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The Hon JJ Aquilina MP
Minister for Education and Training
Parliament House
SYDNEY NSW 2000

Dear Minister

It is with pleasure that I submit the first annual report of the Department of Education and Training for the period 3 December 1997 to 31 December 1998. The annual 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 these Acts. In late 1997, the former Department of School Education, the former Department of Training and Education Co-ordination, and TAFE NSW were amalgamated to coordinate education and training services across the state.

This report contains details of the department's performance in implementing strategic initiatives in public schooling, vocational education and training, adult and community education, and adult migrant English services in New South Wales.

This year marked the 150th anniversary of public education in New South Wales. Some highlights of the 1998 school year included the consolidation of Australia's most comprehensive literacy strategy; the reform of primary curriculum; the introduction of the new School Certificate and the development of the new Higher School Certificate; the distribution of more than 30,000 extra computers and related equipment to schools as part of the NSW Government's \$186 million Computers in Schools Program; and the introduction of salary packaging for teachers. In 1998, parents received more information about schools than even before, with all schools releasing annual reports.

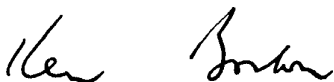
During the reporting period, TAFE NSW reduced the cost of corporate services and redirected the savings into increased student places. TAFE institutes delivered more competency-based training courses, increased opportunities for flexible learning, and enhanced links with industry, while retaining their commitment to equity.

The benefits of the organisational amalgamation were also evident in the improved coordination and management of industry training services. The department worked closely with Industry Training Advisory Bodies to improve the responsiveness and relevance of the vocational education and training system in New South Wales. In addition, the department was awarded the largest contract in Australia to provide entry-level training support services to industry through New Apprenticeships Centres in 1998.

In 1999, the department will build on its achievements in securing the future for students in all education sectors. Further steps will be taken to make the school and vocational training systems work more cohesively to provide students with clear pathways to further education and employment. Resources provided to schools and colleges will be used more flexibly to meet the educational needs of students.

I am grateful for the outstanding contributions to quality education and training in 1998 made by staff, parents, industry and communities. With their ongoing support, the department will continue to improve education and training services in New South Wales.

Yours sincerely



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

THE DEPARTMENT OF EDUCATION AND TRAINING

Who We Are, What We Do

The Department of Education and Training coordinates the delivery of education and training services in NSW from pre-school to the tertiary level. The government education and training system provides children, young people and the wider community with the opportunity to undertake high quality education and training courses. The department is committed to meeting the learning needs of all students.

Public Schooling

Under the direction of the Department of Education and Training, government pre-schools, primary schools, high schools and specialist schools provide high quality education for around three quarters of all school students in the state.

In 1998, a total of 1,083,680 students attended government and non-government schools. Of these, 765,375 students (70.6%) attended government schools. From 1997 to 1998, the number of students enrolled in government schools increased by 1,202, although the proportion of students attending government schools decreased by 0.4%.

The principal concern of public schools is to offer the children of NSW high quality education which is:

- ◆ relevant to their needs and aspirations
- ◆ responsive to community expectations
- ◆ effective in its implementation
- ◆ efficient in the use of available resources
- ◆ based on good discipline and effective learning.

The department is also committed to providing equal opportunities within public schooling for all students regardless of sex, race, religion, socio-economic circumstances, geographic location, and physical and intellectual ability. Schools deliver curricula that serve students' personal needs and the needs of society and which are adaptable and responsive to the wide range of student abilities and to change in the community.

Schools recognise the importance of each student being able to communicate effectively when speaking, listening, reading and writing; being competent in the use of mathematical processes; being able to analyse situations

critically and solve problems; having opportunities to develop the knowledge and skills necessary to participate in and contribute to society; and having opportunities to undertake studies in preparation for employment or as pre-requisites for tertiary education.

Government schools are concerned with the physical and personal welfare of each student. Acceptable behaviour for students and staff is clearly defined and there are appropriate counselling procedures to ensure the welfare of individual students.

The department has established close links with parents, school communities, business and industry. These are powerful partnerships that support the department in the education of students and the management of schools.



Celebrating 150 years of public education in NSW at a dinner held at the Sydney Town Hall on 17 September 1998.

TAFE NSW

The NSW TAFE Commission is the largest provider of vocational education and training in Australia. The Commission offers a wide range of nationally recognised courses at more than 120 campuses across the state. Eleven institutes of TAFE and a world-class distance education facility, the Open Training and Education Network (OTEN), deliver these courses as well as other vocational education and training services to meet the needs of industry and the community. In 1998, TAFE institutes offered over 1,500 state-accredited major award courses. In 1998, over 427,000 students were enrolled in TAFE in full-time, part-time and short courses.

Studying at TAFE NSW enables students to develop practical up-to-date skills which will assist them when seeking employment, aiming for promotion, or planning a change in career direction.

Most TAFE NSW qualifications are accredited under the Australian Qualifications Framework - a system designed to ensure consistency between the skills taught and the standards achieved in vocational courses throughout Australia.

In 1998, one in every 12 residents of NSW over the age of 15 was a TAFE student. TAFE NSW students come from all age groups. Almost 25% are under 20 years of age, while more than 20% are over the age of 40. Many school students in Year 10 and above combine TAFE subjects with school subjects, gaining credit for these vocational studies in their HSC results.

Vocational education and training services for industry

The department provides a range of vocational education and training services to industry including the provision of training programs to support industry skills needs, the administration of the apprenticeship and traineeship system, and the provision of recognition services and a range of associated programs to support vocational education and training in industry.

Specific industry training strategies have been developed for targeted industries including strategies to support the Sydney 2000 Olympic and Paralympic Games, the building and construction industry, the forestry industry, the coal mining industry, heavy plant operators, the pulp and paper industry and the wine industry.

The department also administers and promotes apprenticeships and traineeships. The Vocational Education and Training Accreditation Board (VETAB) registers training providers, and accredits and endorses courses and industry training packages.

Adult and Community Education

The Adult and Community Education (ACE) sector offers people an alternative entry point to a diverse range of education and training. The ACE sector offers thousands of courses at hundreds of locations in which people can learn new skills for work, develop new areas of interest, or expand their creativity.

ACE courses are open to all adults in NSW, regardless of age or previous education. Many people enrol in ACE to develop a foundation for further study at TAFE or university. For others, ACE provides nationally-endorsed training that helps them enter the workforce or add to their existing work-related skills. In addition, literacy courses are available through ACE centres and colleges, Workers Educational Associations and neighbourhood houses and community centres.

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. English instruction can be received at an AMES Centre, from a home tutor or through distance education. Services and learning opportunities provided by AMES include:

- ◆ 510 hours of English instruction for new immigrants from non-English speaking backgrounds
- ◆ English language literacy and numeracy training and assessment for employees in workplaces
- ◆ programs to help NSW public service employees from non-English speaking backgrounds to improve communication and job-seeking skills
- ◆ cross-cultural communication training for workplaces and community organisations
- ◆ programs to help unemployed overseas - qualified immigrants find work in their field of expertise.

DIRECTOR-GENERAL'S REPORT ON THE DEPARTMENT OF EDUCATION AND TRAINING FOR 1998

Over the past 150 years public education has played a central role in the processes of community and nation building. Throughout 1998 schools welcomed the opportunity to celebrate the sesquicentenary of public education in NSW, in a range of events that acknowledged past achievements but also looked towards the future.

In December 1997, the Department of School Education, the NSW TAFE Commission, and the Department of Training and Education Co-ordination were amalgamated to form the Department of Education and Training. The new department provides a single management structure for the provision of school education, vocational education and training including TAFE NSW courses, adult and community education, and adult migrant English service. It has certain regulatory and service responsibilities in relation to private schools, private providers of education and training, and universities.

This amalgamation was achieved with minimal disruption to schools and TAFE colleges. In 1998, the department became the leanest education bureaucracy in Australia. The new structure will allow us to deliver an integrated education and training service to the people of NSW and to create a smoother transition from school to further education and training, and work. We are now better placed to respond to the needs of students, industry and the community across the education and training sectors; and to provide increased flexibility and cost-effectiveness in the provision of programs, student services, and services to industry.

In 1998 we commenced an ambitious program of reforms designed to reposition government schools and TAFE NSW. As a result, there were many pleasing outcomes in 1998 across the state's public education and training sectors.

The department continued to implement the NSW State Government's \$200 million literacy strategy in schools. This strategy aims to improve the literacy skills of primary and secondary school students. Through the initiatives implemented under the strategy, results in the 1998 literacy tests show that the literacy levels of students in government schools are rising with marked improvement by the lowest achieving students.

Significant investments were made in technology for teaching and learning in schools. A total of \$186 million was provided for the Computers in Schools program. Schools were provided with multimedia-capable computing equipment that can be used for teaching and learning activities in all key learning areas. This

investment in technology will help keep government schools at the forefront in the information age.

In 1998, over 39,000 government school students sat for the Higher School Certificate. As a result of the review of the Higher School Certificate, students will study new curricula in 2000 that better reflects the education and training needs of the future. One focus will be the strengthening of vocational studies for senior secondary students. The department will also continue to increase the range and quality of vocational education and training in schools for students in Years 9 and 10.

During the year, the department embarked upon the modernisation of comprehensive secondary education. This included initiatives in relation to multi-campus schools, the extension of open learning and the establishment of joint educational campuses with other education and training organisations, or a combination of these. For example, the Nirimba Education Precinct provided students with increased opportunities for study pathways and credit transfer. The department is currently planning a \$22 million multi campus school at Dubbo and a \$15 million multi campus school at Mt Druitt. Both projects will include a senior college and will be linked to a TAFE institute and a university.

Another innovation in 1998 was the introduction of part-time traineeships and apprenticeships in schools, particularly in industry areas with substantial employment growth, in new industry areas, and at high qualification levels. A number of pilot part-time traineeships were successfully conducted across the state.

The commitment and professionalism of staff has been vital in the delivery of high quality education services. The Ministerial discussion paper on teacher registration firmly placed the issue of the quality of teaching in our schools on the agenda for 1998. The public school system has the potential to be significantly strengthened by a credible system of teacher registration. There are currently over 60,000 teachers employed in NSW government schools. To ensure teacher professionalism we need to raise the quality of teaching in schools and the status of teachers. We need to support the work of committed teachers who teach well and do the right thing by their students and their colleagues.

The NSW TAFE Commission provides the majority of publicly-funded vocational education and training in NSW. In 1998, TAFE NSW institutes continued to respond to the needs of industry, the community and individuals by providing a range of vocational education

and training services including face-to-face courses using competency-based curricula, courses delivered by flexible modes and skills recognition services.

Throughout the year, TAFE institute staff continued to introduce courses using innovative modes of flexible delivery in order to meet the needs of industry, the community and individuals. This included successfully negotiating with local industry to encourage more training in the workplace. We will continue to investigate and introduce new ways to deliver training, particularly those using interactive and online technologies; and review existing course delivery patterns.

In 1998, TAFE NSW entered an agreement with SOCOG to become the Official Training Services Supporter of the Sydney 2000 Olympic and Paralympic Games. In addition, TAFE institutes continued to provide the majority of the training effort to support the Olympics in industry areas such as tourism and hospitality, building and construction, and technical trades.

Reforms to create a national training system, national industry competency standards, national recognition of training providers and the move to a more competitive training market are important forces that are transforming the world of training in Australia as we move into the new millennium. In partnership with industry we have worked to improve the quality and relevance of vocational education and training in NSW. As a result, the vocation education and training system is becoming less regulatory and more responsive. We are building a diverse and competitive training market consistent with national strategies.

The introduction of the Australian Recognition Framework aims to create a more streamlined and responsive system of national recognition that is underpinned by strong quality assurance arrangements and nationally-accredited training packages. This framework allows training providers wishing to deliver public vocational education and training to become registered training organisations if they comply with national standards set by the Australian National Training Authority.

In 1998, the department established eleven industry training services centres across the state to provide a wide range of services to employers, apprentices, trainees, training organisations and the community; and to increase local industry and community involvement in decision making and priority setting in vocational education and training.

In 1999, the department will continue to fund new projects and increase opportunities for participation in training in targeted industry areas. We will improve the relevance of vocational outcomes, establish training in sectors where little formal training has occurred in the past, and develop innovative training solutions in sectors affected by technological changes.

During the reporting period, we increased the number of articulation and credit transfer arrangements available to students in all education sectors. Joint educational campuses provided students with increased opportunities for study pathways and credit transfer. Joint educational campuses like Nirimba will involve closer links to TAFE and universities, and increased access to traineeships, giving students more opportunities to enrol in TAFE or university, or to find employment.

Over the past year, the department worked to improve services to customers; streamline and minimise the duplication of procedures; and promote seamless services for children, young people and the community. I am convinced that an integrated approach to education and training in NSW, with strong parental, community and industry involvement and effective planning and communication mechanisms, is the key to delivering relevant, quality education and training outcomes.

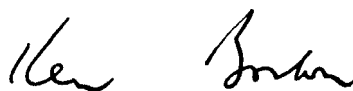
Substantial inroads were made over the past year in preparing for the challenges that lie ahead. In the Department of Education and Training we are fortunate to have a highly innovative, skilled and committed workforce. Staff throughout the department worked hard during an exceptionally challenging year to make the improvements and efficiency gains required by government, industry and the community.

In 1999, we will continue our program of reforms to reposition government schools and TAFE NSW.

Future directions will include:

- ◆ improving education and training service delivery across the state
- ◆ expanding subject choice and pathways
- ◆ placing teachers interchangeably in schools and TAFE colleges
- ◆ sharing service facilities and improving communication networks
- ◆ investing in more technology for educational delivery and corporate support functions.

I extend special thanks to our staff for their contribution and input into the department's growth and development over the past twelve months. The improvements achieved during 1998 have placed us well for the challenges we face. In 1999, we will build on our successes in improving public education and training services in NSW, and coordinating the provision of these services.



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

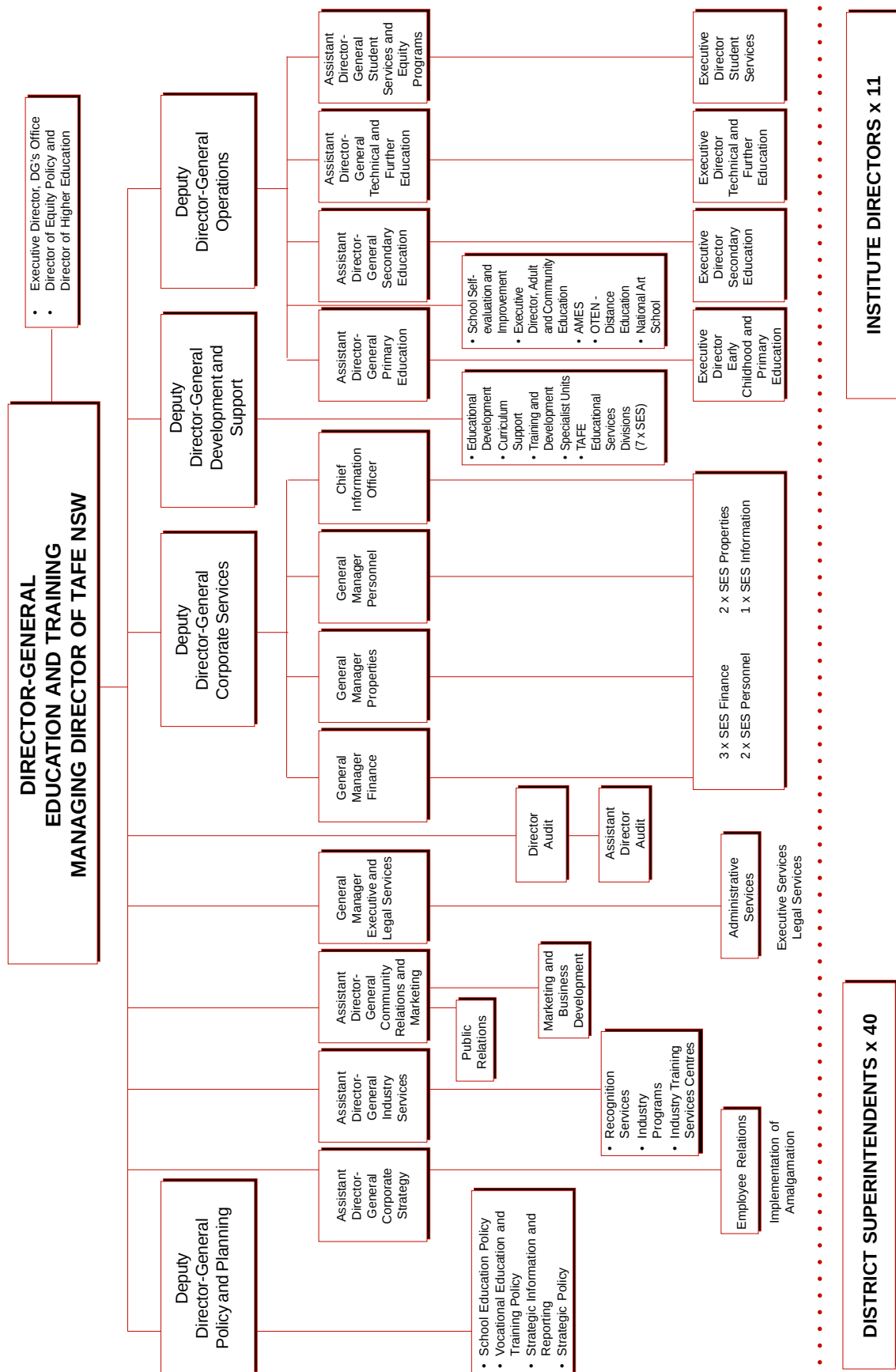
Senior Officers 1998

State Executive

State Executive is responsible for strategic planning and broad policy development for the department as a whole.

Ken Boston	Managing Director of TAFE NSW Director-General of Education and Training
Terry Burke	Deputy Director-General (Operations)
Jan McClelland	Deputy Director-General (Corporate Services)
Jim McMorrow	Deputy Director-General (Policy and Planning)
Jozefa Sobski	Deputy Director-General (Development and Support)
Stephen Buckley	Assistant Director-General (Corporate Strategy)
George Green	Assistant Director-General (Student Services and Equity Programs)
Alan Laughlin	Assistant Director-General (Secondary Education)
Bob Puffett	Assistant Director-General (Technical and Further Education)
Gillian Shadwick	Assistant Director-General (Community Relations and Marketing)
John Sutton	Assistant Director-General (Primary Education)
Gary Willmott	Assistant Director-General (Industry Services)
John Banham	Chief Information Officer
Ken Dixon	General Manager of Finance
Paul Irving	General Manager of Personnel
David Rowland	General Manager of Properties
Paul X Whelan	General Manager of Executive and Legal Services
Hetty Cislowski	Director of Public Relations
Chris Burvill	Executive Director, Director-General's Office

Organisational Structure



The Department at a Glance

Public Schools			
	1996	1997	1998
Government Schools	2,220	2,221	2,222
Primary and Infants Schools	1,648	1,648	1,649
Central Schools	65	65	65
High Schools	389	390	391
Schools for Specific Purposes	99	98	97
Field Studies Centres	19	20	20
Students	761,037	764,173	765,375
Primary	450,465	451,560	452,565
Secondary	306,823	308,923	309,137
Schools for Specific Purposes	3,749	3,690	3,673
Aboriginal and Torres Strait Islander students	23,592	25,127	26,700
Students from non-English speaking backgrounds	152,268	164,147	171,068
Government students sitting the HSC	37,392	37,862	39,829
Student teacher ratios			
Primary	17.6	17.6	17.6
Years 7-10	13.5	13.5	
Years 11-12	10.4	10.2	12.4

*This figure does not include assistance to non-government schools.

Enrolments in Government and Non-Government Schools, 1997-1998				
	1997		1998	
Type of school	Government	Non-government	Government	Non-government
Primary	451,560	161,267	452,565	164,245
Secondary	308,923	149,229	309,137	152,984
SSP/Special	3,690	964	3,673	1,076
Total	764,173	311,460	765,375	318,305

District Profile of Students and Schools, 1998

Enrolments by School District, 1998							
District	Number of Schools	Primary Total	Secondary Total	SSP Total	District Total	ATSI (%)	NESB* (%)
Albury	58	6,582	4,973.2	77	11,632.2	2.9	2.2
Armidale	50	5,779	4,468.8	12	10,259.8	8.3	2.7
Bankstown	49	12,190	8,875.9	60	21,125.9	0.9	53.8
Batemans Bay	46	8,909	6,232.7	7	15,148.7	4.9	2.2
Bathurst	59	6,791	4,849.9	47	11,687.9	3.1	2.3
Blacktown	62	13,629	7,736.9	35	21,400.9	2.6	17.7
Bondi	54	9,899	7,592.9	54	17,545.9	2.7	48.1
Broken Hill	24	3,463	2,384.2	0	5,847.2	12.8	1.0
Campbelltown	65	19,564	11,650.5	203	31,417.5	2.7	18.8
Central Coast	64	19,165	12,616.5	162	31,943.5	2.2	7.5
Clarence/Coffs Harbour	62	10,726	8,045.1	0	18,771.1	4.7	3.0
Deniliquin	32	3,236	2,210.9	0	5,446.9	4.1	2.0
Dubbo	59	7,411	5,203.9	0	12,614.9	20.0	1.5
Fairfield	48	16,615	14,623.7	202	31,440.7	1.0	72.2
Granville	49	14,019	7,967.8	227	22,213.8	0.7	77.8
Griffith	50	4,696	3,417.7	44	8,157.7	7.4	7.1
Hornsby	56	15,911	11,761.7	180	27,852.7	0.2	28.0
Lake Macquarie	67	17,134	10,590.1	50	27,774.1	3.4	2.9
Lismore	65	7,101	5,315.7	32	12,448.7	6.7	2.2
Liverpool	59	17,101	11,212.1	430	28,743.1	2.6	46.2
Maitland	61	11,115	7,070.4	38	18,223.4	2.8	1.9
Moree	41	4,418	2,682.7	0	7,100.7	27.5	1.5
Mount Druitt	52	17,731	10,371.4	174	28,276.4	5.1	30.4
Newcastle	66	12,572	10,102.1	150	22,824.1	2.6	7.6
Northern Beaches	59	16,024	9,208.9	103	25,335.9	0.3	21.0
Orange	50	7,474	5,084.1	60	12,618.1	6.8	1.8
Parramatta	56	13,948	10,962.0	256	25,166.0	0.8	40.6
Penrith	59	15,084	9,944.8	104	25,132.8	2.1	8.9
Port Jackson	58	11,007	6,361.0	61	17,429.0	4.1	51.1
Port Macquarie	49	8,675	6,248.3	0	14,923.3	7.6	1.3
Queanbeyan	58	7,597	4,651.8	36	12,284.8	2.6	6.6
Ryde	57	15,316	9,468.1	119	24,903.1	0.2	35.3
Shellharbour	62	14,723	9,700.9	123	24,546.9	3.9	6.9
St George	50	11,924	9,636.4	197	21,757.4	0.5	66.8
Sutherland	61	14,799	11,092.0	131	26,022.0	0.6	13.9
Tamworth	64	8,713	6,134.0	51	14,898.0	8.1	1.2
Taree	64	11,256	7,303.9	0	18,559.9	4.8	1.7
Tweed Heads/Ballina	55	9,558	7,079.3	0	16,637.3	4.4	2.6
Wagga Wagga	60	7,638	5,195.4	96	12,929.4	4.4	2.0
Wollongong	62	13,072	9,109.1	152	22,333.1	2.5	19.3
State	2,222	452,565	309,136.7	3,673.0	765,374.7	3.5	22.1

SSP - Schools for Specific Purposes

ATSI - Aboriginal and Torres Strait Islander students

NESB - Students from non-English speaking backgrounds

*The NESB figures are based on the Term 1 Census.

TAFE NSW			
	1996	1997	1998
Number of TAFE colleges	123	129	129
Total TAFE NSW enrolments	417,319	424,450	427,517
Total Equivalent Full-time Students	120,028	121,161	117,244
Enrolment rates			
Aboriginal and Torres Strait Islander students	3.2%	3.1%	3.4%
Women	46.5%	46.5%	47.8%
Students from non-English speaking backgrounds	21.6%	20.5%	21.1%
Students with disabilities	4.9%	5.1%	5.4%
Age profile*			
19 years and less	103, 318	107, 541	110,181
20-24 years	83,260	82,250	78,370
25-29 years	50,625	52,238	51,679
30-39 years	90,937	90,040	88,669
40-49 years	57,321	58,947	61,931
50 years and over	27,424	29,095	31,640
Total number of graduates	156,536	168,827	174,487

*NB Not all students stated their age on the enrolment form.

Recognition Services			
	1996	1997	1998
Registered training organisations	n/a	681*	1,038
VETAB accredited courses	n/a	1,750*	2,519
Apprenticeships approved	14,217	12,823	12,751
Traineeships approved	12,407	15,265	16,852
Vocational Training Board hearings	n/a	173*	247

*These figures were recorded for the 1996/97 financial year.

Industry Training Programs			
	1996	1997	1998
Contracted Training Provision (\$ million)	21	26.7	21.2*
Traineeship Training Program (\$ million)	14.9	23.9	32.3
Group Training Program (\$ million)	2.2	3.2	3.2
Access Program (\$ million)	-	2.8	3.3
Industry Training Advisory Bodies (\$ million)	2.8	2.8	2.8

*NB \$10 million was transferred to the Traineeship Training Program to support growth.

Adult and Community Education (ACE)			
	1996	1997	1998
Number of ACE provider venues	108	115	114
Total ACE enrolments	323,427	341,473	348,804
Number of ACE modules	28,543	30,092	30,900
Student contact hours	5,955,992	6,250,091	6,083,756

Adult Migrant English Services (AMES)				
	1996	1997	1998	
			Semester 1	Semester 2
Number of AMES centres	16	16	16	6
Total AMES enrolments⁽¹⁾	63,497	65,421	26,808	9,743
Client hours delivered in the classroom ⁽²⁾	6,416,026	6,171,428	3,416,373	

(1) Enrolments do not equal participants as a student can enrol several times during a calendar year.

(2) These figures do not include the hours for Workplace English Language and Literacy courses delivered in the workplace.

Participation of 15-19 year olds in education and training in NSW, 1994-1998					
	1994 (%)	1995 (%)	1996 (%)	1997 (%)	1998 (%)
Schools (government and non-government)	51.7	51.7	51.0	53.2	51.0
Higher education	10.8	9.5	10.0	12.0	10.7
TAFE	12.0	13.6	13.0	11.1	13.8
Other institutions	1.0	1.7	1.4	1.9	1.2
Total	75.5	76.6	75.4	78.1	76.7

Source: ABS Supplementary Survey, *Transition from Education to Work* (unpublished data)

FINANCIAL OVERVIEW

Overview of Financial Performance

The department's program budget structure comprises five separate program areas: Core Education Services, Equity and Strategic Education Services, 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 1997/98 were \$6,338 million and in 1998/99 are expected to rise by 5.7 % to \$6,698 million. As the department was only recently established in December 1997, no meaningful historical data is available. Expenses across the five program areas in 1997/98 and estimates for 1998/99 are shown below:

Department of Education and Training - Expenses 1997/98 and 1998/99		
Program Area	1997/98 Actual \$'000	1998/99 Estimated \$'000
Core Education Services	3,547,289	3,715,162
Equity and Strategic Education Services	831,051	900,594
Non-Government Schools Assistance	383,410	406,673
TAFE Education Services	1,192,646	1,242,375
Grants for Education and Training Services	148,149	177,306
Total Recurrent Expenses	6,102,545	6,442,110
Total Capital Expenses	235,839	255,747
Total Recurrent and Capital Expenses	6,338,384	6,697,857

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

The NSW TAFE Commission, which retains its identity as the largest supplier of workforce training in Australia, contributes to the economic development of NSW 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 industry and the community.

The department also has responsibility for the formulation and co-ordination of education and training policy and for planning and resource allocation across the State-

funded education sectors of schools, TAFE and vocational education and training. This includes Adult and Community Education, the Adult Migrant English Service and private providers.

Core Education Services

Core Education Services cover the general funding requirements of government schools including staff salaries and school global budgets. Core Education Services rise or fall in line with student enrolments unless the Government provides enhancement funding.

Total recurrent expenses for Core Education Services increased by 4.7% from \$3,547 million in 1997/98 to \$3,715 million in 1998/99. The table below shows the growth in this expenditure on a per student basis over the last four years, allocated between primary and secondary delivery arms.

Core Recurrent Expenses per Student by School Level, 1995/96 to 1998/99				
	1995/96 \$	1996/97 \$	1997/98 \$	1998/99 \$
Primary	3,479	3,646	3,899	4,076
Secondary	5,437	5,715	5,895	6,148

Equity and Strategic Education Services

Equity and Strategic Education Services provide a supplement to Core Education Services. Equity services address the needs of a range of identified groups, including students from an Aboriginal background, non-English speaking backgrounds, and students disadvantaged by socio-economic factors. Strategic services represent areas of emphasis in the department's strategic plan, including programs targeting literacy, student welfare, computer technology and community languages.

Total recurrent expenses on equity and strategic programs will be almost \$901 million in 1998/99, an increase of \$70 million on 1997/98. This includes \$98 million in 1998/99 for Government Initiatives. These initiatives include literacy and reading, community languages, HSC Common Start, HSC coaching, support for small schools, drug education, student exchanges, the technology computer strategy, and technology teachers for secondary schools.

The programs administered within Equity and Strategic Education Services include special education programs, rural education programs, programs for socio-economically disadvantaged students, Aboriginal education programs, programs for students of non-English speaking backgrounds and other equity and strategic programs.

The number of students receiving special education support continues to increase. Over 6,000 students with disabilities receive support in regular classes through special education services. Expenses for special education will total \$399 million in 1998/99.

Recurrent funding for Aboriginal education programs has increased significantly in recent years in recognition of the special needs of Aboriginal students. In addition to mainstream provision, expenses for targeted Aboriginal education programs will total \$25.5 million in 1998/99.

The Government is maintaining its commitment to improving the literacy outcomes of students from low socio-economic status communities, non-English speaking backgrounds and educationally disadvantaged students, in the early years of schooling. In 1998/98, the NSW Disadvantaged Schools Program, English as a Second Language General Program and the NSW Early Literacy Program will be funded at the same level as in previous years.

Total recurrent expenses on programs for socio-economically disadvantaged students will be \$55 million in 1998/99, and total expenses on programs for students from non-English speaking backgrounds will be \$86.2 million in 1998/99.

Non-Government Schools 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 for these programs was \$383 million in 1997/98 and is estimated to be \$407 million in 1998/99.

TAFE Education Services

The TAFE Educational Services program encompasses the provision of high quality vocational education and training services to both students and employers to best 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 1998/99, the department plans to expend some \$1,242 million on TAFE NSW provision - a 4.2% increase over 1997/98. In a period where NSW Government agencies are experiencing budgetary changes designed to ensure that public funding is concentrated on the delivery of services, the Commission has received no ANTA Growth Funds. These have been replaced by funds for growth derived through efficiencies.

Grants for Education and Training Services

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

These agencies provide education and training services for the community and newly-arrived immigrants, and funding for young and older workers in need of further education and training. These agencies also tendered in competition with private training providers for government funding. Recognition Services manages the registration and quality endorsement of training organisations and the accreditation of vocational courses and non-university courses in the higher education sector. Total recurrent expenses in these areas in 1997/98 were \$148 million and in 1998/99 are estimated to be \$177 million.

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

Capital Expenditure

The department's capital expenditure program is aimed at key state and national service delivery strategies for primary and secondary education, and vocational education and training at the tertiary level. In 1997/98, total capital expenditure amounted to \$235.8 million. This was comprised of \$134.6 million for school facilities, \$88.5 million for TAFE facilities, and \$12.7 million for other works, including the new Conservatorium of Music.

A significant proportion of the capital expenditure on schools was used to provide new facilities to accommodate the population growth occurring in the outer suburbs of Sydney and the central and north coasts. The upgrading of older schools also formed a major part of the 1997/98 program. Facilities were refurbished to meet current curriculum and teaching requirements and permanent accommodation was provided to replace long-term demountable buildings.

The TAFE NSW capital program focused on the provision of facilities for identified industry training needs and the provision of additional student places in geographic locations experiencing substantial population growth.

Full details of the department's capital expenditure in 1997/98 are provided in Appendix 17.

Audit Report

The Auditor-General made qualifications relating to Department of Education and Training as a Reporting Entity, and to School Financial Transactions and Balances. An explanation of these items can be found in Notes 1(a), 1(c)(i) and 1(c)(ii) to the Financial Statements in this annual report. The Auditor-General also made a qualification relating to Depreciation for School Buildings.

The Auditor-General is of the view that because the department prepared its financial reports and that of the economic entity as if they were reporting entities for the 12 months ended 30 June 1998, the financial statements do not comply with Section 45E of the *Public Finance & Audit Act 1983*.

On 3 December 1997, the Government announced the formation of the Department of Education and Training which consolidated educational and training services within one management structure. This combined administratively the functions of the former Department of School Education (DSE), the former Department of Training and Education Co-ordination (DTEC) and TAFE NSW.

Financial statements were prepared for the entire 1997/98 financial year even though the formation of the department was effective from 3 December 1997. Additional financial information, based on ledger balances as at 31 December 1997, for the former DSE and the former DTEC for six months ended 31 December 1997, is provided in Note 29 of the Financial Statements.

In relation to School Financial Transactions and Balances, the Auditor-General has concluded that each school's financial statement needs to be consolidated within the department's financial statements. The department and Treasury'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 an audit opinion thereon. Similarly school

global budgets do not need to be allocated in the department's accounts according to the individual expenses for which they have been used by schools. 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 the local school community.

The qualification by the Auditor-General in respect of depreciation charges is carried forward from previous financial reports of the former Department of School Education. These qualifications relate to both the carrying value for school buildings and depreciation charges because condition-assessment, maintenance and refurbishment regimes, and estimated useful lives had not been taken into account. As at 30 June 1998, the department re-valued all school buildings at written down replacement cost. However, the depreciation charge for the year was based on the carrying value of those buildings as at 1 July 1997. The Auditor-General was of the view that it is not possible to assess with certainty the appropriateness of the depreciation charge for the year.

Future Expenditure Trends

The Government's education initiatives have produced major increases in the number of teachers, significant investment in technology in schools, additional funding for literacy programs; and they have laid the foundation for future directions in education. Expenditure trends will reflect these initiatives, as well as the normal growth in student enrolments.

Total recurrent payments in 1998/99 are estimated at \$6,442 million, an increase of \$340 million on 1997/98 levels. The estimate incorporates the third and fourth steps (3% from 1 July 1998 and 3% from 1 January 1999) of salary increases awarded under the Crown Employees (Teachers and Related Employees) Salaries and Conditions Award. The award incorporates 2% funding from productivity offsets.

Financial Planning

The department's program budget structure reflects the five separate areas of Core, Equity and Strategic, Non-Government Assistance, TAFE Education Services and Grants for Education and Training. These link to the department's strategic objectives identified in the Agenda 98 for schools and the NSW TAFE Commission's corporate plan. The department's program structure promotes the integration of planning, budgeting and performance reporting.

Commonwealth Funding Issues

The Commonwealth Government introduced the *States Grants (Primary and Secondary Education Assistance) Act* in 1996. The Act has major implications for Commonwealth funding of government and non-government schools. The Act abolished the Commonwealth's New Schools Policy which supported the development of new schools in line with population growth. The effect of the Act is that new non-government school places will be automatically funded by the Commonwealth. Additionally, through a formula called the Enrolment Benchmark Adjustment, for each additional non-government enrolment, 50% of the cost of providing a government school place will be deducted from general recurrent Commonwealth grants to NSW.

The Enrolment Benchmark Adjustment has cost NSW some \$9.762 million for 1998 despite enrolments in government schools actually increasing. It is expected that the Enrolment Benchmark Adjustment could generate a net cost to NSW as high as \$50 million for every 2% shift in enrolment between government and non-government schools.

The introduction of the Common Youth Allowance (CYA) in 1999 is likely to result in increased enrolments in government schools and increased demand for places in TAFE NSW institutes. As a consequence, the introduction of this allowance is likely to result in additional recurrent costs to the NSW Government.

STRATEGIC PLANNING IN THE DEPARTMENT OF EDUCATION AND TRAINING

The Department of Education and Training was established to coordinate education and training services across the state with a particular emphasis on maximising the use of resources across the education and training sectors; improving education and training pathways; and establishing stronger pathways to employment.

In 1998, the department reviewed the targets and strategies established for each of the education sectors (school education, TAFE NSW, vocational education and training, ACE and AMES) in order to focus on the new challenge of achieving better coordination across these sectors. Statewide planning for schools, TAFE institutes, NSW Board of Vocational Education and Training (BVET), ACE and AMES was undertaken during 1998.

Agenda for Schools

The Agenda document for schools is the department's key planning document for the school sector. It identifies the key strategic initiatives for school education each year and provides a framework for system-wide planning, monitoring and reporting. This document also provides the framework within which schools develop and implement operational plans that address corporate as well as local priorities.

Agenda '98 was developed following a review of the previous plan, *Agenda '97*. The focus for schools in 1998 was lifelong learning, including literacy and numeracy, vocational education, the creative and performing arts, and physical fitness; quality teaching; using technology to assist learning and administration; school annual reporting; parental and community involvement in schooling; equity; and civic responsibility.

Agenda '99 will include initiatives to improve pathways for school students into TAFE, university and the workplace; and to enhance students' access to quality facilities.

TAFE Corporate Plan 1998-2000

The TAFE corporate plan sets out the priorities for TAFE NSW's services over a three-year period and outlines the key strategies TAFE institutes will implement to address these priorities. The TAFE corporate plan informs institutes' business and operational plans.

The *TAFE Corporate Plan 1998-2000* was the product of a review of the previous plan, the *TAFE Corporate Plan 1997-1999*. The most significant changes included maximising the use of resources by establishing joint arrangements with other education providers; and providing training services to support the Sydney 2000 Olympic and Paralympic Games. The plan also identified a continuing commitment to improving TAFE's provision of services to industry and the community through initiatives such as increased flexible delivery including delivery in the workplace; delivering quality programs; improving the learning environment; enhancing educational pathways; developing stronger links with industry and other training providers; maintaining equity provisions; implementing further quality management initiatives; and improving staff's professional skills.

NSW Strategic VET Plan 1998-2000

The NSW strategic vocational education and training (VET) plan is a long-term strategic plan. This plan outlines state and national priorities for vocational education and training, the state initiatives that address these priorities, and key shifts in activity and resource allocation. The plan is developed by the department on behalf of the Board of Vocational Education and Training.

Key priorities of the *NSW Strategic VET Plan 1998-2000* included: establishing clearer links between education and training, and work in order to maximise opportunities for learning; enabling people to access, participate and succeed in vocational education and training on an equitable basis; enhancing cross-sectoral collaboration; promoting and implementing best practice approaches; developing and improving the delivery of vocational education and training in NSW; and responding to regional needs.

Board of Adult and Community Education Strategic Plan 1998-2000

The *Board of Adult and Community Education Strategic Plan 1998-2000* is based on five main focus areas. These are equity, efficiency, responsiveness, effectiveness and coordination. The objectives for ACE over the next three years are:

- ♦ responding to the needs of learners, by ensuring that participation profiles reflect the demographic profiles of NSW communities
- ♦ establishing student learning outcomes for all ACE participants
- ♦ delivering ACE flexibly in order to meet the needs of local communities
- ♦ providing enhanced opportunities for lifelong learning through clear cross-sectoral pathways.

AMES Business Plan 1998

The *NSW AMES Business Plan 1998* was the key planning document for the Adult Migrant Educational Services sector. The plan identifies four key result areas. These involve:

- ♦ the delivery of language and literacy programs and related services in an increasingly open training market
- ♦ quality management
- ♦ workforce planning
- ♦ the strategic positioning of AMES within the VET sector and in relation to funding bodies.

Future directions in planning

During 1998, the department monitored the implementation of the plans outlined above; and reviewed them in relation to changes in the environment and clients' needs.

The department's corporate planning process is currently being refined and improved in order to enhance the relationship between the various education and training sectors and to ensure that identified outcomes are achieved.

The Department's annual report for 1998

This annual report is structured around seven broad priorities. The following seven chapters outline the department's achievements in the state's public education and training sectors during the reporting period in relation to the broad priorities listed below.

Lifelong Learning - The department provides education and training programs that cater for learners of all ages. These programs meet the needs and interests of learners and challenge them. This chapter outlines the department's achievements in school education, including the highly successful initiatives in literacy and numeracy, the creative and performing arts, physical fitness, civics and citizenship, technology and vocational education; and our progress in the reform of the School Certificate and the Higher School Certificate. This chapter also highlights the major achievements and outcomes in TAFE NSW during the reporting period, with a particular focus on TAFE institutes' increased use of flexible delivery, including delivery in the workplace, to meet industry and community needs. In addition, this chapter reports on the department's performance in providing responsive and competitive vocational education and training services to industry, adult and community education, adult migrant English services, and the National Art School.

Access and Equity - The department has a strong commitment to creating a fairer and more equitable education and training system for the people of NSW. This involves ensuring the equitable distribution of resources and meeting the specific needs of learners in target groups. These groups include Aboriginal and Torres Strait Islander peoples, people from non-English speaking backgrounds, women, people with disabilities, people in rural and isolated areas, people who are socio-economically disadvantaged, youth, and unemployed people.

Coordination of Education and Training Services - This chapter outlines the department's successes in establishing better coordinated and more efficient planning and administration of public education and training. This includes the implementation of cross-sectoral initiatives such as the development of joint educational campuses; the development of clearer education and training, and employment pathways; and the sharing of facilities and resources.

Quality Teachers and Leadership - The department ensures that teachers have the skills, confidence and commitment to assist learners of all ages. This chapter outlines the department's achievements in improving the quality of teaching through a comprehensive range of training and development programs, enhancing leadership throughout the organisation, and providing appropriate training for administrative staff.

Effective Learning Environments - Effective learning environments are safe and well-disciplined environments that provide students with access to the best educational resources, facilities, and equipment, particularly technology. This chapter reports on the department's achievements in providing effective learning environments in the public education and training sectors

through a range of measures. These include the provision of appropriate student support services, the use of technology for educational and administrative purposes, and the establishment of effective working environments and appropriate working conditions for staff.

High Standards of Service Delivery - This chapter focuses on how the department ensures the delivery of quality programs that meet students and clients' needs. This includes the implementation and enhancement of quality management and improvement initiatives throughout the organisation, the recognition of excellence, and continuous improvements in customer service.

Alliances and Partnerships - The department works with a range of groups and organisations including students, parents, community members, industry, professional associations and other education and training providers. This chapter demonstrates how these alliances and partnerships provide a strong foundation for the success of the department's programs and initiatives. This chapter also highlights the promotion and marketing of our education and training programs and services in order to ensure that people have sufficient information about our services and appropriate access to them, and to increase participation in our education and training programs.

LIFELONG LEARNING

The NSW Department of Education and Training provides a comprehensive range of education and training programs that support and promote lifelong learning in NSW. These programs are delivered to students enrolled in primary and secondary schools, TAFE NSW and other vocational education and training providers, Adult and Community Education colleges, and the National Art School.

School Education

In 1998, the department provided educational programs for more than 777,750 government school students. Departmental staff continued to improve these programs, particularly in areas such as literacy and numeracy, the creative and performing arts, physical fitness and sport, Olympics-related activities, technology, and vocational education and training. During the year, the department proceeded to implement the new School Certificate and to develop the new Higher School Certificate which will be fully implemented in 2000.

Literacy and numeracy

State Literacy Strategy

The NSW State Government's \$200 million literacy strategy is designed to improve the literacy skills of primary and secondary school students. The strategy was launched in 1997 and it includes the Reading Recovery program, the Basic Skills Test (BST) in literacy for students in Years 3 and 5, English Language and Literacy Assessment (ELLA) for students in Years 7 and 8, the Literacy Plus program for students in Year 7, support for literacy in the middle years of schooling, and the teaching of literacy in all key learning areas throughout secondary school. Teachers are supported by district literacy teams and by educational staff who develop and distribute specialised learning and teaching resources for literacy programs. Departmental staff distributed a teaching resource, 'Focus on literacy: spelling', to all primary and secondary school teachers. This document provides directions for the systematic and explicit teaching of spelling for students in Kindergarten to Year 12.

Through the initiatives implemented under the State Literacy Strategy, teachers are able to identify students with particular learning difficulties and implement appropriate intervention strategies to ensure that these students improve the level of their literacy skills. Students' progress in literacy is carefully monitored, especially during the transition from Year 6 to Year 7. Teachers use the BST and ELLA results to gauge students' progress

and to identify students' literacy needs. School Literacy Support Teams also use the results to plan training and development activities for teachers, to set priorities to support teachers and students in the classroom, and to encourage more explicit and systematic teaching. The results in the Reading Recovery program, the Basic Skills Test for Years 3 and 5, and the English Language and Literacy Assessment for Year 7, indicate that students' literacy levels are rising, with marked improvement by the lowest achieving students.

In 1998, the department also implemented the State Government's Parent Literacy program which is designed to develop the role of parents in their children's acquisition of basic literacy skills. Departmental staff developed advice and materials on how parents can improve student's reading and writing skills and distributed it to all schools and parent groups. The State Literacy Strategy was highly commended in the Premier's 1998 Public Sector Awards for its contribution to social justice in NSW.

Early Literacy Initiative

The Early Literacy Initiative aims to improve literacy outcomes for students attending schools in disadvantaged communities. The program targets teachers of students in Kindergarten to Year 3 in over 400 schools throughout the state. The \$3 million budget supports 13 across-district facilitators and 94 school-based facilitators who provide professional development and support to over 1,200 teachers. The program assists teachers to use specially designed learning materials more effectively in order to improve students' literacy. Professional development for teachers is school-based and includes workshops, collegial planning, in-class support and team teaching. To date, the Early Literacy Initiative has had a significant impact in classrooms. Teachers report that they have improved their ability to identify students' learning needs, enhanced their teaching practices, and improved students' literacy levels.

Reading Recovery program

Reading Recovery is an early intervention program designed to reduce reading failure. It provides intensive high quality assistance to students who are experiencing reading and writing difficulties after their first year of schooling. Without such intervention students often require expensive long-term remedial assistance. By intervening in the second year of school, Reading Recovery can halt the cycle of failure for students with reading problems. Specially trained teachers provide students with 30 minutes of intensive daily instruction

which can bring the lowest literacy performers up to, or above, average classroom levels within 12 to 20 weeks. The direct benefits of the program are reflected not only at the level of individual Year 1 students achieving increased literacy performances but also at the school level. Teaching staff interact with Reading Recovery teachers and, as a result, the quality of literacy teaching in the other primary grades also improves.

A total of 400 new specialist Reading Recovery teachers have been appointed since 1995 to work one-on-one with Year 1 students who have poor literacy skills. More than 800 schools across NSW now have specialist teachers helping struggling students right at the start. As a result, more than 22,000 Year 1 students have been helped and their literacy skills have improved.

As part of the Reading Recovery program, more than 620 teachers have been trained in Reading Recovery techniques. By the end of 1999, more than 900 teachers will have been trained in the specialist Reading Recovery techniques which they can use in their general classroom teaching.

The Reading Recovery program in primary schools has been an outstanding success. More than 90% of Year 1 students who enter the program improve to the point where they no longer need additional support. While all students benefit from the program, there are some students who do not reach the required levels after 20 weeks. These students are referred to specialist support services, allowing other students to participate in the program.

In 1998, a total of 6,179 low achieving students improved their reading and writing skills by participating in the program. The majority of these students were successfully accelerated to the average levels of their grade and only 10% of the students were referred to specialist support. Departmental staff compared the results of students who participated in Reading Recovery in 1996 with their results in the Year 3 Basic Skills Test in literacy in 1998. The BST results also showed that of the 1,626 students who participated in the Reading Recovery program in Year 1 in 1996, 1,059 (65%) demonstrated acceptable literacy skills in their Year 3 Basic Skills Test in 1998 (that is, they were placed in Band 2 or higher). The remainder will continue to receive additional assistance.

Specialist Support

Specialist literacy teachers and support staff are working in schools providing help, advice and support. These include Reading Recovery teachers, Support Teachers Learning Difficulties, English as a second language teachers, Disadvantaged Schools Program resource teachers and Aboriginal Education Assistants.

In all, there are more than 3,000 specialist literacy positions to help students in need of extra literacy support.

Literacy Plus program

The Literacy Plus program was introduced in August 1998 to assist teachers to support students who require additional assistance to improve their literacy skills so that these students may undertake secondary school curriculum with confidence. The program is funded through the Commonwealth's secondary school literacy and numeracy initiative and complements other State Literacy Strategy initiatives and related Commonwealth programs.

The program targets students identified by the Year 7 ELLA program as the lowest performing group in each school, together with students who have insufficient literacy skills to access ELLA. These students are often from disadvantaged groups and include indigenous students, students from non-English speaking backgrounds, students with disabilities and students from areas with low socio-economic status. The program focuses on specific literacy interventions, effective classroom teaching strategies, and training and professional development for teachers. Initial feedback shows that teachers are positive about planned initiatives.

In 1999, departmental staff will continue to implement the Literacy Plus program to assist students in Year 7 who need additional support. Planned initiatives include:

- ♦ distributing a handbook, 'Follow-up to ELLA', to schools that outlines whole school planning, focused assessment, programming, and literacy strategies
- ♦ distributing supplements to the 'Teaching Literacy In ...' documents in each key learning area
- ♦ evaluating computer-assisted literacy learning programs and developing computer-assisted literacy learning materials for students in isolated areas who speak English as a second language
- ♦ developing a guide to the principles, monitoring and evaluation of peer tutoring
- ♦ developing a classroom-based, diagnostic process to map student knowledge, skills and understanding in mathematics in order to develop appropriate teaching resources
- ♦ providing needs-based training and professional development for teachers and key personnel in Literacy Plus districts and schools to support the implementation of the new resources.

Literacy Plus resources will be distributed to every central and secondary school in the state. The Literacy Plus program will be continued until mid 2000.

District literacy teams

District literacy teams work with primary and secondary school teachers, parents and community members in order to improve literacy planning and to assist teachers to use the learning materials developed to support the State Literacy Strategy. There are 40 district literacy teams,

with a team located in every school district in the state. These teams focus on improving teachers' knowledge about literacy, improving classroom literacy practice, monitoring literacy outcomes, assisting in the early identification of students who are experiencing difficulties with literacy; and working with teachers to develop effective partnerships with parents and care givers.

School literacy support teams

Most schools have established school literacy support teams to work with the district teams. These school teams are undertaking the following tasks:

- ◆ developing school literacy action plans
- ◆ coordinating a 'whole-school' approach to the literacy plan
- ◆ clarifying the expected literacy outcomes for students
- ◆ clarifying the responsibilities of classroom and specialist teachers
- ◆ ensuring literacy skills are taught across all key learning areas
- ◆ developing appropriate literacy learning strategies
- ◆ organising appropriate training and development for teachers
- ◆ informing parents and community members about school literacy programs
- ◆ encouraging parents and community members to support literacy at home and at school
- ◆ monitoring students' literacy levels and adjusting the school literacy action plan if necessary.

Numeracy

While literacy has been the government's principal focus, improving numeracy skills has been almost as important with the introduction of the Count Me In Too program for students in Kindergarten to Year 3 in selected schools. It involves a one-to-one, detailed assessment by teachers with each student to identify their numeracy knowledge and skills and point out their strengths and weaknesses.

To date, teachers have introduced an early numeracy program, 'Count Me In Too'. Teachers use the BST results in numeracy to gauge students' progress and to identify students' numeracy needs. Future support for numeracy will include the following:

- ◆ introducing, in targeted areas, programs focused on prior-to-school pre-numeracy skills
- ◆ developing and expanding the successful 'Count Me In Too' program in primary schools
- ◆ establishing a program, 'Counting On', to assist students' transition from Year 6 to Year 7
- ◆ involving parents in effective school-home numeracy programs
- ◆ introducing statewide numeracy assessment for students in Year 7 in 2001.

Early numeracy program – Count Me In Too

The early numeracy program, 'Count Me In Too', provides professional development and support for teachers of students in Kindergarten to Year 2 to enable them to identify students' early numeracy needs and to improve students' numeracy levels. 'Count Me In Too' aims to increase teachers' understanding of how children can be assisted to progress through the early stages of the mathematics syllabus. The program particularly targets students who attend primary schools in areas that are disadvantaged or that have low socio-economic status.

In 1998, the 'Count Me In Too' early numeracy project was managed by 40 district mathematics consultants in over 280 schools. The work of the mathematics consultants was supported by two central professional development conferences during the year as well as electronic networking using the internal e-mail system. The operation of consultancy support varied from district to district. However, it generally focused on providing guidance on the 'Count Me In Too' program, particularly in relation to teaching activities, and assessment and reporting in mathematics. An evaluation of the 'Count Me in Too' program found that, in general, teachers increased their knowledge and understanding of mathematical content, and their understanding of how children learn mathematics.

Number of Schools Participating in the State Numeracy Strategy, 1998

Funded schools (Commonwealth Early Literacy Initiative funds)	72
Number of teachers involved (Early Literacy Initiative funds)	292
Schools in areas with low socio-economic status	45
Schools identified as disadvantaged	14
Schools with significant Aboriginal and Torres Strait Islander student population	14
Schools with high population of students from a non-English speaking background	36
Schools funded from other sources (with an average of four teachers per school), for example, the Country Areas Program	214

Departmental staff used a performance-based assessment instrument, the 'schedule for early number assessment', to test the numeracy levels of students in schools participating in the program. The assessment indicated that 90% of the students had progressed in acquiring numeracy skills, knowledge and understanding. An analysis of the performance of Kindergarten students from schools in areas with low socio-economic status demonstrated that the program had assisted many students who were beginning school to perform beyond expectations. The impact of the program was also

evaluated in 1998 using a pre-test/post-test model with a control group and an experimental group. The analysis showed that students in the experimental group had significantly improved their skills in mathematics in comparison with those in the control group.

Basic Skills Test in literacy and numeracy

The Basic Skills Test is an important tool used to check children's literacy and numeracy standards. The department introduced the basic skills testing program in 1990. Since then, the program has grown and it has come to be recognised internationally as a sound assessment program. The Basic Skills Tests (BST) is undertaken by students in Years 3 and 5 in all NSW government schools, all South Australian government schools, schools in 10 of the 11 catholic dioceses in NSW, and over 100 independent schools within NSW and overseas. In 1998, almost 200,000 students in Years 3 and 5 (including over 125,000 government school students) sat the Basic Skills Test in literacy and numeracy.

Parents received a detailed report on their child's individual results. The report sets out what their child can do, how the results compare with the rest of the state, gives skill levels and describes the literacy and numeracy skills tested.

Schools also received a comprehensive report which tells teachers what each child can and cannot do, gives teachers information about various student groups compared with the whole of NSW, helps teachers to identify groups of students who might need help and assists teachers to make decisions about the schools' program.

Performance in the BST and ELLA tests

BST and ELLA results are presented in the following sections using box plots. Box plots have been used to illustrate the distribution of student scores. The box shows the middle 50% of scores (the inter-quartile range). The line within each box indicates the median (the middle score). The 'whiskers' extend above and below the box to show scores which are within one to five times the inter-quartile range. Outliers and extremes are scores which are more than one to five times the interquartile range. These are not shown in the box plots for BST and ELLA results. For the BST, scores are reported on a scale from 25 to 80, while for ELLA the reporting scale is 45 to 120.

Basic Skills Test results

The BST results are reported in five skill bands for Year 3 and six skill bands for Year 5. Skill Band 1 is the lowest level of achievement. A Year 3 child is considered to have demonstrated an acceptable standard if in Band 2 or above for literacy and numeracy. A Year 5 child is considered to have demonstrated an acceptable standard if in Band 3 or above for literacy and numeracy.

BST State Percentages in Skill Bands, 1998

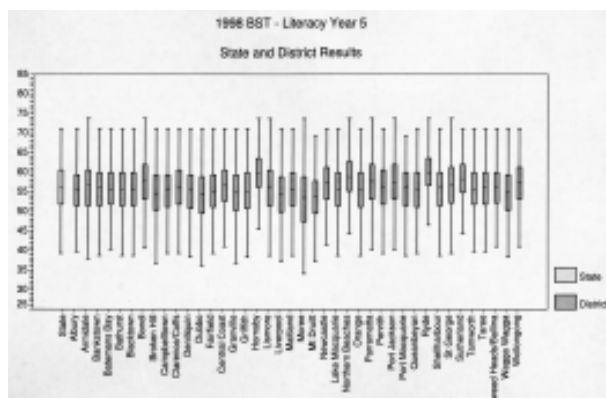
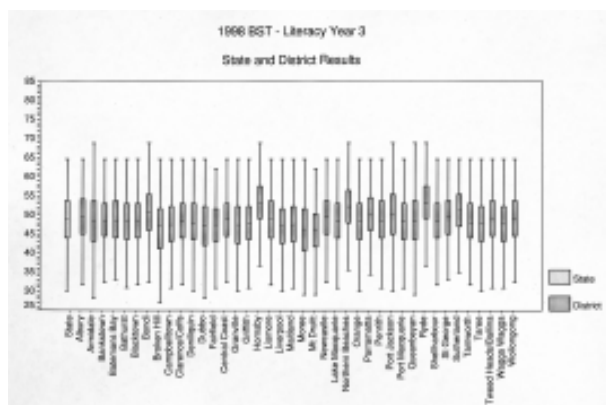
	Year 3		Year 5	
	Literacy	Numeracy	Literacy	Numeracy
Band 6	n/a	n/a	20	23
Band 5	13	21	27	28
Band 4	21	22	28	28
Band 3	26	24	17	16
Band 2	25	19	7	5
Band 1	15	14	2	1

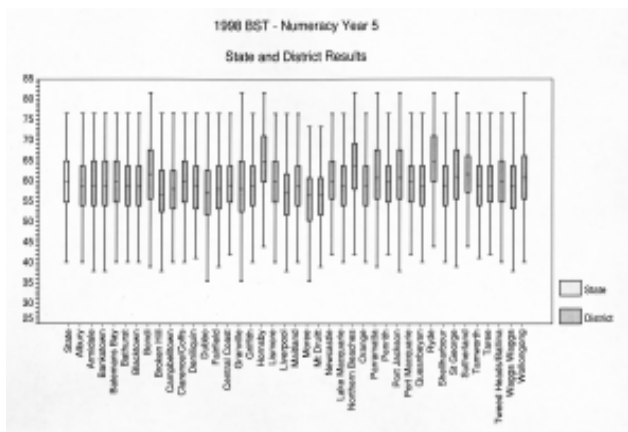
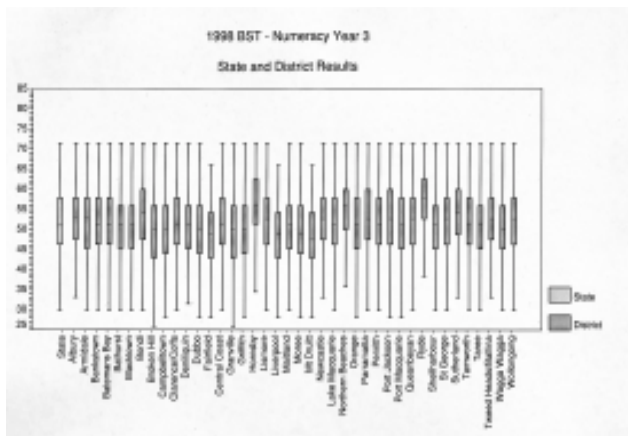
The results of the tests show that:

- ♦ 85% of students in Year 3 and 91% of students in Year 5 demonstrated competent or higher level skills in the literacy tests in 1998
- ♦ 86% of students in Year 3 and 94% of students in Year 5 demonstrated competent or higher level skills in the numeracy test in 1998.

The performance of students across the state within each of the 40 districts is shown in the following graphs. Districts that have a high proportion of students in the upper skill bands will have a box plot that sits higher on the scale than districts for which this is not the case.

The performance of students across the state and within districts varied. However, the performance of most students in districts is similar to the state distribution.





English Language and Literacy Assessment

The English Language and Literacy Assessment (ELLA) provides quality assessment information about the literacy skills of all Year 7 students. Departmental staff use this information to develop and improve teaching and learning programs in view of students' literacy needs and they provide detailed reports on students' literacy to parents. Teachers develop individual literacy plans for students identified through their ELLA results as having particularly low levels of literacy and these students also undertake further assessment.

The ELLA program also aims to ensure the continuity of students' literacy development in the middle years of schooling, that is, in the transition from primary to secondary schools. It does this by providing teachers with appropriate strategies, and training and development related to the middle years of schooling, and by supporting parents to assist their children's development in literacy. Each district developed projects that addressed the key priority areas in middle schooling. These included projects on adolescents and literacy, high expectations, and subject-specific language.

Departmental staff developed and distributed 'Using the ELLA School Report Package' to teachers to help them interpret the data in the extensive student and school ELLA reports, as well as the training guide, '1998 Writing

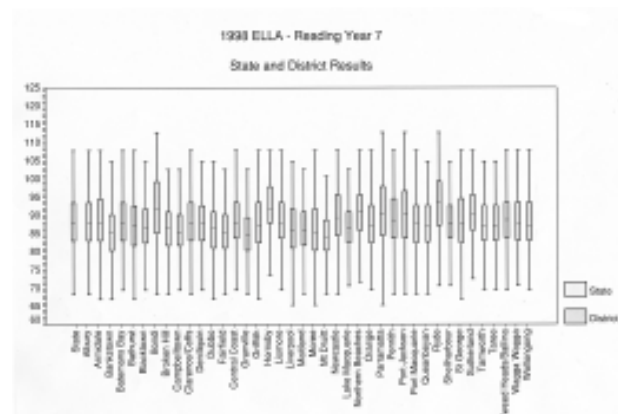
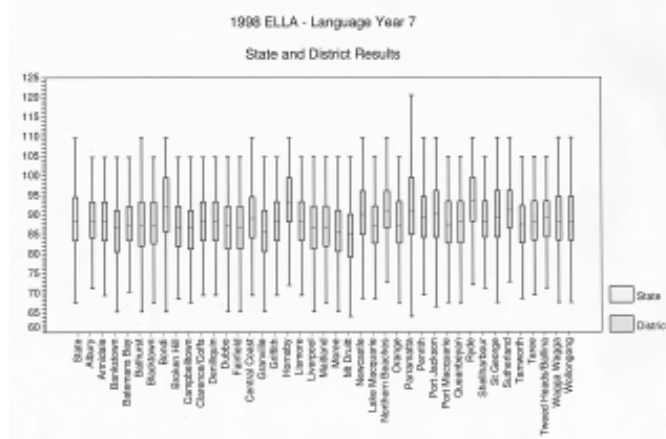
Task Marking Procedures'. In addition, the new Follow-Up ELLA program which provides students with poor literacy skills with special individual literacy plans will continue to be expanded.

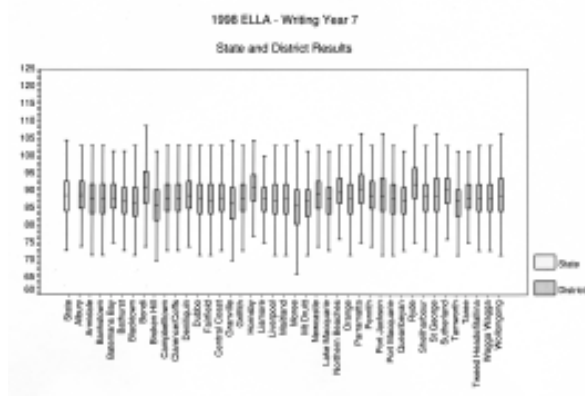
All government schools and 35 non-government schools participated in the 1998 ELLA program for Year 7 students, following its successful pilot in 1997. More than 90% of the schools that participated in the Year 7 ELLA test also undertook the re-testing of Year 8 students in order to evaluate the students' progress. As a result, a record 120,000 students in Years 7 and 8 sat the English Language and Literacy Assessment.

English Language and Literacy Assessment results

The performance of students across districts varied.

Year 7 students who were identified as having low skills in the 1997 pilot and who were targeted for additional school support had a significantly higher rate of improvement in literacy than other students when re-tested in Year 8. Overall, the greatest improvement was in reading.





ELLA: Level of Proficiency of Year 7 and Year 8 Students, 1998*

	High Skills		Proficient		Elementary		Low	
	1997	1998	1997	1998	1997	1998	1997	1998
Writing	30%	36%	54%	50%	12%	10%	4%	4%
Reading	33%	42%	46%	44%	15%	11%	6%	4%
Language	35%	38%	44%	44%	13%	12%	8%	6%

*Percentages for the components may not add up to 100 due to rounding.

Evaluation of the ELLA program

In 1997, the department commissioned an independent evaluation of the ELLA program. The evaluation involved a survey of teachers, parents and students. The results were published in a report, *Making a Difference*, which was released in April 1998. The findings of the survey demonstrated that parents and teachers saw ELLA as an important tool, in addition to classroom teaching, to assess what students can do and to make well-informed decisions about the allocation of resources for students requiring additional assistance. It also clearly indicated that teachers and parents thought that the tests were improving students' literacy skills. The major findings of the survey included the following:

- ◆ 93% of the teachers surveyed thought they had a better idea of Year 7 students' literacy skills
- ◆ 88% of the teachers thought that ELLA would help them to teach more effectively and to improve students' learning
- ◆ 94% of the parents surveyed reported that they were pleased their child had done the test
- ◆ 92% of parents stated that the individual reports helped them to understand their child's achievements in reading and writing
- ◆ 86% of the students surveyed thought that the test would help them to know more about their own literacy skills.

The department will continue to provide and enhance both the Year 7 and Year 8 ELLA programs in 1999.

Creative and performing arts

Creative and performing arts programs

In 1998, the department established 20 positions for district arts consultants across the state. During the year, the district arts consultants established the groundwork for adopting a 'whole-school' arts implementation program in selected schools in 1999 and 2000. These consultants provided training and assistance for teachers and district office staff that included:

- ◆ conducting workshops in each district to support the implementation of the arts syllabuses for Kindergarten to Year 12
- ◆ providing in-school training on teaching the creative and performing arts
- ◆ assisting teachers to use two resources, 'Shaping Ideas' (for the visual arts) and 'Sync or Swing' (for music), which were distributed to schools in 1997.

The district arts consultants also identified the levels of achievement in arts curriculum provision in schools across the state and established a database containing this information.

Statewide performing ensembles

The statewide performing ensembles provide talented primary and secondary school students with opportunities to develop their skills and to perform with others of a similar standard at major public events. The department establishes, trains and manages around 12 performing ensembles each year. Students are usually drawn from the Sydney metropolitan area, Newcastle, the central coast, Wollongong and the Blue Mountains although some ensembles, such as the All Star Stage Band, audition students from across the state. About 400 students rehearse every week during the school term at venues in Erskineville and Westmead as well as the Seymour Centre. The Westmead Centre was opened in 1998 to service students in Western Sydney. Students pay a membership fee of \$25 per term, which partly covers tutors' fees. The ensembles travel to schools throughout the state to perform for fellow students who might otherwise not experience performances of such calibre. They also travel overseas, for example, in 1998, the Senior Dance Company travelled to the United States. Some students who participate in these ensembles go on to tertiary study in the performing arts or find employment in the arts and entertainment industry.

Dance and drama festivals

Dance and drama festivals provide opportunities for selected primary and secondary school students to perform and they also provide valuable professional development opportunities for teachers in staging and managing high quality performances. The annual state dance and drama festivals draw together performers from district and inter-district festivals across the state.

In 1998, the dance festival was held in September at the Seymour Centre and the drama festival was held in October at the Parramatta Riverside Theatre. The dance festival included a performance which was part of the 1998 Olympic Arts Festival, 'A Sea Change'. This performance was staged with the assistance of some of the department's outstanding teacher/choreographers and it provided the opportunity for selected students to work with professional dancers.

In 1998, 3,000 students participated in the state dance festival as performers and choreographers. Around 3,000 people attended the dance festival. In 1998, 400 students participated in the state drama festival as performers. Around 2,300 people attended the drama festival. The number of students participating in the dance and drama festivals has increased and audience numbers are stable. However, rising production costs mean that the two festivals must be heavily subsidised. In 1998, the festivals were sponsored by the NSW Teachers Credit Union.

Drama ensembles

Two drama ensembles (the Drama Ensemble for junior students and the State Drama Company for senior students) provide the opportunity for outstanding drama students to develop skills to a level where they can audition for roles in the theatre and film industry and to enter NIDA and other tertiary drama programs. In 1998, the number of students auditioning for a place in these ensembles increased from 160 in 1997 to 220.

The State Drama Company and the junior ensemble toured country and metropolitan schools during the year. The State Drama Company performed as part of the 1998 Olympic Arts Festival, 'A Sea Change', which lifted their public profile. About 7,000 people attended the State Drama Company and the Drama Ensemble performances in 1998.

Of the 16 company members in the State Drama Company in 1998, five are proceeding to tertiary study at NIDA, the University of Western Sydney and the Western Australian Academy of Performing Arts in Perth.

On Stage

On Stage is an annual series of plays involving Higher School Certificate (HSC) students that is coordinated by the Board of Studies. On Stage provides Year 12 students studying 2 unit Drama with the opportunity to perform and exhibit their work. The performances of 1997 HSC submissions were held in February at the Seymour Centre. The number of performances increased from eight to 10 during 1998. Over 100 performers and exhibitors participated in On Stage in 1998 and the audiences totalled 8,000. The performances were highly successful both in terms of the quality of the presentation and the audience response. Students are demonstrating higher standards of performance and design skills, and therefore are able

to interpret more difficult concepts. These performances are now self-funding in terms of production costs.

Sing 2001

Sing 2001 provides students in Years 5 to 12 in government and non-government schools with the opportunity to develop their skills and to enjoy quality musical experiences. In 1998, 48 choirs were established statewide involving 4,500 students and 170 teachers. The conductors of the Sing 2001 choirs received training from professional conductors. Highlights of 1998 included the following:

- ♦ 950 students sang in a concert at the Opera House which launched the Sing 2001 program and contributed to 'A Sea Change', the 1998 Olympic arts festival
- ♦ 1,500 students sang on the steps of the Opera House for the launch of Education Week
- ♦ district Sing 2001 choirs performed at special events throughout the state.

It is anticipated that 6,000 students will participate in the program in 1999, and 7,000 in 2000.

Major choral groups

The department's major choral groups provide students in Years 3 to 12 with the opportunity to join a choral ensemble of high standard. All students across the state are given the opportunity to audition for these groups which are based at various locations around the state.

In 1998, the public profile of the NSW Public School Singers developed considerably. The group comprises 72 students from Sydney, the central coast, Wollongong and the Blue Mountains. The group performed at events including the official Australia Day concert at Darling Harbour, the official Anzac Day service in Martin Place, the state conference of the Federation of P&C Associations, the Toast to Education Dinner at Sydney Town Hall, and the Schools Spectacular at the Entertainment Centre. The Public School Singers also recorded songs for two television commercials.

Dance 2001

Dance 2001 aims to improve dance education for primary and secondary school students. The project was initiated in 1998, with 6,000 students and 450 teachers involved in workshops across the state. The program focused on improving teachers' classroom practice in dance, and using professional dancers to help conduct workshops in schools for students and teachers on the new subjects in the dance syllabus.

Departmental staff developed a dance resource package, comprised of a book, *Making Dance Work*, and a video, 'Teaching Dance Performance: an introduction', which was delivered to schools in second semester. The package is designed to assist dance teachers to implement the dance

syllabuses for Years 7 to 12. The book contains information on teaching performance, composition and appreciation. During the year, the department established a collaborative relationship with Ausdance (NSW) Inc which helps to support this program.

Schools Spectacular

The Schools Spectacular provides opportunities for students in Years 7 to 12 to participate in a high quality public performance. The concert provides students with an opportunity for media exposure and contributes significantly to student and staff self esteem. It is one of the world's largest variety concerts - the final production involves 2,500 students and 200 staff.

The 1998 Schools Spectacular was the first major event in the 1999 Olympic Arts Festival, 'Reaching the World'. The program focused on Olympic host cities since 1956 and highlighted the different cultures as well as significant events at these Olympic Games. The Schools Spectacular was televised nationally on the Nine network and gained considerable media interest in Sydney and throughout the state. Feedback about the concert from schools, the corporate sector and the entertainment industry was very positive. The 1998 Schools Spectacular was sponsored by Coca Cola in conjunction with Integral Energy and Q Stores from the Department of Public Works and Services.

Talent Development Project

The Talent Development Project Incorporated prepares students from government schools for work in the entertainment industry. It is a joint initiative of the NSW Government and the private sector. Members of the performing arts sector work closely with selected students to help them refine their talents.

In July 1997, 48 students were auditioned for the program (out of 73 prospective entrants). Thirty-two students were selected for the initial phase of instruction and workshops. At the end of 1997, the most improved of these students were chosen to advance to graduation. Prior to graduating in August 1998, these performers concentrated on polishing and developing their talents so that they may further their careers in the industry.

Graduates of the Talent Development Project, 1997-98

David Andrew	Singleton High School
Nicole Brophy	Bomaderry High School
Joshua Boots	Byron Bay High School
Mark Kelly	Singleton High School
Brooke McClymont	Gulgong High School
Neville Knight	Coonabarabran High School
Mitchell Kwanten	Newtown High School of Performing Arts
Geraldine Mackay	Newtown High School of Performing Arts
David Price	Shoalhaven High School

In August 1998, 27 new participants commenced the talent development program. In 1999, nominations will be sought from all secondary and central schools, and from TAFE colleges.

ARTEXPRESS

In 1998, 266 works by students from government and non-government schools were selected from over 12,000 works submitted for the 1997 HSC visual arts exam to be exhibited in ARTEXPRESS. These works were displayed at the Art Gallery of NSW, the State Library, the University of NSW's College of Fine Arts, and in the windows of David Jones' Elizabeth and Market Street stores from January to March. The exhibitions included paintings, sculpture, photographs, graphics and computer-generated work. Following the metropolitan exhibitions, a selection of works toured regional galleries including Newcastle, Dubbo, Wagga Wagga, Broken Hill, Grafton and Wollongong. ARTEXPRESS was sponsored by 2UE, the Sydney Morning Herald, Chroma Artists' Supplies, Network Ten, Integral Energy and Grace Removals.

Debating and public speaking

The department coordinates a statewide program of interschool debating through competitions involving students in Years 5 to 12 from government and non-government schools. At the primary level, the inter-school debating competition, the Hunter Challenge, was won by Young Public School and the inter-district championship was won by the Sydney North representative team. The 'Multicultural Perspectives' Public Speaking Competition attracted 1,115 entries from primary school students. The winners of the two divisions were Gemma Reynolds from Yarrawarrah Public School and Amy Gibbs from Abbotsford Public School.

The Junior State Debating Championships for Year 10 students was won by the South-Eastern Sydney team with representatives from Caringbah, Sydney Boys, Sydney Girls, and St George High Schools. North Sydney Girls High won the Hume Barbour Debating Competition for Year 12 students and the Karl Cramp competition for Year 11 students. Sydney Boys High won the Commonwealth Bank Senior Competition open to government and non-government schools and a member of that team, Alex Bodman, was the NSW winner of the Plain English Speaking Award. Penny Baker of Yass High was a runner-up in the state Legacy Junior Public Speaking Award. For the first time, the two Combined High Schools debating teams won all of their debates against representative teams from the three major non-government school sectors.

Physical fitness and sport

Physical fitness survey

In 1997, the department undertook the most extensive survey of school children's physical activity and fitness ever conducted in Australia. The Student Fitness and Physical Activity Survey involved almost 90 schools across NSW and more than 5,500 students in Years 2, 4, 6, 8 and 10. The survey found that most students were fit and flexible but less than half had mastered fundamental movement skills (run, throw, catch, jump and kick).

The findings of this survey informed the Government's Student Fitness and Physical Activity Action Plan which was implemented in 1998. The plan aims to increase students' levels of physical activity, to improve the fundamental movement skills of primary students, to target identified groups of inactive students, and to involve more students in the Olympic 2000 Schools Strategy. The plan involves introducing a new Personal Development, Health and Physical Education (PDHPE) curriculum, and evaluating and improving school sport programs.

The department's Student Fitness and Physical Activity Action Plan increases the level of physical activity in schools by encouraging schools to set aside a minimum of 120 minutes per week for planned physical activity and education for students in Kindergarten to Year 6. During the year, the Active Girls Program was established to encourage girls to take part in regular sport and physical activity. In addition, the department is investigating the feasibility of increasing the requirement in Personal Development, Health and Physical Education, for students in Years 7 to 10, from 300 to 400 hours.

In 1998, 20 district PDHPE consultants assisted school staff to improve students' fitness and levels of physical activity by providing demonstration lessons using fitness strategies for teachers, leading 'whole-school' planning for physical activity, and leading intensive team teaching in target schools.

Departmental staff developed a resource package for teachers, 'Fitness and Physical Activity: A resource to support school communities', which was based on the findings of the 1997 survey. It was distributed to all government schools to help teachers to work with their school community. The package included an information brochure for parents that describes ways to encourage children to be more physically active.

In 1999, teachers will begin to introduce the new syllabus for primary school students. District PDHPE consultants will develop local-based strategies to support the implementation of the new syllabus, and a new curriculum resource will be distributed to support the teaching of fundamental movement skills in PDHPE programs.

Primary school sports competitions

The Primary Schools Sports Association (PSSA) organises competitions involving teams from the 10 sports associations in government schools (North Coast, North West, Riverina, South Coast, Sydney East, Sydney North, Sydney South West, Sydney West, Hunter and Western), two Catholic Associations (MacKillop and Polding) and the Independent School Association-Combined Independent Schools alliance.

Number of PSSA Knockout Teams, 1998

Sport	Number of teams
Australian Football	62
Basketball (boys)	261
Basketball (girls)	221
Cricket (boys)	382
Cricket (girls)	109
Hockey (boys)	124
Hockey (girls)	145
Netball	500
Rugby League	248
Rugby	55
Soccer (boys)	511
Soccer (girls)	302
Softball (boys)	248
Softball (girls)	278
Tennis	174
Touch (boys)	179
Touch (girls)	209

In 1998, major PSSA sporting competitions for primary school students included 16 statewide knockout competitions involving 4,008 teams, and 19 state carnivals involving 255 teams. Sixteen representative teams were involved in interstate competitions. Of the thirteen sports where a champion team is declared, NSW won seven competitions, were runners-up in three competitions, and finished either in 3rd or 4th place in the remainder.

In 1998, students' participation in statewide knockout competitions and state carnivals increased. This is partly due to the increased number of sports available to girls, for example, soccer, cricket and touch football.

Sporting blues

Each year, the NSW Combined High Schools Sports Association awards a sporting blue to those students who have performed with distinction in their chosen sport.

Blues Recipients, 1998		
Australian Football	Michael Loughman	Finley High School
Australian Football	Jason Turner	Bathurst High School
Athletics	Daniel Gasparini	Macquarie Boys High School
Athletics	Peter Elvy	The Forest High School
Athletics	Katrina Steele	Winmalee High School
Athletics	Jacque Munro	Irrawang High School
Athletics- Wheelchair	Kurt Fearnley	Blayney High School
Baseball	Michael Sundstrom	Cranebrook High School
Basketball	Kelly Hannett	Bomaderry High School
Basketball	Jay Pottenger	Bomaderry High School
Basketball	Melissa Holcomb	Figtree High School
Canoeing	Aaron Flowers	Forster High School
Cricket	Christopher Hickman	Terrigal High School
Cricket	Debbie Nelson	Kirrawee High School
Cricket	Emma Liddell	Seven Hills High School
Golf	Janelle Lynch	Cowra High School
Gymnastics	Ben Sutherland	Mt Austin High School
Gymnastics	Rachel Keane	St George Girls High School
Gymnastics	Amy Crombie-Brown	Kirrawee High School
Hockey	Genelle Field	Parkes High School
Hockey	Matthew Morrison	Broadmeadow High School
Hockey	Nathan Eglington	Kingscliff High School
Hockey	Tracey Williams	Hurlstone Agricultural High School
Lawn Bowls	Boyd McAlpine	Coonabarabran High School
Netball	Annika Menke	Cromer High School
Netball	Paula Peralta	Illawarra Sports High School
Rowing	Lachlan Richards	Irrawang High School
Rowing	Anna Seale	Mackellar Girls High School
Rowing	Tom Laurich	Barrenjoey High School
Rowing	Kate Morphet	Blaxland High School
Rugby	David Lyons	Hurlstone Agricultural High School
Rugby	Joshua Gamgee	Balgowlah Boys High School
Rugby League	Alan Tongue	Farrer Memorial Agricultural High School
Rugby League	Lenny Beckett	Westfields Sports High School
Sailing	Michael Grazier	Toronto High School
Sailing	Scott Babbage	Coffs Harbour Senior College
Soccer	Matthew Nash	Bomaderry High School
Soccer	Danielle Clarke	Pennant Hills High School
Soccer	Chad Mansley	Whitebridge High School
Soccer	Kelly Golebiowski	Westfields Sports High School
Softball	Mark Long	Camden High School
Softball	Paul Sheehan	Chester Hill High School
Softball	Holly Cogle	Barrenjoey High School
Softball	Brooke Lambert	Greystanes High School
Squash	Michael Holmes	Scone High School
Squash	Anna-Lee Starr	Nambucca Heads High School
Swimming	Charlene Benzic	Hornsby Girls High School
Swimming	Kaine Love	Dapto High School
Swimming	Craig Stevens	Endeavour Sports High School
Touch	Warren Lorgier	Westport High School
Touch	Simon Nelson	Terrigal High School
Touch	Stacey Lapham	Crestwood High School
Touch	Debbie Nelson	Kirrawee High School
Trampoline Sports	Jonathon Dore	Gosford High School
Triathlon	Nicholas Hornman	Elizabeth Macarthur High School
Volleyball	Amy Croxford	Blaxland High School
Volleyball	Elizabeth Gintowt	Blaxland High School
Volleyball	Warwick Chan	Westfields Sports High School
Volleyball	Marcelo Grego	Westfields Sports High School
Water Polo	Aaron Jones	Baulkham Hills High School
Water Polo	Jemma Brownlow	Mackellar Girls High School
Water Polo	Melissa Rippon	Sefton High School

In 1998, the Val Lembit Trophy, a state sporting award for the outstanding boys' representative was awarded to David Lyons from Hurlstone Agricultural High School and Ian Thorpe from East Hills Boys High School. The Betty Bowen Memorial Award for the outstanding girls' representative was presented to Debbie Nelson from Kirrawee High School.

Secondary school sports competitions

In 1998, a full program of activities was conducted in 28 endorsed sports. Combined High Schools (CHS) sporting teams participated in 14 School Sport Australia championships and interstate competitions. These sports were Tennis, Basketball, Soccer, Australian Football, Cross Country, Water Polo, Netball, Touch, Hockey, Volleyball, Softball, Golf, Baseball and Swimming. In 1998, 430,665 students, including students from specialist high schools participated in CHS competitions.

Special Swimming Scheme

The Special Swimming Scheme has been conducted in government schools since 1954. All costs associated with instruction are met by the department. The scheme provides an opportunity for students in primary schools, infants schools, special schools, intensive English centres, and support classes and units in regular schools, and new arrivals, who may otherwise not have the chance, 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.

In 1998, the department commenced a series of one-day training courses for teachers involved in the scheme. It is anticipated that, in 1998/99, 1,000 teachers will participate in the elementary swimming and water safety course. From 1996/97 to 1997/98, the number of applications for places in the scheme increased by over 3,500 - from 100,815 students in 1,117 schools in the 1996/97 season to 104,336 students in 1,194 schools in the 1997/98 season.

Sydney 2000 Olympic Games

Olympic 2000 Schools Strategy

The Olympic 2000 Schools Strategy is a joint initiative with the Australian Olympic Committee and the Sydney Organising Committee for the Olympic Games (SOCOG). It provides students in government and non-government schools in NSW with the opportunity to be involved in the Sydney Olympic and Paralympic Games through education programs and special strategies which further the Olympic ideals.

In 1998, students were involved in programs including Olympic Awareness Week, Adopt an Athlete, Network of Friendship, Share the Spirit (an Olympics art program), Olympic Welcome, Youth Ambassador, and the Pierre de Coubertin awards. Student and school participation in activities associated with the Sydney Olympic and Paralympic Games increased during 1998. To address the growing interest, departmental staff provided up-to-date information on the department's website. Some of the major Olympics programs for students are presented in the table below.

Olympic Programs for School Students, 1998		
Activity	Description	Student/school participation
Olympic Awareness Week	In June 1998, students visited the Olympic site at Homebush Bay where they met wheelchair athletes and Olympic mascots. Olympians, Paralympians and SOCOG officials visited schools.	Around 1,500 students from 25 primary schools visited the Olympic site and over 70 Olympians, Paralympians and SOCOG officials gave speeches at 70 schools.
Paralympic Games program	All schools received the 'Set No Limits' Paralympic Education Kit. Other programs include the Link Elite Athlete Program (LEAP).	Over 320 schools are involved in the Paralympic Games program, more than 70 schools were visited by the Wheelchair Road Show, and over 9,000 students attended the World Wheelchair Championships. A total of 320 schools are involved in LEAP.
Olympic events	School students attended events including 'Around Homebush Bay in A Day', the opening of the Olympic hockey stadium, and an official Olympic velodrome event.	Around 14,000 students attended events (including the World Wheelchair Championships).
Adopt an Athlete	A national program which links Olympic athletes to schools with the assistance of the AOC and the state Olympic Council.	One hundred and five schools were linked to Olympians, and 320 schools were linked to Paralympians.

Olympic Programs for School Students, 1998

Activity	Description	Student/school participation
Network of Friendship	Schools in NSW are linked with schools overseas to provide opportunities for cultural exchanges related to the Olympics. Schools received a certificate of acknowledgement from the International Olympic Committee President, Juan Antonio Samaranch.	Over 200 schools are involved in the Network of Friendship program.
'share the spirit' art program	This is a national program coordinated by SOCOG that acknowledges artistic talent and ability while developing a greater understanding of the principles of Olympism.	Student participation increased during the year.
Olympic Welcome program	This program includes attending pre-games ceremonies and communicating with Olympic athletes and overseas schools. Expressions of interest were sent to schools in December.	Over 370 schools applied to become part of the program.
Youth Ambassador program	This program involves youth ambassadors in significant lead up events to the Olympics.	Twenty schools are participating in this program.
Pierre de Coubertin awards	These awards (named after the founder of the modern Olympic movement) recognise students in Years 11 and 12 who demonstrate excellence in sport and other areas of school life.	Participation in the program increased including the participation of students with disabilities. Awards were presented to 226 students - 16 more than in 1997.
Infants School Games	The games provide children aged from three to seven with the opportunity to participate in events at the main athletics centre for the 2000 Olympic Games.	More than 1,000 children from infants schools and pre-schools throughout Sydney took part in the inaugural games.
O News	O News is a free newspaper about the Olympics for school students of all ages.	The newspaper was distributed to school students in Years 3 to 12 around Australia. It has the largest print run of any newspaper in Australia.
Olympic arts festivals	Students have the opportunity to perform in the Olympic arts festivals.	Performances to date include the State Drama Company's contribution to 'A Sea Change' and the 1998 Schools Spectacular which was part of 'Reaching the World'.
Olympics work experience	Students are undertaking work experience at the Homebush Bay Visitors Centre and the department's School Sport Unit.	A total of 270 students were involved in major events and/or work experience opportunities at Homebush Bay Visitors Centre and the School Sport Unit.

In addition, the department won the tender to produce the official education kit for the 2000 Olympic Games.

In 1999, the department will encourage all schools to become involved in at least one Olympics program under the strategy. In addition, the Aussie Frog program will provide students with a fun-filled activity program that reflects the Olympic ideals of participation in physical activity in conjunction with concern for environmental issues. It is expected that student participation levels in Olympics programs will rise significantly in 1999 and 2000.

Civics and citizenship

In 1998, the department continued to implement the national Discovering Democracy program which focuses on Australian history, and political and legal institutions. This program is provided for students from Year 4 to Year 10. The main themes are:

- ◆ the principles of democracy – students study the origins and principles of democracy and analyse various systems of government
- ◆ government in Australia – students study the roles of the State and Commonwealth Parliaments, the executive and the judiciary
- ◆ the Australian nation – students learn about the ideas, events and movements which have defined civil society in Australia
- ◆ citizenship – students investigate the framework of laws, rights and civic responsibilities.

During the year, the department, the Board of Studies and the University of Sydney continued to work together on the Civics and Citizenship Education Benchmarking Project. This project will establish descriptions of student achievement in civics and citizenship education at the end of Years 6, 10 and 12. A total of 52 schools developed case studies for publication on the NSW Discovering Democracy professional development website. Over 1,300 teachers participated in professional development workshops on the Discovering Democracy program. This training introduced teachers to the program and improved their general knowledge about civics.

In 1998, the department developed a plan to support the implementation of the Kindergarten to Year 6 syllabus in the key learning area of human society and its environment. This learning area now incorporates civics and citizenship education. All schools were provided with a copy of the plan that is to be implemented in 1999. In addition, primary and secondary schools took up grants under the NSW Discovering Democracy program to develop links between the new History and Geography syllabuses for Years 7 to 10 and the Discovering Democracy materials.

'The Common Good' Internet site

In a joint arrangement with the British Council of Australia's Montage project and the ABC's Online network, the department launched an Internet site on civics and citizenship. The new site, 'The Common Good' (located at www.bc.org.au/montage) links students and teachers in Australia and Wales with others around the world. It is a user-friendly site that will be used to develop collaborative projects on civics and citizenship between schools both in Australia and overseas, and it also contains educational resources and professional development materials.

Recognition of students' service to the community

Recipients of the Order of Australia Association certificates of commendation for service to the community awarded to government secondary school students in 1998 are listed in the following table.

Students in Government Schools Awarded the Order of Australia Association Certificates of Commendation for Service to the Community, 1998		
Student	School	Reason for award
Sarah Cassell	Molong Central School	Service to St John's Ambulance and the community
Vanessa Fenn	Asquith Girls' High School	Service to St John's Ambulance and the community
Michael Fountain	Katoomba High School	Volunteer member of the Rural Fire Service
Tanya Grant	Coffs Harbour High School	Service to the school and the local community
Jennifer Grocott	Cootamundra High School	Charity work and youth leadership activities
Skye Manion	Davidson High School	Surf life saving, and volunteer charity work
Lisa Nguyen	Canterbury Girls' High School	Charity work and environmental activities
Anna Samson	Penrith High School	Student welfare and school and community service
Kate Wright-Smith	East Hills Girls' High School	Volunteer work and community service
WASCALS - Westport Aware Students for Cancer and Leukemia Sufferers	Westport Technology High School	Fund raising activities and community service

Technology

During the year, the department continued to enhance students' learning through the use of technology, particularly through the use of computers and the Internet. Government schools are integrating the use of computer-based technologies into the teaching and learning programs of all teachers in order to enhance the achievement of learning outcomes in all key learning areas and to develop students' technological skills.

Computers in Schools program

A total of \$186 million was provided for the State Government's Computers in Schools program. Between 1995-98, major achievements associated with the Computers in Schools program included the following:

- ♦ connecting all government schools to the Internet
- ♦ providing specialist training for more than 15,000 teachers on the use of computers in the classroom
- ♦ developing and distributing a range of curriculum support materials related to computing
- ♦ allocating funding to schools to employ specialist computer coordinators and technicians; or to purchase networking and cabling resources
- ♦ enhancing the Network for Education, the department's world wide website for schools.

The department also provided technology advisers who assisted with the introduction of the Internet in schools, establishing 'whole-school' networks, and increasing teachers' awareness of how technology can support teaching and learning. More recently, these advisers promoted the establishment of school Intranets, so that students and teachers could publish educational material including students' work, create school Internet websites, and use Internet e-mail as a means to communicate with other people in Australia and overseas.

Computer-based curriculum

The department continued to ensure that all schools were provided with the most innovative and up-to-date resources and a curriculum to ensure all students had a solid foundation in computing and new technology skills. All new syllabuses incorporate the use of computers and new technology to assist and enhance teaching and learning. For example, the new Kindergarten to Year 6 English syllabus requires students to develop skills in using computers as an essential part of communication.

All government primary schools have new curriculum materials to support the new resources, including computer-based 'Technologies in the Primary Classroom' which requires students to develop their skills and ability to use computer-based technologies.

New courses in computing and information technology for senior secondary students are being developed to bring them up-to-date with changes such as publishing on the

world wide web, the Intranet, hyper media tools and micro-computer support.

In addition, the department publishes connect.edu: Internet in Teaching and Learning which gives teachers up-to-date information about using the Internet in classroom activities.

Computer awareness programs

All students in Years 7 to 10 are required to undertake a minimum of 950 hours study in the use of computers as part of the computing Design and Technology course. In addition, 100-hour and 200-hour computing studies courses are offered in secondary schools for students in Years 9 to 10.

Almost 25,000 students in Years 7 to 9 undertook computing courses developed by the Board of Studies during 1998; and around 40,000 students in Years 10 to 12 completed board-developed computing courses. In addition, just under 4,000 students in Years 10 to 12 completed other endorsed computing courses.

Participation of Government Students in Computing Courses, 1998	
Enrolments in board developed computing courses*	
Year 7	2,586
Year 8	3,159
Year 9	19,117
Total	24,862
Number of completions in board-developed computer courses	
Year 10	19,387
Year 11	11,870
Year 12	8,613
Total	39,870
Number of completions in other endorsed computer-related courses	
Year 10	524
Year 11	2,373
Year 12	1,102
Total	3,999

* Term 1 enrolments

'About Us' website competition

In 1998, more schools participated in state, national and international computer-related competitions. The success of NSW government students in these competitions shows how effectively technology is being used in teaching and learning in government schools. In addition, the department initiated a competition to encourage schools to establish an Internet presence. A total of 86 schools

participated in the sesquicentenary design competition, 'About Us'. Many of these schools created websites for the first time.

Schools Web competition

In 1997, the department and the Access Australia Cooperative Multimedia Centre introduced the Schools Web competition to promote students' use of the Internet for purposeful activities. The competition is open to students in all government and non-government schools. The competition involves students working in collaborative teams of four or more students. The teams compete in the following categories: primary, lower secondary and upper secondary. In 1998, a national Schools Web competition was established to build on the success of the NSW program.

In 1998, more than 80 schools competed in the competition. The overall quality of the entries improved. Twenty teams from government schools were shortlisted for NSW awards. The table below lists the winners of the NSW competition.

NSW Schools Web Competition, 1998	
Primary	Evans Head Public School
Lower secondary	East Hill Boys Technology High School Sydney Distance Education Centre Moss Vale High School
Upper secondary	Taree High School Grafton High School

In the national competition, the following teams from NSW government schools were highly commended: Evans Head Public School (primary), East Hill Boys Technology High School (lower secondary), Sydney

Distance Education Centre (lower secondary), Moss Vale High School (lower secondary) and Taree High School (upper secondary). In 1999, more girls, Aboriginal students, and students in special education classes will be encouraged to compete.

Findings on student skills in technology in school annual reports

In the 1998 school annual reports, 632 schools directly referred to the beneficial effect of the technology initiative in enhancing students' skill levels. These references predominantly relate to keyboard skills and word processing. The reports show that the two major ways in which technology was used in the classroom were related to word processing; and publishing, researching and designing artworks. In some schools, computers have been networked and some schools have set up a school Intranet, enabling whole classes to be taught simultaneously.

Minister's Young Designers Awards

The Minister's Young Designers Awards were introduced in 1994 to recognise the achievement of government and non-government students in Years 7 and 8 in design and technology. Students were asked to invent a solution to an identified need or opportunity in areas including health, welfare, transport and agriculture. As part of their research, students identify their target audience, how their product could be marketed, the types of materials and human resources needed and how much money would be required.

In 1998, 25 projects were selected from over 4,000 entries to receive awards. Exemplary projects were displayed in an exhibition at the Sydney Visitors Centre from 12 November 1998 to 25 January 1999 that attracted over 55,000 visitors. The winners of the state award certificates and those awarded high commendations are listed in the following table.

Minister's Young Designers Awards, 1998		
Student(s)	School	Project
State award certificates		
Jonathan Bailey and Andrew Park Marco Willis Katherine Downey and Kate Flaherty Class 7K and 7R	Redeemer Baptist School Wingham High School St Patrick's College, Sutherland Quakers Hill High School	'Attention Seeker' Fence strainer 'Cutta Cake' Stained glass window
Highly commended		
Class 8A Kiran Thakkar Deanna Tillet Kristy Cox Anthony Meurs Ruth Munro	Kincoppal, Rose Bay Methodist Ladies College, Burwood Murray High School Bundarra Central School John Paul College, Coffs Harbour Inaburra School	Quilt Camel toy 'Dead Man's Switch' Horse feeder Body board bag Gary and Ali the elephants

One of the award winners, Sara O'Shea from Wingham High School, has had her product, 'Bait-A-Safe', marketed overseas and in Australia. In 1999, departmental staff will seek additional sponsorship which will be used to increase students' participation in the competition and to raise the profile of the awards.

Science Experiments In Space Competition

Three students from Cherrybrook Technology High School – Justin Wynne, Ben Spargo and Michael West - won the Science Experiments in Space Competition. They researched the priorities of the United States' National Aeronautics and Space Administration (NASA) in relation to micro gravity by using the Internet. This led them to develop a revolutionary low pressure halogen lamp which could withstand the extreme conditions of space flight. The students tested their lamp in a zuni rocket at Woomera in South Australia and it will also be tested on a future NASA space shuttle flight. The students and their teacher Stephen Ryde won a trip to NASA's space facilities in America.

DesignTech

DesignTech recognises and promotes excellence in Year 12 students' work in design and technology. DesignTech showcases outstanding student projects presented for HSC examination in 2 unit and 3 unit Design and Technology. In 1998, 4,233 students presented projects for assessment. Over 300 of these were nominated by HSC examiners for inclusion in DesignTech 98. The projects selected for inclusion in the exhibition were developed by students from schools throughout NSW.



The Computers in Schools Program has provided the largest systemic connection of schools to the Internet in the world and has placed NSW well ahead of the other Australian States and highly advanced technological nations such as the USA.

On 11 December 1998, the Minister, the Hon John Aquilina, MP, launched the DesignTech 98 exhibition and presented students with certificates in recognition of their achievements. The exhibition was displayed at the Powerhouse Museum until 18 April 1999, followed by exhibitions in Newcastle, Coffs Harbour, Tamworth, Dubbo, Wollongong and Wagga Wagga. Each regional exhibition will include selected projects by local students in addition to the projects of the state winners.

The quality and diversity of the projects in the exhibition and the subsequent media coverage, enhanced the status of the program, and improved community understanding of this relatively new area of the curriculum. The exhibitions held in Sydney and in regional areas provided an invaluable teaching and learning resource for students and teachers of design and technology.

Environmental education

The department has implemented a range of environmental education programs to develop the environmental awareness and understanding of primary and secondary school students as well as teachers and the community. Key achievements in environmental education in 1998 included:

- ◆ increasing students' participation in environmental education activities; especially through the Learnscapes program, and community and government programs such as Streamwatch, Cleanup Australia and Airwatch
- ◆ implementing 15 new programs in field studies centres and zoo education centres such as Frogwatch and the mobile field studies centre
- ◆ commencing the Learnscapes trial in 18 schools – this program is designed to link curriculum activities with an environmental theme by redesigning school grounds as learning centres
- ◆ developing and distributing a teaching resource, 'Best Practices in Environmental Education', to improve classroom practice in environmental education
- ◆ introducing the Eco Schools project, a national project coordinated by the department that links Australian students with students from OECD countries, in order to exchange ideas and resolve issues on various global environmental topics
- ◆ expanding the School Communities Recycling All Paper (SCRAP) program to include green waste education
- ◆ developing a professional development course, 'From the Ground Up', for teachers and delivering it in eight districts.

In 1998, staff from Botany Public School, JJ Cahill Memorial High School, the Taronga Zoo Education Centre and Botany Council, established a frog pond and a green and golden bell frog breeding program at the Botany swamps. A large number of government and non-

government agencies presented awards to schools and individual students for their contributions to improving the environment. These awards included Keep Australia Beautiful, Readers Digest Association, Eureka Alan Strom Award for Environmental Education, Banksia Awards, Rivercare, Landcare and the Gould League of NSW.

The department also continued to expand and improve environmental education programs at the Penrith Lakes Environmental Education Centre. For information on Penrith Lakes Environmental Education Centre, which caters for a range of students including primary and secondary students from government and non-government schools, see Chapter 3 "Coordination of Education and Training Services".

Vocational programs for school students

VET in Schools program

The department continued to expand the Vocational Education and Training (VET) in Schools program. Around \$15.9 million was allocated to fund VET courses in government, catholic and independent schools in 1998. A total of \$14.4 million was allocated to fund the program in government high schools.

The VET in Schools program provides courses that articulate into employment, and further education and training including traineeships and apprenticeships. Students are taught industry-specific skills and generic work-related competencies such as the skills required for teamwork, problem solving and interpersonal communication; and they are encouraged to develop responsibility and self-reliance. The number of schools delivering VET courses and offering TAFE-delivered VET courses to students in Years 11 and 12 has increased by 51, from 345 schools in 1996 to 396 schools in 1998.

Number of Government Schools Participating in VET Courses, 1996-1998		
1996	1997	1998
345	377	396

Total student enrolments in VET courses delivered by schools and TAFE in government schools increased by around 15%, from 32,651 in 1996 to 37,444 in 1998. This was largely due to the substantial increase in enrolments in school-delivered VET courses of almost 38% - from 11,917 in 1996 to 16,433 in 1998.

School-delivered VET courses

Schools deliver a range of VET courses to students in Years 11 and 12. These courses contribute to the HSC and also form part of specific vocational certificate courses. In 1998, 16,433 students were enrolled in school-delivered vocational courses, comprised of Content Endorsed Courses and Industry Studies. All courses, excepting Office Skills, include a mandatory work placement component.

The department's 19 district vocational education consultants continued to promote and coordinate VET programs and to assist local VET in Schools committees to produce strategic plans.

As in previous years, the vocational courses with the highest number of student enrolments in 1998 were the Content Endorsed Courses in Hospitality, Office Skills and Building; and the Industry Studies course in Hospitality.

In 1998, a range of part-time traineeships was piloted in government schools. Most projects combined a school-delivered VET program with additional modules packaged to meet HSC requirements and delivered by TAFE or a private provider. Almost 600 students were involved in the pilot projects. Of these students, 38 were fully indentured as trainees by December 1998. The majority of students were engaged in vocational study supported by unpaid work placements that articulate into a traineeship or an apprenticeship.

Government Students Enrolled in School-Delivered VET Courses, 1998

Course	Year 11		Year 12		Total		
	M	F	M	F	M	F	Total
Content endorsed courses							
Building	948	13	493	8	1,441	21	1,462
Electronics	149	3	104	1	253	4	257
Furnishing	484	38	280	17	764	55	819
Hospitality	1,059	2,097	489	1,232	1,548	3,329	4,877
Office Skills	472	1,733	199	809	671	2,542	3,213
Retail	249	325	164	250	413	575	988
Rural	205	39	102	29	307	68	375
Subtotal	3,566	4,248	1,831	2,346	5,397	6,594	11,991
Industry studies							
Hospitality	568	1,292	317	775	885	2,067	2,952
Metals	519	9	250	0	769	9	778
Retail	153	266	122	171	275	437	712
Subtotal	1,240	1,567	689	946	1,929	2,513	4,442
Total	4,806	5,815	2,520	3,292	7,326	9,107	16,433

Source: Data provided by the Board of Studies.

Departmental staff developed a set of guidelines and operational procedures for a second phase of pilots in government schools in 1999 to 2000. These guidelines, and associated support materials, were distributed to schools in August.

TAFE-delivered VET courses

The department also provides a range of TAFE-delivered vocational HSC courses, called Joint Secondary Schools-TAFE (JSSTAFE) courses, to increase the educational and vocational opportunities for students in Years 11 and 12. The JSSTAFE program broadens curriculum options in secondary schools and caters for the diverse groups of students in Years 11 and 12.

Government Students Enrolled In TAFE-Delivered Dual Accredited VET Courses, 1998

ANTA Industry Area	Enrolments
Arts, Entertainment, Sport & Recreation	1,085
Automotive	2,370
Building & Construction	1,020
Business & Clerical	4,171
Communications	105
Community Services, Health & Education	2,706
Computing	976
Engineering & Mining	1,585
Finance, Banking & Insurance	118
Food Processing	63
General Education & Training	2
Primary Industry	1,073
Process Manufacturing	0
Sales & Personal Service	837
Science, Technical & Other	28
Textiles, Clothing, Footwear & Furnishings	54
Tourism & Hospitality	3,813
Transport & Storage	306
Utilities	699
Total	21,011

Three JSSTAFE courses in tourism sector services, electronics technology and accounting are TAFE certificate courses that also count as 2 unit courses in the HSC. Students' results in these courses are eligible for inclusion in the University Admissions Index (UAI). For example, in 1998, Andrew Kinkaid, a Year 12 student at Baulkham Hills High School, who was enrolled in the JSSTAFE Accounting was awarded an accounting scholarship of \$10,000 by the University of Technology, Sydney.

In 1998, around 24,500 government and non-government school students enrolled in over 1,700 JSSTAFE courses. A total of 21,011 government students were enrolled in TAFE-delivered vocational courses in 1998. The industry areas of courses with the highest enrolments were business and clerical (4,171 students); tourism and hospitality (3,813 students); community services, health and education (2,706 students); and automotive (2,370 students).

Language study in overseas countries

The Student Language Study in Overseas Countries program provides students with opportunities to improve their language and inter-cultural skills. It provides students in Years 10 to 12 with funding support to undertake intensive study of a language in an overseas country. The program was piloted in 1996 in schools in western and south western Sydney and from 1997 onwards it has been available to all government secondary schools.

Participants in the program are selected on the basis of merit and equity, and financial support varies depending on the nature of the study program and the circumstances of the students. The number of students participating in the program has increased from 124 in 1996 to 522 students in 1998. The students who travelled overseas in 1998 came from 52 schools across 28 districts. The most popular destinations were Japan, Germany, Italy, Indonesia, and New Caledonia.

In 1998, teachers and students indicated that this program was extraordinarily successful in increasing language proficiency and motivating students to undertake further language study, providing opportunities for students who would otherwise not be able to undertake study overseas, and re-establishing students' links with their cultural and linguistic heritage in an overseas country.

The program will be fully implemented in 1999 with funding of \$1 million to support up to 600 students from across NSW to undertake intensive study of a language overseas.

Programs for gifted and talented students

The department provides a range of programs for gifted and talented students - the Opportunity C (OC) placement program, the selective high schools placement program, and accelerated progression. The placement programs provide opportunities for academically talented students in Years 4 and 6 in government schools whose parents wish to enrol them in OC classes and selective high schools. There are 65 schools with OC places and 24 selective and agricultural high schools in NSW. The OC placement program selects 1,500 students on merit from around 10,000 applicants each year. The selective high schools placement program selects 3,000 students on merit from around 16,000 candidates each year. Major achievements in 1998 included:

- ♦ enrolling 18,000 students in selective high schools in Years 7-12 and placing 3,100 students in OC classes in Years 5 and 6
- ♦ increasing the number of students participating in OC classes by 24% from 1996 to 1998, and increasing the number of students enrolled in selective high schools by 12% from 1996 to 1998
- ♦ accelerating 8,120 primary and secondary students, including 1,400 students by a full grade
- ♦ increasing the number of students being accelerated in government schools by almost 100%, from 4,078 in 1996 to 8,120 in 1998
- ♦ establishing networks for gifted and talented students in five additional districts, taking the total to 30 networks
- ♦ providing mentors to support students, 10 years and older, who have particular talent that cannot be catered for at school or at home.

In 1999, departmental staff will establish an Internet support network for OC and selective high school teachers. This initiative will be particularly valuable for teachers in isolated schools. The OC placement program will be reviewed in relation to zoning and testing protocols.

School Certificate

The State Government is reforming the School Certificate in order to restore it as a significant milestone in schooling. The syllabus will be more relevant to students' needs and reports on students' performance will be more meaningful to students, parents and employers. Students will sit new compulsory tests in the School Certificate at the end of Year 10 - in English-literacy, mathematics, science, Australian history, geography, civics and citizenship.

In 1998, a total of 81,438 students from government and non-government schools were enrolled in Year 10. Of these, 54,661 attended government schools and 26,777 attended non-government schools. In November, over

80,000 Year 10 students from 745 schools in NSW sat the new School Certificate tests in English-literacy and mathematics.

In addition, around 80% of schools trialed the science test which will be compulsory in 1999, and about 45% of schools trialed tests in Australian history, geography, and civics and citizenship which will be compulsory by 2002. These tests measure foundation knowledge, skills and understanding drawn from specific aspects of each syllabus. The new School certificate grades students' results in six bands, with band 6 being the highest and band 1, the lowest.

School Certificate results

The results of the 1998 School Certificate English examination show that 58% of students were graded at band 4 or above, with the largest proportion of students (31%) in band 4. This means that these students could successfully undertake a range of tasks including:

- ◆ reading and understanding the main ideas and issues in a variety of texts
- ◆ locating and interpreting information and inferring meaning from context
- ◆ identifying the purpose of material and linking specific features to the audience and the purpose
- ◆ demonstrating skills in spelling, grammar and punctuation with infrequent errors
- ◆ writing with a clear purpose using tone and language appropriately.

The majority of students (84%) were graded at band 3 and above. This means that most government school students could successfully undertake a range of tasks including:

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

Percentage of Government School Candidates in each School Certificate Band, 1998

Band	Percentage
English - literacy	
1 (low)	4%
2	12%
3	26%
4	31%
5	22%
6 (high)	5%
Mathematics	
1 (low)	6%
2	24%
3	28%
4	24%
5	14%
6 (high)	4%

In the 1998 School Certificate Mathematics examination, 42% of students were graded at band 4 and above. These students could successfully undertake a range of tasks including:

- ◆ communicating substantial mathematical knowledge and skills such as recalling and using geometrical facts and properties
- ◆ displaying competency in number skills by calculating with integers, decimals, fractions and percentages
- ◆ choosing appropriate strategies in solving familiar problems such as those involving area, volume and statistics.

In 1998, 70% of students were graded at band 3 and above. This means that most government school students could successfully undertake a range of tasks including:

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

School Certificate grading system

In the first term of 1998, departmental staff implemented stage one of the new School Certificate grading system. The first stage involved introducing course performance descriptors to grade student performance, designing quality assessment tasks and providing training and development for secondary teachers in relation to the changes to the School Certificate, particularly school staff responsible for implementing the new School Certificate and head teachers of English, mathematics and science.

This year, students were provided with a clear and detailed statement of their achievements in all subjects, determined in reference to the new course performance descriptors, including the results of both the reference tests and school assessments. These reports on students' results are designed to assist students, parents and teachers to have a more comprehensive picture of each student's skills and knowledge. Departmental staff produced a guide to the new School Certificate for employers, to help them to understand the changes to this qualification.

An evaluation of the first phase of the implementation indicated that the action taken was timely and that the changes were understood. However, it also found that teachers needed further training in designing quality assessment tasks, and that graded examples of student work should be developed to ensure assessment is consistent in schools.

Statewide network to support the School Certificate

In stages two and three of the implementation of the new School Certificate, departmental staff developed models of 'rich' assessment tasks for English, mathematics and science; developed student work samples corresponding to these assessment tasks; trained teachers to assign grades using the course performance descriptors; and established a statewide network of local interest groups to support the implementation of the changes to the School Certificate.

In stage two, which took place in second term, teachers in 30 trial schools worked with mentors from Macquarie University, the University of Western Sydney, and the Melbourne Catholic University, to produce models of 'rich' assessment tasks in English, mathematics, and science; and school-based learning models for designing these assessment tasks. As a result, 3,000 folders of school-based assessment materials were distributed to secondary schools.

In stage three, which was implemented in third term, the same teams developed annotated student responses to the assessment tasks, and training packages for school facilitators. Staff then distributed 3,000 packages of the student responses to secondary schools, and 120 training packages.

A network of local interest groups was established by teams comprised of liaison officers from the Board of Studies, training and development/curriculum coordinators from government school district offices, and representatives from catholic and independent schools. Each local interest group is composed of the government and non-government schools in the local area. A total of 51 local interest groups were established; 120 school-based experts were trained to manage local events; 1,744

teachers attended 150 events staged by local interest groups across the state; and teleconferences were organised for groups located in isolated schools.

An evaluation of this strategy indicated a very high level of satisfaction with these local events. Parents of all students in Years 7, 8 and 9 were invited to community information seminars on the new School Certificate. In addition, departmental staff conducted 140 seminars across the state in August and September.

Higher School Certificate

In 1998, a total of 65,097 students, including 39,829 government school students sat the Higher School Certificate (HSC). This figure represents 2,629 students more than the candidature in 1997 and the highest candidature to date. In 1998, students undertook examinations in 165 different HSC courses.

Higher School Certificate enrolments

The pattern of students study of government school students across the learning domains has remained fairly consistent for the last three years with a slight gradual increase in the personal development, health and physical education; and technology and applied studies areas; and a slight decrease in science subjects.

The study load profiles of females and males have remained relatively stable over the past three years with girls taking more units in Creative Arts; Human Society and Its Environment; Languages; and Personal Development, Health and Physical Education; and boys taking more units of Mathematics; Science; and Technology and Applied Studies.

HSC Enrolments in Government Schools: Load in Learning Domains, 1996-1998

Learning Domain	Percentage of Total Study Load		
	1996	1997	1998
Creative Arts	6.7	7.1	7.1
English	17.6	17.5	17.5
Human Society and Its Environment	23.8	23.3	22.9
Languages	2.6	2.5	2.5
Mathematics	18.9	18.8	18.7
Personal Development, Health and Physical Education	5.4	5.7	6.0
Science	12.8	12.3	12.1
Technology and Applied Studies	12.2	12.8	13.2

Government School Student Enrolments in Board Developed HSC Courses with at Least 300 Students, 1996-1998					
Learning Domain		1996	1997	1998	% change 1996-98
Creative Arts	Drama 2 unit	1768	1953	2014	13.9
	Music(Board) Course 1, 2 unit	1669	1744	2114	26.7
	Visual Arts 2 unit	3141	3439	3555	13.2
	Visual Arts 3 unit	2378	2332	2357	-0.9
English	Contemporary English	12934	12898	13806	6.7
	English (General) 2 unit	17129	16663	17392	1.5
	English 2 unit	2984	3544	3415	14.4
	English 3 unit	921	844	824	-10.5
Human Society and its Environment	Aboriginal Studies 2 unit	584	432	486	-16.8
	Ancient History (Personalities & Times)	1790	1971	2199	22.8
	Ancient History 2 unit	1633	1933	1984	21.5
	Ancient History 3 unit	896	896	976	8.9
	Business Studies 2 unit	5635	6080	6607	17.2
	Business Studies 3 unit	1699	1710	1699	0.0
	Economics 2 unit	2871	2451	2423	-15.6
	Economics 3 unit	1112	846	795	-28.5
	General Studies	10272	9649	9060	-11.8
	Geography 2 unit	3402	3472	3598	5.8
	Geography 3 unit	1421	1194	1096	-22.9
	Legal Studies 2 unit	4172	4038	4132	-1.0
	Legal Studies	1100	975	914	-16.9
	Modern History (People and Events)	2548	2345	1945	-23.7
	Modern History 2 unit	2183	2186	2885	32.2
	Modern History 3 unit	1058	1059	938	-11.3
	Society & Culture 2 unit	1322	1456	1455	10.1
	Society & Culture 3 unit	480	396	379	-21.0
Languages	French Z 2 unit	300	192	325	8.3
	French (General) 2 unit	209	272	328	56.9
	Japanese 2 unit	527	592	551	4.6
Mathematics	Mathematics in Practice 2 unit	3826	3982	4508	17.8
	Mathematics in Society 2 unit	14439	14962	15803	9.4
	Mathematics 2 unit	9110	8847	8873	-2.6
	Mathematics 3 unit	4683	4328	4447	-5.0
	Mathematics 4 unit	1337	1327	1284	-4.0
Mathematics		33395	33446	34915	4.6
Personal Development, Health and Physical Education	Life Management Studies 2 unit	1534	1622	2197	43.2
	Life Management Studies 3 unit	574	566	614	7.0
Science	Personal Development Health and PE	5303	5479	5685	7.2
	Biology 2 unit	8330	8280	8582	3.0
	Chemistry 2 unit	5875	5693	5887	0.2
	Physics 2 unit	5531	5400	5584	1.0
	General Science	1345	1374	1335	-0.7
	Science for Life 2 unit	3146	2651	2558	-18.7
Technological and Applied Studies	Agriculture 2 unit	1044	1131	1124	7.7
	Computing Studies (General)	2594	3267	3654	40.9
	Computing Studies 2 unit	3925	3730	3929	0.1
	Computing Studies 3 unit	841	932	1030	22.5
	Engineering Science 2 unit	1118	926	905	-19.1
	Industrial Technology 2 unit	0	663	1585	new course in 1997
	Industry Studies - Hospitality	582	736	1021	75.4
	Food Technology 2 unit	2265	2066	2169	-4.2
	Food Technology 3 unit	378	304	318	-15.9
	Design and Technology 2 unit	2788	2522	2105	-24.5
	Design and Technology 3 unit	326	292	313	-4.0
	Applied Studies 1 unit	662	777	684	3.3
	Textiles & Design 2 unit	430	343	311	-27.7
Total number of students enrolled		37480	38199	40051	6.9

From 1996 to 1998, the key trends in government school students' enrolments in HSC courses developed by the Board of Studies (with at least 300 students) were as follows:

- ◆ Enrolments in 3 unit courses decreased markedly (except in Computing Studies) while enrolments in 2 unit courses increased.
- ◆ Enrolments in Computing courses grew by some 41% in the 2 unit General course and 23 % in the 3 unit course. Increased enrolments were also evident in Hospitality courses while enrolments decreased in Design and Technology, and Textiles and Design courses.
- ◆ The pattern of enrolments in 2 unit courses changed in some subject areas. In Modern History, decreased enrolments in the Peoples and Events course was almost offset by increased enrolments in 2 unit Modern History. In Mathematics, decreased enrolments in 2 unit Mathematics were accompanied by increased enrolments in Mathematics in Practice and Mathematics in Society.

Higher School Certificate results

In 1998, more than seven out of ten government schools and colleges were represented on the NSW HSC merit list. This indicates the depth of achievement by students in government schools across the state. Some of the other highlights of the 1998 HSC merit list included the following:

- ◆ Of the 12 schools that had more than 100 appearances on the merit list, nine were government high schools.
- ◆ Of the 156 courses examined, 77 students from government high schools and colleges came first or equal first.
- ◆ Of the 13 schools with more than one student who achieved more than 90% in 11 units, eight were government high schools, three of which were comprehensive.
- ◆ James Ruse Agricultural High School was the best performing school in the state.

In addition, 46 of the 99 students on the 1998 NSW HSC achievers list were from government high schools.

Additional information on the results of the Higher School Certificate is published by the accrediting authority, the NSW Board of Studies. The results of the Higher School Certificate are also reported in the Minister's Report to Parliament as required under the Education Act, 1990. The Universities Admission Index is calculated under the auspices of the NSW Vice-Chancellors Conference and released by the Universities Admissions Centre.

The new Higher School Certificate

The State Government is reforming the HSC to make it fairer and to better prepare students for their future. Under the new curriculum structure, the majority of courses will be offered as 2 unit courses. However, the educational standards currently expected in 2 or 3 unit courses will be incorporated into these new courses. The new HSC will be introduced for Year 11 students in 2000. Key reforms to the HSC include:

- ◆ abolishing the Tertiary Entrance Rank (TER) and replacing it with a confidential University Admissions Index (UAI)
- ◆ providing students with individual reports that describe their knowledge, competence and achievements in each subject
- ◆ providing examination marks out of 100 for each subject studied, with 50 being the minimum standard, which will be graded against six bands that have clear and explicit standards
- ◆ providing a broader range of vocational education subjects that are fully recognised by industry, vocational education and training authorities and universities, in targeted industry areas expected to sustain long-term jobs growth (for example, information technology, tourism and hospitality, and business studies)
- ◆ combining existing 'advanced' courses in order to challenge and test all students
- ◆ allowing capable students to undertake additional, more demanding study in English, mathematics, history, vocational education and training, and other selected subjects.

In late 1998, departmental staff conducted 140 community information seminars on the new Higher School Certificate for the parents of all students in Years 7, 8 and 9. These seminars were held in conjunction with those on the new School Certificate mentioned above. Over 20,000 parents attended the seminars. In addition, members of the Board of Studies conducted statewide information sessions for teachers who will be implementing the new HSC.

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 1998, 40 students from throughout the state received the award.

Minister's Awards for Excellence in Student Achievement

Heather Barnes	Kotara High School	Academic results and student welfare
Carmen Charlier	Macintyre High School	Public speaking, drama, debating and community work
Mia Dartnell	Mt View High School	Leadership and aerobics coaching
Stuart Donaldson	Ulladulla High School	Music, science and leadership
Stacey Doyle	Casino High School	Sport and leadership
Matthew Egan	Lake Illawarra High School	Academic results, sport, leadership and community work
Kurt Fearnley	Blayney High School	Basketball, athletics and leadership
Matthew Francis	Koorringal High School	Academic results, drama, music, debating and leadership
Raymond French	Tumut High School	Role model for class members
Janine French	Courallie High School	Leadership, academic results, sport, cultural activities, community work
Samantha Gibbs	Manly High School	Academic results, sport, creative arts and leadership
Jane Goldsmith	Port Macquarie High School	Academic results, cultural activities and sport
Bianca Gould	Eden Marine Technology HS	Leadership and public speaking
Mary Gresser	Gloucester High School	Academic results
Suzanne Hardiman	East Hills Girls Technology HS	Academic results and leadership
Todd Hawken	Blaxland High School	Academic results, public speaking, debating and performing arts
Meredith Lake	Asquith Girls High School	Academic results and leadership
David Lange	Picton High School	Leadership and administration
Renai Lemay	Broken Hill High School	Sport, public speaking, leadership and information technology
David McNamara	Finley High School	Academic results, music and leadership
Kimberley Meyer	Billabong High School	Academic results, sport, leadership and community work
Nicholas Miller	Balgowlah Boys High School	Music and academic results
Jackie Oong	Beverly Hills Girls HS	Leadership and school community work
Kate Outram	Bathurst High School	Creative and performing arts, and academic results
Robin Patrick	Carlingford High School	Academic results, leadership, music and public speaking
Daniel Peade	Kiama High School	Academic results and leadership
Amy Priestley	Parramatta High School	Cultural activities and sport
Dara Read	Sydney Girls High School	Leadership and community work
Philip Reid	Glendale Technology High School	Leadership and water polo
Bronwen Simpson	Sydney Secondary DEC	Leadership and innovative work for people with impaired vision
Kate Simpson	St George Girls High School	Academic results, leadership and school community work
Chris Smith	Dunedoo Central School	Academic results, cultural activities and sport
Martin Smith	Whitebridge High School	Leadership and sport
Rebecca Stanton	Alstonville High School	Academic results, sport, cultural activities and leadership
Dianna Thomas	Koorringal High School	Sport, drama and environmental activities
Lidia Tjasmana	Moorefield Girls High School	Academic results, sport, cultural activities and leadership
Carla Uebergang	Inverell High School	Academic results, leadership and school community work
Anita Watson	Malvina High School	Sport, cultural activities and leadership
Caitlin Whale	Maclean High School	Academic results, public speaking, debating and music
Lauren White	James Ruse Agricultural HS	Leadership, academic results, public speaking and cultural activities
Gareth Williams	Homebush Boys High School	Leadership, charity work, environmental activities and political activism

DEC - Distance Education Centre

HS - High School

TAFE NSW

The NSW TAFE Commission (known as TAFE NSW) provides the majority of publicly-funded vocational education and training in NSW. In 1998, TAFE NSW continued to respond to the needs of industry, the community and individuals by providing a range of vocational education and training services including face-to-face courses using competency-based curricula, courses delivered by flexible modes, and skills recognition



Student enrolments in TAFE NSW tourism and hospitality courses continued to grow substantially during the year in order to meet the needs of the industry. A typical hospitality class at Nowra Campus, Illawarra Institute of Technology, is shown on the left.

services. TAFE staff also made an important contribution to the training effort for the Sydney 2000 Olympic and Paralympic Games.

Student outcomes

Student enrolments

In 1998, a total of 427,517 students enrolled in TAFE NSW - an increase of 10,198 or 2.4% since 1996. From 1996 to 1998, there was substantial growth in enrolments in the following industry areas: tourism and hospitality (46%); arts, entertainment, sport and recreation (20.3%); science, technical and other (19.7%); and computing (12.6%). Enrolments in food processing, and transport and storage increased by around 68% and 30% respectively over this period but this is off a small base.

From 1996 to 1998, enrolments decreased in the following industry areas: textiles, clothing, footwear and furnishings (-39.9%); automotive (-18%); communications (-16.6%); engineering and mining (-12.4%); and primary industry (-10.7%).

Riverina Institute (15.5%), Western Institute (8.3%) and Western Sydney Institute (8.3%) recorded the highest percentage growth in enrolments from 1996 to 1998. Distance education enrolments in the Open Training and Education Network (OTEN) grew from 29,998 in 1996 to 31,956 in 1998, an increase of 6.5%.

Enrolments by ANTA Industry Area, 1996-1998⁽¹⁾

ANTA Industry Area	Enrolments			% change
	1996	1997	1998	1996-1998
Arts, Entertainment, Sport & Recreation	9,935	11,282	11,956	20.3
Automotive	16,164	15,030	13,260	-18
Building & Construction	25,797	24,539	25,004	-3.1
Business & Clerical	61,113	63,021	64,080	4.9
Communications	2,295	2,240	1,914	-16.6
Community Services, Health & Education	24,573	24,944	25,796	5
Computing	41,328	44,675	46,529	12.6
Engineering & Mining	31,911	31,774	27,949	-12.4
Finance, Banking & Insurance	8,930	8,939	8,961	0.3
Food Processing	2,122	3,237	3,563	67.9
General Education & Training	88,285	85,545	82,778	-6.2
Primary Industry	20,676	16,801	18,469	-10.7
Process Manufacturing	615	599	611	-0.7
Sales & Personal Service	12,003	11,835	12,360	3
Science, Technical & Other	14,420	17,389	17,255	19.7
Textiles, Clothing, Footwear & Furnishings	7,897	5,303	4,743	-39.9
Tourism & Hospitality	26,364	34,211	38,483	46
Transport & Storage	3,116	3,430	4,059	30.3
Utilities	19,775	19,656	19,747	-0.1
Total	417,319	424,450	427,517	2.4

⁽¹⁾ ANTA - Australian National Training Authority

Enrolments by Institute 1996-98				
Institute	Enrolments			% change
	1996	1997	1998	1996-1998
Hunter Institute of Technology	47,601	48,747	46,017	-3.3
Illawarra Institute of Technology	30,432	33,975	32,466	6.7
New England Institute of TAFE	19,028	17,744	17,097	-10.1
North Coast Institute of TAFE	29,571	29,359	31,242	5.7
Northern Sydney Institute of TAFE	42,462	43,399	43,945	3.5
Riverina Institute of TAFE	21,907	22,885	25,309	15.5
South Western Sydney Institute of TAFE	44,230	43,361	45,930	3.8
Southern Sydney Institute of TAFE	41,434	42,086	41,112	-0.8
Sydney Institute of Technology	50,174	49,864	46,963	-6.4
Western Institute of TAFE	25,641	24,943	27,764	8.3
Western Sydney Institute of TAFE	34,841	36,789	37,716	8.3
Open Training and Education Network (OTEN)	29,998	31,298	31,956	6.5
Total	417,319	424,450	427,517	2.4

The total number of Equivalent Full-Time Students (EFTS) declined by 2.3% from 120,028 in 1996 to 117,244 in 1998, indicating that in 1998 more students enrolled in shorter courses, or enrolled in fewer modules than in 1996.

From 1996 to 1998, the industry areas with the most significant growth in EFTS were science, technical and other (26.1%); computing (22.8%); and transport and storage (14.7%). EFTS declined in the textiles, clothing, footwear and furnishings (-34.8%); communications (-19.9%); and engineering and mining (-13.1%).

Equivalent Full-Time Students (EFTS) By ANTA Industry Area 1996-1998⁽¹⁾				
ANTA Industry Area	EFTS			% change
	1996	1997	1998	1996-1998
Arts, Entertainment, Sport & Recreation	4,626	4,987	5,162	11.6
Automotive	3,891	3,722	3,267	-16
Building & Construction	8,966	8,696	8,580	-4.3
Business & Clerical	18,630	19,011	18,531	-0.5
Communications	879	834	704	-19.9
Community Services, Health & Education	8,631	8,946	9,013	4.4
Computing	7,464	8,606	9,162	22.8
Engineering & Mining	8,029	7,946	6,981	-13.1
Finance, Banking & Insurance	2,104	2,007	1,952	-7.2
Food Processing	595	878	984	65.4
General Education & Training	30,229	28,901	26,665	-11.8
Primary Industry	4,124	4,060	4,378	6.2
Process Manufacturing	132	121	127	-3.5
Sales & Personal Service	2,765	2,824	3,020	9.2
Science, Technical & Other	2,576	3,544	3,248	26.1
Textiles, Clothing, Footwear & Furnishings	2,721	1,961	1,774	-34.8
Tourism & Hospitality	7,613	8,195	8,168	7.3
Transport & Storage	492	536	565	14.7
Utilities	5,562	5,386	4,963	-10.8
Total	120,028	121,161	117,244	-2.3

⁽¹⁾ ANTA - Australian National Training Authority

Western Sydney Institute (12.1%) and Western Institute (6.8%) had the highest percentage growth in EFTS over the past three years.

Equivalent Full-Time Students (EFTS) by Institute 1996-1998

Institute	EFTS			% change
	1996	1997	1998	1996-1998
Hunter Institute of Technology	13,358	13,947	12,678	-5.1
Illawarra Institute of Technology	8,555	8,970	8,590	0.4
New England Institute of TAFE	4,082	4,018	3,788	-7.2
North Coast Institute of TAFE	7,772	7,764	7,782	0.1
Northern Sydney Institute of TAFE	14,463	14,820	14,214	-1.7
Riverina Institute of TAFE	5,022	5,067	5,128	2.1
South Western Sydney Institute of TAFE	13,190	12,429	12,901	-2.2
Southern Sydney Institute of TAFE	12,937	12,957	12,648	-2.2
Sydney Institute of Technology	17,984	17,089	15,164	-15.7
Western Institute of TAFE	5,573	5,845	5,951	6.8
Western Sydney Institute of TAFE	10,419	11,307	11,680	12.1
Open Training and Education Network (OTEN)	6,674	6,950	6,720	0.7
Total	120,028	121,161	117,244	-2.3

From 1996 to 1998, module completion rates remained around 90% and above in process manufacturing; food processing; and communications. In addition, the module completion rate in automotive continued to approach to 90%.

In 1998, the lowest module completion rates were recorded in general education and training (70.6%); finance, banking and insurance (73.8%); and transport and storage (76.2%).

Module Completion Rates by ANTA Industry Area 1996-1998⁽¹⁾

ANTA Industry Area	Module Completion Rates (%)		
	1996	1997	1998
Arts, Entertainment, Sport & Recreation	79.6	80	78.3
Automotive	86.4	87.9	88.7
Building & Construction	82.4	81.1	80.1
Business & Clerical	82.7	79.6	78.1
Communications	89.1	90.1	89.6
Community Services, Health & Education	84.9	82.9	84.6
Computing	84.4	82	81.6
Engineering & Mining	83.6	83	82.2
Finance, Banking & Insurance	69.1	75.2	73.8
Food Processing	89.4	90	92.2
General Education & Training	72.3	70.1	70.6
Primary Industry	81.1	82.2	82.1
Process Manufacturing	90.9	90.7	92.5
Sales & Personal Service	81.6	82.5	82.2
Science, Technical & Other	75	76.6	78.1
Textiles, Clothing, Footwear & Furnishings	78.3	81.7	78.7
Tourism & Hospitality	83.8	83	83.4
Transport & Storage	85.2	81	76.2
Utilities	84.1	83.7	82.8
Total	81.4	80.2	80

⁽¹⁾ ANTA - Australian National Training Authority

Graduate numbers

The total number of students graduating from TAFE NSW grew from 156,536 in 1996 to 174,487 in 1998, an increase of 11.5%. In 1998, the course areas with the highest number of graduates were general education and training (37,068 graduates); computing (23,894 graduates); business and clerical (21,834 graduates); and tourism and hospitality (19,986 graduates).

Over the past three years, The highest percentage increases in graduate numbers were recorded in tourism and hospitality (102.1%); science, technical and other (56.9%); transport and storage (53.6%); and business and clerical (25.8%). During the same period, marked declines in graduate numbers occurred in textiles, clothing, footwear and furnishings (-53.9%); process manufacturing (-35.3%); primary industry (-28.5%); automotive (-27.4%); and engineering and mining (-10.2%).

Graduate Numbers By ANTA Industry Area, 1996-1998⁽¹⁾

ANTA Industry Area	Graduates			% change
	1996	1997	1998	1996-1998
Arts, Entertainment, Sport & Recreation	3,073	3,091	3,080	0.2
Automotive	5,901	5,624	4,284	-27.4
Building & Construction	7,768	6,983	7,502	-3.4
Business & Clerical	17,354	20,337	21,834	25.8
Communications	655	669	645	-1.5
Community Services, Health & Education	8,210	7,949	7,223	-12
Computing	21,457	23,853	23,894	11.4
Engineering & Mining	14,014	14,690	12,578	-10.2
Finance, Banking & Insurance	2,035	1,515	1,991	-2.2
Food Processing	671	743	806	20.1
General Education & Training	32,466	34,530	37,068	14.2
Primary Industry	10,644	7,349	7,609	-28.5
Process Manufacturing	309	269	200	-35.3
Sales & Personal Service	4,394	4,434	4,260	-3
Science, Technical & Other	6,749	10,021	10,588	56.9
Textiles, Clothing, Footwear & Furnishings	2,928	1,591	1,349	-53.9
Tourism & Hospitality	9,887	16,367	19,986	102.1
Transport & Storage	1,372	1,535	2,108	53.6
Utilities	6,649	7,277	7,482	12.5
Total	156,536	168,827	174,487	11.5

⁽¹⁾ ANTA - Australian National Training Authority

Flexible delivery

TAFE NSW institutes continued to increase the flexibility of their delivery in order to meet the training needs of industry and the community. More training is now taking place at a time and in a location that suits learners and their employers, including delivery in the workplace. The Educational Services Divisions (ESDs) continued to revise courses to allow for multiple pathways and a range of delivery modes. ESD staff also provided professional development activities and guidelines to teachers on flexible delivery.

Increased number of courses delivered using flexible modes of delivery

During 1998, all TAFE NSW institutes continued to increase the number of courses and modules available by flexible modes of delivery. For example:

- ◆ Hunter Institute offered 92 courses that use flexible modes of delivery.
- ◆ Illawarra Institute's engineering and manufacturing flexible delivery centre at Shellharbour catered for over 520 students enrolled in about 40 courses.
- ◆ North Coast Institute now uses non-traditional delivery methods including mixed mode, flexible learning, self-paced learning, tutorials, workshops and workplace learning for at least 10% of all course modules.

- ◆ Northern Sydney Institute staff delivered over 50 courses in the workplace.
- ◆ South Western Sydney Institute offered 54 courses that were flexibly delivered in course areas including information technology, business office administration, wall and floor tiling, showcard and ticket writing, vehicle trades, mechanical engineering, fashion, community services, sport and recreation, and adult basic education.
- ◆ Sydney Institute offers full and partial flexible delivery modes in teaching areas including apparel manufacturing, textiles and footwear, industrial engineering, electrotechnology, LPG (automotive), maritime studies, panelbeating, spray painting and industrial coatings, architectural drafting, mechanical engineering trades, real estate, business and property valuation, architectural technology, English for speakers of other languages, English for academic purposes, literacy and numeracy, information technology, locksmithing, electrical trades, electrical wiring, telecommunications and data cabling, child studies, office administration, commercial cookery, fashion production, animal technology, Japanese and Chinese.
- ◆ Western Sydney Institute introduced mixed mode or flexible learning in courses including the Certificate III in Commercial Cookery in the Blue Mountains; the Advanced Diploma in Accounting at Baulkham Hills; the Certificate III in Information Technology at Baulkham Hills, Blue Mountains, Blacktown, Mt Druitt, Nepean and Richmond; mechanical engineering trades and traineeship courses and electronic trades courses at Mt Druitt; administration services courses at Baulkham Hills, Blacktown and Nepean; community services courses at Nirimba; and child studies and nursing courses, and the Fine Arts Diploma at Nepean College.
- ◆ Western Institute offered 153 courses and modules using flexible modes of delivery including 38 courses in the community services, health, and tourism and hospitality program areas and 28 courses in the primary industry and natural resources program areas.
- ◆ Illawarra Institute staff delivered the Certificate III in Local Government Operations to employees from the Snowy River Shire Council and the Cooma Monaro Shire Council. The course involved a combination of on- and off-the-job training using TAFE and council staff and facilities. Institute staff delivered training in waste water treatment to BHP employees using distance learning materials, on-site demonstrations, and seminar discussions. In addition, staff from Wollongong Campus developed and delivered safety, health and environmental committee training to 103 employees at Mt Isa Mines in Queensland.
- ◆ Northern Sydney Institute staff delivered courses in workplace communication and sea food handling for small businesses in the Manly area; and they also delivered training using modules from the Food Processing Certificate to operators at the Simplot food company in Ermington.
- ◆ Riverina Institute staff providing a range of workplace programs at the Rockdale Feedlot, between Leeton and Narrandera, and at Bunge Meats in Corowa.
- ◆ South Western Sydney Institute staff delivered workplace English language and literacy programs for employees of Tacca Plastics and Kirby Industries; and they delivered the Certificate III in Local Government at Campbelltown and Camden City Councils.
- ◆ Southern Sydney Institute delivered training in the workplace for employees of organisations such as South Metropolitan Waste Board, Cowra Council, Bev Pak. National Pak, Rockdale Council, Kogarah Council, Technology Solutions and HTH Winterthur. Lidcombe College staff delivered polymer processing modules on-site for local enterprises, Britax & Egerton and Pennicook Davison.
- ◆ Sydney Institute staff delivered on-site training in workplace assessment, occupational health and safety, industrial communications and estimating, for a range of companies including Nestlé, Streets, Florafoods, Print & Pack, Fairfax, the Royal Sydney Yacht Squadron, and the National Electrical Contractors Association.
- ◆ Western Sydney Institute staff delivered operator-level training from the Local Government Certificates I and II and workplace English language and literacy training for 30 indoor (clerical) and outdoor staff at Penrith City Council. Institute staff also delivered training modules in areas such as occupational health and safety, and specialised manufacturing techniques for 25 trainees and 88 employees at General Power Controls in Penrith. Some employees will complete TAFE certificate courses, while others will study only those modules that are relevant to their positions.

Workplace training

One of the most effective forms of flexible delivery is training in the workplace. In 1998, TAFE institute staff successfully negotiated with local industry to encourage more training in the workplace. Major achievements included the following:

- ◆ Hunter Institute staff delivered the Certificate in Local Government at Lake Macquarie City Council and Singleton Council.

Other innovative flexible modes of delivery

Institute staff continued to develop and introduce courses using innovative modes of flexible delivery to meet the needs of industry and the community. Key achievements in 1998 included the following:

- ◆ Hunter Institute staff delivered training to employees of Tomago Aluminium using workplace-based team development. Institute staff also developed and distributed a booklet on best practice in flexible delivery.
- ◆ Illawarra Institute developed the 'Novawarra Cooperative' program with the Novotel Northbeach Hotel to provide a simulated business environment using CD Roms, diagnostic computers, and live videotaping of equipment operation.
- ◆ New England Institute formed an alliance with Western and Illawarra Institutes to provide training in meat processing and inspection. This project electronically linked Gunnedah Campus in New England with campuses in Cooma, Mudgee, Orange and Inverell. Instruction is delivered to fit in with early morning starts, block-release programs and on-the-job training. Institute staff at Narrabri Campus combined small groups of retail students (undertaking Career Start traineeships) across several campuses so that a viable class could be formed. Staff created a virtual classroom by using audiographics and teleconferencing. The project received an ANTA Best Practice Award and is supported by industry and the Retail Industry Training Advisory Body.
- ◆ Northern Sydney Institute introduced flexible learning for full-time and part-time students in Information Technology at Meadowbank. Institute staff also established a flexible learning centre for students undertaking courses in English for speakers of other languages at the Northern Beaches Campus in Brookvale.
- ◆ OTEN staff introduced four additional modules in the Certificate IV in Information Technology (PC Support). It is now a completely online course with a virtual campus. In 1998, this program received an award from the Oracle Corporation in recognition of its pioneering contribution and Greg Webb, the teacher in charge, received the TAFE NSW Information Technology Teacher of the Year award. OTEN staff also trailed the delivery of several courses by satellite to students in western NSW.
- ◆ Riverina Institute staff trialed browser-based delivery of the Certificate in General Education for students at Albury Campus.

OTEN Students Make Cyberspace History

In an Australian first, three OTEN students made cyberspace history by completing their course, the Certificate IV in Information Technology (PC Support), via the Internet. The students only took 18 months to complete the three year course. They used educational resources on the Internet and communicated with teachers and other students via e-mail. They also attended six practical workshops.

Examples of Innovative Course Delivery in Western Institute

Over the past few years, Western Institute staff have established a range of innovative flexibly delivered courses that meet client's needs, improve student retention and completion rates, and maximise the use of TAFE resources. Four of these programs are outlined below.

Cattle care: This course provides training in quality assurance to international standards for cattle farmers. Institute staff deliver the training to groups of farmers on local farms at a time that suits each group. By 1998, 700 farmers had joined groups for this 'on farm' training.

Welfare courses: This initiative provides people living in rural and isolated areas with access to welfare courses, including those who require training to meet legislative requirements, wish to change career, or need initial training. Orange Campus has 120 students enrolled in welfare courses that are flexibly delivered. Students attend an orientation session and regular workshops, but they also use teleconferencing and print-based materials. In 1998, retention rates for these courses were around 80% to 90%. An evaluation of the flexibly delivered courses indicated high levels of student and teacher satisfaction.

Hairdressing trade: This initiative caters for hairdressing trade apprentices in Stages 1 and 2 who work in salons in isolated towns in the north west and central west of NSW. Apprentices had previously experienced extreme difficulties attending weekly classes in Dubbo. In 1998, apprentices completed practical tasks in the workplace using salon staff as workplace mentors, demonstration videos, and printed materials. Teachers visited

each of the students in their salon. The apprentices also maintained regular contact with teachers by telephone and attended two-day practical classes once a month in Dubbo. The course had a 100% completion rate and one student gained the highest overall mark in the institute for Stage 2 of the course. The course has become a model for other institutes. A course evaluation indicated very high levels of employer and student satisfaction. All the apprentices are currently employed in salons.

Word processor specialist/trainer course:

This course services isolated towns and regional centres across the institute. Students attend an initial orientation session and workshop at Dubbo Campus, and then use printed learning materials, work tasks on disk, e-mail, and telephone support. In 1998, the retention rate was very high and it is anticipated that 14 students will complete the 18-month course ahead of schedule, with some students already completing the course in six months.

- ◆ South Western Sydney Institute staff at Campbelltown College established a flexible learning centre that delivers commercial cookery, travel, and food and beverage courses. The centre has recorded high retention and completion rates, and high levels of student satisfaction. Students with literacy or learning problems are quickly identified and provided with individual or tutorial support, or they are referred to specialised classes.
- ◆ Sydney Institute staff developed and introduced a flexible learning package in automotive trades courses and a computer-aided flexible learning package in electronic trades courses.
- ◆ Western Sydney Institute staff piloted online delivery of courses in information technology, bricklaying and logistics.

TAFE NSW staff will continue to investigate and introduce new ways to deliver training, particularly those using interactive and online technologies; and to review existing course delivery patterns.

Sydney 2000 Olympic Games

TAFE NSW's mainstream provision continues to provide the majority of the training effort for the Olympics, especially in tourism and hospitality, building and construction, information technology, technical trades, business studies, languages and transport. In addition, in December 1997, TAFE NSW entered an agreement with SOCOG to become the Official Training Services Supporter of the 2000 Olympic Games. TAFE NSW overcame a strong field of Australian and international competitors to win the contract to manage the training

for 40,000 volunteers and 2,500 employees of SOCOG and Sydney Paralympics Organising Committee (SPOC). Volunteers will receive credit towards a TAFE qualification if they wish to continue their studies at TAFE. Major achievements by departmental staff in 1998 included:

- ◆ establishing a database of over 200 TAFE teachers who will implement the training
- ◆ delivering orientation and venue training for 738 volunteers in preparation for test events in sailing and wrestling in conjunction with SOCOG - over 80% of participants rated the quality of the training as either excellent or very good
- ◆ developing and delivering eight management training programs tailored to SOCOG and SPOC's specific needs to 267 employees of SOCOG and SPOC - over 80% of participants rated the training as high standard and relevant to their workplace demands
- ◆ assisting SOCOG and SPOC staff to develop procedural manuals, induction manuals and specific training programs.

TAFE NSW and Westpac staff conducted seminars for people involved in small to medium-sized businesses on the opportunities for billions of dollars in contracts for the supply of goods and services to the Olympics. The seminars focused on construction, fitout, procurement, licensing and concessions, subcontracting to Olympic partners, tourism, and Olympic-related events. The first seminar was held in Coffs Harbour at North Coast Institute in July. It was followed by seminars in Newcastle, Bankstown, Penrith, St George, Wetherill Park and western NSW.

Institutes also continued to provide training to support the Olympic effort. For example:

- ◆ Northern Sydney Institute staff provided training in the Certificate II in Hospitality Operations, and the Certificate III in Catering Supervision to multiskill 160 employees of Stadium Australia.
- ◆ Southern Sydney Institute staff completed on-site training for construction trainees working on the Olympic stadium.
- ◆ Western Sydney Institute completed on-site training and assessment for apprentices working for Multitplex at the Homebush site.

In 1999, TAFE NSW staff will undertake a range of important Olympics-related tasks including the following:

- ◆ trialing the training courses that will be delivered in 2000 to the 40,000 volunteers
- ◆ developing '2000 and Beyond' courses (to be known as Tourism 2000, Hospitality 2000, Languages 2000, Environment 2000 and Small Business 2000) and a Sydney 2000 phrase book
- ◆ training additional SOCOG and SPOC staff

- ◆ ensuring disability awareness is integrated in all training provided for the Sydney 2000 Olympic and Paralympic Games.

Skills recognition services

TAFE NSW institutes provide a range of services to assist people with unrecognised skills and/or previous learning to gain qualifications, articulate into higher qualifications, and gain promotions at work. In 1998, major achievements included the following:

- ◆ Hunter Institute staff processed 2,185 standard module exemptions through the institute's recognition centre.
- ◆ Sydney Institute established a recognition of prior learning centre at Ultimo Campus in late 1998. The centre will begin operating in 1999. In addition, electrical trades teachers developed an innovative program for people who require a single module to gain an electrical trades qualification.
- ◆ Western Sydney Institute staff granted non-standard exemptions for a total of 8,603 modules in all course areas which represents an increase of 54% in comparison with 1997.

Curriculum

Curriculum development and maintenance

In 1998, TAFE NSW offered 1,884 courses, 7% more than in 1997. Qualifications under training packages were introduced in institutes in late 1998 and they were the first such courses to be offered in NSW. By the end of 1998, TAFE NSW was registered to provide 50 qualifications from training packages in hospitality, tourism, meat, telecommunications, retail, administration, distribution and transport, horticulture, agriculture, and information technology (client support). In addition, 28 new commercial courses and products were developed in 1998.

Curriculum to support flexible delivery

ESD and TAFE institute staff developed a range of curricula and learning materials to support the flexible delivery of courses. For example:

- ◆ ESD staff and institute staff from New England, Southern Sydney and Northern Sydney developed resources to enable the delivery of the Tertiary Preparation Certificate and the Certificate in General Education on the Internet.
- ◆ ESD staff developed resources to support flexible delivery in a range of areas including automotive light and heavy vehicles, automotive vehicle repair, automotive vehicle refinishing and, boat and ship building, hospitality, biological sciences, food and beverage, and paramedical studies.
- ◆ ESD staff developed 85 high quality learning resources to support flexible learning in manufacturing and engineering courses.
- ◆ Staff at the National Fishing Industry Education Centre in North Coast Institute developed a distance education course in environmental studies for the HSC.
- ◆ Riverina Institute staff established a teaching and learning support project to develop course materials, learning resources and systems to increase flexible delivery within the institute, particularly delivery via the Intranet and Internet.
- ◆ Southern Sydney Institute staff developed new flexible learning packages and multimedia materials in electrical engineering, workplace training, information technology, and aeroskills.

Course accreditation and registration

Departmental staff streamlined accreditation procedures and issued a revised version of the 'Accreditation and Registration Procedures Manual' and associated guidelines in March. Later in the year, they also developed guidelines to assist ESD staff to register qualifications from training packages.

In 1998, 305 TAFE NSW courses were accredited and registered. The table below shows the number and award levels of these courses in relation to ESD program areas.

Accreditation and Registration of TAFE NSW Courses, 1998

Educational Division	Grad Dip	Grad Cert	Adv Dip	Dip	Cert IV	Cert III	Cert II	Cert I	Short courses	Training programs	Training packages	Total
Access	-	-	-	-	1	1	-	-	2	12	-	16
Business and Public Administration	1	-	3	3	7	8	5	1	1	7	10	46
Community Services, Health, Tourism and Hospitality	-	-	2	8	13	8	4	1	5	17	25	83
Construction and Transport	-	-	2	6	5	13	17	2	8	7	-	60
Information Technology, Arts and Media	-	-	-	4	8	6	4	-	1	2	5	30
Manufacturing and Engineering	-	-	4	3	7	7	8	1	3	6	2	41
Primary Industries and Natural Resources	-	-	1	2	4	2	5	-	3	4	8	29
Total	1	-	12	26	45	45	43	5	23	55	50	305*

* The total includes 49 courses registered under reciprocal arrangements.

Vocational Education and Training Services for Industry

The Department of Education and Training provides a range of vocational education and training services to industry including the provision of training programs to support industry skills needs, the administration of the apprenticeship and traineeship system, and the provision of recognition services and a range of associated programs to support vocational education and training in industry.

The department has developed industry training strategies for targeted industries including strategies to support the Sydney 2000 Olympic and Paralympic Games, the building and construction industry, the forestry industry, the coal mining industry, heavy plant operators, the pulp and paper industry and the wine industry.

The department also administers and promotes apprenticeships and traineeships. During the reporting period, major achievements included the development of a strategy to increase traineeships in the NSW public sector, and new arrangements for apprenticeships and traineeships with Qantas.

Industry programs

A range of industry programs, projects and strategies are managed to ensure a responsive and relevant vocational education and training system. Industry programs provide a key point of contact between industry and government and meet a range of industry training needs. Several industry programs are administered under competitive funding arrangements and are delivered by public and private training organisations.

Contracted training provision program

The Contracted Training Provision (CTP) program encourages the growth of a competitive and more diverse publicly-funded training market that is responsive to the needs of industry. This nationally-funded program provides opportunities for public and private training organisations to expand their delivery of vocational training to meet the state's emerging skill needs. The program targets people seeking employment in areas where there are identified skills gaps, and existing employees needing to upgrade their skills.

Traineeship training program

This program provides high quality, accessible training to all registered trainees in NSW. Trainees must be new entrants into the industry rather than existing employees. The program focuses on developing more flexible arrangements for training delivery. In 1998, the budget for this nationally-funded program was \$32,384,260. Notable achievements in 1998 included the local administration of the program through the department's eleven Industry Training Services Centres; the introduction of a student data system to assist in the collection of reliable data on traineeship training outcomes from training providers; and the introduction of new pricing and purchasing arrangements which allow more flexible training pathways and include additional resources to support disadvantaged groups.

Group training

Group training companies support growth in apprenticeships and traineeships by employing apprentices and trainees and placing them with host employers, particularly small businesses. In 1998 the

department funded 29 group training companies under a Commonwealth/State Government joint policy on group training.

In 1998, the department implemented a new national funding model for group training which encourages growth and rewards outcomes in targeted groups, industries and regions. Between July 1997 and July 1998, the number of apprentices and trainees employed under the joint policy arrangements increased by 26% from 4,821 to 6,055. The department expects further substantial increases in 1998/99. Recurrent funding increased from \$2.28 million in 1997/98 to \$3.28 million in 1998/99.

Enterprise Training Program

This program is a NSW Government initiative designed to assist enterprises and industry associations to establish training projects that help to address current and future skill shortages. This program supports innovative training initiatives which increase opportunities for participation in training, improve the relevance of vocational outcomes, establish training in sectors where little formal training has occurred in the past, and develop training solutions in sectors affected by technological change.

By the end of the 1998/99 financial year, the department will have funded 12 projects under the program in the manufacturing, metals and engineering, retail, process manufacturing, community services and health, electrotechnology, food, and heritage construction industry areas.

Industry Skills Program

This program is a NSW Government initiative which supports industry development projects to address current and future skill shortages. Priority is given to projects which address industry-wide training needs and promote competency-based training including the introduction of national training packages.

By the end of the 1998/99 financial year, the department will have funded 19 projects in industries as diverse as rural, fishing, mining, sport and recreation, wine, building and construction, tourism and hospitality, and water and waste water treatment. In addition, the program has funded projects to support the training needs of the Sydney 2000 Olympic Games including the development of training resources for bus drivers and swimming pool operators.

Industry Training Service Centres

In February 1998, the department established 11 Industry Training Services Centres across the state to provide a wide range of programs and services to employers, apprentices, trainees, training organisations and the community; and to increase local industry and community involvement in decision making and priority setting in vocational education and training.

Staff at these centres develop regional vocational education and training plans and administer a range of vocational education and training programs including the Contracted Training Provision program and Access programs; programs to support apprenticeships and traineeships; group training; and training programs for youth, mature workers, migrants, and Aboriginal and Torres Strait Islander peoples.

Industry Training Services Centres play a key role in regulating the apprenticeship and traineeship system in NSW and providing recognition services to industry and training organisations. The department's New Apprenticeships Centres are co-located with the industry training services centres and offer a coordinated service for employers, apprentices and trainees for the establishment and administration of apprenticeship and traineeship arrangements.

In 1998, staff in Industry Training Services Centres assisted 42,292 people and allocated \$51,931,219 in program funds. The majority of the funding (\$43,011,219) was used to provide industry training for 32,559 people. The remainder (\$8,920,000) was used to provide community-based programs and employment and training support for 9,733 youth and mature workers.

Industry Training Services Centres, 1998		
Type of program	Expenditure (\$)	Number of participants
Access Programs	1,957,218	1,719
Traineeship Training Program	15,706,572	11,915
Contracted Training Provision	20,517,912	11,836
Skills Gap	749,517	954
Group Training Companies	3,280,000	6,055
Disabled Apprentice Program	800,000	80
Mature Workers Program	3,000,000	4,537
Youth Programs	5,920,000	5,196
Total	51,931,219	42,292

Recognition services

The department offers skills recognition services in trade and vocational areas including the recognition of migrant skills and qualifications in NSW. For details on the department's Migrants Skills Strategy and achievements in relation to the recognition of migrant skills and qualifications see Chapter 2 'Access and Equity'.

The Vocational Training Board regulates apprenticeships and traineeships in NSW and monitors quality assurance of training arrangements under the *Industrial and Commercial Training Act*, on behalf of the department.

Skills recognition services

The department's Office of the Commissioner for Vocational Training provides opportunities for those people with trade skills and experience, but no formal qualifications, to have their trade skills assessed and formally recognised.

The Vocational Training Board considers applications to have trade skills assessed and formally recognised for trade certification. The applicant must have worked in a trade area for four years or more, or gained their skills and/or qualifications outside NSW. A certificate of proficiency is issued if the Board is satisfied that the applicant has the essential industry requirements including on- and off-the-job training. A craft certificate will be issued where the applicant has been employed in the trade for four years or more but has not completed or undertaken the required off-the-job training for that trade.

In 1998, the Vocational Training Board assessed 2,710 applications for trade recognition, and determined 2,106 referrals under the Act. Staff in Industry Training Services Centres assisted 8,190 people - staff answered 766 letters; dealt with 5,169 phone enquiries and 1,051 counter enquiries; and conducted 1,204 face-to-face interviews.

The Overseas Skills Advisory Service, which operates through the Sydney City and Southern Sydney Industry Training Services centres, provides information to migrants seeking assistance to use skills they gained overseas. Departmental staff provide advice to applicants and conduct information sessions for community groups and other government agencies. In 1998, 7,536 migrants

were given advice in 2,132 face-to-face interviews, 4,716 telephone calls and 688 letters.

Apprenticeships and Traineeships

In 1998, 12,751 people commenced apprenticeships and 7,402 completed apprenticeships. During the same period, 16,852 people commenced traineeships and 7,291 people completed traineeships.

Vocational Training Assistance Scheme

The Vocational Training Assistance Scheme is a state-funded program that assists apprentices and trainees. The table below shows the number of claims approved under the Vocational Training Assistance Scheme in 1998.

Claims Approved Under The Vocational Training Assistance Scheme In 1998		
Region	Number of claims	Cost (\$)
North West Region	18,842	1,556,984.80
South West Region	8,204	702,258.84
Metropolitan Region	850	57,897.84
Total	27,896	2,317,141.48

Apprenticeships and traineeships are declared as vocations in NSW by the Vocational Training Board under the *Industrial and Commercial Training Act 1989*. Each apprenticeship or traineeship is governed by a vocational training order that sets out the training requirements.

Vocational Training Orders Declared in 1998

Printing Services	Certificate II in Small Offset Printing Certificate II in Printing Services Certificate II in Printing Production Support Certificate II in Print Design
International Logistics	Certificate II in International logistics
Domestic Appliance Service	Certificate II in Domestic Appliance Serving
Retail Operations	Certificate II in Retail Operations Certificate III in Retail Operations Certificate II in Retail (Sales and Services Skills) Certificate II in Retail (Department Operations) Certificate III in Fresh Food Retailing (Franklins)
Transport and Storage	Certificate III in Transport and Storage (Road Transport) Certificate IV in Transport and Storage (Road Transport) Certificate II in Transport and Storage (Warehousing) Certificate III in Transport and Storage (Warehousing) Certificate IV in Transport and Storage (Warehousing)
Sport and Recreation	Certificate II in Sport and Recreation
Community Pharmacy Operations	Certificate II in Retail (Community Pharmacy Operations) Certificate III in Retail (Community Pharmacy Marketing/Supervision) Certificate III in Retail (Community Pharmacy Dispensary)
Horticulture	Certificate II in Horticulture Certificate III in Horticulture Certificate IV in Horticulture Certificate II in Horticulture (Arboriculture) Certificate III in Horticulture (Arboriculture) Certificate IV in Horticulture (Arboriculture) Certificate II in Horticulture (Floriculture) Certificate III in Horticulture (Floriculture) Certificate IV in Horticulture (Floriculture) Certificate II in Horticulture (Landscape) Certificate II in Horticulture (Nursery) Certificate II in Horticulture (Parks and Gardens) Certificate II in Horticulture (Turf Management) Certificate II in Horticulture (Production) Certificate III in Horticulture (Production) Certificate IV in Horticulture (Production)

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 NSW and require Ministerial approval and Government gazettal. These orders prescribe the nominal term of the apprenticeship or traineeship; the appropriate mix of on- and off-the-job training; and the course and national qualification to be undertaken. The following table lists the vocational training orders declared in 1998 and the callings granted interim registration.

Callings Granted Interim Registration In 1998

Aboriginal and Torres Strait Islander Health Traineeship Certificate III
 Business (Administration Traineeship) Certificate IV
 Health (Aboriginal and Torres Strait Islander Health Worker) Certificate III
 Information Technology (PC Support) Year 2000 Traineeship
 Production Horticulture Traineeship
 Property Management (Public Housing) Traineeship Certificate IV
 Seafood Handling
 Security (Guarding) Traineeship Certificate II & III
 Telecommunications Cabling Traineeship Certificate II
 Windows Manufacturing Traineeship
 Youth Work Traineeship

In 1998, the Vocational Training Board approved a declaration and amendment to the Rural Skills Calling, and approved a variation to Forest Product Operations.

NSW Training Awards

In September, the Minister announced the winners of the 1998 NSW Training Awards. The winners are listed in the table below.

NSW Training Awards, 1998	
Apprentice of the year	Rebecca Studer Rebecca is now in her final year of a Cookery apprenticeship. In 1998, she completed her studies at Ryde Campus in Northern Sydney Institute of TAFE.
Trainee of the year	Vinti Verma Vinti completed a Financial Services Traineeship through FutureStaff, a group training company, and she studied at Lorraine Martin College.
Vocational education student of the year	Claudio Di Bella Claudio completed an Associate Diploma in Mechanical Engineering at Campbelltown College, South Western Sydney Institute of TAFE.
Aboriginal and Torres Strait Islander student of the year	Trevor Prior Trevor completed a Diploma in Electrical Engineering at Wollongong Campus in Illawarra Institute of Technology by block release from the Snowy Mountains Hydro Electricity Authority.
Training provider of the year	Murrumbidgee College of Agriculture, Yanco The college delivers a range of VET courses in NSW and elsewhere in Australia, that are particularly responsive to the needs of rural communities and the agricultural industry. The college also won the inaugural National Indigenous People's Training Award in 1998 in recognition of its exceptional contribution to vocational education and training for Aboriginal and Torres Strait Islander peoples.
Employer of the year	NRMA NRMA is a large employer with about 6,000 employees working in finance, insurance and automotive mechanics. NRMA provides a range of training courses for its employees in areas such as core business training, supervisory and management skills, and interpersonal skills.
Small business of the year	Electroiversal Limited This firm is involved in the electronic repair of photocopiers. It is located in Tuggerah and employs 15 people. Training begins on the first day of employment and each employee learns the skills needed to successfully carry out their work.

In November, each of these winners represented NSW in their respective categories in the 1998 Australian Training Awards in Perth. They all performed extremely well in the national awards, particularly Trevor Prior who was named the 1998 Aboriginal and Torres Strait Islander Student of the Year, and Vinti Verma who was runner up in the Trainee of the Year category.

Training strategies and initiatives

Building and construction industry

In 1996, the NSW Government allocated \$10 million to the department to meet emerging training and reskilling needs in the building and construction industry in the lead up to the Sydney 2000 Olympic Games. The strategy aims to increase industry investment and involvement in training and to ensure the portability of credentials gained by workers who participate in this program. Priority is given to expanding the skills of current employees, updating the skills of those who previously worked in the construction industry, and providing pre-vocational training for the unemployed. The strategy was developed in consultation with industry, union and government representatives.

The department allocates funds, through a competitive tendering process, for short targeted courses to meet specific skill shortages identified through extensive industry consultation, and some longer courses to meet identified training needs in the construction industry. The program also incorporates 'Open Access' courses for people in equity target groups. Public and private training organisations registered with VETAB deliver the training. Key achievements in 1997 and 1998 included:

- ♦ funding 11,953 training places to address skills shortages
- ♦ delivering training in Homebush at the Olympic site, the Sydney CBD, and the Hunter, Central Coast, Illawarra and other regional areas
- ♦ delivering pre-vocational courses in areas such as construction work, carpentry and joinery, and bricklaying
- ♦ developing specialised literacy courses, and painting and decorating modules for women.

Coal mining industry

Since December 1996, around one-fifth of all jobs in the NSW coal mining industry have been lost due to the global economic downturn and increased competition in the remaining coal markets. The department assists displaced workers from the NSW coal mining industry to gain employment in other industries. Skills assessment and recognition is a critical area of need and resources are being developed through the Industry Skills Program. The department is also participating in activities which achieve effective integration of training with regional development opportunities.

Forest industry

In July 1998, the department developed the 'Training Strategy for the NSW Forest Industry 1998-2000' on behalf of the NSW Ministry for Forests and Marine Administration. The strategy provides \$15 million for training and related activities for existing and displaced workers as well as enterprises affected by the restructuring

in the NSW forest industry. It will focus on recognition of workplace competencies, reskilling and upskilling workers, and developing training plans for enterprises. Arrangements for the implementation of the strategy were finalised in September 1998 and since then the department has allocated more than \$800,000 to training for the NSW forest industry.

Heavy plant operators

In 1998, departmental staff undertook a review of heavy plant operator training in NSW to determine the need for training in this occupation and the most appropriate way of delivering such training. The review was undertaken in close consultation with key industry stakeholders and training providers. A draft report was completed in December. It makes recommendations regarding the streamlining of recognition arrangements and funding options which attempt to strike a balance between public funding and industry contributions to heavy plant operator training in NSW.

Pulp and paper mill industry

VISY Industries are establishing a pulp and paper mill at Tumut in NSW. Through the Industry Services Directorate and Riverina Institute of TAFE, the department in partnership with VISY Industries has developed a training strategy to support the skills development and training needs of this project. Under this \$1.5 million initiative, institute staff will train up to 600 people from south western NSW in construction, mill operations and forest management. In 1998, following consultation with VISY Industries and government agencies, the 'Training Strategy for VISY Industries Pulp and Paper Mill: Tumut, NSW' was developed and disseminated.

Wine industry

The wine industry is undergoing a period of rapid growth in NSW. To keep pace with this growth the wine industry needs to upgrade the skills of its existing workforce, including its casual workers. It also needs to provide a viable and sustainable career path to attract high quality people to the industry. In 1998, departmental staff developed a training strategy for the wine industry in consultation with representatives from the industry. This strategy aims to identify training needs in the industry and determine how these needs can be met to ensure that the industry maintains its skilled workforce and develops a skills base for the future.

In 1998, departmental staff successfully piloted five training programs in viticulture in high schools. In addition, the department funded two projects, through the industry skills program, to develop an induction course for casual workers in the wine industry, and to undertake a feasibility study on the training of workplace assessors and the use of group training companies to employ trainees in the wine industry.

Industry training strategy to support the Sydney 2000 Olympic and Paralympic Games

This strategy is oversighted by a working party comprised of representatives of key Olympic agencies, ITABs, relevant Commonwealth and State Government agencies, and key industry and vocational education and training organisations. The working party coordinates advice from industry on vocational training needs associated with Sydney hosting and conducting the 2000 Olympic Games, and identifies strategic means by which those needs can be met. Notable achievements in 1998 included:

- ♦ committing \$8,176,600 from the contracted training provision program to purchase approximately 10,000 training places in tourism and hospitality, transport, security, arts and entertainment, sport and recreation, and building and construction in 1999 and 2000
- ♦ establishing subgroups of the working party to monitor progress against the training strategy in tourism and hospitality, transport and Security and to report on other strategies being undertaken by industry to meet skills shortages
- ♦ establishing a disabilities group to oversee strategies associated with disability awareness training and training for people with disabilities.

Qantas training arrangements

Departmental staff worked closely with Qantas training staff during 1998 to develop a new set of arrangements for Qantas apprentices and trainees. These arrangements involve the establishment of a set of traineeships at levels II, III and IV of the Australian Qualifications Framework (AQF) which will be implemented in 1999. They will replace the current Qantas intake in aircraft maintenance apprenticeships. These new arrangements will provide more flexible training for Qantas technicians which will be jointly undertaken by teachers from Southern Sydney Institute and Qantas staff at the training facility at Kingsford Smith Airport. ESD staff, in collaboration with the state and national Manufacturing, Engineering and Related Services ITABs, negotiated these arrangements and developed appropriate training support materials.

NSW public sector traineeship strategy

In 1998, the department developed the NSW public sector traineeship strategy in collaboration with the Premier's Department and the Public Sector Management Office, and in consultation with the Public Service Association and the Labor Council of NSW. The strategy aims to increase the number of trainees in the NSW public sector to 2,000 by the year 2000. The strategy will promote a range of employment pathways as well as a range of traineeships outside the traditional clerical and administration areas. NSW Treasury approved funds for a \$5,000 wage subsidy for 150 trainee positions in rural and regional areas in 1999.

During the year, the first initiative was launched to promote sports traineeships in schools. Schools were asked to express interest in employing an elite athlete as a trainee in 1999. More than 50 schools responded.

New Apprenticeships Centres

In 1998, the department was awarded the largest contract in Australia to provide entry-level training support services to industry through New Apprenticeships Centres. The contract was awarded under the Commonwealth's Job Network and on 1 May 1998 the department commenced New Apprenticeships Centres at each of the eleven Industry Training Services Centres.

A total of 75 staff in the New Apprenticeships Centres provided support services to the employers of over 20,000 apprentices and trainees in 1998. These services include advice on apprenticeships and traineeships, assistance with recruitment strategies, assistance with the registration of apprentices and trainees, and the payment of Commonwealth incentives to employers and other supporting payments to apprentices and trainees.

Adult and Community Education

Adult and Community Education (ACE) colleges provide adults with access to relevant, effective and affordable opportunities for lifelong learning; develop preliminary vocational skills; and enhance community education services. The ACE program funds about 100 organisations to deliver local education and training opportunities in metropolitan and rural communities across the state.

Seventy major providers of adult and community education, together with a number of smaller community organisations, deliver programs at hundreds of venues throughout NSW. They use the classrooms, laboratories, studios, libraries and other specialist facilities in local schools, TAFE colleges and universities, their own premises, and local community venues. All organisations running ACE programs are owned and run by local communities and incorporated under the Associations Incorporated Act.

ACE providers offer a wide range of courses. These include business, technology, work skills, literacy, and a vast range of general education courses for adults such as languages, philosophy, arts and crafts, motor maintenance, gardening, health and fitness, cooking and music.

In 1998, the adult and community education program was allocated over \$13.4 million including \$3 million for language and literacy coordination, program delivery and professional development; and \$3 million for the delivery of accredited vocational education and training programs.

Student outcomes

Student enrolments

Annual enrolments range from several hundred in small rural centres to around 20,000 in the metropolitan community colleges and Workers Educational Association (WEA) centres. Enrolments in ACE have increased steadily. In 1998, there were close to 350,000 enrolments in adult and community education in NSW. Women constituted more than 70% of the enrolments in ACE courses, and those aged 30-39 and 40-49 years of age had the highest proportion of enrolments of all age groups. Enrolments in vocational programs (Streams 2100-4500) represented 45% of total enrolments.

Total Ace Enrolments and Student Contact Hours, 1996-1998				
	1996	1997	1998	% change 1997-1998
Enrolments	323,427	341,473	348,804	7.8
SCH	5,955,992	6,250,091	6,083,756	2.1

SCH - Student Contact Hours

From 1996 to 1998, the number of enrolments in ACE increased by 7.8% and total student contact hours increased by 2.1% over the same period. This indicates that many ACE providers are running shorter courses.

Major achievements

Major achievements in adult and community education in 1998 included the following:

- ♦ developing the ACE-TAFE Joint Strategic Plan, 1999-2000 and Strategic Directions in Research 1998-2000
- ♦ implementing a revised funding model for allocating recurrent funds to ACE providers on the basis of demographic data
- ♦ funding 24 projects involving the recognition of prior learning through a 'Life Experience Counts' course to more than 340 people, in partnership with the Local Community Services Association
- ♦ implementing a strategy to improve quality management practices and quality assurance processes in ACE (all providers began a self-assessment phase)
- ♦ developing a legal and financial accountabilities training program for community organisations
- ♦ developing a flexible delivery professional development program for ACE teachers.

National Art School

The National Art School is an independent school funded by the Department of Education and Training. The school has the longest continuing history of any public art educational institution in Australia, and it enjoys a national and international reputation for producing quality

graduates. The school's mission is to provide students with the skills and knowledge to become practising artists who have a broad awareness of cultural values.

Student outcomes

Student enrolments

Over the past three years, total student enrolments at the National Art School increased by more than 61%, from 465 students in 1996 to 750 students in 1998. Enrolments in Certificate courses declined as these courses are being phased out. During the same period, enrolments in advanced diplomas and the Bachelor of Fine Arts increased by almost 9%, from 291 in 1996 to 317 in 1998. In addition, enrolments in non-award fee-paying courses increased by over 21%, from 343 in 1997 to 417 in 1998.

National Art School: Enrolments, 1996-1998				
Educational Program	1996	1997	1998	% change 1996-1998
Certificates	174	58	16	-89.1%
Advanced diplomas and Bachelor of Fine Arts	291	325	317	8.9%
Non-award fee-paying courses	0	343	417	21.6%*
Total	465	726	750	61.3%

* This figure represents the percentage change from 1997 to 1998.

Graduate numbers

In 1998, 70 students graduated with either an Advanced Diploma in Fine Art or an Advanced Diploma in Ceramics.

Major achievements

The National Art School's key achievements in 1998 included:

- ♦ gaining accreditation from the NSW Higher Education Board for a Bachelor of Fine Arts degree for a period of five years commencing in 1999 (this degree will replace the Advanced Diploma in Fine Art and the Advanced Diploma in Ceramics)
- ♦ introducing a summer and winter school program for the general community
- ♦ expanding the short course program for fee-paying students
- ♦ piloting a program to offer support to 40 visual arts students in Year 11 in country areas by creating links with tertiary educational institutions so that these students could experience a university art school environment.

ACCESS AND EQUITY

The department is committed to principles of access and equity. During the reporting period, the department continued to implement initiatives to encourage increased participation and improved outcomes for people in targeted groups. This included assisting:

People living in rural and isolated communities

Indigenous peoples

Women

People from non-English speaking backgrounds

People with disabilities

People living in lower socio-economic communities

Unemployed people

Youth at risk and youth in the juvenile justice system

Inmates of correctional facilities

Rural Education

Schools

Initiatives for rural and isolated schools

Some 2,979 full time students and 158 pathways students were serviced through distance education. A total of 4,444 single course enrolments were also serviced through distance education in a variety of categories.

The Access Scholarships for Isolated Students Scheme was introduced in May 1998. Under the new scheme, 40 students in Years 9 to 12 living in geographically isolated areas wanting to enrol in a specialist secondary government school, or another government secondary for a special reason was eligible for a scholarship valued at \$1,560 per annum. Previously students living in isolated areas were only eligible to receive assistance under the Agricultural High School Boarding Scholarship Program to attend an Agricultural High School. Introducing this new scheme will provide direct assistance for isolated students to attend a wider range of government schools.

A successful research program throughout 1997 and 1998 resulted in the development of a satellite education project between the department and Telstra/GILAT. It has the capacity to provide the complex software and hardware necessary to service isolated and rural students.

Students in regional and rural NSW had access to the highest quality education. Rural education initiatives for school students provided:

- ◆ Support for Distance Education Centres through eight secondary and 11 primary centres
- ◆ The School of the Air

- ◆ The Open High School
- ◆ TAFE NSW's Open Training and Education Network
- ◆ The Living Away from Home Allowance
- ◆ The Year 11 and 12 Access Program
- ◆ Boarding scholarships for students attending agricultural high schools
- ◆ Access scholarships for students living in remote communities
- ◆ Support for isolated rural schools through the Country Assistance Program
- ◆ Isolated school grants

Students in country schools also benefited from the HSC Advice Line, the HSC Online, targeted literacy programs, additional computers, Internet access and teacher training.

Access to Languages via Satellite Programs

The department provides languages education for isolated students through a combination of satellite broadcasts and print and audio support materials. In 1998, these programs:

- ◆ provided all students in Years 3 to 7 with access to quality languages programs in Chinese (Mandarin) and Japanese
- ◆ enabled schools, particularly those in rural and remote areas of NSW, to provide languages programs
- ◆ enabled schools with existing languages programs to supplement and extend their programs
- ◆ supported teachers in the delivery of languages materials.

Additional materials for the continuity of language study from primary to secondary school and four levels of programs were completed in 1998. These programs involved approximately 200 hours of satellite television broadcasts and the equivalent in print and audio support materials. In 1998, around 200 schools were enrolled in the programs and 20,000 students in NSW were provided with access to languages study via satellite.

An evaluation of the program involving students, the community and schools confirmed that the programs and the innovative mode of delivery successfully provided:

- ◆ access and equity for isolated and country students
- ◆ wider curriculum offerings for rural students
- ◆ high quality resource materials which enhance classroom teaching practice
- ◆ motivation through the use of technology fostering interest and enjoyment in language learning.



TAFE NSW institutes cater for a diverse range of industry needs in rural areas, including those of primary industries. The wine industry is a relatively new but buoyant industry. Students involved in a viticulture course provided in Western Institute of TAFE are pictured above.

TAFE NSW

Participation and outcomes of rural students

Enrolments by students from rural areas in TAFE NSW courses has increased significantly since 1996. From 1996 to 1998, Riverina Institute (15.5%), Western Institute (8.3%) and Western Sydney Institute (8.3%) recorded the highest percentage growth in enrolments. Western Institute (6.8%) also had the highest percentage growth in equivalent full-time students (EFTS) over the past three years.

Enrolments in the Open Training and Education Network (OTEN) grew from 29,998 in 1996 to 31,956 in 1998, an increase of 6.5%.

Hunter Institute (85%) and Riverina Institute (84.1%) had the highest module completion rates in rural NSW in 1998.

Rural Education Strategy

TAFE NSW's rural education strategy was developed to improve access to vocational education and training for people in rural and isolated communities through a range of initiatives. Major achievements in 1998 included the following:

- ◆ New facilities valued at over \$30 million were completed at Bathurst, Coffs Harbour, Wagga Wagga, Kingscliff, Wollongbar, Blue Mountains, Port Macquarie and Scone. These projects will enhance training opportunities in rural studies, building and construction, tourism and hospitality, and business studies in country NSW.
- ◆ Access for rural people to TAFE courses was improved through the increased use of technology and mixed mode strategies.
- ◆ Additional access centres were established including two in Western Institute, at Parkes and Bourke Campuses. The centres have computers, audio

graphics, audio conferencing, fax and Internet facilities.

- ◆ During 1998, Riverina Institute expanded the range of courses available to students in rurally isolated areas through its Open Learning Centres.
- ◆ The connection of all rural TAFE NSW libraries to the state network of over 1.5 million items was completed, with Charlestown campus coming online in April.
- ◆ Support for country students, teachers and communities was enhanced by the establishment of the new OTEN-Distance Education Directorate. Isolated students can gain access to TAFE resources through OTEN.
- ◆ OTEN staff used video-conferencing technology to teach students in several schools simultaneously.
- ◆ OTEN continued to implement new initiatives involving technology to provide further assistance to people in rural communities, particularly via the Internet. For example, an Internet home page that links information, learning resources and a message board was established to enable students to interact and exchange information.
- ◆ TAFE staff continued to develop new courses specifically for rural industries. In 1998, these included kangaroo harvesting for pet food, viticulture, pests, diseases and weeds, pesticides and health, chainsaw operations and seafood handling.
- ◆ OTEN set up partnerships with organisations that were linked with rural areas to enhance its vocational education and training programs and services. For example, a training partnership was established with the NSW Fire Brigades, the Rural Fire Service and the ACT Fire Brigade to deliver firefighting courses throughout Australia.
- ◆ In November, Western Institute sponsored a national conference on TAFE in rural and isolated areas. The conference was attended by 95 national delegates.

An Example of the Success of Local Rural Initiatives

Western Institute increased participation rates in courses related to primary industries and natural resources. Around 13,000 farmers and rural workers participated in modules from certificate to diploma level courses. There was significant growth in equity group participation - 25% of the institute's enrolments were in Aboriginal, Disabilities and Outreach programs. In addition, a total of around 2,500 Aboriginal people enrolled in Western Institute which was 10% of the institute's total enrolments and the highest number of Aboriginal and Torres Strait Islander students in any institute.

Aboriginal Education

Schools

Programs and support services for Aboriginal students

In 1998 the department employed a variety of support staff for Aboriginal students. These were:

- ♦ 28 Aboriginal Education Resource Teachers to support individual students under the Aboriginal Early Language Development Program
- ♦ 312 Aboriginal Education Assistants who provided a range of education support and liaison activities within schools, preschools and community care schools
- ♦ 30 Aboriginal Community Liaison Officers, who developed links between schools, communities and Aboriginal Students and their families
- ♦ 10 Aboriginal Education Consultants who provided support and advice in the teaching of Aboriginal students
- ♦ 11 Education Officers (Aboriginal Community Support) who worked on a range of student welfare issues.

The eight preschools in Aboriginal communities provided effective programs in literacy, numeracy and social development for students. Anecdotal evidence from teachers in the primary schools to which these preschools were attached indicated that the students who had attended preschool were better prepared for school than those who had not had access to pre-school education. Since the establishment of these preschools, the number of Aboriginal students attending has increased, as have the numbers of Aboriginal parents involved.

In 1998 the department established an additional pre-school at Nowra East Public School. This preschool had developed strong links with the Aboriginal community through the Aboriginal Education Assistant and the Aboriginal advisory committee

A further 800 schools joined the 600 NSW primary and secondary schools already involved in the Aboriginal Education Policy training and development resource program. The participation of Aboriginal community members in the design, writing, delivery and evaluation of Aboriginal studies and perspectives programs in schools was encouraged and enhanced during the year by the attendance of Aboriginal people at meetings and courses

The support video, 'It's About Time, It's About Change And It's About Time', was awarded two international gold awards in 1998, one in the category, 'Education - Adult Audience', and the second in the category, 'Cultural Issues'.

The Anaiwan Enrichment Project in Armidale District

The Armidale District piloted the Anaiwan Enrichment Project. This initiative assisted schools to identify Aboriginal students with significant potential in a range of areas and to link them with in-school support and mentors from the community and across the state. Evaluations of the Anaiwan Enrichment Project concluded that participating students were more confident, more competent in the use of e-mail (with a commensurate improvement in literacy skills), and were keen to emulate the example set by their mentors.

Aboriginal Literacy Strategy

The Aboriginal Literacy Strategy supplemented activities under the State Literacy Strategy with a suite of programs tailored to the varying needs of Aboriginal students. It included support programs targeting:

- ♦ Aboriginal students in the preschool and early years
- ♦ the literacy needs of Aboriginal students at crucial transition points during their schooling
- ♦ the use of innovative methodologies to address the literacy needs of Aboriginal students
- ♦ staff in gaining the skills needed in working with Aboriginal students in literacy through training and development programs.

As a result of the strategies there was an increase in the proportion of Aboriginal pre-schoolers who satisfied expectations of readiness for primary school literacy. Aboriginal pre-schoolers and non-Aboriginal pre-schoolers are now meeting expectations of readiness at the same rate (80%).

Literacy outcomes for Aboriginal school students followed the overall trend for all students in 1998, with a very slight decrease in the Year 3 BST results.

Walgett Community of Schools project

The Walgett Community of Schools project commenced in May 1998 following a visit to the community by the Director-General. A process of community consultation and involvement resulted in a final proposal being implemented by the Department of Education and Training. This involved the establishment of a Cultural and Education Centre. The centre's role is to assist with the delivery of culturally appropriate programs and to provide additional assistance for students exhibiting learning or behavioural difficulties. It will also assist teachers with the development of Individual Education Programs for some students.

The centre will be staffed by a principal education officer with a special education background and two classroom teachers. In addition, a senior education officer will be

appointed to ensure better coordination of local and State Government services in the Walgett community relating to student welfare. The project will be evaluated in three years.



Student Performances during National Aboriginal and Torres Strait Islander Week held at Martin Place, Sydney in July 1998.

Findings on Aboriginal education from school annual reports

The 1998 annual school reports contained information about the ways that schools had implemented the Aboriginal Education Policy. The findings show that schools are actively involved in raising awareness of Aboriginal culture and history and in involving the Aboriginal community in school community activities.

There is evidence from the reports that schools are aware of the Aboriginal Education Policy and the need for policy implementation. Implementation strategies include training and development to raise teacher awareness and skills in the area of Aboriginal education; and purchasing resources to support Aboriginal education programs.

The findings show that the initiatives used by schools to improve the learning outcomes of Aboriginal students included literacy programs, homework centres, Aboriginal Education Assistants to support individual students, and individual learning programs.

Around half of the schools reported integrating an Aboriginal perspective across the curriculum. A total of 652 schools mentioned using community members as role models or guests to present aspects of Aboriginal culture and heritage such as dance, art, drama, storytelling, language and history.

TAFE NSW

Participation and outcomes of Aboriginal students

Aboriginal enrolments in TAFE NSW continued to grow in 1998. There were 10,777 Aboriginal people enrolled in TAFE courses, accounting for 3.4% of total enrolments throughout the state.

The highest number of Aboriginal and Torres Strait Islander enrolments were in the areas of general education and training; arts entertainment, sport and recreation; business and clerical; and community services health and education. There was more than a three fold increase in the number of Aboriginal and Torres Strait Islander students who enrolled in arts, entertainment, sport and recreation industry areas in 1998 when compared to 1996; and more than a five fold increase in the science and technical industry areas over the same period.

Module Completion Rates (MCR) of Aboriginal and Torres Strait Islander Students, 1996-98		
Educational Services Division (Course Sponsor)	MCR (%)	
	1996	1998
Access	60.9	57.7
Business and Public Administration	71.2	63.6
Community Services, Health, Tourism and Hospitality	68.0	68.4
Construction and Transport	69.0	71.5
Information Technology, Arts & Media	70.8	66.0
Manufacturing and Engineering	75.1	70.5
Primary Industry and Natural Resources	61.2	75.0
TAFE Options	0.0	0.0
TAFE PLUS (Category 3)	0.0	100.0
TOTAL	66.5	65.3

The module completion rates for Aboriginal and Torres Strait Islander students remained relatively constant at 65.3%. Students enrolled in an increasing diversity of courses and were supported by a growing number of targeted Aboriginal courses. Substantial increases were made in the employment of apprentices and trainees - with more than a twofold increase in the number of Aboriginal and Torres Strait Islander apprentices and traineeships employed in 1998 in comparison with 1997.

Programs for Aboriginal students

TAFE NSW provides the majority of vocational education and training for Aboriginal and Torres Strait Islander students in mainstream courses. In addition, a range of targeted courses are provided to meet particular needs in

areas such as health, art and culture, and small business. In 1998, TAFE institutes provided accredited training for Aboriginal and Torres Strait Islander students in courses including

- ◆ the Certificate II in Australian Land Conservation
- ◆ the Certificate III Assistant in Nursing
- ◆ the Certificate in Small Business Management
- ◆ the Certificate II Minor Building Maintenance
- ◆ the Introduction to the Hospitality Industry
- ◆ the Certificate II in Office Administration (a national traineeship) - 269 Aboriginal people were placed in employment under this program.

TAFE institutes' major achievements in programs for Aboriginal and Torres Strait Islander peoples during the reporting period included the following:

- ◆ OTEN's one-year course in community audiometry for Aboriginal health workers was developed in 1997 and ran successfully for the first time in 1998. All students completed the course. The course manual, 'Community Audiometry for Aboriginal Health Workers', won an award at the 1998 Australian Publishers Awards for Excellence in Educational Publishing.
- ◆ The first cohort of students in the Diploma in Aboriginal Studies at Narrandera Campus in Riverina Institute completed the course in November.
- ◆ Southern Sydney Institute entered an agreement to conduct an Aboriginal Access to Further Study course at Bankstown College for Aboriginal people wishing to enter the NSW Police Force. The course was designed by members of the Education and Training Command within the Police Force and Aboriginal staff from the department. The institute also entered an agreement with the NSW Department of Health to promote employment opportunities for Aboriginal people. In 1999, institute staff will deliver the Assistant in Nursing Certificate III and successful students will have the option of entering into employment or following a study pathway to become a registered nurse.
- ◆ Western Institute established a partnership with the Australian Defence Forces. This partnership involves a program that targets Aboriginal youth living in rural and isolated communities in western NSW with poor employment prospects and unsatisfactory educational achievement. The purpose of the program is to present a learning and employment opportunity to disadvantaged Aboriginal youth by providing an educational bridging and military information course for youth who do not meet the entrance requirements for recruitment to the Australian Defence Forces. The promotional program successfully identified 51 young Aboriginal aspirants from 10 rural and remote communities. The bridging course will provide training in Dubbo for 20 young Aboriginal people.

Course development

Departmental staff continued to develop targeted courses for Aboriginal and Torres Strait Islander peoples. In 1998, for example, ESD and Aboriginal Programs Unit staff jointly developed the Diploma in Aboriginal Studies - the first Diploma of its kind in Australia; and retail industry traineeship modules were developed, they will be linked to schools using audiographic technology - linked to schools, TAFE and the retail sector to deliver skills and actual job outcomes. Other courses under development in 1998 included:

- ◆ The Certificate III in Aboriginal Arts and Cultural Tourism - for Aboriginal artists who wish to find employment in the tourism industry.
- ◆ The Certificate III in Aboriginal Arts and Multi Media - an introduction to various areas of information technology.
- ◆ The Certificates II and III in Contemporary Theatre Arts Practices for Aboriginal People - an introduction to acting, theatre technology and business skills.

Support services

The department employs student support officers in TAFE NSW who provided assistance to Aboriginal students across a range of welfare issues. During 1998 five full-time officers and eleven part-time officers were employed in institutes. Rural institutes improved services to local Aboriginal communities through a range of initiatives. Major achievements during the year included the following:

- ◆ In December 1998, a TAFE NSW video called 'Talking the Talk: Better Interview Techniques', that was developed to assist unemployed Aboriginal and Torres Strait Islander peoples, won a commendation in the NSW Premiers Public Sector Awards. The video was successfully launched in April 1998.
- ◆ North Coast Institute implemented the Koori Mothers Project. The project assisted mothers in several Aboriginal communities to gain the confidence to participate in school activities, reading, canteen and sports days. This project at Tuncurry/Forster was an ANTA Best Practice project.
- ◆ Western Institute launched a mobile library and information unit to service Aboriginal and other isolated and remote communities in western NSW. The institute also advertised on Imparja television to promote TAFE courses specifically targeting Aboriginal women.

In addition, ESD staff coordinated a project in the retail industry, under the Commonwealth Indigenous Education Strategy Initiatives Program. The program focused on Aboriginal youth at risk in Years 11 and 12 in the New England area.

Employment and career development programs

The department provides a number of Aboriginal employment and career development programs. The Elsa Dixon program aimed to increase the number of Aboriginal people employed in permanent positions with a career structure in the NSW public sector and to help achieve 2% Aboriginal representation in NSW government employment by the year 2000. In 1998, 44 Aboriginal people were placed under this program in seven NSW government departments and authorities.

The department provides the New Careers for Aboriginal People program to assist unemployed Aboriginal people to gain employment and accredited training. The department provided \$1.077 million to community organisations that employed an Aboriginal project officer to assist Aboriginal clients into employment and training.

The Local Government Aboriginal Employment and Career Development program aims to increase the number of Aboriginal people employed in local government. The department funds councils to employ Aboriginal people in permanent positions with career development opportunities. After three years the wage costs are all met by the councils. In 1998, 39 Aboriginal people were placed in positions with 12 councils. Positions included trainee accountant, childcare assistant, strategic planner and community worker.

The Aboriginal Enterprise Development Officer assisted Aboriginal people to establish their own small businesses and to gain employment. The department funded six community organisations and business enterprise centres at Parkes/Forbes, Kempsey and Casino to employ suitably qualified and experienced Aboriginal people as development officers. In 1998, more than 1,000 Aboriginal people were assisted under this program.

ACE

Professional development workshops were held for ACE organisations to promote understanding of strategies to increase participation in ACE by indigenous groups. Targeted funding was allocated to five projects aimed at increasing indigenous participation. Projects included cross-cultural communication training, curriculum mapping as well as program delivery. A total of 1,574 Aboriginal and Torres Strait Islander students were enrolled in ACE courses during 1998.

Gender Equity

Schools

Gender Equity Strategy

Initiatives in the Gender Equity Strategy 1996-2001 for schools include the use of a three-part resource package, 'Exploring Gender Parent Package', that assists parents and teachers to explore gender issues together; and a statewide gender and literacy training and development initiative for district literacy members and targeted teachers. In 1998, additional resources were provided to assist teachers to implement the gender strategy. These included three reports, *Boys and Literacy*, *Report on the Eating Disorders Project* and *Gender and School Education*. District support was also provided as well as training and development workshops.

TAFE NSW

Participation and outcomes of female students

From 1996 to 1998, the proportion of female enrolments increased by 1.3 %. There was strong growth in enrolments in industry areas traditionally dominated by women. The highest growth in female enrolments during the same period was in industry areas including tourism and hospitality, computing, and science and technical.

Module Completion Rates (MCR) for Women 1996 and 1998

Educational Services Division (Course Sponsor)	MCR (%)	
	1996	1998
Access	70.6	71.8
Business and Public Administration	79.4	76.6
Community Services, Health, Tourism and Hospitality	84.6	84.1
Construction and Transport	77.9	77.3
Information Technology, Arts and Media	83.2	83.1
Manufacturing and Engineering	77.8	76.8
Primary Industry and Natural Resources	75.4	80.6
TAFE Options	0.0	0.0
TAFE PLUS (Category 3)	100.0	100.0
TOTAL	78.5	78.0

The module completion rate for female students decreased from 82.4% in 1996 to 81% in 1998.

NSW State program of action for women in TAFE

The NSW State program of action for women in TAFE 1997-2000 guided the implementation of support strategies to ensure women accessing vocational education and training achieved successful outcomes. This initiative targeted women who had encountered difficulties in studying successfully, either through lack of educational opportunities in the past or through demands of carer responsibilities and interruptions to work and study pathways. The department ensured women accessed vocational courses at a level commensurate with their skills level at entry point.

Programs for women

All institutes offered 'women only' programs which were exempt from the administrative fee at enrolment as a social justice measure to support disadvantaged women, in particular those suffering violent and abusive relationships and those lacking independent economic means.

Institutes implemented a range of initiatives to promote greater participation by women. Work Opportunities for Women (WOW) courses provided an access point for women who had experienced barriers to further education and employment, while Career Education for Women (CEW) programs offered certificate-level mainstream courses to accommodate women seeking to re-enter the workforce. Flexible delivery was defined as a critical area of need in order to increase participation of women in vocational education and training. Major achievements in 1998 included the following:

- ◆ Between 60-80% of the CEW graduates from Wollongong Campus in Illawarra Institute are undertaking further study at TAFE.
- ◆ Gunnedah Campus in New England Institute provided training in engineering and fabrication welding to women.
- ◆ North Coast Institute and the National Fishing Industry Education Centre at Grafton, introduced the Environmental Studies Aquaculture Certificate which was delivered to 12 women. The course uses a combination of face-to-face teaching and distance education to meet the needs of rural women.
- ◆ Northern Sydney Institute offered a computing course which allowed women to choose a pattern of attendance suitable to their individual needs.
- ◆ OTEN course materials for WOW subjects enabled isolated women to undertake the course by distance education or mixed mode.

Outreach courses target women in isolated communities. In 1998, Outreach courses delivered in institutes included Community Options at Gloucester (Introductory Welfare Studies); Clothing Production at Crescent Head (Low Income skills to assist with income supplementation by sewing for the family); Basic Automotive Skills at

Wingham (Introductory modules to provide an overview of industry and some skills training); Foundation Skills for Rural Women at Casino (for isolated women who had not completed secondary education).

A WOW course in automotive was organised through Outreach, at the request of automotive businesses in Coffs Harbour concerned at the lack of representation by women locally, particularly in the spare parts industry. Fourteen women enrolled in the course that combined an introduction to technical skills and knowledge of the industry. The course included some work experience and visits to industry.

Support services

All institutes maintained a network of female contact officers to ensure women were aware of support services and the availability of counselling and career advice. Institutes undertook research and engaged in promotional activities to increase women's access and participation in vocational programs. For example:

- ◆ Hunter Institute conducted a major study of women's enrolment completion and attrition to inform educational planning.
- ◆ New England Institute produced a comprehensive publication on training in information technology specifically aimed at women. In addition, a manual for non-government employers was completed. The manual promotes equal employment opportunities and the recruitment of women in information technology in the New England and the north west region of NSW.
- ◆ South Western Sydney Institute matched women's enrolment with local labour market trends to identify possible gaps in provision.

People from a Non-English Speaking Background

Schools

In 1998, over 22% of all students enrolled in NSW government schools were from language backgrounds other than English.

English as a Second Language

English as a Second Language (ESL) programs are provided for those students whose first language is not English and who require support for English language and literacy development. In 1998, approximately \$86 million was allocated from the ESL New Arrival and General Support budgets to provide for ongoing support for ESL programs in schools. Over 80,000 students received ESL support in 756 schools (538 primary, 208 high, and 10 specific purposes schools) from 1,200 specialist ESL teachers (876 full-time equivalent teaching positions).

A total of 6,647 newly arrived students in classes from Kindergarten to Year 12 received intensive ESL support under the New Arrivals Program, including 2,400 secondary students in 15 Intensive English Centres (IECs). Following declining enrolments in secondary schools by new arrivals, the two IECs at Narrabeen and St Ives were amalgamated with Chatswood IEC. Wilkins IEC at Marrickville was relocated to more appropriate accommodation at Marrickville High School.

The Certificate in Spoken and Written English (CSWE) is a competency-based course in English as a Second Language designed for post-compulsory-aged students who have been in Australia for two years or less. In 1998 courses were provided in 13 high schools and 11 Intensive English Centres, which resulted in a total of 513 nationally-accredited CSWE certificates being awarded.

Two major initiatives in 1998 in support of the State Literacy Strategy were the Developing Effective Program Organisation initiative and ESL Pedagogy in the Mainstream Classroom. The first program targeted 30 schools across the state to identify and implement effective ESL program organisational models. ESL Pedagogy in the Mainstream Classroom targeted 25 schools statewide to develop and document exemplary teaching and learning for ESL students in the context of the mainstream class. Both projects involved teams of teachers undertaking school-based training and development and action research focused on effective delivery of 'whole-school' ESL programs.

The department produced two resources to support the State Literacy Strategy, 'Linking the Basic Skills Test to ESL in the Key Learning Areas' and 'Linking English Language and Literacy Assessment to ESL in the Key Learning Areas'. The resources were distributed to all relevant schools and Intensive English Centres.



Multicultural education and anti-racism programs were provided for the whole school community in order to promote the positive values of cultural diversity.

Community Languages Program

The NSW Community Languages Program is provided in community languages schools across the state. These schools are managed by the NSW Ethnic Schools Board. The NSW Community Languages Program aims to:

- ◆ maintain and develop the traditional languages of NESB students
- ◆ provide opportunities to access and integrate community languages in the school curriculum
- ◆ promote community languages schools as an integral part of language education
- ◆ improve teaching and learning outcomes in community languages schools
- ◆ increase students' awareness and understanding of the diverse cultures in NSW
- ◆ encourage all students to learn other community languages.

In 1998, a total of 458 schools were funded to provide teaching in 44 languages for a total of 36,562 students. Eight schools were funded to produce language-specific in-service materials. Ten schools received establishment grants to offer classes in Aramaic, Greek, Indonesian, Macedonian, Mandarin Chinese, Russian, Tagalog, Turkish. In 1998, 26 languages were taught in 168 primary schools, one pre-school, three infants schools and one central school. Eighteen full-time equivalent positions were allocated in 1998 with Auslan and Bengali being added to the program.

Over 800 people attended the annual ceremony for the Minister's Award for Excellence in Student Achievement in Community Languages. Ten students, five junior and five senior representing the Armenian, Greek, Korean, Macedonian, Philippines, Persian, Polish and Tamil communities, received the awards which were presented by the Minister.

Over the next three years, the NSW Ethnic Schools Board will give priority to:

- ◆ enhancing its role, professionalism and accountability
- ◆ enhancing the professionalism and accountability of community languages schools and their teachers
- ◆ allocating funds based on principles of equity
- ◆ developing a network to provide effective communication between community languages schools and other language providers.

Another 18 full-time equivalent teacher positions will be allocated to schools in 1999. In 1999, departmental staff will evaluate the bilingual/biliteracy programs begun in 1997. This research will measure the contribution of the programs to the development of students' literacy in English and their home languages. The research project will extend to 2004.

TAFE NSW

Participation and outcomes of students from non-English speaking backgrounds

From 1996 to 1998, the proportion of students from non-English speaking backgrounds enrolled in TAFE NSW remained relatively constant at around 20%. Enrolments in industry areas generally reflected mainstream trends, with the most popular areas being general education and training, business and clerical, and computing. The highest enrolment growth between 1996 and 1998 for students from non-English speaking backgrounds occurred in the computing, and tourism and hospitality industry areas.

Module Completion Rates (MCR) for students from non-English speaking backgrounds, 1996-1998		
Educational Services	MCR (%)	
Division (Course Sponsor)	1996	1998
Access	70.6	71.8
Business and Public Administration	79.4	76.6
Community Services, Health, Tourism and Hospitality	84.6	84.1
Construction and Transport	77.9	77.3
Information Technology, Arts and Media	83.2	83.1
Manufacturing and Engineering	77.8	76.8
Primary Industry and Natural Resources	75.4	80.6
TAFE Options	0.0	0.0
TAFE PLUS (Category 3)	100.0	100.0
TOTAL	78.5	78.0

From 1996 to 1998, the overall module completion rate of students from non-English speaking backgrounds remained constant at 78%.

English language courses

TAFE institutes offer a range of English language courses to meet the specific language needs of people from non-English speaking backgrounds. These include English for Speakers of Other Languages (ESOL), Access ESOL, English for Further Studies, English for Academic Purposes, and Outreach Access language courses. In 1998, 11,740 students were enrolled in ESOL courses in TAFE colleges across the state. Major highlights in this program area in 1998 included the following:

- ♦ Illawarra Institute offered ESOL for the first time at Cooma Campus and as a full-time program for the first time at Queanbeyan Campus.
- ♦ South Western Sydney Institute increased its provision of ESOL courses.

- ♦ OTEN offered four flexi-learn English Pronunciation courses and delivered the first bridging course for overseas-trained accountants by distance education.

TAFE institutes also offered vocational courses targeting learners from language backgrounds other than English across the state including English for Specific Purposes, English for Vocational Purposes, Introductory Vocational Studies and a range of entry-level vocational Outreach courses. Under the Commonwealth Advanced English for Migrants Program, TAFE NSW received funding of \$2,020,000 to offer 87 English for Specific Purposes (ESP) courses. TAFE NSW supplemented the Commonwealth contribution with an additional \$356,000.

A total of 1,215 jobseekers from language backgrounds other than English participated in ESP programs in 1998. In Semester 1, 63% of graduates gained employment and/or continued to further education and training. An additional 404 students from language backgrounds other than English were enrolled in ESP courses that were locally funded by TAFE institutes in 1998.

Course development

In 1998, ESD staff developed a range of language and literacy modules and incorporated them into TAFE NSW programs to assist students from language backgrounds other than English. These programs included courses in floor and wall tiling, carpentry and joinery, community services, tourism and hospitality, and management and marketing. In addition, ESD staff continued to develop courses and modules to meet the needs of people from language backgrounds other than English. These included the following:

- ♦ commencing work on the development of customised seafood handling courses for ethnic small businesses
- ♦ revising skills enhancement courses for overseas-trained hairdressers
- ♦ reviewing the Graduate Certificate in Civil Engineering to enable bridging opportunities for overseas-trained people.

Adult Migrant English Service

The NSW Adult Migrant English Service (AMES) is an off-budget agency located within the department. The bulk of AMES revenue is raised through competitive tenders and, as such, AMES is required to meet the contractual obligations and targets established by the funding providers.

The Adult Migrant English Program, which is funded and administered by the Commonwealth Department of Immigration and Multicultural Affairs, is the largest program delivered by NSW AMES and represents its core business. The AMEP was tendered nationally in 1997 and the new arrangements for the delivery of the program were introduced in NSW from July 1998. The department submitted tenders for the five AMEP regions in NSW as the prime contractor for a consortium including NSW

AMES and TAFE NSW. The consortium was selected as the provider for two of the five regions. These regions are the Burwood, Hornsby, Newcastle, and Rural NSW Region, including the Distance Learning Program, and the Inner City and Eastern City Region. A consortium headed by a private company was selected for the other three regions.

As a result of the outcome of the tendering out of the AMEP, AMES business levels declined and staffing levels were reduced significantly from July, 1998. Prior to July 1998 there were 548 permanent teachers in AMES. One hundred and fifty eight teachers were appointed to continuing positions in AMES and a number of teachers were redeployed to schools. Other teachers accepted voluntary redundancy or took up non-teaching positions in the department or elsewhere in the NSW public sector.

Despite the significant shift in business levels, NSW AMES has continued to provide services to recently arrived immigrants, jobseekers from non-English speaking backgrounds and English speaking backgrounds, industry, government, communities, and individuals. In 1998, AMES offered:

- ◆ a wide range of accredited English language programs at AMES centres, workplaces and community venues
- ◆ English as a second language training in oral and written communication skills
- ◆ courses in jobseeking, and vocational and study skills
- ◆ training which addresses cultural diversity issues and develops cross-cultural communication skills.

Participation and outcomes in AMES

During 1998, the number of participants enrolled in NSW AMES programs totalled 19,525. The table below shows the number of participants enrolled in each AMES program in 1998.

AMES Program	No. of participants
Adult Migrant English Program (AMEP)*	14,670
DETYA-funded labour market programs	1079
DET-funded youth programs	229
Workplace English language and literacy program through Workplace Communication Services	1,224
Contracted Training Provision	1,069
Skillmax in NSW Public Sector	591
Skillmax for Jobseekers	549
Other	114
Total	19,525

*A participant in the AMEP program may enrol in several courses during one calendar year. A participant is defined as a student who had attended at least one day of a course.

In 1998, AMES offered 1,706 courses through the Adult Migrant English program (AMEP), labour market programs, Skillmax, youth programs and other programs.

AMES program	No. of courses in 1998
Adult and Migrant English Program (AMEP)	1,489
Labour Market Programs*	89
Skillmax	107
Youth	13
Other	8
Total	1,706

*Funded by the Department of Education, Training and Youth Affairs.

From 1996 to 1998, the number of enrolments in AMES decreased by over 42%, from 63,497 to 36,551.

Number of AMES enrolments, 1996-1998				
Program	1996	1997	1998	% change, 1996-98
AMEP	48,760	51,543	30,683	-37.1%
DETYA	5,653	5,136	1,255	-77.8%
WorkCom	6,071	5,760	2,340	-61.4%
CTP	202	189	120	-40.6%
Skillmax in the NSW Public Sector	486	526	591	21.6%
Skillmax for Jobseekers	596	492	549	-7.9%
Youth	237	309	249	5.1%
Other	1,492	1,466	764	-48.8%
Total	63,497	65,421	36,551	-42.5%

From 1996 to 1998, the number of AMEP graduates declined by almost 20%, from 18,228 to 14,670. However, the percentage of students enrolled in AMES who gained an accredited qualification increased by over 11% during the same period, from 72% to more than 83%.

AMEP Graduate Numbers, 1996-1998				
	1996	1997	1998	% change, 1996-98
Number of AMEP participants	18,228	21,596	14,670	-19.5%
% age gaining an accredited outcome	72%	81%	83.2%	+11.2%

Adult Migrant English Program

AMEP targets new immigrants from non-English speaking backgrounds who satisfy eligibility criteria established by the Commonwealth Government. The outcomes of the tendering process in 1998 and a reduction in, and changes to the composition of, the Migration Program resulted in a decline in enrolments of 37.1% over 1996.

The tendering out of the AMEP has resulted in a considerable decline in AMEP participants. The number of participants given for 1998 will continue to be the approximate level of AMEP participation for the tendering period, unless other factors, such as changes in entitlement or migration levels, have a strong impact. The principal challenge for NSW AMES will be to maintain current levels of AMEP enrolments and, where possible, to expand these and other areas of business.

Fee-for-service Workplace Communication Services

Workplace Communication Services is partly funded by the Department of Education, Training and Youth Affairs (DETYA) through the Workplace English Language and Literacy (WELL) program, and partly by organisations that contract NSW AMES to deliver workplace-based programs. In 1998 there was shift in the way the WELL program was administered and greater emphasis was placed on vocational outcomes. An effect of this shift was that clients indicated a preference for issuing their own vocational awards; with AMES providing language, literacy and numeracy support to contribute to the achievement of these awards.

During the year, there was a significant downturn in AMES business levels in fee-for-service workplace program. This was partly due to the shift towards vocational outcomes and partly due to an increase in the number of institutions and individuals competing for this business. WorkCom was employed in 73 enterprises in 1998, compared to 113 in 1997, a reduction of 35.4%.

Fee-for-service Workplace Communication Services				
	1996	1997	1998	% change, 1996-98
Enrolments	6,071	5,760	2,340	-61.4%
Number of graduates	567	1,659	285	-49.7%
Percentage enrolments gaining an award	9.3%	28.8%	13.3%	+4%

Skillmax programs

Skillmax is a state-funded program, which has two primary components: Skillmax in the NSW Public Sector and Skillmax for Jobseekers. These programs were funded by the NSW State Government to assist unemployed or under-employed people of non-English speaking backgrounds to enter employment at levels equal to their overseas qualifications, training and experience.

The Skillmax for Jobseekers Program offers courses with various entry points according to students' language abilities. In 1998, a joint venture between AMES and TAFE NSW involved offering introductory courses for engineering and accounting students at TAFE. All students were placed in work experience for eight weeks at the end of their course. There was a slight decrease in the numbers participating in this program due to the downturn in immigration experienced during 1998.

Skillmax in the NSW Public Sector offers a range of communication courses and workshops principally for under-employed public sector officers of non-English speaking background. During the year, there was a steady increase in the number of enrolments in the Skillmax in the NSW Public Sector Program, with an increase of 21.6% over 1996.

Skillmax in the NSW public sector				
	1996	1997	1998	% change, 1996-98
Enrolments	486	526	591	+21.6%
Graduates	434	488	467	+7.6%
% of participants to gain an award*	89.3%	92.8%	79%	-11.5%
Skillmax for the unemployed				
Enrolments	596	492	549	-7.9%
Number of graduates	426	360	350	-17.8%
% of participants gaining an award*	71.5%	73.2%	63.8%	-10.8%

* All Skillmax participants who completed their courses received an award.

During 1998, a total of 107 courses were offered through the Skillmax program and 941 skilled migrants were assisted in jobseeking and career development. In addition, all students who completed the Skillmax program in 1998 received an accredited outcome. In addition, NSW AMES tendered successfully to conduct an initiative of the Office of the Director of Equal Opportunity in Public Employment in 1998, a program similar to Skillmax in the Public Sector, but with work experience placements.

Language and Literacy Teaching and Learning Resources

NSW AMES produces language and literacy publications to support their educational programs and also as an effective cost-recovery strategy. A selection of the AMES publications produced in 1998 are listed below.

AMES language and literacy publications, 1998

Brown, K. and A. Butterworth, *Air Quality Today: an ESL study skills resource book* (for intermediate level ESL students and secondary students).

Christie, J., *English Language and Literacy Placement Assessment Kit* (resource for placing students in classes).

Christie, J., *The Literacy Workbook* (introduction to basic literacy and numeracy for adult students).

Cornish, S. and S. Delaruelle, *Double or Nothing* (video resource examining the issue of problem gambling).

Cornish, S. and A. Lukin, *Telling Stories* (video and teacher guide for teaching spoken language).

Delaruelle, S., *Beach Street 2* (teacher and student course book and cassette).

Delaruelle, S., *Green Projects: Simple approaches to dealing with waste in the environment* (activity book designed to develop language skills).

Feez, S., *Text-based Syllabus Design* (a handbook for teachers working in outcomes-based curriculum). A joint publication with the National Centre for English Language Teaching and Research.

Mollino, C. and M. Waller, *Australian Reader Series* (for post-beginner and intermediate adult students).

NSW AMES, Certificates I, II, III and IV in Spoken and Written English (national adult ESL curriculum framework).

NSW AMES, Certificates I, II and III in Literacy and Numeracy (literacy and numeracy curriculum).

Recognition of Migrant Skills and Qualifications

The Migrant Skills Strategy is an umbrella title for a number of programs funded by the Migrant Skills and Qualifications Advisory Committee of the Board of Vocational Education and Training. The programs are strategic in nature and designed to address the complex issues relating to the recognition and utilisation of migrant skills and qualifications within the mainstream training, recognition and accreditation framework.

In 1998, 18 specialist migrant placement officers were placed in community organisations in the Sydney metropolitan, Newcastle and Illawarra areas to provide information, support, placement and referral services to migrants of non-English speaking background to assist them in utilising their overseas qualifications and skills. Three productive diversity officers were placed in employer/employee bodies such as Australian Business Ltd, the NSW Labor Council, and the Premier's Department to develop and implement strategies aimed at increasing the utilisation of migrant skills.

Several services were provided to increase migrant access to information on available services, training and employment. These included an advisory service on overseas skills recognition which was provided through the department's centres and several publications. Coordinators were placed in various authorities responsible for assessment and recognition of overseas-gained skills and qualifications to identify barriers to migrant skills recognition, develop solutions and undertake a range of improvement strategies. Courses were funded to prepare overseas-trained migrants for examinations or assessments required to obtain licensing or registration to practice in NSW.

Additional funding was provided for three projects - two in the north west and one in the south west regions of NSW - to develop and implement innovative projects that supported the provision of quality information and advice to industry, service providers and individuals in rural NSW in relation to the recognition and utilisation of overseas-gained skills. The Migrant Skills Web Site was developed to provide information and advice on overseas-gained skills to people in rural NSW.

The Special Projects program assisted disadvantaged clients from non-English speaking backgrounds to utilise or enhance their overseas skills and qualifications through the development and implementation of innovative courses or activities.

ACE Language and Literacy Programs

ACE offers a diverse range of learning options for local community members to develop their English language, literacy and numeracy skills. These options include accredited courses conducted by suitably qualified practitioners using professional resources; non-assessable courses addressing specific learning needs; flexible delivery; industry-based workplace communications; and integrated English language, literacy, numeracy and vocational education and training. These courses are all designed to enhance students' pathways to further education and training, and work.

Enrolments and Student Contact Hours In Language and Literacy Courses, 1996-1998

	1996	1997	1998	% change, 1996-98
Enrolments	9,840	9,945	13,840	40.6%
SCH	519,094	669,279	495,114	-4.6%

From 1996, to 1998, enrolments in ACE language and literacy courses increased by over 40%, from 9,840 to 13,840.

Students with Disabilities

Schools

The department provides a range of options for the education of students with disabilities including special schools, support classes in regular schools and enrolment in regular classes. Itinerant teachers, special education consultants and state office personnel provide additional support. The department's programs and services cater for the needs of students with intellectual and physical disability, learning difficulties, hearing and vision impairments, behaviour and emotional disturbance. The department is also responsive to the needs of parents and carers of children with disabilities who seek enrolments in regular schools.

In 1998, funding for special education programs was \$390 million, an increase of \$16 million on 1997. A total of 3,500 students were enrolled in 99 special schools statewide. Over 11,000 students were enrolled in 1,415 support classes in primary and secondary schools.

Special education support

In 1998, approximately \$23 million was provided for integration, which is a \$5 million increase on the 1997 level of funding. Approximately 5,000 students with disabilities who had moderate or high support needs were enrolled in regular classes and supported under the State Integration Program. In addition, around 2,000 students with disabilities with lower support needs enrolled in regular classes were funded for the first time in the second half of 1998.

During the year, significant improvements were made to the State Integration Program. these included:

- ♦ appointing 10 additional itinerant support teachers to assist integration
- ♦ introducing flexible staffing in district offices to support schools
- ♦ allocating increased funding for technology support
- ♦ developing an extensive training and development initiative for all schools (to be implemented during 1999)

- ♦ establishing eight new support classes for students with emotional disturbances
- ♦ providing 27 additional support classes in regular schools for students with moderate or severe disabilities.

The *Special Education Handbook for Schools* was developed to assist schools in managing the learning of students with disabilities and learning difficulties. The handbook supports the department's policies concerning students with disabilities and learning difficulties enrolled in special schools, support classes in regular schools and regular classes. It contains information about enrolment procedures, special education services and facilities, and transport provisions. The handbook provides schools with a framework for effective planning and decision making to increase the participation and learning outcomes of students with special learning needs.

During 1998, principals' associations reported that the *Special Education Handbook for Schools* was a valuable resource that provided a comprehensive reference to the services and support available. The publication of the handbook also facilitated an effective appraisal process to determine the educational support needs of students with special needs and the establishment of Learning Support Teams in many schools.

During 1998, the department provided statewide training for key district and school personnel to enhance literacy outcomes for students with learning difficulties. Outcomes of the program included the following:

- ♦ A total of 743 primary and 338 secondary support teachers (learning difficulties) were trained in 'Making a Difference' and 'Follow-up to ELLA packages'.
- ♦ Training and development was provided to all itinerant support teachers (vision, hearing, transition, integration, early intervention).
- ♦ The 1998 ELLA results indicated that students in the low range for Reading made twice the gains of those in other groups.
- ♦ Evaluations of the 'Making a Difference' training program indicated that it was well received, especially by new and learning difficulties teachers. The expertise of learning difficulties coordinators and literacy consultants was highly valued by the participants.

Early Learning Program for students

The Early Learning Program promoted effective learning for students in Kindergarten to Year 2 with disabilities or severe difficulties in learning or behaviour, through support to teachers, school executives, and families. A total of 265 schools participated in the program and 1,330 teachers were involved in training. Seventy schools ran workshops for families, with 780 parents attending.

Schools reported the following program outcomes:

- ◆ a systematic transition to school for children with special needs, with more effective transition processes
- ◆ improved communication with parents
- ◆ a positive start to school for children with special needs
- ◆ staff and parental participation in planning a 'whole-school' coordinated approach to meeting the special learning needs of children
- ◆ inclusion of families in programming for individual students
- ◆ changed attitudes about accepting children with disabilities
- ◆ teachers and families were supported in maximising the achievement of learning outcomes for students with special learning needs through an emphasis on the development of individual programs that are responsive to individual needs
- ◆ increased teacher confidence in supporting students with disabilities.

Intervention Support Programs

The Intervention Support Program provides support for education programs for children with disabilities below school age through early childhood services, out-of-school education programs for children/adolescents in long-term residential care, and access education programs for students with disabilities in government and catholic schools.

In 1998, grants were distributed to 296 organisations to support the education of children and adolescents with disabilities (aged from 0-18 years) in early childhood settings, long-term residential care, and government and catholic schools. A total of 7,461 children and adolescents were in receipt of support for their education through grants from the Intervention support Program.

During the year, the department established effective intra-departmental communications to enhance opportunities for students with disabilities enrolled in school-delivered vocational education and training courses. The objectives of this initiative were to:

- ◆ facilitate positive outcomes for students with disabilities in JSSTAFE courses
- ◆ ensure the needs of students with disabilities are met in JSSTAFE/VET in Schools courses and procedures
- ◆ facilitate equitable practice in JSSTAFE and VET in Schools protocols and procedures.

In their final years of schooling, students with disabilities were offered the opportunity to follow one of two pathways recognised by the Board of Studies. Pathway 1 'pattern of study for the HSC' can be completed using the JSSTAFE model and Pathway 2 'special program for study' can be completed using the current transition model.

Health Care for Students with Disabilities

During 1998, the department continued to refine and extend health care planning processes for students with disabilities in schools. The department held discussions with the NSW Department of Health in relation to their role in supporting individual students with disabilities by providing advice to schools, training school staff, and providing direct support to students requiring health care procedures. The major outcomes in 1998 from the health care planning process in schools were:

- ◆ increased consistency in terms of the quality of health care support
- ◆ partnerships between parents, schools and local health care services
- ◆ increased levels of accountability in relation to monitoring students health
- ◆ completion of the initial phase of training for teachers aides (special) in health care procedures.

Special Transport Program

Under the department's Special Transport Program, in excess of 7,200 students from government and non-government schools are transported to and from school every day during school terms. Operating across the state, the program caters for the transport needs of eligible students with disabilities, learning difficulties and behaviour disorders. The cost of the program has increased in line with the increased demand for transport services by eligible students. In 1997/98 the cost of the program was \$26.7M.

The department is committed to working with parents and care givers, schools and the transport operators to ensure that the program continues to address the specific needs of students with disabilities, particularly in the context of flexible educational delivery and the department's emphasis on vocational education.

Transition from school to post-school settings

Throughout 1998, the department continued to support the transition from school to post-school settings for students with disabilities. The program aims to:

- ◆ increase opportunities for students with disabilities to gather information, access support and develop decision-making skills to equip them for adult life roles
- ◆ access appropriate and recognised curricula within the key learning areas which address individual student need and facilitate lifelong learning
- ◆ develop knowledge and skills to access community facilities, services and resources to address students' current and future needs.

The department supported the provision of services for this transition program by providing 30 support teachers (transition) to assist districts and schools to implement the process.

Transition initiative funding of \$1.4 million was allocated to support a range of activities such as work experience, community integration programs, and access to customised TAFE courses. Transition activities included individually supported work experience, supported group work experience, mobile work crews, industry-based work placements, programs to access community facilities, community based recreation and leisure activities, and other independent living programs. Customised TAFE courses were provided for students with disabilities in Years 11 and 12. In 1998, around 450 students undertook a one-semester course at TAFE.

TAFE NSW

Participation and outcomes of students with disabilities

In 1998, students with disabilities accounted for 5.4% of enrolments in TAFE NSW. The course areas with the highest enrolments of students with disabilities were in general education and training, and in the computing, and business and clerical industry areas. From 1996 to 1998, the most significant growth occurred in the industry areas of tourism and hospitality; arts, entertainment and recreation; science and technical; and computing.

Module Completion Rates (MCR) of Students with Disabilities, 1996-1998		
Educational Services Division (Course Sponsor)	MCR (%)	
	1996	1998
Access	71.7	71.3
Business and Public Administration	77.4	72.0
Community Services, Health, Tourism and Hospitality	77.5	78.4
Construction and Transport	78.6	75.2
Information Technology, Arts and Media	77.4	74.9
Manufacturing and Engineering	78.1	74.8
Primary Industry and Natural Resources	74.9	74.8
TAFE Options	0.0	0.0
TAFE PLUS (Category 3)	0.0	0.0
TOTAL	75.9	74.0

The module completion rate for students with disabilities decreased slightly from 75.9% in 1996, to 74% in 1998. However, there was a slight increase in the module completion rates of students with disabilities enrolled in courses in the community services, health, tourism and hospitality program area.

Initiatives for people with disabilities

A report was produced outlining strategies and guidelines to improve placements and outcomes of people with disabilities in apprenticeships and traineeships. The outcomes of the report included:

- ♦ providing guidelines to improve employment placement and selection for apprentices and trainees in the New Apprenticeship Scheme
- ♦ determining criteria for successful placement, participation and outcomes for people with disabilities
- ♦ providing information about existing strategies and resources for attracting, selecting and retaining trainees with disabilities
- ♦ establishing inclusive practice guidelines for TAFE NSW to use in implementing the new scheme.

Other initiatives implemented during the reporting period included the adaptation and development of learning materials of a high standard for students with disabilities. OTEN's disabilities unit received the TAFE NSW Silver Quality Award in 1998 for this work. In 1998, 14% of OTEN students with disabilities used modified and adapted learning materials and support.

The Technical Equipment Program aimed to improve equity of access to recruitment and promotion processes for people with disabilities within government agencies. It also aimed to ensure the existence of a safe and healthy work environment which was free from physical barriers and work practices which restricted people with disabilities. A total of \$13,000 was allocated to the program. Five people benefited from the program during the year.

The No Interest Loan Scheme removed a disincentive for people with disabilities who were in the workforce and who were unable to receive equipment assistance through the Program of Aids for Disabled People and other government-funded programs, by providing them with interest free loans for the purchase of relevant equipment. Twenty-nine loans amounting to \$119,296 were allocated to people with disabilities for the purchase of equipment.

New Apprenticeship Program for People with Disabilities

All NSW government departments and authorities are encouraged to recruit and train people with disabilities. The NSW Apprenticeship Program for People with Disabilities aims to give people with disabilities the opportunity for career development by enabling them to obtain a trade qualification. The program provides a work environment that encourages people with disabilities to function at their full potential and helps them achieve job satisfaction.

In July 1998, the program funded 67 apprentices and this increased to 80 by December 1998. A range of trade areas are offered through the program including electrical, plumbing, gardening, cooking, carpentry and joinery, motor vehicle trades, and painting and decorating.

Students from Low Socio-Economic Backgrounds

Disadvantaged Schools Program

The Disadvantaged Schools Program (DSP) is a targeted equity program that focuses on improving literacy outcomes among students who are experiencing educational disadvantage because of their low socio-economic status. The DSP supports schools serving communities with the highest concentrations of families with low socio-economic status.

Schools participating in the DSP from 1997-2000 were declared disadvantaged following a survey of the relative socio-economic status of school communities in 1996. In 1998, there were 479 DSP schools, with 154,000 students and 10,800 teachers.

Findings of the DSP report

Information was collected from an evaluation questionnaire sent to all DSP schools in October 1998. In reporting on their DSP activities, 95% of schools reported improvements in literacy outcomes between 1997 and 1998, particularly in reading. In 1998, 275 DSP schools and 2,256 teachers participated in targeted projects for literacy. These projects drew together effective strategies, research and resources to support school actions to improve student literacy outcomes.

Around 50% of DSP primary schools reported improvements in their Basic Skills Test results from 1997 to 1998. About 60% of DSP high schools reported improvement in literacy outcomes from Year 7 to Year 8 using the results from the English Language and Literacy Assessment.

In addition, DSP schools reported that, of the students sitting for the HSC in 1998, 54% were the first in their families to sit for the HSC or its equivalent. Students from DSP schools were placed 257 times on the 1998 HSC course order of merit lists. They appeared 166 times for 3 and 4 unit courses, the majority of these in Mathematics. DSP students came first or equal first in ten courses - Aboriginal Studies, Arabic - General, Food Technology 3 unit, Hindi, Macedonian, Mathematics in Practice, Portuguese, Thai, Turkish 3 unit, and Vietnamese.

Youth Programs

Youth Assistance Strategies

Youth Assistance Strategies funds a range of community-based education and training programs for disadvantaged young people who have left school, are at risk of leaving school early, or are at risk in the transition from school to further education, training and employment. The aim of the programs is to provide literacy, numeracy and to build self esteem.

The Helping Early Leavers Program was successful in assisting educationally disadvantaged and unemployed young people aged 15 to 24 years to improve their literacy, numeracy and social skills, and their self esteem. Fifty organisations managed projects in 101 locations across NSW. A total of 5,196 young people were assisted in 1998. A total of 2,241 young people (or 95%) from the after-school projects returned to education, and 1,890 young people (or 60%) involved in the projects for unemployed youth returned to further education, training and employment.

The Circuit Breaker Program assisted 1081 young people of non-English speaking backgrounds in 1998. Courses were implemented which made a significant contribution to overcoming disadvantage experienced by secondary school students and other young people of non-English speaking backgrounds.

The Time Out Program assists young people in Years 7 and 8 at risk of being alienated from the school education system by improving their basic literacy, numeracy and social skills, and building their self-esteem. In 1988, a total of 12 community organisations worked with 44 local secondary schools on projects in 14 locations across NSW. A total of 619 students were assisted during the year.

The Koori Youth Program assists Aboriginal and Torres Strait Islander youth aged 12 to 24 who are at risk of leaving school early, or who are unemployed, to complete secondary education and continue on to further education and training.

Participation in youth assistance strategies

Program	Number of Enrolments
Helping Early Leavers*	5,617
Circuit Breaker	1,017
Time Out	351
Koori Youth	149

The Artstart program is administered by Access ESD. It aims to attract disadvantaged young people into further education and training through participation in the arts. A total of 13 regional organisations received funding to coordinate the NSW Youth Arts and Skills Festival and

related training and development activities for their region. Youth committees were set up to run the programs which helped students to gain skills in program management.

Literacy training

In 1998 the Commonwealth government announced the Literacy Training for Young Jobseekers Program. This is a \$143 million program targeted at long-term unemployed people from 18-25 years of age, who have poor language, literacy and numeracy skills. Several TAFE institutes won tenders to deliver this training in 1998. For example:

- ◆ Hunter Institute was awarded contracts to deliver literacy training and assessment at seven sites - Scone, Muswellbrook, Singleton, Cessnock, Maitland, Tighes Hill and Gosford. It is estimated that the three-year contract will be worth a minimum of \$400,000 per year.
- ◆ OTEN won the tender to provide literacy training for young jobseekers in 14 DETYA regions located across six states and territories.

Young Offenders in Custody

Community Care schools

The Community Care schools program is responsible for the education of young people of compulsory school age who are in detention. The program also provides services to detainees of post-compulsory school age. In 1998, nine of the ten Juvenile Justice Centres in NSW had an internal school for specific purposes (SSP)-Community Care. Two additional centres will open in Grafton and Dubbo in 1999.

Students undertake a flexible and diverse curriculum of academic and vocational courses. Prior to 1998, two Community Care schools accessed TAFE-delivered VET as an option for students. In 1998 the department provided \$250,000 to expand this access. Other major outcomes included:

- ◆ involving all Community Care schools in the School to Work-Work Education Course for students in Years 9 and 10

An example of a customised TAFE course

Students at Sunning Hill School had access to industry training in the areas of hospitality, hairdressing, signwriting, and Aboriginal art and culture. TAFE NSW teachers delivered the courses on site at the school. The courses are accredited so that students may continue studying at TAFE. On completion of these courses, students were presented with certificates of achievement. The program had high completion rates and proved to be a great boost to the self-esteem of the students involved.

- ◆ increasing access to vocational education and training via the JSSTAFE program and TAFE Outreach in areas such as horticulture, hairdressing, signwriting, bricklaying, paving, Aboriginal cultural arts and practices, small motor maintenance, small business management, car detailing, coaching and fitness, and ticketwriting
- ◆ increasing liaison between personnel in schools, the juvenile justice system and TAFE NSW in order to improve the planning and delivery of vocational education and training.

Community Care schools indicated that the expansion of vocational education and training produced very positive results in students' attitudes and improved their skills for life, post release.

Liberty Plains School in Minda Juvenile Justice Centre

Liberty Plains School is located within Minda Juvenile Justice Centre and caters for young male offenders with a range of problems. The alternative education provided in juvenile justice centres aims to break the juvenile crime cycle by providing relevant programs and involving the residents in decision making and accepting responsibility for their decisions and learning. A flexible skills-based program was developed for these young people. It incorporates vocational education, technology and applied studies (TAS), and personal development, health and physical education (PDHPE). The day was divided into three sessions; vocational education (shopfitting, and small motor maintenance); TAS and PDHPE; and Joint Secondary Schools-TAFE or centre-run work programs. Participation in the program was voluntary and students negotiated a timetable of participation from 9:00 to 3:00 pm. Of the six residents initially involved in the program in 1998, three are now enrolled in the School Certificate and are committed to completing the qualification.

Inmates of correctional facilities

TAFE NSW initiatives

TAFE's provision for detainees in the various justice centres was expanded and improved during the year. Access ESD re-negotiated a Memorandum of Understanding for 1998/99 between TAFE NSW and the Department of Correctional Services to include provision for Aboriginal inmates, inmates with an intellectual disability, and female inmates. Major outcomes related to providing training for Aboriginal inmates included the following:

- ◆ A customised version of the Certificate II in Aboriginal Arts and Cultural Practices was delivered to inmates at the Girrawaa Creative Work Centre in Bathurst Correctional Centre.
- ◆ The Nangy Kungar Project was implemented at Cessnock Correctional Centre. This project involved Aboriginal inmates enrolled in a TAFE NSW carpentry and joinery course with on-the-job training at various community organisations such as the Lake Macquarie Youth Refuge and Newcastle Hospital.
- ◆ A 90% completion rate was recorded for the Aboriginal Inmate Mentor programs.

Achievements related to training programs for female inmates included introducing a forklift license course at Malawa Correctional Centre, and awarding Statements of Attainment to 25 inmates who completed modules in the Certificate III in Information Technology at Mulawa.

Other Equity Programs

After Hours HSC Coaching Program

The After Hours HSC Coaching Program provides funds to selected schools to enable them to offer paid tutoring for HSC students. The program aims to improve the outcomes of educationally disadvantaged students by providing tutoring that will prepare them for the HSC. Participating schools are identified on the basis of numbers of Aboriginal students in senior years, the socio-economic status of the school community, and the past performances of students at the school in the HSC.

In 1998, principals stated that the program was one of the most successful they had experienced in assisting students to prepare for the HSC. They reported improvements in students' motivation, confidence, attendance and study skills. The equivalent of seven teachers' salaries was allocated to schools in the program. Schools used these funds to provide tutoring sessions to individuals or small groups outside regular school hours. Over 2,000 students in 62 schools received coaching assistance.

Mature Workers Programs

The aim of the Mature Workers Program is to meet the needs of the aging workforce. It assisted people over 40 who have found themselves unemployed late in their careers, those interested in new careers, and those entering the labour market for the first time or after a long interval.

During 1998, 60 projects throughout NSW were funded under the Mature Workers Program. These projects assisted 4,500 people.

Progress of Students in Targeted Subsections of the Population in NSW Public Schools

Performance in the BST and ELLA tests

BST and ELLA results are presented in the following section using box plots. Box plots have been used to illustrate the distribution of student scores. The box shows the middle 50% of scores (the inter-quartile range). The line within each box indicates the median (the middle score). The 'whiskers' extend above and below the box to show scores which are within one to five times the inter-quartile range. Outliers and extremes are scores which are more than one to five times the interquartile range. These are not shown in the box plots for BST and ELLA results. For the BST, scores are reported on a scale from 25 to 80, while for ELLA the reporting scale is 45 to 120.

Basic Skills Test results

Although the starting points of students' results in the Basic Skills Test (BST) test vary according to a range of individual and socio-economic factors, the amount of growth in two years of schooling is remarkably similar across metropolitan and rural areas and across suburbs in Sydney. Students in schools in western Sydney recorded the highest average growth. Growth in scores by students in schools in northern Sydney were lower which may reflect the overall higher starting point in Year 3 of many students from advantaged backgrounds.

The table below shows the average growth scores for literacy by Year 3 students in 1996 and by Year 5 students in 1998 for all equity groups.

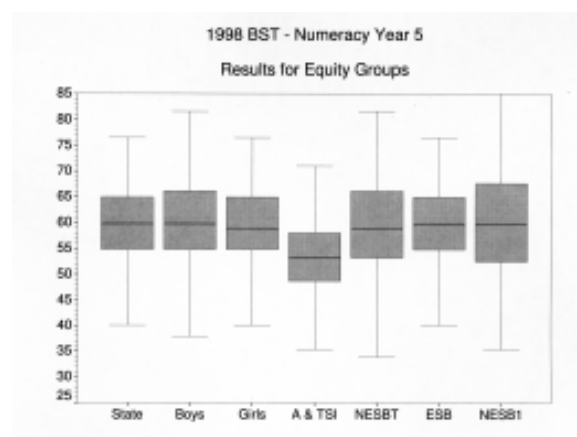
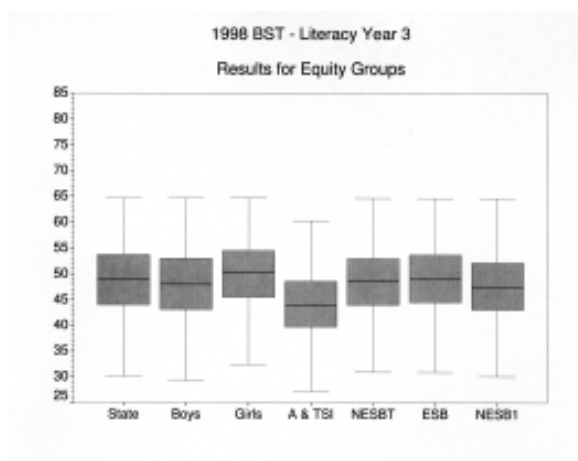
BST Average Growth Scores for Matched Students in Year 3 (1996) and Year 5 (1998)		
	Literacy	Numeracy
State	6.6	6.5
Boys	6.8	6.9
Girls	6.5	6.1
ATSI	6.8	6.5
NESBT	7.1	7.7
NESB1	8.8	10.4
ESB	6.5	6.2

ATSI - Aboriginal and Torres Strait Islander students

NESB(T) - Students who answered 'Yes' to 'Does anyone use a Language other than English at home?'

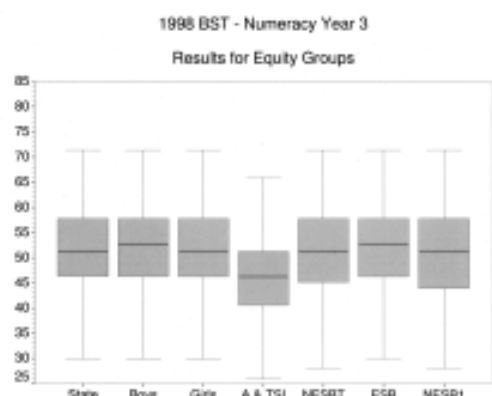
ESB - Students who answered 'No' to 'Does anyone use a language other than English at home?'

NESB(1) - Students who have lived in Australia for four years or less and never or only sometimes speak English at home.



Students from non-English speaking backgrounds showed the greatest rate of improvement across the state.

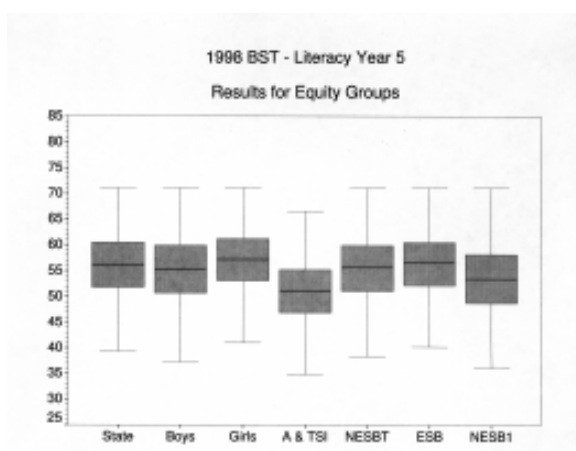
Overall, the literacy and numeracy performance of students from equity groups are similar to the state distribution with the exception of Aboriginal and Torres Strait Islander students.



English Language and Literacy Assessment results

The English Language and Literacy (ELLA) test provides good quality assessment information about the skills of all Year 7 students to better inform decisions about teaching and learning programs and students' literacy needs. ELLA targets all Year 7 students so that all secondary schools have the same assessment information about all their new students who could come from a number of different primary schools. The 1998 results for the ELLA test indicate that:

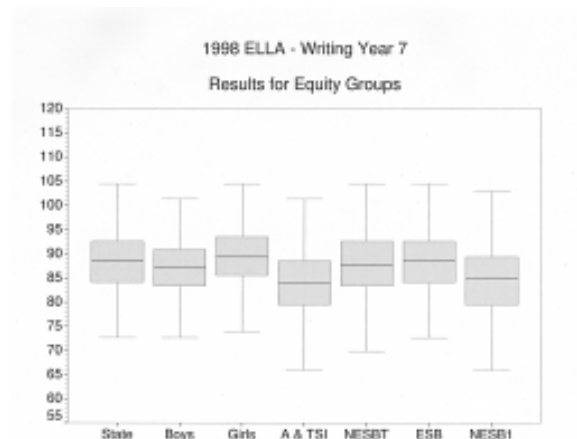
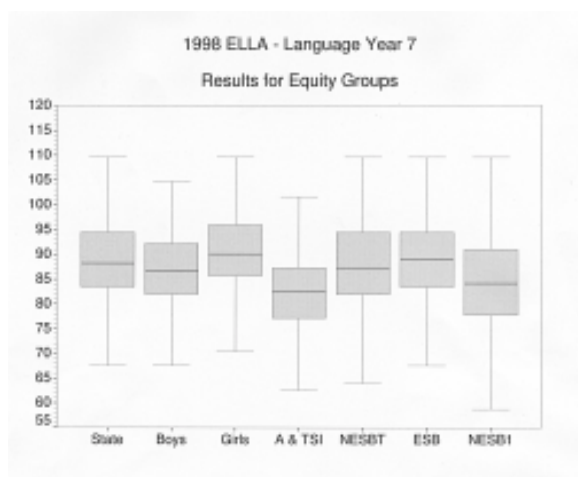
- ◆ The average score for Year 7 girls was higher than the state population average in writing, reading and language.
- ◆ Students from non-English speaking backgrounds who had lived in Australia for four years or less and who never or only sometimes speak English performed lower than the state population average for all three aspects of literacy.
- ◆ On a scale from low to high proficiency in writing, reading and language, the majority of Year 7 students were at least proficient in all aspects of literacy.



ELLA Year 7 1998: Results by Achievement Levels

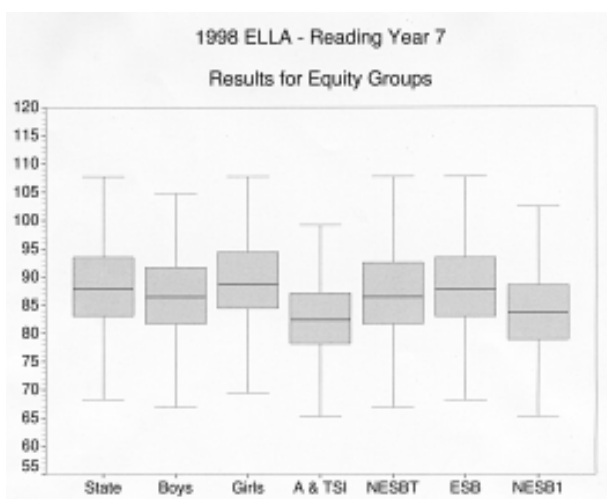
		Writing		Reading		Language	
		Count	Percent	Count	Percent	Count	Percent
High	State	16,354	30	17,638	33	18,700	35
	Boys	6,512	24	7,557	27	7,373	27
	Girls	9,842	37	10,081	38	11,327	43
Proficient	State	28,840	53	25,004	46	23,919	44
	Boys	15,253	55	12,807	46	12,561	46
	Girls	13,587	51	12,197	46	11,358	43
Elementary	State	6,696	12	8,151	15	7,258	13
	Boys	4,303	16	5,033	18	4,644	17
	Girls	2,393	9	3,118	12	2,614	10
Low	State	2,222	4	3,305	6	4,205	8
	Boys	1,537	6	2,204	8	3,015	11
	Girls	685	3	1,101	4	1,190	4

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



Performance in ELLA across all school districts

The performance of students from specific equity groups in the ELLA test across the state is shown in the following graphs.



School Certificate

School Certificate results - English-literacy

Results of the 1998 School Certificate in English indicate:

- ◆ A greater percentage of girls achieved Band 4 and above for English when compared to boys.
- ◆ Over 50% of students from CAP schools achieved Band 4 and above.
- ◆ Over 50% of Aboriginal and Torres Strait Islander students and students from DSP schools ranged between Band 3 and Band 4.

English-literacy results in the School Certificate, 1998						
Band	All students %	Girls %	Boys %	ATSI %	CAP %	DSP %
1 (low)	4	2	6	13	5	10
2	12	8	16	24	14	21
3	26	22	29	33	28	30
4	31	33	29	20	31	27
5	22	27	17	8	18	11
6 (high)	5	8	3	1	3	1

ATSI - Aboriginal and Torres Strait Islander students

CAP - Country Area Program

DSP - Disadvantaged Schools Program

School Certificate results - Mathematics

Results in Mathematics for the 1998 School Certificate showed:

- ♦ The largest proportion of students from CAP and DSP schools were placed in Bands 2 to 4.
- ♦ Achievement in mathematics by males and females was similar. Around 40% of candidates achieved Band 4 and above.
- ♦ The performance of Aboriginal and Torres Strait Islander students was poor compared to all other groups of students, with the majority performing below Band 3.

Mathematics results in the School Certificate, 1998						
Band	All students %	Girls %	Boys %	ATSI %	CAP %	DSP %
1	6	7	6	22	8	15
2	24	24	23	42	26	34
3	28	28	27	23	34	27
4	24	24	24	11	20	17
5	14	13	14	2	10	7
6	4	3	5	0.3	1	1

ATSI - Aboriginal and Torres Strait Islander students

CAP - Country Area Program

DSP - Disadvantaged Schools Program

Higher School Certificate

Higher School Certificate enrolments

The pattern of study of government school students across the key learning areas has remained fairly consistent for the last three years with a slight gradual increase in the PDHPE and TAS areas, and a slight decrease in the Science subjects.

HSC Enrolments: Load in Learning Domains, All Government Schools, 1996-1998									
Learning Domains	Percentage of Total Study Load								
	Female			Male			Persons		
	1996	1997	1998	1996	1997	1998	1996	1997	1998
Creative Arts	8.0	8.3	8.5	5.3	5.7	5.4	6.7	7.1	7.1
English	17.7	17.7	17.7	17.4	17.4	17.4	17.6	17.5	17.5
Human Society and its Environment (HSIE)	25.1	24.8	24.1	22.3	21.6	21.4	23.8	23.3	22.9
Languages	3.3	3.3	3.1	1.8	1.7	1.7	2.6	2.5	2.5
Mathematics	18.4	18.3	18.3	19.4	19.3	19.3	18.9	18.8	18.7
Personal Development, Health and Physical Education (PDHPE)	6.1	6.4	7.0	4.7	4.9	4.9	5.4	5.7	6.0
Science	11.5	11.1	11.0	14.3	13.7	13.5	12.8	12.3	12.1
Technology and Applied Studies (TAS)	9.8	10.2	10.3	14.9	15.8	16.5	12.2	12.8	13.2

The study load profiles of females and males have remained relatively stable over the past three years - with girls doing a greater load of Creative Arts, HSIE, Languages and PDHPE, and boys taking more units of Mathematics, Science and TAS.

The table below shows that students from CAP and DSP schools and Aboriginal and Torres Strait Islander students generally showed similar patterns of participation across the key learning areas for the last three years.

There was an increase in the pattern of participation for Aboriginal and Torres Strait Islander students and students from DSP and CAP schools in the key learning areas of PDHPE and TAS but a gradual decrease in Mathematics and Science over the same period. This pattern reflects the participation of all government students across the key learning areas for the last three years.

Percentage of Total Study Load of Students in the Disadvantaged Schools Program

Learning Domain	1996	1997	1998
Creative Arts	6.0	7.1	6.7
English	17.6	17.5	17.7
Human Society and its Environment (HSIE)	25.3	24.2	24.4
Languages	4.3	3.8	3.5
Mathematics	18.6	18.4	18.3
Personal Development Health and Physical Education (PDHPE)	4.9	5.6	5.8
Science	10.9	10.3	10.2
Technology and Applied Studies (TAS)	12.4	13.1	13.3

Percentage of Total Study Load of Students in the Country Area Program

Learning Domain	1996	1997	1998
Creative Arts	5.8	5.5	5.9
English	17.4	17.4	17.2
Human Society and its Environment (HSIE)	21.9	21.1	20.5
Languages	0.4	0.5	0.9
Mathematics	18.2	17.8	17.7
Personal Development Health and Physical Education (PDHPE)	6.0	7.3	7.5
Science	14.1	13.8	12.8
Technology and Applied Studies (TAS)	16.2	16.6	17.6

Percentage of Total Study Load of Aboriginal and Torres Strait Islander Students

Learning Domain	1996	1997	1998
Creative Arts	8.0	9.9	8.6
English	17.9	17.7	17.6
Human Society and its Environment (HSIE)	22.7	23.1	22.4
Languages	0.3	0.5	1.0
Mathematics	17.8	17.2	17.4
Personal Development Health and Physical Education (PDHPE)	8.9	10.3	10.3
Science	10.6	8.7	8.1
Technology and Applied Studies (TAS)	13.9	12.6	14.6

Higher School Certificate results

A total of 77 government school students were placed first or equal first in a course. There were 53 female government school students and 24 male students on the list.

Two students from CAP schools came first or equal first in French Z 2 unit and Mathematics in Society 2 unit. Eight government school students from DSP schools came first or equal first in a course. These courses were Aboriginal Studies 2 unit, Arabic (G) 2 unit, Food Technology 3 unit, Macedonian 2 unit, Mathematics in Practice 2 unit, Portuguese 2 unit, Turkish 3 unit and Vietnamese 2 unit.

Number of Students on the 1998 HSC Merit List by Targeted Subsections of the Population

	Female	Male	Total
All government schools	2,256	1,755	4,011
ATSI	3	2	5
DSP	150	125	275
CAP	47	16	63

Source : Executive Information data derived from Board of Studies data.

ATSI - Aboriginal and Torres Strait Islander students

CAP - Country Area Program

DSP - Disadvantaged Schools Program

COORDINATION OF EDUCATION AND TRAINING SERVICES

The Department of Education and Training coordinates all public education and training services across the state. The department aims to provide a smooth transition from school to further education and training, from school to work, and from post-compulsory education and training to work. During the reporting period, the department streamlined the administration of education and training services in NSW in order to redirect direct funds into delivery and to maximise the use of resources.

Education and Training Pathways

Joint Educational Campuses

Joint educational campuses bring educational partners together on a single site while maintaining discrete and identifiable campuses. So-called 'soft boundaries' exist between each campus in physical and educational terms although sharing the use of facilities and services is maximised. Students benefit from increased opportunities for study pathways and credit transfer as well as the synergy of the critical mass of the student cohort.

Major achievements in 1998 included those at Coffs Harbour Education Campus; Nirimba Education Precinct, which incorporates the Nirimba Collegiate Group; Penrith Lakes Environmental Education Centre; and Tomaree Education Centre. Planning continued on projects including the South Coast Education Network and the South West Sydney Education and Training Centre.

Existing Campuses

Central Coast Campus

The Central Coast Campus is a joint venture involving Hunter Institute, the University of Newcastle and the Central Coast Community College.

Coffs Harbour Education Campus

The Coffs Harbour Education Campus is a joint venture that caters for students from Southern Cross University and North Coast Institute of TAFE as well as government school students in Years 11 and 12. The campus was established in 1995 and presently caters for 450 secondary students, 3,000 TAFE students and 600 university students. In 1998, the Coffs Harbour Senior College, which caters for secondary students, received a Director-General's award for outstanding achievements in the creation of an adult learning environment.

The campus offers increased opportunities for students through articulation arrangements, credit transfer and joint program developments across the three sectors. For example, secondary students can gain dual accreditation towards an HSC and TAFE Certificate III courses in information technology and child studies. Secondary students can also gain access to some university courses with advanced standing currently available in business, retail, and tourism and hospitality management. Similarly, TAFE students can gain advanced standing towards university degree courses in areas such as business, agribusiness, retail, tourism and hospitality, information technology and multimedia, welfare and child studies. Institute and university staff developed a joint TAFE Retail Management Diploma program and Southern Cross University Retail degree program which will begin in 1999.

In 1998, the second stage of the campus was opened. It includes additional learning spaces, a student learning centre, hairdressing and child studies facilities, and residential accommodation for TAFE and university students from outside the local area.

Nirimba Education Precinct

Nirimba Education Precinct is an educational community consisting of a campus of the University of Western Sydney, Hawkesbury, Nirimba College (a TAFE college in Western Sydney Institute), Wyndham College (a new \$14 million government senior high school) and Terra Sancta College (a Catholic senior high school). In 1998, the precinct catered for TAFE and university students.

In 1998, 3,012 students enrolled at Nirimba College of TAFE, an increase of 21.8% from 1997. The course areas with the highest enrolments were building and construction (1,102 enrolments) and community services (774 enrolments). The college acts as Western Sydney Institute's Centre of Excellence for Music. During the year, precinct staff established a pathways project to develop links in building, information technology, hospitality and marketing courses provided by the four partners.

In 1999, 300 students in Year 11 will begin their studies at Wyndham College. Educational opportunities for secondary students at Nirimba will include closer links to TAFE and universities and increased access to traineeships, giving students more opportunities to enrol in TAFE or university, or to find employment. Students from Wyndham and Terra Sancta will share a library, and performing arts and recreation facilities.

Nirimba collegiate group

In March, the Minister announced the formation in western Sydney of the Nirimba collegiate group of schools. The group is comprised of three existing local high schools - Quakers Hill, Riverstone and Seven Hills - and Wyndham College in the Nirimba Education Precinct. The Nirimba collegiate group is designed to maintain comprehensive high quality education in the existing schools and to enhance it through the Nirimba Education Precinct.

The three existing local schools will concentrate exclusively on courses and programs for students in Years 7 to 10. Students will then continue their studies in Years 11 and 12 at Wyndham College. These students will have access to greatly expanded curriculum opportunities for HSC, TAFE and university study. In 1999, a student finishing Year 10 at any of the three high schools will have automatic entry to Year 11 at Wyndham College. For 1999 only, Year 12 will complete their final year at their existing schools.

Staff from the four precinct partners are currently developing a range of study packages that will exploit the potential of the Nirimba Education Precinct. Students will be able to study selected TAFE and university courses while in Years 11 and 12, which will complement and build on their HSC studies. In particular, vocational education and training options will be broadened.

The study packages are being designed to eliminate overlap in content, integrate delivery across the sectors, maximise credit transfer, provide clear pathways for students, implement innovative delivery techniques, and maximise the utilisation of the precinct's resources. Study packages are being developed in the areas of information technology, business, building and construction, and hospitality.

Penrith Lakes Environmental Education Centre

The Penrith Lakes Environmental Education Centre at Cranebrook was officially opened in 1998 to implement initiatives in environmental education in western Sydney. The centre is a partnership between the department, the Catholic Education Office at Parramatta, the University of Western Sydney, Western Sydney Institute of TAFE, the NSW Minerals Council and Penrith Lakes Development Corporation. It caters for students from government and non-government secondary schools in western Sydney, the University of Western Sydney, and Western Sydney Institute.

The centre has a 2,000 hectare recreation area with seven connecting lakes which provide students with fieldwork experiences in a mining environment. Study areas include the Penrith Lakes scheme, heritage studies, the Olympic site, Aboriginal archaeology, geology, water quality, and rehabilitation of the environment. General fieldwork related to some key learning areas is also undertaken by secondary students. Key achievements in 1998 included:

- ◆ increasing overall student attendance throughout the year (about 10,000 students visited the centre in 1998, most for a full day)
- ◆ increasing the attendance of primary school students
- ◆ appointing a second teacher with funds provided by the centre's partners
- ◆ successfully trialing new programs in science and maths
- ◆ establishing a wet weather fieldwork area
- ◆ constructing a theatre to expand the educational resources available at the centre
- ◆ constructing a wetland so that students may study water quality, science and geography.

The centre is currently seeking further sponsors. Staff are developing links with the Penrith White Water Stadium which may lead to joint initiatives and programs. Staff also intend to develop and improve their current multimedia initiatives, for example, by using virtual reality techniques.

Tomaree Education Centre

The department established the Tomaree Education Centre at Port Stephens. The \$14 million centre began operating in July 1998. The centre caters for 1,500 primary and secondary school students and 300 TAFE students (through Hunter Institute). The centre includes general purpose classrooms, computing classrooms, food technology facilities and a special education unit for secondary students. The high school offers a range of vocational education and training courses including retail, hospitality, office studies, horticulture, and building and construction.

South Coast Education Network

Illawarra Institute has entered a collaborative venture with the University of Wollongong, three regional shire councils and some local government schools, to provide improved access to post-compulsory education and training for residents of the south coast of NSW. The South Coast Education Network will be jointly operated by the institute and the university through centres at West Nowra, Bateman's Bay and Bega. The network is due to begin operating in Semester 1, 2000. The three sites will be linked together by high-capacity broadband communication systems.

The West Nowra site includes a dedicated TAFE building, a dedicated university building and shared facilities (a library, an access centre and a student services building). The Bateman's Bay site includes a new community library and a computer access centre. The Bega site includes a computer access centre, an audio-visual conference room and student amenities. Institute and university staff are developing joint curriculum to provide a range of complimentary TAFE and university programs through the education network.

South West Sydney Education and Training Centre

The South West Sydney Education and Training Centre is in the planning stage. The centre will provide facilities for South Western Sydney Institute of TAFE and the University of Western Sydney, Macarthur, in the Liverpool CBD. The centre will focus on the provision of training and development programs for local industry.

Pathways in secondary schools

Senior colleges and multi campus schools

The department has established senior colleges to improve the opportunities for students in areas that are currently under-represented in the senior years of schooling. In 1998, senior colleges in NSW included Coffs Harbour Senior College which is part of the Coffs Harbour Education Campus, Wyndham College which is part of the Nirimba Education Precinct in western Sydney, Illawarra Senior College in Wollongong, Bradfield College at Crows Nest, Bankstown Senior College and St Marys Senior College.

Senior colleges have the capacity to better marshal resources to target the particular needs of students. One of the benefits for students in senior colleges is a broad range of curriculum options in Years 11 and 12, for example, 67 courses will be available to students in Year 11 at Wyndham College. As a result, it is expected that the participation rates and educational outcomes of students from areas that are currently under-represented in the senior years of schooling will improve. There is strong community support for senior colleges and strong demand for places in these schools. In a few years, Wyndham College is expected to have total enrolments of more than 800 students drawn from Riverstone, Quakers Hill and Seven Hills High Schools. In addition, the retention rate at Wyndham College is already 17% higher than expected for this area.

The department is currently planning a \$22 million multi campus school at Dubbo and a \$15 million multi campus school at Mt Druitt. Both multi campus schools will cater for students from Years 7 to 12, with a senior college for students in Years 11 and 12. The Nirimba Collegiate Group operates in this way. Multi campus schools have shared leadership, staffing and resourcing. They have been well received by staff, students and the community.

Dubbo College will be linked to a school for distance education, the Dubbo South Campus of the Western Institute of TAFE and Charles Sturt University. The senior

college is expected to have enrolments of around 2,300 students drawn from Dubbo South, Dubbo and Delroy High Schools.

The senior campus at Mt Druitt will be located at the current site of Whalan High School and it will draw students from Dunheved, Mount Druitt and Shalvey High Schools. In addition, the department plans to establish a campus for students from pre-school to Year 12 in Bidwell. Both these campuses will be linked to Western Sydney Institute and the University of Western Sydney.

Articulation and credit transfer arrangements

In 1998, departmental staff increased the number of articulation and credit transfer arrangements available to students in all education sectors. More students are now accessing these education and training pathways.

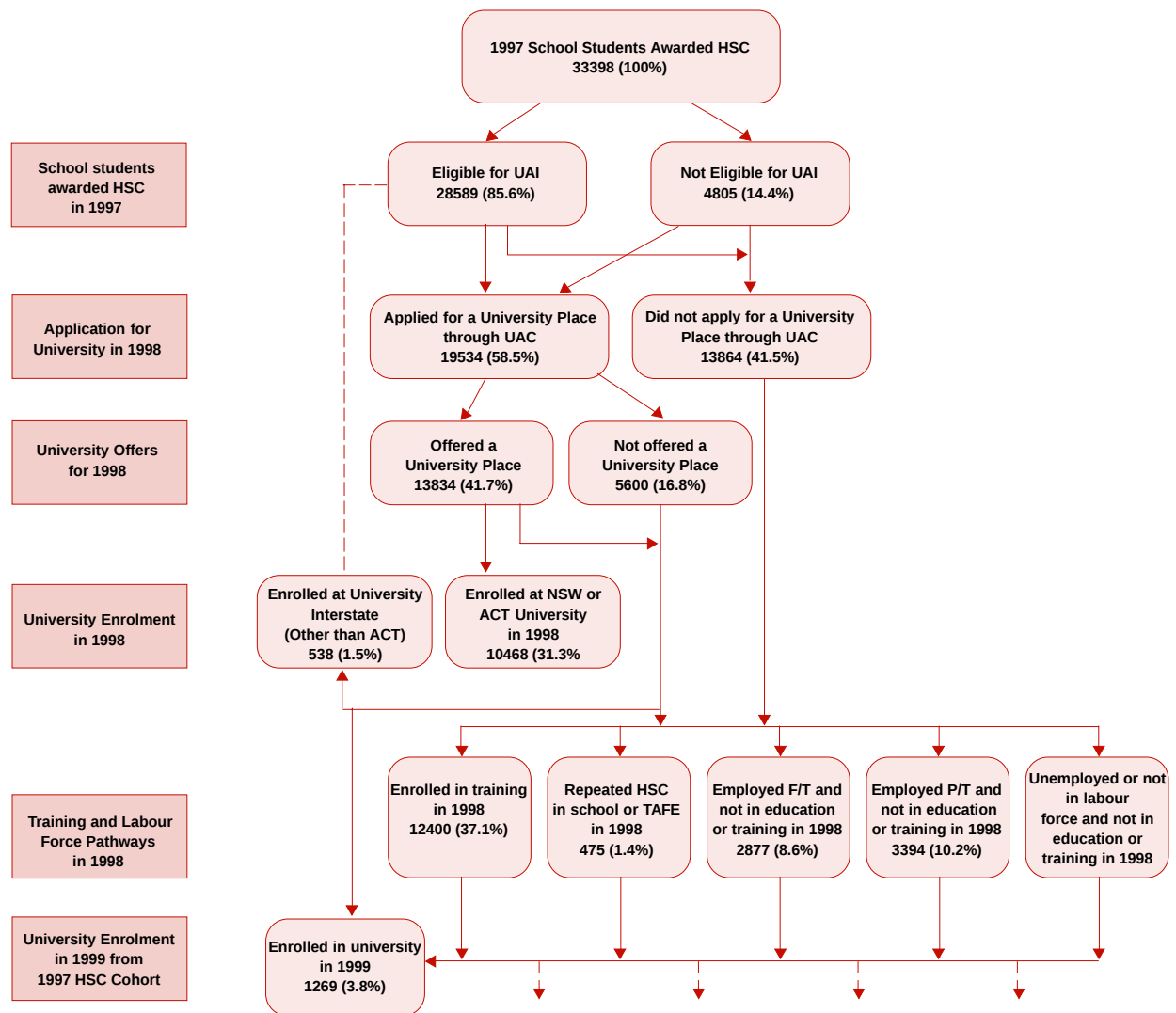
School-university and school-TAFE

Credit transfer is now available for graduates of around 45 HSC courses into over 200 TAFE NSW courses. In addition, the University of Western Sydney piloted the 'Compacts' scheme in 15 schools and TAFE colleges. Students were selected for admission to the university based on their academic results and personal attributes. In 1999, 250 students will be admitted to the university through this scheme.

The table on the following page shows the destinations of 1997 HSC candidates in government schools. The key points are as follows:

- ◆ Of the 1997 government school students who were awarded the HSC, 59% applied for a university place (down from 61% in 1996) and 33% enrolled in university in 1998 (a similar amount to 1997).
- ◆ The proportion of students awarded the HSC who enrolled in VET and other training remained roughly the same at 37 %.
- ◆ In 1998, 28.5% of 1997 government school students who were awarded the HSC were not in education and training (although they were either employed full-time, part-time, unemployed or not in the labour force). This is roughly the same as the previous year.

1998 Destinations of 1997 HSC Candidates in Government Schools



ACE providers-TAFE

Pathways have been established between ACE and TAFE NSW. Work will continue on facilitating pathways into TAFE for clients undertaking adult and community education.

Private providers-TAFE

Departmental staff negotiated credit transfer arrangements involving over 80 TAFE NSW modules with the Adult Education and Vocational Training Institute of the Department of Corrective Services. Students who have completed courses or modules with the adult education institute will be given advanced standing in TAFE NSW courses in the areas of small business, horticulture, workplace training and information technology. In addition, ESD staff are establishing articulation pathways for Qantas staff into TAFE tourism and hospitality courses.

Assessment pathways into TAFE

In 1998, departmental staff extended their recognition services to include assessment-only pathways into TAFE NSW. Recognition of skills and prior learning can now be provided for 100% of a TAFE NSW qualification. TAFE NSW also provides commercial recognition services for individuals and enterprises that require a customised service.

University-TAFE

In 1998, over 20,000 university graduates enrolled in TAFE NSW to undertake courses that will provide them with practical skills. Departmental staff were involved in the development of principles for collaboration between universities and TAFE NSW which are designed to enhance pathways for students between the two sectors. In addition, they established credit transfer arrangements which enable university graduates to gain up to 75% advanced standing in eight designated TAFE courses.

TAFE-university

As noted above, departmental staff contributed to the development of principles for collaboration between universities and TAFE NSW which should increase pathways for students between the two sectors. To assist current TAFE and secondary school students, departmental staff distributed a booklet, 'Moving On ... Using TAFE to finish your degree faster', to all TAFE institutes and secondary schools in NSW. Departmental staff also established a pathway for all graduates of the TAFE Diploma in Children's Services (Child Based Care) into the University of Western Sydney's Bachelor of Teaching (Early Childhood) and Bachelor of Education (Early Childhood). Other key achievements in 1998 included:

- ◆ Hunter Institute staff have developed an extensive course articulation/credit transfer agreement with the University of Newcastle. Thirty five of the 45 degrees offered by the university now have a formal articulation

arrangement with a related TAFE course at Hunter Institute. In 1998, institute and university staff established a joint course in viticulture so that a TAFE Diploma in Viticulture articulates into the university's Applied Science degree.

- ◆ Illawarra Institute staff renegotiated their credit transfer arrangements with the University of Wollongong.
- ◆ North Coast Institute and Southern Cross University staff established new pathways in the areas of information technology, retail management and human services.
- ◆ Northern Sydney Institute negotiated the following agreements with the University of New England: articulation from the TAFE Diploma in Child Studies into the Bachelor of Teaching (Early Childhood), from TAFE hospitality management courses into the Bachelor of Science (Hospitality), and from TAFE engineering courses into the Bachelor of Engineering Technology.
- ◆ Riverina Institute and Charles Sturt University exchanged letters of agreement to develop enhanced credit transfer agreements for all the institute's diploma courses and to explore the potential of a centre for pre-university studies to support both regional and international students seeking entry via TAFE to university courses.
- ◆ South Western Sydney Institute staff have formalised credit transfer arrangements with the University of Western Sydney, Macarthur for an additional 35 TAFE NSW courses. The university has also granted guaranteed access and advanced standing for Diploma graduates from South Western Sydney and Southern Sydney Institutes who wish to study related undergraduate courses.
- ◆ Southern Sydney Institute staff have developed articulation arrangements with other providers including Charles Sturt University; the Universities of Western Sydney, NSW and Wollongong; and the JMC Music Academy. These agreements embrace the areas of adult education, aviation engineering, advance manufacturing, business, logistics and music. Institute staff are also negotiating with overseas institutions to establish international career pathways for its students.
- ◆ Sydney Institute staff gained accreditation for a joint graduate diploma with the Association of Chartered Certified Accountants. This is the first graduate diploma to be offered by TAFE NSW. Institute staff also established a joint diploma/degree program in human resources with the University of Western Sydney; and gained advanced standing for graduates of the TAFE Diploma in Children's Services with the University of New England.
- ◆ Western Sydney Institute's graduates from the 'Hawkesbury Headstart' pre-tertiary program have been granted virtually guaranteed entry to the University of Western Sydney. Institute staff gained

advanced standing for TAFE Associate Diploma students who have completed set requirements in electrical and mechanical technology at Mt Druitt TAFE College in the Bachelor of Technology (Electrical, Mechatronics, Civil) degrees at the University of Western Sydney, Nepean.

Future challenges for the department include implementing the principles for collaboration between universities and TAFE NSW, implementing assessment pathways, increasing credit transfer between TAFE and ACE, increasing the promotion of recognition services, and improving the processes for granting credit transfer in all sectors.

Employment Pathways

School to work

The department has integrated a range of strategies into the school curriculum to prepare students for working life. Students learn about work and workplace issues through career education; workplace experience and learning; work education and other general education courses; and other activities including those involving practice firms. In 1998, around 70,000 government school students from Years 9 and 12 were involved in workplace learning, either through work experience or work placements. Almost 55,000 students aged 14 years of age or over participated in a work experience program – a significant increase over previous years.

School to work programs for students in Years 9 and 10

The department provides a school to work program for students in Years 9 and 10 who may be at risk of making an unsuccessful transition from school to work. Notable achievements in school to work programs in 1998 included:

- ♦ implementing the Stage 5 Work Education course in 54 government schools across 30 school districts which attracted about 3,000 enrolments from students in Years 9 and 10
- ♦ documenting the skills of over 800 students in a broad range of work-related activities as part of the Recognition of Work-Related Skills project
- ♦ developing individual school-to-work plans for over 600 students in Years 9 and 10 in government schools.

Workplace learning for students in Years 11 and 12

The department provides effective programs in workplace learning (including Stage 6 Work Studies); and provides advice to student, parents, schools and employers on workplace learning issues. The department offers students

the opportunity to gain work experience which provides them with an orientation to the world of work in a general field.

Work experience is a significant component of career, work and enterprise education programs and transition education initiatives for students with special needs. In addition, the department offers structured work placements for students undertaking vocational courses for the HSC. Key achievements in workplace learning in schools in 1998 included:

- ♦ increasing the number of students Years 11 and 12 undertaking work placements as part of a dual-accredited vocational course (such as an Industry Studies or a Content Endorsed Course that is also part of the HSC study program) from around 14,000 to approximately 16,000 students in 1998
- ♦ organising industry-specific employment and training expos, career markets, youth forums involving key industry personnel who discussed the future of work, and employment and training pathways
- ♦ improving information and advice on workplace learning provided to teachers, students, employers and parents by developing and distributing 'The Workplace Learning Handbook', a support document for the development, management and coordination of workplace learning programs for students in government schools; 'An Employer's Guide to Workplace Learning'; and 'A Parent's Guide to Workplace Learning'.

In addition, JSSTAFE courses help students to secure employment, for example, 18 of the 22 JSSTAFE students completing the first year of the electrical trades course at Gympie College of TAFE secured apprenticeships for 1999.

In 1999, departmental staff will implement vocational learning initiatives for Aboriginal students in selected communities. Students will research local labour market opportunities, plan training and employment pathways, and undertake work experience.

Part-time traineeships

The department is piloting a program, as part of the Government's VET in schools initiative, to implement part-time traineeships and courses in new industry areas for Year 11 students. These part-time traineeships will articulate into full-time traineeships. This program will enable students to complete the off-the-job training component and a significant proportion of the on-the-job component of a recognised vocational credential while at school. The department will ensure that this training contributes to the HSC and to an AQF qualification at level II or higher.

In 1998, a total of 575 Year 11 students from government schools throughout the state participated in this program. These students undertook courses in vocational areas including engineering production, information technology, sport and recreation, office administration, hospitality, metals, rural operations, viticulture, automotive, interactive multimedia, forestry and horticulture. Half of the students who took part in the pilot projects indicated that they would like to commence their on-the-job training component by taking part-time paid employment. It is only when these students have taken up such employment that they are considered to be contracted trainees.

By the end of 1998, 38 students had become contracted trainees. Additional pilots will be conducted in 1999 and 2000.

TAFE to work

Employment services

TAFE institutes provide a range of job placement and employment services and programs to assist students. Major achievements in 1998 included the following:

- ◆ Northern Sydney Institute staff have established a student employment service, called Jobplace. Staff provide students with job search training, including application/resume preparation and interview skills; information on industry needs and labour market trends; and referrals to suitable job vacancies. Jobplace coordinators have established wide-ranging contact with external agencies, including Centrelink, Job Network members, private employment agencies, and case managers. At Ryde Campus, private companies interview and recruit on-site. The institute does not charge a fee for Jobplace services. All institute campuses recorded increased student registrations, employer contacts, listed vacancies and placements. Over 2,300 vacancies were lodged with Jobplace during 1998. Jobplace has a recorded average success rate of 20% in placing students in incoming vacancies. However, the actual placement rate is thought to be much higher as students and employers often do not notify Jobplace staff when a vacancy is filled.
- ◆ In late 1998, Northern Sydney Institute staff introduced a placement service for school leavers which places them in traineeships, apprenticeships and related vocational courses.
- ◆ Southern Sydney Institute staff conducted three courses for Australia Post that targeted Aboriginal people. Course graduates were guaranteed employment with Australia Post.
- ◆ Sydney Institute's student association runs a job placement service. In 1998, about 600 students registered with the service. Of these, 400 were placed in jobs, some of which were holiday positions which may lead to longer-term employment. In addition, the service provided around 4,000 students with

information about companies that offer employment, and assistance with resumés and interview techniques.

- ◆ Sydney Institute staff introduced a service that provides prospective students with information and data about the outlook for jobs across a range of industries.

An Employment Initiative For Aboriginal Women In New England

A New England Institute teacher, Louise Anderson, has established a program at Boggabilla Campus that provides students in clothing production with opportunities for local employment. The majority of the students are Aboriginal women with little prospect of employment. The Goondiwindi Cotton Company provides the material and accessories for practice garment production, rents the sewing room at the campus, and covers such items as workers' compensation. Louise is not only the teacher but also the designer and patternmaker, and she oversees these production operations for the company. The students learn to sew and when their garments are finished, they are able to sell them to Goondiwindi Cotton. Once students complete the Clothing Product Certificate (I, II or III), they are able to start working for the company from their own homes. The company used to spend around \$600,000 producing garments overseas and in other parts of NSW. This money is now kept in the local community. This program received a special award in the Premier's 1998 Public Sector Awards for making a significant contribution to the economy.

Practice firms

Many institutes have introduced practice firms to prepare students for business careers. By working in practice firms, students learn how to make decisions in the real business world. This work experience greatly improves their chances of securing employment. In 1998, for example, North Coast Institute began to establish a network of practice firms in the Northern Rivers area of the state. This project will involve 80 students, with 20 in each 'firm'.

National TAFE graduate destination survey

The National Centre for Vocational Education Research undertakes a national survey of TAFE graduate destinations. Departmental staff analysed the methodology and results of the 1998 survey and found that these results are not valid at the state level. Consequently, information from the survey is not included in this report.

Coordination of the Administration of Services

The new department

In December 1997, the NSW TAFE Commission, the Department of Training and Education Co-ordination and the Department of School Education were amalgamated to form the Department of Education and Training. This amalgamation was achieved with minimal disruption to schools and TAFE colleges. The new department commenced an ambitious program of reforms designed to improve education and training service delivery across the state, to expand subject choice and pathways, and to link resourcing to performance. Key elements of this program include:

- ♦ developing strategic directions and policies to integrate resourcing with outputs and outcomes
- ♦ restructuring corporate and state office services, including the introduction of shared service facilities and improved communication networks
- ♦ developing performance and student-based allocation and reporting systems
- ♦ expanding educational pathways including vocational education and training options
- ♦ investing in technology in educational delivery and corporate support functions.

The foundation for this change is built on linking the department's financial and resourcing structures to core equity and strategic educational directions. Key actions include integrating management information systems related to workforce planning including retraining and staff development; improving asset management, including the maintenance and repair of buildings and equipment; upgrading technology; and making targeted funding to meet school and college needs more strategic.

In 1998, the NSW Department of Education and Training became the leanest education bureaucracy in Australia. As a result, the department was able to deliver more resources to schools and colleges, with an estimated \$47 million redirected to classrooms in 1998.

Cost savings

Corporate services costs reduced

In 1998, corporate services in the Department of Education and Training were rationalised following the amalgamation of departments in late 1997. This key structural change achieved significant efficiencies in corporate services which have streamlined services, eliminated waste, and achieved savings through economies of scale. Key achievements in reducing the cost of corporate services included:

- ♦ amalgamating school staffing, leave processing and payroll functions into a single unit

- ♦ centralising staff establishments for state and district offices, and industry training service centres on a Lattice database
- ♦ integrating policy areas including SES management, and staff welfare including workers' compensation and rehabilitation
- ♦ integrating finance, purchasing, technology and properties functions
- ♦ consolidating major educational delivery processes including curriculum development and support, and staff training and development.

The Industry Commission's 1999 report indicated that NSW had the lowest administrative cost per student of any Australian state or territory (at \$250 per government school student). The following table shows the comparative administrative costs in Australian states and territories that were reported in the Industry Commission's 1999 report.

Administrative Costs Per Student (\$)								
NSW	Vic	Qld	WA	SA	Tas	ACT	NT	National average
250	268	419	394	481	424	600	1,304	343

Source: The data are based on the 1997 MCEETYA Report.

In addition, the NSW Council on the Cost of Government ranked government school education services in the top quartile of NSW government sector agencies in relation to the council's benchmarks for financial management and accounting, and human resources services.

Corporate service efficiency strategies in the immediate future will focus on reducing inefficient transaction-based processing costs, increasing shared service centre arrangements, reducing duplication, and increasing the use of technology.

TAFE institute corporate services costs reduced

TAFE institute's continued to implement initiatives to reduce the cost of their corporate services in line with government targets. For example:

- ♦ Illawarra Institute staff conducted an institute-wide organisational review, established process improvement teams, and introduced a 2% productivity efficiency factor to reduce and streamline costs while striving for more effective delivery outcomes.
- ♦ North Coast Institute completed an administrative restructure involving 139 staff to achieve greater efficiency, increase skills and improve support for educational functions.
- ♦ OTEN staff made efficiency savings in the cost of corporate services of \$452,000.

Maximising the use of education and training resources

ACE-TAFE NSW strategic plan

The chairs of the Board of Adult and Community Education and the TAFE Board, together with departmental staff, developed the *Adult and Community Education-TAFE NSW Joint Strategic Plan, 1999-2000*. This plan delineates areas of complementary provision to ensure that both sectors can cater for the education and training needs of the community while maximising the use of education and training resources.

Strategic plan to derive growth in VET from efficiencies

The principle of growth derived from efficiencies is a cornerstone of the ANTA Agreement 1998-2000 that influences the release of Commonwealth funds to the States and Territories. Commencing in 1998, and for the term of the agreement, the Commonwealth has agreed to maintain its funding levels to States in real terms for vocational education and training. States and Territories have agreed to achieve growth derived from efficiencies over the period of this agreement.

In 1998, successful negotiations were undertaken with ANTA in relation to targets for growth in vocational education and training derived from efficiencies for the period, 1998 to 2000. A strategy was submitted to ANTA outlining the expected growth in vocational education and training in NSW from 1998 to 2000 due to efficiencies.

The strategy proposed modest growth of 0.48% in 1999 which will be achieved through initiatives such as improved administration, increased purchasing of training through the Contracted Training Provision program, increased traineeship training, and an expansion of distance education and recognition of prior learning.

NSW VET Curriculum Clearinghouse

The NSW VET Curriculum Clearinghouse service was established to enable curriculum resources to be used more effectively, to provide more cost-effective curriculum services across NSW, to increase the number of curriculum projects completed, and to decrease the amount of time taken to complete them. During 1997, Education Services Divisions began operating the clearinghouse using a new Intranet database system. This service involves distributing NSW Crown copyright curriculum to registered training organisations. In 1998, this service was moved to the Internet thereby enabling clients to browse course and module catalogues and order curriculum documents online. The site is located at www.det.nsw.edu.au/clearinghouse.

By the end of 1998, the clearinghouse contained 590 courses and 3,587 associated modules that were for sale. By October 1998, the clearinghouse had made 1,288 sales and received 3,897 enquiries from around Australia. TAFE NSW sold 858 curricula through the clearinghouse in 1998.

In the 1998/99 financial year, the Clearinghouse is committed to increasing the number of projects completed and decreasing the time taken to complete projects by 15%.

Sharing education and training resources

Departmental staff have sought to maximise the use of resources by establishing more shared-use arrangements. Notable achievements included:

- ♦ Illawarra Institute and the University of Wollongong staff are developing a framework for sharing of facilities and infrastructure where appropriate, and joint program and profile planning.
- ♦ New England Institute and Southern Queensland Institute of TAFE are working together to maximise services for clients and to share infrastructure, technology and resources.
- ♦ North Coast Institute and Southern Cross University are investigating the shared use of facilities.
- ♦ OTEN continued to share educational resources with public providers in other states in course areas such as electrical, mechanical, civil and structural engineering, and building studies. In addition, OTEN staff assisted a range of government agencies, private enterprises and ITABs with the design and development of training packages. These agencies and firms included Australian Rail Training, MIM Electrical, Westmead Hospital, and Raine and Horne Pty Ltd.
- ♦ Riverina Institute and Cootamundra Shire Council jointly established a shared library. The shire council library, which is 100 metres from the institute campus, has become a shared facility. The institute provides computers and Internet connections.

Community access to TAFE and school facilities

TAFE and school facilities are a valuable community resource and while their prime function is to serve as places of learning they are made available for other educational and community uses when they are not needed for this function. The establishment of the Department of Education and Training facilitated greater use of government-owned facilities by all education user groups. At the request of the Public Accounts Committee a cost-benefit analysis of the community use of schools will be conducted in 1999. The researchers will consider the type and level of community use of schools, the issue of costs in providing community access, and they will cite examples of community use benefiting both schools and their communities.

The department's policy on the use of schools as polling places was revised for the 1998 Federal Election. The policy was the outcome of negotiations between the Department and the Commonwealth Electoral Commission. It re-emphasised the need to make school facilities available for elections, provided a simpler basis for the calculation of charges, and increased the rates of payments to schools from \$20-\$80 to \$50-\$100.

Higher education

The department provides policy, planning, resourcing and legislative advice on higher education issues, as these relate to NSW universities. A summary of the department's achievements during the reporting period is set out below.

Policy

In 1998, the department provided high quality policy advice in relation to:

- ◆ current and emerging Commonwealth higher education policies and their effects on equity and quality in higher education, including the West Review of Higher Education Financing and Policy
- ◆ Commonwealth/State issues affecting the NSW higher education sector
- ◆ cross-sectoral policy issues involving higher education, including consultations with the Board of Studies on replacements for Distinction Courses, consultations on the Central Coast Campus and participation in the TAFE-Universities Working Party on admissions, recognition and credit transfer issues
- ◆ major national higher education policy issues, for example, the accreditation issues concerning private providers of higher education accredited under the *NSW Higher Education Act, 1988*

- ◆ key issues concerning university status for institutions seeking to become universities
- ◆ meetings of the Ministerial Council for Employment, Education, Training and Youth Affairs
- ◆ meetings with the NSW Vice-Chancellors' Conference
- ◆ university land holdings.

Planning and resourcing

During the year, the department provided effective and strategic planning and resourcing support to NSW universities by:

- ◆ participating in bilateral and multilateral negotiations with the Commonwealth Government for triennial funding for NSW universities
- ◆ providing advice to the Minister on the impact of Commonwealth funding cuts on NSW university budgets and planning
- ◆ facilitating discussions between universities and other NSW government departments concerning the supply of professionals.

University legislation

The department also provided advice on matters relating to legislative requirements and regulations in relation to NSW higher education institutions in 1998 including the following:

- ◆ amendments to the *Charles Sturt University Act*
- ◆ continued updating of university by-laws as part of the implementation of the *1994 University Legislation Amendment Act*
- ◆ the investment and borrowing powers of NSW universities.

In addition, departmental staff liaised with NSW Treasury on university financial requirements.

QUALITY TEACHERS AND LEADERSHIP

During the year, the department continued to develop a better skilled, committed and flexible workforce and a more rewarding work environment.

Quality Teachers

Promoting the Quality of Teaching

Ministerial Advisory Council on the Quality of Teaching

The Ministerial Advisory Council on the Quality of Teaching (MACQT) was established by the NSW Government to provide advice to the Minister on issues relating to all aspects of quality teaching. The main objectives of the council were to identify, consult and develop collaborative advice on the way the NSW Government, teacher education faculties and other education organisations can work together to promote the quality of teaching. Over the past twelve months the council successfully:

- ♦ established the MACQT website (<http://www.det.nsw.edu.au/macqt>). The website contains published reports of the Council and the papers from the MACQT conference.
- ♦ held the MACQT conference at the Australian Technology Park in October 1998. It focused on the theme: 'Professional Standards: Quality Teaching'. The conference was attended by the Premier of NSW, the Minister and over 400 participants representing the teaching profession, educational administrators, parents other members of the community.
- ♦ published two reports "Towards Greater Professionalism: Teacher Educators, Teaching and the Curriculum and Teacher Preparation for Student Management: Response and Directions".

MACQT conducted a forum on the implementation of the recommendations in the MACQT report: *Towards Greater Professionalism: Teacher Educators, Teaching and the Curriculum*, in September 1998.

An audit of the implementation of the recommendations of MACQT was carried out. The audit covered the following reports:

- ♦ *Computer Proficiency for Teachers*
- ♦ *Raising the Standing of Teachers and Teaching*
- ♦ *Towards Greater Professionalism: Teacher Educators, Teaching and the Curriculum*
- ♦ *Vocational Education and Training in NSW Schools: Meeting the Need for Appropriately Skilled Teachers*
- ♦ *Teacher Preparation for Student Management: Responses and Directions*

The Ministerial Advisory Council on the Quality of Teaching has identified major issues and developed strategies and actions to improve the quality of teacher education. It has promoted a positive image of teachers and teaching and focused on the selection, recruitment and retention of high quality teachers.

Excellence in teaching

In 1998, 59 outstanding NSW Government school teachers received the prestigious Minister's Award for Excellence in Teaching. The Award was granted for a range of achievements and was presented to teaching and executive staff nominated by school communities. The recipients had been involved in a wide range of exemplary teaching across all ages and KLAs, and outside the normal curriculum.

Minister's Award for Excellence in Teaching

Mrs June Abbott	Padstow Park Public School
Mrs Ruth Armstrong	Courallie High School
Ms Margaret Bauer	Ashfield Boys High School
Mr John Bawden	Lithgow High School
Ms Jane Blomkamp	Austinmer Public School
Ms Christine Brooker	William Dean Public School
Ms Julie Bryant	Kadina High School
Ms Ann Campbell	Kurri Kurri High School
Mrs Suzanne Cato	Terara Public School
Mr Mark Chapman	Morisset High School
Mrs Julie Chesworth	Alstonville High School
Mrs Cecily Chittick	Henry Kendall High School
Mrs Sheryl Cootes	Lawson Public School
Miss Amanda Corkery	Epping Boys High School
Ms Ros Couper	Coffs Harbour Senior College
Mr Sam Dando	Sydney Technical High School
Mrs Sally Dave	Braidwood Central School
Ms Jane Evans	Bathurst High School
Ms Deidre Flakelar	Ariah Park Central School
Mr Peter Foo	Punchbowl Public School
Ms Dixie Ford	Wewak Street School
Mrs Jane Francisco	Cobar Public School
Mrs Jean Freer	Ben Venue Public School
Mrs Renee George	Birrong Girls High School
Mrs Doreen Greenham	Balranald Central School
Ms Gayle Hardy	Grose View Public School
Mrs Sally Hogan	Camden South Public School
Mrs Debbie Hunter	Cartwright Public School
Mrs Ada Mackay	Canterbury Girls High School
Mr Jock Macpherson	South Grafton High School
Ms Evelyn Manson	Freshwater High School

Mrs Jan McClelland	Noumea Primary School
Mr Noel McFayden	Whitebridge High School
Mrs Pam McKay	Coreen School
Mr Roger McKeon	Peter Board High School
Ms Margaret Mullane	Penrith Public School
Mr Michael O'Sullivan	Clarence Town Public School
Mr Robert Randazzo	Penrose Public School
Ms Janice Raynor	Burwood Girls High School
Mrs Robyn Rose	Green Hill Public School
Ms Jeanette Rothapfel	Kurri Kurri High School
Ms Lynette Russell	Morisset High School
Ms Jan Ryan	Tweed River High School
Mr Stephen Ryde	Cherrybrook Technology High School
Mrs Judith Scott	Hilltop Road Public School
Mrs Di Shadlow	Macintyre High School
Mrs Roslyn Sheather	Terrigal Primary School
Mr Richard Slingsby	Ballina High School
Mr Dick McCoy	Ballina High School
Miss Jacqui Smith	Bodalla Public School
Ms Margaret Trethowan	Dunedoo Central School
Mrs Di Uren	Parramatta High School
Ms Ann Usher	Sydney Secondary Distance Education Centre
Mrs Lynette Ventura	Guisse Public School
Mr Paul Weingott	Bradfield College
Mrs Diane Welden	Caringbah Public School
Ms Pat Wilson	Gilgandra Public School
Mrs Darlene Woods	Berkeley Sports High School
Ms Gail Wykes	Merrylands High School

Teacher education programs

The department liaises with higher education institutions on a regular basis about teacher qualification issues; and collaborates with them in the development of new teacher education courses in order to ensure an adequate supply of quality teachers. Outcomes during 1998 included:

- ◆ Teacher education courses referred by universities were assessed by the Teacher Qualifications Advisory Panel to ensure that graduates will meet the requirements for classification as a teacher in NSW government schools.
- ◆ Departmental staff liaised with the University of New England, the University of Newcastle, Coffs Harbour Education Campus (CHEC) of Southern Cross University, and the University of Technology, Sydney, regarding the development of new pre-service teacher education courses in the technological and applied studies (TAS) area.
- ◆ New pre-service courses at the University of Newcastle and CHEC were finalised. The courses were promoted to school leavers and the first intake of students will occur in 1999.
- ◆ The department collaborated with the University of Newcastle and the Australian Catholic University to develop Graduate Diploma of Education courses and subsequently supported 31 graduates with industry experience to train as secondary teachers in the TAS area.
- ◆ The department collaborated with the University of Newcastle and BHP (Newcastle) to develop a secondary teacher education course to enable 52 displaced BHP employees to retrain as secondary school teachers in the TAS area.
- ◆ The department collaborated with the Australian Catholic University to develop the Bachelor of Education (Secondary) - Indigenous Studies course for 16 departmental Aboriginal staff to train as secondary teachers.

- ◆ Departmental staff liaised with Charles Sturt University to develop the Bachelor of Vocational Education and Training (Secondary Conversion) course to enable people with VET qualifications and experience to be qualified to teach VET subjects in secondary schools.
- ◆ North Coast Institute, the schools sector and Southern Cross University worked together to establish a joint TAFE-university teacher education program to assist in meeting the school sector's projected shortage of TAS teachers.
- ◆ A total of 650 secondary school teachers from the Department of Education and Training, the Catholic Education Commission and Independent Schools trained to deliver vocational education and training in schools under the Secondary Teachers Education Program. The Hospitality course in the Secondary Teachers Education Program was aligned to the Hospitality training package enabling secondary school teachers to obtain a Certificate II in Hospitality (Operations).
- ◆ A total of 251 secondary school teachers from government schools, Catholic education and independent schools, have now been trained by TAFE teachers at Lidcombe College to deliver the CEC Furniture course in their schools.

Promoting School Teaching as a Career

Incentive and recruitment programs

The introduction of the incentive scheme had a very positive impact on the staffing of schools in remote areas. Through the scheme, teachers who worked for three years in a remote school were able to apply for priority transfer to a school of their choice. This was a very popular aspect of the scheme and 228 teachers were placed in positions of their choice under the scheme for the 1998 school year.

The department also implemented a number of other programs to attract high quality people to the teaching profession. Two programs which were particularly successful were the Graduate Recruitment Program and the Permanent Employment Program for Casual Teachers.

Through the Graduate Employment Program, the department was able to attract outstanding new graduates to the NSW public school system. Up to 400 new graduates receive permanent appointments under this scheme each year.

The Permanent Employment Program for Casual teachers was another successful recruitment strategy. Under this program, experienced and talented casual teachers were appointed to permanent positions. Up to 200 positions are filled under the program each year.

A new recruitment scheme introduced for the 1998 school year was the Aboriginal Employment Program. Through this program the department provides priority of employment for up to 30 Aboriginal teachers each year.

A further initiative to increase the number of Aboriginal teachers in secondary schools was launched. This initiative was a joint venture between the department and the Australian Catholic University to train approximately twenty of the department's Aboriginal staff to teach in secondary schools. These teachers may act as role models and mentors thereby attracting more Aboriginal students into the profession.

Beginning teacher induction

Beginning teachers were supported through induction programs. All beginning teachers received the information for *Beginning Teachers* booklet and all schools received the comprehensive *Induction of Beginning Teachers* kit. Statewide training and development programs supported over 3000 newly appointed permanent and casual teachers and their mentors and supervisors in school-based induction programs. Departmental research showed that teachers who participated in this program demonstrated increased confidence in classroom teaching practices and the management of student learning.

The number of internship programs increased in pre-service teacher education through tripartite agreements between the department, the university concerned and the NSW Teachers Federation. Over 1,000 students undertook internship programs averaging 10 weeks in 1998. Four hundred relief days were allocated to schools with significant numbers of beginning teachers.

District offices supported school-based teacher induction programs by:

- ◆ providing an orientation to the district
- ◆ providing information on district office services for beginning teachers
- ◆ establishing beginning teacher collegial networks
- ◆ conducting seminars and workshops to supplement school-based inductions.

Data was gathered from six case studies across NSW. Qualitative findings were analysed from beginning teacher induction survey responses. Quantitative and qualitative data was gathered from a sample of 400 schools, 215 beginning teacher respondents and 245 mentor and supervisor respondents and feedback from district office staff. Findings showed:

- ◆ increased confidence in classroom teaching practice and the management of student learning
- ◆ development of appropriate competencies in classroom management and pedagogy

- ◆ knowledge of policies and related mandatory procedures relevant to their practice
- ◆ development of a focus on career long professional growth and learning.

Casual teacher employment initiatives

The Advanced Casual Employment Scheme (ACES) and the Preferred Employment Scheme (PES) were incentive based schemes which operated during 1998 to attract more casual teachers to government schools, increase the mobility of the casual teacher workforce and provide greater staffing certainty for principals. ACES targeted schools experiencing the greatest difficulty in securing casual teachers and the scheme was trialed successfully in 207 schools during Term 3. The priority dates for the employment of 8,858 casual teachers were advanced by six months or more, as a result of participation in PES or ACES or both.

Staff Training and Development

Schools

Training and development funding

There are numerous opportunities for teachers to further their skills, knowledge and qualifications.

Consultants in priority areas of curriculum are based in the 40 district offices. All schools have three school development days each year and schools have funds to pay course fees and release teachers to attend training and development programs of their choice. Funding for training and development in 1997/98 was \$110,975,000. In 1998/99 it will exceed \$114 million.



Student enrolments in TAFE NSW computing courses continued to increase in 1998. Picture above is an office administration class at Wollongong Campus, Illawarra Institute of Technology.

Teachers have access to a variety of training and development opportunities including: overseas exchanges and exchanges with other public sector agencies and external organisations; leadership, management, curriculum and skill development courses; and courses which are accredited by universities.

There are also fully sponsored retraining courses available for teachers seeking to gain qualifications for a specialist area or an area of workforce need such as special education, school counselling, teacher librarians and teachers of Technological and Applied Studies. In 1998, close to \$10 million was spent on retraining teachers.

There is support for teachers studying for higher degrees. Teachers get an annual subsidy of up to \$500 towards their HECS or course fees for relevant study programs. Teachers can also receive up to \$3,000 to support their research in a doctoral or post graduate program. In 1998, 18 teachers were subsidised in their research studies.

Since the department's training and development policy for school education was revised in 1996, training and development has been conducted primarily in the workplace. All training and development programs are based on individual need within the context of the school and the department's priorities and provided locally and through district and statewide initiatives. Teacher training has been focused to meet the department's priority areas of literacy, numeracy, technology, the new Higher School Certificate, the new School Certificate, student welfare and child protection. In 1998, 91% of time and 89% of expenditure on training and development was used to support the department's priorities as defined by *Agenda '98*.

School Development Days

School development days represent a significant training and development resource for school-based staff and parents. They provide valuable opportunities for school communities to address issues and policies of significance for the public education system. In 1998 the first day of Terms 1, 2 and 3 were designated as school development days. The first day of Term 1 was set for school administration and the remaining days for staff development.

Schools were required to use the Term 1 school development day to address drug education. Resources including a video and support materials assisted principals in the delivery of a two-hour training and development module. Over 70,000 teachers and parents participated in the Term 2 school development day spending 81% of the time on the department's priorities. In Term 3, a total of 56,500 participants spent 82% of the day on the implementation of the department's key plan for schools, *Agenda '98*. Schools committed over \$570,000 to support professional development activities held on school development days and salary costs were \$32.5 million.

Supporting quality teaching through training and development

Training and development programs were developed to support whole school improvement through the workplace learning model of training and development. School-focused Training and Development, Certificate of Teaching and Learning and Quality Teaching and Learning Materials involved school-based teams in research. This research develops teachers' reflective practice, builds professional networks between teachers across districts and improves pedagogical practice with an emphasis on deepening teachers' understanding of outcomes-based assessment and reporting.

These programs were implemented using action research, self-paced modules and the development of learning portfolios. Three hundred and sixty teachers from 23 districts and support staff from district offices and state office directorates participated in these programs.

Literacy training for teachers

Training and development has been a significant component in the success of the State Literacy Strategy. At school, district and state office levels effective training and development programs have helped to increase knowledge about literacy learning and teaching and focus action on improving student literacy outcomes.

Teachers upskilled their literacy teaching through school-based training and development programs. They were in turn supported by a statewide network of 400 members of district literacy teams. In 1997 and 1998, 50,000 teachers in NSW public schools engaged in training and development activities around the teaching of literacy. School based training and development materials, including videos, workshop activities and classroom based action research ideas were produced for schools. Literacy was also a school development topic in most schools in 1998.

Log on to Literacy is a training and development course in the teaching of literacy delivered via the Internet. Teachers involved in a trial of this program in 1998 reported that they learnt more about teaching, reading and became 'more aware of testing, the use of running records, and reading and writing processes'. They also learnt how to use the Internet, opening the way to future use of computer-based technology in training and development in the teaching of literacy.

Comprehensive training and development was provided for District Literacy Teams who, in turn, provided teachers with intensive local training and development. Over 400 participants were involved in training and development programs. The State Literacy Strategy was a recipient of the 1998 Premier's Public Sector Awards. The training and development program was a crucial element of the success of the strategy as was recognised by the panel judging the awards. Evaluation of the training and

development program revealed that the vast majority of participants found it to be a professionally rewarding experience.

The literacy strategy training program provided professional development activities for teachers, parents and consultants to support the implementation of English K-6. Consultants provided professional development activities to support the implementation of English K-6 to over 1100 schools and 6000 teachers. Parent meetings were held on 80 sites. Over 500 activities to support teachers use resource materials were conducted in districts and schools. All districts established district literacy teams who worked directly with schools and teachers.

The National Plan for Professional Development in Literacy and Numeracy project is a collaborative project operating on behalf of the three school sectors - Department of Education and Training, the Catholic Education Commission and the Association of Independent Schools. The project aims to produce teaching and professional development materials to support teachers in making informed judgements about the literacy and numeracy achievements of their students. In particular, the materials are designed to assist teachers to identify those students who need increased support to achieve the outcomes of their stage of schooling. The project has supported the professional development of teachers in a network of 240 pilot schools.

The project has produced outcomes based assessment materials for the classroom for Kindergarten, Year 1 and Year 3 in literacy and numeracy. Evaluation of the project to date has indicated that the materials have had significant impact on teachers' ability to assess their students' literacy and numeracy achievements and identify students needing additional support. The project has also contributed to the increase in teachers' knowledge, skills and confidence to progress the learning of students in the early years.

An Example of the Department's Training and Development Program in Literacy Teaching

During the 1997 school year Griffith High School decided to use the State Literacy Strategy to make a difference for their Year 7 and 8 students. They formed Literacy teams and adopted the key element 'teaching of literacy skills in an explicit and systematic way' as their theme. The objective of the exercise was twofold: to give teachers the skills to support students' literacy needs; and to enhance the literacy skills of all students. Staff at Griffith High School gained skills in literacy teaching through extensive training and development programs. This training contributed to improvements in student achievement in the ELLA test.

As Griffith High had participated in the ELLA test in 1997. Staff were able to measure the progression of their Year 7 students from the 1997 exam as Year 8 students in 1998. The 1998 ELLA testing showed that the Year 8 students:

- ◆ were 10% above the state average in the high ranking for writing
- ◆ 74% achieved higher results than expected for writing
- ◆ 56% achieved higher results than expected for reading
- ◆ 34% achieved higher results than expected for language.

According to the Principal, the enthusiasm, commitment, dedication, knowledge and skill of the literacy teams is the reason for success.

‘Securing their Future’: the training and development strategy

The Securing their Future training and development strategy supported teachers to implement the School Certificate Grading System in 1998. It helped teachers to understand the changes required for the School Certificate in 1998 and how these changes link to the overall statewide strategy, Securing Their Future. Principals, leading teachers, head teachers of English, Mathematics and Science formed 753 teams comprising 2,608 teachers from government and non-government schools to explore and resolve common issues about implementing the School Certificate grading system.

Local Interest Groups were formed by 1,740 English, Mathematics and Science teachers to extend and consolidate their abilities to identify evidence of student achievement and apply subject course performance descriptors to awards grades for the School Certificate. Under the leadership of 94 subject-based experts these groups also decided on how to use the Securing Their Future subject-based assessment materials for professional development activities in 1999.

The department will continue to expand and update training and development programs to ensure teachers have the skills and expertise to properly teach students. In 1999 training and development initiatives will include:

- ◆ the provision of extensive training for teachers to support the introduction of the new Higher School Certificate syllabus and assessment and reporting process
- ◆ a five year program to increase the number of high quality and accredited teachers of vocational education and training in schools
- ◆ introduction of an extensive training program for primary teachers to use the new Count Me in Too and Counting On programs.

Languages teacher training

The Languages Retraining Strategy supported the quality teaching and learning of languages through a range of training and development programs including:

- ◆ Languages Teacher Training Initiative
- ◆ Saturday School Languages Intensive Methodology
- ◆ Community Languages Induction Program
- ◆ In-country Intensive Language Study
- ◆ Teaching Assistants Program
- ◆ Languages Teacher Exchange Program
- ◆ Post-graduate Tertiary Study Support

The Languages Teacher Training Initiative (LTTI) provided sponsorship for teachers to undertake a year of tertiary language study in Chinese, French, German, Indonesian, Italian, Japanese or Korean. Support provided included course fees, casual relief days, a general-purpose allowance and travel expenses. The Saturday School Languages Intensive Methodology (SSLIM) is an integrated 20 week school-focused program and the Community Languages Induction Program (CLIP). CLIP is a 12- week school-focused program. LTTI trained 151 teachers K-12 from all KLAS; SSLIM 44 Saturday School teachers with no language teaching methodology, and CLIP trained 29 beginning teachers of community languages K-6.

Opportunities were provided to teachers to undertake language studies overseas. The In-country Intensive Language Study provided opportunities for 100 languages teachers to undertake in-country language courses provided by foreign governments and the department. The Teaching Assistants Program supported placement for one year in a NSW government school for teaching assistants from France and Germany. The Languages Teacher Exchange Program supported an exchange agreement between the NSW Department of Education and Training and the Tokyo Metropolitan Board of Education for a one year exchange and the Post-graduate Tertiary Study Program supported experienced languages teachers K-12 to undertake post-graduate studies in languages.

Creative and performing arts teacher training

In 1998 inter-district arts education programs provided training and development support for over 2,000 teachers K-12. In addition to conferences and courses that were held across the state, 52 performing and visual arts workshops were held. An additional 3,000 teachers received training and development through participation in 233 student focused dance, drama, music, visual arts and integrated arts activities. These included workshops, camps, ensembles, HSC study days and exhibitions and performance programs.

Technology in learning and teaching

The department provided specific support for the integration of computer-based technologies into the teaching and learning programs of teachers, to enhance the achievement of learning outcomes in all key learning areas and the development of students technological capabilities. More than 2,200 teachers across the State graduated from the specialist computer training program TILT (Technology in Learning and Teaching). The TILT program provided classroom teachers with specialised training on computer technology skills, use of the Internet, the use and evaluation of software packages and ongoing support.

More than 10,300 NSW teachers have now undergone the specialised training. An additional 4,700 teachers will be trained by the end of 1999 bringing the total to more than 15,000. More than 2,630 teachers have been trained as specialist Internet contacts to ensure all schools have at least one Internet specialist. In addition, 40 specially trained technology advisers supported technology planning and activities. TILT graduates wishing to pursue further study in information and computer technology can gain advanced standing in university graduate certificate and masters programs and in TAFE courses.

An evaluation of the program found that 97% of teachers thought they had gained valuable additional skills to help improve students' learning outcomes. Feedback from teachers suggests that the TILT program has provided them with confidence and the basic knowledge to go forward and expand the use of technology in their school. They were now encouraging and leading other teachers in the use of computers for their teaching programs.

The TILT program will be expanded and a new computer training program TILT PLUS will be developed to train a further 15,000 teachers in advanced and specialised computer skills related to hardware and networking. On successfully completing the course, they will be eligible for a TAFE level II Certificate in Information Technology. TILT will be re-designed as an interactive CD-ROM, including videos as well as workshop materials and resources and the TILT website will be improved and expanded.

Teacher retraining

The department implemented a range of strategies to address workforce shortfall including retraining current teachers through university and school-based courses, recruiting personnel from industry and training programs for teachers with overseas teaching qualifications.

Twenty-eight teachers and 20 graduates from degree programs were sponsored to undertake training in the Technological and Applied Studies key learning area. These teachers were appointed to schools in 1999. One hundred and fifty eight teachers were trained or retrained in five key areas of special education including generalist

training, hearing and vision impairment, behaviour and language. A total 69 teachers were retrained as school counsellors, 25 teachers benefited from retraining in English as a Second Language (ESL) and a further 10 teachers were sponsored to undertake further qualifications in ESL at tertiary level.

Number of Teachers Retrained in 1997-1998

Type of teacher	1997	1998
Technological and Applied Studies	35	48
Teacher/Librarian	42	8
Counsellors	33	36
Community Language	21	29
Overseas Trained Teachers	132	215
Careers Advisers	32	0
Special Education	165	158
ESL	38	25
LOTE	489	347
Total	987	866

TAFE NSW

TAFE teacher development strategy

Staff training and development for TAFE staff continued to address major needs related to teaching, management and technical areas. Programs focused on areas including new technologies (particularly computing), and flexible delivery and flexible learning including workplace training and assessment. Departmental staff developed specialised programs and provided consultancy services to support the TAFE teacher development strategy.

VET Initial Teaching and Learning program

The Statement of Attainment for VET Initial Teaching and Learning (VITAL) provided TAFE NSW part-time teachers with qualifications to meet VETAB's requirements for workplace trainers and assessors, and training packages related to assessor qualifications; and TAFE NSW's requirements for training and assessing within its educational environment.

VITAL involves best practice in teaching and training using engaging and enlivening learning experiences for participants. It has been developed with flexible delivery options so that institutes and participants may select the most appropriate delivery/learning option. The program is intended to be delivered with the support of a collaborative learning team that includes the learner, the facilitator, a mentor and co-learners. VITAL provides learning pathways for TAFE's part-time teachers including articulation into diploma and degree programs.

Statewide TAFE teacher training and development initiatives

TAFE institutes identified their staff development needs and implemented appropriate retraining programs to meet those needs. The department provided support and leadership to institutes through a range of initiatives:

- ♦ offering staff the opportunity to undertake leadership training such as the Graduate Certificate in Frontline Management
- ♦ providing the National Teaching and Learning Program to retrain teaching staff
- ♦ developing priority staff development products for example, the *Facilitation Handbook*
- ♦ managing statewide initiatives such as the part-time teachers qualifications strategy
- ♦ providing a range of programs to meet specific needs, for example, the policy process for managers, and flexible delivery and learning workshops for teachers.

Training and development initiatives in TAFE institutes

TAFE NSW institutes implemented training and development initiatives to develop teacher awareness and skills in a range of areas. These included:

- ♦ the implementation of new technologies in the teaching environment
- ♦ techniques in delivering programs more flexibly
- ♦ income generation
- ♦ issues associated with the competitive training market
- ♦ requirements for registered training organisations.

Examples of these training and development programs and activities conducted during the reporting period included the following:

- ♦ The Tourism and Hospitality team at the Armidale Campus of New England Institute received a Demonstrating Best Practice Award from ANTA for the 'Five Star Tourism and Training for Rural Australia' project. Institute staff have worked with the local industry over the past three years to extend their knowledge and understanding of the rapidly growing local tourism industry. The results of the project were documented and then distributed to tourism industry associations, tourist information agencies, travel agents and tourism providers. The project was not only educational for TAFE staff and industry members but highlighted how industry and TAFE can work together on product development, service delivery and marketing strategies.
- ♦ Northern Sydney and Western Sydney Institutes jointly published the 'Flexible Learning Induction Booklet', to assist teaching and learning in courses using flexible delivery modes.

- ♦ Western Sydney Institute established Institute New Apprenticeship Taskforce in Semester 2, 1998. The taskforce conducted a series of intensive 'user choice' training workshops for all teaching staff in the five declared trades areas. The workshops focused on maintaining the institute's customer service imperative through flexible and continuous enrolments, workplace assessment and delivery, marketing and promotion, and monitoring and reporting outcomes to employers.

TAFE NSW Award for Teaching

Lorelle Champion of Port Macquarie Campus was awarded a Certificate of Excellence as part of the TAFE NSW Neil Vickers Award for quality, innovation, collaboration and commitment to teaching communication.

Return to Industry program

Institutes provide opportunities for teaching staff to update their industry skills and knowledge through the national Return to Industry program. Major achievements during 1998 included the following:

- ♦ Northern Sydney Institute conducted a project that involved teachers, technical officers and heads of studies returning to industry. The project examined the effectiveness of flexible delivery in meeting the needs of students and employers. It involved 20 staff placements in 15 colleges across three states (Victoria, South Australia and Western Australia). The areas studied covered six curriculum areas in which the institute has made a commitment to develop flexible delivery options. These are business and public administration (administrative studies); construction (carpentry and joinery, shopfitting, kitchens and detailed joinery); and engineering (fitting and machining, electrical trades, and electrical and electronic engineering).
- ♦ In South Western Sydney Institute, heads of sections participated in the Return to Industry program in the areas of tourism and hospitality, administration services, and plumbing. Release was funded for more than 250 hours to enable teaching staff to update their skills, and knowledge of industry standards and national competencies. This will ensure that the institute's provision continues to be a high quality educational experience for students.
- ♦ Five teachers from Southern Sydney Institute returned to industry for a total of 55 days so that they would be able to teach new curriculum requirements.

Educational Services Divisions

Educational Services Division (ESD) staff provide programs for TAFE teachers and educational staff on educational developments, new and revised courses, national training packages, technical updates for teachers, and workplace assessor training. A major focus of ESD training programs in 1998 was the implementation of national training packages. ESD staff conducted training and development programs related to training packages in administration, transport and distribution, information technology, telecommunications, agriculture, hospitality, meat, tourism and retail.

ESD staff also provided programs on technology and technical skills to update teachers' knowledge and skills in the manufacturing and engineering area, and to introduce new technologies in areas of computer resident control and digital design. In addition, training in the enrolment of temporary residents and the recognition of overseas skills and qualifications was also offered to TAFE staff.

Other Teacher Training

AMES teacher training and development initiatives

Teacher training in NSW AMES is designed to enhance the quality of program delivery, maintain and enhance teaching standards, keep teachers abreast of current developments in education and provide an opportunity for information exchange.

All staff development costs are borne through contractual pricing and not directly through the department's budget. In 1998, training costs for AMES teachers were as follows:

AMES Teacher Training and Development	
Expenditure	\$253, 406
Training time	3,288 hours
Number trained	548

NSW AMES teachers were re-deployed into school positions in the department, retraining was conducted by departmental staff to assist them to make this transition. Input was given on a number of areas including, record-keeping and other practical information sessions. Representatives of the NSW Teachers Federation and Teachers of English for Speakers of Other Languages also gave sessions.

A total of 57 teachers participated in a training and development induction program for displaced AMES teachers. The program provide an insight into the structure and function of the new department, its major policies, its preferred teaching practices, classroom management, school curriculum and the culture of its schools and students.

ACE teacher training and professional development initiatives

A number of training and professional development activities were conducted during the year for ACE teachers in metropolitan and rural areas. For example, ACE staff attended:

- ♦ workshops conducted by VETAB for organisations wanting to attain registered training organisation status
- ♦ training in the delivery of the Certificate IV in Spoken and Written English and the Certificate in General Education for Adults
- ♦ training in the financial and legal accountabilities of community-owned and managed organisations
- ♦ training for VET tutors in the delivery of training packages
- ♦ workshops on developing flexible delivery strategies.

New Apprenticeships Centre induction training

Departmental staff developed and coordinated the delivery of the New Apprenticeships Centre induction training. This program was customised to suit new employees in these centres. Two programs were conducted that introduced employees to the New Apprenticeships Centres and customer service. A manual was produced on procedures, processes and policies necessary to respond to the new client groups using the centres.

Leadership Development

Leadership development programs

School Leadership Strategy

The School Leadership Strategy involves four major programs that are designed to cover the entire career of a school leader or someone aspiring to a school leadership position. That is, the strategy covers the preparation, induction and ongoing development phases of the careers of school leaders. The Team Leadership Course is designed to provide skills and understanding in all areas of team management and planning, school culture and leadership and the philosophy of education.

A key program within the leadership strategy was the School Leadership Preparation Program piloted with 170 participants in 12 districts during 1998. A major achievement of this program was to enlist the support of a cross section of interested parties (superintendents, principals, executives, teachers and professional associations) to assist in the coordination and collegial support inherent in the program.

The participants attend weekend seminars, contribute to the cost of the program and undertake a rigorous individual learning program. The School Leadership Strategy will give school executives opportunities to explore new ideas and approaches to improve their organisational and

educational management and leadership. Participants may be able to receive advance standing into post-graduate university courses.

A new innovation under the leadership strategy was the staging of a videoconference between senior educators in England and NSW, through a joint Department of Education and Training and British Council initiative. The videoconference focused on issues relating to the preparation of educational leaders for the 21st century. The outcomes of this initiative were posted on the department's website (www.dse.nsw.edu.au/staff/F2.0/yoursay/index.html).

Staff participation in leadership development programs	
Principal and School Development Program	380
Leadership Preparation Program	170
Certificate of School Leadership and Management	480
Team Leadership Course	1,280
Executive Induction	400
Principals Induction	150
Certificate of Administrative Leadership	184

Statewide programs such as the Aboriginal Leadership Preparation Course, the Certificate of School Leadership and Management, the Team Leadership Course and the Certificate of Administrative Leadership were devised to expand the leadership skills of staff. Principals and school-based executives reported spending 967,840 hours on their professional learning in 1998.

Management development programs

The Management Development Strategy supports the professional development of state executive, senior administrative staff, and officers in the non-school based teaching service. The strategy encompasses a range of programs including full funding to participate in the Public Sector Management Course and the Executive Development Program, an executive interchange program, management development fellowships, an executive homestay exchange program, and a series of short courses for senior administrators.

Senior executive and staff based in district offices and state office directorates committed 84,251 hours to their professional learning. Eighty one percent of this time was during core working hours.

Staff participation in management development programs	
Public Sector management course	15
Executive development program	3
Executive Interchange	3
Homestay	2
Administrators Program	255

Senior TAFE executive staff were funded to attend an intensive strategic management program offered by the Macquarie Graduate School of Management.

Training and development for school administrative and support staff

A significant strategy has been developed over the past three years to address the needs of school administrative and support (SAS) staff. The programs that support this strategy cover a range of topics including job skills in science and library, occupational health and safety, health care procedures, staff development, and using the Internet. Specific training and development support for OASIS programs have been reviewed and open learning models incorporated into the delivery modes.

In 1998, SAS staff reported committing 153, 675 hours to their training and development.

SAS staff participation in formal training and development programs	
Developing Staff	49
Art of Presentation	49
Job Skills (Science)	40
Job Skills (Library)	20
Job Skills (General Assistants)	46
Safety Program	25
OASIS Training	420
Technology/Internet Training	950

Pilot programs to articulate the Certificate of Administrative Leadership into the Bachelor of Management and Professional Studies at Southern Cross University continued in 1998.

Further Education and Career Development Opportunities

Opportunities for staff to undertake further tertiary education

The department offered a range of opportunities to staff to support individual development and to promote lifelong learning. Assistance for tertiary studies contributed to improved teacher effectiveness, school leadership and management and better administration by enhancing the skills, knowledge and understanding of staff. Assistance (in the form of subsidies, paid release days and study leave) was provided according to the value of the study to the department's annual and strategic priorities and its relevance to the individual's work role and professional development. In 1998, school leadership and management; and technology for teaching, learning and administration were high priorities.

The Tertiary Fee Support program enabled all staff in the school sector to apply for a subsidy of up to \$500 to assist with HECS or course fees for relevant courses of study offered by recognised providers. Staff undertaking doctoral and postgraduate programs were offered support of up to \$3,000 for strategic research in the school and TAFE sectors. Staff undertaking masters and doctoral research programs through an Australian university were eligible to apply.

The Study Leave Program was available for school-based teaching staff, school counsellors and home school liaison officers whose courses of study were highly relevant to their duties and of particular value to the department.

The School Administrative and Support Staff Study Assistance Program aimed to develop the skills and versatility of staff through courses that were relevant to their professional development and of value to the department. Release time of up to three hours per week was available to SAS and other departmental staff to undertake further studies in areas such as quality teaching, technology and school leadership and management.

Through the provisions of study leave, four teachers were able to take up the following competitive awards in 1998:

- ♦ a head teacher of science, won a Churchill Fellowship to undertake a study tour of USA and Canada over a three month period investigating the use of technology in the classroom.
- ♦ a drama teacher, was accepted by NIDA to study a Graduate Diploma of Dramatic Art in Voice Studies - the first teacher to undertake this course.
- ♦ a community languages teacher, was awarded an international exchange scholarship to University of Wisconsin to undertake a Masters in Education.
- ♦ a PDHPE teacher was awarded a scholarship through the Australian Institute of Sport to undertake a Graduate Diploma of Elite Sports Coaching.

Opportunities for staff to work and study overseas

The department provides opportunities for staff to work and study overseas, for example, staff may gain approval to attend national and overseas conferences, to participate in study tours, and to take up fellowships.

In 1998, 118 staff members presented papers and led workshops at national and overseas conferences on behalf of the department. Nine staff members undertook study tours that were strategically aligned to the department's priorities and two officers received the department's Education Fellowship. These officers investigated the middle years of schools (in the USA) and beginning teacher support programs (in the United Kingdom) respectively.

A departmental team was awarded a State Government Employee Fellowship for a study tour to Indonesia to investigate the feasibility of joint initiatives with the Indonesian Government. Three departmental employees received Churchill Fellowships in 1998. They were awarded for an investigation of best practice in inter-agency collaboration in the USA; an examination of vocational education and training in Germany, France, the United Kingdom and Ireland; and a study of the use of technology in the classroom in the USA and Canada.

EFFECTIVE LEARNING ENVIRONMENTS

The department's goal is to provide learning environments that encourage student achievement. This means providing a range of services to support student learning and students themselves. It also means providing high quality up-to-date physical facilities and equipment.

The department provides a range of accessible services to support students. These include welfare and counselling, child protection strategies, drug education policies and anti-violence initiatives.

A major priority is providing the best physical environment from which to deliver education and training. We continued to make significant investments in new technology so as to improve the ways of delivering education and training services. The availability of a wide range of access options and flexible learning opportunities for students and the community complemented this.

Student Support Services

Schools

Back to School Allowance

In 1998 the department implemented the Back to School Allowance on behalf of the Government. The \$55 million program involves the distribution of over 800,000 cheques to mothers, or in special circumstances to fathers or guardians of the 1.1 million students attending government and non-government schools in NSW. The \$50 allowance per student assists in meeting the cost of uniforms, shoes, books and other basic school items.

Counselling and welfare services

School student welfare programs focus on increasing student participation in decision making and eliminating discrimination, bullying and harassment. Innovative practices designed to address these issues were encouraged.

All schools and TAFE colleges in NSW have access to a counsellor. In 1998, there were 777.8 full time equivalent school counsellor positions and 118.09 counselling positions in TAFE institutes and OTEN. All school counsellors are trained in techniques to assist in the counselling of young people with issues related to drug use.

Careers counselling and advisory services

Careers advisers provide services for school students. Each January, after the release of the HSC results, special advisory services are set up to help school leavers clarify their employment, further education and training options. TAFE institutes provide a range of careers advisory services for senior secondary students. For example, a Careers Guidance Program was introduced at Campbelltown College in 1998 in order to provide comprehensive and accessible course information to 1998 HSC students. Career Guidance Officers from schools in the Macarthur region joined TAFE counsellors and TAFE course information officers at Campbelltown College to assist 1998 school leavers and their families.

TAFE institutes provided students with up-to-date, accurate information, as well as the opportunity to visit TAFE colleges and gain information about the range of courses available. Students who needed to reassess their career aspirations following receipt of their HSC results were assisted and counselled. For more information on TAFE's course information services see Chapter 6 'High Standards of Service Delivery'.

Child protection

The department continued to implement policies and procedures aimed at preventing paedophilia and improving the care and protection of children in schools. All possible precautions were taken to ensure that child abusers were not placed in any capacity associated with the care or teaching of children.

An automated facility linked to the Police Service to undertake a criminal record check for all employees was implemented.

Comprehensive child protection curriculum support materials 'Child Protection Education: Curriculum support materials to support teaching and learning in Personal Development, Health and Physical Education, Stage 2 to 5' were provided to all schools. Child protection education aims to assist students to:

- ◆ recognise and respond to unsafe situations
- ◆ establish and maintain non-coercive relationships and strengthen attitudes and values related to equality, respect and responsibility
- ◆ seek assistance effectively.

A briefing about child protection education was provided during Child Protection Week to representatives of government departments and other agencies and organisations working in the area of child protection. Student Welfare and PDHPE Consultants through district offices provided training and support in child protection education to teachers. All school counsellors participated in the training program 'Child Protection-responsibilities of school counsellors'.

The 'Tell a friend: Its never too late' video package was distributed to each school to support child protection education programs during 1998. The package was developed by the Child Protection Council in collaboration with the department.

Implementation of the Child Protection Strategy included the following outcomes:

- ◆ District consultants reported there was a greater awareness in schools of Child Protection education resources and increased understanding of programming child protection education in PDHPE.
- ◆ Community and media reporting about Child Protection Week activities gave positive feedback about displays of students' work from child protection curriculum activities.
- ◆ There were extensive sales of the curriculum support materials to non-government schools, teachers and community members across the state and interstate.
- ◆ Schools implementing child protection education reported decreased levels of bullying and harassment among students. This was attributed to their participation in the program.
- ◆ Teachers indicated to district office staff that the introduction of child protection education and training support increased understanding of the issues for young people in relation to abuse.

The department continued to participate in the National Strategy to prevent paedophilia. The exchange of employment information Australia-wide ensured that teaching staff with unacceptable employment histories with one education authority were not able to gain employment with other education authorities.

The department developed a policy of instituting criminal checks for applicants seeking to participate in paid or unpaid workplace learning placements in schools and TAFE where there was a possibility of the applicant having direct contact with children. Applicants were not placed in departmental workplaces where there was any concern arising from the criminal record check.

During the reporting period, a total of 36,843 criminal record checks of teachers, public servants and support staff were completed using electronic links to the Police Service.

The Child Protection Steering Committee ensured the coordinated provision of advice on child protection policies and protocols including child protection in sport and the performing arts and the enrolment of students in TAFE courses involving contact with children and vulnerable persons.

Departmental staff liaised with NSW higher education institutions regarding the provision of training in child protection to trainee teachers prior to their practicum placement. The department instituted criminal record checks for trainee teachers prior to their internship as part of their teacher education course.

The department commenced a review of its policies and procedures to ensure consistency with child protection legislation passed in the NSW Parliament on 1 December 1998.

Student behaviour and discipline

The department has introduced a number of coordinated strategies to improve student behaviour and make schools more effective learning environments. These include school-based discipline rules and programs, assessment of students' early intervention programs, curriculum, additional and targeted specialist staffing and funding, special schools, units and classes.

'Strategies for Safer Schools', a three-phase program for teachers of students from Kindergarten to Year 12, extended the skills of teachers in managing student behaviour.

A new early intervention package, 'Support for Young Students with Behaviour Difficulties', focuses on Preschool to Year 2 students, helping them make a successful start to school. The package assisted teachers identify behaviour problems, assess behaviour and deliver intervention strategies.

Two new schools were established in 1998 for students with severe behaviour difficulties in the Campbelltown and Mount Druitt school districts. Additional support teachers were provided to deal with behavioural problems.

Under the Good Discipline and Effective Learning Policy, all schools must provide students with opportunities to develop positive relationship skills, social responsibility, problem-solving and dispute resolution. Programs include Peer Support and Peer Mediation.

The Peer Mediation program aims to assist secondary students experiencing interpersonal difficulties with their peers. Students were trained in techniques for conflict resolution. A full evaluation of the pilot program was conducted. The findings indicated a drop in suspension rates, an improved school ethos, an increased knowledge of conflict resolution throughout the school, and less teacher time taken up on discipline matters. In addition, parents reported better relationships between siblings.

Thirty student welfare consultants were trained to assist schools in the implementation of the program.

In 1998 there were ten specialist schools supporting students whose behaviour is such that they could not cope in a mainstream class. These schools were located in major centres across NSW and included two new specialist schools established at Campbelltown and Mt Druitt. There were also over 30 specialist behaviour units located in major centres across the state.

In 1998 six schools won Australian Violence Prevention Awards. These schools were Cowra High School, Queanbeyan South Public School, Byron Bay Public School, Hillston Central School, Jamison High School and Goulburn West Public School.

Reported incidents in schools

In 1998, there was a reduction in the number of serious incidents reported in government schools. Some 1,700 incidents were reported. This represents a 13% reduction over 1997. As in 1997, nearly one third of all incidents reported did not occur within the confines of the school but nonetheless had an impact on the school community. In 1998 one third of reported serious incidents involved violence. This represents a decrease from 1997 when almost half of the reported incidents involved violence.

Suspension and expulsion procedures

New procedures for the suspension and expulsion of school students were developed for implementation from the beginning of Term 1 1999. Principals will be able to remove disruptive students from schools for up to 20 days. They will also have the power to expel students from their school for continued disruptive behaviour and unsatisfactory study by a student of post-compulsory age. Under the new policy, suspension will be a more effective strategy to improve student behaviour and ensure classroom teaching and learning is free from disruption.

The new procedures were developed after extensive consultations with parent and community groups. They are based on the need for respect of other students and staff, taking responsibility for one's actions and protecting the rights of students.

Support materials were developed to assist schools to implement the procedures including a plain English version for parents with translations into community languages and information for distribution to parents of suspended students.

In 1998 the daily rate of short suspensions across the state was 176.1, and of long suspensions 26.5. The daily rate of exclusion was 1.2 and place declared vacant 1.6. Some 42% of all short suspensions were imposed for violence. Analysis of the department's data has found that the overwhelming majority of students who are suspended improve their behaviour and are not suspended again.

Long and Short Suspensions in Government Schools, 1998

District	Short Suspension			Long Suspension		
	Male	Female	Total	Male	Female	Total
Albury	401	89	490	67	13	80
Armidale	454	110	564	59	9	68
Bankstown	887	159	1046	245	16	261
Batemans Bay	531	142	673	95	32	127
Bathurst	543	108	651	67	6	73
Blacktown	777	160	937	116	26	142
Bondi	489	138	627	99	7	106
Broken Hill	230	74	304	54	17	71
Campbelltown	1779	384	2163	247	31	278
Central Coast	1491	381	1872	271	42	313
Clarence/Coffs Harbour	720	215	935	150	23	173
Deniliquin	196	53	249	12	9	21
Dubbo	797	187	984	108	37	145
Fairfield	1016	230	1246	160	19	179
Granville	622	125	747	73	5	78
Griffith	536	123	659	46	5	51
Hornsby	401	66	467	48	10	58
Lake Macquarie	1337	293	1630	216	21	237
Lismore	564	137	701	76	15	91
Liverpool	1474	347	1821	264	50	314
Maitland	601	163	764	91	28	119
Moree	473	175	648	102	20	122
Mount Druitt	1623	352	1975	239	37	276
Newcastle	717	181	898	118	25	143
Northern Beaches	390	66	456	50	8	58
Orange	477	179	656	69	15	84
Parramatta	754	100	854	76	9	85
Penrith	850	207	1057	125	16	141
Port Jackson	557	144	701	100	14	114
Port Macquarie	725	187	912	149	43	192
Queanbeyan	563	147	710	88	19	107
Ryde	385	94	479	61	14	75
Shellharbour	938	245	1183	174	48	222
St George	485	107	592	48	18	66
Sutherland	509	78	587	40	7	47
Tamworth	678	139	817	102	18	120
Taree	800	191	991	128	32	160
Tweed Heads/Ballina	650	174	824	85	14	99
Wagga Wagga	673	185	858	122	11	133
Wollongong	819	208	1027	137	30	167

School attendance

Under NSW laws, students aged between 6 years and 15 years must attend school. Older students are required to attend in order to complete the course requirements for the School Certificate and Higher School Certificate. The department has introduced a range of strategies to reduce student absenteeism. These strategies reflect the findings of the 1996 Truancy Survey of parents and students. This found that average daily attendance was 95% for primary

students and 90% for secondary students. Most absent students were sick or had their absences justified by their parents. Absences due to truancy were found to be only 0.3% of enrolments. These figures vary between schools and according to the time of the year. Schools are required to closely monitor and report attendance rates to their communities through the annual school reports.

Attendances by School District, 1998									
District	Primary			Secondary			Central		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Albury	94.1	94.1	94.1	90.8	90.5	90.7	90.2	90.7	90.4
Armidale	93.0	93.2	93.1	90.6	90.5	90.6	91.7	91.9	91.8
Bankstown	94.2	94.3	94.2	89.3	90.5	89.9			
Batemans Bay	92.9	93.0	93.0	88.7	88.6	88.7	90.8	91.9	91.3
Bathurst	93.6	93.6	93.6	89.5	89.9	89.7	90.7	92.3	91.5
Blacktown	94.2	94.0	94.1	88.8	89.4	89.1			
Bondi	94.2	94.0	94.1	89.7	89.2	89.5			
Broken Hill	91.3	91.2	91.3	88.3	88.1	88.2	76.4	79.2	77.8
Campbelltown	93.4	93.4	93.4	88.4	88.6	88.5			
Central Coast	94.1	93.8	93.9	90.2	90.0	90.1			
Clarence/Coffs Harbour	93.3	93.4	93.4	88.8	89.6	89.2			
Deniliquin	93.9	93.8	93.8	90.6	90.0	90.3	93.3	93.2	93.2
Dubbo	92.2	92.4	92.3	88.3	97.9	88.1	90.3	90.3	90.3
Fairfield	94.1	94.1	94.1	91.6	91.8	91.6			
Granville	94.1	94.2	94.2	88.7	89.5	89.1			
Griffith	93.5	93.7	93.6	91.1	90.7	90.9	91.6	91.8	91.7
Hornsby	95.3	95.2	95.2	93.0	92.1	92.5			
Lake Macquarie	93.9	93.7	93.8	89.2	89.0	89.1			
Lismore	93.5	93.5	93.5	89.8	89.2	89.5	88.3	89.1	88.7
Liverpool	93.3	93.2	93.3	89.7	89.8	89.8			
Maitland	94.0	93.7	93.8	90.3	90.0	90.2			
Moree	88.8	90.2	89.5	85.9	86.3	86.1	87.5	86.8	87.1
Mount Druitt	92.7	92.5	92.6	87.8	88.5	88.2			
Newcastle	94.3	94.3	94.3	91.0	90.6	90.8	88.1	87.4	87.7
Northern Beaches	94.9	94.8	94.9	90.7	90.8	90.7			
Orange	93.3	93.2	93.2	89.6	89.8	89.7	93.2	93.6	93.4
Parramatta	94.6	94.5	94.6	91.4	91.1	91.2			
Penrith	94.0	93.9	93.9	89.2	88.9	89.1			
Port Jackson	93.9	93.6	93.7	89.5	89.5	89.5			
Port Macquarie	93.2	93.1	93.1	88.6	88.8	88.7	90.8	91.9	91.3
Queanbeyan	93.8	93.9	93.8	90.4	91.4	90.9	92.0	93.5	92.7
Ryde	95.2	95.2	95.2	92.0	91.8	91.9			
Shellharbour	93.8	93.6	93.7	90.2	89.9	90.0			
St George	94.3	94.2	94.2	92.1	91.5	91.8			
Sutherland	94.9	94.8	94.8	91.9	91.6	91.8	92.5	92.1	92.3
Tamworth	93.3	93.3	93.3	91.5	90.8	91.2	92.8	92.0	92.4
Taree	93.6	93.6	93.6	89.4	89.3	89.4	90.9	91.0	90.9
Tweed Heads/Ballina	93.2	93.0	93.1	88.1	88.4	88.2	91.3	91.5	91.4
Wagga Wagga	94.2	94.1	94.2	90.6	90.3	90.4	93.5	93.4	93.5
Wollongong	93.9	93.8	93.8	89.8	89.6	89.7			
State	93.9	93.8	93.8	90.0	90.0	90.0	90.7	90.7	90.7

In 1997, the average daily attendance of all students was 91.6%. In 1998, the average daily attendance was 91.5%. The department employs trained and authorised school attendance officers to support regular attendance by all students enrolled in government schools. In addition, Home School Liaison Officers assist schools to develop and implement a range of strategies that address local attendance issues. Strategies in 1998 included:

- ♦ telephoning the parents or care givers of absent students
- ♦ joint initiatives with the NSW Police Service
- ♦ participation in the implementation of community based anti-truancy initiatives
- ♦ enhancing the ways schools monitor fractional truancy
- ♦ assisting schools to target students for whom attendance is an issue.

The Home School Liaison program was successful in restoring the regular school attendance of approximately 20,000 students in the period 1996-1998 with an annual increase of 15% in the number of cases resolved.

The department produced and distributed 150,000 leaflets communicating to parents the importance of regular attendance at school in 32 community languages. A leaflet addressing the attendance of Aboriginal and Torres Strait Islander students was produced in liaison with the Aboriginal Education Consultative Group (Inc). This leaflet will be widely distributed to Aboriginal communities in 1999.

The department trialed and evaluated a Phone Intervention Program (PIPS) as a means of providing parents and care givers with prompt information about their children's absences from school. The Phone Intervention Program involved checking every student absence at certain schools in a successful trial on the Central Coast. Home School Liaison Officers telephoned the parents of each absent student. Reaction from parents was overwhelmingly supportive.

The PIPS program has been outstandingly successful in improving attendance in targeted schools in the Central Coast District. Absences in these schools have declined by up to 30%.

Student Road Safety Initiatives in Schools

The program provides in-school consultancy support and curriculum resources to assist targeted primary and high schools to develop road safety education as part of Personal Development, Health and Physical Education (PDHPE) programs. The program was delivered to 200 targeted schools located within eight targeted school districts. These districts were identified as localities where there was an increase or high number of road casualties involving either 5-12 year olds and/or 13-18 years old. All schools involved in the program incorporated road safety education within their PDHPE programs. School

management practices and parent initiatives were also developed to enhance safe student travel.

TAFE NSW

Counselling and welfare services

TAFE counselling provided individuals and groups of students with support and advice, mostly in relation to educational planning and careers. TAFE counsellors in campuses work with individuals and groups of students in relation to issues including educational planning, careers, and financial and personal issues. During 1998, TAFE counsellors assisted more than 130,000 people.

Careers counselling and advisory services

All TAFE institutes have job referral services for their students. In many cases, students are matched with employers without leaving the TAFE campus. Some campuses such as those in the Northern Sydney Institute of TAFE offer a service via the student association. Others, such as Tumut Campus of the Riverina Institute, use external job placement agencies. Several institutes have introduced computerised careers guidance systems to provide a more comprehensive up-to-date service. For further information about job placement services see Chapter 3 'Coordination of Education and Training Services'.

The TAFE Information Centre provides a statewide information and advisory service, assisting tens of thousands of people each year seeking advice about training. For further information on their services see Chapter 6 'High Standards of Service Delivery'.

TAFE children's centres

TAFE NSW children's centres provided, for children of students, flexible enrolment patterns which matched parents' timetables. In this way students accessed care just for the hours they required and centres accommodated greater numbers of children. TAFE NSW centres had the highest student usage compared with all campus based services including other TAFE systems and the university sector.

The new centre at Mount Druitt opened in February. It incorporates an additional playroom to meet the specific needs of children aged 18 months to 3 years and a multipurpose/observation room which allows students of early childhood to view children's activities without disturbing their activities.

In 1998, there were 20 TAFE children's centres operating in NSW with a total capacity of 653 child places per day. All children undertook educational programs designed by trained and experienced children's services staff to meet their individual developmental needs. In 1998 all TAFE centres were licensed by the Department of Community Services.

During 1998 over 1,200 children were enrolled in TAFE children's centres enabling almost 1,000 students to participate in TAFE courses. Of these students 67% were enrolled in work related courses, 23% in pre-vocational courses and 10% were involved in basic education. About 40% of parents using TAFE children's centres were from non-English speaking backgrounds.

From 1996 to 1998, around 2,800 students were able to participate in TAFE courses as a result of the provision of campus-based children's services.

Student amenities

The department continued to provide appropriate student amenities for TAFE NSW students. During 1998 the department opened new facilities including a new library at Hornsby and Wetherill Park, a child care centre at Kingscliff, student support facilities at Lismore, Hornsby and Wetherill Park. Coffs Harbour and Wagga Wagga expanded and refurbished their student canteen facilities and Campbelltown refurbished its student bookshop.

The development of the TAFEcard made a major contribution to customer satisfaction and administrative efficiency as well as creating an opportunity for TAFE NSW to offer courses in 'smartcard' technology. The TAFEcard reduced the duplication of effort with existing card systems for the people who used it. The card can be used as an ID card, to access secure areas, for photocopying, in campus shops and Telstra Smart Payphones.

The TAFEcard improved services for TAFE NSW students and customers. The team which developed the revolutionary TAFEcard won the top prize in the 1998 TAFE NSW Quality Awards. The team received \$10,000 from sponsors OzEmail Internet Ltd to buy new resources and undertake professional development in the workplace.

Drug Education

In 1998, a budget of \$2.4 million was provided to support drug education in NSW government schools.

School drug education focused on alcohol, tobacco and cannabis as these were the drugs identified by research as the most widely used by young people. Program achievements included:

- ♦ the provision of support materials to assist schools to conduct drug education as part of their school development days
- ♦ the development of support materials to assist all secondary schools to conduct a parent information meeting in conjunction with local Department of Health staff and the NSW Police Service
- ♦ additional resources to implement drug education were distributed to schools including a copy of 'Students Who Smoke' which was developed for students found

smoking during school hours and a copy of 'End of Year Celebrations' for senior students.

School counsellors were provided with additional training in motivational interviewing techniques to assist students at risk of harmful drug use. Thirty courses were held during the year and training of all school counsellors will be completed by April 1999.

A total of 15 government schools were funded through the National Initiatives in Drug Education program for innovative school based initiatives. The projects addressed gender-related drug issues, middle years of schooling, policy design, the development of community models and Aboriginal drug education.

All government secondary schools held public meetings to provide information to parents, students and the community about drug education and prevention. The drug information sessions were designed to give parents the facts to protect their children from drugs. Through these sessions stronger partnerships will be developed between schools, parents, education, health and police officials and the wider community in the fight against drugs.

Trained teachers, health officials and police officers provided information to parents about drugs, the risks, the health effects, the likelihood of problems developing and how parents can protect their children. Parents attending the information sessions received a booklet, 'It's Time to Talk Straight About Drugs', which provided information and advice on how to talk to young people about drug issues.

Other drug education and prevention initiatives included:

- ♦ ensuring students suspended from school on drug-related matters participated in a tailor made program to help them stop using drugs
- ♦ teaching drug education to all primary and secondary students
- ♦ providing specialist funding to schools to purchase drug education resources
- ♦ allocating specialist drug education advisers to work with schools
- ♦ providing additional training in drug information and drug counselling for all school counsellors
- ♦ implementing strong discipline policies for students that bring or use drugs in school.

The 1996 survey of drug use by 16 to 25 year-old students attending TAFE NSW was released in October 1998. This survey was conducted at 42 TAFE campuses among 5,216 students. The findings indicated the drug use levels among students were consistent with the general population for that age group and reflected the findings of the 1995 National Drug Strategy Household survey.

The findings of this survey formed the basis of the department's planning for the Drug Education Unit, which will undertake health promotion initiatives targeting TAFE NSW student population.

During 1998, a TAFE Peer Drug Education Project was undertaken at Hornsby and Meadowbank TAFE Colleges. Peer educators talked about the safe use of alcohol and communicated issues around drug use to their fellow students and work colleagues.

TAFE NSW has also played a leading role in the development of vocational education and training programs for people working or interested in working in drug and alcohol related fields. An implementation kit for the newly accredited courses was developed and distributed to alcohol and drug course coordinators. A two-day development course was delivered to staff. Nine self-directed learning packages were developed, two of these are designed as work-based manuals and align directly to endorsed Alcohol and Other Drugs work competencies.

Anti-racism

In support of anti-racism education in schools, the department continued to deliver two statewide anti-racism training programs: Challenging Racism: Anti-Racism Policy Statement and Grievance Procedures Training for Anti-Racism Contact Officers and principals in schools and the Whole School Anti-Racism Project (WSARP) resource material training program.

An anti-racism coordinator and a team of four anti-racism trainers was located in each of the 40 districts. Approximately 370 teachers and principals were trained in the Anti-racism Policy Statement and Grievance Procedures during the year.

Training programs to assist schools in the use of the WSARP course materials were attended by teachers, students, parents and community members from 211 schools.

The development of a video about anti-racism and multiculturalism with scenarios as discussion starters for use in high schools and TAFE colleges commenced. For further information about programs related to anti-racism see Chapter 2 'Access and Equity'.

Student bodies

Student representative councils/school parliaments

Students participate in decision making in schools through student representative councils (SRCs) or school parliaments. SRCs liaise with a range of government and community groups including Kids Helpline; the Professional Association of SRC Teacher Advisers; the Department of Gaming and Racing's Underage Drinking

Committee; the Premier's Youth Advisory Council; and the Office of Children and Young People.

In 1998, 1611 government schools had SRCs or school parliaments - 1% more schools than in 1997.

Schools with SRCs or School Parliaments	
Type of School	Number of SRCs/ School Parliaments
Primary Schools	1,144
High Schools	389
Central Schools	59
Schools for Specific Purposes	19
Total	1,611

In 1998, the major priorities of SRCs were student welfare, anti-discrimination, increased participation by Aboriginal students in SRC activities, and improved links between secondary school SRCs and primary schools. Key achievements included:

- ◆ publishing 'Student Representative Councils: a practical guide for student leaders and teachers', a guide to establishing and operating SRCs in NSW government schools
- ◆ establishing links with groups such as the Australia Day Council, the NSW Youth Committee, and the NSW Ombudsman's Office
- ◆ establishing a Student Leadership and SRC Day in Education Week
- ◆ conducting forums on anti-discrimination for student leaders in secondary schools across the state
- ◆ conducting the 1998 state SRC conference 'A Fair Go for All' and meeting with the Minister and the Premier to brief them on drug education issues and to discuss the outcomes of the 1997 state SRC conference, 'Drugs Exist, Know the Risk'.

TAFE student associations

The department has supported the involvement of students in TAFE and allocated funding to improve student services. The department has reviewed the role of Institute Councils and strengthened guidelines issued in 1996 that recommended representation of students on councils.

Student representatives have been appointed to each council. Institute councils provide advice and support to institute management regarding policies and operations affecting all campuses and help promote TAFE to the community.

TAFE student associations provided a range of activities for students such as orientation week, market days, theme weeks, promoting healthy lifestyle, environmental awareness, recreation and TAFE Sports Championships in a range of team and individual sports.

TAFE student associations are voluntary bodies that are funded by membership fees (currently \$10 per annum) and other user-pays initiatives. TAFE student association membership was marketed on 105 campuses with membership growing from 65,000 in 1997 to more than 70,000 in 1998.

These associations provide services including public telephones, photocopiers, vending machines, gymnasiums, outdoor facilities, accommodation assistance, job placement, student newspaper and resource centres which include computer facilities for student use.

The TAFE National Student Services Conference was held in October with the theme 'Student Services and Learners Support - A Competitive Advantage'. It covered a range of service issues in the areas of counselling, careers and job placement, student administration, course information, equity, disabilities, library services, children's services, quality and customer service.

The Working Environment

Schools

Class sizes

Schools are allocated resources on the basis of enrolment based formulae and special needs. Within their staffing resources, principals have the flexibility to determine the actual organisation of classes in consultation with the school community.

Primary schools are allocated resources so that no Kindergarten class need exceed 26 students, no Year 1 class need exceed 28 students, no year 2 class need exceed 29 students and no Year 3 to 6 class need exceed 30 students. Secondary schools are allocated resources so that no Year 7 to 10 class need exceed 30 students and no Year 11 and Year 12 class need exceed 24 students.

There were 16,587 primary classes in government schools (excluding support classes), with a mean class size of 26.9 students, the same mean class size as 1997. Of these classes 92.4% had 30 or fewer students. The proportion of classes falling in the 26-30 range was 67%, the same as 1997.

There were 5,779 multi age primary classes in 1998 representing 34.8 percent of primary classes and enrolling 33.5% of primary students. In 1997 34.7% of primary classes were multi age and enrolled 33% of primary students. The mean size of primary multi age classes in 1998 was 25.8 students, with 94.8% of multi age classes enrolling 30 or fewer students.

There were 13,533 secondary English classes (excluding support classes), with a mean class size of 22.8 students. Of these classes, 98.8% enrolled 30 or fewer students and 60.3% had 25 or fewer students. In senior secondary English 61.4% of classes had 20 or fewer students.

In Disadvantaged Schools Program schools, mean class sizes continued to be slightly lower than state means at 26.3 for primary schools and 21.4 for secondary schools. In Country Areas Program schools, mean class sizes were 23.1 for primary and 16.7 for secondary schools - well below the state mean.

Further details on average class sizes will be provided in the *Statistical Bulletin: Schools and students in NSW, 1998* which will be released in 1999.

Construction and maintenance of facilities

All new school and college facilities are built to ensure that teaching and learning is conducted in accordance with best practice and the relevant education and training requirements.

The Primary and Secondary School Facilities Standards documents were developed with input from both teachers and curriculum experts as well as facilities experts. Each new school or upgrade was designed in accordance with the standards. A formal quality assurance framework was put in place between the Department of Education and Training and the NSW Department of Public Works and Services to ensure that the buildings met these standards. The process also maximised input from school communities to ensure that the new facility met local needs. College facilities were designed with input from institutes and Educational Services Divisions to ensure that both local and industry needs would be met in all new and upgraded facilities.

School and college buildings were designed with flexibility in mind so that the facilities could easily respond to changes in learning and delivery styles.

The department adopted a new approach to the maintenance of schools. This involved a set of maintenance standards and the issuing of Facilities Maintenance Contracts to cover all the schools in the state. The new maintenance contract system saves up to \$6 million per annum in administrative costs as there are only 23 contracts to be administered over a six-year period compared with administering 500-600 contracts per annum under cyclic maintenance. These cost savings were redirected to providing maintenance works in schools. The department is currently reviewing how the system can be translated to colleges.

A maintenance program based on the actual condition of buildings facilitated a more accurate base for the costing and programming of work. This resulted in a significant increase of 40% in the budget for school maintenance in 1998/99 to \$122.1 million. All school buildings now have an industry costed maintenance plan until 2003. Every year each school receives routine maintenance as outlined in its plan to ensure that the facilities are kept up to the department's minimum performance standard.

Skills Centres for School Students Program

The Skills Centres for School Students Program aims to provide increased access to vocational training for Year 11 and 12 students through the allocation of capital funds for the establishment of vocational training facilities. ANTA allocates \$5 million annually to this program of which the NSW share is \$1.2 million. Funding is available to all school sectors and to private providers wishing to provide vocational training to school students. The focus is on innovative training and facilities, which will assist students, adapt to advanced technology and develop workplace skills.

TAFE NSW

Construction and maintenance of facilities

The department provided additional industry-standard training facilities and equipment through major investments in TAFE NSW colleges. Specialist 'state-of-the-art' industry centres have also been established such as the vehicle technology centre at Ultimo Campus in Sydney Institute of Technology.

During 1998, there were extensive refurbishments and extensions to colleges across the state, including Nirimba in Sydney's west, Ourimbah on the Central Coast, Coffs Harbour, Bathurst and Lithgow. For a full list of the major capital works undertaken in TAFE NSW during the reporting period see Appendix 17.

Facilities and technology to support flexible delivery

During 1998, new facilities were designed to maximise delivery options in TAFE institutes. New facilities included:

- ♦ A \$20 million technology education centre at Lidcombe in Southern Sydney Institute. This is the national training centre for Optus and offers telecommunications engineering courses from basic technician level up to advanced diploma level (the centre was funded by Optus, ANTA, the State Government and the Office of Economic Development).
- ♦ A \$6.8 million automotive training centre at Shellharbour and a \$1.35 million automotive training centre at Hornsby. These centres offer flexible learning in automotive courses using some of the most advanced equipment technology available.
- ♦ A \$1.25 million technical training centre at North Sydney Campus (resulting from a partnership between Northern Sydney Institute and Nortel) for students taking electrical engineering and information technology courses related to telecommunications.
- ♦ A \$760,000 Education and Training Access Centre at Ultimo Campus in Sydney Institute to provide students with access to multimedia learning resources,

the Internet, computers and PC applications when they are researching and writing assignments; and to support students undertaking flexible learning programs.

- ♦ Joint schools/university/TAFE facilities at Coffs Harbour and Nirimba educational precincts.
- ♦ Three additional flexible learning laboratories at Lidcombe College to support learning in the information technology and advanced manufacturing areas.

Institutes, particularly those in rural areas, continued to expand the number of student learning centres in order to provide students with access to individual research and study facilities, including personal computers with Internet access.

Student learning centres also provided the resources and technology to support many types of flexible delivery. These centres are located in TAFE campuses throughout the state. These centres provided opportunities and support for:

- ♦ students with high literacy needs who wish to access learning materials and technology together with literacy support
- ♦ independent TAFE learners who wish to access learning materials and technology together with literacy and other support materials to assist them to complete their studies
- ♦ small TAFE groups who are engaged in teaching and learning in a semi- or fully self-paced mode
- ♦ customers who wish to gain access to learning technology while studying courses with other providers.

In addition, institute staff can participate in a broader range of activities, including staff training and development programs, by using the technology in these centres.

Additional student learning centres (also known as 'access centres') were opened during the year, for example, Western Institute opened centres at Dubbo, Broken Hill, Lachlan Cluster and Wellington, with centres in the north west of the state still to come on-line.

Library services

There were two major initiatives relate to TAFE's library services in 1998. Firstly, Western Institute (in conjunction with the Macquarie Regional Library) established a mobile library and information service. The mobile unit visited 21 communities in remote areas in 1998 including isolated Aboriginal communities. The unit provided library and information services, course information and information technology services. In the first nine months of this service around 2,000 people utilised the unit's resources and 2,019 loans were issued.

Secondly, the Sydney Institute Educational Technology Access Centre was opened. The centre is located on the ground floor of the Ultimo library. It gives students access to the Internet and over 90 CD-Roms- making it one of the largest CD-Rom educational resource networks in NSW. This centre will assist in the provision of flexible learning options for students at Sydney Institute of Technology. During the year, the Ultimo library also provided a series of information literacy programs including Internet cafes for students and staff in order to promote independent learning skills and thereby support flexible learning initiatives.

Protection of property

Funding of \$5.6 million was allocated to the School Security Program in the 1997/98 financial year. Departmental staff held meetings of district principals, P&C associations and school councils to raise security awareness and to promote the School Watch program. Security prevention materials were produced and distributed to schools. In addition to the ongoing improvement and upgrading of existing security measures in schools, the department installed ten perimeter security fences and twenty four new schools alarm systems.

There were 7,183 reported incidents of theft and vandalism reported in NSW schools for 1997/98. This resulted in claims of \$10.74 million against the Treasury Managed Fund. Although the number of incidents increased from the prior year, there was a reduction in the cost of claims on the Managed Fund from \$12.3 million sustained in the 1996/97 period.

There was also a reduction in the cost of fire damage from \$7.3 million in 1996/97 down to \$4.9 million for 1997/98. In 1997/98, there were 91 incidents of fires in schools, a small increase in the number of fires from the 83 incidents recorded in 1996/97. The reduction in the annual cost of fires reflects a strategy of early detection by the electronic network.

The number of apprehensions on school premises increased from 664 in 1996/97 to 887 in 1997/98. For the last half of 1998, there were 523 arrests. This indicates an increasing trend towards apprehension and prosecution. The department, in cooperation with NSW Police Service Local Area Commanders, is pursuing prosecution following trespass on school grounds. This strategy is aimed at providing safe school environments for students and staff.

There was a minimal degree of vandalism, graffiti, fires and security breaches in TAFE colleges. Security in TAFE colleges is the responsibility of local TAFE institutes.

Technology for Teaching and Learning

Schools

Computers in Schools Program

A total of \$186 million has been provided for the State Government's four-year Computers in Schools Program since 1995. The intention of the program was to provide schools with multimedia capable computer equipment that could be used for teaching and learning activities and to ensure that all students had equity and access to information technology equipment. The program targeted all NSW government schools by providing equipment on a student per capita basis. All schools were connected to the Internet in order to provide access to information from Australia and overseas and to reduce the isolation in rural communities.

NSW government schools have been provided with 77,000 computer entitlements which can be used to acquire desktop, notebook and server computers. The Computers in Schools Program hardware component increased student access to information technology equipment. All schools received computers under the program.

Computer Roll-Out		
Level	Enrolment range	No. of computers
Primary	0-25	4-5
	26-100	5-10
	101-200	10-19
	201-300	19-28
	301-500	28-46
	500+	46-140
Central	0-200	4-19
	201-500	19-46
	500+	46-140
SSPs	0-25	6-12
	26-150	12-60
High	0-500	4-46
	501-700	46-65
	701-1,000	65-92
	1,000+	92-140

The table above indicates the total number of computers that schools will have received under the Computers in Schools Policy. The table is indicative of the likely computer distribution based on 1998 enrolments.

In addition to the above distribution a further 2138 computers were distributed to meet special needs.

A pilot program commenced in August 1998 to provide 25 schools with access to the Internet using ISDN. This pilot proved successful in 21 schools and orders were placed with Telstra for connection to a further 500 schools. Of these, 198 became operational by the end of the year. The process of expanding the Wide Area Network to include all schools where ISDN services are available will continue during 1999.

Technology Advisers worked closely with district curriculum and training and development consultants to ensure that schools were provided with a comprehensive integrated approach to support their educational needs.

Network for Education

The Network for Education website (<http://www.dse.nsw.edu.au/index.html>) published information for both staff and students within schools (through the Intranet) and also the wider community (through the Internet). It supported schools in their use of web technologies, facilitated the dissemination of information and resources from state office to schools and promoted the department and schools within the World Wide Web community. During 1998 Network for Education published over 37 major content projects through the site. These ranged from details of circulars and memorandums sent to schools, to organisation charts for the new departmental structure.

Resources were provided to support students in their career choices. Students in NSW government schools accessed this information directly and careers advisers were able to access and disseminate information to students.

The department also published a resource called *Multiple Choice* on the TAFE Internet site that assisted students who were contemplating leaving or who had already left Year 10 to better understand the TAFE course options that were available to them.

Findings of the 1998 school annual reports related to technology

The findings of a sample of 1,000 annual school reports were synthesised to produce a report on how schools are enhanced teaching and student learning practices by using technology. The findings show that technology initiatives are having a positive impact on teaching practice and student learning in primary schools. For example, the report shows that the benefits of using the Internet in teaching and learning include:

- ◆ an unlimited source of educational information
- ◆ communication with students from around the world
- ◆ involvement in special school programs available through the Internet.

The TILT program has been effective in increasing teachers' use of computer technology in the classroom. Training strategies used in 1998 to encourage teachers to develop a more advanced understanding of how technology can be used to assist learning included:

- ◆ peer tutoring
- ◆ workshops in the use of specific software
- ◆ workshops in the use of computer technologies such as digital cameras and scanners
- ◆ use of the special expertise of staff.

TAFE NSW

Computers in TAFE colleges

The Commonwealth Grants Equipment program enabled NSW TAFE institutes to replace or enhance their classroom computing facilities. A total of 1872 personal computers in 117 computer rooms across the state were replaced during 1998. Servers for classrooms and campuses were upgraded and the infrastructure enhanced to support these servers. This enabled Internet access for an increased number of TAFE students. Personal computers that were five-years old and non- Year 2000 compliant were replaced or recycled. The most current version of the TAFE standard productivity software package, Microsoft Office 97 was provided with each work station.

Class Management System

The Class Management System (CLAMS) is an 'electronic roll book' to support the management of classes and students and to provide information to teaching, and college and institute management. Pilots were completed at selected institutes in 1998 with large-scale implementation being phased in over the next two years. A number of colleges have fully implemented CLAMS and other TAFE institutes have commenced implementation.

The CLAMS implementation is targeting all full-time and part-time TAFE teachers (approximately 25,000) as well as college and institute administrative staff and managers. CLAMS will assist institutes to improve their performance by providing teaching staff with an efficient The Assessment Item Management System (AIMS) assisted TAFE course developers to generate exam papers in a common format, comprising randomly selected assessment items for a given topic, based on a large database of reusable questions. During 1998 the first phase of development was completed. This phase involved the design and implementation of sufficient components to allow for:

- ◆ the entry of items (questions) into the database
- ◆ the creation of assessment templates (pre-defined exam structures that were filled with items on demand)
- ◆ the delivery of a draft version of the exam as a web page for approval

- ◆ the delivery of final exam paper and answer sheet as printable document that conforms to the exams branch standard and
- ◆ the management of both items and assessment templates.

Net Meeting software

Riverina Institute trialed Net Meeting software which enables staff in separate locations to work cooperatively on the same document. The software was successfully trialed in Adult Basic Education in Deniliquin and Wagga Wagga and it enabled the institute to save significant time and resources in travel. Staff at Riverina Institute also trialed and evaluated a desktop-based video-conferencing system connecting General Education staff in Wagga Wagga and Albury.

Use of technology

Internet usage

Internet usage in NSW schools more than doubled since the introduction of Internet access via a dial-up telephone line and the department's Internet Service Provider, OzEmail. Over 2,000 schools are regular users of the service. The average time connected to the service per school increased from 202 hours in 1997 to 543 hours in 1998, more than doubling the average time on-line for each school. The department's average connection time per month has steadily increased from 31,000 hours in Term 1, 1997 to 137,500 hours in Term 4, 1998 showing a sustained growth in the use of this technology.

Internet usage in TAFE institutes increased by 500% in 1998. The upgrade of the Electronic Publishing System (EPS) enabled large volume publishing by TAFE users for the Intranet and Internet. ACE providers also had access to the Internet and most communication with the department was conducted via the Internet.

Requests on the department's Internet web server grew by 400% in 1998, peaking at one million requests in November 1998. The Internet infrastructure underwent considerable upgrading to support the growth in services.

Helpdesk services for schools and TAFE colleges

The School Technology Support Unit (helpdesk) provided technology help to school staff since July 1996. Help is provided via a 'state-of-the-art' automatic call distribution system, which allows all schools to access the unit through a toll free telephone number. A helpdesk system designed by departmental staff assists in the tracking, management and resolution of all problems logged by schools.

The unit is staffed by 24 support officers located in Newcastle, Wollongong and Bathurst State offices. The unit supports over 3,500 OASIS network installations and over 2200 Internet desktop machines as well as a growing number of third party applications. In 1998, the unit

provided additional technology help to schools on the production of their annual school reports and with the Year 2000 Resource Action Kit. Support officers also provide assistance to schools in implementing the department's schools network. The School Technology Support Unit supports calls throughout the year, provides onsite support to schools whose OASIS servers require immediate attention and provides relief assistance to schools experiencing data corruption or major data loss.

In 1998, schools logged 39,109 requests. This included 1,430 requests relating to the annual school reports, and 997 requests relating to the use of the Internet. Forty per cent of all requests related to OASIS System Management and hardware. This required 209 onsite visits, 386 reinstallations of OASIS servers and 124 OASIS data corruption fixes.

An Internet web site for frequently asked questions was incorporated into Network for Education. The Web site provides schools with answers to the most frequently asked questions and requests for help on OASIS and the Internet. Two out of every three problems were resolved on the day they were logged.

The Technology Helpdesk (TAFE) project utilises a common software platform that enables all TAFE institutes to log calls and monitor problems. An 1800 number was implemented to facilitate this. Staff at the Information Technology Bureau and in institutes answer helpdesk calls and provide support to users.

There were 73,814 calls logged on the TAFE helpdesk in 1998. Institutes currently take calls at their helpdesk and if unable to solve the problem forward it to the bureau where there are product specialists. In the future, the Department plans to provide a facility that will permit calls to be logged through e-mail and to provide a tracking facility to enable users to monitor the progress of their call.

Working Conditions

Staff support services and initiatives

Staff welfare

The welfare and ongoing professional development of all staff were high priorities for the department. To support teachers' welfare a number of strategies were implemented. These included the establishment of a staff welfare officer position in each district office. This officer provided advice and support to teachers on a range of welfare and occupational health and safety issues.

Employee Assistance Program

In addition, the Employee Assistance Program, in operation since 1994 provided teachers who had personal or professional difficulties with up to six free confidential counselling sessions during a two-year period.

During 1998, a total of 2692 TAFE, AMES, school and other eligible staff used the service. A total of 5706 counselling sessions were conducted during 1998. This represents a decrease since 1997 in the number of counselling sessions conducted.

Occupational Health and Safety

The department has negotiated targets with the Premier's Department under its Corporate Services Reform Agenda for the achievement of improved outcomes in workers compensation claims management. The department established an Occupational Health, Safety and Rehabilitation Task Force to assist in meeting these targets. The task force assisted principals and other senior departmental staff to improve their management of workers compensation claims to facilitate the early return to work of injured staff members. The Task Force also targeted the costliest claims for priority management and reviewed policies relating to Occupational Health and Safety and Rehabilitation.

The department participated in the Violence in the Workplace Whole of Government Approach, coordinated by WorkCover NSW. The approach aimed to develop a whole of government response to a perceived increase in violence across public sector workplaces.

A central staff welfare unit was established which integrated the policy areas of staff welfare to allow a consistent, supportive approach to the operational management of staff welfare issues, workers compensation and rehabilitation.

Networks of district staff welfare officers linked to state office contact were established leading to a more efficient delivery of staff welfare services. Information, funding and coordination were provided in areas specific to employee health including immunisation for infectious diseases and medical referrals. Rehabilitation funding for both equipment and concurrent relief was provided to employees injured in the course of their work.

The unit undertook an extensive review of the provision of resources for first aid and OH&S in all state office sites. The unit developed and coordinated the implementation of procedures to apply the provisions of the workplace injury management and *Workers Compensation Act 1998* within the department. A training program was developed and delivered in conjunction with GIO Australia with the aim of improving the management of workers compensation claims, advising on the implications of the new Act and supporting the implementation of new procedures. District staff welfare officers, personnel support officers and relevant institute human resources staff attended the training program.

Industrial relations

Management and negotiation of awards, agreements and determinations

The department successfully negotiated and implemented staff placement strategies for displaced officers. Over 600 displaced staff were successfully placed by December 1998.

A number of awards were negotiated with relevant unions for several groups of staff. These included:

- ◆ school administrative and support staff
- ◆ teachers at Bradfield college
- ◆ teachers at the Saturday School of Community Languages
- ◆ a variation to the school teachers award in relation to travel conditions.

An agreement was also reached with the Teachers Federation in December 1998 on the 'Role of the TAFE teacher' document and the introduction of the new TAFE head teacher classification.

The negotiation of the new awards has facilitated the continuation of industrial harmony in the department and the introduction of changed work practices which are expected to lead to enhanced service delivery to students and improved status for teachers and SASS.

The 'Role of the TAFE teacher' document and the introduction of the TAFE head teacher classification will enhance the quality of teaching in TAFE colleges.

Innovations in industrial agreements

A number of significant industrial agreements were negotiated by the department with the two major unions representing employees. These include an agreement with the Teachers Federation in relation to the establishment of the Nirimba Collegiate Group in western Sydney and an agreement with the Teachers Federation and the Public Service Association to extend the school year for teaching and SAS staff in juvenile justice centres.

The establishment of the Nirimba Education Precinct will expand the school and post school options of a significant number of students in western Sydney. The Nirimba Education Precinct is an innovation in secondary education service delivery. It will provide an opportunity to refocus services for students in Years 7 to 10 and integrate the senior years of school with post-school education in the Western Sydney Institute of TAFE and the University of Western Sydney, Hawkesbury.

The extended school year in juvenile justice centres enables students at risk to participate in education programs and other skills development activities under the supervision and care of teachers and SAS staff for a greater proportion of the year.

Days lost due to industrial disputes

In 1998, the department lost 19,888 days (26.25 days per 100 staff) due to stop work meetings. Of the total amount, 926 days (8.19 days per 100 staff) were lost in relation to TAFE NSW.

Deferred Salary Scheme

The Deferred Salary Scheme enabled permanent teachers working in a school to put aside 20% of their salary for four years and take the fifth year away from teaching for professional development and renewal experiences such as industry experience, post graduate study or working in overseas education systems. A total of 189 teachers commenced the scheme in 1998.

Salary Packaging Scheme

In 1998 the department implemented a salary-packaging scheme for chief education officers and staff covered by the Crown Employees (Teachers and Related Employees) Salaries and Conditions Award.

The Salary Packaging Scheme for NSW Government school teachers was an initiative, which recognised the professional status of teachers and provided further recognition of their standing in the community. The Salary Packaging Information Booklet was distributed to all eligible staff, together with the salary packaging manual and video.

Employees could tailor their salary packages to their individual needs by selecting from an extensive range of benefit options provided by the scheme. Benefits included superannuation, novated car leases, purchase of laptop computers and the payments of a variety of expenses including insurance premiums and personal loan repayments.

By December 1998 approximately 600 teachers and chief education officers had commenced salary packaging. Over 4,000 enquiries had been made to the enquiry service and there had been nearly 40,000 contacts with the information website.

Teacher efficiency

During the reporting period, over 6,000 matters concerning teacher efficiency, misconduct, grievances or related matters were managed. Over 800 principals and relevant district office staff attended 22 programs to assist them in managing efficiency and conduct issues.

The awareness and skill levels of staff in schools, district offices and TAFE in the effective management of cases of efficiency, misconduct and grievances have been raised as a result of the training programs and support.

During the reporting period, the employment of 33 staff was terminated. This is an indication of the effectiveness of the department's procedures, which assist to ensure that educational services are provided by quality staff in schools and TAFE NSW.

Teacher salaries

The State Government has provided government teachers with a record salary increase of a minimum of 17%. NSW teachers are now the highest paid in Australia.

The rate of pay for a senior teacher is now \$50,175 per annum, up from \$42,016 in 1995 - representing a total salary increase of almost 20%.

In 1996, a teacher with seven years experience would have earned \$39,337 per annum. Now that same teacher will be receiving \$50,175, a salary increase of almost 28%.

A beginning teacher now commences on a salary of \$35,143 compared to \$29,750 in 1995.

The Government's teacher salary increases since 1995 have cost more than \$532 million and have seen:

- ◆ a starting teacher salary increase from \$29,750 to \$35,143
- ◆ the maximum classroom teacher salary increase from \$42,016 to \$50,175
- ◆ the average classroom teacher salary increase from \$39,127 to \$47,265
- ◆ a large primary school principal salary increase from \$65,943 to \$77,894
- ◆ a large high school principal salary increase from \$76,632 to \$81,299.

An interstate comparison of salaries for senior classroom teachers confirms that from 1 January 1999, NSW teachers will be the highest paid on \$50,175.

HIGH STANDARDS OF SERVICE DELIVERY

The department is committed to maintaining and enhancing the high standards of service delivery in all the public education and training sectors. This is achieved by implementing quality management and improvement processes, encouraging excellent service and best practice, and maintaining and improving customer services.

Quality Management and Improvement

Internal audits

Audit reviews and findings

During 1998, the department undertook 1,493 school audits. These audits found that 93% of the schools managed their finances satisfactorily, 4% had qualified reports, and 3% had unsatisfactory findings. Common findings and summary reports were provided to district offices. Twelve audits of district offices confirmed that improvements suggested in 1997 had resulted in better financial and administrative processes.

Audits at eight TAFE institutes produced satisfactory results. It was found that institutes had increased their use of a risk management approach in which they ranked risks and allocated control resources accordingly.

Departmental staff undertook 24 audits of state office directorates. Their achievements included:

- ♦ providing assurance that the schedules prepared for the end of year financial statements were materially correct
- ♦ making recommendations regarding the back-to-school allowance that resulted in more effective administration of this process and a lower risk of inaccuracies in payments
- ♦ recommending improvements to the management and administration of the permanent staff payroll, and providing assurance that in general the system was operating effectively
- ♦ identifying causes of data integrity problems in the Lattice state office establishment system and recommending solutions.

Twenty seven audits of funded programs and private providers who were funded through the department were also conducted. These audits supported the work of departmental program managers by ensuring more effective use of funds by community-based organisations.

Audits of the department's information systems led to:

- ♦ better management of the department's investment in Internet services and support for schools
- ♦ more accurate TAFE enrolment data
- ♦ improved controls over AMES payroll data
- ♦ a more secure and efficient LAN environment for the Northern Sydney Institute's NT network and recommendations for improved backup and recovery controls.

Risk management and internal control

Departmental staff assessed 120 cases of suspected corrupt conduct or maladministration, and registered 111 for investigation. Of these, 40% related to schools, 16% to TAFE institutes, 18% to Parents & Citizens Associations, and the remaining 26% to other departmental directorates.

Sixty seven per cent of all cases were referred by management, which indicates that the normal systems of accountability were operating satisfactorily. Twenty four per cent were protected disclosures, 41% involved alleged criminal offences (mostly fraudulent misappropriation) and 49% involved alleged disciplinary offences (mostly misconduct involving misuse of resources, personnel matters or conflict of interest). However, of the 78 cases completed by the end February 1999, allegations were substantiated in only 56% of cases.

The department provided regular reports to the Independent Commission Against Corruption (ICAC) of suspected corrupt conduct and the internal investigation of these cases. The department received nine requests from ICAC to investigate matters and report findings to them. In addition, departmental staff liaised with ICAC on a range of issues including reporting and investigation procedures, corruption prevention issues and individual cases.

All institutes submitted a signed statement of responsibility for internal control for 1998. The document 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. Staff throughout the department received training to improve their understanding of risk management, internal control and ethical behaviour including:

- ♦ sixty five courses for school-based personnel on financial management and cashflow in order to improve cash flow management in schools
- ♦ risk management courses for staff in three TAFE institutes.

Departmental staff also provided advice on around 6,300 matters (including financial and administrative procedures, ethical dilemmas, policy development and risk management) that were received by telephone and in writing.

An Intranet site containing information for staff on best practice in internal control and corruption prevention was established. It also contains information for staff to assist the conduct of audits. The Intranet site provides a quick, cost effective and interactive way of communicating with clients and staff.

Overall findings of internal audits

In summary, the internal audits conducted in the department in 1998 showed that:

- ♦ the department was generally compliant with the relevant laws, policies and procedures
awareness of corruption prevention issues and strategies is high
- ♦ there is some overlap and inconsistency between departmental and TAFE policies, however, work is progressing to resolve these issues
- ♦ essential year 2000 'Millennium bug' activity slowed the department's progress in developing more efficient, integrated corporate systems.

Benchmarking

The department participated in an international benchmarking program in which internal audit departments in the public and private sectors were compared with each other, with groups of similar size, purpose or location, and against world-class internal auditing groups. This benchmarking process will be conducted annually. Areas of comparison included level of resourcing, skill and experience of audit staff, timeliness of audit work, quality of audit planning, risk awareness and quality improvement activities. In 1998, the department met or exceeded world-class standards in several areas of auditing including audit planning and risk awareness.

Training Market Commitment

In 1998, the department launched the NSW Training Market Commitment. This commitment ensures the value, quality and responsiveness of the training system in NSW. Key features include the department's commitment to:

- ♦ not being beaten on the value, relevance or quality of training
- ♦ meeting or bettering the contestable market mechanisms which have been set up elsewhere
- ♦ ensuring training delivered in NSW is tailored to meet the needs of the client and is designed to develop the skills that industry need

- ♦ providing comprehensive, accurate and timely information about training options to ensure the NSW training system is properly understood by employers, apprentices, trainees and the community.

Significant achievements during 1998 included:

- ♦ allocating over \$70 million for training delivery under contestable mechanisms
- ♦ implementing improved electronic tendering and electronic data collection processes for open market training programs across NSW
- ♦ implementing the Integrated Vocational Education and Training System data base which links recognition, programs and New Apprenticeships administration
implementing new purchasing and pricing arrangements that improve access to open market training programs and increase flexible delivery options in these programs
- ♦ further expanding the number of registered training organisations approved to deliver open market training programs
- ♦ expanding open market apprenticeships and traineeship arrangements, for example, training for five apprenticeships in selected areas is now available under open market arrangements.

Registration and quality endorsement of training organisations

The department supports the registration and quality endorsement of training organisations. The Vocational Education and Training Accreditation Board (VETAB) manages the national recognition of training organisations through the implementation of the Australian Recognition Framework on behalf of the department. VETAB is constituted under the *Vocational Education and Training Accreditation Act 1990*.

Australian Recognition Framework

With the introduction of the Australian Recognition Framework (ARF) existing training providers were deemed to be registered training organisations (RTOs) within their existing scope of activity. Interim training arrangements were established to ensure that no training provider would be disadvantaged during the changeover to the ARF.

In NSW, an RTO is an organisation registered with VETAB to provide either training delivery services which incorporate training, assessment and issue of nationally recognised qualifications and Statements of Attainment; or skill recognition services which incorporate assessment and issue of nationally recognised qualifications and Statements of Attainment.

To become an RTO, an organisation must demonstrate that it complies with national standards set by ANTA. To do this it must apply to the state recognition authority (which

is VETAB in NSW) and undergo a compliance assessment. Only RTOs can conduct courses or deliver training packages that are recognised nationally, under the Australian Qualifications Framework. To become a quality endorsed training organisation (QETO), an organisation must be able to demonstrate to external validators that it has systems in place to ensure continuous quality improvement.

Providers will be required to apply for registration under the ARF by 30 June 1999. All organisations applying to become QETOs will undergo a compliance assessment. A framework for the registration and quality endorsement of training organisations was endorsed by VETAB. In 1998, VETAB's key achievements in relation to the registration of training organisations included:

- ◆ Registering 1,038 training providers.
- ◆ Holding regular workshops to explain arrangements under the ARF and to assist potential providers during the implementation phase.
- ◆ Holding regular workshops on the accreditation and registration process.
- ◆ Conducting seminars on the ARF including the principles of mutual recognition throughout NSW.
- ◆ Publishing a self-paced learning guide, *Introduction to the Australian Recognition Framework*, for clients of which over 3,000 copies were distributed.
- ◆ Developing a manual, *Guidelines for the Registration of Training Organisations*, to assist training organisations to prepare for registration under the ARF. Over 1,500 copies were distributed to all existing training organisations and to new and potential training organisations.
- ◆ Piloting and implementing a compliance assessment process for training organisations registered under the ARF.
- ◆ Developing and implementing the NSW Quality Framework which is aligned with the implementation of the ARF.
- ◆ Publishing the 'Framework for Registration and Quality Assurance of Training Organisations' and distributing 3,000 copies statewide.
- ◆ Developing a manual, *Guidelines to the Quality Framework for VET in NSW*, and distributing it to all Registered Training Organisations. The manual outlines the process available to providers intending to seek quality endorsement under the ARF.
- ◆ Holding regular workshops on the accreditation and registration process. Workshop evaluations showed that participants thought that the workshops assisted their understanding of the accreditation and registration process.

Registration and quality endorsement of TAFE institutes as training organisations

TAFE NSW is implementing the Australian Recognition Framework by inviting each institute and OTEN to become, firstly, an RTO and, secondly, a QETO within a framework of statewide system coherence. Institutes and OTEN are implementing a system of collaborative independence as described in the House of Representatives report, *Today's training. Tomorrow's skills* (July 1998). This strategy allows each institute greater autonomy to compete more effectively within the vocational education and training sector, while still maintaining an integrated TAFE NSW.

During 1998, the TAFE NSW Quality Council developed and monitored strategies to ensure that all institutes attained RTO status and commenced activities designed to achieve QETO certification. Each institute will be subject to audit to ensure that quality improvement mechanisms and systems documentation are in place. It is anticipated that all institutes will achieve the levels of excellence required. This initiative will contribute to the efficient, effective and educationally productive use of resources.

TAFE NSW will be registered and quality endorsed through its eleven institutes and OTEN. The institutes and OTEN are supported by key statewide systems; especially those for curriculum development and accreditation, student enrolment and the issuance of TAFE NSW qualifications. In 1998 the framework for TAFE NSW registration and quality endorsement was established. External compliance assessment for registration was completed for state office systems, Northern Sydney Institute and Hunter Institute. By the end of 1998, all institutes and OTEN had submitted applications for RTO status. It is expected that all institutes will achieve this status by mid May 1999. All institutes intend to seek status as QETOs during 1999. In late 1998, quality specialists in institutes were trained in organisational self-assessment techniques that support QETO requirements.

Registration of schools as training organisations

Schools that deliver vocational education and training are required to register to provide training delivery services. VET in schools is delivered through a range of pathways: Content Endorsed Courses, Industry Studies strands, Joint Secondary Schools-TAFE courses (where TAFE NSW is the RTO) and part-time traineeships.

The Board of Studies recommends to the Minister the registration of non-government primary and secondary schools, and grants accreditation to allow secondary schools to present students for the School Certificate and Higher School Certificate. Currently the Board of Studies issues Statements of Attainment in Vocational Education to school students with the VETAB logo. These are usually for Content Endorsed Courses. To this extent there is

already a system in place linked to the delivery of Content Endorsed Courses. The critical issue for registration is to ensure minimum standards required by the Australian Recognition Framework are met and an active commitment to vocational education and training at a local school level is developed.

It is also important to encourage and support schools to maximise access to facilities and other resources and to establish partnerships with other RTOs, such as TAFE NSW, group training companies and skill centres. This strategy will be more cost effective and will promote creative cross-sectoral partnerships. VETAB released a discussion paper on the development of appropriate models. Both the government and non-government schools sectors were invited to contribute to the development of these models. Departmental staff are considering three models ranging from individual schools becoming registered to various forms of partnering and systemic registration.

Accreditation of VET courses and industry training packages

VETAB manages the national recognition of courses through the implementation of the Australian Recognition Framework, on behalf of the department. VETAB accredits vocational education and training courses, industry training packages, and non-university courses in the higher education sector. The Australian National Training Authority (ANTA) funds the development of national industry training packages which are endorsed by the National Training Framework Committee.

In 1998, VETAB continued to endorse national training packages in NSW under the Australian Recognition Framework and to accredit competency-based courses within these packages. Major achievements in the reporting period included the following:

- ◆ accrediting 842 courses - taking the total number of NSW accredited courses to 2,337
- ◆ endorsing 21 national training packages for industry
- ◆ accrediting 28 qualifications within industry training packages
- ◆ documenting 1,870 new or amended entries to the Commonwealth Register of Institutions and Courses for Overseas Students between June 1997 and June 1998
- ◆ preparing a draft accreditation manual for publication in 1999.

Industry Areas of Qualifications Accredited in Industry Training Packages in 1998

Administration
Aeroskills
Agriculture
Assessment and Workplace Training
Black Coal
Chemical, Hydrocarbons and Oil Refining
Civil Operations
Correctional Services
Entertainment
Extractive Industries
Food
Finance
General Construction
Horticulture ~Hospitality
Information Technology
Meat
Metals and Engineering
Plastics, Rubber and Cablemaking
Pulp and Paper
Racing
Retail
Service Technician Portable Fire Equipment - (Chubb Fire)
Telecommunications
Tourism
Transport and Distribution
Veterinary Nursing

Quality improvement initiatives in TAFE institutes

ISO 9000 certification

ISO 9000 certification was first used by TAFE NSW Training Divisions to develop and maintain a quality management system for their curriculum development procedures, products and services in order to market them more effectively. Since 1994, a number of business development units in institutes have sought and gained ISO certification. In December 1997, Riverina Institute became the first TAFE NSW institute, and only the second in Australia, to achieve full business certification under ISO 9001. The institute was tested on 20 separate elements across its entire operation, in both teaching and non-teaching sections. In 1998, key achievements included:

- ◆ Hunter Institute's Business Development Unit gained AS/NZS ISO 9002 certification. The audit findings placed the institute in the top 1% of organisations achieving ISO 9002.
- ◆ New England Institute's Business Development Unit gained ISO 9000 certification.
- ◆ North Coast Institute's Training Initiatives and Consultancy Services Unit gained ISO 9002 certification.

Institutes are now moving away from ISO certification towards a total quality management framework approach, and many now use the Australian Quality Council's Australian Business Excellence Framework as a diagnostic tool.

Similarly, the Educational Services Divisions have maintained ISO certification since August 1996 through six-monthly external audits by an accredited agency. ISO certification provides the ESDs with a competitive advantage in national and international adult education markets. TAFE NSW institutes deliver world-class curriculum developed by the ESDs to state, national and international customers.

In 1998, the ESDs quality management system was aligned to seven categories of the Australian Quality Council's Business Excellence Framework. This framework underpins the ESDs improvement activities and strategic goals.

Guided self assessment

TAFE institutes also undertake organisational self assessment, using tools developed by the Australian Quality Council. Guided self assessment involves gauging achievement against established quality criteria. Key processes are measured against a scale that compares results against international best practice. All institutes and some directorates and units in state office have undertaken a Guided Self Assessment in order to identify strengths and areas for improvement, and outline plans for improvement.

Organisational self assessment is a prerequisite for gaining status as a Quality Endorsed Training Organisation. Most institutes are now engaged in their second or third round of assessments. As a result, they can benchmark their progress from one year to the next and use internal and external feedback to improve their services. In February 1999, Educational Services Divisions will undertake guided self assessment.

TAFE NSW Quality Awards

The TAFE NSW Quality Awards recognise and reward measurable improvements to the quality of teaching, learning and service provision in institutes and OTEN. The awards for 1998 focused on recognising initiatives that were in progress but were not yet able to demonstrate success against the full range of the assessment criteria, and recognising demonstrated sustainable improvement.

The award ceremony was managed exclusively by TAFE NSW staff and students. They undertook tasks including the staging of the event, catering, filming and video production.

TAFE NSW Quality Awards	
Gold Award	Southern Sydney Institute and Student Administrative Systems: TAFEcard project
Silver Award	OTEN: Improving access to distance learning materials for students with disabilities
Bronze Award	Riverina Institute: Riverina Institute Information System
Outstanding Achievement Award	Marketing and Business Development Directorate: TAFE PLUS on the Intranet

Quality improvement initiatives in ACE

Almost 70 ACE provider organisations are implementing the ACE Quality Strategy. The strategy will ensure that ACE providers are using quality assurance and management strategies and systems. During 1998, a number of ACE organisations undertook self assessments. Accountability frameworks were improved through the development of policy and protocols for formalised monitoring of organisational compliance with legal requirements. Over 55 ACE providers were deemed registered training organisations and are currently undertaking compliance assessments.

Facilities utilisation

Departmental staff undertook detailed analyses of past and projected enrolments to identify trends in facilities utilisation in schools. Major findings included:

- ◆ Enrolments increased in many schools in older areas of Sydney that had experienced enrolment decline in the 1970s and 1980s. Schools in areas such as St George, Northern Beaches, Granville and Bankstown districts, which previously had underutilised spaces are now growing. As a result, the department may need to enforce school intake areas and add demountable accommodation where there is no alternative. Further rationalisation of school facilities in these areas is less likely in the future as the move to greater urban density makes better use of old schools.
- ◆ Enrolments continued to decline in rural schools, particularly west of the Great Dividing Range. However, the department maintains a sensitive approach to school closures because of the important community role of small country schools and the travel implications for students.
- ◆ Enrolments declined in certain pockets of Sydney where there is no likelihood of regeneration. Peter Board High School, Randwick North High School (now used by the Open High School) and Baulkham Hills Public School closed in 1998.

The department continued to rationalise school sites, particularly split school sites. The benefits of such rationalisations include a more equitable distribution of resources across the state arising from the sale of assets in areas of underutilisation and reinvestment in growth areas; higher levels of facilities utilisation; more effective use of staff; and a broader range of curriculum for secondary students than would otherwise be the case in a smaller school.

Analyses of the utilisation of TAFE facilities across the state has commenced. In 1999, these analyses will be improved further and appropriate benchmarks for utilisation will be developed.

Recycling

Schools

Schools recycle in excess of 2,000 tonnes of paper per annum. Other initiatives implemented to reduce waste in schools include provision in the new NSW Government Cleaning Contract for the collection of recycled materials, and the development with the Department of Public Works and Services of contracts for waste collection and recycling. The provision of waste recycling bays is now a standard requirement in the construction of all new schools.

The department is committed to increasing the range and volume of materials that are recycled and works in partnership with organisations appointed under the waste collection and recycling contract to achieve this goal. School Communities Recycling All Paper (SCRAP) is one such organisation that is working closely with schools to increase the re-use and recycling of a large range of waste materials. These include green waste reduction through composting, worm farming and solid waste auditing.

TAFE NSW

It is TAFE NSW policy to recycle items including paper, computing equipment and toner cartridges. Current trends in recycling in institutes include the following:

- ◆ Contributing to paper recycling programs such as the SCRAP program.
- ◆ Recycling toner cartridges through the Boise Cascade service level agreement which allows campuses to use recycled toner cartridges.
- ◆ Using e-mail, and extending its use as the network is increased, should reduce the volume of office stationery used in campuses.

Institutes continue to carry out TAFE NSW's waste reduction strategies. For example, scrap metal is returned to BHP to offset other purchases, prepared meals from hospitality classes are donated to various charitable organisations, silver is reclaimed from used film to offset the price of replacement, and thinners (contaminated by ink and paint) are recovered for reuse.

TAFE NSW also has a policy covering the recycling and disposal of items that are the product of class exercises or the by-product of teaching. For example, building and construction staff reuse bricks, mortar and timber; and horticulture classes mulch and compost any surplus propagated plant material.

Recognition of Excellence

School Education

Director-General's 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 in NSW. Nominees may include parents, members of the community, business people and departmental staff (principals, teachers, ancillary and cleaning staff, and state and district office personnel).

Award for Excellent Service to Public Education and Training		
Ms Janice Adamthwaite Mrs Carol Allcorn Mrs Corrinne Austen Mrs Janice Barker Mr Erwin Bates Ms Michele Bruniges Mrs Jennifer Bryant Mr Ross Cole Mr Phillip Cvrim	King Street School Cumnock Public School Fennell Bay Public School Griffith High School Wyrallah Primary School Schools Assessment and Reporting Unit Manly High School Roseville Public School Broken Hill Campus, Western Institute of TAFE	Reading tutor and facilitator Fundraising and cultural activities Service to the school community Service to the school's P&C Creative and performing arts, and sport Developing literacy and numeracy assessment Enhancing the school's welfare system Developing and leading the school band Curriculum development in the automotive area
Mr Ian Downs Mr Peter Ducat Mr Gordon Erixon Mrs Jan Flint Mr Darryl French Ms Laraine Gibson Mrs Sue Gleeson Ms Janet Goard Mrs Mandy Hall Mr Jim Harkin Mr Stuart Hasic Mrs Jillian Hyam Ms Debra Jolley	Farrer Memorial Agricultural High School Armidale High School Colo Heights Public School Cobar Public School Aboriginal Education Consultative Group Liverpool Boys High School Hamilton South Public School Yeoval Central School Tower Street Public School Moorefield Girls High School St George District Office Ulladulla High School Macquarie Fields College South Western Sydney Institute of TAFE	Service to the school community Advice and expertise in construction Enhancing the school environment School administrative support Service to Aboriginal education Service to the school canteen Service to the school community Establishing a school health centre Fundraising and general assistance Educational leadership Assisting schools to install and use PC networks Service to the school's P&C Curriculum development
Mr Peter Jones Ms Sandra Jones Mrs Brenda Kontista Ms Amy Large Mrs Delma Lloyd Mr Anthony MacKenzie Mr Ken Marks Mrs Heather Martin Mr Peter & Mrs Gail McLoughlin Mr John Michael	Lithgow High School State Office Leppington Public School Birchgrove Public School Granville Boys High School Monaro High School Hassall Grove Public School Murwillumbah High School Baulkham Hills North Public School Moree Campus, New England Institute of TAFE	Service to the school council Community relations Service to the school's P&C Service to the school community Service to the school's P&C Service to the school's P&C Teaching band instruments Promoting music education Assisting in academic, cultural & sporting activities Provision of courses for the building industry
Ms Ruth Mitchell	Ryde Campus Northern Sydney Institute of TAFE	Establishing best practice within TAFE
Mr Paul Mowbray Mr Brian & Mrs Anne Pade Mr Geoff Pensini Mr Bob Ross Mr Leon Rosenthal Mr Neville Roser Ms Patricia Schwebel Mr Ron and Mrs Yvonne Skeggs Ms Beverley Solomons-Milson Mr Kevin Street Ms Janice Sullivan Ms Elizabeth Vrhovsek Mrs Mavis Wood Mrs Kay Wye	Young Technology High School Nambucca Heads High School Wingham Public School Hay War Memorial High School Maroubra Junction Public School Mt Brown Public School Mullaway Primary School Tumut High School State Office Woodport Public School Holroyd High School Parramatta East Public School Lawson Public School Warilla High School	Organising the building of an all-weather shelter Service to the school's P&C Managing a physical education and health program Staff and student welfare and community relations Volunteer teaching and athletics coaching Scripture teacher Assisting teachers in reading classes Maintaining school buildings and grounds Teacher training (literacy and learning difficulties) Excellence in teaching and leadership Service to the school's P&C Service to the school community Craft and scripture teacher, and reading tutor Service to students with disabilities

Activities considered as the basis for nomination may include assistance with classroom teaching, sporting programs, activities in the visual or performing arts, multicultural education, administrative activities, improvements to school's physical environment, assistance with special occasions, assistance with computers, commercial activities or business ventures, and any other activity considered worthy of recognition by the school community.

In 1998, the department's award for excellent service to public education and training was presented to 50 recipients from areas throughout the state.

Director-General's award for school achievement

The Director-General's award for school achievement is for schools that have made significant contributions in the priority areas identified in the department's annual strategic plan. In *Agenda 98*, priority areas included initiatives in school curriculum (particularly literacy, numeracy and technology), school organisation, school community projects, equity, and training and development. Nominations are supported by the school community. In 1998, the Director-General's award for school achievement was presented to 40 schools located across the state.

Director-General's School Achievement Award

Bateman's Bay High School	Aboriginal reconciliation and welfare program
Billabong High School	Agricultural livestock preparation & parading
Blayney Public School	Student management program
Burwood Girls High School	Assessment strategies involving parents and students
Coffs Harbour Senior College	Creation of an adult learning environment
Coolah Central School	Development of vertical English classes
Cowra High School	Improved learning outcomes for Year 7 students
Duri Public School	Personal achievement in a balanced educational environment
Ellerston Public School	Catering to the needs of individual students
Evans High School	Intensive literacy programs
Hay War Memorial High School	Creating a school and community partnership
Hornsby Girls High School	The Spirit of the Olympics Challenge
Ingleburn Public School	Encouraging students to do their best and consider others
Irrawang High School	Successful brass band
Jewells Public School	Excellence in written publications
Kegworth Public School	Developing and implementing a literacy program
Lake Munmorah Public School	Literacy training and development program
Maitland High School	Anti-bullying strategy
Marayong Heights Public School	Peer support program
Mayrung Public School	Staff and parents working together to maximise students' learning
Moorefield Girls High School	Multicultural anti-discrimination program
Mt Druitt High School	Effective literacy programs
Nowra East Public School	School community and literacy programs
Parklea Public School	Enhancing assessment and reporting in Mathematics
Parramatta Public School	Effective multicultural school
Pennant Hills Public School	Community-funded programs and educational resources
Portland Central School	Enrichment program for students in a disadvantaged school
Punchbowl Public School	Comprehensive literacy programs
Queanbeyan Public School	Personal Development, Health and Physical Education program
Queanbeyan South Public School	Acknowledging and valuing cultural heritage
Revesby South Public School	Proactive approach to student safety
Rosewood Public School	Student discipline and welfare policies and programs
Rowland Hassall Public School	Student welfare policy
Southern Cross Public School	Catering for students' transition to secondary school
Sturt Public School	Catering for the development of the whole child
Tweed Heads South Public School	Providing 'a fair go for all'
Turramurra North Public School	Successful Visual Arts program
Ulladulla High School	Vocational education and work studies programs
Willans Hill Public School	Special Education programs
Willoughby Girls High School	Comprehensive literacy program

Best practice initiatives in vocational education and training

Best practice initiatives in industry training services

During 1998, departmental staff held five Best Practice Breakfasts for a range of groups involved in vocational education and training in NSW. People who attended these sessions included representatives from industry, Industry Training Advisory Bodies, and public and private providers of vocational education and training services. The topics for these sessions were:

- ◆ The Australian Recognition Framework and Quality Endorsement for VET Providers
- ◆ The Australian Recognition Framework And Quality Endorsement for VET Providers II
- ◆ Demonstrating Best Practice in Vocational Education And Training
- ◆ Training Packages: From Development to Delivery
Preparing for QETO: Quality Endorsement for Registered Training Organisations

Attendances at these sessions ranged from 80 to 141.

The department produced five issues of the National Best Practice Newsletter which were distributed to businesses, industry groups and training providers throughout Australia.

In 1998, NSW won four of the 1998 ANTA Best Practice Projects grants. They were awarded to:

- ◆ Kenvale College - 'A Best Practice Approach to Personalised Industry Training and Education'
- ◆ Email Training Services Ltd - 'Best Practice in Multi Media for Maximum Learning'
- ◆ North Coast institute of TAFE - 'Training and Learning Needs for Kooris in the Tourism Industry'
- ◆ Furnishing Industry Association of Australia (NSW) Ltd - 'Best Practice in Small Business Furnishing Career Pathways'

The department was represented on the ANTA Best Practice Working Group that met to promote best practice initiatives in Australia.

Best practice initiatives in TAFE institutes

TAFE institutes continued to develop and implement best practice initiatives to meet identified needs in local industry and the community. Many of these initiatives were recognised for their excellence at the state and national level. As a result, these best practice initiatives become models for other TAFE institutes in NSW and throughout Australia. In 1998, best practice initiatives in TAFE institutes included the following:

- ◆ New England Institute staff from Armidale Campus received a 'Demonstrating Best Practice Project' award from ANTA for its Five-Star Tourism and Training Project for Rural Australia. Staff worked with local businesses and industry for the past three years to improve their knowledge and understanding of the rapidly growing tourism industry. Business, industry and institute staff worked together to educate themselves in a wide range of associated product development, service delivery and marketing strategies. Institute staff developed and documented best practice in the delivery of rural-based tourism courses using flexible delivery for Rural Tourism and Travel Traineeships as well as wholesale and tour operator trainers. The results were distributed to tourism industry associations, tourist information agencies, travel agents and tourism industry associations.
- ◆ North Coast Institute staff received a commendation in the prestigious 1998 NSW Premier's Public Sector Awards. The award recognised the expertise and dedication of specialist equity staff and teachers in North Coast Institute who implemented successful educational initiatives for Aboriginal people and people with disabilities.
- ◆ Northern Sydney Institute staff hosted an online conference, 'Skilling for a Global Future: The Challenges of Flexible Learning', during TAFE Week 1998. Almost 500 people from NSW, interstate and overseas, registered for the conference. The conference stimulated debate on how to make training more learner focused and raised awareness of the Institute in Australia and overseas.
- ◆ Sydney Institute staff developed and implemented best practice models in the delivery of science courses. They were presented at the national TAFE Science conference held in September.
- ◆ Blue Mountains College in Western Sydney Institute was selected as a finalist in the industry education category of the 1998 NSW Awards for Excellence in Tourism after winning the 1998 Blue Mountains Regional Awards for Excellence in Tourism. The college also received a special commendation in the NSW Training Provider of the Year category in the 1998 NSW Training Awards. Achievements included establishing a successful traineeship program; improving industry relations; and offering customised programs which enable students to have individualised programs through flexible attendance patterns, a range of methods of study and subject choices, and year-round enrolment. College staff are leaders in hospitality workplace assessment in NSW and successfully integrated self-paced strategies with workplace delivery and assessment.

Customer Service

Course and student information services

Network for Education

The department published information about school education on the Network for Education website (<http://www.dse.nsw.edu.au/index.html>) for staff and students (on the Intranet) and the wider community (on the Internet). The network supports school staff using web technologies, facilitates the dissemination of information and resources from state office directorates to schools, and promotes the department and schools in the world wide web community.

In 1998, departmental staff introduced several resources on the network to assist students with career choices. These included career market information for students, and 'Surviving January 1999 for HSC students'. Students in government schools could access this information directly. Information was also provided to career advisers via the network for dissemination to students where appropriate. The network also contains multilingual versions of the 'Parents Guide to Schools' as well as information for schools and the community about the Basic Skills Test, examination dates, and applications for selective schools.

NSW HSC Online

In 1997, the Board of Studies in association with Charles Sturt University and the department established an HSC online service on the Internet for students, teachers and the wider school community, especially those in rural areas. The NSW HSC Internet site contains high quality educational resources developed by classroom teachers and consultants as well as study tips and previous examination papers. It is linked to a wide range of worldwide Internet sites including those of expert organisations and teachers' associations. Use of the site has increased dramatically. In 1997, 14,000 hits were recorded per day. In 1998, the site received an average of 20,000 hits per day, with 40,000 per day in the weeks leading up to the HSC. Departmental staff developed a multimedia training and development package for use in schools to ensure that all students and staff have access to this online service.

The site now covers 23 subject areas including English, modern and ancient history, mathematics, science, biology, chemistry, business studies, computing studies, economics, geography, the visual arts and Japanese. Seven subject nodes were added in 1998, including an HSC Indonesian node. This node contains advice on examination technique, practice HSC tasks, vocabulary lists for all topic areas, links to other sites including Indonesian newspapers and magazines, institutions offering further study in Indonesian, professional associations for teachers of Indonesian, and information about conferences and

training and development opportunities. Departmental staff will add a further seven subject nodes in early 1999, with an increased emphasis on vocational courses. At the same time, staff will redevelop the overall website to reflect the new HSC syllabus structures and content.

HSC advice line

The HSC advice line (ph: 13 1112) is managed by the Board of Studies and supported by the department. The advice line assists candidates for the HSC throughout the year. Experienced teachers and HSC markers provide students with detailed advice on all aspects of their examinations. The advice line is staffed by more than 750 teachers. In 1998, more than 1,000 calls a day were logged on the advice line.

Online HSC results

In 1998, the Board of Studies established a website containing the HSC results (www.boardofstudies.nsw.edu.au) so that students could get their results on the Internet for the first time. Information on the site is confidential as students can only access their results by using a personalised student number and a pin. The telephone information service (ph: 1902 220100) for HSC results was also continued.

In 1997, 40,000 students used the telephone service to access their results early. In 1999, the Internet and telephone services both began operating on 2 January 1999, while HSC results delivered by mail were due to arrive by 5 January 1999. In 1999, HSC students will be able to access their results before the end of the year. This will allow students more time to consider their career and further education options.

TAFE NSW website

The TAFE NSW website (www.tafensw.edu.au) on the Internet provides information including course outlines, enrolment criteria, course fees, starting dates, which locations are offering a particular course, and general information about studying in TAFE NSW. The Internet site helps people to find out about career options, the training required for particular careers, and how to get a job when they have obtained appropriate qualifications. It provides links to relevant government departments including Immigration and Centrelink to help people to get information they might need.

The website has an e-mail facility for public enquiries. TAFE staff normally answer these enquiries within 48 hours. The site also contains the TAFE NSW Learning Gateway (www.lg.tafensw.edu.au) which is a virtual library with information on more than 600 industry areas. Over 80 ESD subject specialists have identified the best information sites on the world wide web for students and teachers. These sites contain information about topics such

as online and traditional courses, learning resources, careers, and employment and industry trends.

Departmental staff use the TAFE NSW Intranet site to access up-to-date course information. In 1998, the addition of 200 TAFE PLUS commercial short courses for industry and government to the Intranet site earned a TAFE NSW Quality Award for outstanding achievement.

TAFE NSW Handbook

The TAFE NSW Handbook provides clear, accessible, accurate and relevant information about TAFE NSW to customers. The handbook is a valuable resource for potential students; career advisers in secondary schools; industry trainers; and departmental staff including TAFE teachers, course information officers and counsellors.

The 1999 *TAFE NSW Handbook* is considered to be the most accurate and accessible to date. One hundred thousand copies of the handbook were printed in 1998. Of these, 67,000 were distributed to newsagencies in NSW for sale at \$9.20; 15,000 were distributed free of charge to all secondary schools in NSW; and the remainder were distributed to TAFE NSW institutes, departmental directorates, libraries and other relevant organisations. The cost of producing and printing the handbook is almost covered by the sale of the handbook and the revenue from the advertising included in it.

TAFE Handbook on the Web

In 1998, Internet enquiries for course information at the 'TAFE Handbook on the Web' site exceeded one million. During the year, the number of enquiries grew from around 70,000 per month to over 140,000 per month. New features were added to the system in 1998 including specific course lists for school leavers, apprentices and trainees.

Information about TAFE for school leavers

Departmental staff produced two publications for school leavers in 1998, *Multiple Choice* for students leaving Year 10 and *The Right Choice* for students leaving Years 11 and 12. *Multiple Choice* provides a general introduction to TAFE NSW, information on articulation and credit transfer, and case studies highlighting the many pathways open to school leavers. *The Right Choice* provides information about TAFE NSW courses and career opportunities for students who complete a TAFE qualification. Both publications were included on the TAFE Internet site and produced as CD Roms to facilitate their use in secondary schools in NSW. The 'The Right Choice' Internet site is linked to a dynamic database of course information so that it is always up to date, and it features advanced search facilities.

TAFE Information Centre

The TAFE Information Centre provides high quality information about all non-commercial and commercial courses offered by TAFE NSW. From January 1996 to December 1998, staff at the centre handled 605,000 customer enquiries, with 201,502 enquiries in 1998. Customers can enquire by telephone, letter, fax or e-mail or in person. The fastest growing area is in enquiries e-mailed to the centre from the TAFE NSW Internet site. In 1998, staff responded to 7,221 e-mail enquiries compared to 3,063 in 1997.

TAFE vacancy info-line

In February, course information staff introduced this service to provide people with information and advice about course vacancies. The information is updated daily. The service operated from 9 am to 5 pm, Monday to Friday for the cost of a local call.

TAFE institutes' course information services

TAFE institutes also provide a range of specialised course information services for current and potential students, career advisers, and the local industry and community. For example:

- ◆ Illawarra Institute staff established a centralised call centre at Wollongong which is linked to a course enquiry database.
- ◆ Northern Sydney institute staff established an online course information service. The institute is also acquiring SPECTRUM technology to develop a telephone service for enquiries about courses and student results. The system will be linked to a course information database.
- ◆ Southern Sydney Institute's Internet site contains a course guide which is linked to the 'TAFE Handbook on the Web'. Customer service officers are located at each college in the institute to provide course information.
- ◆ Sydney Institute staff introduced an electronic customer enquiry register which may be accessed through a '1300' information hotline service to improve course information services. The hotline service is more efficient and it reduces waiting times. Customer service officers across the institute handle course information enquiries during peak times. Current course information is also available on the institute's website.
- ◆ Western Institute staff have established a 'local 131601' course information hotline. In addition, course information officers are located at Dubbo, Orange and Parkes.

TAFE Student Information System

The TAFE Student Information System assists TAFE institute staff to provide accurate information to staff and students in areas such as course completion, examination results and advanced standing. Institute usage of this information system has increased to twelve times that of five years ago with the number of users increasing from 4,600 to over 6,000 over the past 18 months. This is largely due to several significant enhancements to the system. Key advances in the system in 1998 included:

- ◆ Reducing the number of missing marks at the end of semester two from over 2% to less than 1%.
- ◆ Introducing a 'what if' facility for course completion enquiries. This feature enables staff to answer questions, such as 'Will I complete my course this year?' and 'What subjects do I need to enrol in to complete this course or change to another course?', quickly and accurately.
- ◆ Implementing a temporary residents audit process that reduced the workload of institute staff carrying out this task by 96%.
- ◆ Introducing a new recognition facility to enable claims for advanced standing (due to prior studies) to be processed more efficiently. This facility also reduced the need for students to attend unnecessary classes until claims for advanced standing were processed.
- ◆ Introducing optical scanning of student statistics. This measure reduced the workload of institute staff who enter enrolment data on the Student Information System by 45%.

Vocational education and training information

Industry Training Services Centres

These centres provide clients with information, advice and referral assistance on apprenticeships, traineeships, training reforms, State and Commonwealth-funded vocational education and training programs, and the recognition of skills. They also provide information, expertise and support to local industry, community organisations and individuals about implementing quality vocational education and training across NSW.

VETAB publications and information

In 1998, VETAB undertook a range of activities to ensure that industry, ITABs, public and private providers, and government agencies were well informed about new arrangements in the vocational education and training sector. Achievements included the following:

- ◆ Contributing to the development and implementation of ANTA's National Training Information Service in cooperation with ANTA, the other State and Territory training authorities, and industry.

- ◆ Developing and distributing the following documents to all training providers: 'The Framework for Registration and Quality Assurance of Training Organisations in NSW', 'Introduction to the Australian Recognition Framework Learning Guide', 'VETAB guidelines for the Registration of Training Organisations in NSW', and 'VETAB Guidelines to the Quality Framework for Vocational Education and Training in NSW'.
- ◆ Conducting the annual VETAB conference on 29 and 30 October 1998 which was held in the EventSite at the Australian Technology Park for over 250 fifty delegates from industry, ITABs and public and private providers. The conference focused on the implementation of the Australian Recognition Framework.
- ◆ Conducting 22 workshops on the introduction of the Australian Recognition Framework for over 1,200 participants.
- ◆ Developing a range of informative documents to promote apprenticeships and traineeships including 'Everything you need to know about apprenticeships and traineeships', 'Apprenticeships - Vocational Training Orders', 'Traineeships - Vocational Training Orders' and regular information bulletins from the Commissioner for Vocational Training.
- ◆ Conducting 12 regional training sessions on the apprenticeship and traineeship system for New Apprenticeship Centres and other Job Network Service providers in August, September and October.
- ◆ Introducing monthly meetings with New Apprenticeship Centres to facilitate the implementation of new apprenticeship and traineeship arrangements.

Consumer response

Registered Ministerial letters

In 1998, the department processed 7,244 registered Ministerial letters (RMLs). The RMLs raised issues such as additional staff, employment as a teacher, compassionate transfers for teachers, maintaining/upgrading facilities, removing demountable classrooms, and providing facilities such as halls, shade shelters, and classrooms.

There were 122 RMLs relating to matters involving adult and community education including issues such as the provision of funds for the Northern Rivers Conservatorium Arts Centre and the discontinuation of a calligraphy course at Chatswood Evening College.

There were 52 RMLs relating to matters involving the Adult Migrant English Program. The majority of these were related to the privatisation of adult migrant English services.

VETAB's customer service

Departmental staff continued to improve the department's recognition services for customers. Response times for major activities in recognition services are provided in the following table.

Level of Customer Service in Recognition Services, 1998	
Activity	Response time
VETAB	
Course accreditation	Response time for the assessment of course accreditation varies depending on the size and scope of the course concerned and the readiness of the application. In 1999, VETAB is introducing a new course accreditation system to address issues of unpreparedness prior to courses being assessed.
Registration of training organisations	The assessment of applications for the registration of training organisations is generally completed within two months. However, this time frame varied due to the introduction of the Australian Recognition Framework and an unprecedented increase in business during 1998.
Apprenticeships and traineeships	
Apprenticeships and traineeships	A correct application for the establishment of an apprenticeship or traineeship will be processed within three weeks.
Trade recognition certificates	Following notification of completion of an apprenticeship or a traineeship, a craft certificate or certificate of proficiency is issued within four weeks. Following approval of recognition of other trade qualifications or trade training (by the Vocational Training Board), a craft certificate or certificate of proficiency is issued within two weeks.
Vocational Training Allowance Scheme	Following receipt of a correctly completed application form, the response time is usually four weeks.

TAFE institutes' consumer response

TAFE NSW's approach to enhancing its responsiveness to customers is being developed as a core component of the implementation of quality assurance and quality improvement throughout the organisation. This approach includes customer surveys, customer feedback and suggestion systems as well as complaints handling mechanisms.

During the reporting period, 901 complaints were registered by institute directors. Of these, 886 were resolved in 1998. Nine were referred to the NSW Ombudsman and 15 were carried over to the 1999 reporting year. Some of the measures taken to improve or change services as a result of complaints or consumer suggestions were:

- ♦ improving student services in response to students' suggestions
- ♦ improving customer service training for part-time teachers
- ♦ further developing staff awareness of, and sensitivity to, customer needs and expectations.

TAFE institutes provided staff with a range of training programs to improve customer service. Programs included grievance handling, file management, customer services, and liaising with industry. For example, Illawarra Institute provided training for 61 staff in a 'quality customer relationships' course that takes six to eight months to complete.

TAFE NSW's policy on consumer complaints is currently being revised under the auspices of the TAFE Quality Council. The new policy will be gazetted in February 1999.

Customer satisfaction surveys

Survey to assess the marketing of TAFE NSW courses

As in 1997, a survey was commissioned to find out how students obtained information about TAFE NSW courses and to evaluate the advertising and promotional media used in the marketing campaigns. Students completed the questionnaire at enrolment time or during the first week of classes in Semester 1. The survey targets new students as well as re-enrolling students.

Complaints Received by Institutes, 1998					
Type of complaint	Number of complaints received	Number of complaints resolved	Number carried over to 1999	Methods used to resolve complaints	
				Resolved by conciliation or internal investigation	Resolved by external means, eg referred to Ombudsman
Category 1: general complaint (delays, inefficiency)	699	695	4	691	4
Category 2: more serious complaint (unreasonable or unfair behaviour)	195	185	10	182	3
Category 3: alleged unlawful behaviour (conduct alleged to be wholly or partly corrupt or contrary to the law)	7	6	1	4	2
Total	901	886	15	877	9

In 1998, over 16,000 students submitted survey responses. More than 43% of respondents stated that they obtained information about the courses in which they enrolled from the TAFE NSW Handbook - in comparison with only 16% of respondents in 1997. Respondents indicated that television and radio were the forms of advertising used by TAFE NSW that they had most noticed.

TAFE institute customer satisfaction surveys

Many TAFE institutes conducted, or commissioned private firms to undertake, customer satisfaction surveys. Several institutes used Service Management Australia to undertake these surveys. The firm compared these institutes with others in NSW, Victoria, Queensland and Western Australia. Survey results included the following:

- ◆ Hunter Institute commissioned an independent survey in which they gained an overall student satisfaction rating of 87.6 %.
- ◆ New England Institute commissioned Service Management Australia to undertake a survey of graduates. The institute gained an overall student satisfaction rating of 93%.
- ◆ Riverina Institute commissioned Service Management Australia to undertake surveys of graduate and employer satisfaction. The institute gained an overall student satisfaction rating of 95.2% which was the highest ranking of any TAFE institute in Australia. In the employer survey, the institute gained an overall satisfaction rating of 83.2% which was the second highest ranking of the institutes that were benchmarked.

- ◆ Western Institute commissioned Service Management Australia to undertake an employer satisfaction survey. The institute gained the highest ranking with an overall satisfaction rating of 86.7%.
- ◆ Western Sydney Institute commissioned Service Management Australia to undertake graduate and employer satisfaction surveys. The institute gained an overall student satisfaction rating of 88.7% which was the second highest ranking for a metropolitan institute. In the employer survey, the institute gained an overall satisfaction rating of 80%.

National TAFE graduate destination survey

As mentioned previously, the National Centre for Vocational Education Research undertakes a national survey of TAFE graduate destinations. Departmental staff analysed the methodology and results of the 1998 survey and found that these results are not valid at the state level. Consequently, information from the survey is not included in this report.

National TAFE employer satisfaction survey

The National Centre for Vocational Education Research also undertakes a national survey of employers of TAFE graduate. Departmental staff analysed the methodology and results of the 1998 survey and again found that the results are not valid at the state level. As a result, information from the survey is not included in this report.

ALLIANCES AND PARTNERSHIPS

The Department of Education and Training consolidated its partnerships with parents and the community in order to improve the effectiveness of school education and the quality of the information that is provided about it. The department also expanded strategic links in the vocational education and training sector and, through TAFE NSW, continued to pursue commercial ventures with industry and government. Departmental staff conducted promotional activities for schools, TAFE, ACE and AMES by highlighting their achievements in order to increase the public's awareness of them as providers of world-class education and training.

Partnerships with Parents and the Community

Parental and community participation in decision making

All schools endeavoured to increase the levels of parental and community participation in decision making. This is achieved through a range of forums including school councils (particularly in relation to school governance), parents and citizens associations, and school self-evaluation committees. These measures achieve greater school awareness of parental rights and improved decision making in schools.

Parents and community members continue to play an important role in the management of government schools with the involvement at a local level of such important groups as school councils, the Federation of Parents and Citizens Associations (FPCA) of NSW, and the Federation of School Community Organisations (FOSCO).

Parents and community members are involved in a wide variety of activities to support local schools such as assisting teachers in classrooms; supporting social and cultural activities and special events such as Education Week and Anzac Day; and raising funds. In addition, parental and community involvement is fundamental to educational programs targeting specific groups such as the Disadvantaged Schools Program and the Special Education program (see Chapter 2: 'Access and Equity' for information on these programs).

School councils

School councils provide a focus for school community activity. They comprise parents, staff and community members. These councils set policies and goals for their schools including directions for the future based on the needs of the local community. They combine the efforts

of parents, staff and the community in a genuine partnership, to promote quality, school-based decisions. There are currently 1,537 school councils in NSW.

Type of School	Number of School Councils
Infants/Primary Schools	1,189
Secondary Schools	239
Central Schools	51
Schools for Specific Purposes	51
Field Study Centres	7
Total	1,537

The department provides an establishment grant of \$1,100 to each newly-established school council.

Federation of Parents and Citizens' Associations and the Federation of School Community Organisations

State office staff hold regular community consultative meetings each term with representatives from FPCA, FOSCO and the Aboriginal Education Consultative Group Incorporated. The agenda items for these meetings are decided primarily by the community groups and provide an opportunity for constructive input into departmental policy and procedures. In 1998, agenda items ranged across all areas of the department including school funding, technology, school maintenance, school annual reporting, student services issues, equity issues, curriculum and student assessment.



Parents supported their children in learning that occurs in the home.

The executive of FOSCO also meets with senior departmental officers four times each year to discuss issues specifically relevant to their members. Consultative meetings are also held throughout the year on issues such as the new suspension procedures, anti-racism initiatives and complaints handling processes. In addition, parents are represented on several departmental committees at a state level, such as the State Integration Reference Group.

NSW Aboriginal Education Consultative Group

The department continued its strong links with the NSW Aboriginal Education Consultative Group (AECG) Incorporated. The AECG is a key community advisory body that provides the department with valuable advice on future directions in Aboriginal education and training in NSW. This advice is formulated by the AECG's local, regional and state representatives.

In 1998, the AECG continued to provide policy advice on Aboriginal education in early childhood, primary and secondary schooling, and tertiary education. A notable feature of the interaction between the department and the AECG is the further development of a partnership approach to address issues in Aboriginal education and training. This approach is being formalised through the development of a Partnership Agreement between the department and the AECG. It is expected that this agreement will be signed during Reconciliation Week 1999.

Parents from language backgrounds other than English

The department supports the participation of parents and community members from language backgrounds other than English in school programs and decision-making processes. In 1998, projects to support the participation of parents from language backgrounds other than English were implemented in 52 schools. These included parent information meetings and workshops, orientation programs, and training associated with parents and citizens associations.

In 1998, the department employed 20 community information officers from non-English speaking backgrounds to work in 14 district offices across the state. These officers assisted schools to communicate effectively with parents and community members from linguistically and culturally diverse backgrounds and to promote the participation of these groups in schools.

Non-government schools authorities and related organisations

Departmental staff liaise with non-government schools authorities, including the Catholic Education Commission, and the Association of Independent Schools, and the Non-Government Schools Advisory Council. The advisory council comprises non-government school

authorities, the NSW Parent's Council, the Council of Catholic School Parents, and the Independent Education Union. During the reporting period, these groups raised a broad range of issues with the department that were of mutual interest to government and non-government schools, such as vocational education in schools. Departmental staff addressed issues of concern and advised the Minister about all significant matters.

Partnerships with parents to improve students' learning

Families participating in the Parents as Teachers program

Parents as Teachers is an early learning program for parents with children up to three years of age. The Parents as Teachers program acknowledges the influence of parents on the learning outcomes of children and the importance of the early childhood years as a period of major development. Parenting consultants support parents by making regular home visits, holding meetings and distributing information on child development. The program targets families with young children who are living in disadvantaged communities, particularly first-time parents.

In 1998, the program operated through 10 schools located across the state. A parenting consultant is located at each of these 10 schools. The total budget for Parents as Teachers was around \$650,000. At each site 35 to 40 parents receive regular home visits. An additional 150 to 200 families access the program through a variety of activities such as playgroups and group meetings which are held throughout the year. Key achievements of the parenting consultants included:

- ◆ improving parents' knowledge of child development and behaviour
- ◆ providing practical strategies to support children's development
- ◆ encouraging parents to take an ongoing role in their child's education
- ◆ enhancing children's self-esteem, and their language, social and problem-solving skills
- ◆ providing children with positive learning experiences
- ◆ identifying problems that may affect children's learning including social and emotional problems.

Schools as Community Centres program

The Schools as Community Centres program aims to prevent disadvantage at school entry for children of families living in disadvantaged communities by planning and integrating service delivery to better meet their needs. The program targets families with children up to five years of age. It currently operates from six schools. A facilitator is located at each site. Each centre reaches up to 80 families per week on a regular basis and a larger number of families

for specific initiatives. The program is jointly funded by the NSW Departments of Education and Training, Community Services, Health and Housing. Each department contributes \$125,000 per year. Major achievements during the reporting period included:

- ◆ increased enrolments in transition-to-school programs
- ◆ increased emergent literacy behaviours
- ◆ children are more cooperative at school entry
- ◆ Aboriginal families and workers are developing strategies to meet family needs
- ◆ increased referrals received by local services.

Accountability to parents

School annual reports

In 1998, all government schools produced an annual school report following a standard format. These reports are distributed to parents in order to encourage greater accountability. School staff increasingly made use of statewide data analysis (both quantitative and qualitative) based on these reports to determine the success of their programs and the overall performance of their schools. As a result of these performance reports, departmental staff have been able to identify under-performing schools in order to provide them with additional resources, and to develop specific targets to ensure school improvement. Schools are now linking their self-evaluations to their management plans.

Publications summarising the information contained in the 1998 primary and secondary school annual reports will be released to schools throughout 1999. These publications will include information on literacy and numeracy, technology, gender equity, Aboriginal education, multicultural education, the Schools for Specific Purposes program, students with disabilities, and community use of school facilities. These reports will enable schools to identify specific problems and develop strategies to address them.

Strategic Links in the VET Sector

Consultations with government, industry and other providers

VET planning

Key achievements in statewide VET planning activities involving government, industry and other providers included:

- ◆ designing and managing consultations with representatives from industry, community and public and private VET providers about the draft to *The National Strategy for Vocational Education and Training, 1998-2003*, and the annual national priorities and key result areas for 1999

- ◆ preparing the BVET publication *NSW Strategic Vocational Education and Training Plan 1998-2000* which involved extensive consultation with representatives from industry, the community and public and private VET providers
- ◆ developing the BVET publication *NSW Annual VET Plan 1999* which details responses to the Annual National Priorities for 1999 and provides revised estimates for training activity in 1998 and projected activity in 1999.

Key achievements by staff involved in NSW vocational education and training policy and planning included:

- ◆ participating in national policy development and planning through the ANTA Ministerial Council, the ANTA Chief Executive Officers' Committee and other related committees and working groups
- ◆ negotiating vocational education and training plans and a plan for growth derived from efficiencies
- ◆ negotiating the allocation of ANTA funds for vocational education and training in NSW
- ◆ implementing a program of regional visits for members of BVET that included Moree and Boggabilla, Bega and Eden, and Griffith
- ◆ convening the NSW Apprenticeship Reference Group which has representatives from TAFE, private providers, all school sectors, ITABs, group training companies, and other government agencies, to provide information and advice about implementing the National Training Framework
- ◆ conducting over 100 seminars and meetings in NSW with private providers, school sectors, ITABs and other industry bodies on the implementation of the Australian Recognition Framework
- ◆ consulting with providers and ITABs about national training packages
- ◆ meeting regularly with group training companies in NSW to gain more effective input to national group training company policy development.

ESD and TAFE institute links with industry

The seven Educational Services Divisions provide TAFE institutes with educational products and services that are necessary to support delivery. In order to carry out this role, ESD staff have established strong relationships with statewide and national industry and community groups and organisations, particularly in regard to the development of courses and learning materials, the implementation of national training packages, and curriculum research and development activities. Each ESD focuses on the needs of a specific group of industries and/or on identified community needs. The seven ESDs are:

- ◆ Access
- ◆ Business and Public Administration
- ◆ Community Services, Health, Tourism and Hospitality

- ◆ Information Technology, Arts and Media
- ◆ Manufacturing and Engineering
- ◆ Primary Industry and Natural Resources

TAFE institute staff have formed strong partnerships with statewide, regional and local industry and community groups and organisations. Each year, institute staff enhance their existing partnerships and develop new links, particularly in industry areas with new or emerging training needs. These partnerships enable institutes to plan and provide appropriate and effective program delivery.

In addition, institute and ESD staff are members of industry and professional associations, community organisations, and licensing and registration bodies at state and national levels. These relationships are crucial in maintaining TAFE's role as a leader in vocational education and training, and as a best practice provider.

Industry Training Advisory Bodies

The Department manages the performance and funding arrangements for the 20 state Industry Training Advisory Bodies (ITABs). These bodies provide key industry advice and recommendations on training needs and promote training to industry. In 1998, Departmental staff implemented national policy on the role of ITABs in the Australian Recognition Framework. Key achievements included:

- ◆ tailoring the 1998/99 ITAB performance and funding agreement to reflect specific industry needs
- ◆ developing and implementing *Key Strategic Directions* for ITABs in NSW
- ◆ improving the quality of ITAB advice on industry training needs
- ◆ increasing industry ownership and relevance of Industry Vocational Education and Training Plans
- ◆ conducting workshops to develop and implement quality management systems in ITABs
- ◆ assisting ITABs to establish regional networks with groups that can provide valid regional advice
- ◆ supporting ITABs to market VET on the Department's *TRAIN* website and encouraging them to develop their own websites.

Strategic Partnerships in Higher Education

The department developed strategic partnerships in the planning and delivery of higher education in NSW by:

- ◆ initiating discussions with the NSW Vice-Chancellors' Conference to identify strategic initiatives of mutual benefit to universities and the state
- ◆ managing consultations throughout 1998 relating to the Central Coast Campus at Ourimbah and directions for its further development

- ◆ participating in the ongoing planning and development of the South Coast Education Network involving TAFE and the University of Wollongong
- ◆ providing policy and planning advice as input to cross-sectoral developments in Dubbo and western Sydney in relation to Commonwealth capital funding.

Industry Skills Centre program

The Industry Skills Centre program involves partnerships between the Department and industry. It aims to encourage the development of a diversified training market in the provision of vocational education and training. This \$10 million national infrastructure program provides capital grants for the establishment of industry based skills centres. Tenders for these funds must include a 50% contribution towards the capital cost from industry.

In 1998, six projects valued at \$1,672,992 were funded in NSW. These skills centres will service the following industry areas: information technology, retail, tourism, office skills, security, utilities and transport. Two of the projects were located in regional areas (in Merimbula and Newcastle) and four were located in the Sydney metropolitan area (in Redfern, Darling Harbour, Chullora and Liverpool).

Commercial Ventures

Income Generation

In 1997/98 the Department generated around \$137 million from sources including boarding school fees, the TAFE administration charge, general course fees, the sale of materials and special projects.

Commercial education and training ventures

International students program

The Department's international students programs for secondary school and TAFE students promote the Department as a dynamic, competitive and world-class education and training system. The international students and school visits programs are fee-for-service programs that particularly target students from the Asia Pacific region. In 1998, the Department expanded the international students and school visits programs despite the Asian economic crisis. Major outcomes in 1998 included the following:

- ◆ The number of applications for places in government secondary schools increased by 28%, from 773 in 1997 to 986 in 1998. However, enrolments dropped by 4%, from 622 in 1997 to 596 in 1998. The majority of students were from South Korea, Hong Kong and Indonesia.
- ◆ The revenue from international school students increased by 38%, from \$4.11 million in 1997 to \$5.69 million in 1998.

- ◆ The number of applications for places in TAFE NSW courses decreased by 2%, from 3,190 in 1997 to 3,139 in 1998. However, enrolments rose by 3%, from 1,387 in 1997 to 1,424 in 1998. The majority of students were from Hong Kong, South Korea and Japan.
- ◆ The revenue from international TAFE students decreased by 5%, from \$10.9 million in 1997 to \$10.4 million in 1998.
- ◆ A total of 227 school visits were arranged for 9,318 student visitors, 88% of whom were from Japan. The cash revenue generated was \$716,000.
- ◆ An international student, Teresa Chang, was placed in the top 100 students in the 1998 HSC.

In order to maintain its position, the Department will need to combat increased competition not only from other Australian education institutions but also from those in countries such as Britain, Canada, America and New Zealand. Many of these educational institutions are competing for international students by lowering entry requirements into courses, making course commencement dates flexible, and offering competitive tuition fees. In addition, the Department's profile must be developed in other countries with emerging education and training needs.

TAFE institutes

Some examples that show the range of commercial training programs and services managed by TAFE institutes in 1998 are listed below.

Examples of Commercial Training Programs and Services Delivered in 1998			
Institute	Key client	Location	Purpose
International			
South Western Sydney	Kolej Antarabangsa	Malaysia	Institute staff delivered the Information Technology Diploma at Kolej Antarabangsa.
South Western Sydney	Ministry of Education	Mexico	Staff from the institute and the University of Technology, Sydney provided competency-based teacher training and developed curriculum.
Southern Sydney	Fiji Institute of Technology	Fiji	Institute staff provided Aircraft Trades engineering/maintenance training for Air Pacific staff based in Fiji.
Southern Sydney	Education Ministry in Hunan and Shanghai provinces	China	Institute staff delivered accredited English certificate and business diploma TAFE courses.
Sydney	Thai Department of Vocational Education	Thailand	Staff from the institute and the Uni-Technology and Management Centre in Thailand delivered ship building training.
Western	Kiribati Public Works Department	Kiribati	Institute staff delivered five training and development programs in the workplace.
Western Sydney	Kolej TAFE Seremban	Malaysia	Off-shore staff delivered accounting and international business diploma programs to 380 Indonesian students. Graduates will gain advanced standing in related degrees at the University of Western Sydney, Hawkesbury.
Western Sydney	Fiji National Training Council	Fiji	Institute staff continued to deliver the Certificates in Accounting (II & IV) and the Advanced Diploma in Accounting and began delivering information technology training.
National/Interstate			
South Western Sydney	Toyota	NSW and Victoria	Institute staff delivered training in LP gas installations and other specialised modules in addition to existing programs.

Examples of Commercial Training Programs and Services Delivered in 1998 cont.

Institute	Key client	Location	Purpose
National/Interstate cont.			
Western	Pontil	National	Institute staff developed and ran five intensive underground drilling courses. Pontil donated plant and equipment worth \$300,000 to create a mock underground drilling cuddy at the institute's Rural Skills Centre in Dubbo. Forty students completed their training in the first six months.
State			
Hunter	DETYA/Metal Trades Industry Association	Hunter region	Institute staff provided training to 219 employees of companies associated with the Metal Trades Industry Association to address a skills shortage in boilermaking, welding and sheet metal fabrication.
Illawarra	Bega Cheese Cooperative	Far south coast region	Institute staff delivered the Food Processing (Dairying) Certificate for employees at the new Bega Cheese plant. This training is part of the Premier's development initiative for the far south coast region.
Illawarra	National Enterprise Incentive Scheme	South coast	Institute staff provided small business training in Wollongong, Nowra, Ulladulla, Bega, Cooma and Queanbeyan through contracts under the National Enterprise Incentive Scheme.
New England	Ford Motor Company	New England	Institute staff provided skill assessments for Ford technicians from Walgett, Moree, Gunnedah, Inverell and Tamworth. TAFE facilitators were trained on Ford's latest vehicles and technology.
North Coast	Mid North Coast Area Health Service	Mid north coast	Taree Campus staff developed a course to train 150 employees of the Mid North Coast Area Health Service to use a new IT system.
Riverina	Bartters Pty Ltd	Griffith	Institute staff delivered modules in the Certificate in Food Processing using fast tracking and accelerated learning.
Riverina	Ricegrowers Cooperative	Riverina area	Institute staff delivered national food training modules in the Certificate in Food Processing to 300 employees.
Southern Sydney	South Sydney City Council	South Sydney	InTrain Services staff developed the organisation's job profile within the structure of the National Qualifications Framework. The council won the ANTA award for Employer of the Year (Public Administration) 1998.
Southern Sydney	Security Industry Training Academy	Sydney	Loftus Campus staff delivered security training and developed workplace assessment tools to support this training.
Western Sydney	Coca-Cola Amatil (NSW)	Sydney	Institute staff delivered the Certificate II in Food Processing (Aerated Waters), engineering modules (operational maintenance, hand and power tools), and workplace English language and literacy to 217 employees.
Western Sydney	Ford Motor Company	Sydney	Blacktown College staff delivered practical training to 71 Ford technicians. TAFE teachers were trained by Ford to deliver the training.
Western Sydney	National Food Juice Ltd	Western Sydney	Institute staff delivered training in the Certificate in Food Processing (Aerated Waters) Level 1 to over 100 employees.

New commercial arrangements

TAFE institutes continued to pursue new commercial arrangements and partnerships. Some examples of these new commercial developments in 1998 are listed below.

Selected Commercial Arrangements and Partnerships Established in 1998			
Institute	Key client	Location	Purpose
International			
Hunter	Southern Pacific Hotel Corporation	Australia	To provide assessment and tutorial services for hotel employees against national competency standards.
North Coast	International Institute of Distance Learning	Hong Kong/China	To deliver a combined diploma/degree business program to students in Shanghai, in collaboration with Southern Cross University.
Northern Sydney	Asian Development Bank	Indonesia	To train 34 Indonesian vocational teachers in accounting, office administration, business and travel/tourism at the institute.
Northern Sydney	Austraining	Indonesia	To provide training for 52 Indonesian teachers.
Riverina	Raffles International Hotel	Singapore	To train staff who will be employed at Raffles' new Sydney hotel.
Riverina	AusAID	Tonga	To train Tongan government employees in agriculture and forestry.
South Western Sydney	Kolej Antarabangsa	Malaysia	To deliver certificate to diploma level courses in information technology through Kolej Antarabangsa.
Southern Sydney	Denmark Board of Secondary Education	Denmark	To provide a secondary vocational program to selected Danish Colleges commencing in semester 2, 1999.
Southern Sydney	Fiji Institute of Technology	Fiji	To provide aviation engineering courses for the aviation industry in the South Pacific region for the next five years.
Sydney	Beijing Capital University	China	To deliver a specialised business studies/marketing course and to establish an offshore centre.
National/Interstate			
Riverina	Australian Defence Forces (RAAF)	National	To deliver aerospace training in Wagga Wagga for a further three years (on-site and distance learning).
Sydney	ANTA	National	To continue development of online learning for the graphic arts industry through the OnFX project which is funded by a \$300,000 ANTA grant.
Sydney	Northern Territory Power and Water Authority	Northern Territory	To deliver frontline management training to Northern Territory Power and Water Authority staff.
Sydney	South Metropolitan College of TAFE	Western Australia	To establish a company, SkillingAustralia, which will tender for defence-related training.
Western	Australian Wool Exchange	National	To deliver training in the new wool industry reporting system.
Western	Pontil	National	To develop a specialist training centre and to deliver courses for the Australian drilling industry.

Selected Commercial Arrangements and Partnerships Established in 1998 cont.

Institute	Key client	Location	Purpose
State			
Hunter	HunterNet Engineering Group	Hunter region	To provide apprenticeship and traineeship programs and customised short courses in leadership, management and human resources.
Hunter	Lake Macquarie City Council	Hunter region	To deliver the Certificate in Local Government in the workplace.
Hunter	Sustainable Energy Development Authority	Hunter region	To deliver the Energy Smart Homes program.
Illawarra	BHP Flat Products	Wollongong	To deliver WorkCover and safety courses (64 courses ranging from 3 to 112 hours in length).
Illawarra	Monbeef	Cooma	To train 100 staff in the Meat Processing Certificate to a standard commensurate with export quality standards.
Illawarra	Silcar Maintenance Services	Shoalhaven	To provide customised training to support the development of self-managed work teams at Silcar's Shoalhaven site.
North Coast	Home Care Service NSW (Northern Region)	North coast	To provide face-to-face training for field staff including nurses and carers.
North Coast	Northern Regional Organisation of Councils	North coast	To train council officers to process building applications and to deliver a program to minimise construction and demolition waste.
Northern Sydney	Various	Western Sydney	To provide hospitality, real estate and computing courses to commercial clients at the new TAFE training facility in Parramatta.
Riverina	Bartters Pty Ltd	Griffith	To provide national food industry training modules to 120 staff.
Riverina	De Bortoli Wines	Griffith	To provide training to upskill 100 employees.
Riverina	Snowy Mountains Hydroelectric Authority	NSW	To provide a range of mainstream and commercial services including the Diploma of Electrical Engineering course.
South Western Sydney	Camden Council	Camden	To deliver courses in computing, OH&S, workplace literacy, and supervision.
Sydney	Roads and Traffic Authority	NSW	To deliver frontline management training to registry managers.
Sydney	Sustainable Energy Development Authority	Sydney	To deliver Energy Smart training.
Western	Employment National	Western NSW	To provide intensive job preparation training for Flex 2 and 3 clients.
Western	Parkes/Forbes Business Enterprise Centre	Parkes/Forbes	To deliver on-the-job programs for small businesses.

Promotion and Marketing

School Education

Education Week

Education Week activities were conducted to promote the achievements of public education in NSW. To launch Education Week a large, open-air concert was held at the Sydney Opera House on 14 September. The concert commenced with a street parade from the state office building in Farrer Place to the Opera House forecourt. The Minister and Director-General accompanied students from Singleton High School Marching Blues Show Band, Campbelltown High School of the Performing Arts (Circus Skills) and puppets from New Lambton Public School.

The Minister held a reception for Education Week 1998 to acknowledge the efforts of Departmental staff and education groups in supporting public education, particularly in the sesquicentennial year. Over 500 people were invited to the function at Parliament House.

Sesquicentenary celebrations

The sesquicentenary of public school education in NSW was celebrated in 1998 and activities were held throughout the year to promote the achievements of the last 150 years. The Minister launched the sesquicentenary celebrations on January 28 at Botany Public School which was one of the first schools to open in NSW. For the launch, students dressed in typical 1850s costume and sat in school furniture typical of the time. Departmental staff distributed information kits for schools, 20,000 brochures, a specially-designed 'sesqui' logo and large stickers for school and district promotions, and a banner for each school district. Each district received \$4,000 to assist in district sesquicentenary events. Sesquicentenary memorabilia (including badges, lapel pins, key rings, coffee mugs and wine) was sold to schools and district offices across the state.

The 'Toast to Education' Sesquicentennial Dinner was held on 17 September in Sydney Town Hall to celebrate the achievements of public education over the past 150 years. Similar functions were held in each of the 40 districts across the state. The 500 people who attended the dinner had worked in public schools, attended public schools or supported public schools. Ms Kay Cottey, AO and the Hon Justice Marcus Einfeld, AO, QC were the guest speakers.

TAFE NSW

Annual statewide campaigns to promote TAFE institutes

Departmental staff conducted radio and print advertising campaigns in Semesters 1 and 2. A major new television campaign was also launched in November 1998 for Semester 1, 1999.

These campaigns were designed to make people aware of the benefits of training and that TAFE NSW offers flexible training in relevant industry related areas. The campaigns targeted school and university students, employees and employers. Departmental staff contracted a company to evaluate the effectiveness of the television campaign with target groups prior to final production. The evaluation reported positive responses from the target groups. During the November advertising period, hits to the TAFE NSW Handbook website more than doubled.

TAFE Week

TAFE WEEK was held in August 1998. During the week, TAFE NSW showcased its products and services to prospective students, parents, teachers, career advisers, industry and the community. All institutes participated in a wide range of activities including student awards, work skills competitions, open days and launches.



Each year TAFE NSW institutes hold open days at their campuses for prospective government and non-government students in Years 10 and 12. Here, Year 12 students observe a carpentry and joinery demonstration that was part of the open day held by Randwick Campus, Sydney Institute of Technology in August 1998.

The Minister participated in two events at the start of TAFE WEEK: the opening of a joint telecommunications education centre involving Nortel and Northern Sydney Institute which attracted statewide and metropolitan media coverage, and the signing of a Memorandum of Understanding between Tomago Aluminium and Hunter Institute. TAFE's Intranet and Internet sites were used to promote TAFE WEEK to a wider audience. These sites contained information about events in institute events which was updated as required.

Departmental staff produced a video called 'Race Around TAFE' which was broadcast by satellite to schools. Copies of the video were distributed to TAFE NSW institutes and all secondary schools in NSW. Promotional shell material was also produced for the institutes including posters, brochures and press advertisements.

An industry luncheon was held at the Intercontinental Hotel in Sydney during TAFE WEEK. The aim was to maximise business opportunities and growth arising both directly and indirectly from the Sydney 2000 Olympic Games for members of the Olympic Family and related industries. Key speakers from industry discussed the impact of the Olympic Games on tourism, recruitment and training, and business development in local councils. The luncheon targeted chief executives, human resource managers and training managers from government and the private sector. Over 100 people attended the seminar.

Exhibitions for industry and the community

Departmental staff participated in a range of exhibitions and events to promote TAFE NSW courses and services to potential customers in key industry fields. The largest of these was the portfolio exhibit at the Royal Easter Show that won the award for the best government stand. Other exhibitions included 'Create' (a career and education and training expo), the Australasian Postgraduate Fair, the Registered Clubs Trade Expo, Science Week, the Retail Show, Futuresafe (which focuses on OH&S), and the International Catering Trade Fair. Twenty career markets were conducted for students and career advisers in government and non-government schools.

TAFELINK

TAFELINK is a monthly newsletter that is produced for existing and potential commercial clients. The newsletter highlights the achievements of TAFE PLUS training services across the state. Eleven issues of TAFELINK (13,000 copies each issue) were distributed. TAFE PLUS short course brochures were also produced for commercial clients and the community and the TAFE PLUS Training Calendar was transferred from print to the Intranet, to allow institutes and the TAFE Information Centre to make the most up-to-date information available to commercial clients.

TAFE institute marketing and promotional activities

TAFE institutes also engaged in marketing and promotional activities to target their local industry and community. Notable achievements in 1998 included the following:

- ◆ Hunter Institute staff launched its strategy for New Apprenticeships in engineering at an industry breakfast in December. Fifty people from industry, ITABs, ESDs and the institute attended.
- ◆ North Coast Institute staff staged a major regional Apprenticeship and Traineeship Expo at Port Macquarie in June. The expo attracted around 3,000 visitors.

- ◆ Southern Sydney Institute staff staged four major shopping centre promotions. All colleges in the institute participated in 'Career Days' throughout 1998, for example, St George TAFE Day and Sutherland TAFE Day.
- ◆ Sydney Institute staff conducted two major advertising campaigns, organised the 'Bridge to Your Future' open day at Randwick Campus during TAFE Week, and set up promotional booths and displays at precinct shopping centres and festivals. Staff also distributed course guides and information packs to all high schools in the institute's catchment area; attended major schools career days in the eastern suburbs and the CBD; participated in industry and trade exhibitions including the inaugural Sci-Fest at the Australian Technology Park; and contributed to a 'Tertiary Awareness Symposium' at Randwick. The institute maintained its enrolments during the period despite a substantial increase in the number of private providers in the CBD.
- ◆ Western Institute staff used television commercials for the first time in the institute's advertising campaign. This campaign directly contributed to the increased enrolments of 2,821 from 1997 to 1998 (or 11.3%). Institute staff distributed the following publications to promote their services: a student information guide, a guide to courses at each campus (10,000 copies), supplements for insertion into newspapers (44,000 copies), and a promotional calendar-postcard (116,000 copies sent to householders across the institute catchment area). Institute staff also liaised with career advisers at more than 50 high schools spread across western NSW.

Other promotional activities

Adult Learners Week

Adult Learners Week was conducted from 31 August to 6 September. The Minister launched the NSW Adult Learners Week and presented awards that recognised the achievements of individual adult learners and organisations associated with adult learning. Staff from metropolitan ACE colleges provided demonstrations and information. Hundreds of activities were also conducted by ACE staff around the state during Adult Learners Week. These events were supported by a statewide media campaign as well as regional television and radio campaigns.

Adult Migrant English Service promotions

In 1998, NSW AMES staff promoted their programs through a comprehensive community information strategy that included the distribution of brochures, maintenance of community consultation and networks, and the use of print media and radio.

AMES staff also distributed promotional catalogues outlining their publications to booksellers and educational institutions. AMES staff promoted their products and services by delivering papers at state and national conferences; and publishing articles concerning teaching practice and educational research in professional journals.

Sponsorships

In 1998, the department attracted sponsorship for the following departmental activities: the School Sport 2000 Foundation, the Arts Education Foundation, individual creative arts events, the NSW Training Awards, and the promotion of achievement in public education. The total amount of sponsorship includes cash and value in kind support. A breakdown of the sponsorship arrangements is presented in the table below.

Sponsorships, 1998	
Activity	Sponsorship value (\$)
Sport	656,000
Creative arts	84,000
NSW Training Awards	33,000
Total	\$1,173,000

School Sport 2000 Foundation

The School Sport 2000 Foundation organises appropriate corporate support for departmental sports programs. Partners in the foundation include NRMA, Dairy Farmers, the NSW Fresh Fruit and Vegetable Industry, and FOXTEL. The principal media supporter is NBN Television within the NBN broadcast area. In 1998, it actively supported and promoted school sport programs ranging from 'grassroots' participation programs to elite representative teams. These included state and area level representative teams, the Special Swimming Scheme, the Active Youth program (a grassroots participation program for Years 7 to 10), and the Access Sports program (for students with disabilities). In addition to these core program areas, the foundation also provides support to schools at the local level through the School Sport 2000 Trust Fund.

In 1998, the foundation allocated \$180,000 to 130 schools 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.

Arts Education Foundation

In 1998, the Minister announced the establishment of the Arts Education Foundation which 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 will support programs and events at all levels of the school system.

During 1998, departmental staff established the structure of the Arts Education Foundation and commenced discussion with the corporate sector for support. The department secured corporate support for several programs and events, including ARTEXPRESS, the Schools Spectacular, Dance 98 and the State Drama Festival.

NSW Training Awards

The NSW Training Awards acknowledge student excellence in recognised training courses, engage the corporate sector in the promotion of the upskilling of the Australian workforce, and consolidate the department's links with industry. Sponsorship for the 1998 awards was provided by ASI Solutions, Holden, Big Brother Student Exchange and the Department of Public Works and Services.

Network TEN Schools Project

The Network TEN Schools Project is a joint initiative of Network TEN and the Department of Education and Training. 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. In 1998, 18 students were selected and screened on TEN as part of the Network TEN Schools Award program. Four school activities were also screened as a backdrop to the Network TEN weather program with Tim Bailey during TEN's 5.00 pm news. The project received positive feedback from Network TEN and school communities. The project will continue in 1999.

TAFE NSW Quality Awards

TAFE staff secured sponsorships totalling \$30,000 for the TAFE NSW Quality Awards. The sponsors of the awards were OzEmail, the Student Associations of TAFE NSW, the Australian Quality Council, Unicom Credit Union Ltd, Candle Australia and P&O Services.



FINANCIAL STATEMENTS

**Department of Education and Training (Consolidated)
Financial Statements For the Year Ended 30 June 1998**

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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 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 1998. The financial reports include the consolidated accounts of the economic entity comprising the department and the entities it controlled at the year's end or from time to time during the financial year. The Director-General is responsible for the financial report consisting of the accompanying statement of financial position, operating statement, 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. My responsibility is to express an opinion on the financial report to Members of the New South Wales Parliament and Director-General based on my audit as required by sections 34 and 45F(1) of the *Public Finance and Audit Act 1983*. My responsibility does not extend here to an assessment of the assumptions used in formulating budget figures disclosed in the financial report.

My audit has been conducted in accordance with the provisions of the Act and Australian Auditing Standards to provide reasonable assurance whether the financial report is free of material misstatement. My procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report, and the evaluation of accounting policies and significant accounting estimates.

In addition, other legislative requirements which could have an impact on the Department of Education and Training's financial report have been reviewed on a cyclical basis. For this year, the requirements examined comprise compliance with Treasurer's Directions in respect of usage of fuel cards, credit cards and cash advances.

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 *Public Finance and Audit Act 1983*, Accounting Standards and other mandatory professional reporting requirements 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

(i) Department of Education and Training as a Reporting Entity

The Department of Education and Training prepared its financial report and that of the economic entity as if they were reporting entities for the 12 months ended 30 June 1998. However, the Department of Education and Training was only created on 3 December 1997 with the transfer of functions and activities of the abolished Department of School Education and Department of Training and Education Co-ordination. The Department of Education and Training has not been able to prepare financial reports for the former abolished departments other than supplementary statements based on ledger balances as at 31 December 1997 (note 1(a)).

(ii) Depreciation for School Buildings

In previous years the financial report of the former Department of School Education was qualified on both the carrying value for school buildings and depreciation charges as condition assessment, maintenance and refurbishment regimes, and estimated useful lives had not been taken into account. As at 30 June 1998 the Department of Education and Training revalued all school buildings at written down replacement cost. However the depreciation charge for the year is based on the carrying value of those buildings as at 1 July 1997 and it is therefore impossible to assess with certainty the appropriateness of the depreciation charge for the year.

(iii) School Financial Transactions and Balances

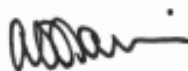
In Note 1(c)(i) the Department has indicated that the major part of school related funding is accounted for in its financial report. However as in the previous year other financial transactions of schools (the schools' cash and investment balances (Note 1(c)(ii)), equipment and liabilities at balance date and schools' own revenues and related expenses during the year) have neither been consolidated nor aggregated in the Department's financial report.

These transactions and balances, although now not readily available to the Department, could be obtained from school financial reports and records. In my opinion recognition of the schools' cash and investment balances would have a material effect on the Department's current assets whilst recognition of the other transactions, except for equipment, could have a material effect on current liabilities and the operating result.

In addition, included under Other Expenses \$256.5m is \$226.3m recorded as operating grants to schools under Global Budgeting Arrangements (Note 1(c)(i) and Note 2(f)) which are not allocated to the individual expenses for which they have been used.

Qualified Audit Opinion

- (a) In my opinion, because of the matters described in the qualification paragraphs, the operating statements, statements of cash flows, summaries of compliance with financial directives and program statements - expenses and revenues of the Department of Education and Training and the economic entity do not comply with section 45E of the Act nor present fairly in accordance with applicable Accounting Standards and other mandatory professional reporting requirements the results of their operations and their cash flows for the year then ended.
- (b) In my opinion, except for the effects of such adjustments, if any, as might have been required had the limitation described in qualification paragraph (iii) not existed, the statements of financial position of the Department of Education and Training and the economic entity comply with section 45E of the Act and present 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 1998.



A C HARRIS

SYDNEY
10 December 1998

Start of Audited Financial Statements

DEPARTMENT OF EDUCATION AND TRAINING

Financial Statements

For the year ended 30 June 1998

**STATEMENT BY THE DIRECTOR-GENERAL OF THE DEPARTMENT OF
EDUCATION AND TRAINING**

Pursuant to Section 45F of the *Public Finance and Audit Act 1983*, I state that:

1. The accompanying financial statements have been prepared in accordance with the provisions of the *Public Finance and Audit Act, 1983*, the Financial Reporting Code for Budget Dependent Agencies, the applicable clauses of the *Public Finance and Audit (General) Regulation 1995* 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.


Terry Burke

R/MANAGING DIRECTOR OF TAFE NSW

R/DIRECTOR-GENERAL OF EDUCATION AND TRAINING

8.12.98

Department of Education and Training (Consolidated)
OPERATING STATEMENT
For the Year Ended 30 June 1998

	Notes	Economic Entity Actual \$'000	Budget \$'000	Parent Actual \$'000	Budget \$'000
Expenses					
Operating expenses					
Employee related	2(a)	4,400,506	4,437,776	3,479,067	3,498,201
Other operating expenses	2(b)	551,464	607,064	360,146	395,995
Maintenance	2(c)	134,301	119,014	102,888	87,014
Depreciation and amortisation	2(d)	224,657	224,275	145,710	145,143
Grants and subsidies	2(e)	170,052	170,519	188,667	170,519
Other expenses	2(f)	256,460	224,591	236,471	224,591
Total Expenses		5,737,440	5,783,239	4,512,949	4,521,463
Less:					
Retained Revenue					
Sale of goods and services	3(a)	176,029	196,504	26,388	22,864
Investment income	3(b)	16,427	7,045	11,864	2,000
Grants and contributions	3(c)	49,418	39,885	47,776	20,903
Other revenue	3(d)	36,169	20,792	5,619	17,955
Total Retained Revenue		278,043	264,226	91,647	63,722
Gain/(Loss) on Disposal of Non-Current Assets	4	5,006	3	9,291	—
NET COST OF SERVICES	23	5,454,391	5,519,010	4,412,011	4,457,741
Government Contributions					
Recurrent appropriation (net of transfer payments)	6	4,759,938	4,740,673	3,886,622	3,878,917
Capital appropriation (net of transfer payments)	6	231,460	218,791	144,451	133,891
Acceptance by the Crown Transactions Entity of employee entitlements and other liabilities	7	479,111	518,830	384,979	408,077
Total Government Contributions		5,470,509	5,478,294	4,416,052	4,420,885
SURPLUS/(DEFICIT) FOR THE YEAR		16,118	(40,716)	4,041	(36,856)

Department of Education and Training (Consolidated)
STATEMENT OF FINANCIAL POSITION
As at 30 June 1998

	Notes	Economic Entity		Parent	
		Actual \$'000	Budget \$'000	Actual \$'000	Budget \$'000
ASSETS					
Current Assets					
Cash		371,563	198,860	239,684	136,617
Investments	10	59	91	5	87
Receivables	11	97,897	141,427	50,479	110,786
Total Current Assets		469,519	340,378	290,168	247,490
Non-Current Assets					
Land and buildings	12	15,049,278	11,825,238	13,137,870	10,261,558
Plant and equipment	12	156,350	134,625	47,872	19,419
Investments	10	397	489	—	40
Receivables	11	12,505	2,596	5,074	378
Total Non-Current Assets		15,218,530	11,962,948	13,190,816	10,281,395
Total Assets		15,688,049	12,303,326	13,480,984	10,528,885
LIABILITIES					
Current Liabilities					
Accounts payable	14	136,069	110,723	81,157	63,444
Employee entitlements	16	129,879	92,553	57,691	64,078
Other provisions	17	2,599	5,777	1,842	1,740
Total Current Liabilities		268,547	209,053	140,690	129,262
Non-Current Liabilities					
Borrowings	15	192	199	192	199
Employee entitlements	16	43,764	36,652	36,333	36,652
Other	17	7,465	9,676	6,842	3,687
Total Non-Current Liabilities		51,421	46,527	43,367	40,538
Total Liabilities		319,968	255,580	184,057	169,800
Net Assets		15,368,081	12,047,746	13,296,927	10,359,085
EQUITY					
	18				
Accumulated funds		12,124,664	12,047,746	10,401,367	10,359,085
Reserves		3,243,417	—	2,895,560	—
Total Equity		15,368,081	12,047,746	13,296,927	10,359,085

Department of Education and Training (Consolidated)
CASH FLOW STATEMENT
For the Year Ended 30 June 1998

	Notes	Economic Entity Actual \$'000	Budget \$'000	Parent Actual \$'000	Budget \$'000
CASH FLOWS FROM OPERATING ACTIVITIES					
Payments					
Employee related		(3,858,636)	(3,939,135)	(3,045,075)	(3,089,304)
Grants and subsidies		(170,023)	(174,122)	(188,638)	(170,519)
Other		(894,601)	(948,345)	(669,615)	(708,109)
Total Payments		(4,923,260)	(5,061,602)	(3,903,328)	(3,967,932)
Receipts					
Sale of goods and services		182,949	202,648	30,947	22,864
Grants and contributions		50,704	37,137	47,776	20,903
Interest received		16,556	9,672	11,426	2,000
Other		5,780	17,995	2,679	17,955
Total Receipts		255,989	267,452	92,828	63,722
Cash Flows From Government					
Recurrent appropriation		4,759,938	4,740,673	3,886,622	3,878,917
Capital appropriation		232,082	220,641	144,451	133,891
Superannuation reimbursements from the Crown Transactions Entity		21,073	21,677	618	500
Asset sale proceeds transferred to the Crown Transactions Entity		(622)	(1,850)	—	—
Net Cash Flows From Government		5,012,471	4,981,141	4,031,691	4,013,308
NET CASH FLOWS FROM OPERATING ACTIVITIES	23	345,200	186,991	221,191	109,098
CASH FLOWS FROM INVESTING ACTIVITIES					
Proceeds from disposal of property, plant and equipment		29,051	22,096	25,304	17,000
Purchases of property, plant and equipment		(234,307)	(228,366)	(150,776)	(133,891)
Other		217	—	—	—
NET CASH FLOWS FROM INVESTING ACTIVITIES		(205,039)	(206,270)	(125,472)	(116,891)
NET INCREASE/(DECREASE) IN CASH		140,161	(19,279)	95,719	(7,793)
Opening cash and cash equivalents		231,402	218,139	143,965	144,410
CLOSING CASH AND CASH EQUIVALENTS	22	371,563	198,860	239,684	136,617

Department of Education and Training (Consolidated)
SUMMARY OF COMPLIANCE WITH FINANCIAL DIRECTIVES
For the Year Ended 30 June 1998

Recurrent Appropriations		Economic Entity			Parent		
		Actual Appropriations		Apportioned	Actual Appropriations		Apportioned
		Original 1998 \$'000	Revised 1998 \$'000	Expenditure 1998 \$'000	Original 1998 \$'000	Revised 1998 \$'000	Expenditure 1998 \$'000
34.1.1*	Training and Education Policy	6,976	6,976	6,976	6,976	6,976	6,976
34.1.2*	Training and Education Services	36,840	36,840	36,840	36,840	36,840	36,840
35.1.1*	Pre-School Education in Government Schools	4,665	4,665	4,665	4,665	4,665	4,665
35.1.2*	Kindergarten to Year 6 Core Education in Government Schools	657,651	657,651	657,651	657,651	657,651	657,651
35.1.3*	Years 7 to 10 Core Education in Government Schools	477,239	477,239	477,239	477,239	477,239	477,239
35.1.4*	Years 11 and 12 Core Education in Government Schools	207,193	207,193	207,193	207,193	207,193	207,193
35.2.1*	Special Education Programs	139,344	139,344	139,344	139,344	139,344	139,344
35.2.2*	Rural Education Program	23,239	23,239	23,239	23,239	23,239	23,239
35.2.3*	Programs for Socio-Economically Disadvantaged Students	21,384	21,384	21,384	21,384	21,384	21,384
35.2.4*	Aboriginal Education Programs	9,191	9,191	9,191	9,191	9,191	9,191
35.2.5*	Programs for Students of Non-English Speaking Background	32,318	32,318	32,318	32,318	32,318	32,318
35.2.6*	Other Equity Programs	1,618	1,618	1,618	1,618	1,618	1,618
35.3.1*	Strategic Plan Programs in Government Schools	93,341	93,341	93,341	93,341	93,341	93,341
35.4.1*	Non-Government Schools Assistance	159,002	159,002	159,002	159,002	159,002	159,002
36.1.1*	Courses in Engineering and Industrial Technology	137,583	137,583	137,583	—	—	—
36.1.2*	Course in Applied Sciences	76,216	76,216	76,216	—	—	—
36.1.3*	Courses in Fine and Applied Arts	35,622	35,622	35,622	—	—	—
36.1.4*	Courses in Commercial and General Studies	126,550	126,550	126,550	—	—	—
33.1.1*	Pre-School Education Services in Government Schools	6,010	6,010	5,963	6,010	6,010	5,963
33.1.2*	Core Primary Education Services in Government Schools	847,201	847,201	843,627	847,201	847,201	843,627
33.1.3*	Equity and Strategic Primary Education Services in Government Schools	253,669	253,310	247,016	253,669	253,310	252,251
33.2.1*	Core Secondary Education Services in Government Schools	881,789	881,789	878,464	881,789	881,789	878,464
33.2.2*	Equity and Strategic Secondary Education Services in Government Schools	174,841	174,841	171,742	174,841	174,841	171,742
33.3.1*	Non-Government Schools Assistance	216,797	217,156	217,156	216,797	217,156	217,156
33.4.1*	TAFE Education Services	519,258	520,818	502,580	—	—	—
33.4.2*	Grants for Education and Training Services	79,065	79,065	79,065	79,065	79,065	79,065
		5,224,602	5,226,162	5,191,585	4,329,373	4,329,373	4,318,269

Department of Education and Training (Consolidated)
SUMMARY OF COMPLIANCE WITH FINANCIAL DIRECTIVES
For the Year Ended 30 June 1998 (continued)

Capital Appropriations	Economic Entity			Parent		
	Actual Appropriations		Apportioned	Actual Appropriations		Apportioned
	Original 1998 \$'000	Revised 1998 \$'000	Expenditure 1998 \$'000	Original 1998 \$'000	Revised 1998 \$'000	Expenditure 1998 \$'000
35.1.1* Kindergarten to Year 6 Core Education in Government Schools	19,920	19,920	19,920	19,920	19,920	19,920
35.1.2* Years 7 to 10 Core Education in Government Schools	15,261	15,261	15,261	15,261	15,261	15,261
35.1.3* Years 11 and 12 Core Education in Government Schools	7,093	7,093	7,093	7,093	7,093	7,093
35.1.4* Special Education Programs	1,042	1,042	1,042	1,042	1,042	1,042
35.3.1* Strategic Plan Programs in Government Schools	660	660	660	660	660	660
36.1.1* Courses in Engineering and Industrial Technology	10,873	10,873	10,873	—	—	—
36.1.2* Course in Applied Sciences	5,999	5,999	5,999	—	—	—
36.1.3* Courses in Fine and Applied Arts	2,788	2,788	2,788	—	—	—
36.1.4* Courses in Commercial and General Studies	11,040	11,040	11,040	—	—	—
33.1.2* Core Primary Education Services in Government Schools	38,995	43,095	43,095	38,995	43,095	43,095
33.1.3* Equity and Strategic Primary Education Services in Government Schools	2,349	2,349	2,349	2,349	2,349	2,349
33.2.1* Core Secondary Education Services in Government Schools	47,509	47,509	47,509	47,509	47,509	47,509
33.2.2* Equity and Strategic Secondary Education Services in Government Schools	1,762	1,762	1,762	1,762	1,762	1,762
33.4.1* TAFE Education Services	56,050	56,931	56,931	—	—	—
33.4.2* Grants for Education and Training Services	6,460	6,460	6,460	6,460	6,460	6,460
	227,801	232,782	232,782	141,051	145,151	145,151
Total Appropriations (including transfer payments)	5,452,403	5,458,944	5,424,367	4,470,424	4,474,524	4,463,420

*The purpose of each program is summarised in Note 9.

Department of Education and Training (Consolidated)
SUMMARY OF COMPLIANCE WITH FINANCIAL DIRECTIVES
For the Year Ended 30 June 1998 (continued)

	Economic Entity			Parent		
	Recurrent \$'000	Capital \$'000	Total \$'000	Recurrent \$'000	Capital \$'000	Total \$'000
Appropriations in Budget Papers	5,171,416	220,641	5,392,057	4,286,187	133,891	4,420,078
Section 24 – Transfers of functions between Departments	—	—	—	—	—	—
Section 26 – Commonwealth Specific Purpose payments	—	—	—	—	—	—
Additional Appropriations	53,186	7,160	60,346	43,186	7,160	50,346
Original Appropriation	5,224,602	227,801	5,452,403	4,329,373	141,051	4,470,424

Department of Education and Training (Consolidated)
PROGRAM STATEMENT - EXPENSES AND REVENUES
For the Year Ended 30 June 1998

AGENCY'S EXPENSES AND REVENUES	34.1.1 Training and Education Policy	34.1.2 Training and Education Services	35.1.1 Pre-School Education in Government Schools	35.1.2 Kindergarten to Year 6 Core Education in Government Schools	35.1.3 Years 7 to Year 10 Core Education in Government Schools	35.1.4 Years 11 and 12 Core Education in Government Schools
	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000
Expenses						
Operating Expenses						
Employee related	11,208	5,127	4,408	580,932	421,297	183,146
Other operating expenses	7,979	1,658	452	47,287	31,525	13,704
Maintenance	—	—	89	18,748	13,698	5,955
Depreciation	1,390	172	130	24,245	17,630	7,664
Grants and subsidies	38,068	7,570	—	749	813	354
Other services	—	—	223	42,462	31,715	13,787
TOTAL EXPENSES	58,645	14,527	5,302	714,423	516,678	224,610
Retained Revenue						
Sale of goods and services	2,698	666	158	414	1,613	701
Investment income	235	53	16	1,894	1,377	598
Grants and contributions	11,840	3,803	—	866	512	223
Other revenue	111	25	—	—	—	—
TOTAL RETAINED REVENUE	14,884	4,547	174	3,174	3,502	1,522
Gain/(loss) on sale of non-current assets	(154)	(35)	0	2,030	1,415	615
NET COST OF SERVICES	43,915	10,015	5,128	709,219	511,761	222,473
Government contributions	49,933	12,030	5,227	733,482	534,010	233,979
Asset contributions	—	—	—	—	—	—
SURPLUS/(DEFICIT) FOR THE YEAR	6,018	2,015	99	24,263	22,249	11,506
ADMINISTERED EXPENSES AND REVENUES						
Administered Expenses						
Transfer payments	—	—	—	(22,657)	(10,840)	(4,712)
Total Administered Expenses	—	—	—	(22,657)	(10,840)	(4,712)
Administered Revenues						
Transfer payments	—	—	—	22,657	10,840	4,712
Total Administered Revenues	—	—	—	22,657	10,840	4,712
Administered Revenues less Expenses	—	—	—	—	—	—

Department of Education and Training (Consolidated)
PROGRAM STATEMENT - EXPENSES AND REVENUES
For the Year Ended 30 June 1998 (continued)

AGENCY'S EXPENSES AND REVENUES	35.2.1 Special Education Programs	35.2.2 Rural Education Program	35.2.3 Programs for Socio- Economically Disadvantaged Students	35.2.4 Aboriginal Education Programs	35.2.5 Programs for Students of Non-English Speaking Background	35.2.6 Other Equity Programs
	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000
Expenses						
Operating Expenses						
Employee related	122,715	14,005	15,671	8,162	30,736	1,209
Other operating expenses	9,776	2,696	1,200	210	1,640	583
Maintenance	3,085	1,028	—	—	—	—
Depreciation	7,720	220	49	369	127	83
Grants and subsidies	11,196	1,888	5,089	1,953	338	47
Other services	7,727	2,574	—	—	—	—
TOTAL EXPENSES	162,219	22,411	22,009	10,694	32,841	1,922
Retained Revenue						
Sale of goods and services	91	41	10	6	21	—
Investment income	421	45	49	28	96	3
Grants and contributions	472	117	—	—	—	—
Other revenue	—	—	—	—	—	0
TOTAL RETAINED REVENUE	984	203	59	34	117	3
Gain/(loss) on sale of non-current assets	—	—	—	—	—	—
NET COST OF SERVICES	161,235	22,208	21,950	10,660	32,724	1,919
Government contributions	154,714	22,991	22,475	9,788	34,252	1,704
Asset contributions	—	—	—	—	—	—
SURPLUS/(DEFICIT) FOR THE YEAR	(6,521)	783	525	(872)	1,528	(215)
ADMINISTERED EXPENSES AND REVENUES						
Administered Expenses						
Transfer payments	—	(4,000)	(7,200)	—	—	—
Total Administered Expenses	—	(4,000)	(7,200)	—	—	—
Administered Revenues						
Transfer payments	—	4,000	7,200	—	—	—
Total Administered Revenues	—	4,000	7,200	—	—	—
Administered Revenues less Expenses	—	—	—	—	—	—

Department of Education and Training (Consolidated)
PROGRAM STATEMENT - EXPENSES AND REVENUES
For the Year Ended 30 June 1998 (continued)

AGENCY'S EXPENSES AND REVENUES	35.3.1 Strategic Plan Programs in Government Schools	35.4.1 Non- Government Schools Assistance	36.1.1 Courses in Engineering and Industrial Technology	36.1.2 Course in Applied Sciences	36.1.3 Courses in Fine and Applied Arts	36.1.4 Courses in Commercial and General Studies
	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000
Expenses						
Operating Expenses						
Employee related	50,938	59	135,731	75,441	34,682	129,733
Other operating expenses	31,195	422	32,929	18,679	7,532	26,745
Maintenance	—	—	3,442	1,856	915	3,504
Depreciation	915	—	11,809	6,514	3,027	11,988
Grants and subsidies	10,243	820	78	43	21	72
Other services	42	—	30	17	8	28
TOTAL EXPENSES	93,333	1,301	184,019	102,550	46,185	172,070
Retained Revenue						
Sale of goods and services	4,577	—	20,675	12,044	3,958	19,727
Investment income	130	—	666	368	170	676
Grants and contributions	2,590	—	1,435	801	371	1,464
Other revenue	2,205	—	478	277	120	468
TOTAL RETAINED REVENUE	9,502	—	23,254	13,490	4,619	22,335
Gain/(loss) on sale of non-current assets	—	—	39	22	10	36
NET COST OF SERVICES	83,831	1,301	160,726	89,038	41,556	149,699
Government contributions	96,367	553	163,331	90,483	42,211	151,808
Asset contributions	—	—	—	—	—	—
SURPLUS/(DEFICIT) FOR THE YEAR	12,536	(748)	2,605	1,445	655	2,109
ADMINISTERED EXPENSES AND REVENUES						
Administered Expenses						
Transfer payments	(510)	(380,288)	—	—	—	—
Total Administered Expenses	(510)	(380,288)	—	—	—	—
Administered Revenues						
Transfer payments	510	380,288	—	—	—	—
Total Administered Revenues	510	380,288	—	—	—	—
Administered Revenues less Expenses	—	—	—	—	—	—

Department of Education and Training (Consolidated)
PROGRAM STATEMENT - EXPENSES AND REVENUES
For the Year Ended 30 June 1998 (continued)

AGENCY'S EXPENSES AND REVENUES	AMES	33.1.1 Pre-School Education Services in Government Schools	33.1.2 Core Primary Education Services in Government Schools	33.1.3 Equity and Strategic Primary Education Services in Government Schools	33.2.1 Core Secondary Education Services in Government Schools	33.2.2 Equity and Strategic Secondary Education Services in Government Schools
	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000
Expenses						
Operating Expenses						
Employee related	41,725	6,181	815,257	206,765	848,213	134,762
Other operating expenses	3,552	637	67,124	37,318	64,265	29,245
Maintenance	—	125	26,247	3,393	27,513	2,365
Depreciation	125	181	33,942	8,988	35,410	4,288
Grants and subsidies	—	—	1,049	24,688	1,632	18,365
Other services	19,700	312	59,447	8,564	63,701	5,916
TOTAL EXPENSES	65,102	7,436	1,003,066	289,716	1,040,734	194,941
Retained Revenue						
Sale of goods and services	41,907	221	579	2,365	3,238	4,280
Investment income	303	23	2,652	653	2,765	423
Grants and contributions	—	—	1,213	1,797	1,027	2,650
Other revenue	27,449	—	—	1,075	—	2,012
TOTAL RETAINED REVENUE	69,659	244	4,444	5,890	7,030	9,365
Gain/(loss) on sale of non-current assets	—	—	2,842	—	2,842	—
NET COST OF SERVICES	(4,557)	7,192	995,780	283,826	1,030,862	185,576
Government contributions	—	6,765	965,702	263,705	1,006,281	186,902
Asset contributions	—	—	—	—	—	—
SURPLUS/(DEFICIT) FOR THE YEAR	4,557	(427)	(30,078)	(20,121)	(24,581)	1,326
ADMINISTERED EXPENSES AND REVENUES						
Administered Expenses						
Transfer payments	—	—	—	—	—	—
Total Administered Expenses	—	—	—	—	—	—
Administered Revenues						
Transfer payments	—	—	—	—	—	—
Total Administered Revenues	—	—	—	—	—	—
Administered Revenues less Expenses	—	—	—	—	—	—

Department of Education and Training (Consolidated)
PROGRAM STATEMENT - EXPENSES AND REVENUES
For the Year Ended 30 June 1998 (continued)

AGENCY'S EXPENSES AND REVENUES	33.3.1 Non- Government Schools Assistance	33.4.1 TAFE Education Services	33.4.2 Grants for Education and Training Services	Total	Inter-Entity Adjustments	Final Total
	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000	1998 \$'000
Expenses						
Operating Expenses						
Employee related	82	504,126	18,195	4,400,506	—	4,400,506
Other operating expenses	591	124,190	11,279	574,413	(22,949)	551,464
Maintenance	—	21,696	—	133,659	642	134,301
Depreciation	—	45,483	2,188	224,657	—	224,657
Grants and subsidies	1,148	14	63,893	190,131	(20,079)	170,052
Other services	—	207	—	256,460	—	256,460
TOTAL EXPENSES	1,821	695,716	95,555	5,779,826	(42,386)	5,737,440
Retained Revenue						
Sale of goods and services	—	76,074	4,709	200,773	(24,744)	176,029
Investment income	—	2,379	404	16,427	—	16,427
Grants and contributions	—	13,978	21,901	67,060	(17,642)	49,418
Other revenue	—	1,758	191	36,169	—	36,169
TOTAL RETAINED REVENUE	—	94,189	27,205	320,429	(42,386)	278,043
Gain/(loss) on sale of non-current assets	—	(4,392)	(264)	5,006	—	5,006
NET COST OF SERVICES	1,821	605,919	68,614	5,454,391	—	5,454,391
Government contributions	(4,671)	606,624	79,863	5,470,509	—	5,470,509
Asset contributions	—	—	—	—	—	—
SURPLUS/(DEFICIT) FOR THE YEAR	(6,492)	705	11,249	16,118	—	16,118
ADMINISTERED EXPENSES AND REVENUES						
Administered Expenses						
Transfer payments		—	—	(430,207)	—	(430,207)
Total Administered Expenses		—	—	(430,207)	—	(430,207)
Administered Revenues						
Transfer payments		—	—	430,207	—	430,207
Total Administered Revenues		—	—	430,207	—	430,207
Administered Revenues less Expenses		—	—	—	—	—

The Government Contribution has been apportioned across the year in accordance with expenditures. The Department has complied with consolidated fund appropriation requirements. The above position reflects the net operating result and excludes movements in assets, liabilities and funds accumulated during previous financial years.

Department of Education and Training (Consolidated)
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS
For the Year Ended 30 June 1998

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Reporting Entity

On 3 December 1997 the Government announced the formation of the Department of Education and Training which consolidated within one management structure educational and training provision within the state. This combined administratively the functions of the former Department of School Education (DSE), the former Department of Training and Education Co-ordination (DTEC) and the NSW TAFE Commission (TAFE NSW). The functions of the new agency relate to schools, TAFE, vocational education and training, Adult and Community Education 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, that is, the NSW TAFE Commission and the Adult Migrant English Service, with the exception of certain school financial transactions and school bank balances referred to in Note 1 (c).

In the process of preparing the consolidated financial statements for the economic entity, consisting of the controlling and controlled entities, all inter-entity transactions and balances have been eliminated.

The financial statements enclosed are for the entire 1997/98 financial year even though the formation of the Department of Education and Training was effective from 3 December 1997. Additional financial information for the former DSE and the former DTEC for the six months ended 31 December 1997 is provided in Note 29.

(b) Basis of Accounting

The economic entity's financial statements comprise a general purpose financial report which has been prepared on an accrual basis in accordance with applicable Australian Accounting Standards and other mandatory reporting requirements, the requirements of the *Public Finance and Audit Act* and Regulation, and the Financial Reporting Directions published in the Financial Reporting Code for Budget Dependent 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.

Statements of Accounting Concepts are used as a guide in the absence of applicable Accounting Standards, Urgent Issues Group Consensus Views and legislative requirements.

Except for certain assets 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.

(c) (i) School Financial Transactions

The financial statements of the parent and the economic entity do not include school financial transactions that are funded from sources other than Government sources, for example, school generated revenue, parent body contributions, donations and voluntary contributions.

The parent'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 parent and Treasury are of the opinion that schools are branches of the parent 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 parent 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 parent and the local school community.

The parent is of the opinion that all material financial items are already reported upon. For example the value of school land and buildings, the salaries of teachers and other permanent school staff, maintenance of schools and the major part of school-related funding are accounted for in the parent's statements and the value of school bank balances is disclosed in the notes to these statements.

The total value of school financial transactions as at 30 November 1997 is as follows:

	1997
	\$M
Income from:	
Global and Specific Purpose Funding	331.8
School and Community Sources	219.6
Interest	11.9
	563.3
Expenditure on:	
Educational Programs	316.8
Administrative Programs	191.6
Capital Programs	44.2
	552.6
Excess of Income over Expenditure	10.7
	563.3

Operating grants to schools under global budgeting arrangements have been recorded under the budget item 'Funding towards school operating expenses' within Other Expenses in Note 2(f).

(ii) School Bank Balances

School bank balances are not recorded within the financial statements of the parent and the economic entity.

The Commonwealth Bank has advised that balances amounting to \$234.5 million were held by government schools as at 30 June 1998 in current accounts and investment accounts. This compares with balances of \$214.1 million and \$204.2 million held at 30 June 1997 and 30 November 1997 respectively. It should be noted that these figures are as complete as possible but because of the large number and variety of accounts held by schools the Commonwealth Bank does not guarantee that all accounts have been included.

The bank balances at 30 November 1997 were 2.6% higher than the cashbook balances. The difference was attributed to unpresented cheques offset by outstanding deposits.

If this same result was applied to the 30 June 1998 bank balance of \$234.5 million, this translates into a cash book balance of \$228.6 million. Based on the percentages as at 30 November 1997, the schools are holding these funds for the following purposes:

	\$M	%
Asset Replacement and Acquisition	77.0	33.7
Commitments	89.6	39.2
General Contingencies	62.0	27.1
	228.6	100.0

(d) Change in Accounting Policy

The parent changed the capitalisation policy for computers by increasing the threshold from \$1,000 to \$5,000. This change resulted in assets from prior year purchases less than the new threshold amounting to \$2.735 million being written back in 1997/98 as expenditure.

The parent previously depreciated all buildings over a 100-year period. With the establishment of an asset management system, buildings from 1 July 1998 will be depreciated over the period of their useful lives.

(e) Parliamentary Appropriations and Contributions from other Bodies

Parliamentary Appropriations and Contributions from other Bodies (including grants and donations) are recognised as revenues when the economic entity obtains control over the assets comprising the appropriations/contributions. Control over appropriations and contributions is normally obtained upon the receipt of cash or contributions in kind.

(f) Employee Entitlements

(1) Wages, Salaries, Annual Leave, Sick Leave and On-Costs

Liabilities for wages and salaries and annual leave are recognised and measured as the amount unpaid at the reporting date at current pay rates in respect of employees services up to that date.

Sick leave is non vesting and does not give rise to a liability as it is not considered probable that sick leave taken in future will be greater than the entitlements accrued in the future. The outstanding amounts of payroll tax, workers' compensation insurance premiums and fringe benefits tax, which are consequential to employment, are recognised as liability and expenses where the employee entitlements to which they relate have been recognised.

(2) Long Service Leave and Superannuation

The economic entity's liabilities for long service leave and superannuation are assumed by the Crown Transactions Entity. The economic entity 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 Adult Migrant English Service (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 entity from liability for accrued long service leave and is expended as incurred. Long service leave entitlements owing to AMES employees at balance date have been apportioned into current and non-current liabilities according to the period in which the entitlement is expected to be paid and are included in Other within Note 16. Corresponding amounts reimbursable from the Treasury are shown as current and non-current assets within Other Debtors in Note 11.

Long service leave is measured on a nominal basis. The nominal method is based on the remuneration rates at year end for all employees with five or more years of service. It is considered that this measurement technique produces results not materially different from the estimate determined by using the present value basis of measurement.

The value of the liability for long service leave for casual teachers has not been brought to account as the specific criteria for eligibility is considered to result in an immaterial amount.

The superannuation expense for the financial year is determined by using the formulae specified in the Treasurer's Directions. The expense for certain superannuation schemes (that is, Basic Benefit and First State Super) is calculated as a percentage of the employees' salaries.

For other superannuation schemes (that is, 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, superannuation expense for the financial year and the amount of prepaid superannuation contributions are determined by the Government Actuary. 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).

The parent took over the liability for superannuation relating to the School Furniture Complex when the business was sold on 11 October 1994. Similar to AMES, prepaid superannuation contributions are recognised as an asset within Note 11 receivables. Unfunded superannuation liabilities are included within Note 16 Employee Entitlement Liabilities (refer to Note 28).

(3) On-costs

The Treasury provides, as part of its consolidated fund recurrent allocations, administration charges and superannuation on-cost for Commonwealth programs. Commonwealth programs are charged with an equivalent amount and these funds are transferred to the State to offset the funding included in State Consolidated Fund appropriations.

Under these arrangements the economic entity receives this part of Commonwealth program allocations within its operating expenses budget.

The Crown Transactions Entity current allocation thus overstates the value of operating expenses and Government Contributions by the value of the administration charge and superannuation on-cost on Commonwealth programs which have been refunded to the Treasury. This value has therefore been adjusted in determining the Surplus/(Deficit) for the year.

In 1997/98 the total amount paid to Treasury was \$8.289 million which included payroll tax, workcover, superannuation and administrative charge.

(g) Insurance

The economic entity's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self insurance for Government agencies. The expense (premium) is determined by the Fund Manager based on past experience.

(h) Acquisition of Assets

The cost method of accounting is used for the initial recording of all acquisitions of assets controlled by the economic entity. Cost is determined as the fair value of the assets given as consideration plus the costs incidental to the acquisition.

Assets acquired at no cost, or for nominal consideration, are initially recognised as assets and revenues at their fair value at the date of acquisition.

Fair value means the amount for which an asset could be exchanged with a knowledgeable, willing seller in an arm's length transaction.

(i) Plant and Equipment

Items of plant and equipment costing \$5,000 and above are capitalised at historical cost. Non-current physical assets costing less than \$5,000 are expensed at the time of acquisition.

(j) Revaluation of Physical Non-Current Assets

Buildings and improvements (excluding land) valuations are based on the estimated written down replacement cost of the most appropriate modern equivalent replacement facility having a similar service potential to the existing asset. Land is valued on an existing use basis. Surplus property has been valued at market value.

Classes of physical non-current assets are revalued every 5 years. Where assets are revalued upward or downward as a result of a revaluation of a class of non-current physical assets, the gross amount and the related accumulated depreciation of that class of assets are restated separately.

The recoverable amount test has not been applied as the economic entity is a not-for-profit entity whose service potential is not related to the ability to generate net cash inflows.

(k) Depreciation of Non-Current Physical Assets

Depreciation is provided for on a straight line basis for all depreciable assets so as to write off the depreciable amount of each asset as it is consumed over its useful life to the entity. Land is not a depreciable asset.

School buildings carrying value at 1 July 1997 had not taken into account condition assessment, maintenance and refurbishment regimes or estimated useful lives. As a result the depreciation charge for 1997/98 based on a 100 year life could understate the extent to which the service potential of school buildings is being consumed. School buildings were revalued at 30 June 1998 (Note 12 (2)).

(1) Rates of depreciation of assets

The rates of depreciation adopted were:

Buildings	0.75%-5%
Plant and Equipment	5%-20%
Computer Equipment and Software	5%-20%

(2) Fully depreciated assets

The economic entity had at 30 June 1998 assets with a gross value of \$103 million which have been fully depreciated.

(l) Investments

Most of the securities and deposits are non-marketable and are brought to account initially at cost. Where the carrying amount of investments has been assessed to exceed their recoverable amount, a provision for diminution of investments has been established to ensure that the carrying amount of investments does not exceed their assessed recoverable value.

Where securities represent investments in associates, appropriate adjustment to the carrying value of the investment has been effected to reflect the gain or loss that would accrue as an investor.

Interest revenues are recognised as they accrue.

(m) Inventories

Inventory of teaching and resource materials that is consumed directly in the delivery of educational courses is expensed on acquisition.

(n) Disposal of Assets

Gains or losses on disposal of fixed assets are taken into account in determining the operating result for the year. The economic entity recognises sales of land and buildings upon final settlement except for those sales involving term instalment payments which are recognised on exchange.

(o) Overseas Student Fees

The parent 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 parent is required to return to the Treasury 7.5% of the total fees received from full fee-paying overseas students. This has been offset in the Operating Statement against the recurrent appropriation. The parent also pays 25% of fees collected to the school attended by the overseas students.

(p) Leased Assets

Operating lease payments are charged to the Operating Statement in the periods in which they are incurred.

(q) Year 2000 Compliance

(1) Basis of Accounting

The economic entity is investigating if, and to what extent, the date change from 1999 to 2000 may affect its activities. To ensure that all significant operations are Year 2000 compliant, the economic entity has established a program to overcome the impact of the transition to the Year 2000 on the economic entity and its customers. However, the economic entity can offer no assurance that all third party service providers will not be affected by the date change and therefore there can be no assurance that the effect of the date change will not affect the economic entity's operation or financial results.

(2) Year 2000 Compliant Costs

Costs related to the modification of internal use computer software for Year 2000 compatibility (including external consulting fees and other external costs) are recognised as an expense in the period in which they are incurred.

(r) Administered Activities

The parent makes payments on behalf of the Government to private schools, TAFE NSW, 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.

2. EXPENSES

a. Employee related expenses comprise:

	Economic Entity \$'000	Parent \$'000
Salaries and wages, including recreational leave	3,566,918	2,823,585
Superannuation entitlements	335,269	264,536
Long service leave	133,044	108,425
Workers compensation insurance	68,898	56,071
Payroll tax and fringe benefits tax	279,725	223,730
Redundancy payments	15,921	2,433
Other	731	287
	4,400,506	3,479,067

b. Other operating expenses comprise:

Auditor's remuneration	1,069	624
Bad and doubtful debts	498	317
Rental expense relating to operating leases	28,724	21,162
Insurance	38,162	34,575
Cleaning	170,837	148,148
Fees for services rendered	98,880	76,729
Minor stores, provisions, plant and computing expenses	101,382	15,780
Travelling sustenance	29,046	18,965
Postage and telephone	32,198	17,131
Utilities	14,222	810
Printing	18,971	12,109
Other	17,475	13,796
	551,464	360,146

c. Maintenance expenses comprise:

Repairs and routine maintenance	134,301	102,888
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d. Depreciation and amortisation expenses comprise:

Depreciation		
Buildings and improvements	181,389	130,853
Other property, plant and equipment	43,268	14,857
	224,657	145,710

e. Grants and subsidies comprise:

Grants for educational and research activities	294	294
Grants for vocational education and training programs	89,680	108,295
Grants for welfare activities	48	48
Grants for other activities	56,906	56,906
Grants to government schools	23,124	23,124
	170,052	188,667

f. Other expenses comprise:

Funding towards school operating expenses	226,392	226,392
Contingency for redundancies	19,700	—
Other	10,368	10,079
	256,460	236,471

	Economic Entity \$'000	Parent \$'000
3. REVENUES		
a. Sale of goods and services comprise:		
Fees for service	157,670	17,999
Other	18,359	8,389
	176,029	26,388
b. Investment income comprises:		
Interest from deposits with the Crown	16,427	11,864
c. Grants and contributions comprise:		
Other Public Sector agencies	4,458	4,267
Commonwealth Government	37,937	37,937
Grants from other bodies	696	696
Asset contributions (free assets or contributions to assets)	3,941	3,941
Donations and industry contributions	2,386	935
	49,418	47,776
d. Other revenue comprise:		
Specific funding for redundancies	19,700	—
Other	16,469	5,619
	36,169	5,619

4. GAIN/(LOSS) ON DISPOSAL OF NON-CURRENT ASSETS

Gain/(loss) on disposal of property, plant and equipment:		
Proceeds from disposal	29,051	25,304
Written down value of assets disposed	(24,045)	(16,013)
Total gain/(loss) on disposal of property, plant and equipment	5,006	9,291
Gain/(loss) on disposal of investments:		
Proceeds from disposal	217	—
Written down value of assets disposed	(217)	—
Total gain/(loss) on disposal of investments	—	—
Total gain/(loss) on disposal of non-current assets	5,006	9,291

5. CONDITIONS ON CONTRIBUTIONS

- The aggregate of contributions recognised as revenues during the financial year in respect of which expenditure, in a manner specified by the contributors, have not been made as at balance date amounts to \$0.963 million.
- 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 \$1.145 million.
- The nature of material components of the amounts, and those contributions which were unexpended at balance date, referred to in (a) and (b) are:

	\$'000
Roads and Traffic Authority - Road Safety Education	558
NSW Department of Health - National Campaign Against Drug Abuse	194
School Sport 2000 Foundation (to be incurred in 1998/99)	211
	963

	Economic Entity \$'000	Parent \$'000
6. APPROPRIATIONS		
Total recurrent appropriations (per Summary of Compliance)	5,191,585	4,318,269
Less:		
Transfer payments	(423,011)	(423,011)
Return to State - overseas student fees	(347)	(347)
Return to State - Commonwealth program oncosts	(8,289)	(8,289)
Recurrent appropriations (per Operating Statement)	4,759,938	3,886,622
Total capital appropriations (per Summary of Compliance)	232,782	145,151
Less:		
Transfer payments	(700)	(700)
Return to State - sale of property	(622)	—
Capital appropriations (per Operating Statement)	231,460	144,451

7. ACCEPTANCE BY THE CROWN TRANSACTIONS ENTITY OF EMPLOYEE ENTITLEMENTS AND OTHER LIABILITIES

The following liabilities and/or expenses have been assumed by the Crown Transactions Entity

Superannuation	326,231	259,446
Long service leave	131,317	108,425
Payroll tax on superannuation	21,563	17,108
	479,111	384,979

8. TRANSFER PAYMENTS

Subsidies towards interest on loans for approved building projects at non-government schools	31,896	31,896
Allowances for pupils in non-government schools	321,112	321,112
Secondary textbook allowances to non-government schools	6,711	6,711
Subsidy to Teacher Housing Authority	3,300	3,300
Back to School Allowance	54,094	54,094
Subsidy to handicapped children's centres	4,684	4,684
Capital grant to Teacher Housing Authority	700	700
Funding for Board of Vocational Education and Training	704	704
Funding for non-government schools for joint secondary/TAFE programs	510	510
	423,711	423,711

9. PROGRAMS OF THE DEPARTMENT

Program 34.1.1 Training and Education Policy

Objective(s) To develop, lead, coordinate and evaluate education and training policy, planning, resource allocation and consultation. To coordinate and consult with government and non-government providers.

Program 34.1.2 Training and Education 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.

Program 35.1.1 Pre-School Education in Government Schools

Objective(s) To improve student learning outcomes by implementing programs for intellectual, personal and social development in government pre-schools.

Program 35.1.2 Kindergarten to Year 6 Core Education in Government Schools

Objective(s) To improve student learning outcomes by implementing programs for intellectual, personal and social development in Kindergarten to Year 6 in government schools.

Program 35.1.3 Years 7 to 10 Core Education in Government Schools

Objective(s) To improve student learning outcomes by implementing programs for intellectual, personal and social development in Years 7 to 10 in government schools.

Program 35.1.4 Years 11 and 12 Core Education in Government Schools

Objective(s) To improve student learning outcomes by implementing programs for intellectual, personal and social development in years 11 and 12 in government schools.

Program 35.2.1 Special Education Programs

Objective(s) To develop the skills, knowledge, understanding and talents of students with developmental disabilities or learning difficulties with a view to preparing these children, as far as possible, for regular schooling and beyond.

Program 35.2.2 Rural Education Program

Objective(s) To improve access to education for rural students.

Program 35.2.3 Programs for Socio-Economically Disadvantaged Students

Objective(s) To ensure equitable educational outcomes for students at a socio-economic disadvantage.

Program 35.2.4 Aboriginal Education Programs

Objective(s) To ensure equitable educational outcomes for Aboriginal students.

Program 35.2.5 Programs for Students of Non-English Speaking Background

Objective(s) To ensure equitable educational outcomes for students from a non-English speaking background.

Program 35.2.6 Other Equity Programs

Objective(s) To promote equity of access and opportunity for students whose needs are not fully met through other major equity programs.

Program 35.3.1 Strategic Plan Programs in Government Schools

Objective(s) To promote improved educational outcomes through the development and implementation of targeted programs of a strategic nature.

Program 35.4.1 Non-Government Schools Assistance

Objective(s) To promote assistance to non-government schools.

- Program 36.1.1 Courses in Engineering and Industrial Technology**
Objective(s) To promote among students greater educational standards and vocational competence in the fields of engineering, construction and transport.
- Program 36.1.2 Courses in Applied Science**
Objective(s) To promote among students greater educational standards and vocational competence in the fields of health, rural and food sciences.
- Program 36.1.3 Courses in Fine and Applied Arts**
Objective(s) To promote among students greater educational standards and vocational competence in applied arts.
- Program 36.1.4 Courses in Commercial and General Studies**
Objective(s) To promote among students greater educational standards and vocational competence in commercial and general studies.
- 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.
- Program 33.1.2 Core 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 in government pre-schools.
- Program 33.1.3 Equity and Strategic Primary Education Services in Government Schools**
Objective(s) To improve access for and, as far as possible, ensure equitable education outcomes for students with developmental disabilities, students with learning difficulties, rural students, students at socio-economic disadvantage, Aboriginal students and students of non-English speaking backgrounds.
- Program 33.2.1 Core 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 in government pre-schools.
- Program 33.2.2 Equity and Strategic Secondary Education Services in Government Schools**
Objective(s) To improve access for and, as far as possible, ensure equitable education outcomes for students with developmental disabilities, students with learning difficulties, rural students, students at socio-economic disadvantage, Aboriginal students and students from non-English speaking backgrounds.
- Program 33.3.1 Non-Government Schools Assistance**
Objective(s) Provision of per capita grants, interest rate subsidies, textbook allowances and other forms of support to non-government schools. Assistance to families in meeting costs of students attending 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/NON-CURRENT ASSETS - INVESTMENTS

Current:

Fixed interest bearing bonds*	59	5
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Non-Current:

Fixed interest bearing bonds*	212	—
Shares in Access Australia CMC Pty Ltd	661	475
less: Provision for diminution in value	(661)	(475)
Shares in Adskill Malaysia	55	—
Share of retained profit	130	—
	397	—

*The fixed interest bearing bonds are a restricted asset (refer note 13).

11. CURRENT/NON-CURRENT ASSETS - RECEIVABLES

Current:

Trade debtors	12,293	707
Other debtors	66,092	37,465
Prepayments	5,390	3,356
Accrued income	14,895	9,336
	98,670	50,864
Less: Provision for doubtful debts	(773)	(385)
	97,897	50,479

Non-Current:

Advances to schools	192	192
Other debtors	12,313	4,882
	12,505	5,074

12. NON-CURRENT ASSETS - PROPERTY, PLANT AND EQUIPMENT

	Economic Entity \$'000	Parent \$'000
Land		
At cost	1,104	1,104
At valuation 1998	3,662,744	3,353,991
	3,663,848	3,355,095
Buildings and Leasehold Improvements		
At cost	181,440	99,421
Accumulated depreciation	—	—
	181,440	99,421
At valuation 1998	15,996,282	13,323,452
Accumulated depreciation	4,792,292	3,640,098
	11,203,990	9,683,354
Total Land and Buildings	15,049,278	13,137,870
Computer Equipment and Software		
At cost	124,705	7,316
Accumulated depreciation	79,922	6,052
	44,783	1,264
General Plant and Equipment		
At cost	193,087	89,776
Accumulated depreciation	81,520	43,168
	111,567	46,608
Total Plant and Equipment	156,350	47,872
Total Property, Plant and Equipment Net Book Value	15,205,628	13,185,742

Notes relating to property, plant and equipment:

(1) Land

Land has been independently valued on an existing use basis or, in the case of surplus properties, at market value. The valuation was carried out as at 30 June 1998 by the State Valuation Office.

(2) Buildings

The economic entity's valuation of buildings was carried out as at 30 June 1998 on the basis of the replacement cost of the most appropriate modern equivalent replacement facility having a similar service potential to the existing facility.

(3) Plant and Equipment

Plant and equipment held at 1 July 1993 is valued at written down replacement cost, with additions since 1 July 1993 at cost of acquisition.

13. RESTRICTED ASSETS

Funds totalling \$271,766 held as investments in fixed interest bearing deposits (Note 10) are classified as 'restricted assets'. The funds represent donations received and are invested by the economic entity. Interest earned on the investments is utilised to fund prizes awarded to students for special achievement.

	Economic Entity \$'000	Parent \$'000
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14. CURRENT LIABILITIES - ACCOUNTS PAYABLE

Creditors	45,291	24,786
Deferred income	24,623	6,411
Group, payroll and fringe benefits tax	30,040	17,105
Salary deductions	31,400	31,400
Other	4,715	1,455
	136,069	81,157

15. NON-CURRENT LIABILITIES - BORROWINGS

Non-current:

Loans from Treasury	192	192
Repayment of borrowings:		
No later than one year	—	—
Between one and two years	45	45
Between two and five years	147	147
Total borrowings at face value	192	192

16. CURRENT/NON-CURRENT LIABILITIES - EMPLOYEE ENTITLEMENTS

Current:

Recreation leave	34,022	13,356
Accrued salaries and wages	58,824	36,609
Accrued payroll tax	14,243	4,704
Other	22,790	3,022
	129,879	57,691

Non-current:

Provision for long service leave	7,431	—
Provision for payroll tax on long service leave	36,333	36,333
	43,764	36,333
Aggregate employee entitlements	173,643	94,024

17. OTHER PROVISIONS

Current:

Lease liability for surplus accommodation	2,599	1,842
---	-------	-------

Non-Current:

Lease liability for surplus accommodation	7,465	6,842
---	-------	-------

	Economic Entity \$'000	Parent \$'000
18. CHANGES IN EQUITY		
Accumulated funds transferred from:		
Department of School Education	10,356,604	10,356,604
Department of Training and Education Co-ordination	40,722	40,722
NSW Adult Migrant English Service	9,953	—
NSW TAFE Commission	1,701,267	—
Surplus/(deficit) for the year	16,118	4,041
Land and buildings Revaluation Reserve, June 1998	3,243,417	2,895,560
Balance at end of financial year	15,368,081	13,296,927

19. COMMITMENTS FOR EXPENDITURE

a. Capital Commitments

Aggregate capital expenditure contracted for at balance date and not provided for:

Not later than one year	62,912	43,287
Later than 1 year but not later than 2 years	4,456	4,305
	67,368	47,592

b. Other Expenditure Commitments

Aggregate other expenditure contracted for at balance date and not provided for:

(i) School Maintenance

Not later than one year	96,751	96,751
Later than 1 year but not later than 2 years	96,608	96,608
Later than 2 years but not later than 5 years	273,509	273,509
	466,868	466,868

(ii) Other

Not later than one year	20,736	20,611
	20,736	20,611

Total Other Expenditure Commitments	554,972	535,071
-------------------------------------	---------	---------

c. Operating Lease Commitments

Commitments in relation to non-cancellable operating leases are payable as follows:

(i) Leased Properties

Not later than one year	26,175	15,616
Later than 1 year but not later than 2 years	19,139	10,830
Later than 2 years but not later than 5 years	32,846	24,602
Later than 5 years	29,785	29,785
	107,945	80,833

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 (p)).

19. COMMITMENTS FOR EXPENDITURE (CONTINUED)

c. Operating Lease Commitments

(ii) Computers in Schools

Not later than one year	20,596	20,596
Later than 1 year but not later than 2 years	20,173	20,173
Later than 2 years but not later than 5 years	8,466	8,466
	49,235	49,235
Total Operating Lease Commitments	157,180	130,068

20. CONTINGENT LIABILITIES

(a) Discrimination matters	270	30
(b) Commercial matters	310	—
	580	30

21. BUDGET REVIEW

Net Cost of Services

Actual net cost of services was lower than budget by \$65 million. This was mainly due to a reduction in superannuation contributions (\$39.1 million), a decrease in level of funding for programs administered by the former DTEC (\$9.9 million) and a reduction in other operating expenses of \$21.4 million. This was partly offset by an increase in long service leave liability and payroll tax (\$14.7 million), and operating expenses in the former DTEC (\$4.9 million).

Revenues were higher than budget mainly due to an increase in grants and indexation of growth funds in the former DTEC (\$14.2 million).

Assets and Liabilities

Current Assets were higher than the budget by \$129 million mainly due to an increase in cash balance of \$172 million offset by a reduction in receivables of \$43 million.

Non-current assets were \$3,256 million higher than budget mainly due to the revaluation of land and buildings.

Net Cash Flow from Operating Activities

Net cash flow from operating activities was higher than budget by \$158 million mainly due to a reduction in payments (\$138.3 million), a decrease in receipts (\$11.5 million) and an increase in appropriations (\$31.2 million).

22. CASH AND CASH EQUIVALENTS

For the purposes of the Cash Flow Statement, cash includes cash on hand and bank overdraft. Cash at the end of the financial year as shown in the Cash Flow Statement is reconciled to the related items in the Statement of Financial Position as follows:

Cash on hand	375	16
Cash at bank	371,188	239,668
Closing cash and cash equivalents (per Cash Flow Statement)	371,563	239,684

23. RECONCILIATION OF NET COST OF SERVICES TO NET CASH FLOW FROM OPERATING ACTIVITIES

Net cash used on operating activities	345,200	221,191
Cash Flows from Government	(5,012,471)	(4,031,691)
Depreciation	(224,657)	(145,710)
Provision for doubtful debts	(61)	85
Assets written off	(10,079)	(10,079)
Donated assets and non-cash revenue	2,592	2,881
Acceptance by the Crown Transactions Entity of Department liabilities	(458,037)	(384,361)
(Increase)/decrease in provisions	1,203	947
Increase/(decrease) in prepayments and other assets	(73,058)	(56,699)
Increase/(decrease) in creditors	(30,029)	(17,866)
Net (loss)/gain on sale of property, plant and equipment	5,006	9,291
Net cost of services	(5,454,391)	(4,412,011)

24. JOINT ARRANGEMENTS

As part of the delivery of educational services, the economic entity has a number of joint arrangements with universities, private sector institutions and others. While assets are provided and costs are incurred by the participants, the arrangements are not considered to be joint ventures in terms of the Accounting Standard AAS19. Assets contributed by the economic entity to the joint arrangements are capitalised; other costs are expensed as they are incurred.

The economic entity is involved in the following material joint operations:

Name	Principal Activity	Cumulative Capital Contribution	
		Economic Entity	Parent
Nirimba Educational Precinct	Precinct comprised of four co-located educational facilities.	65,652	6,084
Bradfield College	Education campus for TAFE and senior secondary students.	17,569	4,168
Central Coast Campus	Precinct comprised of two co-located educational facilities.	36,481	—
South West Sydney Education and Training Centre	Proposed multipurpose education and training centre involving TAFE and the University of Western Sydney.	1,150	—
Optus Skills Centre	Telecommunication training centre	4,044	—
Euraba Education Centre	Co-located secondary and tertiary education and training facilities.	3,069	—
Coffs Harbour Educational Campus	Integrated campus covering senior secondary and tertiary education sectors.	22,930	8,734
Total Gross Capital Investment		150,895	18,986

25. FINANCIAL INSTRUMENTS

Financial instruments give rise to positions that are a financial asset of the economic entity and a financial liability of 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 60 days.

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:

	Floating interest rate		Non-interest bearing		Total carrying amount as per Statement of Financial Position	
	Economic Entity \$'000	Parent \$'000	Economic Entity \$'000	Parent \$'000	Economic Entity \$'000	Parent \$'000
Financial Assets						
Cash	371,188	239,668	375	16	371,563	239,684
Receivables	—	—	66,940	52,197	66,940	52,197
Investments - bank	271	5	—	—	271	5
Total Financial Assets	371,459	239,673	67,315	52,213	438,774	291,886
Financial Liabilities						
Creditors	—	—	136,069	81,157	136,069	81,157
Loans from Treasury	192	192	—	—	192	192
Total Financial Liabilities	192	192	136,069	81,157	136,261	81,349
Net Financial Asset/ Liability	371,267	239,481	(68,754)	(28,944)	302,513	210,537

Weighted average interest rate: 4.2%

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.

	Government		Banks		Others		Total	
	Economic Entity \$'000	Parent \$'000	Economic Entity \$'000	Parent \$'000	Economic Entity \$'000	Parent \$'000	Economic Entity \$'000	Parent \$'000
Financial Assets								
Cash	371,188	239,668	—	—	375	16	371,563	239,684
Receivables	226	—	—	—	70,032	52,197	70,258	52,197
Investments - bank	—	—	271	5	—	—	271	5
Total Financial Assets	371,414	239,668	271	5	70,407	52,213	442,092	291,886

26. TRUST FUNDS

The Teachers' Deferred Salary (Sabbatical) Scheme exists within the parent to allow teachers to contribute a portion of salary for four years to allow the taking of a paid sabbatical in the fifth year. The contributions by the teachers are deposited within separate interest earning accounts over which the parent has control to release the funds via payroll instalments or lump sum payments, or to cancel and reimburse the contributions should the teacher withdraw from the scheme.

The funds are excluded from the financial statements of the parent as they cannot be used for achievement of the parent's objectives.

The following is a summary of the transactions within the trust accounts:

	\$'000
Cash balances at beginning of financial year	1,255
Add: Receipts	3,741
Interest paid by bank	96
Less: Payments	256
Cash balance at the end of the financial year	4,836

27. KEY FINANCIALS OF THE CONTROLLED ENTITY

The key financials for the controlled entities for the year ended 30 June 1998 are as follows:

	AMES Amount \$'000	TAFE Amount \$'000	Proportion of Consolidated Account	
			AMES	TAFE
Total revenues	69,659	157,887	25.05%	56.78%
Total expenditure	65,102	1,204,824	1.13%	21.00%
Operating surplus	4,557	7,520	28.27%	46.66%
Net assets	14,510	2,056,644	0.08%	11.63%

28. PROVISION FOR SUPERANNUATION

The economic entity has an obligation for the deferred contribution in respect of the former School Furniture Complex and AMES which become 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 1998 was determined by the State Super SAS Trust Corporation, based on actuarial assessment by the Government Actuary performed in 1998.

Assumptions adopted by the Government Actuary were as follows:

	1997/98 %	1998/99 %	1999/00 %	Thereafter %
Interest rate	7.00	7.00	7.00	7.00
Rate of salary increase	3.70	4.00	4.00	5.00
Rate of increase in CPI	1.10	2.00	2.05	3.25

	SASS	SANCS	SSS	Total
Actuarial gross past service liability				
DET*	—	—	(5,382)	(5,382)
AMES	(10,498)	(4,406)	(31,881)	(46,785)
	(10,498)	(4,406)	(37,263)	(52,167)
Reserve account closing balance as at 30/06/98				
DET*	(2,320)	(702)	10,266	7,244
AMES	14,736	6,951	36,793	58,480
	12,416	6,249	47,059	65,724
(Unfunded liability)/Prepaid Contributions as at 30/06/98				
DET*	(2,320)	(702)	4,884	1,862
AMES	4,238	2,545	4,912	11,695
	1,918	1,843	9,796	13,557

*DET - Department of Education and Training

End of Audited Financial Statements

29. ADDITIONAL INFORMATION

The announcement and formation of the Department of Education and Training on 3 December 1997 provided no opportunity to put procedures in place to close off the ledgers of the former DSE and the former DTEC as at the date of the restructure. Accordingly, information is provided herein for the former DSE and the former DTEC comprising consolidated Operating Statements, Statements of Financial Positions and Cash Flow Statements for the period 1 July 1997 to 31 December 1997.

Department of School Education and Department of Training and Education Co-Ordination (Consolidated) OPERATING STATEMENT For the Six Months Ended 31 December 1997

	DTEC \$'000	DSE \$'000
Expenses		
Operating expenses		
Employee related	19,963	1,742,673
Other operating expenses	11,874	162,627
Maintenance	—	18,815
Depreciation and amortisation	1,788	59,567
Grants and subsidies	44,481	20,378
Other expenses	—	111,508
Total Expenses	78,106	2,115,568
Less:		
Retained Revenue		
Sale of goods and services	3,454	7,534
Investment income	265	4,113
Grants and contributions	15,687	3,206
Other revenue	3	1,659
Total Retained Revenue	19,409	16,512
Gain/(loss) on sale of non-current assets	20	983
NET COST OF SERVICES	58,677	2,098,073
Government Contributions		
Recurrent appropriation	57,127	1,641,915
Capital appropriation	—	43,276
Acceptance by the Crown Transactions		
Entity of employee entitlements and other liabilities	1,334	177,521
Total Government Contributions	58,461	1,862,712
SURPLUS/(DEFICIT) FOR THE PERIOD	(216)	(235,361)
Accumulated funds at the beginning of the period	40,722	10,356,216
Adjustment to opening balance	—	464
Accumulated funds at the end of the period	40,506	10,121,319

**Department of School Education and
Department of Training and Education Co-Ordination (Consolidated)
STATEMENT OF FINANCIAL POSITION
As at 31 December 1997**

	DTEC \$'000	DSE \$'000
ASSETS		
Current Assets		
Cash	24,589	34,113
Investments	—	87
Receivables	1,650	45,789
Other	442	206
Total Current Assets	26,681	80,195
Non-Current Assets		
Land and buildings	—	10,166,299
Plant and equipment	18,592	132,135
Investments	—	81
Receivables	—	197
Total Non-Current Assets	18,592	10,298,712
Total Assets	45,273	10,378,907
LIABILITIES		
Current Liabilities		
Accounts payable	1,598	158,027
Employee entitlements	3,169	54,877
Other provisions	—	2,750
Total Current Liabilities	4,767	215,654
Non-Current Liabilities		
Borrowings	—	197
Employee entitlements	—	35,017
Other	—	6,720
Total Non-Current Liabilities	—	41,934
Total Liabilities	4,767	257,588
Net Assets	40,506	10,121,319
EQUITY		
Accumulated funds	40,506	10,121,319
Total Equity	40,506	10,121,319

**Department of School Education and
Department of Training and Education Co-Ordination (Consolidated)
CASH FLOW STATEMENT
For the Six Months Ended 31 December 1997**

	DTEC \$'000	DSE \$'000
CASH FLOWS FROM OPERATING ACTIVITIES		
Payments		
Employee related	(17,979)	(1,494,826)
Grants and subsidies	(44,481)	(20,378)
Other	(14,297)	(204,062)
Total Payments	(76,757)	(1,719,266)
Receipts		
Sale of goods and services	4,450	7,262
Grants and contributions	15,687	—
Interest received	480	3,062
Other	3	4,842
Total Receipts	20,620	15,166
Cash Flows From Government		
Recurrent appropriation	57,127	1,641,915
Capital appropriation	—	43,276
Cash reimbursements from the Crown Transactions Entity	232	—
Net Cash Flows From Government	57,359	1,685,191
NET CASH FLOWS FROM OPERATING ACTIVITIES	1,222	(18,909)
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sale of property, plant and equipment	20	483
Purchases of property, plant and equipment	(4,182)	(63,897)
NET CASH FLOWS FROM INVESTING ACTIVITIES	(4,162)	(63,414)
NET INCREASE/(DECREASE) IN CASH	(2,940)	(82,323)
Opening cash and cash equivalents	27,529	116,436
CLOSING CASH AND CASH EQUIVALENTS	24,589	34,113



APPENDICES

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APPENDICES

APPENDIX 1 Legislative Changes

The *Education Reform Act 1990* was amended during the reporting period. The legislation was renamed the *Education Act 1990* in the package of amendments.

Major changes were made to the secondary school curriculum and the system for certifying student achievement. The changes followed a process of extensive consultation and the review of the Higher School Certificate carried out by Professor Barry McGaw.

In addition, a number of changes were made to the operation of the Board of Studies, and specific protection was introduced to restrict publication of the results of School Certificate and Higher School Certificate candidates.

Minor amendments were made to the *Technical and Further Education Commission Act 1990* consequent to the establishment of the new Department of Education and Training. Essentially, the amendments to the Act provide flexibility in delegating functions and making staff appointments within the department.

The Teaching Services (Education Teaching Service) Regulation 1994 was amended consequent to the establishment of the new department. The amendments were designed to bring the positions prescribed for the purpose of determining departmental disciplinary proceedings into line with titles of senior positions in the new organisation.

APPENDIX 2 Boards

Board of Adult and Community Education (BACE)

Chair

Ms Kaye Schofield BA, MEd, DipEd, FAIM
Director, Kaye Schofield & Associates
(from July 1998)

Ms Val Street BSc, MSc, MEd(Hon), MAICD
Director, Val Street & Associates
(to June 1998)

Members

Dr Ken Boston MA, PhD, FRGS, FACE, FAIM
Managing Director of TAFE NSW
Director-General of Education and Training

Ms Lucy Calleja BA, MA, GradDip(SpecEd),
GradCert(TESOL)
Vice President, Maltese Community Council of NSW

Ms Kathie Collins AssDipLP, AssDipIR&IL

Dr Bryan Cowling BA, DipED, MEd, MEd (Admin), EdD,
FACE
Director, School Education Policy
Department of Education and Training

Mr Brett Gleeson BBus
Executive Director, WEA Hunter

Mr Harry Hyland BEd
Principal, Wentworthville Public School

Mr Bruce Kendall DipTeach, GradDipEmpRel
Assistant Director, Aboriginal Studies
Eora Centre, Sydney Institute of Technology

Ms Angeline Oyang Dip(SocWk), BA,
GradDip(CommMan)
General Manager, Australian Chinese Community
Association of NSW

Mr Clifford Pacey TC (Prim), BA, MEd
Principal, Macarthur Community College

Mr Barry Peddle BEd, DipTeach, MEd
Director, Illawarra Institute of Technology

Ms Christine Robertson BHlthSc, Reg Nurse
Director, Population, Health and Planning
New England Health Service

Mr Bruce Secombe Dip(Insurance)
Secretary, Alstonville Adult Learning Association

Ms Sam Thomas TC, BEd
Director, ACE and Education Access
Department of Education and Training

Key achievements

The key achievements of BACE during the reporting period included the following:

- ♦ implementing state policy on adult and community education, 'Recognising the value of lifelong learning for all'
- ♦ developing the Board's strategic plan and research directions for 1998-2000, and contributing to the development of the ACE-TAFE Joint Strategic Plan, 1999-2000
- ♦ allocating funds on a more equitable basis using a new model based on demographically determined need
- ♦ promoting the delivery of quality adult and community education by supporting around 70 ACE providers

- ♦ implementing the ACE quality strategy including a quality assurance system and quality management processes
- ♦ strengthening the sector's capacity to meet Government accountability requirements by conducting professional development activities and developing training aids for management committees
- ♦ coordinating Adult Learners Week.

Frequency of meetings

Meetings are held six times per year.

BACE Members' Attendance at Meetings, 1998	
Board Member	No. of Meetings
Kaye Schofield	3
Val Street	3
Ken Boston	6
Lucy Calleja	6
Kathie Collins	6
Bryan Cowling	6
Brett Gleeson	6
Harry Hyland	3
Bruce Kendall	6
Angeline Oyang	6
Clifford Pacey	3
Barry Peddle	6
Christine Robertson	5
Bruce Secombe	6
Sam Thomas	6

Changes in the Board's membership

Ex officio: Nil

Other appointments: Ms Kaye Schofield (Chair)

Term completed: Ms Val Street and Mr Harry Hyland

Resignations: Nil

Method and term of appointment of Board members

Method: Section 5 of the *Board of Adult and Community Education Act 1990* provides for the appointment of 13 members.

Term: An appointed member holds office as specified in the terms of appointment (not exceeding four years) but is eligible for re-appointment.

Board of Vocational Education and Training (BVET)

Chair

Mr Bert Evans AO, HonDSc
Chair, Superannuation Trust of Australia

Members

Dr Ken Boston MA, PhD, FRGS, FACE, FAIM
Managing Director of TAFE NSW
Director-General of Education and Training

Ms Linda Burney
Chair, NSW State Reconciliation Committee

Dr Jim McMorrow BEc, BEd, DipEd, MEd, PhD, FACE
Deputy Director-General (Policy and Planning)
Department of Education and Training

Mr Kevin Power DipAcc, FAIM
Executive Director, ACTU-Lend Lease Foundation

Ms Kay Sharp AM
General Manager, Hunter Valley Training Company
(from June 1998)

Ms Ursula Stephens
Manager, Argyle Training and Consultancy Services
(to April 1998)

Dott Paolo Totaro AM, Dott Giurisp, DMus
Foundation Chair, Ethnic Affairs Commission

Mr Ted Wright
Chair, Tourism Training Australia

Details of BVET's key achievements, frequency of meetings, members' attendance at meetings, changes in membership, and the method and term of appointment of members, are provided in the Board's annual report for 1997-1998.

NSW TAFE Commission Board

Chair

Ms Sandra Yates
Chair, Saatchi & Saatchi Australia

Members

Dr Ken Boston MA, PhD, FRGS, FACE, FAIM
Managing Director of TAFE NSW
Director-General of Education and Training

Dr Doreen Clark AM, BSc(Hons), PhD
Chair, National Standards Commission
Chair, Board of Insearch Ltd

Mr Phil Cross BA, BComm, DipEd
Associate Director, Zurich Investment Management

Mr Jack Dusseldorp BSc, LLB
Chair, WorkSkill Australia Foundation Inc
Chair, Dusseldorp Skills Forum Inc

Mr Warren Grimshaw AM, BBus, ASTC
Executive Director, Coffs Harbour Education Campus

Mr Steve Harrison BA, LLB
Managing Director, Australian Bargaining Agency

Mr Kevin Locke BA (Hons)
Manager, Human Resources, BHP Flat Products

Ms Ann Moffatt
Director, Technology Solutions Pty Ltd

Ms Carmel Niland AM, BA, DipEd, MA
Principal, Carmel Niland and Associates
(to March 1998)

Ms Kaye Schofield BA, DipEd, MEd, FAIM
Director, Kaye Schofield & Associates Pty Ltd
Board of Adult and Community Education (Chair)

Ms Dorian Scott
Managing Director, Dorian Scott Pty Ltd

Ms Val Street BSc, MSc, MEd(Hons), MAICD
Chair, Board of Adult and Community Education
(to June 1998)

Mr Doug Wright AM, BA, BEc
Australian Industry Group

Key achievements

The key achievements of the NSW TAFE Commission Board during the reporting period included the following:

- ◆ providing advice to the Minister in relation to positioning TAFE NSW for a more competitive future
- ◆ working with BVET on areas of mutual interest including the promotion of opportunities for apprenticeships
- ◆ working with BACE to increase access to lifelong learning and maximise the use of resources
- ◆ promoting TAFE NSW to industry, customers, stakeholders and the wider community
- ◆ establishing a program involving in-depth industry consultation to improve TAFE NSW's responsiveness to industry's changing training needs.

Frequency of meetings

Twelve meetings were held during 1998.

TAFE Board Members' Attendance at Meetings, 1998		
Board Member	No. of meetings eligible to attend	No. of meetings attended
Sandra Yates	12	11
Ken Boston	12	9
Doreen Clark	3	2
Phil Cross	12	10
Jack Dusseldorp	12	8
Warren Grimshaw	12	11
Steve Harrison	12	11
Kevin Locke	12	11
Ann Moffatt	3	3
Carmel Niland	3	3
Kaye Schofield	4	4
Dorian Scott	3	3
Val Street	6	5
Doug Wright	12	11

Changes in the Board's membership

Ex officio: Ms Kaye Schofield, appointed Chair of BACE

Other appointments: Dr Doreen Clark AM, Ms Ann Moffatt and Ms Dorian Scott

Term completed: Ms Val Street, outgoing Chair of BACE

Resignation: Ms Carmel Niland

Method and term of appointment of Board members

Method: Section 11 of the Technical and Further Education Commission Act 1990, provides for the appointment of 13 members of the Board to include:

- ◆ Managing Director, 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 (nominated by the Minister)
- ◆ 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 Education and Training Accreditation Board (VETAB)

Chair

Mr Bert Evans AO, HonDSc
Chair, Superannuation Trust of Australia

Members

Dr Ken Boston MA, PhD, FRGS, FACE, FAIM
Managing Director of TAFE NSW
Director-General of Education and Training

Ms Judy Byrne MA, DipEd
Director, Educational Development
Department of Education and Training

Ms Jill Gientzotis BSocStud(Hons), DipIRL
General Manager of VETAB
Director, Recognition Services
Department of Education and Training

Mr Brian Gray FCPA, ACIS, FAICD

Ms Julie Heckenberg
(from June 1998)

Prof John Lester DipTeach, BA, MEd(Admin)

Mr Kevin Power DipAcc, FAIM
Executive Director, ACTU-Lend Lease Foundation

Prof Gordon Stanley BA, PhD, FAPS
(from June 1998)

Dott Paolo Totaro AM, Dott Giurisp, DMus
Foundation Chair, Ethnic Affairs Commission

Mr Doug Wright AM, BA, BEc
Australian Industry Group

Details of VETAB's key achievements, frequency of meetings, members' attendance at meetings, changes in membership, and the method and term of appointment of members, are provided in the Board's annual report for 1997-1998.

NSW Vocational Training Board (VTB)

Chair

Ms Jill Gientzotis BSocStud(Hons), DipIRL
Commissioner of Vocational Training
Director, Recognition Services
Department of Education and Training

Members (as at 15 July 1998)

Australian Business Chamber
Ms Anne Bancroft
Mr Martin Lewis

Australian Chamber of Manufactures
Mr Ian McMaugh

Australian Defence Force
Mr Anthony Alderson

Australian Hotels Association
Ms Amanda Dunn

Australian Institute of Construction

Mr Don De Costa
Mr Eric Kay

Australian Institute of Travel & Tourism (NSW Chapter)

Mr Paul Jacobs

Australian Liquor, Hospitality and Miscellaneous Workers Union

Mr Mark Boyd

Australian Manufacturing Workers Union Printing Division NSW State Council

Mr Brian Henerson
Mr Bruce Mcleod
Mr Peter Ody
Mr Wilfred Taylor
Mr Bradley Stewart

Australian Meat Industry Employees Union NSW

Ms Patricia Fernandez
Mr Robert Hamilton
Mr Reginald Schofield
Mr Peter Usher

Australian Workers Union

Ms Naomi Arrowsmith
Mr Keith Eadie
Ms Lauren Godfrey
Ms Sarah Kaine
Mr Michael O'Shea

Auto, Food, Metals, Engineering, Printing Kindred Industrial Union

Mr Garry Hingle

Communications, Electrical, Electronic, Energy, Information, Postal, Plumbing & Allied Services Union (Plumbing Division)

Mr Warren West

Construction, Forestry, Mining & Energy Union

Mr Terry Kesby

Construction, Forestry, Mining & Energy Union - Forestry Division

Ms Rita Malia
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

Furnishing Trades Society

Mr Sydney Wales

Gardener Merchant

Ms Anne Moore

Health Services Association of NSW

Mr Paul Naylor

Hospitality Training Network

Ms Bronwyn Willits

Institute of Automotive Mechanical Engineers

Mr Bill Grose

Labor Council of NSW

Mr Michael Gadiel

Mr Ernie Razborssek

Master Builders Association of NSW

Mr Gregory Barton

Mr Brian McClenaghan

Master Farriers' Association of NSW

Mr Thomas Browning

Mr Malcolm Hunt

Mr William McKean

Mr Albert O'Cass

Master Painters Australia - NSW Association

Mr Charles Penlington

Mr Geoff Sheldon

Master Painters Group Training Company

Mr Dennis O'Sullivan

Master Plumbers Apprentices Ltd

Mr Laurie Reeves

Master Plumbers & Mechanical Contractors

Mr John Dunstan

Master Tilers, Slaters & Shinglers Association of NSW

Mr Keith MacKenzie

Metal Trades Industries Association

Ms Gillian McDonald

Mr Paul Hennessy

Mr John Smith

Motor Traders Association of NSW

Mr Arnold Cannon

Ms Jane Cleary

Mr Rod Grace

Mr George Harris

Mr Gregory Hatton

Mr Kenneth McKell

Mr Bruce Perkins

Mr Ian Rolfe

National Roof Tiling Industry Committee

Mr Richard Heron

Plastics & Chemicals Industries Association

Mr Kevin Hannon

Printing Industries Association of Australia

Ms Kath Browne

Mr Ken Stenner

Professional Hairdressers' Association

Mr Jack Fitzgerald

Ms Maureen Harding

Ms Linden Swan

National Association of Women in Construction

Ms Christine Bourne

National Electrical Contractors Association of NSW

Mr John Cambridge

National Meat Association of Australia

Mr Timothy Hulme

Mr Neville Rowe

Ms Debbie Yates

National Precast Concrete Association of NSW

Mr Ivor Jones

NSW College of Nursing

Ms Jan Andrews

NSW Electrical Licensing Board

Mr James McFadyen

NSW Golf Association

Mr David Allen

Mr Geoff Worsley

NSW Small Business Training Company Ltd

Mr Bradley Smith

Restaurant & Catering Industry Association

Mr John Close

Mr John Walker

Restaurant & Catering Association of NSW

Ms Jenny Lambert

Retail Traders Association of NSW

Ms Elaine Jackson

Ms Deborah May

Mr Gary Watkins

Shop Distributive & Allied Employees Association

Ms Julie Duncan

Textile, Clothing & Footwear Union NSW

Ms Barbara Jensen

Key achievements

The key achievements of the Vocational Training Board during the reporting period included the following:

- ◆ The VTB received a total of 2,352 trade recognition applications. It conducted a total of 2,710 trade recognition assessments (with 358 applications carried forward from 1997), requiring 224 site inspections by field staff on trade recognition and 496 trade tests from TAFE.
- ◆ Key initiatives included the implementation of arrangements for part-time traineeships and the issue of 28 Commissioner's Information Bulletins. These provided a wide range of information and advice on procedural matters related to the implementation of apprenticeships and traineeships, to assist the department's Industry Training Service Centres and VET agencies, including New Apprenticeship Centres.
- ◆ The VTB issued 1,879 trade certificates related to trade recognition.

- ◆ The VTB determined 2,106 apprenticeship/traineeship regulatory applications on a range of matters including early completions, late applications, non-delegated approvals and other matters under the *Industrial and Commercial Training Act*.
- ◆ The VTB dealt with 1,792 customer service counter enquiries and 16,138 customer service telephone enquiries.

Frequency of meetings

The Vocational Training Board convenes as required. In 1998, the Board convened on 247 occasions. Each meeting of the Board is made up of an employer representative, an employee representative, and a training representative. The Commissioner, or her delegate, chairs the Board's meetings.

Changes in the Board's membership

Mr John Smith (Metal Trades Industry Association)
 Ms Gillian MacDonald (Metal Trades Industry Association)
 Mr Don De Costa (Australian Institute of Construction)
 Ms Patricia Fernandez (Australian Meat Industry Employees Union, NSW)
 Mr William Johnstone (Far West Aboriginal Health Service)
 Mr Warwick Tomlins (Electrical Trades Union of Australia)
 Mr James MacFadyen (Electrical Trades Union of Australia, NSW)
 Mr Lauren Godfrey (Australian Workers Union)
 Ms Naomi Arrowsmith (Australian Workers Union)
 Mr Craig Smith (CFMEU– Forestry Division)

Mr Peter Ody (Australian Manufacturing Workers' Union, Printing Division)
 Mr Brian Henderson (Australian Manufacturing Workers' Union, Printing Division)
 Ms Debbie Yates (National Meat Association of Australia, NSW Division)
 Mr Bill Grose (Institute of Automotive Mechanical Engineers)
 Mr Keith McKenzie (Master Tilers, Slaters & Shinglers Association, NSW)
 Mr Kevin Hannon (Plastics & Chemicals Industries Association)
 Mr Bradley Smith (NSW Small Business Training Company Ltd)
 Mr Ian McMaugh (Australian Chamber of Manufactures)
 Mr Malcolm Hunt (Master Farriers Association of NSW Inc)
 Mr Eric Kay (Australian Institute of Construction)
 Ms Deborah May (Retail Traders' Association of NSW)
 Mr Richard Heron (National Roof Tiling Industry Training Committee)
 Ms Anne Moore (Gardener Merchant)
 Ms Jan Andrews (NSW College of Nursing)
 Ms Jane Cleary (Motor Traders Association of NSW)
 Ms Maureen Harding (Professional Hairdressers Association)
 Mr Paul Jacobs (Australian Institute of Travel & Tourism, NSW Chapter)
 Mr Paul Naylor (Health Services Association of NSW)
 Ms Christine Bourne (National Association of Women in Construction)

Mr Ivor Jones (National Precast Concrete Association of Australia)

Resignations:

Mr Sunny O'Sullivan (Hospitality Training Network)
 Ms Amanda Dunn (Australian Hotels Association)
 Mr Wilfred Taylor (Australian Manufacturing Workers Union - Printing Division)
 Mr Reginald Schofield (Australian Meat Industry Employees Union NSW)
 Ms Sarah Kaine (Australian Workers Union)
 Ms Anne Moore (Gardener Merchant).

Method and term of appointment of Board members

Method: Members are generally appointed by the Minister on the nomination of the relevant employer or employee association.

Term: The term is generally approved by the Minister for a period of three years (Clause IV, Schedule 3 of the Act provides for a period not exceeding five years, as may be specified in the member's instrument of appointment, but members are eligible if otherwise qualified, for re-appointment.)

APPENDIX 3 Significant Committees

Internal Committees

State Executive

State Executive is responsible for strategic planning and broad policy development for the department as a whole. State Executive meets once a month.

Ken Boston MA, PhD, FRGS, FACE, FAIM
 Managing Director of TAFE NSW
 Director-General of Education and Training

Terry Burke BA, MStud(Ed), MEd(Hons), PhD, FACE
 Deputy Director-General (Operations)

Jan McClelland BA(Hons), BLegalStudies
 Deputy Director-General (Corporate Services)

Jim McMorrow BEc, BEd, DipEd, MEd, PhD, FACE
 Deputy Director-General (Policy and Planning)

Jozefa Sobski BA(Hons), DipEd, MEd
 Deputy Director-General
 (Development and Support)

Stephen Buckley BA, MACE
 Assistant Director-General
 (Corporate Strategy)

George Green MA, DipSchAdmin, MACE
 Assistant Director-General
 (Student Services and Equity Programs)

Alan Laughlin BSc, DipEd, MEd, MEdAdmin, PhD, FACE
Assistant Director-General
(Secondary Education)

Bob Puffett AM, BEd(Tech), DipTeach
Assistant Director-General
(Technical and Further Education)

Gillian Shadwick BA, DipEd, DipAdEd, MA, MLitt, FACE
Assistant Director-General
(Community Relations and Marketing)

John Sutton BA
Assistant Director-General (Primary Education)

Gary Willmott BEc, DipEd, MEd(Admin), PhD, MACE
Assistant Director-General (Industry Services)

John Banham BEngChem(Hons), MAppSc
Chief Information Officer

Ken Dixon BComm
General Manager of Finance

Paul Irving BComm, BLegS, DipLabRelations and the Law,
GradDip Strategic Studies
General Manager of Personnel

David Rowland BScAgr, DipEd
General Manager of Properties

Paul X Whelan BA, DipEd, DipEdStud,
MEd(Admin), AIE
General Manager of
Executive and Legal Services

Hetty Cislowski BA, DipEd, MEd
Director of Public Relations

Chris Burvill TeachingCert, BA(Hons), MA(Hons)
Executive Director, Director-General's Office

Other internal committees

The senior officers in State Executive form the core of the department's internal committees. These committees are listed below and under 'New committees' in the following section.

- ◆ Audit Committee
- ◆ Audit Investigations Committee
- ◆ Capital Planning Committee
- ◆ Computers in Schools Project Management Steering Committee
- ◆ Country Areas Program Committee
- ◆ Child Protection Steering Committee
- ◆ Director-General's Advisory Group on Aboriginal Education and Training
- ◆ Director-General's Advisory Group on the Disadvantaged Schools Program
- ◆ Director-General's Advisory Group on Multicultural Education and English as a Second Language
- ◆ Facilities Standards Committee
- ◆ Ministerial Advisory Council on the Quality of Teaching

- ◆ Personnel/Payroll Steering Committee
- ◆ State Literacy Committee
- ◆ TAFE Multicultural Education Consultative Committee
- ◆ Technology Strategy Committee
- ◆ Training and Development Committee
- ◆ Year 2000 Steering Committee

Significant Internal Committees Established and Abolished

The internal committees listed below were established or disbanded following the State Government's reorganisation of the administration of education and training services in NSW that occurred on 3 December 1997. As a result of the restructure, the former Department of School Education, the former Department of Training and Education Co-ordination, and TAFE NSW were amalgamated to form a single authority, the Department of Education and Training.

New Committees

Restructuring Coordination Committee

Abolished Committees

TAFE NSW

- ◆ Aboriginal Education and Training Policy Advisory Committee
- ◆ Accreditation Council
- ◆ Comprehensive Audit Committee
- ◆ Council of Directors
- ◆ Curriculum Strategy Group
- ◆ Equity Strategy Group
- ◆ Operations Executive

Inter-Departmental Committees And Statutory Bodies

Senior officers in the Department of Education and Training are also members of significant inter-departmental committees and statutory bodies. During the reporting period, officers of the department's State Executive were members of the following committees and statutory bodies.

Ken Boston

Managing Director of TAFE NSW

Director-General of Education and Training

Board of the Australian Council for Educational Research
Civics Education Group

Board of the National Centre for Vocational Education Research

National Council of the Australian Quality Council
Committee for Economic Development of Australia
NSW Centenary of Federation Committee

Board of Trustees of Young Achievement Australia
National Advisory Committee for the Third International Mathematics and Science Study (Chair)

Council of the University of Technology, Sydney

Terry Burke

Deputy Director-General (Operations)

Advisory Council, Macquarie University Special Education Centre

Jan McClelland

Deputy Director-General (Corporate Services)

Corporate Services Peer Review Committee

MCEETYA National Strategy in Schools to Prevent Paedophilia and Other Forms of Child Abuse (Chair)
Casino Community Benefit Fund (Trustee) - March to October 1998

Jim McMorrow

Deputy Director-General (Policy and Planning)

Board of Studies NSW

BVET Curriculum Advisory Committee (Chair)

Language Australia Board

Non-Government Schools Advisory Council (Chair)

NSW VET in Schools Consortium (Chair)

MCEETYA Taskforce on National Goals for Schooling (from July 1998)

VET National Research and Evaluation Committee

Jozefa Sobski

Deputy Director-General (Development and Support)

MCEETYA VEET Women's Task Force (Chair)

NSW Board of Studies

Board of Studies VET Advisory Committee (Chair)

GROW Employment Council

Casula Powerhouse Arts Centre Board

George Green

Assistant Director-General (Student Services and Equity Programs)

State Integration Reference Group (Chair) - from July 1998

MCEETYA Disability Standards in Education Taskforce

Early Childhood Intervention Coordination Program

Management Committee, Ageing and Disability Department

Disability Community Consultative Committee (Chair)

Ministerial Intervention Support Advisory Committee

CESCEO Racism in Schools subgroup (Chair) - from May 1998

Alan Laughlin

Assistant Director-General (Secondary Education)

National Olympic Education Committee (Chair)

NSW Full Service Schools Committee (Chair)

Nirimba Education Precinct Board

Bob Puffett

Assistant Director-General (Technical and Further Education)

Australian Technology Park Advisory Committee

ADSKILL Board (Director)

Skilling Australia Board (Chair)

AUSTAFE (President)

Gillian Shadwick

Assistant Director-General (Community Relations and Marketing)

Ministerial Advisory Council on the Quality of Teaching
National Olympics Education Committee

John Sutton

Assistant Director-General (Primary Education)

Country Areas Program State Advisory Council (Chair)

Board of Governors, Charles Sturt University

Gary Willmott

Assistant Director-General (Industry Services)

Australian Qualifications Framework Advisory Board

Foundation for Manufacturing Education Board

Conservatorium of Music Redevelopment Steering

Committee (to June 1998)

Training Working Party for VET and the 2000 Olympics (Chair)

NSW New Apprenticeships Reference Group (Chair)

Public Sector Traineeship Strategy Advisory Committee (Chair)

John Banham

Chief Information Officer

EdNA Reference Committee

EdNA VET Advisory Group

Contract Management Committee, Government Network Services

Ken Dixon

General Manager of Finance

EdSuper Board Trustees

Paul Irving

General Manager of Personnel

National Schools Network State Committee

Industry Reference Group (Government Administration & Education)

David Rowland

General Manager of Properties

Conservatorium Construction Steering Committee (Chair)

Teacher Housing Authority (Ex officio chair)

APPENDIX 4

Senior Executive Service Performance Reports

The performance reports of departmental officers occupying senior positions, including those graded at SES level 5 and above are listed below.

Ken Boston MA, PhD, FRGS, FACE, FAIM
Managing Director of TAFE NSW
Director-General of Education and Training

Dr Boston is responsible to the Minister for the leadership and management of the public education and training system and the provision of advice affecting all education and training in New South Wales.

In 1998, Ken Boston led the Department of Education and Training in its first year of operation following the amalgamation of the former Department of Training and Education Co-ordination, Department of School Education and the NSW TAFE Commission, announced in December 1997. The amalgamation was designed to ensure that New South Wales was strategically placed to achieve greater coordination of education and training services across the state and to ensure a smooth transition between school, further education, training and work for the people of New South Wales.

Dr Boston's leadership of the new department was exercised within the framework provided by the Government's two principal strategic priorities documents in education and training, *Agenda 98* and the *NSW TAFE Commission Corporate Plan, 1998-2000*. This included leading the department's state executive to plan and guarantee the implementation and monitoring of the Government's policies in education and training, including the successful amalgamation of the three former departments. Dr Boston provided advice to the NSW TAFE Commission Board, the Board of Vocational Education and Training, and the Vocational Education and Training Accreditation Board and exercised responsibility for the incorporation of their advice into departmental programs.

Detailed information on the department's achievements in education in the strategic priority areas:

- ◆ Effective lifelong learners
- ◆ Responsible and caring citizens
- ◆ Quality teachers and the best technology
- ◆ Well informed and involved parents
- ◆ A fair go for all

and in the strategic priority areas of TAFE relating to the TAFE corporate plan:

- ◆ Delivering quality programs for our customers
- ◆ Improving the learning environment
- ◆ Enhancing educational pathways
- ◆ Providing opportunities for people with special needs
- ◆ Implementing quality management and increasing accountability
- ◆ Marketing TAFE NSW in Australia and internationally

- ◆ Valuing our staff and improving their skills
 - ◆ Implementing environmental practices
- can be found in the Annual Report.

Dr Boston's leadership of the department in 1999 particularly focused on ensuring that the new organisation brought benefits from the improved interface between schooling, training and employment for the people of NSW and that it was well positioned to take advantage of emerging opportunities.

Some highlights during the year included:

- ◆ Major speeches were made by Dr Boston in a number of significant forums on issues concerning the relationships between education, training and employment. These included: an address titled *Creating Our Future: A New Training Culture for Australia* at the national conference of the Australian National Training Authority; an address titled *On Track with Vocational Education and Training* at the annual seminar of the Australian Training Officers Association; an address titled *New Landscapes from Old: The Changing Scenarios in Secondary Education* at the annual Secondary Principals Conference; an address titled *Strategic Directions for Industry Training Advisory Bodies in New South Wales* at a forum of the NSW Industry Training Advisory Boards; and an address at a World Bank seminar on achievements and directions in vocational education and training in NSW.
- ◆ The department undertook extensive consultation and detailed planning in association with the Public Sector Management Office and the Premier's Department to increase the number of trainees employed in the public sector, with the development of the 2000 x 2000 Strategy. The strategy has as its major target the employment of 2000 trainees in the public sector by the year 2000. Planning undertaken by the department will enable trainees to be appointed in a number of areas, including traineeships in schools for talented athletes.
- ◆ During the year in which the sesquicentenary of public education was celebrated, the department through a range of programs and initiatives strongly promoted the many contributions which the New South Wales public education system has made to Australian society over the past 150 years. One of the many highlights was the Toast to Public Education Dinner held during Education Week at the Sydney Town Hall.
- ◆ Planning for the establishment of new secondary schooling arrangements in association with the Nirimba site in western Sydney were finalised in March 1998 with the announcement of the formation of the Nirimba collegiate group of schools, including Wyndham College named after a former distinguished Director-General of Education. The Nirimba collegiate group offers students a broad range of curriculum choices and significantly expands opportunities for them to undertake TAFE and university courses as part of their Higher School Certificate in innovative and flexible arrangements. Planning work was undertaken in relation to similar secondary school models in Dubbo and the Mount Druitt area of western Sydney.

- ◆ The department worked closely with the local community and with other government agencies to develop and implement the *Walgett Community School* project. This included the establishment of a cultural and education centre, closer integration between Walgett High School and TAFE, targeted strategies to improve learning outcomes for students in the Walgett community and the appointment of a senior officer to achieve greater coordination of government services in the Walgett community relating to the well-being of students.
- ◆ The department strengthened its provisions for accountability to the people of New South Wales for the performance of the public school system. The Basic Skills Test (BST) program for Year 3 and Year 5 students was complemented by the English Language and Literacy Assessment (ELLA) in Year 7, with more than 90% of schools re-testing in Year 8. The 1998 data showed significant improvement in BST outcomes for lower-performing students and improvement from 1997 to 1998 for the performance of Year 7 students as measured by ELLA. The effectiveness of annual school reports in providing detailed and validated information on school performance was strengthened as schools became more familiar with the process. Planning and consultation was undertaken to build a school review model into the school improvement and accountability program.

**Terry Burke BA, MStud(Ed), MEd(Hons), PhD, FACE
Deputy Director-General (Operations)**

Dr Burke is responsible for the day-to-day operations of primary schools, high schools, special schools and TAFE institutes. This responsibility encompasses early childhood education, special education, Aboriginal education, drug education, learning difficulties, student welfare and counselling, and equity programs.

His responsibilities also include the National Art School, the Adult and Migrant Education Service, Adult and Community Education, the State Literacy Strategy, school self-evaluation and improvement, and OTEN and distance education in schools.

In 1998, Dr Burke consolidated the work of superintendents in the 40 districts across the state. Under the guidance of the Assistant Directors-General (Primary and Secondary Education) the 40 district offices provided quality support to schools. This support included advice relating to management, curriculum, student welfare, staffing, community relations, properties matters, training and development, multicultural education, Aboriginal education, special education and vocational education. All districts established effective planning and communication processes. All indicators point to schools being appreciative of the quality of support provided by district offices.

During the year, the interface between district offices and TAFE institutes was enhanced and local collaborative approaches to the provision of vocational education and training in schools were initiated. Dr Burke's communication arrangements with District Superintendents of schools and TAFE NSW institute directors ensured that day-to-day operational matters were monitored effectively.

In primary education, the Deputy Director-General extended the reading recovery program and improved the operation of pre-schools. In secondary education, major achievements included the establishment of multi-campus schools and changes to the HSC.

The State Literacy Strategy featured diagnostic testing in Years 3, 5, 7 and 8, additional in-service training for all teachers (particularly learning difficulties teachers), the production of quality support materials for schools, and the introduction of several programs for parents. Evaluations of the literacy strategy showed very positive results in terms of student achievement, teacher awareness and improved pedagogy.

All primary and high schools completed school evaluations and prepared annual reports. The format of reports was improved to allow increased flexibility and the inclusion of additional detail. In 1998, there was evidence of an increased focus on outcomes and the use of quantitative data in government schools. A school review process was negotiated with key groups to establish an agreed basis for program and management reviews.

Under Dr Burke's guidance, a new policy on suspension and expulsion was completed and a draft multicultural education policy ('Learning in a Culturally Diverse Society') was released for public consultation. In addition, Dr Burke steered the department's collaboration with the NSW Anti-Discrimination Board to celebrate the Board's 21st anniversary through a range of school-based activities.

During 1998, the student services components of the school and TAFE sectors were brought together. For the first time, funding was provided to integrate students with mild intellectual disabilities into mainstream classes. Vocational education and training, and transitional pathways for students with disabilities were also enhanced. Aboriginal programs were made more outcomes oriented.

TAFE institutes provided quality courses, fully adopted a rigorous entrepreneurial approach and made significant progress in adapting to changed circumstances. Enrolments in Adult and Community Education programs increased by 7.8% from 323,427 in 1996 to 348,804 in 1998. Particular attention was paid to efficient management of ACE funds.

Adult and Migrant Education Services competed successfully for Commonwealth Government tenders in two regions. Restructuring was required to accommodate the loss of three regional tenders. This involved providing alternative employment for some 400 personnel.

The National Art School obtained approval to award degrees (a Bachelor of Fine Arts) commencing in 1999 and new course arrangements were organised accordingly. A new staffing arrangement and salary structure for art school staff was completed during the year.

**Jan McClelland BA(Hons), BLegalStudies
Deputy Director-General (Corporate Services)**

Ms McClelland is responsible for the strategic management of the department's resources to meet the State Government's reform objectives in education and training. Corporate Services comprises finance, personnel, staff, properties, information technology and audit.

The establishment of a new corporate structure in the Department of Education and Training was effectively managed. This involved appointing displaced staff to suitable positions; accommodating staff in locations conducive to new roles and relationships; developing an integrated human resources management system; building a single data communication network; and establishing a new chart of accounts, and financial resource allocation and reporting system to reflect the new structure.

In 1998, there were considerable cost pressures arising from ANTA's requirements for growth derived from efficiencies in TAFE institutes, enrolment benchmark adjustment in schools, and savings required to fund salary increases. The NSW Growth Derived from Efficiencies Plan is being implemented with TAFE institutes to generate savings through improved corporate services, reduced recurrent expenditure on administration, and increased use of technology for cost-effective flexible delivery. Responsibility for determining class sizes was delegated to institute directors in order to maximise resource utilisation.

In 1998, the department made a significant investment in technology to support teaching and learning in schools and TAFE colleges. Ms McClelland completed the implementation of the Government's policy to provide 90,000 computers to schools. During the year, 33,000 computers were allocated to schools and orders were placed for a further 22,000 to achieve the target of 11 students per computer.

A total of 833 additional teaching positions were provided to support technology in schools. In 1998, schools' use of the Internet more than doubled. In order to strengthen flexible delivery, computers in 117 computing classrooms in TAFE colleges were replaced. Internet infrastructure and data networks were substantially upgraded. TAFE institutes' use of the Internet grew five fold in 1998.

Ms McClelland led the development of a strategic plan for information management and technology which provides the basis for future growth. In addition, she consolidated the department's Year 2000 project which includes a rectification plan that complies with Government requirements. This project will ensure that any difficulties associated with the millennium bug are avoided.

The department took a leading role in the Government's establishment of technology networks to broaden community access to the Internet and electronic commerce by establishing connect.nsw, Service.NSW and Country On-Line. The Country On-Line pilot provides out-of-hours Internet access and the use of school computer facilities by local communities. Country On-Line was piloted in 21 schools and it was well received by local communities. The pilot will be extended to 500 additional schools in 1999.

Ms McClelland continued to provide effective financial management support for schools by distributing school global budgets, providing an extensive financial management training program, and developing strategies to address security needs for school banking and the redistribution of utilities funding.

Reviews of the standard of financial management in 1,493 schools were carried out in 1998. Ninety three per cent of these schools achieved a satisfactory standard or better. Reviews carried out in State Office and district offices, TAFE institutes and funded programs also achieved satisfactory results. The recommendations of these reviews will be implemented in 1999 to further improve the efficiency and effectiveness of the department's operations.

Significant initiatives relating to financial management in TAFE institutes included revising the resource allocation model and the costing guidelines for commercial activities, and developing a strategy to introduce resource agreements and statements of financial performance.

During the year, six new primary schools, one high school and the Tomaree Education Centre (a joint educational campus with a TAFE college, a high school and a primary school) were completed. Other major capital works were completed or under way in 43 schools. Over 800 schools benefited from minor capital works.

In TAFE NSW, major capital works projects were completed or were under way in 29 colleges. Significant projects were completed at six colleges. These projects will increase training opportunities in tourism and hospitality, rural studies, transport, information technology, sport and recreation, building and construction, and business studies. Minor capital works and upgradings were carried out in 45 colleges. Asset rationalisation strategies generated revenue of at least \$20 million, which was \$3 million above target.

Two major property management information systems were implemented in TAFE NSW: the Capital Works Management System which monitors capital proposals and projects, and the Properties System (PROPS) which details classrooms, buildings and sites. The planned integration of PROPS with the Asset Management System for schools will provide the department with the most comprehensive asset planning tool in the Australian education sector and will greatly assist the implementation of the VET in Schools program. The integration of TAFE and schools asset management enabled effective cross-sectoral asset planning.

The department is committed to making workplaces safer for students and staff. In 1998, an agreement on the care and supervision of students in schools was successfully negotiated with Teachers Federation.

Services to staff were enhanced by offering a salary packaging scheme for teachers in schools; and providing a new Employee Assistance Program, a computerised leave management system, and dedicated phone and fax facilities for speedier personnel services.

The staffing of schools was completed in record time in 1998. The Advanced Casual Employment Scheme and the Preferred Employment Scheme were implemented to ensure the availability of casual teachers. Substantial planning was carried out to ensure that the department's workforce will meet emerging needs including an adequate supply of teachers of science, mathematics, technology, applied science and vocational education and training. New streamlined procedures for the management of under-performing teachers were successfully negotiated with Teachers Federation.

During the year, the State Government acknowledged the effectiveness of the department's corporate services initiatives, particularly the Asset Management System which is being considered as a possible whole-of-government mechanism.

**Jim McMorrow BEc, BEd, DipEd, MEd, PhD, FACE
Deputy Director-General (Policy and Planning)**

Dr McMorrow is responsible to the Director-General for analysis and advice on strategic issues across all areas of education and training. In addition, the Policy and Planning portfolio has a particular responsibility for developing and negotiating policy issues with Commonwealth and national bodies.

In 1998, the Deputy Director-General developed strategic partnerships with other government and non-government education and training agencies in NSW, Australia and overseas. This involved liaison with industry and training providers; non-government school agencies; professional and community groups; the Australian National Training Authority; the Ministerial Council on Education, Employment, Training and Youth Affairs; Department of Education, Training and Youth Affairs; the National Centre for Vocational Education Research; the Productivity Commission; and the Office of the Council on the Cost of Government.

Dr McMorrow's portfolio led the development of strategic policy on vocational education and training; provided support and advice to the Ministerial Advisory Council on the Quality of Teaching; developed strategic policy advice on key issues affecting schools including Commonwealth funding options for schools, national goals for schooling, teaching standards, and language education; developed a strategic policy framework to support an integrated approach to VET in schools in NSW; and developed policy positions on key higher education issues, including the department's response to the West Review and university financial and land matters.

The portfolio also developed policy advice on key equity issues in education and training. This included the NSW Vocational Education and Training Strategy for Indigenous People; negotiations on funding principles for the Commonwealth Literacy Program; analysis of options for achieving greater effectiveness and efficiency in equity programs and funding; development of policy directions to improve the participation of young people in education and training, including young people at risk of being marginalised; and provision of policy advice in a range of national forums.

The Deputy Director-General contributed to the Government's ongoing reform of the Higher School Certificate and the School Certificate; coordinated the NSW contribution to the development of the national training framework at national and state levels; and developed and negotiated the NSW Training Market Commitment.

The Policy and Planning portfolio developed a high-level strategic capacity for analysing student outcome and provided strategic advice on national and state level reporting on education outcomes and resource utilisation.

The portfolio managed the development of legislation related to school education, and amendments to university legislation. In addition, the portfolio's role and capacity in research and analysis was strengthened.

**Jozefa Sobski BA(Hons), DipEd, MEd
Deputy Director-General (Development and Support)**

The Deputy Director-General (Development and Support) is responsible for ensuring effective and responsive development and support for the overall operation and delivery of the department's core programs; and for providing strategic advice on priorities in development and support services in schools and TAFE. Responsibilities include Curriculum, Assessment and Reporting, Training and Development, Educational Development, the seven Educational Services Divisions of TAFE NSW, and special projects and programs encompassing performing arts, sports and the Olympics.

A range of initiatives was introduced to reap the benefits of the amalgamation through strategic planning of priorities across Directorates and TAFE Divisions. More collaboration was introduced between Curriculum Support and Training and Development to ensure that priorities and programs were complementary and effective in delivering outcomes for teachers and students. The TAFE Divisions established mechanisms for achieving consistency in management of policy and program issues.

The development of the New HSC Implementation Plan was a significant joint achievement for the year. Comprehensive advice and support was provided on the reviews and reform in the School Certificate and the Higher School Certificate, and planning for the implementation and resourcing of the Vocational Education and Training (VET) industry frameworks under development by the Board of Studies.

Curriculum Support focused on materials development in key areas of *Agenda 98*. Curriculum documents were developed for the Computers In Schools policy. A range of curriculum materials were produced to support the literacy strategy and its companion, the newly formulated strategy for numeracy.

The assessment and testing programs in schools were expanded to increase the learning value of quality data on student achievement in NSW schools. Data analysis and report packages on ELLA and BST provided improved student and program outcomes information. Training and development was conducted on the use of BST and ELLA data, and bulletins on assessment and reporting issued to schools to facilitate teaching improvements.

The Technology in Teaching and Learning (TILT) program won both state and Commonwealth government awards in 1998 recognising its excellence in supporting teachers in the use of learning technologies. A broad range of programs were provided across the school education sector - training and development on Safer Schools, student discipline, child protection and Occupational Health and Safety.

The Educational Development area has benefited from integration of units and a more strategic approach to key priorities. A transition plan to aid implementation of the Board of Studies VET industry frameworks, and the development of the Schools Consortium Plan were features. Highlights of the year centred on the completion and distribution of Inclusive Curriculum guidelines for TAFE, the development of VET in schools equity initiatives, and guidelines for VET programs in schools, including part-time traineeships.

Training and development activities in the area included targeted programs provided in collaboration with Student Services and Equity Programs, and training for VET and institute consultants in the Australian Recognition Framework (ARF) and other reforms. In the movement towards Registered Training Organisation (RTO) and Quality Endorsed Training Organisation (QETO) status for TAFE institutes, substantial collaborative work was undertaken with Institutes.

The production of guidelines for the implementation of Training Packages in TAFE NSW was a significant milestone achieved during 1998. To support their implementation, the Student and Course Information System (SCIS) was augmented for effective implementation of Training Packages.

The VET curriculum resourcing function was streamlined achieving greater efficiency and effectiveness, including processes for identifying priorities for state-funded curriculum projects consistent with the NSW VET Plan, and an improved consultation approach with Industry Training Advisory Boards (ITABs).

The TAFEcard Pilot was successfully implemented and planning has proceeded for implementation in 1999.

Articulation and credit transfer arrangements with universities continued to expand, notably in key course areas such as Engineering, Information Technology, Business Studies, Agribusiness and Viticulture;

All TAFE Educational Services Divisions established processes for alignment of Training Package competencies with TAFE courses and for the integration of inclusive curriculum concerns in course reviews. A feature of their work was the variety of collaborative ventures with national and state ITABs across industries on the development of endorsed and non-endorsed Training Package components. Course and module development and revision continued in other industry areas and there was substantial involvement in Board of Studies industry framework development.

Effective industry liaison was pursued through expanded Divisional representation on and participation in ITABs, industry associations, and various national and state forums on a range of initiatives in TAFE.

The Divisions also adopted the Australian Quality Council Business Improvement strategy, with Organisational Self Assessment and Teacher Satisfaction surveys conducted for the first time by all Divisions. They refined the Partnering Agreement with Institutes into a Service Agreement.

Partnerships with arts and sporting bodies were consolidated or expanded and the portfolio attracted sponsorship in a range of areas. The portfolio continued its significant collaborative efforts with non-government schools sectors in performing arts, the 2000 Olympics, the Pacific School Games and sports generally.

During 1998, the portfolio promoted the achievements of the Department of Education and Training through a wide range of presentations and through the new opportunities offered by the internet. Websites were regularly updated and enhanced, including the TAFE Learning Gateway, HSC On-Line, Creative TAFE and the seven industry-based websites of the Educational Services Divisions.

Stephen Buckley BA, MACE
Assistant Director-General (Corporate Strategy)

Mr Buckley is responsible for providing advice to the Minister and the Director-General on strategic initiatives that could be adopted to improve the delivery and outcomes of public education and training in NSW, and for identifying and resolving barriers to change.

Mr Buckley led and managed the implementation of several new initiatives, including negotiations with interest groups and unions, and the coordination of internal and external communications, in order to facilitate the achievement of the department's reform agenda.

He finalised the amalgamation of three central administrations into one department to ensure greater coordination in the delivery of education and training services across the state; and a smoother transition between school, further education, training and work. Key priorities included maximising savings from the amalgamation; implementing improved accountability processes; and implementing initiatives and practices to improve employee morale, workplace relations and productivity.

Corporate Strategy supported all sectors of the department to meet the Government's policy commitments; and provided sound and timely advice to the Director-General and the Minister on policy direction, and operational issues affecting the implementation of the Government's key policy initiatives.

Mr Buckley fostered positive working relationships with unions, community and interest group leaders which facilitated the resolution of differences, including the negotiation and implementation of staff placement strategies for over 600 displaced officers. He developed strategic partnerships with

education and training agencies in other states and countries through study visits and via the Internet.

Mr Buckley analysed links between business processes and student, employee and stakeholder needs and values; and incorporated them into the new structures. He informed senior officers about best practice in corporate improvement and his review of the efficiency and effectiveness of operations contributed to the promotion of a culture of continuous improvement.

**George Green MA, DipSchAdmin, MACE
Assistant Director-General (Student Services and Equity Programs)**

Mr Green is responsible for planning and implementing students services and equity programs including Aboriginal programs, behaviour and attendance programs for school students, programs for students with disabilities, programs for school students with learning difficulties, special education, drug education, the Disadvantaged Schools Program, multicultural programs, student counselling and welfare, Adult and Community Education, and Education Access programs.

In 1998, a consolidated, effective support structure for schools and TAFE institutes was established across all program areas. A single planning and budgeting system was established across all student services and equity programs. Consolidated financial control mechanisms were developed and implemented.

During the year, Mr Green significantly improved the management of special education programs in schools across the state. In particular, a revised model for the delivery of services to students with disabilities enrolled in regular schools was developed and implemented following extensive negotiations with professional and community groups.

A single Aboriginal Programs Unit with significantly improved management structures was established to support districts, schools and TAFE institutes. As a result, Aboriginal programs became more efficient and outcomes oriented. Strong links were forged with the Aboriginal Education Consultative Group.

Programs and initiatives for the management of behaviour and discipline in schools were successfully implemented. The recommendations of the review of services for students with emotional and behaviour disorders were also implemented in 1998. In addition, new procedures for the suspension and expulsion of students were developed in consultation with a wide range of agencies and stakeholders.

In 1998, quality educational resources were developed to support the department's drug education program for school students. Materials were also developed to aid parent and teacher meetings on drug education.

Mr Green provided effective leadership and management of student counselling and welfare programs for 1.1 million students in schools and TAFE institutes.

The Assistant Director-General managed Adult and Community Education services across the state. This involved resolving local matters related to finance and management. He also successfully managed the delivery of Education Access programs including

the Government's youth and employment programs. Close links were developed with the Ethnic Schools Board.

Several projects and programs were developed to support school-based equity programs. These included after-hours HSC coaching, a literacy program for students in disadvantaged schools, and materials relating to gender equity. In addition, Mr Green led the development of the State Equity Centre which develops and distributes quality resources to assist students in targeted equity groups enrolled in schools and TAFE colleges.

**Alan Laughlin BSc, DipEd, MEd, MEdAdmin,
PhD, FACE
Assistant Director-General (Secondary Education)**

Dr Laughlin is responsible for overseeing the operation of 20 school districts covering metropolitan districts from Sutherland to Maitland. During the year, the districts ensured that the priorities of the department were met, high standards of teaching and learning were maintained, and teacher development continued to focus on strategic priorities.

The Assistant Director-General managed a range of serious issues including major industrial conflicts, community disputes, reported incidents, grievances, complaints, investigations, reviews and ministerial correspondence and briefings. A major issue was the closure of Peter Board High School due to falling student numbers.

Dr Laughlin managed the introduction of the state's first multi campus school, the Nirimba Collegiate Group. The school has three sites for students in Years 7 to 10, and one site for students in Years 11 and 12. The senior campus (Wyndham College) is co-located with the University of Western Sydney, Hawkesbury and Western Sydney Institute of TAFE. This initiative was strongly supported by the community. Considerable negotiation was undertaken with the NSW Teachers Federation to resolve industrial issues. Consultation and negotiation also occurred with a range of community groups. Mr Laughlin subsequently oversaw the development of multi campus schools in Dubbo and Mount Druitt. These proposals were also strongly supported by the local communities.

The successful introduction of the multi campus schools has led to the State Government's Collegiate Education Plan. This plan will promote cooperative ventures between schools in line with the Nirimba model. Negotiations and discussions were held with Teachers Federation and parent groups to develop a set of principles to manage the change process.

Annual reporting and school self-evaluation programs were supported in schools by 13 school improvement officers. Annual reporting improved in quality and detail. Meetings were held with parents to assist them to understand these reports. School self-evaluation processes were developed and implemented.

Dr Laughlin chaired the National Olympic Education Council which includes representatives from catholic and independent schools, the Sydney Organising Committee for the Olympic Games, the Sydney Paralympic Organising Committee, and the Australian Olympic Committee. The council conducts programs including Olympic Week, Olympic cultural events, the Pierre de Coubertin Awards and the Network of Friendship.

In 1998, the department won the tender to produce the official education kit for the 2000 Olympic Games. O News, a free newspaper that is distributed to school students in Years 3 to 12 around Australia, was launched. This newspaper has the largest print run of any newspaper in Australia. Additional Olympics-related programs that are under development include students acting as escort runners in the torch relay, and working as volunteers during the games.

A range of developmental programs and reviews were implemented during the year, including the Full Service Schools Program and Promoting Positive School Culture Program. A kit for secondary principals was produced to support the latter program. School reviews included Hopetown School on the Central Coast and Allambie School for Specific Purposes.

**Bob Puffett AM, BEd(Tech), DipTeach
Assistant Director-General (Technical and Further Education)**

Mr Puffett is responsible for coordinating TAFE NSW institutes to ensure that high quality vocational education and training is provided to the people of NSW; supporting the TAFE Commission Board; managing the provision of child care through TAFE's 20 child care centres; and overseeing the operation of TAFE student associations.

In 1998, Mr Puffett consolidated the implementation of quality principles and a focus on customer service in TAFE NSW so that institutes are better able to meet the needs of industry and the community. He conducted the TAFE Quality Awards to promote quality processes in institutes, team work and customer service. This year the awards were hosted by Northern Sydney Institute and received substantial sponsorship from industry.

During the year, the Assistant Director-General led the implementation of new departmental management structures in TAFE NSW and focused on improving institute independence within a framework of accountability. Institute directors were assisted with the integration of their operations into the new structure.

The institute financial planning model was reviewed in relation to institute profiles. Entrepreneurial activities were promoted and encouraged to increase commercial revenue.

In 1998, the level of support and advice provided to the TAFE Commission Board was improved in order to increase the effectiveness of the Board.

In consultation with other senior departmental officers, Mr Puffett played a significant role in negotiating industrial relations and personnel matters relating to institutes. In particular, he provided leadership in the negotiations on the Teachers Consent Award and the development of new criteria for the establishment of head teacher positions.

Mr Puffett organised the submission on the appropriate role of TAFE institutes for the Commonwealth Enquiry into Vocational Education and Training and presented evidence to the House of Representatives Standing Committee on employment, education and training. He also developed a new concept to broaden the role of the TAFE Industry Partnership Centre at the Australian

Technology Park, which involves the provision of training solutions in relation to new technologies.

New policies were implemented in TAFE NSW which led to an increase in enrolments in 1999 of some 5% across the state. This involved reviewing student-teacher ratios and delegations to institute directors to enable improved customer service.

During 1998, Mr Puffett was elected president of AUSTAFE, the national association of TAFE managers. As chairman of Skilling Australia, a joint venture company with Western Australia TAFE, he managed the provision of vocational education and training services to defence force industries; and, as a board member of ADSKILL Malaysia, he provided leadership and creative business solutions.

**Gillian Shadwick BA, DipEd, DipAdEd, MA, MLitt,
FACE
Assistant Director-General (Community Relations
and Marketing)**

Ms Shadwick is responsible for developing the department's communications and marketing function; and promoting the excellence of, and attracting students and other clients to the public education and training systems.

In 1998, she finalised the TAFE NSW Olympics and Paralympics training contracts and developed the Olympics/TAFE NSW marketing strategy. Major marketing and public relations media campaigns included the HSC community awareness campaign, International Teachers Day and Education Week campaigns. The TAFE NSW brand awareness and enrolment campaign, 'Snakes and Ladders' led to a substantial increase in student enrolments.

In addition, an Internet information service on TAFE Plus courses was introduced through the TAFE Information Centre.

Ms Shadwick implemented the major recommendations of Corrs Solutions 'Review Report on International Marketing in the Department of Education and Training' (March 1998). This included instigating a process for TAFE institutes to provide six-monthly business and travel plans for international business. A standardised way of costing and recording commercial activities was implemented across TAFE NSW to provide consistent statewide data on the costs, revenue and profit associated with commercial ventures.

Public education and training was promoted through high quality public relations events including the Sesquicentenary Celebrations and Dinners, Ministerial receptions, awards ceremonies, Education Week and TAFE Week, Adult and Community Education Week, Industry Forums and the Royal Easter Show stand.

A total of \$2.86 million was received in cash and kind sponsorship for public education (through the Sports Foundation, the Arts Foundation, the Schools Spectacular, Network Ten, and NBN and WIN television). Negotiations were undertaken for a \$1.5 million sponsorship of the Pacific School Games.

Major internal and external communication and marketing documents were produced and distributed. These included the bimonthly publication of *Inform*, the government schools newspaper; the *TAFE NSW 1999 Handbook*; *Multiple Choice*

and *Right Choice* CD Roms and print materials; 'Back to School' kits for all parents of Kindergarten and Year 7 students; the 'Learning for All' booklet describing and promoting the department; and community information and publicity material on the Nirimba Education Precinct, and Dubbo and Mt Druitt campuses.

As the Assistant Director-General for the Case Management Unit, Ms Shadwick is responsible for leading the operation of, and providing strategic advice on, investigations of alleged improper conduct of a sexual nature by staff members against students including disciplinary and appeals matters; policy development; legislation; public relations and industrial negotiations.

A range of initiatives were implemented to address the concerns raised by the Royal Commission and the reviews by Mr J Slattery, former Justice of the Supreme Court. Systems, processes and structures were implemented for managing investigations professionally, and monitoring and reporting on progress to the Director-General and Minister.

The backlog of cases arising from the Royal Commission and the Slattery reviews was substantially reduced, with the investigation or reinvestigation of 1,134 cases completed by the end of 1998. Of the 1,134 finalised cases, 734 were unsubstantiated and 400 substantiated.

Ms Shadwick prepared the department's submission on the establishment of the Children's Commission and provided advice on the new raft of child protection legislation and across-government documents relating to child protection.

The Assistant Director-General also contributed to the department's legal defences in appeals matters in the Industrial Relations Commission, the Government and Related Employees Appeals Tribunal and the Workers Compensation Tribunal which included acting as an expert witness. Regular reports were made to ICAC and, when required, to the Ombudsman's Office.

In the latter half of 1998, all Case Management Unit procedures and practices were reviewed, and work and reporting relationships were restructured to reduce the length of investigations. A Case Management Unit improvement plan was implemented and increased counselling and other support for individuals and school communities involved in investigations was provided.

John Sutton BA
Assistant Director-General (Primary Education)

Mr Sutton is responsible for providing quality education in 20 school districts outside the greater Sydney and Newcastle areas; and providing advice to the Director-General and Minister on matters related to primary education, distance education and rural education.

High-level ongoing support was provided to 20 district superintendents to ensure their continued professional development and the effective operation of the district structure. In particular, developmental activities were implemented to improve the performance of district superintendents and to enhance their relationships with interest groups.

Mr Sutton commenced the development of policies relating to the ethos of primary education, and the key accountabilities of principals in leading and managing government schools.

Advice was provided to the Director-General and the Minister on a range of strategic issues including alternative approaches to providing education to isolated and rural communities. These approaches were strongly supported by the rural communities. A trial of satellite technology was also implemented. This technology has the potential to greatly improve the delivery of distance education to isolated students in NSW.

The Assistant Director-General implemented the department's accountability and school improvement processes. This involved overseeing the work of school improvement officers and the production of annual reports by schools in the 20 districts.

During 1998, the State Advisory Council, which is chaired by Mr Sutton, was established as a representative advisory group on the management and operation of the Country Areas Program. The new committee includes representatives of all major stakeholders and provides advice on policy issues associated with the program.

Gary Willmott BEc, DipEd, MEd (Admin), PhD, MACE
Assistant Director-General (Industry Services)

Dr Willmott is responsible for the provision of operational services which support the delivery of high quality vocational education and training in NSW. Dr Willmott provides leadership and direction for the registration of training organisations and accreditation of vocational education and training courses, the development and management of funded training programs which meet the needs of industry and the delivery of regionally located industry training services. A key responsibility under Dr Willmott's leadership is the implementation and management of the state's Apprenticeship and Traineeship system.

During 1998, Dr Willmott commenced the implementation in NSW of the Australian Recognition Framework (ARF) and nationally endorsed Training Packages. The Vocational Education and Training Accreditation Board (VETAB) falls within Dr Willmott's jurisdiction. As part of this implementation program, VETAB developed supporting documentation, guidelines and procedures for the registration of training organisations under the ARF and commenced the compliance assessment procedures for TAFE institutes and private training organisations. Procedures for the endorsement of registered training organisations as Quality Endorsed Training Organisations were also approved by VETAB, for implementation in 1999.

In 1998, Dr Willmott's Directorate undertook a review of the Migrant Skills Strategy and the role of the Migrant Skills and Qualifications Advisory Committee, reviewed the Vocational Training Assistance Scheme, and Recognition Services staff provided over 22 professional development seminars and workshops associated with the ARF and staged the first VETAB conference which was attended by over 200 delegates.

A key initiative throughout 1998 was the progressive national endorsement of training packages and their implementation within the State during 1998. VETAB accredited qualifications in all 31 training packages endorsed nationally in 1998 and prepared advice on Training Package implementation.

Dr Willmott's Directorate provided support for the implementation of VET in schools through the establishment and approval of part-time school traineeships, working in cooperation with the Educational Development Directorate. In particular, the Industry Services Directorate worked with the NSW Labor Council and various industry bodies to vary State Industrial Awards to provide special clauses supporting school part-time trainees.

Another key initiative during the year was the development in collaboration with the Premier's Department of the Public Sector Traineeship Strategy. This strategy projects that by the Year 2000, a total of 2,000 trainees will be employed in the NSW public sector, an expansion over two years of more than 1,400. Negotiations were also concluded with NSW Treasury for the allocation of \$750,000 to support a rural and regional component to this strategy.

The expansion of apprenticeships in NSW is a major priority and during the year, Dr Willmott provided advice on ways in which NSW apprenticeship numbers, especially in key trade-based industry areas such as building and construction, engineering and the utilities industries could be expanded.

The Industry Services Directorate has a major role in providing support to NSW industry through targeted training strategies and programs, developed in close collaboration with industry representatives. During 1998, targeted industry training strategies were developed and implemented for the 2000 Sydney Olympics; the forestry industry under the Forestry Industry Structural Adjustment Package; heavy plant operator training; the retraining of displaced workers in the coal industry; the VISY Pulp Mill development at Tumut; the building and construction industry; and the training of aircraft maintenance technicians for Qantas.

In 1998, the Department of Education and Training through the Industry Services Directorate successfully tendered to establish a statewide New Apprenticeship Centre service for employers of apprentices and trainees under the Commonwealth's 'Job Network' scheme.

The Directorate established 11 Industry Training Services Centres in the State providing local registration of apprentices and trainees, monitoring and support of apprentices and trainees in their workplaces, providing skills recognition services and local funding of training provision under the Contracted Training Program and Traineeship Training Program.

During the year, the Industry Services Directorate managed the opening of contestable funding of off-the-job apprenticeship training in carefully selected trade areas and regions.

In 1998, Dr Willmott's Directorate, through VETAB, accredited a total of 842 courses of which 375 were processed by VETAB staff, and registered 1,038 training organisations. The

Directorate issued 7,402 trade certificates for completion of apprenticeships and 1,879 certificates for trade recognition through assessments (including 496 trade tests) conducted by the Vocational Training Board. It also approved 16,852 traineeships and 12,751 apprenticeships. The Vocational Training Board held 247 meetings of which 74 dealt with apprentice/trainee/employer dispute resolution. The Directorate also allocated \$21 million in Contracted Training Provision funding, \$15.7 million in Traineeship Training Program funds, established Performance and Funding Arrangements with 20 Industry Training Advisory Bodies and 360 RTOs, and managed \$20 million in funding of specific industry training programs.

John Allsopp BEc, DipFinMgt, FCPA
Director, South Western Sydney Institute

Mr Allsopp is responsible for the management of vocational education and training programs and services in South Western Sydney Institute of TAFE. During 1998, he completed a management review; endorsed a new structure; and established an Institute Council, under new Ministerial guidelines, with broad representation that provides strong community, industry, business and university links.

Mr Allsopp promoted the increased participation in mainstream courses of people in equity groups. In 1998, these participation rates increased as follows: women (8%), Aboriginal and Torres Strait Island peoples (1.5%), people from non-English speaking backgrounds (1.5%), and people with disabilities (4%). In addition, traineeships were promoted and they increased by around 20%, from 197 in 1997 to 235 in 1998.

Other equity initiatives included the preparation of a report on the participation of youth in South Western Sydney Institute in response to the Dusseldorp Report; and the establishment of a flexible delivery centre at Liverpool College for young offenders and school refusers. Campbelltown College hosted a careers expo which attracted over 5,000 school students.

Mr Allsopp promoted and implemented quality initiatives in the institute. Key achievements included establishing an institute quality council; and submitting an application for the institute to become a registered training organisation under the Australian Recognition Framework. The institute's administrative quality assurance team were finalists in the TAFE NSW Quality Awards.

The institute's cost savings target for corporate services was achieved. Efficiencies were also achieved by relocating delivery points for light automotive, fashion, and ceramics courses.

Mr Allsopp pursued strategic partnerships including an agreement with WSROC Group Apprentices, the National Meat Association, and Sydney and Western Sydney Institutes to provide a streamlined service to apprentices, trainees and employers.

During the reporting period, the institute engaged in international initiatives, for example, a memorandum of understanding was established with Antarabangsa Malaysia in relation to the delivery of information technology courses; and institute staff jointly coordinated the delivery of programs in Mexico in collaboration

with staff from the University of Technology, Sydney. Negotiations are under way for the delivery of programs in the Middle East and China.

The institute entered a partnership with the University of Western Sydney which will provide guaranteed entry for TAFE diploma graduates from South Western Sydney and Southern Sydney Institutes in six university course areas. Credit transfer and articulation arrangements between 35 TAFE NSW courses and a range of university courses were developed.

Marie Persson BA, DipEd, MEd
Director, Sydney Institute of Technology

Ms Persson is responsible for the management of vocational education and training programs and services in Sydney Institute of Technology. In 1998, all educational and administrative sections in the institute developed business plans aligned with the institute's strategic plan for 1996 to 2000. An institute-wide business plan for the 4,000 staff was developed for 1999, which details strategies and outcomes for each faculty and division.

An asset development strategy was developed for the institute. It includes a strategic partnership with UTS, the ABC and the Sydney Harbour Foreshore Authority to significantly improve access to the precinct.

Ms Persson led the institute in completing its second major organisational quality self-assessment based on the 1998 Australian Quality Awards criteria. The assessment identified a number of areas for improvement.

In addition, a performance review process was introduced for all institute managers. A new code of service for customers was implemented. It is based on the six values customers expect; access, competence, courtesy, reliability, responsiveness and understanding. The code of service was a finalist in the 1998 TAFE Quality Awards.

Ms Persson led the development of staff training priorities and measures of their effectiveness. The priorities focused on ensuring staff have the skills for future changes in course profile, and meeting Registered Training Organisation compliance.

The data collection and formatting phase of the institute's access and equity performance indicators, benchmarking and target setting project was completed in 1998. Time series data are now available against eight selected indicators. This will enable institute staff to measure the impact of initiatives to improve services to customers with special needs.

In April, the institute opened an educational technology access centre within the Ultimo Campus Library, which provides students with access to the Internet and over 90 CD Roms - making it the largest CD Rom educational resource network in NSW. The centre provided a series of information literacy programs including 'Internet cafes' for students and staff to promote independent learning skills.

Since July 1998, the institute has entered four new partnerships in NSW and one national partnership (with the Australian Maritime College). Memoranda of understanding were signed with the Northern Territory University to provide business studies and frontline management training; the University of Newcastle to provide aviation training for pilots; and the University of Western Sydney to develop a joint degree in human resource management.

During the year, the institute won a contract with the Thai Department of Vocational Education to provide offshore shipbuilding training; and negotiated an agreement with an international professional association, the Association of Chartered Certified Accountants, to deliver a graduate diploma to be offered by TAFE in NSW.

APPENDIX 5 Publications

A selection of the department's promotional publications that were available to the public during the reporting period are listed in the following table.

Title	Purpose	Frequency	Phone	Fax
Executive and Legal Services				
<i>Agenda 98.</i>	To indicate strategic directions to schools, parents and the community.	Annual	9561 8553	9561 1012
NSW TAFE Commission Corporate Plan, 1998-2000	To indicate strategic directions to institutes, industry and the community.	Annual	9561 8553	9561 1012
Department of School Education Annual Report, 1997	To report on the Department's performance to Parliament and the public.	Discontinued	9561 8553	9561 1012
NSW TAFE Commission Annual Report, 1 July – 2 December 1997	To report on the Department's performance to Parliament and the public.	Discontinued	9561 8553	9561 1012
Department of Training and Education Co-ordination Annual Report, 1997-1998	To report on the Department's performance to Parliament and the public.	Discontinued	9561 8553	9561 1012
Industry Services				
Apprenticeships – Vocational Training Orders	To inform students, parents and the community of the training requirements necessary to complete an apprenticeship.	Continuous	9244 5335	9244 5344
Apprenticeships in NSW	To inform students, parents and the community about the apprenticeship system.	Continuous	9244 5335	9244 5344
Traineeships – Vocational Training Orders	To inform students, parents and the community of the training requirements necessary to complete a traineeship.	Continuous	9244 5335	9244 5344
Traineeships in NSW	To inform students, parents and the community about the traineeship system.	Continuous	9244 5335	9244 5344
Everything you need to know about apprenticeships and traineeships	To promote apprenticeships and traineeships to employers.	Annual	9244 5335	9244 5344
Get your trade skills recognised	To inform people without formal trade qualifications of the benefit of having their trade skills and experience formally recognised.	Continuous	9244 5335	9244 5344
A handbook for migrants looking for work	To provide information from non-English speaking backgrounds migrants about how to get and keep a job, using their qualifications, skills and knowledge.	Annual	9266 8412	9266 8590
Helping migrants use their overseas skills	To promote to overseas trained migrants the services provided under the Specialist Migrant Placement Officer Program (SMPO).	Continuous	9266 8412	9266 8590

Title	Purpose	Frequency	Phone	Fax
Industry Services cont.				
Helping overseas skilled migrants in rural NSW	To provide migrants with information about services provided under the Rural Information Campaign.	Continuous	9266 8412	9266 8590
Migrant Skills and Qualifications Advisory Committee (MSQAC)	To inform migrants from non-English speaking backgrounds about the MSQAC and programs conducted by it under the migrant skills strategy.	Continuous	9266 8412	9266 8590
Using overseas skills: a NSW guide	To provide information to overseas migrants about how to make effective use of their qualifications, skills, etc.	Continuous	9266 8412	9266 8590
Directory of special purpose courses for non-English speaking background migrants	To provide information about courses available for migrants.	Biannual	9266 8412	9266 8590
Marketing and Business Development				
TAFE NSW Handbook	To promote TAFE NSW's courses.	Annual	9561 8389	9561 1209
The Right Choice	To promote career pathways open to Year 12 students through TAFE NSW, and articulation and credit transfer opportunities.	Annual	9561 8389	9561 1209
Multiple Choice	To promote career pathways open to Year 10 students through TAFE NSW, and articulation and credit transfer opportunities.	Annual	9561 8389	9561 1209
TAFELINK	To promote TAFE PLUS achievements to commercial clients.	Monthly	9561 8389	9561 1209
Training Agenda	To inform people about innovations, best practice and other developments in vocational education and training.	Quarterly	9561 8389	9561 1209
Frontrunner	Staff newsletter to promote awareness of TAFE NSW's involvement in the Sydney 2000 Olympic Games.	Quarterly	9561 8389	9561 1209
Operations				
TAFE Student Association Diary	To provide information about critical dates, support services and student association services and activities.	Annual	9217 4468	9217 4022
inTAFE Magazine for students	To inform students about developments in VET and support services.	Two per semester	9217 4468	9217 4022
National Art School Prospectus	To provide prospective students and external organisations with information about courses and staff details.	Annual	9339 8623	9339 8683
National Art School 1998 Students Year Book	To promote the work of graduating students.	Annual	9339 8623	9339 8683
Public Relations				
inform	To inform teachers and other staff about Departmental initiatives.	Monthly during school terms	9561 8583	9561 8169

Title	Purpose	Frequency	Phone	Fax
Public Relations				
1999 Parents Guide to Schools	To inform parents and community members about key initiatives in NSW public schools.	Annual	9561 8598	9561 8530
Celebrating the Sesquicentenary - an information kit for schools	To assist school communities to celebrate the sesquicentenary of public education in NSW.	One off	9561 8598	9561 8530
Celebrate - a proud history and a secure future (brochure and kit)	To promote the sesquicentenary of public education in NSW in school communities.	One off	9561 8598	9561 8530
Student Services and Equity Programs				
Guwanyi	To promote activities and new developments for indigenous TAFE students and staff.	Twice a year	9217 4838	9217 4046
1998 Aboriginal Programs Unit Calendar	To promote the Aboriginal Programs Unit and the services and courses offered by TAFE NSW institutes.	Annual	9217 4838	9217 4046
TAFE NSW Aboriginal and Torres Strait Islander course brochures (18 courses)	To promote 18 TAFE NSW courses to the Aboriginal and Torres Strait Islander community.	Annual	9217 4838	9217 4046
1998 Aboriginal Programs Unit Diary	To promote the unit and the services offered by the Department to support Aboriginal education.	Annual	9217 4838	9217 4046
Alternative Entry to Universities	To outline alternative and special admission schemes offered by universities in NSW and ACT.	Annual	9886 7661	9886 7543
HSC and Tertiary Preparation Courses in TAFE NSW	To provide information about the TAFE HSC and tertiary preparation courses including subjects, course locations, enrolment procedures, and financial assistance schemes.	Annual	9886 7661	9886 7543
Training and Development				
Physically Active Children	To provide information to parents and the community about fitness and physical activity.	Annual	9886 7651	9886 7655
An Employer's Guide to Workplace Learning	To provide information to employers on workplace learning programs, the role of the employer, and insurance and indemnity provisions.	Annual	9886 7410	9886 7657
The Saturday School of Community Languages	To provide information regarding the Saturday school, including the benefits of studying community languages.	Annual	9886 7505	9886 7514
VET Policy				
NSW Strategic Vocational Education and Training Plan 1998-2000	To outline strategic directions for the development of the state's VET system in the medium term (including the NSW Annual VET Plan for 1998).	Annual	9244 5423	9244 5401

APPENDIX 6

Major Research Projects

A selection of major research projects undertaken or commissioned by the department in 1998 is provided below. This list does not include major research commissioned by BVET. Details of BVET's major research projects are available in the Board's annual report.

Completed Research

Project Title	Major Outcomes	Amount Allocated in 1998	Total Cost	Duration
AMES				
NCELTR National Consistency in Assessment Project	Published a second volume of studies in immigrant English language assessment.	\$25,000	\$25,000	August 1997 - August 1998
NCELTR Reading Project	Developed a teaching resource which will be published in 1999.	\$800	\$800	June - December 1998
NCELTR Learner Centred project	Developed volume four of <i>Teachers' Voices</i> which will be published in 1999.	\$1,344	\$2,352	June to December 1998
NCELTR South Africa Project	Established an English language teaching centre for ESL teachers and students in tertiary education in Pretoria.	\$8,670	\$13,000	July 1997 - December 1998
Numeracy at Work project	Published <i>Effective Communication</i> .	\$15,175	\$52,859	February 1998
National Assessors and Workplace Trainers project	Published <i>Training: A Guide for Workplace Trainers in the Australian Coal Industry</i> for workplace trainers.	\$30,000	\$30,000	April - July 1998
Framing the Future project	Delivered a conference paper for the food industry conferency.	\$11,470	\$11,650	January - September 1998
Educational Development				
Learning and teaching in initial vocational education and training	Investigated the experiences of teachers and students in initial VET (NCVER-funded project).	\$30,000	\$86,500	July 1997- January 1999
Educational Services Division				
Course qualifications and length	Developed guidelines for VET providers on determining course qualifications and length.	\$15,000	\$15,000	March - December 1998
Investigation of the needs of women students in TAFE NSW and the need for courses specifically for women	Compared TAFE NSW data on women's enrolments and outcomes with data from other states and countries. Identified education and training needs of some women.	\$15,000	\$15,000	February - December 1998
Investigation of flexible delivery options for literacy and numeracy subjects in prevocational courses	Several modes of flexible delivery will be trialed across the state.	\$20,000	\$20,000	April - December 1998
Review the provision of applied science in TAFE NSW	Reviewed and rationalised the provision of applied science programs.	\$16,000	\$16,000	August 1997 - March 1998

Project Title	Major Outcomes	Amount Allocated in 1998	Total Cost	Duration
Educational Services Division cont.				
Different approaches for effective on- and off-the-job assessment practices	Examined present practices in delivering and assessing TAFE NSW courses on- and off-the-job across all ESD areas.	\$30,000	\$30,000	January 1998 – December 1998
Public Sector employees participation in TAFE NSW courses	Identified the participation of public sector employees in TAFE courses from 1995-1997, and emerging training needs in the public sector.	\$10,000	\$10,000	September – December 1997
Student Services and Equity Programs				
New Apprenticeships and people with disabilities	Developed strategies and guidelines to improve the placement and outcomes of people with disabilities in apprenticeships and traineeships.	\$53,000	\$65,000	Mid 1997 - August 1998

ANTA – Australian National Training Authority

BVET – Board of Vocational Education and Training

NCELTR – National Centre for English Language Teaching and Research

NCVER – National Centre for Vocational Education Research

Ongoing Research

Project Title	Scope of Work	Amount Allocated in 1998	Total Cost	Duration
Curriculum Support				
NSW Civics and Citizenship Education Benchmarking Project	Revision of Years 6, 10 and 12 benchmarks and achievement scales.	\$30,000	\$300,000	1996 - 2000
Student Services and Equity Programs				
Feasibility study of Certificates I-IV in Aboriginal Arts and Cultural Practices	A study of the feasibility of offering these specialist courses for Aboriginal people.	\$26,611	\$26,611	August 1998 - February 1999
Training and Development				
Effectiveness of the training and development programs provided to teachers	Investigated the relationship between training and development provided for teachers and its impact on students' learning.	\$44,863	\$135,760	March 1996 - July 2000

APPENDIX 7

Overseas Travel

Period	Officer's Name and Position	Destination	Purpose of Visit
8.12.97 to 16.12.97	Nancy Butterfield Senior Education Officer	Boston, USA	To present papers at the Association for Persons with Severe Handicaps conference.
12.12.97 to 2.2.98	Elizabeth Callister Manager	England	Study tour
27.12.97 to 24.1.98	Anne Baillie Teacher	Indonesia	To study language and culture.
2.12.97 to 22.12.97	Virginia Henshaw Teacher	Tokyo, Osaka, Kyoto, Hiroshima – Japan	To accompany 24 students on a language study tour.
2.12.97 to 22.12.97	Dori Wyeth LOTE Coordinator	Tokyo, Osaka, Kyoto, Hiroshima – Japan	To accompany 24 students on a language study tour.
28.12.97 to 24.1.98	Elaine Berthault Teacher	Indonesia	To study language and culture.
28.12.97 to 24.1.98	Roslyn Nale Teacher	Indonesia	To study language and culture.
28.12.97 to 10.1.98	Paul McLennan Teacher	Indonesia	To study language and culture.
28.12.97 to 24.1.98	Jeanette Yarnold Teacher	Indonesia	To study language and culture.
29.12.97 to 9.1.98	Patricia Kowal Teacher	Indonesia	To study language and culture.
9.12.97 to 18.12.97	Elisabeth Pickering District School Counsellor	Hanoi, Vietnam	To present a paper at the Asia-Pacific Conference on Psychosomatic-Behavioural Medicine and Counselling.
29.12.97 to 9.1.98	Marlies Lymbery Teacher	Indonesia	To study language and culture.
28.12.97 to 10.1.98	Louelle Steele Teacher	Indonesia	To study language and culture.
12.12.97 to 22.12.97	Elizabeth Smith Careers Adviser	Lucknow, India	To attend the International Convention on Students Quality.
12.12.97 to 22.12.97	Clive Houdlin Head Teacher	Lucknow, India	To attend the International Convention on Students Quality.
28.12.97 to 24.1.98	Bert Berghuis Teacher	Indonesia	To study language and culture.
29.12.97 to 9.1.98	Vana Ford Teacher	Indonesia	To study language and culture.
1.1.98 to 21.1.98	Alexandra Massa Teacher	France	To study at the Stage de Besancon intensive language centre at the University de Franche-Comte.

Period	Officer's Name and Position	Destination	Purpose of Visit
1.1.98 to 9.1.98	Steve Buckley Assistant Director-General	Manchester, Great Britain	To investigate successful strategies for school reform and improved student achievement.
22.3.98 to 25.3.98	Ken Boston Director-General	Kuala Lumpur, Malaysia	To attend the Civitas Asian Steering Committee Meeting.
10.1.98 to 13.1.98	Terry Burke Deputy Director-General	Jakarta, Indonesia	To implement two reports on quality education and special education.
3.3.98 to 8.3.98	Tim Daniell Manager	Hawaii	To attend the Digital Fellowship Program Storageworks Fellowship Seminar.
15.3.98 to 2.4.98	Lisa Reily Senior Education Officer	New York, Orlando, Miami – USA	To accompany State Dance Company students.
15.3.98 to 2.4.98	Judy Joy Senior Guidance Officer	New York, Orlando, Miami – USA	To accompany State Dance Company students.
3.1.98 to 7.2.98	Shannan Carter Teacher	France	To undertake intensive language study in Paris and Toulon.
1.1.98 to 21.1.98	Sharyn Homes Teacher	France	To study at the Stage de Besancon intensive language centre at the University de Franche-Comte.
13.1.98 to 28.1.98	Pauline Chalboub Teacher	Jordan	To undertake intensive language study (Individual Vacation Study Award).
12.1.98 to 31.1.98	Olga Radunz Teacher	Spain	To undertake intensive language study (Individual Vacation Study Award).
12.1.98 to 23.1.98	Hilda Farias Teacher	Spain	To undertake intensive language study (Individual Vacation Study Award).
5.1.98 to 24.1.98	Narelle Beavis Teacher	Noumea	To undertake intensive language study in Noumea.
8.1.98 to 25.1.98	Stephen Zirkler Teacher	Japan	To undertake the Japan Foundation's course for primary teachers of Japanese.
1.1.98 to 21.1.98	Anna Holt Teacher	France	To study at the Stage de Besancon intensive language centre at the University de Franche-Comte.
5.1.97 to 24.1.98	Robin Thepsiri Teacher	Noumea	To undertake intensive language study in Noumea.
27.12.97 to 31.1.98	Helen Nelson Executive Teacher	Yogyakarta, Kuta – Indonesia	To accompanying eight students on a language and cultural study tour.
27.12.97 to 31.1.98	Mark Avery Teacher	Yogyakarta, Kuta – Indonesia	To accompanying eight students on a language and cultural study tour.
5.1.98 to 18.1.98	Dorothy Allen Teacher	Japan	To undertake intensive study at the Japan Institute for International Study.
1.1.98 to 21.1.98	Bruna Doma Teacher	France	To study at the Stage de Besancon intensive language centre at the University de Franche-Comte.
3.1.98 to 7.2.98	Jeannette Haggstom Teacher	France	To undertake intensive language study in Paris and Toulon.

Period	Officer's Name and Position	Destination	Purpose of Visit
5.1.98 to 7.2.98	Sonia Zin Teacher	Italy	To undertake intensive language study (Individual Vacation Study Award).
4.1.98 to 24.1.98	Mark Backhouse Teacher	Canada	To undertake intensive language study (Individual Vacation Study Award).
1.1.98 to 21.1.98	Ecaterina Gabor Teacher	France	To study at the Stage de Besancon intensive language centre at the University de Franche-Comte.
3.1.98 to 7.2.98	Douglas Melville Teacher	France	To undertake intensive language study in Paris and Toulon.
6.1.98 to 16.1.98	Shirley Bennett Teacher	Japan	To undertake intensive language study (Individual Vacation Study Award).
1.1.98 to 21.1.98	Robyn Threw Teacher	France	To study at the Stage de Besancon intensive language centre at the University de Franche-Comte.
6.1.98 to 16.1.98	Wei Zhang Teacher	Japan	To undertake intensive language study (Individual Vacation Study Award).
5.1.98 to 18.1.98	Yvonne Sharpe Teacher	Japan	To undertake intensive study at the Japan Institute for International Study.
10.1.98 to 19.1.98	Jeanette Rothapfel Teacher	Cape Canaveral, Florida, USA	To attend the launch of space shuttle Endeavour.
12.1.98 to 23.1.98	Catherine Rumi Teacher	Spain	To undertake intensive language study (Individual Vacation Study Award).
5.1.98 to 18.1.98	Rebecca Sheehy Teacher	Japan	To undertake intensive study at the Japan Institute for International Study.
5.1.98 to 7.2.98	Carolina Carraro Teacher	Italy	To undertake intensive language study (Individual Vacation Study Award).
5.1.98 to 18.1.98	Janet Gaussen Teacher	Japan	To undertake intensive language study (Individual Vacation Study Award).
8.1.98 to 25.1.98	Virginia Longfellow Teacher	Japan	To undertake the Japan Foundation's course for primary teachers of Japanese.
1.1.98 to 21.1.98	Evelyn Manson Teacher	France	To study at the Stage de Besancon intensive language centre at the University de Franche-Comte.
8.1.98 to 25.1.98	Kaye Lindsay Teacher	Japan	To undertake the Japan Foundation's course for primary teachers of Japanese.
5.1.98 to 18.1.98	Roberta Read Teacher	Japan	To undertake intensive study at the Japan Institute for International Study.
3.1.98 to 7.2.98	David Kearney Teacher	France	To undertake intensive language study in Paris and Toulon.
5.1.98 to 24.1.98	Gregory Timms Teacher	Noumea	To undertake intensive language study in Noumea.
1.1.98 to 21.1.98	Loraine Fischer Teacher	France	To study at the Stage de Besancon intensive language centre at the University de Franche-Comte.
5.1.98 to 7.2.98	Andrew Siedlecki Teacher	Poland	To undertake intensive language study (Individual Vacation Study Award).

Period	Officer's Name and Position	Destination	Purpose of Visit
5.1.98 to 24.1.98	Yvonne Conley Teacher	Spain	To undertake intensive language study (Individual Vacation Study Award).
5.1.98 to 24.1.98	Vanessa Boyd Teacher	Noumea	To undertake intensive language study in Noumea.
26.2.98 to 5.3.98	Janet Stewart Director	Taiwan	To attend the Australian International Education and Training Conference; visit institutions; and negotiate twinning arrangements and commercial business with Kai Ping Vocations High School.
15.3.98 to 11.4.98	Nerida Dean Teacher	Chiang Mai, Thailand	To lead a Rotary Group Study Exchange.
5.1.98 to 24.1.98	Lyndall Blackshaw Teacher	Noumea	To undertake intensive language study in Noumea.
1.1.98 to 21.1.98	Jan Francuz Teacher	France	To study at the Stage de Besancon intensive language centre at the University de Franche-Comte.
1.1.98 to 21.1.98	Anne Medlow Teacher	France	To study at the Stage de Besancon intensive language centre at the University de Franche-Comte.
29.3.98 to 25.4.98	Colleen O'Keeffe Teacher	Chicago, USA	To present a paper on the NSW Visual Arts Syllabus at the National Art Education Association of USA convention.
12.1.98 to 23.1.98	Carmen Prados-Valerio Teacher	Spain	To undertake intensive language study (Individual Vacation Study Award).
1.1.98 to 21.1.98	Annette Lemercier Teacher	France	To study at the Stage de Besancon intensive language centre at the University de Franche-Comte.
5.1.98 to 18.1.98	Carol Woodhams Teacher	Japan	To undertake intensive study at the Japan Institute for International Study.
8.1.98 to 25.1.98	Leanne Riley Teacher	Japan	To undertake the Japan Foundation's course for primary teachers of Japanese.
5.1.98 to 24.1.98	Roger Shepherd Teacher	Noumea	To undertake intensive language study in Noumea.
1.1.98 to 21.1.98	Stephen Wile Teacher	France	To study at the Stage de Besancon intensive language centre at the University de Franche-Comte.
21.2.98 to 13.3.98	The Hon John Aquilina MP Minister for Education and Training	Chicago, New York, USA and London, Edinburgh, UK	Educational study tour.
21.2.98 to 13.3.98	Michael Waterhouse Senior Policy Adviser	Chicago, New York, USA and London, Edinburgh, UK	Educational study tour.
13.6.98 to 19.6.98	Bill Middleton Director	Dallas, Texas - USA	To attend the international conference of the Institute of Internal Auditors.
18.4.98 to 27.4.98	John Gore Chief Education Officer	Mexico	To attend the Pacific Circle Consortium conference and annual general meeting.
23.4.98 to 29.4.98	Kevin Harris College Director	Vietnam	To participate in the Australian Pathways to Employment Event.

Period	Officer's Name and Position	Destination	Purpose of Visit
17.5.98 to 7.6.98	Stacy Farrell, Manager and Zanette Ryan, Manager	Vietnam and Thailand	To negotiate with Vietnam Airlines about aircraft engineering training and with Lotus College about joint delivery of business studies programs in Ho Chi Mihn City; and to attend the IDP exhibitions.
6.5.98 to 11.5.98	Janette Warren Professional Assistant	Kawasaki, Japan	To attend the 10th anniversary of the Wollongong-Kawasaki sister city relationship.
28.3.98 to 1.4.98	Gary Willmott Assistant Director-General	Kuala Lumpur, Malaysia	To negotiate recognition and credit transfer of university and VET courses between Malaysia and Australia (as a member of a Commonwealth delegation).
2.5.98 to 26.5.98	Mark Carter Senior Education Officer	London, Oxford, Bristol, Norwich, Bath - England; Edinburgh – Scotland	To undertake a study tour (recipient of a Departmental Education Fellowship).
17.4.98 to 13.5.98	Trish Donohue Senior Education Officer	USA and Canada	To undertake a study tour (recipient of a Departmental Education Fellowship).
20.6.98 to 19.7.98	John Moore Head Teacher	Trondheim, Norway	To present a paper at the New Alliances in Learning for the Next Millennium conference.
25.6.98 to 6.7.98	Margie Fixter Faculty Director	Washington DC, USA	To attend the annual conference on Women in Agriculture.
25.6.98 to 6.7.98	Julie Buckley ESD Director	Washington DC, USA	To attend the Second Annual Conference on Women in Agriculture
30.9.98 to 11.10.98	Sydney Smith Chief Education Officer	Linz, Austria	To represent Australia at the OECD ENSI committee.
6.7.98 to 22.7.98	Michael Anderson Creative Arts Consultant	Kisumu, Kenya	To present a paper at an international conference.
6.10.98 to 20.10.98	Leonie Wittman Indonesian Consultant	Jakarta, Medan, Ujung Pandang – Indonesia	To undertake a study tour (recipient of SGE Travelling Fellowship award).
6.11.98 to 23.11.98	Jozefa Sobski Deputy Director-General	Germany	To undertake an exchange visit.
2.10.98 to 18.10.98	Terry Burke Deputy Director-General	United Kingdom	To undertake a study tour on accountability.
1.10.98 to 11.10.98	Steve Buckley Assistant Director-General	USA	To visit the School Educational Institute.
9.11.98 to 14.11.98	Alan Laughlin Assistant Director-General	Bangkok, Thailand	To attend the fourth UNESCO-ACEID international conference.
26.10.98 to 6.11.98	Peter Eldershaw Manager	USA	To attend a Global Customer Council meeting.
14.11.98 to 21.11.98	David Rowland General Manager	Luxembourg and Netherlands	To attend an OECD conference on the appraisal of investments in educational facilities.
30.8.98 to 19.9.98	Vicki Lowery Senior Project Officer	Vienna, Austria; Budapest, Hungary; London,	To present a paper at an international conference; and to visit sites in the United Kingdom.

Period	Officer's Name and Position	Destination	Purpose of Visit
23.8.98 to 6.9.98	Noella Mackenzie Senior Project Officer	England Limerick, Ireland	To present a paper at an international conference and to meet with Professors at the University of Limerick, Maynooth College and Dublin University.
13.7.98 to 22.8.98	Marianna Valeri Teacher	China	To undertake intensive language study.
28.12.98 to 19.1.99	Linda Curry Teacher	Indonesia	To undertake a study tour to support the Asian focus in curriculum.
6.10.98 to 20.10.98	David O'Meara Principal	Jakarta, Medan, Ujung Pandang – Indonesia	To undertake a study tour (recipient of SGE Travelling Fellowship award).
19.9.98 to 11.10.98	Belynda Henry-Heuchan Teacher	Paris, France; Barcelona, Spain; Florence & Venice, Italy	To undertake a study tour (recipient of the Beresford Sculpture Award).
12.9.98 to 17.10.98	Colin Kaye Principal	Vancouver, Canada; Madison, Seattle, Boston, USA	To undertake research on middle schooling.
28.12.98 to 19.1.99	Linda Dodd Teacher	India	To undertake a study tour to support the Asian focus in curriculum.
28.12.98 to 19.1.99	Christine Nicholl Teacher	Indonesia	To undertake a study tour to support the Asian focus in curriculum.
28.12.98 to 19.1.99	Maree Angus Teacher	India	To undertake a study tour to support the Asian focus in curriculum.
28.12.98 to 9.1.99	Mark Officer Teacher	Indonesia	To undertake intensive language study.
4.9.98 to 23.1.99	Ruth Thompson Teacher	Baden, Germany; London, England; Ontario, Canada	To undertake a study tour (recipient of the Winston Churchill Fellowship).
28.12.98 to 19.1.99	Patrice Simpson Teacher	Indonesia	To undertake a study tour to support the Asian focus in curriculum.
21.9.98 to 19.6.99	Vanessa Genna Teacher	Japan	To undertake intensive language study.
6.7.98 to 28.8.98	Teresa O'Gara Teacher	Japan	To undertake intensive language study.
19.10.98 to 6.11.98	Stephen Ryde Teacher	Houston, Washington, Orlando, USA	To undertake a study tour of USA space centres.
6.11.98 to 22.11.98	Robin Shreeve Institute Director	Germany	To undertake a VET study tour.
6.12.98 to 15.12.98	Heather Crawford College Director	New Orleans, USA	To attend an IVETA conference. In 1999, it will be hosted by TAFE NSW.
28.12.98 to 8.1.99	Sue Zeltins Teacher	Indonesia	To undertake intensive language study.

Period	Officer's Name and Position	Destination	Purpose of Visit
28.12.98 to 19.1.99	Jacqueline Cameron Teacher	India	To undertake a study tour to support the Asian focus in curriculum.
28.12.98 to 19.1.99	Garrie Russell Teacher	Laos and Thailand	To undertake a study tour to support the Asian focus in curriculum.
28.12.98 to 9.1.99	Virginia Gow Teacher	Indonesia	To undertake intensive language study.
28.12.98 to 19.1.99	Anne Melloh Teacher	Vietnam	To undertake a study tour to support the Asian focus in curriculum.
28.12.98 to 19.1.99	Graham Wicks Teacher	Vietnam	To undertake a study tour to support the Asian focus in curriculum.
28.12.98 to 19.1.99	Colin Ridding Teacher	Laos and Thailand	To undertake a study tour to support the Asian focus in curriculum.
24.8.98 to 4.2.99	Michael Laing Teacher	China	To undertake intensive language study.
21.6.98 to 2.7.98	Patricia Miller Principal	USA	To present a paper at a conference, 'Removing Structural Barriers in Learning'.
28.12.98 to 19.1.99	Adrian Pearson Teacher	Laos and Thailand	To undertake a study tour to support the Asian focus in curriculum.
28.12.98 to 19.1.99	Sandra Rowan Teacher	Indonesia	To undertake a study tour to support the Asian focus in curriculum.
21.12.98 to 31.12.98	Mustapha Affan Teacher	Jordan	To undertake intensive language study.
22.8.98 to 18.7.99	Ha Doan Teacher	Wisconsin, USA	To participate in a student exchange program between Wisconsin and Macquarie Universities.
28.12.98 to 9.1.99	Merche Benson Teacher	Indonesia	To undertake intensive language study.
21.12.98 to 15.1.99	Soo-Kheng Lim Teacher	China	To undertake intensive language study.
28.12.98 to 19.1.99	Heidi Stace Teacher	Indonesia	To undertake a study tour to support the Asian focus in curriculum.
14.12.98 to 15.1.99	Chen-Chu Sztetu Teacher	China	To undertake intensive language study.
30.11.98 to 29.1.99	Jenny Liessmann Teacher	Germany	To undertake intensive language study.
30.11.98 to 29.1.99	Susan Clayton Teacher	Germany	To undertake intensive language study.
28.12.98 to 19.1.99	David Hammer Teacher	Indonesia	To undertake a study tour to support the Asian focus in curriculum.
28.12.98 to 9.1.99	Esther Pearson Teacher	Indonesia	To undertake intensive language study.
30.11.98 to 29.1.99	John Mathes Teacher	Germany	To undertake intensive language study.

In addition to the above, there was overseas travel paid for by fees received, sponsorships, surpluses from commercial activities and by individuals themselves.

APPENDIX 8 Human Resources

Personnel Policies and Practices

An integrated Employee Assistance Program covering all departmental staff commenced on 1 December 1998. Salary packaging for NSW government school teachers was implemented in Term 4.

Industrial Relations Policies and Practices

Three determinations in respect of Family and Community Service Leave and Personal Carers Leave were developed and issued. The three determinations apply to:

- ◆ all permanent and temporary school based teachers at government schools, other than teachers employed at Bradfield College and the Saturday School of Community Languages
- ◆ teachers appointed permanently or temporarily to non school-based teaching service positions, other than chief education officers

- ◆ 100 days' casual school teachers, other than teachers employed at Bradfield College and the Saturday School of Community Languages.

The Crown Employees (Teachers and related Employees) Salaries and Conditions Award was varied in relation to travel conditions.

New Human Resource Policies

The following memoranda were issued during the reporting period.

98/119 (S.109)	Merit Selection Procedures Consulting Referees
98/139 (S.122)	Settlement of Dispute on the Care and Supervision of School Students
98/184 (S.160)	Defective Microscopes
98/337	Guidelines for Staff Recruitment
98/379 (S.297)	Employee Assistance Program

Staff Profile

Profile of full-time equivalent (FTE) staff

Number of Full-Time Equivalent Staff, 1996-1998			
	30 June 1996	30 June 1997	30 June 1998
Teaching staff in schools	50,059	50,271	50,636
Non-teaching staff in schools	9,782	9,751	10,140
Other (includes SES, district office, Teacher Housing Authority and displaced staff)	2,274	2,420	3,023
TAFE (including OTEN)	*	*	11,303 ⁽¹⁾
AMES	*	*	663
Total	n/a	n/a	75,765

*TAFE (including OTEN) and AMES FTE figures were not reported in 1996 and 1997 and are not available for these years.

⁽¹⁾ Data excludes casual teachers.

TAFE NSW - Permanent Staff Attrition Rates			
Year	Number of Staff	Total Separations	Attrition Rate(%) ⁽¹⁾
1996/97	9,959	621	6.24
1997/98	10,500	235	2.24 ⁽²⁾
1998 ⁽³⁾	10,157 ⁽⁴⁾	907	8.93

⁽¹⁾ Permanent staff attrition rates include all separations from TAFE.

⁽²⁾ 1997/98 permanent staff attrition rates are for the period 1 July to 2 December 1997 and therefore cannot be compared with other years.

⁽³⁾ Total separations are those which occurred during the reporting period, that is, 3 December 1997 to 31 December 1998.

⁽⁴⁾ The 1998 permanent staff number is the total of full-time and part-time permanent staff as at 30 June 1998. Previous years' staff numbers are average numbers of permanent staff.

Profile of senior executive service (SES) staff

Profile of SES Officers by Band as at December 1998 ⁽¹⁾												
SES Level	No. of Positions			No. of Officers			% of Females			% of Males		
	1996	1997	1998	1996 ⁽²⁾	1997 ⁽³⁾	1998 ⁽⁴⁾	1996	1997	1998	1996	1997	1998
1	15	16	5	13	14	5	38.5	42.9	40.0	61.5	57.1	60.0
2	90	85	76	78	76	74	35.9	32.9	25.7	64.1	67.1	74.3
3	18	17	16	14	14	16	28.6	28.6	37.5	71.4	71.4	62.5
4	13	13	10	12	12	10	25.0	25.0	30.0	75.0	75.0	70.0
5	7	7	7	7	7	7	14.3	14.3	57.1	85.7	85.7	42.9
6	3	3	3	3	3	3	33.3	33.3	33.3	66.7	66.7	66.7
7 ⁽⁵⁾	1	1	0	1	1	0	100.0	100.0	0.0	0.0	0.0	0.0
8	1	1	1	1	1	1	0.0	0.0	0.0	100.0	100.0	100.0
Total	148	143	118	129	128	116	33.3	32.0	30.2	66.7	68.0	69.8

⁽¹⁾ The figures for 1996 and 1997 are combined DTEC, DSE and TAFE NSW SES numbers. The figures for 1998 are the Department of Education and Training SES numbers.

⁽²⁾ The figures for 1996 are dated as follows: TAFE NSW and former DTEC - 30.6.96, former DSE - 31.12.96.

⁽³⁾ The figures for 1997 are dated as follows: TAFE NSW and former DTEC - 2.12.97, former DSE - 30.11.97.

⁽⁴⁾ The figures for 1998 are dated as at 31.12.98.

⁽⁵⁾ In 1996 and 1997 the positions of Managing Director, TAFE NSW and Director-General, DTEC had one occupant. However, the positions were reported separately in the TAFE NSW and DTEC annual reports. In this report, these positions have been combined and reported as one position for 1996 and 1997.

Equal Employment Opportunity

The 1998 Equal Employment Opportunity (EEO) Management Plan for the department's school sector and the 1998 EEO Management Plan for TAFE NSW outline the EEO strategies to be achieved in school, district office, state office and institute work locations. The outcomes achieved in relation to each of the strategies are detailed in the department's EEO annual reports.

Major achievements across the department

The spokeswomen's program continued to provide support for female staff through a range of activities providing information and networking opportunities. An information day was held for departmental spokeswomen on 20 May 1998. Forty one women from the school sector, TAFE NSW and AMES attended the information day.

The department continued to provide targeted places for women in key statewide training and development initiatives for senior executives, senior administrators and administrators.

The department actively supported placement programs for members of EEO groups. These programs provide people with opportunities to gain the relevant experience and confidence to improve their career prospects.

Major achievements in the school sector

In 1998, 31 Aboriginal school teachers were appointed under the Aboriginal and Torres Strait Islander Employment Program. Ten Aboriginal and Torres Strait Islander teachers who met service requirements for transfer were given priority status under the Aboriginal and Torres Strait Islander Transfer Scheme.

The department implemented the Aboriginal Mentor Program across the state. The program aims to provide Aboriginal employees with personal guidance and assistance in career development. Over 70 staff participated in the program, including 35 Aboriginal staff who were linked to a mentor for a year.

The Aboriginal Teachers Career Pathway Program (previously the Aboriginal Teachers Shadowing Program) was implemented. Ten Aboriginal teachers were given the opportunity to gain experience in a position within the department to which they aspire.

The department encouraged Aboriginal teachers to apply for school counsellor traineeships and the special education training program. Three Aboriginal teachers were selected to undertake school counsellor training and two were selected to undertake special education training.

Thirty Aboriginal teachers attended a seminar on Aboriginal school leadership. This program aims to identify and develop Aboriginal teachers for school-based leadership positions.

The Overseas Trained Teacher Program continued to facilitate the entry of such teachers into appropriate language development courses. The department promoted the program at information evenings and provided individual counselling sessions for these teachers.

The department continued to promote the Community Language Allowance Scheme to staff. This initiative allows staff, in the course of their own duties, to use their second language to give people from non-English speaking backgrounds equal access to the department's services and programs.

The department also continued to support the positions established under the NSW Apprenticeship Program for People with Disabilities. These positions are located at Hurlstone Agricultural High School, Farrer Memorial Agricultural High School and the School Security Unit. The program provides the required on-the-job training to supplement off-the-job training over the four year period of an apprenticeship.

Major achievements in TAFE NSW

The TAFE NSW Spokeswomen's Program continued to support female staff by providing information and networking opportunities. Activities included International Women's Day celebrations, and seminars on career planning, financial planning and women's health.

Northern Sydney Institute continued to provide career development opportunities, through Macquarie University, for female staff with salary levels of \$50,000 and below. In July, 15 female administrative and class support staff attended a one-day skills development seminar.

Twenty women from Sydney Institute participated in a highly successful mentoring program. Outcomes included personal and professional development, increased morale, and the establishment of an informal professional support network. Other institutes plan to pilot the mentoring program in 1999.

Hunter Institute held a conference for women that focused on personal and professional development, career paths and gaining a competitive edge.

The Aboriginals in TAFE Network held two developmental workshops in 1998 for a total of 70 participants. Aboriginal presenters facilitated or co-facilitated the majority of training sessions.

The Aboriginal Teacher Orientation Program offered three places for Aboriginal teacher trainees in 1998 at Western Sydney Institute (in Aboriginal studies), Southern Sydney Institute (in construction and carpentry), and Illawarra Institute (in bakery). Aboriginal trainees at Western Sydney and Illawarra Institutes completed their teacher training and were appointed as permanent teachers. A trainee at Southern Sydney Institute will complete teacher training early in 1999.

Illawarra Institute provided two positions for Aboriginal apprentices and one position for a female apprentice with a disability in 1998. An Aboriginal Coordinator at Illawarra Institute was awarded the State Employee Award by the National Aboriginal and Islander Day of Celebration committee.

Aboriginal staff in Western Institute developed and implemented an Aboriginal cultural awareness program for staff. The program was highly commended in the Premier's Public Sector Awards for significantly improving service outcomes through direct service delivery. Institute staff also conducted the course for other government departments including Juvenile Justice and Fair Trading.

South Western Sydney Institute, in consultation with the local Aboriginal community, gave Koori names to each college conference room in the institute.

The Office of the Director of Equal Opportunity in Public Employment's Migrant Work Experience Program was promoted throughout TAFE NSW. Five work experience placements were provided at the Building Industry Skills Centre (in building and construction), Riverina Institute (in accounting), Hunter Institute (as a teacher), the Multicultural Programs Unit (as a project officer), and Western Sydney Institute (in human resources administration). Riverina Institute provided a trainee position for a person from a non-English speaking background.

Several TAFE institutes, including Northern Sydney, North Coast and Hunter, established EEO committees or advisory groups during the reporting period. South Western Sydney Institute established a career development scheme, based on merit, for higher duties and secondments to institute positions at the same grade.

Ten staff from North Coast Institute participated in a six-day training program on mediation in order to develop skills for mediating conflict in the workplace.

OTEN developed and distributed a handbook on work and the family. The handbook outlines the relevant benefits, entitlements and resources that are available to OTEN staff to support their work and life commitments.

Department of Education and Training EEO statistics for 1997/98

Percentage of Total Staff by Level

Level	Total Staff (Number)	Subgroup as Percent of Total Staff at Each Level			Subgroup as Estimated Percent of Total Staff at Each Level				
		Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, Ethno- Religious Minority Groups	People whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
< \$23,339	5,471	42%	3%	97%	0.9%	5%	5%	6%	2.0%
\$23,339 - \$30,654	7,077	54%	33%	67%	3.6%	10%	10%	7%	2.4%
\$30,655 - \$34,269	2,363	64%	24%	76%	3.1%	17%	18%	6%	1.5%
\$34,270 - \$43,366	11,269	53%	24%	76%	1.5%	13%	12%	4%	1.2%
\$43,367 - \$56,080	43,941	59%	39%	61%	0.7%	12%	10%	7%	2.7%
\$56,081 - \$70,101	3,854	71%	60%	40%	1.0%	8%	5%	7%	2.0%
> \$70,101 (non SES)	903	72%	71%	29%	0.5%	6%	6%	6%	2.0%
> \$70,101 (SES)	114	50%	70%	30%		4%		4%	
TOTAL	74,992	57%	35%	65%	1.2%	11%	10%	7%	2.3%

Estimate Range (95% confidence level)

1.1%-1.2%

11.1%-11.5%

9.9%-10.2%

6.4%-6.8%

2.2%-2.4%

Percentage of Total Staff by Employment Basis

Employment Basis	Total Staff (Number)	Subgroup as Percent of Total Staff at Each Level			Subgroup as Estimated Percent of Total Staff at Each Level				
		Respondents	Men	Women	Aboriginal People & Torres Strait Islanders	People from Racial, Ethnic, Ethno- Religious Minority Groups	People whose Language First Spoken as a Child was not English	People with a Disability	People with a Disability Requiring Adjustment at Work
Permanent									
Full-Time	65,368	59%	37%	63%	1.1%	12%	10%	7%	2.4%
Part-Time	7,845	45%	10%	90%	0.8%	8%	7%	4%	2.0%
Temporary									
Full-Time	1,024	59%	51%	49%	3.5%	15%	18%	8%	2.0%
Part-Time	614	53%	30%	70%	2.5%	6%	9%	6%	0.6%
Contract SES	114	50%	70%	30%		4%		4%	
Non SES	27	56%	89%	11%		13%	7%	7%	6.7%
Casual	48,302	6%	30%	70%	1.7%	6%	11%	5%	0.9%
TOTAL	123,294	37%	33%	67%	1.4%	9%	10%	6%	1.8%

Estimate Range (95% confidence level)

1.2%-1.6%

8.9%-9.6%

9.8%-10.6%

5.6%-6.2%

1.6%-1.9%

SUBTOTALS

Permanent	73,213	57%	34%	66%	1.1%	11%	10%	7%	2.3%
Temporary	1,638	57%	43%	57%	3.1%	11%	15%	7%	1.5%
Contract	141	51%	74%	26%		5%	1%	4%	1.3%
Full-Time	66,392	59%	38%	62%	1.2%	12%	10%	7%	2.4%
Part-Time	8,459	46%	11%	89%	0.9%	8%	8%	4%	1.9%

APPENDIX 9 Occupational Health and Safety

Occupational Health & Safety (OH&S) statistical data

The following table shows the number of worker's compensation claims for injuries which occurred during the reporting period and the associated average net incurred cost per claim.

Workers' Compensation Claims, 1998		
	Number of claims	Average cost per claim (\$)
DET (excluding TAFE institutes and trainees)	4,042	5,325
TAFE institutes	754	5,330
Trainees	920	3,947

DET – Department of Education and Training

Work-related injuries and illnesses

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)	Sprain/strain of muscles/joints
	Contusion/crush
	Mental disorders
TAFE Institutes	Sprain/strain of muscles/joints
	Mental disorders
	Laceration
Trainees	Sprain/strain of muscles/joints
	Laceration
	Contusion/crush

DET – Department of Education and Training

Prosecutions under the OH&S Act 1983

During the reporting period, there was one prosecution under the Act.

APPENDIX 10 Code of Conduct

The Department of Education and Training has two codes of conduct. One code pertains to TAFE staff working in institutes, while the other applies to all remaining departmental employees. Neither code was amended in 1998. Both codes have been published in previous annual reports.

APPENDIX 11 Guarantee of Service

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:

- ◆ Parent's Guide to Schools
- ◆ Starting School
- ◆ Reading With Your Child
- ◆ Basic Skills Test
- ◆ Year 7 English Language and Literacy Assessment (ELLA)
- ◆ Principles for Assessment and Reporting in NSW Government Schools
- ◆ School Attendance
- ◆ Selective Schools (including information and application forms)

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.

All schools have their own procedures for handling complaints from students, parents and community members. Any complaints that cannot be resolved at the school level are referred to district offices.

TAFE NSW

The Guarantee of Service is an expression of the State Government's undertaking to the people of NSW regarding the standard of service they can expect from government agencies.

TAFE NSW produces a pamphlet, 'At Your Service', for all enrolling students and potential customers. In 1998, the TAFE Quality Council oversaw a review of the pamphlet (last issued in 1996) to ensure it contained accurate information and complied with the Australian Recognition Framework. Each institute, OTEN and the TAFE Information Centre produced multiple copies of the pamphlet with customised contact information. The pamphlet carries the stacked logo of TAFE NSW and the department, as well as the SOCOG approved

logo identifying TAFE as the official training services supporter of the Sydney 2000 Olympic Games.

The TAFE Quality Council, the Managing Director, and the TAFE Board endorsed the revised pamphlet, the text of which is set out below. A related review of customer complaints procedures will be gazetted in February 1999.

AT YOUR SERVICE

What you can expect from TAFE NSW

Focus on service

The goal of TAFE NSW is to provide excellent education and training for its students. The beneficiaries of this training are you, industry and the wider community.

Our service to you begins with your first inquiry about our courses, and aims to assist you to succeed with your learning goals.

This pamphlet outlines the standard of service you can expect from us.

Central to our concept of quality is the premise that quality is judged by our customers.

Ken Boston

Managing Director

TAFE NSW

Code of practice

This pamphlet represents our "Code of Practice" and incorporates the service you can expect when you enrol in TAFE NSW.

Information

Information about TAFE NSW courses and services is available from:

- any college or campus
- the TAFE Handbook, published annually and available through newsagents from August
- the Internet (<http://tafensw.edu.au>)
- the TAFE Information Centre at 47 York Street, Sydney and contactable on 131 601 from anywhere in NSW for the cost of a local call

It is important to us that advertising of our courses and service is accurate and unambiguous and meets the National Operational Protocols for Marketing.

Application and enrolment

Most of our courses are offered at more than one college or campus, and in a variety of modes and attendance patterns. The course information office or customer service officer at your local college or campus, as well as advertisements in state and local newspapers will provide you with information on:

- application closing dates
- enrolment dates
- the administration charge, exemptions and fee return policy

Information and application forms are available on the Internet. In high demand courses, you must meet particular entry requirements and you may need to meet specified selection criteria. Filling out an application form does not guarantee you a place in the course. At enrolment, information about public transport and parking will be provided.

Courses

During the first week of each subject in your course you will be provided with:

- an outline of the subject
- the assessment requirements

- any special health and safety requirements
- information about support services available to you

TAFE NSW courses are developed and regularly reviewed in consultation with relevant industry and community groups. Where appropriate, courses include training in occupational health and safety. Our facilities and equipment meet the specified requirements for each subject or module.

As students you are our largest group of customers and we regularly ask you how well we are performing. We use this feedback to identify where improvements are needed.

Our qualifications are highly valued by other education and training providers, industry and the community and are recognised throughout Australia.

We give you credit for relevant previous study, work or life experience. You may also receive credit for our courses when you enrol at university. Ask about credit at enrolment. In line with national principles, our assessment processes are valid, reliable, flexible and fair.

Through TAFE PLUS we provide short, customised courses to meet specific needs of industry and individuals, on a fee-for-service basis.

Teachers

All of our teaching staff have the specified qualifications and experience relevant to the subjects they teach.

Our full-time teachers are assessed for teaching skills and subject knowledge within one year of being appointed.

Generally, our full-time teachers have a university level teaching qualification.

All teachers have the opportunity and are encouraged to keep their teaching skills and subject knowledge up-to-date.

Support

We provide support services to help you achieve your educational goals and improve your employment prospects. These include:

- libraries, which provide a range of resources and services
- qualified counsellors, who are available for personal and vocational counselling
- staff who can organise support services for students with special needs
- student associations
- child care centres at some colleges and campuses

Our policies recognise your right to learn in an environment that is free from discrimination and harassment.

We provide you with a safe learning environment by meeting occupational health and safety standards.

Results

During your course you will regularly receive information about your progress in each subject or module and you will be notified promptly of your results.

Ninety-five per cent of all results are issued within 4 weeks of completion of examinations.

If you believe there may have been some mistake with a result, you can apply to your teacher or other college staff for it to be reviewed.

If you successfully complete an accredited course you will be given a testamur - that is, an official document showing the qualification you have been awarded.

If you have a problem or complaint

Who can help you?

If you have a problem or complaint, you may report it to any staff member and it will be dealt with confidentially and promptly.

We suggest that you see someone you know. Your teacher is normally the best person to talk to.

If you prefer, any of the following people will be happy to discuss the problem with you, in person or over the phone:

- the head teacher in charge of your course
- a counsellor
- college or campus managers
- special needs support staff
- Administration staff

When should you report your problem or complaint?

Report the problem or complaint as soon as possible so we'll have a better chance of helping you.

What will happen next?

We will try to solve the problem in consultation with you immediately, but if we can't, we'll make arrangements for you to speak to the most appropriate person.

We will get back to you as quickly as possible - usually within three working days - to let you know what action is being taken.

If you're still dissatisfied you may wish to talk to a senior member of the Institute staff. The contact list on the back of this pamphlet will help.

Whatever the problem or complaint, you can feel confident that we will do our best to solve it.

Your contact list-

(Each institute, OTEN and the TAFE Information Centre provided their own contact details here.)

Printed on woodfree paper. A TAFE Graduate design.
November 1998.

APPENDIX 12

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.

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, procedural manuals, educational resources and reports.

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 they are printed in the Education Gazette and the 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 are sales tax exempt if it is certified that their purchase is for educational use and not for resale. Some resources 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 reports that are produced for the benefit of senior managers. Other reports are produced to comply with legislative requirements, for example, the annual report.

Facilities for public access

Access to files and reports of an internal nature will only be available by lodging an FOI application. Reports produced as a result of legislative requirements are available from the department's Community Relations and Marketing Directorate, State Office, Sydney.

Access to procedural manuals and memoranda may be arranged by contacting the Freedom of Information Manager (see below). The department's website at www.det.nsw.edu.au provides online access to many departmental publications.

Inquiries regarding purchases and catalogues of educational resources should be directed to:

Curriculum Support Directorate
3A Smalls Road
RYDE NSW 2112

Rights under the FOI Act

The Freedom of Information Act gives members of the public a legally enforceable right to information about themselves and the operations of government departments and agencies. Individuals can also seek amendment to personal records held by government agencies where they believe that these may be incorrect, misleading, incomplete or out of date.

Lodgement of applications

Applications under the FOI Act must be in writing and accompanied by an application fee of \$30. A 50% fee reduction applies in certain circumstances. Applications to amend personal records are not subject to fees.

Applications may be forwarded to:

Freedom of Information Manager
Level 3, 35 Bridge St
Sydney NSW 2000
Ph: 9561 8323
Fax: 9561 8479

Applications may also be lodged at any of the department's district offices. The addresses of the 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 acknowledges all requests in writing and issues a letter of determination 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

Applications

From 3 December 1997 to 31 December 1998 the Department of Education and Training received 171 applications for access to documents under the Freedom of Information Act.

Of these applications 133 were requests for personal information and 38 were non-personal in nature. A total of 170 applications were determined in this period.

These determinations are shown in the following table.

FOI Requests	Personal	Non-personal	Total
New	133	38	171
Brought forward	12	3	15
Total to be processed	145	41	186
Completed	135	26	161
Transferred out	1	1	
Withdrawn	5	3	8
Total processed	140	30	170
Carried forward	13	3	16

Result of Request	Personal	Non-personal	Total
Granted in full	53	6	59
Granted in part	69	12	81
Granted subject to deferral	1	-	1
Refused	12	8	20
Withdrawn	5	3	8
Transferred to another agency	-	1	1
Total	140	30	170

Ministerial Certificates issued:	1
Number of Formal Consultations:	28
Number of Requests for Amendment of Personal Records:	2
Number of Requests for Notation of Personal Records:	1

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 in part, in accordance with one or more of the exemption clauses outlined in Schedule 1 of the Act.

Assessed Costs of Applications:	\$27,750
FOI Fees Received:	\$6,490

Discounts allowed

Nineteen applications (17 personal, 2 non-personal) received a 50% reduction in fees and charges.

In each case the discount was allowed 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.

Elapsed Time	Personal	Non-personal
0-21 days	126	15
21-35 days	12	5
Over 35 days	2	10
Totals	140	30

Processing Time	Personal	Non-personal
0-10 hours	36	20
11-20 hours	92	10
21-40 hours	12	-
Over 40 hours	-	-
Totals	140	30

Number of Internal Reviews finalised:	15
Number of Ombudsman Reviews finalised:	6
Number of District Court appeals finalised:	1

Internal reviews

Twelve applicants exercised their right under the Act to an internal review. The results of these reviews are as follows.

Grounds for Review	Personal		Non-Personal	
	Decision Upheld	Decision Varied	Decision Upheld	Decision Varied
Access refused	5	-	-	2
Exempt matter	-	4	1	-

Ombudsman reviews

There were six applications for a review by the Office of the Ombudsman finalised in the period 3 December 1997 to 31 December 1998. In each case, the applicants had sought a review on the basis that they disagreed with the exemption from release of certain documents.

In four of these matters the Ombudsman, after making preliminary inquiries, declined to deal further with the application for review. In two matters the department varied the decision after consultation with the Ombudsman's Office.

One application was the subject of review by the District Court. The court ruled in favour of the appellant. The appellant was provided with information additional to that provided in the first instance.

Since this is the first annual report of the Department of Education and Training, a comparison of the statistical information with information for the previous year is not possible.

APPENDIX 13 Implementation of the Recommendations of the Royal Commission into Aboriginal Deaths in Custody

Recommendation 72: Support in response to truancy

The department provides a range of measures to address truancy. In 1998, the department continued to:

- ♦ employ Aboriginal Education Resource Teachers and to implement the Aboriginal Early Language Development program in 23 schools across the state
- ♦ improve the literacy and numeracy of Aboriginal students in the early years of schooling
- ♦ foster better linkages between the Aboriginal community and schools by employing 30 Aboriginal Community Liaison Officers

- ♦ work on a range of student welfare issues including follow up of sustained absences by employing 11 Education Officers (Aboriginal Community Support)
- ♦ provide programs to support in literacy and numeracy, participation, motivation, career planning and cultural recognition
- ♦ provide training for Aboriginal teachers to become school counsellors.

Recommendation 202: Provision of training courses for administrative, political and management skills

The department continued to provide Aboriginal students with a course that develops skills needed for the efficient running of an education-related committee, including budgeting, committee procedures, conflict resolution and planning. In 1998, 48 students undertook this course

In 1998 Western Institute of TAFE and Murdi Paaki ATSIC Regional Council collaborated to plan for consultancies in training in housing construction and renovation for Aboriginal and Torres Strait Islander peoples. Western Institute of TAFE also commenced planning for carpentry and joinery, and organisational administration courses for Binnaal Billa ATSIC Regional Council.

Recommendation 257: Expansion of health services training courses

TAFE NSW provides the following training courses in health services for ATSI peoples:

- ♦ Certificate II in Aboriginal Community Education (Health)
- ♦ Statement of Attainment in Community Audiometry for Aboriginal Health Workers
- ♦ Statement of Attainment in Aboriginal Alcohol and other Drug Work
- ♦ Certificates II, III and IV in Aboriginal and Torres Strait Islander Health.

TAFE NSW institutes are currently introducing the Certificates II, III and IV in Aboriginal and Torres Strait Islander Health. These courses were developed by staff from the Community Services, Health, Tourism, and Hospitality ESD and the Aboriginal Programs Unit.

Recommendation 289: Recognition of the National Aboriginal Education Policy in preschool programs and initiatives

The department continued to recognise and implement this national policy in relation to preschool programs and initiatives. The department maintained the established eight pre-schools. An additional preschool in an Aboriginal community was established in 1998. Anecdotal evidence from teachers in the primary schools which these students subsequently attend, indicates that students who have attended these pre-schools are better equipped for primary school.

The department continued to support the involvement of Aboriginal parents as members of local advisory committees. Aboriginal parents assist with the development of Aboriginal studies programs, and literacy and numeracy activities.

Recommendation 290: Curriculum reflecting Aboriginal history and perspectives

In 1998 the department launched the NSW Aboriginal Education Policy. The policy was developed in consultation with NSW Aboriginal Education Consultative Group Inc. It is mandatory for all NSW schools. The department also developed the Aboriginal Education Training and Development Resource to support the policy.

Recommendation 291: School participation by Aboriginal communities and organisations

The department continued to seek Aboriginal community involvement in schools and to implement the Aboriginal Education Policy. The department employs Aboriginal personnel in schools wherever possible. Schools call upon community members to share their knowledge with staff and students.

Recommendation 293: Introduction of Aboriginal Student Support and Parent Awareness Programs

The department provides Aboriginal students with an introduction to transferable skills needed for the efficient running of an education-related committee, including budgeting, committee procedures, conflict resolution and planning. In 1998, 48 students undertook this course.

Recommendation 294: Training of Aboriginal teachers and others for work in remote communities

The department recognises the importance of establishing Indigenous Education Units within universities so those students from remote locations can access support while undertaking their teacher training. In 1998, the University of New England trialed a community based teacher-training course at Boggabilla.

Recommendation 295: Teacher training courses to develop understanding of Aboriginal history, culture and views

During the reporting period, the department implemented this recommendation by:

- ◆ Providing advice on the development of Aboriginal studies and history courses that are planned by universities.
- ◆ Providing lecturing to university Education faculties with Aboriginal Education programs.
- ◆ Ensuring Aboriginal people, employees and community members were involved in the development and implementation of in-service programs for teachers.
- ◆ Working with Macquarie University on a pilot course for teachers of Aboriginal Studies. The first intake for this eight-week course occurred in September 1998 but the course was suspended to accommodate adjustments to staffing arrangements. It is expected that the course will recommence in 1999.

- ◆ Conducting a three-day professional development activity in December 1998 for teachers who would be teaching 2 Unit Aboriginal Studies for the first time in 1999.
- ◆ Delivering training to implement the department's Aboriginal Education Policy in approximately 800 schools.

Recommendation 296: Negotiating guidelines for teaching Aboriginal students and for the employment conditions of teachers in local communities

The department continued to:

- ◆ encourage interaction between teachers and the Aboriginal community
- ◆ encourage school/community interaction through Home School Liaison Officers and Aboriginal Education Consultants
- ◆ encourage schools and districts to form Aboriginal education advisory groups to ensure that community concerns and issues are reflected in teaching.

Recommendation 302: Coordination of planning and delivery of services

The department delivers education and training services through school districts, eleven TAFE NSW institutes, and OTEN which provides distance education for TAFE and school students. The department's planning and delivery arrangements are based on the principles of equity for all students. Consequently based on principles of equity to all students and thus planning based on ATSIC boundaries would place Aboriginal students in a position divergent from other students.

The department provides targeted Aboriginal program funding under the Indigenous Education Agreements established between the Commonwealth and the state. It would be outside the scope of these agreements to transfer responsibility for Aboriginal programs to another organisation.

Recommendation 323: Funding and course availability to Aboriginal community groups for implementation of homemaker schemes

During the reporting period the department provided assistance for domestic housing construction and related industries through its participation in the Health Infrastructure Program of the Aboriginal Health Infrastructure Forum. Information gathered from 1997 data on Aboriginal participation indicates that Aboriginal people participated in courses that provided skills relevant to the areas of homemaking and domestic budgeting, including cooking, healthy heart cooking and various styles of cooking; and survival skills in the kitchen. These courses were attended by Aboriginal people at most colleges.

Throughout the year a variety of courses were available to Aboriginal community groups. These included, a personal care course at Wyong, a cooking course at Condobolin and Healthy Residents and Personal Care course at Narrabri.

APPENDIX 14

Ethnic Affairs Priorities Statement

Planning and Evaluation

Planning

In 1998, the department developed a draft multicultural education and training policy, 'Learning in a Culturally Diverse Society'. It commits the department to harnessing the cultural and linguistic diversity of the people of NSW in order to fully realise social, civic and economic capabilities. The draft policy includes a planning framework to assist all areas of the department to implement the policy.

The draft multicultural policy outlines the department's strategies in relation to the five key activity areas: planning and evaluation, program and service delivery, staffing, communication, funded services, and regional and rural services. It was used as the basis of the department's Ethnic Affairs Priorities Statement Plan for 1999.

In 1998, the department began planning the implementation of the Premier's Multicultural Business Strategy, including initiatives aimed at ethnic small business.

In 1998, the department conducted a self-assessment using the Ethnic Affairs Priorities Statement (EAPS) standards framework. Each functional area assessed their performance against the five key activity areas. The findings of this assessment will inform future planning in this area.

Data

In 1998, the department provided education and training services to over 1.5 million students. Of these, over 20% were learners from language backgrounds other than English.

Number of Students from Language Backgrounds Other than English, 1997-1998		
Educational Provider	1997	1998
NSW government schools	164,147	171,000
TAFE NSW	87,168	90,366
Adult and Community Education	25,436	25,450
Adult Migrant English Service	32,000	20,500

In addition, 36,000 students from language backgrounds other than English participated in the NSW Ethnic Schools Board's community language program to learn or maintain their first or heritage language.

Research

In 1998, departmental staff conducted a range of research projects to improve the education and training outcomes of learners and clients from language backgrounds other than English. These projects included:

- ◆ Research on the participation of youth from diverse cultural and linguistic backgrounds in structured training. Strategies to increase participation and to encourage ethnic businesses to take on apprentices and trainees were developed.
- ◆ A research study, Learning and Teaching in Initial Vocational Education and Training, investigated how students engage in learning in initial VET, current teaching practice, and the influences which shape learning and teaching in initial VET.
- ◆ Research on education and training pathways for Aboriginal women and women from language backgrounds other than English in information technology courses was conducted by ACE and TAFE NSW in the New England region. The researchers developed a report, a manual for employers, and a student guide.

Staff commenced two major projects which are due to be completed in 1999. Firstly, a project to map cultural diversity in the TAFE classroom. Secondly, a project to track the destination of students from non-English speaking backgrounds who are enrolled in access courses.

Resources

In 1998, the department's budget for students and clients from non-English speaking backgrounds included \$86 million for programs for school students from language backgrounds other than English, \$1.8 million for the NSW Ethnic Schools Board Community Languages Program, and \$1.5 million for the Circuit Breaker Program.

Other funds were used to provide additional programs including TAFE NSW and AMES programs.

Program and Service Delivery

Consultation

During 1998, the department's Advisory Committee on Multicultural and ESL Education in schools and the TAFE Multicultural Education Consultative Committee commenced work on the establishment of a single advisory mechanism on multicultural education and training.

Participation

In 1998, the department implemented projects to support the participation of parents from language backgrounds other than English in 52 targeted schools. Activities included information meetings and workshops for parents, orientation programs, and training related to P&Cs.

A total of 20 community information officers from non-English speaking backgrounds were located in 14 school districts across the state at a cost of \$660,000. These officers assisted communication between the department, schools and culturally and linguistically diverse communities.

The department allocated \$255,000 to promote and increase the participation of students from diverse cultural and linguistic backgrounds in structured training.

Programs and services

(i) Culturally inclusive curriculum

The department established teaching units with multicultural perspectives on school curriculum in the key learning areas of Human Society and Its Environment; Creative Arts; and Personal Development, Health and Physical Education. Forty three schools shared in funding of \$230,000.

TAFE NSW released guidelines on developing inclusive curriculum to facilitate vocational education and training courses that are responsive to the learning needs, aspirations and characteristics of a diverse range of learners, including learners from language backgrounds other than English.

(ii) English language and literacy

In 1998, 6,647 newly arrived primary and secondary school students from language backgrounds other than English received intensive English as a Second Language (ESL) support under the ESL New Arrivals Program. This included 2,092 students in 15 intensive English centres. Over 120,000 students received post-intensive ESL support in 756 schools from 1,200 ESL teachers.

The department provided the Certificate of Spoken and Written English in 13 high schools and 11 intensive English centres with funding of \$100,000. A total of 513 VETAB-accredited certificates were awarded to students.

Departmental staff produced two resources to support the State Literacy Strategy, 'Linking the BST to ESL in the Key Learning Areas' and 'Linking ELLA to ESL in the Key Learning Areas'. These resources were distributed to relevant schools and all intensive English centres.

The department initiated two ESL projects, 'ESL Pedagogy for Mainstream Classrooms' and 'Effective ESL Organisation'. A total of 55 schools are implementing these projects with a budget of \$375,000.

A total of 11,740 students were enrolled in English for Speakers of Other Languages (ESOL) courses in TAFE colleges across the state.

AMES expanded its provision of courses and consultancies in cultural diversity, cross-cultural communication, and working with interpreters. AMES, in partnership with several government agencies produced four ESL educational resources on contemporary community and environmental issues.

(iii) Pre-vocational and vocational programs

The department provided \$1.505 million for the Circuit Breaker program to assist 15 to 24 year olds from diverse cultural backgrounds to remain in education and training. Of the 1,000 young people enrolled, more than 850 returned to education and training.

TAFE NSW delivered 87 courses in English for Specific Purposes (ESP) to 1,215 job seekers from language backgrounds other than English under the

Commonwealth's Advanced English for Migrants Program with funding of \$2,020,000. These courses integrate vocational training and English language acquisition. In first semester, 63% of graduates gained employment and/or undertook further education and training. TAFE NSW supplemented the Commonwealth contribution with \$356,000.

An additional 404 students from language backgrounds other than English were enrolled in ESP courses that were locally funded by TAFE NSW institutes. TAFE NSW also received funding ... [how much?] from the Department of Education, Training and Youth Affairs to examine best practice in professional development in small businesses. The project is designed to develop a training culture in ethnic small business.

Access ESD piloted an Internet site for TAFE teachers and local government trainers to support the integration of English language, literacy and numeracy, in training for local government with funding of \$19,000.

The Catering 2000 course was offered free-of-charge to educationally disadvantaged women from language backgrounds other than English in the Blacktown area. Funding of \$30,000 was provided by BACE.

(iv) Languages other than English

The department reviewed the Languages Policy for NSW schools with funding of \$40,000. As a result, a policy on the continuity of languages study and an HSC language framework were developed.

In 1998, 30 primary schools received initial or increased community language allocations which cost the department \$1.1 million for salaries and \$18,000 for program establishment grants to schools.

The Saturday School of Community Languages provided instruction in 24 community languages to over 6,000 secondary school students from language backgrounds other than English. The department also provided \$1,825,379 to fund community organisations that manage Community Language Schools. In 1998, 38,000 students achieved satisfactory levels of competence in their heritage language.

TAFE NSW implemented several initiatives to capitalise on linguistic diversity. For example, more Language Other than English modules were embedded in management, marketing and tourism courses at diploma and advanced diploma level; and interpreter training programs were reviewed to enable increased provision in country institutes.

(v) Anti-racism and anti-discrimination

The department implemented anti-racism projects in nominated schools with funding of \$200,000. A total of 40 schools (one per district) implemented school community anti-racism projects.

Training was provided to 368 school personnel in order to meet the mandatory requirement for a trained anti-racism contact officer to be located in every school. Training was also provided to 386 school personnel to assist them with the implementation of anti-racism projects in their school communities.

'Celebrate the Difference', a joint project of the NSW Anti-Discrimination Board and the department, was implemented in government schools with funding of \$30,000. In 1998, anti-discrimination was the theme of the Student Representative Council state conference.

(vi) Positive support for cultural diversity

Departmental staff developed and distributed resources to support multicultural education in schools, such as *Tales Retold*, a book of bilingual tales for primary students. The department's 1998 Multicultural Perspectives Public Speaking Competition attracted 1,155 entries from students in Years 3 to 6. A video of the finalists was produced for distribution to primary schools.

TAFE NSW implemented initiatives to assist trainers to meet the needs of students with limited English language and literacy. This included an allocation of \$65,800 for the development of support materials for national training packages and publication of a guide, 'How to Write Successful Training Materials'.

(vii) Recognition of overseas skills and qualifications

In 1998, the department provided orientation courses for 186 school teachers through the Overseas Trained Teachers Program with funding of \$168,000.

A revised recognition policy for TAFE NSW was released. The policy incorporates specific recognition strategies for people with overseas skills and qualifications whose language backgrounds are other than English. Guidelines and multilingual brochures were developed to support the revised policy.

The department implemented the Migrant Skills Strategy with funding of \$2.4 million. The strategy includes programs for:

- Specialist migrant placement officers
- Assessing and registering authorities
- Productive diversity in the workplace
- Bridging courses
- Rural information campaigns
- Statewide information provision
- Special projects

Stage 1 of a project on competency-based assessment of childcare qualifications was completed and the following publications were developed and distributed:

- Using Overseas Skills - A NSW Guide
- Directory of Special Purpose Courses for NESB Migrants
- A Handbook for Migrants Looking for Work

A total of 251 migrants with overseas skills were placed in work experience; 1,860 were placed in training courses; and 1,360 were placed in full and part-time employment.

Departmental staff also delivered workshops for employers and unions on overseas skills utilisation; developed materials on overseas skills utilisation and productive diversity; and completed a report on employers' perceptions of productive diversity. A forum on the benefits of productive diversity was held for 150 people.

In 1998, 4,600 clients were assisted with information relating to the recognition of their overseas skills by the Overseas Skills Advisory Service. The department implemented 70% of the recommendations of the Premier's taskforce on overseas qualifications.

Staffing

Recruitment

In 1998, the department established an additional 18 teaching positions in Community Language Schools. Multicultural/ESL consultants located in seven district offices assisted schools to develop multicultural programs. The department recruited 20 officers to implement communication strategies to meet the needs of culturally and linguistically diverse communities.

The department employed 15 multicultural education coordinators in TAFE institutes to assist clients from language backgrounds other than English to enrol in appropriate courses. These are identified positions.

Training

In 1998, the department continued to provide two major anti-racism training programs in government schools with funding of \$200,000. These were 'Challenging Racism' (a program in anti-racism policy and grievance procedures for anti-racism contact officers and senior staff); and the 'Whole School Anti-Racism Project' training course for school communities including staff, students and parents. Each of the 40 districts appointed a team of four anti-racism trainers to deliver the training programs.

The department held an orientation program for 120 teachers who were appointed to ESL positions in schools. Funding of \$120,000 was provided to train 15 tutors to assist 30 schools to implement ESL strategies in mainstream courses.

An additional 150 teachers completed the three day ESL Scales Training program. There are now around 1,400 ESL teachers and 400 mainstream teachers using the ESL Scales to assess and report on ESL student achievement in schools. A further 50 ESL teachers were trained to deliver the Certificate in Spoken and Written English, bringing the total number of teachers trained to deliver the course to 250.

Community Language Allowance Scheme

The department reviewed the operation of the Community Language Allowance Scheme. The review established that six school, 65 TAFE and seven former DTEC staff were recipients of the allowance. The department plans to increase awareness of the allowance.

Communication

Publicity

In 1998, an ethnic media publicity officer was appointed to inform parents and community members from language backgrounds other than English about the services provided by the department. Throughout 1998, the department sent copies of relevant media releases and information kits for the school sector to ethnic media. Several key media releases were translated into community languages.

In 1998, SBS radio broadcast information about TAFE NSW services in 17 languages.

Client communication

In 1998, the use of interpreters within schools and TAFE colleges continued to be supported, with \$157,000 in funding. A comprehensive ethnic communication strategy informing parents about drug education in schools was implemented with funding of \$207,000. The strategy included the use of ethnic radio to promote information evenings for parents, and the production of an information video for parents that is available in 24 languages.

Information about the 'Students Who Smoke' program and letters to parents of students placed on the program were translated into 23 languages and sent to high schools. The 'Make Links - Use Interpreters' package that allows parents to request interpreters to attend school meetings free of charge was advertised on ethnic radio and in the ethnic press.

The department continued to provide translations of key documents to ensure that learners, parents and clients have access to information about services and programs. Funding of \$180,000 was provided for translations of school documents in at least 21 languages other than English including:

- ◆ Starting High School
- ◆ Application to enrol in high school in 1999 - parent information
- ◆ Reading With Your Child At Home
- ◆ All About School Councils
- ◆ Transition to School - parent information
- ◆ Transition to School - A guide for families with young children with learning difficulties

Two other documents were translated and placed on the department's website: 'Starting School' and 'Parents Guide to Schools'.

Key TAFE NSW documents were translated into 20 community languages including:

- ◆ Using Your Overseas Skills and Qualifications in TAFE NSW
- ◆ The Right Choice

AMES also provided information, brochures and forms in a wide range of community languages. The Telephone Interpreter Service continued to be used by TAFE NSW and AMES to assist clients.

Funded Services

Grants to communities

The NSW Community Languages Program funds services for young people aged from two to 18, primarily from language backgrounds other than English, to maintain and develop their linguistic and cultural heritage. The community languages schools, the majority of which use government school premises, operate after regular school hours on a part-time basis. In 1998, \$1,825,379 was allocated to 458 locations in the form of per capita and special purpose grants covering 36,562 students. In addition, 22 special purpose grants were awarded to associations to conduct language-specific in-service training and/or to develop language teaching materials. Ten emerging communities received a one-off grant of \$1,000 to establish schools.

The principles of the 'NSW Charter for Equity in Education and Training' were embedded in all key funded services in the VET sector including contracted training provision, traineeships and access programs. ACE developed equity performance measures that will also be used to report on the performance of community language schools in mainstream school reporting procedures.

Funding of \$1,500 was provided to the Arabic and Vietnamese communities to promote public education in NSW within their communities.

Regional and Rural Services

English language support was provided to isolated students from language backgrounds other than English through the ESL New Arrivals Program. In 1998, 552 students in rural and regional areas received support through this program.

Community information officers from non-English speaking backgrounds assisted parents from language backgrounds other than English in rural and regional areas in all areas of schooling. These officers are located in Newcastle, Wollongong, Orange, Griffith, Armidale, Clarence/Coffs Harbour and Tweed Heads/Ballina.

TAFE NSW implemented a range of regional and rural initiatives including the following:

- ◆ Hunter Institute developed a Migrant Skills Website to assist migrants living in the regional areas of northern NSW. The website provides information on the recognition of overseas skills and qualifications, and related services.
- ◆ Illawarra Institute provided training for staff in meeting the needs of students from language backgrounds other than English.

- ◆ OTEN developed and implemented a \$10,000 communication strategy for rural and isolated ethnic communities.
- ◆ Riverina Institute provided training in cross-cultural communication skills and the use of interpreters, and conducted a marketing campaign about the recognition of overseas skills and qualifications.
- ◆ Western Institute and the Department of Mineral Resources piloted a language and literacy strategy in Lightning Ridge to support the delivery of compulsory mine safety training to miners from language backgrounds other than English. In a joint project with the NSW Department of Health, courses for interpreters were offered for bilingual speakers in Orange, Bathurst and Dubbo.

Key Ethnic Affairs Initiatives for 1999

The department's Ethnic Affairs Priorities Statement Plan for 1999 includes strategies to address the education and training needs of people from language backgrounds other than English. Managers of program areas throughout the department will develop local initiatives to implement the EAPS Plan and achieve its intended outcomes. Key initiatives will include:

- ◆ Delivering programs that facilitate the recognition and utilisation of overseas skills and qualifications.
- ◆ Developing specific initiatives for the participation of learners from language backgrounds other than English in vocational programs including entry level training and re-training.
- ◆ Developing and implementing a small business training strategy targeting ethnic small businesses.
- ◆ Developing and implementing strategic marketing initiatives targeting ethnic communities.
- ◆ Incorporating the principles and service standards of the department's multicultural education and training policy in guidelines for funding and contracted services.
- ◆ Developing performance measures for access and equity.
- ◆ Developing computer-assisted ESL learning materials for newly arrived students.
- ◆ Conducting research into the training needs of ethnic groups under-represented in education and training.
- ◆ Assessing the impact of training packages on learners from language backgrounds other than English.

Ethnic affairs agreements

The department did not enter any ethnic affairs agreements with the Ethnic Affairs Commission during the reporting period.

APPENDIX 15 NSW Disability Strategic Plan

Schools

The department has continued to fulfil its obligations under the *Disability Services Act, 1993*. Students with disabilities are catered for in a range of settings including regular schools, support classes and special schools. The department supports students with disabilities and learning difficulties by employing a range of specialist staff including:

- ◆ 743 primary support teachers (learning difficulties)
- ◆ 338 secondary support teachers (learning difficulties)
- ◆ 167 itinerant support teachers (vision)
- ◆ 107 itinerant support teachers (hearing)
- ◆ 48 integration teachers
- ◆ 40 special education consultants
- ◆ 40 learning difficulties coordinators
- ◆ 30 itinerant support teachers (early intervention)
- ◆ 30 transition support teachers
- ◆ 10 special education support centre coordinators
- ◆ 10 early learning program coordinators

The department's achievements against the three key result areas (access, employment and disability-specific services) during the reporting period are outlined below.

Access

Action: Written information is available for print handicapped users, for example, Braille and large print, on request.

All textbook and examination requirements that are requested in alternate formats (Braille, large print or disk) are supplied by the State Braille and Large Print Service.

Action: Sign Language interpreters available for specific functions on request.

The Department of Education and Training provides interpreters of sign language through the Deaf Education Network and other agencies on request.

Action: Specialist equipment, such as TTY machines and Braille modems, are available.

TTY machines are provided in schools throughout the state where deaf students are in support classes (hearing). The State Technology Equipment Pool provides specialist equipment to enhance access to the curriculum for students with disabilities via technology. All Braille Outposts are in the process of being connected to e-mail/modems to facilitate the distribution of material from the State Braille and Large Print Service.

Employment

Action: Facilitate access to training activities for staff with disabilities through use of appropriate venues.

All staff have access to training provided by the department and other agencies.

Disability-specific services

Action: Develop and trial innovative, collaborative special education services, programs and funding models aimed at meeting individual needs.

The Early Learning Program provides statewide support to students with disabilities and severe difficulties in learning and behaviour from preschool to Year 2. The department provides 'Transition to School Guidelines' and a training program for schools and families.

Action: In conjunction with the Board of Studies, develop mechanisms which will facilitate access to a recognised credential for all students with disabilities, learning difficulties and/or behaviour disorders in Years 10 and 12.

The development of a special program of study for the School Certificate has provided access to a recognised credential.

Action: Collaborate with the Catholic Education Commission, the Association of Independent Schools, TAFE NSW, Macquarie University and other providers to develop Transition Education options for students with disabilities.

An introductory training and development course, 'Moving On' was developed collaboratively to assist teachers to support students with disabilities moving from school to post-school settings.

Action: Ensure the latest research in instructional design, programming, technology and best practice forms the basis of training and development programs for all special education teachers.

The 'Making a Difference' course provides training and development based on current research. 'Assisting Year 7 students who need additional support: Follow up to ELLA' includes the latest research in instructional design, programming and best practice.

TAFE NSW

In 1998, TAFE NSW continued to fulfil its obligations under the Disability Services Act 1993 by participating in the NSW Disability Strategic Plan process. A network of around 100 teacher/consultants for students with disabilities provided a range of support services and implemented strategies to improve access, participation and outcomes for students with disabilities.

Strategies included providing tutorial support and team teaching; developing learning and teaching resources; and using interpreters, note takers and adaptive technologies.

Teacher/consultants support students with hearing impairment, intellectual disability, vision impairment, physical disability, and neurological and psychiatric disabilities.

Access

In 1998, there were 22,413 students with disabilities enrolled in TAFE NSW. This was an increase of 3.3% over the number of students with disabilities enrolled in 1997. Key strategies and projects to improve access including the following:

- ◆ Ensuring that all TAFE NSW institutes developed action plans to improve access for students with disabilities in order to comply with Section 9 of the Act.
- ◆ Improving access for schools students with disabilities who wish to undertake VET programs.
- ◆ Undertaking curriculum audits to ascertain the status and extent of disability awareness material within TAFE NSW courses.
- ◆ Providing comments to the Australian Building Codes Board in relation to the development of Access Standards.
- ◆ Submitting strategies to increase participation of people with disabilities in formally recognised training to the Dusseldorp Skills Forum.
- ◆ Working with the NSW Board of Studies to provide advice on alternate pathways to the HSC for people with disabilities.

Employment-related services

TAFE NSW does not directly provide employment-related services. However, the following projects were conducted in 1998.

- ◆ A research project, funded by ANTA, was completed. It recommended strategies and guidelines to improve placement and outcomes for people with disabilities in apprenticeships and traineeships.
- ◆ The Technical Equipment Program for people with disabilities in public sector employment was reviewed.
- ◆ The No Interest Loans Scheme for people with disabilities in general employment was also reviewed.

Disability-specific services

In 1998, departmental staff delivered disability awareness training to SOCOG and SPOC employees and continued to support TAFE NSW's role as the official Olympic and Paralympic training provider by providing strategic advice on disability-specific services.

The joint School/TAFE Transition Program continued to operate and an assessment of current courses was completed. This program has operated successfully for eight years. It assists young people with disabilities in their final years at school to make more informed decisions about future vocational options.

The department collaborated with the Ageing and Disability Department to identify areas of responsibility and joint responsibility in the new NSW Government Disability Policy Framework.

Departmental staff worked with Self Advocacy Sydney to complete a contract under the NSW and ACT Health and Family Services Disabilities Program to deliver support and training to 380 service outlets in five regional areas in NSW and 11

services in the ACT, who employ people with disabilities; and to assist these service providers to undertake their annual self assessment. The training was conducted in accordance with the Education Standards in the *Disability Discrimination Act*.

APPENDIX 16

Women's Action Plan

The NSW Government Action Plan addresses issues of inequity for women within the framework of the Social Justice Directions Statement. The plan recognises that the full economic and social participation of women is fundamental to a fair society. In 1998, the department continued to consolidate and implement new strategies to increase the participation of women in education and training and to improve their outcomes.

Strategic initiatives

During 1998, the department implemented gender-based initiatives through three key strategies:

- ◆ Gender Equity Strategy 1996-2001: Girls and Boys at School
- ◆ NSW Action Plan for Women in Vocational Education and Training 1997-1998: Changes and Choices
- ◆ State program of action for women in TAFE: 1997-2000

In 1998, the department commenced a project to develop performance indicators for female participation in education and training, and to set benchmarks.

In the school sector, curriculum materials were evaluated to eliminate gender stereotyping. The theme of 'body image' was used as a focus by teachers of personal development, health and physical education. Staff development in gender equity was provided to literacy consultants.

In the vocational education and training sector, a seminar was held in May to showcase the research findings from national projects on women in relation to VET. Participants included staff from private training providers, ITABs and TAFE institutes. Research reports on gender equity were circulated widely and institutes conducted follow-up activities to increase the numbers of women accessing courses in areas with jobs growth.

A positive report on employers who increased the number of women trainees was distributed to industry and community groups. This led to a greater level of involvement by industry and community advocacy groups in seminars and consultations on reforms in the training system.

APPENDIX 17

Major Capital Works

School Education Services				
Project Description	Location	Completion Date	Total Cost 1997/98 Budget \$'000	Expenditure to 30/6/98 \$'000
New Works				
Bodalla Public School - Relocation	Bodalla	Jan-99	4,620	2,277
Camden High School - Relocation	Camden	Jan-01	17,420	400
Caringbah High School - New Library	Caringbah	Sep-98	1,280	959
Carnes Hill Public School - New School	Hoxton Park	Aug-99	4,900	370
Charlestown Public School - New Hall	Charlestown	Aug-98	630	728
Glenmore Park High School - New School Stage 2	Glenmore Park	May-98	7,060	5,842
Macksville High School - Upgrade Stage 2	Macksville	Feb-99	3,520	2,011
Narara Public School - Relocation	Narara	Nov-98	5,080	3,445
Nirimba Senior High School - New School Stage 2	Riverstone	Feb-99	10,460	3,120
Revesby Public School - Relocation of Gillawarna & Broderick SSP to Revesby PS	Revesby	Sep-98	6,250	2,710
Sandon Public School - Replacement School	Armidale	Jul-99	3,900	1,548
Special Behaviour Schools - Pilot Facilities for Behaviour Disorder Students	Various	Jun-98	1,200	430
Statewide Kit Classroom	Various	Various	4,210	2,658
Tuggerah Public School - Upgrade Facilities	Tuggerah	Jan-00	4,470	316
Unanderra Public School - Replacement School	Unanderra	May-99	5,000	1,384
Works-in-Progress				
Belmont Public School - Hall & Refurbishment	Belmont	Feb-98	1,252	1,557
Ben Venue Public School - Stage 2 Upgrade	Armidale	Dec-97	2,407	2,414
Blaxland Public School - Redevelop School	Blaxland	May-99	2,069	371
Blue Haven Public School - New School	Wyong	Jan-99	3,406	1,519
Buxton Public School - Replacement School	Buxton	Jan-98	2,888	2,955
Camden Haven High School/District Education Centre - New School Stage 1 & Kendall PS - Conversions	Camden Haven	Mar-00 ⁽¹⁾	13,118	1,114
Camden South Public School - New Hall	Camden	Aug-97	729	749
Campsie Public School - Stage 2 Upgrade	Campsie	Dec-97	1,762	1,818
Castle Hill Public School - Replacement School Stage 2	Castle Hill	Dec-98	5,987	5,009
Claremont Meadows Public School - New School	Penrith	Oct-97	3,671	3,683
Cobar High School - New Multi Purpose Hall	Cobar	Jun-97	1,536	1,572
Dungog Public School - Upgrade	Dungog	Jul-98	2,658	2,363
Elderslie High School - Upgrade	Elderslie	Aug-97	1,065	1,068
Evans Head K-12 School - New School & Woodburn Public School - Stage 1 Redevelopment	Evans Head	Jan-00 ⁽²⁾	12,040	721
Fairfield Public School - Stage 2 Refurbishment	Fairfield	Jul-97	2,438	2,372
Glenmore Park High School - New School Stage 1	Glenmore Park	May-98	7,712	8,097
Gosford East Public School - New Hall	Gosford	Sep-97	794	816
Government School Technology Program	Various	Jun-00	7,400	3,950
James Ruse Agricultural High School - New Buildings & Conversions	Carlingford	Aug-97	2,391	2,357
James Ruse Agricultural High School - Stage 2 Refurbishment	Carlingford	Aug-97	2,735	2,854

School Education Services Continued

Project Description	Location	Completion Date	Total Cost 1997/98 Budget \$'000	Expenditure to 30/6/98 \$'000
Kellyville Public School - New Buildings	Kellyville	Jun-97	2,118	2,025
Kurrambee School - Stage 2 Upgrade	St Marys	⁽³⁾	936	95
Lambton High School - New Multi Purpose Hall	Lambton	Oct-97	1,417	1,370
Macksville High School - New Buildings	Macksville	Dec-98	2,559	2,358
Maclean High School - Stage 3 Upgrade	Maclean	Feb-99	1,374	1,224
Mawarra Public School - New Hall	Camden	Sep-98	700	486
Mudgee High School - Stage 1 Upgrade	Mudgee	Mar-98 ⁽⁴⁾	3,383	4,130
Mudgee High School - Stage 2 Upgrade	Mudgee	Mar-98	3,421	3,406
Murwillumbah High School - New Multi Purpose Centre	Murwillumbah	Jun-97	1,337	1,341
Nimbin Central School - Replacement School Stage 2	Nimbin	Oct-97	3,616	3,609
Nirimba Senior High School - New School Stage 1	Quakers Hill	Jul-98	3,579	3,225
Orange High School - Stage 2 Upgrade	Orange	Dec-97	2,909	2,972
Ourimbah Public School - Stage 2 Upgrade	Ourimbah	Mar-99	3,161	1,132
Salamander Public & High School - New School	Salamander Bay	Jul-98	16,857	16,966
Shelley Public School - New Hall	Blacktown	Oct-97	708	830
Springwood Public School - New Library & Classrooms	Springwood	Jun-97	996	964
Statewide Kit Classroom Project Various Schools	Various	Various	2,010	2,055
Summer Hill Public School - New Hall & Canteen	Summer Hill	Jan-98	815	1,044
Sydney Girls High School - Stage 2 Upgrade	Moore Park	Nov-98	1,459	1,793
Toronto High School - Stage 2 Upgrade	Toronto	Jul-98	4,190	4,263
Tumby Umbi High School - New School Stage 2	Tumby Umbi	Apr-97	5,736	5,683
Warrimoo Public School - Redevelop School	Warrimoo	Feb-99	2,141	1,179
Westfields Sports High School - New Specialist Facilities	Fairfield	Mar-97	1,969	2,072
Weston Public School - Upgrade	Weston	Feb-98	1,193	1,217
Yowie Bay Public School - Consolidation to one Site	Yowie Bay	Aug-97	1,744	1,745
Green Valley Public School - New Classrooms	Green Valley	Aug-98	875	812
McCallums Hill Public School - Upgrade Facilities	Lakemba	Nov-99	3,452	565
Port Kembla Public School - Replacement School	Port Kembla	Jun-99	4,377	153
Windsor High School - New Multi Purpose Centre	Windsor	Jun-98	1,336	1,319

⁽¹⁾ Commencement delayed due to environmental issues. School developed on an alternative site.

⁽²⁾ Commencement delayed to resolve environmental concerns.

⁽³⁾ Project did not proceed. Students relocated to Windsor High School.

⁽⁴⁾ Increased cost due to the builder becoming insolvent.

TAFE Education Services				
Project Description	Location	Completion Date	Total Cost 1997/98 Budget \$'000	Expenditure to 30/6/98 \$'000
New Works				
Adult Basic Education, Library, Student Support & Administration	Hornsby	Mar-00	5,929	273
Air Conditioning of General Purpose Lecture Rooms	Blacktown	Feb-98	480	506
Modular Lightweight Building to replace Houses N & O	Armidale	May-99	400	69
Automotive & Engineering Workshop	Hornsby	May-98	1,353	1,353
Building Construction Training Facility	Chullora	Mar-98	640	543
Building & Construction, Foundation Studies, Business Services	Nirimba	Sep-99	5,134	224
Computers & Communication Equipment Group 2	Various	Jun-98	550	806
Engineering & Industrial Technology	Granville	Jan-99	3,091	3,116
Equipment Upgrade & Replacement Group 2	Various	Jun-98	550	792
Griffith Wine & Grape Centre	Griffith	Nov-99	1,300	Nil
Internet	Various	Jun-02	22,200	1,160
Library, General Purpose Lecture Rooms & Student Support	Wetherill Park	Nov-99	5,504	706
Lithgow Building Replacement	Lithgow	Mar-99	1,850	280
Liverpool-Vocational & Professional Centre	Liverpool	Dec-01 ⁽¹⁾	3,500	
Macksville Upgrade of Technology & Science Facility	Macksville	Jun-98	500	178
Meadowbank Conversion of Typing Rooms into Computer Laboratory	Meadowbank	Mar-99 ⁽²⁾	290	Nil
Mt Druitt Convert Fashion/Typing Rooms to General Purpose & Computer Rooms	Mt Druitt	Dec-98	340	311
North Sydney Institute Offices & Automotive Engineering	North Sydney	May-98	2,050	2,089
Relocation from William Street to Mt Panorama	Bathurst	Dec-98	4,310	2,150
Stage 6-Fashion, Business, Staff Offices	Blacktown	Jun-98	995	968
Tourism & Hospitality	Bega	Dec-98	1,030	720
Ultimo Optical Centre Block D	Sydney	Jun-99	495	Nil
Upgradings Group 17	Various	Dec-99	5,498	492
Works-in-Progress				
Administration & Learning Resource Centre	West Wyalong	Nov-97	535	511
Administration, Business Services, Tourism & Hospitality, Personal & Community Services, Information Technology	Loftus	Sep-98	5,120	4,400
Adult Basic Education & Automotive Services	Narrabri	Dec-97	400	336
Arts & Media, Graphic/Interior Design, Drawing/Painting Studios, Fine Arts & Commercial Services	Hornsby	Jul-97	7,936	7,918
Automotive & Heavy Vehicle Training Facility	Shellharbour	Mar-98	5,706	4,996
Building & Environmental, Engineering & Industrial Technology	Newcastle	Jul-97	6,707	6,918
Business Services & Information Technology - Refurbish Computer Facilities	Padstow	Aug-97	300	395
Butchery & Meat Training	Wollongong	May-97	373	380
Carpentry & Joinery & Hairdressing	Gosford	Feb-98	3,164	3,012
Child Studies, Arts & Media, Student Support, Administration & Bookshop	Campbelltown	Sep-00 ⁽³⁾	7,549	196

TAFE Education Services Continued

Project Description	Location	Completion Date	Total Cost 1997/98 Budget \$'000	Expenditure to 30/6/98 \$'000
Child Studies, General Management & Support, Information Technology	Ourimbah	Mar-99	10,468	7,512
Computers-Campus Management System	Various	Jun-98	3,795	4,001
Electrotechnology & Electrical Trades rationalisation	Sydney	Jun-98	1,085	1,137
Fine Arts, Sculpture & Painting Workshops	East Sydney	Sep-99	550	58
General Purpose Lecture Rooms & Computing	Liverpool	Mar-98	495	592
General Purpose Lecture Rooms, Plumbing Stage 6	Gymea	Jun-97	3,420	3,542
Hairdressing & Training Division Offices	Granville	Jul-98	3,938	4,288
Joint Development with Southern Cross University & Department of School Education for Child Studies, Fitting & Machining, Hairdressing & Rural Studies	Coffs Harbour	Jan-98	5,241	5,551
Laboratories for Biosciences, Material Technology, Chemical & Food Technology & General Science	Newcastle	Dec-98	1,300	1,000
Maitland Road Bus Bay	Newcastle	Mar-98	437	437
New College in Joint Development with Department of School Education	Salamander Bay	Jul-98	1,022	689
Newcastle Block E Stage 2	Newcastle	Jul-99	4,528	3,895
Office Administration, Travel, Maritime, General Purpose Lecture Rooms, Child Care & Business Services	Kingscliff	Oct-97	5,578	5,569
Personal & Community Services, Tourism & Hospitality	Nowra	Jul-97	7,124	7,941
Purchase & Refurbishment of Museum of Applied Arts & Sciences	Ultimo	May-98	8,550	6,133
Student Support & Administration, General Purpose Classroom, Computer Room, Construction, Child Studies	Nirimba	Mar-98	12,148	11,577
Student Support & General Purpose Lecture Rooms	Lismore	Jun-98	400	317
Tourism & Hospitality, Business Services & General Purpose Lecture Rooms	Wagga Wagga	Apr-98	6,657	6,633
Tourism & Hospitality, Business Services & Information Technology	Parkes	Jun-98	525	450
Tourism & Hospitality, Information Technology & Personal & Community Services	Dapto	Oct-97	250	100
Upgradings-Group 15	Various	Jun-99	12,823	8,150
Upgradings-Group 16	Various	Jun-99	4,943	2,288
Wellington Library, Open Learning & Business Services	Wellington	Mar-99	500	519

⁽¹⁾ Commencement delayed due to the need to review and define the project scope in consultation with the University of Western Sydney.

⁽²⁾ The project was deferred following a review of the future educational needs of Meadowbank College.

⁽³⁾ Commencement of work delayed due to the need to review the project scope.

Education and Training Services				
Project Description	Location	Completion Date	Total Cost 1997/98 Budget \$'000	Expenditure to 30/6/98 \$'000
New Works				
Conservatorium of Music	Sydney	Sep-00	55,306	10,627
Works-in-Progress				
Integrated Vocational Training System - Phase 3	Sydney	Jun-98	2,261	2,261
Refurbishment of Kirkbride Buildings	Rozelle	Jun-99	8,281	6,881

Annual Provisions

The following items were classified as annual provisions in the 1997/1998 financial year and formed part of the department's capital program.

Schools	Cost (\$)
Integration	3,983,607
Health & Safety	5,938,324
Site Acquisition	7,879,885
Plant & Equipment	45,454
Office Renovations	2,500,000
Minor Works	8,584,127
Joint Ventures in capital works	1,922,484
Asset Management System	2,342,111
Forward Planning Fees	1,042,000
Major Works Furniture	4,075,469
Air Cooling Program	5,235,785
Shade/Cola Program	187,573
Total	43,736,819

TAFE and Related Services	Cost (\$)
Site Acquisitions	639,631
Plant & Equipment - general	14,545,711
Plant & Equipment - major works	3,053,819
Minor Works	2,285,441
Architectural Fees	5,989,845
Subtotal	26,514,447
Final Payments - completed works	2,404,553
Total	28,919,000

APPENDIX 18 Property Disposal

In 1997/98, proceeds from the sale of 47 properties amounted to \$26.8 million – \$23.8 million from school properties and \$3 million from TAFE properties. Of these 47 properties, 38 were surplus to requirements.

The Roads and Traffic Authority acquired seven properties for road improvements and one property was transferred to the Teacher Housing Authority. An Aboriginal Land Claim was granted over a vacant high school site at Kincumber.

The net proceeds from the sale of school property are returned to schools in maintenance or upgrading of remaining buildings. In the case of TAFE assets, some capital realisations are reinvested in the institute responsible for the asset while others are shared 50:50 with NSW Treasury.

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

An application for access to documents concerning the details of the properties disposed of by the department, may be made in accordance with the *Freedom of Information Act, 1989*.

APPENDIX 19 Fixed Asset Register

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

By the end of 1998, the department had the following building stock:

- ◆ A total of 16,756 operating school buildings on 2,441 sites with a total floor space of approximately 6.7 million square metres.
- ◆ There were also 5,728 demountable buildings providing a further floor space of approximately 420,000 square metres.
- ◆ A total of 1,481 TAFE buildings at 129 colleges, providing a total floor space of approximately 1.5 million square metres.

APPENDIX 20

Plant and Equipment

TAFE institutes purchased the following plant and equipment, valued at \$50,000 or more, in 1998.

Plant and Equipment (Valued at \$50,000 and above)			
Institute	Campus	Item	Value (\$)
Hunter	Kurri Kurri	Prime mover	126,096
Hunter	Newcastle	Planing moulding machine	60,450
Illawarra	Shellharbour	Chassis dynamometer	208,000
Illawarra	Shellharbour	Engine dynamometer	158,000
Illawarra	Shellharbour	Prime mover	120,000
Northern Sydney	North Sydney	Air conditioning equipment	154,732
Riverina	Wagga Wagga	Lathe	55,000
South Western Sydney	Wetherill Park	Mack truck	127,105
Southern Sydney	St George	Micro link equipment (telephone system)	156,304
Southern Sydney	St George	Language laboratory equipment	81,000
Southern Sydney	Sutherland	Computer router	66,692
Southern Sydney	Sutherland	File server	57,693
Southern Sydney	Sutherland	Openview network system (computing equipment)	113,416
Sydney	Ultimo	Flat bed screen printing machine	63,252
Sydney	Ultimo	Cylinder screen printing machine	57,630

During the reporting period, the department did not purchase any single items of plant and equipment, valued at \$50,000 or more, for schools.

APPENDIX 21

Consultants

Organisation/Consultant	Project Title	Amount Paid (\$)
John Ray and Associates	Evaluation of pilot projects in school-based traineeships in NSW	48,503
Cullen, Egan and Dell	Evaluation of the grading of State Office SES positions	101,000
Comino Consultants	Finalisation of 1996 TAFE Teachers Award matters	50,250
Total		199,753

During 1998, there were 30 additional consultancies, each costing less than \$30,000. The total cost of these additional consultancies was \$301,782.50.

APPENDIX 22 Millennium Bug

The department has established a Year 2000 (Y2K) Steering Committee and a Year 2000 Coordination Project to resolve Year 2000 issues that impact on the business of the department.

The Year 2000 Coordinating Project involves 82 projects to identify, rectify and minimise potential areas of risk caused by the Year 2000 date problem. These projects include department-wide systems and operations in all directorates and TAFE NSW institutes. Each project area is responsible for:

- ◆ preparing project plans
- ◆ creating an inventory of computer equipment and items which may be Year 2000 date affected
- ◆ assessing the compliance status of items on the inventory list
- ◆ testing equipment
- ◆ preparing contingency plans
- ◆ reporting on the status and progress of projects on a monthly basis to the Year 2000 Steering Committee.

Rectification activities for all government schools and district offices are managed through a Year 2000 Resource Action Kit which assists them to rectify local Y2K problems to achieve compliance. Phase 1 of the resource action kit involves the establishment of an inventory of all items and computer equipment that may be Year 2000 date affected. Phase 2 focuses on the assessment of the compliance statement of items on the inventory list. Phase 3 deals with contingency planning.

A Year 2000 web site was established on the Intranet. It contains the Resource Action Kit, up-to-date compliance information, answers to frequently asked questions, and it is linked to other Year 2000 sites.

Scope and status of the Year 2000 Project

The department submitted a Year 2000 Rectification Plan that includes contingency and disaster recovery plans to the NSW Office of Information Technology (OIT). The plan, which comprises the 82 project plans for the department, was accepted by OIT and certified by an independent auditor on 28 September 1998 in accordance with Government requirements. The department also completed Year 2000 legislative, legal and compliance warranty reviews as required by the Government.

The department reports the progress of its rectification activities on a monthly basis to OIT. In December, the department reported a 35% completion rate of its rectification plan to OIT. The estimated total cost of the department's Year 2000 Project is \$34.2 million.

Contingency plans for critical business functions

To assist directorates, schools, district offices and institutes to prepare for 1 January 2000, the department's Information Technology Bureau is developing strategic contingency plans. This includes providing checklists for 1 January 2000 activities, establishing clear responsibilities for critical operational areas, providing a methodology for rectification, and providing information and advice.

APPENDIX 23 School Openings and Closures

The following changes have occurred since the publication of the 1998 Directory of Government Schools in New South Wales.

Openings			
School Name	District	Location	Date
Blue Haven	Lake Macquarie	Bluehaven	January 1999
Wyndham College	Blacktown	Quakers Hill	January 1999
Hopetown School	Central Coast	Wyong	January 1999
Carnes Hill	Liverpool	Hoxton Park	July 1999
Induna School	Grafton	South Grafton	April 1999
Lincoln School	Dubbo	Dubbo	April 1999
Closures			
School Name	District	Location	Date
North Rocks School/Deaf	Hornsby	North Rocks	January 1998
Randwick North High School	Bondi	Randwick	October 1998
Baulkham Hills	Parramatta	Baulkham Hills	December 1998
Tamworth Base Hospital	Tamworth	Tamworth	December 1998
Peter Board High School	Ryde	North Ryde	December 1998
Graman	Armidale	Graman	December 1998
Coolabah	Dubbo	Coolabah	December 1998
Tuena	Queanbeyan	Tuena	December 1998

Changes of School Name and Status		
School Name	District	Date
Broderick Gillawarna School	Granville formerly Broderick House	January 1998
West Pymble	Ryde formerly Pymble West	January 1998
Wallis Plains School	Newcastle formerly Worimi School	March 1998
Ku-ring-gai High School	Ryde formerly Kuring-gai High School	June 1998
Illawarra Hospital School	Wollongong formerly Illawarra Regional Hospital School	June 1998
Tomaree	Newcastle formerly Nelson Bay	July 1998
Tomaree High School	Newcastle formerly Nelson Bay High School	July 1998
Carramar	Fairfield formerly Villawood	July 1998
Illawarra Sports High School	Wollongong formerly Berkley High School	August 1998
Hunter School of Performing Arts	Lake Macquarie formerly The Broadmeadow High School	September 1998

APPENDIX 24

Additional Financial Information

Funds Granted to Non-Government Community Organisations				
Organisation	Treasury Program	Program	Approved 1996/97 Grant (\$)	Approved 1997/98 Grant (\$)
NSW Parents Council	Assistance to Non Government Schools	Non Government Primary	41,070	35,070
Council of Catholic School Parents	Assistance to Non Government Schools	Non Government Primary	35,070	35,070
Australian Council for Education Research	Core Secondary Education Services in Government Schools	Secondary General Funding	284,150	293,600
Bereavement CARE Centre	Core Secondary Education Services in Government Schools	Secondary General Funding	Nil	5,000
Peer Support Foundation	Core Secondary Education Services in Government Schools	Secondary General Funding	Nil	30,000
Playground Advising Unit	Core Secondary Education Services in Government Schools	Secondary General Funding	Nil	10,000
Isolated Children's Parents Association	Equity & Strategic Primary Education Services in Government Schools	Rural Education Programs Primary	32,680	32,680
Musica Viva	Equity & Strategic Primary Education Services in Government Schools	Creative Performing Arts	5,000	5,000
NSW Federation of School Community Organisations	Equity & Strategic Primary Education Services in Government Schools	Public Education & Local School Image Primary	46,490	46,490
Gould League of NSW	Equity & Strategic Primary Education Services in Government Schools	Human Society & Its Environment Primary	8,960	8,960

Organisation	Treasury Program	Program	Approved 1996/97 Grant (\$)	Approved 1997/98 Grant (\$)
Public Schools Sports Council	Equity & Strategic Primary Education Services in Government Schools	Sport Primary	70,670	70,670
Talent Development Project	Equity & Strategic Primary Education Services in Government Schools	Education of Gifted and Talented Students Primary	65,120	65,120
Volunteer Centre	Equity & Strategic Secondary Education Services in Government Schools	State Literacy Secondary	90,000	90,000
Association for Children with Learning Difficulties	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	26,169	24,000
Australian Early Intervention Association	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	2,500	6,014
Institute for Family Advocacy & Leadership Development	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	Nil	3,600
Learning Difficulties Coalition of NSW	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	26,168	24,000
Parent Council for Deaf Education	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	2,000	3,200
Royal Blind Society	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	3,542	3,342
Spastic Centre	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	Nil	2,800
Specific Learning Difficulties Association of NSW	Equity & Strategic Primary Education Services in Government Schools	Special Education General Primary	26,168	24,000
Australian School Sports Council	Equity & Strategic Primary Education Services in Government Schools	Sport Primary	4,520	9,040
Federation of Parents and Citizens Associations	Equity & Strategic Primary Education Services in Government Schools	Public Education & Local School Image Primary	140,290	160,000
Australian Children's Television Foundation	Equity & Strategic Primary Education Services in Government Schools	Creative Performing Arts	138,000	138,000

The following allocations for TAFE and Related Services include those made to non-government community organisations.

TAFE and Related Services 1997/98 Grants for Education and Training Services			
Description	YTD Actual	Description	YTD Actual
Industry Training Services		Adult and Community Education Services	
Access Program	30,011	Affiliated Misc Bodies	597,000
AVTS Pilots Industry Studies	20,000	Non Tertiary Music Bodies	4,119,000
Australian Traineeship System	677,953	BACE - Indigenous Education (IESIP)	61,600
Building & Construction Training Strategy	3,354,191	BACE - ANTA Growth Funds	4,526,754
Contracted Entry Level Training Agencies	70,091	BACE - BVET Literacy	944,310
Contracted Training Provision	22,269,038	BACE - Community Adult Education Activities	7,969,424
Disabled Apprenticeships	847,238	BACE - NATMIS Capital Program	1,000
Enterprise Training Program	347,000	Sub total Adult and Community Education Services	\$18,219,088
Government Intake Group Apprentices	65,810	Policy and Planning Projects	
Group Training Schemes	1,675,063	AVTES Professional Development	1,348,306
Group Training Schemes - ANTA Cont	1,409,840	BVET - ANTA Growth Funds	239,414
Industry Skills Training	511,000	BVET - State ITAB Funding	1,056,122
National Transition Program	705,357	BVET - ANTA ITAB Operating Funding	1,688,948
Pre Vocational Places Program	466,746	BVET - Australian Vocational Certification	16,954
Skills Gap Training - SGYI	749,517	BVET - National Projects	780,233
Traineeship Providers (CST)	14,062,492	Equity Performance Measures Demo Strategy	259,528
Training Promotion	60,500	Group Training & Development of Quality Models	29,113
Vocational Training Assistance Scheme	2,512,151	Ministerial Council (MCEETYA)	35,970
Workplace Infrastructure	117,805	Rhodes Scholarship	11,798
Work Skills Australia Foundation	106,000	DTEC Wine Industry	4,341
Sub total Industry Training Services	\$50,057,803	VET in Schools	3,533,268
Education Access Services		Sub total Policy and Planning	\$9,003,995
Aboriginal Employment & Training	1,629,464	Recognition Services	
Community Languages Program	1,577,419	AMES - Skillsmax	1,788,000
Curriculum Development & Maintenance	3,055,584	Migrant Skills Strategy	1,819,468
Elcom Re-Employment	80,840	Minister's Discretionary Fund	153,160
Equity Development & Training Innovation	191,200	Null Projects (9999)	152,341
Intervention Support	5,996,322	Sub total Recognition Services	\$3,912,969
Mature Workers	2,920,747	Capital Grants	
New Work Opportunities	312,315	BVET - ATSI Infrastructure Program	2,450,000
Self Employment Development Program	798,028	BVET - Skills Centres	2,456,218
Tradeswomen on the Move	52,673	BACE - Building Equipment & Childcare	644,927
Vocational Guidance Labour Market Information System	56,804	Sub total Capital Grants	5,551,145
Youth Programs	6,193,067	GRAND TOTAL	\$109,609,463
Sub total Education Access Services	\$ 22,864,463		

TAFE NSW

Payment Performance 1993 to 1998

	1993/94 \$M	1994/95 \$M	1995/96 \$M	1996/97 \$M	1997/98 \$M
Percentage paid on time	94%	97%	96%	96%	96%

The Commission achieved a payment performance for 1997-98 of 96% accounts being paid on time. All complaints were satisfactorily resolved and there were no penalty interest claims for the late payment of accounts.

	Quarter Ended June 1997	Quarter Ended June 1998
Percentage of Accounts Paid on Time	96%	98%
Value of Accounts Paid on Time	\$165.9m	\$116.1m
Total Value of Accounts Paid	\$172.0m	\$118.7m
Accounts Payable at End of Quarter	\$4.5m	\$3.1m

Late Payment of Accounts

There are no payment performance statistics for the department as a whole in 1997-98. The department's JD Edwards accounting system incorporates a facility whereby vendors' terms are entered upon receipt of invoice. This allows for the drawing of cheques on, or as near as practicable to, the due date. There were circumstances, however, where unintended circumstances caused later payment. There were no instances where interest was payable under clause 2AB of the Public Finance and Audit Regulations resulting from the late payment of accounts. Procedures are continually reviewed to ensure that the most efficient service is provided to clients.

Liability for Annual and Long Service Leave, 1993-1998

Leave Liabilities	1993/94* \$M	1994/95* \$M	1995/96* \$M	1996/97* \$M	1997/98# \$M
Annual Leave	13.3m	15.0m	15.7m	17.2m	17.2m
Long Service Leave	95.4m	103.9m	112.9m	123.5m	123.5m

*Full year

#Six months from 1 July to 31 December 1997.

APPENDIX 25

Additional Data on Government Schools

Enrolments by District 1998							
District	Number of Schools	Primary Total	Secondary Total	SSP Total	District Total	ATSI Students (%)	NESB Students (%)
Albury	58	6,582	4,973.2	77	11,632.2	2.9%	2.2%
Armidale	50	5,779	4,468.8	12	10,259.8	8.3%	2.7%
Bankstown	49	12,190	8,875.9	60	21,125.9	0.9%	53.8%
Batemans Bay	46	8,909	6,232.7	7	15,148.7	4.9%	2.2%
Bathurst	59	6,791	4,849.9	47	11,687.9	3.1%	2.3%
Blacktown	62	13,629	7,736.9	35	21,400.9	2.6%	17.7%
Bondi	54	9,899	7,592.9	54	17,545.9	2.7%	48.1%
Broken Hill	24	3,463	2,384.2	0	5,847.2	12.8%	1.0%
Campbelltown	65	19,564	11,650.5	203	31,417.5	2.7%	18.8%
Central Coast	64	19,165	12,616.5	162	31,943.5	2.2%	7.5%
Clarence/Coffs Harbour	62	10,726	8,045.1	0	18,771.1	4.7%	3.0%
Deniliquin	32	3,236	2,210.9	0	5,446.9	4.1%	2.0%
Dubbo	59	7,411	5,203.9	0	12,614.9	20.0%	1.5%
Fairfield	48	16,615	14,623.7	202	31,440.7	1.0%	72.2%
Granville	49	14,019	7,967.8	227	22,213.8	0.7%	77.8%
Griffith	50	4,696	3,417.7	44	8,157.7	7.4%	7.1%
Hornsby	56	15,911	11,761.7	180	27,852.7	0.2%	28.0%
Lake Macquarie	67	17,134	10,590.1	50	27,774.1	3.4%	2.9%
Lismore	65	7,101	5,315.7	32	12,448.7	6.7%	2.2%
Liverpool	59	17,101	11,212.1	430	28,743.1	2.6%	46.2%
Maitland	61	11,115	7,070.4	38	18,223.4	2.8%	1.9%
Moree	41	4,418	2,682.7	0	7,100.7	27.5%	1.5%
Mount Druitt	52	17,731	10,371.4	174	28,276.4	5.1%	30.4%
Newcastle	66	12,572	10,102.1	150	22,824.1	2.6%	7.6%
Northern Beaches	59	16,024	9,208.9	103	25,335.9	0.3%	21.0%
Orange	50	7,474	5,084.1	60	12,618.1	6.8%	1.8%
Parramatta	56	13,948	10,962.0	256	25,166.0	0.8%	40.6%
Penrith	59	15,084	9,944.8	104	25,132.8	2.1%	8.9%
Port Jackson	58	11,007	6,361.0	61	17,429.0	4.1%	51.1%
Port Macquarie	49	8,675	6,248.3	0	14,923.3	7.6%	1.3%
Queanbeyan	58	7,597	4,651.8	36	12,284.8	2.6%	6.6%
Ryde	57	15,316	9,468.1	119	24,903.1	0.2%	35.3%
Shellharbour	62	14,723	9,700.9	123	24,546.9	3.9%	6.9%
St George	50	11,924	9,636.4	197	21,757.4	0.5%	66.8%
Sutherland	61	14,799	11,092.0	131	26,022.0	0.6%	13.9%
Tamworth	64	8,713	6,134.0	51	14,898.0	8.1%	1.2%
Taree	64	11,256	7,303.9	0	18,559.9	4.8%	1.7%
Tweed Heads/Ballina	55	9,558	7,079.3	0	16,637.3	4.4%	2.6%
Wagga Wagga	60	7,638	5,195.4	96	12,929.4	4.4%	2.0%
Wollongong	62	13,072	9,109.1	152	22,333.1	2.5%	19.3%
State	2,222	452,565	309,136.7	3,673.0	765,374.7	3.5%	22.1%

Note: NESB figures are based on the Term 1 Census.

ATSI - Aboriginal and Torres Strait Islander

NESB - Non-English speaking background

APPENDIX 26

School Bank Balances

Schools

As at 31 December 1998, the combined balance of school bank accounts was \$185.1 million. This includes interest paid to schools in 1998/99 of \$7.1 million. The bank balance for December 1996 was \$154.66 million.

School bank balances include funds issued by the department in the form of global allocations, and various programs initiated by departmental directorates and by school and community sources. Sources of income and funds retained include:

- ◆ global allocations of \$110.8 million paid to schools in the first six months of 1998/99
- ◆ funds held by schools for district wide programs
- ◆ funds held by the schools in tied grants for specific-purpose programs
- ◆ funds set aside by the school for asset replacement programs and future acquisitions
- ◆ funds set aside for computer network upgrades.

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Aberdeen	34,775.99	Argenton	23,934.11	Bald Blair	18,037.98
Abermain	34,654.60	Ariah Park Central	65,898.82	Bald Face	25,806.18
Adaminaby	25,441.73	Armidale City	131,137.09	Balgowlah Boys High	115,857.44
Adamstown	56,256.90	Armidale High	138,874.90	Balgowlah Heights	98,526.56
Adelong	10,844.26	Arncliffe	90,128.19	Balgowlah North	30,617.94
Afterlee	27,994.36	Arncliffe West Infants	34,205.74	Balgownie	30,742.08
Airds High	250,069.01	Arndell	126,355.67	Balldale	10,531.80
Ajuga	49,011.89	Artarmon	90,885.36	Ballimore	8,576.02
Albert Park	106,523.94	Arthur Phillip High	442,854.22	Ballina High	225,156.44
Albion Park	61,053.37	Ashbury	64,509.12	Ballina.	82,664.00
Albion Park High	503,354.57	Ashcroft	92,443.21	Balmain	15,019.39
Albion Park Rail	95,489.75	Ashcroft High	303,002.99	Balmain High	51,613.19
Albury	71,231.81	Ashfield	48,728.51	Balranald Central	434,223.55
Albury High	337,424.06	Ashfield Boys High	154,311.85	Bangalow	33,734.37
Albury North	104,620.47	Ashford Central	29,610.58	Bangor	172,207.65
Albury West	100,922.87	Ashmont	47,760.68	Banks	107,004.88
Aldavilla	21,837.38	Asquith	52,966.92	Banksia Road	30,803.60
Alexandria	21,262.23	Asquith Boys High	105,153.96	Banksmeadow	64,561.66
Alfords Point	56,299.03	Asquith Girls High	208,667.79	Bankstown	142,865.48
Allambie	60,176.46	Athelstane	51,104.30	Bankstown College	222,209.76
Allambie Heights	101,338.54	Attunga	23,851.29	Bankstown Girls High	146,674.37
Alma	140,923.10	Auburn	82,002.00	Bankstown Hospital	8,946.58
Alstonville	34,684.95	Auburn Girls High	176,529.04	Bankstown North	51,811.43
Alstonville High	243,994.30	Auburn North	104,607.65	Bankstown South Infants	85,133.54
Ambarvale	173,385.97	Auburn West	70,867.32	Bankstown West	40,868.55
Ambarvale High	206,817.74	Austinmer	35,677.59	Banora Point	54,096.78
Ando	20,841.27	Austral	86,394.32	Baradine Central	69,958.19
Anna Bay	35,080.86	Australia Street Infants	53,019.52	Barellan Central	26,201.63
Annandale	61,039.11	Avalon	80,353.17	Bargo	69,753.46
Annandale North	17,068.42	Avoca	31,734.03	Barham	42,442.04
Annangrove	14,480.50	Avoca Beach	56,255.68	Barham High	36,537.13
Anson Street	107,500.62	Awaba	38,280.93	Barkers Vale	31,140.35
Appin	25,280.28	Awabakal Fsc	26,103.20	Barmedman	47,916.87
Arcadia	15,365.78	Baan Baa	20,691.17	Barnier	125,830.12
Arcadia Vale	28,041.50	Badgery's Creek	36,402.27	Barnsley	46,395.74
Ardlethan Central	174,379.25	Balarang	66,795.55	Barooga	33,713.25

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Barraba Central	166,063.76	Ben Venue	212,603.33	Blackalls Park	25,232.81
Barrack Heights	126,812.76	Bendemeer	30,421.81	Blackett	92,499.08
Barrenjoey High	218,238.05	Bennett Road	68,317.87	Blackheath	26,124.14
Barrington	28,268.10	Berala	176,823.16	Blacksmiths	20,764.40
Baryulgil	33,327.52	Beresfield	48,225.26	Blacktown Boys High	141,825.28
Bass High	182,255.22	Beresford Road	33,435.55	Blacktown Girls High	162,350.56
Bass Hill	11,183.07	Berinba	50,844.67	Blacktown North	40,427.00
Bateau Bay	131,275.84	Berkeley	63,424.89	Blacktown South	133,915.93
Batemans Bay	165,445.47	Berkeley High	175,000.00	Blacktown West	119,749.74
Batemans Bay High	186,934.69	Berkeley South	71,599.54	Blackville	24,053.37
Bates Drive	151,870.88	Berkeley Vale	95,317.89	Blackwell	121,361.91
Bathurst	216,577.13	Berkeley Vale High	2,844.95	Blairmount	133,146.43
Bathurst High	171,851.45	Berkeley West	62,547.17	Blakebrook	16,020.68
Bathurst South	17,167.82	Bermagui	62,658.18	Blakehurst	48,181.00
Bathurst West	41,209.27	Berowra	28,641.26	Blakehurst High	158,946.34
Batlow Technology	113,261.46	Berridale	28,652.04	Blandford	21,643.41
Baulkham Hills	25,013.19	Berrigan	33,175.68	Blaxcell Street	160,431.57
Baulkham Hills High	159,138.39	Berrilee	10,273.31	Blaxland	35,741.09
Baulkham Hills North	178,413.58	Berrima	74,614.40	Blaxland East	104,893.56
Bayldon	85,426.55	Berry	133,998.11	Blaxland High	309,342.81
Beacon Hill	20,079.36	Bert Oldfield	25,572.21	Blayney	34,320.63
Beacon Hill High	59,967.55	Beverley Park	86,317.89	Blayney High	110,474.14
Beaumont Road	14,561.04	Beverly Hills	81,431.40	Bletchington	131,154.74
Beauty Point	968.02	Beverly Hills Girls High	93,898.08	Bligh Park	48,717.19
Beckom	11,775.51	Beverly Hills North	74,571.47	Blighty	28,278.39
Beechwood	15,285.40	Bexhill	18,140.06	Boambee	24,479.82
Beecroft	107,489.14	Bexley	122,719.82	Bobin	27,074.10
Beelbangera	17,767.80	Bibbenluke	35,285.08	Bobs Farm	18,474.93
Bega	94,204.26	Biddabah	30,062.06	Bodalla	50,788.00
Bega High	288,824.65	Bidwill	166,756.78	Boggabilla Central	41,898.56
Bega West	55,537.81	Bidwill High	458,288.31	Boggabri	30,744.83
Belair	102,085.48	Bigga	23,693.24	Bolwarra	28,282.39
Bellambi	48,836.36	Bilambil	25,344.44	Bomaderry	50,000.00
Bellata	25,582.54	Bilbul	19,210.36	Bomaderry High	349,486.66
Bellbird	64,271.41	Bilgola Plateau	73,037.04	Bombala	35,208.26
Bellbrook	31,610.80	Billabong High	228,948.01	Bombala High	191,943.44
Bellevue Hill	36,159.60	Bilpin	21,080.91	Bonalbo Central	172,487.70
Bellimbopinni	16,008.94	Binalong	25,678.68	Bondi	81,708.05
Bellingen	79,853.92	Binda	14,588.91	Bondi Beach	42,568.75
Bellingen High	115,501.17	Bingara Central	55,817.10	Bongongo	35,130.11
Belltrees	11,819.48	Binnaway Central	65,450.64	Bonnells Bay	58,640.81
Belmont	38,866.91	Binya	20,102.58	Bonnet Bay	43,256.77
Belmont High	186,177.79	Biraban	18,623.62	Bonnyrigg	167,952.90
Belmont North	43,775.56	Birchgrove	79,647.42	Bonnyrigg Heights	160,194.56
Belmore Boys High	87,960.98	Birrong	50,982.13	Bonnyrigg High	271,504.78
Belmore North	158,457.28	Birrong Boys High	132,787.93	Bonshaw	48,889.50
Belmore South	64,987.88	Birrong Girls High	109,559.73	Bonville	26,283.72
Belrose	66,063.09	Black Hill	14,316.57	Boolaroo	85,935.08
Bemboka	38,786.32	Black Mountain	33,683.36	Booligal	32,637.56
Ben Lomond	15,229.33	Black Springs	21,888.70	Boomi	13,992.90

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Booragul	25,804.16	Bulahdelah Central	60,493.70	Campbelltown	75,764.03
Booral	18,393.58	Bullarah	26,172.46	Campbelltown East	26,173.88
Boorowa Central	138,653.45	Bulli	62,691.95	Campbelltown High	198,231.91
Boree Creek	42,966.68	Bulli High	119,136.91	Campbelltown North	100,749.90
Borenore	12,841.25	Bullimbal	102,552.61	Campsie	10,792.17
Boronia Park	23,704.91	Bundanoon	36,801.37	Candelo	47,861.69
Bossley Park	79,907.53	Bundarra Central	89,286.65	Caniaba	16,528.14
Bossley Park High	945,508.48	Bundeena	32,325.57	Canley Heights	144,420.71
Botany	82,431.93	Bungendore	67,910.07	Canley Vale	225,592.52
Botany Bay Fsc	22,872.39	Bungwahl	26,044.83	Canley Vale High	94,408.77
Bourke	169,334.11	Buninyong Public	216,633.09	Canobolas	19,354.01
Bourke High	129,225.41	Bunnaloo	21,514.33	Canobolas High	68,419.35
Bourke Street	39,064.02	Burke Ward	135,412.83	Canowindra	22,018.51
Bournda Fsc	79,503.39	Burnside	58,553.89	Canowindra High	53,670.04
Bowen	269,578.49	Buronga	88,087.27	Canterbury	81,159.36
Bowning	24,321.71	Burraboi	21,968.49	Canterbury Boys High	167,817.39
Bowral	65,375.94	Burraga	24,449.59	Canterbury Girls High	179,377.09
Bowral High	5,251.42	Burraneer Bay	48,950.81	Canterbury South	57,480.88
Bowraville Central	79,293.93	Burren Junction	80,362.43	Capertee	19,467.45
Bradbury	139,024.67	Burringbar	50,917.31	Captains Flat	65,702.76
Braddock	104,368.46	Burrumbuttock	11,694.44	Carcoar	26,562.33
Bradfordville	53,158.40	Burwood	81,664.02	Cardiff	23,498.87
Braidwood Central	128,335.00	Burwood Girls High	147,410.17	Cardiff High	156,730.46
Branxton	23,859.87	Busby	119,323.00	Cardiff North	53,130.99
Breadalbane	17,939.13	Busby West	111,139.77	Cardiff South	75,744.07
Bredbo	28,324.57	Buxton	17,630.02	Carenne	105,395.55
Brewarrina Central	280,609.73	Byabarra	28,364.63	Carinda	35,862.02
Brewongle Fsc	43,616.77	Bylong Upper	26,279.24	Caringbah	77,819.13
Briar Road	62,012.17	Byrock	48,307.33	Caringbah High	92,551.66
Bridge Road	48,455.68	Byron Bay	50,349.51	Caringbah North	35,316.86
Brighton Le Sands	87,770.09	Byron Bay High	315,373.07	Carinya	68,327.44
Bringelly	81,120.80	Cabbage Tree Island	34,275.47	Carlingford	102,961.91
Brisbania	98,007.21	Cabramatta	335,330.26	Carlingford High	418,727.74
Broadmeadow	105,339.77	Cabramatta High	421,267.15	Carlingford West	94,800.39
Broadwater	10,902.85	Cabramatta West	241,274.31	Carlton	42,553.14
Brocklesby	21,345.05	Cabramurra	14,669.69	Carlton South	44,337.74
Broderick House	220,759.00	Cairnsfoot	80,841.47	Caroline Chisholm	168,449.79
Broke	24,296.72	Calare	281,973.42	Carool	13,425.02
Broken Hill	61,576.27	Cambewarra	46,441.48	Carrington	17,559.56
Broken Hill High	355,242.35	Cambridge Gardens	111,565.04	Carroll	36,918.28
Broken Hill North	170,203.86	Cambridge Park	75,756.92	Cartwright	85,652.08
Bronte	30,703.01	Cambridge Park High	308,301.12	Cascade Fsc	44,757.44
Brooke Ave	90,832.18	Camden	158,940.99	Casino	169,046.81
Brooklyn	12,363.90	Camden High	102,151.18	Casino High	64,756.62
Brookvale	19,273.03	Camden South	63,845.55	Casino West	59,078.60
Broulee	33,401.98	Camdenville	59,094.65	Cassilis	13,383.61
Brungle	25,690.23	Cameron Park	21,317.79	Castle Cove	49,801.45
Brunswick Heads	24,665.15	Cammeray	77,853.35	Castle Hill	87,981.96
Budawang	45,700.13	Campbell House	88,773.43	Castle Hill High	133,546.50
Budgewoi	126,502.11	Campbellfield	71,873.09	Castlereagh	30,438.84

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Casula	88,034.51	Cobargo	35,760.07	Coopernook	32,602.92
Casula High	128,070.91	Cobbitty	27,201.81	Coopers Creek Upper	17,960.71
Cattai	11,719.93	Coffee Camp	32,759.72	Coorabell	15,640.45
Caves Beach	50,920.45	Coffs Harbour	80,012.07	Cooranbong	58,925.99
Cawdor	26,818.83	Coffs Harbour College	336,861.31	Cootamundra	51,766.00
Cecil Hills High	170,683.10	Coffs Harbour High	154,761.39	Cootamundra High	47,934.46
Centaur	80,841.54	Coleambally Central	47,357.33	Copacabana	20,365.49
Central Mangrove	63,574.63	Coledale	20,667.82	Copmanhurst	25,604.83
Central Tilba	26,124.71	Collarenebri Central	73,815.77	Coraki	22,614.12
Cessnock	42,816.40	Collaroy Plateau	63,668.89	Coramba	26,444.82
Cessnock East	86,920.38	Collie	31,662.42	Coreen	80,715.18
Cessnock High	286,091.14	Collingullie	22,046.62	Corindi	54,827.65
Cessnock West	141,527.35	Collins Creek	20,550.77	Corndale	36,868.24
Chalmers Road	50,852.77	Collombatti	13,487.28	Corowa	51,753.64
Chandler	16,348.69	Colo Heights	43,144.82	Corowa High	160,151.05
Channon, The	27,935.94	Colo High	236,039.77	Corowa South	23,916.86
Charlestown	40,374.77	Colo Vale	76,141.64	Corrimal	16,136.84
Charlestown East	40,030.76	Colyton	48,751.56	Corrimal East	60,052.68
Charlestown South	23,605.43	Colyton High	329,637.95	Corrimal High	262,458.45
Chatham	56,013.90	Comboyne	77,527.05	Courallie High	181,049.09
Chatham High	215,769.48	Comleroy Road	41,577.31	Coutts Crossing	43,902.46
Chatswood	104,974.50	Como	11,932.70	Cowan	15,661.40
Chatswood High	191,710.17	Como West	52,337.80	Cowper	23,360.90
Chatsworth Island	20,518.98	Conargo	12,295.83	Cowra	186,221.74
Cheltenham Girls High	158,297.52	Concord	53,135.19	Cowra High	233,969.57
Cherrybrook	124,231.69	Concord High	142,390.00	Crabbes Creek	8,593.20
Cherrybrook Technology High	276,364.11	Concord West	17,616.28	Cranebrook High	389,868.04
Chertsey	89,270.12	Condell Park	97,287.21	Crawford	173,497.29
Chester Hill	95,280.07	Condell Park High	171,970.99	Crescent Head	40,048.04
Chester Hill High	129,070.40	Condobolin	20,211.11	Crescent, The	84,126.52
Chester Hill North	126,075.53	Condobolin High	185,969.34	Crestview	27,354.90
Chifley	43,176.12	Condong	41,881.74	Crestwood	87,838.38
Chillingham	26,174.53	Congewai	14,865.00	Crestwood High	171,757.62
Chipping Norton	46,181.57	Coniston	125,027.82	Cringila	40,745.40
Chittaway Bay	60,192.07	Connells Point	40,897.28	Cromehurst	44,260.26
Chromehurst	14,698.69	Conservatorium High	61,996.01	Cromer	23,180.81
Chullora	87,147.42	Coerwull	59,279.62	Cromer High	86,628.37
Clairgate	151,592.44	Coogee	12,429.68	Cronulla	46,727.12
Clare	13,661.80	Coogee South	8,550.32	Cronulla High	85,701.58
Clarence Town	28,113.28	Coolabah	20,603.71	Cronulla South	40,811.74
Clarke Road	115,142.69	Coolah Central	80,135.53	Crookwell	34,647.10
Claymore	95,026.64	Coolamon Central	67,533.61	Crookwell High	55,731.25
Clergate	26,519.23	Coolongolook	22,996.13	Croppa Creek	23,197.98
Cleveland Street High	150,420.10	Cooma	88,731.37	Crossmaglen	19,794.60
Clovelly	47,913.24	Cooma North	43,881.29	Crowdy Head	13,781.69
Clunes	19,234.11	Cooma High	165,926.37	Crown Street	29,689.90
Coal Point	20,941.10	Coona	193,776.81	Croydon	99,276.03
Cobar	292,669.32	Coona High	115,569.59	Croydon Park	58,839.62
Cobar High	198,834.89	Coonamble	87,354.70	Crystal Creek	11,547.88
		Coonamble High	24,107.71	Cudal	16,471.37

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Cudgegong Valley	135,607.31	Drinane	4,927.11	Elmore Vale	72,937.78
Cudgen	21,854.82	Drummond Memorial	67,028.08	Elizabeth Macarthur	
Culburra	52,411.59	Drummoyne	126,866.34	High	146,035.75
Culcairn	38,833.96	Dubbo	119,853.96	Ellalong	10,888.25
Cullen Bullen	10,237.09	Dubbo Dec	666,904.60	Ellangowan	23,208.15
Cumberland High	86,777.24	Dubbo High	125,515.02	Ellerston	29,110.74
Cumnock	15,878.83	Dubbo North	114,925.03	Ellison	61,127.49
Cundletown	40,850.15	Dubbo South	278,743.06	Eltham	11,024.78
Curl Curl North	44,687.64	Dubbo South High	215,878.92	Emerton	82,353.93
Curlewis	19,429.81	Dubbo West	146,275.59	Emmaville Central	85,277.34
Currabubula	16,925.33	Dudley	3,749.16	Empire Bay	147,403.67
Curran	91,570.91	Dulwich High	163,961.50	Empire Vale	16,697.58
Currawarna	13,874.99	Dulwich Hill	46,619.49	Emu Heights	45,594.12
Daceyville	101,716.15	Dundas	54,340.50	Emu Plains	98,740.78
Dalgety	43,756.77	Dundurrabin	16,370.50	Endeavour High	299,034.12
Dalton	16,357.55	Dunedoo Central	94,456.56	Enfield	36,657.81
Dapto	46,267.64	Dungay	22,002.46	Engadine	50,822.64
Dapto High	28,285.79	Dungog	53,706.57	Engadine High	147,497.98
Darcy Road	27,566.94	Dungog High	188,725.14	Engadine West	73,673.44
Dareton	111,492.17	Dungowan	17,987.35	Enngonia	31,336.26
Darlinghurst	58,267.06	Dunheved High	316,801.27	Entrance High, The	419,641.67
Darlington	56,600.96	Dunoon	22,324.67	Entrance, The	57,462.40
Darlington Point	33,728.51	Dural	14,243.66	Epping	64,385.17
Davidson High	248,429.34	Duranbah	44,177.01	Epping Boys High	545,919.50
Dawson	113,475.53	Duri	17,128.88	Epping Heights	84,210.87
Daysdale	2,875.29	Durrumbul	15,405.81	Epping North	99,129.05
Dee Why	17,934.90	Duval High	69,698.27	Epping West	65,600.83
Deepwater	55,932.71	Ea Southee	136,223.99	Eraring	8,447.66
Delegate	26,594.48	Eaglevale High	208,482.47	Erina Heights	51,247.30
Delroy High	173,461.23	Earlwood	57,686.86	Erina High	323,872.63
Delungra	27,986.78	East Hills	34,556.55	Ermington	41,454.27
Deniliquin High	39,022.03	East Hills Boys High	233,905.22	Ermington West	53,777.88
Deniliquin North	57,094.75	East Hills Girls High	80,518.30	Errowanbang	12,303.08
Deniliquin South	122,614.45	Eastlakes	72,717.03	Erskine Park High	71,150.15
Denistone East	65,169.64	Eastwood	50,605.53	Erskineville	68,011.53
Denman	19,604.27	Eastwood Heights	66,426.85	Eschol Park	37,606.30
Dobroyd Point	25,584.30	Ebenezer	43,083.15	Ettalong	72,327.77
Doonside	22,341.71	Ebor	32,481.56	Euchareena	20,209.53
Doonside High	373,216.14	Eden	58,542.71	Eugowra	19,470.76
Dooralong	12,155.67	Eden High	165,085.50	Eumungerie	35,139.80
Dora Creek	20,431.29	Edensor Park	278,548.53	Eungai	29,163.14
Dorchester	36,469.52	Edgeware	76,524.47	Eureka	3,924.00
Dorrigo	61,966.61	Edgeworth	110,547.38	Eurongilly	9,299.38
Dorrigo High	105,229.70	Edgeworth Heights	65,256.80	Euston	36,519.62
Dorroughby Fsc	41,132.68	Edward	78,727.89	Evans Head	34,011.53
Double Bay	61,474.73	Eglinton	91,635.43	Evans High	49,276.68
Doubtful Creek	26,250.69	Elands	38,400.68	Excelsior	47,036.99
Douglas Park	18,692.88	Elanora Heights	26,823.48	Exeter	32,205.39
Dover Heights High	156,655.01	Elderslie High	111,721.17	Fairfax	19,286.64
Drake	38,499.49	Eleebana	115,160.10	Fairfield	87,713.58

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Fairfield Heights	173,108.83	Galston High	347,103.24	Glenwood	70,363.65
Fairfield High	262,908.29	Ganmain	40,560.91	Glossodia	157,011.68
Fairfield West	91,846.73	Garah	48,378.64	Gloucester	51,959.33
Fairvale	33,509.38	Garden Suburb	19,091.63	Gloucester High	143,837.47
Fairvale High	498,582.66	Gardeners Road	79,930.52	Gol Gol	69,747.35
Fairy Meadow	71,786.47	Gateshead	68,875.07	Goodooga Central	119,790.96
Falls Creek	8,644.42	Gateshead High	195,941.61	Goolgowi	31,764.09
Farmborough Road	27,750.28	Gateshead West	60,348.84	Goolma	9,010.08
Farrar	42,656.30	Georges Hall	110,612.30	Goolmangar	18,274.96
Farrer Memorial High	1,720,349.58	Gerogery	6,591.34	Goonellabah	156,911.10
Fassifern	19,307.53	Gerrington	111,629.33	Goonengerry	20,516.66
Faulconbridge	46,589.64	Geurie	41,252.89	Gordon East	47,895.59
Fennell Bay	114,971.42	Ghinni Ghinni	12,163.04	Gordon West	71,260.11
Fern Bay Infants	14,711.71	Gibberagong Fsc	99,812.40	Gorokan	66,912.96
Ferncourt	65,147.65	Gilgai	32,184.29	Gorokan High	386,928.65
Fernleigh	27,089.75	Gilgandra	63,579.81	Gosford	76,591.42
Field Of Mars Fsc	64,931.11	Gilgandra High	77,907.86	Gosford East	65,478.20
Figtree	49,815.69	Gillieston	45,854.92	Gosford High	162,613.42
Figtree Heights	19,667.12	Gillwinga	103,512.78	Goulburn	34,771.91
Figtree High	80,692.71	Girilambone	9,802.06	Goulburn East	15,645.10
Fingal Head	16,940.90	Girrakool	155,732.60	Goulburn High	546,988.89
Finley	88,704.72	Girraween	68,581.67	Goulburn North	85,559.46
Finley High	9,916.50	Girraween High	67,220.18	Goulburn South	39,347.27
Fisher Road	132,273.47	Gladesville	57,533.55	Goulburn West	50,390.55
Five Dock	22,054.88	Gladstone	24,042.92	Governor Phillip King	233,350.08
Five Mile Tree	12,300.69	Glebe	15,469.90	Grafton	101,005.97
Floraville	30,806.71	Glebe High	97,734.81	Grafton High	260,800.63
Forbes	47,535.48	Glen Alice	27,467.19	Grafton South	106,942.39
Forbes High	163,966.96	Glen Innes	44,219.76	Grafton South High	94,591.54
Forbes North	32,326.34	Glen Innes High	121,532.88	Grahamstown	61,927.86
Forest High, The	114,657.44	Glen Innes West Infants	20,749.00	Gralee	20,222.96
Forest Hill	50,763.05	Glen William	10,146.85	Graman	43,216.29
Forest Lodge	62,451.18	Glenbrook	42,769.77	Grange, The	187,294.80
Forestville	44,772.47	Glendale East	28,928.30	Grantham High	323,112.52
Forster	231,542.37	Glendale High	162,237.42	Granville	64,755.11
Forster High	275,864.22	Glendenning	115,758.71	Granville Boys High	73,189.65
Fort Street	10,859.49	Glendon	34,541.56	Granville East	155,563.12
Fort Street High	340,405.57	Glendore	26,472.85	Granville South	64,538.49
Fowler Road	5,131.60	Glenfield	87,368.16	Granville South High	132,250.25
Francis Greenway High	146,464.34	Glenfield Park	156,785.80	Gravesend	31,382.34
Frank Partridge	90,315.64	Glenhaven	96,390.39	Grays Point	72,952.31
Franklin	79,885.66	Glenmore Park	43,577.87	Green Hill	41,601.17
Frederickton	29,469.97	Glenmore Park High	227,903.22	Green Valley	110,289.41
Freemans Reach	72,708.10	Glenmore Road	76,320.91	Greenacre	171,400.37
Frenchs Forest	77,773.27	Glenorie	23,574.69	Greenwell Point	33,926.21
Freshwater High	154,906.98	Glenquarry	16,416.45	Greenwich	37,742.36
G S Kidd Memorial	35,929.20	Glenreagh	29,025.11	Grenfell	29,901.71
Gadara	38,851.36	Glenroi Heights	146,297.29	Gresford	20,375.50
Galong	18,062.05	Glenroy	51,864.67	Greta	51,649.30
Galston	119,321.38	Glenvale	143,962.55	Grevillia	15,279.09

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Greystanes	97,018.92	Harwood Island	36,858.54	Howlong	101,127.70
Greystanes High	274,842.74	Hassall Grove	79,520.35	Hoxton Park	50,135.26
Griffith	48,801.04	Hastings	72,738.25	Hoxton Park High	156,623.29
Griffith East	64,352.72	Hatfield	3,353.01	Hume	147,427.90
Griffith High	162,096.37	Havenlee	86,461.94	Humula	21,535.11
Griffith North	136,500.81	Hawkesbury High	192,623.28	Hunter Orthopaedic, The	85,982.46
Grong Grong	9,767.25	Hay	114,050.05	Hunters Hill	31,271.57
Grose View	40,077.19	Hay War Memorial High	110,838.65	Hunters Hill High	132,465.53
Guildford	165,951.49	Hayes Park	91,763.52	Huntingdon	9,438.15
Guildford West	125,003.51	Hazelbrook	48,089.26	Hurlstone Agricultural	
Guisse	68,119.06	Heathcote	45,641.85	High	1,335,527.92
Gulargambone Central	109,948.61	Heathcote East	35,586.37	Hurstville	165,170.23
Gulgong	74,305.75	Heathcote High	180,456.09	Hurstville Boys High	386,616.07
Gulgong High	119,752.09	Heaton	67,634.24	Hurstville Grove Infants	26,010.36
Gulmarrad	60,276.89	Hebersham	120,978.49	Hurstville South	176,707.03
Gum Flat	23,076.26	Heckenberg	93,850.69	Huskisson	48,592.61
Gumly Gumly	2,049.48	Helensburg	38,783.78	Ilford	22,877.90
Gundagai	63,086.42	Henry Fulton	47,928.99	Illabo	18,980.25
Gundagai High	44,053.45	Henry Kendall High	154,194.42	Illaroo Road	73,669.82
Gundagai South	37,307.88	Henry Lawson High	81,238.03	Illawarra College	154,471.90
Gundaroo	13,658.59	Henty	7,041.23	Illawarra Regional	
Gunnedah	86,702.13	Hermidale	22,021.99	Hospital	7,306.99
Gunnedah High	130,200.77	Hernani	49,829.65	Illawong	38,297.57
Gunnedah South	180,587.15	Hérons Creek	12,402.02	Iluka	48,440.67
Gunning	12,446.11	Hill End	37,236.01	Ingleburn	128,092.40
Guyra Central	162,074.42	Hill Top	86,267.11	Ingleburn High	227,425.30
Gwabegar	41,464.28	Hills, The	114,046.58	Ingleburn North	29,565.14
Gwandalan	28,803.30	Hillsborough	21,220.81	Inverell	72,754.73
Gwynneville	17,021.47	Hillside	14,974.76	Inverell High	125,711.92
Gymea Bay	61,352.86	Hillston Central	69,126.84	Iona Public Sch	9,533.24
Gymea High	297,269.98	Hilltop Road	44,934.32	Irrawang	72,132.47
Gymea North	102,059.60	Hillvue	115,717.83	Irrawang High	273,078.91
Haberfield	42,516.48	Hinchinbrook	67,397.82	Islington	109,684.37
Halinda	103,220.99	Hinton	16,301.74	Ivanhoe Central	195,209.11
Hallidays Point	35,863.21	Hobartville	61,254.59	J J Cahill Memorial High	89,469.16
Hambledon	24,202.23	Holbrook	43,093.55	Jackadgery	22,877.70
Hamilton	28,004.33	Holgate	15,258.28	Jamberoo	21,609.52
Hamilton North	31,148.20	Holman Place	7,970.41	James Busby High	78,474.07
Hamilton South	75,133.02	Holroyd	114,214.36	James Cook Boys High	231,339.88
Hammondville	140,398.82	Holroyd High	221,945.38	James Erskine	123,528.47
Hampden Park	125,548.72	Holsworthy	25,799.81	James Fallon High	207,290.07
Hampton	19,763.84	Holsworthy High	254,669.65	James Meehan High	193,048.00
Hannam Vale	14,577.66	Homebush	122,734.62	James Ruse Agricultural	
Hannans Road	66,433.39	Homebush Boys High	101,681.87	High	276,053.77
Hanwood	35,942.20	Homebush West	35,651.33	Jamison High	166,865.97
Harbord	32,583.33	Hornsby Girls High	62,141.18	Jamisontown	39,667.67
Harcourt	69,083.87	Hornsby Heights	45,052.94	Jannali	19,917.79
Hargraves	27,034.24	Hornsby North	68,772.10	Jannali East	14,282.35
Harrington	70,504.57	Hornsby South	49,488.78	Jannali High	215,335.19
Harrington Street	95,550.48	Horsley Park	30,538.47	Jasper Road	109,115.00

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Jennings	20,768.49	Kelso	84,369.20	Kotara High	137,508.36
Jerangle	25,246.91	Kelso High	330,555.29	Kotara South	25,081.58
Jerilderie	31,435.06	Kemblawarra	78,679.25	Krambach	31,187.59
Jerrys Plains	16,455.80	Kemps Creek	59,658.75	Kulnura	25,544.30
Jesmond	24,869.69	Kempsey East	25,636.32	Ku-ring-gai High	221,880.91
Jesmond University High	76,684.63	Kempsey High	114,479.94	Kurmond	75,711.85
Jewells	46,835.04	Kempsey South	106,972.04	Kurnell	53,428.53
Jiggi	32,962.93	Kempsey West	151,849.78	Kurrajong	37,110.87
Jilliby	16,023.59	Kendall Central	166,297.17	Kurrajong East	25,002.85
Jindabyne	25,920.64	Kensington	63,813.63	Kurrajong North	19,164.45
Jindera	40,508.41	Kent Road	65,503.37	Kurrambee	132,068.71
John Brothie Nursery	52,902.36	Kenthurst	42,174.23	Kurri Kurri	151,417.96
John Hunter Hospital	33,594.51	Kentlyn	19,387.97	Kurri Kurri High	298,513.33
John Purchase	124,081.22	Kentucky	19,015.70	Kyeemagh Infants	26,613.89
John Warby	131,729.19	Khancoban	30,889.98	Kyogle	64,697.48
Johns River	14,584.79	Kiama	36,854.28	Kyogle High	123,362.01
Jugiong	27,956.94	Kiama High	88,608.86	La Perouse	33,759.41
Junction, The	101,420.83	Killara	41,905.84	Ladysmith	12,859.13
June	42,469.28	Killara High	152,818.62	Laggan	20,866.55
June High	189,717.28	Killarney Heights	376,300.86	Lagoon, The	4,042.43
June North	38,783.64	Killarney Vale	46,365.65	Laguna	17,519.04
Kadina High	378,612.12	Kinchela	29,384.82	Laguna Street	68,690.33
Kahibah	22,547.61	Kincumber	77,326.00	Lake Albert	93,532.94
Kalinda	43,966.63	Kincumber High	275,920.50	Lake Cargelligo Central	331,637.69
Kambora	108,986.35	King Park	110,173.96	Lake Heights	60,856.24
Kanahooka High	273,670.30	King Street	76,235.32	Lake Illawarra High	359,799.87
Kandeer	46,618.17	Kings Langley	29,486.77	Lake Illawarra South	24,450.52
Kandos	82,698.55	Kingscliff	41,098.66	Lake Macquarie High	261,023.02
Kandos High	120,994.51	Kingscliff High	219,194.16	Lake Munmorah	84,255.52
Kangaloon	14,706.36	Kingsgrove	95,754.47	Lake Wyangan	9,947.92
Kangaroo Valley	6,098.77	Kingsgrove High	97,609.10	Lakelands	28,974.89
Kanwal	171,170.06	Kingsgrove North High	259,445.00	Lakemba	114,203.92
Kapooka	20,719.55	Kingstown	19,026.84	Lakeside	66,658.08
Karabar High	412,702.54	Kingswood	72,160.19	Lalor Park	121,286.52
Karangi	14,445.89	Kingswood High	174,234.96	Lambton	29,800.53
Kareela	81,772.05	Kingswood Park	17,234.43	Lambton High	106,097.21
Kariong	48,617.17	Kingswood South	84,718.13	Lane Cove	62,532.50
Karonga	293,006.79	Kirkconnell	31,495.08	Lane Cove West	3,647.86
Karuah	70,128.71	Kirkton	25,037.56	Lansdowne	14,584.09
Katoomba	55,928.55	Kirrawee	62,445.11	Lansdowne Upper	29,619.33
Katoomba High	119,528.47	Kirrawee High	187,531.75	Lansvale	235,030.55
Katoomba North	75,107.92	Kitchener	21,669.42	Lansvale East	46,380.58
Kearns	63,834.64	Kogarah	85,922.91	Lapstone	26,638.89
Kearsley	49,513.36	Kogarah High	202,325.77	Largs	16,865.60
Keelong	28,290.54	Koonawarra	67,623.87	Larnook	28,866.18
Kegworth	105,110.36	Koorlingal	29,972.16	Laurieton	29,860.33
Keira High	252,475.91	Koorlingal High	129,130.23	Lavington	51,789.16
Keiraville	32,067.00	Kootingal	86,775.08	Lavington East	50,261.84
Kellys Plains	8,835.34	Kororo	39,036.23	Lawrence	25,826.49
Kellyville	43,747.80	Kotara	36,587.51	Lawrence Hargrave	149,649.03

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Lawson	80,011.39	Lucas Gardens	98,380.36	Marks Point	20,063.70
Leeton	58,486.70	Lucas Heights		Maroota	8,906.75
Leeton High	95,998.09	Community	285,113.39	Maroubra Bay	59,396.41
Leeville	68,869.33	Luddenham	33,267.94	Maroubra High	54,969.70
Leichhardt	88,118.61	Lue	28,418.54	Maroubra Junction	46,741.69
Leichhardt High	221,634.02	Lurgarno	51,502.29	Marrar	13,050.73
Lennox Head	53,755.40	Lurnea	75,523.37	Marrickville	36,450.00
Leonay	19,661.85	Lurnea High	283,970.85	Marrickville High	299,380.03
Leppington	35,693.28	Lyndhurst	28,593.28	Marrickville West	52,285.25
Les Powell Ssp	116,695.95	Lynwood Park	32,961.70	Marsden High	142,298.32
Lethbridge Park	72,894.31	Macarthur Girls High	65,414.14	Marsden Park	9,397.15
Leumeah	59,205.89	Macdonald Valley	62,312.08	Marsden Road	99,052.57
Leumeah High	180,537.60	Macintyre High	102,868.83	Martindale	38,581.87
Leura	28,253.26	Mackellar Girls High	242,652.58	Martins Creek	19,094.69
Lewisham	73,919.18	Macksville	84,267.49	Martins Gully	37,998.11
Liberty Plains	31,442.77	Macksville High	148,222.78	Marton	71,908.67
Lidcombe	430,949.95	Maclean	81,290.01	Marulan	11,787.88
Lightning Ridge	109,427.63	Maclean High	152,665.74	Marulan South	9,179.03
Lilli Pilli	28,686.32	Macquarie Boys High	242,991.76	Mary Brooksbank	75,758.17
Limbri	19,565.11	Macquarie Fields	119,350.28	Maryland	107,787.42
Lindfield	71,927.61	Macquarie Fields High	154,764.49	Mascot	152,507.56
Lindfield East	93,240.68	Madang Avenue	89,647.82	Mathoura	29,866.65
Lindsay Park	33,381.25	Main Arm Upper	14,357.96	Matong	14,774.34
Lisarow	33,993.71	Mainsbridge	96,494.83	Matrville	128,415.28
Lisarow High	64,252.07	Maitland	127,421.80	Matrville High	205,677.27
Lismore	126,625.16	Maitland East	159,719.91	Matrville Soldiers	
Lismore Heights	88,930.43	Maitland Grossmann		Settlement	63,325.45
Lismore High	126,026.71	High	285,600.53	Matthew Pearce	129,714.22
Lismore South	88,106.29	Maitland High	319,269.13	Mawarra	59,070.80
Lithgow	88,459.80	Malabar	54,029.07	Mayfield East	82,658.46
Lithgow High	317,300.48	Mallan	28,906.69	Mayfield West	55,305.75
Liverpool	70,918.00	Mallanganee	20,472.01	Mayrung	23,063.82
Liverpool Boys High	135,622.92	Mallawa	19,932.75	Mccallums Hill	82,233.51
Liverpool Girls High	290,355.41	Malvina High	148,485.10	Meadow Flat	37,344.90
Liverpool Hospital	14,536.77	Mandurama	21,239.72	Meadowbank	28,497.51
Liverpool West	146,992.57	Mangoplah	16,070.37	Meadows, The	64,706.42
Llandilo	78,976.87	Manifold	20,168.39	Medlow	36,524.59
Lochinvar	19,583.17	Manildra	64,893.95	Medowie	26,049.33
Lockhart Central	100,844.29	Manilla Central	51,776.15	Megalong	31,975.85
Loftus	51,182.38	Manly High	42,731.15	Melrose Park	16,766.98
Lomandra	102,348.01	Manly Vale	22,182.15	Melville High	216,504.70
Londonderry	18,373.18	Manly Village	20,961.75	Menai High	37,519.58
Long Flat	26,482.18	Manly Warringah	145,146.85	Mendooran Central	66,336.38
Longneck Lagoon Fsc	13,587.65	Manly West	52,460.06	Menindee Central	83,920.59
Lord Howe Island		Mannerling Park	69,473.81	Merewether	5,277.09
Central	34,310.79	Manning Gardens	110,075.76	Merewether Heights	39,205.79
Louth	41,824.13	Maraylya	33,137.77	Merewether High	65,133.69
Lowanna	30,722.56	Marayong	218,726.07	Merimbula	37,806.66
Lower Portland	714.42	Marayong Heights	41,062.01	Merriwa Central	53,965.02
Lowesdale	20,851.09	Marayong South	72,020.80	Merriwagga	20,929.10

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Merrylands	91,397.99	Morriset High	166,459.46	Mulwala	13,741.82
Merrylands East	71,145.74	Morpeth	36,095.38	Mulwaree High	217,318.66
Merrylands High	155,162.27	Mortdale	135,584.59	Mulyan	29,906.26
Metella Road	238,835.51	Mortlake	80,716.81	Mumbil	18,143.88
Metford	59,556.93	Moruya	44,144.92	Mummulgum	23,124.56
Michelago	16,928.26	Moruya High	135,538.35	Mungindi Central	103,719.97
Middle Dural	12,487.64	Mosman	61,765.48	Murrami	13,684.55
Middle Harbour	86,860.22	Mosman High	53,503.17	Murray Farm	57,066.58
Middleton	80,321.41	Moss Vale	50,931.68	Murray High	152,705.12
Milbrodale	27,224.17	Moss Vale High	57,712.26	Murrumburrah	72,713.00
Milbrulong	17,059.56	Moulamein	45,282.50	Murrumburrah High	44,173.81
Millbank	17,430.44	Mount Annan	102,454.06	Murrurundi	26,927.64
Miller	116,481.12	Mount Austin	63,125.85	Murwillumbah	68,139.10
Miller High	220,361.83	Mount Austin High	117,283.67	Murwillumbah East	54,334.80
Millers Forest	29,175.06	Mount Brown	80,497.93	Murwillumbah High	215,177.79
Millfield	19,263.58	Mount Colah	9,720.62	Murwillumbah South	
Millthorpe	24,972.70	Mount Druitt	84,709.31	Infants	26,137.97
Milperra	8,160.59	Mount Druitt High	206,238.31	Muswellbrook	100,486.75
Milton	96,087.18	Mount George	22,953.29	Muswellbrook High	84,719.95
Mimosa	77,868.45	Mount Hunter	20,794.65	Muswellbrook South	175,617.89
Minchinbury	102,394.30	Mount Hutton	23,393.33	Nabiac	76,184.17
Minerva	100,271.05	Mount Kanwary	11,833.40	Nambucca Heads	34,490.94
Mingoola	25,082.00	Mount Keira	6,134.78	Nambucca Heads High	156,044.20
Minmi	27,954.86	Mount Kembla	25,366.07	Nana Glen	34,637.94
Minnamurra	63,647.24	Mount Kembla Fsc	16,729.01	Nangus	23,542.57
Minto	23,492.67	Mount Kuringai	21,126.37	Nanima	33,962.15
Miranda	25,004.85	Mount Lewis Infants	24,475.14	Narara	55,133.59
Miranda North	61,856.05	Mount Ousley	75,343.48	Narara Valley High	264,731.64
Mitchell High	202,672.38	Mount Parry	21,418.73	Nareena Hills	5,932.13
Mitchells Island	18,173.50	Mount Pleasant	42,386.45	Narellan	31,376.45
Mittagong	145,522.63	Mount Pritchard	74,841.96	Narellan Vale	91,302.04
Moama	67,202.69	Mount Pritchard East	62,336.05	Narooma	92,808.38
Modanville	31,308.12	Mount Riverview	26,524.71	Narooma High	249,886.81
Model Farms High	393,269.84	Mount St Thomas	72,154.01	Narrabeen High	287,538.03
Mogo	18,116.20	Mount Terry	77,705.03	Narrabeen Lakes	61,246.19
Molong Central	180,729.77	Mount Victoria	13,832.67	Narrabeen North	60,114.45
Mona Vale	141,367.02	Mount View High	180,913.92	Narrabri	95,378.72
Monaro High	113,623.87	Mount Warrigal	119,833.51	Narrabri High	134,112.52
Moonan Flat	18,216.90	Mowbray	56,266.56	Narrabri West	39,121.38
Moonbi	10,623.29	Mudgee	93,971.44	Narrandera	65,619.80
Mooney Mooney	7,151.13	Mudgee High	275,587.74	Narrandera East Infants	22,992.91
Moorebank	14,986.60	Muirfield High	271,700.14	Narrandera High	141,903.91
Moorebank High	260,778.17	Mulbring	32,675.58	Narranga	109,803.64
Moorefield Girls High	116,653.25	Mulgoa	18,726.40	Narraweena	23,344.65
Moorland	34,093.90	Mullaley	21,422.10	Narromine	357,218.25
Moree	175,523.33	Mullaway	55,910.70	Narromine High	125,745.78
Moree East	177,003.80	Mullengandra	14,157.66	Narwee	68,049.54
Moree High	124,119.26	Mullion Creek	15,626.03	Narwee High	65,895.33
Morgan Street	51,720.57	Mullumbimby	64,172.57	Nashdale	45,656.26
Morriset	16,030.66	Mullumbimby High	233,519.37	Nemingha	49,313.21

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Nepean High	77,570.73	Nowra Technology High	228,161.04	Palinyewah	30,777.02
Neutral Bay	134,044.96	Nulkaba	60,264.57	Pallyamallawa	35,646.69
Nevertire	27,208.42	Numeralla	28,717.89	Palm Avenue	12,414.60
Neville	18,133.14	Numulgi	28,319.03	Palmers Island	18,766.65
New Lambton	196,148.89	Nundle	26,616.00	Pambula	35,645.15
New Lambton Heights		Nuwarra	68,254.45	Panania	31,782.31
Infants	37,775.57	Nymagee	35,508.13	Panania North	52,833.00
New Lambton South	68,224.52	Nymboida	38,875.89	Para Meadows	129,907.64
Newbridge	28,287.39	Nyngan	120,067.99	Parkes	211,328.02
Newbridge Heights	81,310.71	Nyngan High	157,836.41	Parkes East	36,189.01
Newcastle	200,781.54	O Connell	23,226.80	Parkes High	244,433.68
Newcastle East	59,810.44	Oak Flats	161,084.75	Parklea	40,271.47
Newcastle High	180,730.67	Oak Flats High	23,238.99	Parkview	40,746.62
Newling	59,779.88	Oakdale	34,828.57	Parramatta	124,887.83
Newport	76,839.60	Oakhill Drive	126,565.38	Parramatta East	40,808.55
Newrybar	16,519.78	Oaklands Central	86,549.96	Parramatta High	150,487.02
Newtown	26,732.38	Oaks, The	28,446.98	Parramatta North	85,254.14
Newtown High	51,407.03	Oakville	41,755.60	Parramatta West	3,585.52
Newtown North	7,590.82	Oatlands	39,310.29	Passfield Park	104,451.53
Niagara Park	152,637.21	Oatley	85,954.71	Paterson	14,713.71
Niangala	34,818.25	Oatley West	61,594.83	Paxton	26,629.58
Nicholson Street	40,421.03	Oberon	69,903.07	Peak Hill Central	120,678.06
Niland	136,838.90	Oberon High School	71,408.25	Peakhurst	186,050.89
Nillo Infants	33,760.07	Observatory Hill Fsc	54,909.45	Peakhurst Girls High	43,112.86
Nimbin	120,022.70	Ocean Shores	24,768.04	Peakhurst High	156,389.41
Nimmitabel	40,360.88	Old Bar	31,380.49	Peakhurst South	72,032.53
Nords Wharf	19,998.00	Old Bonalbo	37,255.63	Peakhurst West	56,788.33
Norfolk Island Central	2,736.65	Old Guildford	86,433.87	Pearces Creek	22,026.03
Normanhurst	32,425.82	Open High	122,804.18	Peats Ridge	27,694.12
Normanhurst Boys High	91,915.78	Orama	20,095.95	Peel High	68,483.66
Normanhurst West	29,181.79	Orana Heights	185,393.42	Pelaw Main	43,241.61
North Haven	38,772.06	Orange	157,187.01	Pelican Flat	37,110.88
North Rocks	47,811.24	Orange East	26,972.37	Pendle Hill	28,531.72
North Rocks School For		Orange High	158,172.93	Pendle Hill High	24,010.03
The Blind	12,821.66	Orara High	166,207.35	Pennant Hills	53,958.41
North Star	39,175.08	Orara Upper	23,554.30	Pennant Hills High	330,211.33
North Sydney	227,338.07	Orchard Hills	18,901.23	Pennant Hills West	69,528.86
North Sydney Boys High	176,821.05	Otford	17,244.57	Penrith	206.01
North Sydney Girls High	325,683.15	Ourimbah	32,818.97	Penrith High	152,016.68
Northbridge	51,405.53	Oxley High	276,614.84	Penrith South	38,474.44
Northlakes	216,177.15	Oxley Island	11,656.84	Penrose	12,730.33
Northlakes High	143,664.57	Oxley Park	133,431.38	Penshurst	91,126.60
Northmead	73,007.03	Oxley Vale	21,213.14	Penshurst Girls High	223,565.52
Northmead High	315,735.54	Oyster Bay	74,697.47	Penshurst West	50,892.36
Noumea	6,352.27	Pacific Palms	43,086.99	Perthville	26,322.18
Nowendoc	19,674.34	Paddington	64,099.68	Peter Board High	78,995.49
Nowra	92,142.28	Padstow Heights	108,449.69	Peterborough	166,125.07
Nowra East	144,272.79	Padstow North	34,645.02	Petersham	51,718.61
Nowra Hill	29,829.25	Padstow Park	110,347.14	Picnic Point	48,325.54
Nowra North	151,085.29	Pagewood	66,382.44	Picnic Point High	121,164.92

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Picton	54,707.08	Rainbow Street	70,394.20	Roseville	60,397.11
Picton High	212,100.15	Raleigh	28,889.75	Rosewood	23,177.93
Pilliga	57,062.23	Ramsgate	40,075.81	Ross Hill	52,114.65
Pitt Town	26,918.78	Rand	18,542.29	Rossmore	59,336.40
Pittwater High	237,165.62	Randwick	68,911.55	Rouchel	22,081.94
Plattsburg	54,823.55	Randwick Boys High	191,941.25	Rous	26,560.92
Pleasant Heights	37,490.31	Randwick Girls High	378,747.91	Rouse Hill	19,072.52
Pleasant Hills	7,369.87	Rankins Springs	54,392.38	Rowena	38,232.92
Plumpton	79,079.09	Rappville	44,315.97	Rowland Hassall	110,256.35
Plumpton High	1,383.81	Rathmines	31,280.11	Royal Far West	66,499.37
Plumpton House	101,178.24	Raymond Terrace	84,503.64	Royal National Park Fsc	30,173.48
Plunkett Street	52,983.48	Raymond Terrace High	111,741.12	Royal North Shore	
Pocket,The	25,865.84	Red Hill Fsc	20,676.98	Hospital	35,985.30
Point Clare	34,331.42	Red Range	16,835.28	Royal Prince Alfred	
Pomona	33,706.68	Redbank	85,676.89	Hospital	12,684.31
Pooncarie	25,658.29	Redfern	65,907.30	Rozelle	77,482.12
Port Hacking High	149,409.44	Redhead	17,841.14	Rukenvale	34,929.00
Port Kembla	84,052.40	Regents Park	58,986.13	Rumbalara Fsc	47,774.81
Port Macquarie	212,983.47	Regentville	104,954.92	Ruse	108,901.69
Port Macquarie High	444,213.80	Repton	35,679.56	Russell Lea Infants	16,273.12
Portland Central	137,616.02	Revesby	99,465.01	Russell Vale	19,111.83
Pottsville Beach	40,509.84	Revesby South	46,194.54	Rutherford	62,659.65
Prairievale	103,309.95	Richmond	89,200.04	Rutherford High	198,466.71
Prairiewood High	149,308.42	Richmond High	130,962.66	Rydalmere	19,188.96
Premier	47,310.09	Richmond North	97,510.07	Rydalmere East	43,450.12
Prestons	60,142.25	Richmond River High	162,472.70	Ryde	38,821.36
Pretty Beach	49,392.56	Ringrose	65,136.41	Ryde East	97,928.95
Primbee	39,769.92	Risk,The	12,756.76	Ryde North	53,446.17
Prince Henry	15,454.72	Rivendell High	43,382.07	Ryde West	38,301.96
Punchbowl	160,916.50	Riverina Fsc	40,414.06	Rylstone	25,236.08
Punchbowl Boys High	216,647.04	Riverside Girls High	286,446.29	Sackville Street	176,967.65
Putland	41,464.40	Riverstone	77,142.73	Sadleir	75,610.51
Putney	87,619.50	Riverstone High	366,663.46	Salt Ash	25,231.67
Pymble	14,898.80	Riverwood	159,396.24	Samuel Gilbert	53,143.92
Pymble West	62,205.62	Roberston	47,694.43	Samuel Terry	111,889.85
Quaama	34,100.34	Robert Townson	202,012.23	Sanctuary Point	93,314.34
Quakers Hill	181,089.81	Robert Townson High	384,119.68	Sandon	64,493.79
Quakers Hill East	100,179.65	Rock,The	34,944.16	Sandy Beach	80,918.36
Quakers Hill High	73,178.48	Rockdale	105,235.36	Sandy Hollow	33,679.37
Quambone	36,234.66	Rockley	23,411.59	Sans Souci	40,700.42
Quandialla Central	82,201.29	Rocky River	7,762.95	Sarah Redfern	17,843.44
Queanbeyan	152,392.28	Rollands Plains Upper	18,038.27	Sarah Redfern High	119,967.30
Queanbeyan East	38,805.32	Rookhurst	29,318.14	Savernake	15,786.27
Queanbeyan High	80,776.78	Rooty Hill	93,084.07	Sawtell	57,595.11
Queanbeyan South	76,497.43	Rooty Hill High	83,590.18	Scarborough	18,020.12
Queanbeyan West	98,817.16	Rose Bay	101,123.66	Schofields	66,533.68
Quirindi	45,055.53	Rosebank	9,955.61	School Of The Air	247,097.06
Quirindi High	280,401.43	Rosehill	76,541.02	Scone	68,919.12
Raglan	72,510.54	Roselea	43,384.82	Scone High	177,828.91
Railway Town	58,796.50	Rosemeadow	127,907.57	Scotts Head	35,538.73

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Seaforth	21,008.96	St George	83,731.71	Sylvania	46,906.18
Seaham	40,174.55	St George Girls High	166,354.56	Sylvania Heights	93,813.03
Sefton High	100,330.52	St George Hospital	11,154.32	Sylvania High	92,937.88
Sefton Infants	38,851.11	St Georges Basin	22,380.33	Table Top	20,995.97
Seven Hills	43,927.89	St Helens Park	46,134.85	Tabulam	53,432.69
Seven Hills High	208,854.02	St Ives	73,134.52	Tacking Point	62,016.45
Seven Hills North	34,528.18	St Ives High	117,884.75	Tacoma	42,541.04
Seven Hills West	56,778.63	St Ives North	31,333.50	Tahmoor	88,953.43
Shalvey	83,173.75	St Ives Park	47,294.75	Talbingo	13,048.93
Shalvey High	145,002.19	St Johns Park	396,367.21	Tallong	16,129.88
Shelley	68,345.56	St Johns Park High	392,682.62	Tambar Springs	42,012.20
Shellharbour	7,936.85	St Marys	34,423.87	Tamworth	59,794.23
Shepherds Park	73,686.61	St Marys North	160,626.11	Tamworth Base Hospital	3,365.78
Sherwood Grange	70,711.31	St Marys Senior High	156,102.94	Tamworth High	149,636.91
Shoal Bay	28,303.78	St Marys South	52,435.70	Tamworth South	99,525.19
Shoalhaven Heads	31,980.70	St Peters	45,567.24	Tamworth West	79,198.45
Shoalhaven High	277,976.53	Stanford Merthyr	13,944.32	Tangara	18,371.53
Shortland	5,793.79	Stanmore	55,026.58	Tanilba Bay	187,580.27
Sinclair Place	50,580.33	Stanwell Park	21,828.68	Tanja	27,734.89
Singleton	50,009.67	Stewart House	129,748.20	Tarago	13,494.91
Singleton Heights	87,024.84	Stockinbingal	21,801.54	Taralga	21,406.62
Singleton High	225,036.19	Stockton	50,005.92	Tarcutta	10,943.29
Sir Eric Woodward	37,398.48	Stokers Siding	16,655.48	Taree	36,891.29
Sir Henry Parkes,The	78,050.39	Stratford	28,142.39	Taree High	233,726.81
Sir Joseph Banks High	163,106.32	Stratheden	19,166.24	Taree West	114,112.81
Small Schools Finance -		Strathfield Girls High	299,008.24	Taren Point	31,117.17
Forbes	476,715.91	Strathfield North	168,585.90	Tarrawana	25,754.64
Smithfield	120,682.94	Strathfield South	52,785.39	Tarro	21,288.45
Smithfield West	14,941.17	Strathfield South High	153,622.77	Tathra	21,316.24
Smiths Hill High	160,022.06	Stroud	23,279.62	Taverners Hill Infants	40,016.02
Smithtown	35,428.75	Stroud Road	44,792.18	Tea Gardens	90,173.77
Sofala	48,187.50	Stuart	31,056.90	Telarah	173,603.76
Soldiers Point	6,951.15	Stuart Town	11,893.46	Telegraph Point	42,270.07
Somersby	12,758.98	Stuarts Point	37,960.26	Teloepa	39,479.76
Somerton	23,850.42	Sturt	54,610.29	Temora	46,008.31
South Street	72,760.91	Sunshine Bay	37,643.47	Temora High	139,703.72
South Sydney High	226,168.23	Sussex Inlet	106,157.44	Temora West	21,003.52
South West Rocks	44,236.70	Sutherland	56,785.88	Tempe	112,879.90
Southern Cross High	185,625.93	Sutherland Hospital	26,376.04	Tempe High	218,805.69
Speers Point	11,837.80	Sutherland North	59,291.16	Tenambit	50,517.76
Spencer	15,620.42	Sutton	19,242.26	Tenterfield High	141,731.44
Spring Hill	15,577.71	Sutton Forest	24,682.05	Teralba	21,900.31
Spring Ridge	17,258.21	Swansea	37,824.01	Terara	21,378.93
Spring Terrace	17,203.94	Swansea High	53,327.96	Terranora	35,768.75
Springdale Heights	45,926.43	Sydney Boys High	85,954.80	Terrey Hills	106,076.96
Springwood	33,639.68	Sydney Childrens		Terrigal	110,496.89
Springwood High	146,664.06	Hospital	22,110.93	Terrigal High	281,926.42
St Andrews	234,325.75	Sydney Girls High	339,895.55	Teven-Tintenbar	21,976.12
St Clair	163,764.96	Sydney Primary Dec	207,744.26	Thalgarrah Fsc	24,978.85
St Clair High	106,824.12	Sydney Technical High	474,960.31	Tharawal	105,663.16

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Tharbogang	17,832.10	Tumbarumba High	64,480.60	Wahroonga	160,021.37
The Meadows	2,500.00	Tumbi Umbi High	48,046.95	Wairoa	41,256.34
Thirlmere	48,327.94	Tumbulgum	32,247.00	Waitara	76,054.76
Thirroul	70,343.61	Tumut	91,754.77	Wakehurst	75,199.85
Thomas Acres	82,372.37	Tumut High	170,036.30	Wakool	24,136.24
Thomas Reddall High	141,117.79	Tuncurry	63,000.24	Walbundrie	24,020.28
Thornleigh West	78,616.54	Tuntable Creek	6,740.47	Walcha Central	88,935.00
Thornton	77,538.64	Turrumurra	9,637.07	Walgett Dec	176,293.29
Thurgoona	44,606.05	Turrumurra High	422,328.22	Walgett High	317,649.48
Tibooburra	100,212.57	Turrumurra North	36,783.80	Walhallow	44,371.58
Tighes Hill	137,901.15	Turvey Park	80,214.82	Walla Walla	36,692.32
Timbumburi	20,533.45	Tweed Heads	52,883.62	Wallabadah	28,559.28
Tingha	27,680.78	Tweed Heads South	36,171.76	Wallacia	37,290.68
Tinonee	31,130.55	Tweed River High	250,899.67	Wallendbeen	33,189.67
Tintinhull	7,396.75	Tyalgum	23,637.53	Wallerawang	40,036.42
Tirranna	28,379.58	Tyalla	101,759.72	Wallsend	85,250.20
Tocumwal	39,132.62	Uki	26,388.64	Wallsend High	157,971.04
Tolland	116,868.90	Ulan	41,230.85	Wallsend South	147,561.76
Tomaree	73,653.67	Ulladulla	159,360.23	Wallsend West	35,995.93
Tomaree High	403,791.10	Ulladulla High	130,706.14	Walters Road	30,925.52
Tomerong	23,519.05	Ulmarra	23,244.82	Wambangalang Fsc	47,374.96
Tooleybuc Central	20,123.55	Ulong	15,455.88	Wamberal	16,658.50
Toomelah	63,122.21	Ultimo	67,279.99	Wamoon	24,422.23
Toongabbie	92,178.59	Umina	36,734.79	Wanaaring	35,765.02
Toongabbie East	65,734.87	Umina High	232,971.91	Wangee Park	45,750.42
Toongabbie West	71,929.94	Unanderra	93,528.15	Wangi	18,033.57
Tooraweenah	26,824.72	Undercliffe	20,582.51	Waniora	57,031.97
Toormina	34,179.69	Ungarie Central	150,486.89	Waratah	38,689.65
Toormina High	152,795.79	Uralla Central	57,815.52	Waratah High	166,122.02
Toronto	52,063.80	Urana Central	52,239.64	Waratah West	22,804.49
Toronto High	96,266.09	Uranquinty	25,180.31	Wardell	8,659.27
Tottenham Central	105,782.94	Urbenville	18,373.16	Warialda	41,766.87
Toukley	91,302.48	Urunga	49,285.55	Warialda High	82,967.64
Towamba	30,120.31	Vacy	14,180.86	Warilla	63,928.33
Tower Street	10,428.66	Valentine	29,408.48	Warilla High	327,818.81
Towradgi	39,774.13	Valley View	102,770.58	Warilla North	85,009.41
Trangie Central	113,924.04	Vardys Road	86,406.81	Warners Bay	90,139.91
Tregeagle	18,974.16	Vaucluse	31,408.44	Warners Bay High	153,741.49
Tregear	168,712.54	Vaucluse High	106,163.93	Warnervale	26,868.08
Trundle Central	110,676.31	Villawood East	95,488.74	Warragamba	51,749.89
Trunkey	23,579.74	Villawood North	99,341.43	Warrawee	123,577.20
Truscott Street	51,278.09	Villawood/Carramar	109,468.53	Warrawong	28,782.56
Tucabia	41,969.71	Vincentia	39,852.26	Warrawong High	209,559.30
Tuena	23,975.16	Vincentia High	240,023.94	Warren Central	58,254.13
Tuggerah	19,247.94	Vineyard	6,603.68	Warrimoo	43,699.54
Tuggerawong	68,978.89	Wade High	195,658.09	Warrumbungle Fsc	26,446.01
Tullamore Central	80,284.74	Wagga Wagga	61,822.75	Warwick Farm	99,186.77
Tullibigeal Central	44,035.39	Wagga Wagga High	32,592.80	Waterfall	11,745.64
Tulloona	35,701.93	Wagga Wagga North	17,842.50	Waterloo	19,893.61
Tumbarumba	49,721.17	Wagga Wagga South	43,074.13	Wattawa Heights	60,323.19

School	Balance (\$)	School	Balance (\$)	School	Balance (\$)
Wattle Flat	19,934.37	Willoughby Girls High	258,721.39	Woolooware High	214,919.34
Wauchope	101,583.57	Willow Tree	16,826.47	Woomargama	2,011.58
Wauchope High	87,805.45	Willyama High	290,744.36	Woonona	69,522.83
Waverley	45,272.76	Wilson Park	36,714.60	Woonona East	35,063.81
Wee Jasper	25,371.05	Wilsons Creek	14,579.17	Woonona High	201,669.83
Wee Waa	70,205.78	Windale	48,735.71	Worimi Ssp	71,269.25
Wee Waa High	116,755.15	Windang	29,822.88	Woronora River	29,833.84
Wellington	95,476.25	Windellama	20,997.27	Woy Woy	41,109.24
Wellington High	153,165.70	Windeyer	19,297.99	Woy Woy High	40,378.46
Wentworth	44,512.29	Windsor	36,953.12	Woy Woy South	159,428.31
Wentworth Falls	96,281.35	Windsor High	167,961.85	Wyalong	20,700.35
Wentworthville	40,152.19	Windsor Park	47,258.22	Wyangala Dam	31,466.61
Werrington	210,340.44	Windsor South	85,517.25	Wyee	32,739.00
Werrington County	71,137.55	Wingello	23,317.23	Wyndham	28,615.69
Werris Creek	40,228.87	Wingham	58,776.67	Wyoming	44,577.01
West Wallsend High	178,276.40	Wingham Brush	59,222.60	Wyong	157,265.42
West Wyalong	39,035.63	Wingham High	244,078.58	Wyong Creek	14,027.05
West Wyalong High	162,841.67	Winmalee	128,070.28	Wyong Grove	38,847.04
Westdale	66,728.85	Winmalee High	116,356.17	Wyong High	282,498.40
Westfields High	403,764.08	Winston Heights	6,128.09	Wyrallah	18,250.63
Westlawn	47,110.29	Winston Hills	78,587.73	Wyrallah Road	28,875.35
Westmead	164,514.90	Wirreanda	37,037.49	Wyalaliba	14,888.99
Weston	16,267.61	Wirrimbirra Fsc	13,866.93	Yagoona	67,955.60
Westport	44,632.16	Wisemans Ferry	28,894.49	Yamba	72,829.04
Westport High	208,939.50	Wollar	28,802.58	Yanco	17,318.44
Wewak Street	34,706.17	Wollombi	16,696.54	Yanco Agricultural High	465,771.85
Whalan	251,738.59	Wollondilly	16,309.14	Yanderra	49,023.14
Whalan High	213,116.32	Wollongbar	29,113.72	Yarramalong	8,756.44
Wheeler Heights	58,030.65	Wollongong	38,343.34	Yarras	9,115.55
Whian Whian	14,960.99	Wollongong High	139,225.85	Yarrawarrah	37,953.18
White Cliffs	33,998.34	Wollongong West	13,288.65	Yarrowitch	23,817.96
Whitebridge High	133,769.75	Wollumbin High	120,970.16	Yasmar	3,365.83
Whitton	25,836.47	Wolumla	11,727.73	Yass	27,068.37
Wiangaree	34,191.48	Wongarbon	9,451.29	Yass High	105,386.68
Widemere	58,672.86	Wongwibinda	20,680.44	Yates Ave	48,132.91
Wideview	55,000.63	Woniora Road	50,123.81	Yenda	5,335.75
Wilberforce	36,712.39	Woodberry	64,502.90	Yennora	115,180.05
Wilcannia Central	194,697.40	Woodburn Central	56,314.11	Yeo Park Infants	23,286.74
Wiley Park	194,657.92	Woodenbong Central	90,951.16	Yeoval Central	46,311.03
Wiley Park Girls High	289,807.88	Woodford Dale	24,720.49	Yerong Creek	26,386.14
Wilkins	148,837.28	Woodland Road	56,611.66	Yoogali	15,192.68
Willala	14,636.32	Woodport	41,594.46	York	90,170.85
Willans Hill	52,085.02	Woolbrook	13,131.69	Young	100,754.10
Willawarrin	32,333.40	Woolgoolga	73,367.66	Young High	405,095.78
William Dean	72,125.16	Woolgoolga High	265,964.10	Young North	72,932.67
William Stimson	156,839.86	Wooli	22,342.54	Yowie Bay	79,605.83
Williamstown	18,467.71	Woollahra	136,556.43	Zig Zag	51,788.01
Willmot	95,324.67	Woolomin	5,132.90	Total	185,109,896.96
Willoughby	66,253.31	Woolooware	40,599.97		

APPENDIX 27

Performance Indicators

Schools

Performance Indicator	Comment
Student outcomes	
BST results	The Basic Skills Test (BST) for students in Years 3 and 5 consists of two tests covering aspects of literacy and numeracy. It is an important tool used to check children's literacy and numeracy standards. The BST, along with school-based assessment, is vital in helping teachers, schools, parents and the department get an accurate picture of primary school students' achievements in literacy and numeracy. (See pages 23, 24, 77-78.)
ELLA results	The introduction of the English Language, Literacy and Assessment (ELLA) test for students in Year 7 is a key part of the State Literacy Strategy. It is an aid for secondary teachers to improve student outcomes in literacy. Schools have the option of participating in a re-assessment of students in Year 8. (Refer to pages 24, 25, 78-79) for results and analysis.)
School Certificate results	The Year 10 School Certificate was changed in 1998. Tests were held in November instead of August. This led to greater application by students and improved attendance. More rigorous compulsory testing was conducted in English-literacy and mathematics, with trialing of new tests in science, Australian history, geography, civics and citizenship. For results and analysis refer to pages 38-40, 79-80.
Percentage of government schools placed on the HSC merit list	The HSC remains the principal record of student achievement. Outstanding results by NSW government schools and students achieved outstanding results in one or more of their HSC courses see pages 40-42, 80-81.
Post school destinations of government school HSC graduates	An important outcome of schooling to HSC level is students' success in entering further education, training and/or gaining employment. For student destinations in 1998 based on the 1997 HSC results refer to page 85.
Student participation	
Enrolments in government and non-government schools	The Enrolment Benchmark Adjustment cost NSW some \$9.67 million for 1998 despite enrolments in NSW actually increasing. It is expected that the Enrolment Benchmark Adjustment could generate a net cost to NSW as high as \$50 million for every 2% shift in enrolment between government and non-government schools. (Refer to page 16).
Participation rates of 15-19 year olds in education and training	This rate measures the number of equivalent full-time people in a particular age group who participate in education and training, expressed as a proportion of the civilian population of the same age. Apparent retention rates rely on students having to progress year by year through the system, whereas age participation rates relate to the population as a whole. (Refer to page 12). The participation of 15-19 year olds in education and training is measured through the ABS survey 'Transition from Education to Work'. As a sample survey, the results are subject to a degree of sampling error and must therefore be interpreted with caution. Small differences and minor changes from year to year may not be statistically significant.
Students in Selective High Schools	A wide range of programs is provided for gifted and talented students. The department operates 19 selective high schools and four agricultural high schools for academically gifted secondary students. For further information on programs for gifted and talented students see page 38.
Student participation in vocational education and training courses in government schools	Three types of vocational courses are available as part of the mainstream senior secondary education. Apart from their content, they mainly differ in terms of accreditation and examination. For statistical information on vocational courses for government students see pages 36-38.
School Certificate candidature	See page 39.

Schools cont.

Performance Indicator	Comment
Student participation cont.	
Higher School Certificate candidature	See page 40.
The school environment	
Reported incidents in schools	The department has a well-established system of reporting incidents that impact on school routine. Such incidents can include accidents, fire, intruders in schools or the death of a student or staff member. Many of the incidents are not related to school management and cannot be prevented by the school although they impact on the operation of schools. For statistical information on reported incidents in schools see page 105.
Daily rate of short and long suspensions	See page 106.
Daily rate of exclusion and places declared vacant	See page 105.
Average daily attendance	On a typical day over 90% of government school students attend school. Of those not attending, most are absent due to illness or some other legitimate reason such as attending religious festivals or being involved in important family matters. See page 107.

TAFE NSW

Performance Indicator	Comment
Student outcomes	
Module completion rates by ANTA industry area	The number of students who successfully completed a module as a percentage of students eligible to complete, that is, whose enrolment was active at the 25% point of module delivery. See pages 46.
Module completion rates of targeted groups	The number of students who successfully completed a module as a percentage of students eligible to complete, that is, whose enrolment was active at the 25% point of module delivery. The module completion rate is a new performance indicator used by ANTA. See pages 63, 65, 68, 74.
Graduate numbers by ANTA industry area	The number of students who successfully completed a course and were eligible for an award. See page 47.
Post-course employment and further education outcomes	NCVER conducts a national destination survey of recent TAFE graduates. See page 131.

TAFE NSW cont.

Performance Indicator	Comment
Student participation	
Total enrolments	See page 11.
Age profile of TAFE NSW students	See page xxx for the age profile of students in TAFE NSW from 1996 to 1998. The participation of 15-19 year olds in education and training is presented on page xxx. In NSW, the participation of 15-19 year olds in education and training has traditionally been close to the national average. In particular, participation in TAFE is consistently higher than the national average, and participation in higher education is generally slightly lower. The participation rate of 15-19 year olds in education and training in 1998 at 76.7% was similar to the national average of 76%. See page 11.
Enrolments by ANTA industry area	See page 44.
EFTS by ANTA industry area	See page 45.
Total enrolments of targeted groups	See pages 63, 65, 68, 74.
Enrolment rates of targeted groups	The number of students from targeted groups who are enrolled in TAFE NSW programs. Rates are calculated for educational program type, for women, for an NESB proxy and for a youth transition proxy using information extracted from enrolment forms. See page 11.
Personnel	
Attrition rates	The number of TAFE NSW employees who have separated from the Commission as a result of resignation, abandonment, annulment or death, as a percentage of total employees. The rate is calculated for permanent employees only, using data extracted from personnel records. See page 215.
Days lost per 100 staff from industrial disputes	The total number of days lost due to industrial disputes. These rates are calculated per 100 staff using data extracted from personnel records. See page 117.
Finance	
Payment performance	Percentage of accounts paid on time, the value of accounts paid on time and the total value of accounts paid. See page 242.
Late payment of accounts	Amount of interest penalty interest claims due to the late payment of accounts. See page 242.

ANTA - Australian National Training Authority

ESD - Educational Services Divisions

EFTS - Equivalent Fulltime Students

NCVER - National Centre for Vocational Education Research

NESB - Non-English speaking background