinator South Western Sydney Institute	China	Coordinate and teach TAFE Business Program.
19.02.01 to 13.07.01	Stephen Terry Program Coordinator South Western Sydney Institute	China	Quality assure the delivery of information technology courses, train staff and set up resources.
01.03.01 to 13.07.01	Sue Lester Head Teacher, General Education Riverina Institute	Denmark	Represent institute in a teacher and student exchange arrangements.
06.07.01 to 13.07.01	Dick Stodart Head of Studies Southern Sydney Institute	China	Conduct quality assurance.
08.02.01 to 14.07.01	Michael Baldwin Program Coordinator South Western Sydney Institute	China	Coordinate and teach TAFE English Language Program.
01.04.01 to 20.07.01	Pia Keski Teacher, English Language South Western Sydney Institute	China	Coordinate and teach new business program.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
26.02.01 to 20.07.01	John Parsonage Program Coordinator South Western Sydney Institute	China	Coordinate and teach TAFE English Language Program.
07.07.01 to 21.07.01	Michael Moulton Teacher Southern Sydney Institute	USA, Canada	Represent TAFE NSW in the "Innovation Centres and Science Parks" study tour to North America.
09.07.01 to 23.07.01	David Lavicka P/T Teacher, Western Institute	Malaysia	Deliver Train the Trainer in strategic planning for CBT implementation.
26.07.01 to 29.07.01	Gillian Shadwick Institute Director Western Sydney Institute	Fiji	Attend Graduation Ceremony for accounting and information technology students.
12.08.01 to 18.08.01	Ann Rice Head Teacher, Business Studies Western Sydney Institute	Hong Kong	Meet with Hong Kong Federation of Trade Unions.
12.08.01 to 18.08.01	Wan Hua Teacher, Business Services Western Sydney Institute	Hong Kong	Meet with Hong Kong Federation of Trade Unions.
10.08.01 to 21.08.01	Tracey Sernack Chee Quee Manager, Silicon Graphics Centre TAFE NSW - Sydney Institute	USA	Attend the DISCREET Centres Management Meeting, the SIGGRAPH Exhibition and conference and to visit industry clients and partners in Los Angeles.
10.08.01 to 25.08.01	Simon Forbes Teacher, Silicon Graphic Centre TAFE NSW - Sydney Institute	USA	Attend the DISCREET Centres Management Meeting, the SIGGRAPH Exhibition and conference and to visit industry clients and partners in Los Angeles.
26.07.01 to 28.08.01	Jeffrey Allan Teacher Southern Sydney Institute	Fiji	Teach AME Avionics Trade.
05.02.01 to 31.08.01	Sarah Martindale Program Coordinator South Western Sydney Institute	China	Coordinate and teach TAFE English Language Program.
15.08.01 to 31.08.01	Ann Beerden A/Manager, Off Shore Delivery Western Sydney Institute	India	Participate in interview programs concerning course delivery.
17.08.01 to 01.09.01	Mui Cook Manager, International Services Southern Sydney Institute	India	Participate in VIEC's interview program and conduct interview program at IDP.
02.09.01 to 06.09.01	Ian Fegent Program Manager, Learner Support, Access Division	New Zealand	Present a paper to the Disability in Education 2001 Conference at Massey University.
31.08.01 to 11.09.01	Veronica Ryan A/International Student Officer Western Sydney Institute	India	Participate in interview programs concerning course delivery.
31.08.01 to 13.09.01	Ray Seary Manager, Business Development Southern Sydney Institute	India	Participate in VIEC's interview program.
27.08.01 to 19.09.01	Sylvia Arthur Head of Studies South Western Sydney Institute	UK	Represent TAFE NSW as an ANTA Flexible Learning Leader.
13.09.01 to 21.09.01	John Rankins Apprenticeship Coordinator Western Sydney Institute	New Zealand	Attend Trans Tasman Trophy – Culinary Students Competition.
13.09.01 to 21.09.01	Mark Samaha Head Teacher, Tourism & Hospitality Western Sydney Institute	New Zealand	Attend Trans Tasman Trophy – Culinary Students Competition.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
30.08.01 to 21.09.01	Cuong Luc Head Teacher Southern Sydney Institute	China	Teach information technology.
04.09.01 to 21.09.01	Evan Doolan Teacher, Transport / Automotive Hunter Institute	South Korea	Attend World Skills competition.
04.09.01 to 21.09.01	Brian Johnson Teacher, Transport / Vehicle Painting, Hunter Institute	South Korea	Attend World Skills competition.
16.09.01 to 22.09.01	Glenn Biollio Manager, Aid Project TAFE GLOBAL	Phillipines	Lobby Asian Development Bank officials on a number of ADB projects.
16.09.01 to 23.09.01	Ann Beerden A / Manager, Off Shore Delivery Western Sydney Institute	Fiji	Conduct seminar and interview programs at high schools organised by agents for schools and ELICOS.
17.09.01 to 27.09.01	Eugene Penna Head Teacherm Southern Sydney Institute	China	Conduct quality assurance.
25.09.01 to 29.09.01	Geethanjali Nair A / Head Teacher, Information Technology Western Sydney Institute	Fiji	Quality assurance visit in information technology.
23.09.01 to 30.09.01	Sue Fisher Teacher, Accounting Western Sydney Institute	Fiji	Quality assurance visit at Fiji National Training Council (Accounting).
25.09.01 to 01.10.01	Ray Seary Manager, Business Development Southern Sydney Institute	Fiji	Finalise delivery of Mechanical and Structures courses, conduct quality assurance of courses delivered by Sangam SKM College and negotiate on new vocational programs.
22.09.01 to 06.10.01	Doug Hill P / T Teacher, Western Institute	Malaysia	Deliver Train the Trainer in evaluation of CBT.
01.09.01 to 10.10.01	Kerry Ashcroft Manager, Flexible Learning Services Southern Sydney Institute	UK, USA	Undertake a study program associated with ANTA's national project - Flexible Learning Leaders Program.
30.09.01 to 11.10.01	Bernadette Williamson Manager, TIEC Southern Sydney Institute	Japan	OKC Study Abroad Fair 2001 - Participate in exhibition in Japanese cities.
24.08.01 to 12.10.01	Ray Grannall Project Director, TAFE GLOBAL	Tonga, Tuvalu, Kiribati	Sign contract with AusAID for the provision of In-Country Training.
09.09.01 to 12.10.01	John Hudleston Teacher Southern Sydney Institute	China	Teach accounting reports.
05.09.01 to 15.10.01	Walter Ballamy Teacher Southern Sydney Institute	Fiji	Teach AME Avionics Trade.
10.10.01 to 19.10.01	Peter Newman Director, Business Development North Coast Institute	South Africa	Negotiate the expansion of the existing program within Vaal Triangle Technikon and into other Technikons.
14.10.01 to 21.10.01	Alan Judge Teacher, Plumbing Western Institute	South Africa	Deliver Train The Trainer for instructors of Construction Industry Development Board.
11.10.01 to 23.10.01	James Cole Teacher, Tourism & Hospitality (Baking) TAFE NSW - Sydney Institute	France	Attend courses in Lenotre School in Paris to upgrade skills in various aspects of commercial cookery and pastry making.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
11.10.01 to 23.10.01	Kevin Patrick Teacher, Tourism & Hospitality (Commercial Cookery) TAFE NSW - Sydney Institute	France	Attend courses in Lenotre School in Paris to upgrade skills in various aspects of commercial cookery and pastry making.
11.10.01 to 23.10.01	Nita Byrne Teacher, Tourism & Hospitality (Commercial Cookery) TAFE NSW - Sydney Institute	France	Attend courses in Lenotre School in Paris to upgrade skills in various aspects of commercial cookery and pastry making.
23.10.01 to 31.10.01	Richard Stodart Head of Studies Southern Sydney Institute	Thailand	Australian Education Interview Program.
22.10.01 to 06.11.01	Jock Grady Manager eLearning Hunter Institute	USA	Attend Techlearn Conference as part of Flexible Learning Fellowship.
08.10.01 to 08.11.01	Susan Goodsell Teacher Southern Sydney Institute	China	Teach commercial law.
20.08.01 to 10.11.01	Alice Loomans Teacher, English Language South Western Sydney Institute	China	Teach TAFE English Language Program.
24.10.01 to 10.11.01	Harry Rainbow Director, Educational Planning & Development Hunter Institute	China, Vietnam, Malaysia, Singapore	Hunter Institute representative on Hunter Export Mission.
08.11.01 to 13.11.01	Keith Horan Faculty Director, Engineering Hunter Institute	Singapore	Fulfil contractual obligations under agreement with the Productivity Standards Board of Singapore.
08.11.01 to 17.11.01	Peter King Head Teacher, Manufacturing Hunter Institute	Singapore	Fulfil contractual obligations under agreement with the Productivity Standards Board of Singapore.
17.11.01 to 25.11.01	Don Harrowell Faculty Director, Primary Industries, Construction & Environment, Hunter Institute	Fiji	Hunter Institute representative on trade mission.
18.11.01 to 25.11.01	Sandra Cosgrove Teacher, Accounting Western Sydney Institute	Malaysia, Singapore	Invigilation of college exams.
18.11.01 to 26.11.01	John Rankin Apprenticeship Coordinator Western Sydney Institute	Fiji	Conduct recovery program.
15.11.01 to 27.11.01	Garry Whittaker Teacher, Business Services Riverina Institute	Samoa	Train personnel of the Samoan Water Authority in leading teams and change management skills training.
13.11.01 to 30.11.01	Mui Cook Manager, International Services Southern Sydney Institute	China, Korea	Finalise contract with KOMA/KOPO for vocational programs, teacher training and promotion from joint project, support existing programs and update terms of ongoing contracts for delivery of new groups in China.
17.11.01 to 30.11.01	Phillip Wiseman Teacher, Accounting Northern Sydney Institute	China	Train teachers, deliver units and quality control for Advanced Diploma of Accounting.
17.11.01 to 30.11.01	Douglas Taylor Teacher, Marketing Northern Sydney Institute	China	Train teachers, deliver units and quality control for Diploma of Business in International Marketing.
16.11.01 to 01.12.01	Bruce Swiney Teacher, Engineering/ Manufacturing, Hunter Institute	Papua New Guinea	Commercial course delivery.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
18.11.01 to 02.12.01	Glenda Grice Teacher, Accommodation Services Western Sydney Institute	Fiji	Undertake recovery program.
23.11.01 to 02.12.01	Mark Samaha Head Teacher, Tourism & Hospitality Western Sydney Institute	Fiji	Conduct recovery program.
26.09.01 to 02.12.01	Joe Sepetauc Teacher, Electrical Western Institute	Malaysia	Deliver various CBT related programs for Adskill customers.
02.12.01 to 08.12.01	Mark Chenoweth A/Director, Global & International Western Sydney Institute	Hong Kong	Attend the inauguration of the President and Vice Chancellor of the HKBU, undertake discussions with Hong Kong Federation of Trade Unions, meet with Macau University about delivery of Advanced Diploma of Banking and Finance.
17.11.01 to 09.12.01	John Hudleston Teacher Southern Sydney Institute	China	Teach management of organisations.
09.12.01 to 16.12.01	Joanna De Jersey Teacher, Tourism & Hospitality Western Sydney Institute	Hong Kong	Meet with Hong Kong Federation of Trade Unions.
19.05.01 to 26.12.01	Stephen Terry Program Coordinator South Western Sydney Institute	China	Coordinate and teach TAFE English Language Program.
29.08.01 to 30.12.01	Jadd Shalak Business Studies Teacher South Western Sydney Institute	China	Teach TAFE Business Program.
13.09.01 to 30.12.01	Monica Sorrenson Teacher, English Language South Western Sydney Institute	China	Teach TAFE English Language Program.
20.08.01 to 11.01.02	Brenda Cleaver Program Coordinator South Western Sydney Institute	China	Coordinate and teach TAFE English Language Program.
24.08.01 to 11.01.02	Deborah Francis Program Coordinator South Western Sydney Institute	China	Coordinate and teach TAFE Business Program.
27.08.01 to 11.01.02	Robert Donnelly Business Studies Teacher South Western Sydney Institute	China	Teach TAFE Business Program.
29.08.01 to 11.01.02	Sam Kebby Teacher, English Language South Western Sydney Institute	China	Teach TAFE English Language Program.
29.08.01 to 11.01.02	Nicole Lim Teacher, English Language South Western Sydney Institute	China	Teach TAFE English Language Program.
29.08.01 to 11.01.02	Angela Lenehan Teacher, English Language South Western Sydney Institute	China	Teach TAFE English Language Program.
24.08.01 to 12.01.02	Angela Snelgrove Program Coordinator South Western Sydney Institute	China	Coordinate and teach TAFE English Language Program.
27.08.01 to 12.01.02	Ian McDonnell Teacher, English Language South Western Sydney Institute	China	Teach TAFE English Language Program.
20.10.01 to 21.01.02	Margaret Ann Hainsworth Program Coordinator, South Western Sydney Institute	China	Coordinate and teach TAFE English Language Program.

TAFE Institutes Cont'd			
Period of Visit	Name and Position of Officer	Place Visited	Purpose of Visit
03.09.01 to 22.01.02	Lesley Bond Teacher, English Language South Western Sydney Institute	China	Teach TAFE English Language Program.
17.08.01 to 26.01.02	Rose Anna Brannigan Program Coordinator South Western Sydney Institute	China	Coordinate and teach TAFE English Language Program.
17.09.01 to 03.02.02	John Parsonage Program Coordinator South Western Sydney Institute	China	Coordinate and teach TAFE English Language Program.
08.10.01 to 03.02.02	Ilona Pochwyt Teacher, English Language South Western Sydney Institute	China	Teach TAFE English Language Program.
28.12.01 to 15.08.02	Christopher Peter Dooley Program Coordinator, South Western Sydney Institute	China	Coordinate and teach TAFE English Language Program.
25.09.01 to 29.09.02	Ian Fraser Deputy Director Southern Sydney Institute	Fiji	Finalise delivery of mechanical and structures courses, attend graduation for avionics course and negotiate with Sangam SKM college to establish new vocational programs.
01.07.01 to 07.07.01	Lorraine Eagles Senior Head Teacher, ESOL OTEN	China	Conduct student interviews and teacher training.
19.08.01 to 26.08.01	Jannette Redmond Head Teacher, Information Technology, OTEN	Fiji	Deliver quality audit control, and deliver and advise lecturers on course delivery.
17.09.01 to 24.09.01	Jim Shaw Assistant Director, Business Development Unit, OTEN	Fiji	Clarify political issues related to project delivery.
10.11.01 to 20.11.01	Graeme Lamotte Head Teacher, Applied Electricity, OTEN	Solomon Islands	Conduct training program modifications undertaken by electrical trades students.
19.11.01 to 24.11.01	Roy Piercy Commercial Training Consultant, OTEN	Fiji	Deliver quality audit control, and deliver and advise lecturers on course delivery.
27.11.01 to 05.12.01	Annmaree Bernie Head Teacher, Accounting OTEN	Malaysia	Assist in the coordination of promotions and publicity in the lead up to enrolments at INTI International College.
28.11.01 to 06.12.01	Doug Mills Senior Head Teacher, Accounting, OTEN	Malaysia	Deliver quality audit control, and deliver and advise lecturers on course delivery.
28.11.01 to 06.12.01	Kevin Reid Head Teacher, Management and Small Business, OTEN	Malaysia	Deliver quality audit control, and deliver and advise lecturers on course delivery.
08.12.01 to 17.12.01	Arlene Gofers Assistant Director, Open Learning Programs, OTEN	China	Discuss an educational cooperation contract between Henan Construction Company and OTEN.
09.12.01 to 14.12.01	Jannette Redmond Senior Head Teacher, Information Technology, OTEN	Fiji	Deliver quality audit control, and deliver and advise lecturers on course delivery.

APPENDIX 14
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 2001. Both codes have been published in previous annual reports.

APPENDIX 15
Guarantee of Service

The Guarantee of Service is an expression of the State Government's undertaking to the people of New South Wales 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 the internet. Publications include the following:

- Values of NSW Public Schools
- Parents Guide to Schools
- Starting School
- Reading with your Child
- Basic Skills Test
- English Language and Literacy Assessment
- Principles for Assessment and Reporting in NSW Government Schools
- Homework Policy
- School Attendance
- Year 5 Opportunity 'C' (OC) Placement
- Year 7 Entry into Selective and Agricultural High Schools
- Good Discipline and Effective Learning
- Student Welfare Policy
- Responding to Suggestions, Complaints and Allegations
- Procedures for the Suspension and Expulsion of Students
- 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 remain unchanged except for contact details.

Service agreements have been developed as part of an overall strategy to improve the services provided to TAFE NSW institutes by statewide educational support directorates. Associated with the service agreements are agreed priorities for system improvement.

The service agreement for 2001-2003 between TAFE NSW institutes and the divisions was reviewed in 2001.

TAFE NSW and the divisions maintained ISO 9001 certification in 2001 as did Hunter Institute, Riverina Institute and the Vocational Education and Assessment Centre. The other institutes are currently working towards obtaining ISO 9001 certification.

AMES

AMES produces a brochure, *Information for Students*, which sets out the AMES Code of Practice and the services clients can expect to receive. This brochure was published in 1999 and remained unchanged in 2001.

APPENDIX 16
Consumer Response

In 2001, the Department registered over 7,500 ministerial letters on various matters. This was less than the 8,933 registered in 2000. In addition the Public Liaison Officer received telephone calls concerned with student welfare, health issues, student placement, class placement, statistics, vacation dates, policies, TAFE enrolment and traineeships. Calls were also received regarding non-government schools, private vocational providers, universities, interstate school education, and other State and Commonwealth Government departments.

Grievance calls were received about issues such as student suspension, school discipline procedures, bullying / violence and private vocational providers. Some issues did not relate to public education. The main issues were non-government school disciplinary procedures, student welfare issues and school travel.

Schools

A number of the matters raised in ministerial correspondence relating to schools reflected many of the major issues facing education in New South Wales. These included the following:

- Over 2,000 letters raised issues relating to the infrastructure of schools such as maintenance, upgrading, demountables, the provision of new facilities, air cooling systems, teacher housing and requests for new schools.
- Approximately 1,600 letters dealt with personnel issues such as the provision of casual and permanent teachers, casual teacher rates of pay, teacher transfers, staffing levels, workplace arrangements for school administrative and support staff, and the appointment of teachers to schools.
- A total of 582 letters raised issues such as special education and integration support, the allocation of Support Teacher Learning Difficulties positions, initiatives relating to drugs in schools, and funding for special projects.
- Over 200 letters referred to the funding of non-government schools.

TAFE

TAFE NSW institutes collect information on complaints they receive. The table below shows the number of complaints received and resolved in 2001 and the number that were carried over to 2002.

Individual TAFE institutes introduced a range of measures to improve or change services in 2001 as a result of complaints or customer suggestions. These included the following:

- changing the operational hours of support services available at campuses
- improving part-time teacher induction procedures by providing up-to-date information on policy and procedural changes on the intranet
- providing more accurate information to customers and reducing response times
- improving buildings and undertaking repairs
- providing more PCs to improve access to technology
- establishing more student noticeboards with information on timetables and teacher availability
- improving complaints handling procedures
- improving resources, services and facilities for students with disabilities.

Consumer Response - TAFE NSW, 2001

Type of Complaint	Number of Complaints		
	Received	Resolved	Carried Over to 2002
Remedy and Systems Improvement - general complaints (delays, inefficiencies)	714	681	33
Negotiation - more serious complaints (unreasonable or unfair behaviour)	439	420	19
Investigation - alleged unlawful behaviour (conduct alleged to be either wholly or partly corrupt or contrary to the law)	57	47	10
Total	**1,210**	**1,148**	**62**

The results of some of these changes included:

- greater accessibility to student support services
- improved communication of policies and procedures to part-time staff
- enhanced learning environments
- improved safety for staff and students
- improved access to computing facilities
- improved communication with students
- an increased number of complaints being resolved at the source.

AMES

As part of its quality improvement strategy, AMES uses client input to inform regional planning; ensure flexible, client-oriented delivery arrangements; and improve its services. Feedback is received from regional consultative committees, course preference forms, student focus groups, course evaluations and client exit surveys.

Consumer Response – AMES, 2001

Type of Complaint	Number of Complaints		
	Received	Resolved	Carried Over to 2002
Remedy and Systems Improvement	20	18	2
Negotiation	8	8	0
Investigation	0	0	0
Total	**28**	**26**	**2**

In 2001, AMES undertook a survey of Skillmax Program clients and initiated a review of its Distance Learning Program. Both initiatives provided suggestions about program improvements which will be implemented in 2002.

APPENDIX 17
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:

- *Procedures For Resolving Complaints About Discrimination Against Students*
- *School Manual - Financial Management*
- *The Teachers Handbook*
- *TAFE Purchasing Manual*
- *TAFE Motor Vehicles Manual*

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 Department's annual report.

Facilities for Public Access

Access to files and reports of an internal nature is available by lodging an 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 details 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:

Professional Support and Curriculum Support Directorate
3A Smalls Rd
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:

The Manager
Freedom of Information and Privacy Unit
NSW Department of Education and Training
Level 7, 35 Bridge St
SYDNEY NSW 2000
Phone : 9561 8519
Fax : 9561 1157

Applications may also be lodged at any of the Department's district offices. The addresses of district offices are provided 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 2001

Applications: From 1 January 2001 to 31 December 2001 the Department of Education and Training received 253 new applications for access to documents under the *Freedom of Information Act*. Of these applications 166 were requests for personal information and 87 were non-personal in nature. A total of 236 applications were determined in this period. The determinations were as follows:

FOI Requests	Personal	Non-Personal	Total
New	166	87	253
Brought forward	4	0	4
Total to be processed	170	87	257
Completed	157	75	232
Transferred out	0	0	0
Withdrawn	3	1	4
Total processed	160	76	236
Carried forward	10	11	21
Result of Request	**Personal**	**Non-Personal**	**Total**
Granted in full	48	32	80
Granted in part	96	22	118
Granted subject to Deferral	0	0	0
Refused	2	6	8
Withdrawn	3	1	4
Documents not held	8	14	22
Transferred to another agency	0	0	0
Total	**157**	**75**	**232**

Ministerial Certificates Issued 0

Number of Formal Consultations 30

Number of Requests for Amendment of Personal Records 2

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, that is, 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 $41,298

FOI Fees Received $8,735

Discounts Allowed: Twenty three applications (22 personal, 1 non-personal) received a 50 per cent reduction in fees and charges. The discount was allowed either on the basis of financial hardship, that is, the applicant was in receipt of a pension, job search allowance or other similar benefit or was earning an income equivalent to these, or the application was made in the public interest.

Elapsed Time	Personal	Non-Personal
0-21 days	120	42
21-35 days	36	32
Over 35 days	1	1
Totals	**157**	**75**
Processing Time	**Personal**	**Non-Personal**
0-10 hours	80	42
11-20 hours	40	12
21-40 hours	33	20
Over 40 hours	4	1
Totals	**157**	**75**

Reviews and Appeals

Number of Internal Reviews Applied For 18

Number of Internal Reviews Finalised 15

Number of Internal Reviews Carried Over to 2002 3

Number of Ombudsman Reviews 3

Number of Administrative Determinations Tribunal Reviews 0

Internal Reviews

Eighteen 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	0	2	0
Exempt matter	4	1	3	3

External Reviews

There were three applications for review by the Office of the Ombudsman during the period 1 January 2001 to 31 December 2001. There were no applications which were the subject of review by the Administrative Decisions Tribunal.

Overview

There was an increase in the number of applications when compared to those reported in the Department's last annual report.

The breakdown of requests showed personal requests accounting for 66 per cent of all requests and non-personal requests accounting for 34 per cent of requests. This compares to 78 per cent and 22 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 18
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.

Title	Purpose	Frequency	Phone/Internet Address
DEPARTMENTAL			
Department of Education and Training Annual Report 2000	To report on the Department's performance to Parliament and the public.	Annual	9561 8260 http://www.det.nsw.edu.au/aboutus/annualreport2000.htm
The Minister's Report to Parliament under Section 18a of the *Education and Training Act 1990*	To report on the performance of government students to Parliament.	Annual	9561 8260
Responding to Suggestions, Complaints and Allegations	To provide procedures for the handling of complaints.	Continuous	9561 8410 http:/www.det.nsw.edu.au/complaints
SCHOOLS			
Values of NSW Public Schools	To inform parents and the community of the values of NSW public schools.	Continuous	http://www.det.nsw.edu.au/papers/teachchil/
Parents Guide to Schools	To inform parents and the community about key programs and initiatives in NSW public schools.	Annual	9244 5306
Starting School	To provide information for parents of young children starting kindergarten.	Continuous	http:/www.schools.nsw.edu.au/community/C1.0/sfp/start/start_au.pdf
School Attendance	To inform parents of the importance of sending their children to school.	Continuous	http://www.intranet.schools.nsw.edu.au/stand.cgi/community/C1.0/C1.3attndnce.htm
Who's Going to Teach My Child?	To provide a guide for parents of children with special learning needs. (Updated in 2001.)	Continuous	9244 5085
Homework Policy	To detail the Department's homework policy. (Translated into 20 languages.)	One off	9244 5306
Reading with your Child at Home	To assist parents to encourage their children to read at home.	Continuous	http://www.schools.nsw.edu.au/community/C1.0/C1.3/reading.htm
Basic Skills Test	To inform parents about the Basic Skills Test.	Continuous	http:/www.schools.nsw.edu.au/learning/k-6assessments/basicskills.php
Primary Writing Assessment	To inform parents about the Primary Writing Assessment.	Continuous	http:/www.schools.nsw.edu.au/learning/k-6assessments/primarywriting.php
English Language and Literacy Assessment	To inform parents about the English Language and Literacy Assessment. (Translated into 20 languages.)	Continuous	9244 5306 http:/www.schools.nsw.edu.au/learning/7-12assessments/ellatest.php
Secondary Numeracy Assessment Program	To inform parents about the Secondary Numeracy Assessment Program.	Continuous	http:/www.schools.nsw.edu.au/learning/7-12assessments/snaptest.php

Title	Purpose	Frequency	Phone / Internet Address
SCHOOLS CONT'D			
An Information Package for Students and Parents from Language Backgrounds other than English – VET Courses and the New HSC	To provide information about HSC VET courses.	One off	9244 5354
An Employer's Guide to Workplace Learning (Revised edition)	To provide essential information and guidance to employers regarding school-approved workplace learning programs.	Continuous	9244 5071
A Guide to Student Workplace Learning for Parents and Caregivers (Revised edition)	To provide essential information and guidance to parents and caregivers about their role and responsibilities when students undertake workplace learning.	Continuous	9244 5071
Helping Each Other (The Department's multicultural calendar and teacher handbook)	To provide all schools with information about multicultural events and activities in 2001.	Annual	9244 5312
Student Welfare Policy	To inform parents about the Department's student welfare policy.	Continuous	http://www.det.nsw.edu.au/policies/studwelfare/studpoli.pdf
The School Counselling Service	To inform parents about the school counselling service. (Translated into 20 languages.)	Web-based resource	9886 7411
Drugs: Parent Information for Primary Schools	To assist teachers to facilitate meetings for parents. (Selected materials were translated into 20 languages.)	Continuous	9886 7518
Smoke Screen: a smoking prevention resource	To provide information to young people about the effects of smoking and the skills to advocate against it.	Continuous	9886 7518
Protecting and Supporting Children and Young People 2001	To update parents and staff on developments in child protection.	Annual	9886 7661
Information and Application Package Enrolment of Temporary Visa Holders in NSW Government Schools (July 2001)	To provide information and an application for temporary visa holders wanting to enrol in NSW public schools. (Translated into 11 languages.)	One off	9244 5306
Enrolment of Permanent Residents and Temporary Visa Holders in NSW Government Schools – Guidelines for Schools (July 2001)	To inform schools about enrolment policies relating to permanent residents and temporary visa holders.	One off	9244 5354
Inform	To provide the latest news and insightful stories on developments, trends and programs which affect schools and the people who staff them.	Monthly during school terms	9561 8583
Guidelines for Approving Applications from External Agencies to Conduct Research in NSW Government Schools	To ensure that research conducted in schools is educationally valuable, methodologically sound and is consistent with the rights and the welfare of students and Departmental personnel.	Continuous	9561 8878
Guidelines for School Student Special Transport Services	To provide guidelines for the use of special transport services by school students.	Continuous	http://detwww.det.nsw.edu.au/directorates/admiserv/contserv/specialtran/transguide.htm

Title	Purpose	Frequency	Phone / Internet Address
VOCATIONAL EDUCATION AND TRAINING			
TAFE NSW Handbook	To provide comprehensive information on all TAFE programs and services.	Annual	9561 8369
TAFE Institute and OTEN Annual Reports for 2001	To report institutes' performance.	Annual	9561 8202
TAFE Institute and OTEN Course Guides	To promote institutes' courses and services to students, industry and the community.	Annual	
The Right Choice	To inform students in Years 9, 10 and 11 about TAFE NSW, to build awareness of TAFE as a high quality VET provider and position TAFE as a viable, first choice alternative to university.	Annual	9561 8369
Training Agenda	To inform industry and staff about innovations, best practice and other developments in VET, particularly in TAFE NSW.	Quarterly	9561 8369
TAFELINK	To inform existing and potential commercial clients about the achievements of TAFE PLUS training services.	Monthly	9561 8369
Reading Writing Hotline brochures	To promote TAFE's literacy hotline service.	Annual	9846 8101
Every Student's Guide to Assessment	To inform TAFE students about their rights and responsibilities regarding assessment.	Annual	9244 5359
Training Works	To provide information about industry-school training partnerships.	One off	9561 8661
BVET Annual Report 2000 / 2001	To report BVET's performance to Parliament and the community.	Annual	9561 8673
Strategic Plan for VET in NSW, 2001-2003: Consultation Papers	To encourage public debate about the development of the VET strategic plan, and provide information about social and economic trends.	One off	9561 8670
NSW Leads the Way - VET in 2000	To inform industry and the community about NSW's achievements in training.	One off	9561 8661
Get Your Trade Skills Recognised	To provide information about the system of trade skills recognition and the benefits of obtaining formal trade qualifications.	Continuous	9244 5493
VETAB Annual Report 2000 / 2001	To report on VETAB's performance to Parliament and the community.	Annual	9244 5493
VETAB Information Kit	To provide information about the Australian Quality Training Framework, and provider registration and course accreditation requirements.	Continuous	9244 5335
Employers Guide to Apprenticeships and Traineeships in NSW	To provide employers of current apprentices and trainees with information about their rights and responsibilities.	Continuous	9244 5492
Passport to Success	To provide current apprentices and trainees with information about their rights and responsibilities.	Continuous	9244 5492
Apprenticeships in NSW	To promote apprenticeships as a career path.	Continuous	9244 5492
Traineeships in NSW	To promote traineeships as a career path.	Continuous	9244 5492
School-based Traineeships in NSW	To promote school-based traineeships to senior secondary students.	Continuous	9244 5492

Title	Purpose	Frequency	Phone / Internet Address
ADULT AND COMMUNITY EDUCATION			
ACE Numbers Count! 2000	To provide an overview of the achievements of ACE in 2000.	Annual	9266 8004
ACE Enrolment Statistics 2000	To provide a detailed statistical overview of the activity of ACE organisations in NSW.	Annual	9266 8004
Community Access to Information and Communications Technology (ICT) Training in ACE	To promote the quality and scope of ICT training initiatives in ACE.	One off	9266 8004
The ACE Advantage for Seniors	To promote ACE courses to mature age students.	One off	9266 8004
NATIONAL ART SCHOOL			
Student Handbook	To provide information on the Bachelor of Fine Art degree, scholarships and prizes.	Annual	9339 8787
Student Guide	To provide information on the school's policies, procedures and services, and its academic calendar.	Annual	9339 8787
Student Yearbook	To showcase the work of graduates in the Bachelor of Fine Art program.	Annual	9339 8741
Prospectus	To outline the history, heritage, traditions, structure, staffing and programs of the school.	One off	9339 8787

APPENDIX 19
Research and Development

A selection of major research and development projects undertaken or commissioned by the Department in 2001 is provided below. In addition to these projects, departmental staff undertake numerous curriculum development projects each year.

Completed Research

Project Title	Major Outcomes	Amount Allocated 2001	Total Cost	Duration
EDUCATION AND TRAINING				
Education in the 21st Century: Strategic Directions for NSW	Provided policy options on a range of issues in State/Commonwealth relations with respect to schooling, VET and higher education.	$13,980	$19,980	May 2000 - June 2001
SCHOOL EDUCATION				
Collaborative Research Project: A study of four parenting programs	Identified significant gains in children's cognitive and communicative development.	Nil	$15,000	May 1998- May 2001
Starting School Research Project	Increased understanding of the perceptions of parents, teachers and children about transition to Kindergarten.	$15,000	$30,000	1999 - 2001
NSW VET in Schools: A Case Study Of The 1998 Cohort - Experiences and Destinations	Affirmed the value of workplace learning and collected important data that is being used to improve the quality of HSC VET outcomes.	$50,000	$50,000	2001
DRACON Program (DRAma - CONflict)	Investigated effective ways of empowering secondary school students to deal with racism and become leaders in conflict management.	$4,500 (SPIRT Grant/ Griffith University)	$29,800	1999 - 2001
Selective High Schools Entrance Assessment Processes	Investigated the validity, cost effectiveness and fairness of current assessment instruments and selection processes used to determine student entry into NSW selective high schools.	$13,656	$19,656	June 2000 – June 2001
The NSW Multi-Campus Model: The Sydney Experience	Evaluated three recently established secondary multi-campus sites in the Sydney metropolitan region to assist planning for future multi-campus sites.	$19,788	$19,788	July 2001- August 2001
Knowledge Building Community	Researched alternate approaches to pre-service teacher education offered through the University of Wollongong.	$24,000	$42,000	1999-2001
Primary Schools Futures Project	Examined areas including teaching and learning, professional growth and development, and educational equity and justice, promotion and advocacy.	Nil	$8,000	May 2000 - March 2001
Mapping your current context (OTEN)	Analysed data for rural and regional areas to assess the current context and determine trends in order to assist isolated schools and their communities.	$1,000	$1,000	2001
Early Literacy and Social Justice Project (Stage 3)	Produced a training and development resource to address equity in literacy outcomes, improve literacy pedagogy prior to school, and ensure continuity in literacy learning in the early years of schooling.	$141,000 (jointly funded by DET and DoCS)	$328,000	January 1998 – November 2001

Project Title	Major Outcomes	Amount Allocated 2001	Total Cost	Duration
SCHOOL EDUCATION CONT'D				
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	Provided strategic directions for the implementation of environmental education in schools.	Nil	$26,879	2000-March 2001
Critical review and analysis of school-based cannabis education programs	Produced a report with advice for teachers about drug prevention programs that are likely to produce the best results in the Australian context.	$16,000	$25,000	2000-2001
VOCATIONAL EDUCATION AND TRAINING				
TAFE NSW Handbook	Assessed the future viability, format and content of the TAFE NSW Handbook and provided guidance to determine the most appropriate directions for it.	$67,000	$67,000	May 2001
"Love Your Work" Advertising Campaign Research Concepts	Indicated that the marketing campaign should target people interested in changing or building their careers as well as first time students.	$62,916	$62,916	2001
TAFE Online Research Project	Developed marketing strategies to promote TAFE NSW's online presence and course delivery via the internet.	$115,000	$115,000	March 2001 - May 2001
Reframing the Future 2001 - Integrated Assessment for Training Packages	Increased participants' knowledge and skills in policy processes and practices in assessment, and understanding of the national framework for assessment.	$9,690 (Reframing the Future) $9,774 (TAFE) $500 (Other sources)	$19,964	August 2001 - November 2001 then ongoing
Reframing the Future 2001 - Information Technology Learning Area Project 2001 'VET Tracker'	Made software available to VET teachers that allows them to track individual competencies.	$7,500 (Reframing the Future) $7,500 (TAFE)	$15,000	May 2001 - December 2001
Reframing the Future - Recognition Online: A Research-based Project	Enabled participants to develop their research skills, particularly in internet-based research; learn website development; and recognise the methods and value of various media.	$9,975 (Reframing the Future) $14,330 (TAFE)	$24,305	July 2001 - November 2001 then ongoing
Building a whole-of-organisation approach to online education	Investigated whole-of-organisation approaches to online education.	$25,000	$40,000	2001
Retention Strategies for Aboriginal Learners in Community Services	Produced a report on preferred teaching and learning methods for Aboriginal students.	$20,000	$20,000	March 2001 - June 2001
A training needs analysis of Aboriginal medical services in western NSW regarding alcohol and other drug training	Undertook a training needs analysis of Aboriginal medical services in western New South Wales which will be followed up with targeted delivery in 2002.	$9,000 (NSW Drug Summit funding through NSW Health)	$9,000	October 2001 – December 2001
VET Policy Advice: An Initiative within the Australian Flexible Learning Framework	Produced a major report and annotated bibliography on VET policy advice.	$150,000 (ANTA funded)	$150,000	2001

Project Title	Major Outcomes	Amount Allocated 2001	Total Cost	Duration
VOCATIONAL EDUCATION AND TRAINING CONT'D				
Technical Currency	Established a TAFE NSW definition of technical currency to support technical currency requirements for the delivery of training package qualifications.	$10,000	$10,000	December 2001
Performance Indicators for Learning and Development	Reported on learning and development performance indicators being used in VET across Australia.	$10,000	$10,000	December 2001
Good practice in online delivery and assessment - environmental scan	Investigated online delivery practices that met good practice criteria.	$48,000	$48,000	July 2000-April 2001
Teachers skills and online learning	Identified significant trends in, and generic skills necessary for, effective online teaching.	$30,000 (DET funded)	$30,000	July 2000-April 2001
Arts Practice	Developed strategies to achieve innovative and successful initial and post -qualification training and arts practice.	$20,000	$20,000	February 2001 - August 2001
Investigation of the use of division developed learner materials by institute staff and the development of an evaluation framework	Outlined ways to increase effectiveness and efficiency in the use of learner materials; and provided data to inform the revision, development and distribution of learner materials.	$20,000	$20,000	February 2001-September 2001
Creating cost effective and valid simulated learning and assessment environments in TAFE NSW	Provided advice for TAFE NSW staff using, or contemplating the use of, simulated workplace environments for learning and/or assessment.	$34,000	$34,000	July 2000 - February 2001
Creating cost effective and valid simulated learning and assessment environments in TAFE NSW	Produced guidelines for TAFE institute and division staff to set up simulations for assessment.	Nil	$35,000	July 2000-February 2001
Competence + Excellence: Current approaches to graded assessment in TAFE NSW	Assisted TAFE NSW curriculum developers to assess whether new or revised competency based courses should be graded, and provided advice on strategies and resources required to support delivery and assessment.	$22,000	$22,000	August 2000-June 2001
Graduate Survey 2001	Reported on a survey of 1,000 graduates from certificates II, III, IV, diploma and advanced diploma courses in IT and telecommunications at the time of their graduation.	$6,000	$6,000	February 2001 - September 2001
Longitudinal Survey 2001	Reported on a survey of graduates of IT and telecommunications courses one year after graduation.	$18,000	$18,000	March 2001 - December 2001
Access and Equity in online learning: Women and urban isolated learners	Profiled isolated learners in metropolitan areas; and reviewed and analysed the literature on isolated learners in metropolitan areas and women learners in VET.	$19,200 (DETYA funded)	$48,000	July 2001 - continuing
Adult literacy and numeracy practices 2001: A national snapshot	Provided a snapshot of adult literacy and numeracy provision showing the range and diversity of current practice; and analysed current best practice.	$28,000 (DETYA funded)	$28,000	June 2001 - October 2001
Access Management Online: Waving not Drowning (2001 Learnscope Project)	Provided a better understanding of the theory and practice of online learning which enabled more informed decision making in the Access Division about the development of online products.	$29,000	$29,000	May 2001 - December 2001
Maximising confidence in assessment decision making	Produced a kit of strategies to assure quality in assessment for RTOs and assessors.	Nil	$25,000	January 2000 – May 2001

Project Title	Major Outcomes	Amount Allocated 2001	Total Cost	Duration
VOCATIONAL EDUCATION AND TRAINING CONT'D				
Quality assurance arrangements for RTOs	Produced materials, tools and templates for RTOs to establish, operate and maintain assessment quality assurance mechanisms in line with the ARF.	$14,000	$28,000	December 2000- May 2001
Promoting language, literacy and numeracy in workplace assessment	Developed a guide for ITAB assessors to assist with literacy, English language and numeracy assessment.	Nil	$13,000	July 2000 – March 2001
What methods of grading assessment can be compatible with a competency based approach?	Recommended methods of grading competency based assessment that can be used to assess students against standards and which suit particular industries and learning contexts.	$11,000	$22,000	July 2000- June 2001
Supporting learners in training	Compared support provided for learners in formal and informal training and made recommendations on how learners should best receive training support.	$15,000	$69,000	1999 – May 2001
TAFE NSW Online - Creating valid and reliable assessment	Recommended valid and reliable methods of assessment for use with TAFE online delivery.	$39,100	$39,100	December 2000-June 2001
Assessment validation in the financial services industry	Undertook a pilot assessment validation as a quality assurance mechanism across a range of RTOs within the industry.	$4,900	$9,900	December 2000-April 2001
Networking Tools Project	Developed training package assessment materials information and guidance for RTOs, program groups and industry organisations involved in establishing, operating and maintaining assessor networks.	$15,000	$25,000	December 2000- May 2001
The Changing Nature of Work	Analysed the dynamics of the new economy, the changing nature of work and emerging patterns of skill formation; and assessed how VET can help individuals best manage their own work future and assist communities to cope with social and economic change.	$100,000	$146,000	February 2000 - August 2001
Current trends in apprenticeship and traineeship training in NSW	Reviewed the NSW apprenticeship and traineeship system with particular reference to access, participation and completion rates, quality and flexibility of training, and meeting skills shortages.	$22,500	$75,000	January 2000 - December 2001
Comparative study of models of entry-level training	Examined recent developments in the way training systems in the UK, France, Denmark and New South Wales are meeting industry skill needs, providing quality entry level training, and supporting young people in the transition from school to work.	$9,000	$30,000	February 2000 - June 2001
The impact of skill migration on skill formation and the labour market	Analysed the current immigration program in relation to VET occupations; and evaluated immigration's impact on skill shortages, training, the VET system and the labour market.	$20,000	$20,000	February 2001 - September 2001
Training Strategy for Displaced Workers from the Textile, Clothing and Footwear Industry	Developed a training strategy for the textile, clothing and footwear industry in New South Wales.	$2,000	$32,000	May 2000- November 2001
School-to-work transition: Post-school destinations of VET in schools students	Examined the post-school destinations of students who undertook VET in schools programs to help students, parents and advisers make choices about HSC subjects and to improve outcomes for students in these courses.	$24,409	$31,409	December 1999 - July 2001

Project Title	Major Outcomes	Amount Allocated 2001	Total Cost	Duration
VOCATIONAL EDUCATION AND TRAINING CONT'D				
Participation in TAFE NSW of students from culturally and linguistically diverse backgrounds	Investigated the education and training issues impacting on the participation of students from culturally and linguistically diverse backgrounds in six institutes.	$71,959	$71,959	2001
Building a Whole-of-Organisation Approach to Online Education	Advised that whole-of-organisation approaches to online education will be adopted once they are regarded as part of normal work practice.	$25,000 (ANTA funded)	40,000	2001
AMES				
Looking Forward	Developed teaching resources for adult Aboriginal students of English (beginner level).	Nil	$67,000	October 2000- June 2001

Continuing Research

Project Title	Major Outcomes	Amount Allocated 2001	Total Cost	Duration
SCHOOL EDUCATION				
ESL Scaffolding Research Project	Development of a practical and theoretical basis for incorporating and extending ESL teaching methodology in upper primary and junior secondary classrooms.	$153,885 (DET / UTS project)	$241,745	2001 - 2003
VET in Schools Research Project - English Language Support for Industry Curriculum Frameworks	Investigation of the availability and adequacy of ESL support for students in NSW government schools enrolled in two HSC VET courses and potential models of ESL support for VET.	$50,000		2000 - 2002
Adapting teaching to the new secondary school designs	Development of a resource for communities and staff to promote the benefits and opportunities of the new secondary school designs for teaching and learning.	$55,000 plus $10,000 (EFRG)	$80,000	2001 - 2002
Workshop Safety	Development of a resource for the safe operation of equipment and machinery in school workshops.	$50,000 plus $5,000 (EFRG)	$70,000	2000 - 2002
Impact of Clicks on Bricks	Examination of the relationship between the physical environment and technology.	$100,000 (ANTA funded)	$200,000	2001 - March 2002
Numeracy Research in NSW Primary Schools - Cross-Sectoral Project	Identification of the educational practices, programs, policies and strategies that are generating outstanding numeracy learning outcomes for primary students in NSW government and non-government schools.	$688,222 (Commonwealth funded)	$1.3 million	January 2001- December 2002
An Exceptional Schooling Outcomes Project (AESOP)	Identification and analysis of junior secondary schooling processes that are producing outstanding educational outcomes in NSW public secondary and central schools.	$70,000 (ARC and DET funded)	$877,850	January 2001 - December 2003
Vocational Education and Equity in Secondary Schooling	Development of a deeper understanding of the implementation of vocational HSC courses in schools in geographic regions with different socio-economic profiles, with particular emphasis on equity issues.	$18,000	$45,000	January 2000 - December 2002
Challenges for Leaders	Development of a leadership research database and the construction of a framework to assist organisations to assess the ethical dimensions and underlying values of their leadership to enable them to transform leadership practice.	$9,000	$17,000	2000 - 2003

Project Title	Major Outcomes	Amount Allocated 2001	Total Cost	Duration
SCHOOL EDUCATION CONT'D				
Quality Teacher Program	External evaluation of the contribution of this program to improving and expanding pedagogy and improving student learning and outcomes in schools; and the extent to which the program enhances the status of teaching.	$49,244	$246,220	2001 - 2003
BiLiteracy Research Project	Measurement of the gains in literacy development in English and in home languages made by K-3 students participating in community languages biliteracy / bilingual programs in Chinese and Vietnamese.	$100,000	$500,000	1998 - 2004
Civics and Citizenship Benchmarking Project	Development of an assessment instrument for Years 6, 10 and 12 and publication of benchmarks for Year 6 and Year 10.	$70,000	$600,000	1997 - 2003
Productive partnerships for teaching quality	Investigation of the relationship between teacher preparation, induction, retention, professional development and student learning outcomes.	Nil	$378,000	2001 - 2004
Language Assessment Project	Development of assessment measures to track student learning outcomes at Stage 3 for French, Indonesian and Japanese; and measurement of the language gains made by students learning a language through the Languages Continuity Initiative.	$60,000	$200,000	2000 - 2003
Effects Project: Exploring and theorising learning with computer-based technology in schools	Exploration of how computer-based technology is integrated into teaching and learning.	$19,800 (SPIRT Grant - DET / UTS project)	$71,100	2001 - 2003
Researching the development of the angle concept VOCATIONAL	Trial of lessons for Year 3 students emphasising recognition of, and ability to measure angles; and measurement of the level of professional development resulting from engagement in the project.	$26,700	$61,500	2001 - 2002
Uncovering Learning in the Workplace	Determination of the nature and extent of learning in the workplace and dissemination of findings to staff.	$26,000 (SPIRT Grant - DET / UTS project)	$26,000	2001 - 2003
Service Organisations Leadership Research	Identification of responses to contemporary leadership challenges to assist leadership development in frontline human service organisations.	$15,000 (SPIRT Grant plus $4,000 from DET)	$45,000	1999 - 2002
How flexible is assessment in the flexible delivery of VET programs?	Provision of advice for assessment developers about principles and appropriate methods of assessment for flexible and online delivery.	$10,000	$20,000	December 2000 - March 2002
Creative quality online assessment	Examination of online assessment methods and strategies used in VET and other educational sectors to determine the range of methods used, the reasons for selecting particular methods and the validity of the methods.	$15,000	$51,000	October 2001 - June 2002
Generic skills: How are they understood, practised and valued by learners, employers and providers?	Identification of generic skills and how they are learned and valued according to employers, learners and training providers.	$6,000	$58,000	August 2001 - May 2002
Consistency of outcomes and cost benefits of current assessment practices in TAFE NSW - Benchmarking assessment	Comparison of outcomes achieved and costs associated with the delivery of selected courses in different TAFE institutes for two qualifications.	$12,000	$46,000	December 2001 -June 2002

Project Title	Major Outcomes	Amount Allocated 2001	Total Cost	Duration
VOCATIONAL EDUCATION AND TRAINING CONT'D				
Training frontline workers: Responding to the needs of young people with alcohol & other drugs	Evaluation of national training materials for frontline workers in the illicit drugs field in order to improve frontline services.	$30,415 (Funded by the National Illicit Drug Strategy)	$30,514	December 2001 - August 2002
Assessment validation strategies for RTOs	Provision of assistance to RTOs to meet the requirements of the ATF.	$112,000 (ANTA funded)	$128,000	September 2001 - March 2002
The implications for VET of the demands of the emerging knowledge-based economy	Identification of the drivers, extent and rate of change in knowledge requirements in a number of industry sectors; and examination of the implications of this for VET provision.	$30,000	$159,200	March 2000 - February 2002
Strategic policy and programs to achieve greater university recognition of HSC VET courses	Development of strategies for improving university recognition of VET in schools, including testing and evaluating innovative recognition strategies, and developing communication strategies.	$100,000	$200,000	February 2001 - February 2003
Vocational rehabilitation of people with spinal cord injury	Improvement in patients' rehabilitation through provision of early intervention including use of state-of-the-art computers with access to the internet; opportunities to develop IT skills; and access to further education, training and employment.	$99,480	$105,600	January 2001 - February 2002
Pathways for Indigenous People in Vocational Education and Training	Provision of appropriate VET for Aboriginal people in the New England area to meet their skill needs, especially in the area of consultancy.	$65,000	$300,000	July 2001-July 2003
Northern Rivers Employment Skills Project	Adaptation of training programs to reflect developments in manufacturing and primary industry, to ensure a locally-trained and skilled workforce is available in the Northern Rivers area so that economic opportunities are not lost to the region.	$50,000	$200,000	September 2001 - September 2003

ANTA - Australian National Training Authority
AQF - Australian Qualifications Framework
ARF - Australian Recognition Framework
BVET - Board of Vocational Education and Training
DET - Department of Education and Training
DETYA - Department of Education, Training and Youth Affairs
DoCS - Department of Community Services
EFRG - Educational Facilities Research Group
ESL - English as a Second Language
HSC - Higher School Certificate
ICT - Information and Communications Technology
IT - Information Technology
ITAB - Industry Training Advisory Body
RTO - Registered Training Organisation
SPIRT - Strategic Partnerships with Industry - Research and Training
UTS - University of Technology, Sydney
VET - Vocational Education and Training

APPENDIX 20
Ethnic Affairs Priorities Statement

Planning and Evaluation

Planning

In 2001 strategic planning was guided by the Department's overarching plan, *Education and Training 2000-2002*. Objectives related to the specific needs of learners, clients and employees of culturally and linguistically diverse backgrounds are also embedded in the plans and strategic directions for each sector.

The Department consulted all education and training sectors and program areas in the development of its Ethnic Affairs Priorities Statement (EAPS) and *EAPS Plan 2002*.

Data

Data collection and analysis, including data on language backgrounds of clients and staff and participation rates of clients from culturally diverse backgrounds, is used to inform the Department's planning and delivery of programs and services. In 2001 there were 187,506 students from language backgrounds other than English in NSW government schools and 63,996 in TAFE NSW.

Research

In 2001 the Department conducted a range of research projects to improve the education and training outcomes of students and clients from language backgrounds other than English. These projects included:

- A five year research project into bi-literacy at a cost of $111,575.
- A three year Australian Research Council (ARC) Strategic Partnerships with Industry and Training Scheme (SPIRT) project with the University of Technology, Sydney to investigate the use of scaffolding in ESL teaching and learning.
- Another ARC-funded SPIRT project with Griffith University investigated effective ways to empower students to become leaders in conflict management and to use their skills to deal with racism.
- Nine action research projects investigated issues impacting on the participation of students from culturally and linguistically diverse backgrounds in six TAFE NSW institutes at a cost of $71,959.
- An electronic data tool was developed to collect, compare and disaggregate equity data sets across TAFE NSW, with funding of $50,000.

Resources

In 2000/2001 the Department's budget for students and clients from language backgrounds other than English included:

- $87 million for the English as a Second Language and the New Arrivals programs for school students from language backgrounds other than English
- $21.3 million for the Adult Migrant English Service (AMES) including $15.6 million for the Commonwealth-funded Adult Migrant English Program (AMEP)
- $12 million for community language programs in schools
- $3.8 million for multicultural education initiatives in schools, including curriculum development and anti-racism programs
- $2.52 million for the Commonwealth-funded Advanced English for Migrants Program (AEMP) in TAFE NSW
- $2.489 million for the Community Languages Schools Board Community Languages Program
- $1.2 million for the Specialist Migrant Placement Officer Program
- $772,287 for targeted programs in the Links to Learning 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, and the Migrant Skills and Qualifications Advisory Committee (MSQAC), the AMES Regional Consultative Committee meetings and the NSW Community Languages Schools Board.

Participation

In 2001 the Department provided funding of $35,000 for projects to strengthen links between schools and communities and to support the participation of parents from language backgrounds other than English in 120 targeted schools.

Community members participate in providing advice to the Department through the General Education Reference Group (GERG), a sub-committee of the Board of Vocational Education and Training Curriculum advisory committee, and MSQAC. In 2001 MSQAC successfully relaunched the Productive Diversity Network.

In 2001, the Specialist Migrant Placement Officer (SMPO) Program provided support, placement and referral services to over 1,930 migrants, with funding of $1.3 million.

Schools, colleges, districts and institutes continued to consult locally with their ethnic communities. A number of specialist staff, including Community Information Officers (NESB) and Institute Multicultural Education Coordinators (IMECS), also facilitate the participation of ethnic communities and parents of non-English speaking backgrounds in NSW government schools and TAFE colleges.

Programs and Services

Culturally Inclusive Curriculum

Schools

Some specific projects in 2001 related to culturally inclusive curriculum included:

- A joint three-year project between the Department and the Board of Studies to continue the development of the *Making Multicultural Australia* website.
- The employment of specialist staff to ensure that stimulus material and test items in state literacy and numeracy assessment programs were culturally inclusive, including ESL teachers contracted to write test items.
- A public speaking competition on multicultural perspectives for students in Years 3 to 6.
- A multicultural calendar and teacher handbook was produced for NSW government schools.

TAFE NSW

TAFE NSW continued to use guidelines to support the development and implementation of curricula inclusive of the needs of students from language backgrounds other than English. Some TAFE projects in 2001 included:

- A module 'Work in a Socially Diverse Environment' which was developed to assist students working in sales environments.
- A module which was designed to support the Automotive Industry Retail, Service and Repair training package.
- Two modules which were developed for online delivery, 'Intercultural Skills' (45 hours) and 'Multicultural Education' (8 hours).

Languages other than English Programs

Schools

In 2001, 180 primary schools and pre-schools (51,400 students) participated in the Community Language Program. The programs were supported by 245 full time equivalent (FTE) teaching positions. Fourteen primary schools received new or increased allocations.

The Community Languages Induction Program provided professional development for 29 newly appointed community language teachers, with funding of $41,324.

The Saturday School of Community Languages provided instruction in 24 community languages to over 5,000 secondary school students from language backgrounds other than English with an operating cost of $143,000 plus staffing.

In 2001 funding of approximately $300,000 was provided to support the Student Language Study in Overseas Countries Program. This program assisted 201 students in Years 10 to 12 from 21 schools to improve their skills in Chinese, Greek, Italian and Spanish.

NSW Community Languages School Board

Through the Community Language Schools Program the Department provided funds for more than 34,140 students to learn and maintain their first or heritage language outside of school hours. A total of $2.288 million was allocated to support 231 community not-for-profit associations to deliver classes in 434 locations.

TAFE NSW

TAFE NSW provided courses in 13 languages other than English for those who need particular language skills in workplace and social settings. TAFE also provided a Language and Culture Tourism Statement to assist people who work, or want to work, with Japanese visitors in the tourism and hospitality industries.

English Language and Literacy Programs

Schools

A total of 6,614 newly arrived students in 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 2000 and October 2001. This included 1,944 students in 15 Intensive English Centres (IECs), 739 students in secondary schools and 3,931 students in primary schools.

In 2001, approximately 83,336 students received post-intensive ESL support in 759 schools from 1,680 specialist teachers in 876 FTE positions.

Certificate in Spoken and Written English (CSWE) courses were provided in 11 high schools and 11 Intensive English Centres with funding of $25,000. A total of 565 certificates was awarded.

The Department produced a number of resources to support ESL students undertaking statewide assessment programs. All K-6 ESL teachers were trained to implement the curriculum framework ESL STEPS Framework at a cost of $130,000.

TAFE NSW

TAFE provides a range of English for Speakers of Other Languages (ESOL) courses. In 2001, over 16,000 adults were enrolled in the these courses, with over 5,000 students enrolled in the Statement of Attainment and Certificate courses in ESOL. Over 800 adults were involved in the English for TAFE courses, a 28 per cent increase from 2000. TAFE institutes also provided a range of programs to improve the English language and literacy skills of people from language backgrounds other than English and referral mechanisms were improved.

Adult Migrant English Service

The Adult Migrant English Service (AMES) maintained its provision of courses to newly arrived migrants. A total of 15,115 students were enrolled in programs offered by AMES.

Board of Adult and Community Education

The Board of Adult and Community Education enrolled 4,730 students in accredited ESL courses at a cost of $622,635.

Pre-vocational and Vocational Education and Training Programs

The Links to Learning Program is part of the Department's cross-sectoral approach to assisting young people at risk to access and participate in education and training. Ten of these programs operating in 2001 specifically targeted young people from language backgrounds other than English.

TAFE NSW institutes offered 81 English for Specific Purposes (ESP) courses which integrate vocational training and English language acquisition, using AEMP funding of $2,527,000, supplemented by $356,000 from the Department. TAFE institutes also funded ESP courses including 32 in Southern Sydney Institute in a range of vocational education areas.

The Department also developed products to support the delivery of training in industry areas of high employment (such as community services and food processing) for culturally and linguistically diverse communities at a cost of $385,550.

Anti-racism and Anti-discrimination Programs

A consultation draft of an Anti-Discrimination Policy was distributed to all areas of the Department, other government agencies and peak community bodies. The Department also released new procedures for Responding to Suggestions, Complaints and Allegations supported by training and development for all staff.

Schools

In 2001, the Department continued to provide anti-racism training programs in schools with funding of $4,000 per district totalling $160,000. *The Racism. No Way!* project continued to receive national and international recognition by winning several awards.

TAFE NSW

Access Division developed resources including workshop plans and activity sheets at a cost of $5,600 to support modules and courses in 'Transforming Conflict' and 'Facilitating Non-violence'.

Student Welfare

All government schools continued to receive materials containing information regarding the educational and emotional needs of refugees and other students who have experienced trauma.

The Department, in conjunction with the Community Relations Commission for a Multicultural 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.

A mentoring program begun in 2001 in the Bankstown district provided support for students of Arabic speaking backgrounds who were at risk of suspension and expulsion, with 19 people receiving formal mentoring accreditation.

AMES provided students in distance learning programs with access to Regional Education Counsellors. This service is available in all programs targeting newly arrived migrants.

Recognition of Overseas Skills and Qualifications

Schools

In 2001, the Department provided a range of programs and strategies to support the employment of overseas trained teachers. Four hundred and fifty one overseas trained teachers attended a series of Personnel Suitability Interview Preparation Courses and 118 participated in the orientation courses for employment in NSW government schools.

TAFE NSW

TAFE NSW translated the pamphlet 'Using Your Overseas Skills and Qualifications in TAFE NSW' into 17 community languages to assist students enrolling in TAFE. Each institute has a recognition contact officer and provides advice on credit transfer, recognition of prior learning and advanced standing. In 2001 a recognition centre was established at Liverpool College.

TAFE NSW continued to provide training for people with overseas qualifications which assists them to meet NSW licensing requirements. Initiatives included the introduction of a bridging course for overseas-licensed hairdressers and the granting of advanced standing in accounting courses to 15 students based on their overseas qualifications and experience.

Adult Migrant English Service

AMES provided the Skillmax Program to assist 99 public sector employees from culturally and linguistically diverse backgrounds to perform successfully in the NSW public sector.

The Migrant Skills Strategy

The Department funded a suite of programs for over 7,000 clients under this strategy, which assists people with overseas-gained skills and qualifications to contribute to the development of New South Wales.

Enrolment of Temporary Visa Holders

Schools

The Department updated the guidelines on how to enrol in a NSW government school, which is used to assist permanent residents and temporary visa holders regardless of age, language background or country of origin. Between 1 July 2000 and 30 June 2001, a total of 3,321 temporary visa holders enrolled in government schools. There were 802 requests for individual exemptions, of which 520 were granted.

TAFE NSW

As a result of changes to immigration regulations and visa classes in 2001, a review of the policy for the enrolment of temporary visa holders was undertaken and the updated policy was published in the *TAFE NSW Commission Gazette* on 7 November 2001. In 2001, a total of 2,508 TAFE students declared their temporary visa holder status.

Staffing

Recruitment

The strategies in the *2001 EEO Management Plan* reflect the Department's commitment to meeting the needs of staff from racial, ethnic or ethno-religious minority groups. EEO statistics were also collected in relation to the merit selection process.

Training

In 2001, the Department continued to provide anti-racism training programs in schools with funding of $160,000. Fourteen courses were conducted for around 700 teachers.

The Department provided a three-day orientation program for 130 newly-appointed ESL teachers with funding of $90,000. A mentoring program was established to support teachers of newly-arrived ESL students in rural and regional areas of New South Wales.

Certificate in Spoken and Written English courses continued to be provided in high schools and Intensive English Centres with funding of $10,000. A further 19 teachers received CSWE training, bringing the total to 294 CSWE trained school teachers.

The Community Language Program provided funding of $41,324 for 29 newly appointed K-6 Community Language teachers undertaking the Community Languages Induction Program.

TAFE institutes continued to provide cultural diversity training for staff; for example, Southern Sydney Institute provided training in this area for 85 staff members.

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. As at December 2001 there were 119 employees receiving the CLAS allowance covering 34 languages, an increase of 24 staff members from the previous year.

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 about the services provided by the Department.

In 2001, $45,000 was allocated for advertisements in 21 community language newspapers and on 20 community language radio programs advising culturally and linguistically diverse communities about accessing important school information in languages other than English. Information about government schools is translated and made available in print and on the Department's website.

TAFE NSW continued to make provision for publicity in various languages. Funding of $34,000 was provided for targeted advertising and the promotion of initiatives among ethnic communities.

During 2001, AMES continued its customer service strategies to provide information about the range of AMES services available.

Client Communication

Interpreting

Between January 2001 and November 2001, the Department received 2,728 requests for the use of interpreters and 1,000 requests for telephone interpreters in schools. Funding of $135,000 supported the use of interpreters. The 'Make Links - Use Interpreters' package continued to be made available to assist all schools and district offices.

TAFE NSW continued to make provision for on-site and telephone interpreting. In AMES the language skills of staff at all levels are recognised and used as valuable resources for internal and external communication and to enhance the quality of service provision.

Translations

The Department continued to support effective communication by translating key documents. Funding of $174,082 was allocated to provide translations for the school sector and to reply to correspondence in languages other than English.

AMES continued to provide information, brochures and forms in a wide range of community languages.

Funded Services

The principles of multiculturalism and the principles of the *NSW Charter for Equity in Education and Training* are embedded in all key funded services including contracted training provision, traineeships and access programs. During 2001, 91 projects funded under these programs implemented *Principles for a Culturally Diverse Society* and reported on this in their management reports.

The Training Market Approved Providers' List (APL) ensures that all registered training organisations on the list are responsible for applying principles provided in the *NSW Government Charter for Equity in Education and Training* in their training operations. Organisations receiving state training funds are also monitored for compliance.

Grants to Communities

The NSW Community Languages Schools Program funds services for young people aged between two and eighteen, from language backgrounds other than English to assist the maintenance and development of their linguistic and cultural heritage. In 2001 $2.488 million was allocated to 231 associations in the form of per capita and special purpose grants for more than 34,140 students.

Regional and Rural Services

The 2001 ESL survey, conducted in NSW schools, identified a total of 13,940 students from language backgrounds other than English in 743 schools in rural and regional New South Wales. Of these, 1,880 students enrolled in high schools and 4,524 students enrolled in primary schools were identified as requiring ESL support. ESL programs in rural and regional schools were supported by 42.2 FTE positions. IEC Country Links provided support to teachers of newly arrived ESL students in rural and regional areas of New South Wales.

TAFE institutes continue to provide consultation forums in order to identify local needs. Riverina Institute also participated in the Regional Language Services Strategy to increase the number of accredited interpreters operating in the region. OTEN-DE continued to target students from language backgrounds other than English. In 2001 OTEN-DE offered 11 course options and 217 students were enrolled in ESP courses.

During 2001, AMES increased the provision of the AMEP in rural New South Wales by working in collaboration with the Department's AMEP contract partners. The number of rural venues offering the AEMP increased from 16 in 2000 to 22 by the end of 2001.

Ethnic Affairs Priorities Statement Plan 2002

The Department's *EAPS Plan 2002* incorporates the intended outcomes of multicultural education and training and additional outcomes related to management practices which provide 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 self-assessment reporting in 2002.

Strategies for 2002

The *EAPS Plan 2002* is necessarily broad in its scope. It includes strategies that address the needs of students and clients across the full range of education and training sectors and service providers. Five outcomes have been identified for 2002. They are shown below together with some of the key strategies.

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 a new Multicultural Education and Training Policy and a new Departmental Anti-Discrimination Policy.
- Publish an anti-racism training manual and video (*Identity, Culture and Conflict*) for use in schools.

Outcome 2: Learners from language backgrounds other than English share equitably in the benefits and outcomes of education and training.

- Implement a research project in bi-literacy in targeted schools to identify links between first language literacy development and literacy development in English.
- Train around 150 new ESL teachers and provide ongoing professional development for experienced ESL teachers.
- Target rural areas to increase participation of people from language backgrounds other than English in OTEN-DE programs.

Outcome 3: The community's cultural and linguistic resources are harnessed to increase educational opportunities and economic benefits for all.

- Provide training for Special Migrant Placement Officers and Office of the Director for Equal Opportunity and Public Employment (ODEOPE) through the Career Development Program.
- 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.

Outcome 4: The skills of the Department's culturally diverse workforce are used to enhance the delivery of education and training services.

- Promote the Targeted Support for Prerequisite Psychology Program to targeted groups to increase the number of teachers from minority ethnic and ethno-religious groups with approved psychology training as school counsellors.
- Develop and disseminate a policy on qualifications required by the Department for teaching English as a second language.
- Provide cultural awareness training for staff in TAFE institutes.

Outcome 5: The services funded through external providers and via grants programs meet the needs of a culturally diverse community.

- Develop a needs-based plan to ensure that minority groups, including culturally and linguistically diverse communities, are targeted through external advertising of grants funds.
- Develop a video on Productive Diversity for use with organisations and employers, particularly in rural areas, to raise awareness of the productive value, experience, training and skills brought to the workplace by migrants.
- Implement a joint AMES and Charles Sturt University research project to establish the standard of English required to successfully complete the Diploma of Policing.
- Develop a pre-vocational course through the Skillmax Program for the Diploma of Policing to assist NESB migrants wishing to enter the NSW Police Force.

Other major strategies include the continuation current programs and services which provide support to people from non-English speaking backgrounds, the provision of staff training and support, and improved data and information.

APPENDIX 21
Disability Action Plan

The *Disability Action Plan 2000-2002* is a major planning and accountability document used throughout the Department of Education and Training. Reporting across the Department for the 2001 school year has indicated significant progress in the planning, design and delivery of services to people with disabilities in New South Wales.

The plan outlines strategies which relate to school districts, TAFE NSW institutes, TAFE NSW divisions, State office directorates, AMES, ACE and the National Art School.

In identifying the strategies in the plan, the Department has aimed to achieve significant improvements in the areas of awareness, access, participation and accountability. The plan supports strategies and initiatives which:

- are responsive to the individual needs of people with disabilities
- reflect the aspirations and expectations of the community in New South Wales
- develop a broader range of educational pathways for students with disabilities
- assist people with disabilities towards sustainable employment and opportunities for lifelong learning.

Physical Access

The provision and improvement of physical access for people with disabilities remains a major commitment of the Department. During 2001, projects were completed at schools, institutes and district offices and at other sites for which the Department is responsible, in order to cater for the particular needs of students, staff and the general community. Modifications were planned and carried out to expand the employment opportunities for people with disabilities. In the 2000 / 2001 financial year, $6.3 million was spent on the program of works to enable students with disabilities to have better access in regular schools.

Departmental staff refined a database to record the accessibility of schools and institutes and to plan future major and minor capital works to improve accessibility. At the district level, a variety of strategies were employed to identify and plan for the enrolment of students with disabilities, particularly through liaison with pre-schools and early childhood programs. Special education committees and learning support teams provided opportunities for both information gathering and awareness raising. Collaboration with school personnel as well as with workers from other agencies not only contributed to effective forward planning in relation to the modification of buildings, but also allowed the identification of other support required for the effective participation of students with disabilities in regular schools.

In addition to planning many projects to modify school premises in 2001, the Department completed minor works at over 80 schools in order to provide ramping, rails, accessible toilets and showers, playground modifications and fencing. Thirty schools across the State had major works completed, including lifts to stage areas which improved access for students with disabilities to the social life of the school as well as to curriculum activities such as drama.

At Dubbo College Senior Campus, which is now totally accessible by wheelchair, new special education facilities have been provided for students in Years 10 to 12 with physical disabilities and very high support needs in an age-appropriate environment. Hearing loops have been installed in assembly halls at two Northern Beaches high schools to assist students with hearing impairment.

The Department implemented revised School Student Special Transport Guidelines during 2001. Tenders were called for the provision of special transport in the Hunter, Illawarra, Shoalhaven, Southern Highlands and Greater Sydney areas. These tenders will provide better access and improved quality of service for students requiring special transport.

TAFE NSW institutes continued to refine their processes for identifying and remedying problems of access on their sites through accessibility audits / reviews and follow-up action. South Western Sydney Institute, for example, conducted an accessibility audit / review in 2001, with a committee including staff with disabilities. Arising out of earlier planning, modifications were completed at Liverpool and Miller Colleges including accessible toilets, classroom access and parking areas. As a result of major work, there has been significant improvement in access at the Campbelltown campus where access ramps now link the upper and lower areas. The structure is covered, well lit and provides a much more direct connection for people with disabilities.

The Board of Adult and Community Education has obtained funding for a project to examine the capacity of ACE providers to meet the requirements for the delivery of education and training to people with disabilities. This project is scheduled for completion in mid-2002.

A particular challenge for the Department is the provision of suitable access to older buildings, particularly those that have heritage value or classification. Through such modifications, a student with physical disabilities was able to enrol in a selective high school and to follow an appropriate program of study. Major work is underway at the National Art School's East Sydney Campus but because of the unique constraints associated with this historic monument it is expected to be three years before appropriate access is achieved.

Information about Services

In its *Disability Action Plan*, the Department affirms its commitment to a progressive improvement in communication so that people with disabilities have access to information about courses, facilities and services that is available to other members of the community. During 2001, new technologies and information channels were utilised to improve access to information. To achieve more accessible websites, the Department's website was revised and the Disability Access site (located at http: / / www.det.nsw.edu.au / disabilityaccess / services / schoserv / schoserv.htm) was established. The Department's website provides links to the ACE sector, AMES and the National Art School. Districts and institutes, such as Batemans Bay, Lake Macquarie and Ryde Districts, and Hunter, North Coast and North Sydney Institutes, are using their websites to disseminate information about programs and services

for students with disabilities including vocational education and training programs. Through the OTEN-DE Online Learning Support Site, access to information is available to people with vision impairment who use screen readers.

The Department's guide to parents of children with special learning needs, *Who's Going to Teach My Child*?, was reprinted in 2001 and widely distributed to schools, districts and parents. Several districts produced information in alternate formats to meet special needs; for example, Bankstown District produced Braille copies of parent workshop booklets, student progress reports, review meeting agendas and other documents for parents with vision impairment.

Information circulated to parents and schools includes details of the range of services available to support the successful participation of students with disabilities in appropriate education programs. Improved information access has led to more effective and systematic planning for the transition of children to school, and from school to school, and to the provision of appropriate support in a range of educational settings. In 2001, over 30,000 students with disabilities received additional support, with the majority of them attending regular schools. Over 3,873 students undertook their education in special schools. The Funding Support 2001 program provided $45 million in 2001 to support students with disabilities attending regular classes in local schools.

TAFE NSW continued to provide general information on its website about its services; contact details for teacher / consultants of deaf and hearing or vision impaired students, as well as for students with intellectual, physical, neurological and psychiatric disabilities; and information about adaptive technology. TAFE NSW also continued to make promotional and information materials available in alternate formats, and TAFE institutes actively marketed the value of particular programs, such as VET courses and apprenticeships and traineeships for people with disabilities, through community consultation forums, interagency meetings and liaison with special service providers including rehabilitation services.

AMES responded to the needs of its clients with disabilities by providing information and learning materials in a range of formats, and by providing both distance learning and home support. AMES is also investigating the possibility of online learning.

Promoting Positive Community Attitudes

The Department continued to seek opportunities to highlight both the achievements of, and the opportunities for, people with disabilities in the education system at both State and local levels. Through positive publicity, effective communication in a variety of media, and structured training for students and staff in targeted areas, the Department is aiming to build positive attitudes and inclusive practices.

For students, the focus is on participation, not only in appropriate courses at the school and post-school level, but also in the broader life of the school and the community. To this end, the School Sport Unit has initiated a number of strategies to provide greater opportunities for students with disabilities. State and area associations now provide opportunities for students with disabilities to participate in major track, field and swimming championships. There has been an increase in the numbers of students with disabilities in the Special Swimming Scheme and all Department instructional teams participated in disability-specific training during 2001. A Students with Disabilities Information site will be included in the School Sport Unit web site during 2002.

In the creative and performing arts, most major events at State level are held at venues which are accessible to people with disabilities. During 2001, students with disabilities were major performers at the Schools Spectacular and others participated in Sing 2001 at the Sydney Opera House.

During 2001, a major district initiative was the encouragement of the inclusion of students with disabilities in Student Representative Councils (SRCs) at school and district level. Various workshops were held both within and across districts on disability issues. Other strategies used to promote understanding and participation included the distribution to all schools of a magazine, *Just Like Us*, developed by the Department's Disability Programs and used in disability awareness training at the school and district level. A joint project with the Department of Sport and Recreation, 'Willing and Able', provided speakers with disabilities for school assemblies and SRC meetings.

In TAFE NSW, OTEN-DE focused on highlighting adaptive technology by producing the *Adaptive Technology Newsheet* (four were published in 2001), and by providing consultancy services on adaptive technologies to TAFE NSW, universities and schools. OTEN-DE also developed two books on the subject for publication in 2002.

On the Central Coast, the Youth Connections 'Work-Out Project' raised awareness about the need for disability support structures. One of three lighthouse initiatives funded by the Enterprise and Career Education Foundation, this project facilitated structured work placements with 30 employers for more than 50 students from 15 government high schools, three independent schools and two Catholic schools.

Training of Staff

During 2001, more than 10,000 school staff members across the State received training in supporting students with disabilities. The training used materials such as the disability awareness kits, 'Everyone Counts, Everyone Belongs' and 'Learning Together', as well as other materials developed to meet special needs. District office personnel were also trained in disability awareness and a special education training package for school executive staff was implemented in every district. 'Physical as Anything', a resource document produced in association with the New Children's Hospital, has been revised to provide information about a range of physical disabilities and medical conditions and will be distributed on CD-ROM.

In addition to providing awareness raising training, districts also focused on curriculum issues. In Shellharbour District, for example, 110 school staff attended workshops on HSC related areas - Life Skills and the Special Program of Study - and workshops were also conducted in early learning, and programming for students with special needs in Kindergarten to Year 12.

In 2001, a total of 33 teachers completed the full-time Special Education Cadetship Program and 105 teachers were undertaking the course part-time. Over 400 teachers aides (special) completed or were completing the TAFE NSW course, Certificate III in Education Support for Teachers Aides (Special), either at institutes or through district delivered programs. In addition, 93 special education teachers undertook training in Certificate IV in Assessment and Workplace training to enable district delivered programs. Networks of various kinds have been established at

the district level to provide professional support and development for many interest groups, such as teachers aides (special), itinerant support teachers, early intervention teachers and head teachers (support).

The Department regularly reviews approved teacher degree programs to ensure that they incorporate at least one module relating to special education. A teacher induction kit, incorporating a module on special education, will be available to all beginning teachers in 2002.

In TAFE NSW, disability awareness training was delivered to staff at all levels through training materials (such as the ResponseAbility package), course materials developed for special needs (such as a deafness awareness kit) and materials on accessing education for students with vision impairment. Thirty-five teachers from the Manufacturing and Engineering Faculty of TAFE NSW's Western Institute received training in working with people with disabilities with a particular reference to occupational health and safety.

In addition, OTEN-DE finalised the Option Keys resource to assist staff in developing accessible and inclusive websites and a video, *We can speak for ourselves*, which highlights many of the barriers people with disabilities face in education and employment.

Employment in the Public Sector

During 2001, the Department established WorkAble, an initiative intended to increase the opportunities for people with disabilities to gain permanent employment and to enable career development with opportunities for progression. The initiative was developed in partnership with the Commonwealth Department of Family and Community Services, the Office of the Director of Equal Opportunity in Public Employment (ODEOPE) and EMAD (Employers Making a Difference). The Department is identifying 50 permanent positions across the organisation, in locations across the State, which will be filled in early 2002. The first appointment under WorkAble was a coordinator to develop, in association with the project partners, the employment and training processes needed to fill the positions. A professional development package will be made available across the Department to assist co-workers and supervisors to support employees with disabilities.

The Department also supported employees with disabilities by making adjustments to workplaces in line with the ODEOPE guidelines, *Adjustments at Work - Rights of People with a Disability*. Employees were made aware of these guidelines through a variety of strategies. Under the Technical Equipment Program, adaptive equipment was provided on an individual needs basis. The Department's Staff with Disabilities Network continues to promote its activities by providing support and raising issues of concern at the decision-making level.

TAFE NSW continued to provide employees with disabilities opportunities to act on a variety of committees to ensure that their specific needs are represented.

During 2001, the Department worked on the expansion and modification of the apprenticeship program as part of the NSW Apprenticeship Program for People with Disabilities, with two apprentices participating in the program. Two new apprentices will begin training in 2002.

Complaints Procedures

The new complaints procedures, *Responding to Suggestions, Complaints and Allegations*, were introduced in early 2001 and staff training was carried out in term one. It is expected that the new procedures will lead to a more rapid resolution of problems. The policy is available on the Department's website in a number of community languages. In addition to these procedures, districts and institutes have introduced a variety of strategies to ensure that services provided for students with disabilities are understood and are appropriate.

During 2001, several institutes and school districts carried out formal evaluations of services and used the findings to formulate action plans as part of the annual reporting process. District committees, such as learning support teams and special education committees, provided further avenues for the review and refinement of services for students with disabilities in the school sector. In schools, there is regular monitoring of the progress of individual students with disabilities and this process involves not only school staff but also district office staff, parents and, in many instances, the student.

In 2001, the New England Institute carried out a student satisfaction survey which specifically included a section for students with disabilities. Arising from this, the institute has planned a workshop to review its provision of services and support for these students and to consider strategies to improve provision.

TAFE institute teacher / consultants continued to have regular meetings with students for whom they provide services. Students' concerns are raised at these meetings and their level of satisfaction is discussed.

Joint Planning Initiatives

The Department remains committed to the development of a more coordinated approach to the provision of services for people with disabilities by working with other government departments and with government and non-government agencies.

In 2001, the Department continued to be involved in the delivery of integrated services in schools, particularly with the Department of Ageing, Disability and Home Care (DADHC), and NSW Health and the Department of Community Services. Programs such as therapy support in schools and the Early Childhood Intervention Program are managed by DADHC and provide significant assistance for families and for children with disabilities. The Department contributed to the planning, coordination and liaison required to support these programs.

The Department also has an ongoing involvement with ATLAS (Adult Training, Learning and Support) which provides post-school programs for people with disabilities. Through a subcommittee looking at the needs of school leavers, the Department is collaborating with DADHC, the lead agency for the project, in establishing processes which more effectively link school leavers with relevant service providers.

As lead agency, the Department has also had a continuing involvement with significant government programs for families including Schools as Community Centres and Primary Connect. Important opportunities for contact with families with children with disabilities and for early intervention arise through such programs.

APPENDIX 22
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 2001 the Department continued to implement strategies to increase the participation of women in education and training and to improve their outcomes.

Strategic Initiatives

In 2001, the Department implemented gender-based initiatives through two key strategies:

- *NSW Action Plan for Women 2000 - 2002, Education and Training, 2001 updated Action Plan*
- *TAFE NSW Strategic Directions for Women 2001-2002*

The *NSW Action Plan for Women 2000-2002, Education and Training, 2001 updated Action Plan* is reflected in the key strategic directions that are outlined in the *TAFE NSW Strategic Directions for Women 2001-2002*. The latter plan aims to build on TAFE NSW strengths and achievements in providing high quality vocational education and training for all women.

TAFE NSW Strategic Directions for Women 2000-2002

TAFE NSW Strategic Directions for Women 2000-2002 has a range of initiatives across TAFE NSW which includes the following:

- promotion of courses and support services targeted to women, including web-based promotions
- support for women through counselling, women's rooms and child care facilities
- promotion and use of recognition of prior learning including information brochures for women
- provision of flexible delivery to support women to manage study along with other commitments
- customisation and delivery of programs for women to provide learning opportunities through Work Opportunities for Women (WOW) and Career Education and Employment for Women (CEEW) courses.
- development of a training pathway in information technology from entry level to Certificate IV level in a women only learning environment through WOW and the Certificate IV in Information Technology (Client Support) - Work Wise Women course
- promotion of career pathway planning.

TAFE NSW Programs and Services for Women

All TAFE NSW institutes implemented strategic initiatives for women. Major achievements in 2001 included the following:

Information Technology for Women and Girls

In 2001 the Certificate IV course in Information Technology (Client Support) - Work Wise Women course was successfully developed and piloted in South Western Sydney, Southern Sydney and Sydney Institutes. It has provided a training pathway for women in information technology to the higher level award in a high demand training area. Forty-eight women were involved in this initiative.

Jumpstart – Automotive Course for Women

This prevocational automotive course for women was delivered at Blacktown College and was sponsored by the NRMA Jumpstart Program. Nine students completed the course.

Flexible Learning Pathways for Women

In 2001, institutes offered flexible and on-the-job learning pathways across a range of vocational training areas. Women participated in and benefited from these initiatives.

Online support was provided by OTEN-DE for some 18,000 female students via a dedicated area of the OTEN-DE Learning Support Site.

A resource package was created and trialed to assist women from languages other than English from isolated areas studying the Individual Education Plan module by distance education.

Indigenous Women

The Aboriginal Women into Higher Awards Project was a joint initiative between the Tharawal Local Aboriginal Land Council/ Community Development Employment Project and TAFE NSW to develop a model to link Aboriginal women into higher level award courses. Eleven indigenous women participated in a customised Focus on Skills course and 10 women continued to study the Small Business Enterprise Management Certificate IV.

Enrolments of Women in TAFE NSW

From 1999 to 2001, the number of women enrolled in TAFE NSW increased significantly from 218,594 enrolments to 239,389 enrolments. During the same period, women's share of total enrolments remained fairly stable but decreased slightly from 48 per cent to 47.5 per cent.

The most popular courses for women in 2001 were in the Business and Public Administration Division (73,889 enrolments), the Access Division (61,324 enrolments) and the Community Services, Health, Tourism and Hospitality Division (57,113 enrolments). Enrolments in these three training areas accounted for 80.3 per cent of total female enrolments.

From 1999 to 2001, the number of women undertaking higher level award courses (AQF Certificate levels III, IV and V) has increased from 92,115 enrolments to 94,522 enrolments. Women enrolled in higher award level courses made up almost 40 per cent of all women enrolled in TAFE.

From 1999 to 2001, the percentage of women studying courses in the Information Technology, Arts and Media Division has increased by almost 8 per cent, from 24,754 enrolments 26,664 enrolments.

APPENDIX 23
Consultants

Consultant	Project Title	Amount Paid
Price Waterhouse Coopers	Review of the work of School Assistants and Senior School Assistants.	$94,532
Australian Centre for Industrial Relations Research	The role of vocational education and training in assisting individuals and communities to meet the challenges of the changing nature of work.	$80,000
MXL Consolidated Pty Ltd	Development of a TAFE Human Resources Strategic Plan.	$78,292
Regional Extended Family Services	The role of vocational education and training in regional development.	$65,000
Northern Rivers Regional Development Board	The role of vocational education and training in regional development.	$50,000
Australian Strategic Planning Pty Ltd	Report on the structural and cost effective support required by Riverina Institute to increase commercial income.	$44,440
Centre for Regional Research and Innovation	The implications for vocational education and training of the demands of the emerging knowledge-based economy.	$30,000
Total		**$442,264**

During the reporting period there were 26 additional consultancies each costing less than $30,000. The total cost of these additional consultancies was $218,198.

APPENDIX 24
Funds Granted to Non-Government Community Organisations

Summary of Attached Programs 2000-2001 Levels

Organisations	Amount
ACE Vocational Education and Training Grants	$4,323,689.00
Apprenticeship & Traineeship Training Program	$36,351,383.85
Building Equipment and Childcare Grants	$359,000.00
Community Languages	$1,059,228.37
CTP Grants	$28,865,998.55
Enterprise Training	$350,909.09
Equity Development and Training Innovation Program	$71,709.18
Forest Industry Training Strategy	$479,482.25
Grants in Aid	$1,198,727.00
Group Training Scheme Grants	$3,237,311.23
Industry Skills	$531,575.18
Intervention Support-Non School Organisations	$405,632.95
Intervention Support-Children in Residential Care	$99,526.53
Intervention Support-Young People with Disabilities	$5,836,606.14
Literacy Program	$1,069,843.00
Local Government Aboriginal Employment Strategy	$177,585.00
Migrant Skills	$2,122,932.56
Mature Workers	$3,069,845.41
National School Drug Education	$586,723.20
New Apprenticeship Access Program	$429,200.00
New Careers for Aboriginal People	$1,025,084.50
NSW ACE Program Grants	$8,872,720.00
Regional Conservatorium of Music	$726,648.00
Skills Gap Training Program	$298,822.65
Training Employment & Development Grant	$948,137.29
VET in Schools Consortium	$1,921,526.00
Youth Assistance Strategies	$6,497,654.98
Total	**$110,917,501.91**

Minister's Grants-in-Aid to Non-Government Community Organisations

The following grants were made in the two financial years 1999/2000 and 2000/2001. Note that GST was payable in 2000/2001 but has not been included below.

Organisation	Treasury Program	Program	1999/2000 Approved Grant $	2000/2001 Approved Grant $
NSW Parents Council	Assistance to Non Government Schools	Non Government Primary	36,420	37,370
Council of Catholic School Parents	Assistance to Non Government Schools	Non Government Primary	36,420	37,370
Australian Council for Education Research	Core Secondary Education Services in Government Schools	Secondary General Funding	308,600	318,200
Isolated Children's Parents Association	Equity & Strategic Primary Education Services in Government Schools	Rural Education Programs Primary	33,940	34,830

Organisation	Treasury Program	Program	1999/2000 Approved Grant $	2000/2001 Approved Grant $
NSW Federation of School Community Organisations	Equity & Strategic Primary Education Services in Government Schools	Public Education & Local School Image Primary	48,270	49,530
Gould League of NSW	Equity & Strategic Primary Education Services in Government Schools	Human Society & Its Environment Primary	9,110	9,110
Talent Development Project	Equity & Strategic Primary Education Services in Government Schools	Education of Gifted and Talented Students Primary	80,000	110,000
Volunteer Centre	Equity & Strategic Secondary Education Services in Government Schools	State Literacy Secondary	50,000	50,000
Association for Children with Learning Difficulties	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	20,000	15,000
Australian Early Intervention Association	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	6,394	7,000
Institute for Family Advocacy and Leadership Development	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	16,000	24,000
ADDult & Family Association	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	30,800	30,000
Spastic Centre	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	NIL	2,600
Royal Blind Society	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	6,000	3,000
Specific Learning Difficulties Association of NSW	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	24,800	25,100
Musica Viva	Equity & Strategic Primary Education Services in Government Schools	Public Education & Local School Image Primary	10,000	10,000
Australian School Sports Council	Equity & Strategic Primary Education Services in Government Schools	Sport Primary	33,393	41,097
Federation of Parents and Citizens Associations	Equity & Strategic Primary Education Services in Government Schools	Public Education & Local School Image Primary	166,140	170,440
Australian Children's Television Foundation	Equity & Strategic Primary Education Services in Government Schools	Creative Performing Arts	140,210	142,000
Science Foundation for Physics	Core Secondary Education Services in Government Schools	Secondary General Funding	NIL	82,080

Grants to Community Organisations

Apprenticeship and Traineeship Training Program Grants

24 Carat Nomineees Pty Ltd	$66,000.00
A1 Employment and Training Services	$112,360.00
Academy of Learning (Australia) Pty Ltd	$79,520.00
Academy of Vocational Education	$151,661.25
Access Community Group Inc	$66,176.00
Access Group Training	$200,026.50
Active Industry Group Training Ltd	$156,883.00
Active Industry Training Limited	$62,918.00
Adnet Training	$44,900.00
Adroit Operations Pty Ltd	$33,500.00
ADTC Pty Ltd	$2,000.00
Advanced Careers College	$12,180.00
AGL	$3,840.00
Alan Bartlett Consulting Pty Ltd	$3,960.00
Amalgamated Pest Control Pty Ltd	$1,500.00
Applied Security Concepts Training	$31,850.00
Applied Training Solutions Pty Ltd	$72,500.00
Apprentices Trainees Employment Ltd	$346,673.00
AQIS Training Services - Vic	$577,940.00
ASC Training (Ascet TAFE Pty Ltd)	$147,005.00
Ash Pty Ltd	$5,000.00
Asia Pacific Learning Centre Pty Ltd	$485,988.99
ATS Arrow Training Services	$459,500.00
Austraining (NSW) Pty Ltd	$69,395.00
Australasian Correctional Management Pty Ltd	$43,000.00
Australian Based Learning Experience	$31,200.00
Australian Business Learning	$703,500.00
Australian Business Limited	$654,500.00
Australian College of Applied Science	$334,400.00
Australian College of Technology	$367,783.50
Australian Electronic Manufacturing Services Pty Ltd	$35,640.00
Australian Electrotechnology Industry Training Centre Ltd	$527,162.50
Australian English & Business College Pty	$534,375.26
Australian Horticultural Training	$54,640.00
Australian Institute of Workplace Learning	$215,000.00
Australian School of Commerce and Management	$228,673.57
Australian Sports Industry Group	$73,500.00
Australian Training Company Ltd	$75,860.24
Australian Vocational Training & Employment Services Pty Ltd	$19,896.25
Baffy Pty Ltd	$22,680.00
Ballina Skills Development Centre Inc	$46,974.00
Bartter Enterprises Pty Ltd	$468,500.00
Bedford Business College	$63,360.00
Bensons Group Training Association	$145,252.50
Betta Careers College	$49,020.00
Black Stump Enterprises Pty Ltd	$42,599.40
Blacktown District Community College	$33,165.00
Blue Ribbon Bus Company Pty Ltd	$22,680.00
BP Training and Assessing Pty Ltd	$119,360.00
Brick Industry Training School Pty Ltd	$212,411.25
Broken Hill Skills Centre Inc	$15,600.00
Bunge Meat Industries Ltd	$217,000.00
Business Employment Technology & Training (Australia) Pty Ltd	$8,750.00
Busy Career Development Centre	$3,268.00
Cable & Wireless Optus Ltd	$419,500.00
Caloola Farm Company	$1,000.00
Camden Haven Adult & Community Education Inc	$3,000.00
Campaspe College of Adult Education	$16,810.00
Campbell Page Employment & Training	$120,273.00
Canterbury-Hurlstone Park RSL Club Ltd	$14,144.00
Capital Careers Pty Ltd	$2,500.00

Apprenticeship and Traineeship Training Program Grants Cont'd

Career Training Institute of Australia	$5,002.50
Cass Training Pty Limited	$8,900.00
Central Coast Community College	$3,000.00
Central Coast Group Training Ltd	$124,140.50
Central West Community College Inc	$359,091.50
Central West Group Apprentices Ltd	$110,000.00
Century Group Pty Ltd	$452,000.00
Cessnock Community Training Centre Inc	$7,530.00
Choice Training and Consulting Services Pty	$19,000.00
Chubb Security Australia Pty Ltd	$431,627.10
Civil Contractors Federation	$224,000.00
Coastal Employee Assistance Services	$8,532.80
Coastline Security	$500.00
Coles Supermarkets Aust Pty Ltd	$526,500.00
College of Advanced Secretarial Studies	$3,020.00
College of Child & Family Studies	$79,995.00
College of Warehousing	$4,200.00
Comet Training Pty Ltd	$156,166.00
Compass Training Australia Pty Ltd	$24,215.00
Connect - Employment & Training Services Pty Ltd	$649,279.01
Continuing Education Centre - Albury/Wodonga Inc	$59,515.00
Cootamundra Workskills Inc	$35,475.00
Corpfit Holdings Pty Ltd	$12,982.60
Corporate Training Australia	$2,000.00
Corpskills Australia Pty Ltd	$67,500.00
CQP Group Pty Ltd	$3,000.00
Crampton Consulting Group Pty Ltd	$8,500.00
CSA Training Services Inc	$162,380.00
Currumbin Palm Beach RSL & Services Club	$20,002.50
Cynray Pty Ltd	$7,500.00
DECA Training	$27,440.00
Deter Training Organisation	$13,500.00
Didasko Software Int Pty Ltd	$82,000.00
Distribution Group	$500.00
Eaglepro Security Services NSW	$2,205.00
Eastern Suburbs Learning Centre	$13,500.00
Echuca Community Education Group Inc	$5,040.00
Education Unlimited Pty Ltd	$105,150.00
Email Training Services Pty Ltd	$28,800.00
Employment Transactions Australia Inc	$209,789.60
Employment Transactions Inc	$4,116.00
EnergyTraining & Development	$13,920.00
Enterprise & Training Co of Coffs Harbour	$142,278.50
Enterprise Initiatives Pty Ltd	$387,500.00
Equals International Pty Ltd	$102,921.75
Et Australia	$50,827.50
Excelsior College Pty Ltd	$31,500.00
First Choice Training Group Pty Ltd	$16,000.00
First Impressions Resources	$28,500.00
Fletcher International Exports Pty Ltd	$178,000.00
Focal Holdings Pty Ltd	$80,450.00
Food Industry Training Ltd	$119,240.00
Food Safety Operations Pty Ltd	$637,930.50
Forbes Employment Activities & Training	$21,780.00
Ford Motor Company of Australia Ltd	$96,188.00
Foundation for Education & Training Ltd	$1,344.00
Fransis Pty Ltd	$20,488.00
Freight Train Australia Pty Ltd	$45,500.00
Furnishing Industry Association Aust (NSW) Ltd	$287,000.00
Futurestaff Ltd	$24,750.00
Gloucester Community Training Inc	$9,924.00
Gosford Education & Training Services	$24,408.00
Gow Learning Institute Pty Ltd	$269,126.96
Graincorp Proprietry Limited	$16,500.00

Grants to Community Organisations Continued

Apprenticeship and Traineeship Training Program Grants Cont'd

Griffith Skills Training Centre Inc	$138,341.25
Health Professionals 2000	$8,190.00
Health Resource Training	$8,820.00
HGT Australia Ltd	$882,747.07
Hopwood Integrated Training	$7,000.00
Hornsby Ku-Ring-Gai Community College Inc	$17,640.00
Hospitality Australia 2000 Pty Ltd	$53,147.50
Hospitality Dimensions Pty Ltd	$40,500.00
Hospitality Services 2000 Pty Ltd	$2,100.00
Hostec IDR Pty Ltd	$73,900.00
Hotline Employment & Training	$4,000.00
HRD Consulting Pty Ltd	$669,040.00
HTC Vocational Institute Pty Ltd	$1,390,460.69
Hunter Joblink Inc	$58,055.00
Hunter Plant Operator Training School	$32,780.00
Hunter Valley Training Company Pty Ltd	$96,249.40
Hurstville Enterprise Association for People Services	$5,330.00
Illawarra Area Child Care Ltd	$173,891.00
Illawarra Business College	$162,069.00
Illawarra ITEC Ltd	$8,712.00
Illawarra Retirement Trust	$18,000.00
Impact Training Services	$20,090.00
Inner Eastern Group Training Inc	$22,000.00
Inner West Skills Centre Inc	$81,616.00
Institute of Automotive Mechanical Engineers Inc	$1,000.00
Institute of Financial Services	$132,654.90
In-Sync Training and Development Pty Ltd	$17,000.00
Integrated Care Management	$15,120.00
Intercollege Australia Pty Ltd	$69,549.50
International Sports Sciences Association (Aust) Pty Ltd	$54,697.50
Into Training Australia Pty Ltd	$31,500.00
Iontask Pty Ltd	$1,260.00
Itemp Training Services	$2,000.00
J & S Training Services Pty Ltd	$406,300.00
J.C.E. Positive Outcomes Pty Ltd	$72,000.00
Jobs Australia Ltd	$227,671.50
John Fairfax Publications Pty Ltd	$10,000.00
Ken Raye Training Services Pty Ltd	$440,890.28
Kenvale College	$17,374.00
Kogarah Rockdale Training Scheme Inc	$6,000.00
Lady Gowrie Child Centre	$108,681.50
Learning Lab Pty Ltd	$272,167.50
Learning Logistics Pty Ltd	$14,000.00
Leonard Smith & Michael Searl	$15,697.50
Lesley Wemyss Training Consultancy	$11,432.98
Lewelmo Pty Ltd	$37,280.00
Linda K Andrews and Associates Pty Ltd	$77,574.00
Lismore Skills Centre Inc	$71,100.00
Lismore Skills Development Centre	$4,500.00
M J Denstaff Training Pty Ltd	$21,000.00
Macarthur Group Training Ltd	$264,420.50
Macarthur Retail & Business Trining Services	$166,629.00
Macleay Valley Workplace Learning Centre Inc	$16,500.00
Macquarie Commercial College Ltd	$9,244.40
Mamre Plains Ltd	$4,000.00
Manufacturers Training Trust	$1,000.00
Marrickville Community Training Centre Inc	$28,360.00
Mazda Australia Pty Ltd	$36,120.00
McDonalds Australia Ltd	$349,500.00
McMillan Staff Development	$13,000.00
Melbourne East Group Training Ltd	$37,000.00
Melbourne Workplace Training Pty Ltd	$38,500.00
Metro Screen Ltd	$19,990.00
Milcom Communications Pty Ltd	$2,160.00
Mildura & District Education Council Inc	$1,500.00

Apprenticeship and Traineeship Training Program Grants Cont'd

Mission Australia	$203,797.25
Motor Traders Association of NSW	$22,052.50
MTC Work Solutions	$5,000.00
Murray Mallee Training Company	$135,683.80
Napoleon Pty Ltd	$68,880.00
National Council of YMCA of Australia	$10,237.50
National Insurance Brokers Association of Australia	$18,119.38
National Photo Training College	$46,700.00
Newtrain Incorporated	$83,735.00
Nike Australia Pty Ltd	$25,000.00
North West Community College Inc	$41,442.50
Northern Group Training Pty Ltd	$207,075.00
Northumberland Network	$61,110.00
NRG Online Training Pty Ltd	$18,000.00
NSW Small Business Training Company	$6,500.00
Nursery Industry Association of Australia	$7,200.00
Oasis Pre-Employment Network Inc	$60,457.50
OCTEC Inc	$444,688.50
Options Community Enterprises Ltd	$169,855.60
Options Training Services	$149,000.00
Orana Education Centre	$80,339.00
P.O.E.T. Training	$18,258.00
Palladium Int. Exec. Prot. Group	$11,025.00
Palladium International Security Training	$412,930.00
Pan Pacific Training Company Pty Ltd	$712,372.50
Partec Pty Ltd	$1,200.00
Pendale Pty Ltd	$61,000.00
Penrith Skills for Jobs Ltd	$159,907.12
Performance Edge Systems Pty Ltd	$157,100.00
Pharmacy Guild of Australia National Secretariat	$352,933.70
Philavanh Lattanatay	$3,483.00
Platon Enterprises Pty Ltd	$30,500.00
Power Business College	$77,151.00
Power Group Pty Ltd	$20,340.50
Priority One Employment & Training	$22,826.00
Professional Care Education Centre	$29,323.00
Qantas Airways Limited	$75,840.00
Quest Employment & Training Solutions	$500.00
R & W Training and Development	$319,500.00
Rac Constructions Pty Ltd	$31,680.00
Real Estate Institute of Australia	$34,117.50
Remco Training Group Pty Ltd	$79,500.00
Restaurant & Catering Association of NSW	$3,500.00
Retail & Business Skills Centre - Penrith Plaza	$75,711.00
Retail Group Training & Employment Ltd	$839,881.50
Retailers Association of Queensland	$19,368.00
Right Management & Training Sevices	$155,658.00
Riverina Community College	$459,778.50
Riverina Wool Combing Pty Ltd	$76,500.00
Royal Life Saving Society	$270.00
Royal Rehabilitation Centre Sydney	$25,900.00
Safecity Services Pty Ltd	$79,380.00
Salesforce Australia Pty Ltd	$33,000.00
Salvation Army Property Trust	$40,985.00
Scientific Management Associates (Aust) Pty Ltd	$211,973.30
Security Advisory Services Pty Ltd	$2,000.00
Sertec Ltd	$46,062.50
Sheppard Consulting Group Pty Ltd	$57,900.00
Shoalhaven Employment & Training Inc	$24,000.00
Skills Education Pty Ltd	$488,732.25
Skills Training Employment Program Inc	$36,387.50
Skillswest Training Co Pty Ltd	$301,930.00
South Coast Commercial Training College	$44,187.50
South Coast Training and Development	$6,500.00
Southern Adult Education College	$15,000.00

Grants to Community Organisations Continued

Apprenticeship and Traineeship Training Program Grants Cont'd

Southern Edge Training Pty Ltd	$9,000.00
Southern Solutions - Business Training & Employment	$193,800.00
Specialised Transport Training	$119,500.00
STA Travel Pty Ltd	$74,500.00
Stanborough Wemyss Contracting Pty Ltd	$839,000.00
Strategic Training Solutions Pty Ltd	$1,000.00
Strathfield Regional Community Inc	$174,043.00
Strive Pty Ltd	$200,531.01
Study Group Australia Pty Ltd	$306,336.25
Summit Training & Technology (Griffith)	$14,500.00
Sureway Consultants Pty Ltd	$124,732.00
Swinburne University of Technology	$16,000.00
Sydney ITEC Repair Centre, Sydney	$3,412.50
T J Training	$61,500.00
Tandem Hospitality College	$89,558.00
Taree Adult Education Inc	$45,884.38
Target Australia Pty Limited	$8,775.00
Terry Rogan Enterprises Pty Ltd	$26,625.50
Tfia Business Services Pty Ltd	$124,660.00
Tolster Pty Ltd	$20,471.75
Touraust Corporation	$25,000.00
Training Beyond 2000 Pty Ltd	$8,820.00
Training Education & Management Services	$100,717.50
Training Force Consultancy	$96,500.00
Training Synergies Australia Pty Ltd	$99,500.00
Transport Education & Training Australia Ltd	$48,310.00
Transqual Pty Limited	$27,500.00
Trekama Corporation Pty Ltd	$8,500.00
Tricon Restaurants Australia Pty Ltd	$22,000.00
Trustees Roman Catholic Church	$33,654.00
Tursa Employment & Training Inc	$418,414.63
UNE Partnerships Pty Ltd	$1,500.00
Uniting Church in Australia Property Trust NSW	$25,800.00
Victoria University of Technology	$10,189.00
Victorian Employers' Chamber of Commerce & Industry	$39,000.00
Vorlie Pty Ltd	$91,000.00
Wagga Wagga City Council	$12,117.60
Wagga Wagga Education Centre	$7,800.00
Wangaratta Centre for Continuing Education	$2,500.00
Wentworth Commercial College	$75,390.00
Wesley Mission	$160,210.71
Western College of Adult EducationInc	$1,500.00
Western Sydney Information Technology Centre Ltd	$2,500.00
Westlakes Community Training Services Inc	$124,190.00
Westpac Banking Corporation	$31,000.00
Wittner's Australia Pty Ltd	$11,000.00
Wollongong City Employment Training Inc	$178,930.00
Wool Industry Training Australia Ltd	$15,500.00
Woolworths Ltd	$187,500.00
Work Directions Australia Pty Ltd	$254,984.12
Workers Educational Association	$9,012.50
Workplace Australia Group	$14,000.00
Worktrain Pty Ltd	$606,225.00
Workventures Group Training Ltd	$2,000.00
Workventures Ltd	$292,492.00
Worldmark Pty Ltd	$1,000.00
Wyong Workwise Inc	$84,585.00
Ya Yar Pty Ltd	$164,200.00
YWCA of Sydney	$166,565.00
Grand Total	**$36,351,383.85**

ACE Vocational Educational and Training Grants

ACE - North Coast Inc - Lismore	$147,189.00
ACE Council of NSW	$36,000.00
ACE Mullumbimby Inc	$49,113.00
ACE Murwillumbah Inc	$25,792.00
ACE Walcha Inc	$15,297.00
Alstonville Adult Learning Association Inc	$51,712.00
Bankstown Community College Inc	$136,590.00
Barraba Community Learning Association Inc	$61,815.00
Bellingen Adult Education Centre Inc	$51,712.00
Camden Haven Adult & Community Education Inc	$37,203.00
Central Coast Community College Inc	$138,303.00
Central Coast Regional Council of Adult and Community Education Inc	$37,000.00
Central West Community College Inc	$160,882.00
Central West Regional Council of Adult and Community Education Inc	$2,000.00
Continuing Education Centre Inc (Albury-Wodonga)	$43,581.00
Deaf Education Network Inc	$96,965.00
Eastern Suburbs Regional Evening College Inc	$121,222.00
Eurobodalla Adult Learning Centre Inc	$18,326.00
Far West Regional Council of Adult and Community Education Inc	$2,000.00
Forster Tuncurry Adult Education Inc	$4,429.00
Griffith Adult Learning Association Inc	$33,621.00
Guyra Adult Learning Association Inc	$33,612.00
Hawkesbury Community College Inc	$55,971.00
Hornsby Ku-Ring-Gai Community College Inc	$115,972.00
Hunter Community College Inc	$37,878.00
Hunter Regional Council of Adult and Community Education Inc	$2,000.00
Kiama ACE Inc	$24,463.00
Lower Clarence Adult & Community Education Centre Inc	$10,114.00
Macarthur Community College Inc	$95,371.00
Macleay Valley Community Education Inc	$23,484.00
Macquarie Community College Inc	$124,381.00
Manly-Warringah Community College Inc	$113,755.00
Nepean Community College Inc	$184,289.00
New England & North West Regional Council of Adult and Community Education Inc	$2,000.00
North Coast Regional Council of Adult and Community Education Inc	$16,323.00
North West Community College Inc	$177,417.00
Orana Regional Council of Adult and Community Education Inc	$2,000.00
Port Macquarie College of Adult Education Inc	$125,689.00
Riverina Community College Inc	$83,117.00
Riverina Regional Council of Adult and Community Education Inc	$2,000.00
Robinson Education Centre Inc	$33,699.00
Singleton Leisure Learning Group Inc	$25,792.00
South East Regional Council of Adult and Community Education Inc	$2,000.00
Southern Adult Education College Inc (Nowra)	$50,597.00
Southern Region Community College Inc (Goulburn)	$12,896.00
St George & Sutherland Community College Inc	$155,598.00
Strathfield Regional Community College Inc	$169,275.00
Sydney Community College Inc	$208,775.00
Tamworth Adult Education Centre Inc	$43,936.00

Grants to Community Organisations Continued

ACE Vocational Educational and Training Grants Cont'd

Taree Adult Education Inc	$73,872.00
The Parramatta College Inc	$159,499.00
Tomaree Peninsula Adult Education Inc	$48,937.00
Tuggerah Lakes Community Leisure Learning and Training Centre Inc	$51,712.00
Wauchope Adult & Community Education Centre Inc	$62,440.00
Western College of Adult Education Inc	$133,101.00
Workers Educational Association - Hunter Inc	$205,536.00
Workers Educational Association Illawarra Inc	$199,236.00
Workers Educational Association Sydney Inc	$103,600.00
Wyong Adult and Community Education Inc	$82,600.00
Grand Total	**$4,323,689.00**

Building Equipment and Childcare Grants

ACE - North Coast Inc - Lismore	$10,000.00
ACE Mullumbimby Inc	$6,564.00
ACE Murwillumbah Inc	$3,028.00
ACE Walcha Inc	$3,000.00
Alstonville Adult Learning Association Inc	$6,273.00
Bankstown Community College Inc	$10,000.00
Barraba Community Learning Association Inc	$7,053.00
Bellingen Adult and Community Education Inc	$6,273.00
Camden Haven Adult & Community Education Inc	$4,483.00
Central Coast Community College Inc	$10,000.00
Central West Community College Inc	$14,000.00
Continuing Education Centre Inc (Albury-Wodonga)	$5,250.00
Deaf Education Network Inc	$10,000.00
Eastern Suburbs Regional Evening College Inc	$10,000.00
Eurobodalla Adult Learning Centre Inc	$3,000.00
Forster Tuncurry Adult Education Inc	$2,000.00
Griffith Adult Learning Association Inc	$4,007.00
Guyra Adult Learning Association Inc	$4,041.00
Hawkesbury Community College Inc	$7,710.00
Hornsby Ku-Ring-Gai Community College Inc	$10,000.00
Hunter Community College Inc	$6,054.00
Kiama ACE Inc	$3,458.00
Lower Clarence Adult & Community Education Centre Inc	$3,000.00
Macarthur Community College Inc	$10,000.00
Macleay Valley Community Education Inc	$4,407.00
Macquarie Community College Inc	$10,000.00
Manly-Warringah Community College Inc	$10,000.00
North Coast Regional Council of Adult and Community Education Inc	$3,096.00
North West Community College Inc	$13,000.00
Port Macquarie College of Adult Education Inc	$13,126.00
Riverina Community College Inc	$10,000.00
Robinson Education Centre Inc	$8,146.00
Singleton Leisure Learning Group Inc	$3,028.00
Southern Adult Education College Inc (Nowra)	$5,387.00
Southern Region Community College Inc (Goulburn)	$3,028.00
St George & Sutherland Community College Inc	$10,000.00
Strathfield Regional Community College Inc	$15,000.00
Sydney Community College Inc	$10,000.00
Tamworth Adult Education Centre Inc	$5,777.00
Taree Adult Education Inc	$6,273.00
The Parramatta College Inc	$10,000.00
Tomaree Peninsula Adult Education Inc	$8,128.00

Building Equipment and Childcare Grants Cont'd

Tuggerah Lakes Community Leisure Learning and Training Centre Inc	$6,273.00
Wauchope Adult & Community Education Inc	$5,137.00
Western College of Adult Education Inc	$10,000.00
Workers Educational Association - Hutner Inc	$10,000.00
Workers Educational Association Illawarra Inc.	$10,000.00
Workers Educational Association Sydney Inc	$10,000.00
Grand Total	**$359,000.00**

Community Language Schools Grants

20 Temmuz Turkish Cypriot School	$310.00
Afghan Community Support Assosiation of NSW Inc	$3,156.00
Aid Migrants of Spanish Speaking	$ 58.00
Alfaisal Islamic & Arabic Schools in Australia Inc	$15,279.00
Alhabib Arabic School Inc	$4,200.00
Ambassadors Multicultural Mission International Association Inc	$25,260.00
Andisheh Persian School Inc	$2,960.00
Anglican Church Diocese of Sydney	$1,230.00
Arabic Ethnic Education Society Inc	$770.00
Ariana Language School Inc	$923.00
Armenian General Benevolent Union Limited	$5,040.00
Ashabul Khafi Language School Inc	$3,473.00
Association of Bhanini El-Minieh Australian Arabic Community Welfare Centre Inc	$3,085.00
Assyrian Australian Association Inc	$6,768.00
Assyrian's Nation Association Inc	$390.00
Auburn Arabic School Inc	$7,650.00
Auburn Ataturk Primary School Inc	$6,213.00
Australia Korean School Inc	$2,793.00
Australian Association of All Nationalities of China Inc	$3,793.00
Australian Beirut Charitable Association Inc	$6,033.00
Australian Bosnian-Hercegovina Cultural Assosiation	$3,706.00
Australian Catholic Chinese Community Inc	$10,280.00
Australian Chinese & Descendants Mutual Inc	$7,245.00
Australian Chinese Community Association of NSW Inc	$7,513.00
Australian Chinese School Inc	$17,918.00
Australian Confucius Mencius Morality Society Inc	$1,850.00
Australian Serbian Illawarra Welfare Association Inc	$2,267.00
Australian Taiwanese Friendship Association Inc	$13,028.00
Balar Malar Tamil Education Association Inc	$1,748.00
Bangladesh Association of Australia Inc	$2,700.00
Bangladesh Association of NSW Inc	$3,298.00
Bankstown Area Multicultural Network Inc	$2,340.00
Bethesda Presbyterian Church Inc	$6,228.00
Bexley Ethnic Arabic School Inc	$2,233.00
Bint Jbeil Charitable Association Inc	$2,677.00
Bodhi Vietnamese Language School Inc	$9,758.00
Bosnian Ethnic School	$3,706.00
Cabramatta Saturday Turkish School Inc	$1,710.00
Cabramatta West Spanish School Inc	$748.00
Campbelltown Latin Association Inc	$785.00
Canterbury Bankstown Muslim Association Inc	$8,288.00
Caodaist Association of Australia Inc	$1,585.00
Carlingford Chinese Language School Inc	$490.00
Central Council Croatian Ethnic Schools of NSW Inc	$4,315.00

Grants to Community Organisations Continued

Community Language Schools Grants Cont'd

Cherrybrook Chinese Community Association Inc $1,845.00
Chinese Australian Services Society Co-Operative Limited $3,255.00
Chinese Catholic Community Inc $14,673.00
Chinese Christian Church Language School Inc ... $1,113.00
Christian Pei Li Chinese School Pty Ltd $3,108.00
Co-As-It Italian Association of Assistance $26,005.00
Combined Australian Middle East Welfare Council Inc $1,648.00
Coptic Orthodox Church (NSW) Property Trust . $1,020.00
Datong Chinese School Inc $4,135.00
Der-Huy Chinese School Inc $11,443.00
Dulwich Hill Spanish School $420.00
Dundas Chinese School $2,593.00
Eastern Suburbs Russian School Inc $1,480.00
Eastlakes Saturday Turkish School Inc $2,280.00
Eastwood Tamil Study Centre Inc $1,453.00
El Imam Ali Arabic School Inc $4,363.00
Ethnic Chinese Mission Inc $4,105.00
Fairfield Heights Vietnamese Parent Committee Inc $2,353.00
Fratrnal Society of the Tripoli and Mena Districts Associated $5,570.00
Grace Chinese Christian Church Limited $12,653.00
Greek Community of Lugarno District Inc $1,063.00
Greek Community of Mascot & District Inc $1,085.00
Greek Orthodox Archdiosese of Australia Consolidated Trust $5,358.00
Greek Orthodox Church & Community of Bankstown and District St Euphemia Limited $1,508.00
Greek Orthodox Church & Community of Leichhardt and District of St Gerasimos Limited $2,258.00
Greek Orthodox Church & Society of the City of Greater Wollongong $1,923.00
Greek Orthodox Church and Community of Marrickville and Districts $4,513.00
Greek Orthodox Community of Merrylands and Districts $725.00
Greek Orthodox Community of NSW Limited .. $21,285.00
Greek Orthodox Parish & Community of Belmore and District All Saints Limited $1,673.00
Greek Orthodox Parish & Community of Kogarah and District Resurrection of Christ Limited $21,413.00
Greek Orthodox Parish & Community of St Marys and District Limited $1,395.00
Greek Orthodox Parish and Community of Burwood and Districts St Nectarios $6,428.00
Greek Orthodox Parish of St George Rose Bay $1,995.00
Greek Orthodox Parish South East Sydney $1,798.00
Greek Sunday School of Canterbury and Surrounding Disticts Inc $1,388.00
Griffith Samoan Association Inc $1,000.00
Hamzkaine Armenian Educat Cultural Society 'Shant' Chapter Inc $6,935.00
Harb Charity Association Inc $10,388.00
Hellenic Orthodox Community Kingsgrove Bexley North Beverly Hills and Districts Limited $3,323.00
Hellenic Orthodox Community Parramatta and Districts $1,623.00
Hellenic Orthodox Parish & Community of Blacktown and Districts Limited $2,253.00
Hills District Punjabi Society Inc $508.00

Community Language Schools Grants Cont'd

Hung Dao Language School Inc $2,140.00
Hungarian School Flemington Inc $1,238.00
Hunter Parents & Teachers Association of Community Language Schools Inc $78,169.54
Illawarra Ethnic Teachers & Parents Association Inc $72,157.01
Indo-Australia Balbharati Vidyalaya - Hindi School Inc $1,290.00
International Buddhist Association of Australia Inc $2,978.00
Iranian Educational and Cultural Centre Inc $2,505.00
Islamic Charity Projects Association Inc $15,568.00
Islamic Foundation for Education & Welfare Inc ... $840.00
Islamic Welfare Centre Inc. $1,000.00
Jamaat Daawat Islamiah Inc $5,300.00
Kawayan Philippine Language & Cultural School Inc $4,943.00
Khmer Adventist Language School Association Inc $513.00
Khmer Community of NSW Inc. $1,438.00
Koco Racin Macedonian Saturday School Menai Inc $350.00
Korean Catholic Language School Inc $9,063.00
Korean Central Presbyterian Church Inc $8,930.00
Lao Australian Group Community Services Ass Inc $343.00
Lao Community Advancement NSW Co-Operative Limited $2,383.00
Lebanese Arabic School Inc $18,155.00
Lebanese Moslem Association $34,553.00
Lidcombe Russian School Inc $168.00
Lindfield Korean School Inc $5,423.00
Macedonian School Council of NSW Inc $5,391.00
Macedonian School Goce Delcev Community of Newcastle $683.00
Maltese Community Council of NSW Inc $4,445.00
Maroubra Chinese School Inc $7,200.00
Maroubra Russian School Inc $1,282.00
Matraville Saturday Turkish Ethnic School Inc $1,018.00
Ming-Der Chinese School Inc $18,855.00
Moslem Alawi Youth Movement Inc $6,208.00
Moslem Alawy Society Limited $3,843.00
Nepean Turkish School Inc $1,575.00
New Generation Arabic School Inc $1,613.00
Newcastle Urdu School Inc $593.00
Nga Kohanga Reo O Poihakena Inc $98.00
NSW Federation of Tamil Schools Inc $6,500.00
NSW Indo-China Chinese Association Inc $20,485.00
Padstow Christian Chinese Language School Inc $1,513.00
Parents & Guardians Greek Assosiation Auburn Inc $360.00
Parramatta Hanguel School Inc $2,545.00
Parramatta Islamic Community After Hours School Inc $5,405.00
Parramatta Persian Primary & High School Inc ... $4,420.00
Polish Association School (Wollongong) Inc $740.00
Polish Educational Society Inc $6,631.00
Portuguese Community Schools of Sydney Inc ... $3,838.00
Portuguese Ethnic Schools Assosiation Inc $1,210.00
Presbyterian Church (NSW) Property Inc $4,781.00
Qing Hua Chinese Language School Inc $9,183.00
Redfern Islamic Society Ethnic Inc $355.00
Sabian Mandaean Association in Australia Ltd .. $2,340.00
Sanatan Religious & Cultural Association NSW Inc $1,288.00
Sikh Mission Centre Sydney Inc $828.00

Grants to Community Organisations Continued

Community Language Schools Grants Cont'd

Sinhalese Cultural Forum of NSW Australia Inc	$9,712.00
Somali Community of NSW Inc	$1,680.00
South Coast Lebanese Association Inc	$1,318.00
South Coast Portuguese Association Ltd	$718.00
South West Lebanese Australian Association Inc	$1,980.00
St Alexander Nevsky Russian School Inc	$2,483.00
St Francis Xavier Spanish Language School Inc	$68.00
St George Spanish School Inc	$408.00
St Nicholas School of Russian Association Inc	$1,778.00
St Raphaels's Greek Orthodox Parish of Liverpool and District Limited	$4,900.00
Sutherland Shire Chinese Language School Inc	$1,140.00
Swedish School in Sydney Inc	$1,351.82
Sydney Chinese Central School Inc	$1,743.00
Sydney Chinese School Inc	$15,560.00
Sydney Full Gospel Church Properties Inc	$11,205.00
Sydney Latvian Society Limited	$2,160.00
Sydney Matraville Chinese & English School	$1,058.00
Sydney Saturday School of Japanese Inc	$6,943.00
Sydney Suomi-Koulu / Sydney Finnish School Inc	$540.00
Sydney Yu Cai Chinese Language School Inc	$12,000.00
Taiwan-Australia School of Language Education Inc	$1,398.00
Tamil Civic Centre (TCC) Inc	$2,760.00
Tamil Study Centre Homebush Inc	$10,288.00
Telugu School Inc	$285.00
Thai Australian Association of NSW Inc	$3,420.00
Thai Education Centre of Australia Inc	$842.00
Thamil Study Centre Mt Druitt Inc	$1,885.00
Timor Chinese Association of NSW	$1,928.00
Trustees of the Lebanese Maronite Order	$3,675.00
Trustees of the Roman Catholic Church for the Diocese of Saint Maroun Sydney	$5,777.00
Trustees of Ukranian Catholic Church in Austrtalia	$2,195.00
Tzu-Chi Academy Australia Inc	$3,840.00
United Muslim Womens Association Inc	$7,273.00
Van Lang Vietnamese School Parents Association Inc	$2,975.00
Vietnamese Community in Wollongong Inc	$1,163.00
Vietnamese Cultural Schools Association Inc	$51,743.00
Vietnamese Parents & Citizen Association Inc	$30,415.00
Vietnamese Parents Committee Green Valley Inc	$6,013.00
Vinh Khang Chinese School Inc	$9,990.00
Voice of Charity Limited	$2,460.00
Wellington Information & Neighbourhood Services Inc	$550.00
Wentworthville Tamil Study Centre Inc	$3,833.00
West Sydney Chinese Christian Church	$5,468.00
Wollongong Spanish School Inc	$1,450.00
Wollongong Turkish Society Inc	$667.00
Young Lebanese - Australian Culture League Inc	$363.00
Grand Total	**$1,059,228.37**

Contracted Training Provision Grants

Aboriginal Institute of Professional Education Pty Ltd	$22,540.00
Academy of Learning Australia Pty Ltd	$26,690.63
Academy of Vocational Education	$279,154.65
Access Community Group Inc	$35,612.50
Access Group Training	$36,423.00
ACE - North Coast Inc - Lismore	$7,751.40
ACE Mullumbimby	$30,142.50
Active Industry Group Training Ltd	$481,659.85
Active Industry Training Limited	$87,727.70
Actors College of Theatre and Television	$169,146.50

Contracted Training Provision Grants Cont'd

Adnet Training	$5,800.00
Adult Community Education	$1,094.40
Advanced Careers College	$121,565.25
Alstonville Adult Learning Association Inc	$27,457.50
Asean Education & Training Services Pty Ltd	$27,230.00
Asia Pacific Learning Centre Pty Ltd	$755,604.91
ATC Training Australasia	$38,420.00
Austraining (NSW) Pty Ltd	$613,086.43
Australasian Conference Association Ltd	$36,178.50
Australian Cement Ltd	$4,091.68
Australian Child Care Training Centre	$52,850.00
Australian College of Funeral Services	$5,474.00
Australian College of Marketing and Sales	$82,106.40
Australian College of Nail Beauty	$18,900.00
Australian Conference Association Ltd	$62,596.55
Australian Dance Vision Company Ltd	$39,612.00
Australian Drilling Industry Training College	$8,100.00
Australian Electronic Manufacturing Services Pty Ltd	$46,170.00
Australian Electrotechnology Industry Training Centre Ltd	$23,331.00
Australian English & Business College	$81,400.00
Australian Horticultural Training	$7,398.88
Australian Retailers Association	$330.00
Australian School of Commerce and Management	$675,384.00
Auswide Projects	$38,106.00
Baffy Pty Ltd	$25,216.00
Bartter Enterprises Pty Ltd	$17,449.00
Bellingen Adult Education Centre	$18,307.50
Bellingen Enterprise Support	$15,027.00
Betta Careers College	$291,166.50
Blacktown District Community College	$197,766.00
Blue Ribbon Bus Company Pty Ltd	$50,750.00
Booroongen Djugun Aboriginal Corporation	$56,700.00
Boral Construction Materials Ltd	$63,265.00
Brucemac Pty Ltd	$138,560.02
Business Employment Technology & Training (Australia) Pty Ltd	$51,325.00
Business Enterprise Centre Cabonne Orange Blayney Inc	$52,945.00
Business Enterprise Centre Northside Ltd	$111,562.00
Business Training & Management Pty Ltd	$334,772.62
Busy Training & Employment Services	$168,071.20
Cambridge Business College	$101,991.00
Camden Haven Adult & Community Education	$116,496.00
Campaspe College of Adult Education	$21,218.40
Campbell Page Employment & Training	$31,048.13
Career Training Institute of Australia	$62,473.75
Cass Training Pty Limited	$21,870.00
Central Coast Community College	$48,130.36
Central Coast Group Training Ltd	$38,549.40
Central West Community College Inc	$77,224.80
Cessnock Community Training Centre	$32,241.00
Christine Blood Consultancy Pty Ltd	$61,950.00
Civil Skills Centre	$234,774.75
Clarke Creative Training Consultants	$22,212.00
College of Advanced Secretarial Studies	$32,940.00
College of Child & Family Studies	$203,993.25
Comet Training Company Pty Ltd	$112,494.25
Compass Training	$80,433.00
Continuing Education Centre	$53,280.00
Co-operative for Aborigines Ltd	$137,025.00
CQP Group Pty Ltd	$556.27
Crampton Consulting Group Pty Ltd	$8,055.00
CSA Training Services Inc	$94,421.70

Grants to Community Organisations Continued

Contracted Training Provision Grants Cont'd

Deaf Education Network	$261,648.00
DECA Training	$101,270.80
Directions (Australia) Pty Ltd	$107,135.80
Eastern Suburbs Business Enterprise Centre	$102,697.50
Eastern Suburbs Learning Centre Pty Ltd	$146,457.00
EDC (Rundle Mall) Pty Ltd	$1,251.25
Education Unlimited Pty Ltd	$195,279.38
Educational Living Pty Ltd	$78,070.00
Employment Transactions Inc	$53,817.90
Endeavour Industries Limited	$3,696.00
Enterprise & Training Co of Coffs Harbour	$127,303.00
Equals International Pty Ltd	$336,586.75
Et Australia	$25,892.88
Excelsior College	$64,902.50
Filing Edge Nail Technicians Training Academy	$29,980.50
Fleet Taxi Training Centre Pty Ltd	$274,110.00
Focal Holdings Pty Ltd	$61,101.00
Food Industry Training Ltd	$216,203.35
Forestry & Allied Timber Industries	$34,361.51
Fransis Pty Ltd	$62,982.75
Gosford Education & Training Services	$93,643.82
Griffith Skills Training Centre Inc	$2,520.00
Harris Bromly Pty Ltd	$93,180.00
Health Professionals 2000	$30,071.25
HGT Australia Ltd	$231,254.00
Holmesglen International Training Services Pty Ltd	$23,465.00
Hospitality Australia 2000 Pty	$250,347.80
Hospitality Services 2000 Pty	$86,703.00
Hostec IDR Pty Ltd	$168,529.00
HRD Consulting Pty Ltd	$7,854.00
HTC Vocational Institute	$2,422,505.26
Hunter Plant Operator Training	$217,879.51
Hunter Valley Training Company	$311,702.05
Hurstville Enterprise Association for People Services Inc	$68,009.00
Illawarra Business College	$353,034.75
Illawarra Itec Ltd	$49,923.00
Impact Training Services	$27,012.52
Individual Solutions Australia	$53,160.00
Inner West Skills Centre Incorporated	$85,035.00
Intercollege Australia Pty Ltd	$75,600.00
International Institute of Business Management	$7,350.00
JB Hunter Technology	$178,429.00
JCE Positive Outcomes Pty Ltd	$6,264.00
JMC Academy	$291,326.50
Jobs Australia Ltd	$301,670.52
Ken Raye Training Services Pty Ltd	$63,221.25
Killalea State Park Training Centre	$5,760.00
Kogarah Rockdale Training Scheme Inc	$35,273.75
Learning Lab Pty Ltd	$197,290.00
Least Cost Taxi Centre Pty Ltd	$349,816.28
Leonie Green & Associates Pty Ltd	$33,534.00
Lesley Wemyss Training Consultancy	$36,825.00
Lewelmo Pty Ltd	$17,460.00
Linda K Andrews and Associates Pty Ltd	$117,391.77
Liverpool Skills Centre Ltd	$6,280.00
Logistics Training International (Asia Pacific) Pty Ltd	$24,000.00
M J Denstaff Training Pty Ltd	$6,688.50
Macleay College	$77,910.00
Macquarie Community College	$345,867.80
Make Up Glamour Technicians Pty Ltd	$56,138.00
Marrickville Community Training Centre Inc	$67,785.00
Martin College Pty Ltd	$87,465.00
Mediquest Pty Ltd	$31,325.00
Metro Screen Ltd	$83,066.55

Contracted Training Provision Grants Cont'd

MHM Australasia Pty Limited	$519,558.76
Mission Australia Group Training	$381,679.13
Mission Employment - Katoomba	$3,937.50
Mobile Welding Services	$9,475.00
Muurrbay Aboriginal Language & Cultural Cooperative	$12,960.00
Napolean Pty Ltd	$26,360.00
National Photo Training College	$25,711.28
Network Training Services	$99,798.78
New England & North West Businessskills & Advisory Centre Ltd	$138,131.25
Nexus Learning Systems Pty Ltd	$109,097.50
North West Community College Inc	$58,049.13
Northern Rivers Conservatorium Arts Centre	$65,967.50
Northumberland Network	$166,467.00
NSW Community Arts Association	$20,261.50
NSW Fishing Industry Training Committee Ltd	$25,220.00
NSW School of Volunteer Management	$79,525.00
Nursery Industry Association of Australia	$25,680.00
Oasis Pre-Employment Network Inc	$49,422.20
OCTEC Inc	$132,847.50
Options Community Enterprises Ltd	$111,504.00
Options Training Services	$147,093.00
Orana Education Centre	$36,313.50
OTACS (Aust) Pty Ltd	$212,775.00
Penrith City & District Business Advisory Centre Ltd	$9,453.77
Penrith Skills for Jobs Ltd	$71,622.00
Pharmacy Guild National Secretariat	$5,265.00
Pharmacy Guild of Australia, The	$16,065.00
Pivotal Training & Development Pty Ltd	$124,430.00
Poet Training	$648,448.11
Power Business College	$237,582.00
Power Group Pty Ltd, The	$166,000.00
Professional Care Education Centre	$126,627.00
Restaurant & Catering Association of NSW	$260,588.64
Retail Group Training & Employment	$96,932.41
Right Management & Training Services	$33,708.75
Riverina Community College	$370,990.00
Riverina Wool Combing Pty Ltd	$26,440.00
Robinson Education Centre Inc	$14,583.00
Royal Life Saving Society	$126,045.58
Salvation Army (NSW) Property Trust	$176,220.10
Shearpak 2000 Australia Pty Ltd	$77,380.00
Sheppard Consulting Group Pty Ltd	$48,090.00
Singleton Leisure Learning Group Inc	$14,476.00
Skills Education Pty Ltd	$24,685.13
Skills Training Employment Program Inc	$208,107.00
Skillswest Training Co Pty Ltd	$515,334.92
Small Business Centre - New England and North West	$185,917.00
Southern Solutions	$31,022.50
St George & Sutherland Community College	$6,622.00
St George Careers Development Centre	$22,435.90
St Patrick's Business College	$18,300.00
Strand College of Beauty Therapy Pty Ltd	$50,722.56
Strategic Training Solutions Pty Ltd	$75,772.00
Strathfield Regional Community College Inc	$151,174.50
Study Group Australia Pty Ltd	$1,575.00
Sureway Consultants Pty Ltd	$112,684.25
Surf Lifesaving Australia	$377,175.00
Sydney Opera House Trust	$22,189.20
Sydney Travel Training College	$77,033.00
T & A Skill Care Services Pty Ltd	$28,845.00
T J Training	$58,170.00
Tabma Training Pty Ltd	$55,762.25
Taree Adult Education Inc	$106,765.00

Grants to Community Organisations Continued

Contracted Training Provision Grants Cont'd

Terry Rogan Enterprises Pty Ltd	$1,263.50
Texskill Ltd	$70,355.63
Tfia Business Services Pty Ltd	$8,157.50
Tolster Pty Ltd	$344,671.67
Tomaree Peninsula Adult Education Group	$45,611.60
Training Beyond 2000 Pty Ltd	$12,750.00
Training Education & Management Services	$13,252.80
Tranby Aboriginal Co-Operative College	$28,546.88
Transport Education & Training Australia Ltd	$42,061.71
Transqual Pty Limited	$666,842.00
Une Partnerships Pty Ltd	$552,489.00
Uniting Church in Australia Property Trust NSW	$14,687.28
Victorian Timber Industry Training Centre	$88,790.40
Waterfall Investments Pty Ltd	$106,912.50
Wauchope Adult & Community Education Centre	$13,400.00
Wentworth Commercial College	$32,340.00
Wesley Mission	$235,356.06
Western College of Adult Education Inc	$106,175.28
Western Sydney Training & Education Centre	$40,653.00
Westlakes Community Training Services Inc	$2,251.80
Wollongong City Employment Training Inc	$441,658.22
Wool Industry Training Australia Ltd	$239,041.78
Work Directions Australia Pty Ltd	$77,692.00
Work Ventures Ltd	$27,195.00
Workers Educational Association	$196,110.70
Workforce Industry Training	$71,650.00
Workplace Australia Group	$72,128.70
Worktrain Pty Ltd	$847,091.75
Wyong Adult and Community Education Inc	$76,170.10
Wyong Workwise Inc	$201,005.46
Ya Yar Pty Ltd	$30,158.50
Yamuloong Group Initiatives Ltd	$298,539.75
YAS Consulting	$3,432.00
YWCA of Sydney	$118,770.00
Grand Total	**$28,865,998.55**

Enterprise Training Program Grants

Amcor Cartons Australia	$29,090.91
Bartter Enterprises Pty Ltd	$8,000.00
Hammond Care Group	$36,363.64
Lorna Hodgkinson Sunshine Home	$10,000.00
Macquarie Textiles Group Ltd	$5,000.00
Museum of Applied Arts & Sciences	$18,181.82
Network of Alcohol & Drug Agencies	$10,000.00
NSW Community Services & Health ITAB	$15,000.00
Orica Australia Pty Ltd	$12,727.26
Pasminco Elura Mine	$18,181.82
Robins J (Chippendale)	$30,000.00
Rondo Building Services Pty Ltd	$2,000.00
Schefenacker Lighting Systems	$20,000.00
Sydney Opera House Trust	$54,545.46
Timber & Building Materials Association	$50,000.00
Wagga Wagga City Council	$13,636.36
Wangarang Industries	$18,181.82
Grand Total	**$350,909.09**

Equity Development &Training Innovation Program

Kempsey Advisory Training Enterprise	$20,688.18
Newtown Neighbourhood Centre Co-Op	$8,251.00
Schizophrenia Fellowship of NSW Inc	$42,770.00
Grant Total	**$71,709.18**

Forest Industry Training Strategy Grants

Eden Logging Investigation & Training	$139,995.00
Ford Timbers Pty Ltd	$849.68
Hammond Logging Pty Ltd	$478.06
Haul Line Pty Ltd	$620.87
Holmesglen International Training Services Pty Ltd	$4,187.13
Hunter Plant Operator Training School	$10,004.50
J & K Condie Pty Ltd	$454.97
LSO Consulting Pty Ltd	$11,880.00
NSW Forest Products Association Ltd	$193,970.00
Ribana Pty Ltd	$272.00
T.E.M.S.	$10,440.00
Timber Trade Industrial Association	$90,071.00
Training Education & Management Services	$3,168.00
Victorian Timber Industry Training Centre	$12,561.48
Wilton Logging	$529.56
Grand Total	**$479,482.25**

Group Training Schemes Grants

Adskil Group Training Ltd	$45,112.16
Apprentices Trainees Employment	$115,930.00
Australian Sports Industry Group	$85,550.00
Australian Training Company Ltd	$98,995.00
Automotive Group Training (NSW)	$386,487.50
Bensons Group Training Assn (Aust) Ltd	$32,680.00
Central Coast Group Training Ltd	$81,180.00
Central West Group Apprentices Ltd	$291,220.82
ECA Training Pty Ltd	$77,575.00
Electrotechnology Industry Group Training Ltd	$92,787.87
Futurestaff Ltd	$20,900.24
Group Training Association of NSW	$686.36
Health Industry Group Training Company	$188,485.00
HGT Australia Ltd	$204,648.37
Hospitality Training Network of NSW Ltd	$261,835.01
Hunter Valley Training Company	$300,403.75
Illawarra Skills Development Ltd	$55,663.36
Macarthur Group Training Ltd	$152,669.97
Master Painters Group Training Company	$57,076.69
Master Plumbers Apprentices Ltd	$85,099.99
Mission Australia Group Training Ltd	$46,446.68
Retail Group Training & Employment	$89,658.50
Sertec Ltd	$35,504.63
Sydney Training & Employment Ltd	$88,010.00
Tabma Training Pty Ltd	$107,754.18
Wagga Wagga Regional Group Training Ltd	$64,815.00
West State Training Ltd	$51,789.59
Workventures Group Training Ltd	$6,850.56
WSROC Group Apprentices - Blacktown	$111,495.00
Grand Total	**$3,237,311.23**

Industry Skills Grants

ACE - North Coast Inc - Lismore	$8,181.82
Aged Services Association of NSW & ACT	$13,500.00
Australian Mushroom Growers' Association	$40,909.08
Automotive Training Board (NSW)	$56,090.92
Communications ITAB	$15,000.00
Group Training Association of NSW	$20,000.00
Irrigation Association of Australia	$57,272.72
Manufacturing Engineering & Related Services ITAB	$16,500.00
NSW Community Services & Health ITAB	$37,272.73
NSW Fishing Industry Training Committee Ltd	$5,000.00
NSW Mining ITAB	$39,300.00
NSW Public Sector ITAB	$18,182.00
NSW Retail & Wholesale Industry Training	$5,020.00

Grants to Community Organisations Continued

Industry Skills Grants Cont'd

NSW Utilities & Electrotechnology ITAB	$106,818.18
NSW Wine Industry Association	$2,480.00
Restaurant & Catering Industry	$5,000.00
Textile Clothing & Footwear Industry Training Board of NSW Ltd	$40,502.28
Tourism Training NSW	$44,545.45
Grand Total	**$531,575.18**

Intervention Support- Young Children With Disabilities Grants

Aberdare Preschool Inc	$4,432.50
Aberdeen Preschool Association Inc	$6,418.00
Albury Preschool Kindergarten Inc	$8,805.00
Alcheringa Preschool Association Inc	$1,500.00
Anglican Church of Australia	$3,018.50
Ardlethan Preschool Association Inc	$2,919.33
Armidale & District Early Intervention Service	$48,010.00
Armidale Church of Christ-Adventureland Preschool Inc	$3,670.00
Ashmont Preschool Inc	$1,924.50
Assoc.for Children with Learning Disabilities	$77,665.50
Austral Community Preschool Inc	$1,500.00
Autism Association of NSW	$314,236.00
Avalon Montessori Association	$1,500.00
Ballina Early Intervention Inc	$22,002.50
Ballina Fox Street Preschool Inc	$3,209.00
Balranald Pre-School Centre Inc	$1,700.00
Bangalow Community Children's Centre	$2,685.50
Baptist Union of NSW -Alstonville Baptist Church	$1,500.00
Baptist Union of NSW -Maitland Baptist Church	$9,215.50
Baptist Union of NSW -Mortdale Oatley Baptist Church	$3,200.00
Baptist Union of NSW-Grafton Baptist Church	$4,761.50
Basin Pre-School Association Inc	$4,302.50
Bathurst Early Children Intervention Service Inc	$32,927.00
Baulkham Hills Shire Council	$9,272.00
Beacon Hill Community Kindergarten Assoc Inc	$5,957.00
Bega Preschool Kindergarten Association Inc	$3,200.00
Bellingen Preschool Inc	$1,747.00
Beresfield Community Children's Education Centre	$10,262.50
Berkeley Vale Pre School Kindergarten Inc	$4,320.00
Berrigan Shire Council	$2,802.50
Binnowee Kindergarten Co-Operative Society Ltd	$3,446.50
Biralee Preschool Finley Inc	$8,571.00
Birrelee Multi-Functional Aboriginal Children Service	$3,964.00
Birubi Point Community Preschool	$1,700.00
Blacktown Kindergarten Association Inc	$1,500.00
Bland Shire Council	$4,103.00
Bomaderry Preschool Inc	$3,503.50
Bombala Preschool Inc	$2,140.50
Bonalbo and District Preschool Inc	$2,621.00
Bowral Memorial Kindergarten Inc	$1,709.00
Bowraville Community Preschool	$ 523.26
Branxton Preschool Inc	$1,500.00
Brayside Community Preschool Inc	$6,996.50
Brewarrina Child Care Centre Association Inc	$3,200.00
Broken Hill Happy Day Preschool Kindergarten Inc	$5,193.00
Budgewoi-Halekulani Preschool Kindergarten Inc	$7,404.00
Bulahdelah Preschool Inc	$1,745.00

Intervention Support- Young Children With Disabilities Grants Cont'd

Bundarra Preschool Kindergarten Assoc Inc	$1,500.00
Bundeena Maianbar Preschool and Children's Services	$3,200.00
Bundgeam Preschool Inc	$1,747.00
Bungendore Preschool Association Inc	$3,200.00
Bunyip Special Needs Group	$2,398.74
Burrumbuttock Preschool Centre Inc	$1,747.00
Byron Bay Preschool Inc	$5,771.50
Byron Shire Council	$6,054.50
Byron Shire Early Intervention Association Inc	$17,719.00
Calrossy School Commission	$2,872.00
Catherine Campbell Centre Inc	$1,500.00
Cawongla Playhouse Inc	$2,620.50
Centacare Catholic Community Services	$242,983.00
Central Shoalhaven Mobile Preschool Unit Inc	$3,386.50
Cessnock Multi-Purpose Children's Centre Ltd	$6,615.50
Cherrybrook Community Pre-School Inc	$ 746.70
Christ Church Gladesville Preschool Kindergarten Inc	$11,307.50
Clarence Valley Community Programs Inc	$22,633.50
Clunes Community Preschool Association Inc	$1,746.00
Cobar Preschool Centre Association Inc	$6,529.00
Cobargo Preschool Inc	$3,447.00
Coffs Harbour Preschool Association Inc	$3,200.00
Coleambally Preschool Association Inc	$1,500.00
Communicare Sydney	$14,526.50
Community Enterprises Limited	$3,493.00
Como Preschool Kindergarten Association Inc	$1,750.00
Condobolin Preschool Kindergarten Inc	$3,317.00
Congregation of Temple Emanuel	$3,200.00
Coolamon Preschool Association Inc	$1,700.00
Cooloon Children's Centre Inc	$3,424.50
Cooma Lambie Street Preschool Association Inc	$8,744.00
Coonabarabran Preschool Centre Inc	$2,620.50
Cootamundra Centenary Pre-School Assoc Inc	$5,656.00
Corowa Preschool Association Inc	$1,500.00
Cowra Early Intervention Group Inc	$13,681.50
Crookwell Preschool Kindergarten Inc	$5,525.50
Cuddlepie Preschool & Day Care Centre Inc	$3,036.00
Culcairn Early Childhood Centre Inc	$1,700.00
Cynthia Street Community Preschool	$1,617.00
Dareton Preschool	$2,172.50
Deniliquin Childrens Centre Inc	$4,870.00
Deniliquin Council for Social Development Inc	$6,202.00
Denman Children's Centre Association Inc	$4,329.50
Drummond Park Preschool Association Inc	$1,500.00
Dubbo & District Preschool Kindergarten Inc	$6,125.00
Dubbo West Preschool Inc	$13,409.00
Dunedoo Preschool Kindergarten Inc	$5,193.00
Dungog Preschool Kindergarten Inc	$1,500.00
Dunoon Preschool Inc	$2,620.00
Early Education Clinic Inc	$61,249.00
Early Start	$15,537.50
East Lismore Community Preschool Inc	$1,745.00
East Maitland Preschool Association	$1,924.50
Eastern Suburbs Montessori Assoc Ltd	$1,500.00
Eden Creek/Fairymount Preschool Inc	$4,320.50
Education Support Services Assoc Inc	$22,606.00
Elizabeth Street Extended Hours Preschool Inc	$4,760.50
Engadine Church of Christ Preschool Kindergarten Inc	$1,700.00
Engadine Preschool Kindergarten Inc	$1,500.00
Entrance Preschool, The	$1,700.00
Fairfield City Council	$37,251.50
Family Resource & Network Support Inc	$4,960.00
First Chance Parents & Friends	$233,902.50

Grants to Community Organisations Continued

Intervention Support- Young Children with Disabilities Grants Cont'd

Frederick Street Kindergarten	$23,906.00
Friends of Woodstock Auxiliary Inc	$28,766.00
Gilgandra Preschool	$1,700.00
Girrawong Preschool Inc	$1,500.00
Glen Innes Municipal Council	$5,822.00
Glen Innes Preschool Association Inc	$4,761.50
Golden Valley Child Care Centre Inc	$1,500.00
Goonellabah Preschool Inc	$1,500.00
Gordon Preschool Centre	$3,445.00
Gorokan Preschool Inc	$2,685.50
Gosford Baptist Pre-School Inc	$7,286.00
Gosford City Council	$15,039.00
Gosford Preschool Limited	$3,424.50
Goulburn & District Children's Services Assoc Inc	$7,616.50
Grays Point Preschool Kindergarten Assoc Inc	$1,500.00
Great Lakes Children's Centre Inc	$5,237.00
Grenfell Preschool Inc	$3,200.00
Griffith Early Intervention Service Inc	$49,027.45
Griffith East Preschool Inc	$4,419.00
Griffith Preschool Kindergarten Inc	$3,200.00
Gulgong Preschool Inc	$3,447.00
Gulpa Preschool Inc	$4,320.50
Gumnut Community Preschool	$1,817.00
Gunnedah Baptist Child Care Assoc Ltd	$1,500.00
Gunnedah Family and Childrens Services Inc	$4,658.50
Gymea Nursery School and Kindergarten Co-Op Society Ltd	$1,500.00
Hampden Bridge Child Care Centre Early Education Centre Inc	$8,164.50
Handicapped Children's Centre New South Wales	$9,330.50
Hastings Early Intervention Program Inc	$52,641.00
Heathdene Community Services Inc	$15,983.50
Henty Early Childhood Association	$1,700.00
Hills Community Kindergarten Inc	$1,746.00
Holroyd City Council	$33,111.50
Hornsby Shire Council	$7,039.50
Howlong Preschool Assoc Inc	$1,500.00
Hunter Prelude Early Intervention Centre Inc.	$155,921.50
Illawarra Children's Services Ltd	$25,510.50
Imlay Special Needs Group Inc	$23,572.50
Inverell Disability Services Inc	$26,764.00
Jacaranda Preschool Centre Inc	$1,500.00
Jack & Jill Kindergarten	$4,103.00
Jerry Bailey Preschool Association Inc	$1,746.50
Jesmond Community Pre School Association	$1,709.00
Jindera Preschool Association Inc	$3,200.00
John Brotchie Memorial Nursery School Inc	$4,782.50
Jumbunna Community Preschool & Early Intervention Centre Inc	$116,815.00
Junee RSL Memorial Preschool Inc	$4,886.50
Kangaroo Valley Preschool Inc	$3,200.00
Kapooka Kindergarten Association Inc	$4,536.00
Kariong Community Preschool Kindergarten Inc	$4,547.50
Katoomba Childrens Cottage	$1,500.00
Katoomba Neighbourhood Centre Ltd	$9,505.50
Kellyville Preschool Kindergarten Inc	$7,113.00
Kempsey Childrens Services Co-Operative Ltd	$27,407.00
Kempsey Early Intervention Program Inc	$13,624.50
Kiama Preschool Inc	$3,445.00
Killarney Vale Pre School Kindergarten Inc	$7,753.00
Kinburra Preschool Inc	$7,346.50
Kindilan Child Care Centre	$1,700.00
Koorana Child & Family Centre Inc	$66,914.00
Ku Children's Services	$242,911.50

Intervention Support- Young Children with Disabilities Grants Cont'd

Kurnell Preschool Kindergarten	$1,500.00
Kurrajong Waratah Industries Ltd	$122,984.50
Kurri Kurri & District Preschool	$7,113.00
Kyogle Preschool Association Inc	$1,500.00
Lambing Flat Enterprises	$26,174.50
Lane Cove Childrens Centre	$4,868.50
Lapstone Preschool Kindergarten Association Inc	$57,979.50
Lawson Community Preschool	$1,700.00
Leeton Preschool Association Inc	$6,295.50
Leichhardt Council	$1,500.00
Lifestart Co-Operative Ltd	$57,084.50
Lightning Ridge Preschool	$1,700.00
Lillypilly Community Preschool Inc	$3,200.00
Lindisfarne Anglican School	$1,500.00
Lismore Preschool Kindergarten Inc	$2,621.50
Lithgow Early Intervention Program Inc	$20,943.00
Little Learners Early Intervention Project Inc	$24,558.00
Liverpool City Council	$7,931.00
Liverpool Hospital Child Care Centre Ltd	$1,500.00
Lockhart Preschool Kindergarten	$1,772.00
Long Jetty Preschool Inc	$3,200.00
Loquat Valley Anglican Prep School	$1,700.00
Lower Hunter Early Childhood Support Service Inc	$12,830.50
Lyrebird Preschool Kindergarten	$6,066.50
Macksville Preschool Childcare Centre Ltd	$1,746.00
Macquarie University	$2,989.00
Maitland Nursery School Inc	$5,120.00
Manilla Community Preschool Inc	$3,209.00
Manly Vale Community Kindergarten Inc	$3,532.50
Manning & Great Lakes Early Intervion Inc	$44,118.50
Marrickville Council	$1,745.00
Masada College	$5,263.00
Mater Dei Limited	$46,702.00
Metford Community Baptist Church Pre-School Kindergarten Inc	$4,366.50
Miranda Kindergarten Association Inc	$2,619.50
Mission Australia	$144,143.00
Mittagong Preschool Kindergarten Inc	$3,200.00
Moama & District Preschool Centre Inc	$3,200.00
Monaro Early Intervention Service Inc	$23,863.50
Moree Preschool Inc	$3,640.50
Moresby Park Preschool Inc	$5,773.50
Moruya Preschool Kindergarten Inc	$5,423.50
Mountain Community Children's Centre Inc	$3,209.00
Mountain Preschool Lowana Inc	$3,200.00
Mudgee Preschool	$3,672.00
Mudgee Shire Council	$7,697.00
Mullumbimby Community Preschool	$1,500.00
Mulwala Preschool Inc	$1,500.00
Muswellbrook Preschool Kindergarten Inc	$4,433.00
Nambucca Valley Children's Group Inc	$17,028.00
Narooma Preschool Kindergarten Assoc Inc	$3,174.69
Narrandera Preschool Inc	$3,446.50
Narromine Preschool Kindergarten Inc	$6,067.00
Nimmitabel Preschool	$1,700.00
Noah's Ark Centre of Shoalhaven Inc	$40,182.00
Normanhurst West Community Preschool Inc	$3,200.00
North St Marys Community Preschool Inc	$8,227.00
Northcott Society, The	$25,343.00
Norwood Preschool	$4,761.50
NSW Presbyterian Property Trust	$19,339.00
Oberon Children's Centre Inc	$3,444.50
Ocean Shores Preschool Inc	$1,500.00

Grants to Community Organisations Continued

Intervention Support- Young Children with Disabilities Grants Cont'd

Ooranga Family Mobile Resource Unit Assoc Inc	$1,500.00
Orana Early Childhood Intervention & Education Project Inc	$77,455.00
Orange District Early Education Program Inc	$28,253.00
Orange City Council	$1,500.00
Pambula Preschool Kindergarten Association Inc	$2,787.61
Parkes Early Childhood Centre Inc	$9,101.50
Pathways - Early Childhood Intervention Inc	$53,979.00
Peninsula Community Preschool Inc	$3,153.00
Pennant Hills War Memorial Children's Centre Assoc Inc	$6,529.00
Peter Pan Preschool Kindergarten - Tamworth Inc	$1,500.00
Peter Rabbit Community Preschool Inc	$4,185.50
Picton Preschool Kindergarten Ltd	$1,700.00
Pied Piper Preschool Associati	$3,009.00
Port Macquarie Community Preschool Ltd	$11,018.00
Possum Children's Support Service Inc	$56,967.50
Possum's Community Preschool	$1,500.00
Queanbeyan Children's Special Needs Group Inc	$31,416.50
Rainbow Playhouse Preschool Inc	$3,445.50
Rainbow Preschool Association Broken Hiil Inc	$7,174.50
Raymond Terrace Community Preschool Inc	$7,986.50
Richmond Preschool Kindergarten Association Inc	$4,317.50
River Street Children's Centre Inc	$5,948.50
Riverina Children's Activity Van	$1,500.00
Robertson Pre School Kindergarten Inc	$1,500.00
Rosellas Children's Centre Inc	$1,500.00
Ross Circuit Preschool Centre Inc	$9,449.50
Royal Blind Society of NSW	$276,637.50
Royal Institute for Deaf & Blind Children	$288,330.50
Sanctuary Point Children's Centre	$1,924.50
Scone & District Preschool Inc	$15,883.00
SDN Children's Services Inc	$19,416.00
Shannon House Special Services Centre Inc	$5,885.00
Shepherd Centre, The	$121,989.00
Shoalhaven Community Preschool Inc	$3,671.00
Silverlea Early Childhood Services Inc	$13,900.00
Singleton Heights Preschool Inc	$6,941.00
Singleton Preschool Kindergartgen Inc	$3,444.50
Snowy Mountains Child Care Centre Inc	$3,200.00
Snugglepot Day Care Centre Inc	$2,621.50
South West Rocks Preschool Inc	$3,200.00
Southern Sydney Therapy Centre	$85,659.00
Spastic Centre of NSW, The	$382,516.50
Special Needs Support Group Inc	$59,568.00
St Anthony's & St Josephs Centre of Care	$23,979.00
St Dominics Centre for Hearing Impaired Children	$14,643.50
St Dunstan's Preschool Kindergarten Inc	$10,729.00
St George Preschool (Marsfield) Inc	$3,200.00
St Ives Preschool Kindergarten Association	$2,620.50
St Peters Preschool Limited	$2,620.00
Stroud Neighbourhood Children's Co-Op Ltd	$866.58
Stuarts Point Preschool Association	$1,700.00
Summerland Early Intervention Program Inc	$65,248.50
Sutherland Shire Council	$10,690.50
Sydney Anglican Home Mission Society Council	$34,701.00
Sydney Rescue Work Society	$25,838.00
Tenterfield Preschool Kindergarten Inc	$9,007.00
Thomas More Schools Inc	$1,500.00
Thornton Child Care & Preschool Centre	$2,371.50

Intervention Support- Young Children with Disabilities Grants Cont'd

Thurgoona Preschool Inc	$1,745.50
Tocumwal Preschool Kindergarten Assoc Inc	$1,500.00
Toormina Preschool Kindergarten Inc	$1,500.00
Toybox Centre Inc, The	$11,772.50
Trundle Multi Purpose Childcare Centre Inc	$1,500.00
Trustees of the Christian Brother's St Gabriel's School for Hearing	$38,823.00
Trustees Roman Catholic Church	$7,814.00
Tumut Preschool Co-Operative Society Ltd	$5,085.50
Tweed Valley Early Childhood Intervention Service	$69,436.50
Uniting Church in Australia Property Trust (NSW)	$85,394.00
Uralla Preschool Kindergarten Inc	$1,747.00
Urunga Community Preschool Inc	$1,700.00
Valley Preschool Inc	$1,500.00
Wagga Wagga Nursery Kindergarten Society Inc	$13,048.50
Walcha Preschool Inc	$11,002.50
Walgett Preschool Kindergarten Inc	$3,200.00
Warialda Preschool Inc	$4,103.00
Warren Preschool Kindergarten Inc	$1,622.78
Wee Waa & District Preschool Association Inc	$1,500.00
Wentworth District Preschool	$1,700.00
Werris Creek & District Preschool Association Inc	$1,500.00
West Albury Preschool Centre Inc	$3,454.50
West Bathurst Preschool Inc	$4,321.00
Westlawn Preschool Inc	$3,493.00
Williams River Community Preschools Assocation Inc	$1,500.00
Willoughby Community Preschool Inc	$21,113.00
Winston Mall Children's Centre Inc	$10,266.00
Woodenbong Preschool Kindergarten Inc	$3,493.00
Woolgoolga Child Care Centre Inc	$3,183.50
Woy Woy Peninsula Community Childcare Co-Operative Society Ltd	$4,320.50
Wyong Preschool Kindergarten Association Inc	$4,545.50
Yalbillinga Boori Day Care Centre Aboriginal Corporation	$3,269.50
Yamba Preschool Kindergarten Association Inc	$4,320.00
Yarran Early Intervention Centre Inc	$176,063.50
Yass Early Childhood Centre Association Inc	$1,500.00
Yenda Preschool Kindergarten Inc	$3,200.00
Grand Total	**$5,836,606.14**

Intervention Support- Children in Residential Care Grants

Barnardos Australia	$4,450.00
Burnside	$2,850.00
Intellectually & Physically Handicapped Children's Association of NSW	$14,915.00
Kurrajong Waratah Industries	$4,850.00
Marist Community Services Ltd	$11,612.00
Mater Dei Limited	$8,358.00
Mercy Centre Lavington Ltd	$4,500.00
North Coast Childrens Home Inc	$800.00
Royal Institute for Deaf & Blind Children	$9,541.00
Spastic Centre of NSW, The	$950.00
St John of God Kendall Grange	$2,450.00
St Joseph's Cowper Inc	$3,450.00
Stretch-A-Family Inc	$2,000.00
Sydney Anglican Home Mission Society Council	$12,052.71
Trustees of Boys' Town Engadine NSW	$10,495.00

Grants to Community Organisations Continued

Intervention Support- Children in Residential Care Grants Cont'd

Trustees of the Christian Brothers - St Edmunds School	$3,450.00
Uniting Church Aust Prop Trust (NSW)- Wesley Mission Central Coast	$2,400.00
Uniting Church Aust Prop Trust (NSW)- Wesley Mission Ashfield	$402.82
Grand Total	**$99,526.53**

Intervention Support- Non School Orgs Grants

Autism Association of NSW	$87,071.00
Northcott Society, The	$69,105.50
Royal Blind Society of NSW	$125,839.00
Royal Institute for Deaf & Blind Children	$35,308.50
Shepherd Centre, The	$30,707.00
Spastic Centre of NSW, The	$57,601.95
Grand Total	**$405,632.95**

Literacy Program Grants

ACE - North Coast Inc - Lismore	$8,546.00
ACE Mullumbimby Inc	$5,808.00
ACE Walcha Inc	$14,132.00
Bankstown Community College Inc	$27,382.00
Bellingen Adult Education Centre Inc	$5,762.00
North West Community College Inc	$12,713.00
Camden Haven Adult & Community Education Inc	$5,729.00
Central Coast Community College Inc	$29,012.00
Central Coast Regional Council of Adult and Community Education Inc	$18,631.00
Central West Community College Inc	$55,162.00
Continuing Education Centre Inc (Albury-Wodonga)	$9,483.00
Deaf Education Network Inc	$14,128.00
Eastern Suburbs Regional Evening College Inc	$18,237.00
Eden-Merimbula Adult & Community Education Inc	$7,087.00
Eurobodalla Adult Learning Centre Inc	$1,638.00
Far West Regional Council of Adult and Community Education Inc	$21,778.00
Griffith Adult Learning Association Inc	$7,902.00
Guyra Adult Learning Association Inc	$12,089.00
Hawkesbury Community College Inc	$5,778.00
Hornsby Ku-Ring-Gai Community College Inc	$9,462.00
Hunter Community College Inc	$27,891.00
Hunter Regional Council of Adult and Community Education Inc	$59,590.00
Kiama ACE Inc	$22,595.00
Kogarah Community Services Inc	$10,870.00
Literacy Network Manly-Warringah Inc	$23,727.00
Macarthur Community College Inc	$22,102.00
Macquarie Community College Inc	$34,633.00
Manly-Warringah Community College Inc	$24,341.00
Nepean Community College Inc	$9,822.00
New England & North West Regional Council of Adult and Community Education Inc	$19,218.00
North Coast Regional Council of Adult and Community Education Inc	$54,602.00
North West Community College Inc	$12,706.00
Orana Regional Council of Adult and Community Education Inc	$55,062.00
The Parramatta College Inc	$32,576.00
Port Macquarie College of Adult Education Inc	$12,094.00

Literacy Program Grants Cont'd

Riverina Community College Inc	$20,192.00
Riverina Regional Council of Adult and Community Education Inc	$32,077.00
Robinson Education Centre Inc	$7,004.00
South East Regional Council of Adult and Community Education Inc	$52,300.00
Southern Adult Education College Inc (Nowra)	$19,987.00
Southern Region Community College Inc (Goulburn)	$6,598.00
St George & Sutherland Community College Inc	$28,891.00
Strathfield Regional Community College Inc	$34,039.00
Sydney Community College Inc	$21,090.00
Tamworth Adult Education Centre Inc	$8,629.00
Taree Adult Education Inc	$16,080.00
Tomaree Peninsula Adult Education Group Inc	$3,325.00
Tuggerah Lakes Community Leisure Learning and Training Centre Inc	$11,563.00
Tumbarumba Technology & Education Centre Inc	$1,583.00
Wauchope Adult & Community Education Centre Inc	$6,030.00
Western College of Adult Education Inc	$21,432.00
Workers Educational Association Illawarra Inc	$21,831.00
Workers Educational Association - Hunter Inc	$44,904.00
Grand Total	**$1,069,843.00**

Local Government Aboriginal Employment Strategy Grants

Illawarra Skills Development Ltd	$34,140.00
University of New South Wales	$60,000.00
Wyong Shire Council	$83,445.00
Grand Total	**$177,585.00**

Migrant Skills Strategy Grants

Albury Wodonga Multicultural Resource Inc	$117,460.00
Australian Business Limited	$81,130.00
Blacktown Migrant Resource Centre	$85,629.45
Burwood Community Welfare Services	$85,007.37
Cabramatta Community Centre Inc	$81,353.36
Fairfield Community Resource Centre	$83,793.60
Holroyd Parramatta Migrant Services	$90,395.27
Illawarra Skills Development Ltd	$46,184.54
Immigrant Womens Speakout Association	$85,359.10
Inner West Skills Centre Inc	$81,392.28
Labor Council of New South Wales	$85,785.45
Liverpool Migrant Resource Centre	$86,048.09
Macarthur Migrant Resource Centre	$83,758.82
May Murray Neighbourhood Centre	$84,308.18
Migrant Resource Centre of Newcastle and the Hunter Region Limited	$15,742.73
Mission Australia	$78,557.28
Mission Employment - Green Vallley	$78,415.46
MTC Work Solutions	$84,141.81
Newcastle & Hunter Region Migrant Resource Centre	$180,183.22
NSW Community Services & Health ITAB	$75,277.27
Options Community Enterprises	$86,149.73
South Sydney Community Aid Co-Op	$84,432.54
St George Migrant Resource Centre	$86,173.92
STARTTS	$93,610.09
Work Ventures - Maroubra	$82,643.00
Grand Total	**$2,122,932.56**

Grants to Community Organisations Continued

Mature Workers Grants

Access Community Group - Corrimal	$67,810.00
Access Community Group - Sutherland	$48,132.00
Australian Business Limited - Hunter	$73,083.00
Australian Business Ltd - Illawarra MWP	$65,932.00
Auswide - Bega	$66,873.00
Auswide - Cooma	$66,614.00
Broken Hill Skills Centre	$21,920.00
CCA Mature Workers Program	$57,030.00
Eastlake Mature Workers	$67,694.00
Enterprise & Training Co Hastings/Macleay	$70,211.00
Enterprise & Training Co of Coffs Harbour	$82,280.00
ET Australia Inc - Gosford	$79,373.00
Forbes/Parkes/Bland Mature Workers	$67,040.00
Great Lakes/Forster Mature Workers Program	$69,155.00
Greater Lithgow Mature Workers Program	$54,474.41
Hotline Employment and Training	$76,734.00
Hurstville Enterprise Association for People Services Inc	$79,176.00
Kempsey Mature Workers Program	$54,722.00
Mamre Plains Mature Workers Program	$69,313.00
Mission Bowral - Mature Workers Program	$73,248.00
Mission Punchbowl - Mature Workers Program	$58,525.00
Mission Brookvale - Mature Workers Program	$62,988.00
Mission Fairfield - Mature Workers Program	$63,674.00
Mission Granville - Mature Workers Program	$57,798.00
Mission Wagga - Mature Workers Program	$38,321.00
Mission Wollongong - Mature Workers Program	$65,386.00
MTC Work Solutions Marrickville	$52,530.00
Northumberland Network - Cessnock	$64,767.00
Northumberland Network - Maitland	$64,780.00
Penrith Skills for Jobs - Mature Workers	$75,711.00
Regional Skills Inc	$31,750.00
Riverina Community College - MWP	$71,320.00
Small Business Centre New England and North West	$63,393.00
SRCC Mature Workers Program	$62,882.00
The Business Village (Western Sydney ITEC)	$65,621.00
The Salvation Army Blacktown	$80,474.00
The Salvation Army Campbelltown	$73,073.00
The Salvation Army Liverpool	$71,861.00
Upper Hunter Community Training - Mature Workers	$34,284.00
Western College Dubbo	$34,188.00
Westlakes Mature Workers Program	$72,759.00
Wise Personnel Albury	$69,894.00
Work Focus	$64,855.00
Work Skills - Mature Workers Program	$73,737.00
WorkVentures Maroubra	$73,473.00
WorkVentures Surry Hills	$73,473.00
Workwise - MWP Wyong	$73,179.00
Y Works - Nowra MWP	$64,335.00
Grand Total	**$3,069,845.41**

National Drug Education Strategy

Association of Independent Schools	$109,842.80
Catholic Education Commission	$476,880.40
Grand Total	**$586,723.20**

New Apprenticeships Access Program Grants

A1 Employment and Training Services Pty Ltd	$42,000.00
Access Group Training	$16,900.00
Australasian College of Nail Beauty	$16,800.00
Blacktown District Community College	$7,200.00

New Apprenticeships Access Program Grants Cont'd

Brick Industry Training School Pty Ltd	$33,700.00
Cootamundra Workskills Inc	$22,900.00
CSA Training Services	$2,700.00
Hospitality Australia 2000 Pty Ltd	$52,000.00
Hunter Joblink Incorporated	$21,000.00
Ken Raye Training Services Pty	$16,500.00
MHM Australasia Pty Limited	$6,900.00
National Photo Training College	$15,000.00
Scientific Management Association (Aust)	$31,500.00
Skills Education Pty Ltd	$9,927.27
Skills Training Employment Program Inc	$39,300.00
Small Business Centre - New England	$12,872.73
Summit Training & Technology	$42,500.00
Wyong Workwise Inc	$39,500.00
Grand Total	**$429,200.00**

New Careers for Aboriginal People Grants

Binaal Billa Regional Enterprise Education Training Aboriginal Corporation	$95,983.50
Cobowra Local Aboriginal Land Council	$85,231.00
Gandangara Local Aboriginal Land Council	$72,562.00
Illawarra ITEC Ltd	$62,436.00
Jobs Australia	$69,887.00
Kempsey Advisory Training Enterprise	$75,774.00
Lismore Skills Centre Inc	$74,605.00
Manning Local Aboriginal Education Consultative Group	$71,591.00
Ngurrala Aboriginal Corporation	$63,784.00
OCTEC Inc	$69,215.00
Salvation Army (NSW) Property	$72,562.00
Shoalhaven Community Development Aboriginal Corporation	$68,648.00
Skills Training Employment Program	$70,244.00
Yamuloong Group Initiatives Ltd	$72,562.00
Grand Total	**$1,025,084.50**

NSW ACE Program Grants

ACE - North Coast Inc - Lismore	$223,970.00
ACE Council of NSW Inc	$127,150.00
ACE Grafton Inc	$34,252.00
ACE Gunnedah Inc	$61,834.00
ACE Mullumbimby Inc	$102,030.00
ACE Murwillumbah Inc	$31,150.00
ACE Tahmoor Inc	$17,300.00
ACE Walcha Inc	$22,550.00
Adult Community Education	$31,150.00
Adult Leisure Education Recreation and Tuition Inc	$6,000.00
Alstonville Adult Learning Association Inc	$68,067.00
Balranald Community Arts & Crafts Inc	$15,500.00
Bankstown Community College Inc	$229,520.00
Barraba Community Learning Association Inc	$106,006.00
Barrington ACE Inc	$27,026.00
Bellingen Adult Education Centre Inc	$61,530.00
Bingara Adult Learning Association Inc	$19,500.00
Botany Family and Childrens Centre Inc	$2,500.00
Botany Neighbourhood Centre Inc	$1,500.00
Camden Haven Adult & Community Education Inc	$63,079.00
Central Coast Community College Inc	$220,294.00
Central Coast Regional Council of Adult and Community Education Inc	$95,760.00
Central West Community College Inc	$278,213.00
Central West Regional Council of Adult and Community Education Inc	$98,600.00

Grants to Community Organisations Continued

NSW ACE Program Grants Cont'd

Christian Community Aid Services Inc	$13,500.00
Coffs Coast Adult and Community Education Inc	$74,250.00
Condobolin ACE Inc	$31,918.50
Corryong Community Education Centre Inc	$9,360.00
Darling Adult & Community Education Inc	$15,454.00
Deaf Education Network Inc	$157,303.00
Drummoyne Community Centre Inc	$3,000.00
Earlwood Adult Leisure Learning Centre Inc	$3,000.00
Eastern Suburbs Regional Evening College Inc	$177,570.00
Eden-Merimbula Adult & Community Education Inc	$39,875.00
Eurobodalla Adult Learning Centre Inc	$77,964.00
Fairfield Community Resource Centre Ltd	$2,500.00
Fairfield East Community Organisation Inc	$2,300.00
Far West Regional Council of Adult and Community Education Inc	$87,200.00
Forster-Tuncurry Adult Education Inc	$57,794.00
Georges River Community Service Inc	$5,400.00
Gravesend Adult Learning Association Inc	$38,718.00
Griffith Adult Learning Association Inc	$64,609.00
Guyra Adult Learning Association Inc	$34,545.00
Hawkesbury Community College Inc	$101,700.00
Hills Community Aid & Information Service Inc	$13,500.00
Hornsby Ku-Ring-Gai Community College Inc	$145,939.00
Hunter Community College Inc	$197,051.50
Hunter Regional Council of Adult and Community Education Inc	$139,823.00
Hurstville Adult Leisure Learning Centre Inc	$4,253.00
Kiama ACE Inc	$50,470.00
Kincumber Adult & Community Education Inc	$50,500.00
Kogarah Adult Learning & Leisure Centre Inc	$4,500.00
Lismore Over 50's Learning Centre Inc	$10,000.00
Local Community Services Association Inc	$120,750.00
Lower Clarence Adult & Community Education Inc	$42,500.00
Macarthur Community College Inc	$236,218.00
Macleay Valley Community Education Inc	$53,394.00
Macquarie Community College Inc	$247,062.00
Manly-Warringah Community College Inc	$166,517.00
Monaro Continuing Education Group Inc	$34,586.00
Mosman Evening College Inc	$125,400.00
Nepean Community College Inc	$164,495.00
New England & North West Regional Council of Adult and Community Education Inc	$146,160.00
North Coast Regional Council of Adult and Community Education Inc	$208,271.00
North West Community College Inc	$372,164.00
Northern Beaches Creative Leisure & Learning Inc	$6,000.00
Orana Regional Council of Adult and Community Education Inc	$98,746.00
Outback Adult & Community Education Inc	$45,058.00
Peninsula Community Centre Inc	$6,000.00
Port Macquarie College of Adult Education Inc	$185,334.00
Quirindi Adult Community Education Inc	$10,600.00
Raymond Terrace Neighbourhood Centre Inc	$2,000.00
Riverina Community College Inc	$192,599.00
Riverina Regional Council of Adult and Community Education Inc	$151,521.00
Riverwood Community Centre Inc	$6,000.00
Robinson Education Centre Inc	$47,784.00
Rockdale Adult Leisure Learning Centre Inc	$7,000.00

NSW ACE Program Grants Cont'd

Singleton Leisure Learning Group Inc	$53,201.00
South East Regional Council of Adult and Community Education Inc	$109,540.00
South West Education & Leisure Learning Foundation Inc	$2,654.00
Southern Adult Education College Inc (Nowra)	$132,536.00
Southern Region Community College Inc (Goulburn)	$44,311.00
St George & Sutherland Communiity College Inc	$285,471.00
Strathfield Regional Community College Inc	$252,306.00
Sutherland Shire Adult Leisure Learning Centre Inc	$6,000.00
Sydney Community College Inc	$167,020.00
Tamworth Adult Education Centre Inc	$52,281.00
Taree Adult Education Inc	$121,393.00
Tenterfield Adult Education Association Inc	$18,700.00
The Continuing Education Centre Inc (Albury-Wodonga)	$135,534.00
The Deli Women & Children's Centre Inc	$2,300.00
The New School of Arts Neighbourhood Inc	$10,000.00
The Parramatta College Inc	$192,351.00
Tilligerry Adult and Community Education Inc	$9,000.00
Tomaree Peninsula Adult Education Inc	$56,546.00
Tuggerah Lakes Community Leisure Learning Inc	$77,385.00
Tumbarumba Technology & Education Inc	$9,078.00
Warialda & District Learning Association Inc	$8,150.00
Warragamba / Silverdale Neighbourhood Centre Inc	$2,300.00
Wauchope Adult & Community Education Inc	$34,194.00
Waverley-Woollahra Arts Centre Co-Op Ltd	$2,500.00
Wesley Mission - Sydney School for Seniors, Sydney	$14,500.00
Western College of Adult Education Inc	$171,167.00
Workers Educational Association - Hunter Inc	$224,494.00
Workers Educational Association Illawarra Inc	$195,570.00
Workers Educational Association Sydney Inc	$205,650.00
Wyong Adult and Community Education Inc	$41,951.00
Grand Total	**$8,872,720.00**

Regional Conservatorium of Music Centres Grants

Central Coast Conservatorium of Music	$55,024.00
Coffs Regional Conservatorium	$38,036.00
Goulburn Regional Conservatorium Music Centre	$39,566.00
Gunnedah Music Centre	$5,340.00
Macquarie Conservatorium	$43,326.00
Mitchell Conservatorium Inc	$58,000.00
Murray Conservatorium of Music	$53,896.00
Northern Rivers Conservatorium	$79,097.00
Orange Music Association Inc	$30,000.00
Riverina Conservatorium of Music	$50,924.00
South West Music	$15,000.00
St Cecilia's Music & Performing Arts Centre	$38,451.00
Tamworth Regional Conservatorium	$58,000.00
The Orange Regional Music Centre	$18,041.00
Upper Hunter Conservatorium of Music	$42,706.00
Wollongong Conservatorium	$54,183.00
Young Regional School of Music	$47,058.00
Grand Total	**$726,648.00**

Grants to Community Organisations Continued

Skills Gap Training Program Grants

A1 Employment and Training Services Pty Ltd	$45,701.25
Access Community Group Inc	$380.00
Asia Pacific Learning Centre Pty Ltd	$410.80
Baffy Pty Ltd	$ 2,520.00
Blue Ribbon Bus Company Pty Ltd	$ 6,060.00
Food Industry Training Ltd	$ 5,112.00
Greater Lithgow Skills Training Inc	$ 3,420.00
Hospitality Australia 2000 Pty Ltd	$60,457.72
HTC Vocational Institute	$29,171.73
Jobs Australia Ltd	$528.00
New England-North West Business Skills & Advisory Centre Ltd	$21,000.00
Newtrain Incorporated - Tamworth	$660.00
OCTEC Inc	$ 5,775.00
Response Employment & Training Pty Ltd	$20,670.00
Royal Life Saving Society	$31,399.35
Salvation Army Property Trust	$26,520.00
Skills Education Pty Ltd	$ 6,868.80
Small Business Centre - New England	$14,120.00
Transport Education & Training Australia	$ 2,368.00
Workers Educational Association	$15,680.00
Grand Total	**$298,822.65**

Training Employment and Development Grants

Aboriginal Dance Theatre Redfern	$71,248.38
Aboriginal Studies Association	$3,636.36
ACEA NSW	$3,363.64
Armidale Business Enterprise Centre	$69,071.00
Art Education Society of NSW	$3,636.36
Association for Studies of Religion	$ 500.00
Association of Head Teachers	$4,000.00
Atesol NSW (Inc)	$1,181.82
Australian Catholic University	$4,000.00
Australian Guidance & Counselling Assoc	$3,636.36
Australian Society for Music Education	$3,636.36
Corrective Services Industries	$45,711.00
Dance Educators Professional Teachers As Teachers Assoc	$5,909.13
English Association - Sydney Branch	$2,272.73
History Teachers Association of NSW	$5,454.54
Illawarra ITEC Ltd	$71,304.00
Lower Hunter Business Enterprise Centre	$47,557.00
Macleay Business Enterprise Centre	$72,220.00
Mathematical Association of NSW	$3,310.00
National Aboriginal & Islander Skills	$ 125,568.00
NSW Aboriginal Land Council	$50,789.00
NSW Association of Agricultural Teachers	$7,272.72
NSW Community Liaison Officers	$1,818.18
NSW Deputy Principals & Leading Teachers Assoc	$3,636.36
NSW Primary Principal's Association	$50,000.00
NSW Secondary Principals Council	$50,000.00
Parkes Forbes Business Enterprise Centre	$73,944.00
PDHPE Teachers Council of NSW	$3,636.36
Richmond Valley Business & Rural	$69,824.00
SASSPA	$1,363.64
School Administrative & Support Staff	$4,545.45
Science Teachers Association of NSW	$3,000.00
South Western Riverina Science Teachers	$1,818.18
Student Welfare & Personal Development	$3,636.36
Technology Educators Association	$3,636.36
Tranby Aboriginal Co-Operative	$72,000.00
Grand Total	**$948,137.29**

VET in Schools Consortium

ACE Grafton Inc	$6,770.00
Association of Independent Schools	$668,136.00
Catholic Education Commission	$1,198,709.00
Riverina Community College	$4,465.00
Sydney Community College	$18,846.00
Western College of Adult Education	$24,600.00
Grand Total	**$1,921,526.00**

Youth Assistance Strategies Grants

Aboriginal Educational Council (NSW) Inc	$6,000.00
Australian Arabic Communities Council Inc	$177,005.00
Australian Young Christian Workers Movement	$11,171.00
Bankstown Multicultural Youth Service Inc	$87,961.00
Bankstown Youth Development Service Inc	$35,664.00
Barraba Community Learning Association	$676.98
Barriekneal Housing & Community Ltd	$31,200.00
Bellambi Neighbourhood Centre Inc	$57,007.00
Berkeley Development Association	$10,538.00
Blacktown Youth Services Association	$113,443.00
Bourke Shire Council	$39,000.00
Brewarrina Shire Council	$22,152.00
Bridging the Gap Sydney West	$34,817.00
Byron Youth Service Inc	$125,450.00
Cabramatta Community Centre Inc	$156,048.00
Careforce - Wagga Wagga	$57,152.00
Central West Community College Inc	$123,423.00
Cessnock Community Training Centre	$60,752.00
Cessnock District Learning Centre	$87,464.00
Church of England Childrens Home	$25,195.00
Coffs Harbour Neighbourhood Centre Inc	$32,500.00
Community Connections North Coast Inc	$52,000.00
Cringila Community Co-Operative	$7,120.00
Deniliquin Council for Social Development Inc	$56,037.00
Djigay Student Assoc Inc	$39,000.00
Eastern Suburbs Regional Evening College Inc	$96,238.00
Ellimatta Aboriginal Housing Corporation	$31,200.00
Employment Transactions Australia Inc	$62,510.00
Fairfield Community Resource Centre Ltd	$64,671.00
Glebe Youth Service Inc	$23,868.00
Granville Multicultural Community Centre Inc	$118,390.00
Holroyd Parramatta Migrant Services Inc	$77,671.00
Hornsby Shire Council	$38,902.00
Illawarra Ethnic Communities Council Inc	$108,137.00
Indigenous Social Justice Association	$76,742.00
Integral Community Services	$12,480.00
Khmer Community of NSW Inc	$74,866.00
Liverpool Districts Neighbourhood Centres Assocn Inc	$104,018.00
Macarthur Migrant Resource Centre Inc	$93,630.00
Maitland Youth Development Unit Inc	$63,096.00
Mamre Plains Ltd	$116,028.00
Manly Youth Council	$101,576.00
Marrickville Community Training Centre Inc	$92,915.00
Marrickville Youth Resource Centre Inc	$96,660.00
Menai Youth Project Inc	$83,463.00
Mission Australia Ltd	$459,062.00
Moree Plains Shire Council	$62,937.00
Moree Youth School Inc	$97,065.00
Nambucca Shire Council Youth Network	$33,696.00
Narrandera Shire Council	$32,500.00
New School of Arts Neighbourhood Centre Inc	$77,106.00
North St Marys Neighbourhood Centre Inc	$71,275.00
NSW AECG	$82,460.00

Grants to Community Organisations Continued

Youth Assistance Strategies Grants Cont'd	
NSW Adult English Migrant Service	$90,899.00
Oasis Pre-Employment Network Inc	$36,300.00
OCTEC Inc	$124,867.00
Open Family Australia Incorporated	$47,381.00
Penrith Skills for Jobs Ltd	$37,700.00
Police and Community Youth Clubs NSW Ltd	$91,065.00
Port Macquarie College of Adult Education Inc	$19,500.00
Queanbeyan City Council	$24,960.00
Raymond Terrace Neighbourhood Centre Inc	$69,321.00
Riverwood Community Centre Inc	$178,223.00
Robinson Education Centre Inc	$29,784.00
Rosemount Youth & Family Services	$31,219.00
Salvation Army Joblink Centre	$66,893.00
Salvation Army Property Trust	$69,888.00
Shoalhaven Neighbourhood Centre	$21,415.00
Skills Training Employment Program Inc	$42,073.00
South Sydney Youth Services	$121,353.00
Southern Skills Training Inc	$57,162.00
Southern Youth and Family Services	$23,400.00

Youth Assistance Strategies Grants Cont'd	
Sydney University Settlement	$25,212.00
Tursa Employment and Training Inc	$36,026.00
The Association of Bhanini El-Minieh	$56,180.00
The Exodus Foundation	$76,775.00
The Lebanese Welfare Council	$25,339.00
The Parks Community Network Inc	$84,387.00
Tweed Training and Enterprise	$76,674.00
Uniting Care Burnside	$73,455.00
Vietnamese Community in Australia	$36,818.00
WBRR Incorporated Association	$39,000.00
Western College of Adult Education	$33,341.00
Western Sydney Training & Education Centre	$115,824.00
Wollongong City Council	$70,783.00
Workers Educational Association- Hunter	$142,479.00
Wyong Neighbourhood Centre Inc	$47,412.00
Wyong Workwise Inc	$274,788.00
Young Women's Christian Association	$197,821.00
Grand Total	**$6,497,654.98**

APPENDIX 25
Additional Financial Information

DET Payment Performance Indicators

During the financial year 2000/2001, the Department achieved an average payment performance of 95.1 per cent (in comparison with 97 per cent for 1999/2000).

DET Payment Performance 2000/2001	
Percentage of Accounts Paid on Time	95.1%
Value of Accounts Paid on Time	$1,803.3m
Total Value of Accounts Paid	$1,895.2m
Accounts Payable at End of June 2001	$3.4m

The percentage of accounts paid on time for the financial year 2000/2001, 95.1 per cent, is based on a sampling method.

Schedule of Accounts Payable at the End of Each Quarter in 2000/2001

	Current	30-60 days	60-90 days	Over 90 days
30 September	$29.2m	$1.3m	$0.2m	$0.1m
31 December	$63.4m	$1.2m	$0.1m	-
31 March	$29.0m	-	-	-
30 June	$3.4m	-	-	-

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

During the financial year 2000/2001, the Commission achieved an average payment performance of 88 per cent (in comparison with 85 per cent in 1999/2000). In the last quarter of the year, the percentage of accounts paid on time was 91 per cent.

TAFE Payment Performance 2000/2001

	Quarter Ended June 2000	Quarter Ended June 2001
Percentage of Accounts Paid on Time	85%	91%
Value of Accounts Paid on Time	$64.0m	$104.1m
Total Value of Accounts Paid	$75.3m	$113.8m
Accounts Payable at End of Quarter	$4.1m	$9.7m

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.

APPENDIX 26
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 2002 are actual completion dates whereas the completion dates from March 2002 onwards are estimated dates.

SCHOOL EDUCATION SERVICES

Project Description	Location	Estimated Completion Date	Total Cost 1999/2000 Budget ($'000)	Expenditure to 30/6/2000 ($'000)	Comments
New Works					
Alfords Point PS - Homebases - Stage 1	Alfords Point	Oct-01	1,264	860	
Auburn West PS - Upgrade - Stage 1	Auburn	Mar-02	1,453	134	
Baulkham Hills HS - New Gymnasium and Stage	Baulkham Hills	Dec-02	2,102	80	
Bega HS - Upgrade - Stage 1	Bega	Mar-03	3,400	270	
Beverly Hills PS - Consolidation - Stage 1	Beverly Hills	Sep-02	3,311	645	
Bogangar PS - New School	Bogangar	Apr-03	4,479	132	
Brunswick Valley - Secondary Education Provision - Stage 1	Brunswick Heads	Aug-03	2,919	80	
Cabling Infrastructure - Various Schools	Various	Various	1,960	1,029	
Cammeray PS - Upgrade of School	Cammeray	Oct-02	3,400	225	
Carlton South PS - Upgrade - Stage 1	Carlton	Jan-02	1,460	123	
Cessnock PS - Provide Permanent Facilities	Cessnock	Jul-01	723	748	
Cherrybrook THS - Upgrade of School	Cherrybrook	Aug-02	3,433	294	
Chifley College - Stage 2 - Mt Druitt Multi-Campus School	Mount Druitt	Oct-02	6,198	465	
Chittaway Bay PS - New Classrooms	Chittaway Bay	Jan-02	825	1	Commencement deferred until 2001/2002
Colo HS - Access Improvement	Colo	Jun-01	458	495	
Computer Project - Schools computer infrastructure upgrade	Various	Jun-01	4,919	4,919	
Cudgegong Valley PS - Upgrade of Facilities	Mudgee	Mar-02	3,308	893	
Cudgen PS - New Library	Cudgen	Nov-01	592	235	
Dorrigo HS - Upgrade - Stage 1	Dorrigo	Dec-02	1,941	123	
Dubbo Secondary Multi Campus School - Stage 3 of New Facility	Dubbo	Sep-01	2,914	1,175	
Emu Heights PS - New Hall, Canteen, COLA	Emu Plains	Sep-02	1,010	93	
Flinders PS - New School	Flinders	Oct-02	5,237	199	
Georges River College - Oatley Site Redevelopment Stage 1	Oatley	Jul-01	7,200	7,200	
Georges River College - Oatley Site Redevelopment Stage 2	Oatley	Jul-01	3,410	3,410	Introduced after 2000/2001 budget
Glenmore Park PS No.2 - New School	Glenmore Park	Apr-02	5,812	1,291	
Hay War Memorial HS - New Multi-Purpose Centre	Hay	May-03	1,540	40	

SCHOOL EDUCATION SERVICES CONT'D

Project Description	Location	Estimated Completion Date	Total Cost 2000/2001 Budget ($'000)	Expenditure to 30/6/2001 ($'000)	Comments
Henry Kendall HS - Redevelopment - Stage 1	Gosford	Aug-03	2,428	220	
Holroyd School - Upgrade - Stage 1	Merrylands	Jun-03	3,411	235	
Hoxton Park PS - New School - Stage 2	Hoxton Park	Jan-02	2,528	689	
Hurlstone AHS - Upgrade Dormitory	Glenfield	Feb-02	777	684	
Jerrabomberra PS - New School - Stage 1	Jerrabomberra	Aug-02	2,834	285	
Jewells PS - New Library	Jewells	Jul-01	766	70 4	
Kellyville HS - New School - Stage 1	Kellyville	Jun-03	7,771	346	
Marayong Heights PS-Upgrade - Stage 2	Marayong	Mar-02	1,770	911	
Marayong South PS - Upgrade - Stage 2	Blacktown	Jan-02	1,672	623	
Mt Annan HS - New School - Stage 1	Mount Annan	Apr-03	2,924	297	
Newington PS - Fitout of New School	Homebush Bay	Dec-01	1,928	57	
Nowra PS - New Hall	Nowra	Dec-02	981	94	
Prestons PS - Additional Classrooms	Prestons	Nov-02	2,675	159	
Riverstone HS - Access Improvement	Riverstone	Jun-01	571	587	
Riverstone PS - Consolidation of School - Stage 2	Riverstone	Sep-02	4,154	1,153	
Salt Ash PS - Provide Permanent Accommodation	Salt Ash	Jan-02	752	30	
Seven Hills North PS - Redevelopment - Stage 1	Seven Hills	Jan-03	2,920	224	
Sydney Secondary DEC - Permanent Facilities - Stage 2	Woolloomooloo	Mar-02	1,417	168	
Tweed Area - New School Stage 1	Banora Point	Dec-03	13,155	25	Project deferred to 2001/2002
Westfields SHS - Upgrade - Stage 2	Fairfield West	Jun-03	4,865	124	
Woodburn CS - Redevelopment	Woodburn	Jul-02	2,920	208	
Wyndham College - Stage 3 Upgrade	Quakers Hill	Oct-01	3,418	2,111	
Works In Progress					
Birrong GHS - Upgrade Facilities	Birrong	Nov-00	2,465	2,465	
Bungendore PS - Upgrade Facilities	Bungendore	Mar-00	3,368	3,368	
Camden Haven HS - New School Stage 1	Camden Haven	Sep-00	16,101	15,763	
Camden Haven HS - New School Stage 2	Camden Haven	Sep-00	1,092	1,132	
Camden HS - Replacement School Stage 1	Camden	Jul-01	14,597	14,600	
Camden HS - Replacement School Stage 2	Camden	Jul-01	4,045	3,893	
Chifley College - Stage 1 - Mt Druitt Multi-Campus School	Mount Druitt	Oct-02	7,448	569	
Currans Hill PS - New School Stage 1	Currans Hill	Oct-00	2,809	2,809	
Currans Hill PS - New School Stage 2	Currans Hill	Oct-00	1,802	1,864	
Denistone East PS - Stage 1 Upgrade Facilities	Denistone East	Sep-01	1,060	1,074	
Denistone East PS - Stage 2 Upgrade Facilities	Denistone East	Sep-01	468	474	Introduced after 2000/2001 budget

SCHOOL EDUCATION SERVICES CONT'D

Project Description	Location	Estimated Completion Date	Total Cost 2000/2001 Budget ($'000)	Expenditure to 30/6/2001 **($'000)**	Comments
Dubbo Secondary Multi Campus School - Provision of New Facilities Stage 1 & 2	Dubbo	Sep-01	21,666	22,532	
Dubbo South PS - Upgrade	Dubbo	Jul-00	3,289	3,284	
Evans River K-12 School - New School	Evans Head	May-00	14,398	14,284	
Great Lakes Education Precinct - New School Stage 1	Tuncurry	Dec-02	8,030	1,001	
Greenway Park PS - New School	Hoxton Park	Nov-99	4,333	4,318	
Harrington Park PS - New School	Harrington Park	Dec-01	5,482	2,500	
Hoxton Park PS - New School Stage 1	Hoxton Park	Jan-02	3,100	842	
Kellyville No. 2 PS - New School	Kellyville	Feb-01	5,636	5,786	
Kiama PS - Stage 2 Upgrade Facilities	Kiama	Sep-01	2,372	2,555	
Lake Munmorah HS - New School Stage 1	Lake Munmorah	Jul-01	7,340	7,340	
Lake Munmorah HS - New School Stage 2	Lake Munmorah	Jul-01	10,069	10,229	
Lightning Ridge CS - Upgrade Stage 1	Lightning Ridge	Feb-01	3,073	3,168	
Lomandra School - Provision of Special Facility	Campbelltown	Feb-01	847	1,284	Additional works identified on site after project commenced.
Maitland HS - New Gymnasium	Maitland	Oct-00	1,757	1,757	
Marayong Heights PS - Consolidation of School Stage 1	Marayong	Mar-02	2,040	1,070	
Penshurst PS - Replacement Facilities	Penshurst	Oct-00	762	770	
Quakers Hill East PS - Replacement School	Quakers Hill	Jan-02	5,426	3,052	
Riverstone PS - Consolidation of School Stage 1	Riverstone	Sep-00	997	1,062	
School Information System - Computer Project	Various	Jun-01	8,000	8,000	
School Support Network - Computer Project	Various	Dec-01	7,000	6,917	
Scone PS - Upgrade Stage 1	Scone	May-00	3,171	2,781	
St George SSP - Replacement School	Rockdale	Sep-02	3,529	280	
Statewide Kit Classrooms - Various Schools 98/99	Various	Various	3,427	3,478	
Statewide Kit Classrooms - Various Schools 99/00	Various	Various	1,259	1,326	
Sydney Secondary DEC - Provide Permanent Facilities	Woolloomooloo	Mar-02	1,520	183	
The Entrance PS - Stage 1 Consolidation	The Entrance	Oct-01	2,800	2,474	
The Entrance PS - Stage 2 Consolidation	The Entrance	Feb-02	2,850	1,481	
Wadalba HS / Wadalba PS - New School Stage 2 / New School	Wadalba	Oct-01	14,834	11,323	
Wahroonga PS - Upgrade	Wahroonga	Jun-00	2,121	2,157	
Wattle Grove PS - New School	Wattle Grove	Apr-01	5,208	5,283	
Westlawn PS - New Library	Grafton	May-01	600	615	

TAFE EDUCATION SERVICES

Project Description	Location	Estimated Completion Date	Total Cost 2000/2001 Budget ($'000)	Expenditure to 30/6/2001 ($'000)	Comments
New Works					
Armidale - Ecotourism Facility	Armidale	Mar-02	683	576	
Bathurst - Stage 6 - Consolidation of College	Bathurst	Feb-03	6,058	515	
Belmont - Canteen & Student Amenities	Belmont	Mar-02	570	593	
Belmont - Carpentry & Joinery Workshop	Belmont	Aug-02	363	137	
Blacktown - Stage 7 - Business Services and Manufacturing	Blacktown	Dec-01	2,856	2,936	
Coffs Harbour - Carpentry & Joinery Covered Work Area	Coffs Harbour	Jun-01	252	253	
Computers - Information Technology - Split Site Production	Various	Jun-01	1,067	958	
Computers - Replacement of Central Site VAX Hardware	Various	Jun-02	4,362	3,748	
Computers - TAFE Online	Various	Jun-04	29,474	9,114	
Computers - Information Technology - LAN Replacement	Various	Jun-01	2,000	1,265	
Dubbo - Stage 8 - Rural Skills Centre	Dubbo	Jan-02	1,611	377	
Great Lakes Education Precinct - New College	Tuncurry	Nov-02	6,662	2,679	
Griffith - Carpentry & Joinery Covered Work Area	Griffith	Apr-01	278	271	
Kingswood - Expansion of Library	Kingswood	Jun-01	495	498	
Liverpool - Block A Flexible Learning Centre	Liverpool	Feb-02	525	0	Project deferred to the 2001/02 year program
Liverpool - Block G Refurbishment	Liverpool	Jun-01	435	415	
Miller - Electrical Engineering and Trades Refurbishment	Miller	Mar-02	1,500	979	
Macquarie Fields - Store/Power Toolroom Extension	Macquarie Fields	May-01	414	436	
Moree - Adult Study Centre - Support Services	Moree	May-01	570	0	Combined with Moree Indigenous Arts & Crafts
Moree - Indigenous Arts & Crafts	Moree	Feb-02	706	500	
Newcastle - Student Support Services	Newcastle	Nov-01	456	447	
New England Institute - Repairs to Mechanical workshops	Various	Apr-02	500	220	
North Sydney - Hairdressing Flexible Delivery Centre	North Sydney	May-01	285	333	
North Sydney - Student Amenities Upgrade	North Sydney	Apr-02	1,053	676	
Orange - Flexible / Open Access Area	Orange	Jan-02	490	126	
Singleton - Information Technology Facility	Singleton	Aug-01	461	355	
Taree - Stage 3 - Rural and Child Studies	Taree	Jul-02	4,508	901	
Thurgoona -Rural Skills Facilities, Student Services	Thurgoona	May-01	581	568	
Ultimo - Buildings H & Z Lift Access	Ultimo	Apr-01	423	459	
Ultimo - Disabled Access	Ultimo	Feb-02	500	114	
Ultimo - Refurbishment of Welfare Facilities	Ultimo	Jul-02	450	114	

TAFE EDUCATION SERVICES CONT'D

Project Description	Location	Estimated Completion Date	Total Cost 2000/2001 Budget ($'000)	Expenditure to 30/6/2001 ($'000)	Comments
Ultimo - Building E Refurbishment	Ultimo	Feb-04	22,300	550	
Upgradings - Group 20	Various	Jun-03	9,530	1,389	
Wauchope Campus Rationalisation	Wauchope	May-01	423	519	Extent of work increased
Wollongbar - Stage 3 - Hospitality & Trade Course Facilities	Wollongbar	Jul-03	10,080	1,213	
Wollongong - Block Q Electrotechnology	Wollongong	Jan-03	875	13	
Wollongong - Teaching and Learning Area	Wollongong	Feb-02	380	0	Project deferred to the 2001/02 year program
Wollongong West - Library Upgrade	West Wollongong	Jul-01	390	318	
Works in Progress					
Bankstown - Offices For Institute Functional Units	Bankstown	Apr-01	4,276	4,346	
Campbelltown - Stage 7 - Arts & Media & Child Studies Facilities	Campbelltown	Dec-00	7,305	7,304	
Georges River College- Oatley Site Redevelopment	Oatley	Jan-01	2,100	2,251	
Hornsby- Stage 7 - Open Learning Centre & Library Facilities	Hornsby	Feb-01	7,386	7,403	
Kingswood - Architectural Drafting/ C&J Refurbishment	Kingswood	May-01	391	341	
Kingswood - Stage 5 - Graphic Arts - Lecture / Conference Area Facility	Kingswood	Oct-00	4,269	4,361	
Loftus Block A Hospitality Refurbishment	Loftus	Jun-01	827	684	
Mount Druitt - Stage 8 - Information Technology Facilities	Mount Druitt	Jan-01	4,112	4,116	
St. George - Engineering Refurbishment	Kogarah	Jun-01	438	424	
Ultimo - New Building F - Science and Commercial Photography Activities	Ultimo	Feb-02	16,676	10,882	
Upgradings - Group 19	Various	Jun-02	981	694	
Upgradings - Groups 15 - 18	Various	Jun-01	10,550	10,550	
Wetherill Park - Structural Rectification	Wetherill Park	Jun-02	2,092	1,400	
Wollongong - Stage 12 - Building Course Facilities	Wollongong	Jul-01	10,091	10,171	
Yallah - New Plant Nursery and Classrooms	Yallah	Jun-01	3,883	4,154	
EDUCATION AND TRAINING SERVICES					
Conservatorium of Music	Sydney	Jun-01	127,218	131,877	Construction delayed & cost

APPENDIX 27
Establishment and Closure of Schools and TAFE Campus Facilities

Schools

School Name (code)	Location	District	Date
Establishment of Schools			
Beaumont Hills Public School (4630)	Beaumont Hills	Parramatta	29 January 2001
Currans Hill Public School (4625)	Currans Hill	Campbelltown	29 January 2001
Georges River College, Oatley Senior Campus (8284)	Oatley	St George	29 January 2001
Jerrabomberra Public School (4633)	Jerrabomberra	Queanbeyan	15 October 2001
Caldera School (5573)	Murwillumbah	Tweed Heads/Ballina	17 October 2001
Casuarina School (5574)	Riverstone	Blacktown	17 October 2001
Cook School (5575)	Sutherland	Sutherland	17 October 2001
Highlands School (5576)	Mittagong	Shellharbour	17 October 2001
Karningul School (5581)	Regents Park	Granville	17 October 2001
Mian School (5577)	Dubbo	Dubbo	17 October 2001
Naremburn School (5578)	Naremburn	Ryde	17 October 2001
Parry School (5580)	Tamworth West	Tamworth	17 October 2001
The Beach School (5579)	Allambie	Northern Beaches	17 October 2001
Verona School (5583)	Yennora	Fairfield	17 October 2001
Wakefield School (5582)	Wakefield	Lake Macquarie	17 October 2001
School Closures			
Manly-Warringah School (5628)	Allambie	Northern Beaches	19 December 2001
Collie Public School (1592)	Collie	Dubbo	15 February 2001
Merriwagga Public School (2529)	Merriwagga	Griffith	12 April 2001
Collombatti Rail Public School (3727)	Collombatti	Port Macquarie	20 December 2001
Hatfield Public School (4584)	Hatfield via Balranald	Deniliquin	20 December 2001
Narwee High School (8212)	Narwee	Bankstown	20 December 2001

Change of School Name or Status

New Name	Former Name	Location	District	Date
Arranounbai School (5656)	Allambie School	Frenchs Forest	Northern Beaches	27 July 2001
Sydney Secondary College Blackwattle Bay Campus (8539)	Glebe High School	Glebe	Port Jackson	11 September 2001
Centennial Park School (5516)	Prince Henry Hospital School	Little Bay	Bondi	5 October 2001
Dubbo College, Delroy Campus (8543)	Delroy High	Dubbo	Dubbo	9 October 2001
Dubbo College, Senior Campus (8110)	Dubbo High	Dubbo	Dubbo	9 October 2001
Dubbo College, South Campus (8417)	Dubbo South High	Dubbo	Dubbo	9 October 2001
Ryde Secondary College (8415)	Malvina High School	Ryde	Ryde	15 October 2001
Alexandria Park Community School (8556)	Cleveland Street High School	Alexandria	Port Jackson	22 December 2001
Matraville Sports High School (8249)	Matraville High School	Chifley	Bondi	30 December 2001
Sydney Secondary College Leichhardt Campus (8507)	Leichhardt High School	Leichhardt	Port Jackson	30 December 2001

TAFE Campus Facilities

The TAFE NSW - Riverina Institute's National Environment Centre (Thurgoona Campus) was officially opened in September 2001.

APPENDIX 28
Land Disposal

In 2000/2001 proceeds from the sale of 37 school properties amounted to $18.7 million. In addition, Aboriginal land claims were granted over school properties at Mount White and Yarramundi. No TAFE properties were sold in 2000/2001.

The net proceeds from the sale of school property were utilised for school maintenance or for the construction or upgrading of buildings at schools where a surplus portion of the school site was sold.

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

APPENDIX 29
Major Assets

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

By the end of 2001, the Department had the following building stock:

- A total of 16,982 operating school buildings on 2,454 sites with a total floor space of around 6.93 million square metres.
- There were also 5,189 demountable buildings on school sites, providing a further internal floor space of around 405,000 square metres.
- A total of 1,788 TAFE buildings at 129 colleges, providing a total floor space of approximately 1.6 million square metres.

Major school facilities completed during 2001 include the new Camden and Lake Munmorah High Schools, new public schools at Beaumont Hills and Wattle Grove, Dubbo Senior College and the Georges River College at Oatley, which is a joint school education and TAFE facility.

Major new facilities completed at TAFE campuses included the Stage 7 development at Blacktown, Stage 4 at Yallah and the Georges River College at Oatley.

Plant and Equipment

Plant and Equipment (valued at $50,000 and above)

Institute	Campus	Item	Value ($)
OTEN-DE	-	Sony Digital Betacam Edit Recorder	$81,818.00
Southern Sydney Institute	Lidcombe College	Electronic Equipment - Spectrum Analyser	$50,232.00
Southern Sydney Institute	St George College	ESOL Teaching Equipment - Language Laboratory	$93,607.27
Western Institute	-	Isuzu Truck (Cab Chassis)	$81,315.00
Western Institute	-	Xerox Docutech Printing Machine	$185,000.00

APPENDIX 30
Recycling Activities

As one of the largest public sector agencies in Australia, the Department plays a major role in the development of strategies to:

- minimise the amount of waste being generated in its business, and thus in turn reduce the amount of waste going into land fill in New South Wales
- promote recycling or other diversion of materials from waste streams
- identify opportunities to reduce the purchase of materials using virgin resources, and to increase the procurement of products using recycled content.

Reducing the Generation of Waste

The Department developed a Waste Reduction and Purchasing Plan (WRAPP) in association with the Environmental Protection Agency (EPA) in 1998 to assist the process of identifying waste minimisation strategies. In May 2001 the Department submitted its first bi-annual report to Government on WRAPP activities.

The Department is continuing to implement its WRAPP strategies and will be working closely with suppliers and stakeholders to develop initiatives that further enable it to maintain a pro-active approach to waste minimisation. As key members of local communities, NSW government schools provide environmental awareness courses and often coordinate a number of waste reduction activities.

The Department's current initiatives to reduce the generation of waste include:

- Printing multiple page documents using duplex to reduce paper usage.
- Using electronic communications such as email rather than facsimile.
- Using electronic forms and manuals.
- Composting food and vegetative waste, using compost bins and worm farms, for reuse as garden mulch.
- Collecting glass and aluminium for recycling.
- Collecting waste metals used in class work for recycling.
- Conducting solid waste audits to obtain data on the effectiveness of recycling strategies.
- Conducting environmental awareness courses to improve the understanding of strategies to reduce waste in the Department and the community.
- Diverting from land fill for recycling purposes:
  - over 2,977 tonnes of paper
  - 6,655 tonnes of packaging
  - 63,744 toner cartridges.

The School Communities Recycling All Paper (SCRAP) Ltd is a commercial organisation that was developed by public school teachers. It currently has about 2,400 members of which 1,400 are schools, including Catholic schools. This company reported that its members had recycled 35,300 tonnes of paper in the period from 1991 to Term 4, 2001. The effective environmental savings of this activity within the NSW government school sector are:

- 105,900 cubic metres of landfill
- 458,900 trees
- 1,121,834,000 litres of water
- 88,250 barrels of oil
- 145,679 megawatts of energy.

Resource Recovery

The Department is currently identifying where resources can be recovered and developing strategies for recovery in both schools and TAFE institutes. A particular strategy being examined is 'whole-of-life product planning', which involves identifying how each of the components of a resource can be reused. Some examples of the Department's current activities in resource recovery include:

- Participating in the Sustainable Schools Program, which is coordinated by the EPA. Under this program, NSW government schools use solar cells to recover electricity which is then sold back to the electricity grid.
- Re-using bricks in bricklaying classes.
- Recovering and reusing soluble oils in metalwork classes.
- Collecting used uniforms and textiles for charity to convert to waste rags.
- Recovering chemicals used in painting and photographic processing for reuse or disposal for reprocessing.

Using Recycled Material

The Department has adopted a policy of using material with a recycled content wherever possible. Research to identify opportunities for the use of recycled material is being conducted on a daily basis. State and district offices, schools and TAFE institutes use recycled materials in a number of administrative and educational areas. Some of the Department's key achievements during 2000-2001 were:

- Adopting a policy encouraging the use of recycled content paper. Approximately 5% of copy paper purchases are now of at least 50% recycled content, an increase from approximately 1% in 1998-1999.
- Entering into arrangements at some school, institute and state office sites for the supply of remanufactured toner cartridges.
- Organising credit arrangements with metals suppliers for the recycling of scrap metals. Most metals supplied to schools and institutes for course material have a recycled content.

The Department will continue to play a major role in future Government waste minimisation activities. Strategies are constantly being reviewed and developed to further enhance the Department's commitment to environmental issues.

APPENDIX 31
Government Energy Management Policy

The Department is continuing to work in a pro-active manner to implement energy efficient practices in NSW public schools and TAFE NSW institutes. Funding allocated for energy efficiency matters supports research and projects directly related to the establishment of performance profiles and the achievement of energy conservation goals, in line with Government objectives.

Energy Supply and Management

Currently, a total of 35 education facilities throughout the State have solar systems installed. The 'sustainable or renewable' energy generated from these systems is consumed by the facility, thus reducing greenhouse gas emissions by lowering demand for main supply electricity. In addition to on-site energy generation, all school and TAFE facilities utilising the NSW Supply Service Contract for the supply of electricity, purchase six per cent of their electricity from renewable generation sources such as solar or wind.

An Energy Management manual has been prepared and is due for distribution to all NSW public schools early in 2002. This manual has been written by teachers in an easy to understand style, with bold colours and eye-catching artwork designed to assist and encourage both teachers and students to understand and adapt energy efficient strategies and projects.

Performance Goals

In line with the Government Energy Management Policy (GEMP), the Department collects data on its annual energy consumption and extrapolates the data into a variety of benchmarking measures for 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 also supplied to the Ministry of Energy and Utilities for evaluation on an annual reporting basis.

Best Practice

Energy Performance contracting is being trialed in the Liverpool school district. Controls and high efficiency fixtures have been installed on both water and electrical appliances to ensure efficient operation is achieved. The contractual arrangement includes consumption monitoring and guaranteed energy savings. Similar projects are being finalised for two TAFE institutes.

The design and construction of new and refurbished education facilities incorporate well-established ecologically sustainable design features in areas of energy efficiency, water conservation and environmental considerations. Some design features incorporated into facilities include the following:

- 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 the key purpose of keeping heat out in summer to provide cooler, comfortable classrooms and in winter to keep warmth in and reduce heating energy consumption.

The Department carries out ongoing monitoring and evaluation of new products, appliances, materials and design trends, which may provide improvements in energy efficiency, to ensure that the most appropriate components are incorporated in all design specifications.

APPENDIX 32
Records Management Program

Objectives

The objectives of the Records Management 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 records management training and technically underpinned by the progressive roll-out of the TRIM for Windows computer-based records management system across the Department.

Key Achievements

Key achievements during the reporting period include the following:

- Access to the TRIM for Windows file management system was extended to new business areas in State offices, including Student Services and Equity Programs and Strategic Planning and Regulation, and to a number of district offices, TAFE institutes and TAFE Divisions.
- Access to a TRIM for Windows correspondence management system was provided to all district offices and Institute Directors' offices, and extended on demand to business areas across State offices.
- A rolling program of post-implementation reviews was initiated to ensure that the records management program and the TRIM for Windows system had been effectively implemented in all business areas.
- Work continued on developing policies, procedures and systems for records management in schools, designed to meet their special needs while minimising the administrative burdens involved.
- The electronic document management system piloted in the Correspondence and Ministerial Liaison Unit was extended for use across the whole of Corporate Services.
- Work was completed on drafting a comprehensive new Disposal Authority for Departmental records, and a Disposal Authority for pre-1950 school records, to go to the State Records Board for approval.
- Public access directions were developed for a wide range of 30-year-old Departmental records and promulgated via the internet.
- Rationalisation of the Departmental records held at the Government Records Repository continued, significantly reducing secondary storage costs.
- Compliance with the requirements of the NSW State Records Authority's Standard on Full and Accurate Records was assessed through a Department-wide self-assessment checklist exercise.
- TRIM training was conducted during the extension of TRIM to each new business area, and records management training was delivered on demand across the Department.
- The Department's Records Management web page was further developed and updated to provide access to an increasing range of information, resources and training tools for records management.

Future Challenges

Future challenges for 2002-2003 will include:

- Meeting requirements arising from the NSW Audit Office review of the Department's Records Management Program, commencing in February 2002.
- Securing the approval of the State Records Board for the Department's two new Disposal Authorities, and promulgating their contents to all business areas to facilitate systematic disposal and secondary storage activities.
- Conducting a comprehensive review of the Departmental thesaurus to enhance its efficacy particularly in the electronic environment.
- Completing TRIM for Windows file management and correspondence management systems in all remaining areas of State offices, district offices and TAFE institutes.
- Completing the development of comprehensive records management policies, procedures and systems for schools.
- Developing a comprehensive strategy for ongoing records management training, including completing work on a computer-based training package for all staff to learn at their own pace from their desktop.
- Piloting electronic recordkeeping systems in a number of business areas across the Department, and developing Departmental policies and procedures for electronic recordkeeping.
- Implementation of the records management program in State offices, district offices and TAFE institutes is expected to be completed by 2003. The implementation of the records management program in schools is not expected to be completed until 2004.

APPENDIX 33
Privacy and Personal Information Protection

The *Privacy and Personal Information Protection Act 1998* has introduced legislatively enforceable privacy standards which public sector agencies are 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.

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. 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.

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 individuals aggrieved by conduct or alleged conduct of the Department that contravenes an Information Protection Principle or the Privacy Code of Practice. For the year ended 31 December 2001, there have been five privacy internal reviews completed by the Department.

APPENDIX 34
Electronic Service Delivery

The General Manager, Information Technology and Chief Information Officer, has responsibility for the identification and coordination of the Department's Electronic Service Delivery (ESD) Projects and for ensuring compliance with the ESD Reporting Framework specified in the Premier's Memorandum No. 2000-12.

The Department has complied with the Government's ESD Strategic Agenda through a series of initiatives including the following:

- establishing a web site by 31 December 1997
- completing and submitting an ESD return by 30 June 1999
- completing and submitting an ESD survey 9 June 2000
- completing and submitting an ESD assessment by 31 July 2000
- establishing facilities to publish tender information on the internet by 31 December 2000
- publishing all appropriate publications on the internet by 31 December 2000
- migrating all appropriate high volume transactions to the internet by 30 September 2001
- migrating all other appropriate transactions to the internet by 31 December 2001.

The Department's progress in relation to the ESD Agenda was reported to the Office of Information Technology on schedule and in accordance with the Cabinet's ESD Reporting Framework.

APPENDIX 35
Access

Directory of State Offices

Office	Telephone	Facsimile
35 Bridge Street SYDNEY NSW 2000	(02) 9561 8000	(02) 9561 8759
NSW Government Offices 140 William Street BATHURST NSW 2795	(02) 6334 8100	(02) 6331 9741
NSW Government Offices 22 Main Street BLACKTOWN NSW 2148	(02) 9836 9000	(02) 9836 9938
1 Oxford Street DARLINGHURST NSW 2000	(02) 9266 8111	(02) 9266 8032
Cnr Boulevarde & Toothill Street LEWISHAM NSW 2049	(02) 8512 1134	(02) 9569 3998
NSW Government Offices Bull Street NEWCASTLE NSW 2303	(02) 4974 8570	(02)4924 9840
3a Smalls Road RYDE NSW 2112	(02) 9886 7444	(02) 9886 7155
55 Market Street SYDNEY NSW 2000	(02) 9561 8000	(02) 9561 8438
NSW Government Offices 84 Crown Street WOLLONGONG NSW 2500	(02) 4924 9900	(02) 4924 9840
Information Technology Bureau 39a Herbert Street ST LEONARDS NSW 2065	(02) 9942 9000	(02) 9942 9600
International Business Unit 770 George Street SYDNEY NSW 2010	(02) 9217 4808	(02) 9217 4060
National Art School Forbes Street DARLINGHURST NSW 2010	(02) 9339 8622	(02) 9339 9683
NSW Adult Migrant English Service 84-86 Mary Street SURRY HILLS NSW 2010	(02) 9289 9222	(02) 9211 0321
State Equity Centre 11-12 Swanson Street ERSKINEVILLE NSW 2043	(02) 9582 5860	(02) 9550 2874
Technology Services Australian Technology Park Level 2, 1 Central Avenue Australian Technology Park EVERLEIGH NSW 1430	(02) 9942 9000	(02) 9942 9600

Directory of School District Offices

District	Superintendent	Street	Town	Postcode	Telephone	Facsimile
Albury	Mr Allan Schirmer	521 Macauley St	Albury	2640	02 6051 4300	02 6041 3258
Armidale	Mr Wayne Chandler	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	Mr Chris Evans	Cnr George & Rocket Sts	Bathurst	2795	02 6334 8200	02 6332 1766
Blacktown	Mr John Bentley	Cnr Lucas Rd & 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 & 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	Mr. Michael Cavanagh	State Office Block, Level 2, 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 8100	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 & 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	L1, 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 Lindsay Wasson	Hindemith Ave	Emerton	2770	02 8808 4900	02 9628 2413
Newcastle	Mr Laurie Tabart	Cnr Brunker & Glebe Rds	Adamstown	2289	02 4904 3900	02 4904 3950
Northern Beaches	Ms Carol Carrigan	72 Fisher Rd	Dee Why	2099	02 9941 3000	02 9941 3030
Orange	Ms Carole McDiarmid	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 Bob Ross	Level 1, City Link Plaza, 24-36 Morisset St	Queanbeyan	2620	02 6200 5000	02 6299 0412
Ryde	Mr Peter Haigh	L5, 13-15 Lyonpark Rd	North Ryde	2113	02 9886 7000	02 9886 7070
Shellharbour	Mr Alan Thomas	Cnr Shellharbour & Lake Entrance Rd	Warilla	2528	02 4251 9900	02 4251 9945
St George	Mr Ken Olah	Cnr Segenhoe & Avenal Sts	Arncliffe	2205	02 9582 2800	02 9556 3097
Sutherland	Ms Julie Houghton	Cnr Kingsway & 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 Philip Webster	Middle St	Forster	2428	02 6591 7600	02 6591 7608
Tweed Heads/Ballina	Mr Wayne Parkins	Level 2, 12 King St	Murwillumbah	2484	02 6670 2300	02 6672 5192
Wagga Wagga	Mr Colin Parker (Relieving)	Level 2, 76 Morgan St	Wagga Wagga	2650	02 6937 3800	02 6937 3899
Wollongong	Mr Chris Carroll	414 Crown St	Wollongong	2500	02 4224 9200	02 4224 9247

Directory of TAFE Institutes

TAFE Institute	Telephone	Facsimile	Director
Hunter Institute Newcastle College Maitland Road TIGHES HILL NSW 2297	(02) 4923 7567	(02) 4923 7711	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 ST LEONARDS NSW 2065	(02) 9942 0501	(02) 9942 0508	Kevin Harris
New England Institute Janison Street TAMWORTH NSW 2340	(02) 6768 2446	(02) 6768 2449	Gary Pollock
Open Training and Education Network (OTEN) – Distance Education 51 Wentworth Road STRATHFIELD NSW 2135	(02) 9715 8000	(02) 9747 1000	Ian Hamilton
Riverina Institute Wagga Wagga Campus Cnr Coleman and Macleay Streets WAGGA WAGGA NSW 2650	(02) 6938 1444	(02) 6938 1445	Rosemary Campbell
South Western Sydney Institute 13-15 Lumley Street GRANVILLE NSW 2142	(02) 9846 8200	(02) 9846 8168	John Allsopp
Southern Sydney Institute Building A 500 Chapel Road BANKSTOWN NSW 2200	(02) 9796 5402	(02) 9790 7353	Kimble Fillingham
TAFE NSW – Sydney Institute Mary Ann Street ULTIMO NSW 2007	(02) 9217 3400	(02) 9217 4023	Marie Persson
Western Institute Level 1, 235 Lords Place ORANGE NSW 2800	(02) 6393 5900	(02) 6362 8069	Jim Thorpe
Western Sydney Institute 2 / 10 O'Connell Street KINGSWOOD NSW 2747	(02) 9208 9201	(02) 9208 9277	Gillian Shadwick

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