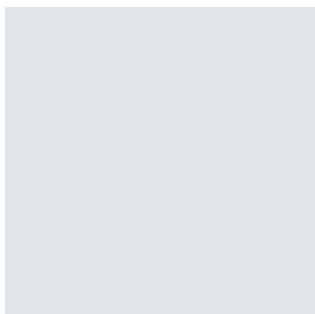
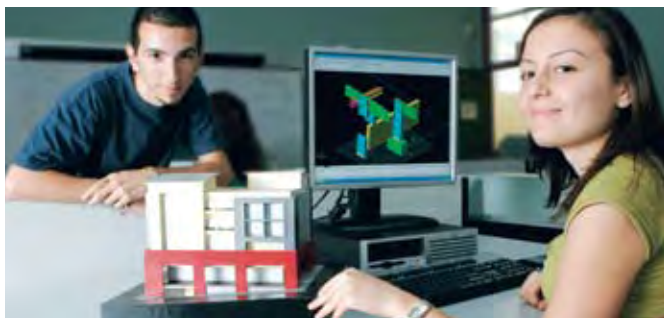


Annual Report 2007

NSW Department of Education & Training



LETTER OF SUBMISSION FROM THE DIRECTOR-GENERAL TO THE MINISTER

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

Dear Minister

In compliance with the terms of the Annual Reports (Departments) Act 1985 and the Public Finance and Audit Act 1983 and regulations under those acts, I submit the NSW Department of Education and Training's Annual Report for the 2007 calendar year for your presentation to the NSW Parliament.

This report contains details of the Department's performance in implementing strategies of the Corporate Plan 2006-2008 in NSW public schools, TAFE NSW, Adult and Community Education, regions, State Office, Adult Migrant English Services, higher education and the National Art School. The report also provides an overview of the Department and highlights from each Portfolio. In addition, the report contains the Department's audited financial statements for the financial year ended 30 June 2007 and appendices as required by legislation.

Yours sincerely



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

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

The Annual Report is available on the Department's website at:
www.det.nsw.edu.au/reports_stats/annual_reports

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

The estimated cost of production and printing of the 2007 Annual Report was \$2,430

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DIRECTOR-GENERAL'S FOREWORD

It gives me pleasure, on behalf of the staff of public education and training, to introduce the 2007 Annual Report of the NSW Department of Education and Training.

It records the achievements, challenges and aspirations of our students and families, and of our teachers and other departmental staff.

I was delighted to be appointed as Director-General in April 2007 and offered the chance to contribute to one of the world's finest systems of public education and training.

Since then I've been able to visit a great many schools, TAFE Institutes and other departmental workplaces and see at first hand the dedication and skill our teachers and other staff bring each day to support the learning and development of our students.

Our results are excellent. The percentage of students achieving better results continues to rise. Most significantly this year we have seen Aboriginal students make real progress at all levels of achievement.

This is very encouraging, and a tribute to the sustained effort of students, families and communities in partnership with our teachers, schools and TAFE Institutes. But we have a way to go before we can say that Aboriginal children and young people consistently enjoy more choices, more work, more income, more health and more fulfilment than their parents were able to.

In looking forward and making sure we continue to do better, TAFE NSW sought the views of its staff, students, employers and the community on how to evolve its operations for the challenges of the 21st century. It's clear from the responses of staff that TAFE NSW is in the hands of passionate and thoughtful professionals who want our great public training institution to rise to meet the challenges of the times.

We have an extraordinary range and depth of the subjects and learning on offer to our students. By forging links between schools – primary, secondary, central schools – as well as with TAFE Institutes and universities, the public school system is making available a broader and better curriculum, and even better teaching to capture and hold the attention of more young people.

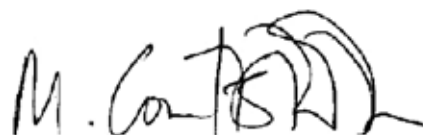
No annual report can record all the specific and significant achievements made every day by individual students, schools and TAFE Institutes.

The joys and achievements of young children as they learn to read, listen to stories and to tell and write their own. The secondary school debates where students eloquently and convincingly put forward very different points of view in an atmosphere of mutual respect. The classrooms where TAFE students demonstrate so capably the skills they are acquiring for work and life.

Creating the Australian nation is the daily achievement of public education and training.

No annual report can adequately convey the spirit of generosity and inclusiveness that guides the daily work in public schools and TAFE Institutes, that is manifested in so many ways every day of the school and TAFE year, and so often at night and on weekends.

I take this opportunity to acknowledge the extraordinary efforts on behalf of students and the community of all staff in schools, regions, TAFE Institutes and in our State Office.



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

Our goals

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

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

Our services

In 2007, the NSW Department of Education and Training provided education and training services to over 1,371,000 students through an extensive network of government schools, TAFE NSW Institutes, the National Art School (NAS) and the Adult Migrant English Service (AMES).

The NSW Department of Education and Training provided:

- preschool, primary and secondary school education
- vocational education and training (VET) programs and services
- TAFE NSW industry-recognised VET qualifications
- apprenticeships and traineeships
- adult and community education courses
- tertiary courses in Fine Art.

The Department operated principally under the *Education Act 1990*, the *Teaching Service Act 1980*, the *Technical and Further Education Commission Act 1990*, the *Public Sector Employment and Management Act 2002*, the *Education (School Administrative Support Staff) Act 1987*, the *Apprenticeship and Traineeship Act 2001*, the *Higher Education*

Act 2001 and the *Vocational Education and Training Act 2005*.

Our students

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

In 2007 there were:

- 4,239 government preschool students
- 431,618 government primary school students
- 307,018 full-time equivalent government secondary school students
- 497,747 TAFE NSW student enrolments
- 129,100 apprentices and trainees in training
- 1,605 National Art School students.

Our communities, customers and stakeholders

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

The Department uses a number of customer feedback mechanisms to inform planning and development of its products and services to ensure they meet customer needs.

Our resources

Total recurrent and capital expenses incurred by the Department in 2006-07 were \$10,635.5 million.

The Department's 2007-08 budget provides \$11,077.5 million in recurrent and capital funding for education and training services. This includes:

- \$81.6 million over four years in recurrent funding for the Best Start initiative to introduce a consistent literacy and numeracy assessment to better guide the learning of all Kindergarten students in public schools
- \$157.8 million over four years in recurrent and capital funding for the Connected Classrooms initiative to significantly expand technology-based learning in government schools
- \$22.1 million over four years in recurrent funding for the Support for Beginning Teachers initiative to enhance the quality and retention of new permanent teachers

- \$11.5 million over four years in recurrent funding for the Transition to Year 7 initiative to provide support for students transition from primary to secondary schools
- \$57.8 million over four years in recurrent and capital funding for the School Sport initiative to promote and extend school sporting competitions and encourage students' participation in physical activity
- a record \$531 million for the construction and enhancement of school facilities
- \$280 million over four years in capital funding for the Building Better Schools initiative. This includes the upgrading of 800 science laboratories; construction of a further 18 primary school halls and ten high school gyms; and additional toilet upgrades, electrical upgrades and security fences
- \$69 million over four years in recurrent and capital funding for the Learn or Earn program which includes the provision of 15 new trade schools across schools and TAFE colleges
- \$46.8 million over four years in recurrent funding for the Training our Workforce initiative to generate 33,253 additional training opportunities, including establishing a network of 10 NSW Skill Centres.

The Department also funds a range of equity and targeted programs in government schools. The 2007-08 budget includes funding for these programs of:

- \$922.4 million for special education
- \$82.6 million for students in regional and rural areas in NSW
- \$87.9 million for students from low socioeconomic status backgrounds
- \$107.3 million for students from non-English speaking backgrounds
- \$67.6 million for Aboriginal education.

In 2006-07, the Department's total recurrent expenditure on the non-government schools program was \$735.7 million. Funding was provided mainly in the form of student per capita grants.

Review and improvement

The NSW State Plan provides overall direction for improvement and is a major influence on our priorities for 2008. Priorities include:

- commencing the roll out of the Best Start literacy and numeracy assessment in over

400 schools to ensure each child receives consistent reading, writing and counting assessment on entry to school to identify prior learning and to guide planning to meet individual needs

- increasing levels of attainment for all students and in particular by 2008, reducing the number of lowest performing students in literacy and numeracy in Years 3, 5, and 7 by 10%
- increasing the number of students in Years 3, 5, and 7 meeting or exceeding national proficiency standards for literacy and numeracy by 10% by 2012
- closing the performance gap between Aboriginal students and all students, at schools and at TAFE
- improving teacher quality by focusing on literacy and numeracy expertise and teaching methods to meet the specific learning needs of all students
- increasing the proportion of the population aged 20-24 years who have completed Year 12 or recognised vocational training through increased curriculum choice, expanded pathways and additional school based apprenticeships, TAFE places and trade schools
- increasing the proportion of the population aged 15-64 years participating in VET by targeting existing workers and populations marginally engaged in the workforce through customised training and non-traditional delivery strategies
- improving access to training in rural and regional NSW through regional trade schools, additional training places in skill shortage areas and an expansion of commercial training
- partnering with industry and employers to assist them to deliver customised workforce development solutions that improve enterprise productivity
- implementing the recommendations of the Independent Pricing and Regulatory Tribunal's *Review of the Skills Base in NSW and the Future Challenges for Vocational Education and Training*
- achieving continuous improvement in VET and employment outcomes for Aboriginal people, people with disabilities and those in regional and remote areas of the State
- negotiating with the Commonwealth on School and VET funding agreements.

NSW Government Schools

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

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

A continued commitment to the interdependent responsibilities of schools, regions and Office of Schools directorates is evident in the policies and practices across the system. This cohesive approach is based on a climate of partnership and a culture of understanding to improve educational outcomes for all students.

In 2007, the Schools Portfolio established five Priority Directions Groups in Literacy and Numeracy, Aboriginal education, and the three stages of learning; Early Years - Kindergarten to Year 4, Middle Years - Years 5 to 9, and 15 to 19 Year Olds to monitor progress and provide direction for the implementation of strategies related to State Plan targets.

Analysis of the 2007 Basic Skills Test reveals very positive outcomes. Highlights of the 2007 results include:

- Year 3 Overall Literacy mean scaled score for 2007 is 51.0, which is the highest since Overall Literacy was first reported in 2005
- Year 5 Overall Literacy mean scaled score for 2007 is 57.3 which is the highest since Overall Literacy was first reported in 2005
- mean scaled scores for Overall Literacy for Years 3 and 5 were the highest since Overall Literacy was first reported in 2005 for Aboriginal and Torres Strait Islander students, Language Background Other Than English (LBOTE) students, boys and girls
- for Overall Literacy, the proportion of Aboriginal students in Year 3 achieving in the two highest bands (Bands 4 and 5) increased by 19.6%.

To further support students' literacy and numeracy achievements in 2007, the Schools Portfolio published a new Literacy K-12 Policy and a new Numeracy K-12 Policy and held two successful State Literacy and Numeracy conferences for 375 key personnel who support students' literacy and numeracy learning.

Key actions in the Aboriginal Education and Training Strategy 2006-2008 were implemented in collaboration with key partners working towards achieving the goal that by 2016 Aboriginal student outcomes will match or better the outcomes of the broader student population. The Schools in Partnership and related initiatives, the Targeted Aboriginal Students Strategy and the Targeted School Initiative were implemented. In schools participating in these initiatives, the proportion of Aboriginal students in Band 1 on the 2007 Basic Skills Test - Numeracy at Year 3 was halved. At Year 5, the proportion in Band 1 was reduced by 20%.

As part of a strong focus on leadership development and professional learning, opportunities and resources available for school leaders and teachers have continued to grow through the implementation of online programs and release of resources such as *The Quality of Teaching Makes the Difference* DVD resource package. A full range of leadership programs for aspiring, newly appointed and experienced school leaders was delivered to address leadership succession in NSW government schools. Leadership professional learning programs are developed in consultation with The Leadership Alliance (Department, Secondary Principals' Council and Primary Principals' Association).

2007 saw the establishment of five new behaviour schools at North Gosford, Barwon, Penrith Valley, Coffs Harbour and Woodbury to provide further support for students with disruptive behaviour in our schools.

Nine new suspension centres were established at the Central Coast, Albion Park, Mulwaree, Armidale, Lismore, Griffith, Campbelltown, Orange and Blacktown. Two return to school centres, operating prior to 2007 were also formally recognised, increasing the number of suspension centres to 22.

The Schools Portfolio has worked hard to achieve successful outcomes and has implemented a range of initiatives and programs as part of the Government's commitment to improve outcomes for all students. The Schools Portfolio has:

- completed the \$710 million four year Class Size Reduction Program and reduced Kindergarten class sizes to a statewide average of 19.2 students, Year 1 class sizes to 21.1 students and Year 2 class sizes to 22.6 students. The program has provided more than 1,800 additional teaching positions and delivered more than 650 new or refurbished classrooms
- recorded the highest ever State mean scores in statewide assessments for Year 3 Literacy, Year 5 Literacy and Year 7 Literacy
- allocated \$36 million to schools and regions to develop the capacity of teachers and leaders to meet accountabilities within the key priority areas of beginning teachers, leadership and career development, quality teaching, use of ICT for teaching and learning, welfare and equity, literacy and numeracy and syllabus implementation
- offered regional professional learning opportunities for school leaders, teachers and School Administrative Support Staff that included:
 - North Coast Region Quality Teaching Conference attended by 500 participants focussing on strategies to improve the quality of teaching
 - Illawarra and South East Region operated 12 executive collegial groups for 130 participants 18 principal facilitators with a focus on improving students outcomes
 - Hunter/Central Coast region conducted workshops for all secondary schools to develop strategies to improve student retention and completion of Year 12
 - Northern Sydney Region established partnerships with The Australian Academy of Science and Macquarie University to provide innovative professional learning opportunities
- implemented a number of initiatives to support new scheme teachers working towards accreditation with the NSW Institute of Teachers including a comprehensive set of guidelines for all schools, new scheme teachers and their supervisors
- developed quality assurance processes for registered professional learning under the terms of the NSW Institute of Teachers *Continuing Professional Development Policy* to improve the quality of teaching and learning
- implemented programs to build Aboriginal leadership capacity including Professional Mentoring for Aboriginal staff, Professional Mentoring for Specific Purposes and Mentor Facilitator Training for Aboriginal staff
- conducted research (Systemic Implications of Pedagogy and Achievement) into quality teaching to determine the impact of teaching on student learning
- opened trade schools in two high schools (Ballina and Colyton), each specialising in VET training for senior secondary students in selected industry areas. A further two school based trade schools (Queanbeyan and Nambucca Heads) are scheduled to commence operation in 2008
- enrolled 53,822 students in HSC VET in Schools courses and over 20,000 employers hosted VET in Schools students for work placement
- 83% of students in Years 9-12 participated in the School to Work Program
- introduced school based apprenticeships in trade areas including Automotive, Engineering and Commercial Cookery
- developed, in line with a NSW Government commitment, a suite of VET in Schools courses to support Nursing pathways for students
- completed the roll-out of the online Student Pathways Survey to all secondary schools
- conducted professional development in recent national and international research on career development for over 50% of school careers advisers
- conducted the 2007 15-19 Year Olds Conference: Inspire, Prepare, Achieve for 360 participants
- conducted the 2007 Connected Learning Conference: Connect, Collaborate, Create for 400 participants
- developed and implemented approximately 9,542 Personalised Learning Plans for Aboriginal students across the State
- trained 114 consultants and 222 teachers to deliver the Accelerated Literacy pedagogy to 5,000 students in 58 schools. The pedagogy has proven successful in both accelerating

Performance Highlights

improvements in the literacy achievements of Aboriginal students and in achieving improved outcomes for all students

- supported schools and local Aboriginal communities to implement the Two Ways Together Funded Initiatives Package (Kids Excel, Youth Excel and Scholarships for Aboriginal Students) 2005-2008
- implemented Aboriginal Languages Programs in 24 schools. The total number of students studying one of 11 NSW Aboriginal languages in 2007 is 3,757. Languages include: Bundjalung, Wiradjuri, Dhurga, Yawaalaraay / Gamilaraay, Dharug, Gambainggir, Ngiyampaa, Thunghutti / Dunghutti, Paakantji, Wanghumarra and Ngemba
- developed a new draft Aboriginal Education and Training Policy in partnership with key stakeholders. The new policy is planned for introduction in 2008 following community consultation
- allocated 1,234 English as a Second Language (ESL) teachers to support the English language and literacy needs of over 85,000 ESL students to improve English language outcomes
- conducted an anti-racism education conference jointly sponsored by the Department and the NSW Teachers Federation for 350 participants. Issues of Australian identity, Islamophobia, the media, cyber racism and anti-racism strategies for contemporary times were explored
- expanded the Cultural Exchange Program in Schools to enable 220 schools to conduct cultural exchange programs, bringing together students from different cultural, religious, geographic and socioeconomic backgrounds
- on arrival ESL support was provided to a total of 7,236 newly arrived students including 1,238 newly arrived refugees. Of these newly arrived students, 2,226 were enrolled in 14 Intensive English Centres (IECs) and the Intensive English High School (IEHS), 4,074 were enrolled in primary schools and 896 were enrolled in secondary schools
- conducted the Leading and Achieving conference for schools supported by the Priority Schools Programs involving 954 participants
- implemented the Holiday Reading is RAD program in 274 Priority Schools in the 2006-07 summer vacation
- conducted the Shorts Online 2007 film festival, with 74 films submitted from Priority Schools across NSW
- allocated 1,378 support teachers learning assistance and Learning Assistance Program funding to 1,886 primary and secondary schools for 2007-09, based on need, to assist schools to improve the learning outcomes of students experiencing difficulties in learning
- jointly produced with the Disability Council of NSW a DVD resource titled *Critical Bridges: Meeting Challenges at Points of Transition in Education by Working Together* to better understand the needs of students with disabilities around the transition points
- supported more than 14,000 students with disabilities in regular classes with the payment to schools of more than \$80 million through the Funding Support program
- implemented the Beginning Well program in 20 schools statewide. This program provided mentoring support for young children with behaviour difficulties during their transition to school
- implemented transition programs from prior to school settings including the Department's preschools and Schools as Community Centres into Kindergarten to meet the particular needs of young learners and their families
- operated 51 Schools as Community Centres in targeted schools to support families raising children from birth to eight years through initiatives such as supported playgroups, early literacy initiatives, parenting skills, and transition to school projects in collaboration with the human services agencies
- organised a State Student Representative Council Conference, Get Connected - Take Action! which focussed on ways for students to be more involved in school and community life
- increased the number of accredited Non Violent Crisis Intervention training instructors statewide by 21, bringing the total number of instructors to over 100
- trained more than 6,000 school and regional personnel in *Non Violent Crisis Intervention*, bringing the total number of school and regional personnel trained since 2001 to over 19,000

- operated 100 preschools providing access for 4,239 young children in the year prior to school of whom 404 (9.5%) were of Aboriginal descent
- conducted the Community Languages Schools program supporting school-aged students to maintain their background or heritage language after mainstream school hours
- supported more than 3,300 young people at risk of disengaging from their education through the Links to Learning program
- delivered 238 workshops to more than 3,876 K-12 teachers to support curriculum and subject-specific implementation in all regions of NSW
- delivered 55 workshops to 491 teachers to assist them make more consistent judgments about student achievement
- attracted more than 100,000 students from NSW government schools who successfully completed the Premier's Reading Challenge. A new website for the Premier's Reading Challenge was also launched
- piloted online courses in teaching gifted and talented students with teachers from 27 schools in three regions. A total of 15 workshops in gifted education were provided for 576 teachers
- delivered the *Connect Ed Arts* program in Hunter/Central Coast and North Coast regions in partnership with Arts NSW, in which 9,012 students attended performances, exhibitions and an Aboriginal camp and five teachers participated in arts industry work placements
- published English and mathematics curriculum programming support materials for K-6 teachers online
- implemented full cohort testing in the Year 8 Essential Secondary Science Assessment in November 2007. A total of 466 government schools participated
- offered representative sporting opportunities in 21 sports at the primary level and 29 sports at the secondary level
- increased the opportunities for students with disabilities to participate at State and regional level in the sports of Athletics, Cross Country and Swimming using the Multi Disability format with events integrated into programs
- organised the School Swimming Scheme in which over 96,000 students were enrolled from a record number of 1,446 primary schools
- delivered arts programs in the areas of dance, drama, music, public speaking and debating, and visual arts for more than 28,000 NSW government students including the highly successful 24th Schools Spectacular: 'My Spec' in which more than 3,300 students from 250 schools participated.

TAFE NSW

TAFE NSW is the largest provider of VET in Australia and plays a vital role in building the economy of the State by ensuring that the workforce is equipped with the required skills. TAFE NSW maintains strong ongoing links with industry and the community to address the very complex issues of skill shortages and an aging population.

TAFE NSW Institutes are dynamic and versatile organisations which offer more than 1,200 work related qualifications developed in consultation with industry and aligned with national qualifications. These qualifications are delivered in a variety of innovative and flexible training modes across the 135 campuses, in industry workplaces and online.

In 2007, TAFE NSW Institutes, staff and students were recognised for excellence in a number of industry, State and national awards, including:

- Western Institute - Australian Large Training Provider of the Year
- Illawarra Institute - Master Builders Australia Award for Excellence in Construction
- North Coast Institute - Automotive Training Australia's Best New Training Product.

To ensure that TAFE NSW continues to meet the challenges of delivering high quality VET in response to changing customer needs, we have embarked on a review of our operations with the release of the consultation document TAFE NSW: Doing Business in the 21st Century.

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

- delivered more than 108 million hours of training across 497,747 student enrolments.

Between 2006 and 2007 TAFE NSW:

- increased commercial revenue by 26.4%
- increased enrolments in TAFE PLUS courses developed to meet specific industry needs from 55,638 to 56,697, an increase of 2.0%

- increased the number of apprentices studying in TAFE by 3.4%, from 42,512 to 43,950
- increased enrolments at AQF III and above by 1.5%, from 200,348 to 203,343
- increased enrolments by people from non English speaking backgrounds by 5.4%, from 100,307 to 105,737
- increased enrolments by unemployed students by 1.9%, from 90,099 to 91,825
- increased enrolments by mature aged students (aged 45 to 64) by 0.8%, from 89,080 to 89,793
- increased completions at AQF III and above by 2.2%, from 55,478 to 56,693.

Over the five year period from 2003 to 2007 TAFE NSW:

- increased Aboriginal enrolments by 28.9%, bringing Aboriginal enrolments up to 5.1% of all TAFE NSW enrolments
- increased Aboriginal enrolments in Certificate IV courses by 50.5%
- increased Aboriginal graduates by 32.5%
- increased full-time enrolments by 14.2%.

In 2007 TAFE NSW:

- exceeded the national average for graduate satisfaction with an all time high of 89.8% satisfied with the quality of training received
- enrolled over 91% of all apprentices in NSW
- increased the number of school based apprenticeships, enabling young people to undergo the first stage of an apprenticeship while studying for the Higher School Certificate
- implemented the TAFE NSW Employer Portal enabling employers to receive secure information on the progress of their apprentices and trainees via the internet
- worked with industry to help students gain relevant qualifications within a shorter timeframe by developing fast track courses and assessing and providing 3.8 million hours of formal recognition for skills and knowledge acquired through previous work, study and life experience
- responded to a growing demand for recognition services by developing tools to assist the recognition of prior learning and gap training process in skills shortage

- areas including hairdressing, construction, plumbing, electrical and automotive
- worked with schools and employers to enrol 310 students in the new Glendale Trade School and provide them with leading edge training, work placements and potential ongoing employment in skills shortage areas including engineering, aged care and automotive vehicle servicing
- provided additional places for young people who have not completed Year 12 in skill shortage areas including construction, metals and engineering, manufacturing, automotive, nursing and hospitality
- assisted in improving retention rates for Year 11 and 12 students by providing TAFE delivered VET in schools (known as the TVET program) to 21,507 high school students, an increase of 8.5% over 2006
- increased commercial revenue by over \$28.56 million to \$136.94 million
- met the challenges of a highly competitive training market by winning \$79.56 million of contestable funding, an increase of \$7.19 million over 2006
- developed the Training Partnership Model to assist the development of strategic alliances between TAFE NSW Institutes and major clients and facilitate the delivery of relevant, individualised, quality assured training. The model was successfully used in 2007 with major clients including Country Energy, the Department of Ageing, Disability and Home Care, the Department of Community Services, the Alliance Group and Price Waterhouse
- won high profile training projects with Qantas Defence Services, Country Energy and NSW Health and international projects in Abu Dhabi, Hong Kong (Beijing Olympics) and Shanghai (Expo 2010)
- developed a Mining Partnership Tool which enables TAFE NSW Institutes to initiate and sustain partnerships with mining companies based on workplace delivery and assessment to address skill shortages in the industry in NSW
- signed a Memorandum of Understanding with the NSW Business Chamber to build a strategic alliance focussing on jointly serving the needs of the business community
- implemented the Indigenous Tutorial Assistance Scheme to improve retention and completion rates for Aboriginal students at Certificate III and above
- delivered the Aboriginal Cultural Education program to over 1,800 people across NSW including staff in schools, TAFE NSW and other government organisations
- demonstrated its commitment to increasing the number of people in regional areas participating in VET by providing additional places for students in skill shortage areas
- engaged in a range of regional and rural development projects in partnership with the Department of State and Regional Development, for example the Women in Small Business program
- developed the TAFE NSW Education for Sustainability Action Plan 2007- 2010
- employed environmental project officers and installing energy and water saving initiatives
- processed over 135,000 student enrolments online in Semester 1 2007, representing approximately 40% of all TAFE NSW enrolments, an increase of 218% on the previous year
- enrolled over 2,000 children in TAFE Children's Centres, enabling more than 1,600 students to access and complete TAFE NSW courses.

Adult Migrant English Service

NSW AMES is the lead provider in the Department of Education and Training Adult Migrant English Program (AMEP) Consortia. In 2007, the Consortia provided AMEP courses for over 11,713 migrants at a total of 97 venues and through Distance Learning. This included delivery at 61 rural and regional delivery sites, with seven new rural venues offering the AMEP in 2007.

- AMES delivered courses under the State funded Skillmax Program to 967 migrants. The Skillmax Program assists migrants with overseas qualifications and work experience to secure employment in Australia at levels commensurate with their previous skills and experience.
- Pathways for AMEP students were expanded with the introduction of two additional vocational skills courses which were delivered by community colleges at AMES centres while students were given language support through the Certificate III in Spoken and Written English.
- AMES published readers, interactive CDs and workplace communication resources including *Getting it right at work: Customer service* and *Getting it right at work: Negotiating and problem solving*. New online courses were developed including Jobseekers Online and Customer Service.
- The English for Health Professionals: Nurses online course was incorporated into the International Nursing Program offered by Shanghai Second Medical University. Licensing Agreements were signed with Gold Coast Institute of TAFE, Central TAFE, Western Australian and UNSW Institute of Languages for access to the Certificates in Spoken and Written English II and III online learning resources.
- AMES was involved in two funded research projects: an AMEP Research Centre project investigating student responses to methodology in AMEP classes and a joint project with UTS and South Western Area Health investigating spoken language in the Emergency Department at St George Hospital.

National Art School

The National Art School (NAS) offered award courses that included the Bachelor of Fine Art, the Bachelor of Fine Art (Honours) and the Master of Fine Art (Research by Project) degrees. Short Courses in all disciplines, continued in their popularity.

In the NAS Higher School Certificate (HSC) Intensive Studio Program, almost double the number of HSC students (395) completed the course than in 2006.

The NAS Dobell School funded through the Dobell Foundation is an annual drawing workshop specifically targeting secondary students who are geographically and socioeconomically disadvantaged. A record number of schools from all over NSW participated.

Many successful collaborations between institutions took place in 2007 including:

- The Capitals Project with Hong-Ik University of Fine Art, Seoul, Korea
- Drawing Breath, 10 Years of the Jerwood Drawing Prize exhibition and symposium with the University of the Arts, London
- 20 x 2, with RMIT University in Melbourne, and Curtin University in Perth
- Drawing Week with the NSW National Parks and Wildlife Service, which was held on Cockatoo Island
- The 56th Blake Prize for Religious Art.

In 2007, NAS staff, students and alumni won Australia's major art prizes including:

- The Archibald Prize
- The Moran Prize for Portraiture
- The Brett Whiteley Travelling Art Scholarship
- The 2D Award for Printmaking and Drawing
- The John Coburn Prize for emerging artists, the 2007 Freedman Foundation Travelling Scholarship for Emerging Artists
- The William Fletcher Foundation Grant and the John & Margaret Baker Memorial Fellowship.

These winners represent only a small proportion of the NAS representation in almost all of Australia's major art prizes.

The National Art School was awarded a highly sought after federal Community Heritage Grant. As a result, the NAS art and historical collection has now been classified as having "National Significance".

The NAS Art Forum Lecture Series brings national and international guest speakers to the NAS to present public lectures once a week on topics impacting on art in the 21st century.

The NAS Gallery has held a successful and full year of diverse exhibitions. The program comprised eight student, national and international exhibitions.

Adult and Community Education

Adult and community education colleges (ACE) are community based organisations. They were funded under the Adult and Community Education (ACE) Program in 2007 to deliver VET to communities throughout NSW.

Key Achievements

- 8,173,581 student contact hours of training were delivered to 154,458 students in 2006. Of this 4,641,044 hours were for VET funded through the Commonwealth-State Agreement for Skilling Australia's Workforce.
- A statement on community education was released by the NSW Government in September 2007. The statement recognises the unique characteristics of community education providers and the role that community education plays in engaging with communities and providing a place for adults to re-engage in learning, build confidence and in many cases continue on to formal nationally recognised training.
- The NSW Board of Adult and Community Education was disbanded in 2007 and the Government is establishing a new NSW Advisory Committee on Community Education. This committee will bring together government departments, non-government organisations and representatives of the community education sector to advise the Government on the role community providers

can play in meeting the educational and community building objectives of the State Plan.

- A new community partnership program was announced. In the initial project community colleges will work with peak agencies to address the training needs of people with a disability.

A range of professional development and support opportunities were provided throughout 2007 including:

- an ACE VET Network providing online and face-to-face support for VET and literacy managers, and trainers from community colleges across NSW
- production of training resources and provision of professional development to community colleges on the Disability Standards for Education
- training on data collection to the AVETMISS Standard.

Strategic Planning and Regulation

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

In 2007, the Portfolio:

- managed compliance with the Commonwealth Schools and Indigenous Funding Agreements and the Skilling Australia's Workforce Agreement (worth more than \$5 billion over four years)
- coordinated departmental input into the Council of Australian Governments (COAG), the Council for Australian Federation (CAF) and other Commonwealth-State forums
- managed the apprenticeship and traineeship system in NSW, the competitive training market and nine State Training Services regional centres across NSW
- registered and quality assured higher education and VET providers in NSW
- supported the NSW Skills Council, the Board of Vocational Education and Training, and the NSW Industry Skills Forum, in trialling innovative solutions to skills challenges
- led and participated in national forums to ensure national consistency and access to digital learning resources across Australia
- produced a wide range of new digital learning resources across all key learning areas for schools and for TAFE NSW
- continued action on copyright to reduce costs to NSW through the operation of the national NEALS licence, reduced copyright rates and removal of payments for internet viewing
- coordinated the Department's planning and reporting activities, including reports to Governments and the community.

The Portfolio's major achievements included:

- leading the Department's implementation plans to deliver on the NSW State Plan's four

significant education and training priorities

- coordinating all major departmental plans and performance reports, including:
 - Quarterly State Plan milestone and target reports
 - 2007 Minister's Report to Parliament
 - 2006 Annual Report
 - The 2008-2009 Results and Services Plan
 - The 2008-2010 Corporate Plan
- implementing a streamlined Corporate Performance Reporting System to collect departmental performance data, including reporting on major departmental priorities and Government commitments
- securing optimal outcomes for NSW in the implementation of new national literacy and numeracy tests for Years 3, 5, 7 and 9
- successfully negotiating with the Commonwealth on teacher education and workforce planning, national training targets and workforce development
- ensuring departmental compliance with requirements under major Commonwealth-State funding agreements
- increasing the number of people commencing an apprenticeship or traineeship in the 12 months to 30 September 2007 by 8.4% (81,500) NSW was responsible for half of the national increase
- establishing the first three trade schools and registering the first 180 school based apprentices
- negotiating the 2007 Australian Quality Training Framework (AQTF) to reduce regulatory burden on training organisations and to improve the quality and consistency of regulation
- increasing apprenticeship and traineeship completion rates, with 41,100 people completing an apprenticeship or traineeship in NSW during the 12 months to 30 September 2007, equalling more than half of the national growth in completions
- registering and quality assuring:
 - over 960 VET providers against the AQTF
 - 320 organisations to provide courses to overseas students
 - over 740 accredited courses
- developing innovative approaches to the skills shortage which informed new Government VET initiatives (the Learn or Earn and Training our workforce initiatives worth \$115.8 million)

- trialling and evaluating the Connected Classes project which was expanded across NSW through the \$158 million Connected Classrooms initiative
- initiating the high expectations and personalised learning agenda, which informed the Government's commitment to early learning plans for all Aboriginal students and the Best Start Assessment program (\$82 million)
- sponsoring research leading to NSW obtaining \$50 million additional Commonwealth funding for English language support to new arrivals
- preparing Enrolment Benchmark Adjustment strategic plan and reports to obtain \$78.5 million additional Commonwealth funding for 2007/08
- securing \$4.5 million additional Commonwealth funding for the COAG recognition of prior learning and targeting skill needs in regions programs
- initiating and acquiring external funding for research projects on teacher quality, retention and turnover to inform allocation of teacher places and performance assessment
- improving skill outcomes in skills shortage occupations and regional areas through overseeing the allocation of nearly \$80 million in competitive funding to VET providers
- achieving a whole of government apprenticeship strategy to assist in addressing skills needs in major NSW Government Enterprises
- supporting and publishing the Skills for Sustainability report outlining strategies to create green jobs and to 'green' existing jobs, and which stimulated government funding for sustainability skills development
- managing the Teaching and Learning exchange (TaLe), which achieved more than 19 million hits, 50,000 resource links and 60 professional learning communities
- negotiating a landmark agreement with Intel to deliver over 200 Skooool digital learning resources aligned with NSW school curriculum in Mathematics and Science (saving the Department \$15 million in development costs)
- developing and trialling online professional development tools to encourage best practice in teacher use of information technology
- developing and delivering innovative approaches to IT and education, including the online eco-murder mystery Murder Under the Microscope (with over 12 million hits), Writers Talk and Science Talk.

Finance and Infrastructure

The Finance and Infrastructure Portfolio is responsible for the strategic management of finance and administration, asset management, information technology services and internal audit.

In 2007, the Portfolio implemented key programs to meet government priorities in public education and training. In particular the Portfolio:

- commenced the four year \$2 billion Building Better Schools Program which aims to deliver the best possible learning environment for the State's students
 - supported quality teaching and learning environments through the delivery of capital works, maintenance and asset acquisition programs
 - began planning the roll-out of the \$158 million four year Connected Classrooms initiative which will expand subject choices for all students, lift teaching standards and give parents more opportunities to be involved in the education of their children
 - managed information and telecommunications systems and infrastructure for the Department
 - provided financial advice, management and statutory reporting to ensure that finite government resources were allocated and used in an optimal, equitable and accountable manner
 - managed the provision of financial support to non-government schools, as well as monitored grants and subsidies to community groups and private providers of VET
 - managed administrative policies, practices and the Student Special Transport Scheme.
- consistently over 100,000 users on a normal school day and peaks above 150,000 users on many days
- improved physical learning environments for TAFE NSW through the commencement of 11 major building projects, continuation of 21 capital projects and completion of 15 major capital works projects
 - improved physical learning environments for public schools through the completion in the 2006-07 financial year of 29 major building projects, commencement of 22 new major capital works projects and continuation of 52 projects
 - continued implementation of extensive new cleaning arrangements and the finalisation of new four year maintenance contracts
 - completed 226 integration projects to improve access to school facilities for people with a disability
 - opened one new school and one replacement school as part of the second Public Private Partnership
 - completed construction of three new schools and one replacement school as part of the second Public Private Partnership. These schools are due to open at the start of 2008.

Finance and Infrastructure worked hard to achieve successful outcomes and has:

- provided 20,000 computers to schools under the \$556 million Technology for Learning (T4L) program, building on the more than 60,000 computers delivered in 2005/2006
- implemented 1,356,239 e-learning accounts that provide staff and students with authenticated access to email and a personal portal via the Internet and improved security when browsing. Usage is

Workforce Management and Systems Improvement

The Workforce Management and Systems Improvement portfolio is responsible for the strategic management of employee performance and conduct, employment screening, human resources, industrial relations, legal services, occupational health and safety, safety and security and the Learning Management and Business Reform program.

In 2007, the Portfolio implemented key programs to meet governmental priorities in public education and training. In particular the Portfolio:

- provided quality human resources programs and services to schools, TAFE NSW and corporate employees
- continued to carry out workforce planning and implemented a range of strategies to improve the quality of teaching and the supply of teachers
- developed and implemented contemporary conditions of employment, including improved maternity leave provisions for teachers
- provided specialised legal advice, representation and other services to the Department
- continued to improve occupational health and safety performance through the Safe Working and Learning 2005-2008 strategy
- continued planning for the Learning Management and Business Reform program to replace corporate human resources, payroll, finance and student administration systems.

Workforce Management and Systems Improvement achieved successful outcomes across a range of issues and has:

- reviewed the Department's complaints policy and implemented the new *Complaints Policy Handling Guidelines*
- arranged for amendments to the *Education Act 1990* to permit students with a history of violence to be directed to enrol in a particular school that is able to manage their behaviour, where other schools would be unable to accommodate them safely

- remade the *Teaching Service Regulation* and the *Education Regulation*
- implemented strategies that reduced the incidents of internal fires during the 2007 Christmas vacation period by 33% when compared to the same period in 2006
- achieved a 44% reduction in vandalism incidents during the 2007 Christmas vacation period compared with the same period in 2006 through the implementation of proactive strategies and initiatives
- trained more than 1,000 primary school principals in managing serious incidents
- screened over 80,000 applicants applying for child-related employment in the public and private education and training sector in NSW
- completed a study into the causes and factors contributing to slip, trip and fall injuries
- provided occupational health and safety consultation training to more than 1,000 committee members and representatives
- developed additional support for permanent beginning teachers - an additional resource equivalent to one hour per week for each permanent on probation teacher for the first year of their appointment
- increased the percentage of Aboriginal people employed in the Department from 1.7% in 2006 to 1.9% in 2007. This includes the appointment of 50 Aboriginal teachers in the 2007 teacher staffing operation and the appointment of 18 Aboriginal people to school administrative and support staff positions identified for Aboriginal people
- implemented additional staffing resources for the smallest public schools to enable a second adult, usually a teachers aide or administrative staff member, to be on duty at all times
- implemented a *Performance Management and Development Policy* for public service and TAFE administrative and support staff
- introduced a new training allowance for school administrative and support staff
- negotiated a new TAFE Staffing Agreement
- developed a negotiation strategy for an Enterprise Resource Planning System as part of the Learning Management and Business Reform program, in consultation with legal advisors and representatives from the Department of Commerce.

Strategic Relations and Communication

The Strategic Relations and Communication Portfolio maintained responsibility throughout 2007 for the Media, Corporate Communication, Executive Support, and Corporate Marketing Directorates. Key responsibilities include:

- providing advice to senior staff and the Minister's office
- promoting high quality public education
- providing a range of information and advice to parents as well as news and information bulletins to principals and teachers
- providing strategic marketing support to TAFE NSW Institutes and NSW public schools
- promoting public education in the community and responding quickly and effectively to a large number of media enquiries.

In 2007, Strategic Relations and Communication has worked hard to achieve successful outcomes. In particular the Portfolio:

- provided the Director-General and the Minister with quality and timely correspondence and briefings and supported the organisation in providing the Minister's office with high quality parliamentary support. In 2007, a total of 2,095 letters to the Director-General were registered and processed. With regard to Ministerial correspondence, 5,697 items were registered in 2007. In addition, 2,335 campaign or petition letters/emails were managed by Executive Support Directorate on a range of issues including school based infrastructure and development matters, TAFE funding and special education resources
- coordinated 622 briefings for the Director-General and Ministerial visits to colleges and schools, including the official openings of joint funded capital works projects
- provided a range of information and advice to parents on the various stages of schooling through the introduction of a Welcome to Preschool parent series which also includes Time to Start School and Time to Start Year 7. The Portfolio produced School Days, a resource for parents that includes an organiser, homework helpers and general school information
- continued the promotion of public schools 'Leading the Way' in education and achieving outstanding results through the provision of support and advice to principals, teachers and State Offices on marketing high quality public education. Schools were supported in communication and self-promotion with advice on, and training in, design, photography and use of materials which was maintained throughout the year
- improved the Media Directorate's digital databases to better respond to media and Department requests for information about related issues
- provided support and information as appropriate for the Director-General and the Minister's office to respond to media inquiries that allow fair, balanced reporting of major public education and training issues
- management continued to monitor strategies (including weekly statistical reporting) and internal procedures to ensure all correspondence is dealt with effectively and in accordance with designated timeframes
- provided news and information to principals, teachers and school support staff through continued publication of Side by Side, the newspaper for NSW public schools. The newspaper won two awards in an international competition for employee publications, and won "best photo essay" for a double-page spread titled 'Let's Dance' (Issue 3, 2006) and an award for 'best headlines' written in a series of issues. The awards - the Ragan Recognition Awards - were announced in Chicago
- regularly updated the guideline documents on the Department's intranet relating to correspondence, briefings, visits and openings and provided correspondence and briefing support to departmental personnel
- participated in the National Marketing Forum in Queensland. The Forum, an initiative of NSW, provides the opportunity to all States and Territories to share ideas and innovation in marketing public education
- participated and supported the NSW Department of Education and Training Young Professionals' Network Development Committee. This resulted in the achievement of an Australian TAFE Marketing Association (ATMA) award in 2007 in the category of Marketing Campaigns and Public Relations - Special Events (under \$15,000) for the

Department of Education and Training Young Professionals' Network Conference

- promoted 13 head office displays to State, national and international visitors to Bridge Street and Elizabeth Street premises, celebrating arts and regional projects from two school and eight TAFE NSW regions
- coordinated the 'Casual for a Cause' fundraising program
- successfully managed Education Week promoting 'A love of learning, NSW Public Schools leading the way'; The Gala Celebration at Darling Harbour; and Back to School Day
- conducted the NSW Schools Remember ANZAC Commemoration Ceremony and supported the ANZAC Day Service which was held in collaboration with the Teachers' Sub-branch RSL.

Goal 1 : Successful Students

State Plan Targets - S4

- Reduce the proportion of lowest performing students in literacy and numeracy in Years 3, 5 and 7 by 10% by 2008, with a further 20% reduction by 2016
- Increase the proportion of students meeting or exceeding national literacy and numeracy proficiency standards in Years 3, 5 and 7 by 10% by 2012, with a further 5% increase by 2016

How we are progressing

The proportions of students meeting and exceeding the expected minimum and proficiency standards in literacy and in numeracy are measured through State assessment programs.

In 2007, the Department established a number of annual targets to monitor progress toward the achievement of the State Plan Priorities and targets for S4.

Unless otherwise specified, literacy targets and results relate to Overall Literacy (Reading, Writing and Language).

Targets

The minimum standard targets for all students for 2007 were:

- 92.3% of all Year 3 students achieving Band 2 or higher on BST Literacy
- 91.4% of all Year 3 students achieving Band 2 or higher on BST Numeracy
- 94.5% of all Year 5 students achieving Band 3 or higher on BST Literacy
- 93.8% of all Year 5 students achieving Band 3 or higher on BST Numeracy
- 95.8% of all Year 7 students achieving elementary level or higher on ELLA Literacy
- 96.4% of all Year 7 students achieving elementary level or higher on SNAP Numeracy.

The proficiency standard targets for all students for 2007 were:

- 43.4% of all Year 3 students achieving Band 4 or higher on BST Literacy
- 47.4% of all Year 3 students achieving Band 4 or higher on BST Numeracy
- 48.8% of all Year 5 students achieving Band 5 or higher on BST Literacy
- 52.1% of all Year 5 students achieving Band 5 or higher on BST Numeracy

- 85.3% of all Year 7 students achieving proficiency level or higher on ELLA Literacy
- 66.8% of all Year 7 students achieving proficiency level or higher on SNAP Numeracy.

Literacy and Numeracy outcomes

The outcomes for 2007 for Years 3, 5 and 7 are listed below.

Year 3 BST - Literacy

- The Year 3 mean scaled score of 51.0 in 2007 was an increase of 0.6 from the corresponding means of 2005 and 2006. Before 2005, Year 3 literacy means were calculated without writing scores. The 2007 mean score for literacy (reading and language) of 51.2 was the highest since testing began.
- The proportion of students attaining the expected standard in 2007 was 91.5%, a small decrease from 2006.
- The proportion of students achieving the proficiency standard was 46.8%. This target was well exceeded.

Year 3 BST - Numeracy

- The Year 3 mean scaled score of 53.1 was slightly lower than the 2006 figure of 53.3 and 0.5 lower than the highest ever recorded figure of 53.6, which occurred in 2005.
- The proportion of students attaining the expected standard in 2007 was 91.5%, an increase from the 2005 and 2006 figures.
- The proportion of all students achieving the proficiency standard was 45.9% and 20.4%, respectively, which was an improvement from the 2006 figures.

Year 5 BST - Literacy

- The Year 5 mean scaled score of 57.3 in 2007 was an increase of 0.3 and 0.7, respectively, from the corresponding means of 2006 and 2005. Before 2005, Year 5 literacy means were calculated without writing scores. The 2007 mean score for literacy (reading and language) of 57.5 was equal to the second highest since testing began.
- The proportion of students attaining the expected standard in 2007 was 95.0%, an increase of about one percentage point from the 2006 figure and above the target figure of 94.5%.
- The proportion of all students achieving the proficiency standard was 53.3%. This target was well exceeded.

Year 5 BST - Numeracy

- The Year 5 mean scaled score of 61.9 was the highest ever recorded and follows the upward trend in Year 5 numeracy means since 2003.
- The proportion of students attaining the expected standard in 2007 was 93.5%, about one percentage point less than in 2006 and almost the same as the 2005 figure of 93.4%.
- The proportion of all students achieving the proficiency standard was 54.5%. This target was well exceeded.

Year 7 ELLA - Literacy

- The mean scaled score for ELLA of 89.0 is the highest recorded.
- The proportion of students attaining the expected standard was 96.3%, very similar to the 2006 figure of 96.2%.
- The proportion of all students achieving the proficiency standard was 84.0%. This figure is very similar to the 2006 figure.

Year 7 SNAP - Numeracy

- The mean scaled score for SNAP was 85.1 which was equal to the highest mean recorded since 2002.
- The proportion of students attaining the expected standard was 93.4%, an increase of 0.5 percentage points from 2006.
- The proportion of all students achieving the proficiency standard was 62.6%.

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

- implementation of the State Literacy Plan 2006-2008 and the State Numeracy Plan 2006-2008 to guide the work of schools, regions and State Office directorates in achieving further literacy and numeracy improvements for all students
- release of the Literacy K-12 Policy and the K-12 Numeracy Policy that provides succinct statements of what is expected in relation to the teaching of literacy and numeracy in NSW government schools
- provision of statewide numeracy support through the Count Me In Too and Counting On programs. In 2007, 146 schools participated in Count Me In Too either online or through a facilitated model and 119 schools participated in Counting On
- provision of statewide literacy support through Literacy on Track and Reading Recovery programs. In 2007, 178 schools participated in Literacy on Track and 920 schools implemented the Reading Recovery program.

Goal 1 : Successful Students

Figure 1.1 Proportion of students achieving the expected standard in Literacy, 2003-2007

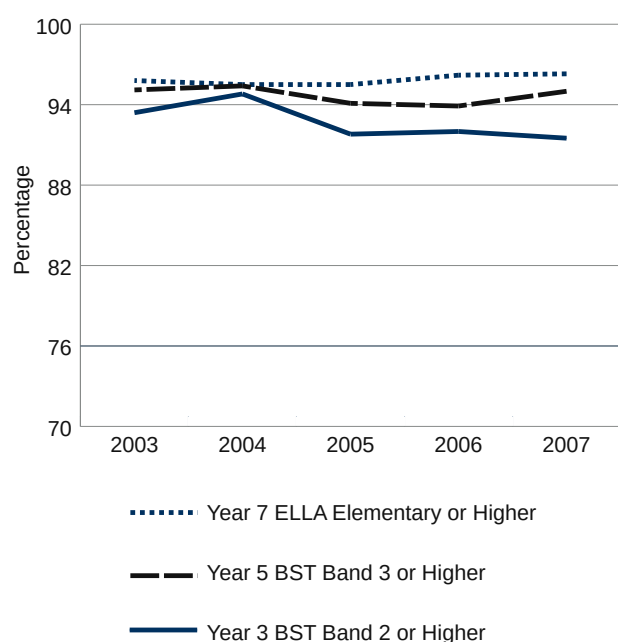
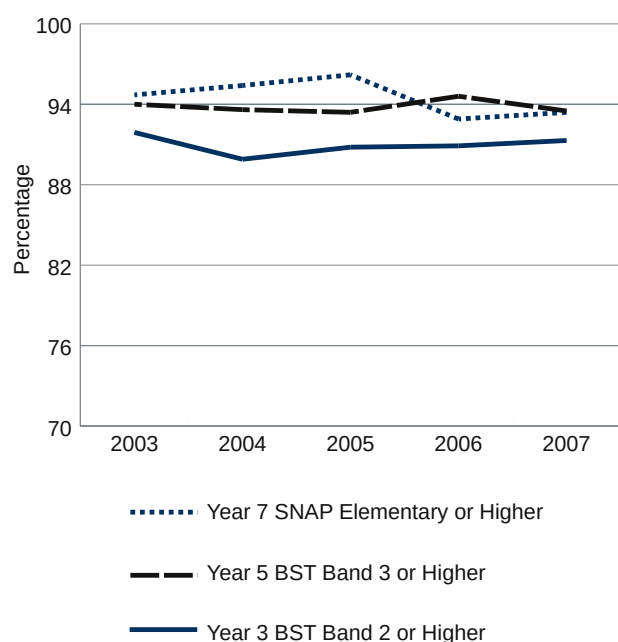


Figure 1.2 Proportion of students achieving the expected standard in Numeracy, 2003-2007



Future directions

In order to achieve literacy and numeracy targets we will:

- commence the Best Start Initiative in February 2008 throughout 434 schools to identify the key literacy and numeracy needs of students at the commencement of their schooling. Teachers will build on this knowledge and work to have all students on track by the end of Year 3
- conduct a State literacy and numeracy conference for regional and directorate personnel with responsibility for implementing literacy and numeracy programs. This conference will focus on analysis of current literacy and numeracy data in order to gain a more in-depth understanding of students achieving below the minimum standard on State tests
- implement Transforming Numeracy In The Middle Years and the Literacy in the Middle Years program to strengthen the effective teaching of numeracy and literacy in the middle years
- implement the focussed school support model and provision of targeted support strategies to improve differentiated targets for literacy and numeracy for schools and regions.

State Plan Target - S4/F1

- Close the gap between Aboriginal and all students in primary school numeracy and literacy rates by 2016

How we are progressing

Literacy and numeracy targets for Aboriginal students have been established in line with the aspirational target set in the NSW State Plan which is to eliminate the performance gap between Aboriginal students and all students by 2016.

Unless otherwise specified, all literacy targets and results relate to Overall Literacy (Reading, Writing and Language).

Targets

The minimum standard targets for Aboriginal students in 2007 were:

- 78.4% of Aboriginal Year 3 students achieving Band 2 or higher on BST Literacy (Writing, Reading and Language)
- 80.3% of Aboriginal Year 3 students achieving Band 2 or higher on BST Numeracy
- 84.4% of Aboriginal Year 5 students achieving Band 3 or higher on BST Literacy
- 85.5% of Aboriginal Year 5 students achieving Band 3 or higher on BST Numeracy
- 89.2% of Aboriginal Year 7 students achieving elementary level or higher on ELLA Literacy
- 89.6% of Aboriginal Year 7 students achieving elementary level or higher on SNAP Numeracy.

Proficiency standard targets for Aboriginal students for 2007 were:

- 17.0% of Aboriginal Year 3 students achieving Band 4 or higher on BST Literacy
- 21.8% of Aboriginal Year 3 students achieving Band 4 or higher on BST Numeracy
- 18.9% of Aboriginal Year 5 students achieving Band 5 or higher on BST Literacy

- 22.1% of Aboriginal Year 5 students achieving Band 5 or higher on BST Numeracy
- 61.1% of Aboriginal Year 7 students achieving proficiency level or higher on ELLA Literacy
- 34.5% of Aboriginal Year 7 students achieving proficiency level or higher on SNAP Numeracy.

Literacy and Numeracy outcomes

In 2007, the second phase of the Schools in Partnership (SiP) initiative was implemented in 20 schools with high Aboriginal student enrolments. The Targeted Aboriginal Students Strategy (in 8 schools) and the Targeted School Initiative (in 5 schools) were implemented in addition to Schools in Partnership to improve the educational outcomes of Aboriginal students.

The outcomes for 2007 for Years 3, 5 and 7 are listed below:

Year 3 BST - Literacy

- The proportion of Aboriginal students reaching the expected standard in Overall Literacy was 75.4%, which was close to the 2006 figure of 75.3%.
- The proportion of Aboriginal students achieving the proficiency standard in Overall Literacy was 18.6%.

Year 3 BST - Numeracy

- The proportion of Aboriginal students reaching the expected standard in Numeracy was 77.8%, 2.6 percentage points above the 2006 figure.
- The proportion of Aboriginal students achieving the proficiency standard in Numeracy was 20.4%, which was an improvement on the 2006 figure.

Goal 1 : Successful Students

Year 5 BST - Literacy

- The proportion of Aboriginal students reaching the expected standard was 83.0%, an increase of more than three percentage points from the 2006 and 2005 figures.
- The proportion of Aboriginal students achieving the proficiency standard in Overall Literacy was 21.8%. This target was well exceeded.

Year 5 BST - Numeracy

- The proportion of Aboriginal students reaching the expected standard was 81.7%, a decrease of about one percentage point from the record 2006 figure, but an increase of 1.6 percentage points from 2005.
- The proportion of Aboriginal students achieving the proficiency standard in Numeracy was 22.8%.

Year 7 ELLA - Literacy

- The proportion of Aboriginal students reaching the expected standard in Overall Literacy was 87.5% which is the highest ever recorded.
- The proportion of Aboriginal students achieving the proficiency standard in Overall Literacy 60.9%. This figure is similar to the 2006 figures.

Year 7 SNAP - Numeracy

- The proportion of Aboriginal students reaching the expected standard in Numeracy was 79.9%, an increase of 1.2 percentage points from 2006.
- The proportion of Aboriginal students achieving the proficiency standard in Numeracy was 30.4%.

Figure 1.3 Proportion of Aboriginal students achieving the expected standard in Literacy, 2003-2007

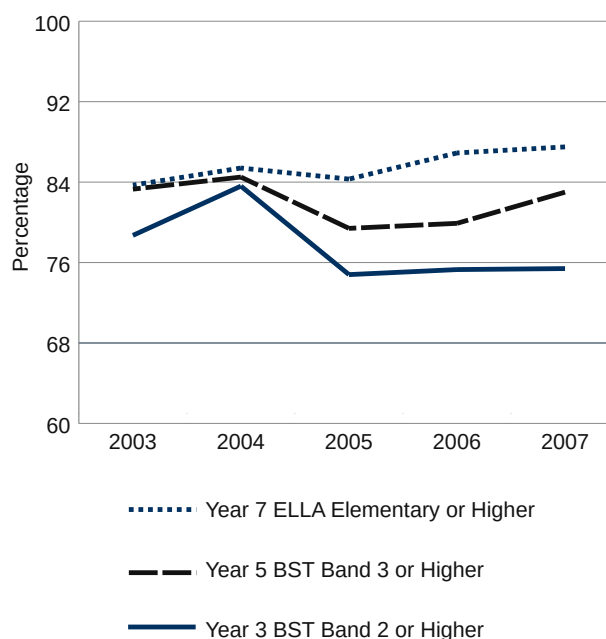
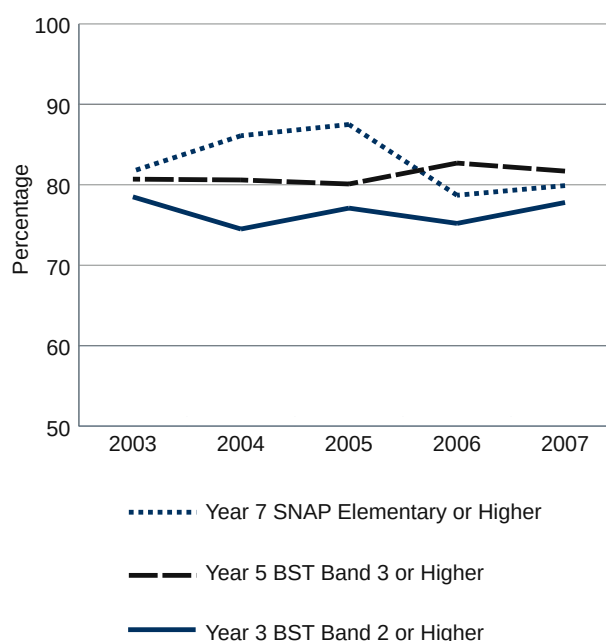


Figure 1.4 Proportion of Aboriginal students achieving the expected standard in Numeracy, 2003-2007



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

- provision of Accelerated Literacy pedagogy training to 114 consultants and 222 teachers (involving 58 schools). The pedagogy has proven successful in both accelerating improvements in the literacy achievements of Aboriginal students and in achieving improved outcomes for all students. Initial data samples collected and analysed from 2007 show strong improvements in the literacy achievement for many Aboriginal students in classrooms where the pedagogy was being successfully implemented
- provision and statewide literacy support through Literacy on Track and Reading Recovery programs. In 2007, 920 schools implemented the Reading Recovery program
- implementation of the Count Me In Too and Counting On pedagogies, particularly Count Me In Too Indigenous
- implementation of the State Literacy Plan 2006-2008 and the State Numeracy Plan 2006-2008 to guide the work of schools, regions and State Office directorates in achieving further literacy and numeracy improvements for all students as measured against set targets
- release of the Literacy K-12 Policy and the K-12 Numeracy Policy that provide statements of what is expected in relation to the teaching of literacy and numeracy in NSW government schools
- provision of statewide numeracy support through the Count Me In Too and Counting On programs. In 2007, 146 schools participated in Count Me In Too either online or through a facilitated model and 119 schools participated in Counting On
- publication of Teaching Strategies for speakers of Aboriginal English which has been written as a follow up to BST to assist teachers improve outcomes for Aboriginal students.

Future directions

In order to achieve literacy and numeracy targets we will:

- implement key actions in the NSW Aboriginal Education and Training Strategy 2006-2008
- facilitate training in Accelerated Literacy across all 10 regions in 2008, targeting regional staff and K-6 classroom teachers
- develop regional sustainability in Accelerated Literacy and mainstream the rigor of the pedagogy across the State, by training teachers and consultants as Regional accelerated Literacy Tutors
- aim regional literacy training at targeted schools across the State, i.e. Schools in Partnership (SiP) Initiative, Targeted Aboriginal Student Strategy (TASS), and Targeted School Initiative (TSI) schools
- implement focussed school support model and provision of targeted support strategies to improve differentiated targets for literacy and numeracy for schools and regions
- commence the Best Start Initiative in February 2008 throughout 434 schools to identify the key literacy and numeracy needs of students at the commencement of their schooling. Teachers will build on this knowledge and work to have all students on track by the end of Year 3
- conduct a State literacy and numeracy conference focussed on analysis of current literacy and numeracy data in order to gain a more in-depth understanding of students achieving below the minimum standard on State tests.

Goal 1 : Successful Students

State Plan Target - S5

- Increase the proportion of students completing Year 12 or recognised VET from 82.7% to 90% in 2016

How we are progressing

Year 12 or recognised VET

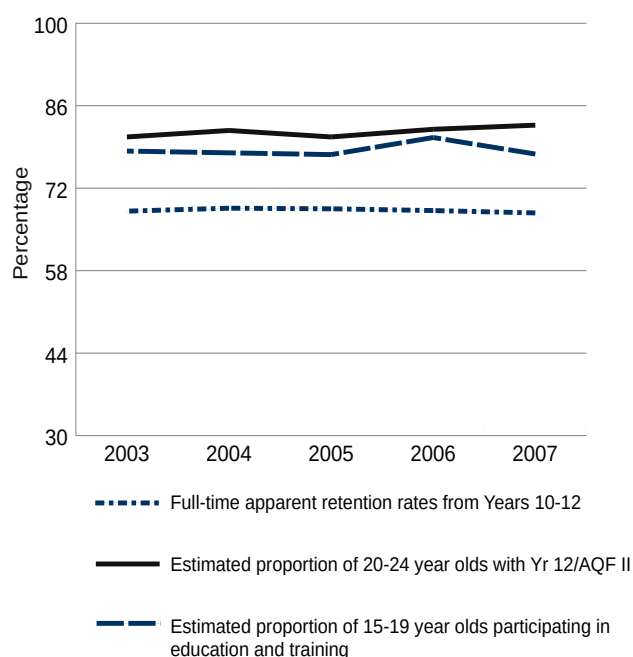
Targets to increase the numbers of students completing Year 12 or a recognised VET qualification have been established to monitor the Department's progress in achieving the State Plan target of 90% by 2016.

- More young people are staying at school or completing VET qualifications than ever before. The proportion of 20-24 year olds in NSW who had attained a Year 12 or VET qualification at AQF Certificate II or above increased from 79.6% in 2001 to 82.7% in 2007.
- The proportion of 15-19 year olds participating in education and training, at 77.8% has remained relatively stable over the past five years.
- A total of 54,755 school students participated in VET in schools in 2007 (40,087 students from government schools and 14,668 students from non government schools).
- The pilot of VET in Year 9-10 was expanded from 14 to 25 schools in 2007.
- Improvements in school apparent retention rates and TAFE NSW courses have contributed to increasing levels of completion for 20-24 year olds over the last seven years.
- In 2007, we opened three trade schools operating out of existing schools and TAFE NSW colleges. Trade schools were established at Colyton High School in Western Sydney, Ballina High School and Glendale TAFE.
- Trade schools provide young people with a broader range of vocational options as part of their Higher School Certificate. These include school apprenticeships, traineeships and other vocational courses in skill shortage areas.
- The NSW Government introduced part-time school based apprenticeships available to senior secondary students in Years 11 and 12 in 2007. In some cases, a school based apprenticeship can now commence in Year

10. Students who undertake a school based apprenticeship complete the Higher School Certificate while enrolled in a minimum Certificate III level trade qualification.

- In 2007, around 180 NSW students were approved as school based apprentices, many in skills shortage trades.
- Overall, significant growth was recorded in the take-up of school based apprenticeships and traineeships. In 2007, the Department approved 3,061 school based apprenticeships and traineeships, compared to 2,262 in the previous 12 months. Importantly, Aboriginal and Torres Strait Islander school based traineeship approvals increased from 55 in 2006 to 114 in 2007.
- Government schools are working with TAFE NSW and employers to provide leading-edge training in industry areas where there is demand for skilled workers.

Figure 1.5 Education and training participation and attainment, 2003-2007



Apparent retention from Years 10-12

- The apparent retention rate for all students was 67.8% in 2007, down slightly compared to 2006. The rate has remained relatively stable over the past five years.
- The apparent retention rate for Aboriginal students was 39.8%, the highest achieved over the past six years.
- Separate Region and school targets to increase apparent retention rates have been set for 2008 and regional staff have been trained in implementing these targets.
- There was increased access for students with disabilities to Board of Studies courses leading to an HSC (including Life Skills).
- Support was given for over 12,000 students with confirmed disabilities to remain in regular classrooms.
- More than 700 additional teachers aides special were allocated to support the learning of students with special needs in special classes in regular and special schools.
- Pre-apprenticeship programs were provided to introduce young people to a trade including Taste of TAFE programs for students in Years 9 and 10.
- In 2007, there were 6,526 Aboriginal students enrolled in TAFE NSW courses at AQF III and above, representing a 10% increase on 2006 and a massive 24% increase since 2003.

TAFE NSW Initiatives

- The number of TAFE NSW qualifications completed at AQF II or above by 15-24 year olds increased from 33,526 in 2006 to 33,790 in 2007.
- TAFE NSW implemented several strategies to achieve significant increases in the proportion of students completing Year 12 or recognised vocational training.
- TAFE NSW is providing additional places for young people under the age of 18 without an HSC or a job from July 2007 under the Learning Guarantee.
- The target for 2007/08 is 540 additional places. Learner support was provided for students as required to help them complete their courses successfully.
- Partnerships with a range of enterprises were established to secure work placements, apprenticeships and traineeships for students at the trade schools.

Figure 1.6 Apparent retention rates from Years 10-12 (all students and equity groups), 2003-2007

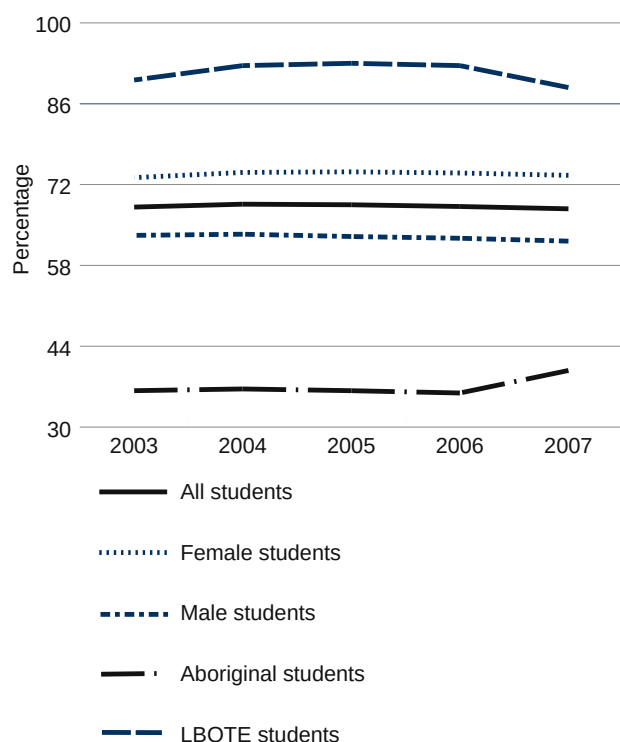
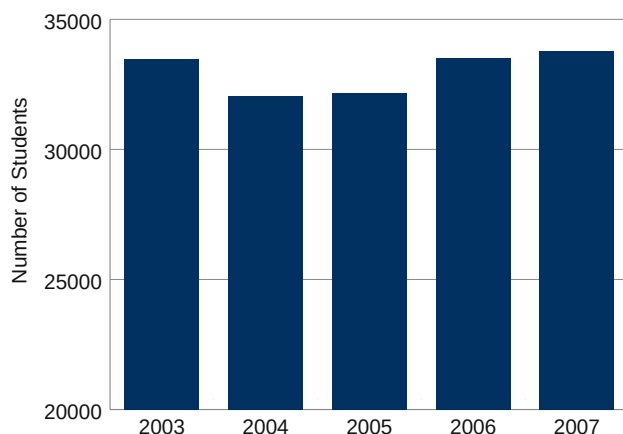


Figure 1.7 Number of TAFE NSW qualifications completed at AQF II or above by students aged 15-24 years, 2003-2007



Future directions

We will:

- provide 5,850 TAFE NSW training places under the Learning Guarantee for young people under 18 who have left school and are not in work
- increase the school leaving age. School leaving age provides an 'end-point' signal and sets the expectations of students and parents regarding completion. The Government has indicated that the school leaving age will be increased to at least 16
- increase choices for students to make staying at school more attractive
- strengthen VET options within schools. Trials are underway to extend VET to Years 9-10 (currently only offered in Years 11-12). This will help engage students who otherwise might leave in Year 10
- offer more school based apprenticeships and traineeships in skills shortage areas
- outfit 200 schools with 'interactive classrooms' by the end of June 2008
- increase subject choices through the Connected Classrooms initiative for all students in Years 11 and 12
- establish six trade schools in 2008: Queanbeyan High School, Nambucca Heads High School, Campbelltown TAFE, Tamworth TAFE, Wyong TAFE and St George TAFE
- increase access for Aboriginal students to Certificate III courses
- support 400 new apprentices per year over the next four years to be employed in NSW Government agencies and utilities
- support an additional 1,250 apprentices in group training companies between 2007 and 2011.

Key Indicators - Quality Teaching

- Proportion of teachers accredited by the NSW Institute of Teachers
- Proportion of teacher appointments made at the local level

How we are progressing

Teacher accreditation

By the end of 2007, more than 2,000 teachers had been accredited at the Professional Competence level by the NSW Institute of Teachers.

The Department has participated in the Institute of Teachers' committees and working parties in developing:

- a model and procedural documents for accreditation at the levels of Professional Accomplishment and Professional Leadership as well as the maintenance of accreditation requirements at Professional Competence
- initial teacher education requirements in mandatory areas of study such as literacy education, Aboriginal and Torres Strait Islander education and special education as well as subject content requirements
- documentation for the approval of initial teacher education programs including initial teacher education assessment panels and professional experience (practicum) requirements.

Teacher appointments at the local level

- The staffing agreement outlining the procedures for the appointment of school teachers (Term 2, 2005 until the commencement of Term 2, 2008) has provided increased opportunities for schools to recruit teachers and for increased parent involvement in teacher selection. At the same time, the Department's responsibility to staff who have priority transfer status has been retained.
- While the current Staffing Agreement has provided some increased opportunities for selecting classroom teachers, only three in every 100 classroom teacher positions are open to all qualified teachers to apply for. Feedback from many school communities

and principals has indicated that they want to play a part in selecting the most appropriate teacher for their school.

- Discussions have commenced in relation to proposed staffing amendments aimed at giving more principals and school communities the opportunity to be more closely involved in the appointment of their classroom teachers.
- In the 2006/07 staffing operation, 67.4% of principal positions and 79.4% of executive positions in schools were recruited through a merit selection process which included parent representatives.
- Parent representatives were involved in all aspects of the recruitment process including the preparation of advertisements.

Future directions

We will:

- support teachers accredited at Professional Competence to maintain their accreditation through provision of quality standards aligned to professional development
- strengthen support for casual and temporary teachers for accreditation at Professional Competence
- continue to maintain productive working relationships with the NSW Institute of Teachers to ensure quality support of, as well as quality assurance for our teachers
- continue discussions in relation to proposed staffing amendments aimed at giving more principals and school communities the opportunity to take part in selecting the most appropriate teachers for their school.

Key Indicators - Professional Development

- Proportion of staff who participate in professional development
- Growth in professional learning communities on the Teaching and Learning Exchange (TaLe)
- Growth in partnerships with industry that enhance professional learning opportunities

How we are progressing

In 2007, professional learning and leadership development programs for staff in schools provided a suite of wide-ranging opportunities. Professional learning programs are informed by capability frameworks, including the NSW Institute of Teachers Professional Teaching Standards and the Department's School Leadership Capability Framework. The professional learning website, <https://www.det.nsw.edu.au/proflearn>, provides program details and online learning to enhance and provide equitable access to quality professional learning.

All teachers and school leaders participated in professional learning programs in 2007. The professional learning strategy was supported by a budget of more than \$54 million.

Key achievements

Teachers and school leaders completed leadership development programs as follows:

- 117 newly appointed principals, 49 deputy principals, 496 executive leaders and 17 chief education officers completed induction programs
- 488 experienced school executives completed the Executive Leadership Development Program under the guidance of trained facilitators
- 1,100 school leaders participated in professional leadership programs including 589 participants in the Highly Effective Leaders programs and 76 school leaders completed online leadership programs
- 147 aspiring leaders completed the principal preparation program mentored by experienced principals
- 758 school leaders have been trained as facilitators implementing professional learning programs
- 18 school education directors completed the Coaching for Enhanced Performance Program, 20 completed The Art of

Negotiation Program and 20 completed Productivity Plus: a fresh look at managing performance

- 2,042 new permanent teachers appointed on probation completed induction programs to develop their teaching competence in the first year of service
- 123 Teacher Mentors completed the Teacher Mentor Program
- 17 Aboriginal mentor facilitators were trained to support Aboriginal mentoring initiatives across the State.

Teachers completing professional learning programs in priority areas included:

- 20,416 for literacy and numeracy
- 10,248 for quality teaching
- 12,943 for leadership and career development
- 8,868 for syllabus implementation
- 9,526 for welfare and equity
- 13,680 for early career teachers
- 6,035 for information and communication technologies.

The number of school administrative staff (SAS) completing professional learning programs included:

- 715 teachers aide (special) trained in health care procedures
- 70 SAS staff were granted study assistance
- 6,701 SAS staff completed professional learning activities that support the use of technology
- 4,451 participated in programs designed to develop specific skills related to their roles
- 3,073 SAS staff completed a range of general professional learning activities
- 52 experienced principals and business and industry partners participated in the Principal for a Day program.

Professional learning programs have been enhanced through academic and industry partnerships. This has included academic partnerships with Professor Emeritus Michael Fullan and Professors Andy Hargreaves and Geoff Scott. A key example of industry partnerships is the NSW DET Leadership Alliance, a strategic partnership between the NSW Department of Education and Training, the Secondary Principals' Council and the Primary Principals Association. The Leadership Alliance has been pivotal in the development and implementation of high quality programs which meet the professional learning needs of current and aspiring school leaders.

In 2007, over 466 teachers participated in the Intel Teach ICT training program to enhance their use of technologies for teaching and learning.

The Connected Learning Advisory Service, CLAS, is a web-based tool developed to enable teachers to assess their use of ICT in the classroom, to create a log of evidence of their capacity to use ICT as a teaching tool, and to access examples of good practice, professional learning activities and resources to build knowledge and skills online. School and TAFE teachers can access the Service, though the DET Portal, in their own time.

Currently the Teaching and Learning Exchange (TaLe) has 64 Professional Learning Communities (PLCs) on offer. This consists of 20 Open PLCs and 44 member only PLCs offering over 580 associated resources and readings. In 2007 the Connected Outcomes Groups (COGS) and Interactive WhiteBoards PLCs both attracted over 3,000 visits.

TAFE NSW provides teachers with regular professional development activities in order to maintain their industry currency, continually update their knowledge of new and revised training packages and acquire entrepreneurial and business development skills.

In 2007, TAFE NSW enhanced professional learning opportunities by:

- successfully implementing the Training Partnership Manager model with major clients Country Energy, the Department of Ageing, Disability and Home Care, the Department of Community Services, the Alliance Group and Price Waterhouse Coopers
- developing a Mining Strategy and Mining Partnership Tool, enabling TAFE NSW Institutes to enter into workplace delivery and assessment partnerships with mining companies
- establishing a partnership with Forsythes IT&T, providing TAFE NSW teachers with opportunities to gain Information Technology Certification
- establishing a partnership with Country Energy to support Country Energy's workforce development needs and provide TAFE NSW staff with a greater understanding of industry skill requirements
- implementing the Competitive Manufacturing Solutions service which provides teachers with opportunities to further develop skills in delivering training that is flexible, responsive and fits in with the daily operations of an organisation.

Future directions

We will:

- develop, register and monitor teacher participation in professional learning programs aligned to Professional Teaching Standards for accreditation with the NSW Institute of teachers
- expand the range of qualifications delivered to teachers, school leaders and SAS staff through the Professional Learning and Leadership Development Directorate Registered Training Organisation
- provide equitable access to quality professional learning for teachers, school leaders and SAS staff through online programs
- expand the professional learning opportunities available, including through the development of online courses to build teacher skills in the use of information and communication technologies within a quality teaching and learning environment
- continue to enhance for TaLe by improving its usability and exploring a number of contemporary practices such as email alerts, RSS feeds, Blogs and Wikis
- expand the links with the Learning Tools project within the Connected Classrooms initiative to enable coordinated development of collaborative tools for professional learning.

TAFE NSW will continue to use the Training Partnership Manager model to assist TAFE NSW Institutes to engage with customers and develop strategic alliances partnerships that enhance professional learning opportunities for TAFE NSW staff.

One of the key areas in the proposals outlined in TAFE NSW: Doing Business in the 21st Century is the TAFE NSW Workforce Development Guarantee. Over the next three years, TAFE NSW will provide professional development for 3,500 staff per annum, extending their capacity to engage with diverse learners, industry, employers and new learning technologies. Future leaders will be identified and supported through a Top 100 leadership program.

State Plan Target - P4 and P7

- Increase the proportion of the population aged 15-64 years participating in VET from 11.7% in 2005 to 16% in 2016.
- Increase to 250,000 the number of people in regional areas participating in VET by 2012 with the aim of 300,000 by 2016

How we are progressing

Proportion of 15-64 year olds participating in vocational education and training

Participation levels in NSW have remained relatively steady for the last 7 years. Data from the National Centre for Vocational Education and Training Research (NCVER) show that the VET participation rate for 15-64 years olds increased to 11.9% in 2006, up from 11.7% in 2005. This compares with a rate of 12.2% in 2003.

Number of people in regional areas participating in vocational education and training

The number of (VET) participants in rural and regional areas has been relatively stable over the last five years, reaching 228,151 in 2006. There continues to be a slightly higher level of VET participation in rural and regional areas (14.1% in 2006) compared to NSW overall (11.9% in 2006). This reflects an under-representation in higher education and a relatively strong tradition of training in regional areas (particularly in TAFE NSW).

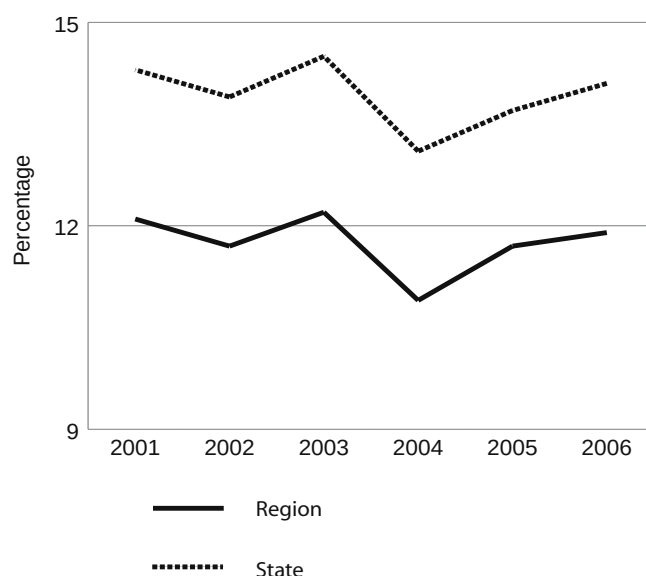
Number of 15-64 year olds in TAFE NSW

TAFE NSW had 384,767 students aged between 15 and 64 years in 2007.

TAFE NSW has developed a range of strategies to increase the number of 15-64 year olds participating in (VET):

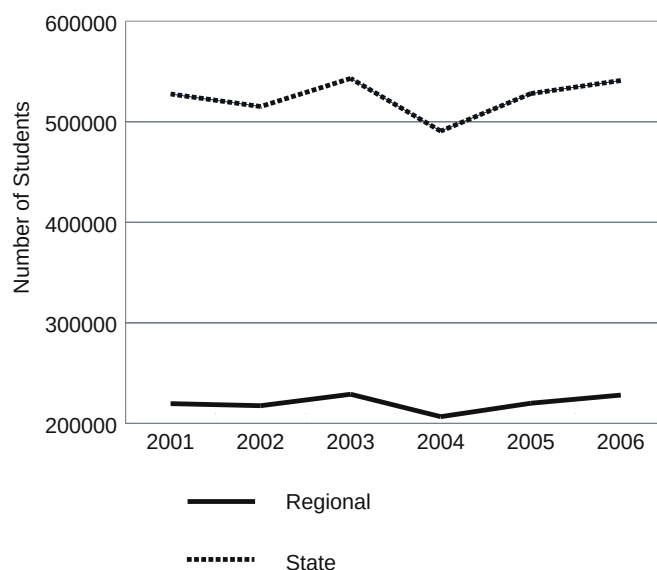
- conducting a Profile Review to better match the delivery of training with areas of economic and occupational growth
- expanding recognition of prior learning to attract those with existing but unaccredited skills

Figure 3.1 Proportion of the NSW population aged 15-64 years participating in VET, 2001-2006



Sources: NCVER VET provider collection, Powerplay cubes and ABS estimated resident population as at 30 June each year

Figure 3.2 Number of the NSW population aged 15-64 years participating in VET, 2001-2006



Source: NCVER VET provider collection, Powerplay cubes.

- upskilling unqualified workers and unemployed people in trade skill shortage areas
- offering short courses in targeted skill shortage areas to people in regional NSW.

Proportion of TAFE NSW students enrolled in and completing qualifications at Diploma level or above

In 2007, 9.1% of all TAFE NSW enrolments and 5.5% of all TAFE NSW completions were at Diploma level or above. Over the past five years, the number of Aboriginal students enrolled in courses at Diploma level and above increased by 12.7%, and the number of Aboriginal students completing Diploma and above courses increased by 90.7%.

Strategies TAFE NSW has implemented to increase enrolments and completions at Diploma level and above include:

- establishing and promoting articulation pathways into university courses, for example, from the Diploma of Children's services into the Bachelor of Early Childhood Teaching
- offering combined Diplomas such as the Diploma of Tourism and Marketing in response to industry needs
- delivering new courses such as the Advanced Diploma of Renal Dialysis for Enrolled Nurses, the Advanced Diploma of Environmental Management, and the Diploma of Games Artistry in response to industry and community needs
- providing flexible options for Diploma level courses such as project based delivery of Advanced Diploma of Hospitality Management and workplace delivery and assessment for Diploma of Community Welfare
- providing fast track Diplomas in Tourism and Hospitality, Business and Information Technology

- expanding industry partnerships to include delivery of Diploma of Child Care to existing worker trainees
- introducing commercial offerings of Diploma of Hairdressing Salon Management.

TAFE NSW module completion rates

The TAFE NSW average module completion rate was 79.1% in 2007. To improve module completion rates TAFE NSW Institutes are:

- offering additional support to Aboriginal students enrolled in courses at Certificate III and above via the Indigenous Tutorial Assistance Scheme
- improving course information and career guidance to ensure students enrol in courses which they can successfully complete
- increasing the use of integrated assessments to improve efficiency, reduce the number of assessment events and reduce stress on students
- promoting tutorial support to trade students.

Proportion of employers and graduates satisfied with VET in NSW

TAFE NSW exceeded the national average for graduate satisfaction with an all time high of 89.8% satisfied with the quality of training.

TAFE NSW also exceeded the national average for employer satisfaction with 83% satisfied with the quality of training for apprentices and trainees.

Number of people commencing and completing apprenticeships and traineeships

The number of apprenticeship and traineeship commencements in NSW continued to grow, with 81,500 commencements in the year to 30 September 2007 compared with 75,200 to the end of September 2006 - an increase of 8.4%. Over the same period, commencements across Australia increased by 4.8%.

Strong apprenticeship and traineeship growth was achieved across regional NSW as well as in skills shortage trades and areas such as aged care and childcare. The numbers of Aboriginal and Torres Strait Islander apprentices and trainees also grew, with 605 apprentices and 2,229 trainees registered in 2007, compared with 487 apprentices and 1,907 trainees in 2006.

NSW increased completions by 7.9% in the year to September 2007, with 41,100 workers completing an apprenticeship or traineeship. National completions during this period increased by 3.7%. NSW maintained a 20% competency-based completion rate.

TAFE NSW increased the number of apprentices studying in TAFE by 3.4% between 2006 and 2007. The increases were particularly significant in skill shortage areas: 35.7% in Building Services, 10.9% in Mechanical Technology and 8.8% in Electrotechnology. The number of trainees enrolled in TAFE NSW increased by 7% between 2006 and 2007.

TAFE NSW achieved these increases by:

- promoting existing worker traineeships
- strengthening relationships with Australian Apprenticeship Centres
- actively participating in industry forums
- reallocating resources to provide additional apprenticeship places in skill shortage areas including metal fabrication and welding,

fitting and machining, electrical trades, panelbeating and spraypainting, plant and heavy vehicle, building and construction, baking, hairdressing and commercial cookery (Hunter Institute)

- working with industry partners to create pre-apprenticeship pathways and accelerated apprenticeships
- in electrical trades, baking, hospitality, wall and floor tiling and hairdressing (Sydney Institute).

Additional strategies to improve performance

Factors contributing to the State's strong performance include accelerated adult apprenticeships, innovative training delivery modes, use of new and emerging technology and pre-vocational training. In addition:

- NSW is now providing more opportunities for reduced term apprenticeships through formal competency based progression and completion arrangements and provision of credit at the start of an apprenticeship for satisfactory completion of pre-apprenticeship or pre-vocational training.
- part-time school based apprenticeships were introduced in 2007 for senior secondary students in Years 11 and 12, and in some circumstances for students in Year 10. School based part-time apprenticeships can be undertaken in any trade vocation where appropriate industrial arrangements are in place, including skills shortage areas such as metal and engineering, automotive, construction, electrotechnology and commercial cookery.
- the Department manages a range of targeted industry training programs which operate in the competitive training market. For example, in 2007 the \$55 million Apprenticeship and Traineeship Training Program assisted almost 50,000 apprentices and trainees through structured training delivered by over 400 registered training organisations.

- The Strategic Skills Program funded up-skilling training in 1,545 courses for more than 18,000 people in industries and regions of strategic importance across the State. From 2006 to 2007, courses for the Strategic Skills Program increased by over 15%, with an increased share of regional enrolments
- the Department secured over \$1.4 million for three further projects under the Council of Australian Governments (COAG) Targeting Skill Needs in Regions Program
- in August 2007, the NSW Board of Vocational Education and Training endorsed the establishment of diploma and advanced diploma level apprenticeships and traineeships where there is industry demand. Higher level traineeships and apprenticeships have been established for children's services and local government and civil construction
- the Department also offers a range of incentives to encourage increased participation in VET. These include:
 - accommodation assistance for apprentices and new entrant trainees who need to travel to attend formal training, and car registration rebates for apprentices
 - employer exemptions from workers compensation premiums for apprentices; payroll tax exemptions for employers of apprentices and new entrant trainees, and a rebate on business registration for small business owners who employ an apprentice during the 2007-08 financial year as well as a rebate on vehicle registration fees.

Future directions

In order to meet targets and lift performance in providing VET for a skilled workforce and improving outcomes for students, the Department will:

- provide additional training places in TAFE in skills shortage areas under the new Learning Guarantee for young people up to the age of 18 who did not complete Year 12 and do not have a job
- increase the number of trade schools across the State to help create more school based apprenticeships in skills shortage areas for students in Years 11 and 12
- enable more individuals to obtain skills training or have their existing skills recognised so that they can take up skilled jobs, including targeting skills shortages in rural and regional areas
- develop partnerships with industry and enterprises at local and regional levels to enable customised training and workforce development solutions that meet the needs of local industry and business
- promote recognition and fast track program options
- increase workplace delivery and assessment
- develop and promote pathways into courses at Diploma level and above
- increase support for group training
- implement a whole-of-government apprenticeship strategy across the NSW public sector
- expand opportunities for vocational education programs in Years 9-12, including school based apprenticeships and traineeships
- implement mutual recognition for licensing
- work in partnership with Aboriginal communities to improve outcomes for Aboriginal people
- establish a statewide network of NSW Skill Centres as one-stop information shops about education and training opportunities for employers, workers and students

- provide professional development for teachers in new technologies and flexible delivery and assessment
- introduce a \$200 Gear Up allowance to assist apprentices to purchase appropriate and safe clothing.

TAFE NSW will further:

- develop and maintain a highly skilled workforce capable of delivering relevant and innovative training, including ensuring that teachers retain industry currency
- broaden the focus away from discrete courses to services that build the capacity of industries, enterprises and communities
- develop and implement locally designed courses that meet the needs of regional employers
- implement initiatives to assist students enrolled in higher level courses to manage their workloads more efficiently and successfully complete their courses
- negotiate individual learning plans as appropriate to assist at risk students
- customise Training Plans for apprentices and trainees to meet employer needs
- provide flexible enrolment services, e-business options and web-based information services to improve customer service.

Goal 4 : Responsible and Sustainable Management

Key Indicators - Quality Improvement

- Proportion of NSW public schools, TAFE NSW Institutes and Support Directorates that demonstrate value add and continuous improvement

How we are progressing

Strategies used by the Office of Schools in 2007 to add value or improve services included:

- driving school improvement at school, Regional and State level through the analysis and interpretation of data and through focussed school support and accountability initiatives
- using principal survey data to identify areas for further improvement
- implementing initiatives to improve student engagement, learning and/or retention including:
 - expanding the Schools in Partnership initiative to a further 20 schools, implementing the Targeted Aboriginal Student Strategy in eight schools and the Targeted School Initiative in five schools
 - enhancing curriculum provision via videoconferencing facilities in Distance Education, the Access Program and Connected Classroom initiatives that link students from across schools
 - completing the network of behaviour schools, tutorial and suspension centres which now includes 35 behaviour schools, 40 tutorial centres and programs and 22 suspension centres.

In addition, the Office of Schools improved technology support to schools through:

- School Measurement Assessment and Reporting Toolkit (SMART) to enable schools to analyse the results from external testing programs
- new software for creating student reports
- increased access for online professional learning.

Strategies used by the Strategic Relations and Communication Portfolio to add value or improve services included:

- provision of timely advice to parents through information material such as Time to Start

School in both hard copy and online

- supporting schools to promote themselves and public education effectively and to improve communication with their local communities
- maintaining and supporting the development of learning communities
- providing information on best practice and achievements to teachers in our schools through publications such as Side by Side
- provision of timely advice and policy direction to school principals through the In Principal weekly bulletin
- providing internal communication support to other directorates in change management and best practice through speeches, social media (podcasts, vodcasts and blogs), and the intranet.

Major initiatives in 2007 to ensure continuous improvement in TAFE NSW included:

- the TAFE NSW Profile Review and the implementation of formal Purchasing Agreements between the Deputy Director-General TAFE and Community Education and the 10 TAFE NSW Institutes. Based on a rigorous analysis of current industry and occupational trends, the Review provides detailed projections of anticipated training growth across 25 categories of course provision for each Institute. These projections underpin the Purchasing Agreement which sets out the agreed training which individual Institutes will be funded to deliver
- TAFE NSW Institutes surveyed employers and students to monitor their satisfaction with the training and assessment provided
- 11 TAFE NSW quality improvement projects funded in 2007 on the theme 'building sustainability by improving stakeholder engagement'.

Strategies used by Institutes in 2007 to add value and improve services included:

- broadening learner choice through videoconferencing, video streaming, podcasting, mobile and SMART Board technologies
- providing staff and students with secure 24 hour access to electronic resources via TAFE NSW libraries online catalogue TAFEcat
- creating SharePoint sites that enable staff and students to collaborate on programs and projects
- establishing Quality Reference Groups to sponsor improvement project teams and increase staff involvement at all levels
- ensuring campus based customer service centres provided coordinated course and enrolment information services
- extending capacity for students to enrol and pay online
- providing workshops and other professional development activities to support the implementation of the Australian Quality Training Framework 2007
- participating in a national pilot against the new Commonwealth Excellence Framework to be implemented from July 2008
- maintaining registration under the Australian Quality Training Framework and their status as quality assured organisations under the international ISO9001 certification system (all TAFE NSW Institutes).
- recognising excellence in the quality of teaching, learning and support services at the annual TAFE NSW Quality Awards.

Strategies used by Strategic Planning and Regulation to add value and improve services included:

- supporting research and collecting and analysing data to achieve maximum Commonwealth funding for NSW
- negotiating in national forums on issues such as national testing, national curriculum,

copyright costs and workforce planning to obtain optimal outcomes for schools, TAFE NSW Institutes, students, teachers and parents in NSW

- implementing a streamlined Executive performance monitoring and accountability system through reports on key priorities, strategic data analysis, and a revised Corporate Performance Reporting System
- establishing an efficient and effective process for reporting on State Plan targets
- leading the development of the Corporate Plan 2008-2010 and realigning the Results and Services Plan 2008/2009 to the State Plan
- implementing the Australian Quality Training Framework 2007 to shifted the focus to an outcomes approach to auditing registered training providers
- commissioning an independent review of Quality Assurance Services to strengthen quality systems and streamline regulation services for registered training organisations in NSW
- developing a new funding model for group training that focuses more on incentives for outcomes to increase apprenticeships and traineeships in State Plan priority areas
- managing and sponsoring the NSW Training Awards to encourage and recognise excellence in VET by students, employers and training organisations
- driving the effective use of ICT for teaching and learning through the development of the Connected Learning Advisory Service to help teachers assess and improve the integration of IT in their teaching practice
- negotiating a landmark agreement with Intel to deliver over 200 Skool digital learning resources
- supporting student excellence in the use of ICT through the Connected Learning Awards.

Future directions

The Office of Schools focus in 2008 will include:

- coordinating the implementation, reporting and monitoring of the three stages of learning (early, middle and later years) strategies, State Literacy Plan 2006-2008 and State Numeracy Plan 2006-2008 and Aboriginal Education and Training Strategy 2006-2008
- expanding provision of VET through the introduction of school based apprenticeships allowing students to commence full trade training at AQF Certificate III level while still at school
- expanding training and support for staff in literacy and numeracy programs to ensure students achieve identified targets in NSW State Plan
- using collaborative technologies through the Engaging Connected Learners Project to provide teaching and learning opportunities for small cohort schools
- enhancing electronic support to schools through the provision of the SMART package
- implementing a streamlined equity framework for schools and regions
- implementing The Premier's Sporting Challenge
- implementing Best Start, Kindergarten assessment program.

The Strategic Relations and Communication Portfolio for 2008 will provide:

- improved parent communication
- parent folders (their child's student book), Parent Technology Guide, Parent e-zine, Year 7 transition guide, pilot of an Aboriginal communities guide
- improved school website service
- accredited communication training to schools
- communication advice for the Office of Procurement, the Ecological Sustainability Strategy Group, and Strategic Planning and Regulation Portfolio on National Testing

- promotion of the use of social media in communication.

TAFE NSW will implement the findings of TAFE NSW: Doing Business in the 21st Century to ensure that its services continue to be flexible, relevant and responsive to changing customer needs.

In 2008 Strategic Planning and Regulation will:

- negotiate new agreements and outcomes with the Commonwealth to secure optimal benefits for NSW schools and VET providers
- strengthen the Department's organisational capacity by identifying emerging priorities to inform departmental planning
- improve VET planning processes via implementation of the NSW Strategic Plan for VET for 2008-2010
- expand the statewide network of one-stop-skill shops providing better information, advice and brokerage services to employers and individuals about skill needs and training services
- expand the professional learning opportunities for school and TAFE teachers available through the Connected Learning Advisory Service
- lead the adoption of a standards-based framework for resource development so that digital resources developed across the Department are widely accessible and easy to use
- actively monitor and maintain quality standards for non-government providers of higher education.

Goal 4 : Responsible and Sustainable Management

Key Indicators - Corporate Services

- Safe working and learning environment
- Service delivery costs
- Utilisation of facilities
- Improved environmental indicators

How we are progressing

Safe working and learning environment

We improved the safe working and learning environment within the Department's workplaces by:

- providing OHS consultation training to more than 1,000 OHS committee members and representatives
- implementing a telephone based incident reporting system for TAFE NSW and schools to enable early intervention of injury management services and provide greater support in the management of workplace incidents
- coordinating an independent study into the causes and factors contributing to slip, trip and fall incidents to inform further injury prevention programs
- reviewing the Emergency Management Guidelines to provide updated information to all workplaces and ensure that they have effective procedures in place in the event of an emergency.

Service delivery costs

- A comparison of the national cost of service delivery per student data for

2005/06 indicates NSW is the most efficient jurisdiction in Australia with regard to Out-of-School costs.

- We consistently outperform other States and Territories each year by having the lowest Out-of-School costs. These much lower Out-of-School costs impact on our overall recurrent costs rankings (when combined with In-School costs) - deflating our total student costs rankings for both primary and secondary.
- Our total costs are typically around the Australian average level for per student costs.
- In 2005/06 we ranked 7th for total primary recurrent costs (combining both In-School and Out-of-School activities) - just below the Australian average.
- We ranked 5th for total secondary total recurrent costs.
- For primary and secondary In-School recurrent costs we ranked 5th and 4th respectively - both above the Australian average.
- For student per capita capital/investing costs, NSW is below the Australian average as NSW, being the largest system and with much smaller population growth, has relatively less demand for infrastructure.
- The total cost of corporate services as a percentage of our total budget is 2.05%. This is a reduction from 2.06% in 2006.

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

2005-2006	NSW	VIC	QLD	SA	WA*	TAS	NT	ACT*	AUS
In-School Primary	9,769	8,767	9,809	9,734	10,684	9,510	12,867	10,903	9,699
In-School Secondary	12,397	11,329	11,600	12,017	13,732	11,877	17,904	14,295	12,148
Total Primary (in & out)	10,195	9,285	10,387	10,543	11,448	10,349	15,072	11,632	10,280
Total Secondary (in & out)	12,823	11,848	12,178	12,827	14,495	12,716	20,109	15,024	12,729
Out-of-School	426	518	578	810	764	839	2,206	729	580
Total Primary & Secondary (in & out)	11,279	10,352	11,043	11,363	12,512	11,361	16,647	13,165	11,243

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

Goal 4 : Responsible and Sustainable Management

- The total cost of corporate services as a percentage of total employee related costs is 2.66%. As this is a new measure there are no comparative figures.

Corporate Services

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

- One Department corporate services employee (full-time equivalent) supports 44.8 (full-time equivalent) front-line service staff.
- This is an increase from 43.2 in 2006 and represents the Department's best performance since it began contributing to the Corporate Services Annual Data Collection undertaken by the Department of Commerce in 2003.
- The proportion of major capital projects we delivered on time and within budget was 93% for schools and 94% for TAFE NSW. This was achieved through efficient and responsible planning and management in meeting identified capital works needs.

Utilisation of facilities

- We met our target school utilisation rate of 85.8% for NSW as a whole.
- However, within the New England, Riverina and Western NSW regions the target school utilisation rate was just below the target range of 82-100%. For these regions, this is mainly a result of isolated rural schools experiencing long-term enrolment decline.
- While the target for new and recently upgraded schools is 100%, most schools' accommodation was constructed under now superseded school facility standards. A target range of 82-100% provides recognition of the need for additional space in older schools because of these different facility standards.

Environmental indicators

The Department works actively with other State agencies to cooperatively establish meaningful environmental indicators.

We improved our environmental indicators through improved educational outcomes, cultural change, improved new infrastructure and upgrades to existing infrastructure. Our achievements included:

- a total of 198 Sydney metropolitan public schools have now installed rainwater tanks for toilet flushing, landscaping and general site maintenance
- purchasing 65% of the Department's total A4 and A3 paper with recycled content
- recycling an estimated 50% of vegetation, construction and demolition materials generated in 2006-07
- 35% of all schools developing and implementing School Environment Management Plans (based on a sample)
- TAFE NSW partnering in initiatives such as Pulpmaster - this is an Australian trial of a food waste disposal system that diverts hospitality food waste from landfill and provides organic matter to generate green electricity
- TAFE NSW delivering training courses in environmental management, monitoring and technology, and pioneering new training councils and general community courses in renewable energy sources
- completing lighting upgrades (refitting of existing fluorescent light fittings with new energy efficient components and tri-phosphor tubes) in three high schools
- launching the Sustainable Schools NSW Website (a joint project with the Department of Environment and Climate Change providing student resources and an interactive template for School Environmental Management Plans)
- the development of 10 Regional Environmental Education Plans containing actions to support teacher professional

learning, student activities and the development of student learning resources for schools developing School Environment Management Plans

- the formation of 10 Regional Climate Change Learning Communities (one per Region) to develop and implement teaching and learning programs for education about climate change and sustainable energy use
- six TAFE NSW Institutes implemented energy management components of the Department of Environment and Climate Change's Sustainability Advantage Program
- Annual Energy Savings of approximately \$18,000 achieved at the North Coast TAFE by implementing a simple system, pioneered in TAFE NSW, to automatically shut-down unused computers.

Future directions

Each major capital works project is assigned to a project director who is responsible for the carriage of the project. The actual design and construction is project managed by the Department of Commerce. The Asset Management Directorate has developed a Project Director's Procedures Manual for the Delivery of Major Capital Works to assist project directors in planning, organising and implementing capital investment projects. The procedures ensure a consistent quality approach to the delivery of projects which will in turn:

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

We are continuing to monitor, review, rationalise and upgrade school facilities to ensure a more equitable distribution of school facilities to match changing enrolment levels and to attain a higher standard of facilities across NSW.

The TAFE NSW utilisation rate of facilities is currently under review. The first stage of the review is to establish agreed business rules for the identification and counting of workstation places. The Asset Management System data will then be reviewed and updated to ensure consistency with the business rules. The review is expected to be complete by mid 2008.

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

- minimise waste and increase recycling so that by 2010, 80% of paper purchased will

Goal 4 : Responsible and Sustainable Management

have a recycled content and 50% of toner cartridges purchased will be recycled

- have 35% of all schools develop School Environment Management Plans by 2008
- minimise water consumption and establish benchmarking data by 2008, and reduce potable mains water consumption by 15% by 2010.

We will:

- work with waste contractors to improve monitoring and management of waste
- deliver Sustainable Schools Professional Learning Workshops across NSW to support development of School Environmental Management Plans
- continue to support departmental school regions to develop draft Environmental Education Plans
- increase the capacity of TAFE NSW teaching staff to incorporate ecological sustainability concepts in training curriculum
- include environmental sustainability strategies in TAFE NSW Institute plans
- provide training in conservation and land management to the general student population as well as customise the training for Aboriginal students
- respond to the need to reduce reliance on private transport and long distance commuting in urban areas by increasing training delivery at sites easily accessible by transport and at growth centres and extending the use of video conferencing
- provide training that supports environmental sustainability
- continue to build and develop the design of school facilities that embody environmentally sustainable approaches and features.

Key Indicators - National Policy

- Adoption of NSW initiatives at national level
- Quality research and innovation activity in key strategic areas
- NSW performance on national and international tests

How we are progressing

NSW contribution to national policy

Achievements in this area during 2007 included:

- shaping the Commonwealth education and training agenda through Council for the Australian Governments forums to ensure that NSW interests are represented
- providing strategic research and policy advice for the Council of Australian Federation and its review of the National Goals for Schooling
- placing the needs of English as a Second Language New Arrivals students on the national policy agenda and achieving an increase in Commonwealth resource support, as announced in the 2007/2008 Commonwealth Budget
- shaping the Terms of Reference for the national Review of Schools Compliance Reporting. This review will reduce the regulatory burden on schools when complying with Commonwealth reporting requirements
- influencing the response of Ministers to the proposal for a national eligible school starting age
- influencing the development and implementation of the first national literacy and numeracy tests for students in Years 3, 5, 7 and 9
- ensuring the needs of NSW parents and schools were met in the development of nationally consistent templates for reporting student test results
- shaping the development of nationally consistent principles and protocols to guide the analysis and reporting of student results
- working closely with other States and Territories to streamline national reporting requirements, particularly in relation to reporting against the National Safe Schools Framework, student attendance and VET in Schools
- leading the development of a new national suite of education and training participation and attainment measures to be published by the Australia Bureau of Statistics
- coordinating the provision of strategic advice for national meetings of education and training ministers as well as chief executives of education and training agencies.

Quality research and innovation

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

Research activities to underpin innovation in 2007 included:

- supporting research into the impact of teacher retention and turnover on student performance, on the distribution of teachers in low SES schools, and on quality teaching outcomes for Aboriginal students
- commissioning a report on skills for sustainability on behalf of the Board of Vocational Education and Training to stimulate the development of effective and innovative responses to identified skill and workforce sustainability needs
- researching and trialling innovative approaches to education and training including:
 - trialling and evaluating the connected classes initiative
 - initiating the high expectations and personalised learning agenda
 - identifying and assessing new strategic approaches to responding to skills shortages and developing the workforce
- researching new technologies to support teaching and learning, including the use of online gaming technology and mobile learning
- undertaking on behalf of the NSW Board of Vocational Education and Training a strategic analysis of user choice arrangements

Goal 5 : Leadership by shaping national policy

for the competitive training delivery of apprenticeships and traineeships

- developing a paper for the Ministerial Council for Vocational and Technical Education about the need to improve credit transfer arrangements between the training sector and higher education institutions in the context of extending FEE-HELP to students in the VET sector.

National benchmarks

Benchmarks refer to nationally agreed minimum acceptable standards below which students will have difficulty progressing satisfactorily at school. The most recently published literacy and numeracy benchmarks are for 2006. Overall, NSW students performed at or above the national average when the error associated with benchmarking performance is taken into account (confidence intervals). The exception was Year 7 numeracy, where the percentage of students meeting the benchmark continued to be below the national average.

The performance of students in the Year 7 NSW State tests and international tests at Years 8, 9 and 10 suggests Year 7 benchmark results are anomalous. In the 2006 PISA mathematics assessment NSW students did as well as, or better than, students in other States and Territories. In the most recently available TIMSS tests, NSW Year 8 students scored the highest marks in Australia and 91% of NSW students met the minimum TIMSS international benchmark. In the NSW State tests, which are highly regarded by measurement experts both in Australia and overseas, over 92% of Year 7 students have achieved or exceeded the minimum standard in numeracy over the same period that national benchmarking has been conducted.

The NSW Year 7 numeracy results may be the result of the method used to set the benchmark on each State or Territory's test rather than the competence of the students. It is anticipated that this will be corrected when the national

assessment program is implemented. Results are available from the MCEETYA website: <http://www.mceetya.edu.au>

Triennial national sample testing

National sample assessments, measuring proficiency in Science Literacy (Year 6), Civics and Citizenship (Years 6 and 10) and Information and Communication Technologies (Years 6 and 10), began on a rolling basis in 2003. The proficiency standard is a challenging level of performance based on what students should know and be able to do by the end of a given year of schooling. The proportion of NSW students performing at or above the proficiency standard was at or above the national average in all assessments. Results are available on the MCEETYA website.

PISA

The most recent sample tests, in Reading, Mathematical and Scientific Literacy, are for 2006. Detailed results are available from the Australian Council of Education Research (ACER) website (www.acer.edu.au). NSW performed above the Australian and OECD average. Nationally, only ACT and internationally, only Finland outperformed NSW in all three domains when measurement error is taken into account.

TIMSS

The most recent TIMSS results are for 2002-03 and available from the ACER website. For Year 8 Science and Mathematics, NSW was well above the OECD average and had the highest average marks of all Australian States and Territories. At Year 4, NSW was well above the OECD and Australian average for both subjects. Statistically no Australian State or Territory outperformed NSW.

Future directions

We will:

- continue to coordinate NSW input to cross-jurisdictional forums and debates where future national directions in school education and VET are considered. This includes work on the review of the National Goals for Schooling and the Council of Australian Governments
- continue to lead the development of strategic advice on the NSW response to developments in national schools and training policy
- coordinate with other States and Territories responses to Commonwealth reporting requirements and accountabilities
- ensure continuous improvement in the quality of national test results provided to parents and schools
- ensure future governance arrangements for national testing meet NSW's requirements in terms of cost effectiveness, transparency and data management
- continue to manage the development of advice for the Minister and Director-General at schooling and VET meetings with States and Territories
- facilitate input to the development of new funding arrangements for schools and VET for the 2009-2012 quadrennium and lead NSW negotiations, in consultation with other agencies
- lead consultation with other government agencies and with the non-government school sector in response to the national agenda and continue to chart directions for the MCEETYA Schools Resourcing Taskforce
- work with other government agencies in supporting the achievement of education related commitments agreed by the Council of Australian Governments. This work will support the COAG Productivity Working Group.

The State Plan targets aim to reduce the number of lowest performing students not meeting the national benchmarks for literacy and numeracy for Years 3, 5 and 7 by 10% by 2008 with a further 20% reduction by 2016.

The following recent initiatives will further raise performance:

- \$81.6 million over four years has been allocated for the Best Start initiative which will include the development of an early literacy and numeracy assessment for all children as soon as they start school, more Reading Recovery teachers and designated specialist teachers in each school to lead and coordinate literacy and numeracy for Kindergarten to Year 6.
- the 2007/08 Budget provided nearly \$12 million for the Helping Hand into High School initiative to assist with the transition from primary to high school.
- The Essential Secondary Science Assessment (ESSA) test was implemented for all Year 8 students in NSW Government schools in 2007. Revision of the K-6 Science and Technology syllabus commenced in 2007.
- The upgrading of 800 science laboratories at schools will modernise facilities and encourage student interest in science.

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APPENDIX 1: HUMAN RESOURCES

Human Resources

The second of three wage increases under the *Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award* was paid from the first full pay period on or after 1 January 2007. Teachers at step 13 of the incremental scale received a 4.5% increase while those on steps 1 to 12 received a 3% increase. Principals, executive and other related staff received an increase of 4%.

The second of three wage increases under the *Crown Employees (Teachers in TAFE and Related Employees) Salaries and Conditions Award* was paid from the first full pay period on or after 1 January 2007. Teachers at step 13 of the incremental scale received a 4.5% increase while others received a 3% increase. Promotional positions and related staff received an increase of 4%.

Salary increases of 4%, under the relevant awards for public service staff, school administrative and support staff and wages staff were paid from the first pay period on or after 1 July 2007.

APPENDIX 2: EQUAL EMPLOYMENT OPPORTUNITY

Target

The Department continues to implement the *Equal Employment Opportunity Management Plan 2005-08*. This plan outlines strategies through which the Department can create a diverse and skilled workforce; a workplace culture that displays fair practices and behaviour; and enhances employment and professional learning opportunities for women,

Aboriginal or Torres Strait Islander people, people whose first language was not English and people with a disability.

How we are progressing

The EEO survey response rate was 63% in 2007, an increase from 51% in 2004 when the online EEO survey facility was established.

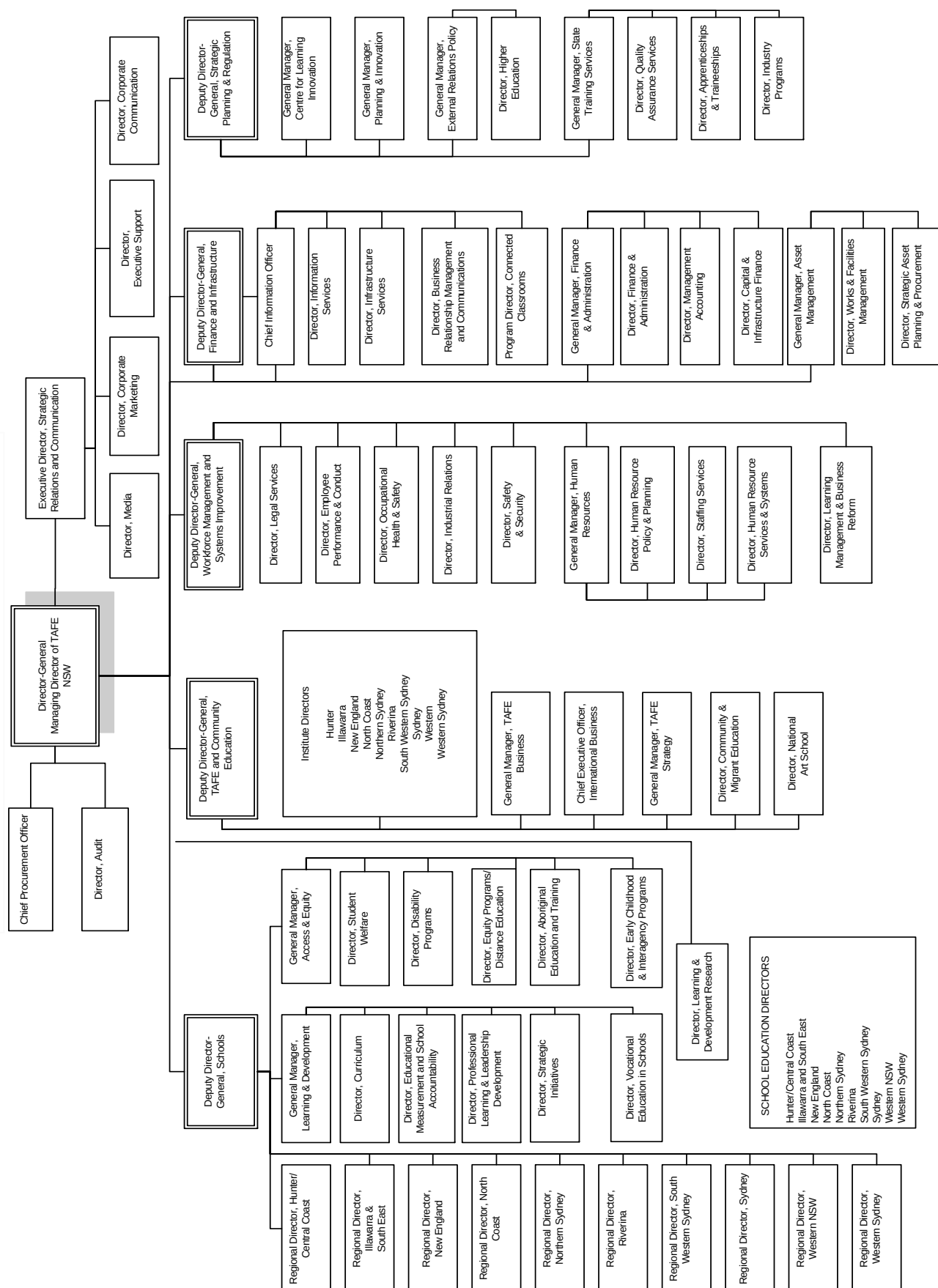
Achievements for EEO groups included:

- increasing the proportion of women among primary teachers in executive positions to 65.3% from 64.3% in 2006
- increasing the proportion of women among secondary teachers in executive positions to 43.8% from 41.9% in 2006
- continuing to implement the Department's Aboriginal Human Resource Development Plan 2006-08 which aims to increase employment, retention and professional learning and network support for Aboriginal people and to develop a working environment that acknowledges the contribution of Aboriginal employees. This plan received a Finalist Award in the 2007 NSW Aboriginal Employment and Business Awards - NSW Public Sector Agency category. The award celebrated the creation and achievements of the Plan
- increasing the percentage of Aboriginal people employed in the Department in 2007 to 1.9% from 1.7% in 2006
- offering 61 Teacher Education Scholarships for Aboriginal people in 2007
- appointing 50 Aboriginal teachers to permanent positions during the 2007 staffing operation
- holding a two day orientation workshop in 2007 attended by over 100 newly appointed Aboriginal teachers, their principals and mentors

1.1 Number of Full-time Equivalent (FTE) Staff in the Department of Education and Training from 2004-2007

	30-Jun-04	30-Jun-05	30-Jun-06	30-Jun-07
Teachers (Schools)	56,161	57,184	58,528	59,225
Educational Support (schools)	13,596	14,126	15,922	16,596
Educational Support (State and regional offices)	3,083	3,176	3,362	3,290
DET Corporate Services (core and non-core)	2,298	2,123	1,993	2,081
Educational Support (TAFE)	4,137	4,100	4,004	3,917
Teachers (TAFE)	9,818	10,013	10,784	10,419
AMES and NAS	215	217	214	238
Total	89,307	90,938	94,807	95,767

Source: NSW Public Sector Workforce Profile



- appointing 18 Aboriginal people to School Administrative and Support (SAS) positions identified for Aboriginal people during 2007, an increase from eight Aboriginal people appointed to identified SAS positions in 2006
- holding a two day orientation workshop attended by 53 newly appointed Aboriginal SAS staff, their principals and mentors
- creating career opportunities for Aboriginal people in TAFE NSW. For example, in the North Coast Institute initiatives included the:
 - appointment of a Director for the North Coast Aboriginal Learning Partnership Program
 - successful completion of traineeships by nine Aboriginal people and the temporary employment of three other Aboriginal trainees within the Institute
 - creation of two Aboriginal teacher positions and an Aboriginal Counsellor position
- offering a Pre-employment Program for Overseas Trained Teachers in which 225 overseas trained teachers participated
- supporting 24 overseas trained teachers to undertake English for Specific Purpose courses to better prepare them for the Professional English Assessment for teachers
- supporting 14 bi-lingual teachers to undertake the Community Language Fluency Testing and with 13 being successful
- supporting 11 staff members with a disability to complete the Certificate of Administrative Leadership, an accredited course
- celebrating the achievements of members of the Staff with Disabilities Network in a forum to mark the International Day of People with a Disability in 2007. The event focused on valuing workforce diversity, inclusive practices and acknowledging the contributions made by staff with a disability

2.1 Percentage of permanent and temporary staff by level, 2007

LEVEL	Subgroup as percentage of total staff at each category				Subgroup as estimated percentage of total staff at each category				
	TOTAL STAFF (number)	Percentage of staff who completed EEO survey	Men	Women	Aboriginal people or Torres Strait Islanders	People from racial, ethnic and ethno-religious minority groups	People whose language first spoken as a child was not English	People with a disability	People with a disability requiring work-related adjustment
< \$33,910	1,907	14%	13%	87%	7.7%	8%	11%	4%	-
\$33,910 - \$44,537	15,234	46%	20%	80%	4.0%	6%	8%	5%	1.4%
\$44,538 - \$49,791	5,756	47%	16%	84%	2.3%	11%	13%	4%	1.0%
\$49,792 - \$63,006	14,087	52%	22%	78%	2.2%	12%	13%	3%	0.5%
\$63,007 - \$81,478	44,965	71%	29%	71%	1.0%	12%	12%	5%	1.5%
\$81,479 - \$101,849	9,667	80%	48%	52%	1.4%	10%	8%	5%	1.4%
> \$101,849 (non SES)	1,971	89%	57%	43%	0.7%	7%	5%	4%	0.9%
> \$101,849 (SES)	96	77%	66%	34%	1.4%	4%	3%	8%	-
TOTAL	93,683	63%	28%	72%	1.9%	10%	11%	4%	1.2%

Source: Workforce Profile data, head count of permanent and temporary staff as at 30 June 2007. Casual staff are not included.

Note: The Department's EEO survey has been developed in accordance with the specifications provided by the Office of Equal Opportunity in Public Employment, NSW Department of Premier and Cabinet. On the basis of survey responses, EEO statistics are collected from the Workforce Profile. In 2004, the Department established an online EEO survey facility to provide easy and secure access for permanent and temporary teaching and non teaching public service staff in schools, regions and state office to update their EEO information directly in their personnel records. NSW TAFE institutes provide newly recruited staff with an EEO survey form along with their letter of employment offer. Data from the survey are entered into the personnel system. The importance of completing the EEO survey continues to be emphasised in staff induction sessions, staff meetings and during in-house training. Weighted factors were introduced by the Office of Equal Opportunity in Public Employment, NSW Department of Premier and Cabinet in 1998 to estimate the representation of EEO groups in the workforce where EEO survey response rate was less than 100%. This aims to provide a more accurate estimate of the representation of EEO groups in the workforce. Small differences may occur in the tables between aggregated staff totals owing to, for example, some staff entering on duty part way through the pay fortnight in which the census opened.

2.2 Percentage of total staff by employment basis, 2007

EMPLOYMENT BASIS	Subgroup as percentage of total staff at each category				Subgroup as estimated percentage of total staff at each category				
	TOTAL STAFF (number)	Percentage of staff who completed EEO survey	Men	Women	Aboriginal people or Torres Strait Islanders	People from racial, ethnic and ethno-religious minority groups	People whose language first spoken as a child was not English	People with a disability	People with a disability requiring work-related adjustment
Permanent Full-time	62,656	71%	33%	67%	1.7%	11%	11%	5%	1.4%
Permanent Part-time	11,202	67%	9%	91%	0.8%	8%	9%	4%	1.3%
Temporary Full-time	6,218	34%	25%	75%	2.4%	10%	13%	2%	0.5%
Temporary Part-time	11,421	23%	19%	81%	2.8%	8%	10%	3%	0.5%
Contract - SES	96	77%	66%	34%	1.4%	4%	3%	8%	-
Contract - Non SES	1	100%	100%	-	-	-	-	-	-
Training Positions	47	51%	43%	57%	16.7%	-	-	8%	-
Casual	44,839	14%	29%	71%	1.9%	7%	13%	3%	0.6%
TOTAL	136,480	46%	28%	72%	1.8%	9%	11%	4%	1.0%
Sub Totals									
Permanent	73,858	71%	30%	70%	1.6%	11%	11%	4%	1.4%
Temporary	17,639	27%	21%	79%	2.7%	8%	11%	3%	0.5%
Contract	97	77%	66%	34%	1.3%	4%	3%	8%	-
Full-Time	68,874	68%	33%	67%	1.8%	11%	11%	4%	1.3%
Part-Time	22,623	45%	14%	86%	1.8%	8%	10%	3%	0.9%

Source: Workforce Profile data as at 30 June 2007

Note: Total staff refers to all permanent, temporary and casual staff across the Department including schools, TAFE, state and regional officers, Adult Migrant English Services and National Art School. The Department's EEO survey has been developed in accordance with the specifications provided by the Office of Equal Opportunity in Public Employment, NSW Department of Premier and Cabinet. On the basis of survey responses, EEO statistics are collected from the Workforce Profile. In 2004, the Department established an online EEO survey facility to provide easy and secure access for permanent and temporary teaching and non teaching public service staff in schools, regions and state office to update their EEO information directly in their personnel records. NSW TAFE institutes provide newly recruited staff with an EEO survey form along with their letter of employment offer. Data from the survey are entered into the personnel system. The importance of completing the EEO survey continues to be emphasised in staff induction sessions, staff meetings and during in-house training. Weighted factors were introduced by the Office of Equal Opportunity in Public Employment, NSW Department of Premier and Cabinet in 1998 to estimate the representation of EEO groups in the workforce where EEO survey response rate was less than 100%. This aims to provide a more accurate estimate of the representation of EEO groups in the workforce. Small differences may occur in the tables between aggregated staff totals owing to, for example, some staff entering on duty part way through the pay fortnight in which the census opened.

to the NSW public education and training system

- developing (by TAFE NSW Disabilities Programs) the Beyond Expectations DVD resource to inspire employers to consider the pool of talented potential employees who have a disability and the valuable contributions they make in a broad range of occupations.

Future directions

In 2008 we will:

- evaluate the *Aboriginal Human Resource Development Plan 2006-2008*
- develop the *Aboriginal Human Resource Development Plan 2009-2011*.

The new *Equal Employment Opportunity Management Plan* for 2009-2011 will be developed in consultation with relevant

stakeholders during 2008. Specific strategies will be developed in line with priorities of the NSW State Plan and the Department's new Corporate Plan. We will:

- explore options to increase the representation of women in leadership and decision making roles
- explore options to increase recruitment, retention and professional learning opportunities for people with a disability through inclusive practices and programs.

APPENDIX 3: OCCUPATIONAL HEALTH AND SAFETY

Achievements

The Department has continued to improve Occupational Health and Safety (OHS) performance through its Corporate OHS strategy titled *Safe Working and Learning*

2005-2008. Achievements to date include the following:

- 14% reduction (\$23.7 million) in the workers compensation premium
- 15% reduction in the average duration of absenteeism due to workplace injuries
- 12% reduction in the average cost per claim
- the completion of a study into the causes and factors contributing to slip, trip and fall injuries
- provided OHS consultation training to more than 1,000 OHS committee members and representatives.

Strategies and programs

To improve safety performance the Department developed a range of strategies and programs which included:

- the provision of training for more than 1,000 staff elected as OHS committee members and representatives to focus on ensuring a safe working and learning environment in TAFE campuses and schools
- the review and improvement of the Emergency Management Guidelines to update information to all workplaces to ensure they have effective procedures in place in the event of emergency situations
- the implementation of a telephone based incident reporting system for TAFE and schools to enable the early intervention of injury management services and provide greater support in the management of workplace incidents
- an independent study into the causes and factors contributing to slip, trip and fall type incidents to inform further injury prevention programs.

Challenges and future directions

The Department's strategy titled *Safe Working and Learning 2005-2008* is to be reviewed during 2008. The new strategy will provide the platform for systems improvement and support the further development of a healthy and safe culture across the Department. The strategy will incorporate the key objectives within both the national and state OHS strategies and lead the Department to further safety performance improvement.

3.1 Employee Assistance Program (EAP)

EAP Profile, 2006-2007	2006	2007
*Staff Accessing General/Trauma Counselling Sessions	3,168	3,557
General Counselling Sessions Attended	7,021	6,865
Staff Accessing Management Consultation Sessions	30	150
Management Consultation Sessions Attended	52	346

*Reporting reflects service provision under new 2006 contract with EAP provider

3.2 Work Related Injuries and Illness

Most Frequently Occurring Claims in Descending Order		
	2006	2007
DET (excluding TAFE NSW Institutes and trainees)	Sprains/Strains Laceration/Contusion Mental Disorder	Sprains/Strains Laceration/Contusion Mental Disorder
TAFE NSW Institutes	Sprains/Strains Laceration/Contusion Mental Disorder	Sprains/Strains Laceration/Contusion Mental Disorder
Australian Traineeship Scheme	NIL	NIL

Source: DET, Workforce Management and Systems Improvement

3.3 Time Lost Due to Injuries

Calendar Year	Total Hours Paid ('000)	Number of Claims with Lost Time
2003	431	3,412
2004	375	2,890
2005	333	2,717
2006	321	2,783
2007	375	3,082

Source: DET, Workforce Management and Systems Improvement

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

3.4 Workers' Compensation Claims

	Number of Claims		Average Cost per Claim	
as at June:	2006	2007	2006	2007
DET (excluding incident only and TAFE NSW Institutes claims)	5,571	6,005	\$10,167	\$10,577
TAFE NSW Institutes (excluding incident only claims)	636	639	\$12,167	\$13,332

Source: Based on data from GIO Magellan as at 31 December 2007

Note: Claims costs adjusted to include CPI and wages increases

APPENDIX 4: SENIOR OFFICERS

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

SES Level	Number of Positions					Number of SES Officers				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
1	0	0	0	0	0	1	0	0	0	0
2	59	56	44	39	32	67	56	45	40	32
3	23	24	24	25	26	23	24	21	22	25
4	10	12	14	16	15	7	12	14	15	14
5	15	14	14	16	16	5	14	13	15	16
6	3	3	1	1	2	3	3	1	1	2
7	1	2	3	3	3	1	2	3	2	3
8	1	1	1	1	1	1	1	1	1	1
Total	112	112	101	101	95	108	112	98	96	93

Source: DET, Human Resources Directorate

Note: Figures for each year are as at 31 December

4.2 Percentage of female and male SES officers at each level

SES Level	% of Females					% of Males				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
1	100	0	0	0	0	0	0	0	0	0
2	19.4	19.6	24.5	22.5	22	80.6	80.4	75.5	77.5	78
3	30.4	37.5	38.1	45.5	44	69.6	62.5	61.9	54.5	56
4	42.9	41.7	28.6	26.7	28.6	57.1	58.3	71.4	73.3	71.4
5	40	42.9	46.2	53.3	43.8	60	57.1	53.8	46.7	56.3
6	33.3	33.3	100	100	50	66.7	66.7	0	0	50
7	0	0	33.3	50	33	100	100	66.6	50	67
8	100	0	0	0	0	0	100	100	100	100
Total	26.9	28.6	31.6	34.4	33.3	73.1	71.4	68.4	65.6	66.7

Source: DET, Human Resources Directorate

Note: Figures for each year are as at 31 December

APPENDIX 5: SES PERFORMANCE STATEMENTS

Michael Coutts-Trotter

Director-General of Education and Training
Managing Director of TAFE NSW
SES Level 8, \$447,820

Appointed: 10 April 2007

Michael started with the department on 10 April 2007. He is responsible to the Minister for Education and Training for the management and administration of the public education and training system and advice affecting all education and training in New South Wales.

He provided leadership within the department, and with other government agencies and professional, business and community groups, to keep the department on track to achieve its State Plan targets and those targets shared with other agencies.

Michael worked to deepen a culture of accountability, respect and trust among staff and between the department and the people and communities it serves by:

- communicating openly and regularly with teachers and other staff, students, parents and the community; and
- further improving the transparency of the department's decision-making, planning and reporting.

Michael supported or led negotiations with the Commonwealth to advance the interests of students in NSW public schools and TAFE colleges, including around the implementation of national assessment in Years 3, 5, 7 and 9.

He oversaw the planning and the early implementation of major changes to how the

department manages its major supply chains, especially information and communications technology, to reduce spending on goods and services.

Michael oversaw the development of changes in policy on the school leaving age and a more effective response to those few cases where families withhold their children from school.

He led the design of new school staffing procedures to enable more new and experienced teachers to apply to work in schools of their choice and give school communities more say in selecting the best teachers for their schools.

He provided direction to the Learning Management and Business Reform project office which continues to work to streamline, simplify and modernise the current personnel, finance and student administration systems in schools, TAFE NSW and across the department.

He commissioned an open review of school and TAFE maintenance and accepted the 12 major recommendations that emerged from the process.

In TAFE NSW, Michael oversaw changes to TAFE fees and the introduction of new course rebates including for the Higher School Certificate.

He supported a review of the operations of TAFE NSW, called TAFE in the 21st Century. At the conclusion of the consultation on Friday 14 December approximately 2,400 people had responded.

Michael oversaw the implementation of key actions in the Aboriginal Education and Training Strategy 2006-2008. The longer-term objective of the strategy is to make sure Aboriginal students are just as likely to excel, and no more likely not to excel, than any student in the State.

Trevor Fletcher

Deputy Director-General, Schools
SES Level 7, \$357,300

Mr Fletcher provided leadership and advice on all matters relating to the education of students in government schools and children attending Department of Education and Training preschools. He successfully led a number of initiatives using an interdependent approach to improve educational outcomes for all student

cohorts. The cohesive approach by schools, regions and the Office of Schools directorates, has strengthened the connectedness between the policy and operational arms of the Department.

In 2007, Mr Fletcher's key objectives were: to improve educational outcomes for all students; build professional capacity - teacher quality; strengthen school accountability and improvement; and build leadership capacity. Other priority objectives included: a sharper focus on improving retention through initiatives such as learning communities and connected classrooms; and implementing recommendations of the Aboriginal Education Review and Murdi Paaki.

As part of Mr Fletcher's commitment to improve outcomes for NSW students, his team has focused on building a strong culture of high expectations based on a framework for school development and enhanced accountability coupled with targeted support. This is evident through:

- effective use of tools to analyse data sets, including value added data by schools and regions as the basis for strategic monitoring for school improvement
- positive feedback from the principals survey 2007 regarding service delivery and support for principals
- implementation of new student reports including the A-E grades and Annual School Reports.

Mr Fletcher has ensured that the Office of Schools has made a significant contribution to State Plan Targets for Literacy, Numeracy, Aboriginal students and retention through:

- stronger alignment with the NSW State plan and system priorities for planning and reporting at all levels
- establishment of five Priority Directions Groups to monitor progress, provide direction and management for the implementation of the three stages of learning strategies, the Literacy Plan and Numeracy Plans 2006-2008 and the Aboriginal Education and Training Strategy 2006-2008
- differentiated targets for retention, literacy and numeracy for schools and regions and provision of targeted support strategies.

A continued commitment to building leadership capacity, professional capacity and quality teaching has been a major focus for Mr

Fletcher. The professional learning community and resources available to school leaders and teachers has continued to grow through the implementation of online leadership programs and release of resources such as *The Quality of Teaching Makes the Difference*.

Marie Persson

Deputy Director-General, TAFE and Community Education
SES Level 7, \$307,500

In 2007, Ms Persson's key priorities related to increasing the efficiency of TAFE NSW's business. Following a statewide review of industry and training needs, she implemented formal Purchasing Agreements with TAFE NSW Institutes to drive efficiencies in delivery and increase value for public money. She also continued her work on improving relationships with key stakeholders in industry and the community by commencing a major project to review TAFE NSW services. Widespread consultation included extensive feedback from industry and employer representatives. Ms Persson also worked with the Deputy Director-General, Workforce Management and Systems Improvement to deliver a landmark staffing agreement.

Ms Persson oversaw considerable improvements in TAFE NSW's national and international business. There has been a 33% increase in international students in TAFE NSW, while high profile projects have been won in Abu Dhabi, Hong Kong (Beijing Olympics) and Shanghai (Expo 2010). Within Australia, TAFE NSW formed 10 partnerships with large industry organisations and government agencies. High profile domestic projects were won with Qantas Defence Services, Country Energy and NSW Health.

Ms Persson ensured that TAFE NSW made a significant contribution to State Plan targets for vocational education and training (VET). TAFE NSW exceeded its Commonwealth targets for young people, Indigenous students, and students in skill shortage areas, both trade and non-trade, and increased student completions. Glendale Trade School commenced operation in 2007, with more than 300 school students enrolled in its first year.

Ms Persson maintained TAFE NSW's contribution to the State's effort and successfully managed the TAFE NSW Institute

financial results, reduced OH&S incidents and costs while increasing the accuracy of reporting. She increased commercial revenue for TAFE NSW by 26.4%.

Alastair Hunter

Deputy Director-General, Finance and Infrastructure
SES Level 7, \$321,125
Appointed: 9 May 2007

Mr Hunter joined the Department of Education and Training in May 2007 with overall responsibility for Asset Management, Information and Communication Technology, Finance and Administration and Internal Audit.

Another of Mr Hunter's key responsibilities is the oversight of the Department of Education and Training's finances. A strategic budget process has been started to ensure frontline services are properly financed and that corporate and regional support to schools and TAFE is as efficient as possible.

Mr Hunter leads the Finance and Infrastructure portfolio to ensure that students, teachers and trainers work within an effective environment properly supported by contemporary technology and assets.

A key focus for Mr Hunter is the continued emphasis on improving buildings for schools and TAFE colleges through better maintenance processes and targeted minor capital works programs. In October 2007, a workshop was held to improve maintenance processes in the Department. A number of projects have been started to address issues raised at the workshop. Further in November 2007, principals were asked to nominate their top three minor capital works priorities to ensure that minor capital works funding is allocated based on the needs and expertise of school principals.

Peter Riordan

Deputy Director-General, Workforce Management and Systems Improvement
SES Level 6, \$272,000
Appointed: 5 June 2007

R/Group General Manager, Corporate Services
SES Level 5, \$247,300
1 January 2007 - 4 June 2007

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

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

As Deputy Director-General, Workforce Management and Systems Improvement, Mr Riordan has responsibility for Employee Performance and Conduct, Human Resources, Industrial Relations, the Learning Management and Business Reform program, Legal Services, Safety and Security, Occupational Health and Safety, and Employment Screening.

Strategic outcomes achieved included:

- implementation of a Performance Management and Development policy for Public Service and TAFE Administrative and Support staff
- negotiation of a new TAFE staffing agreement
- negotiation and implementation of improved maternity leave provisions for teachers
- ministerial approval for the Learning Management and Business Reform program to proceed
- introduction of a new Complaints Policy
- ensuring schools are staffed with quality teachers
- introduction of the "Be Aware, Prepare, Take Care" safety awareness program
- piloting the occupational health and safety incident notification system
- the Director-General's power to direct a student to an alternate setting becoming operative.

Leslie Loble

Deputy Director-General, Strategic Planning and Regulation

SES Level 6, \$284,950

Ms Loble provided leadership on matters

relating to Strategic Planning and Regulation, in particular managing the Department's external and intergovernmental relationships; overseeing the New South Wales vocational education and training sector; managing the Department's strategic planning and statutory reporting; and fostering innovative educational practices in schools and TAFE.

Priority objectives were to ensure compliance with Commonwealth funding agreements worth over \$5 billion over four years; negotiate additional funding to address skills shortages and workforce development; drive innovation in information and communications technology and education; maintain the integrity of the higher education and vocational education and training systems through regulation, accreditation and quality assurance; and continue streamlining departmental planning and reporting systems.

Ms Loble formulated innovative approaches to the skills shortage and trialled novel ways of integrating ICT into teaching and learning, which informed the government's new vocational education and training and connected classes initiatives.

She provided policy leadership in forums such as the Council of Australian Governments (COAG) and the Council for the Australian Federation (CAF). Ms Loble ensured maximum funding for New South Wales under Commonwealth funding agreements and achieved optimal outcomes for the State in negotiations on national testing.

She oversaw a 8.4% increase in apprenticeship and traineeship commencements to September 2007, with New South Wales responsible for half of the increase nationally. Ms Loble also presided over the establishment of the first trade schools and school based apprenticeships in the State, introduction of the new Australian Quality Training Framework 2007, and a review of quality assurance services to maximise effectiveness in the regulation of training organisations.

She coordinated departmental reporting against State Plan targets, and developed a monitoring and accountability system for major departmental priorities. Ms Loble continued to streamline the Corporate Performance Reporting System, including regular reporting on government commitments.

She led the increased profile and use of the Teaching and Learning exchange which

attracted more than 19 million hits. Ms Loble managed innovative developments in information technology and education, including Writers Talk, Science Talk, Learncast webstreaming to schools, trials of the Connected Learning Advisory Service, and the use of online games to enhance learning.

Pam Christie

Director, Sydney Institute
SES Level 5, \$228,150

Ms Christie's priorities were to maintain a culture of high performance throughout Sydney Institute with a specific focus on targeting identified skill shortage areas. With more than 73,000 students enrolled in the Institute throughout the year, and 26,000 of those in identified skill shortage areas, a Trade School was announced at St George College with two other trade schools to be established in colleges by 2010. Systematic improvements were implemented to increase pre-apprenticeship training pathways and fast track apprentices. The Institute also streamlined systems to facilitate increased recognition of existing skills.

Ms Christie initiated systematic improvements at Sydney Institute by growing national and international business and boosting partnerships with industry. A strategic focus on international students led to a 9% increase in student numbers with more than 3,000 international students joining Sydney Institute throughout the year.

Ms Christie successfully implemented measures to increase Sydney Institute's business sustainability and environmental credentials including increasing the volume of recycling of green-waste, metals and paper/cardboard and achieving considerable reduction in water use.

With a focus on improving the Institute's products and services Ms Christie implemented strategic measures to increase staff capability. The myLeadership and myBusiness programs were established to develop and support leadership and business growth within the Institute.

Ms Christie contributed to the strategic directions of the Department as a member of the NSW Vocational Education and Training Accreditation Board. Ms Christie also

contributed to the State's economic and social development as a member of GROW Sydney Area Consultative Committee.

Ken Dixon

General Manager, Finance and Administration
SES Level 5, \$253,500
Appointed: 9 May 2007

Group General Manager, Corporate Services
SES Level 5, \$247,300
1 January 2007 to 6 May 2007

As Group General Manager, Corporate Services, Mr Dixon provided leadership in the management of the Department's education and training budget, resources plans, capital works, maintenance programs, information and telecommunications systems and infrastructure. The Department's risks in relation to budget and systems were managed within the government legislative and financial parameters.

As General Manager, Finance and Administration, Mr Dixon provided strategic financial policy advice including costing and funding options relating to significant matters such as salary issues, budget allocations and major educational and training initiatives. Mr Dixon provided significant input to the Learning Management and Business Reform Program and convened the Finance Workstream of the Program. Substantial progress was made in planning and recruiting resources for the Finance Workstream of the reform program and in developing user requirements for the new Finance System.

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

Under Mr Dixon's leadership, improvements were made to grants processes and

streamlined financial processes were introduced at the Department's Accounts Office at Bathurst. Administrative services were reviewed to achieve efficiencies and improve customer services. Continued improvements were made to the Department's records management systems, including a comprehensive staff training program.

Improvements to the Student Special Transport Scheme, which provides transport to and from school for students with disabilities, were implemented. Progress was made in the pursuit of savings in procurement practices which resulted in savings across a range of expense categories. The roll-out of 'Smartbuy' commenced to improve procurement processing across the Department.

The newly established Capital and Infrastructure Finance Unit within the Finance and Administration Directorate resulted in enhanced financial management and reporting on Asset and Technology Projects.

The financial statements for DET, TAFE and all related agencies for 2006-07 were prepared in accordance with applicable Australian Accounting Standards (which include Australian equivalents to International Financial Reporting Standards). Continued systemic improvements in financial management and reporting resulted in unqualified audit opinions for DET and TAFE. The Department's leading financial role in the public sector was enhanced by Mr Dixon's participation in the NSW Public Sector Committee of CPA Australia.

Carol Carrigan

Regional Director, North Coast
SES Level 5, \$235,750

Ms Carrigan's strong leadership provided a focussed and responsive approach to the delivery of North Coast Region's strategic directions for schools in 2007. Ms Carrigan's continued leadership strength is demonstrated by the positive feedback from principals, the increased involvement of schools through professional learning communities and the growth in student achievement. More than 265 schools are involved in projects within learning communities. This approach has led to increased opportunities for curriculum sharing, professional learning and leadership development and promotions, and has resulted

in significant productivity savings and a more effective use of specialist staff.

In 2007 Ms Carrigan offered schools high quality resources to support their planning for 2008 including: the North Coast Region Targets 2008 - 2012 wall chart; North Coast Region 2008 Professional Learning Overview poster and booklet and Leadership Development 2008-Professional Learning for School Leaders.

Ms Carrigan continued to show innovation and responsiveness through the region's inaugural Quality Teaching Conference, Rich, Robust, Relevant. This highly successful conference was attended by more than 500 teachers, principals and regional staff and is part of a suite of professional learning activities designed to develop best practice in teaching and learning.

In 2007, 2560 Years 11 and 12 students undertook at least one Vocational Education course as part of their senior secondary studies. The expansion of the Region's Career Link initiative is designed to align curriculum options to career pathways and has provided students with opportunities to attain an apprenticeship or traineeship in a broad range of industries and to gain AQTF qualifications while completing their HSC.

Student outcomes 2005 -2007 have shown continued improvement particularly in Years 3 and 5 BST literacy and numeracy and Year 7 literacy. Student outcomes in Year 5 literacy in bands 5 and 6 have increased by 7.0% over this period and for Year 5 numeracy, the proportion of students achieving bands 5 and 6 has increased by 4.6%. The proportion of students in the low bands in Year 7 literacy has reduced by 0.7% and the proportion of students in the high bands increased by 1.1%. Aboriginal student achievements in both Years 3 and 5 literacy have attained reductions in the lowest bands by 3.9% and 2.4% respectively. Year 7 literacy results indicate a reduction of 1.4% in the low band and a 2.6% increase in the proficient and high bands.

Christine Ewan

General Manager, Planning and Innovation
SES Level 5, \$230,825
Resigned: 28 September 2007

Dr Ewan provided strategic leadership to

link the Department's corporate planning processes with the analysis and reporting of its performance in state and national contexts, and with an evidence base to support innovation and policy development.

In 2007 she provided accurate and timely reports (using the new Corporate Performance Reporting System) furnishing evidence that the Department and the Government are meeting their educational commitments and priorities.

She ensured reduced workload for all portfolios by enhancing the Corporate Performance Reporting System which facilitates using a single electronic collection of information to meet a number of different external and internal reporting requirements.

Under Dr Ewan's leadership the Department secured optimal outcomes for NSW in negotiations on the implementation of new national tests for Years 3, 5, 7 and 9 from 2008. These negotiations ensured consistency with the Department's existing diagnostic and reporting approach to testing. Dr Ewan secured savings for NSW (approximately \$10m) through collaboration with other states to gain Commonwealth commitment to fund implementation in the first year of the new national tests. She also led development of a shared costing methodology to better position NSW and other jurisdictions in future national test funding discussions with the Commonwealth.

She progressed the personalised learning agenda which resulted in the Government commitment to personalised learning plans for all Aboriginal students.

In 2007 Dr Ewan led cross-portfolio development of the Department's response to the State Plan priorities for education and training and established an efficient and effective process for reporting on State Plan targets.

Dr Ewan also initiated a successful ARC research funding bid aimed at improving outcomes for Aboriginal students in collaboration with the Aboriginal Education and Training Directorate and the University of Western Sydney. The ARC will contribute \$304,000 with a similar contribution from the University of Western Sydney. The project is a large scale, longitudinal study of 3,360 students, which includes an in depth study of principals', teachers' and students' perceptions about quality teaching.

Kim Fillingham

General Manager, TAFE Business
SES Level 5, \$236,600

In 2007, Mr Fillingham's key priorities were to increase TAFE NSW business by supporting the business of TAFE Institutes.

He provided leadership on matters relating to engagement with business development with large industry and government clients, increased client satisfaction, teaching and learning product development, an increasing commercial focus for TAFE and the professional development of staff.

He managed the development of major training contracts with large clients including Country Energy, Qantas Defence Services, Boeing, Deacons, Amcor, Department of Environment and Climate Change and others.

A continuing provision of high quality just-in-time teaching and learning products to TAFE Institutes saw the development of qualifications for people aged 15-24 years, qualifications in a range of skill shortage areas and the development of a range of tools to support recognition of prior learning.

He initiated and managed the development of policy and strategies to enhance TAFE performance and meet State Plan targets including a commercial policy for course delivery, and strategies for sustainability and staff professional development.

He ensured the continued marketing and promotion of the TAFE NSW brand including sponsoring the NSW State Training Awards.

Beryl Jamieson

General Manager, Asset Management
SES Level 5, \$253,500

Asset management priorities implemented by Ms Jamieson include:

- a strategic focus for the Department's more than \$27 billion in assets, including land and buildings, to ensure clean safe facilities which support teaching and learning
- revision of the Department's ten year Asset Strategy
- continued delivery of the Major Capital Works Program, including the second phase of schools to be built through the Public Private Partnership

- continued delivery of the minor capital works program
- review of management of demountable buildings
- expansion of the Demountable Replacement Program to include more classrooms, libraries and administration buildings
- management of maintenance and cleaning contracts, and improved performance in facilities management
- responsibility for the delivery of the Security Fence Program
- improved project management and documentation
- instigation of an Asbestos Register to gather comprehensive information
- development of environmentally sustainable initiatives for schools
- development of links with the Heritage Office and improved processes for the management of the Department's heritage portfolio
- improved links with the Department of Planning in regard to strategic issues impacting on new and existing schools
- strengthening the Directorate's partnership with Regional Asset Management Units
- improved asset planning, which included changes to the Regional Asset Planning Conferences
- improved processes for schools capital works planning
- delivering the Building Better Schools Program worth \$2 billion over four years, which includes halls, gyms, and toilet and science laboratory upgrades
- sale of \$118 million of property surplus to educational requirements.

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

Trish Kelly

General Manager, Human Resources
SES Level 5, \$253,500

Ms Kelly provided strategic leadership on a comprehensive range of human resources matters. These included the continued implementation of the Strategic Human Resources Plan 2006-2008 and the Aboriginal Human Resource Development

Plan 2006-2008, teacher quality initiatives, workforce planning, teacher supply and retention strategies, employment conditions for Departmental staff, including TAFE NSW staff, and departmental processes to meet the requirements for the NSW Institute of Teachers.

In supporting Departmental priorities under the State Plan, Ms Kelly's key objectives were to recruit and retain quality school teachers, implement the class size reduction initiatives, implement recommendations arising from the Aboriginal Education Review, provide professional development for corporate staff, implement requirements of the NSW Institute of Teachers and continue to implement the Shared Corporate Services Strategy.

In her leadership role she implemented successful human resources strategies to increase the number of Aboriginal people employed across the Department from 1.7% in 2006 to 1.9% in 2007. This includes the appointment of 50 Aboriginal teachers in the 2007 teacher staffing operation and the appointment of 18 Aboriginal people to school administrative and support staff positions identified for Aboriginal people. In addition her leadership has contributed to the enhancement of the Teacher Mentor Program, increased numbers of teacher education scholarships including those for Aboriginal people, additional staffing resources in the smallest public schools to ensure a second adult is on duty at all times and the provision of accelerated teacher training and retraining programs to support school teacher shortfall areas.

She also developed additional strategies to support beginning teachers, a performance management and development scheme for corporate staff, professional development initiatives for corporate staff and continued to promote the electronic Leave Application Processing System and technological innovations both in schools and state office to enhance service responsiveness and achieve savings.

Ms Kelly continued the focus on achieving efficiencies and streamlining administrative processes to support the Department's strategic directions and contributed effectively to corporate risk management and strategic planning.

Graeham Kennedy

Regional Director, Illawarra/ South East
SES Level 5, \$235,750

Mr Kennedy was responsible for leading the development and implementation of strategies, policies, programs and innovations to ensure high quality education and training programs in schools within the Illawarra and South East Region.

In 2007 the primary objectives of the Region were to:

- implement quality teaching strategies to ensure a continuity of learning that is relevant, interesting, challenging and caters for diversity
- build ownership of and responsibility for high expectations of performance and engagement for all students
- build a culture of continuous improvement and quality customer service
- improve outcomes for Aboriginal students
- implement timely and effective student services practices to meet the needs of students , parents and schools
- build leadership capacity at all levels and
- promote public education and the work of school communities.

Regional achievements during the year included the development of a regional portal as a major communication tool for regional and school staff providing easy access to information and resources; the launch of an Aboriginal education strategy and poster; a highly successful Education Week including the annual excellence in education awards for students, teachers and school communities; improved performance of individual schools including those with high numbers of Aboriginal students; and improvement in a significant number of targeted performance areas.

During 2007 Mr Kennedy provided strategic advice in the development of policy as a member of the senior management team of the Office of Schools, and the TAFE - Illawarra Institute Advisory Council, the University of Wollongong Committee of Co-operation and chairperson of the Australian Centre for Educational Leadership Advisory Council.

Mr Kennedy successfully led and managed the Illawarra and South East Region comprising eight educational areas, 232 schools and 80 regional staff. The Region's budget, in excess

of \$10 million, was managed effectively to deliver a range of programs throughout the Region.

The annual Regional gala performing arts event, Southern Stars, brought together approximately 2300 students, 200 teachers and an audience of over 12,500 involved in the four performances.

Mr Kennedy continued to foster and expand strong relationships with the Region's key partners from within the educational sector, business community, parent and community groups, and principal associations. Collaborative structures allowed these groups to have input into planning and decision making, to share in the celebration of high achievements across the Region and to participate in the provision of a quality educational experience for the students within the Region's schools.

Phil Lambert

Regional Director, Sydney
SES Level 5, \$235,750

Dr Lambert used performance data to inform regional planning and to enhance student learning in Sydney Region. He maintained a culture of continuous improvement by overseeing the implementation of a comprehensive service delivery strategy and governance model that reflected the priorities of the Department and parent and principals' groups in Sydney Region. Key initiatives included:

- an organisational development review of structures, communication and service delivery in Sydney Region which confirmed a high level of satisfaction with these areas
- conducting high quality public celebrations such as the Opening of the 2007 School Year and Harmony Day events
- supporting the White Ribbon campaign for the elimination of violence against women
- the production of outstanding performing arts events such as the Sydney Region Music, Dance, Drama and Film festivals; the Not Just a Brush visual arts exhibition; and the Dancing Classrooms ballroom dancing initiative
- showcasing innovative approaches to using technology across the curriculum K-12 through a series of Tech-Know-Tours

- enhancing the curriculum for students in Sydney Region through the Expanding Horizons with Asia strategy and the Sydney Region Climate Change Forum
- a comprehensive leadership development program supporting the professional learning needs of school leaders, and
- enhancements to the Sydney Region website, with comprehensive information about the Region's services and programs in Aboriginal Education and Equity programs.

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

Dr Lambert built strong relationships with the Region's partners from the tertiary sector, parent and community groups, principal associations, and the business community. He used various opportunities to highlight the many achievements of schools in Sydney Region that included:

- the continued increase in student enrolments across the Region
- the performance of both primary and secondary schools in external assessments, particularly the increased percentage of students in the higher achievement bands
- the improved performance of individual schools involved in the Priority Schools Program and those with high numbers of Aboriginal students
- various awards presented to schools, principals, school staff and students at both state and national levels.

In 2007 Dr Lambert was a member of the International Business Council and represented the Department and NSW on various groups and Boards including:

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

In addition, Dr Lambert agreed to be patron of the Early Childhood Education Council for a further year and continued his links with the

tertiary sector as Adjunct Associate Professor at the University of Sydney.

Robyn McKerihan

General Manager, Access and Equity
SES Level 5, \$249,100

Ms McKerihan is responsible for leadership, development and implementation of strategic policy and the provision of operational advice to the Minister, Director- General and the Deputy Director-General (Schools), in the five directorates responsible for equitable access to quality education for all students enrolled in NSW public schools. Specifically, Ms McKerihan provides leadership in Aboriginal Education and Training, Disability Programs, Distance Education, Early Childhood and Interagency Programs and Equity Programs and Distance Education.

During 2007 Ms McKerihan's priority objectives included addressing the significant performance disparity for students from a disadvantaged background and Indigenous students when compared to the student cohort as a whole and strengthening the focus on support for quality teaching and learning while ensuring school accountability to the local school community, Department and Government.

Under Ms McKerihan's leadership, one of the Department's most innovative approaches to closing the gap between Aboriginal and non-Aboriginal student outcomes, was established. In 2007, the Schools in Partnership initiative was extended to a total of 30 schools with significant Aboriginal student populations. Two new initiatives aimed at improving the learning outcomes and life choices for Aboriginal students were also implemented in 2007 with eight schools participating in the Targeted Aboriginal Student Strategy and five schools included in the Targeted School Intervention program bringing a total of 43 schools receiving significant additional funds to support the improvement of outcomes for Aboriginal students. In order to meet the rigorous evaluation requirements associated with the SiP strategy 25 external evaluations were conducted in targeted schools resulting in clear recommendations being provided to each school to further develop their school level interventions.

Ms McKerihan through the work of the Early Childhood and Interagency Programs Directorate has worked effectively in a whole of government environment ensuring effective implementation of strategies such as the 51 Schools as Community Centres located in targeted schools supporting families raising children birth to eight years old. These centres are also contributing invaluable outcomes information that will guide successful service delivery in future years. Strong connections have been built with partner agencies involved in school based interagency programs and peak non-government organisations. Ms McKerihan has also made a significant contribution to the NSW Government Preschool Investment Reform Plan.

Under Ms McKerihan's leadership:

- 1,234 English as a Second Language (ESL) teachers were allocated to support the English language needs of over 85,000 ESL students
- on-arrival ESL support was provided to a total of 7,236 newly-arrived students including 1,238 newly arrived refugees. Of these newly arrived students 2,266 were enrolled in 14 Intensive English Centres (IECs) and the Intensive English High School (IEHS), 4,074 were enrolled in primary schools and 896 were enrolled in secondary schools
- schools and regions have a wider range of options to manage students with disruptive behaviour to successfully return to school or transition into other educational or work pathways through the establishment of new suspension centres, behaviour schools and tutorial centres
- a number of initiatives were implemented to manage the health care needs of students at risk of anaphylaxis, including a comprehensive set of guidelines for all schools and the delivery of an awareness training program to all school staff
- the Leading&Achieving conference was conducted for schools supported by the Priority Schools Program providing professional learning opportunities for some 950 teachers, parents and students.

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

Barry Peddle

Director, South Western Sydney Institute
SES Level 5, \$253,500

Mr Peddle has provided strategic business and operational leadership to TAFE NSW - South Western Sydney Institute as well as providing advice to the DET Executive on a range of State and national strategic issues through his involvement in various committees and ministerial appointments. His ministerial appointments during 2007 included the NSW Board of Adult and Community Education, the NSW Vocational Education and Training Accreditation Board and the Illawarra Regional Development Board.

Mr Peddle's priority objective was to develop and implement an achievable business plan for the Institute which incorporated all targets related to local, State and national training priorities and government initiatives. Mr Peddle met all financial and student performance targets relative to the requirements of the Commonwealth Bilateral Agreement and NSW VET Plan. He continued the implementation of a new integrated Faculty, College and Business Development planning and management model which has resulted in significant increases in commercial revenue at the Faculty level and from international students. Industry and community partnerships have also increased as a result of planning for the implementation of the new Campbelltown Trade School.

Mr Peddle resigned from his position of Chair of TAFE Directors Australia (TDA) during 2007, a role that contributed to the wider public recognition of the strategic role of TAFE in Australia as the public provider of choice.

Mr Peddle managed the TAFE NSW WorldSkills portfolio and was for most of 2007, a Board Member of WorldSkills Australia. During this time, there has been an increase in the number of TAFE NSW competitors at national and international levels.

Mr Peddle was appointed Project Director and subsequently interim in-country Institute Director for the new Abu Dhabi Vocational Education and Training Institute (ADVETI) during the later half of 2007. In this role he led a team of TAFE staff from across all Institutes to build the Institute, develop 13 Diploma level qualifications and enrol 650 full-time Emirati students between May and September 2007.

David Riordan

Chief Executive Officer, International Business
SES Level 5, \$219,701
Appointed 31 January 2007

Since his appointment, Mr Riordan's key objectives have been to provide a single coordinating, monitoring, reporting and business development point for international business within the Department of Education and Training; to bring together international projects, international students and international relations; and to work in partnership with TAFE Institutes and schools to identify and promote specific educational products and services in a client focussed international environment.

Under Mr Riordan's leadership high profile projects have been won in Abu Dhabi, Hong Kong (Beijing Olympics volunteer training) and Shanghai (Expo 2010). There has been an increase of over 30% in the revenue generated by the International Student Centre with a growth in the enrolments in government schools of over 23% and in TAFE NSW of over 27%.

Mr Riordan has convened the International Business Council in order to oversee and provide advice on all the activities and directions of DET International.

The DET International 2007-2010 Strategic Plan, endorsed by the Department's Executive Committee, details the business principles guiding all business decisions made by DET International. International project management procedures have been developed, implemented and documented in 2007. The process for all proposed commercial international travel has been streamlined and the combined submission seeking approval for travel is now compiled quarterly.

DET International held Middle East and Indian network events for business and community representatives to build networks and enhance the Department's profile as a destination for international students and a partner for international projects.

The new DET International website, funded by returns from international projects, was launched in November 2007 and is currently receiving over 27,000 page visits per week.

Mr Riordan is a member of the Joint Committee on International Education and is the Department of Education and Training

representative on the VET International Engagement Strategic Framework industry forum.

Gillian Shadwick

General Manager, Learning and Development
SES Level 5, \$249,100

Ms Shadwick provided strategic leadership in the development of policies, strategies and programs to support schools and regions in the areas of Curriculum, Educational Measurement and School Accountability, Professional Learning and Leadership Development, Vocational Education in Schools and Strategic Initiatives.

Ms Shadwick's key new objectives in 2007 were to:

- develop strategies for the ongoing achievement of State Plan targets for literacy, numeracy, vocational education, retention and volunteering
- lead the first year of the implementation of new State Government commitments including: Best Start (K- 2 literacy and numeracy), Trade Schools, the Premier's Sporting Challenge, Voluntary Community Service, Transition to High School, and New Selective High School Places
- provide strategic advice on the National Assessment Program and lead the cross-sectoral implementation of other commonwealth schools programs, such as tuition vouchers.

Ms Shadwick's key continuing objectives in 2007 were to:

- implement statewide Literacy and Numeracy assessments in Years 3, 5 and 7 and the first full cohort Essential Secondary Science Assessment (ESSA) in Year 8
- implement the State Literacy and Numeracy Plans and the three Stages of Learning Strategies
- continue expansion of vocational education programs, especially for years 9 and 10 students and for school-based apprentices, including Trade Schools
- strengthen quality teaching in classrooms, through the NSW Quality Teaching model, curriculum and subject-specific workshops, research, multimedia and online teaching resources

- strengthen the analysis and target setting capacities of schools, regions and state office through continuous improvement of the student outcomes software School Measurement, Assessment and Reporting Toolkit
- provide high quality support for New Scheme Teachers working towards accreditation with the NSW Institute of Teachers
- provide leadership development for aspiring, newly appointed and experienced school leaders and programs for school administrative staff
- complete the final phase of the four-year Class Size Reduction Program
- showcase public education through major arts and sporting programs and events.

Ms Shadwick met all objectives very well. She managed her financial and staffing areas efficiently and effectively with a strong focus on team work and support for initiatives, including expanding commercial opportunities. She worked in a consultative way with regions and principals as well as with key external and internal stakeholders.

During 2007 Ms Shadwick represented the Department of Education and Training on the NSW Quality Teaching Council, and the Asia Education Foundation Board and was a member of the National Numeracy Review Reference Group. She is also a member of the University of Western Sydney Audit and Risk Management Committee.

Deonne Smith

Regional Director, Northern Sydney
SES Level 5, \$235,750

Ms Smith has continued to innovatively lead and manage a culture of continuous improvement and change in the Northern Sydney Region.

Her strong leadership, together with a clearly defined and focussed strategy, and a committed and engaged senior management team has delivered excellent educational results and tangible and exciting teaching and learning opportunities for the region's students and teachers.

The region's 2007 performance highlights include:

- literacy and numeracy performance considerably higher than the state, with this year's performance better than the region's three year average
- a significant rise this year in the number of students achieving the highest bands in the HSC
- a further strengthening of the regional science and mathematics strategy, with the region establishing unique partnerships with Macquarie University and The Australian Academy of Science to provide rigorous and innovative professional learning opportunities for staff
- a well positioned regional Environmental Sustainability Plan. During the year, a regional leadership forum involving principals, mayors, and the regional leadership team refined and progressed the plan's future focus
- a 10% increase in the number of students accessing Vocational Education and other School to Work Programs
- all schools working as part of at least one learning community, working together to improve learning outcomes and teaching and leadership practises
- the development of an educational partnership between the region, SurfAid International and Billabong International that has significantly raised the international profile of NSW government schools. The program includes primary and secondary units of work being designed by the region's schools and teachers, with the purpose of increasing students' understanding and knowledge of their global responsibilities in the Asia Pacific Region. These units of work will be available to teachers in Australia, New Zealand, the United States and Great Britain.

Ms Smith provided strategic advice to the Minister, the Director General, senior departmental officers, leaders of other government departments and the business sector.

She is Chairperson of the Board of the Macquarie University ICT Centre, the Leadership Fellowship Selection Panel, and the Premier's Visy Industries Australian Military History Scholarship Panel. She is also a member of the Steering Committee: Protection of Children and Young People, and the International Business Council.

Ms Smith also ensured a stronger and smarter region by tailoring the region's strategic directions and goals to suit the needs of the customers - the Northern Sydney Region's educational community.

Stephen Wilson

Chief Information Officer
SES Level 5, \$273,500

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

Governance arrangements remained high on the agenda during 2007 with the updating of the *DET Information and Communication Technology (ICT) Strategic Plan* and work continuing on the supporting programs of work.

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

As part of the Technology for Learning Program, 39,000 computers were rolled out to schools in 2005, over 25,000 in 2006, and a further 36,000 will be delivered in Term 4, 2007 and during 2008.

During 2007, Mr Wilson oversaw the implementation and growing use of 1,411,551 e-learning accounts which provide authenticated access to the Internet, improving the security of staff and students when browsing the Internet. These accounts also provide staff and students with access to email and a personalised portal. Over 100,000 users are now logging onto the system each school day.

Mr Wilson was also responsible for the delivery of the Connected Classrooms program which will deliver an Interactive Classroom to all

NSW public schools, enhancements to the Departments data network and a suite of online learning tools. In 2007 Mr Wilson oversaw the establishment of the governance structure for the program and the initial planning phases for the \$158 million, four year program.

APPENDIX 6: BOARDS AND COMMITTEES

Senior officers of the NSW Department of Education and Training are members of statutory bodies and significant inter-departmental committees. In April 2007, the former Board of Management was disbanded and a new governance structure established.

The Executive is the NSW Department of Education and Training's key decision making body. The Executive, chaired by the Director-General, sets the strategic direction for and gives guidance to the organisation. The Executive also advises the Director-General by bringing together all strands of expertise available to the organisation. The members of the Executive as at 31 December 2007 and their membership of statutory bodies and committees are listed below:

Michael Coutts-Trotter

Director-General of Education and Training
Managing Director of TAFE NSW
BA

NSW TAFE Commission Board
NSW Board of Vocational Education and Training (BVET)
Chair, Schools Resourcing Task Force of the Ministerial Council of Education, Employment, Training and Youth Affairs (MCEETYA)
Chief Executive Officers' Committee (CEC)
Chief Executive Officers' Economic and Business Cluster Meeting
Human Services Chief Executive Committee
Curriculum Corporation
Co-chair, Skills Council
NSW Talent Development Project Board
Australian Education Systems Officials Committee (AESOC)
National Senior Officers Committee (NSOC)
Ministerial Council for Vocational and Technical Education (MCVTE) meetings
Sustainability in Government CEO's Committee
States and Territories Australian Education Systems Official's Committee (STAESOC)

Trevor Fletcher

Deputy Director-General, Schools
B Ed; Dip Teaching

Member, NSW Board of Studies
Chair, Director-General's Advisory Group on
Multicultural Education and Training
Co-Chair, State Steering Committee, Murdi
Paaki COAG Trial

Marie Persson

Deputy Director-General, TAFE and Community
Education
BA; Dip Ed; MEd

Chair, TAFE Executive Group
Chair, Educational Futures Forum
Member, NSW Board of Studies
Member, Women Chief of Enterprises
Member, TAFE Commission Board
Member, NSW Skills Council
Member, L H Martin Institute Advisory Board

Leslie Loble

Deputy Director-General, Strategic Planning
and Regulation
BSc; MPub Admin

MCEETYA Schools Resourcing Taskforce
Australian Information and Communications
Technology in Education Committee
NSW Board of Studies
NSW Board of Vocational Education and
Training
NSW Board of Vocational Education and
Training Industry Skills Forum
Chair, NSW Non-Government Schools Advisory
Committee
Chair, NSW Board of Studies National Issues
Working Group
Chair, NSW Board of Studies Strategic
Planning Working Group
University of Sydney Faculty of Education and
Social Work Dean's Advisory Board
Macquarie University Teachers for the Future
Advisory Board

Alastair Hunter

Deputy Director-General, Finance and
Infrastructure
B Econ; CPA

Member, MCEETYA ICT in Schools Taskforce

Peter Riordan

Deputy Director-General, Workforce
Management and Systems Improvement

BComm; MLLR; MBA

Member, NSW Workplace Health and Safety
Strategy Review Committee
Member, Treasury Managed Fund Advisory
Board
Member, Working Together Steering Committee

Chris Ryan

Executive Director, Strategic Relations and
Communication
BA; DipEd; MA

NSW Talent Development Project Board
Chair, School Promotions Strategy Reference
Group

New Committees**NSW Skills Council**

The NSW Skills Council is a high level group that drives workforce development in NSW by coordinating efforts across government agencies that have an influence on the demand for and supply of skilled labour. The Council plays a critical role in supporting the NSW Government's State Plan 'Growing Prosperity across NSW' to tackle skill and workforce challenges across the State. The Council is co-chaired by the Directors-General of the Department of Education and Training and the Department of State and Regional Development.

Go for 2 and 5 Fruit and Vegetable Campaign Reference Group

This external reference group has representatives from NSW Health, NSW School Canteen Association, Heart Foundation, Catholic Education Commission, Association of Independent Schools, Cancer Institute NSW, Horticulture Australia and the Department of Education and Training.

The purpose of this group is to support the Go for 2 & 5 campaign in NSW and increase the number of NSW adults and children consuming the recommended amounts of fruits and vegetables.

NSW Healthy School Canteens Advisory Group

This external advisory group has representatives from NSW Health, Department of Education and Training, Catholic Education Commission, Association of Independent Schools, NSW School Canteen

Association, parent associations and student representatives.

The purpose is to advise on priorities for school canteen initiatives consistent with the Fresh Tastes@School - NSW Healthy School Canteens Strategy.

The Director-General's Aboriginal Education and Training Advisory Group (DGAETAG) - amended composition.

DGAETAG was established to provide the Director-General with objective advice on Aboriginal education and training issues, and to monitor the implementation of the NSW Aboriginal Education and Training Strategy, the use of available funding, and the recommendations from the Aboriginal Education Review Report. In late 2007, the composition of the Group was amended to reflect a predominant representation by Aboriginal members.

The Education Project Group

The Education Project Group is one of four Project Groups established to develop and implement cross agency strategies in relation to priority goals for Two Ways Together as determined by Cabinet.

The purpose is to oversee the implementation of strategies to improve transition to school and school readiness for Aboriginal children and their families in partnership with other key agencies.

NSW Country Areas Program State Advisory Council

This committee is the peak forum through which the Department consults with representatives of key stakeholder groups on significant matters relating to the Country Areas Program.

Director-General's Advisory Group on the Priority Schools Programs

This committee is the Director-General's peak forum through which the Department consults with representatives of key stakeholder groups on significant matters relating to the educational needs of students in schools serving low socio-economic status communities.

Director-General's Advisory Group for Gender Equity in Education

This committee is the Director-General's peak forum through which the Department consults with representatives of key stakeholder groups about gender equity issues in schools and

communities by providing strategic advice, support and leadership in the area of boys' and girls' education.

Director-General's Advisory Group for Multicultural Education and Training

This committee is the Director-General's peak forum through which the Department consults with representatives of key stakeholder groups on significant matters relating to education and training in a culturally diverse society.

Student Volunteering Reference Group (HSIE)

The Student Volunteering Reference Group will assist with the delivery of the NSW Government's Voluntary Community Service commitment encouraging students in Years 9 and 10 to volunteer a minimum of 20 hours as a community service while they are at school, to foster civic pride and to build on the Respect and Responsibility program. The Reference group will consist of officers from the NSW Department of Education and Training, Department of Premier and Cabinet, peak volunteering organisations and people with an interest in student volunteering and service learning.

15-19 Year Olds Priority Directions Group

The function of this Group is to:

- monitor implementation of the 15-19 Year Olds - Stages of Learning Strategy
- provide strategic oversight and coordination to enhance liaison with partner directorates and key stakeholders.

Early Years Priority Directions Group

The function of this Group is to:

- monitor implementation of our young Learners: giving them the best possible start, an Education Strategy for the Early Years from K-Year 4.
- provide strategic oversight and coordination to enhance liaison with partner directorates and key stakeholders.

Middle Years Priority Directions Group

The function of this Group is to:

- monitor implementation of the Middle Years - Years 5 to 9 Stages of Learning Strategy
- provide strategic oversight and coordination to enhance liaison with partner directorates and key stakeholders.

Literacy / Numeracy Priority Directions Group

The function of this Group is to:

- advise on the direction and management of the State Literacy Plan 2006-2008 and State Numeracy Plan 2006-2008
- monitor the implementation of the State Literacy Plan 2006-2008 and State Numeracy Plan 2006-2008
- provide strategic oversight and coordination to enhance liaison with partner directorates and key stakeholders.

Aboriginal Education Priority Directions Group

The function of this Group is to:

- monitor implementation of the Aboriginal Education and Training Strategy 2006-2008
- provide strategic oversight and coordination to enhance liaison with partner directorates and key stakeholders.

Premier's Sporting Challenge Priority Directions Group

The function of this Group is to:

- monitor implementation of the Premier's Sporting Challenge
- provide strategic oversight and coordination to enhance liaison with partner directorates and key stakeholders.

Policy Working Group for Undergraduate and Post Graduate Studies (NSW Institute of Teachers)

This working group was developed to provide advice about undergraduate studies and postgraduate studies in the maintenance of accreditation with the NSW Institute of Teachers at the key stage of Professional Competence.

The TAFE Peak Executive Group was renamed the TAFE Executive Group in December 2007

The TAFE Business Systems Support Group will replace the TAFE Peak Executive Group -Systems Committee and the TAFE Online Steering Committee in 2008.

Committees

Cross-Sectoral Steering Committee for Australian Government Quality Teacher Program

NSW Director-General's Consultative Committee on Special Religious Education

Early Literacy and Numeracy Initiative (ELNI) Advisory Group

Ecological Sustainability Strategy Group (ESSG)

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

NSW BVET State Advisory Committee for Work Placement Co-ordination

NSW Council on Environmental Education

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

NSW DET and Public Service Association (PSA) Central Reference Group

NSW Institute of Professional Learning Endorsement and Advisory Committee

NSW Schools Consortium for Vocational Education and Training

Post-Compulsory Advisory Committee (MCEETYA)

Premier's Reading Challenge Book Panel

Premier's Reading Challenge Committee

Professional Learning and Leadership Development Reference Group

Qualifications Recognition and Resource Requirements Committee

Quality Teaching Council (NSW Institute of Teachers)

Retention of Beginning Teachers Research Project Advisory Committee

Schools Portfolio Strategic Research Advisory Group

State Literacy and Numeracy Plans Reference Group

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

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

Teachers for the Future Advisory Board, University of Sydney Advisory Board

NSW Drug and Alcohol Workforce Development Council

TAFE NSW Accreditation Council

TAFE Peak Executive Group

TAFE Peak Executive Group - Education Strategy Committee

TAFE Peak Executive Group - Equity Committee

TAFE Peak Executive Group - Planning and Review Committee
 TAFE Peak Executive Group - Student Services and Administration
 TAFE Peak Executive Group - Systems Committee
 TAFE RPL Steering Committee
 Scope of Registration Monitoring Group
 TAFE NSW/Department of Corrective Services Monitoring and Liaison Committee
 TAFE NSW Library Strategy Group
 TAFE Online Steering Committee

Committees no longer functioning

Special Education Advisory Group
 Two Ways Together Families and Communities Cluster Group - defunct its focus and recommendations are being overseen by the Education Project Group
 Building Bridges: Enterprise learning in the Middle Years Project Reference Group
 The Board of Adult and Community Education was disbanded in 2007 with the final meeting occurring on 23 July via teleconference. The legal section of DET has indicated to the Minister's Office that the legislation needs to be

rescinded in 2008. The Minister is establishing an Adult and Community Education (ACE) Advisory Committee which will meet for the first time in March 2008.

The TAFE Peak Executive Group was renamed the TAFE Executive Group in December 2007. TAFE Peak Executive Group - Education Strategy Committee will be absorbed into the TAFE Executive Group in 2008.

The TAFE Peak Executive Group - Systems Committee and the TAFE Online Steering Committee are being replaced by a newly convened TAFE Business Systems Support Group.

The Helping Young People At Risk (HYPAR) Steering Committee ceased functioning on 30 June 2007, when the HYPAR program ended.

Mainstream Enrolment via the Internet Steering Committee

Student Course Information Steering Committee

TAFECARD Steering Committee

Commercialisation of Courses Committee

TAFE Business Council

Coroner's Report - Anaphylaxis DET Cross Portfolio Group

6.1 External Boards

TAFE Commission Board		
Members	Position in the community	Qualifications
Sandra Yates (Chair)	Member, Advisory Board Saatchi & Saatchi Australia; Chair, Sydney Writers' Festival	AO, FAICD, FAIM, FAMI
Dr Doreen Clark (until June 2007)	Company Director	AM, PhD, HC, FTSE, FRACI
Andrew Cappie-Wood (until April 2007)	Director-General of Education and Training; Managing Director of TAFE NSW	BA, MTCP, Grad Dip UEM (Hon), MCIH(UK), FIPAA
Anne De Salis	Consultant	MA (Econ)
Warren Grimshaw	Chair, Australian Qualifications Framework Advisory Board	AM, B Bus, Dip Pub Admin
Steve Harrison (until June 2007)	Managing Director, Industrial Development Australia Pty Ltd	BA, LLB
Andrew Hegedus	Director, Girrwaawa Designs Pty Ltd	
Loftus Harris (until September 2007)	Director-General, Department of State and Regional Development	BA, FAICD
Melanie O'Connor	Managing Director, The Academy Network Pty Ltd	BA, MBA
Marie Persson	Deputy Director-General, TAFE and Community Education	BA, Dip Ed, M Ed, FAIM, FAICD, MACE
Kaye Schofield	Director, Kaye Schofield and Associates Pty Ltd; Chair, Board of Adult and Community Education	BA, Dip Ed, MEd
Geoff Turnbull	President, TAFE Teachers' Association; Vice-President, NSW Teachers' Federation	BA, Dip Ed
Doug Wright	Special Representative, Australian Industry Group	AM, BEc, BA
Michael Coutts-Trotter	Director-General of Education and Training, Managing Director of TAFE NSW	BA

TAFE NSW Animal Welfare Council		
David Manning (Chair)	President, Orange Conservatorium of Music; Past Secretary and President, Rotary Club of Orange	
Margie Fixter	Director, Educational Delivery - Orange, Parkes, Forbes and Condolin Campuses and Primary Industries and Natural Resources, TAFE NSW - Western Institute	
Peter Cowan-Lunn	Director, Education - Primary Industries, Environment, Tourism and Hospitality (Richmond/Blue Mountains College) TAFE NSW - Western Sydney Institute	Retired
Christine Williamson	Faculty Director, Education - Tourism, Hospitality, Art and Primary Industries, TAFE NSW - South Western Sydney Institute	Appointed 30 August 2007, to replace Peter Cowan-Lunn
Dr Mark Kelman	Technical Services Manager, Virbac Animal Health	Formerly Veterinarian at Sylvania Veterinary Clinic
Dr Andrew Hansen	Retired veterinarian	Appointed 30 August 2007
Loiuse O'Brien	Owner Manager, Petcare Extraordinaire Boarding Facility and actively involved with WIRES and the rescuing and nursing of sick animals	
Tony Croker	Regional Team Leader, RSPCA (South West)	
Jenny Bradley	Farmer and Director, Tooraweenah Prime Lamb Marketing Cooperative	
Peter Batten (Executive Member)	Associate Director, TAFE NSW Primary Industries and Natural Resources Curriculum Centre	
Michael Bourke	Program Manager, Intensive Agriculture, TAFE NSW Primary Industries and Natural Resources Curriculum Centre	
Board of Adult and Community Education (disbanded in 2007, with final meeting on 23 July)		
Kaye Schofield (Chair)	Director, Kaye Schofield and Associates Pty Ltd; Member, NSW TAFE Commission Board	BA, Dip Ed, MEd
John Berryman	Chief Executive, Royal Institute for Deaf and Blind Children	BSc, MA, MEd
Bronwyn Clinch	Executive Officer, Barraba Community Learning Association	
Helen de Silva Joyce	Director, Community and Migrant Education	BA, Dip TESL, MED
Cathy Duncan (resigned 24 November)	Director, Culture and Reputation Aboriginal Employment Strategy Ltd; Member, Board of Vocational Education and Training	
Cristina Fica	Community Programs Manager, The Smith Family	BA
Sue Lister	Managing Director, The AdClinic Pty Ltd	
Debbie Littlehales	Manager, Kiama Community College; Executive Member, Community Colleges NSW	BA (Hons)
Dr John McIntyre	Consultant	BEd, MEd, PhD
Barry Peddle	Director, TAFE NSW - South Western Sydney Institute	BEd, Med
Marie Persson	Deputy Director-General, TAFE and Community Education	BA, Dip Ed, M Ed, FAIM, FAICD, MACE
Richard Pinder	Executive Officer, Workers' Educational Association, Sydney	BA (Hons), Cert Ed
Davina Tyrell	Executive Member, NSW Aboriginal Education Consultative Group	

Vocational Training Tribunal		
Associations and Representatives	Associations and Representatives	Associations and Representatives
Australian Industry Group	Master Farriers Association of NSW	TAFE
Paul Hennessy	Malcolm Hunt	Aian Soden
John Quick	Master Painters Association of NSW	Alan Wetherill
Gail Silman	Donald Gray	Greg Chapman
David Tiller	Dennis O'Sullivan	Julia Nancarrow
Australian Manufacturing Workers' Union	Master Plumbers & Mechanical Contractors Ass. of NSW	Steve Parkinson
Anthony Alderson	Stephen Mewett	Ross Petersen
Garry Hingle	Master Roof Tilers and Slaters Ass. of NSW	Chris Lloyd
Bruce McLeod	Rick Heron	Glenn Way

Vocational Training Tribunal		
Associations and Representatives	Associations and Representatives	Associations and Representatives
Matthew Lowe Harry Delaney James Clark	Melbourne East Group Training Debra Nooyen	Gail McRae Stephen Johnson Merv Edwards
Australian Meat Industry Employees Union Patricia Fernandez Peter Usher	Motor Traders Association of NSW Gregory Hatton Bruce Perkins Ian Rolfe James Laurence McCall	Brad Polak Lynsay Robertson Derry Thomas Derek James Page
Australian Workers' Union Cecil Bodnar Vernon Frederick Falconer	National Electrical & Communications Association John Cambridge Barry Dawson Robert Dixon Gerard Ping-Nam	Anita Carty Bruce Blackshaw Richard William Swan Charles Wright John Shearston
Australasian College Wendy Blair	National Meat Association of Australia Kenneth McKell	William Keith Beck Craig Henningham Louise Frankiewicz Richard Sproge
Construction Forestry and Mining Employees Union Terry Kesby Rita Mallia Keryn McWhinney	National Precast Concrete Association Brian Mallon	Terry Cross Debby Atkinson Stephen Davies Ian A Paul
Electrical Trades Union of Australia James MacFadyen Bernard Riordan William Wooldridge Mick Doust Colin Tannock Harris Warwick Tomlins	NSW Furnishing Industry Training Council Ltd Martin Lewis NSW Golf Association Ltd Brian Speechley Printing Industry Association of Australia Kenneth Stenner	Noel Munkman Phillip Evans Glenn Williamson Narelle Goiser Trevor Smith
Hospitality Training Network of NSW Bronwyn Willits David John Younie	Professional Hairdressers Association Jack Fitzgerald Linden Swan	Bryce Barrett Paul Hinchey Derek Wotherspoon Cheryl McGregor Graeme Michael Smith
International Association of Trichologists Jon Williams	Maureen Harding Fiona Heslop George Harris Kylie Dwyer	Gary Sewell Neroli Cassidy Fraser Nelson
Labour Council of NSW Mark Boyd Peter McPherson	QANTAS Russell Burgess	Catherina Harb Geoff Moore Rob Young
Liquor, Hospitality and Miscellaneous Union Geoffrey Graham Lawler	Rail, Tram and Bus Union Peter Jenkins	
Master Builders Association of NSW Donna King Sharon Underwood Peter Glover Bill Potocki Omesh Jethwani	Restaurant & Catering Association of NSW Robert Goldman Robyn McDonald State Transit Authority Roland Ford	

APPENDIX 7: CONTROLLED ENTITIES

7.1 Controlled Entities

Names of Controlled Entities	Details of objectives, operations and activities	Measures of performance
NSW Adult Migrant English Service	The NSW adult Migrant English Services (AMES) core activity is to provide quality English language learning opportunities that assist adult immigrants to maximise their English competence and enhance their settlement success and labour market potential. Courses are offered at AMES centres, workplaces and community venues and through distance education and home tutoring.	Legislative compliance. Budget targets achieved.
NSW TAFE Commission	The NSW TAFE Commission (TAFE NSW) is a network of Institutes offering vocational education training. TAFE NSW courses are delivered on campus, flexibly in the workplace or remotely, often by the internet. In 2007 there were approximately half a million enrolments in TAFE NSW institutes. TAFE NSW goals are to provide the skills and values for innovation, growth, prosperity and social cohesion and to deliver a dynamic and responsive system of public education and training.	Legislative compliance. Budget and business plan targets achieved.
TAFE Commission Division	The TAFE Commission Division is a Division of the Government Service, established on 17 March 2006 pursuant to Part 2 of Schedule 1 to the Public Sector Employment and Management Act 2002. The Division is a not for profit entity with the objective of providing personnel services to its parent the NSW TAFE Commission. The Division commenced operations on 17 March 2006 when it assumed responsibility for the teaching, educational and Institute Management staff and related employee related liabilities of the NSW TAFE Commission.	Legislative compliance.
A.C.N. 093 230 374 Pty Ltd	A.C.N. 093 230 374 Pty Ltd (formerly TAFE Global Pty Ltd) is a wholly owned entity of the NSW TAFE Commission. On 31 August 2006, the Director-General announced his intention to transition the activities of TAFE Global Pty Ltd into a newly formed International Business Office of the Department and to wind up TAFE Global which is now registered as A.C.N. 093 230 374 Pty Ltd. The company is being wound up and no longer trades.	Budget and business plan targets achieved

APPENDIX 8: FREEDOM OF INFORMATION

Facilities for public access

The *Freedom of Information Act 1989* gives the public the legal right to:

- obtain access to information held by the Department
- request amendments to records of a personal nature that are inaccurate
- appeal against a decision not to grant access to information or to amend personal records.

The structure and functions of the Department and how these functions affect the public are detailed elsewhere in this annual report and in the Department's annual Statement of Affairs. Information on the Department's programs and activities, publications and its policies can also be found on the Department's website at: www.det.nsw.edu.au

Information about how the Department provides access to the documents it holds is available from the Department's website at: www.det.nsw.edu.au/foi/index.htm. This site also includes information and links to legislation and related agencies.

Further assistance is provided by contacting the Manager, Freedom of Information Unit, Level 7, 35 Bridge Street, Sydney 2000 or by telephone number (02) 9561 8151 or facsimile (02) 9561 1157.

Statement of Affairs and Summary of Affairs

Section 14 of the *Freedom of Information Act 1989* requires agencies to publish an up-to-date statement of the affairs of the agency annually and a summary of the policy documents it holds twice a year.

The Statement of Affairs for 2007 and Summary of Affairs for June 2007 and

December 2007 are published on the Department's website at: www.det.nsw.edu.au/foi/index.htm

Accessing the Department's Documents

The Department's policies and publications can be accessed in the following ways:

- at the Department's website under 'Our Policies' at: www.det.nsw.edu.au
- summary of Affairs is published in the NSW Government Gazette, located at: www.advertising.nswp.commerce.nsw.gov.au/Gazette/Gazette.htm
- certain documents are available administratively from schools, TAFE colleges and Institutes or departmental offices; for eg: Transcripts of Achievement (A fee may apply in some circumstances)
- lodging an application under the *Freedom of Information Act 1989*.

Access to registered files and administrative reports of an internal nature which are less than 30 years old and held by the Department can be obtained by lodging an application under the *Freedom of Information Act 1989*, (subject to any exemptions that may apply). If the information sought is personal information, it may also be sought under the *Privacy and Personal Information Protection Act 1998*. Requests under the *Freedom of Information Act* for access to documents must be in writing, either on an application form or by letter, and accompanied by the \$30 application fee.

Access to documents over 30 years old, which are generally located at the Government Records Repository or at State Archives, is governed by a series of departmental access directions which ensure open public access except where there are specific reasons to restrict it, such as the personal or commercial sensitivity of the information. The State Records Authority maintains a public register of access directions available for inspection, including those for the Department.

Circumstances and outcomes of investigations or applications for review

In 2007, six applications for external review by the Office of the Ombudsman were finalised. In one application, Ombudsman's investigation officers agreed with the Department's determination in the matter. In four applications the Department reviewed its determinations following suggestions from the Ombudsman's officers, in accordance with Section 52A of the

Freedom of Information Act. As a consequence, the applicants in these cases were provided with additional documents.

In the remaining case the Department agreed, after discussions with the Ombudsman's officers, to allow an applicant to lodge an application for internal review, even though the period for lodging the application had expired. The internal review was conducted and the applicant made no further application for review.

There are three applications for review by the Office of the Ombudsman received in 2007 that are yet to be finalised. A report on these cases will be provided in the 2008 Annual Report.

There were four external review applications to the Administrative Decisions Tribunal finalised in 2007. Three of these applications were ultimately withdrawn.

The remaining case was the matter of *Retain Beacon Hill High School Committee Inc v Department of Education and Training*. The issue central to this case was the adequacy of the Department's search for documents relevant to the Freedom of Application lodged by the Committee.

Agencies are required to carry out reasonable searches for documents relevant to an application. In this case the applicant was of the view that the Department's searches were inadequate or insufficient. The Department argued its searches had been adequate and sufficient in the circumstances, giving regard to the wording of the application. The Acting Deputy President of the Tribunal decided that the Department's search for documents was sufficient and was satisfied that the Department has met its obligation to respond to the Committee's Freedom of Information application.

Third party consultation

In 2007, the Department consulted 32 people in respect of seven applications. No significant matters arose during the year.

Internal reviews

In 2007 there were 33 internal reviews lodged, compared to 15 in 2006. Twelve resulted in a variation to the original decision, in most cases resulting in the applicant obtaining additional documents.

Overview of major issues arisen during the year

In the 2007 calendar year the Department of Education and Training processed 400 Freedom of Information (FOI) applications. This represented an 11% increase on the number processed in the previous year. This continued the trend of recent years where the agency has experienced an annual increase of around 10% in the number of applications processed.

There has been no significant change in the types of applications received. Personal applications (that is, applications for information pertaining directly to the applicant and/or their child) have always constituted the majority of applications received by the Department. In 2007 personal applications accounted for 72% of all new applications, which closely reflects the Departments experience in 2006 where they constituted 69% of new applications.

Ninety five per cent of applicants were granted either access in full or in part to the documents they sought, when held by the Department. This is slightly higher than for 2006 where the equivalent figure was 90%. There has also been a corresponding decrease in the number of applications refused, 8% in 2007, down from 10% in 2006.

Where the Department refused access to documents, either in whole or in part, the most common reason for doing so was because the release of the material would involve an unreasonable disclosure of the personal affairs information of a person other than the applicant. Of the personal applications received, in 63% of cases where documents were refused or exempted, the basis for doing so was under the personal affairs exemption provision. For non-personal applications it represented 29% of refusals. In most instances, applicants were provided with access to the majority of the documents sought. The material withheld usually constituted a small proportion of the relevant documents only and access was denied to protect the privacy of other people.

The Freedom of Information Manual, published in August 2007 by the New South Wales Department of Premier and Cabinet and the New South Wales Ombudsman, requires agencies to report significantly more information than was previously required. The Department of Education and training has not included comparative data for 2006 where there was no previous requirement to capture that data.

Freedom of Information (FOI) statistics for 2007

8.1 FOI requests 2006-07

FOI Requests	Personal 2006	Personal 2007	Non-Personal 2006	Non-Personal 2007	Total 2006	Total 2007
New	250	284	112	112	362	396
Brought forward	32	17	9	26	38	*43
Total to be processed	282	301	121	138	400	439
Completed	258	278	93	91	351	369
Discontinued	7	3	2	28	9	31
Total Processed	265	281	95	119	360	400
Carried forward	17	20	26	19	*43	39

8.2 Results of FOI requests 2006-07

Result of Request	Personal 2006	Personal 2007	Non-Personal 2006	Non-Personal 2007	Total 2006	Total 2007
Granted in full	101	91	55	49	156	140
Granted in part	131	154	11	21	142	175
Refused	8	14	25	13	33	27
Documents not held	18	19	2	8	20	27
Total	258	278	93	91	351	369

*There is a difference between the figure reported by the Department in the 2006 annual report for the number and category of applications carried forward to 2007 (40) and the figure reported in 2007 for the number and category of applications brought forward from 2006 (43). A manual count was made of applications brought forward to verify the correct figure to be 43 matters, 17 personal applications and 26 non-personal applications.

8.3 Discontinued Applications

Reason Discontinued	Personal 2006	Personal 2007	Non-Personal 2006	Non-Personal 2007	Total 2006	Total 2007
Transferred to another agency	0	0	0	0	0	0
Applicant withdrew request	7	2	2	8	9	10
Advance deposit not paid	0	0	0	9	0	9
Applicant failed to amend a request that involved an unreasonable diversion of resources	0	1	0	11	0	12
Total discontinued	7	3	2	28	9	31

8.4 Applications Granted or Otherwise Available In Full

How were documents made available to applicant	Personal 2006	Personal 2007	Non-Personal 2006	Non-Personal 2007	Total 2006	Total 2007
Provided to Applicant	101	91	54	49	155	140

8.5 Applications Granted or Otherwise In Part

How were documents made available to applicant	Personal 2006	Personal 2007	Non-Personal 2006	Non-Personal 2007	Total 2006	Total 2007
Provided to Applicant		152		21		173
Provided to Applicant's Medical Practitioner		0		0		0
Available for inspection		0		0		0
Available for purchase		0		0		0
Subject to deferred access		0		0		0
Combination of above methods		2		0		2
Total	*131	154	*11	21	*142	175

*2006 statistics collected only aggregate data. Totals for 2006 and 2007 shown for comparison

8.6 Refused Applications

Why was access refused	Personal 2006	Personal 2007	Non-Personal 2006	Non-Personal 2007	Total 2006	Total 2007
Exempt		8		9		17
Deemed refused		6		4		10
Total	*8	14	*25	13	*33	27

*2006 statistics collected only aggregate data. Totals for 2006 and 2007 shown for comparison

8.7 Exempt Documents

Why were documents classified as exempt	Personal 2006	Personal 2007	Non-Personal 2006	Non-Personal 2007	Total 2006	Total 2007
Cabinet Documents		0		7		7
Law enforcement		0		1		1
Personal affairs		106		10		116
Legal Professional Privilege		18		2		20
Confidential material		25		3		28
Subject to secrecy provisions		17		2		19
Financial /property affairs of the state OR relating to the operations of an agency		2		1		3
Internal Working Documents		0		2		2
Other Exemptions		0		6		6
Total	*139	168	*36	34	*175	202

*2006 statistics collected only aggregate data. Totals for 2006 and 2007 shown for comparison

8.8 Ministerial Certificates

Ministerial Certificates Issued	2006	2007
	0	0

8.9 Formal Consultations

Formal consultations	2006	2007
Number of applications	14	7
Number of persons consulted	N/A	32

8.10 Amendment of Personal Records

Results of applications to amend personal records	2007
Agreed in full	1
Agreed in part	1
Refused	5
Total	7

8.11 Notation of Personal Records

Applications for notation of personal records	2007
	0
Total	0

8.12 Fees and Costs

Fees Assessed and Received	Assessed Costs 2007	Fees Received 2007
All completed applications	\$107,725	\$20,905

Note: Assessed costs calculated by multiplying time taken to determine application at the rate of \$30 per hour.

8.13 Fee Discounts

Number of applications where fees were waived or discounted			
Reason for discount or waiver	Personal 2007	Non Personal 2007	Total 2007
Fees waived in full	5	1	6
Public interest discount	0	1	1
Financial hardship discount - pension or child	17	1	18
Financial hardship discount - non profit organisation	0	0	0
TOTAL	22	3	25

8.14 Fee Refunds - Correction of Personal Records

Number of refunds granted	2007
	0
TOTAL	0

8.15 Days Taken To Complete Request

Calender days taken	Personal 2006	Personal 2007	Non-Personal 2006	Non-Personal 2007	Total 2006	Total 2007
0-21 - statutory period	181	83	20	9	201	92
22-35 - extended period under Section 59B	0	46	0	7	0	53
Over 21 - deemed refusal if no extension under Section 59 B	55	102	36	51	91	153
Over 35 - deemed refusal if extension under Section 59 B applies	22	47	37	24	59	71
TOTAL	258	278	93	91	351	369

8.16 Processing Time - Hours

Hours to process application	Personal 2006	Personal 2007	Non-Personal 2006	Non-Personal 2007	Total 2006	Total 2007
0-10 hours	141	197	20	59	161	256
11-20 hours	66	71	50	17	116	88
21-40 hours	44	6	9	8	53	14
Over 40 hours	7	4	14	7	21	11
TOTAL	258	278	93	91	351	369

8.17 Numbers Of Reviews

Number of reviews finalised	2006	2007
Internal Reviews	15	33
Ombudsman Reviews		6
ADT Reviews		4
TOTAL	*15	43

*2006 Internal reviews only - data on external reviews not collected in 2006

Source: Legal Services Directorate

8.18 Internal Reviews - 2007

Grounds for Review	Personal		Non-Personal		Total	
	Decision Upheld	Decision Varied	Decision Upheld	Decision Varied	Decision Upheld	Decision Varied
Access refused	4	5	5	0	9	5
Access deferred	0	0	0	0	0	0
Exempt matter	3	6	1	0	4	6
Unreasonable charges	1	0	2	0	3	0
Failure to consult third parties	0	0	0	0	0	0
Third party views disregarded	0	0	0	0	0	0
Amendment of records refused	4	1	1	0	5	1
TOTAL	12	12	9	0	21	12

Source: Legal Services Directorate

APPENDIX 9: OVERSEAS VISITS

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

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

Appendix 9: Overseas Travel

Purpose of Visit	Source of Funds			Total No. Staff
	External / Commercial	Individual / Community	Dept / TAFE Core Funds	
Student excursion	1	188	0	189
Professional Development	12*	4	3	19
Scholarship program	36	0	5	41
Exchange program	1	29	0	30
Educational Exports	175	0	39	214
International Student recruitment	5	0	27	32

Source: DET, Finance and Administration

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

APPENDIX 10: ETHNIC AFFAIRS PRIORITIES STATEMENT

The NSW Department of Education and Training's 2007 *Ethnic Affairs Priorities Statement (EAPS) Report* provides an overview of activities of the Department across school education, TAFE NSW, adult and community education aimed at:

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

Outcome 1

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

Achievements

- The EAPS Plan was incorporated into the Department of Education and Training Planning and Reporting Framework 2006-2008 as a key enabling plan.
- The EAPS reporting process was reviewed and identified areas for improvement addressed.
- All regions, TAFE Institutes and state office directorates developed an EAPS Plan 2008 and reported on ethnic affairs programs and services during 2007.
- The *Cultural Diversity and Community Relations Policy: Multicultural Education in Schools* provided the framework for the development and delivery of programs and services to meet the needs of students from culturally and linguistically diverse backgrounds.
- All schools included strategies for multicultural education and anti-racism education in their school plans and reported on these in annual reports.

Strategies

In 2006-07, the Department's budget for students and clients from language backgrounds other than English included:

- \$107.31 million for the English as a Second Language Program
- \$2.33 million for the NSW Community Languages Schools Program
- \$934,106 to support 10 Links to Learning Program projects to assist students from culturally and linguistically diverse backgrounds at risk of disengaging from education and training to access and participate in education or accredited training

- \$4.7 million to support multicultural education strategies in schools
- \$573,105 for interpreters in schools
- \$124,000 for TAFE NSW multicultural education project initiatives
- \$26 million in estimated revenue for contracted Adult Migrant English Programme provision by the NSW Adult Migrant English Service (AMES)
- \$1.8 million in estimated revenue for ongoing provision of the Skillmax Program by NSW AMES for adult migrants
- departmental data collection processes for schools were reviewed to ensure a standardised approach to collecting and reporting on learning outcomes data of students from language backgrounds other than English
- training aimed at improving the reliability and accuracy of data that assists in planning and evaluating programs and services to meet the education and training needs of students from culturally and linguistically diverse backgrounds, was conducted.

Challenges and future directions

- Review of the EAPS planning process to streamline the collection of EAPS data and reporting against planned actions.

Outcome 2

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

Achievements

- An anti-racism education conference, STAND UP! SPEAK OUT! jointly sponsored by the Department and the NSW Teachers Federation, was conducted in April 2007 and attended by over 350 people.
- The Refugee Student Assistance Scheme, a joint initiative of the Department and the NSW Teachers Federation, continued to provide limited financial support to refugee students. A total of \$16,200 was provided to refugee students in 34 schools and \$5,000 was distributed across ten TAFE Institutes.
- ESL tuition was provided for over 85,000 ESL students, including 7,236 newly arrived ESL students, at 759 schools, 14 Intensive English Centres and the Intensive English High School.

- A total of 2,727 ESL students completed the 2007 HSC English (ESL) course.
- 48,241 primary school students studied one of 31 languages through the Community Languages Program K-6 and approximately 4,500 secondary school students studied one of 24 languages at the Saturday School of Community Languages.
- The Cultural Exchange Program was expanded and currently includes over 80 schools registered on the program's website www.culturalexchange.nsw.edu.au. More than 220 schools conducted cultural exchange programs aimed at promoting community harmony and developing a greater understanding of Australia's cultural and ethno-religious diversity.
- A Student Partnerships Conference, attended by over 300 students, teachers and community members, showcased successful cultural exchange programs.
- Participation in the Multicultural Perspectives Public Speaking Competition increased by 8%. A total of 2,086 students from 568 primary schools participated.
- Under the NSW Government's Youth Partnership with Pacific Communities, education initiatives, including Homework Support, Student Mentoring, Parent/School Partnerships, Student Leadership and Teaching and Learning, were implemented in 35 schools across Sydney, Western Sydney and South Western Sydney regions.
- Under the NSW Government's Youth Partnership with Arabic Speaking Communities, education initiatives, including Homework Support, Student Mentoring, Parent/School Partnerships, Student Leadership and Teaching and Learning, were implemented in 16 schools across Sydney and South Western Sydney regions.
- Between 2004 and 2006 participation in TAFE NSW delivered English language and vocational literacy programs by students from a non-English speaking background increased by approximately 16 and 31 per cent respectively.
- The TAFE NSW Racial Harmony Action Plan was developed and implemented for 2007.
- TAFE NSW Access and General Education Curriculum Centre developed units to identify and address racist behaviour, human rights and social justice issues.
- The NSW Adult Migrant English Service provided targeted programs for migrant

jobseekers and underemployed public service employees from language backgrounds other than English under the Skillmax Program. A total of 892 students participated in the Program in 2006-07.

- TAFE Strategy published Recognition of Overseas Vocational and Higher Education Qualifications, covering 20 countries, on the TAFE NSW - Equity website.

Strategies

- The Department continued to develop a range of programs and resources to meet the education and training needs of refugee and humanitarian entrant students, including:
 - provision of bilingual support
 - Settling In programs to assist newly arrived students
 - mentoring programs for refugee students at risk of not completing schooling
 - professional learning for teachers and school counsellors
 - families in Cultural Transition (FICT) courses
 - After School Tutorial Centres at six Intensive English Centres
- current provision of vocational education and training pathways for post compulsory aged refugee students was mapped and gaps in provision identified
- culturally inclusive drug education resources were published on the Department's Intranet
- regions, TAFE NSW Institutes and the NSW Adult Migrant English Service teaching centres participated in events for Harmony Day and World Refugee Day
- TAFE NSW Institutes delivered a range of English language and literacy programs via classroom, online and distance delivery
- TAFE NSW Institutes expanded the provision of English to Speakers of Other Languages programs in regional areas
- TAFE NSW Institutes trained staff on the TAFE NSW Prevention of Harassment Policy
- TAFE NSW Institutes provided vocational courses with integrated English language skills for students from language backgrounds other than English through programs including Get Skilled, Helping Young People at Risk (HYPAR), Outreach and the Department of Education, Employment and Workplace Relations Language, Literacy and Numeracy Programme

- Adult and Community Education implemented a Skilled Migrants Program to improve employment outcomes
- the Skillmax Program within NSW AMES was delivered to 892 migrant jobseekers and underemployed public service employees from culturally and linguistically diverse communities
- TAFE NSW Institutes offered nine languages other than English programs in Arabic, Chinese, French, German, Indonesian, Japanese, Korean, Russian and Spanish
- TAFE NSW - Hunter, North Coast, Northern Sydney, South Western Sydney and Sydney Institutes maintained provision of interpreter programs including in emerging languages
- TAFE NSW Institutes provide a range of counselling and learner support services, including 26 bilingual TAFE counsellors, to cater for the psychological, educational and social wellbeing of students
- NSW AMES student material continued to be published in students' first language.

Challenges and future directions

- The Department will continue to develop resources to enhance the learning outcomes of refugee and humanitarian entrant students.
- Resources developed under the Youth Partnerships with Arabic speaking and Pacific communities will be distributed to schools and regions.
- TAFE NSW Institutes will continue to develop collaborative relationships with local industry to build opportunities for on-the-job training and assessment for employees from language backgrounds other than English.
- Flexible learning options are being expanded to address the needs of migrants settling in remote communities.

Outcome 3

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

Achievements

- Six new positions of Deputy Principal, Intensive English Centre (IEC) were established.
- A total of 614 new Anti-racism Contact Officers (ARCO) were trained with 97% of all schools having a trained ARCO.

- 1,320 teachers attended ESL Information Networks, conducted in eight regions.
- 159 new ESL teachers attended the ESL Orientation Course, conducted in nine regions.
- 188 teachers completed the Department's Pre-employment Program for Overseas Trained Teachers.
- The Community Languages Allowance Scheme was received by 122 bilingual employees, covering 32 languages.

Strategies

A range of professional learning activities was provided for teachers of ESL students. In schools these included:

- ESL Orientation Program, for newly appointed ESL teachers
- ESL in the Mainstream course for 139 mainstream and ESL teachers
- four Teaching English to Speakers of Other Languages (TESOL) seminars conducted for 197 teachers
- stage 6 ESL HSC course training attended by 69 teachers
- ESL pedagogy action enquiry projects conducted by 12 schools culminating in a conference to showcase the outcomes attended by 95 teachers.

Additional professional learning activities to support staff to deliver programs and services were conducted in the following:

- intensive English programs
- community languages education
- anti-racism education
- cultural diversity and community relations
- learners from refugee communities
- overseas trained teachers
- use of interpreters
- recognition of overseas qualifications.

Specialist staff employed to deliver programs and services which meet the needs of a culturally and linguistically diverse NSW included:

- six deputy principals appointed to lead and manage IECs with significant numbers of student enrolments
- 20 regional Community Information Officers supporting the development of partnerships with culturally and linguistically diverse communities

- 148 Teachers Aides Ethnic providing bilingual and bicultural support for newly arrived students
- 13 regional Multicultural/ESL consultants supporting schools
- 26 bilingual TAFE counsellors
- 65 NSW Adult Migrant English Service staff members who are fluent in languages other than English.

Challenges and future directions

- Continue to review how to best respond to the professional learning needs of staff to meet the needs of a culturally and linguistically diverse NSW.

Outcome 4

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

Achievements

- A total of \$573,105 was provided to schools to support 5,860 on-site and telephone interpreter assignments.
- 16 Departmental documents were translated in up to 30 languages to provide information for learners, clients and parents from language backgrounds other than English.
- More than 110 documents in up to 40 languages are now available on the Department of Education and Training website at www.det.nsw.edu.au/languagesupport/index.htm.
- More than 400 parent information sessions about schooling in NSW were conducted in 9 regions.
- Three advertising campaigns were conducted in 22 languages on SBS and community radio stations to promote the Department's translated information websites.
- TAFE NSW course provision at Certificate III and above in skill shortage areas and areas of employment demand was broadcast on SBS radio and advertised in the ethnic press in 13 priority community languages at a total cost of \$28,373.
- The *TAFE NSW Children's Centres* brochure was translated into Arabic and Chinese.
- *TAFE NSW-Information for People from non-English Speaking Background* brochure was updated, translated into 18 priority community languages, published on the

TAFE NSW Internet and distributed in hard copy at a total cost of \$21,600.

- The NSW Adult Migrant English Service increased the range of student information materials published in translation. All written enrolment information for Adult Migrant English Program students is now available in 15 languages and English.

Strategies

- The Department maintains and updates website pages containing information about interpreting and translating services for schools at www.schools.nsw.edu.au/adminsupport/intertranslate.php.
- A range of departmental documents are available in translation.
- In 2007 the following titles were added:
 - application to enrol in a NSW public school (pink version) (30 languages)
 - expression of interest for placement in Year 7 (30 languages)
 - core rules for students in NSW government schools (22 languages)
 - values in NSW public schools (22 languages)
 - warning letters for non-completion of School Certificate, Preliminary Course and Higher School Certificate (22 languages)
 - Drug Education - Alcohol: Celebrations and Supply (22 languages)
 - Selective Schools - Information for parents and carers (22 languages)
 - Essential Secondary Science Assessment - Student Report and Parent Information sheet (22 languages)
 - homework practices and study skills parent survey (22 languages)
 - Holiday Reading is Rad material - (4 languages)
 - helping your child with patterns and algebra (22 languages)
 - helping your child with mental calculations (22 languages)
 - helping your child with representing and interpreting graphs and tables (22 languages)
 - career development in NSW Public Schools (22 languages)
- DVD providing support materials in five languages including English for the conduct of the 2008 Priority Schools Program survey was distributed to 1094 schools

- anti-bullying Information for Parents
- the Department's Teaching and Learning Exchange (TALE) website hosts a parents and community portal which links to relevant translated resources on other government websites
- Links included:
 - www.dest.gov.au/sectors/school_education/publications_resources/literacy_numeracy/numeracy_families_working_it_out_together.htm
 - www.nlnw.nsw.edu.au/parentb.htm
- TAFE NSW Institutes used interpreting and translation services to promote effective communication with students, intending students and clients
- TAFE NSW Institutes promoted programs and services to communities from language backgrounds other than English by conducting information sessions for targeted groups, organising expos in partnership with other government and non-government agencies and by conducting information stalls at community events
- up-dated information on targeted and customised programs and services for migrants and refugees is available on Institute websites.

Challenges and future directions

- Investigate the most effective ways of providing information in African languages not currently available.
- Continue to promote effective communication with diverse linguistic communities through the provision of interpreters, translated materials and the use of ethnic media.

Outcome 5

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

Achievements

- Under the Links to Learning Program ten projects were funded to assist 910 young people from culturally and linguistically diverse backgrounds at risk of disengaging from education and training to access and participate in education and accredited training.
- The NSW Community Languages Program funded 216 community organisations to

conduct 268 community languages schools in 440 locations catering for more than 32,000 students to maintain and develop their linguistic and cultural heritages in 47 community languages.

Strategies

- The annual Ministers Awards for Excellence in Student Achievement Community Languages Schools Student of the Year was conducted by the NSW Community Languages Schools Program to recognise language achievement, language proficiency and contribution to the community. In 2007, 180 nominations were received for the awards.
- Links to Learning Community Grants Program distributes funding to approved community organisation and local government authorities to conduct programs for young people at risk of discontinuing education.
- More than \$2 million supported the maintenance of heritage languages of young people through the NSW Community Languages Schools Program.
- In-service training under the auspices of the NSW Community Languages Schools Program was provided through six courses catering for 300 teachers. A further 275 teachers attended language teaching methodology courses conducted by the Institute of Languages at the University of NSW, the Australian Catholic University and RMIT Melbourne.
- Adult and Community Education distributes Commonwealth and State funds to the sector which have been designated by the Board of Vocational Education and Training at the State level. AMES tenders for Federal funds and provides a range of commercial services. All designated language, literacy and numeracy funding was used to improve opportunities and outcomes for students from language backgrounds other than English.

Challenges and future directions

- Continue to provide professional learning for staff in Community Grants Program areas to assist in addressing issues of cultural diversity.
- Continue to support the Links to Learning Community Grants Program to provide assistance for young people from culturally

and linguistically diverse backgrounds at risk of leaving school early.

APPENDIX 11: DISABILITY PLAN

The Department's Disability Action Plan addresses the priority areas of the Government's mandatory Disability Policy Framework. The five outcomes are reviewed below through progress reports from all school regions, TAFE NSW institutes and State Office functional units.

This report is a summary of the progress across the Department during 2007 towards refining provisions for students with special needs. It does not represent an overall picture of these provisions but focuses on the designated outcomes and objectives outlined in the Department's current Disability Action Plan, www.det.nsw.edu.au/media/downloads/strat_direction/strat_plans/disaplan.pdf.

Section 1: Awareness and Responsiveness

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

Achievements

- Staff and funded ACE (formerly the Association of Competitive Employment) organisations were provided with information on the Disability Standards for Education. Consultation occurred on the development and implementation of the resource *On the Same Basis - Disability Standards for Education*. Funded ACE providers were required to demonstrate relevant community consultation in developing programs targeting people with a disability.
- A diverse range of training and development activities in regions, institutes and State Office focused on common priority areas; Disability Standards for Education, the needs of students with mental health issues and the needs of students with autism spectrum disorder.
- In the Special Education Retraining Program, 61 teachers completed the general retraining and 11 specialised in sensory disabilities.

Strategies

We demonstrated awareness of the needs of students with a disability by:

- providing accessible information about school sport and encouraging participation and increasing the opportunities for the involvement of students with a disability in a range of sporting activities; for example, events such as the Come and Try track and field carnivals (almost 500 participants) and the NSW Wheelchair Sports Roadshow
- assisting schools in developing successful primary to secondary school transition programs, from an initial audit of needs, through development, to successful and ongoing implementation
- designing, in regions, ongoing training and mentoring initiatives to build the capacity of school learning support teams to understand and plan for the particular educational needs of those students needing additional support; in South Western Sydney, for example, 347 principals, executive and classroom teachers attended training activities
- working with schools in the development of health care plans and appropriate training for health care procedures
- supporting 58 students in the Illawarra Institute who are blind or vision impaired, 18 of whom required on-going support (12 of these completed their course). Schools have been encouraged to include the teacher consultant in review meetings for such students from Year 9 onwards to ensure that TAFE options are explored and that appropriate transitions occur from school and home to the TAFE environment.

Challenges and future directions

- The National Assessment Program in Literacy and Numeracy (NAPLAN), commencing in 2008 and replacing other statewide testing programs, will include the provision of suitable support for the inclusion of students with a disability. Support provisions will ensure access for students with disabilities undertaking assessments and for those seeking placement in opportunity classes and selective schools.
- The Health Care Procedures Training package is frequently updated by the Department in association with the NSW Nurses Association and the Public Service Association to ensure that it is current and is

meeting the needs of students and teachers aides.

Section 2: Access

Departmental staff identify and remove attitudinal, communication and physical barriers to entry and participation by people with a disability in the education, training and employment opportunities offered by the Department.

Achievements

- The Department's upgraded Asset Management data base has enabled more efficient planning to meet particular access needs of students with a physical disability enrolled in their neighbourhood schools. Coordinated forward planning involving school, regional and State Office personnel has resulted in the majority of access provisions for students moving from primary to high school being available from the beginning of Term 1 at the new school.
- OTEN, the specialist distance education and training provider of TAFE NSW, provided courses for 2,856 students with a disability, 1,131 of whom were enrolled at Certificate III level or above.

Strategies

We facilitated access to information and to equitable educational programs by:

- providing parent information sessions about the transition to school process and options for support for children with a disability in early intervention programs
- allocating approximately \$1 million for the 2008-09 financial year to the Office Accommodation Strategy to provide disabled access and accessible toilets at nine regional and metropolitan School Area Offices
- increasing access by providing 10,700 disability assistance and note-taking hours; 8,250 sign language interpreting hours; and 23,400 tutorial hours for registered students with disabilities in mainstream courses (South Western Sydney Institute)
- providing improved access to programs and facilities at the National Art School through the installation of two new lifts, hearing loops, and raised dots before stairs for the visually impaired. Reasonable adjustments made for students and staff include reallocation of studios/offices to ground floor level, parking spaces on campus, and

recording of lectures for a student with a physical difficulty

- providing training in disability work as part of the Strategic Skills Program in the Health and Community Services industry, to address skill shortages in priority industries and support participation by people facing barriers to entering or re-entering the workforce or training.

Challenges and future directions

- Monitor new regional models of service delivery including increased outreach teacher model, behaviour services and non-categorical support class models.
- Develop E-learning strategies focusing on new adaptive technologies to promote flexible learning and delivery to increase participation rates of people with a disability.
- Develop the Classroom Teacher Program to provide flexible access for teachers with a disability to professional learning, aligned to the professional teaching standards enabling achievement and maintenance of accreditation with the NSW Institute of Teachers.
- Consolidate the understanding and inclusion of disability awareness in recruitment and employment guidelines produced or updated across the Department.

Section 3: Participation

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

Achievements

- A TAFE Vocational Education and Training (TVET) student with a hearing impairment, enrolled in a distance education course, was awarded the Prime Minister's Skills Excellence Award.
- School students with a disability were enrolled in special schools (4,278), support classes (12,568) or in regular classes with integration funding support (more than 14,000).
- Schools enrolled 4,947 students with a disability in the School Swimming Scheme with 47 special schools participating and 521 primary schools; up from 471 in the previous year.

- Equity assistance was available for all students with a disability to assist them to access all components of a school based apprenticeship or traineeship.

Strategies

We increased and improved opportunities for students with a disability to participate in educational programs by:

- conducting ongoing training in the principles and practices of reasonable adjustment as applied to both students and employees
- conducting 18 workshops and piloting an online course in three regions to develop teachers' understanding of gifted and talented students, including those with a disability, to enable their participation in appropriate extension and enrichment opportunities
- converting TAFE NSW student learner guides into MP3 files (text to speech audio files) to make them more accessible to students with a disability; for example, TAFE NSW Hunter Institute has trialled converting the Heavy Plant Mechanics Student Learner Guide into an MP3 file to assist students in revising work
- increasing the number and range of texts available in adjusted forms (such as audio and Braille books) for the Premier's Reading Challenge
- delivering courses through Outreach Sections in TAFE NSW Institutes including the Introduction to Office Skills course conducted in partnership with St George and Sutherland community mental health teams to build students' confidence in a TAFE environment
- publishing reviews of products relevant to students with special needs as well as information on technological developments and upcoming events related to the use of adaptive technologies.

Challenges and future directions

- Continue projects such as the Aboriginal Early Language Development Program, the TAFE NSW course in Aboriginal Support Networks, and vocational education and training provisions for Aboriginal offenders with an intellectual disability in NSW correctional centres.
- Evaluate progress in the TAFE NSW project, Mentoring Students with a Disability, against its stated aim of improving retention of

students with a disability in higher award courses.

- Develop the state-wide 'shared resources' catalogue and database for inclusive teaching and learning for students with disability across TAFE NSW.
- Encourage the greater participation of students with a disability in physical education and sport K-12.

Section 4: Accountability

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

Achievements

- Several TAFE NSW institutes have redesigned their student satisfaction surveys to better pinpoint areas for further development for students with a disability.
- The implementation of the Western Institute Disability Access Plan has resulted in progress in the improvement of facilities.
- Professional learning was provided for secondary deputy principals to establish effective learning support teams to coordinate both school and regional resources and to monitor and support the learning for students with a disability.
- 114 training courses for around 1,500 participants, costing more than \$2 million, were organised for people with a disability and support staff and carers, to provide training in the Health and Community Services industry.

Strategies

We monitored and refined policies and practices by:

- redesigning enrolment forms at Western Institute resulting in a reduction to just 6% of students not responding to the opportunity to disclose a disability
- managing resources, such as itinerant services and assistive technology, in some regions at the regional level and the development of regional data bases have been identified as improving service delivery, reducing duplication and assisting in efficient reallocation of resources
- inviting students with a disability in high schools in Northern Sydney Region to participate in their transition planning

meetings with the support teacher transition and their parents or carers

- increasing the number of students with a disability completing courses at TAFE Certificate III level and above through effective individual case management
- collecting regional information on autism specific support to inform future State Office planning
- identifying student participation rates in ACE for people with a disability and monitoring this participation to assist in identifying areas for improvement. In 2007, there were approximately 5,500 people with a disability enrolled in ACE Vocational Education and Training (VET) programs from a total enrolment of 129,600; 4.2% disclosed a disability.

Challenges and future directions

- Complete the new Equal Employment Opportunity Management Plan, including the Department's commitment towards increasing employment for people with disabilities, a priority in the NSW State Plan.
- Complete the review of the Student Special Transport Guidelines to develop a new approach to the assessment of student needs in relation to transport, including: the criteria that determine student eligibility to access special transport services; the proposed transfer of responsibility for assessing student transport needs to regional personnel in conjunction with school principals; and the impact of the travel assessment process upon students, parents, departmental staff, schools and transport providers.

Section 5: Joint Planning Initiatives

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

Achievements

- A communications protocol has been finalised between the Department of Education and Training and the Department of Ageing, Disability and Home Care to facilitate: greater alignment of planning cycles between the two agencies; consistency in local management of transport and respite matters; and operational changes to address transport

to respite from the commencement of each school year, overcoming previous service limitations.

- The Department participates in strategic alliances and interdepartmental working parties to achieve the objectives of the State Plan, considering issues such as:
 - an interagency therapy services agreement
 - assessment and support services for people with autism
 - intellectual disability and criminal justice.

Strategies

We have:

- through a regional initiative (Illawarra and South East Region), Behaviour Intensive Care (BIC), senior officers of Department of Ageing Disability and Home Care and Department of Education and Training and other relevant agencies considered ways to address the needs of families with complex needs, including increased and strategic support for students with unresolved complex and high support needs, especially involving disabilities and challenging behaviours
- coordinated a whole of government program to assist young people with an intellectual disability at a special school in a disadvantaged area to enjoy improved education, training, employment and social outcomes through more effective coordination of NSW government services
- though Employee Performance and Conduct Directorate, maintained protocols with the Department of Community Services and the NSW Police Force to ensure that relevant roles and responsibilities are understood and correct procedures followed in the investigation of allegations of criminality or misconduct. Department staff are trained in appropriate interview techniques, particularly where the type of communication system used may be unfamiliar
- through the New South Wales Adult Migrant English Service (AMES), worked with the Integrated Humanitarian Settlement Strategy Providers, the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) counsellors and refugee support groups to assist refugee and humanitarian entrant clients with special needs.

Challenges and future directions

- A travel training program, developed and implemented in association with Family Resource and Network Support Inc, has been trialled in support units in inner city schools as part of a proposed student assessment process for assisted travel with revised guidelines. The evaluation of the program and recommendations for future action are still under consideration.
- Develop a Memorandum of Understanding with Department of Ageing Disability and Home Care for post school options for people with a disability.
- Ensure that there are no barriers to skilled employment opportunities for students with a disability and that appropriate support and assistance are available to encourage them to complete a school based apprenticeship or traineeship through collaboration with Commonwealth and State services.

APPENDIX 12: NSW GOVERNMENT COMMITMENT TO WOMEN

Our Commitment to Women, the NSW Government's record of achievements and plans for the future for the women of NSW was released in February 2007. The new policy identifies ten key priority areas for the delivery of targeted programs and future plans for women.

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

TAFE NSW's achievements and future plans respond to a number of the key priority areas in Our Commitment to Women.

Achievements

During 2007, the Department continued to implement a range of strategies and initiatives to improve women's and girls' experience of education and training in line with the objectives Our Commitment to Women.

A course for young Aboriginal mothers was developed in 2007 by Outreach Programs, TAFE NSW - Western Institute, in consultation with a local Aboriginal playgroup and lead Aboriginal organisations in Orange. The course was run at a community centre simultaneously with the playgroup, Bush Babies. The Community Services Faculty was significantly involved in the design and support of the course with several community partners and pre-schools which donated child care resources to the playgroup which was organised and run by the young mothers. Eight students from the original ten in the Outreach course continued their study in second semester, undertaking the Certificate III in Children's Services. Following the success of the Outreach course, the faculty re-wrote several units of the Certificate III in Children's Services to be culturally appropriate.

TAFE NSW - Northern Sydney Institute was sponsored by CXC to deliver a Certificate III in IT under the TAFE NSW Work Wise Women IT initiative. CXC manages the administration of contract workers, especially for the IT industry, and promotes educational opportunities for mature aged women to enter the IT industry. CXC also contributed to the course delivery by meeting with students for work related discussions. Fifteen women enrolled in the course, with eleven completing the Certificate III and the same number also undertook additional Cisco Certification in the second semester.

TAFE NSW - Hunter Institute and the KBT (Kilarney Vale, Bateau Bay and Tumby Umbi) Community Regeneration Team delivered a targeted program to women sole parents impacted by Welfare to Work legislation. The course, *Women on the Way*, was delivered by Outreach Wyong at the Cynthia Street Neighbourhood Centre to women who were sole parents living in social housing estates. The course focussed on developing job seeking skills, preparing resumes, practising interviews and other work skills. The students also investigated work environments, the current job market and industrial relations conditions while examining further training and study options. Outcomes from the course included one student entering employment, another started home business, others attended TAFE information sessions with the intention of continuing training in 2008.

Strategies

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

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

Implementation of the strategy has been directly aligned with Our Commitment to Women.

Challenges and future directions

The participation of women students in TAFE NSW follows complex patterns. TAFE NSW is responding to the vocational education

and training (VET) needs of women through the following future plans which have been highlighted in Our Commitment to Women. TAFE NSW is:

- continuing to deliver, through TAFE Colleges, culturally appropriate training customised to meet the needs of Aboriginal women
- continuing to provide recognition programs for rural women that support their entry into training with TAFE NSW and lead to improved and sustainable employment for rural women
- continuing to recognise women's life experience and skills that support their enrolment and advanced standing into TAFE courses to ensure sustained workforce participation of mature age women
- maintaining the delivery of women only programs through TAFE NSW to ensure mature age women have access to education and employment opportunities that are specific to their learning needs
- maintaining provision of vocational education and training through TAFE NSW to young women who may experience disadvantage in relation to education such as young mothers and young sole parents.

APPENDIX 13: PAYMENT OF ACCOUNTS

DET payment performance indicators

13.1 Aged analysis at the end of each quarter

Quarter	Current (ie within due date) \$'000	Less than 30 days overdue \$'000	Between 30 and 60 days overdue \$'000	Between 60 and 90 days overdue \$'000	More than 90 days overdue \$'000
September	5,380	61	6	-	63
December	50,352	312	22	149	22
March	8,890	91	2	3	28
June	47,059	13	10	-	2

Source: DET Finance and Administration

13.2 Accounts paid on time within each quarter

		Total Accounts Paid on Time		Total Amount Paid
Quarter	Target %	Actual %	\$'000	\$'000
September	95%	97%	1,640,820	1,691,206
December	95%	96%	827,863	863,605
March	95%	98%	1,698,134	1,737,560
June	95%	96%	1,065,670	1,106,671

Source: DET Finance and Administration

DET late payment of accounts

There were no instances where interest was payable under Section 15 of the Public Finance and Audit Regulation 2005 resulting from the late payment of accounts. Procedures are continually reviewed to ensure the most effective services are provided to clients.

TAFE NSW payment performance indicators

13.3 Aged analysis at the end of each quarter

Quarter	Current (ie within due date) \$'000	Less than 30 days overdue \$'000	Between 30 and 60 days overdue \$'000	More than 60 days overdue \$'000
December	2,877	236	78	84
June	11,652	220	68	37

Source: DET Finance and Administration

13.4 Accounts paid on time within each quarter

		Total Accounts Paid on Time		Total Amount Paid
Quarter	Target %	Actual %	\$'000	\$'000
September	95%	93%	88,411	94,855
December	95%	91%	76,574	84,297
March	95%	93%	114,621	123,723
June	95%	93%	151,460	163,314

Source: DET Finance and Administration

TAFE NSW late payment of accounts

There were no instances where interest was payable under Section 15 of the Public Finance and Audit Regulation 2005 resulting from the late payment of accounts. Procedures are continually reviewed to ensure the most effective services are provided to clients.

APPENDIX 14: LAND DISPOSAL

In 2006-07 net proceeds from the sale of 18 school properties amounted to \$105.1 million.

Five TAFE NSW properties were sold, realising net proceeds of \$12.6 million.

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

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

APPENDIX 15: MAJOR ASSETS

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

By the end of 2007, the Department had the following building stock:

- 18,049 operating school buildings on 2,432 sites with a total floor space of around 7.64 million square metres
- 5,295 demountable buildings on school sites, providing a further floor space of around 411,000 square metres
- 1,852 TAFE NSW buildings at 133 colleges, providing a total floor space of approximately 1.65 million square metres.

In 2007, the Department identified 1,491 school and 163 TAFE buildings at 476 sites that have been statutorily listed by local councils and government authorities as heritage significant.

The Department's Heritage Asset Management Strategy was completed in 2007 and submitted to the NSW Heritage Council.

The preparation of the Department's Heritage and Conservation Register is continuing using the State Heritage Inventory Program supplied by the NSW Heritage Office. The Heritage and Conservation Register is a compliance requirement specified in the Heritage Act, 1977.

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

Institute/Region	College/School	Item	Value \$
Hunter	Maitland	Milling Machine FU125	55,500
Hunter	Maitland	Milling Machine FU125	55,500
Hunter	Maitland	Milling Machine FU125	55,500
Hunter	Maitland	Milling Machine FU125	55,500
Hunter	Newcastle	Hydraulic Press Brake	66,900
Hunter	Glendale	Car O Liner MK6 Repair System	70,891
Illawarra	Nowra	PABX System	79,307
Illawarra	Wollongong	Hydraulic Press Brake	66,900

Institute/ Region	College/ School	Item	Value \$
Northern Sydney	North Sydney	Air Conditioning Unit	62,850
South Western Sydney	Lidcombe	Bavelloni Glass Bevelling Machine	88,846
Sydney	St George	PABX	121,417
Sydney	Ultimo	Guillotine	75,000
Sydney	Ultimo	Air Conditioning Unit	619,999
Sydney	Ultimo	Lithographic Press	158,000
Sydney	Sutherland	Kitchen Exhaust Unit	71,500
Western Sydney	Blacktown	Wheel Aligner	51,830
Western Sydney	OTEN - Delivery and Services	Digital Betacam Recorder	56,440
Western Sydney	Mt. Druitt	Profile Cutting Machine	81,000

APPENDIX 16: WASTE REDUCTION AND PURCHASING POLICY

The NSW Government's Waste Reduction and Purchasing Policy (WRAPP) requires all State Government agencies to develop and implement a WRAPP plan to reduce waste and increase the purchase of recycled content in the areas of paper products, office equipment, vegetation material and construction and demolition material. A new WRAPP Plan 2007-08 - 2009-10 for the Department of Education and Training was approved in October 2007.

The Department has incorporated WRAPP throughout key policy and strategic planning documents such as the Environmental Education Policy for Schools and the Department's Environmental Management Strategy. The Department achieves WRAPP objectives through School Environmental Management Plans and the TAFE NSW Service Delivery Strategy.

The Department promotes the purchase of paper with at least 50% recycled content. In addition, the Department works closely with suppliers and stakeholders to further develop waste reduction and recycled content purchasing initiatives.

WRAPP requires State Government agencies

to report periodically to the NSW Department of Environment and Conservation (now the Department of Environment and Climate Change). The Department collected and analysed waste related statistics in the preparation of its 2007 WRAPP Progress Report which it submitted in August 2007.

Reducing the generation of waste

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

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

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

TAFE NSW environment officers develop and conduct programs with teachers, staff and students to reduce Institute waste streams and implement practices of purchasing recycled materials. In addition, TAFE NSW provides environmental awareness courses for people in the workforce as well as community training courses. The Department's 23 Environmental Education Centres provide similar services and activities for students, teachers and school communities.

Resource recovery

The Department of Education and Training has implemented waste minimisation strategies, the outcomes of which include the recycling for 2006-07 of:

- 2,366 tonnes of paper and cardboard
- 14 tonnes of comingled containers
- Nearly 23,000 computer CPU and laptop units
- 23,000 computer monitors.

Further waste minimisation strategies for capital works programs for the Department

in conjunction with the NSW Department of Commerce include:

- recycling and diversion of surplus excavated or demolition materials from land fill
- separate collection of bulk waste types
- monitoring of waste materials by the NSW Department of Commerce.

It is estimated that 50% of the vegetation, construction and demolition materials generated were recycled in 2006-07. This is an increase of 20% on 2005-06 figures.

Using recycled material

It is estimated that more than 65% (an increase of 5% since 2005-06) of white paper (A3 and A4) supplied to the Department by the major contract suppliers of office products was recycled paper. Improvements were made in the quantity of remanufactured or refilled toner/ink cartridges being purchased: nearly 6% of toner cartridges purchased had recycled content.

APPENDIX 17: GOVERNMENT ENERGY MANAGEMENT POLICY

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

The Department collects energy consumption data from schools from calendar year financial reports, which are then combined with TAFE and administration data to meet the GEMP annual reporting requirements. Collection of this data commences in April each year and is then submitted to the Department of Environment and Conservation (Department of Environment and Climate Change) by the due date of October each year. As the process of collecting 2007 data has not yet commenced, consumption figures quoted here refer to data collected for the 2006 calendar year period.

Energy supply and management

The Department sources 6% of its electricity from Green Power which is accredited renewable energy from environmentally friendly

sources such as solar and wind energy. The number of facilities purchasing 6% Green Power has continued to grow - eventually the whole Department will be purchasing electricity via contract supply (which incorporates the green component). The Department's purchase of 6% Green Power equates to approximately 22,418 MWhr/year.

The Department has installed 124 education facilities with solar (photovoltaic) systems. These solar systems generate approximately 267 MWhr/year.

The annual combined electricity consumption from these renewable sources was approximately 22,685 MWhr, which equates to an estimated reduction of 24,228 tonnes of greenhouse gasses being released into the atmosphere.

Performance

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

Despite growing interest in energy efficiency and implementation of programs aimed at reducing consumption, an overall increase in energy consumption of approximately 6% occurred over the 2006 reporting period in comparison with the previous year.

Adopting best practice in the procurement of new assets

The Department of Education and Training ensures that the design and construction of its new and refurbished education facilities incorporates well-established ecologically sustainable design features in energy efficiency, water conservation and environmental considerations. An important part of education facility design is the provision of low environmental impact facilities that ensure acceptable comfort condition levels are achieved. Design features for facilities include:

- maximising the use of natural light in all new primary schools and, increasingly, in high schools through the installation of roof light strips

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

17.1 Projects to improve energy efficiency

Site	Project	Scope	Result
Dapto High School	School lighting upgrades	All fluoro light fittings replaced with low energy triphosphur fluoro units	Better quality light & cost saving of 16%/year
Model Farms High School	School lighting upgrades	All fluoro light fittings replaced with low energy triphosphur fluoro units	Better quality light & cost saving of 13.5%/year
Picton High School	School lighting upgrades	All fluoro light fittings replaced with low energy triphosphur fluoro units	Better quality light & cost saving of 9.9%/year
Various Hunter DET schools	ClimateCam for Schools	Partnership between Newcastle City Council and DET to raise awareness and educate students about energy use in schools, includes computer application linked to web	3 campuses of Callaghan College to monitor in real-time energy use and explore energy saving options with students, project to continue through 2008

Site	Project	Scope	Result
One Climate Change Learning Community per DET region	Schools Climate Change Initiative	Funding from NSW Treasury was utilised for teacher professional learning and development of relevant units of work	Climate Change Learning Communities were established and units of work were implemented in stage 3 classes
Six TAFE institutes	Implemented energy management components of the Department of Environment & Climate Change's Sustainability Advantage Program	The Sustainability Advantage Program will continue into 2009	Detailed energy audits were conducted by consultants at TAFE Colleges around NSW - these audits have detailed programs for energy efficiency which are being implemented
TAFE NSW Sydney Institute	Sydney Institute Energy Reduction Program	Installation of variable speed drives on A/C fans, installation of energy efficient triphosphur fluoro lamps to replace rapid start 60Watt lamps	Reduced electrical energy consumption in Bldgs D and G by approx 4%, Institute achieved 6.3% reduction in electrical energy usage compared to 2006 levels

Source: DET, Asset Management

APPENDIX 18: RECORDS MANAGEMENT PROGRAM

The Department used its upgraded records management software, TRIM Context, to improve information sharing and service delivery while reducing duplication and costs. The Department's Records Management Program Policy and Procedures Manual were revised and strengthened, incorporating detailed instructions for all records management functions using TRIM Context. The Director-General required all senior managers to report by December 2007 on the records management performance of their business units, using an annual reporting template which was also designed to assist them in monitoring future improvements.

The implementation of the revised Policy and Procedures Manual was supported by comprehensive information on the Department's Intranet, and a continuing training program for a significant number of staff across all areas of the Department.

As anticipated in the 2006 Annual Report, work commenced on the development of an Electronic Document and Records Management System (EDRMS). A high level scoping study examined current practices, scoped future requirements, and identified corporate strategies for ensuring that EDRMS would enhance information management, improve Departmental services, and help deliver legislative compliance together with the most cost-effective use of resources. The proposed implementation of EDRMS is planned to commence in late 2008.

APPENDIX 19: PRIVACY AND PERSONAL INFORMATION PROTECTION

Departmental staff are kept informed of the implementation of the privacy legislation through privacy bulletins, information brochures, training/information sessions, advice provided through the Legal Services Directorate telephone advice service and information provided on the Department's privacy intranet site.

During the year ended 31 December 2007, there were 16 applications for internal reviews lodged under Part 5 of the *Privacy and Personal Information Protection Act 1998* and of those, eight applications were finalised by the Department. In addition, a further four applications were finalised in response to applications lodged during the year ended 31 December 2006.

APPENDIX 20: ELECTRONIC SERVICE DELIVERY

The Department continues to improve its delivery of electronic services to staff and stakeholder clients by integrating departmental home pages, information pages, publications and business process services into the Department's web presence.

Education Support Systems

- Enhancements supported the introduction of revised TAFE enrolment fees and payment model for 2008 enrolments.

- Integrated the electronic cash register system into staff assisted mainstream enrolment processes (MEVI/ECRI). Piloted in South Western Sydney Institute and Western Institute as part of the WebCR Project pilot.
- Provided TAFE course offerings, acceptance and payments using online systems for students in high-demand application courses and extended the service to all re-enrolling students across the State. The re-enrolment process commenced in December 2007 and is expected to continue into February 2008.
- TVET students using the online TAFE VET student management software to enrol.
- The TAFE Strategy and Business Operations site assists Institutes and Central units more easily find relevant, up-to-date information. The site has increased the number of resource and information files by 30% and during 2007 the site registered 213,936 individual page views.
- Higher Education Register System (HERS Phase I) was implemented allowing State Training Services to efficiently record, track and report on all applications for NSW higher education and business name approvals and for the real-time publication of information to the public NSW Register of Higher Education. The system was delivered through multiple releases from March to August 2007.
- TAFE and State Training Services systems were updated to collect additional information required for the national VET Provider statistical data collection and the national Australian Apprenticeships statistical data collection. These data collections are provided annually by all states, and must conform to the national statistics collection standard (AVETMISS) which was updated in 2007.
- A Schools' Enrolment and Registration Number (ERN) system was developed to provide an online web/portal accessible central database for school student enrolment information. It is the first step in replacing 18 year old OASIS student management system. The ERN provides a framework for the Department to manage students through their life-long engagement in NSW public education in a single education record. Implementation began with a pilot September 2007, and will continue through to mid March 2008 when all NSW DET schools will be online. The system will

provide a capacity to extend online services to students and parents.

- OASIS Web Enquiry provides a new browser service for *OASIS Library* school library catalogues. The system was developed by Information Technology Directorate in collaboration with Curriculum K-12 Directorate and enables students and staff to search the school library catalogue for all resources, both electronic (e.g. websites) and physical (e.g. books, DVDs, audio). It also enables realtime linked access to websites selected to support units of work for specific school classes.

20.1 MEVI/ECRI - High Demand Courses

Period	2007 Semester 1	2007 Semester 2
No. Courses	98	67
No. Campuses	98	65
No. Students	27,863	6,608
Fees Collected	\$6,470,911	\$1,901,703

Source: DET, Chief Information Officer

20.2 Mainstream Enrolments Through the Internet

Period	2007 Semester 1	2008 Semester 1*
No. of courses	774	880
No. of campuses	100	112
Students offered places	99,839	103,621
Fees Collected	\$13,380,207	\$14,723,327

*Information current as of 04 Feb 08 (2008 enrolments in progress).

Source: DET, Chief Information Officer

20.3 Statewide TAFE VET Student Management Software - MEVI/ECRI

Period	2007 Semester 1	2008 Semester 1*
No. of courses	83	104
No. of campuses	107	106
Students Registered	18,575	18,580

*Information current as of 04 Feb 08 (2008 enrolments in progress).

Source: DET, Chief Information Officer

Human Resource, Finance and IT Management Systems

- *Lattice-ESS* project enhanced the TAFE Employee Self Service in Term 4 2007 to include online leave application and processing.
- The Human Resource web applications accounted for approximately 3.3 million ESD and ESS transactions, all initiated online by

employees and the general public rather than entered and processed via back-office staff. The eCPC (schools casual pay system) and eEC (TAFE temporary teacher pay system) systems improved efficiency of salary payments of \$730+ million.

- Electronic Application to Teach (eAT3) was implemented enabling members of the public to apply online for approval to teach in NSW public schools. Developed and released during 2007, the system provides for self assessment of qualifications and automates part of the processing of over 9,000 applications to teach each calendar year.
- Developed and implemented in 2007, the Online Management of Schools Staffing (OMSEE) system enables Teacher staffing entitlements for all primary and secondary schools to be calculated, reviewed and approved online.
- Jobs@DET enables the advertising of teaching and non-teaching vacancies and then allows the review of applications submitted by interested applicants. In 2007 in excess of 5,000 positions within the Department were advertised through this online system.
- Student Transport Management System (STMS) manages the provision of transport to 10,611 students with special needs. Managed from Wollongong the system coordinates the transport for these students to 870 schools by 607 transport providers. The system is accessible online by school staff.

The Finance Compliance Project was an amalgamation of 3 DET Finance systems

- CABS Reporting which provides a central and more powerful budget reporting tool for the Management and Accounting Unit against the Corporate Accounting Budget System (CABS).
- SFS Reporting provides a central, secure and auditable reporting tool for use of the School and Regional Financial Operations (SRFO) Unit.
- DataFlex Replacement replaced a DOS-based application and provides a centralised, stable and fully supported application for use by Financial Accounting to perform the verification, consolidation and elimination of TAFE Financials.

DET Portal Usage Statistics

The DET portal was extended to support the growing number of Electronic Service Delivery and Education Support Systems services and users. Infrastructure upgrades were completed to meet growth particularly in students use of portal for educational use of the internet. Access to web based services grew from 81,000 users in January to peak at 406,000 users in November.

APPENDIX 21: CONSUMER RESPONSE

In 2007 a total of 2,095 letters to the Director-General were registered and processed.

With regard to Ministerial correspondence, 5,697 items were registered in 2007. In addition 2,335 campaign or petition letters/emails were managed by the Executive Support Directorate (ESD) on a range of issues including school based infrastructure and development matters, TAFE funding and special education resources.

In 2007, letters and campaign correspondence were received in the following selected categories:

- over 1,200 items of correspondence relating to school infrastructure covering issues including provision of new facilities, demountable accommodation, air conditioning and security fencing
- more than 650 letters relating to personnel issues such as the provision and appointment of teachers, availability of casual teachers and the school staffing formulae
- over 330 items on TAFE related matters such as access to and availability of courses and fees.

A Public Liaison Officer's role exists within Corporate Communication to field phone calls and emails regarding the whole of the Department of Education and Training including TAFE, schools, adult education, early learning and vocational education and training. Enquiries are also received regarding issues covered by other agencies such as the Board of Studies and the Commonwealth Department of Education, Science and Training.

More than 3000 phone calls and 6800 email responses (both internal and external) were provided to clients in 2007, with issues ranging

in complexity from Department of Education and Training policies to Term dates.

TAFE NSW

The following changes/improvements were made in response to complaints received:

- customer service centre employees were trained in new and emerging technologies, enabling them to provide accurate and prompt information to students and teachers as required
- examination supervisors were provided with additional training to improve customer service
- a Customer Satisfaction Peak Work Group was established to address issues identified
- TAFE NSW systems and procedures are now included in the Induction Program, so that new staff are familiar with them
- air conditioning was installed in a college library to ensure an appropriate learning environment
- a new gate was installed on a restricted access road to improve safety
- a new canteen facility was built to improve customer service
- institute recruitment processes were reviewed and improved.

21.1 TAFE NSW complaints

Type of Complaint	Number of Complaints		
	Received	Resolved	Carried Over to 2007
Category 1:			
Remedy and System Improvement – General complaints (delays, inefficiencies)	892	852	40
Category 2:			
Negotiation – More serious complaints (unreasonable or unfair behaviour)	540	485	55

Type of Complaint	Number of Complaints		
	Received	Resolved	Carried Over to 2007
Category 3:			
Investigation – Alleged unlawful behaviour (conduct alleged to be either wholly or partly corrupt or contrary to the law)	195	161	34
Total	1,627	1,498	129

Source: DET, TAFE NSW

Adult Migrant English Service

Cat 1: Remedy & Systems Improvement
Complaints relating to OHS issues were resolved through increasing staff awareness of these issues, and reviewing systems and work practices. Complaints relating to student services' provision e.g. educational counsellors and computer rooms, were resolved through changes to resource allocation to better meet student need. Front counter service procedures were modified and improved.

Cat 2: Negotiation

Complaints relating to interaction between staff members were resolved by reinforcing the correct code of professional conduct in the workplace, staff in-service training and support as part of the performance management system.

Cat 3: Investigation

No complaints arose in this category

21.2 AMES complaints

Type of Complaint	Number of Complaints		
	Received	Resolved	Carried Over to 2007
Category 1:			
Remedy and System Improvement – General complaints (delays, inefficiencies)	24	24	0
Category 2:			
Negotiation – More serious complaints (unreasonable or unfair behaviour)	20	20	0

Type of Complaint	Number of Complaints		
	Received	Resolved	Carried Over to 2007
Category 3:			
Investigation – Alleged unlawful behaviour (conduct alleged to be either wholly or partly corrupt or contrary to the law)	0	0	0
Total	44	44	0

Source: DET, TAFE NSW

State Training Services (STS)

Quality Assurance Services

Quality Assurance Services, a directorate of State Training Services, provides quality assurance determination and complaint investigation for registered training organisations regulated by the NSW Vocational Education and Training Accreditation Board. Quality Assurance Services records and investigates complaints received about its own level of service. During 2007, three complaints were received (compared with four in 2006 and nine in 2005).

It should be noted that complaints about the Vocational Education and Training Accreditation Board are reported in the Board's Annual Report. At the beginning of 2005, VETAB introduced a set of customer service standards. These are available on the Board's website at: www.vetab.nsw.gov.au/customer_service_standards.htm.

21.3 State Training Services (STS) complaints

Complaint Type	Number of complaints received
Audit Process	3
Processing Timeframes	0
Staff	0
Other	0
Total	3

Source: Quality Assurance Services, TAFE NSW

Centre for Learning Innovation

In 2007 the Centre for Learning Innovation (CLI) reviewed processes through an external ISO 9001:2000 audit and a series of internal audits. 70 improvement requests were raised. Improvements were implemented and all requests were resolved.

CLI conducts an annual internal Strategic Review process and in 2007, 133 improvements were identified. 108 have been resolved and the remaining 25 are ongoing.

A DET Internal Audit Report Number 6846 identified 40 areas of potential risk existing in relation to the Teaching and Learning Exchange (TaLe) website managed by CLI. All items were closed off during 2007.

In general, CLI improvements focused on customer feedback mechanisms and business and production processes.

APPENDIX 22: ORGANISATIONAL IMPROVEMENT AND RISK MANAGEMENT

The Audit and Risk Management Directorate (ARMD) is responsible for internal audit assurance services for the Department as well as consultancy services in the areas of corruption prevention, risk management and consulting.

During the year, the governance structure of the Department was enhanced by the appointment of an independent chair for the Audit and Risk Management Committee. Highlights of the directorate's performance are outlined below.

Organisation improvement

The Risk Management and Consulting (RMCS) Unit within ARMD facilitated the embedding of enterprise risk management in the department. Risk based reviews and consultancies were conducted in 2007. Workshops and training sessions in risk management were conducted in State Office Directorates and in regions throughout the state. Advice and guidance was provided to portfolio senior officers in relation to the identification of risks associated with performance targets. An updated Department strategic risk profile was developed.

RMCS has also provided to senior officers consultancy and business improvement

services. This has involved reviews of operational and functional areas of the DET. Reports include recommendations to make operational areas more efficient and effective.

In 2007, RMCS conducted five reviews and were involved in a larger departmental-wide review. The projects that were managed and conducted were as diverse as reviews on Itinerant Teacher Travel Reimbursements, the Arts Unit and an analysis to identify the extent and value of mis-coding in the Casual Employees Payroll System, which also provided recommendations on how this system could function more effectively.

TAFE NSW

Audits of major TAFE NSW Institute functions such as payroll, purchasing, accounts payable and receivable, budget management, staff recruitment and Occupational Health and Safety were conducted at three institutes. Computer applications were used to fully interrogate the whole of TAFE NSW payroll and accounts payable data.

Audits were also conducted covering the management of fixed assets, the Building Industry Skills Centre, management of the TAFE motor vehicle fleet, the TAFE Card, overtime and the use of corporate credit cards.

Auditors from the National Centre for Vocational Education Research were assisted in their audit of TAFE NSW student data on behalf of the Commonwealth Department of Education, Science and Training. This audit was of high priority as the results have a direct bearing on Commonwealth funding received by TAFE NSW.

All TAFE NSW Institutes submitted a signed statement of responsibility for internal control in 2007. These documents stated that the objective of reducing risks to an acceptable level had been achieved and that a system of internal controls had operated satisfactorily.

Statewide audit

Directorate staff completed 13 audits in State Office directorates and significant system improvements resulted from these audits. Some examples are listed below:

- flexitime practices and procedures
- employment screening
- payroll
- accounts payable

- sponsorships
- occupational health and safety
- overseas travel
- probity audits over large tenders
- financial viability checks on Higher Education Institutions seeking registration under the Higher Education Act.

Information systems

Eleven audits were completed during the year. Recommendations made, when implemented, will improve operational controls, security and efficiencies. Examples of these audits include:

- application systems: Student Administration and Management (SAM), Mainstream Enrolments via Internet (MEVI), Personnel System (PCS) and Non-Order Voucher Application (Supa-NOVA)
- infrastructure: Regional networks and local area networks
- project governance and probity: Authenticated Internet Browsing and Email (AIBE), Student Email RFT and Web Cash Register (WEBCR).

There was also ongoing involvement with medium to long term projects such as Connected Classrooms, Student Registration Number (SRN), School Student Data Compliance, Performance Reporting and Classroom Management System.

Additionally, the unit provided advice and support to global audits, developed computer assisted audit techniques, attended regional information technology meetings, developed KPI reports for the DET Audit and Risk Management Committee, and assisted in investigations.

NSW government schools

The Department undertook 981 audits of selected schools that focused on their key financial and related operations in accordance with assessed risk. These audits found that generally schools managed their finances satisfactorily. Common findings and summary reports were provided to regional offices.

Audits were also undertaken in areas such as school enrolments and Occupational Health and Safety.

DET policy documents

Staff and members of the public can access the Department's policy documents through its

corporate website www.det.nsw.edu.au. The majority of these documents have been written in a standardised format. The policy area of the site provides contact details for requests for further information or feedback.

Benchmarking audit services

The Department participated in an international benchmarking program in which internal audit Departments in the public and private sectors are compared with each other, with groups of similar size, purpose or location, and against world-class internal auditing groups. This benchmarking process is conducted annually. Areas of comparison included level of resourcing, skill and experience of audit staff, timeliness of audit work, quality of audit planning, risk awareness and quality improvement activities. In 2007, the Department continued to meet or exceed world-class standards in several areas of auditing including audit planning and risk awareness.

Insurance activities

The NSW Treasury Managed Fund (TMF) Scheme provides a full range of insurance cover for most NSW Government agencies, including government schools and institutes.

A self-insurance scheme, the TMF Scheme is underwritten by the NSW Government. The major lines of insurance provided are workers' compensation, property, liability, motor vehicle and miscellaneous.

The overall cost of the 2007/08 premiums was less than that paid for the 2006/07 premiums, with particularly pleasing reductions in costs on workers' compensation, property and liability.

Corruption prevention

Corruption prevention activities focused on the conduct of projects to promote ethical behaviour throughout the Department and to establish business practices incorporating corruption prevention strategies. Projects emanated from analyses of investigations data, investigations and audits (both internal and external) and from management requests. Projects undertaken in 2007 included: special investigations at the request of the Director-General; assistance in the implementation of the Register of Pecuniary and Private Interests; follow-up of the ICAC Reports on an investigation into schemes to fraudulently obtain building licences and on an investigation and

systems review of corruption risks associated with HSC take-home assessment tasks and the Whistling While They Work Project aimed at improving whistleblower legislation across most Australian jurisdictions. Corruption prevention presentations were delivered and advice was provided to clients across all the Department's portfolios.

22.1 Complaints received which led to notification to the Independent Commission for Corruption by Sector per calendar year *

Sector	2007	%	2006	%	2005	%	2004	%	2003	%
Schools & Regional Offices	42	49	52	46	41	48	73	64	56	53
TAFE Institutes	34	40	36	32	33	38	25	22	35	33
State Offices	9	10	21	19	10	12	15	13	8	8
External/Other	1	1	4	3	2	2	1	1	6	6
Total	86		113		86		114		105	
%Protected Disclosures	20%		24%		24%		39%		21%	

* These matters which were previously investigated by the Department's Audit Directorate, are now subject to investigation by the Serious Misconduct Investigation Team of the Employee Performance and Conduct Directorate. Prior to 2007 these matters were reported as "Complaints Registered for Investigation by Audit Directorate by sector by calendar year".

22.2 Outcomes of Investigations of matters notified to the Independent Commission Against Corruption*

Outcome	2007	%	2006	%	2005	%	2004	%	2003	%
Unsubstantiated	30	26	33	42	37	46	57	47	48	49
Matter closed, no further action**	32	28								
Substantiated	54	46	46	58	44	54	64	53	50	51
Total	116		79		81		121		98	

* These matters are now subject to investigation by the Serious Misconduct Investigation Team of the Employee Performance and Conduct Directorate. **Data is now collected to enable the Department to clarify those matters where there is insufficient evidence to make a finding, a complainant withdrawing their complaint, or insufficient information to pursue the complaint. This information was not previously reported separately.

APPENDIX 23: MATTERS AFFECTING THE OPERATIONS OF THE DEPARTMENT

Financial operations

The Department's financial report, for the year ended 30 June 2007, has been prepared in accordance with applicable Australian Accounting Standards which include Australian equivalents to International Financial Reporting Standards (AEIFRS).

The Department's land and buildings were re-valued prior to 30 June 2007 and the accounts as at 30 June 2007 incorporate these re-valued figures.

Issues that could impact on TAFE NSW in 2008

- Negotiation of the 2009 -12 Commonwealth Funding Agreement.
- Implementation of TAFE In the 21st Century including simplifying and streamlining TAFE

ICT systems and processes to improve customer service and facilitate flexible and personalised delivery.

- Negotiation of new Teachers' and Public Sector Awards.
- Responding to greater industry demand for delivery of customised training and assessment in the workplace, in conjunction with enterprises.
- Strengthening TAFE NSW's performance in the competitive training market.
- Ensuring successful compliance with the requirements for outcomes based auditing under the national provider registration processes of the Australian Quality Training Framework 2007.
- Implementing an income contingent student loan system (VET FEE-HELP) to assist students enrolled in diploma, advanced diploma, graduate certificate and graduate diploma courses.
- Continuing to expand training within budget to meet NSW State Plan targets.

- Implementing the TAFE NSW Workforce Development Guarantee.

Issues that could impact on NSW government schools in 2008

- Meeting the requirements and targets of the State Plan.
- The National Assessment Program - Literacy and Numeracy tests for students in Years 3, 5, 7 and 9 will be implemented for the first time in 2008. The national tests will replace the previous statewide literacy and numeracy tests (the Basic Skills Test, the English Language and Literacy Assessment and the Secondary Numeracy Assessment Program) for students in Years 3, 5 and 7.
- The continuing rise in the numbers of school students with a disability (around 40% anticipated) seeking an enrolment in TAFE Delivered VET (TVET) as part of their Higher School Certificate.
- Recommendations from the Special Commission of Inquiry into Child Protection Services in NSW.
- Recommendation arising from the NSW Ombudsman review of the implementation of the Department of Education and Training's policy and procedures for the suspension and expulsion of school students.
- Through the NSW Government's Better Together initiative, the Department is working with other government agencies to strengthen disability services, including those supporting children with autism and their families. This initiative will address the coordination of services provided through both government and non-government agencies supporting children with disabilities and their families.
- Departmental preschools will be required to comply with the Children's Services Regulation 2004 with a phased approach commencing with the 46 preschools in South Western Sydney and Western Sydney Regions on 1 July 2008. Workshops and support are being provided to assist schools with preschools for the transition to Regulation.
- The installation of up to 800 connected classrooms, with related professional learning and infrastructure needs.
- Rapid changes to procurement methods especially connected to the Commonwealth Digital Revolution Programme. There will

also need to be a thorough audit and capture of school IT infrastructure.

- Later in 2008 - award negotiations.

APPENDIX 24: LEGISLATIVE CONTEXT AND CHANGES

The Department assists the Minister in the administration of the following Acts:

- *Apprenticeship and Traineeship Act 2001*
- *Australian Catholic University Act 1990*
- *Australian William E Simon University Act 1988*
- *Board of Adult and Community Education Act 1990*
- *Board of Vocational Education and Training Act 1994*
- *Charles Sturt University Act 1989*
- *Education Act 1990*
- *Education (School Administrative and Support Staff) Act 1987*
- *Higher Education Act 2001*
- *Higher Education (Amalgamation) Act 1989*
- *Institute of Teachers Act 2004*
- *Macquarie University Act 1989*
- *Moree and District War Memorial Educational Centre Act 1962*
- *Parents and Citizens Associations Incorporation Act 1976*
- *Public Sector Employment and Management Act 2002*
- *Saint Andrew's College Act 1998*
- *Sancta Sophia College Incorporation Act 1929*
- *Southern Cross University Act 1993*
- *Teacher Housing Authority Act 1975*
- *Teachers' College Act 1912*
- *Teaching Service Act 1980*
- *Technical and Further Education Commission Act 1990*
- *Technical Education Trust Funds Act 1967*
- *University of New England Act 1993*
- *University of New South Wales Act 1989*
- *University of New South Wales (St George Campus) Act 1999*
- *University of Newcastle Act 1989*
- *University of Sydney Act 1989*
- *University of Technology, Sydney, Act 1989*
- *University of Western Sydney Act 1997*
- *University of Wollongong Act 1989*
- *Vocational Education and Training Act 2005*

- *West Scholarship Act 1930*
- *Women's College Act 1902.*

During 2007:

- the *Teacher Housing Authority Act 1975* was amended by the *Statute Law (Miscellaneous Provisions) Act 2007* and, the *Teaching Service Act 1980* and the *University of Sydney Act 1989* were amended by the *Statute Law (Miscellaneous Provisions) Act 2007 (No 2)*
- the *Education Regulation 2007* and the *Teaching Service Regulation 2007* were remade in accordance with the requirements of the *Subordinate Legislation Act 1989* and a minor amendment was made to the *Apprenticeship and Traineeship Regulation 2005*
- divisions 3 and 4 of Part 5A of the *Education Act 1990*, which give the Director-General of the Department of Education and Training the statutory power to issue a student with a direction about enrolment, became operative.

The following statutory instruments are in force under Acts administered by the Minister:

- Apprenticeship and Traineeship Regulation 2005
- Education Regulation 2007
- Education (School Administrative and Support Staff) Regulation 2003
- Higher Education Regulation 2003
- Southern Cross University (Transitional) Regulation 1994
- Teaching Service Regulation 2007
- Technical Education Trust Funds (Institute) By-law 1985
- Technical Education Trust Funds (TAFE Establishments) By-law 1997
- various university by-laws.

Note: All the above Acts and statutory instruments are available at www.legislation.nsw.gov.au

Judicial decision

There were no judicial decisions involving the Department of Education and Training decided during the year that have a significant new impact on the Department's operations.

APPENDIX 25: CONSULTANTS

25.1 Consultants

Cost equal to or greater than \$30,000				
Name of consultant	Category of consultancy	Title of project (if applicable)	Purpose of consultancy	Actual cost of engaging consultant
Sydney Foreshore Harbour Authority	Organisational Review	National Art School - Assessment of Compliance, Site Utilisation and Commercial Opportunity	To provide an assessment of the National Art School site utilisation and to provide a strategic overview of potential commercial opportunities for use of the site.	\$34,650
Total consultancies equal to or more than \$30,000 (1)				\$34,650
Cost less than \$30,000				
Consultancy categories				Actual cost of engaging consultant
Training				\$0
Organisational review				\$0
Total consultancies less than \$30,000				\$0
Total consultancies				\$0

Source: Finance and Administration

APPENDIX 26: PUBLICATIONS

26.1 Resources and publications

Publication	Website or telephone contact
Aboriginal education	
NSW Aboriginal Education and Training Strategy 2006-2008	www.aboriginaleducation.nsw.edu.au
Welcome to Country and Acknowledgment of Country	www.aboriginaleducation.nsw.edu.au/welcomecountry.pdf

Publication	Website or telephone contact
Adult and Community Education (ACE)	
It's a hard road to hoe - Designing a Community Language Project	9289 9126
ACE and Indigenous Australians Action Plan 2005 - 2008	9289 9126
Adult Migrant Education Service (AMES)	
The Soccer Club - reader, audio, sentence strips, flash cards, worksheets, colour photo illustrations	www.ames.edu.au 9289 9255
The Soccer Game - reader, audio, sentence strips, flash cards, worksheets, colour photo illustrations	www.ames.edu.au 9289 9255
Leisure Words - interactive CD-ROM and workbook	www.ames.edu.au 9289 9255
Getting it Right at Work: Customer Service	www.ames.edu.au 9289 9255
Getting it Right at Work: Negotiating and problem solving	www.ames.edu.au 9289 9255
Science Literacy - teacher resource	www.ames.edu.au 9289 9255
Jobseekers Online - video-based online short course	www.ames.edu.au 9289 9255
Customer Service - video-based online short course	www.ames.edu.au 9289 9255
TAFE NSW	
"Get ahead Start"	9561 8467
TAFELINK - the TAFE NSW e-newsletter for industry	www.tafelink.com.au
Drug and Alcohol Issues: An Agenda for Workforce Development in NSW, November 2005	www.det.nsw.edu.au/media/downloads/dethome/yr2005/drugalcoholpl.pdf
inTAFE: A Magazine for Students	www.tafensw.edu.au/about/publications/index.htm
Aged Care in Australia: A Guide for Aged Care Workers	www.lg.tafensw.edu.au/facetoface
Degree Express TAFE NSW - Sydney Institute	1300 360 601
Life-based learning: a strength based approach to capability development	9244 5005
Indigenous learning: a collection of key papers, reports, resources and websites	www.icvet.tafensw.edu.au/resources/indigenous_learning.htm
Curriculum	
New policy for schools implemented from 1 January 2006- Curriculum Planning and Programming, Assessing and Reporting to Parents	www.det.nsw.edu.au/policies/curriculum/schools/curric_plan/PD20050290.shtml
Online Curriculum Resources for Schools	www.curriculumsupport.education.nsw.gov.au/
Religious Education Policy and Implementation Procedures	www.curriculumsupport.education.nsw.gov.au/policies/religion/index.htm
Innovative arts programs (dance, drama etc)_Improve learning outcomes for boys	www.curriculumsupport.education.nsw.gov.au/gender_arts/index.html
State Literacy Plan 2006-2008 and related resources	www.curriculumsupport.education.nsw.gov.au/policies/literacy/index.htm
Reading Recovery Guidelines for implementation 2007 and beyond	www.curriculumsupport.education.nsw.gov.au/policies/literacy/program/reading_recovery/docs/guidelines_07.pdf
National Literacy and Numeracy Week Parent Brochure – Five ways to build your child's literacy skills K-4 (translated into seven languages)	www.nlnw.nsw.edu.au/pdfs/docs07/kit07/litfly07.pdf
National Literacy and Numeracy Week Parent Brochure – Five ways to build your child's numeracy skills K-4 (translated into seven languages)	www.nlnw.nsw.edu.au/pdfs/docs07/kit07/numfly07.pdf
The School Magazine, four issues each month, February to November: A literary magazine for students and a resource for teachers	www.curriculumsupport.education.nsw.gov.au/services/schoolmagazine/about/index.htm
Primary Education: Includes Kindergarten to Year 6. The website looks at starting school with links to the learning areas	www.schools.nsw.edu.au/gotoschool/primary
Premier's Reading Challenge: Details of the 2007 Reading Challenge - book lists, instructions, rules, forms and the latest news	www.schools.nsw.edu.au/premiersreadingchallenge
Key Learning Areas: For K - 6 these are listed as seven broad areas, for 7 - 12 as subjects	See www.schools.nsw.edu.au/learning. The content of syllabuses is on the NSW Board of Studies website.

Publication	Website or telephone contact
Implementation support for the new policy - Curriculum Planning and Programming, Assessing and Reporting to Parents	www.curriculumsupport.education.nsw.gov.au/timetoteach
Languages: Information about the range of languages offered in NSW in K-12	www.schools.nsw.edu.au/learning
Developing case studies with a focus on contemporary Asian themes and issues	www.curriculumsupport.education.nsw.gov.au/multicultural_art/index.html
MOVE: video art in schools	9886 7528
Literacy K-12 Policy	www.det.nsw.edu.au/policies/curriculum/schools/literacy/PD20050288.shtml
Numeracy K-12 Policy	www.det.nsw.edu.au/policies/curriculum/schools/numeracy/PD20070365.shtml
Scan: Professional journal focussing on supporting quality teaching and integrating technology and the use of resources for quality teaching delivered four times a year.	www.curriculumsupport.education.nsw.gov.au/schoollibraries/scan/index.htm
Raps and Book raps: Online discussions about books and other texts with resources for teachers to use in class, and supporting literacy across RLA's provided for some 120 class groups.	www.schools.nsw.edu.au/raps/index.htm
Disability Programs	
The Learning Assistance Program: A reflective study (2006)	www.schools.nsw.edu.au/studentsupport/programs/lrngdifficulty.php (02) 9266 8737
Critical Bridges; Meeting the Challenges at Points of Education by Working Together DVD	Disability Council of NSW
Students with Disabilities in Regular Classes - Funding Support - Guidelines	www.schools.nsw.edu.au/studentsupport/programs/guidelines.pdf
Funding Support - Students with Disabilities in Regular Classes - Support Document for Principals and School Executive, The School Learning Support Team and Senior School Assistants	www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/disability/supportdocument.pdf
Writing and Spelling Strategies - Assisting students who have additional learning support needs	www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/programs/lrngdifficulties/writespellad.pdf
Equity Programs and Distance Education	
On Common Ground - 2008 Calendar for Cultural Diversity and accompanying teachers' handbook	9244 5324
Surviving War Surviving Peace Kit - Second Edition	9244 5324
ESL Text Types Intensive English: Working with Text Types at Levels 2 and 3 of the Intensive English Programs Curriculum Framework	9244 5338
Web Services for Schools - Application to enrol in a NSW public school (pink version) (30 languages) - Expression of interest for placement in Year 7 (30 languages) - Core rules for students in NSW government schools (22 languages) - Values in NSW public schools (22 languages) - Warning Letters for non-completion of School Certificate, Preliminary Course and Higher School Certificate (22 languages) - Drug Education - Alcohol: Celebrations and Supply (22 languages) - Selective Schools - Information for parents and carers (22 languages) - Essential Secondary Science Assessment (ESSA) - Student Report and Parent Information sheet (22 languages) - Homework practices and study skills parent survey (GS-HPSS) (22 languages) - Holiday Reading is Rad material - (4 languages) - A DVD providing support materials was distributed to 1094 schools to support the 2008 PSP survey (4 languages) - Helping your child with patterns and algebra (22 languages) - Helping your child with mental calculations (22 languages) - Helping your child with representing and interpreting graphs and tables (22 languages) - Career Development in NSW Public Schools (22 languages)	www.det.nsw.edu.au/languagesupport/index.htm
Priority Schools Programs Website: Information about the operation, professional learning, projects and publications of the Priority Schools Funding Program (PSFP) and the Priority Action Schools (PAS) program	www.psp.nsw.edu.au

Publication	Website or telephone contact
Country Areas Program (CAP) website: Information about the operation of CAP, consultancy support, professional learning activities, teaching resources, interactive research units	www.cap.nsw.edu.au
Scholarships and Allowance: Information and application forms for boarding scholarships and the living away from home allowance	www.schools.nsw.edu.au/studentssupport/scholarshipsmore/studentassistance.php
Priority Schools Programs Leading & Achieving Conference Proceedings CD-ROM	State Equity Centre (88081179)
Priority Action Schools Program Schools Stories CD-ROM	www.psp.nsw.edu.au
Holiday Reading is RAD Evaluation Report 2006-2007	www.psp.nsw.edu.au
A DVD providing support materials in five languages including English for the conduct of the 2008 Priority Schools Program survey was distributed to 1094 schools.	www.psp.nsw.edu.au
Innovative arts programs conducted in NSW schools which improve learning outcomes for boys	www.curriculumsupport.education.nsw.gov.au/gender_arts/index.html
Professional Learning and Leadership Development	
The Professional Learning Continuum	www.det.nsw.edu.au/proflearn/continuum/index.htm
Beginning Teachers Resource Allocation Procedures	www.det.nsw.edu.au/policies/staff/prof_learn/begin_teach/PD20070367.shtml
2007 Professional Learning for School Leaders Poster	www.det.nsw.edu.au/proflearn/areas/sld/programs/index.htm
Leadership Capability Framework Poster	www.det.nsw.edu.au/proflearn/areas/sld/frameworks/slc.htm
2007 Executive Leadership Development Program	02 9561 1056
2007 Team Leadership Program	02 9561 1056
2007 Challenges for Public Educators	02 9561 1056
2007 Principal Capabilities	02 9561 1056
2007 Mentoring Essentials	02 9561 1056
2007 Action Research in Education	02 9561 1056
2007 Principal Handbook	02 9561 1056
Online First Time Executive toolkit	www.det.nsw.edu.au/proflearn/areas/sld/toolkits/index.htm
Online Experienced Executive toolkit	www.det.nsw.edu.au/proflearn/areas/sld/toolkits/index.htm
Online First Time Principal toolkit	www.det.nsw.edu.au/proflearn/areas/sld/toolkits/index.htm
Online Experienced Principal toolkit	www.det.nsw.edu.au/proflearn/areas/sld/toolkits/index.htm
The quality of teaching makes the difference DVD and professional learning resource	9561 1056
Professional Support for New Scheme Teachers - Achieving Accreditation at Professional Competence: A guide for NSW Government Schools	www.det.nsw.edu.au/proflearn/areas/nt/index.htm
Employment categories and Certification of Early Career Teachers- a summary of accreditation procedures	www.det.nsw.edu.au/proflearn/areas/nt/index.htm
OASIS Finance	02 9561 1056
OASIS Chart of Accounts	02 9561 1056
OASIS Income and Payments	02 9561 1056
ICT Skills - Introducing Word	02 9561 1056
Administration of Prescribed Medications and Asthma Treatments	02 9561 1056
Environmentally Friendly Purchasing	02 9561 1056
Regions	
North Coast Regional Plan - Poster	North Coast Regional Office (02) 6652 0506
Translating our Directions into Actions - wall chart	North Coast Regional Office (02) 6652 0506
North Coast Region Targets 2008-1012 - wall chart	North Coast Regional Office (02) 6652 0506
North Coast Region Professional Learning Overview - Literacy/Numeracy/Quality Teaching/Early Career Teachers - poster and booklet	North Coast Regional Office (02) 6652 0506
North Coast Region Leadership Development - 2008 Professional Learning for School Leaders - poster	North Coast Regional Office (02) 6652 0506

Publication	Website or telephone contact
North Coast Region Spelling Strategy - Stages 1-3	North Coast Regional Office (02) 6652 0506
North Coast Region Spelling Strategy - Stage 4	North Coast Regional Office (02) 6652 0506
Riverina Region Site	www.schools.nsw.edu.au/regions/riverina/index.php
Hunter/Central Coast 2007 Professional Learning for School Leaders: Making a difference in your classroom - Poster	Hunter/Central Coast Region (02) 4924 9929
Hunter/Central Coast Focus & Targets 2008	Hunter/Central Coast Region (02) 4924 9929
Ready, Set, School	Andrew Woodcock Tel: 6841 2119
Western NSW Region Site	www.schools.nsw.edu.au/regions/western_nsw/index.php
Making it Happen in Murdi Paaki DVD	Western NSW Region Tel: 6841 2119
2006 Riverina Annual Report	Sandra Clifford, School Education Director, Riverina Region Tel: 6937 3835
Principles for supporting and monitoring the HSC - wallchart	Geoff Pellizer, School Education Director, Riverina Region Tel: 02 6961 8100
Your Public Schools - Albury and Local Area	Jenni Hamilton, Regional School Promotions Officer, Riverina Region Tel: 02 6937 3841
Your Public Schools - Quality education in the Great Hume Shire	Jenni Hamilton, Regional School Promotions Officer, Riverina Region Tel: 02 6937 3841
2008-1012 Regional Targets - wallchart	Sandra Clifford, School Education Director, Riverina Region Tel: 6937 3835
School to Work - Creating Future Pathways	Dr K Brennan, School Education Director, Northern Sydney Region Tel: 9941 3000
New England Regional Site	www.schools.nsw.edu.au/regions/new_england/index.php
Educational Measurement and School Accountability (EMSAD)	
Assessment (Schools): Information about statewide testing in Years 3 and 5 (Basic Skills) and Years 7 and 8 in literacy (ELLA) and numeracy (SNAP)	www.schools.nsw.edu.au/learning
BST - School Manual of Administrative Procedures	www.schools.nsw.edu.au/learning/k-6assessments/basicskills.php
ELLA - School Manual of Administrative Procedures	www.schools.nsw.edu.au/learning/7-12assessments/ellatest.php
SNAP - School Manual of Administrative Procedures	www.schools.nsw.edu.au/learning/7-12assessments/snaptest.php
ESSA - School Manual of Administrative Procedures and Teacher Handbook	www.schools.nsw.edu.au/learning/7-12assessments/essa/index.php
For teaching strategies documents or teacher handbooks for test programs call:	ELLA and BST Literacy 9707 6207
For teaching strategies documents or teacher handbooks for test programs call:	SNAP and BST Numeracy 9707 6210
For teaching strategies documents or teacher handbooks for test programs call:	ESSA 9707 76285 Region - (02) 6737 3884
Strategic Initiatives	
Our Young Learners: Giving them the best possible start. An Education Strategy for the Early Years from Kindergarten to Year 4 2006–2009	www.det.nsw.edu.au/media/downloads/newsroom/yr2006/oct/k4_strategy.pdf
Our Middle Years Learners – Engaged, Resilient, Successful. An Education Strategy for Years 5–9 in NSW 2006–2009	www.det.nsw.edu.au/media/downloads/newsroom/yr2006/oct/middleys.pdf
Our 15 to 19 Year Olds – Opportunities and Choice. An Education and Training Strategy for 15–19 Year Olds in NSW 2006–2009	www.det.nsw.edu.au/media/downloads/newsroom/yr2006/sep/studentsplan.pdf
Arts: Information relating to the programs conducted by the Arts Unit	www.pau.nsw.edu.au
Arts: The Schools Spectacular	www.schoolsspectacular.com.au
Arts: Taking the Initiative – Annual publication designed to assist coaches and students in debating and public speaking at both primary and secondary levels	(02) 8512 1172

Publication	Website or telephone contact
Arts: Operation Art Teachers Resource CD for art teachers	(02) 9550 9083
Arts: Primary Proms Repertoire Book and CD for music teachers from participating schools	(02) 8512 1182
Arts: Primary Choral Concerts Repertoire Book and CD for music teachers from participating schools	(02) 8512 1182
Arts: Sing NSW Repertoire Book for participating students and teachers	(02) 8512 1185
Arts: Artexpress Catalogue DVD, produced in collaboration with the Board of Studies, NSW	(02) 9550 9121
Sports: Fair Play resource	(02) 9707 6950
Premier's Teacher Scholarship Brochure 2007	(02) 9266 8920
Awards and Scholarships Poster 2007	(02) 9244 5099
Premier's Teacher Scholarship Report 2006 Volume 4, Part 1 and Part 2	www.det.nsw.edu.au/awards
Student Welfare	
Next: Life After School	www.schools.nsw.edu.au/leavingschool/next/
The Critics' Choice 2007	www.schools.nsw.edu.au/events/statecompetitions/criticschoice/index.php
Drugs: Just the facts 3rd edition (2007)	www.schools.nsw.edu.au/learning/yrk12focusareas/druged/distribres_tchr.php
Psychostimulant drugs: Amphetamines, MDMA, Cocaine, Information for school counsellors	(02) 9244 5561
Marijuana: Information for Students	www.schools.nsw.edu.au/media/downloads/schoolsdrug/learning/yrk12focusareas/druged/marijuana_info.pdf
Alcohol: Celebrations and Supply, Information for parents	www.schools.nsw.edu.au/learning/yrk12focusareas/druged/parents/index.php
Parents and schools: partners in drug education	(02) 9244 5706
New Directions in Student Leadership: Staff Training Modules	www.schools.nsw.edu.au/media/downloads/schoolsweb/studentssupport/studleadsrc/resourcestaff/toolkitregs/2005_whatcomesnext2.pdf
Fresh Tastes @ School News letters : Issues 6 and 7	Issue 6 www.schools.nsw.edu.au/media/downloads/schoolsweb/studentssupport/studentwellbeing/schoolcanteen/ftnewsl.060107.pdf Issue 7 www.schools.nsw.edu.au/media/downloads/schoolsweb/studentssupport/studentwellbeing/schoolcanteen/ft_news7.pdf
Vocational education in schools	
Vocational Education and Training in Schools: Information about VET in Schools courses, school based apprenticeships and traineeships, workplace learning and the School to Work Program	www.det.nsw.edu.au/vetinschools
Vocational education and training in NSW schools – providing skills and opportunities - a statement of purpose	www.det.nsw.edu.au/vetinschools/vet
Study a Vocational Course as part of your HSC - promotional brochures translated into 11 languages	www.det.nsw.edu.au/vetinschools/vet/index.html#promotional
Workplace Learning Policy Associated Documents and Forms	www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html
Career Development for Students in NSW Public Schools – brochure	www.det.nsw.edu.au/vetinschools/documents/careerdevelopment_brochure/CareersDevelopmentBrochure.pdf
Fast Track to a Qualification – brochure on credit transfer into TAFE NSW for HSC courses.	(02) 9244 5070
School Based Traineeships in NSW a guide for students - brochure School Based Traineeships in NSW - information folders	(02) 9244 5253

Publication	Website or telephone contact
School Based Apprenticeships and Traineeships in NSW - also includes information on Trade Schools	sbatinnsw.info
Guides to Workplace Learning for secondary students in government schools and TAFE NSW Institutes - Employers Guide and Parents and Carers Guide	www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html
Questions & Answers about School Based Apprenticeships	sbatinnsw.info
Questions & Answers about School Based Traineeships	sbatinnsw.info
Independent Industry Support Services	sbatinnsw.info
School Based Apprenticeships and Traineeships in NSW Guidelines	sbatinnsw.info
School Based Apprenticeships and Traineeships in NSW - student and employer brochures	(02) 9244 5061
School Based Apprenticeships and Traineeships in NSW - information folders	(02) 9244 5061
School Based Apprenticeships and Traineeships in NSW - also includes information on Trade Schools	sbatinnsw.info
Your future this way: apprenticeships and traineeships with group training in NSW, print, CD-ROM and web at HSC VET Courses - promotional brochures translated into 11 languages	www.nswgrouptraining.com.au/index.html
Career Development for Students in NSW Public Schools – brochure (translated into 22 languages)	www.det.nsw.edu.au/vetinschools/schooltowork/parentscommunity/careerdevelopment_brochure.html
Vocational Education in Schools: Transition Adviser - brochure	www.det.nsw.edu.au/vetinschools/documents/transition-advisers/TransitionA5Art.pdf
Real Quality Teaching Game - DVD	(02) 9244 5060
TAFE delivered HSC VET courses (TVET), Guidelines for schools and TAFE Institutes	www.det.nsw.edu.au/vetinschools/vet/tvet/index.html
Health pathways from school - brochure	(02) 9244 5078
Websites	Internet address
General	
Aboriginal Education: Information about organisation, policy, reports, school programs, VET and TAFE programs, news, publications and links to associated sites	www.aboriginaleducation.nsw.edu.au
TAFE NSW: Course information, student information, contact for Institutes and campuses, organisations and publications	www.tafensw.edu.au
TAFE PLUS: Course information for commercial programs for business and individuals seeking to develop their organisation/ careers	www.tafeplus.com
TAFE NSW Institutes: Provides information about the Institute and qualifications offered	www.tafensw.edu.au/campuses
The Department's Training and Industry website provides information about apprenticeships and traineeships, the competitive training market, industry training programs, the NSW Board of Vocational Education and Training, the NSW Vocational Education and Training Accreditation Board and the Skilling NSW portal.	www.det.nsw.edu.au/trainingindustry/index.htm
The Skilling NSW portal provides client-centred information on training arrangements, programs and opportunities in New South Wales for industry, employers, training organisations, schools, apprentices, trainees and school students. The portal also provides access to a range of training services as well as information about government assistance.	www.skilling.nsw.gov.au/snswp
The Centre for Learning Innovation develops and circulates innovative online digital products and services for students, teachers and parents to assist teaching and learning in NSW schools and TAFE. These include a wide variety of multimedia-rich products for schools and TAFE, and resources to assist teachers to integrate ICT into their teaching practice.	www.cli.nsw.edu.au/cli/index.shtm

Publication	Website or telephone contact
The Teaching and Learning exchange (TaLe) is a portal that enables teachers to locate and use digital, multimedia-rich resources developed by the Centre for Learning Innovation and other educational bodies. It includes a parents' portal which provides information on what their children are studying and on how parents can assist their children's learning.	www.tale.edu.au
Employee Performance and Conduct	
Complaints Handling Policy	www.det.nsw.edu.au/policies/general_man/complaints/resp_sugg/PD20020051.shtml?level=Corporate&categories=Corporate%7CPersonnel%7CComplaints+%26+conduct
NSW Public Schools	
Equity: Information about student wellbeing, programs, services, leadership with links to documents and other sites	www.schools.nsw.edu.au/studentsupport
Other	
Time to Start Year 7	www.schools.nsw.edu.au
Time to Start School	www.schools.nsw.edu.au
Welcome to Pre School	www.schools.nsw.edu.au
Side by Side	(02) 9561 8088
School Days - a record information and organiser for parents	(02) 9561 8088

APPENDIX 27: RESEARCH AND DEVELOPMENT

27.1 Research and development - Schools

Name of research	Funding allocated 1	Status or date to be completed
Schools		
Indigenous knowledge and western science pedagogy: A comparative approach	\$381,800 (incl \$306,800 ARC, AMM, YCEC)	Mar-08
Quality Teaching and the Cultural Knowledge of Aboriginal Students in NSW	\$50,000 (\$25,000 AGQTP)	Dec-07
Bi-literacy Research Project	\$65,000	2007
Developing a conceptual understanding of the measurement of length, area and volume	\$93,916 (incl. \$68,313 ARC)	2007
Review of Specialist Services (Learning Assistance Program)	\$30,000.00	Sep-08
Successful Transition Programs to School for Indigenous Australian Students	\$100,000 (NFER)	2008
Questionnaire Development (QSL and SSL Joint Trial)	\$25,000	Jun-07
Australian Early Development Index	\$10,000	Dec-07
Challenging pedagogies: Engaging ESL students in intellectual quality	\$227,470 (incl. \$140,000 ARC)	Jul-07
Changing Schools in Changing Times	\$215,528 (incl. \$161,205 ARC)	Dec-07
Cultural Practices and Learning	\$157,994 (incl \$115,122 ARC)	Jul-08
Evaluation of the NCF44 IDeL (Interactive Distance eLearning) or Satellite Education Project	\$180,000 (incl. \$120,000 Optus, NT DEET)	2008
Engaging Middle Years Boys in Rural Educational Settings	\$116,080	December 2008 (phase 1)
Fair Go project	\$1,138,331 (incl \$1,028,978 ARC)	Dec-10
Girls and ICT Primary Schools Project	\$94,075	2007
Plan-it Youth Community Mentoring Program evaluation	\$50,000	Aug-07
Respectful Relationships through Student Peer Mentoring	\$67,940	June 2008 (phase 1)
Systemic Implications of Pedagogy and Achievement in NSW public schools	\$817,263 (incl. \$550,000 ARC)	Mid 2008
Rural Teacher Education Program	\$986,851 (incl. \$378,430 ARC)	May-08
Retention of Early Career Teachers	\$54,737 (\$19,738 UTS)	2009

Name of research	Funding allocated 1	Status or date to be completed
Schools		
Evaluation study of professional learning on teacher awareness of Aboriginal cultural knowledge and its impact on teaching and student learning	\$66,000 (AGQTP)	Oct-09
Microsoft Partners in Learning	\$150,000 (MC)	2008
Appraisal of Behaviour Schools/Learning Centres	\$50,000	Dec-07
Early intervention for students with drug use problems: literature review	\$40,000 (NSWG DB3)	Apr-08
National Safe Schools Week in NSW 2007	\$132,634 (DEST)	Oct-07
School and Aboriginal Community Alcohol Project	\$82 600 (AERF)	Feb-08
Building Bridges, Enterprise Learning in the Middle Years	\$50,000 (DEST)	Jun-07
Blended learning in schools, TAFE and universities: experience, principles, patterns and practice	\$582,084 (incl. \$276,680 ARC&UTS)	Dec-08
TaLe usability test report	\$42,600	Aug-07
Class Size Reduction Program Evaluation	78,400	2008
From high school to higher education: Gendered pathways in information, communication and computer technology education	\$236,500 (incl. \$220,000 ARC)	Dec-07
The River, Mobility and Aboriginal Schooling Project	\$105,000 (NFER)	Mid 2007
Evaluation of Pre-Vocational Training	\$50,000 (BVET)	Aug-07
How skills and jobs intersect: use of skills in Australian workplaces (interim title)	\$20,000 (DEST)	Feb-08
Skills and Innovation: Putting Ideas to Work	(BVET)	
Longitudinal survey of destinations, pathways and satisfaction of 2005 government school HSC students (VETiS survey)	148,500 (BVET)	Feb-08
Skills for Sustainable Development	\$149,962 (BVET)	Feb-07

Source: DET, Planning and Innovation

1: Total from all sources for the entire project period. Total external funds and sources indicated in brackets.

2: The funding allocated shown for each project may span more than one year. Costs may not represent the total funding allocated to the project.

3: Research undertaken by the Vocational Education and Training Accreditation Board (VETAB) is not included in this Appendix as they have been published in the VETAB Annual Report.

27.2 Research and development - TAFE NSW, vocational education and training

Name of research	Funding allocated 1	Status or date to be completed
TAFE NSW, vocational and adult education		
Adaptive Organisations- Responding to Uncertainty	\$39,000	Nov-07
Analysis of the costs and benefits of ACE	\$72,000	Nov-07
Market segmentation in ACE	\$50,500 (\$11,500 CAF)	Nov-07
Finding the common ground: Is there a place for Education for Sustainability in VET policy and practice?	\$ 30,920 (NCVER)	Mar-07
National LearnScope Retrospective	\$27,000 (AFLF)	Jun-07
Non continuing Students in Six Manufacturing, Engineering, Construction and Transport Trades	\$25,000	Dec-07
NSW TAFE Commission Board Manufacturing and Engineering Research Program	\$832,500 (\$220,000 BVET, RF)	Feb-07
Research on new concept for TAFE NSW promotion (TAFEit!) – Stage 1	\$49,000	May-07
Research on new concept for TAFE NSW promotion (TAFEit!) – Stage 2	\$25,410	May-07
Review of TAFE NSW Handbook	\$77,000	May-07
TAFE NSW Diploma of Children's Services Graduate Destination Research Project	\$60,000	Jun-07
Mature Age Market Research	\$49,500	Nov-07
TAFE NSW Profile Review	\$55,000	Jun-07

Name of research	Funding allocated 1	Status or date to be completed
TAFE NSW, vocational and adult education		
Skills for Work and Training and Employment, Education and Training Project	\$12,015	Nov-07
Awareness and Perceptions of TAFE on the North Coast – Brand and positioning strategy	\$ 27,000 (commercial revenue)	Jan/Feb 2008
North Coast Regional Attitudes to Learning - Customer research and positioning strategy	\$27,500 (commercial revenue)	Jan/Feb 2008
Adult Literacy and Numeracy Development in Partnership: Social Capital Approaches	\$85,000 (NCVER)	Dec-08
DEST Innovative Project. Diabetes Literacy – A Partnership Approach to Educating Culturally and Linguistically Diverse (CALD) People about the Risks and Prevention of Type 2 Diabetes	\$33,700 (DEST)	Dec-08
Hair and Beauty Review	\$20,000	2008
Health Services Review	\$85,000	Feb-07
Sydney Institute Marketing Positioning Strategy	\$68,750	Mar-07

Source: DET, Planning and Innovation

1: Total from all sources for the entire project period. Total external funds and sources indicated in brackets.

2: The funding allocated shown for each project may span more than one year. Costs may not represent the total funding allocated to the project.

3: Research undertaken by the Vocational Education and Training Accreditation Board (VETAB) is not included in this Appendix as they have been published in the VETAB Annual Report.

Key:	ACE	Adult and Community Education	NCVER	National Centre for Vocational Education Research
	AERF	Alcohol Education Rehabilitation Foundation	NFER	National Fund for Educational Research
	AFLF	Australian Flexible Learning Framework	NSWG DB3	NSW Government Drug Budget Three
	AMM	Australian Maritime Museum	NSW TAFE	NSW Technical and Further Education
	AGQTP	Australian Government Quality Teacher Program	NT DEET	Northern Territory Department of Employment, Education and Training
	ARC	Australian Research Council	MC	Microsoft Corporation
	BVET	Board of Vocational Education and training	QSL	Quality of School Life
	CAF	Commonwealth Agreement funds	RF	Reframing the Future
	ESL	English as Second Language	TaLe	Teaching and Learning Exchange
	DEST	Commonwealth Department of Education Science and Training	UTS	University of Technology Sydney
			YCEC	Yirrkal Community Education Centre

APPENDIX 28: MAJOR CAPITAL WORKS, NEW WORKS AND WORKS IN PROGRESS

28.1 Major capital works, new works and works in progress - schools

Project description and location	Estimated Completion Date	Estimated Total Cost (\$,000)	Expenditure (\$,000) 2006-07
Schools – New Work 2006-07			
Birrong Boys High School - Upgrade	2008	4,000	3,448
Bowraville Central School - Upgrade	2009	6,000	366
Burwood Girls High School - Upgrade	2008	6,120	376
Callaghan College Jesmond Campus - Upgrade Stage 3	2009	9,315	486
Campbelltown High School - Upgrade	2008	5,589	540
Caringbah High School - Site consolidation Stage 2	2008	9,900	591
Finley High School - Upgrade	2008	2,140	130

Project description and location	Estimated Completion Date	Estimated Total Cost (\$,000)	Expenditure (\$,000) 2006-07
Schools – New Work 2006-07			
Guyra Central School - Upgrade	2008	3,024	584
Helensburgh Public School - Upgrade	2009	4,420	273
Hurstville South Public School - Upgrade	2008	2,900	184
Information Technology - New projects 06/07	2009	21,000	2,994
Kandos Public School/Kandos High School - Upgrade library facilities	2008	3,450	252
Lane Cove West Public School – Upgrade	2008	3,900	231
Lawrence Hargrave School - Upgrade	2008	3,302	294
Penrith High School - Upgrade	2008	5,800	879
Rooty Hill High School - Upgrade library facilities	2008	3,684	254
Ryde Public School - Upgrade	2009	6,929	342
School Halls Program 2006/07 - New Halls/Gymnasiums	2008	13,870	3,988
Statewide Compliance and Upgrade 2006/07	2008	4,354	4,003
Statewide Demountable Replacement Program 2006/07	2008	9,240	4,700
The Hills School - Upgrade	2009	6,393	433
Trade Schools Various Locations	2009	9,300	544
Vincentia High School - Upgrade	2009	*	93
Halinda School – New School	2007	8,786	8,786
Ashtonfield Public School – New school	2007	6,650	6,650
Schools – Work-in-progress			
Airds High School - Gymnasium	2006	2,311	420
Bega High School Stage 2	2007	5,500	2,908
Behaviour Units 04/05	2006	5,870	3,982
Behaviour Units 05/06 - Specialist Facilities	2007	5,020	1,558
Behaviour Units 05/06 - Stage 2	2007	5,510	5,134
Blacktown South Public School - Hall, Canteen & COLA	2006	1,789	426
Brisbane Water Secondary College - Upgrade Stage 2	2006	4,041	1,507
Bulahdelah Central School - Upgrade Stage 2	2007	6,485	3,688
Burwood Girls High School - Ground Works	2007	500	500
Canley Vale Public School - Upgrade Stage 2	2006	3,316	843
Caringbah High School - Site Consolidation Stage 1	2007	4,052	3,071
Chatswood High School – Upgrade Stage 1	2007	4,673	3,251
Cheltenham Girls High School - Upgrade	2009	5,940	221
Chipping Norton Public School - Upgrade	2006	3,143	156
Class Size Reduction program	2007	106,000	20,850
Concord West Public School - Upgrade Stage 1	2008	5,783	2,236
Dubbo College South Campus - Upgrade Stage 3	2007	5,023	2,958
Figtree High School - Upgrade	2007	3,198	2,036
Granville Boys High School - Upgrade Stage 3	2007	2,660	2,211
Gunnedah South Public School – Hall, Canteen and COLA	2006	1,708	671
Harbord Public School - Upgrade Stage 2	2007	3,330	1,377
Holroyd High School - Gymnasium and Amenities	2007	2,104	1,408
Holroyd School - Upgrade Stage 1 Completion	2006	1,719	227
Hunter School of Performing Arts - Upgrade Facilities	2007	6,902	3,780
Information Technology Projects 03/04	2006	35,037	10,641
Information Technology Projects 04/05	2007	32,000	4,001
Information Technology Projects 05/06	2008	25,000	6,502
Jindabyne Central School - Secondary Accommodation Stage 1	2007	4,916	505
Jindabyne Central School - Secondary Accommodation Stage 2	2007	4,400	2,930
Kiama High School - Upgrade Stage 2	2007	5,586	3,400

Project description and location	Estimated Completion Date	Estimated Total Cost (\$,000)	Expenditure (\$,000) 2006-07
Schools – Work-in-progress			
Koorringal High School - Movement Studio & Integration Work	2007	3,533	2,394
Lidcombe Public School - Hall	2007	2,100	1,188
Maroubra Junction Public School-Upgrade Stage 2	2007	5,451	3,993
Milton Public School - Upgrade Stage 1	2008	3,850	113
Milton Public School - Upgrade Stage 2	2008	3,300	320
Milton Public School - Upgrade Stage 3	2008	3,761	1,895
Mullumbimby High School - Upgrade Stage 3	2007	4,965	4,236
Murray Farm Public School - Hall, Canteen & COLA	2006	1,809	649
North Sydney Boys High School - Upgrade Stage 1	2006	4,320	413
Raymond Terrace Public School - Upgrade	2007	2,975	2,549
Rose Bay Secondary College - Stage 2	2007	5,000	1,226
Smithfield West Public School - Hall, Canteen & COLA	2006	1,789	706
Statewide Demountable Replacement program 04/05	2007	10,300	211
Statewide Demountable Replacement program 05/06	2006	1,282	496
Statewide Upgrade, Additions and Compliance Program 05/06	2007	3,230	2,834
Strathfield Girls High School - Upgrade Stage 1	2006	2,943	1,696
Strathfield Girls High School - Upgrade Stage 2	2007	3,056	2,044
Sydney Secondary College Leichhardt Campus - Playing Fields	2007	1,400	1,124
The Hills Sports High School - Upgrade Stage 1	2007	3,845	3,286
Tuggerah Lakes College Secondary College - Upgrade Stage 2	2006	3,260	926
Ulladulla High School – Upgrade	2008	10,843	4,854
Umina Public School – Upgrade	2006	2,272	1,340
Westfields Sports High School - Refurbishment Stage 3	2007	2,199	423

* The estimated total cost for new works which are yet to be tendered have not been included due to their commercially sensitive nature.

28.2 Major capital works, new works and works in progress - TAFE NSW

Project description and location	Estimated Completion Date	Estimated Total Cost (\$,000)	Expenditure 2006-07 (\$,000)
TAFE NSW – New Work 2006-2007			
Bathurst - Buildings A and G Refurbishment and Building F Extension	2008	6,622	508
Castle Hill - Business Services, Construction and Health	2009	8,333	757
Coffs Harbour Education Campus - Automotive, Health and Sport and Recreation	2009	9,000	406
Granville - Student Amenities & Security	2008	2,831	184
Miller - Stonemasonry Upgrade	2007	698	658
Newcastle - Block F Refurbishment	2008	5,667	419
Queanbeyan - General Purpose Classrooms, Staff Facilities and Storage	2008	3,110	486
Ryde - Hospitality and Replacement of Major Operating Plant	2009	8,600	547
Ultimo - Building W Upgrade	2008	8,000	2,017
Wagga Wagga - Plumbing, Community Services and General Education	2008	6,382	532
Statewide Compliance Program		900	576
TAFE NSW – Work-in-progress			
Armidale - New Library and Art Facility	2006	4,767	1081
Bankstown (Chullora) - Civil Construction Carpentry	2006	3,193	709
Bankstown - Children's Centre/Community Services Upgrade	2008	6,300	662
Cooma - Carpentry & Joinery/Arts & Media/Business/IT	2007	4,215	3515
Glendale - Child Studies Facility	2006	3,990	2162

Project description and location	Estimated Completion Date	Estimated Total Cost (\$,000)	Expenditure 2006-07 (\$,000)
TAFE NSW – Work-in-progress			
Granville - Infrastructure Upgrade Stage 1	2007	2,688	2266
Griffith - Nursing & Child Studies	2007	3,971	2714
Lismore - Refurbishment/Learner Support Centre	2006	1,870	1333
Maitland - Demountable Replacement	2006	1,804	964
Mount Druitt - Stage 10	2006	5,997	362
Newcastle - Access and Egress	2007	2,200	677
Newcastle - Campus Redevelopment Stage 1	2007	5,491	4491
North Sydney - Film & TV Facilities Upgrade	2007	5,905	4810
Online Project - Stage 2	2009	9,052	1817
Orange - Primary Industries Centre	2007	4,726	4036
Padstow - Horticulture	2007	5,437	2401
Port Macquarie - Child Studies/Beauty Therapy/Learner Support Centre	2008	9,770	4153
Richmond - Horse Unit/Animal Care/IT/Canteen	2007	5,101	4391
Tamworth - Light Automotive/Electrical & Electronics	2008	6,300	2950
Ultimo - Building I Roof Replacement	2006	2,320	1,095
Ultimo - Building W Refurbishment for Business and Information Technology	2008	7,480	3901
Wauchope - Horticulture and General Purpose Accommodation	2006	2,829	1404

APPENDIX 29: ESTABLISHMENT & CLOSURE OF SCHOOL & TAFE CAMPUSES

29.1 Establishment and closure of schools

School name (code) and location	School Education Area	Region	Date
Establishment of Schools in 2007			
North Gosford Learning Centre (5760) North Gosford	H/CC1	Hunter/Central Coast	28-Jan-07
Coffs Harbour Learning Centre (5763) Boambee	Coffs Harbour	North Coast	29-Jan-07
Ashtonfield Public School (4642) Ashtonfield	H/CC10	Hunter/Central Coast	28-Jan-07
Penrith Valley Learning Centre (5761) Werrington	Penrith Valley	Western Sydney	01-May-07
Barwon Learning Centre (5762) Moree	New England West	New England	09-Mar-07
Woodberry Learning Centre (5764) Woodberry	H/CC10	Hunter/Central Coast	26-Apr-07
Reopened			
Marra Creek Public School (4454) Marra Creek via Nyngan	Bourke	Western NSW	29-Jan-07
School Closures or Mergers in 2007			
Drinane Public School (1772) Dubbo	Warrumbungle	Western NSW	21-Dec-07
Galong Public School (1951) Galong	Riverina North	Riverina	21-Dec-07
Limbri Public School (2180) Limbri	New England Central	New England	21-Dec-07
Burraboi Public School (3880) Burraboi via Deniliquin	Riverina South West	Riverina	05-Feb-07
School Moves in 2007		From To	
Halinda School (5642) Whalan	Karangi Rd	Whalan (2770)	Mimika Ave Whalan (2770)
Stuart School (5723) Waratah	151 Christo St	Waratah (2298)	Marmong St Booragul (2284)
New Location		School Education Area	Region Date
Halinda School (5642) Whalan		Mt Druitt	Western Sydney 23-Apr-07
Stuart School (5723) Booragul		H/CC5	Hunter/Central Coast 01-Oct-07

Change of school name or status				
New name (code) and location	School Education Area	Region	Former name	Date
Denison College of Secondary Education, Bathurst High Campus (8103) Bathurst*	Bathurst	Western NSW	Bathurst High School	6/6/2006
Denison College of Secondary Education, Kelso High Campus (8517) Kelso*	Bathurst	Western NSW	Kelso High School	6/6/2006

Source: Planning and Innovation Schools Statistics database

Note: This table records the date at which changes in operational status became effective.

* Not published until March 2007

29.2 Establishment and closure of TAFE NSW campuses

TAFE NSW Campus/facility and location	Location	District	Date
Establishment of TAFE NSW Campus Facilities in 2007			
Nil			
Closure or merger of TAFE NSW campus facilities in 2007			
Nil			

Source: TAFE Statistics Unit

Note: This table records the date at which changes in operational status became effective.

APPENDIX 30: FUNDS GRANTED TO NON-GOVT COMMUNITY ORGANISATIONS

30.1 Summary of funds granted to non-government community organisations

Summary of attached programs	2006-07
ACE Vocational Education and Training Grants	\$11,107,899.00
Apprenticeship & Traineeship Training Program Grants	\$40,631,854.54
ArtStart - NSW Youth Arts and Skills Festival Grants	\$343,500.00
Building Equipment and Childcare Grants	\$348,219.00
Community Languages Grants	\$2,686,353.00
Contracted Training Program Grants	\$13,066,747.37
Elsa Dixon Aboriginal Employment and Career Development Program Grants	\$351,142.73
Enterprise Training Program Grants	\$554,181.84
Grants In Aid	\$1,058,660.00
Group Training Scheme Grants	\$4,325,345.14
Indigenous Education Program Grants	\$894,251.00
Intervention Support - Capital Grants	\$429,066.00
Intervention Support Grants - Children in Residential Care	\$195,050.00
Intervention Support Grants - Non School Organisations	\$529,258.00
Intervention Support Grants - Young People with Disabilities	\$9,238,505.00
IT Skills for Older Workers	\$95,125.00
Joint Indigenous Program Grants	\$903,199.61
Literacy Program Grants	\$93,639.45
Miscellaneous ACE Grants	\$95,050.00
National School Drug Education Grants	\$322,000.00
New Careers for Aboriginal People Grants	\$1,219,505.00
NSW ACE Program Grants	\$3,359,795.00
Other Miscellaneous Grants	\$1,200,044.92
Quality Teacher Program Grants	\$101,008.00
Regional Conservatorium of Music Grants	\$3,193,619.70
Skills Gap Training Program Grants	\$755,421.76

Summary of attached programs	2006-07
Training Employment & Development Grants	\$519,106.20
VET Infrastructure Grants	\$88,567.00
VET In Schools Consortium Grants	\$2,516,270.29
VET In Schools Program Grants - Other	\$3,057,371.27
Youth Assistance Strategies Grants	\$7,652,840.80
Total	\$110,932,596.62

30.2 Grants in aid

Organisation	Treasury program	Program	2006-07 Approved Grant (\$)
The following grants were made in the 2006/07 Financial Year. Note that the GST component has been excluded.			
NSW Parents Council	Non Government Schools Assistance	Non Government Primary	54,800
Council of Catholic School Parents	Non Government Schools Assistance	Non Government Primary	54,800
Learning Difficulties Coalition of NSW	Primary Education Services in Government Schools	Special Education General Primary	30,000
Isolated Children's Parents Association	Primary Education Services in Government Schools	Rural Education Programs Primary	43,200
Gould League of NSW	Primary Education Services in Government Schools	Human Society & Its Environment Primary	10,400
Talent Development Project	Primary Education Services in Government Schools	Education of Gifted and Talented Students Primary	190,000
NSW School of Volunteer Management	Secondary Education Services in Government Schools	State Literacy Secondary	53,000
Learning Links	Primary Education Services in Government Schools	Special Education General Primary	21,661
Early Childhood Intervention Australia	Primary Education Services in Government Schools	Special Education General Primary	7,873
Institute for Family Advocacy and Leadership Development	Primary Education Services in Government Schools	Special Education General Primary	27,800
Spastic Centre	Primary Education Services in Government Schools	Special Education General Primary	3,343
Specific Learning Difficulties Association of NSW (SPELD)	Primary Education Services in Government Schools	Special Education General Primary	33,823
St John Ambulance (NSW)	Primary Education Services in Government Schools	Special Education General Primary	12,000
Australian School Sports Council	Primary Education Services in Government Schools	Sport Primary	34,960
National Assoc'n for Prevention of Child Abuse and Neglect (NAPCAN)	Primary Education Services in Government Schools	Student Welfare	10,000
Federation of Parents and Citizens Associations	Primary Education Services in Government Schools	Public Education & Local School Image Primary	316,000
Australian Children's Television Foundation	Primary Education Services in Government Schools	Creative Performing Arts	155,000
TOTAL GRANTS-IN-AID			1,058,660

30.3 Detail of funds granted to non-government community organisations

Apprenticeship and traineeship training program grants	
5 Star Group Pty Ltd	\$13,875.00
5 Star Hospitality Training Pty Ltd	\$24,500.17
A1 Employment & Training Services Pty Ltd	\$78,360.62
AAPC Distribution Services Pty Ltd	\$13,882.00

Apprenticeship and traineeship training program grants	
ABC Early Childhood Training College Pty Ltd	\$150,705.25
Academy of Learning Australia Pty Ltd	\$695,206.26
Academy of Vocational Education	\$18,900.00
Access Community Group Ltd	\$16,980.00
Access Group Training Ltd	\$506,473.49
Access Training and Logistics Pty Ltd	\$48,157.50

Apprenticeship and traineeship training program grants	
ACE North Coast Inc - Lismore	\$6,720.00
ACE Walcha Inc	\$1,125.00
Active Industry Training Ltd	\$282,352.50
Adept Training Pty Ltd	\$52,550.00
Adult Education Academy Pty Ltd	\$184,264.50
Ahvenbloem Pty Ltd	\$68,900.00
All Business Learning End-Solutions Pty	\$20,357.50
Anglican Retirement Villages	\$60,384.00
Anglican Youth and Education Division Diocese of Sydney	\$14,710.00
Applied Training Solutions Pty Ltd	\$260,748.25
Apprentices Trainees Employment Ltd	\$8,474.88
Argtos Pty Ltd	\$2,812.50
Armidale and District Business Enterprise Centre Ltd	\$10,931.00
ASEAN Training and Education Services Pty Ltd	\$10,977.50
Ash Pty Ltd	\$5,837.50
Astute Training Pty Ltd	\$85,470.20
Aurora Training and Professional Service Pty Ltd	\$6,287.50
Austraining (NSW) Pty Ltd	\$135,253.75
Australasian Education and Training Service Pty Ltd	\$21,695.83
Australian Business Skills Centre Pty Ltd	\$469,285.49
Australian Business Skills Pty Ltd	\$331,368.00
Australian Childcare Resource Centre Ltd	\$1,275.00
Australian College of Commerce & Management Pty Ltd	\$493,513.64
Australian College of Management Pty Ltd	\$53,925.00
Australian College of Training Pty Ltd	\$15,964.50
Australian Combined Resources Pty Ltd	\$23,265.83
Australian Electronic Manufacturing Services Pty Ltd	\$51,451.99
Australian Electrotechnology Industry Training Centre Ltd	\$1,807,453.80
Australian English and Business College	\$200,669.25
Australian Health and Nutrition Association Ltd	\$9,360.00
Australian Hospitality Academy (NSW) Pty Ltd	\$6,450.00
Australian Industry Group Training Services Pty Ltd	\$83,787.50
Australian Institute of Workplace Learning Pty Ltd	\$153,288.25
Australian Nursing Federation	\$1,784.00
Australian Retailers Association (VIC)	\$2,600.00

Apprenticeship and traineeship training program grants	
Australian Salesmaster Training Co, The	\$160,081.25
Australian Training Company Ltd	\$540,546.75
Australian United Retailers Ltd	\$1,437.50
Aviva Holdings Pty Ltd	\$11,093.75
Baffy Pty Ltd	\$510,939.12
Ballina Skills Development Centre Inc	\$7,883.00
Banksia Consulting Pty Ltd	\$13,125.00
Bankstown Community College Inc	\$11,734.00
Bannister Technical Pty Ltd	\$68,839.00
Barraba Community Learning Association Inc	\$2,915.00
Barrington Group of Companies Pty Ltd	\$96,512.50
Barrington Group of Companies Pty Ltd, The	\$74,611.75
Batchelor Institute of Indigenous Tertiary Education	\$70,400.00
Bellingen ACE Adult and Community Education Inc	\$2,608.00
Benchmark OHS Consulting Pty Ltd	\$6,750.00
Benchmark Resources Pty Ltd	\$230,207.50
Booroongen Djugun Aboriginal Corporation	\$15,247.50
Brainwave Learning Centre Pty Ltd	\$23,200.00
Brick Industry Training School Pty Ltd	\$4,141.00
Bridson Job Coaching and Training Pty Ltd	\$1,500.00
Bruce Callaghan and Association Pty Ltd	\$29,627.25
Business Training and Management Pty Ltd	\$31,220.00
Camden Haven Community College Inc	\$14,819.00
Canterbury-Hurlstone Park RSL Club Ltd	\$50,093.11
Capable Training Pty Ltd	\$1,134.00
Capital Careers Pty Ltd	\$3,655.25
Carealot Home Health Services Pty Ltd	\$16,857.00
Carter and Carter Australia Pty Ltd	\$49,537.80
CASS Training Pty Ltd	\$35,047.50
Catholic Education Office Diocese of Parramatta	\$87,756.00
Central Coast Community College	\$10,483.00
Central Coast Hospitality Consultancy and Training Pty Ltd	\$7,084.88
Central West Community College Ltd	\$906,371.25
Central West Group Apprentices Ltd	\$181,157.18
Century Group Pty Ltd	\$306,713.37
Cessnock Community Training Centre Inc	\$12,295.50
Charles Sturt Servces Pty Ltd	\$37,900.00
City-Wide Building and Training Services Pty Ltd	\$18,200.00

Apprenticeship and traineeship training program grants	
Civil Contractors Federation	\$256,935.15
CMS Training Services Pty Ltd	\$63,916.22
Coates Hospitality Services Pty Ltd	\$168,778.95
Coles Myer Ltd	\$42,362.50
College of Warehousing (Australia) Pty Ltd	\$24,620.00
Comet Training Pty Ltd	\$23,400.00
Compass Training Australia Pty Ltd	\$25,950.00
Congia Enterprises Pty Ltd	\$116,764.43
Contour Systems Pty Ltd	\$562.50
Corporate Training Australia Pty Ltd	\$10,031.38
Corpskills Australia Pty Ltd	\$212,643.25
CPE National Pty Ltd	\$14,807.50
Crampton Consulting Group Pty Ltd	\$1,300.00
Cre8 Australia Pty Ltd	\$1,450.00
Crown Equipment Pty Ltd	\$34,875.00
Customer Focus Group Training Co of NSW Ltd	\$280,173.00
Cynray Pty Ltd	\$19,884.00
Daniels Associates of Australasia Pty Ltd	\$25,672.50
Didasko Learning Institute Pty Ltd	\$562,475.80
Direct Training Australia Pty Ltd	\$44,263.40
Directions (Australia) Pty Ltd	\$219,546.10
Dynomyte Solutions Pty Ltd	\$14,200.00
E Firstaid Pty Ltd	\$25,477.00
Echuca Community Education Group Inc	\$3,022.50
EDC Unit Trust	\$1,020.00
Elite Care Pty Ltd	\$26,368.00
Em-Four Pty Ltd	\$53,798.75
Employment & Training Australia Inc	\$122,057.77
Endeavour Industries Ltd	\$31,236.49
Energy Australia	\$400,814.00
Enterprise & Training Co of Coffs Harbour Ltd	\$63,522.01
Entertainment and Technical Event Training College Inc	\$1,468.50
Equalis Pty Ltd	\$132,881.38
Equals International Pty Ltd	\$24,592.50
Essential Personnel Association Inc	\$47,175.00
Eurobodalla Adult Education Centre Inc	\$8,205.00
Five Star People Pty Ltd	\$3,650.00
Five Star Training Pty Ltd	\$88,700.00
Fletcher International Exports Pty Ltd	\$255,373.27
Flexible Training Solutions Pty Ltd	\$322,490.00
Food Safety Operations (Qld) Pty Ltd	\$94,752.50
Ford Motor Company of Australia Ltd	\$230,708.35
Forstaff Australia Pty Ltd	\$68,108.00
Furnishing Industry Association of Australia	\$126,929.00
Futurestaff Ltd	\$70,504.88

Apprenticeship and traineeship training program grants	
Gisborne Services Pty Ltd	\$3,768.00
Gloucester Community Training Inc	\$3,865.00
Gow Learning International Pty Ltd	\$501,712.67
Griffith Skills Training Centre Inc	\$99,085.33
HGT Australia Ltd	\$958,170.48
Hopwood and Associates Pty Ltd	\$7,000.00
Hospitality Dimensions Pty Ltd	\$872,676.62
Hostec IDR Pty Ltd	\$170,344.85
Hume Learning Institute Pty Ltd	\$8,800.00
Hungry Jacks Pty Ltd	\$96,447.00
Hunter Councils Inc	\$9,850.00
Hunter Plant Operator Training School	\$18,587.50
Hunter Valley Training Company Pty Ltd	\$306,049.70
IDH Bricklaying Pty Ltd	\$38,880.00
Illawarra Area Child Care Ltd	\$420,306.63
Illawarra Retirement Trust	\$70,448.75
Impact Training and Development Solutions Pty Ltd	\$47,912.50
Impact Training Institute Pty Ltd	\$403,529.63
Individual Solutions Australia Pty Ltd	\$99,152.50
Inner Eastern Group Training Inc	\$1,781.25
Inner West Skills Centre Inc	\$23,612.50
Institute of Financial Services Inc	\$283,055.00
Integrated Training Pty Ltd	\$204,212.00
Intercept Group Pty Ltd	\$128,663.25
Inter-Continental Colleges Pty Ltd	\$1,125.00
International Child Care College Pty Ltd	\$91,544.00
Into Training Australia Pty Ltd	\$700,957.39
Iontask Pty Ltd	\$37,116.10
JB Hunter Technology Pty Ltd	\$11,325.00
JCE Positive Outcomes Pty Ltd	\$260,002.04
JKR Training For Business Pty Ltd	\$159,935.00
Jobs Australia Ltd	\$26,270.50
John Dickson Consulting Pty Ltd	\$1,929.36
John Fairfax Publications Pty Ltd	\$8,075.00
JP MCRAE Pty Ltd	\$8,033.75
JPS and Associates Pty Ltd	\$29,022.20
Julie Reid Management Pty Ltd	\$316,469.76
Juliusmedia Pty Ltd	\$9,450.00
K.S. Training Pty Ltd	\$14,000.00
Kemp & Associates Pty Ltd	\$17,681.25
KRTS Pty Ltd	\$212,243.75
L J Hooker	\$1,125.00
Lady Gowrie Child Centre	\$67,450.25
Learning Lab Pty Ltd	\$18,900.00
Learning Partners Pty Ltd	\$13,218.75
Lennox Institute Pty Ltd	\$277,262.01
Linked Training Group Pty Ltd	\$15,487.50
Logic Entity Australia Pty Ltd	\$925.00

Apprenticeship and traineeship training program grants	
M J Denstaff Training Pty Ltd	\$11,200.00
Macarthur Group Apprentices Ltd	\$34,715.00
Macarthur Group Training Ltd	\$660,086.80
Mackintosh International College (Australia)	\$65,563.37
Mackrell Daniel Malcolm	\$22,605.25
Macleay Valley Workplace Learning Centre	\$11,208.00
Macquarie Commercial College Ltd	\$14,275.01
Macquarie Employment Training Service Inc	\$232,130.76
Maddisson Employment Pty Ltd	\$53,892.50
Magnan Angela K and Borrowman Cody	\$2,241.68
Management Edge The Pty Ltd	\$5,250.00
Map Training Pty Ltd	\$46,438.00
Maxwells Services Pty Ltd	\$96,526.96
Mazda Australia Pty Ltd	\$130,985.00
McDonalds Australia Limited - Thornleigh	\$447,203.50
McMillan Staff Development Pty Ltd	\$52,735.25
Meat Industry Services Pty Ltd	\$82,741.75
MEGT (Australia) Ltd	\$98,653.19
Melbourne Workplace Training Pty Ltd	\$249,065.00
MHS Training Pty Ltd	\$2,250.00
Milcom Communications Pty Ltd	\$64,816.75
Mint Training Pty Ltd	\$32,404.00
Mission Australia	\$136,632.13
Monka Pty Ltd	\$133,198.63
Motor Traders Association of NSW	\$232,715.54
Murray Hume Business Enterprise Centre Inc	\$4,025.00
Murray Mallee Training Company Ltd	\$716,937.63
My Freight Career Pty Ltd	\$57,092.75
National College Australia Ltd	\$89,882.00
National Institute of Training Pty Ltd	\$417,689.70
National Insurance Brokers Association of Australia	\$38,325.62
National Training Organisation Pty Ltd	\$191,846.52
Network Training Solutions Pty Ltd	\$42,937.50
New England & North West Business Skills and Advisory Centre Ltd	\$17,525.00
Newtrain Inc	\$53,206.95
Newtrain Northern Rivers Inc	\$179,955.99
Nova Employment and Training Program Inc	\$22,213.75
NSW Dental Assistants (Professional) Association Inc	\$1,307.50
NSW Family Day Care Association Inc	\$33,705.00
NSW Federation of Housing Associations Inc	\$7,312.50
NSW Fishing Industry Training Committee Ltd	\$60,293.75

Apprenticeship and traineeship training program grants	
NSW Road Transport Association Inc	\$283,540.00
OCTEC Inc	\$298,125.80
On Time Resources Pty Ltd	\$144,743.41
Options Training Services Ltd	\$97,286.75
Origin Training Solutions	\$7,350.00
Pegasus Training Services Pty Ltd	\$43,893.75
Penrith Skills for Jobs Ltd	\$385,456.53
Performance Edge Systems Pty Ltd	\$525,184.38
Performance Frameworks	\$3,000.00
Pharmacy Guild of Australia	\$143,641.25
Pivotal Training & Development Pty Ltd	\$44,875.00
Planpower Training Solutions Pty Ltd	\$455,438.44
Precise Training Australia Pty Ltd	\$204,503.75
Professional Training Services Australia Pty Ltd	\$12,375.00
Property Training Solutions Pty Ltd	\$2,175.00
PSJ Pty Ltd	\$266,184.17
QAF Meat Industries Pty Ltd	\$195,789.80
Quality Training Company Pty Ltd, The	\$109,165.00
Quantica Training (Australia) Pty Ltd	\$139,979.99
Ramsden Telecommunications Training Pty Ltd	\$287,240.63
Ready Workforce Pty Ltd	\$81,025.00
Real Estate Institute of NSW Ltd	\$60,797.75
Real Estate Training Solutions Pty Ltd	\$66,183.25
Recruitnet Career Skills	\$2,000.00
Regional Skills Training Pty Ltd	\$34,500.00
Restaurant & Catering Association of NSW	\$159,795.68
River Murray Training Pty Ltd	\$9,375.00
Riverina Community College Ltd	\$221,346.00
Road Transport Training Services Pty Ltd	\$136,915.87
Rochdale Institute Pty Ltd	\$13,352.50
RTV Consultancy Pty Ltd	\$11,464.50
Salesforce Australia Pty Ltd	\$320,873.50
SCAA Shearer Woolhandler Training Inc	\$4,500.00
Scientific Management Associates (Aust)	\$98,497.75
Sempcom Training Victoria Pty Ltd	\$46,079.19
Sertec Ltd	\$10,800.00
Skills Training Employment Program Inc	\$107,513.91
Skillswest Training Co Pty Ltd	\$284,839.13
Small Business Training Company Pty Ltd	\$902,386.70
Smith Leonard J	\$31,467.50
Societe Air France	\$11,050.00
South East Community College Inc	\$90,099.13
Southern Edge Training Pty Ltd	\$110,780.00

Apprenticeship and traineeship training program grants	
Southern Region Community College Inc	\$2,250.00
Southern Solutions Business Training and Employment	\$411,402.50
Spastic Centre of NSW, The	\$65,535.88
St Marina's Global Restaurant Pty Ltd	\$53,151.67
St Patricks Business College	\$6,563.00
STA Travel Pty Ltd	\$17,625.00
Stanborough Wemyss Contracting Pty Ltd	\$1,428,651.50
STAT Security Training and Tactics Pty Ltd	\$209,390.85
Statewide Business Training Pty Ltd	\$106,158.59
Strategic Training Solutions Pty Ltd	\$15,818.25
Strive Pty Ltd	\$17,898.50
Strive Training Australia Pty Ltd	\$181,772.33
Sureway Business Training Pty Ltd	\$38,940.75
Sureway Consultants Pty Ltd	\$19,179.53
Sydney School of Floristry Pty Ltd, The	\$4,650.00
T & R Tolhurst Pty Ltd	\$1,300.00
Tandem Hospitality College Pty Ltd	\$42,510.75
Taree Community College Inc	\$25,195.00
Targett Retail Training Pty Ltd	\$144,027.00
Tesa Mining (NSW) Pty Ltd	\$77,990.00
Texskill Limited	\$355,562.50
Todaycorp Pty Ltd	\$99,568.50
Tomaree Community College Inc	\$375.00
Total Management Group Pty Ltd	\$2,200.00
Trade Union Training Australia Inc	\$5,580.00
Train Australia Pty Ltd	\$111,746.75
Training and Development Australia Pty Ltd	\$84,131.50
Training Beyond 2000 Pty Ltd	\$51,051.00
Training Education and Management Services Pty Ltd	\$50,946.25
Training Express Pty Ltd	\$24,353.31
Training Specialists (Australia) Pty Ltd	\$112,772.86
Training Synergies Australia Pty Ltd	\$905,421.73
Transport Education and Training Australia Ltd	\$22,838.75
Transport Industries Skills Centre Inc	\$1,125.00
Transqual Pty Limited	\$163,697.00
Trustees of The Diocese of Maitland Newcastle	\$117,061.00
Trustees Roman Catholic Church - Lismore	\$425.00
TTEC Enterprises Ltd	\$54,452.49
Tuggerah Lakes Community College Inc	\$7,190.13
Tursa Employment and Training Inc	\$195,793.50
Tweed Training and Enterprise Company Ltd	\$111,708.64
UNE Partnerships Pty Ltd	\$99,145.50

Apprenticeship and traineeship training program grants	
Uniting Church in Australia Property Trust (NSW)	\$104,429.00
Vast Academy (Aust) Pty Ltd	\$8,349.65
Vertical Learning Curve Pty Ltd	\$658,033.69
VET Train Pty Ltd	\$375.00
Vision Training Institute Pty Ltd	\$214,834.38
Vocational Institute of Australia Pty Ltd	\$43,190.00
W G Learning Pty Ltd	\$53,803.50
Western College Inc	\$8,708.00
Western Sydney Training and Education Centre Inc	\$18,900.00
Westpac Banking Corporation	\$3,937.50
Wetherill Park Training Centre Pty Ltd	\$65,474.62
Wheelchair and Disabled Association of Australia, The	\$53,559.44
Wollongong City Employment Training Inc	\$185,681.88
Wool Industry Training Australia Pty Ltd	\$7,920.62
Woolworths Ltd	\$19,990.25
Workers Educational Association - Hunter	\$15,273.00
Workers Educational Association - Illawarra	\$1,125.00
Workplace Training and Assessment (Cleaning Industry) Pty Ltd	\$58,993.88
Worksmart Interactive Training and Personnel	\$61,950.00
Worktrain Pty Ltd	\$142,792.44
Workventures Ltd	\$73,974.00
Worldmark Pty Ltd	\$12,090.00
WSROC Training and Employment	\$32,225.00
Wyong Workwise Inc	\$712.50
Yolarno Pty Ltd	\$26,329.00
Yum Restaurants Australia Pty Ltd	\$283,145.43
YWCA NSW	\$98,531.00
Total	\$40,631,854.54

ACE vocational education and training grants	
ACE North Coast Inc	\$496,500.00
Alstonville Adult Learning Association Inc	\$319,818.00
Bankstown Community College Inc	\$499,717.00
Barraba Community Learning Association Inc	\$187,120.00
Bellingen ACE - Adult & Community Education Inc	\$136,351.00
Byron Region Community College Inc	\$279,557.00
Camden Haven Community College Inc	\$152,252.00
Central Coast Community College	\$424,129.00
Central West Community College Ltd	\$586,756.00
Coffs Coast Adult Education Inc	\$205,064.00
Community Colleges (NSW) Inc	\$50,000.00

ACE vocational education and training grants

Condobolin Adult Education Inc	\$9,000.00
Continuing Education Centre (Albury-Wodonga) Ltd	\$210,636.00
Deaf Society of New South Wales, The	\$357,071.00
Eastern Suburbs Community College Inc	\$190,561.00
Eurobodalla Adult Education Centre Inc, The	\$58,867.00
Forster Tuncurry Community College Inc	\$82,976.00
Grafton Community College Inc	\$66,852.00
Griffith Adult Learning Association Inc	\$172,183.00
Guyra Adult Learning Association Inc	\$107,345.00
Hawkesbury Community College Inc	\$257,461.00
Hornsby and Kur-ring-gai Community College Inc	\$167,100.00
Hunter Community College Inc	\$269,141.00
Kiama Community College Inc	\$202,317.00
Local Community Services Association	\$2,800.00
Lower Clarence Adult & Community Education Centre Inc	\$50,900.00
Macarthur Community College Inc	\$420,751.00
Macleay Valley Community College Inc	\$68,945.00
Macquarie Community College	\$253,629.00
Manly Warringah Community College Inc	\$264,081.00
Murwillumbah Adult Education Centre Inc	\$135,979.00
Nambucca Valley Community College Inc	\$56,012.00
Nepean Community College Inc	\$392,830.00
North West Community College Inc	\$226,148.00
Parramatta College Inc, The	\$357,196.00
Port Macquarie Community College Inc	\$342,967.00
Riverina Community College Ltd	\$450,836.00
Robinson Education Centre Inc	\$143,932.00
Singleton Community College Inc	\$70,319.00
South East Community College Inc	\$210,110.00
Southern Region Community College Inc	\$89,280.00
St George & Sutherland Community College Inc	\$260,912.00
Sydney Community College Inc	\$231,134.00
Tamworth Community College Inc	\$216,763.00
Taree Community College Inc	\$161,923.00
Tomaree Community College Inc	\$95,835.00
Tuggerah Lakes Community College Inc	\$165,855.00
Wauchope Community College Inc	\$62,854.00
Western College Inc	\$195,705.00
Workers Educational Association - Hunter Ltd	\$370,389.00
Workers' Educational Association Illawarra	\$248,759.00

ACE vocational education and training grants

Workers' Educational Association Sydney	\$72,281.00
Total	\$11,107,899.00

ArtStart - NSW youth arts and skills festival grants

Arts Mid-North Coast Inc	\$25,500.00
Arts North West Inc	\$25,500.00
Arts Outwest	\$25,500.00
Arts Upper Hunter	\$25,500.00
Blue Mountains City Council	\$17,500.00
Campbelltown City Council	\$25,500.00
Information & Cultural Exchange	\$25,500.00
Metro Screen Ltd	\$16,500.00
MTC Work Solutions	\$21,500.00
Murray Arts Incorporated	\$25,500.00
Outback Arts	\$25,500.00
Regional Youth Support Services Inc Ltd	\$15,000.00
Shopfront Theatre For Young People Co-Op	\$21,000.00
Southern Tablelands Arts	\$25,500.00
Willoughby City Council	\$22,500.00
Total	\$343,500.00

Building equipment and childcare grants

ACE North Coast Inc	\$12,976.00
Alstonville Adult Learning Association Inc	\$8,189.00
Bankstown Community College Inc	\$6,128.00
Barraba Community Learning Association Inc	\$3,512.00
Bellingen ACE - Adult & Community Education Inc	\$6,947.00
Byron Region Community College Inc	\$6,871.00
Camden Haven Community College Inc	\$3,519.00
Central Coast Community College	\$12,976.00
Central West Community College Ltd	\$6,128.00
Coffs Coast Adult Education Inc	\$3,408.00
Continuing Education Centre (Albury-Wodonga) Ltd	\$3,476.00
Deaf Society of New South Wales, The	\$6,789.00
Eastern Suburbs Community College Inc	\$12,976.00
Eurobodalla Adult Education Centre Inc, The	\$1,762.00
Forster Tuncurry Community College Inc	\$1,472.00
Griffith Adult Learning Association Inc	\$3,492.00
Guyra Adult Learning Association Inc	\$3,070.00
Hawkesbury Community College Inc	\$6,988.00
Hornsby and Kur-ring-gai Community College Inc	\$12,822.00
Hunter Community College Inc	\$3,858.00
Kiama Community College Inc	\$1,827.00
Macarthur Community College Inc	\$11,057.00

Building equipment and childcare grants	
Macleay Valley Community College Inc	\$1,776.00
Macquarie Community College	\$12,976.00
Manly Warringah Community College Inc	\$12,820.00
Murwillumbah Adult Education Centre Inc	\$3,439.00
Nepean Community College Inc	\$12,976.00
North West Community College Inc	\$11,040.00
Parramatta College Inc, The	\$12,974.00
Port Macquarie Community College Inc	\$11,200.00
Riverina Community College Ltd	\$11,200.00
Robinson Education Centre Inc	\$3,549.00
Singleton Community College Inc	\$3,572.00
South East Community College Inc	\$3,761.00
Southern Region Community College Inc	\$1,294.00
St George & Sutherland Community College Inc	\$12,974.00
Sydney Community College Inc	\$11,587.00
Tamworth Community College Inc	\$5,844.00
Taree Community College Inc, The	\$7,041.00
Tomaree Community College Inc	\$3,798.00
Tuggerah Lakes Community College Inc	\$7,214.00
Wauchope Community College Inc	\$5,045.00
Western College Inc	\$12,974.00
Workers Educational Association - Hunter Ltd	\$12,974.00
Workers' Educational Association - Illawarra	\$12,974.00
Workers' Educational Association - Sydney	\$12,974.00
Total	\$348,219.00

Community languages grants	
Afghan Australian Noor Association	\$9,660.00
Afghan Community Support Association of NSW Inc	\$6,120.00
Al Sadiq Inc	\$1,000.00
Al-Aqsa Inc	\$16,740.00
Alfaisal Islamic & Arabic School Auburn	\$5,940.00
Alhabib Arabic School Inc	\$11,640.00
Al-Khair Inc	\$2,040.00
Ambassadors Multicultural Mission (International) Association Inc	\$44,820.00
Amistad Latina School of Spanish Inc	\$1,740.00
Andisheh Persian School Inc	\$3,840.00
Anglican Church Diocese of Sydney	\$2,280.00
Arabic Education Society Inc	\$2,340.00
Arabic Learning Ltd	\$1,000.00
Arabic School Alminia Charitable Association Limited	\$4,320.00
Armenian General Benevolent Union Ltd	\$2,580.00
Ashabul Kahfi Language School Inc	\$17,400.00
Association for Brazilian Bilingual Childrens Development Inc	\$4,980.00
Association of Bhanin El-Minieh Welfare Centre Inc	\$12,120.00

Community languages grants	
Association of Illawarra Community Languages Schools Inc	\$19,660.00
Association of Serbian Community Languages Schools in Australia Inc	\$2,880.00
Assyrian Australian Association	\$9,480.00
Assyrian's Nation Association Inc	\$3,960.00
Auburn Arabic School	\$12,180.00
Auburn Atatürk Primary School Inc	\$11,940.00
Australia Korean School Inc	\$8,460.00
Australian Association of All Nationalities of China Inc	\$11,940.00
Australian Beirut Charitable Association	\$15,780.00
Australian Catholic Chinese Community Inc	\$13,980.00
Australian Chinese & Descendants Mutual Association Inc	\$23,880.00
Australian Chinese Community Association of NSW Inc	\$13,380.00
Australian Chinese School Inc	\$9,660.00
Australian Confucius Mencius Morality Society Inc	\$2,760.00
Australian Council for the Promotion of Chinese Language & Culture Inc	\$2,880.00
Australian Council of Women Affairs	\$2,760.00
Australian Druze Community Inc	\$2,940.00
Australian Hindu Multicultural Association	\$3,840.00
Australian Institute of Hindi Language Studies Parents & Citizens Association Inc	\$2,340.00
Australian Islamic Mission Inc	\$13,080.00
Australian Serbian Illawarra Welfare Association Inc	\$3,120.00
Australian Sikh Association Inc	\$11,060.00
Australian Taiwanese Friendship Assn Inc	\$11,940.00
Balar Malar Tamil Educational Assoc Inc	\$4,500.00
Bankstown Area Multicultural Network Inc	\$1,860.00
Bethesda Presbyterian Church Inc	\$1,200.00
Bexley Chinese Congregational Church Language School Inc	\$7,260.00
Bexley Ethnic Arabic School	\$3,480.00
Bhartiya Bhasha Vidyalaya Inc	\$420.00
Blacktown Anglican Church Pei Ji Chinese Community Language School	\$7,020.00
Bodhi Vietnamese Language School Inc	\$13,080.00
Bonyad Peyvand Inc	\$3,120.00
Bosnian Ethnic School	\$2,100.00
Buddharangsee Thai Community Language School Inc	\$8,600.00
Cabramatta Saturday Turkish School Inc	\$2,640.00
Cabramatta West Spanish School	\$2,340.00
Campbelltown Bangla School Inc	\$3,180.00
Campsie Cultural Centre Inc	\$1,020.00

Community languages grants	
Canterbury Bankstown Muslim Association	\$12,840.00
Carlingford Chinese Language School Inc	\$3,480.00
Central Council Croatian Ethnic Schools of NSW Inc	\$9,340.00
Chanh Phap Vietnamese Buddhist Youth Association of NSW Inc	\$4,020.00
Cheng Gong School Inc	\$720.00
Cherrybrook Chinese Community Association Inc	\$7,260.00
Chinese Australian Services Society Co-operative Limited	\$24,240.00
Chinese Catholic Community Inc	\$19,620.00
Christian Pei Li Chinese School Pty Ltd	\$6,060.00
Clemton Park School Chinese Language & Cultural Association Schools in Australia Inc	\$2,700.00
Co-As-It Italian Association of Assistance	\$872,703.00
Congregational Christian Church In Samoa Department of Schools	\$6,240.00
Coptic Orthodox Church (NSW) Property Trust	\$2,280.00
Datong Chinese School Granville Inc	\$9,240.00
Datong Chinese School Inc	\$13,920.00
Der-Huy Chinese School Inc	\$13,260.00
Deutscher Schulverein Sydney/German	\$5,820.00
Dinka Literacy Association Inc	\$540.00
Dundas Chinese School	\$9,540.00
Eastern Suburbs Russian School Inc	\$3,780.00
Eastlakes Saturday Turkish School Inc	\$7,680.00
Eastwood Tamil Study Centre Inc	\$3,480.00
Fairfield Heights Vietnamese Parent Committee Inc	\$5,400.00
First Serbian Orthodox Church At Sava	\$2,460.00
Fraternal Society of The Tripoli & Mena District Associated	\$3,120.00
Free Serbian Orthodox Church St George "Cabramatta"	\$4,800.00
GDPT Bo De Minh Quang - The Vietnamese Buddhist Youth of NSW	\$1,000.00
Grace Chinese Christian Church Limited	\$18,180.00
Greek Community of Mascot & District Inc	\$4,140.00
Greek Orthodox Archdiocese of Australia Consolidated Trust	\$17,940.00
Greek Orthodox Church & Community of Leichhardt & District Of St Gerasimos	\$4,680.00
Greek Orthodox Church & Society of the City of Greater Wollongong	\$4,200.00
Greek Orthodox Church and Community of Bankstown & District St Euphemia Ltd	\$5,760.00
Greek Orthodox Community of NSW	\$31,860.00
Greek Orthodox Community of St Marys and District Ltd	\$2,880.00

Community languages grants	
Greek Orthodox Parish & Community of Belmore & District All Saints	\$3,540.00
Greek Orthodox Parish & Community Of Burwood & District	\$5,040.00
Greek Orthodox Parish & Community of Kogarah	\$21,960.00
Greek Orthodox Parish of Northern & Western Suburbs	\$6,060.00
Greek Orthodox Parish of St George Rose Bay	\$3,180.00
Greek Orthodox Parish of St Nicholas of Marrickville	\$4,260.00
Greek Orthodox Parish South East Sydney	\$5,580.00
Greek Sunday School of Canterbury & Surrounding Districts Inc	\$1,560.00
Hamazkaine Armenian Educational & Cultural Society Shant Chapter Inc	\$13,200.00
Harb Charity Association Inc	\$8,400.00
Hellenic Centre For Language & Culture of Australia Inc	\$12,680.00
Hellenic Orthodox Community of Kingsgrove	\$7,680.00
Hellenic Orthodox Community Parramatta and Districts	\$1,920.00
Hellenic Orthodox Parish & Community of Blacktown and District Ltd	\$5,100.00
Hung Dao Language School Inc	\$4,800.00
Hungarian School Flemington Inc	\$2,460.00
Hunter Parents & Teachers Association of Community Language Schools Inc	\$10,010.00
Huyen Quang Buddhist Youth Association Inc	\$2,280.00
Imam Ali Arabic School Inc	\$1,000.00
Indo-Australia Balbharati Vidyalaya	\$6,840.00
International Buddhist Association of Australia Inc	\$5,700.00
Iranian Educational & Cultural Centre	\$3,000.00
Islamic Charity Projects Association Inc	\$28,500.00
Islamic Welfare Centre Inc	\$10,140.00
Islamic Women's Welfare Association	\$1,000.00
Japan Club of Sydney (JCS)	\$11,100.00
Kenyan Association of Australia	\$1,000.00
Khmer Adventist Language School	\$2,700.00
Khmer Community of NSW Inc	\$5,760.00
Korean Catholic Language School Inc	\$17,460.00
Korean Central Presbyterian Church Inc	\$12,960.00
Lao Community Advancement NSW Co-Op Ltd	\$3,960.00
Latin American School of the Inner West Inc	\$840.00
Lebanese Arabic School Inc	\$37,500.00
Lebanese Moslem Association	\$72,420.00
Lidcombe Russian School Inc	\$780.00
Lindfield Korean School Inc	\$12,180.00

Community languages grants	
Maan Malay Australian Association of NSW	\$420.00
Macedonian School Council of NSW Inc	\$3,900.00
Maltese Community Council of NSW Inc	\$660.00
Maroubra Chinese School Inc	\$5,700.00
Maroubra Russian School Inc	\$1,920.00
Marrickville West Turkish School Inc	\$2,400.00
Ming-Der Chinese School Inc	\$40,560.00
Minghui School Inc	\$4,140.00
Moslem Alawi Youth Movement Inc	\$8,040.00
Moslem Alawy Society Limited	\$7,140.00
Nepean Turkish School Inc	\$1,860.00
Newcastle Tamil Sangam Inc	\$720.00
NSW Board of Jewish Education	\$9,960.00
NSW Indo-China Chinese Association Inc	\$35,760.00
NSW Japanese School Inc	\$4,260.00
NSW Turkish Educational & Cultural Association Inc	\$6,840.00
Padstow Christian Chinese Language School	\$4,920.00
Parramatta Hanguel School	\$3,780.00
Parramatta Islamic Community	\$3,660.00
Parramatta Persian Primary & High School Inc	\$9,140.00
Persian Ethnic School Inc	\$780.00
Phap Bao Buddhist Youth Language School Inc	\$5,280.00
Polish Association of Wollongong Inc	\$420.00
Polish Educational Society In NSW Inc	\$6,120.00
Polish Group Incorporated	\$3,540.00
Polish School of Sydney Inc	\$2,640.00
Portuguese Community Schools of Sydney Inc	\$7,140.00
Portuguese Ethnic Schools Association of Australia Inc	\$3,240.00
Presbyterian Church (NSW) Property Trust	\$10,860.00
Qing Hua Chinese Language School Inc	\$29,340.00
Russian Orthodox Church Inc	\$1,500.00
Sabian Mandaean Association In Australia Ltd	\$3,480.00
Sae Soon Korean School	\$14,700.00
Sanatan Religious and Cultural Association NSW	\$5,640.00
School of Vedic Sciences (Aust) Incorporated	\$1,000.00
Sikh Khalsa Mission Inc	\$1,000.00
Sikh Mission Centre Sydney Inc	\$2,400.00
Sinhalese Cultural Forum of NSW Australia Inc	\$12,060.00
Somang Korean Language School Inc	\$2,940.00
South Coast Portuguese Association Ltd	\$1,080.00

Community languages grants	
South West Sydney Children's Chinese School Association Inc	\$3,360.00
Sri Guru Singh Sabah (Sikh Association of Sydney Inc)	\$1,000.00
St Alexander Nevsky Russian School Inc	\$5,760.00
St George Spanish School Inc	\$780.00
St Nicholas Antiochian Orthodox Church	\$6,240.00
St Nicholas School of Russian Association Inc	\$2,040.00
St Raphael's Greek Orthodox Parish of Liverpool and Districts Ltd	\$9,060.00
Sutherland Shire Chinese Language School Inc	\$3,780.00
Swedish School In Sydney Inc	\$5,700.00
Sydney Chinese Central School Inc	\$1,440.00
Sydney Chinese School Inc	\$28,200.00
Sydney Evangelical Holiness Church	\$1,620.00
Sydney Full Gospel Church Properties Inc	\$14,460.00
Sydney Juan Church Language School	\$960.00
Sydney Latvian Society Limited	\$720.00
Sydney Punjabi Society Inc	\$2,880.00
Sydney Saturday School of Japanese Inc	\$16,680.00
Sydney Suomi-Koulu/Sydney Finnish School Inc	\$1,080.00
Sydney Yu Cai Chinese Language School Inc	\$25,980.00
Tamil Civic Centre (TCC) Inc	\$2,700.00
Tamil Study Centre Homebush Inc	\$19,460.00
Telugu Association Inc	\$600.00
Teng Fei Chinese Language Institute	\$1,000.00
Thai Education Centre of Australia Inc	\$1,440.00
Thamil Study Centre Mt Druitt Inc	\$2,640.00
Timor Chinese Association of NSW	\$5,520.00
Trustees of The Lebanese Maronite Order	\$2,880.00
Trustees of The Roman Catholic Church For The Diocese Of Saint Maroun Sydney	\$7,380.00
Trustees of Ukrainian Catholic Church in Australia	\$2,820.00
Tuethanh (Viet-Tu) Alumni Association Australia Inc	\$4,860.00
Tzu-Chi Academy Australia Inc	\$6,900.00
Ukrainian Central School In Sydney Incorporated	\$3,940.00
Umit Uighur Language School	\$1,000.00
United Ethnic Education Centre Inc	\$5,880.00
United Muslim Womens Association Inc	\$10,680.00
Uruguay School of Spanish Language Inc	\$2,460.00
Van Lang Vietnamese School Parents Association Inc	\$4,440.00
Victory Mandarin School Association Inc	\$1,860.00

Community languages grants

Vietnamese Community In Wollongong Inc	\$2,640.00
Vietnamese Cultural Schools Association Inc	\$141,840.00
Vietnamese Parents and Citizens Association Inc	\$52,020.00
Vietnamese Parents Committee Green Valley Inc	\$15,960.00
Vinh Khang Chinese School Inc	\$20,760.00
Wentworthville Tamil Study Centre Inc	\$19,720.00
Western Sydney Chinese School Inc	\$6,180.00
Wollongong Turkish Society Inc	\$2,400.00
Woo-Ri Full Gospel Church Inc	\$4,140.00
Yagoona Arabic School Inc	\$3,540.00
Total	\$2,686,353.00

Contracted training program grants

Aboriginal Dance Theatre Redfern	\$101,167.50
Access Community Group Ltd	\$2,400.00
ACE North Coast Inc - Lismore	\$28,492.80
Active Industry Training Limited	\$379,167.00
Ahvenbloem Pty Ltd	\$21,315.00
Alstonville Adult Learning Association	\$115,116.50
Astute Training Pty Ltd	\$57,295.15
Austraining (NSW) Pty Ltd	\$283,282.39
Australian College of Commerce & Management Pty Ltd	\$264,708.79
Australian College QED Pty Ltd	\$11,553.04
Australian Drilling Industry Training Committee Ltd	\$8,816.00
Australian Electronic Manufacturing Services Pty Ltd	\$81,000.00
Australian Electrotechnology Industry Training Centre Ltd	\$78,750.00
Australian Institute of Workplace Learning Pty Ltd	\$176,634.00
Avernly Pty Ltd	\$257,450.00
Baffy Pty Ltd	\$8,512.00
Bankstown Community College Inc	\$283,852.81
Bannister Technical Pty Ltd	\$51,737.25
Barraba Community Learning Association Inc	\$31,050.00
Bellingen ACE Adult and Community Education Inc	\$41,890.00
Benchmark Resources Pty Ltd	\$156,516.63
Booroongen Djugun Aboriginal Corporation	\$15,265.00
Bruce Callaghan & Assoc Pty Ltd	\$72,572.50
Brucemac Pty Ltd	\$82,512.04
Business Enterprise Centre Northside Ltd	\$63,015.00
Business Training & Management Pty Ltd	\$101,658.00
Byron Region Community College Inc	\$146,164.00

Contracted training program grants

Camden Haven Community College Inc	\$23,851.50
Capable Training Pty Ltd	\$6,600.00
CASS Training Pty Limited	\$68,265.40
Central Coast Community College	\$2,730.00
Central West Community College Ltd	\$183,940.20
Cessnock Community Training Centre Inc	\$3,000.00
CMS Training Services Pty Ltd	\$17,388.00
Coates Hospitality Services Pty Ltd	\$1,920.00
Coffs Coast Adult Education Inc	\$7,141.52
Compass Training Australia Pty Ltd	\$9,250.00
Contour Systems Pty Ltd	\$29,988.70
Co-Operative for Aborigines Ltd	\$281,152.50
D & K Safety Consultants Pty Ltd	\$1,460.00
Deaf Education Network Inc	\$285,096.67
Deaf Society of NSW, The	\$101,790.78
Directions (Australia) Pty Ltd	\$294,719.25
Electrolux Home Products Pty Ltd	\$45,440.00
Employment & Training Australia Inc	\$70,074.05
Endeavour Industries Limited	\$43,366.40
Enterprise & Training Co of Coffs Harbour Ltd	\$17,322.00
Essential Personnel Association Inc	\$313,155.98
Eurobodalla Adult Education Centre Inc	\$105,311.66
Farmcare Training Pty Ltd	\$79,069.00
Fletcher International Exports Pty Ltd	\$51,840.00
Forstaff Australia Pty Ltd	\$16,546.00
Gloucester Community Training Inc	\$22,050.00
Grafton Community College Inc	\$4,500.00
Greenacres Association	\$9,594.00
Guyra Adult Learning Association Inc	\$5,184.00
H & H Accredited Training Australasia Inc	\$43,951.00
HGT Australia Ltd	\$662,660.30
Hostec IDR Pty Ltd	\$94,541.75
Hunter Councils Inc	\$3,819.60
Hunter Valley Training Company Pty Ltd	\$22,791.76
Hurstville Enterprise Association for People Services Inc	\$73,007.50
IDH Bricklaying Pty Ltd	\$16,537.50
Illawarra Area Child Care Ltd	\$74,800.16
Illawarra ITEC Ltd, The	\$40,262.00
Impact Training Institute Pty Ltd	\$53,266.00
Individual Solutions Australia Pty Ltd	\$269,135.25
Inner West Skills Centre Inc	\$90,981.00
International Child Care College Pty Ltd	\$42,057.50
Iontask Pty Ltd	\$5,859.00
J W W Trading Pty Ltd	\$1,386.00
JB Hunter Technology Pty Ltd	\$28,584.00
JCE Positive Outcomes Pty Ltd	\$40,107.00
Kemp & Associates Pty Ltd	\$235,240.00
Kiama Community College Inc	\$96,482.04

Contracted training program grants	
Learning Lab Pty Ltd	\$315,342.00
Logic Entity Australia Pty Ltd	\$30,815.80
Macarthur Community College Inc	\$20,280.00
Macarthur Group Training Ltd	\$13,644.54
Mackrell Daniel Malcolm	\$151,109.42
Macquarie Commercial College Ltd	\$4,830.00
Map Training Pty Ltd	\$7,140.00
Marrickville Community Training Centre	\$51,313.75
MEGT (Australia) Ltd	\$110.00
Metro Screen Ltd	\$186,982.00
MHS Training Pty Ltd	\$4,536.00
Mission Australia	\$40.00
Murray Hume Business Enterprise Centre Inc	\$118,072.00
Murwillumbah Adult Education Centre Inc	\$24,102.00
National Aboriginal and Islander Skills Dance College	\$29,347.50
National College Australia Ltd	\$185,038.75
New England & North West Business Skills and Advisory Centre Ltd	\$71,520.50
Newtrain Inc	\$12,796.00
Newtrain Northern Rivers Inc	\$21,229.00
Northern Rivers Conservatorium Arts Centre Inc	\$79,661.00
NSW Family Day Care Association Inc	\$70,317.20
NSW Fishing Industry Training Committee Ltd	\$157,204.00
NSW Road Transport Association Inc	\$31,545.50
Nursing Group Pty Ltd	\$78,742.50
Oasis Pre-Employment Network (OPEN) Inc	\$21,467.31
OCTEC Inc	\$271,962.34
On Time Resources Pty Ltd	\$144,798.00
Options Training Services Ltd	\$3,118.00
Pegasus Management Pty Ltd	\$9,735.05
Penrith Skills for Jobs Ltd	\$11,951.00
Port Macquarie Community College Inc	\$11,830.00
Ready Workforce Pty Ltd	\$6,236.00
Response Consulting Australia Pty Ltd	\$104,655.38
Response Employment & Training Pty Ltd	\$34,101.00
Restaurant & Catering Association of NSW	\$157,745.74
Riverina Community College Ltd	\$58,315.75
Rutherford Technical Services Pty Ltd	\$81,373.00
Salvation Army (NSW) Property Trust, The	\$236,907.50
Singleton Community College Inc	\$50,478.00
Skills Training Employment Program Inc	\$270,735.25
Small Business Training Company Pty Ltd	\$6,120.00
South East Community College Inc	\$43,810.00
Southern Region Community College Inc	\$92,187.95

Contracted training program grants	
Southern Solutions Business Training & Employment	\$49,779.05
Spastic Centre of NSW, The	\$71,616.25
St George & Sutherland Community College	\$11,150.00
Statewide Business Training Pty Ltd	\$53,490.01
Sureway Business Training Pty Ltd	\$45,237.25
Tamworth Community College Inc	\$10,544.61
Taree Community College Inc	\$48,249.87
Tomaree Community College Inc	\$32,568.55
Training Beyond 2000 Pty Ltd	\$25,884.57
TTEC Enterprises Ltd	\$2,652.00
Tuggerah Lakes Community College Inc	\$16,246.80
Tursa Employment & Training Inc	\$48,977.00
Tweed Training & Enterprise Company Ltd	\$58,017.00
UNE Partnerships Pty Ltd	\$5,239.80
Uniting Church In Australia Property Trust	\$491,869.60
Upper Hunter Community Services Inc	\$1,640.00
VET Train Pty Ltd	\$11,308.00
Vocational Institute of Australia Pty Ltd	\$16,604.00
Wauchope Community College Inc	\$11,910.00
Western College Inc	\$131,982.64
Western Sydney Training & Education Centre	\$112,099.00
Wheelchair & Disabled Association of Australia, The	\$187,797.25
Wollongong City Employment Training Inc	\$206,939.61
Workers Educational Association	\$33,000.00
Workers Educational Association - Hunter	\$3,748.50
Workers Educational Association - Illawarra	\$35,743.14
Worktrain Pty Ltd	\$343,861.16
Workventures Ltd	\$8,400.00
WSROC Training and Employment	\$12,500.00
Wyong Workwise Inc	\$150,650.88
YWCA NSW	\$624,683.73
Total	\$13,066,747.37

Elsa Dixon Aboriginal employment and career development program grants	
Byron Shire Council	\$28,000.00
Gilgandra Shire Council	\$30,722.51
Hunter Region Business Enterprise Centre Ltd	\$1,740.77
International Beauty Institute Orange	\$43,000.00
Karuah Local Aboriginal Land Council	\$50,000.00
Ngadri Ngalli Way Inc	\$34,748.38
Parkes Forbes Business Enterprise Centre	\$76,000.00

Elsa Dixon Aboriginal employment and career development program grants

Richmond Valley Business & Rural Financial Counselling Services	\$62,070.00
Western Plains Housing Scheme Inc	\$24,861.07
Total	\$351,142.73

Enterprise training program grants

Agri-Food Industry Skills Council	\$30,500.00
Arts Training NSW Limited	\$26,943.64
Australian Electronic Manufacturing Services Pty Ltd	\$3,181.82
Automotive Training Board (NSW)	\$7,772.73
Barrand Consulting Pty Ltd	\$8,504.54
Bathurst Family Support Service Inc	\$16,430.00
Christians Against Poverty	\$3,818.18
Construction Industry Training Board	\$5,681.82
Disability Services Australia Ltd	\$45,454.55
Fairhaven Services Ltd	\$16,689.09
Focus On People	\$2,318.18
Gaye Murray & Associates	\$16,515.46
Giselle Mawer & Associates	\$11,346.36
Group Training Association of NSW, The	\$56,363.64
Jam Training & Development Services	\$2,000.00
Light Manufacturing Industry Training Board of NSW Ltd	\$4,772.73
Lightship People Systems Pty Ltd	\$7,215.45
Liquid Strategies	\$73,636.37
Lomac Pty Ltd	\$1,363.64
Lorraine Wheeler & Associates Pty Ltd	\$43,636.36
Manufacturing Learning Australia Ltd	\$454.55
Multiplex Pty Ltd	\$42,727.27
Nautilus Project Inc	\$6,300.00
Network of Community Activities	\$2,350.00
NSW Food Industry Training Council	\$1,363.64
Resources and Infrastructure Industry Skills Council	\$51,363.64
Rutherford Technical Services Pty Ltd	\$2,256.36
Total Training & Performance Solutions	\$12,145.45
Transport and Logistics Industry Skills Council	\$51,076.37
Total	\$554,181.84

Group training scheme grants

Access Group Training Ltd	\$6,930.00
Andrew Schofield & Associates	\$1,625.45
Apprentices Trainees Employment Ltd	\$137,330.00
Australian Industry Group	\$18,750.00
Australian Industry Group Training Services Pty Ltd	\$6,250.00
Australian Training Company Ltd	\$100,648.00
Automotive Group Training (NSW) Ltd	\$264,000.00
Central Coast Group Training Ltd	\$93,563.32

Group training scheme grants

Central West Group Apprentices Ltd	\$396,090.91
ECA Training Pty Ltd	\$147,400.00
Electrotechnology Industry Group Training Company Pty Ltd	\$166,635.00
Group Training Association of NSW, The	\$98,500.00
Health Industry Group Training Company	\$260,139.32
HGT Australia Ltd	\$366,126.68
Horticultural Group Training Australia	\$3,125.00
Hospitality Training Network of NSW Ltd	\$267,750.00
Housing Industry Association Ltd	\$125,977.27
Hunter Valley Training Company Pty Ltd	\$444,850.00
Macarthur Group Apprentices Ltd	\$58,500.00
Macarthur Group Training Ltd	\$72,930.00
Manufacturing Industry Group Apprenticeship Scheme Inc	\$37,000.00
Master Builders Group Training Pty Ltd	\$33,000.00
Master Painters Group Training Company	\$52,800.00
Master Plumbers Apprentices Ltd	\$126,800.00
MBA Newcastle Group Training Pty Ltd	\$50,760.00
MEGT (Australia) Ltd	\$60,750.00
Mission Australia Group Training Ltd	\$41,480.00
MTA Apprenticeships Plus	\$80,000.00
Murray Mallee Training Company Ltd	\$76,453.34
NSW Group Training Association	\$10,000.00
On-Q Human Resources Ltd	\$198,781.95
Outsource Consulting	\$3,037.00
Protiviti Pty Ltd	\$7,292.20
Riverina Group Training & Employment Ltd	\$46,707.50
Sertec Ltd	\$89,169.73
Sydney Training & Employment Ltd	\$144,580.00
TAMBA Training Pty Ltd	\$58,186.66
West State Training Ltd	\$48,649.14
Workline Employment	\$3,976.67
Workventures Group Training Ltd	\$18,800.00
WPC Group Ltd	\$100,000.00
Total	\$4,325,345.14

Indigenous education program grants

ACE North Coast Inc	\$22,998.00
Alstonville Adult Learning Association Inc	\$7,540.00
Barraba Community Learning Association Inc	\$37,720.00
Camden Haven Community College Inc	\$32,045.00
Central Coast Community College	\$62,650.00
Central West Community College Ltd	\$94,515.00
Condobolin Adult Education Inc	\$4,590.00
Eurobodalla Adult Education Centre Inc, The	\$16,180.00
Griffith Adult Learning Association Inc	\$17,605.00

Indigenous education program grants	
Hawkesbury Community College Inc	\$5,541.00
Hunter Community College Inc	\$47,177.00
Kiama Community College Inc	\$38,815.00
Nambucca Valley Community College Inc	\$13,500.00
Port Macquarie Community College Inc	\$5,655.00
Riverina Community College Ltd	\$149,800.00
Robinson Education Centre Inc	\$33,948.00
Singleton Community College Inc	\$5,655.00
South East Community College Inc	\$67,860.00
Southern Region Community College Inc	\$1,885.00
Sydney Community College Inc	\$17,622.00
Tamworth Community College Inc	\$7,540.00
Taree Community College Inc	\$30,353.00
Tomaree Community College Inc	\$3,770.00
Tuggerah Lakes Community College Inc	\$48,282.00
Wauchope Community College Inc	\$17,280.00
Western College Inc	\$94,300.00
Workers Educational Association - Hunter Ltd	\$9,425.00
Total	\$894,251.00

Intervention support - Capital grants	
Dunedoo Preschool Kindergarten Inc	\$47,340.00
Kempsey Early Intervention Program Inc	\$52,690.00
KU Children's Services	\$45,810.00
Lambing Flat Enterprises Limited	\$279,162.00
Mikayla Children's Centre Inc	\$234.00
Penrith City Council	\$1,140.00
Uniting Church in Australia Property Trust (NSW) for UnitingCare NSW.ACT	\$2,690.00
Total	\$429,066.00

Intervention support grants - Children in residential care	
Anglican Church of Australia - All Saints Anglican Church Figtree	\$12,000.00
Apostolic Church Trust Apostolic Church Australia	\$24,000.00
Boys' Town Engadine	\$9,250.00
Central Coast Community College	\$34,000.00
Community Programs Inc	\$12,000.00
Disability Enterprises Leura	\$2,250.00
Kurrajong Waratah	\$3,250.00
Marist Youth Care Limited	\$8,750.00
Mater Dei	\$17,000.00
Mercy Centre Lavington Limited	\$4,000.00
Mission Australia	\$10,800.00
Nepean Community College Inc	\$18,400.00
St Josephs Cowper Inc	\$3,750.00
Sydney Anglican Home Mission Society Council - Anglicare NSW	\$9,500.00
Sydney Community College Inc	\$14,000.00

Intervention support grants - Children in residential care	
Uniting Church in Australia Property Trust (NSW) for UnitingCare NSW.ACT - UnitingCare Burnside	\$500.00
Young Men's Christian Association of Sydney	\$11,600.00
Total	\$195,050.00

Intervention support grants - Non School organisations	
Autism Spectrum Australia (Aspect)	\$155,620.00
Royal Institute for Deaf and Blind Children	\$47,932.50
Shepherd Centre	\$41,297.50
Spastic Centre of New South Wales	\$222,624.00
Vision Australia Limited	\$61,784.00
Total	\$529,258.00

Intervention support grants-Young people with disabilities	
Aberdare Preschool Inc	\$8,519.00
Aberdeen Preschool Association Inc	\$3,000.00
Access Macquarie Limited	\$49,654.00
Albury Preschool Kindergarten Inc	\$6,426.00
All Saints Preschool Albion Park Inc	\$4,259.50
Anglican Church of Australia - Anglican Parish of Wagga Wagga	\$2,093.50
Anglican Church of Australia - Anglicare Canberra and Goulburn Incorporation	\$3,906.50
Anglican Church of Australia - Tamworth Anglican College	\$3,000.00
Annette's Place Inc	\$8,519.00
Anzac Village Preschool Association Inc	\$6,352.50
Armidale Church of Christ Adventureland Preschool Inc, The	\$3,000.00
Armidale Community Preschool Inc	\$6,140.00
Arncliffe Preschool Inc	\$3,000.00
Arndu St Pauls Preschool Association Inc	\$9,602.00
Autism Spectrum Australia (Aspect)	\$444,402.00
Awabakal Newcastle Aboriginal Co-operative Limited	\$11,373.00
Ballina Fox Street Preschool Inc	\$5,306.00
Ballina River Street Children's Centre Inc	\$4,259.50
Baptist Community Services NSW and ACT	\$3,000.00
Baptist Union of New South Wales - Alstonville Baptist Church	\$8,519.00
Baptist Union of New South Wales - Maitland Baptist Church	\$9,602.00
Baptist Union of New South Wales - Miller Baptist Church	\$10,649.00

Intervention support grants-Young people with disabilities	
Baptist Union of New South Wales - Mortdale Oatley Baptist Church	\$9,602.00
Barnardos Australia	\$4,332.50
Basin Preschool Association Inc, The	\$2,093.50
Bathurst Early Childhood Intervention Service Inc	\$53,027.00
Baulkham Hills Preschool Kindergarten Inc	\$6,389.50
Beacon Hill Community Kindergarten Association Limited	\$9,602.00
Bega Preschool Association Inc	\$3,000.00
Bellbird Preschool Inc	\$4,259.50
Bellingen Shire Support Network Inc	\$12,744.50
Belmont North Preschool Inc	\$8,519.00
Berala Jack and Jill Preschool Kindergarten Inc	\$3,906.50
Beresfield Community Children's Education Centre	\$7,581.00
Berkeley Vale Preschool Kindergarten Inc	\$2,166.00
Bermagui Preschool Co-operative Society Limited	\$2,630.50
Bexley Jack and Jill Preschool Inc	\$13,825.50
Binnowee Kindergarten Co-operative Society Limited	\$3,249.50
Biralee Preschool Finley Inc	\$2,166.00
Birubi Point Community Preschool Association Inc	\$3,000.00
Blacktown City Council	\$11,519.00
Bland Shire Council	\$7,436.00
Bomaderry Preschool Inc	\$4,187.00
Bombala Preschool Inc	\$3,000.00
Boolaroo-Speers Point Community Kindergarten Inc	\$5,093.50
Bowraville Community Preschool Inc	\$2,166.00
Branxton Preschool Inc	\$3,249.50
Brayside Community Preschool Inc	\$6,140.00
Broken Hill Happy Day Preschool Kindergarten Inc	\$1,047.00
Budgewoi-Halekulani Preschool Kindergarten Inc	\$3,249.50
Bundanoon District Preschool Kindergarten Association Inc	\$2,166.00
Bundeena Maianbar Preschool and Children's Services Inc	\$3,000.00
Bungendore Preschool Association Inc	\$3,000.00
Bunyip Preschool Harden Inc	\$3,000.00
Byron Bay Preschool Inc	\$9,389.50
Byron Shire Early Intervention Association Inc	\$29,385.50
Cabarita Mortlake Kindergarten Association Inc	\$2,093.50

Intervention support grants-Young people with disabilities	
Canowindra Preschool Kindergarten Inc	\$9,565.00
Canterbury Community Child Care Centre Inc	\$3,249.00
Catherine Field Preschool Kindergarten Inc	\$7,399.50
Centacare Catholic Community Services	\$168,919.50
Cessnock Multipurpose Children's Centre Limited	\$10,509.50
Channon Children's Centre Inc, The	\$3,000.00
Charlestown Child Care and Early Learning Centre Inc	\$4,260.00
Cherrybrook Community Preschool Inc	\$4,259.50
Chillingham and Tyalgum Community Preschool Inc	\$5,093.50
Christ Church Gladesville Preschool Kindergarten Inc	\$8,483.00
Christ Church St Ives Preschool Inc	\$2,166.00
Clunes Community Preschool Association Inc	\$6,389.50
Cobargo Preschool Inc	\$6,389.00
Coffs Harbour Preschool Association Inc	\$4,259.50
Collaroy Plateau Community Kindergarten Inc	\$4,259.50
Communicare Sydney	\$72,520.50
Community Programs Inc	\$69,407.50
Como Preschool Kindergarten Association Inc	\$3,000.00
Condobolin Preschool Kindergarten Inc	\$5,093.50
Connect Child and Family Services Inc	\$53,391.00
Coolamon Preschool Association Inc	\$3,000.00
Cooloon Children's Centre Inc	\$4,196.50
Cooma Lambie Street Preschool Association Inc	\$6,352.50
Cooma North Preschool Association Inc	\$8,555.50
Corowa Preschool Association Inc	\$6,140.00
Country Women's Association of New South Wales	\$2,166.00
Covenant Christian School Association Limited	\$3,000.00
Cowra Early Intervention Group Inc	\$19,814.00
Crescent Head Community Preschool Inc	\$3,000.00
Cronulla Preschool Kindergarten Inc	\$3,249.50
Cuddlepie Early Childhood Learning Centre Inc	\$2,093.50
Dalaigur Preschool and Children's Services Association Inc	\$3,000.00
Deniliquin Children's Centre Inc	\$6,353.00

Intervention support grants-Young people with disabilities	
Denman Children's Centre Association Inc	\$8,519.00
Dorrigo Preschool Association Inc	\$7,509.00
Drummoyne Preschool Kindergarten Inc	\$2,166.00
Dubbo and District Preschool Kindergarten Inc	\$15,955.00
Dubbo West Preschool Inc	\$16,064.50
Dunedoo Preschool Kindergarten Inc	\$5,306.00
Durrumbul Community Preschool Association Inc	\$2,166.00
Early Education (EarlyEd) Inc	\$190,720.00
Early Links Inclusion Support Service Inc	\$51,139.00
Early Start	\$23,045.50
East Lindfield Community Preschool Association Inc	\$2,166.00
East Lismore Community Preschool Inc	\$9,638.50
East Maitland Preschool Kindergarten Association Inc	\$11,769.00
East Willoughby Preschool Inc	\$3,000.00
Eastlake Community Child Care Centre Inc	\$9,566.00
Eden Creek-Fairymount Preschool Inc	\$3,000.00
Eden Preschool Kindergarten Association Inc	\$6,000.00
Edgeworth Child Care Centre Inc	\$3,000.00
Engadine Church of Christ Preschool Kindergarten Inc	\$4,259.50
Engadine Preschool Kindergarten Inc	\$9,566.00
Entrance Preschool Kindergarten Association Inc, The	\$8,519.00
Evans Head Preschool Association Inc	\$5,093.50
Fairfield City Council	\$159,439.00
Felton Street Early Learning Preschool Inc	\$14,981.50
Firstchance Inc	\$309,997.50
Forbes Preschool Kindergarten Co-operative Limited	\$3,249.50
Frederick Street Kindergarten Co-operative Limited	\$30,900.00
Gamumbi Early Childhood Education Centre Inc	\$4,724.00
Giant Steps Sydney Limited	\$16,230.50
Girrinbai Community Preschool Inc	\$17,038.00
Glen Innes Preschool Association Inc	\$2,093.50
Glen Innes Severn Council	\$6,668.50
Glendore Child Care Centre Inc	\$3,249.00
Glenreagh Preschool Inc	\$3,000.00
Gloucester Preschool Co-operative Limited	\$4,186.50

Intervention support grants-Young people with disabilities	
Golden Valley Children's Learning Centre Inc	\$2,630.50
Goonellabah Preschool Inc	\$13,971.00
Gordon Preschool Centre	\$7,436.00
Gorokan Preschool Inc	\$7,582.00
Gosford Baptist Community Day Care Limited	\$3,000.00
Goulburn and District Children's Services Association Inc	\$32,608.50
Goulburn Preschool Association Inc	\$6,426.00
Grace Lutheran Church Moree - Grace Lutheran Preschool	\$3,000.00
Grays Point Preschool Kindergarten Association Inc	\$3,249.50
Great Lakes Children's Centre Inc	\$7,436.00
Grenfell Preschool and Long Day Care Centre Inc	\$4,259.50
Griffith Early Intervention Service Inc	\$66,462.00
Griffith East Preschool Inc	\$6,140.00
Griffith Preschool Kindergarten Inc	\$8,555.50
Gulpa Preschool Inc	\$3,000.00
Gumnut Bowral Memorial Kindergarten Inc	\$5,306.00
Gumnut Community Preschool Inc	\$3,000.00
Gumnut Cottage Inc	\$2,476.00
Gunnedah Baptist Child Care Association Limited	\$4,332.00
Gunnedah Family and Children's Services Inc	\$12,071.50
Gunnedah Preschool Kindergarten Association Inc	\$13,862.00
Gymea Nursery School and Kindergarten Co-operative Society Limited	\$5,305.50
Hamilton Child Care Centre Inc	\$4,259.50
Hampden Bridge Childcare Centre Early Education Centre Inc	\$2,893.50
Handicapped Children's Centre New South Wales	\$19,285.00
Hastings Early Intervention Program Inc	\$81,420.00
Hawkesbury City Council	\$3,000.00
Hawkesbury Early Childhood Intervention Service Inc	\$23,094.00
Hazelwood Child Care Centre Inc	\$6,389.50
Heathdene Community Services Inc	\$16,100.00
Henry Street Community Preschool Association Inc	\$4,259.50
Hills Community Kindergarten Inc, The	\$10,649.00
Holroyd City Council	\$30,559.50
Horizon Early Childhood Intervention Service Inc	\$39,767.50
Hornsby Shire Council	\$15,666.00

Intervention support grants-Young people with disabilities	
Hunter Prelude Early Intervention Centre Inc	\$138,755.50
Illawarra Aboriginal Corporation	\$2,166.00
Illawarra Area Child Care Limited	\$23,492.50
Illawarra Children's Services Limited	\$60,512.00
Iluka Preschool Inc	\$5,093.50
Imlay Special Needs Group Inc	\$36,601.50
Infants' Home Ashfield	\$26,380.00
Inner City Montessori Association	\$2,166.00
Inverell Disability Services Inc	\$22,783.50
Inverell District Family Services Inc	\$12,597.50
Jacaranda Preschool Centre Inc	\$12,778.50
Jack and Jill Kindergarten, The	\$8,483.00
Jack and Jill Preschool Association (Lithgow) Inc	\$2,166.00
Jesmond Community Preschool Association Inc	\$9,566.00
Jesmond Early Education Centre Inc	\$5,343.00
Jindera Preschool Association Inc	\$2,166.00
John Brothie Memorial Nursery School Inc	\$3,249.50
Jumbunna Community Preschool and Early Intervention Centre Inc	\$112,794.50
Jumping Jacks Community Preschool Inc	\$5,093.00
Kapooka Early Childhood Centre Inc	\$3,140.00
Katoomba Children's Cottage Inc	\$6,140.00
Katoomba Leura Preschool Association Inc	\$3,000.00
Keiraville Community Preschool Kindergarten Inc	\$3,140.00
Kellyville Preschool Kindergarten Inc	\$9,602.00
Kempsey Children's Services Co-operative Limited	\$18,538.50
Kempsey Early Intervention Program Inc	\$42,167.00
Kenthurst Preschool Kindergarten Inc	\$6,352.50
Kiama Preschool Inc	\$4,332.50
Killarney School Limited, The	\$3,000.00
Killarney Vale Preschool Kindergarten Inc	\$9,529.50
Kindamindi Co-operative Limited	\$2,630.50
Kindilan Child Care Centre Inc	\$2,166.00
Kingscliff Mini School Inc	\$2,166.00
Koninderie Community Based Preschool Inc	\$10,685.00
Koorana Child and Family Centre Inc	\$118,776.00
Kootingal and District Preschool Inc	\$4,332.50
KU Children's Services	\$329,619.50
Kurrajong Waratah	\$194,583.50
Kurri Early Childhood Centre Inc	\$3,000.00
Kurri Kurri and District Preschool Kindergarten Inc	\$8,519.00

Intervention support grants-Young people with disabilities	
Lalor Park Preschool Kindergarten Association Inc	\$3,140.00
Lambing Flat Enterprises Limited	\$19,694.50
Lane Cove Children's Centre	\$6,389.50
Lapstone Preschool Kindergarten Association Inc	\$138,055.00
Larool Preschool Inc	\$3,000.00
Lawrence Community Preschool Inc	\$5,093.50
Lawson Community Preschool Association Inc	\$2,166.00
Learning Links	\$240,076.50
Leeton Preschool Association Inc	\$4,259.50
Lennox Head Community Preschool Inc	\$7,436.00
Lifestart Co-operative Limited	\$380,729.00
Lismore Parish Centre Preschool Inc	\$3,000.00
Lismore Preschool Kindergarten Inc	\$6,389.50
Lithgow Early Intervention Program Inc	\$20,597.50
Lithgow Rural Multipurpose Child Care Association Inc	\$3,000.00
Liverpool City Council	\$54,407.00
Long Jetty Preschool Inc	\$15,409.00
Lower Macleay Preschool Inc	\$5,343.00
Lyrebird Preschool Kindergarten Nowra East Inc	\$9,492.50
Macarthur Preschool Kindergarten Association Inc	\$6,426.00
Macksville Preschool Childcare Centre Limited	\$4,332.00
Maclean Community Preschool Inc	\$3,000.00
Macquarie Hills Community Preschool Inc	\$9,493.00
Macquarie Preschools Co-operative Limited	\$3,000.00
Maitland Child Care Centre Inc	\$3,000.00
Maitland Nursery School Inc	\$5,343.00
Manilla Community Preschool Inc	\$5,093.50
Manly Vale Community Kindergarten Inc	\$9,675.50
Manning and Great Lakes Early Intervention Inc	\$90,956.50
Marrickville Council	\$2,542.00
Maryland Care and Early Education Centre Inc	\$6,140.00
Masada College	\$3,249.50
Mater Dei	\$43,309.00
Matilda Rose Early Intervention Centre Limited	\$12,764.00
Mayfield Central Community Preschool Kindergarten Limited	\$4,259.50
McGraths Hill Children's Centre Inc	\$3,249.50
Medowie Community Preschool Inc	\$3,249.50
Merindah Children's Centre Inc	\$2,093.50

Intervention support grants-Young people with disabilities	
Merriwa Preschool Kindergarten Association Inc	\$3,000.00
Metford Child Care Centre Limited	\$3,000.00
Mid-Western Regional Council	\$5,343.00
Mikayla Children's Centre Inc	\$8,865.00
Miranda Kindergarten Association Inc	\$10,649.00
Mission Australia	\$242,372.00
Mitchell Child Care Association Inc	\$3,000.00
Mittagong Preschool Kindergarten Inc	\$10,685.00
Moama and District Preschool Centre Inc	\$3,249.50
Molong District Preschool Inc	\$3,000.00
Monaro Early Intervention Service Inc	\$43,819.00
Moree Preschool Inc	\$10,751.00
Moriah War Memorial College Association	\$22,131.00
Morisset and District Children's Centre Co-operative Limited	\$5,770.50
Moruya Preschool Kindergarten Inc	\$3,140.00
Mount Hutton Child Care Centre Inc	\$8,482.00
Mudgee Preschool Kindergarten Co-operative Limited	\$15,188.50
Murrumbateman Early Childhood Centre Association Inc	\$3,000.00
Muswellbrook Child Care Centre Inc	\$3,906.50
Muswellbrook Preschool Kindergarten Inc	\$3,000.00
Nambucca Heads Preschool Playcentre Limited	\$2,166.00
Nambucca Valley Children's Group Inc	\$32,073.00
Nana Glen Preschool Inc	\$3,000.00
Narrabeen Community Kindergarten Inc	\$14,945.00
Narwee Preschool Kindergarten Inc	\$3,000.00
Noah's Ark Centre of Shoalhaven Inc	\$66,856.50
North Brighton Preschool Community Kindergarten Inc, The	\$4,259.50
North Rocks Preschool Inc	\$5,093.50
North Ryde Community Preschool Inc	\$5,343.00
North St Marys Neighbourhood Centre Inc	\$10,685.00
Northcott Society, The	\$19,463.50
Northern Nursery School Limited, The	\$6,426.00
Northside Montessori Society	\$3,000.00
Norwood Community Preschool Inc	\$7,472.50
Nurruby Children's Services Inc	\$11,060.50
Oaks Preschool Kindergarten Co-operative Limited, The	\$3,249.50
Ocean Shores Preschool Inc	\$5,093.50
Ooranga Family Mobile Resource Unit Association Inc	\$3,000.00
Orana Community Preschool Inc	\$6,389.50

Intervention support grants-Young people with disabilities	
Orana Early Childhood Intervention and Education Project Inc	\$132,085.00
Orange City Council	\$23,466.00
Orange District Early Education Program Inc	\$78,962.50
Orange Preschool Kindergarten Limited	\$13,788.50
Palm Beach War Memorial Kindergarten Inc	\$2,166.00
Pambula Preschool Kindergarten Association Inc	\$2,166.00
Parkes Early Childhood Centre Inc	\$12,071.50
Parklands Community Preschool and Children's Centre Inc	\$7,509.00
Paterson Preschool Inc	\$3,000.00
Pathways - Early Childhood Intervention Inc	\$64,714.50
PEDAL Early Childhood Intervention Service Inc	\$47,832.50
Peninsula Community Centre Inc	\$3,000.00
Pennant Hills War Memorial Children's Centre Association Inc	\$11,732.00
Penrith City Council	\$77,106.00
Peter Rabbit Community Preschool Inc	\$4,259.50
Picton Preschool Kindergarten Limited	\$5,306.00
Port Macquarie Community Preschool Limited	\$14,908.50
Port Stephens Council	\$3,951.00
Pottsville Community Preschool Inc	\$3,249.50
Presbyterian Church (New South Wales) Property Trust	\$34,009.50
Pymble Turramurra Kindergarten Inc	\$2,166.00
Queanbeyan and District Preschool Association Inc	\$28,733.50
Queanbeyan Children's Special Needs Group Inc	\$39,773.50
Quirindi Preschool Kindergarten Inc	\$11,805.00
Rainbow Children's Centre Inc, The	\$56,603.00
Rainbow Preschool Association Broken Hill Inc	\$6,140.00
Raymond Terrace Community Preschool Inc	\$5,415.50
Redhead Community Preschool Inc	\$3,000.00
Richmond Preschool Kindergarten Association Inc	\$5,343.00
Riverside Preschool Inc	\$4,259.50
Rocky Hall Preschool Association Inc	\$3,000.00
Rosellas Community Preschool Inc	\$2,166.00
Ross Circuit Preschool Centre Inc	\$3,000.00
Royal Institute for Deaf and Blind Children	\$444,772.00
Salamander Child Care Centre Inc	\$4,259.50

Intervention support grants-Young people with disabilities	
Samaritans Foundation - Diocese of Newcastle	\$3,000.00
Sans Souci Community Preschool Association Inc	\$6,353.50
Scone and District Preschool Inc	\$5,343.00
SDN Children's Services Inc	\$83,423.50
Shepherd Centre, The	\$228,132.50
Shoalhaven Community Preschool Inc	\$5,093.50
Silverlea Early Childhood Services Inc	\$22,685.00
Singleton Council	\$6,140.00
Singleton Heights Preschool Inc	\$6,426.00
Singleton Preschool Kindergarten Inc	\$6,140.00
Snowy Mountains Care and Early Learning Centre Inc	\$2,166.00
Snugglepot Day Care Centre Inc	\$15,991.50
SOS Preschool Limited, The	\$9,748.00
South West Rocks Preschool Inc	\$3,249.00
Spastic Centre of New South Wales, The	\$164,001.50
Special Needs Support Group Inc	\$137,327.00
Springwood and District Preschool Kindergarten Association Inc	\$9,602.00
St Andrew's Kindergarten Abbotsford Inc	\$3,000.00
St Anthony's Family Care	\$32,440.00
St Dominic's Centre for Hearing Impaired Children	\$12,310.00
St Dunstan's Preschool Kindergarten Inc	\$14,945.00
St Ives Preschool Kindergarten Association	\$5,306.00
St John's Preschool Ashfield Inc	\$3,139.50
St Luke's Preschool Dapto Inc	\$9,566.00
St Luke's Preschool Northmead Inc	\$6,140.00
St Mark's Northbridge Kindergarten Inc	\$2,166.00
St Mark's Preschool Kindergarten Inc	\$2,166.00
St Peters Preschool Limited	\$3,000.00
St Peters Preschool Tamworth Inc	\$4,259.50
St Stephen's Preschool Kindergarten Inc	\$3,000.00
Strathfield One Stop Child Care Service (SOCCS) Inc	\$3,000.00
Stroud Neighbourhood Children's Co-operative Limited	\$3,000.00
Stuarts Point Preschool Association Inc	\$3,000.00
Summerland Early Intervention Program Inc	\$98,682.50
Sun Valley Preschool Kindergarten Inc	\$2,166.00
Sutherland Shire Council	\$29,921.00
Sutherland Shire Montessori Society Inc	\$2,166.00

Intervention support grants-Young people with disabilities	
Tabulam and District Community Preschool Inc	\$2,093.50
Tamworth Montessori Association Inc	\$4,259.50
Taree and District Preschool Limited	\$5,987.00
Tathra Children's Services Inc	\$2,166.00
Tea Gardens-Hawks Nest Preschool Kindergarten Inc	\$4,259.50
Temple Emanuel Woollahra Kindergarten Inc	\$6,140.00
Tenterfield Preschool Kindergarten Inc	\$9,081.00
Terrey Hills Community Kindergarten Inc	\$3,000.00
Thurgoona Preschool Inc	\$2,166.00
Tocumwal Preschool Kindergarten Association Inc	\$2,093.50
Toormina Community Preschool Inc	\$4,259.50
Toukley Preschool Kindergarten Inc	\$3,000.00
Tower Preschool Inc	\$2,166.00
Toybox Centre Inc, The	\$47,488.50
Trinity Preschool Kindergarten Limited	\$9,602.00
Trustees of the Christian Brothers - St Gabriel's School for Hearing Impaired Children	\$24,571.50
Trustees of the Christian Brothers - Waverley College	\$9,675.50
Trustees of the Roman Catholic Church for the Diocese of Lismore - St Joseph's Family Services	\$12,076.50
Trustees of the Sisters of Saint Dominic - Catholic Centre for Hearing Impaired Children	\$54,751.50
Tumbarumba Preschool Kindergarten Inc	\$2,093.50
Tumut Preschool Co-operative Society Limited, The	\$8,519.00
Tweed Heads Community Preschool Inc	\$3,000.00
Tweed Valley Early Childhood Intervention Service Inc	\$95,881.50
Uniting Church in Australia Property Trust (NSW) for UnitingCare NSW. ACT, The	\$142,453.00
Uralla Preschool Kindergarten Inc	\$5,343.00
Urunga Community Preschool Inc	\$3,000.00
Valla Community Preschool Inc	\$3,249.00
Vision Australia Limited	\$240,432.50
Walcha Council	\$4,404.00
Walsingham Community Preschool Pretty Beach Inc	\$2,093.50
Wangi Peter Pan Kindergarten Inc	\$10,649.00
Warners Bay Early Learning and Care Centre Inc	\$3,000.00
Warragamba Preschool Inc	\$6,426.00
Warren Preschool Kindergarten Inc	\$2,093.50
Waverley Council	\$10,103.00

Intervention support grants-Young people with disabilities	
Wee Waa and District Preschool Association Inc	\$6,140.00
Wentworth District Preschool Playcentre Inc	\$3,000.00
Werris Creek and District Preschool Association Inc	\$2,166.00
West Albury Preschool Centre Inc	\$3,000.00
West Bathurst Preschool Inc	\$10,685.00
West Epping Preschool Association Inc	\$8,555.50
Westlawn Preschool Inc	\$4,259.50
Wheelchair and Disabled Association of Australia, The	\$53,086.00
Williamstown Preschool Inc	\$4,259.50
Willoughby Community Preschool Inc	\$9,602.50
Windsor Preschool Association Inc	\$6,389.50
Winston Mall Children's Centre Inc	\$9,230.50
Wirraway Preschool Inc	\$4,259.50
Wollongbar Community Preschool Inc	\$2,166.00
Woodrising Community Preschool and Childcare Centre Inc	\$5,093.50
Woodstock Support Inc	\$51,086.50
Woy Woy Peninsula Community Childcare Co-operative Society Limited	\$22,881.50
Wyong Preschool Kindergarten Association Inc	\$6,426.00
Yalbillunga Boori Day Care Centre Aboriginal Corporation	\$3,000.00
Yamba Preschool Kindergarten Association Inc	\$6,426.00
Yarran Early Intervention Service Inc	\$239,057.50
Young Child Care Centre Inc	\$3,000.00
Young Preschool Kindergarten Inc	\$6,140.00
Total	\$9,238,505.00

IT skills for older workers program	
ACE North Coast Inc - Lismore	\$8,406.00
Alstonville Adult Learning Association	\$6,408.00
Bellingen ACE Adult & Community Education Inc	\$2,403.00
Benchmark Resources Pty Ltd	\$5,073.00
Business Enterprise Centre Northside Ltd	\$4,533.00
Byron Region Community College Inc	\$1,335.00
Camden Haven Community College Inc	\$8,800.00
Central West Community College Ltd	\$3,200.00
Employment & Training Australia Inc	\$2,403.00
Enterprise & Training Co of Coffs Harbour Ltd	\$1,335.00
Gloucester Community Training Inc	\$7,470.00
HGT Australia Ltd	\$5,070.00
Inner West Skills Centre Inc	\$5,733.00
Learning Lab Pty Ltd	\$5,200.00

IT skills for older workers program	
Mamre Plains Ltd	\$2,136.00
Mission Australia	\$3,204.00
Skills Training Employment Program Inc	\$6,000.00
Taree Community College Inc	\$2,536.00
Wauchope Community College Inc	\$2,136.00
Workventures Ltd	\$2,399.00
Wyong Workwise Inc	\$1,869.00
YWCA NSW	\$7,476.00
Total	\$95,125.00

Joint indigenous program grants	
Aboriginal Dance Theatre Redfern	\$36,131.25
ACE North Coast Inc - Lismore	\$24,145.80
Active Industry Training Limited	\$67,632.00
Barraba Community Learning Association	\$10,500.00
Booroongen Djugun Aboriginal Corporation	\$5,176.25
Bruce Callaghan & Association Pty Ltd	\$122,940.50
Co-Operative For Aborigines Ltd	\$231,990.00
HGT Australia Ltd	\$56,782.20
Illawarra ITEC Ltd, The	\$9,450.00
Kiama Community College Inc	\$56,520.00
Killalea State Park Training Centre	\$54,765.50
Macarthur Group Training Ltd	\$30,555.25
Macleay Valley Workplace Learning Centre Inc	\$1,080.00
National Aboriginal & Islander Skills Dance College	\$78,123.00
OCTEC Inc	\$4,455.00
Skills Training Employment Program Inc	\$19,230.00
South East Community College Inc	\$26,470.12
South Pacific Training Group	\$11,424.00
Wauchope Community College Inc	\$8,160.00
Western College Inc	\$5,865.60
YWCA NSW	\$41,803.14
Total	\$903,199.61

Literacy program grants	
Association of Independent Schools	34,768.00
Catholic Education Commission NSW	58,871.45
Total	\$93,639.45

Miscellaneous ACE grants	
Alstonville Adult Learning Association Inc	\$7,000.00
Coffs Coast Adult Education Inc	\$9,100.00
Community Colleges (NSW) Inc	\$8,000.00
Eastern Suburbs Community College Inc	\$1,000.00
Grafton Community College Inc	\$3,000.00
Griffith Adult Learning Association Inc	\$3,000.00

Miscellaneous ACE grants	
Hornsby and Kur-ring-gai Community College Inc	\$1,000.00
Hunter Community College Inc	\$7,350.00
Kiama Community College Inc	\$6,300.00
Local Community Services Association	\$12,000.00
Macleay Valley Community College Inc	\$3,000.00
Macquarie Community College	\$1,000.00
Marrickville Council	\$1,000.00
Mosman Evening College Inc	\$1,000.00
North West Community College Inc	\$1,000.00
Parramatta College Inc, The	\$1,000.00
Riverina Community College Ltd	\$3,000.00
Robinson Education Centre Inc	\$5,600.00
Singleton Community College Inc	\$3,000.00
South East Community College Inc	\$6,300.00
St George & Sutherland Community College Inc	\$1,000.00
Sydney Community College Inc	\$1,000.00
Tamworth Community College Inc	\$8,400.00
Workers' Educational Association Sydney	\$1,000.00
Total	\$95,050.00

National school drug education grants	
Catholic Education Commission NSW	\$220,000.00
Ted Noffs Foundation Inc	\$102,000.00
Total	\$322,000.00

New careers for Aboriginal people grants	
Binaal Billa Regional Enterprise Employment & Training Aboriginal Incorporation	\$114,000.00
Birrang Enterprise Development Co Ltd	\$114,000.00
Booroongen Djugun Aboriginal Corporation	\$94,390.00
Central West Community College Ltd	\$95,000.00
Clarence Valley Business Development Board	\$23,783.00
Cobowra CDEP Aboriginal Corporation	\$91,000.00
Hunter Region Business Enterprise Centre Ltd	\$91,802.00
Illawarra ITEC Ltd, The	\$94,935.00
Ngurrula Aboriginal Corporation	\$95,000.00
Richmond Valley Business & Rural Financial Counselling Services	\$25,930.00
Salvation Army (NSW) Property Trust	\$94,999.00
Shoalhaven Community Development Aboriginal Corporation	\$94,666.00
Skills Training Employment Program Inc	\$95,000.00
Tablelands Community Employment & Training Inc	\$95,000.00
Total	\$1,219,505.00

NSW ACE program grants	
ACE Gunnedah Inc	\$77,893.00
ACE North Coast Inc	\$29,409.00
ACE Tenterfield Inc	\$24,136.00
Alstonville Adult Learning Association Inc	\$35,793.00
Bankstown Community College Inc	\$49,198.00
Barraba Community Learning Association Inc	\$19,266.00
Bingara Adult Learning Association Inc	\$22,250.00
Byron Region Community College Inc	\$8,052.00
Camden Haven Community College Inc	\$20,361.00
Central Coast Community College	\$59,225.00
Central West Community College Ltd	\$61,012.00
Coffs Coast Adult Education Inc	\$46,508.00
Community Colleges (NSW) Inc	\$15,000.00
Condobolin Adult Education Inc	\$30,601.00
Continuing Education Centre (Albury-Wodonga) Ltd	\$15,404.00
Cooperative Learning Ltd	\$46,558.00
Corryong Community Education Centre Inc	\$23,114.00
Deaf Society of New South Wales	\$37,387.00
Eastern Suburbs Community College Inc	\$31,290.00
Eurobodalla Adult Education Centre Inc	\$45,160.00
Far South Coast Community College Inc	\$43,186.00
Grafton Community College Inc	\$33,689.00
Griffith Adult Learning Association Inc	\$20,059.00
Hornsby and Kur-ring-gai Community College Inc	\$17,920.00
Hunter Community College Inc	\$45,600.00
Kiama Community College Inc	\$126,207.00
Local Community Services Association	\$128,000.00
Macarthur Community College Inc	\$50,695.00
Macquarie Community College	\$61,950.00
Manly Warringah Community College Inc	\$28,700.00
Monaro Community College Inc	\$23,375.00
Mosman Evening College Inc	\$50,612.00
Murwillumbah Adult Education Centre Inc	\$7,469.00
Nambucca Valley Community College Inc	\$15,336.00
Nepean Community College Inc	\$33,040.00
North West Community College Inc	\$52,500.00
Parramatta College Inc	\$187,132.00
Port Macquarie Community College Inc	\$18,901.00
Quirindi Adult & Community Education Inc	\$10,974.00
Riverina Community College Ltd	\$29,408.00
Robinson Education Centre Inc	\$119,555.00
Singleton Community College Inc	\$54,417.00
South East Community College Inc	\$147,618.00

NSW ACE program grants	
Southern Region Community College Inc	\$48,713.00
St George & Sutherland Community College Inc	\$130,827.00
Sydney Community College Inc	\$38,500.00
Tamworth Community College Inc	\$101,501.00
Taree Community College Inc	\$97,591.00
Tilligerry Adult Community Education Inc	\$5,000.00
Tomaree Community College Inc	\$87,611.00
Tuggerah Lakes Community College Inc	\$129,622.00
Wauchope Community College Inc	\$47,144.00
Western College Inc	\$165,465.00
Workers Educational Association - Hunter Ltd	\$240,592.00
Workers' Educational Association - Illawarra	\$193,622.00
Workers' Educational Association - Sydney	\$69,647.00
Total	\$3,359,795.00

Other miscellaneous grants	
ACE North Coast Inc - Lismore	\$9,090.91
Acrod Limited	\$10,000.00
Aged & Community Services Association of NSW & ACT Inc	\$17,000.00
Association of Independent Schools	\$20,056.88
Australian Literacy & Numeracy	\$20,000.00
Australian Principals Associations Professional Development Council	\$28,181.82
Bell Shakespeare Company	\$40,000.00
Catholic Education Commission NSW	\$29,719.99
Catholic Health Care Services Ltd	\$15,866.00
Community Services & Health Industry Skills Council Ltd	\$16,000.00
Electrocomms & Energyutilities Industry Skills Council Ltd	\$10,000.00
Employment and Training Australia Inc	\$33,688.75
Federation of Parents & Citizens Assoc	\$4,000.00
Forest & Forest Products Employment Skills Company Ltd	\$35,340.00
Gunnedah District Development Board	\$23,750.00
Hostec IDR Pty Ltd	\$5,900.00
Hunter Valley Training Company Pty Ltd	\$1,440.00
Indigenous Festivals of Australia Ltd	\$45,000.00
Matrix On Board Pty Ltd	\$5,000.00
Meat and Livestock Australia Limited	\$15,000.00
Nambucca Valley Community College Inc	\$10,909.09
National Disability Services	\$5,000.00
NSW Parents Council Inc	\$7,000.00
Nursing Group Pty Ltd	\$30,395.00
Parramatta College Inc, The	\$9,090.91

Other miscellaneous grants	
Professional Teachers Council NSW	\$272,122.00
Response Consulting Australia Pty Ltd	\$68,087.25
St George & Sutherland Community College	\$13,636.36
Uniting Church In Australia Property Trust	\$72,942.84
Wave Inc	\$5,000.00
Worktrain Pty Ltd	\$34,252.12
Worldskills Australia	\$247,050.00
YWCA NSW	\$39,525.00
Total	\$1,200,044.92

Quality teacher program grants	
ACHPER NSW Branch	\$6,000.00
Art Education Society of NSW	\$11,550.00
ATESOL NSW Inc	\$6,000.00
Catholic Education Commission NSW	\$5,000.00
Catholic Schools Office	\$5,000.00
Covenant Christian School	\$5,000.00
De La Salle College	\$5,000.00
Early Childhood Education Council	\$3,210.00
English Teachers Association NSW	\$6,000.00
Geography Teachers Association of NSW	\$5,448.00
Macquarie Anglican Grammar	\$5,000.00
Mary Help of Christians Primary School	\$5,000.00
Primary English Teaching Association	\$6,000.00
Professional Teachers Council NSW	\$1,500.00
Sacred Heart Catholic School	\$4,300.00
Science Teachers Association of NSW	\$6,000.00
Scots College	\$5,000.00
St Angela's Primary School	\$5,000.00
St Paul's College	\$5,000.00
Total	\$101,008.00

Regional conservatorium of music grants	
Association of NSW Regional Conservatoriums	\$20,000.00
Central Coast Conservatorium of Music	\$224,072.00
Clarence Valley Conservatorium Inc	\$161,984.00
Coffs Harbour Regional Conservatorium Inc	\$262,983.00
Goulburn Regional Conservatorium Music Centre	\$202,316.00
Gunnedah Music Centre	\$22,500.00
Macquarie Conservatorium	\$156,262.00
Mitchell Conservatorium Inc	\$229,000.00
Murray Conservatorium of Music	\$229,000.00
New England Conservatorium of Music Ltd	\$192,254.50
Northern Rivers Conservatorium Arts	\$187,627.00
Orange Regional Conservatorium Inc	\$169,449.00
Riverina Conservatorium of Music	\$223,548.00

Regional conservatorium of music grants

South West Music Inc	\$62,500.00
Tamworth Regional Conservatorium of Music	\$230,100.00
Upper Hunter Conservatorium of Music Inc	\$201,792.00
Wollongong Conservatorium of Music Ltd	\$229,000.00
Young Regional School of Music	\$189,232.20
Total	\$3,193,619.70

Skills gap training program grants

ACE - North Coast Inc	\$17,660.40
Austraining (NSW) Pty Ltd	\$19,734.30
Bankstown Community College Inc	\$78,155.00
Bellingen ACE - Community College Inc	\$12,600.00
Brucemac Pty Ltd	\$31,897.50
Coates Hospitality Services Pty Ltd	\$3,228.00
Coffs Coast Adult Education Inc	\$23,040.00
Contour Systems Pty Ltd	\$2,464.00
Directions (Australia) Pty Ltd	\$12,687.50
Employment and Training Australia Inc	\$4,158.00
HGT Australia Ltd	\$5,037.40
Hostec - IDR Pty Ltd	\$52,828.00
IDH Bricklaying Pty Ltd	\$19,687.50
International Child Care College Pty Ltd	\$2,600.00
Killalea State Park Training Centre	\$19,008.00
Learning Lab Pty Ltd	\$10,032.00
NSW Fishing Industry Training Committee Ltd	\$69,576.00
Oasis Pre-Employment Network (OPEN) Inc	\$8,486.25
OCTEC Inc	\$45,744.00
On Time Resources Pty Ltd	\$3,054.00
Penrith Skills for Jobs Ltd	\$7,847.00
Skills Training Employment Program Inc	\$38,623.00
Small Business Training Co Pty Ltd	\$49,100.00
South East Community College Inc	\$76,029.00
Statewide Business Training Pty Ltd	\$4,664.70
Sureway Business Training Pty Ltd	\$3,049.50
Tamworth Community College Inc	\$6,932.40
Taree Community College Inc	\$9,005.28
Uniting Church in Australia Property Trust (NSW)	\$16,787.75
Wheelchair and Disabled Association of Australia, The	\$7,098.00
Wollongong City Employment Training Inc	\$33,106.50
Workers Educational Association Sydney	\$36,000.00
Wyong Workwise Inc	\$11,752.28
YWCA NSW	\$13,748.50
Total	\$755,421.76

Training employment and development grants

Armidale & District Business Enterprise Centre Ltd	\$95,000.00
Clarence Valley Business Development Board	\$63,217.00
Hunter Region Business Enterprise Centre Ltd	\$94,948.20
Illawarra ITEC Ltd, The	\$94,941.00
Parkes Forbes Business Enterprise Centre	\$114,000.00
Richmond Valley Business & Rural Financial Counselling Services	\$57,000.00
Total	\$519,106.20

VET infrastructure grants

Ngurrula Aboriginal Corporation	\$70,867.00
NSW Road Transport Association Inc	\$17,700.00
Total	\$88,567.00

VET in schools consortium grants

Association of Independent Schools	\$925,686.09
Booroongen Djugun Aboriginal Corporation	\$4,200.00
Catholic Education Commission NSW	\$1,527,913.00
Directions (Australia) Pty Ltd	\$1,770.00
First Impressions Resources	\$8,280.00
Furnishing Industry Association of Australia (Management Services) Ltd	\$750.00
Hunter Valley Training Co Pty Ltd	\$20,000.00
Hunter Valley Training Company Pty Ltd	\$8,141.20
Jobs Australia Ltd	\$4,870.00
Maxwells Services Pty Ltd	\$1,500.00
P S J Pty Ltd	\$1,495.00
Penrith Skills for Jobs Ltd	\$5,605.00
Real Estate Institute of NSW Ltd, The	\$750.00
Trustees of the Diocese of Maitland Newcastle	\$5,310.00
TOTAL	\$2,516,270.29

VET in schools program grants - other

Association of Independent Schools	795,564.00
Catholic Education Commission NSW	2,225,807.27
Catholic Education Office Diocese of Parramatta	36,000.00
Total	\$3,057,371.27

Youth assistance strategies grants

Aboriginal Educational Council (NSW) Inc	\$9,000.00
Anglican Church of Australia	\$53,776.45
Anglicare Canberra & Goulburn	\$17,850.00
Arab Council Australia Inc	\$102,659.05
Aspire Co-Operative Limited	\$105,280.75
Association of Bhanin El-Minie, The	\$29,663.65

Youth assistance strategies grants	
Australian Arabic Communities Council	\$53,230.00
Barraba Community Learning Association Inc	\$46,410.00
Bellambi Neighbourhood Centre Inc	\$80,392.00
Blacktown Youth Services Association Inc	\$113,852.68
Bourke Shire Council	\$22,139.06
Brewarrina Shire Council	\$9,064.16
Bridging The Gap Sydney West Inc	\$4,832.36
Byron Youth Service Inc	\$99,002.33
Centacare Diocese of Wilcannia - Forbes	\$111,384.00
Cessnock Community Training Centre Inc	\$68,064.10
Cessnock District Learning Centre Inc	\$117,977.77
Community Connections North Coast Inc	\$121,845.37
Employability Central Murray Association Inc	\$10,143.90
Employment & Training Australia Inc	\$80,180.23
Enterprise & Training Co Ltd	\$36,398.70
Fairfield Community Resource Centre Ltd	\$118,660.50
Granville Multicultural Centre Inc	\$106,718.07
Greater Taree City Council	\$88,365.73
Illawarra Ethnic Communities Council Inc	\$126,853.50
Inner West Skills Centre Inc	\$159,646.11
Khmer Community of NSW Inc	\$99,704.76
Lachlan Shire Council	\$37,923.60
Liverpool Districts Neighbourhood Centres Association	\$157,106.79
Macarthur Diversity Services Inc	\$108,283.80
Maitland Youth Development Unit Inc	\$86,160.24
Mamre Plains Ltd	\$122,759.97
Marrickville Community Training Centre Inc	\$291,956.81
Marrickville Youth Resource Centre Inc	\$101,384.70
Miimali Aboriginal Community Association Inc	\$120,580.78
Mission Australia	\$720,340.62
Moree Family Support Inc	\$32,052.12
Moree Plains Shire Council	\$27,101.63
Murdi Paaki Regional Enterprise Corp Ltd	\$98,191.75
Narrandera Shire Council	\$114,772.26
New School of Arts Neighbourhood House Inc	\$82,501.94
North St Marys Neighbourhood Centre Inc	\$92,814.68
Northern Settlement Services Ltd	\$47,736.00
Nova Employment & Training Program Inc	\$22,563.81
Oasis Pre-Employment Network (Open) Inc	\$119,197.70
OCTEC Inc	\$93,699.39
Open Family Australia Inc	\$80,951.89
Parks Community Network Inc, The	\$87,908.58
Penrith Skills For Jobs Ltd	\$123,752.91
Police & Community Youth Clubs NSW Ltd	\$213,526.03

Youth assistance strategies grants	
Port Macquarie Community College Inc	\$68,821.98
Queanbeyan City Council	\$62,168.49
Raymond Terrace Neighbourhood Centre Inc	\$28,665.98
Riverwood Community Centre Inc	\$215,971.11
Robinson Education Centre Inc	\$46,219.69
Rosemount Youth & Family Services Inc	\$49,521.10
Salvation Army (NSW) Property Trust, The	\$301,564.12
Shire Wide Youth Services Inc	\$28,064.20
Skills Training Employment Program Inc	\$56,120.63
South Sydney Youth Services Inc	\$129,773.27
Southern Youth & Family Services Association Inc	\$57,180.70
St George Youth Services Inc	\$89,881.30
Tweed Training & Enterprise Company Ltd	\$122,739.68
Uniting Care Burnside	\$125,750.01
Uniting Church in Australia Property Trust (NSW) for Wesley Mission Sydney and Wesley Employment	\$93,609.66
Vietnamese Community In Australia NSW Chapter Inc	\$49,224.78
Western College Inc	\$45,453.88
Western Sydney Training & Education Centre Inc	\$250,341.84
Wollongong City Council	\$87,211.16
Workers Educational Association - Hunter Ltd	\$162,051.07
Workwise Central Coast Inc	\$308,888.74
Wyong Workwise Inc	\$1,694.52
Youth off The Streets Ltd	\$24,133.20
YWCA NSW	\$271,426.46
Total	\$7,652,840.80

APPENDIX 31: CODE OF CONDUCT

There were no changes to the Code of Conduct in 2007.

The Code of Conduct is available on the Department's website at: www.det.nsw.edu.au/policies/staff/ethical_behav/

APPENDIX 32: RECOGNITION OF EXCELLENCE

In 2007 government schools and TAFE NSW Institutes, students, staff, parents and community members were recognised at the national, state and local levels for achievement in, and commitment to, teaching and learning in public education and training.

Awards within the Order of Australia (Australian Honours) recognise excellence, achievement or meritorious service. In 2007 awards were presented to the following current or former Departmental personnel for their contributions to education: Mr Neil Black (PSM), Mr Chris Bonnor (AM), Mr Wayne Bradley (OAM), Ms Rhonda Brain (OAM), Mr Graham Fordham (AM), Mrs Janis Gerard (OAM), Dr Loretta Giorcelli (OAM), Mrs Josephine Howse (PSM), Mrs Cheryl McBride (OAM), Ms Gabrielle McIntosh (OAM), Mr George Papallo (OAM), Dr Gregor Ramsey (AM), Mr Mervyn Riddle (OAM) and Dr Gary Willmott (OAM).

The Meritorious Service to Public Education and Training Award is a prestigious award recognising the outstanding contributions of individuals to public education and training. In 2007 the award was presented by the Minister for Education and Training to Ms Gloria Habib (deceased) and Ms Judy King, Principal, Riverside Girls High School.

The Minister's Award for Excellence in Student Achievement recognises students achieving in academic, sporting and cultural endeavours, as well as leadership and contribution to their communities and to the values of public education. In 2007, 38 Year 12 students were presented with the award by the Minister for Education and Training.

The Minister's Award for Excellence in Student Achievement - Community Languages, honours community language school students for outstanding achievement in the study of languages other than English. The award recognises achievement in language proficiency as well as contribution to the community. In 2007, six senior and four junior students received Minister's awards: 25 senior and 33 junior students were highly commended; 30 senior and 43 junior students were commended; 22 senior and 17 junior students received merit awards; and 15 teacher awards were presented.

The Director-General's School Achievement Award is presented regionally to schools demonstrating outstanding commitment to the Department's priorities and to public education. Forty schools received the award in 2007.

The Director-General's Award for Excellent Service to Public Education and Training honours people who make significant contributions to public schools, TAFE NSW

Institutes or State Office Directorates. In 2007, 42 individuals received the award.

Quality Teaching Awards are managed jointly by the Australian College of Educators, NSW Branch and the Department on behalf of the Minister for Education and Training. In 2007, 31 public school teachers and 12 teachers from TAFE NSW received recognition for their exemplary practice, representing a 58% increase on 2006 awards to government school or TAFE NSW teachers.

The NSW Training Awards recognise and reward the achievements of teachers, students, businesses and vocational education providers. In 2007 the recipients and their awards were:

- Shilo Barker, TAFE NSW - Western Institute, Dubbo Campus - Aboriginal and Torres Strait Islander (ATSI) Student of the Year
- James Hipwell, TAFE NSW - Sydney Institute, Gympie Campus - Apprentice of the Year
- Rebecca Kenny, South Grafton High School - Australian School Based Apprentice of the Year
- Sarsha Woolnough, TAFE NSW - North Coast Institute, Taree Campus - Trainee of the Year
- Tania Roberts, TAFE NSW - Western Institute, Broken Hill Campus - Vocational Student of the Year
- Alexandra King, TAFE NSW - Northern Sydney Institute, Ryde College - Vocational School Student of the Year
- Wynetta Tennie, TAFE NSW - Illawarra Institute, Wollongong Campus - Phil Darby Memorial Award
- Farrer Memorial Agricultural High School - Vocational Education and Training in Schools Excellence Award
- TAFE NSW - Western Institute - Large Training Provider of the Year.

The Special Industry awards recognise outstanding achievement in the workplace and training. In 2007 the Top Apprentice in the Vehicle Trades was David Archer, New England Institute, Tamworth Campus; and the Excellence in Trade Skills Award was won by Gavin Muller, South Western Sydney Institute, Lidcombe College.

The TAFE NSW Quality Awards are presented to teams of TAFE NSW teaching and non-teaching staff whose projects demonstrate

significant improvement to, and support for, the quality of teaching and learning in TAFE NSW.

The 2007 winners were:

- Quality Project of the Year Award - TAFE NSW - Western Sydney Institute ('Together We Do It Better')
- Business Relationships Award - TAFE NSW - Western Sydney Institute ('Together We Do It Better')
- Teaching and Learning Practices- TAFE NSW -South Western Sydney Institute (RPL Online Network)
- Planning, Processes and Systems -TAFE NSW -Hunter Institute (HOPE, Hunter Online Planning Environment)
- Workforce Development -TAFE NSW -Western Sydney Institute (A Fresh Approach to RPL)
- The Peter Wright Award for Excellence in Teaching -Rod Lalor (TAFE NSW -South Western Sydney Institute, Chullora Campus).

Following the results of the 39th International WorldSkills Competition, Australia is now ranked 5th in the world in skills and trades, with TAFE NSW students winning one silver medal (John Rudge, TAFE NSW - Western Institute, Dubbo Campus, for electrical installations) and one Bronze medal (Suwanna Rattanikom, TAFE NSW - Northern Sydney Institute, Ryde Campus, for cooking); and the following students receiving Medallions for Excellence: Holly Browne, TAFE NSW - Hunter Institute, Hamilton Campus (Beauty Care); Luke Gallagher, TAFE NSW - Hunter Institute, Glendale College (Autobody Repair); Tim Hambly, TAFE NSW - Illawarra Institute, Wollongong Campus (Bricklaying); Daniel Hogarth, TAFE NSW - Illawarra Institute, Wollongong Campus (Plumbing); Michael Kirkwood-Smith, TAFE NSW - Northern Sydney Institute, Hornsby Campus (IT Software Applications); Joshua Morsillo, TAFE NSW - Sydney Institute, Ultimo Campus (Manufacturing Team Challenge); Sarah Rowsell, TAFE NSW - Northern Sydney Institute, Ryde Campus (Restaurant Service); Matthew Ryan, TAFE NSW - Northern Sydney Institute, Hornsby Campus (Web Design); Mark Williams, TAFE NSW - Western Institute, Dubbo Campus (Welding).

The 2007 Australian TAFE Marketing Association Awards for Marketing Excellence recognise the achievements of TAFE NSW staff and their Institutes in marketing the services

and products of the vocational education sector. In 2007 TAFE NSW won two awards in the Business Development category; four awards in the Publications and Direct Communication category; and four awards in the Marketing Campaigns and Public Relations category.

In 2007, the Connected Learning Awards took place for the first time, incorporating the Annual Schools Web Design Awards, the 2007 Learning Resource Awards and the 2007 Greeting Card Design Awards.

The Annual Schools Web Design Awards encourage teachers and students to become familiar with web design tools and to use information and communication technologies to create innovative websites.

Primary Awards 2007:

- Winner - Hornsby Heights Public School
- Runner up - Kanwal Public School
- Encouragement Award - Lindfield East Public School.

Secondary Awards 2007:

- Winner - St Johns Park High School
- Encouragement Award - North Sydney Girls High School.

The 2007 Learning Resource Awards required students to use a variety of technologies to create a learning resource or learning object based on a concept drawn from a relevant syllabus area.

Primary Awards 2007:

- Winners –Copacabana Public School
- Runners Up –Copacabana Public Schools
- Encouragement Award –Elanora Heights Public School

Secondary Awards 2007:

- Winner – Taree High School
- Encouragement Award – Sir Joseph Banks High School

For the Greeting Card Design Awards, students were asked to design a greeting card which communicated a message of goodwill, harmony and celebration that would be appreciated by all community members.

2007 Greeting Card Design Awards:

- Winner - Penrith Valley Learning Centre
- Wacom special award for animation –Chatswood Public School

The Cohesive Community School Award is presented to a school or group of schools that

has made a significant difference by promoting social harmony in their community. The winner of the award in 2007 was Glenroi Heights Public School, Western Region.

Seven public schools gained Highly Commended awards: Bourke High School, Buninyong Public School, Balldale Public School, Evans River Community School, Green Valley Public School, Canterbury Girls High School and Waratah West Public School.

The Excellence in the Integration of Information and Communication Technologies Award recognises teachers at the forefront of incorporating information and communication technologies in teaching and learning. Seven teachers received the award in 2007; five teachers were identified for the Australian IT Industry Association's Teachers' Award Program and Mrs Georgia Constanti, Hampden Park Public School, won the 2007 Microsoft Australia Pty Ltd Information and Communication Technologies Scholarship.

The School and TAFE NSW Administrative and Support Staff Recognition Awards affirm the valuable contribution made by non-teaching staff in schools and TAFE NSW. In 2007, ten school administrative and support staff were presented with awards and a further ten received highly commended certificates.

The NSW Combined High Schools Sports Association Awards for 2007:

- The Val Lembit Trophy - Mace Rapsey, Kincumber High School
- The Betty Bowen Award - Amy Regal, Kiama High School
- Sydney Markets Year 11 Scholarships Awards - Sophie Kleeman, Newcastle High School and Jason Johnson, Marsden High School.

A further 73 students received their blues in 2007.

Public education service certificates were awarded to 1,580 Departmental employees in 2007, acknowledging 20, 30 or 40 years of service.

The Public School Parent of the Year Awards recognise parents who make significant contributions to their schools. In 2007, 53 parents were recognised by their regions.

Premier's Teacher Scholarships are monetary awards giving teachers the opportunity to undertake study into aspects of teaching

and learning overseas or within Australia. Scholarships were awarded to 28 teachers from the public education sector in 2007 with scholars investigating teaching practices in English, information and communication technologies, rural and remote education, business studies and economics, Chinese language, military history, agriculture, educational leadership, special education, mathematics, history, Indigenous education, youth depression awareness, environmental education and science.

Each year Jim Anderson Scholarships support five Year 12 students enrolled at one of a number of government secondary schools in Western Sydney to take up study at the University of Western Sydney or a TAFE NSW Institute.

Leadership Fellowships are awarded to public school principals to support studies in school leadership within Australia or overseas. In 2007 seven principals received fellowships, including one Frank Farrell Award for a primary principal and two Jim Harkin Awards for secondary principals.

The 2007 Teacher and School Administrative and Support Staff Exchange Program supported 12 teachers exchanging to Canada, 13 to the United Kingdom, two to the United States and one to New Zealand. These exchanges provide valuable insights into other educational organisations as well as bringing international perspectives to NSW schools.

Departmental teachers also achieved success in external award programs.

The Caltex/Rotary Club of Sydney awards for Innovation in the Vocation of Teaching recognise teachers for their innovative and dynamic programs and provide them with the opportunity to study best practice teaching in their areas of interest. In 2007 all three recipients were government teachers:

- Connie D'Anna, Evans River Community School
- Ian Hale, Fairfield High School
- Poobal Naidoo, Thomas Reddall High School.

The Winston Churchill Memorial trust offers fellowships for overseas study in any subject. In 2007, Cheryll Koop, Western NSW Region and Jill Schofield, Western Sydney Region were awarded Churchill Fellowships.

Under the National Literacy and Numeracy Week project funded by the Commonwealth Department of Education, Science and Training, Warnervale Public School was given an Excellence Award of \$10,000 and eight other schools were given Highly Commended awards of \$5,000 for their value-added initiatives in literacy or numeracy.

The National Art School staff, students and alumni continue their stellar success in Australia's major art prizes:

Not only are large numbers represented as finalists but many are ultimately winners or highly commended. In 2007 these included: the Archibald Prize won by Painting lecturer, John Beard; Australia's richest art prize, The Moran Prize for portraiture was won by Honours painting student Leslie Rice; The Brett Whiteley Travelling Art Scholarship was won by second year painting student Nathan Hawkes; The 2D Award for Printmaking and Drawing was won by Drawing lecturer, David Fairbairn; The John Coburn Prize for emerging artists was won by painting student, Jumaadi; The winner of the 2007 Freedman Foundation Travelling Scholarship for Emerging Artists was Photography lecturer, Izabela Pluta; Painting lecturer, Rodney Pople was highly commended in the Blake Prize for Religious Art; National Art School Honours graduate Emily Portmann won the John & Margaret Baker Memorial Fellowship, which is an award for an emerging artist of less than five years experience and part of the 2007 National Photography Prize. 17 of the 45 finalists in the Dobell Prize for Drawing were from the National Art School. Five National Art School students were awarded William Fletcher Foundation Grants. Sculpture lecturer, David Horton won the 2007 Sculpture by the Sea.

The National Art School was awarded a \$14,410 federal Community Heritage Grant to fund a Significance Assessment and Preservation Survey of the National Art School and Darlinghurst Gaol Collection and Archive, and to rehouse some of the collection in archival storage. As a result, the National Art School art and historical collection has now been classified as having "National Significance".

The National Art School Art Forum Lecture Series brings national and international guest speakers to the National Art School to present

public lectures once a week on topics impacting on art in the 21st century.

The National Art School Gallery has held a successful and full year of diverse exhibitions including: "Drawing Breath, 10 Years of the Jerwood Prize" from London; British artists Anita Taylor and Paul Thomas, with "A mon seul desir: reveries & other stories" and "Myths down under"; Richard Lewer; "The Capitals Project: Works on Paper from Seoul"; "The 56th Blake Prize for Religious Art"; "Honours 07 Show" and "Degree 07 Show".

APPENDIX 33: CONTACTS

33.1 Contacts

Directory of State Offices

Office	Telephone	Facsimile
35 Bridge Street, SYDNEY NSW 2000	(02) 9561 8000	(02) 9561 8759
22 Main Street, BLACKTOWN NSW 2148	(02) 9836 9000	(02) 9836 9252
84 Crown Street, WOLLONGONG NSW 2500	(02) 4224 9100	(02) 4224 9334
117 Bull Street, NEWCASTLE NSW 2302	(02) 4924 9900	(02) 4924 9843
140 William Street, BATHURST NSW 2795	(02) 6334 8100	(02) 6331 9741
1 Oxford Street, DARLINGHURST NSW 2010	(02) 9266 8111	(02) 9244 5701
3a Smalls Road, RYDE NSW 2112	(02) 9886 7444	(02) 9886 7155
Level 13, 55 Market Street, SYDNEY NSW 2000	(02) 9561 8000	(02) 9561 8438
Level 9 Civic Tower, 66-72 Rickard Road, BANKSTOWN NSW 2200	(02) 9707 6217	(02) 9707 6287
Australian Technology Park, Level 2, 1 Central Avenue, EVELEIGH NSW 1430	(02) 9244 0000	(02) 9244 0200
Level 2, 39a Herbert Street, ST LEONARDS NSW 2065	(02) 9942 9000	(02) 9942 9600

Directory of TAFE NSW Institutes

TAFE Institute	Telephone	Facsimile	Director
Hunter Institute, Newcastle Campus			
Maitland Road, TIGHES HILL NSW 2297	(02) 4923 7567	(02) 4923 7711	Phil Cox
Illawarra Institute			
3 Rowland Avenue, WOLLONGONG NSW 2500	(02) 4222 2908	(02) 4226 4748	Dianne Murray
North Coast Institute, Port Macquarie Campus			
Lower Ground Floor, Block G, Hindman Street, PORT MACQUARIE NSW 2444	(02) 6586 2222	(02) 6586 2333	Elizabeth McGregor
Northern Sydney Institute, North Sydney Campus			
Level 1, Building C, 213 Pacific Highway, ST LEONARDS NSW 2065	(02) 9942 0504	(02) 9942 0508	Kevin Harris
New England Institute			
Janison Street, TAMWORTH NSW 2340	(02) 6768 2445	(02) 6768 2449	Gary Pollock
Riverina Institute			
Cnr Macleay and Coleman Streets, WAGGA WAGGA NSW 2650	(02) 6938 1444	(02) 6938 1445	Rosemary Campbell
South Western Sydney Institute			
Building A, 500 Chapel Road, BANKSTOWN NSW 2200	(02) 9796 5400	(02) 9790 7353	Barry Peddle
Sydney Institute			
Mary Ann Street, ULTIMO NSW 2007	(02) 9217 3367	(02) 9217 4023	Pam Christie
Western Institute			
Level 1, 235 Lords Place, ORANGE NSW 2800	(02) 6393 5900	(02) 6393 5969	Adrian Mitchell
Western Sydney Institute			
2-10 O'Connell Street, KINGSWOOD NSW 2747	(02) 9208 9202	(02) 9208 9277	Susan Hartigan

Directory of Regional Offices

Regional Centre & Address	Telephone	Facsimile	Email
Hunter/Central Coast Region, c/- Newcastle State Office			
117 Bull Street, NEWCASTLE NSW 2300	(02) 4924 9999	(02) 4924 9843	John Mather
Illawarra and South East Region			
5 Rowland Avenue, WEST WOLLONGONG NSW 2500	(02) 4222 2929	(02) 4222 2963	Graeham Kennedy
New England Region			
Suite 1, 11-15 Dowe Street, TAMWORTH NSW 2340	(02) 6755 5934	(02) 6755 5935	Des Gorman

Regional Centre & Address	Telephone	Facsimile	Email
North Coast Region			
Cnr Marcia Street and Rose Avenue, COFFS HARBOUR NSW 2450	(02) 6652 0500	(02) 6658 0537	Carol Carrigan
Northern Sydney Region			
Level 5, 13-15 Lyon Park Road, NORTH RYDE NSW 2113	(02) 9886 7000	(02) 9886 7070	Deonne Smith
Riverina Region			
Level 4, 76 Morgan Street, WAGGA WAGGA NSW 2650	(02) 6937 3871	(02) 6937 3888	Colin Parker
South Western Sydney Region c/- TAFE NSW - South Western Sydney			
Building A, 500 Chapel Road, BANKSTOWN NSW 2200	(02) 9796 5446	(02) 8713 6524	Tom Urry
Sydney Region c/- TAFE NSW - Sydney Institute			
Level 1, Room A1.13, Building A, Mary Ann Street, ULTIMO NSW 2007	(02) 9217 4877	(02) 9217 4843	Dr Phil Lambert
Western NSW Region			
Level 1, 188 Macquarie Street, DUBBO NSW 2830	(02) 6841 2110	(02) 6841 2111	Carole McDiarmid
Western Sydney Region c/- TAFE NSW - Western Sydney Institute			
2-10 O'Connell Street, KINGSWOOD NSW 2747	(02) 9208 9359	(02) 9208 9300	Lindsay Wasson

Directory of State Training Services Centres

State Training Services Centre & Address	Telephone	Facsimile	Email
State Training Services - Hunter State Office Block, Level 1, 117 Bull Street NEWCASTLE WEST NSW 2302	(02) 4974 8570	(02) 4925 2139	hunterstc@det.nsw.edu.au
State Training Services - Illawarra & South Coast Level 1, Block E, State Office Block, 84 Crown Street WOLLONGONG NSW 2500	(02) 4224 9300	(02) 4224 9334	illawarrastc@det.nsw.edu.au
State Training Services - New England Level 2, Noel Park House, 155-157 Marius Street TAMWORTH NSW 2340	(02) 6755 5099	(02) 6766 4120	nenglandstc@det.nsw.edu.au
State Training Services - North Coast & Mid North Coast Suite 3, Level 4, 29 Molesworth Street LISMORE NSW 2480	(02) 6627 8400	(02) 6621 9994	ncoaststc@det.nsw.edu.au
State Training Services - Riverina 87 Forsyth Street WAGGA WAGGA NSW 2650	(02) 6937 7600	(02) 6921 0724	riverinastc@det.nsw.edu.au
State Training Services - Western NSW Level 1, State Office Block, Cnr Kite & Anson Streets ORANGE NSW 2800	(02) 6392 8500	(02) 6392 8539	westernnswstc@det.nsw.edu.au
State Training Services - Southern & South West Sydney Level 2, 41 – 45 Rickard Road BANKSTOWN NSW 2200	(02) 8707 9600	(02) 9709 5356	swsydneystc@det.nsw.edu.au
State Training Services - Western Sydney & Lower Blue Mountains Ground Floor, 16-18 Wentworth Street PARRAMATTA NSW 2150	(02) 9204 7400	(02) 9635 9775	wsydneystc@det.nsw.edu.au
State Training Services - Sydney East, CBD, Northern Sydney & Central Coast Level 13, 12 Help Street CHATSWOOD NSW 2067	(02) 9242 1700	(02) 9415 3979	nsydneystc@det.nsw.edu.au

NSW Training Awards

Address	Telephone	Facsimile	Email
Level 12, 1 Oxford Street (Locked Bag 53) DARLINGHURST NSW 2010	1800 306 999 or (02) 9244 5507	(02) 9266 8590	NSWTrainingAwards@det.nsw.edu.au

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GPO BOX 12
Sydney NSW 2001

INDEPENDENT AUDITOR'S REPORT

Department of Education and Training and Controlled Entities

To Members of the New South Wales Parliament

I have audited the accompanying financial report of the Department of Education and Training (the Department) and the Department and controlled entities (the consolidated entity), which comprises the balance sheet as at 30 June 2007, and the operating statement, statement of recognised income and expense, cash flow statement, program statement - expenses and revenues, and summary of compliance with financial directives for the year then ended, and a summary of significant accounting policies and other explanatory notes. The consolidated entity comprises the Department and the entities it controlled at the year's end or from time to time during the financial year.

Auditor's Opinion

In my opinion, the financial report:

- presents fairly, in all material respects, the financial position of the Department and the consolidated entity as of 30 June 2007, and of its financial performance and its cash flows for the year then ended in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations)
- is in accordance with section 45E of the *Public Finance and Audit Act 1983* (the PF&A Act) and the *Public Finance and Audit Regulation 2005*.

Department Head's Responsibility for the Financial Report

The Department Head is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the PF&A Act. This responsibility includes establishing and maintaining internal control relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on my audit. I conducted my audit in accordance with Australian Auditing Standards. These Auditing Standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Department's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Department's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Department Head, as well as evaluating the overall presentation of the financial report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

My opinion does not provide assurance:

- about the future viability of the Department or consolidated entity
- that they have carried out their activities effectively, efficiently and economically,
- about the effectiveness of their internal controls, or
- on the assumptions used in formulating the budget figures disclosed in the financial report.

Independence

In conducting this audit, the Audit Office has complied with the independence requirements of the Australian Auditing Standards and other relevant ethical requirements. The PF&A Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office are not compromised in their role by the possibility of losing clients or income.

P J Bollands-CA
Director, Financial Audit Services

26 September 2007
SYDNEY

Start of Audited Financial Statements

DEPARTMENT OF EDUCATION AND TRAINING

Financial Statements

For the year ended 30 June 2007

STATEMENT BY THE DIRECTOR-GENERAL OF THE DEPARTMENT OF EDUCATION AND TRAINING

Pursuant to Section 45F of the Public Finance and Audit Act 1983, I state that:

1. The accompanying financial statements have been prepared in accordance with the provisions of the Public Finance and Audit Act, 1983, the Financial Reporting Code for Budget Dependent Agencies, the applicable clauses of the Public Finance and Audit Regulation 2005 and the Treasurer's Directions.
2. The statements exhibit a true and fair view of the financial position and transactions of the Department and its controlled entities.
3. There are no circumstances, which would render any particulars included in the financial statements to be misleading or inaccurate.



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

DEPARTMENT OF EDUCATION AND TRAINING

Financial Statements

For the year ended 30 June 2007

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DEPARTMENT OF EDUCATION AND TRAINING

Statement of Recognised Income and Expense for the Year Ended 30 June 2007

	Notes	Economic Entity		Parent Entity	
		Actual 2007 \$'000	Budget 2007 \$'000	Actual 2006 \$'000	Actual 2005 \$'000
Net increase (decrease) in property, plant and equipment asset revaluation reserve		(553,525)	--	1,581,273	(900,241)
TOTAL INCOME AND EXPENSE RECOGNISED DIRECTLY IN EQUITY		(553,525)	--	1,581,273	(900,241)
Surplus (Deficit) for the Year		160,064	172,934	240,882	172,616
TOTAL INCOME AND EXPENSE RECOGNISED FOR THE YEAR	23	(384,471)	172,934	1,821,955	(693,726)
EFFECT OF CHANGES IN ACCOUNTING POLICY AND CORRECTION OF ERROR					
Accumulated Funds	8, 23, 10, (vi)	--	--	8,396	--
		--	--	5,396	--

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION AND TRAINING

Operating Statement for the Year Ended 30 June 2007

	Notes	Economic Entity		Parent Entity	
		Actual 2007 \$'000	Budget 2007 \$'000	Actual 2006 \$'000	Actual 2005 \$'000
Expenses excluding losses					
Operating expenses	2(a)	7,213,092	7,077,832	6,934,375	8,942,856
Employee related	2(b)	1,601,364	1,656,311	1,504,652	1,268,978
Other operating expenses	2(c)	344,972	320,478	334,783	250,320
Depreciation and amortisation	2(d)	189,587	183,749	177,519	218,782
Grants and subsidies	2(e)	7,914	8,704	9,405	9,456
Finance costs	2(f)	--	--	163	163
Total Expenses excluding losses		9,357,819	9,255,874	9,006,203	8,124,922
Less:					
Revenue					
Sale of goods and services	3(a)	365,847	371,851	375,932	403,870
Investment revenue	3(b)	34,882	26,948	25,427	28,608
Grants and contributions	3(c)	66,441	312,330	74,854	66,048
Other revenue	3(d)	205,191	9,552	287,747	280,462
Total Revenue		754,361	720,681	744,060	718,988
Gain / (loss) on disposal	4	15,653	(9)	5,057	2,234
Other gains/(losses)	5	(566)	(6)	(337)	(110)
		19,055	(6)	4,730	2,385
Net Cost of Services		8,584,403	8,535,199	8,267,413	7,342,407
Government Contributions					
Recurrent appropriation (net of transfer payments)	7	7,766,940	7,707,796	7,500,165	6,858,685
Capital appropriation (net of transfer payments)	7	510,147	494,694	489,416	424,803
Acceptance by the Crown Entity of employee benefits and other liabilities	9	470,370	505,653	489,514	433,434
Total Government Contributions		8,753,457	8,708,133	8,498,995	7,514,922
SURPLUS / (DEFICIT) FOR THE YEAR		169,054	172,934	240,882	172,515
					221,340

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION AND TRAINING

Balance Sheet as at 30 June 2007 (Contd)

	Notes	Economic Entity	Parent Entity
		Actual 2007 \$'000	Actual 2008 \$'000
EQUITY			
Reserves	23	4,103,310	4,672,247
Accumulated funds		12,470,015	12,417,025
Accounts recognised in equity relating to assets held for sale	17	1,916	45,634
Total Equity		16,575,241	16,999,760
			13,607,238
			14,300,962

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION AND TRAINING

Balance Sheet as at 30 June 2007

	Notes	Economic Entity	Parent Entity
		Actual 2007 \$'000	Actual 2008 \$'000
ASSETS			
Current Assets			
Cash and cash equivalents	12	585,022	539,890
Receivables	13	97,337	91,438
Other financial assets	14	5	5
Non-Current assets held for sale	17	16,609	85,202
Total Current Assets		701,063	719,583
Non-Current Assets			
Receivables	13	8,901	4,825
Other financial assets	14	435	461
Property, plant and equipment	15	16,285,105	10,811,130
- Land and buildings		242,717	276,905
- Plant and equipment		16,042,388	10,534,225
Total Property, plant and equipment		16,285,105	10,811,130
Intangible assets	16	44,302	28,750
Total Non-Current Assets		16,329,407	10,840,665
Total Assets		17,030,470	17,560,248
LIABILITIES			
Current Liabilities			
Payables	19	371,910	320,476
Borrowings	20	1,291	77,358
Provisions	21	224,438	221,076
Other	22	4,893	4,893
Total Current Liabilities		597,637	606,078
Non-Current Liabilities			
Borrowings	20	96,125	141,547
Provisions	21	11,600	15,807
Total Non-Current Liabilities		107,725	157,354
Total Liabilities		705,362	763,432
Net Assets		16,325,108	16,796,816

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION AND TRAINING

Cash Flow Statement for the Year Ended 30 June 2007

Notes	Economic Entity		Parent Entity	
	Actual 2007 \$'000	Budget 2007 \$'000	Actual 2007 \$'000	Actual 2006 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Payments	(6,734,222)	(6,553,247)	(5,914,559)	(5,407,262)
Employee related	(196,838)	(193,149)	(185,132)	(210,185)
Grants and subsidies	(7,914)	(8,704)	(9,405)	(9,405)
Finance costs	(1,710,195)	(1,870,610)	(1,704,180)	(1,373,368)
Other	(3,651,129)	(3,624,710)	(3,333,833)	(7,003,252)
Total Payments	(12,299,290)	(12,949,310)	(10,957,076)	(13,803,472)
Receipts	387,561	372,243	383,686	170,582
Sale of goods and services	32,315	25,943	25,681	23,737
Interest received	510,978	548,194	505,448	455,570
Other	931,284	947,370	915,915	649,939
Total Receipts	1,810,138	1,863,847	1,805,130	1,279,828
Cash Flows From Government	7,762,048	7,707,796	6,551,793	6,415,424
Recurrent appropriation	510,147	484,684	480,000	424,803
Capital appropriation	8,272,195	8,202,480	8,003,473	7,076,596
Net Cash Flows From Government	8,782,342	8,687,164	8,483,473	7,501,400
NET CASH FLOWS FROM OPERATING ACTIVITIES	27	552,350	580,555	469,311
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds from sale of Land and Buildings and Plant and Equipment	115,728	48,000	12,398	5,883
Purchases of Land and Buildings and Plant and Equipment	(578,798)	(557,668)	(465,138)	(383,658)
Purchases of investments	(17)	--	(5)	--
NET CASH FLOWS FROM INVESTING ACTIVITIES	(463,047)	(509,668)	(452,744)	(377,775)

The accompanying notes form part of these financial statements.

Cash Flow Statement for the Year Ended 30 June 2007 (continued)

Notes	Economic Entity			Parent Entity	
	Actual 2007 \$'000	Budget 2007 \$'000	Actual 2006 \$'000	Actual 2007 \$'000	Actual 2006 \$'000
CASH FLOWS FROM FINANCING ACTIVITIES					
Proceeds from borrowings and advances	14,228	--	10,400	14,228	10,400
Repayment of borrowings and advances	(78,149)	(33,228)	(1,133)	(76,419)	(1,133)
NET CASH FLOWS FROM FINANCING ACTIVITIES	(61,923)	(33,228)	9,267	(61,923)	9,267
NET INCREASE/(DECREASE) IN CASH	27,380	(17,796)	133,078	21,825	100,503
Opening cash and cash equivalents	*557,642	557,636	424,558	450,013	345,510
CLOSING CASH AND CASH EQUIVALENTS	12	539,840	557,636	471,838	450,013

* The variance between 2006 closing balance and 2007 opening cash balance is due to adjustments to the 2006 accounts of A.C.N. 053 236 374 PTY LIMITED, not taken into account in the 2006 Consolidated accounts.

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION AND TRAINING

Supplementary financial statements

Program Statement - Expenses and Revenues for the Year Ended 30 June 2007 (continued)

AGENCY'S EXPENSES & REVENUES	25.3.1 *		2006		2007		25.4.1 *		2006		2007		25.4.2 *		
	2007	\$'000	\$'000	\$'000	2007	\$'000	\$'000	\$'000	2006	\$'000	2007	\$'000	2006	\$'000	
Expenses excluding losses															
Operating expenses	430		435		1,203,555		1,150,607		20,935		20,935		38,523		
Employee related	859		764		300,068		287,720		14,592		11,361		5,457		
Other operating expenses	—		—		94,611		93,620		6,735		5,437		120,096		
Depreciation and amortisation	7,937		8,351		—		20		12*,835		—		—		
Grants and subsidies	—		—		—		—		—		—		—		
Finance costs	—		—		—		—		—		—		—		
Other expenses	—		—		—		—		—		—		—		
Total Expenses excluding losses	9,276		7,550		1,598,234		1,541,273		172,097		176,377		—		
Revenue	—		—		257,319		234,372		4,546		25,634		—		
Sale of goods and services	—		—		4,761		2,677		26		23		—		
Investment revenue	—		—		2,015		2,729		7,018		9,540		—		
Grants and contributions	—		—		4,888		4,238		171		163		—		
Other revenue	—		—		208,983		244,066		11,761		35,360		—		
Total Revenue	—		—		(3,160)		2,841		—		—		—		
Gain / (loss) on disposal	—		—		(444)		(488)		—		—		—		
Other gain/(losses)	—		—		—		—		—		—		—		
Net Cost of Services	9,276		7,550		1,332,855		1,294,854		160,336		141,017		—		
Government Contributions **	—		—		—		—		—		—		—		
NET EXPENDITURE/ (REVENUE) FOR THE YEAR	9,276		7,550		1,332,855		1,294,854		160,336		141,017		—		
ADMINISTERED EXPENSES AND REVENUES	25.3.1 * <td>2007</td> <td>\$'000</td> <td>2006</td> <td>\$'000</td> <td>2007</td> <td>\$'000</td> <td>25.4.1 * <td>2006</td> <td>\$'000</td> <td>2007</td> <td>\$'000</td> <td>25.4.2 * <td>2006</td> <td>\$'000</td> </td></td>	2007	\$'000	2006	\$'000	2007	\$'000	25.4.1 * <td>2006</td> <td>\$'000</td> <td>2007</td> <td>\$'000</td> <td>25.4.2 * <td>2006</td> <td>\$'000</td> </td>	2006	\$'000	2007	\$'000	25.4.2 * <td>2006</td> <td>\$'000</td>	2006	\$'000
Administered Expenses	(725,400)		(689,601)		—		—		—		(1,810)		(1,827)		
Transfer payments	725,400		689,601		—		—		—		1,810		1,827		
Administered Revenues					—		—		—		—		—		
Transfer receipts					—		—		—		—		—		
Administered Revenues less Expenses					—		—		—		—		—		

* The name and purpose of each program is summarised in Note 11.

** Appropriations are made on an agency basis and not to individual programs. Consequently, government contributions are included in the "Non-Attributable" column.

*** Amounts disclosed for NSW Adult Migrant English Service and A.C.N. 093 230 374 PTY LIMITED are net of eliminations with the various programs of the Department.

DEPARTMENT OF EDUCATION AND TRAINING

Supplementary financial statements

Program Statement - Expenses and Revenues for the Year Ended 30 June 2007

AGENCY'S EXPENSES & REVENUES	25.1.1 *		25.1.2 *		25.2.1 *	
	2007	2006	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses excluding losses						
Operating expenses	22,447	21,346	3,076,800	2,560,300	2,885,323	2,745,873
Employee related	3,997	3,992	605,601	630,097	601,357	609,025
Other operating expenses	523	482	127,376	117,638	116,665	107,601
Depreciation and amortisation	--	--	41,221	35,243	19,544	15,806
Grants and subsidies	--	--	4,194	4,085	3,720	4,421
Finance costs	--	--	--	--	--	103
Other expenses	--	--	--	--	--	--
Total Expenses excluding losses	26,967	25,820	3,914,192	3,736,702	3,606,629	3,483,189
Revenue						
Sale of goods and services	765	747	28,208	23,332	54,734	53,237
Investment revenue	132	101	15,257	11,012	14,184	10,843
Grants and contributions	248	252	32,200	33,837	29,652	28,182
Other revenue	1,146	1,111	134,205	128,319	124,781	119,853
Total Revenue	2,291	2,211	209,979	196,500	220,251	212,115
Gain / (loss) on disposal	--	--	(16,308)	1,227	30,121	999
Other gain/(losses)	--	--	(60)	78	(56)	73
Net Cost of Services	24,676	23,609	3,720,581	3,540,557	3,346,313	3,270,002
Government Contributions **						
NET EXPENDITURE / (REVENUE) FOR THE YEAR	24,676	23,609	3,720,581	3,540,557	3,346,313	3,270,002
ADMINISTERED EXPENSES AND REVENUES	25.1.1 *		25.1.2 *		25.2.1 *	
	2007	2006	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Administered Expenses	--	--	--	--	--	--
Transfer Payments	--	--	(24,854)	(24,713)	(21,984)	(20,660)
Administered Revenues	--	--	24,854	24,713	21,984	20,660
Transfer Receipts	--	--	--	--	--	--
Administered Revenues less Expenses	--	--	--	--	--	--

* The name and purpose of each program is summarised in Note 11.

** Appropriations are made on an agency basis and not to individual programs. Consequently, government contributions are included in the "Non-Attributable" column.

*** Amounts disclosed for NSW Adult Migrant English Service and A.C.N. 093 230 374 PTY LIMITED are net of eliminations with the various programs of the Department.

DEPARTMENT OF EDUCATION AND TRAINING

Supplementary financial statements

Program Statement – Expenses and Revenues for the Year Ended 30 June 2007 (continued)

AGENCY'S EXPENSES & REVENUES	2007 \$'000	2006 \$'000
Expenses excluding losses		
Operating expenses	7,213,002	6,934,375
Employee related	1,601,354	1,559,980
Other operating expenses	344,872	324,763
Depreciation and amortisation	189,587	177,516
Grants and subsidies	7,514	9,408
Finance costs	—	163
Other expenses	—	—
Total Expenses excluding losses	9,357,519	9,006,203
Revenue		
Sale of goods and services	385,847	375,932
Investment revenue	34,882	26,427
Grants and contributions	68,441	74,954
Other revenue	285,191	287,747
Total Revenue	754,361	744,060
Gain / (loss) on disposal	19,653	5,007
Other gains/(losses)	(698)	(337)
Net Cost of Services	8,584,403	8,237,413
Government Contributions **	8,753,457	8,458,095
NET EXPENDITURE / (REVENUE) FOR THE YEAR	169,054	240,682
ADMINISTERED EXPENSES AND REVENUES	Total	Total
	2007 \$'000	2006 \$'000
Administered Expenses		
Transfer payments	(775,057)	(736,801)
Administered Revenues		
Transfer receipts	775,057	736,801
Administered Revenues less Expenses	—	—

* The name and purpose of each program is summarised in Note 11.

** Appropriations are made on an agency basis and not to individual programs. Consequently, government contributions are included in the "Non-Attributable" column.

*** Amounts disclosed for NSW Adult Migrant English Service and A.C.N. 093 230 374 PTY LIMITED are net of eliminations with the various programs of the Department.

DEPARTMENT OF EDUCATION AND TRAINING

Supplementary financial statements

Program Statement – Expenses and Revenues for the Year Ended 30 June 2007 (continued)

AGENCY'S EXPENSES & REVENUES	Non-Attributable		AMES ***		A.C.N. 093 230 374 PTY LIMITED ***	
	2007 \$'000	2006 \$'000	2007 \$'000	2006 \$'000	2007 \$'000	2006 \$'000
Expenses excluding losses						
Operating expenses	—	—	14,834	13,604	1,658	3,878
Employee related	—	—	13,193	14,245	1,007	1,030
Other operating expenses	—	—	26	22	16	53
Depreciation and amortisation	—	—	—	—	—	—
Grants and subsidies	—	—	—	—	—	—
Finance costs	—	—	—	—	—	—
Other expenses	—	—	—	—	—	—
Total Expenses excluding losses	—	—	28,053	27,871	3,371	5,361
Revenue						
Sale of goods and services	—	—	35,464	30,932	4,721	7,678
Investment revenue	—	—	512	171	—	—
Grants and contributions	—	—	309	614	—	—
Other revenue	—	—	0	14,013	—	—
Total Revenue	—	—	36,375	45,730	4,721	7,678
Gain / (loss) on disposal	—	—	—	—	(38)	—
Other gains/(losses)	—	—	—	—	(1,312)	(2,317)
Net Cost of Services	—	—	(8,322)	(17,859)	(1,312)	(2,317)
Government Contributions **	8,753,457	8,458,095	—	—	—	—
NET EXPENDITURE / (REVENUE) FOR THE YEAR	(8,753,457)	(8,458,095)	(8,322)	(17,859)	(1,312)	(2,317)
ADMINISTERED EXPENSES AND REVENUES	Non-Attributable	AMES	A.C.N. 093 230 374 PTY LIMITED			
	2007 \$'000	2006 \$'000	2007 \$'000	2006 \$'000	2007 \$'000	2006 \$'000
Administered Expenses						
Transfer payments	—	—	—	—	—	—
Administered Revenues						
Transfer receipts	—	—	—	—	—	—
Administered Revenues less Expenses	—	—	—	—	—	—

* The name and purpose of each program is summarised in Note 11.

** Appropriations are made on an agency basis and not to individual programs. Consequently, government contributions are included in the "Non-Attributable" column.

*** Amounts disclosed for NSW Adult Migrant English Service and A.C.N. 093 230 374 PTY LIMITED (formerly TAPE Global Pty Ltd) are net of eliminations with the various programs of the Department.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Reporting Entity

The Department of Education and Training (the Department), formed during 1997/98, consolidates within one management structure the State funded education and training services. The functions of the Department relate to schools, the NSW TAFE Commission (TAFE), Vocational Education and Training, Adult and Community Education, NSW Adult Migrant English Service (AMES) and aspects of Higher Education.

The economic entity, as a reporting entity, comprises all the operating activities of the Department of Education and Training (Parent Entity) and entities under its control, those being the NSW TAFE Commission, the TAFE Commission Division, A.C.N. 093 230 374 PTY LIMITED (formerly TAFE Global Pty Ltd) and the Adult Migrant English Service.

In the process of preparing the consolidated financial statements for the Department, consisting of the controlling and controlled entities, all inter-entity transactions and balances have been eliminated.

The reporting entity is a not-for-profit entity (as profit is not its principal objective) and it has no cash-generating units.

The reporting entity is consolidated as part of the NSW Total State Sector Accounts.

This consolidated financial report for the year ended 30 June 2007 has been authorised for issue by the Director-General on 20/09/2007.

(b) Basis of Preparation

The Department's financial report with the exception of the school financial transactions (as noted in note 1(c) (i)) is a general purpose financial report, which has been prepared in accordance with:

- applicable Australian Accounting Standards (which include Australian equivalents to International Financial Reporting Standards (AIFRS));
- the requirements of the Public Finance and Audit Act and Regulations; and
- the Financial Reporting Directions published in the Financial Report Code for Budget-Deficient General Government Sector Agencies or issued by the Treasurer.

Following the creation of OCT, budget estimates did not provide separate budget figures for the primary statements of the parent entity or controlled entities. Consequently, Treasury has granted the Department exemption from the requirement to disclose budget figures for the parent and the controlled entities since the financial year 2000.

Property, plant and equipment and assets (or disposal groups) held for sale are measured at fair value. Other financial report items are prepared in accordance with the rest-of-cost convention.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

(c) (i) School Financial Transactions

The Department, at the direction of the NSW Treasury, has included school financial transactions that are funded from sources other than government sources, e.g., school generated revenue, parent body contributions, donations and voluntary contributions.

In the absence of a fully integrated accounting system, between the Department and all schools, estimations for consolidation into the Parent Entity have been based on the November 2008 aggregation of school Receipts and Payments Statements that are prepared on a cash basis. Those school transactions were then proportionally adjusted to estimate the value of transactions for the year based on the 31 May 2007 cash balances. The Department obtained information on cash balances recently by surveying every school.

DEPARTMENT OF EDUCATION AND TRAINING

Summary of Compliance with Financial Directives (Economic Entity)

	2007				2006			
	Recurrent Appropriation	Expenditure/ Net Claim on Consolidated Fund	Capital Appropriation	Expenditure/ Net Claim on Consolidated Fund	Recurrent Appropriation	Expenditure	Capital Appropriation	Expenditure
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
ORIGINAL BUDGET APPROPRIATION/ EXPENDITURE								
• Appropriation Act	8,481,037	8,481,037	494,684	487,703	8,104,915	8,150,807	482,003	438,000
• Additional Appropriations	-	-	-	-	-	-	-	-
• s 21A PF&AA – special appropriation	-	-	-	-	-	-	-	-
• s 24 PF&AA – transfers of functions between Departments	-	-	-	-	-	-	-	-
• s 26 PF&AA – Commonwealth specific purpose payments	16,000	16,000	20,000	22,354	9,078	9,078	86,000	56,416
OTHER APPROPRIATIONS / EXPENDITURE	8,497,037	8,497,037	514,684	510,147	8,163,993	8,199,885	517,003	489,416
• Treasurer's Advance	-	-	-	-	-	-	-	-
• Section 22 – expenditure for special works and services	42,400	42,400	(1,046)	-	86,281	86,281	(3,254)	-
• Transfers to/from another agency (s 27 of the Appropriation Act)	2,660	2,660	-	-	-	-	(8,000)	-
Total Appropriations / Expenditure / Net Claim on Consolidated Fund (includes transfer payments)	44,900	44,900	(1,046)	-	86,281	86,281	(1,254)	-
Amount drawn down against Appropriation	8,641,997	8,641,997	515,638	510,147	8,250,274	8,245,946	508,748	488,416
Liability to Consolidated Fund *	-	-	-	510,147	-	8,256,274	-	490,000
	-	-	-	-	-	4,308	-	584

The Summary of Compliance is based on the assumption that the Consolidated Fund moneys are spent first (except where otherwise identified or prescribed).

- * This represents the difference between the "Amount drawn against Appropriation" and the "Total Expenditure/Net Claim on Consolidated Fund".

DEPARTMENT OF EDUCATION AND TRAINING

Notes to and forming part of the Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

The school transactions recorded in these financial statements are therefore impracticable because estimates were needed to be made for the following reasons: the financial year end of schools is different to the Department; schools use a cash basis of accounting whereas the Department uses an accrual basis; the charts of account are different and school transactions are recorded on a program basis whereas the Department records transactions on a line item basis.

(i) School Cash Balances and Investments

The balances held by schools at bank as at 30 June 2007 totalled \$483.4M (\$485.0M in 2006) of which \$34M (\$40.0M in 2006) related to trust funds.

Based on the percentages as at November 2006, schools are holding these funds for the following purposes:

	\$M	%
Asset Replacement and Acquisition	75.4	16
Commitments	287.2	59
General Contingencies	120.8	25
	483.4	100

(ii) Trust Funds

The schools hold money in Trust that is used for such items as excursions and donations. These monies are excluded from the school transactions consolidated into the financial statements, as schools cannot use them for general education purposes.

(d) Statement of Compliance

The consolidated and parent entity financial statements and notes comply with Australian Accounting Standards, which include the AECFRS.

(e) Administrative Activities

The parent entity makes payments on behalf of the Government to private schools, a statutory authority and other organisations. The parent entity is accountable for the transactions relating to these administered activities but does not have discretionary control over these payments.

Transactions and balances relating to the administered activities are not recognised as the parent entity's revenues, expenses, assets and liabilities but are disclosed in Note 10.

The accrual basis of accounting and all applicable accounting standards have been adopted.

DEPARTMENT OF EDUCATION AND TRAINING

Notes to and forming part of the Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(f) Income Recognition

Income is measured at the fair value of the consideration or contribution received or receivable. Additional comments regarding the accounting policies on the recognition of income are discussed below.

(i) Parliamentary Appropriations and Contributions from other Bodies

Parliamentary appropriations and contributions from other bodies (including grants and donations) are generally recognised as income when the Department obtains control over the assets comprising the appropriations/contributions. Control over appropriations and contributions is normally obtained upon the receipt of cash.

An exception to the above is when appropriations are unspent at year end. In this case, the authority to spend the money lapses and generally the unspent amount must be repaid to the Consolidated Fund in the following financial year. As a result, unspent appropriations are now accounted for as liabilities rather than revenue.

The liability is disclosed in Note 22 as part of "Current Liabilities - Other".

(ii) Sale of goods

Revenue from the sale of goods are recognised as revenue when the Department transfers the significant risks and rewards of ownership of the assets. Student administration charges are recognised as revenue at the time of collection.

(iii) Rendering of services

Revenue is recognised when the service is provided or by reference to the stage of completion (based on labour hours incurred to date).

(iv) Investment revenue

Interest revenue is recognised using the effective interest method as set out in AASB 139 *Financial Instruments: Recognition and Measurement*. Rental revenue is recognised in accordance with AASB 117 *Leases* on a straight-line basis over the lease term.

(v) Asset Sales

The economic entity recognises sale of land and buildings upon final settlement except for those sales involving term installment payments, which are recognised on exchange. Gains or losses on disposal of fixed assets are taken into account in determining the operating result for the year.

(vi) Lease rental on long-term lease

A vacant block of land at Bondi Junction owned by the TAFE Commission was leased to a third party for a period of 99 years on 30 September 2002. The title to the land, which is the subject of the lease, has been retained and will not pass to the lessee on the termination of the lease. The fair value of the land has been recorded at 30 June 2006 at the minimum valuation of \$0.005M in accordance with the Commission's Asset Capitalisation Policy.

In accordance with Accounting Standard AASB 117 *Leases*, the upfront payment received in respect of the granting of the lease has been treated as prepaid lease payments and is amortised on a straight-line basis over the lease term.

(vii) Other Revenue

Other revenues are recognised as they accrue.

DEPARTMENT OF EDUCATION AND TRAINING

Notes to and forming part of the Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

(a) Employee Benefits and other provisions

(i) Salaries and Wages, Annual Leave, Sick Leave and On-Costs

Liabilities for salaries and wages (including non-monetary benefits), annual leave and paid sick leave that falls due wholly within 12 months of the reporting date are recognised and measured in respect of employees' services up to the reporting date at undiscounted amounts based on the amount expected to be paid when the liabilities are settled. A proportion of the annual leave may be settled after 12 months but this is not likely to be significant and can not be reliably estimated.

Unused non-vesting sick leave does not give rise to a liability, as it is not considered probable that sick leave taken in the future will be greater than the entitlements accrued in the future.

The outstanding amounts of payroll tax, workers' compensation insurance premiums and fringe benefits tax, which are consequential to employment, are recognised as liabilities and expenses where the employee benefits to which they relate have been recognised.

(ii) Long Service Leave and Superannuation

The Department's liabilities for long service leave and defined benefit superannuation are assumed by the Crown Entity. The Department accounts for the liability as having been extinguished resulting in the amount assumed being shown as part of the non-monetary revenue item described as "Accruals by the Crown Entity of Employee Benefits and Other Liabilities". Prior to 2005/06, the Crown Entity also assumed the defined contribution superannuation liability.

In the case of the AMES, a contribution is made to the Treasury Special Deposits (Extended Leave and Leave on Termination Pool) Account at the rate of 4.11% of wages and salaries for employees with over 7 years of eligible service commencing 1 January 2006, and 3.84% for those with between five and seven years service. This contribution discharges the Department from liability for accrued long service leave and is expended as incurred.

The long service leave benefits owing to AMES employees at balance date have all been identified as current liabilities and are included in "Other" within Note 22. Corresponding amounts reimbursable from the Treasury are shown as current and non-current assets within "Prepayments" in Note 13.

Long service leave is measured at present value in accordance with AASB119 Employee Benefits.

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 NSW Treasury Circular 06/10. The expense for certain superannuation schemes (i.e. Basic Benefit and First State Super) is calculated as a percentage of the employees' salaries. For other superannuation schemes (i.e. State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employees' superannuation contributions.

In the case of the AMES, the superannuation expense for the financial year and the amount of prepaid superannuation contributions are determined by the actuarial assessment of Palar Administration. The superannuation expense for the year reflects the present value of future payments to be made to beneficiaries because of membership to date. Prepaid superannuation contributions are recognised as an asset within Note 13 "Receivables" and unfunded superannuation liability is recognised as a liability. Increases in prepaid superannuation contributions are recognised as "Other Revenue" within Note 3 (d) and decreases are recognised as "other expenses" within Note 2(f).

The Department also provides personnel services to Teachers Housing Authority (THA), a statutory not-for-profit entity. In terms of Treasury Circular TC06/13 the Department recognises all employee-related expenses and liabilities in relation to staff provided as personnel services to THA. As a contra to the recognition of non-consolidated the Department also recognises "Personnel Services Revenue" and "Personnel Services Creditable" from THA.

DEPARTMENT OF EDUCATION AND TRAINING

Notes to and forming part of the Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

The liabilities in relation to long service leave and superannuation are not assumed by the Crown and are disclosed separately.

(ii) Other Provisions

Other provisions exist when the entity has a present legal or constructive obligation as a result of a past event. It is probable that an outflow of resources will be required to settle the obligation, and a reliable estimate can be made of the amount of the obligation.

Any provisions for restructuring are recognised only when the Department has a detailed formal plan and the Department has raised a valid expectation in those affected by the restructuring that it will carry out the restructuring by starting to implement the plan or announcing its main features to those affected.

(iv) Borrowing Costs

Borrowing costs are recognised as expenses in the period in which they are incurred, in accordance with Treasury's Mandate to general government sector agencies.

(v) Insurance

The Department's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self-insurance for Government agencies. The expense (premium) is determined by the Fund Manager based on past claim experience.

(vi) Accounting for the Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except where:

- the amount of GST incurred by the Department as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of the cost of acquisition of an asset or as part of an item of expense, and
- receivables and payables are stated with the amount of GST included.
- Cash flows are included in the Cash Flow Statement on a gross basis. The GST components of cash flows arising from investing and financing activities which are recoverable from, or payable to, the ATO are classified as operating cash flows.

(vii) Acquisition of Assets

The cost method of accounting is used for the initial recording of all acquisitions of assets controlled by the Department. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset at the time of its acquisition or construction or, where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other Australian Accounting Standards.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

Fair value means the amount for which an asset could be exchanged between knowledgeable, willing parties in an arm's length transaction.

Where payment for an item is deferred beyond normal credit terms, its cost is the cash price equivalent, i.e. the deferred payment amount is effectively discounted at an asset-specific rate.

(viii) Capitalisation Thresholds

Property, plant and equipment costing \$5,000 and above individually for forming part of a network costing more than \$5,000 are capitalised; the threshold for intangibles (software) is \$50,000.

(ix) Rehabilitation of Property, Plant and Equipment

Physical non-current assets are valued in accordance with the "Valuation of Physical Non-Current Assets at Fair Value" Policy and Guidelines Paper (TFP 07.01). This policy adopts fair value in accordance with AASB 116 Property, Plant and Equipment. Property, plant and equipment is measured on an existing use basis, where there are no feasible alternative uses in the existing

DEPARTMENT OF EDUCATION AND TRAINING Notes to and forming part of the Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

- (p) *Depreciation of Property, Plant and Equipment*
The depreciable amount of assets is allocated on a systematic basis over their useful life. Depreciation is provided for on a straight line basis for all depreciable assets with a review undertaken at the time of each revaluation to adjust the written down values in accordance with the Department's depreciation model. Land is not a depreciable asset.
All material separately identifiable component assets are recognised and depreciated over their shorter useful lives.
The rates of depreciation adopted were:

Buildings and Leasehold Improvements	1.43% to 33.3%
Plant and Equipment	3.30% to 33.3%
Computer Equipment and Software	6.66% to 33.3%
- (q) *Major Inspection Costs*
When each major inspection is performed, the labour cost of performing major inspections for faults is recognised in the carrying amount of an asset as a replacement of a part, if the recognition criteria are satisfied.
- (r) *Restoration Costs*
The estimated cost of dismantling and removing an asset and restoring the site is included in the cost of an asset, to the extent it is recognised as a liability.
- (s) *Maintenance*
Day-to-day servicing costs or maintenance are charged as expenses as incurred, except where they relate to the replacement of a part or component of an asset, in which case the costs are capitalised and depreciated.
- (t) *Leased Assets*
Operating lease payments are charged to the Operating Statement in the periods in which they are incurred.
The Department has entered into two Private Public Partnership projects for construction, design, finance and maintenance of a number of schools. The relative monthly service fees, which comprise liability reduction, financing and operating costs, are accounted for consistent with NSW Treasury Accounting Policy for these types of arrangements.
- (u) *Intangible Assets*
The Department recognises intangible assets only if it is probable that future economic benefits will flow to the Department and the cost of the asset can be measured reliably. Intangible assets are measured initially at cost. Where an asset is acquired at no or nominal cost, the cost is its fair value as at the date of acquisition.
All research costs are expensed. Development costs are only capitalised when certain criteria are met.
The useful lives of intangible assets are assessed to be finite.
Intangible assets are subsequently measured at fair value only if there is an active market. As there is no active market for the Department's intangible assets, the assets are carried at cost less any accumulated amortisation.
The Department's intangible assets are amortised using the straight-line method over a period of 4 years.
In general, intangible assets are tested for impairment where an indicator of impairment exists. However, as a not-for-profit entity with no cash generating units, the Department is effectively exempted from impairment testing (refer para (n)).

DEPARTMENT OF EDUCATION AND TRAINING Notes to and forming part of the Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

- (v) *Impairment of Property, Plant and Equipment*
natural, legal, financial and socio-political environment. However, in the limited circumstances where there are feasible alternative uses, assets are valued at their highest and best use.
Fair value of property, plant and equipment is determined based on the best available market evidence, including current market selling prices for the same or similar assets. Where there is no available market evidence, the asset's fair value is measured at its market-buying price, the best indicator of which is depreciated replacement cost.
Works in progress have been shown at cost to date. Building construction projects are classified as works in progress until the projects have been completed and become available for use by the economic entity. Works in progress accounts also include costs associated with the acquisition of land before settlement.
Each class of physical land and buildings is reviewed at least every five years.
A full revaluation of land and buildings was undertaken during 2006/07 and was completed prior to 30 June 2007.
For the 2007 revaluation, all buildings have been classified according to the functional use of each part of the total floor area. Unit cost ratios for the replacement of the functional space types were provided by the Department of Commerce Quantity Surveying Services. The replacement value of each building has been calculated by applying the appropriate unit cost ratio to each of the functional types that comprise the building. The written down value of buildings has been calculated in accordance with AASB 116 Property, Plant and Equipment and assumes that buildings depreciate over time with a rate of exponential decay which differs according to the functional space type. The written down value for each functional use type has been calculated using the appropriate depreciation curve, the useful life span for that functional use type and the age and pattern of renewal investment. The revaluation of land has been based on an independent assessment by the Department of Lands.
The Department also includes in its accounts school residences, on school sites, which are managed by NTA. The residences are valued at market values. The residences were revalued as at 30 June 2007. The total value of the residences is \$35M (\$22.2M in 2006).
When revaluing non-current assets by reference to current prices for assets newer than those being revalued (adjusted to reflect the present condition of the assets), the gross amount and the related accumulated depreciation are separately restated.
For other assets, any balances of accumulated depreciation at the revaluation date in respect of those assets are credited to the asset accounts to which they relate. The net asset accounts are then increased or decreased by the revaluation increments or decrements.
Revaluation increments are credited directly to the asset revaluation reserve, except that, to the extent that an increment reverses a revaluation decrement in respect of that class of asset previously recognised as an expense in the surplus / deficit, the increment is recognised immediately as revenue in the surplus / deficit.
Revaluation decrements are recognised immediately as expenses in the surplus / deficit, except that, to the extent that a credit for an asset in the asset revaluation reserve in respect of the same class of assets, they are debited directly to the asset revaluation reserve.
As a not-for-profit entity revaluation increments and decrements are offset against one another within a class of non-current assets, but not otherwise.
Where an asset that has previously been revalued is disposed of, any balance remaining in the asset revaluation reserve in respect of that asset is transferred to accumulated funds.
- (w) *Impairment of Property, Plant and Equipment*
As a not-for-profit entity with no cash generating units, the Department is effectively exempted from AASB 136 Impairment of Assets and impairment testing. This is because AASB 136 modifies the recoverable amount test to the higher of fair value less costs to sell and depreciated replacement cost. This means that, for an asset already measured at fair value, impairment can only arise if selling costs are material. Selling costs are regarded as immaterial.

DEPARTMENT OF EDUCATION AND TRAINING

Notes to and forming part of the Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

- (c) **Payables**
- These amounts represent liabilities for goods and services provided to the Department and other amounts. Payables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.
- (aa) **Borrowings**
- Loans are not held for trading or designated at fair value through profit and loss and are recognised at amortised cost using the effective interest method. Gains or losses are recognised in the Operating Statement on derecognition.
- (ab) **Budgeted Amounts**
- The budgeted amounts are drawn from the budgets as formulated at the beginning of the financial year and with any adjustments for the effects of additional appropriations, s 21A, s 24 and/or s 26 of the Public Finance and Audit Act 1983.
- The budgeted amounts in the Operating Statement and the Cash Flow Statement are generally based on the amounts disclosed in the NSW Budget Papers (as adjusted above). However, in the Balance Sheet, the amounts vary from the Budget Papers, as the opening balances of the budgeted amounts are based on carried forward actual amounts, to, as per the audited financial statements (rather than carried forward estimates).

DEPARTMENT OF EDUCATION AND TRAINING

Notes to and forming part of the Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

- (a) **Loans and Receivables**
- Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. These financial assets are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method, less an allowance for any impairment of receivables. Any changes are accounted for in the Operating Statement when impaired, derecognised or through the amortisation process.
- Short-term receivables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.
- (v) **Investments**
- Investments are initially recognised at fair value plus, in the case of investments not at fair value through profit or loss, transaction costs. The Department determines the classification of its financial assets after initial recognition and, when allowed, and appropriate, re-evaluates this at each financial year end.
- Fair value through profit or loss** - The Department subsequently measures investments classified as "held for trading" or designated "at fair value through profit or loss" at fair value. Financial assets are classified as "held for trading" if they are acquired for the purpose of selling in the near term. Gains or losses on these assets are recognised in the Operating Statement.
- Held to maturity investments** - Non-derivative financial assets with fixed or determinable payments and fixed maturity that the Department has the positive intention and ability to hold to maturity are classified as "held to maturity". These investments are measured at amortised cost using the effective interest method. Changes are recognised in the Operating Statement when impaired, derecognised or through the amortisation process.
- Available for sale investments** - Any residual investments that do not fall into any other category are accounted for as available for sale financial assets and measured at fair value directly in equity until disposed or impaired at which time the cumulative gain or loss previously recognised in equity is recognised in the Operating Statement. However, interest calculated using the effective interest method and dividends are recognised in the Operating Statement.
- Purchases or sales of investments under contract that require delivery of the asset within the timeframe established by convention or regulation are recognised on the trade date (i.e. the date the Department commits itself to purchase or sell the asset).
- The fair value of investments that are traded at fair value in an active market is determined by reference to quoted current bid prices at the close of business on the balance sheet date.
- (w) **Impairment of financial assets**
- All financial assets, except those measured at fair value through profit or loss, are subject to an annual review for impairment. An allowance for impairment is established when there is objective evidence that the Department will not be able to collect all amounts due.
- (x) **Non-current Assets (or disposal groups) held for sale**
- The Department has certain non-current assets (or disposal groups) classified as held for sale, where their carrying amount will be recovered principally through a sale transaction, not through continuing use. Non-current assets (or disposal groups) held for sale are recognised at the lower of carrying amount and fair value less costs to sell. These assets are not depreciated while they are classified as held for sale.
- (y) **Inventories**
- The Department holds inventory of teaching and resource materials that are consumed directly in the delivery of educational courses. Inventory is expensed as it is acquired. The economic entity does not capitalise inventories, as holdings are high turnover items that are characterised by low stock levels that are not of a material nature.

DEPARTMENT OF EDUCATION AND TRAINING

Notes to and forming part of the Financial Statements

2. EXPENSES EXCLUDING LOSSES

	Economic Entity		Parent Entity	
	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000
(a) Employee related expenses				
Salaries and wages (including recreation leave) *	5,809,888	5,537,337	5,096,127	4,654,937
Superannuation – defined benefits plans	253,361	258,064	230,359	227,320
Superannuation – defined contribution plans	386,181	320,435	310,575	258,240
Long service leave	210,335	227,708	190,935	200,355
Workers' compensation insurance	163,403	167,070	140,723	172,482
Payroll tax and fringe benefits tax	400,355	395,196	351,554	323,479
Redundancy payments	14,107	4,482	9,712	1,434
Other	4,222	4,003	4,219	3,609
	7,213,992	6,934,375	6,343,274	5,842,856

* An amount of \$0.325M (\$0.103M in 2006) representing salaries expended in relation to the TAFE Online project was capitalised during the year. The TAFE NSW Online project is an information/communication rich electronic environment where teachers and other staff are provided with the skills and resources to support and guide students in their online and offline learning.

(b) Other operating expenses include the following:

	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000
Auditor's remuneration *	1,518	1,519	958	950
Operating lease rental expense – minimum lease payments	40,822	40,742	36,364	35,788
Maintenance**	281,123	201,204	240,928	164,267
Insurance	64,742	68,002	59,851	62,368
Cleaning	228,468	228,617	180,724	168,702
Fees for services received	139,258	135,324	76,226	71,088
Minor stores, provisions, plant and computing	125,146	137,244	28,265	41,826
School computing expenses	3,085	20,077	3,085	20,077
Travelling and subsistence	37,804	37,426	22,066	22,281
Internet and related expenses	58,383	57,472	58,216	57,444
Postage and telephony	36,146	40,029	25,016	28,240
Utilities	71,326	66,116	53,261	47,504
Printing	14,942	14,341	8,679	8,045
School operating expenses	456,303	610,946	486,303	510,045
Other	41,219	2,822	35,710	--
	1,601,354	1,599,950	1,304,652	1,208,978

* Auditors remuneration includes \$ 0.350M (\$ 0.360M in 2006) for the audit of a selection of schools

** Reconciliation – Total maintenance
Maintenance expense – contracted labour and other (non-employee related), as above
Total maintenance expenses included in Note 2(b)

DEPARTMENT OF EDUCATION AND TRAINING

Notes to and forming part of the Financial Statements

2. EXPENSES EXCLUDING LOSSES (continued)

	Economic Entity		Parent Entity	
	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000
(c) Depreciation and amortisation expense				
Depreciation				
Buildings and improvements	282,014	263,626	206,280	188,663
Plant and equipment	56,850	52,551	42,678	39,502
	338,864	317,386	248,958	228,165
Amortisation				
Intangibles	6,068	7,377	1,362	2,903
	6,068	7,377	1,362	2,903
	344,972	324,763	250,320	231,068
(d) Grants and subsidies				
Grants for non-profit organisations	9,064	8,002	9,006	8,023
Grants for industry training services	75,927	76,476	103,304	90,472
Grants for education across services	23,234	24,431	23,234	24,692
Grants for adult community education services	21,589	18,817	21,589	16,817
Grants for policy and planning projects	15	11	15	11
Grants for recognition services	--	(1,202)	1,457	674
Grants for conveyance of school children	69,586	49,330	59,586	49,330
Other	172	3,651	491	3,650
	189,587	177,516	216,762	202,509
(e) Finance costs				
Interest	7,914	9,406	7,914	9,406
	7,914	9,406	7,914	9,406
(f) Other expenses				
Other	--	163	--	163
	--	163	--	163
3. REVENUE				
(g) Rendering of services:				
Sale of services	22,391	19,690	10,700	10,568
Course fees	90,182	83,780	5,249	4,956
Administration charges	70,789	73,821	732	1,557
Overseas student fees	74,564	62,318	36,877	33,969
Fees and charges	28,632	49,438	25,440	47,476
Other	101,279	87,896	324,604	73,162
	385,847	375,932	403,670	171,683
(h) Investment revenue:				
Interest	34,882	25,427	29,609	22,579
	34,882	25,427	29,609	22,579

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

3. REVENUES (continued)

	Economic Entity 2007 \$'000	2006 \$'000	Parent Entity 2007 \$'000	2006 \$'000
(c) Grants and contributions				
Other Public Sector agencies	9,855	12,031	8,801	10,117
Commonwealth Government	8,820	12,782	8,820	12,793
Asset contributions (free assets or contributions of assets)	424	215	3	-
Donations and industry contributions	49,342	49,318	48,425	48,669
	68,441	74,354	66,049	71,578

(d) Other revenue

School generated revenue	250,957	248,226	250,957	248,226
Other	14,234	19,521	9,535	1,980
	265,191	267,747	260,492	250,206

4. GAIN / (LOSS) ON DISPOSAL

Gain / (loss) on disposal of land and buildings				
Proceeds from disposal	907	243	721	-
Written down value of assets disposed	(16,894)	(1,770)	(16,209)	(578)
Net gain / (loss) on disposal of land and buildings	(17,987)	(1,527)	(15,488)	(578)
Gain/(loss) on disposal of non-current assets held for sale				
Proceeds from disposal	114,851	12,155	105,062	5,884
Written down value of non-current assets held for sale disposed	(77,211)	(5,652)	(66,763)	(3,072)
Net gain/(loss) on disposal of non-current assets held for sale	37,640	6,504	38,299	2,812
Gain / (loss) on disposal	19,653	5,067	22,811	2,234

5. OTHER GAINS/(LOSSES)

Impairment of receivables	(598)	(337)	(116)	151
	(598)	(337)	(116)	151

6. CONDITIONS ON CONTRIBUTIONS

Contributors can place restrictions on the application of funds to assist in ensuring that the intended outcomes of the particular program are met. Examples of such conditions are the requirement to provide annual acquittals of expenditure or to return funds at the end of a specific period. In the 2006/07 financial year contributions amounting to \$8.4M (\$9.6M in 2006) were received by DET for programs where such conditions were in place. Unspent funds from these contributions for 2006/07, including balances brought forward from prior years, totalled \$5.3M (\$4.1M in 2006).

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

7. APPROPRIATIONS

	Economic Entity 2007 \$'000	2006 \$'000	Parent Entity 2007 \$'000	2006 \$'000
Recurrent appropriations				
Total recurrent drawdown from NSW Treasury (per Summary of Compliance)	8,541,997	8,250,274	8,541,997	8,250,274
Less: appropriation allocated to TAFE by Parent Entity	-	-	(1,110,269)	(1,097,040)
Less: Liability to Consolidated Fund (per Summary of Compliance)	-	(4,308)	-	(4,308)
	8,541,997	8,245,966	7,431,742	7,148,917

Comprising:

Recurrent appropriations (per Operating Statement)	7,766,940	7,509,165	6,666,686	6,412,116
Transfer payments (Note 10)	775,057	736,801	775,057	736,801
	8,541,997	8,245,966	7,431,742	7,148,917

Capital appropriations

Total capital drawdown from NSW Treasury (per Summary of Compliance)	510,147	490,000	510,147	490,000
Less: appropriation allocated to TAFE by Parent Entity	-	-	(86,344)	(83,800)
Less: Liability to Consolidated Fund (per Summary of Compliance)	-	(584)	-	(584)
	510,147	489,416	424,803	405,616

Comprising:

Capital appropriations (per Operating Statement)	510,147	489,416	424,803	405,616
	510,147	489,416	424,803	405,616

8. PRIOR PERIOD ERROR

Employee related expenses for TAFE for 2006 did not include superannuation oncost of \$3.112m which was held in "Other debtors" (suspense account). This error had the effect of understating "Net Cost of Services" and overstating "Other Debtors" of the economic entity in 2006/06 accounts. A correction has therefore been made to the equity balance at the beginning of the financial year 2006 (see Note 23 "Changes in equity" with a corresponding reduction of "Other debtors" in Note 13 in 2006 by \$3.112m.

9. ACCEPTANCE BY THE CROWN ENTITY OF

EMPLOYEE BENEFITS AND OTHER LIABILITIES

The following liabilities and/or expenses have been assumed by the Crown Entity or other government agencies:

Superannuation	253,367	258,084	230,359	227,320
Long service leave	207,808	225,966	189,211	189,631
Payroll tax	16,201	15,484	13,924	13,201
	476,370	499,514	433,434	440,212

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

12. CURRENT ASSETS – CASH AND CASH EQUIVALENTS	Economic Entity		Parent Entity	
	2007	2008	2007	2008
	\$'000	\$'000	\$'000	\$'000
Cash at bank and on hand *	158,816	147,638	45,632	40,013
School bank balances	428,206	410,000	428,208	410,000
	585,022	557,638	471,838	450,013

* For the purposes of the Cash Flow Statement, cash and cash equivalents include cash at bank, cash on hand, short term deposits and bank overdraft.

Cash and cash equivalent assets recognised in the Balance Sheet are reconciled at the end of the financial year to the Cash Flow Statement as follows:

Cash and cash equivalents (per Balance Sheet)	585,022	557,638	471,838	450,013
Closing cash and cash equivalents (per Cash Flow Statement)	585,022	557,638	471,838	450,013

13. CURRENT / NON-CURRENT ASSETS – RECEIVABLES

Current:	31,631	29,878	4,442	3,907
Sale of goods and services	(2,573)	(2,983)	(547)	(761)
Loss: Allowance for impairment	37,384	35,517	63,693	88,964
Other debtors (See Note B)	12,960	13,258	9,626	3,744
Prepayments	17,926	15,466	11,150	6,830
Accrued income	97,337	91,235	82,364	72,684
Non-current:	8,981	4,825	6,981	4,825
Other debtors	8,981	4,825	6,981	4,825

14. CURRENT / NON-CURRENT ASSETS – OTHER FINANCIAL ASSETS

Current:	\$	\$	\$	\$
Fixed interest deposit				
Non-Current:				
Equity Accounted				
Ausskil Sen Bhd *	55	55		
Shares at cost	105	105		
Share of retained profit on investment				
Total Equity Accounted	160	160		

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

10. TRANSFER PAYMENTS	Economic Entity		Parent Entity	
	2007	2008	2007	2008
	\$'000	\$'000	\$'000	\$'000
Subsidies towards interest on loans for approved building projects at non-government schools	62,438	59,070	62,438	60,079
Allowances for pupils in non-government schools	530,938	589,601	530,938	588,601
Subsidy to Teacher Housing Authority	5,050	3,498	5,050	3,499
Back to School Allowance	65,500	65,596	65,500	65,696
Subsidy to handicapped children's centres	14,449	12,352	14,449	12,352
Capital grant to Teacher Housing Authority	600	600	600	600
Funding for Board of Vocational Education and Training	1,810	1,827	1,810	1,827
Grants to NSW Institute of Teachers	4,176	4,247	4,176	4,247
	775,957	736,801	775,957	736,801

11. PROGRAMS / ACTIVITIES OF THE DEPARTMENT

Program 25.1.1	Pre-School Education Services in Government Schools
Objective(s)	To develop foundation skills in literacy, numeracy, personal and social development and prepare students for primary school.
Program 25.1.2	Primary Education Services in Government Schools
Objective(s)	To improve personal and social development skills and student learning outcomes for literacy and numeracy. Prepare students for secondary education.
Program 25.2.1	Secondary Education Services in Government Schools
Objective(s)	To build on and extend skills learnt in primary school. To provide students with the social and intellectual skills necessary to participate fully in work, TAFE, university or further learning. To improve participation, success, educational outcomes and equity.
Program 25.3.1	Non-Government Schools Assistance
Objective(s)	To provide assistance to non-government schools.
Program 25.4.1	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 25.4.2	Grants for Education and Training Services
Objective(s)	To assist individuals, the community and industry achieve high quality and equitable outcomes from education and training.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

14. CURRENT / NON-CURRENT ASSETS –
OTHER FINANCIAL ASSETS (continued)

	Economic Entity		Parent Entity	
	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000
Other				
Fixed Interest deposit **	100	128	--	--
Shares in Corbis Healthcare Technology Park Ltd	175	--	--	--
Shares in Access Online Pty Ltd	781	781	560	560
Less provision for diminution in value	(781)	(781)	(560)	(560)
	275	303	--	--
	435	463	--	--

* Also, refer note 33.

** The non-current fixed interest deposit are part of restricted assets (refer note 18).

15. NON-CURRENT ASSETS – PROPERTY,
PLANT AND EQUIPMENT

	Land and buildings *	Plant and equipment	Total
	\$'000	\$'000	\$'000
Economic Entity			
At 1 July 2006			
Gross Carrying Amount	27,451,018	405,095	27,856,113
Accumulated Depreciation and Impairment	(10,813,733)	(181,126)	(10,994,859)
Net Carrying Amount	16,637,285	223,969	16,861,254
At 30 June 2007			
Gross Carrying Amount	27,431,789	470,276	27,902,065
Accumulated Depreciation and Impairment	(11,146,664)	(227,569)	(11,374,233)
Net Carrying Amount	16,285,105	242,717	16,527,822
Parent			
At 1 July 2006			
Gross Carrying Amount	22,895,134	220,877	23,116,011
Accumulated Depreciation and Impairment	(8,798,384)	(63,113)	(8,861,497)
Net Carrying Amount	14,106,750	157,764	14,264,514
At 30 June 2007			
Gross Carrying Amount	23,004,263	257,014	23,261,277
Accumulated Depreciation and Impairment	(9,604,136)	(104,876)	(9,709,012)
Net Carrying Amount	13,400,127	152,138	13,552,265

* Includes an amount of \$108,306M (\$85,165M in 2006) which relates to the Department entering into a contract with a private service provider for the design, finance, construction and maintenance of new schools which became operational during 2003/04 and 2004/05. The Department has also entered into a second contract for ten schools of which two became operational in 2003/07 with a value of \$15,430M. The Department pays a monthly service fee. Also, refer to Note 20 Current/Non-Current Liabilities – Borrowings.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

15. NON-CURRENT ASSETS – PROPERTY, PLANT
AND EQUIPMENT (continued)

Reconciliations

A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the current reporting period is set out below:

	Land and buildings	Plant and equipment	Total
	\$'000	\$'000	\$'000
Year Ended 30 June 2007			
Economic Entity			
Net carrying amount at start of year	16,667,285	223,973	16,891,258
Additions	485,835	70,327	556,162
Assets held for sale	(16,496)	--	(16,496)
Disposals	(18,253)	(993)	(19,246)
Depreciation expense	(282,014)	(56,800)	(338,814)
Net revaluation increments less revaluation decrements	(552,253)	--	(552,253)
Net carrying amount at end of year	16,285,105	242,717	16,527,822
Parent			
Net carrying amount at start of year	14,106,750	157,764	14,264,514
Additions	396,729	67,293	464,022
Assets held for sale	(16,143)	--	(16,143)
Disposals	(15,995)	(214)	(16,209)
Depreciation expense	(200,270)	(12,067)	(212,337)
Net revaluation increments less revaluation decrements	(954,935)	--	(954,935)
Net carrying amount at end of year	13,400,127	152,138	13,552,265
Economic Entity			
At 1 July 2005			
Gross carrying amount	24,307,960	333,743	24,641,703
Accumulated depreciation and impairment	(8,297,505)	(143,984)	(8,441,489)
Net carrying amount at fair value	15,010,355	190,379	15,200,734
At 30 June 2006			
Gross carrying amount	27,481,018	405,095	27,886,113
Accumulated depreciation and impairment	(10,813,733)	(181,126)	(10,994,859)
Net carrying amount at fair value	16,667,285	223,969	16,891,254
Parent			
At 1 July 2005			
Gross carrying amount	20,273,975	156,237	20,430,212
Accumulated depreciation and impairment	(7,664,079)	(26,071)	(7,690,150)
Net carrying amount at fair value	12,709,896	130,166	12,840,062
At 30 June 2006			
Gross carrying amount	22,895,134	220,877	23,116,011
Accumulated depreciation and impairment	(8,798,384)	(63,113)	(8,861,497)
Net carrying amount at fair value	14,106,750	157,764	14,264,514

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

15. NON-CURRENT ASSETS – PROPERTY, PLANT AND EQUIPMENT (continued)

A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the previous reporting period is set out below:

Year Ended 30 June 2006	Land and buildings \$'000	Plant and equipment \$'000	Total \$'000
Economic Entity			
Net carrying amount at start of year	15,010,360	190,379	15,200,739
Additions	371,381	96,419	470,800
Disposals	(30,202)	–	(30,202)
Depreciation expense	(1,701)	–	(1,701)
Net revaluation increments less revaluation decrements	(283,825)	(53,601)	(337,426)
Transfer to Intangibles	1,561,273	–	1,561,273
Net carrying amount at end of year	16,027,285	233,197	16,260,482
Parent			
Net carrying amount at start of year	12,709,896	130,160	12,840,056
Additions	312,204	87,468	379,672
Assets held for sale	(21,430)	–	(21,430)
Disposals	(210)	(308)	(518)
Depreciation expense	(188,883)	(39,502)	(228,385)
Net revaluation increments less revaluation decrements	1,294,963	–	1,294,963
Net carrying amount at end of year	14,106,750	157,764	14,264,514

16. INTANGIBLE ASSETS

	Economic Entity	Parent Entity
	2007 \$'000	2006 \$'000
Software		
At start of year		
Gross carrying amount	110,084	99,873
Accumulated amortisation and impairment	(81,149)	(75,882)
Net carrying amount	28,935	24,001
At end of year		
Gross carrying amount	129,399	110,084
Accumulated amortisation and impairment	(85,047)	(81,149)
Net carrying amount	44,352	28,935
Net carrying amount at start of year	28,935	24,001
Additions (from internal development or acquired separately)	21,465	12,270
Disposals	–	(88)
Amortisation (recognised in "Depreciation and amortisation")	(6,048)	(7,378)
Net carrying amount at end of year	44,352	28,935

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

17. NON-CURRENT ASSETS (OR GROUPS) HELD FOR SALE

	Economic Entity	Parent Entity
	2007 \$'000	2006 \$'000
Assets held for sale		
Land and buildings	18,855	18,855
	18,855	18,855
Amounts recognised in equity relating to assets held for sale		
Property, plant and equipment	1,916	45,634
Increment/decrement	1,916	45,634
	1,916	1,877
		32,366

The assets held for sale consist primarily of land and some buildings which have become surplus to the Department's requirements. It is intended that these be disposed – either by way of sale or through appropriate property swaps. Steps have been taken for this purpose and it is likely that the disposals could occur within the next twelve months.

18. RESTRICTED ASSETS

Funds totalling \$0.003M (\$0.003M in 2006) mostly held as investments in fixed interest bearing deposits (Note 14) are classified as "restricted assets". These funds represent donations received and are invested by the Economic Entity. Interest earned on the investments is used to fund prizes awarded to students for special achievements.

\$0.003M (Nil in 2006) relates to funds held in an interest-bearing bank account in the Parent Entity arising from recently service payments to the private service provider of two schools in 2007. Only the private service provider can draw the funds held.

19. CURRENT LIABILITIES – PAYABLES

	Economic Entity	Parent Entity
	2007 \$'000	2006 \$'000
Accrued salaries and wages	60,238	45,142
Creditors	191,218	167,354
Income received in advance	61,571	49,949
Group, payroll and fringe benefits tax	38,959	50,160
Other	19,924	3,076
	371,910	365,601
		270,177
		207,373

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

21. CURRENT / NON-CURRENT LIABILITIES - PROVISIONS (continued)

	Economic Entity		Parent Entity	
	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000
Other Provisions				
Lease liability for surplus accommodation	4,108	4,377	4,108	4,377
Total Provisions - Non Current	4,108	4,377	4,108	4,377
	11,600	11,777	10,513	11,090
Aggregate employee benefits and related on-costs				
Provisions - current	224,105	217,559	194,604	189,043
Provisions - non-current	7,484	7,400	6,807	6,713
Accrued salaries, wages and on-costs (Note 19)	60,238	45,142	49,668	28,826
	291,837	270,101	251,079	224,582

Movement in provisions (other than employee benefits)

Movements in each class of provision during the financial year, other than employee benefits are set out below:

Lease liability for surplus accommodation at 30 June		
Carrying amount at the beginning of financial year	4,644	5,620
Add: formal provisions recognised	—	40
Amounts used	(207)	(1,025)
Carrying amount at end of financial year	4,437	4,644

The provision is the Net Present Value of future liability on surplus property leased less the possible inflows on sub-letting recoveries over the term of the lease namely eleven years.

22. CURRENT / NON-CURRENT LIABILITIES - OTHER

Current:		
Liability to the Consolidated Fund	—	4,893
	—	4,893

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

20. CURRENT / NON-CURRENT LIABILITIES - BORROWINGS

	Economic Entity		Parent Entity	
	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000
Treasury advances repayable	—	76,149	—	76,149
Other advances - Privately Funded Projects Schools	97,416	83,190	97,416	83,190
	97,416	159,339	97,416	159,339
Repayment of borrowings				
Not later than one year	1,291	77,355	1,291	77,355
Between one and five years	7,031	5,705	7,031	5,705
Later than five years (excluding finance leases)	89,094	76,276	89,094	76,276
	97,416	159,339	97,416	159,339

21. CURRENT / NON-CURRENT LIABILITIES - PROVISIONS

Current:

Employee benefits and related on-costs		
Accrued salaries	68,158	67,913
Accrued payroll tax on recreation leave and accrued salaries and wages	8,095	6,271
Recreation leave on long service leave	32,960	30,390
Workers Compensation on long service leave	13,443	12,210
Payroll tax on long service leave	91,591	84,008
Other	9,859	4,275
	224,105	217,959

Other Provisions

Lease liability for surplus accommodation	331	331
	331	331

Total Provisions - Current

	224,436	218,290
--	----------------	----------------

Non Current:

Employee benefits and related on-costs		
Provision for payroll tax on long service leave	4,821	4,379
Recreation leave on long service leave	1,729	1,571
Workers Compensation on long service leave	703	643
Superannuation on long service leave	236	214
	7,484	6,807

DEPARTMENT OF EDUCATION AND TRAINING

Notes to and forming part of the Financial Statements

23. CHANGES IN EQUITY

Economic Entity	Accumulated Funds	Asset Revaluation Reserve	Total Equity
	2007 \$'000	2006 \$'000	2007 \$'000
Balance at the beginning of the financial year *	12,207,466	12,015,913	15,140,917
Connection of error - (Note 8)	--	(3,112)	--
Restated opening balance	12,207,466	12,015,901	15,137,805
Changes in equity - other than transfers with owners or owners	189,054	240,682	429,736
Revaluation increments / (decrements)	(1,273)	--	(1,273)
Total	12,207,466	12,015,901	15,137,805
Transfers within equity			
Asset revaluation reserve balance transferred to accumulated funds on disposal of asset	17,706	3,263	20,969
Other - Asset Revaluation Reserve in respect of Assets Held for Sale (AHS)	(1,022)	1,022	--
Total	16,684	4,285	20,969
Balance at the end of the financial year *	12,224,150	12,020,186	15,158,774

* Variance between 2006 closing balance and 2007 opening balance is due to adjustments to the 2006 surplus/deficit of A.C.N. 093 230 374 PTY LIMITED not taken into account in 2006 consolidated accounts.

Parent Entity

Balance at the beginning of the financial year	10,712,620	10,474,395	12,784,889
Changes in equity - other than transfers with owners	3,888,343	2,310,274	6,198,617
Surplus/deficit for the Year	172,515	221,340	393,855
Revaluation increments / (decrements)	--	--	--
Total	10,885,438	10,695,735	13,183,501
Transfers within equity			
Asset revaluation reserve balance transferred to accumulated funds on disposal of asset	9,207	1,250	10,457
Other - Asset Revaluation Reserve in respect of AHS transferred to Equity	(934)	934	--
Total	8,273	16,004	24,277
Balance at the end of the financial year	10,893,711	10,711,739	13,207,778

DEPARTMENT OF EDUCATION AND TRAINING

Notes to and forming part of the Financial Statements

23. CHANGES IN EQUITY (continued)

Asset revaluation reserve
The asset revaluation reserve is used to record increments and decrements on the revaluation of non-current assets. This account will be the department's policy on the 'Revaluation of Property, Plant and Equipment', as discussed in Note 1.

24. COMMITMENTS FOR EXPENDITURE

	Economic Entity 2007 \$'000	2006 \$'000	Parent Entity 2007 \$'000	2006 \$'000
Capital Commitments				
Aggregate capital expenditure committed for at balance date and not provided for:				
Not later than one year	98,585	134,003	70,015	101,334
Later than one year and not later than 5 years	1,151	--	--	--
Total (including GST)	99,736	134,003	70,015	101,334
Other Expenditure Commitments				
Aggregate other expenditure contracted for at balance date and not provided for:				
(i) School Maintenance				
Not later than one year	20,352	34,159	20,352	34,159
Later than one year	--	--	--	--
(ii) Other				
Not later than one year	70,592	84,330	70,592	84,330
Later than one year and not later than 5 years	38,789	48,622	38,789	48,622
Later than 5 years	219,171	88,884	219,171	88,884
Total (including GST)	328,912	197,975	328,922	197,975
Operating Lease Commitments				
Future non-cancellable operating lease rentals not provided for and payable:				
(i) Leased Properties				
Not later than one year	22,953	20,419	20,078	28,429
Later than one year and not later than 5 years	35,065	49,443	34,807	45,405
Later than 5 years	8,388	15,062	8,388	15,062
Total	66,406	84,924	63,273	88,917
(ii) Computers in Schools				
Not later than one year	--	3,326	--	3,326
Later than one year and not later than 5 years	--	81	--	81
Total	--	3,407	--	3,407
(iii) Other				
Not later than one year	7,879	14,145	4,877	8,228
Later than one year and not later than 5 years	6,421	11,641	1,781	3,708
Later than 5 years	301	--	--	--
Total (including GST)	14,601	25,786	6,658	12,026
Total	81,037	123,117	69,921	107,390

DEPARTMENT OF EDUCATION AND TRAINING

Notes to and forming part of the Financial Statements

24. COMMITMENTS FOR EXPENDITURE (continued)

(d) **Finance Lease Commitments**

Minimum lease payments, in relation to finance leases payable as follows:

	Economic Entity		Parent Entity	
	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000
Not later than one year	8,751	7,699	8,751	7,669
Later than one year and not later than 5 years	68,389	30,675	58,389	30,675
Later than 5 years	339,731	164,883	339,731	164,883
Minimum lease payments	406,871	203,228	406,871	203,228
Less future finance charges	(309,455)	(120,038)	(309,455)	(120,038)
Present value of minimum lease payments	97,416	83,190	97,416	83,190

The present value of finance lease commitments is as follows:

	2007	2006
	\$'000	\$'000
Not later than one year	1,260	1,200
Later than one year and not later than 5 years	7,031	5,705
Later than 5 years	89,095	76,276
	97,416	83,190

Classified as:

	2007	2006
	\$'000	\$'000
Current (Note 20)	96,126	81,981
Non-current (Note 20)	97,416	83,190

The total of commitments for expenditure include GST input tax credits of \$85.1M (\$83.8M in 2006) for the Economic Entity and \$81.5M for the Parent (\$53.8M in 2006) that are expected to be recovered from the Australian Tax Office.

The operating lease commitments are generally with respect to equipment while the finance lease commitments relate to assets acquired under Private Public Partnerships, refer Note 1(c).

25. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

Contingent Liabilities

Prosecution has commenced or is likely to commence involving a maximum total liability of \$1,393M (\$0.710M in 2006) in respect of 10 occupational health and safety matters.

There are no other known cases where the Department could be liable for material compensation payments relating to matters, which are the subject of litigation that are not covered by the NSW Treasury Managed Funds.

DEPARTMENT OF EDUCATION AND TRAINING

Notes to and forming part of the Financial Statements

26. BUDGET REVIEW

Net Cost of services

The actual net cost of services was higher than budget by \$49.2M, primarily due to:

- An increase in school based salary costs of \$84.3M predominantly attributable to variations in student enrolments and teacher salary entitlements.
- Increased insurance costs totalling \$19.2M.
- Increased redundancy costs of \$8.1M.
- An increase of \$15.6M in depreciation and amortisation expenses predominantly attributable to an increase in the value of the departmental assets.
- Increase disabled student conveyance costs totalling \$0.0M.
- Additional purchases of equipment below the capitalisation threshold totalling \$3.4M.
- A net reduction of \$9.9M in non-cash Long Service Leave and Superannuation expenses.
- A reduction in lease costs totalling some \$10.0M.
- Reduced expenses of \$12.2M as a result of the closure of the Department's New Apprenticeship Centres.
- Reduced school catering costs of \$4.1M.
- Increase in revenues totalling \$33.1M.
- A reduction of \$0.0M representing the net impact of other minor variations.

Assets and Liabilities

Assets: The net decrease in assets totalling \$560.1M is largely comprised of reductions in accounts receivable and non-current assets partially offset by an increase in accumulated cash balances.

Liabilities: The net increase in liabilities totalling \$0.5M is predominantly comprised of a reduction in borrowings offset by increased payables.

Cash Flows

a) **Operating Activities:** The increase in operating activities totalling \$27.2M is predominantly attributable to the increased cost of school based salary.

b) **Investing Activities:** The decrease in outlays relating to investing activities totalling \$46.6M is primarily comprised of increased asset sale proceeds and a reduction in non-current asset acquisitions.

c) **Financing Activities:** Relative to the budget, the increase in the cash flow from financing activities of \$28.7M predominantly reflects changes in the timing of the repayment of capital works borrowings that are dependent upon the disposal of surplus assets.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

29. FINANCIAL INSTRUMENTS

The Department's principal financial instruments are outlined below. These financial instruments arise directly from the Department's operations or are required to finance the Department's operations. The Department does not enter into or trade financial instruments for speculative purposes. The Department does not use financial derivatives.

- (1) **Cash**
Cash comprises cash on hand and bank balances within the NSW Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (TCorp) 11m unsecured cash rate, adjusted for a management fee to NSW Treasury. School balances comprise cash on hand and bank balances held on deposit with the ANZ.
- (2) **Investments – bank**
These monies are held as investments in fixed interest deposit paying interest rates of 4.1% to 6.9% per annum.
- (3) **Receivables**
All trade debtors are recognised as amounts receivable at balance date. Collectability of trade debtors is reviewed on an ongoing basis. Debtors which are known to be uncollectable are written off. An allowance for impairment is raised when there is objective evidence that the Department will not be able to collect all amounts due. The credit risk is the carrying amount (net of any allowance for impairment). No interest is earned on trade debtors. The carrying amount approximates fair value.
- (4) **Trade Creditors and Accounts**
The liabilities are recognised for amounts due to be paid in future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in Treasurer's Direction 219.01. If such terms are not specified, payments are made no later than 216 and end of the month following the month in which an invoice or a statement is received. Treasurer's Direction 219.01 allows the Minister to award interest for late payment. No interest was paid during the year.
- (5) **Treasury advances**
The Department has received an advance of Nil (\$76,149 in 2006) from NSW Treasury.
- (6) **Fair value**
Financial instruments are carried at (amortised) cost, which are carried at fair value. However, the fair value of the other classes of financial instruments approximates their carrying value.
- (7) **Bank Overdraft**
The Department does not have any bank overdraft facilities.

Interest rate risk

Interest rate risk is the risk that the value of the financial instruments will fluctuate due to changes in market interest rates. The economic entity's exposure to interest rate risk and the weighted average effective interest rate of financial assets and liabilities is as follows:

Economic Entity	Interest Bearing		Non-interest bearing		Total carrying amount as per Balance Sheet	
	2007	2006	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial Assets						
Cash (floating rate)	584,036	557,247	388	389	585,022	557,636
Receivables	-	-	91,506	83,112	91,506	83,112
Deposits with banks	105	99	-	-	105	98
Total Financial Assets	584,741	557,345	91,892	83,501	676,723	640,846
Financial Liabilities						
Payables	-	-	310,245	250,626	310,245	250,626
Loans	97,416	159,339	-	-	97,416	159,339
Total Financial Liabilities	97,416	159,339	310,245	250,626	407,661	418,965
Net Financial Asset / (Liability)	487,325	398,006	(218,263)	(176,125)	269,062	221,881

Weighted average interest rate 5.97% (4.50% in 2006)

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

27. RECONCILIATION OF CASH FLOWS FROM OPERATING ACTIVITIES TO NET COST OF SERVICES

	Economic Entity		Parent Entity	
	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000
Net cash used on operating activities	562,350	580,555	460,577	460,311
Cash Flows from Government / Appropriations	(8,272,195)	(8,003,473)	(7,076,596)	(6,822,024)
Net Cash Flow GST	2,504	7,881	1,516	8,060
Accruals by the Crown Entity of employee benefits and other liabilities	(476,370)	(498,514)	(433,434)	(440,212)
Depreciation	(344,972)	(324,753)	(250,326)	(231,068)
Allowance for impairment	145	(22)	214	329
Increase/(decrease) in prepayments and other assets	5,350	456	10,026	23,357
(Increase)/decrease in creditors	(71,222)	(23,795)	(77,883)	(46,011)
Net (loss)/gain on sale of plant and equipment	19,853	5,067	22,811	2,234
Donated assets	424	215	3	-
Net cost of services	(8,584,403)	(8,257,413)	(7,342,407)	(7,035,604)

28. NON-CASH FINANCING AND INVESTING ACTIVITIES

	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000
Assets received by donation	424	215	3	-
Expenditure assumed by the Crown Entity	(476,370)	(499,299)	(433,434)	(440,212)
Net cost of services	(475,946)	(499,084)	(433,431)	(440,212)

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

31. KEY FINANCIALS OF THE CONTROLLED ENTITIES (Continued)

The key financials for the controlled entities for the year ended 30 June 2006 were as follows:

	TAFE Commission Division	AMES	TAFE 374 PTY LIMITED
Total revenues (retained revenue plus Government Contributions)	\$'000	\$'000	\$'000
	250,178	47,925	1,517,275
Total expenditure (Operating surplus / deficit)	250,178	30,943	1,515,471
	--	17,082	1,504
Net assets	--	10,410	2,648,126
	Proportion of Consolidated Account (in %)		
Total revenues (retained revenue plus Government contributions)	2.7%	0.52%	16.41%
			0.08%
Total expenditure (Operating surplus / deficit)	2.8%	0.34%	16.83%
			0.69%
Net assets	--	7.10%	0.76%
	--	0.07%	15.00%
			0.01%

32. PROVISION FOR SUPERANNUATION
AMES

The economic entity has an obligation for the deferred contribution in respect of the AMES which becomes payable on and after retirement of staff. Contribution is made to the State Superannuation Scheme (SSS), the State Authorities Superannuation Scheme (SASS) and the State Authorities Non-Contributory Superannuation Scheme (SANCS). The SAS Trustee Corporation through the fund's actuary, Mercer has determined that prepaid superannuation contributions as at 30 June 2007 for the State Authorities Superannuation Scheme (SASS), the State Authorities Non-Contributory Superannuation Scheme (SANCS) and the State Superannuation Scheme (SSS) was estimated at \$4,525,000 (2006: prepaid superannuation contributions \$5,461,000).

Amounts representing prepaid superannuation contributions are recognised as an asset. Amounts representing unfunded superannuation are recognised as a liability. At balance date, the decrease in prepaid contributions from the previous year has been recognised as superannuation expense.

The 2007 actuarial assessment of gross past service liabilities of SASS, SANCS and SSS is based on the requirements of AASB 116. This requires that a "market determined risk adjusted discount rate" be applied as the valuation rate in the calculation of the value of accrued benefits. A review of the interest rate assumption used in the 2006 valuation has confirmed that the interest rate of 7% per annum remains unchanged for the 2007 employer liability calculations. The assumptions that are applied for 2007 calculations are as follows:

Discount rate	6.5%
Rate of salary increase	4.0% to 2008 and 3.5% thereafter
Rate of CPI increase	2.5%
Expected return on plan assets	7.6%

DEPARTMENT OF EDUCATION AND TRAINING
Notes to and forming part of the Financial Statements

32. PROVISION FOR SUPERANNUATION (Continued)

THA

The Department has an obligation for the deferred contribution in respect of THA which becomes payable on and after retirement of staff. Contribution is made to the State Superannuation Scheme (SSS), the State Authorities Superannuation Scheme (SASS) and the State Authorities Non-Contributory Superannuation Scheme (SANCS). The SAS Trustee Corporation through the fund's actuary, Mercer has determined that prepaid superannuation contributions as at 30 June 2007 for the State Authorities Superannuation Scheme (SASS), the State Authorities Non-Contributory Superannuation Scheme (SANCS) and the State Superannuation Scheme (SSS) was estimated at \$223,045 (2006: prepaid superannuation contributions \$265,930).

Amounts representing prepaid superannuation contributions are recognised as an asset. Amounts representing unfunded superannuation are recognised as a liability. 2006/2007 is the first year that the THA provision for super has been recognised.

The 2007 actuarial assessment of gross past service liabilities of SASS, SANCS and SSS is based on the full requirements of AASB 119. The Projected Unit Credit (PUC) valuation method was used to determine the present value of the defined benefit obligations and the related current service costs. This method sees each period of service as giving rise to an additional unit of benefit entitlement and measures each unit separately to build up the final obligations. The economic assumptions that are applied for 2007 calculations are as follows:

Discount rate	6.4%
Rate of salary increase	4.0% to 2008 and 3.5% thereafter
Rate of CPI increase	2.5%
Expected return on plan assets	7.6%

33. INVESTMENTS AND ASSOCIATES

(a) Details of investments in associates are as follows.

Name	Principal Activities	Balance Date (1)	Ownership Interest (2)	Investment Carrying Amount (3)
		2007	2006	2007
Asatit Sdn Bhd (4)	Vocational Education	31 December	46%	46% \$160,000
				\$160,000

(b) Details of investments in other companies are as follows.

Name	Principal Activities	Balance Date (1)	Ownership Interest (2)	Investment Carrying Amount (3)
		2007	2006	2007
Coffs Harbour Technology Park Ltd	Research, development and education pathways	30 June	33%	33% \$175,000
				\$175,000
Selling Australia Pty Ltd	Training Provider to Defence Industries	30 June	50%	50% \$6
				\$6

DEPARTMENT OF EDUCATION AND TRAINING

Notes to and forming part of the Financial Statements

33. INVESTMENTS AND ASSOCIATES (Continued)

1. This note has been prepared based on the financial statements of Coffi Harbour Technology Park Ltd for the year ending 30 June 2006 (for 2007) and 30 June 2005 (for 2006); no recent financials are available in respect of the other companies.

2. The Department's ownership interest is a reflection of its voting power for the respective companies.

3. Carrying amounts for investment in these companies is based on cost.

4. Adsal Malaysia has gone into liquidation and the NSW TAFE Commission has made an allowance for impairment to cover its investment in the company during the year.

In addition, the Department is involved in a small number of joint ventures, which are not material.

34. EARLY ADOPTION OF NEW OR REVISED ACCOUNTING STANDARDS/INTERPRETATIONS

As mandated by the Treasurer, the Department has not early-adopted the following new/revised Accounting Standards/interpretations:

AASB 7 & AASB 2005-10 regarding financial instrument disclosures;

AASB 8 & AASB 2007-3 regarding operating segments;

AASB 101 (Oct 2000) regarding presentation of financial statements;

AASB 123 (June 2007) and AASB 2007-6 regarding borrowing costs;

AASB 1046 regarding the general government sector and GFSGAAP convergence;

AASB 2007-4 regarding Australian additions to and deductions from IFRSs;

AASB 2007-5 regarding inventories held for distribution by not-for-profit entities;

Interpretation 4 (Feb 2007) regarding determining whether an arrangement contains a lease;

Interpretation 10 regarding interim financial reporting;

Interpretation 11 & AASB 2007-1 regarding group and treasury share transactions;

Interpretation 12 & AASB 2007-2 regarding service concession arrangements;

Interpretation 120 (Feb 2007) regarding service concession disclosures.

It is expected that the impact of the application of the new Standards on the Department's financial report in the period of initial application (2007/08) will not be significant.

35. AFTER BALANCE DATE EVENTS

There has not arisen in the interval between the end of the financial year and the date of this report any item, transaction or event of a material and unusual nature likely to affect significantly the operations of the Department, the results of those operations or the state of affairs of the Department in subsequent financial years.

End of Audited Financial Statements



GP2 20X 12
Sydney NSW 2004

INDEPENDENT AUDITOR'S REPORT

New South Wales Technical and Further Education Commission and controlled entities

To Members of the New South Wales Parliament

I have audited the accompanying financial report of the New South Wales Technical and Further Education Commission (the Commission) and the Commission and controlled entities (the consolidated entity), which comprises the balance sheet as at 30 June 2007, and the operating statement, statement of recognised income and expense, cash flow statement, for the year then ended, and a summary of significant accounting policies and other explanatory notes. The consolidated entity comprises the Commission and the entities it controlled at the year's end or from time to time during the financial year.

Auditor's Opinion

In my opinion, the financial report:

- presents fairly, in all material respects, the financial position of the Commission and the consolidated entity as at 30 June 2007, and of its financial performance and its cash flows for the year then ended in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations)
- is in accordance with section 45E of the Public Finance and Audit Act 1983 (the PF&A Act) and the Public Finance and Audit Regulation 2005.

Managing Director's Responsibility for the Financial Report

The Managing Director is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the PF&A Act. This responsibility includes establishing and maintaining internal control relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on my audit. I conducted my audit in accordance with Australian Auditing Standards. These Auditing Standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Commission's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Managing Director, as well as evaluating the overall presentation of the financial report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

My opinion does not provide assurance:

- about the future viability of the Commission or its controlled entities,
- that they have carried out their activities effectively, efficiently and economically, or
- about the effectiveness of their internal controls.

Independence

In conducting this audit, the Audit Office has complied with the independence requirements of the Australian Auditing Standards and other relevant ethical requirements. The PF&A Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office are not compromised in their role by the possibility of losing clients or income.


P.J. Baulous CA
Director, Financial Audit Services

26 September 2007
SYDNEY

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Financial Statements

For the year ended 30 June 2007

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NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Financial Statements

For the year ended 30 June 2007

STATEMENT BY THE MANAGING DIRECTOR OF THE NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Pursuant to Section 45F of the Public Finance and Audit Act 1983, I state that:

1. The accompanying financial statements have been prepared in accordance with the provisions of the Public Finance and Audit Act, 1983, the Financial Reporting Code for Budget Dependent General Government Sector Agencies, the applicable clauses of the Public Finance and Audit Regulation 2005 and the Treasurer's Directions.
2. The statements exhibit a true and fair view of the financial position and transactions of the Commission and its controlled entities.
3. There are no circumstances, which would render any particulars included in the financial statements to be misleading or inaccurate.



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

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Statement of Recognised Income and Expense for the Year Ended 30 June 2007

	Notes	Economic Entity Actual 2007 \$'000	Economic Entity Actual 2006 \$'000	Parent Entity Actual 2007 \$'000	Parent Entity Actual 2006 \$'000
Net increase/(decrease) in property, plant and equipment asset revaluation reserve		312,716	286,321	312,716	286,321
TOTAL INCOME AND EXPENSE RECOGNISED DIRECTLY IN EQUITY		312,716	286,321	312,716	286,321
(Deficit) / Surplus for the Year		(8,621)	2,260	(8,632)	1,805
TOTAL INCOME AND EXPENSE RECOGNISED FOR THE YEAR	17	304,095	288,581	304,084	288,126
EFFECT OF CORRECTION OF ERROR Accumulated Funds	8,917	--	3,112	--	3,112
		--	3,112	--	3,112

The accompanying notes form part of these financial statements

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Operating Statement for the Year Ended 30 June 2007

	Notes	Economic Entity Actual 2007 \$'000	Economic Entity Actual 2006 \$'000	Parent Entity Actual 2007 \$'000	Parent Entity Actual 2006 \$'000
Expenses excluding losses					
Operating expenses					
Employee related	2(a)	872,486	1,094,406	--	840,401
Other operating expenses	2(b)	617,736	368,481	1,443,662	580,978
Depreciation and amortisation	2(c)	94,928	93,673	94,611	93,620
Total Expenses excluding losses		1,585,150	1,546,560	1,538,273	1,514,999
Less:					
Revenue					
Sale of goods and services	3(a)	303,217	274,141	209,413	287,917
Investment revenue	3(b)	4,701	2,677	4,761	2,677
Grants and contributions	3(c)	28,245	25,571	28,265	25,571
Other revenue	3(d)	5,081	3,011	5,227	4,369
Total Revenue		341,304	305,300	337,646	300,524
Gain / (loss) on disposal	4	(3,100)	2,841	(3,100)	2,841
Other gains/(losses)	5	(482)	(473)	(444)	(473)
		(3,642)	2,368	(3,604)	2,368
Net Cost of Services	20	1,247,156	1,237,692	1,204,231	1,212,107
Government Contributions Through Parent:					
Recurrent		1,110,255	1,097,049	1,110,255	1,097,049
Capital		85,344	85,800	85,344	85,800
Accommodation by the Crown Entity of employee benefits and other liabilities		42,835	50,303	--	33,093
Total Government Contributions Through Parent	7	1,238,535	1,240,152	1,195,999	1,213,912
(DEFICIT) / SURPLUS FOR THE YEAR		(8,621)	2,260	(8,632)	1,805

The accompanying notes form part of these financial statements

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Balance Sheet as at 30 June 2007

	Notes	Economic Entity Actual 2007 \$'000	Actual 2006 \$'000	Parent Entity Actual 2007 \$'000	Actual 2006 \$'000
ASSETS					
Current Assets					
Cash and cash equivalents	8	101,862	103,051	101,245	102,472
Receivables	9	49,311	36,770	46,268	33,632
Other financial assets	10	5	5	5	5
Non-Current assets held for sale	13	45	14,306	45	14,306
Total Current Assets		151,223	154,142	150,563	150,413
Non-Current Assets					
Other financial assets	10	160	160	160	160
Equity accounted		275	303	609	2,759
Other	11	2,084,978	2,500,535	2,084,978	2,500,535
Property, plant and equipment					
- Land and buildings		60,511	65,123	60,511	66,061
- Plant and equipment		2,045,469	2,626,658	2,045,469	2,626,658
Total property, plant and equipment		10,726	18,940	10,726	18,940
Intangible assets	12	2,962,650	2,846,061	2,962,994	2,847,864
Total Non-Current Assets		3,113,873	2,800,203	3,113,547	2,796,379
Total Assets					
LIABILITIES					
Current Liabilities					
Payables	15	136,413	127,184	161,336	150,253
Provisions	16	24,348	23,955	--	--
Total Current Liabilities		160,761	151,139	161,336	150,253
Non-Current Liabilities					
Provisions	16	687	687	--	--
Total Non-Current Liabilities		161,445	151,826	161,336	150,253
Total Liabilities		2,962,425	2,848,377	2,952,211	2,648,126
Net Assets					
EQUITY					
Reserves	17	1,386,175	1,083,004	1,386,175	1,083,004
Accumulated funds		1,564,211	1,551,195	1,563,997	1,550,944
Amounts recognised in equity relating to assets held for sale	13	39	13,276	39	13,276
Total Equity		2,952,425	2,648,377	2,952,211	2,648,126

The accompanying notes form part of these financial statements

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Cash Flow Statement for the Year Ended 30 June 2007

	Notes	Economic Entity Actual 2007 \$'000	Actual 2006 \$'000	Parent Entity Actual 2007 \$'000	Actual 2006 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES					
Payments		(827,536)	(1,062,871)	--	(885,367)
Employee related		(651,355)	(356,486)	(1,473,764)	(529,327)
Other		(1,476,834)	(1,419,457)	(1,473,764)	(1,414,714)
Total Payments					
Receipts					
Sale of goods and services		298,508	283,658	291,615	278,621
Interest received		4,781	2,677	4,701	2,677
Other		65,027	80,808	65,173	61,235
Total Receipts		368,296	347,143	361,549	342,434
Cash Flows From Government Through Parent					
Recurrent		1,110,255	1,067,049	1,110,255	1,067,049
Capital		85,344	83,800	85,344	83,800
Net Cash Flows from Government	20	1,195,599	1,190,849	1,195,599	1,190,849
NET CASH FLOWS FROM OPERATING ACTIVITIES	20	85,001	108,535	83,364	108,569
CASH FLOWS FROM INVESTING ACTIVITIES					
Proceeds from sale of Land and Buildings, Plant and Equipment and Infrastructure Systems		9,674	6,522	9,974	6,523
Proceeds from sale of Investments		--	--	1,666	--
Purchases of Land and Buildings, Plant and Equipment and Infrastructure Systems		(86,167)	(85,151)	(86,224)	(85,116)
Purchases of Investments		(7)	(4)	(7)	(4)
NET CASH FLOWS FROM INVESTING ACTIVITIES		(86,200)	(78,633)	(84,501)	(78,599)
NET INCREASE/(DECREASE) IN CASH					
Opening cash and cash equivalents		(1,199)	29,002	(1,227)	29,970
CLOSING CASH AND CASH EQUIVALENTS	8	101,862	103,061	101,245	102,472

The accompanying notes form part of these financial statements

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Notes to and forming part of the Financial Statements

- (g) **Income Recognition**
Income is measured at the fair value of the consideration or contribution received or receivable. Additional comments regarding the accounting policies for the recognition of income are discussed below.
- (i) **Government Contributions and Contributions from other Bodies**
Government contributions and contributions from other bodies (including grants and donations) are generally recognised as income when the Commission obtains control over the assets comprising the contributions. Control over contributions is normally obtained upon the receipt of cash.
- (ii) **Revenue – Sale of goods**
Revenue from the sale of goods is recognised as revenue when the Commission transfers the significant risks and rewards of ownership of the assets.
- (iii) **Revenue – Rendering of services**
Revenue is recognised when the service is provided or by reference to the stage of completion (based on labour hours incurred to date). Student administration charges are recognised as revenue at the time of collection.
- (iv) **Investment revenue**
Interest revenue is recognised using the effective interest method as set out in AASB 139 *Financial Instruments: Recognition and Measurement*. Rental revenue is recognised in accordance with AASB 117 *Leases* on a straight-line basis over the lease term. Royalty revenue is recognised in accordance with AASB 118 *Revenue* on an accrual basis in accordance with the substance of the relevant agreement. Dividend revenue is recognised in accordance with AASB 118 when the agency's right to receive payment is established.
- (v) **Asset sales**
The gross proceeds of asset sales are included as revenue of the Commission. The profit or loss on disposal of assets is brought to account at the date an unconditional contract of sale is signed.
- (vi) **Lease rental income**
A vacant block of land at Bund Junction owned by the Commission was leased to a third party for a period of 99 years on 30 September 2002. The title to the land which is the subject of the lease has been retained and will not pass to the lessee on the termination of the lease. The fair value of the land has been recorded at 30 June 2006 at the minimum valuation of \$0.005M in accordance with the Commission's Asset Capitalisation Policy.
In accordance with Accounting Standard AASB 117 *Leases*, the upfront payment received in respect of the granting of the lease has been treated as prepaid lease payments and is amortised on a straight-line basis over the lease term.
- (vii) **Other revenue**
Other revenues are recognised as they accrue.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Notes to and forming part of the Financial Statements

1. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**
- (a) **Reporting Entity**
The Technical and Further Education Commission (the "Commission"), as a reporting entity, is a budget dependent agency responsible for the provision of technical and further education within NSW.
- The economic entity comprises the Commission (Parent Entity), TAFE Commission Division (assigned to the Commission) and A.C.N 053 230 374 PTY LIMITED (formerly TAFE Global Pty Ltd), a proprietary company undertaking commercial activities relating to vocational education and training.
- TAFE Commission Division was established on 17 March 2006 under the Public Sector Employment Legislation Amendment Act 2006. Under this Act, employees of the Commission became the employees of the Government of New South Wales in the service of the Crown. The Commission cannot employ staff and the TAFE Commission Division, a special purpose service entity, will provide the teaching, educational and Institute Management staff of the Commission while the Commission's requirements of administrative staff will be provided by its parent, the Department of Education and Training ("the Department").
- The Commission is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units.
- In the process of preparing the consolidated financial report for the economic entity consisting of the controlling and controlled entities, all inter-entity transactions and balances have been eliminated.
- The reporting entity is consolidated as part of the NSW Total State Sector Accounts.
- This consolidated financial report for the year ended 30 June 2007 has been authorised for issue by the Managing Director on 20/06/2007.
- (b) **Basis of Preparation**
The Commission's financial report is a general purpose financial report, which has been prepared on an accrual basis in accordance with:
- applicable Australian Accounting Standards (which include Australian equivalents to International Financial Reporting Standards (AIFRS))
 - the requirements of the Public Finance and Audit Act and Regulations; and
 - the Financial Reporting Directions published in the Financial Reporting Code for Budget Dependent General Government Sector Agencies or issued by the Treasurer.
- Property, plant and equipment, investment property, assets (or disposal groups) held for sale and financial assets at 'fair value through profit or loss' and available for sale are measured at fair value. Other financial report items are prepared in accordance with the historical cost convention.
- Judgments, key assumptions and estimations management has made are disclosed in the relevant notes to the financial report.
- All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.
- (c) **Statement of Compliance**
The consolidated and parent entity financial statements and notes comply with Australian Accounting Standards, which include AIFRS.
- (d) **Treasury exemptions**
The Commission obtained Treasurer's exemptions from the following requirements:
- to prepare a Summary of Compliance with Financial Directives under the Treasurer's Financial Reporting Code for Budget Dependent General Government Sector Agencies.
 - to disclose budget figures as required by the Financial Reporting Code for Budget Dependent General Government Sector Agencies.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Notes to and forming part of the Financial Statements

(f) Employee Benefits and other provisions

(i) Salaries and Wages, Annual Leave, Sick Leave and On-Costs

Liabilities for wages and salaries (including non-monetary benefits), annual leave and paid sick leave that falls due wholly within 12 months of the reporting date are recognised and measured in respect of employees' services up to the reporting date at undiscounted amounts based on the amount expected to be paid when the liabilities are settled.

Unused non-vesting sick leave does not give rise to a liability, as it is not considered probable that sick leave taken in the future will be greater than the entitlements accrued in the future.

The outstanding amounts of payroll tax, workers' compensation insurance premiums and fringe benefits tax, which are consequential to employment, are recognised as liabilities and expenses where the employee benefits to which they relate have been recognised.

(ii) Long Service Leave and Superannuation

The Commission's liabilities for long service leave and defined benefit superannuation are assumed by the Crown Entity. The Commission accounts for the liability as having been extinguished resulting in the amount assumed being shown as part of the non-monetary revenue item described as "Acceptance by the Crown Entity of Employee Benefits and other Liabilities".

Long service leave is measured at present value in accordance with AASB119 Employee Benefits. This is based on the application of certain factors (specified in NSW Treasury Circular 07/04) to employees with 5 or more years of service, using current rates of pay. These factors were determined based on an actuarial review to approximate present value.

The superannuation expense for the financial year is determined by using the formulae specified in the Treasurer's Directions. The expense for certain superannuation schemes (i.e. Basic Benefit and First State Super) is calculated as a percentage of the employees' salary. For other superannuation schemes (i.e. State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employees' superannuation contributions.

(iii) Other Provisions

Other provisions exist when the Commission has a present legal or constructive obligation as a result of a past event; it is probable that an outflow of resources will be required to settle the obligation; and a reliable estimate can be made of the amount of the obligation.

Any provisions for restructuring are recognised only when the Commission has a detailed formal plan and the Commission has raised a valid expectation in those affected by the restructuring that it will carry out the restructuring by starting to implement the plan or announcing its main features to those affected.

(iv) Borrowing Costs

Borrowing costs are recognised as expenses in the period in which they are incurred, in accordance with Treasury's Mandate to general government sector agencies.

(v) Insurance

The Commission's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self-insurance for Government agencies. The expense (premium) is determined by the Fund Manager based on past claim experience.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Notes to and forming part of the Financial Statements

(f) Accounting for the Goods and Services Tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except where:

- the amount of GST incurred by the Commission as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of the cost of acquisition of an asset or as part of an item of expense,
- receivables and payables are stated with the amount of GST included.

(g) Acquisition of Assets

The cost method of accounting is used for the initial recording of all acquisitions of assets controlled by the Commission. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset at the time of its acquisition or construction or, where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other Australian Accounting Standards.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

Fair value is the amount for which an asset could be exchanged between knowledgeable, willing parties in an arm's length transaction.

Where payment for an item is deferred beyond normal credit terms, its cost is the cash price equivalent, i.e. deferred payment amount is effectively discounted at an asset-specific rate.

(h) Capitalisation Thresholds

Property, plant and equipment costing \$5,000 and above individually (or forming part of a network costing more than \$5,000) are capitalised. Intangible assets (software) have a capitalisation threshold of \$50,000.

(i) Revaluation of Property, Plant and Equipment

Physical non-current assets are valued in accordance with the "Valuation of Physical Non-Current Assets at Fair Value" Policy and Guidelines Paper (TP-07-01). This policy adopts fair value in accordance with AASB 116 Property, Plant and Equipment and AASB 140 Investment Property.

Property, plant and equipment is measured on an existing use basis, where there are no feasible alternative uses in the existing natural, legal, financial and socio-political environment. However, in the limited circumstances where there are feasible alternative uses, assets are valued at their highest and best use.

Plant and equipment are measured at depreciated historical cost as a surrogate for fair value.

Fair value of property, plant and equipment is determined based on the best available market evidence, including current market selling prices for the same or similar assets. Where there is no available market evidence, the asset's fair value is measured at its market buying price, the best indicator of which is depreciated replacement cost.

Work in progress is included in land/building as appropriate and is recorded at cost. Building construction projects are classified as works in progress until the projects have been completed and become available for use by the economic entity. Work in progress accounts also include costs associated with the acquisition of land before settlement.

The Commission reviews each class of property, plant and equipment at least every five years or with sufficient regularity to ensure that the carrying amount of each asset in the class does not differ materially from its fair value at reporting date.

A notional revaluation of land and buildings is reflected in the Balance Sheet as at 30 June 2006 based on valuation factors supplied by the Department of Commerce, Property Valuation Services. Those factors are based on written down replacement costs on an existing use basis with appropriate allowances for regional considerations. A full revaluation of land and buildings was completed prior to 30 June 2007.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION Notes to and forming part of the Financial Statements

- (g) **Restoration Costs**
The estimated cost of dismantling and removing an asset and restoring the site is included in the cost of an asset, to the extent it is recognised as a liability.
- (h) **Maintenance**
Day-to-day servicing costs or maintenance are charged as expenses as incurred, except where they relate to the replacement of a part or component of an asset, in which case the costs are capitalised and depreciated. Building alterations, repairs and renewals costing up to \$50,000 are expensed as maintenance and repairs.
- (i) **Leased Assets**
Operating lease payments are charged to the Operating Statement in the periods in which they are incurred.
- (j) **Intangible Assets**
The Commission recognises intangible assets only if it is probable that future economic benefits will flow to the Commission and the cost of the asset can be measured reliably. Intangible assets are measured initially at cost. Where an asset is acquired at no or nominal cost, the cost is its fair value as at the date of acquisition.
All research costs are expensed. Development costs are only capitalised when certain criteria are met. The useful lives of intangible assets are assessed to be finite.
Intangible assets are subsequently measured at fair value only if there is an active market. As there is no active market for the Commission's intangible assets, the assets are carried at cost less any accumulated amortisation.
The Commission's intangible assets are amortised using the straight-line method over a period of 5 years.
In general, intangible assets are tested for impairment where an indicator of impairment exists. However, as a not-for-profit entity with no cash generating units, the Commission is effectively exempted from impairment testing (refer para (m)).
- (k) **Loans and Receivables**
Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. The financial assets are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method, less an allowance for any impairment of receivables. Any changes are accounted for in the Operating Statement when impaired, derecognised or through the amortisation process.
Short-term receivables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.
- (l) **Investments**
Investments are initially recognised at fair value plus, in the case of investments not at fair value through profit or loss, transaction costs. The Commission determines the classification of its financial assets after initial recognition and, when allowed, and appropriate, re-evaluates this at each financial year end.
Fair value through profit or loss - The Commission subsequently measures investments classified as "held for trading" or designated "at fair value through profit or loss" at fair value. Financial assets are classified as "held for trading" if they are acquired for the purpose of selling in the near term. Gains or losses on these assets are recognised in the Operating Statement.
Held to maturity investments - Non-derivative financial assets with fixed or determinable payments and fixed maturity that the Commission has the positive intention and ability to hold to maturity are classified as "held to maturity". These investments are measured at amortised cost using the effective interest method. Changes are recognised in the Operating Statement when impaired, derecognised or through the amortisation process.
Available for sale investments - Any residual investments that do not fall into any other category are accounted for as available for sale financial assets and measured at fair value directly in equity until disposed or impaired at which time the cumulative gain or loss previously recognised in equity is recognised in the Operating Statement. However, interest calculated using the effective interest method and dividends are recognised in the Operating Statement.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION Notes to and forming part of the Financial Statements

- For the 2007 revaluation, all buildings have been classified according to the functional use of each part of the total floor area. Unit cost rates for the replacement of the functional space types were provided by the Department of Commerce Quantity Surveying Services. The replacement value of each building has been calculated by applying the appropriate unit cost rate to each of the functional types that comprise the building. The written down value of buildings has been calculated in accordance with AASB 116 *Property, Plant and Equipment* and assumes that buildings depreciate over time with a rate of exponential decay which differs according to the functional space type. The written down value for each functional use type has been calculated using the appropriate depreciation curve, the useful life span for that functional use type and the age and pattern of renewal investment. The revaluation of land has been based on an independent assessment by the Department of Lands.
- When revaluing non-current assets by reference to current prices for assets newer than those being revalued (adjusted to reflect the present condition of the assets), the gross amount and the related accumulated depreciation are separately related.
- For other assets, any balances of accumulated depreciation at the revaluation date in respect of those assets are credited to the asset accounts to which they relate. The net asset accounts are then increased or decreased by the revaluation increments or decrements.
- Revaluation increments are credited directly to the asset revaluation reserve, except that, to the extent that an increment reverses a revaluation decrement in respect of that class of asset previously recognised as an expense in the surplus/deficit, the increment is recognised immediately as revenue in the surplus/deficit.
- Revaluation decrements are recognised immediately as expenses in the surplus/deficit, except that, to the extent that a credit balance exists in the asset revaluation reserve in respect of the same class of assets, they are debited directly to the asset revaluation reserve.
- As a not-for-profit entity revaluation increments and decrements are offset against one another within a class of non-current assets, but not otherwise.
- Where an asset that has previously been revalued is disposed of, any balance remaining in the asset revaluation reserve in respect of that asset is transferred to accumulated funds.
- (m) **Impairment of Property, Plant and Equipment**
As a not-for-profit entity with no cash generating units, the Commission is effectively exempted from AASB 136 *Impairment of Assets* and impairment testing. This is because AASB 136 modifies the recoverable amount test to the higher of fair value less costs to sell and impairment replacement cost. This means that, for an asset already measured at fair value, impairment can only arise if selling costs are material. Selling costs are regarded as immaterial.
- (n) **Depreciation of Property, Plant and Equipment**
The depreciable amount of assets is allocated on a systematic basis over their useful life. Depreciation is provided for on a straight line basis for all depreciable assets with a review undertaken at the time of each revaluation to adjust the written down values in accordance with the Commission's depreciation model. Land is not a depreciable asset.
All material separately identifiable component assets are recognised and depreciated over their shorter useful lives.
- The rates of depreciation adopted were:
- | | |
|--------------------------------------|----------------|
| Buildings and Leasehold Improvements | 1.43% to 33.3% |
| Plant and Equipment | 3.30% to 33.3% |
| Computer Hardware | 6.66% to 33.3% |
- (o) **Major Inspection Costs**
When each major inspection is performed, the labour cost of performing major inspections for faults is recognised in the carrying amount of an asset as a replacement of a part, if the recognition criteria are satisfied.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Notes to and forming part of the Financial Statements

2. EXPENSES EXCLUDING LOSSES

	Economic Entity		Parent Entity	
	2007	2008	2007	2008
	\$'000	\$'000	\$'000	\$'000
(a) Employee related expenses				
Salaries and wages (including recreation leave) *	718,399	887,754	-	678,212
Superannuation - defined benefit plans	22,961	30,744	-	9,972
Superannuation - defined contribution plans	48,388	60,530	-	60,444
Long service leave	18,597	26,385	-	20,897
Workers' compensation insurance	13,982	24,543	-	20,405
Payroll tax and fringe benefits tax	48,053	60,969	-	48,980
Other	4,398	3,521	-	3,521
	872,456	1,094,406	-	840,401

* An amount of \$0.325M (\$0.559M in 2006) representing salaries expensed in relation to the TAFE Online project was capitalised during the year and therefore excluded from the above. The TAFE NSW Online project is an information/communication rich electronic environment where teachers and other staff are provided with the skills and resources to support and guide students in their online and offline learning.

(b) Other operating expenses include the following:

Auditor's remuneration	501	512	501	491
audit or review of the financial reports				
Operating lease rental expense - minimum lease payments	1,353	1,906	1,212	1,805
Maintenance*	40,013	36,735	40,013	36,735
Insurance	4,891	5,816	4,891	5,816
Cleaning	26,734	26,734	26,734	26,914
Fees - personnel service expenses	314,409	68,011	1,142,160	291,947
Other service expenses	72,741	68,351	72,098	67,200
Minor stores, provisions, plant and computing	95,170	94,274	89,066	94,247
Travel and motor vehicle expenses	15,806	14,969	16,260	13,636
Utilities	25,078	28,255	29,041	29,150
Other	11,040	10,908	10,968	10,437
	617,736	336,481	1,443,662	680,978

* Reconciliation - Total maintenance
Maintenance expense - contracted labour
and other (non-employee related), as
above

Total maintenance expenses included in
Note 2(b)

(c) Depreciation and amortisation expense

Depreciation				
Land and Buildings	75,735	75,161	75,735	75,161
Plant and Equipment	14,186	14,037	14,171	13,894
	89,921	89,198	89,906	89,145
Amortisation				
Intangibles	4,705	4,475	4,705	4,475
	94,626	93,673	94,611	93,620

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Notes to and forming part of the Financial Statements

Purchases or sales of investments under contract that require delivery of the asset with in the timeframe established by the contract or regulation are recognised on the trade date i.e. the date the Commission commits itself to purchase or sell the asset.

The fair value of investments that are traded at fair value in an active market is determined by reference to quoted current bid prices at the close of business on the balance sheet date.

(v) Impairment of financial assets

All financial assets, except those measured at fair value through profit or loss, are subject to an annual review for impairment. An allowance for impairment is established when there is objective evidence that the Commission will not be able to collect all amounts due.

(w) Non-current Assets (or disposal groups) held for sale

The Commission has certain non-current assets (or disposal groups) classified as held for sale, where their carrying amount will be recovered principally through a sale transaction, not through continuing use. Non-current assets (or disposal groups) held for sale are recognised at the lower of carrying amount and fair value less costs to sell. These assets are not depreciated while they are classified as held for sale.

(x) Inventories

The Commission holds inventory of teaching and resource materials that are consumed directly in the delivery of educational courses. Inventory is expensed as it is acquired. The Commission does not capitalise inventories, as held goods are high turnover items that are characterised by low stock levels that are not of a material nature.

(y) Payables

These amounts represent liabilities for goods and services provided to the Commission and other amounts. Payables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

(z) Borrowings

Loans are not held for trading or designated at fair value through profit and loss and are recognised at amortised cost using the effective interest method. Gains or losses are recognised in the Operating Statement on derecognition.

The finance lease liability is determined in accordance with AASB 117 Leases.

(aa) Funds not included in the Financial Statements

The Commission performs a custodial role in respect of funds collected and held in bank accounts operated by the Commission staff on behalf of student associations. These funds are of a restrictive nature and cannot be used for the achievement of the Commission's own objectives. They are therefore not included within the Commission's Financial Statements.

(ab) Conditions on contributions

Contributors can place restrictions on the application of funds to assist in ensuring that the intended outcomes of the particular program are met. Examples of such conditions are the requirements to provide annual acquittals of expenditure or to return unspent funds at the end of a specific period.

(ac) Address of the registered office

The registered address of the New South Wales Technical and Further Education Commission is 35 Bridge Street, Sydney NSW 2000.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to and forming part of the Financial Statements

	Economic Entity	Parent Entity
	2007	2006
	\$'000	\$'000
	(482)	(473)
	(482)	(473)
	(444)	(473)
	(444)	(473)

5. OTHER GAINS/(LOSSES)

Impairment of motor vehicles

Employee related expenses for 2005 did not include superannuation oncost of \$3,112m which was held in "Other debitors" (suspense account). This error had the effect of understating "Net Cost of Services" and overstating "Other Debtors" in 2005/06 accounts. A correction has therefore been made to the equity balance at the beginning of the financial year 2006 (see Note 17 "Changes in equity" with a corresponding reduction of "Other debtors" in Note 9 in 2006).

6. PRIOR PERIOD ERROR

Employee related expenses for 2005 did not include superannuation oncost of \$3,112m which was held in "Other debitors" (suspense account). This error had the effect of understating "Net Cost of Services" and overstating "Other Debtors" in 2005/06 accounts. A correction has therefore been made to the equity balance at the beginning of the financial year 2006 (see Note 17 "Changes in equity" with a corresponding reduction of "Other debtors" in Note 9 in 2006).

7. ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE BENEFITS AND OTHER LIABILITIES

The following liabilities and/or expenses have been assumed by the Crown Entity or other government agencies:

Superannuation	22,981	30,744	--	9,972
Long service leave	16,597	26,305	--	20,867
Payroll tax	1,378	2,224	--	2,224
	42,956	59,303	--	33,063

8. CURRENT ASSETS -- CASH AND CASH EQUIVALENTS

Cash at bank and on hand *

	101,862	103,061	101,245	102,472
	101,862	103,061	101,245	102,472

* For the purposes of the Cash Flow Statement, cash and cash equivalents include cash at bank, cash on hand, short term deposits and bank overdraft.
Cash and cash equivalent assets recognised in the Balance Sheet are reconciled at the end of the financial year to the Cash Flow Statement as follows:

Cash and cash equivalents (per Balance Sheet)	101,862	103,061	101,245	102,472
Closing cash and cash equivalents (per Cash Flow Statement)	101,862	103,061	101,245	102,472

9. CURRENT / NON-CURRENT ASSETS -- RECEIVABLES

Current:
Sale of goods and services
Less: allowance for impairment
Other debtors (see Note 6)
Prepayments
Accrued income

	26,486	25,377	26,443	23,510
	(2,018)	(1,914)	(2,018)	(1,888)
	14,817	8,646	14,817	8,641
	508	379	936	379
	9,120	4,202	9,120	2,760
	49,311	36,770	49,288	33,632

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to and forming part of the Financial Statements

3. REVENUE

(a) Rendering of services	70,060	72,265	70,060	72,265
Administration charges	195,410	160,750	190,907	162,379
Fees for services	10,968	8,495	10,968	8,465
Course projects and materials	26,756	23,631	27,458	24,776
Other	303,217	274,141	298,413	267,917

(b) Investment revenue

Interest	4,761	2,677	4,761	2,677
	4,761	2,677	4,761	2,677

(c) Grants and contributions
Other Public Sector agencies
Asset contributions (free assets or contributions to assets)
Donations and industry contributions

	26,952	24,763	26,952	24,763
	421	215	421	215
	862	593	862	593
	28,245	25,571	28,245	25,571

(d) Other revenue

Other	5,081	3,911	5,227	4,359
	5,081	3,911	5,227	4,359

4. GAIN / (LOSS) ON DISPOSAL

Gain / (loss) on disposal of land and buildings
Proceeds from disposal
Written down value of assets disposed
Net gain / (loss) on disposal of land and buildings

	186	301	186	301
	(2,685)	(1,192)	(2,685)	(1,192)
	(2,499)	(891)	(2,499)	(891)

Gain / (loss) on disposal of non-current assets held for sale
Proceeds from disposal
Written down value of non-current assets held for sale disposed
Net gain/(loss) on disposal of non-current assets held for sale

	9,787	6,222	9,787	6,222
	(10,448)	(2,480)	(10,448)	(2,490)
	(661)	3,732	(661)	3,732
	(3,160)	2,841	(3,160)	2,841

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to and forming part of the Financial Statements

10. CURRENT/NON-CURRENT ASSETS – OTHER
FINANCIAL ASSETS

(a) Details of investments of parent in associates are as follows.

Name	Principal Activities	Balance Date (1)	Ownership Interest (2)	Investment Carrying Amount (3)
		2007	2006	2007
Adskill Sdn Bhd (4)	Vocational Education	31 December	49%	\$180,000
			48%	\$180,000
				\$180,000

(b) Details of investments of parent in other companies are as follows.

Name	Principal Activities	Balance Date (1)	Ownership Interest (2)	Investment Carrying Amount (3)
		2007	2006	2007
Cofts Harbour Technology Park Ltd	Research, Development and Education Pathways	30 June	33%	\$175,000
			33%	\$175,000
				\$175,000
Skilling Australia Pty Ltd	Training Provider to Defence Industries	30 June	50%	\$6
			50%	\$6
				\$6

1) This note has been prepared based on the financial statements of Cofts Harbour Technology Park Ltd for the years ending 30 June 2006 (for 2007) and 30 June 2005 (for 2006); the other entities have no recent financials.

2) The Commission's ownership interest is a reflection of its voting power for the respective companies.

3) Carrying amounts for investment in these companies are based on cost.

4) Adskill Malaysia has gone into liquidation and the Commission has made an allowance for impairment to cover its investment in this company.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to and forming part of the Financial Statements

10. CURRENT / NON-CURRENT ASSETS –
OTHER FINANCIAL ASSETS (continued)

(c) Movement in investments in associates

Equity accounted amount of investment at the beginning of the financial year	Economic Entity 2007 \$'000	Economic Entity 2006 \$'000	Parent Entity 2007 \$'000	Parent Entity 2006 \$'000
Equity accounted amount of investment at the end of the year	150	160	160	160

(d) Other financial assets

Current:					
Fixed interest bearing bonds	5	5	5	5	5
Total Current	5	5	5	5	5
Non-Current:					
Investments Equity Accounted					
Shares in Adskill Sdn Bhd at cost	55	55	55	55	55
Commission's share of retained profit	105	105	105	105	105
Total Investments Equity Accounted	160	160	160	160	160
Other:					
Fixed interest bearing deposits/security deposits	100	128	100	93	
Shares in A.C.N. 093 230 374 PTY LIMITED	-	-	2,000	2,000	
Less investment realised as part of the winding up of A.C.N. 093 230 374 PTY LIMITED	-	-	(1,560)	-	
Shares in Cofts Harbour Technology Park Ltd	175	175	175	175	
Total Other	275	303	609	2,265	
Total Non-Current	435	463	769	2,428	

(e) Cofts Harbour Technology Park Ltd

Cofts Harbour Technology Park Ltd was incorporated on 31 May 2001. It is owned in equal portions by North Coast Institute, Southern Cross University and Cofts Harbour City Council. The aim is to develop and manage a technology park within the bounds of the Cofts Harbour Education Centre. This will promote industrial research and development, commercialisation of products or services and education and employment pathways. The company is to be a self-funding, not for profit company (for the first ten years of operations), limited by shares.

(f) Terasys Australia Pty Ltd

Northern Sydney Institute and Terasys Australia Pty Ltd had entered into a venture arrangement on December 21, 2001 to jointly present and deliver information technology and accounting training courses on a commercial basis for the purpose of training and re-training people to work in entry level positions primarily in the IT industry.

The arrangement ceased operations when Terasys Australia Holdings Pty Limited entered into voluntary administration and by default the joint venture agreement on 26 July 2005; a deed of settlement was reached on 30 September 2005 by all parties concerned.

Under the deed of settlement with the administrators, the Commission received a cash settlement of \$653k; it has created an allowance for impairment for \$260k in respect of the remaining amount of \$275k due from Terasys. Any future return from the joint arrangement will be dependent upon the recovery of fees from students who continued their course after the commencement of the voluntary administration.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to and forming part of the Financial Statements

(g) A.C.N. 060 230 374 PTY LIMITED

Pursuant to the decision of the Board of Directors of A.C.N. 060 230 374 PTY LIMITED most of the assets and liabilities of the entity as at 31 January 2007 were transferred to the Commission. The remaining assets/liabilities will be transferred as soon as the company winds up its operations in full. At this stage it is expected that the Commission will be able to realise its investment in full.

11. NON-CURRENT ASSETS – PROPERTY, PLANT AND EQUIPMENT

Economic Entity	Land and buildings \$'000	Plant and equipment \$'000	Total \$'000
At 1 July 2006			
At Fair Value	4,585,894	183,877	4,769,761
Accumulated depreciation and impairment	(2,025,349)	(117,754)	(2,143,103)
Net carrying amount	2,560,535	66,123	2,626,658
At 30 June 2007			
At Fair Value	4,427,506	182,939	4,610,445
Accumulated depreciation and impairment	(1,542,528)	(122,428)	(1,664,956)
Net carrying amount	2,884,978	60,511	2,945,489

Parent

At 1 July 2006			
At Fair Value	4,585,894	183,877	4,769,761
Accumulated depreciation and impairment	(2,025,349)	(117,754)	(2,143,103)
Net carrying amount	2,560,535	66,061	2,626,596

At 30 June 2007

At Fair Value	4,427,506	182,939	4,610,445
Accumulated depreciation and impairment	(1,542,528)	(122,428)	(1,664,956)
Net carrying amount	2,884,978	60,511	2,945,489

Reconciliations

Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the year ended 30 June 2007 are set out below.

Economic Entity			
Net carrying amount at start of year	2,560,535	66,123	2,626,658
Additions	89,105	9,048	98,153
Assets held for sale	648	–	648
Disposals	(2,257)	(479)	(2,736)
Revaluation increment	312,882	–	312,882
Depreciation expense	(75,735)	(14,186)	(89,921)
Net Carrying amount at end of year	2,884,978	60,511	2,945,489

Parent

Net carrying amount at start of year	2,560,535	66,061	2,626,596
Additions	89,105	9,048	98,153
Assets held for sale	648	–	648
Disposals	(2,257)	(428)	(2,685)
Revaluation increment	312,882	–	312,882
Depreciation expense	(75,735)	(14,171)	(89,906)
Net Carrying amount at end of year	2,884,978	60,511	2,945,489

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to and forming part of the Financial Statements

11. NON-CURRENT ASSETS – PROPERTY, PLANT AND EQUIPMENT (continued)

Economic Entity			
At 1 July 2005			
At Fair Value	4,033,975	177,158	4,211,133
Accumulated depreciation and impairment	(1,733,517)	(117,019)	(1,850,536)
Net carrying amount	2,300,458	60,139	2,360,597

At 30 June 2006			
At Fair Value	4,585,894	183,877	4,769,761
Accumulated depreciation and impairment	(2,025,349)	(117,754)	(2,143,103)
Net carrying amount	2,560,535	66,123	2,626,658

Parent

At 1 July 2005			
At Fair Value	4,033,975	179,946	4,213,921
Accumulated depreciation and impairment	(1,733,517)	(116,888)	(1,850,405)
Net carrying amount	2,300,458	60,057	2,360,515

At 30 June 2006

At Fair Value	4,585,894	183,563	4,769,477
Accumulated depreciation and impairment	(2,025,349)	(117,532)	(2,142,881)
Net carrying amount	2,560,535	66,061	2,626,596

Reconciliations

Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the year ended 30 June 2006 are set out below.

Economic Entity			
Net carrying amount at start of year **	2,300,463	60,139	2,360,602
Additions	62,897	21,017	83,914
Assets held for sale	(13,646)	–	(13,646)
Disposals	(120)	(896)	(1,016)
Revaluation increment	286,321	–	286,321
Depreciation expense	(75,161)	(14,037)	(89,198)
Net Carrying amount at end of year	2,560,535	66,123	2,626,658

**The opening equity was adjusted by \$0.003M to account for long-term lease on land; please refer to Note 1 (e) (vi)

Parent

Net carrying amount at start of year **	2,300,463	60,067	2,360,520
Additions	62,897	20,984	83,881
Assets held for sale	(13,646)	–	(13,646)
Disposals	(120)	(896)	(1,016)
Revaluation increment	286,321	–	286,321
Depreciation expense	(75,161)	(13,964)	(89,145)
Net Carrying amount at end of year	2,560,535	66,061	2,626,596

**The opening equity was adjusted by \$0.005M to account for long-term lease on land; please refer to Note 1 (e) (vi)

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to and forming part of the Financial Statements

12. INTANGIBLE ASSETS

	Economic Entity		Parent Entity	
	\$'000	\$'000	\$'000	\$'000
	2007	2006	2007	2006
Software				
At start of the year				
Cost (gross carrying amount)	54,916	55,149	54,916	55,149
Accumulated amortisation and impairment	(35,976)	(33,311)	(35,976)	(33,311)
Net carrying Amount	18,940	21,838	18,940	21,838
At end of the year				
Cost (gross carrying amount)	56,690	54,916	56,690	54,916
Accumulated amortisation and impairment	(38,954)	(35,976)	(38,954)	(35,976)
Net carrying Amount	16,726	18,940	16,726	18,940
Net carrying amount at start of year	18,940	21,838	18,940	21,838
Additions (from internal development)	2,491	1,945	2,491	1,645
Disposals	--	(68)	--	(68)
Amortisation (recognised in "depreciation and amortisation")	(4,705)	(4,475)	(4,705)	(4,475)
Net carrying amount at end of year	16,726	18,940	16,726	18,940
13. NON-CURRENT ASSETS (OR DISPOSAL GROUPS) HELD FOR SALE				
Land and Buildings	45	14,306	45	14,306
	45	14,306	45	14,306

Amounts recognised in equity relating to assets held for sale
Property, plant and equipment asset valuation increments/(decrement)

	39	13,278	39	13,278
	39	13,278	39	13,278

The assets held for sale consist primarily of land and some buildings which have become surplus to the Commission's requirements. It is intended that these be disposed – either by the year of sale or through appropriate property sweeps. Steps have been taken towards this purpose and it is likely that the disposals could occur within the next twelve months.

14. RESTRICTED ASSETS

Funds totalling \$0.105M (\$0.113M in 2006) mostly held as investments in fixed interest bearing deposits (Note 10) are classified as "restricted assets". Most of these funds represent donations held by the Commission for student prize awards with interest earned on the investments used to fund awards. In 2006/07, interest earned on such investments was \$0.006M (\$0.005M in 2006) and prizes awarded to students amounted to \$0.009 M (\$0.002M in 2006).

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to and forming part of the Financial Statements

15. CURRENT LIABILITIES – PAYABLES

	Economic Entity		Parent Entity	
	\$'000	\$'000	\$'000	\$'000
	2007	2006	2007	2006
Accrued salaries, wages and on-costs	15,941	19,873	--	--
Creditors	80,937	58,123	121,721	106,884
Unearned revenue	38,791	33,382	38,791	33,382
Group, payroll and fringe benefits tax	9,608	13,461	--	7,719
Other	1,936	2,345	824	2,268
	136,413	127,184	161,336	150,283

16. CURRENT / NON-CURRENT LIABILITIES – PROVISIONS

Employee benefits and related on-costs:

Current				
Recreation leave	10,161	8,919	--	--
Accrued payroll tax on recreation leave and				
Accrued salaries and wages	1,751	1,724	--	--
Recreation leave on long service leave	3,013	3,110	--	--
Workers Compensation on long service leave	1,233	1,272	--	--
Payroll tax on long service leave	7,602	8,671	--	--
Superannuation on long service leave	405	--	--	--
Other	263	259	--	--
	24,348	23,955	--	--

* Recreation leave is expected to be settled within 12 months after the reporting date.

Non-Current

Provision for payroll tax on long service leave	442	456	--	--
Recreation leave on long service leave	150	184	--	--
Workers Compensation on long service leave	65	67	--	--
Other	21	--	--	--
	687	697	--	--

Aggregate employee benefits and related on-costs

Provisions - current	24,348	23,955	--	--
Provisions - non-current	687	697	--	--
Accrued salaries, wages and on-costs (Note 15)	15,941	19,873	--	--
	40,976	44,515	--	--

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to and forming part of the Financial Statements

17. CHANGES IN EQUITY (Contd)

Parent Entity	Accumulated Funds	Asset Revaluation Reserve	Total Equity
	2007 \$'000	2007 \$'000	2007 \$'000
Balance at the beginning of the financial year	1,564,222	1,083,904	2,648,126
Correction of error – see Note 6	–	–	–
Restated opening balance	1,564,222	1,083,904	2,648,126
Changes in equity – other than transactions with owners as owners			
Surplus/(deficit) for the year	(8,632)	–	(8,632)
Revaluation of Land and Buildings	35	312,682	312,717
Total	1,555,625	1,396,586	2,952,211
Transfers within equity			
Asset revaluation reserve balance transferred to accumulated funds on disposal of asset	8,466	(8,466)	–
Other	(88)	88	–
Total	8,411	(8,411)	–
Balance at the end of the financial year*	1,564,036	1,388,175	2,952,211
			2,648,126

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to and forming part of the Financial Statements

17. CHANGES IN EQUITY

Economic Entity	Accumulated Funds	Asset Revaluation Reserve	Total Equity
	2007 \$'000	2007 \$'000	2007 \$'000
Balance at the beginning of the financial year *	1,584,426	1,083,904	2,668,330
Correction of error – see Note 6	–	–	–
Restated opening balance	1,584,426	1,083,904	2,668,330
Changes in equity – other than transactions with owners as owners			
Surplus/(deficit) for the year	(8,621)	–	(8,621)
Revaluation of Land and Buildings	34	312,682	312,716
Total	1,555,839	1,396,586	2,952,425
Transfers within equity			
Asset revaluation reserve balance transferred to accumulated funds on disposal of asset	8,466	(8,466)	–
Other – Asset Revaluation Reserve in respect of Assets Held for Sale transferred to Equity	(88)	88	–
Total	8,411	(8,411)	–
Balance at the end of the financial year *	1,564,250	1,388,175	2,952,425
			2,668,330

* Variance between 2006 closing balance and 2007 opening balance is due to adjustments to the 2006 surplus/deficit of A.C.N. 093 230 374 PTY LIMITED not taken into account in 2005 consolidated accounts (\$47k).

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to and forming part of the Financial Statements

20. RECONCILIATION OF CASH FLOWS
FROM OPERATING ACTIVITIES TO
NET COST OF SERVICES

	Economic Entity 2007 \$'000	2006 \$'000	Parent Entity 2007 \$'000	2006 \$'000
Not cash used on operating activities				
Cash Flows from Government /				
Appropriations	(1,195,599)	(1,180,849)	(1,195,599)	(1,180,849)
Net Cash Flow GST	945	(263)	944	(263)
Acceptance by the Crown Entity of				
employee				
benefits and other liabilities	(42,936)	(59,303)	--	(33,053)
Depreciation	(94,826)	(93,673)	(94,811)	(93,620)
Allowance for impairment	(88)	(347)	(330)	(347)
Increase/(decrease) in provisions	393	(22,357)	--	(46,934)
Increase/(decrease) in prepayments and				
other Assets	11,375	(2,650)	15,022	(3,872)
(Increase)/decrease in creditors	(9,202)	9,559	(10,282)	35,018
Net (loss)/gain on sale of plant and				
equipment	(3,160)	2,841	(3,160)	2,841
Donated assets	421	215	421	215
Net cost of services	(1,247,156)	(1,237,892)	(1,204,231)	(1,212,107)

21. NON-CASH FINANCING AND
INVESTING ACTIVITIES

	1,216	706	1,216	706
Assets received by donation				
Expenses assumed by the Crown Entity	(42,936)	(59,303)	--	(33,052)
	(41,720)	(58,597)	1,216	(32,350)

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to and forming part of the Financial Statements

18. COMMITMENTS FOR EXPENDITURE

	Economic Entity 2007 \$'000	2006 \$'000	Parent Entity 2007 \$'000	2006 \$'000
(a) Capital Commitments				
Aggregate capital expenditure contracted for at				
balance date and not provided for:				
Not later than one year	29,553	32,669	29,553	32,659
Later than one year and not later than				
five years	1,151	--	1,151	--
Total (including GST)	29,734	32,669	29,734	32,669
(b) Operating Lease Commitments				
Future non-cancellable operating lease rentals				
not provided for and payable:				
Not later than one year	3,202	5,917	3,202	5,917
Later than one year and not later than				
five years	4,641	7,843	4,641	7,843
Later than five years	301	--	301	--
Total (including GST)	8,144	13,760	8,144	13,760
Total	37,878	46,429	37,878	46,429

The total of commitments for expenditure include GST input tax credits of \$3.25M (\$4.22M in 2006) for the Economic Entity and \$3.26M for the Parent (\$4.22M in 2006) that are expected to be recovered from the Australian Tax Office.

19. CONTINGENT LIABILITIES AND CONTINGENT ASSETS

Contingent Liabilities

There are no known cases where the Commission could be liable for material compensation payments relating to matters, which are the subject of litigation that are not covered by the NSW Treasury Managed Fund.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Notes to and forming part of the Financial Statements

22. FINANCIAL INSTRUMENTS (cont'd)

Parent Entity	Interest Bearing	Non-Interest Bearing	Total carrying amount as per Balance Sheet
	2007 \$'000	2007 \$'000	2007 \$'000
Financial Assets			
Cash (floating rate)	100,913	332	101,245
Receivables Investments – bank	--	48,557	48,557
	105	--	105
Total Financial Assets	101,018	48,889	149,907
Financial Liabilities			
Crucifixion	--	122,545	122,545
Total Financial Liabilities	--	122,545	122,545
Net Financial Asset / (Liability)	101,018	(73,656)	27,362

Weighted average interest rate 4.71% (2.60% in 2006)

Credit risk

Credit risk is the risk of financial loss arising from another party to a contract or financial position failing to discharge a financial obligation hereunder. The Commission's maximum exposure to credit risk is represented by the carrying amounts of the financial assets included in the Balance Sheet.

Economic Entity	Government			Banks			Others			Total	
	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	
Financial Assets											
Cash	332	332	101,531	102,729	--	--	101,853	103,051			
Receivables	22,959	18,139	--	--	25,640	18,463	48,599	36,602			
Investments – bank	--	--	105	98	--	--	105	98			
Total Financial Assets	23,291	18,471	101,636	102,827	25,640	18,463	150,567	139,761			
Financial Liabilities											
Cash	332	328	100,913	102,144	--	--	101,245	102,472			
Receivables	22,959	18,409	--	--	25,598	15,020	48,557	33,429			
Investments – bank	--	--	105	98	--	--	105	98			
Total Financial Liabilities	23,291	18,737	101,018	102,242	25,598	15,020	149,907	135,999			

Weighted average interest rate is 4.65% (2.60% in 2006)

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Notes to and forming part of the Financial Statements

22. FINANCIAL INSTRUMENTS

The Commission's principal financial instruments are outlined below. These financial instruments arise directly from the Commission's operations or are required to finance the Commission's operations. The Commission does not enter into or trade financial instruments for speculative purposes. The Commission does not use financial derivatives.

- (1) Cash
Cash comprises cash on hand and bank balances within the NSW Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (TCorp) 11 month official cash rate, adjusted for a management fee to NSW Treasury.
- (2) Investments – bank
These monies are term deposits with banks maturing within 5 years and paying interest rates between 5.15% to 6.21% per annum.
- (3) Receivables
All trade debtors are recognised as amounts receivable at balance date. Collectibility of trade debtors is reviewed on an ongoing basis. Debtors, which are known to be uncollectible, are written off. An allowance for impairment is raised when there is objective evidence that the Commission will not be able to collect all amounts due. The credit risk is the carrying amount (net of any allowance for impairment). No interest is earned on trade debtors. The carrying amount approximates fair value.
- (4) Trade Creditors and Accruals
The liabilities are recognised for amounts due to be paid in future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in Treasurer's Direction 219.01. If trade terms are not specified, payments are made no later than the end of the month following the month in which an invoice or a statement is received. Treasurer's Direction 219.01 allows the Minister to award interest for late payment. No interest was paid during the year 2007.

Interest rate risk

Interest rate risk is the risk that the value of the financial instruments will fluctuate due to changes in market interest rates. The Commission's exposure to interest rate risk and the effective rates of financial assets is as follows:

Economic Entity	Interest Bearing	Non-Interest bearing	Total carrying amount as per Balance Sheet
	2007	2007	2006
	\$'000	\$'000	\$'000
Financial Assets			
Cash (floating rate)	101,531	332	332
Receivables	--	48,900	36,602
Investments – bank			
	105	--	--
Total Financial Assets	101,636	48,932	36,934
Financial Liabilities			
Crucifixion	--	97,022	93,803
Total Financial Liabilities	--	97,022	93,803
Net Financial Asset / (Liability)	101,636	102,827	52,946

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Notes to and forming part of the Financial Statements

23. KEY FINANCIALS OF THE CONTROLLED ENTITIES

The key financials for the controlled entities for the year ended 30 June are as follows:

	TAFE Commission Division		A.C.N. 093 230 374 PTY LIMITED	
	Proportion of consolidated Account 2007	Proportion of consolidated Account 2006	Proportion of consolidated Account 2007	Proportion of consolidated Account 2006
	\$'000	%	\$'000	%
Total revenues	870,688	255.1	250,176	81.68
Total expenditure	870,688	54.8	250,176	16.16
Operating surplus/(deficit)	--	--	--	--
			(11)	0.12
Net assets	--	--	2,215	0.06
			2,251	0.10

24. EARLY ADOPTION OF NEW OR REVISED ACCOUNTING STANDARDS/INTERPRETATIONS

As mandated by the Treasurer, the Department has not early-adopted the following new/revised Accounting Standards/interpretations:

AASB 7 & AASB 2005-10 regarding financial instrument disclosures;
AASB 8 & AASB 2007-3 regarding operating segments;
AASB 101 (Oct 2006) regarding presentation of financial statements;
AASB 123 (June 2007) and AASB 2007-8 regarding borrowing costs;
AASB 1049 regarding the general government sector and GFS/GAAP convergence;
AASB 2007-4 regarding Australian additions to and deletions from IFRSs;
AASB 2007-5 regarding inventories held for distribution by not-for-profit entities;
Interpretation 4 (Feb 2007) regarding determining whether an arrangement contains a lease;
Interpretation 10 regarding interim financial reporting;
Interpretation 11 & AASB 2007-1 regarding group and treasury share transactions;
Interpretation 12 & AASB 2007-2 regarding service concession arrangements;
Interpretation 129 (Feb 2007) regarding service concession disclosures.

It is expected that the impact of the application of the new Standards on the Department's financial report in the period of initial application (2007/08) will not be significant.

25. AFTER BALANCE DATE EVENTS

There has not arisen in the interval between the end of the financial year and the date of this report any item, transaction or event of a material and unusual nature likely to affect significantly the operations of the Commission, the results of those operations or the state of affairs of the Commission in subsequent financial years.

End of Audited Financial Statements



GPO BOX 12
Sydney NSW 2001

INDEPENDENT AUDITOR'S REPORT NSW ADULT MIGRANT ENGLISH SERVICE

To Members of the New South Wales Parliament

I have audited the accompanying financial report of the NSW Adult Migrant English Service (the Service), which comprises the balance sheet as at 30 June 2007, and the operating statement, statement of recognised income and expense and cash flow statement for the year then ended, a summary of significant accounting policies and other explanatory notes.

Auditor's Opinion

In my opinion, the financial report:

- presents fairly, in all material respects, the financial position of the Service as at 30 June 2007, and of its financial performance and its cash flows for the year then ended in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations)
- is in accordance with section 45E of the Public Finance and Audit Act 1983 (the PF&A Act) and the Public Finance and Audit Regulation 2005.

The Director's Responsibility for the Financial Report

The Director is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the PF&A Act. This responsibility includes establishing and maintaining internal control relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on my audit. I conducted my audit in accordance with Australian Auditing Standards. These Auditing Standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Service's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Service's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Director, as well as evaluating the overall presentation of the financial report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

My opinion does not provide assurance:

- about the future viability of the Service,
- that it has carried out its activities effectively, efficiently and economically, or
- about the effectiveness of its internal controls.

Independence

In conducting this audit, the Audit Office has complied with the independence requirements of the Australian Auditing Standards and other relevant ethical requirements. The PF&A Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office are not compromised in their role by the possibility of losing clients or income.

P J Bodolai
Director, Financial Audit Services

12 October 2007
SYDNEY

NSW ADULT MIGRANT ENGLISH SERVICE

STATEMENT BY DIRECTOR COMMUNITY & MIGRANT EDUCATION

Pursuant to the requirements of the Public Finance and Audit Act 1983, I declare that in my opinion:

(a) The Financial Report:

- (i) exhibits a true and fair view of the financial position of NSW Adult Migrant English Service as at 30 June 2007 and of its performance, as represented by the results of its operations and its cash flows for the year ended on that date;
- (ii) complies with Australian Accounting Standards, AASB Interpretations and other mandatory and statutory reporting requirements including Part 3 of the Public Finance and Audit Act 1983 and the associated requirements of the Public Finance and Audit Regulation 2005.

- (b) I am not aware of any circumstances, which would render any particulars included in the financial report to be misleading or inaccurate.

Helen de Silva Joyce 12.10.07

HELEN de SILVA JOYCE
Director Community & Migrant Education



NSW ADULT MIGRANT ENGLISH SERVICE

FINANCIAL REPORT

30 June 2007

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NSW ADULT MIGRANT ENGLISH SERVICE

Statement of Recognised Income and Expense for the Year Ended 30 June 2007

	2007 \$'000	2006 \$'000
Surplus(Deficit) for the Year	6,456	17,084
Total Income and Expense Recognised for the year	6,456	17,084

The accompanying notes form part of these statements

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NSW ADULT MIGRANT ENGLISH SERVICE

Income Statement For the Year Ended 30 June 2007

	Notes	2007 \$'000	2006 \$'000
Revenue			
Fees for services rendered	3	39,383	33,128
Interest		507	171
Long Service Leave Reimbursement	4	399	614
Superannuation revenue	5	0	14,013
Total Revenue		40,289	47,926
Gain on disposal of assets	6	1	-
Expenses			
Employee related	7	14,843	13,692
Other Operating expenses	8	18,965	17,128
Depreciation	9	26	22
Total Expenses		33,834	30,842
Surplus for the Year		6,456	17,084

The accompanying notes form part of these statements

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NSW ADULT MIGRANT ENGLISH SERVICE

Cash Flow Statement For the Year Ended 30 June 2007

	Notes	2007 \$'000	2006 \$'000
Cash Flows from Operating Activities			
Payments			(13,874) (13,576)
Employee related			(19,637) (17,823)
Other			(33,511) (31,398)
Total Payments			
Receipts			39,340 33,486
Sale of goods and services			542 117
Interest received			39,882 33,603
Total Receipts			
Cash Flows from Government			
Cash reimbursements from the Crown Entity			399 408
Net Cash Flows from Government			
			399 408
Net Cash Flows from Operating Activities	20	6,770	2,703
Cash Flows from Investing Activities			
Purchases of Plant and Equipment		(11) (29)	
Total Net Cash Flows from Investing Activities			
			(11) (29)
Net Increase / (Decrease) in cash		6,759	2,674
Opening Cash and cash equivalents		4,562	1,888
Closing cash and cash equivalents	19	11,321	4,562

The accompanying notes form part of these statements

NSW ADULT MIGRANT ENGLISH SERVICE

Balance Sheet As at 30 June 2007

	Notes	2007 \$'000	2006 \$'000
ASSETS			
Current Assets			
Cash and cash equivalents	19	11,321	4,562
Receivables	10	6,366	5,011
Prepaid superannuation contributions	11	4,528	5,451
Other	12	3,839	3,672
Total Current Assets		26,054	18,696
Non-Current Assets			
Plant and equipment	13	69	82
Total Non-Current Assets		69	82
TOTAL ASSETS		26,123	18,778
LIABILITIES			
Current Liabilities			
Payables	14	4,078	3,394
Provisions	15	5,168	4,963
Total Current Liabilities		9,246	8,357
TOTAL LIABILITIES		9,246	8,357
NET ASSETS		16,877	10,421
EQUITY			
Accumulated funds		16,877	10,421
TOTAL EQUITY		16,877	10,421

The accompanying notes form part of these statements

NSW ADULT MIGRANT ENGLISH SERVICE

Notes to and forming part of the financial statements for the year ended 30 June 2007

Summary of significant accounting policies

1. THE REPORTING ENTITY

NSW Adult Migrant English Service is a NSW government organisation located within the Department of Education and Training (DET). The Service's core activity is to provide quality English language learning opportunities that assist adult immigrants to maximise their English competence and enhance their settlement success and labour market productivity.

The reporting entity is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units.

The reporting entity is consolidated as part of the Department of Education and Training accounts.

The financial report for the year ended 30 June 2007 has been authorised for issue by the Director, Migrant and Community Education on the 12th of October 2007.

2. BASIS OF PREPARATION

The financial report is a general purpose financial report which has been prepared in accordance with:

- Australian Accounting Standards;
- the requirements of the *Public Finance and Audit Act* and Regulation;

Plant and Equipment are measured at fair value. Other financial report items are prepared in accordance with the historical cost convention.

The financial report is prepared on an accrual basis. The statement of cash flows is prepared on a cash basis using the direct method. All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

NSW Adult Migrant English Service (NSW AMES) is classified by Treasury as a non budget sector entity and as a commercial activity of the Department of Education and Training (DET). The Treasury directed in terms of Section 45E of the Public Finance and Audit Act 1983 that separate financial statements be prepared.

The accounting policies adopted are consistent with those of the previous year unless otherwise stated.

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(a) Statement of Compliance

The financial statements and notes comply with Australian Accounting Standards, which include AEFIRS.

(b) Employee Benefits and other Provisions

(i) Salaries and Wages

Liabilities for wages and salaries (including non-monetary benefits), annual leave and vesting sick leave are recognised and measured in respect of employees' services up to the reporting date at undiscounted amounts based on the amount expected to be paid when the liabilities are settled. Unused non vesting sick leave does not give rise to a liability, as it is not considered probable that sick leave taken in the future will be greater than the entitlements accrued in the future. The outstanding amounts of payroll tax, workers compensation insurance premiums and fringe benefits tax, which are consequential to employment are recognised as liabilities and expenses where the employee benefits to which they relate have been recognised.

(ii) Long Service Leave and Superannuation

In the case of long service leave, AMES contributes to the Treasury Special Deposits (Extended Leave and Leave on Termination Pool) Account at the rate of 4.11% of salaries and wages for employees with over ten years of eligible service, and 3.84% for those with between five and ten years eligible service. For Senior Executive Officers, the appropriate rate is applied to the notional salary (as outlined by Premiers department circular C2006-22) of the total remuneration package in each case, rather than to the officers' actual salary level. This contribution discharges the entity from liability for accrued long service leave and is expended as incurred.

Long service leave entitlements have been valued using the short-hand method to approximate present value, based on employees with five or more years of service. An actuarial review conducted by Treasury (Circular 07/4) indicated it is unlikely that the difference between the present value and the nominal value will be material.

In accordance with AASB 101 *Presentation of Financial Statements*, all long service leave entitlements owing to AMES employees at balance date have been presented as a current liability in the Balance Sheet. The portions expected to be settled within 12 months and after 12 months have been disclosed in Note 15. A corresponding amount reimbursable from the Treasury is shown as a current asset in the balance sheet and in note 12.

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The superannuation expense for the financial year and the amount of prepaid superannuation contributions are determined by the actuarial assessment of Pillar Administration. The superannuation expense for the year reflects the present value of future payments to be made to beneficiaries because of membership to date. Prepaid superannuation contributions are recognised as an asset within Note 11 "Superannuation" and unfunded superannuation liability is recognised as a liability. The Increase/(Decrease) is recognised in Note 5 "Superannuation Revenue/Expense" as well as in the Operating Statement

(c) Income recognition

Income is measures of fair value of the consideration or contribution received or receivable.

(i) Fees for services rendered

Revenue from fees for services rendered is recognised as it accrues.

(ii) Interest

Interest income is recognised as it accrues.

(iii) Other revenue

Other revenues are recognised as they accrue

(d) Acquisitions of assets

The cost method of accounting is used for the initial recording of all acquisition of assets controlled by the agency. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset at the time of its acquisition, where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other Australian Accounting Standards.

Plant and equipment costing \$5,000 and above are individually capitalised. Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

(e) Plant and equipment

Valuations

The assets have been valued at cost less depreciation. The written down value of plant and equipment as at 30 June 2007 approximates fair value.

Depreciation of non-current assets

Depreciation is provided for on a straight line basis against all depreciable assets so as to write off the depreciable amount of each asset as it is consumed over its useful life to the entity. The depreciation rates are as follows:

Computers are depreciated at 25% per annum.
Motor vehicles are depreciated at 10% per annum.
Plant & equipment are depreciated at 20% per annum.

(f) Cash and cash equivalents

For the purpose of the statement of cash flows, cash and cash equivalents comprises of cash on hand and bank balances within the Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (Tcorp) 11 am unofficial cash rate adjusted for a management fee to Treasury.

(g) Financial Instruments

Financial instruments give rise to positions that are a financial asset of either NSW AMES or its counterparty and a financial liability of the other party. For NSW AMES, these include cash at bank, receivables and creditors. In accordance with AASB132 "Presentation and Disclosure of Financial Instruments" information is disclosed in Note 18, in respect of the credit risk and interest rate risk of financial instruments. All such amounts are carried in the accounts at net fair value or at cost unless otherwise stated.

Financial instruments recorded at cost comprise:

- Cash
- Receivables
- Creditors and accruals

(h) Receivables

All trade debtors are recognised as amounts receivable at balance date. An allowance is made for impairment based on a review of all outstanding amounts at balance date. The credit risk is the carrying amount (net of any allowance for impairment). No interest is earned on trade debtors. The carrying amount approximates net fair value.

(i) Accounting for the goods and services tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except:

- The amount of GST incurred by the agency as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of the cost of acquisition of an asset or as part of an item of expense.
- Receivables and payables are stated with the amount of GST included.

Cash flows are included in the Cash Flow Statement on a gross basis.

The GST components of cash flows arising from investing and financing activities that are recoverable from, or payable to, the ATO are classified as operating cash flows.

3. FEES FOR SERVICES RENDERED

The major component of fees for services rendered is associated with the provision of English language courses provided under the Adult Migrant English Program (AMEP) by the Department of Immigration and Citizenship (DIAC).

With regards to the SKILLMAX program, any monies not spent are returned to The Department of Education & Training. Any expenditure over the amount received is absorbed by AMES.

	2007	2006
The Fees comprise:	\$'000	\$'000
DIAC - AMEP Program	33,571	28,168
SKILLMAX Program	1,776	1,776
Other	4,036	3,184
	39,383	33,128

4. LONG SERVICE LEAVE RE-IMBURSEMENT

	2007	2006
	\$'000	\$'000
Treasury - LSL pool reimbursement to agencies	399	614
	399	614

NSW AMES contributes to the Treasury Special Deposits (Extended Leave and Leave on Termination Pool) Account. As a result AMES is reimbursed from Treasury for any Extended Leave paid to each employee.

5. SUPERANNUATION REVENUE/EXPENSE

Increase/(Decrease) in prepaid contributions (Refer Note 10)
Decrease in Unfunded Liability - SSS
Superannuation revenue (expense)
(Refer to note 10 for explanation)

	2007	2006
	\$'000	\$'000
	(923)	3,481
	0	10,532
	(923)	14,013

6. GAIN ON DISPOSAL OF ASSETS

Gain / (Loss) on disposal of Plant and Equipment:
Proceeds from disposal
Written down value of assets disposed
Net Gain / (Loss) on disposal of Plant and Equipment

	2007	2006
	\$'000	\$'000
	1	0
	0	0
	1	0

7. EMPLOYEE RELATED EXPENSES

Employee related expenses include the following:

	2007	2006
	\$'000	\$'000
Salaries and wages	11,994	11,259
Long service leave & on-costs	802	1,017
Superannuation	1,294	659
Payroll tax and fringe benefits tax	756	714
Workers compensation insurance	(3)	43
	14,843	13,692

8. OTHER OPERATING EXPENSES

Other operating expenses include the following:

	2007	2006
	\$'000	\$'000
Rent and related expenses	3,301	3,265
Fees and charges	14,416	12,678
Printing and postage	217	303
Electricity and gas	169	153
Travel	54	58
Audit fee *	49	49
Other	759	622
	18,965	17,128

Other expenditure represents general operating expenditure on advertising, books, stores, telephones, insurance and motor vehicle running expenses. There were no consultancy fees in either the year ended 30 June 2007 or in the previous year.

* The Audit Office of NSW received no other benefits.

9. DEPRECIATION

Depreciation is charged as follows:

	2007 \$'000	2006 \$'000
Plant and equipment	21	17
Computer equipment	2	2
Motor vehicles	3	3
	26	22

10. CURRENT ASSETS - Receivables

	2007 \$'000	2006 \$'000
Sale of Goods and Services	2,646	441
Less: Allowance for impairment	(4)	(8)
Prepayments	68	13
Accrued interest	65	100
Accrued revenue	3,591	4,465
	6,366	5,011

11. SUPERANNUATION

Actuarial gains and losses are recognised as profit or loss in the year they occur.

General description of the type of plan

The Pooled Fund holds in trust the investments of the closed NSW public sector superannuation schemes:
State Authorities Superannuation Scheme (SASS)
State Superannuation Scheme (SSS)
Police Superannuation Scheme (PSS)
State Authorities Non-contributory Superannuation Scheme (SANCs)

These schemes are all defined benefit schemes – at least a component of the final benefit is derived from a multiple of member salary and years of membership.

All the Schemes are closed to new members.

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Reconciliation of the assets and liabilities recognised in the balance sheet

	SASS Year Ended 30 June 2007 A\$	SANCs Year Ended 30 June 2007 A\$	SSS Year Ended 30 June 2007 A\$	Total Year Ended 30 June 2007 A\$
Present value of defined benefit obligations	14,327,879	3,076,073	59,593,966	76,997,918
Fair value of plan assets	(17,863,773)	(5,443,784)	(68,842,947)	(92,150,503)
Surplus in excess of recovery available from schemes	(3,535,893)	(831,894)	(1,178,742)	(15,152,585)
Unrecognised past service cost	2,479,360	1,660,233	6,485,363	10,624,956
Net (asset)/liability disclosed in the balance sheet	0	0	0	0
	(1,056,533)	707,478	(2,763,618)	(4,527,629)

Assets invested in entity or in property occupied by the entity

All fund assets are invested by STC at arm's length through independent fund managers.

Movement in net liability/(asset) recognised in the balance sheet

	SASS Year Ended 30 June 2007 A\$	SANCs Year Ended 30 June 2007 A\$	SSS Year Ended 30 June 2007 A\$	TOTAL Year Ended 30 June 2007 A\$
Net (asset)/liability at start of year	(2,547,000)	(1,668,027)	(1,235,667)	(5,450,694)
Net Revenue recognised in income statement	1,490,467	960,549	(1,527,951)	923,065
Net (asset)/liability disclosed in balance sheet	(1,056,533)	(707,478)	(2,763,618)	(4,527,629)

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Total expense/(revenue) recognised in operating statement

	SASS Year Ended 30 June 2007	SANCS Year Ended 30 June 2007	SSS Year Ended 30 June 2007	TOTAL Year Ended 30 June 2007
Current Service Costs	538,295	175,613	447,788	1,161,696
Interest on obligation	744,436	168,672	3,580,644	4,493,752
Expected return on plan assets	(1,171,832)	(356,413)	(4,714,736)	(6,242,981)
Net actuarial losses (gains) recognised in year	(838,916)	(516,709)	(7,200,448)	(8,556,073)
Change in surplus in excess of recovery available from scheme	2,218,484	1,489,386	6,358,801	10,066,671
Total included in superannuation expense / (revenue)	1,480,467	969,549	(1,527,951)	923,065

Actual return on plan assets

	SASS Year Ended 30 June 2007	SANCS Year Ended 30 June 2007	SSS Year Ended 30 June 2007	TOTAL Year Ended 30 June 2007
Actual return on plan assets	2,278,965	681,241	8,834,121	11,794,327

Valuation method and principal actuarial assumptions at the reporting

(a) Valuation method

The Projected Unit Credit (PUC) valuation method was used to determine the present value of the defined benefit obligations and the related current service costs. This method sees each period of service as giving rise to an additional unit of benefit entitlement and measures each unit separately to build up the final obligation.

(b) Economic Assumptions

	30 June 2007	30 June 2006
Discount rate at 30 June	6.4% pa	5.9% pa
Expected return on plan assets at 30 June	7.6% thereafter 2.5% pa	7.6% thereafter 2.5% pa
Expected salary increases	4.00% to 2008; 3.5% thereafter	4.00% to 2008; 3.5% thereafter
Expected rate of CPI increase	2.5% pa	2.5% pa

Arrangements for employer contributions for funding

The following is a summary of the financial position of the fund calculated in accordance with AAS25- *Financial Reporting by Superannuation Plans*

	SASS AS	SANCS AS	SSS AS	TOTAL AS
At 30 June 2007				
Accrued Benefits	14,245,831	3,049,602	53,814,532	71,109,965
Net market value of Fund assets	(17,863,773)	(5,443,784)	(68,842,947)	(92,150,504)
Net (Surplus)/deficit	(3,617,941)	(2,394,182)	(15,028,415)	(21,040,538)

Recommended contribution rates for the entity for 2007 are:

SASS	SANCS	SSS
Multiple of member contributions	% of member salary	Multiple of member contributions
0.00	0.00	0.00

The method used to determine the employer contribution recommendations at the last actuarial review was the *Aggregate Funding* method. The method adopted affects the timing of the cost to the employer.

Under the *Aggregate Funding* method, the employer contribution rate is determined so that sufficient assets will be available to meet benefit payments to existing members, taking into account the current value of assets and future contributions.

The economic assumptions for the actuarial review of the Fund were:

Weighted-Average Assumptions	2007
Expected rate of return on Fund assets	7.7% pa
Expected salary increase rate	4.0% pa
Expected rate of CPI increase	2.5% pa

Nature of asset/liability – Paragraph AUS 121.2

If a surplus exists in the employer's interest in the Fund, the employer may be able to take advantage of it in the form of a reduction in the required contribution rate, depending on the advice of the Fund's actuary.

Where a deficiency exists, the employer is responsible for any difference between the employers share of funds assets and the defined benefit obligation.

12. CURRENT ASSETS – OTHER

	2007 \$'000	2006 \$'000
Long service leave receivable from NSW Treasury	3,839	3,672
	3,839	3,672

13. NON CURRENT ASSETS - Plant and Equipment

	Plant & Equipment \$'000	Computer Equipment \$'000	Motor Vehicles \$'000	Total \$'000
At 1 July 2006				
Gross Carrying Amount	285	28	27	340
Accumulated depreciation	(226)	(24)	(8)	(258)
Net Carrying Amount – at fair value	59	4	19	82
At 30 June 2007				
Gross Carrying Amount	268	28	27	323
Accumulated depreciation	(217)	(26)	(11)	(254)
Net Carrying Amount – at fair value	51	2	16	69

Reconciliations

Year Ended 30 June 2006

	Plant & Equipment \$'000	Computer Equipment \$'000	Motor Vehicles \$'000	Total \$'000
Carrying amount as at 1 July 2005 at fair value	48	6	21	75
Additions	29	0	0	29
Depreciation expense	(18)	(2)	(2)	(22)
Carrying amount as at 30 June 2006 at fair value	59	4	19	82

Year Ended 30 June 2007

	Plant & Equipment \$'000	Computer Equipment \$'000	Motor Vehicles \$'000	Total \$'000
Carrying amount as at 1 July 2006 at fair value	59	4	19	82
Additions (Disposals)	13	0	0	13
Depreciation expense	(21)	(2)	(3)	(26)
Carrying amount as at 30 June 2007 at fair value	51	2	16	69

14. CURRENT LIABILITIES - Payables

	2007 \$'000	2006 \$'000
Payables	4,031	3,353
Accrued salaries and wages	47	41
	4,078	3,394

15. CURRENT LIABILITIES - Provisions

	2007 \$'000	2006 \$'000
Employee benefits and related on-costs		
Recreation leave	750	797
Employee benefits related on-costs	624	494
Long service leave current (note 2b)	3,794	3,672
	5,168	4,963

Aggregate employee benefits and related on-costs

	2007	2006
	\$'000	\$'000
Provisions – current	5,168	4,963
Accrued salaries & wages and on-costs (note 14)	47	41
	5,215	5,004

16. CONTINGENT LIABILITIES

At 30 June 2007 there were no outstanding contingent liabilities. (\$Nil in 2006).

17. LEASE COMMITMENTS

Operating Lease Commitments

	2007	2006
	\$'000	\$'000
Future non-cancellable operating lease rentals not provided for and payable	3,163	3,149
Not later than one year	105	3,152
Later than one year but not later than five years	3,268	6,301
Total (including GST)		

The total operating lease above include input tax credits of \$297,091 that are expected to be recoverable from the Australian Taxation Office (30 June 2006 - \$572,793).

18. FINANCIAL INSTRUMENTS

(a) Interest rate risk

Interest rate risk, is the risk that the value of the financial instrument will fluctuate due to changes in market interest rates. NSW AMES's exposure to interest rate risks and the weighted average effective interest rate of financial assets and liabilities is as follows:

	Interest bearing		Non-interest bearing		Total carrying amount as per Balance Sheet	
	2007	2006	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial assets						
Cash	1,003	4,560	2	2	1,005	4,562
T Corp	10,316	0			10,316	0
Investment						
Receivables			6,298	4,998	6,298	4,998
Total Financial Assets	11,319	4,560	6,300	5,000	17,619	9,560

Financial liabilities

Trade creditors	0	0	700	354	700	354
Accruals	0	0	3,378	3,040	3,378	3,040
Total Financial Liabilities	0	0	4,078	3,394	4,078	3,394
Net Financial Assets / (Liability)	11,319	4,560	2,222	1,606	13,541	6,166

Cash- Weighted average interest rate 4.5% computed on a monthly basis (4.5% in 2006) T Corp Investment- Weighted average interest rate 5.88% computed on a monthly basis (2006 nil)

(b) Credit Risk

Credit risk, is the risk of financial loss arising from another party to a contract or financial position failing to discharge a financial obligation thereunder. NSW AMES's maximum exposure to credit risk is represented by the carrying amounts of the financial assets included in the Balance Sheet.

	Governments		Bank		Other		Total	
	2007	2006	2007	2006	2007	2006	2007	2006
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial assets								
Cash	10,316	0	1,003	4,560	2	2	11,321	4,562
Receivables	6,233	4,860	-	-	65	138	6,298	4,998
Total Financial Assets	16,549	4,860	1,003	4,560	67	140	17,619	9,560

19. CASH FLOW STATEMENT

For the purposes of the statement of cash flows, cash includes cash at bank and cash on hand. Cash at the end of the financial year as shown in the statement of cash flows is reconciled to the related items in the statement of financial position as follows:

	2007	2006
	\$'000	\$'000
Cash at bank	1,003	4,560
NSW Hour Glass Treasury Facility	10,316	0
Cash on hand	2	2
Closing cash and cash equivalents (as per statement of cash flows)	11,321	4,562

20. RECONCILIATION FROM THE SURPLUS/DEFICIT FOR THE YEAR TO THE NET CASH FLOWS FROM OPERATIONS:

	2007	2006
	\$'000	\$'000
Surplus	6,456	17,084
Depreciation	26	22
(Gain) Loss from sale of plant	(1)	0
Bad debts	4	8
Decrease/(Increase) in provisions	940	(13,894)
Decrease/(Increase) in receivables	(1,527)	(984)
Increase/(Decrease) in payables	872	467
Net-cash (used in) provided by operating activities	6,770	2,703

21. AFTER BALANCE DATE EVENTS

In the interval between the end of the financial year and the date of this report, no event or material transaction has occurred which would be likely to effect the operations or the state of affairs of the NSW Adult Migrant English Service in subsequent financial years.

End of Audited Financial Statements



GPO BOX 12
Sydney NSW 2001

INDEPENDENT AUDIT REPORT

New South Wales Technical and Further Education Commission
Division of the Government Service

To Members of the New South Wales Parliament

I have audited the accompanying financial report of New South Wales Technical and Further Education Commission Division of the Government Service (the Division), which comprises the balance sheet as at 30 June 2007, and the income statement, statement of recognised income and expense, cash flow statement, for the year then ended, and a summary of significant accounting policies and other explanatory notes.

Auditor's Opinion

In my opinion, the financial report:

- presents fairly, in all material respects, the financial position of the Division as at 30 June 2007, and of its financial performance and its cash flows for the year then ended in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations)
- is in accordance with section 45E of the Public Finance and Audit Act 1983 (the PF&A Act) and the Public Finance and Audit Regulation 2005.

Scope

The Managing Director's Responsibility for the Financial Report

The Managing Director is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the PF&A Act. This responsibility includes establishing and maintaining internal control relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on my audit. I conducted my audit in accordance with Australian Auditing Standards. These Auditing Standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Department's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing

an opinion on the effectiveness of the Division's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Managing Director, as well as evaluating the overall presentation of the financial report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

My opinion does not provide assurance:

- about the future viability of the Division,
- that it has carried out its activities effectively, efficiently and economically, or
- about the effectiveness of its internal controls.

Audit Independence

In conducting this audit, the Audit Office has complied with the independence requirements of the Australian Auditing Standards and other relevant ethical requirements. The PF&A Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office are not compromised in their role by the possibility of losing clients or income.

P J Boulous, CA
Director, Financial Audit Services

26 September 2007
SYDNEY

Start of Audited Financial Statements

TAFE COMMISSION DIVISION

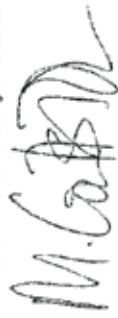
Financial Statements

For the year ended 30 June 2007

STATEMENT BY THE DIVISION HEAD OF THE TAFE COMMISSION DIVISION

Pursuant to Section 45F of the Public Finance and Audit Act 1983, I state that:

1. The accompanying financial statements have been prepared in accordance with the provisions of the Public Finance and Audit Act, 1983, the applicable clauses of the Public Finance and Audit Regulation 2005 and the Treasurer's Directions.
2. The statements exhibit a true and fair view of the financial position and transactions of the Division.
3. There are no circumstances, which would render any particulars included in the financial statements to be misleading or inaccurate.



Michael Coutts-Trotter
DIVISION HEAD OF TAFE Commission Division
MANAGING DIRECTOR OF TAFE NSW
DIRECTOR-GENERAL OF EDUCATION AND TRAINING

TAFE COMMISSION DIVISION

Financial Statements

For the year ended 30 June 2007

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Notes to and forming part of the Financial Statements

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- Other**
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TAFE Commission Division
Notes to and forming part of the Financial Statements

Balance Sheet as at 30 June 2007

	Notes	Actual 2007 \$'000	Actual 2006 \$'000
ASSETS			
Current Assets			
Cash and cash equivalents		51,912	50,192
Receivables	5	51,912	50,192
Total Current Assets		51,912	50,192
Total Assets		51,912	50,192
LIABILITIES			
Current Liabilities			
Payables	7	26,877	25,608
Provisions	8	24,348	23,807
Total Current Liabilities		51,225	49,505
Non-Current Liabilities			
Provisions	8	687	687
Total Non-Current Liabilities		687	687
Total Liabilities		51,912	50,192
Net Assets		--	--
EQUITY			
Accumulated funds		--	--
Total Equity	9	--	--

Cash Flow Statement for the year ended 30 June 2007

CASH FLOWS FROM OPERATING ACTIVITIES			
Payments		(827,750)	(223,935)
Employee related		(827,750)	(223,935)
Total Payments		(827,750)	(223,935)
Receipts			
Sale of goods and services		827,750	223,935
Total Receipts		827,750	223,935
NET INCREASE/(DECREASE) IN CASH		--	--
Opening cash and cash equivalents		--	--
CLOSING CASH AND CASH EQUIVALENTS		--	--

The accompanying notes form part of these financial statements

TAFE Commission Division
Notes to and forming part of the Financial Statements

Operating Statement for the year ended 30 June 2007

	Notes	Actual 2007 \$'000	Actual 2006 \$'000
Expenses excluding losses			
Operating expenses			
Employee related	2	870,686	250,176
Total Expenses excluding losses		870,686	250,176
Losses:			
Revenue			
Sale of goods and services	3	827,750	223,935
Total Revenue		827,750	223,935
Net Cost of Services		42,936	26,241
Government Contributions			
Acceptance by the Crown Entity of employee benefits and other liabilities	4	42,936	26,241
Total Government Contributions		42,936	26,241
SURPLUS / (DEFICIT) FOR THE YEAR		--	--

Statement of Recognised Income and Expense for the year ended 30 June 2007

TOTAL INCOME AND EXPENSE RECOGNISED DIRECTLY IN EQUITY			
Surplus/(Deficit) for the Year		--	--
TOTAL INCOME AND EXPENSE RECOGNISED FOR THE YEAR	9	--	--

The accompanying notes form part of these financial statements

TAFE Commission Division
Notes to and forming part of the Financial Statements

(f) Payables

Payables include accrued wages, salaries, and related on costs (such as payroll tax, fringe benefits tax and workers' compensation insurance) where there is certainty as to the amount and timing of settlement.

A payable is recognised when a present obligation arises under a contract or otherwise. It is derecognised when the obligation expires or is discharged, cancelled or substituted.

A short-term payable with no stated interest rate is measured at historical cost if the effect of discounting is immaterial.

(g) Employee benefit provisions and expenses

Provisions are made for liabilities of uncertain amount or uncertain timing of settlement.

Employee benefit provisions represent expected amounts payable in the future in respect of unused entitlements accumulated as at the reporting date. Liabilities associated with, but that are not, employee benefits (such as payroll tax) are recognised separately.

Superannuation and leave liabilities are recognised as expenses and provisions when the obligations arise, which is usually through the rendering of service by employees.

Long-term annual leave (i.e. that is not expected to be taken within twelve months) is measured at present value using a discount rate equal to the market yield on government bonds.

All other employee benefit liabilities (i.e. for benefits falling due wholly within twelve months after reporting date) are assessed by management and are measured at the undiscounted amount of the estimated future payments.

TAFE Commission Division
Notes to and forming part of the Financial Statements

1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

(a) Reporting entity

TAFE Commission Division (the "entity") is a Division of the Government Service, established pursuant to Part 2 of Schedule 1 to the Public Sector Employment and Management Act 2002. It is a not-for-profit entity as profit is not its principal objective. It is consolidated as part of the NSW Total State Sector Accounts. It is domiciled in Australia and its principal office is at 35 Bridge Street, Sydney.

TAFE Commission Division's objective is to provide personnel services to its parent, the TAFE Commission (the "Commission").

The entity commenced operations on 17 March 2006 when it assumed responsibility for the teaching, educational and institute management staff and related employee-related liabilities of the Commission. The assumed liabilities were recognised on 17 March 2006 together with an offsetting receivable representing the related funding due from the former employer.

The financial report was authorised for issue by the Managing Director of the Commission as Head of the TAFE Commission Division on 20/09/2007. The report will not be amended and reissued as it has been audited.

(b) Basis of preparation

This is a general-purpose financial report prepared in accordance with the requirements of Australian Accounting Standards, the Public Finance and Audit Act 1983, the Public Finance and Audit Regulation 2006, and specific directions issued by the Treasurer.

Generally, the historical cost basis of accounting has been adopted and the financial report does not take into account changing money values or current valuations. However, certain provisions are measured at fair value. See note 1(g).

The accrual basis of accounting has been adopted in the preparation of the financial report, except for cash flow information.

Management's judgements, key assumptions and estimates are disclosed in the relevant notes to the financial report.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

(c) Comparative information

The comparative information for the previous year is for the period 17 March 06 to 30 June 06.

(d) Income

Income is measured at the fair value of the consideration received or receivable. Revenue from the rendering of personnel services is recognised when the service is provided and only to the extent that the associated recoverable expenses are recognised.

(e) Receivables

A receivable is recognised when it is probable that the future cash inflows associated with it will be realised and it has a value that can be measured reliably. It is derecognised when the contractual or other rights to future cash flows from it expire or are transferred.

A receivable is measured initially at fair value and subsequently at amortised cost using the effective interest rate method, less any allowance for doubtful debts. A short-term receivable with no stated interest rate is measured at the original invoice amount where the effect of discounting is immaterial. An invoiced receivable is due for settlement within thirty days of invoicing.

If there is objective evidence at year end that a receivable may not be collectable, its carrying amount is reduced by means of an allowance for doubtful debts and the resulting loss is recognised in the income statement. Receivables are monitored during the year and bad debts are written off against the allowance when they are determined to be irrecoverable. Any other loss or gain arising when a receivable is derecognised is also recognised in the income statement.

TAFE Commission Division
Notes to and forming part of the Financial Statements

	2007 \$'000	2006 \$'000
6. CURRENT / NON-CURRENT ASSETS – RECEIVABLES		
Current:		
Other debtors – due from TAFE Commission	51,912	50,192
	51,912	50,192
7. CURRENT LIABILITIES – PAYABLES		
Accrued salaries, wages and on-costs	15,941	19,868
Group, payroll and fringe benefits tax	10,936	6,742
	26,877	25,608
8. CURRENT / NON-CURRENT LIABILITIES – PROVISIONS		
Employee benefits and related on-costs:		
Current		
Recreation leave	10,180	8,862
Accrued payroll tax on recreation leave and Accrued salaries and wages	1,751	1,724
Recreation leave on long service leave	3,013	3,110
Workers' Compensation on long service leave	1,233	1,272
Payroll tax on long service leave	7,502	8,070
Superannuation on long service leave	405	--
Other	264	259
	24,348	23,897
Non-Current		
Provision for payroll tax on long service leave	442	456
Recreation leave on long service leave	159	164
Workers' Compensation on long service leave	65	67
Superannuation on long service leave	21	--
	687	687
Aggregate employee benefits and related on-costs		
Provisions - current	24,348	23,897
Provisions - non-current	687	687
Accrued salaries, wages and on-costs (Note 7)	15,941	19,868
	40,976	44,450
9. CHANGES IN EQUITY		
Balance at the beginning of the period	--	--
Surplus/(deficit) for the period	--	--
Balance at the end of the period	--	--

TAFE Commission Division
Notes to and forming part of the Financial Statements

	2007 \$'000	2006 \$'000
2. EXPENSES EXCLUDING LOSSES		
Employee related expenses		
Salaries and wages (including pension term)	716,676	207,777
Superannuation – defined benefits plans	22,961	20,773
Superannuation – defined contribution plans	46,320	--
Long service leave	18,697	5,468
Workers' compensation insurance	13,662	4,138
Payroll tax and fringe benefits tax	48,053	12,020
Other	4,368	--
	870,686	260,176
3. REVENUE		
Sale of goods and services	--	--
Sale of goods:		
Rendering of services	--	--
Administration charges	--	--
Fees for services	827,750	223,935
Course projects and materials	--	--
Other	--	--
	827,750	223,935
4. ACCEPTANCE BY THE CROWN ENTITY OF EMPLOYEE BENEFITS AND OTHER LIABILITIES		
The following liabilities and/or expenses have been assumed by the Crown Entity or other government agencies:		
Superannuation	22,961	20,773
Long service leave	18,597	5,468
Payroll tax	1,378	--
	42,936	26,241
5. CURRENT ASSETS – CASH AND CASH EQUIVALENTS		
Cash at bank and on hand *	--	--
Short Term deposits	--	--
	--	--

* For the purposes of the Cash Flow Statement, cash and cash equivalents include cash at bank, cash on hand, short term deposits and bank overdrafts. Cash and cash equivalent assets recognised in the Balance Sheet are reconciled at the end of the financial year to the Cash Flow Statement as follows:

Cash and cash equivalents (per Balance Sheet)	--
Closing cash and cash equivalents (per Cash Flow Statement)	--
	--

TAFE Commission Division
Notes to and forming part of the Financial Statements

	2007 \$ '000	2008 \$ '000
10. RECONCILIATION OF CASH FROM FROM OPERATING ACTIVITIES TO NET COST OF SERVICES		
Net cash used on operating activities	--	--
Acceptance by the Crown Entity of employee benefits and other liabilities	(42,936)	(26,241)
Increase / (decrease) in prepayments and other assets	1,720	50,192
Increase/ (decrease) in provisions	(1,720)	(50,192)
Net cost of services	(42,936)	(26,241)

11. AFTER BALANCE DATE EVENTS

There has not arisen in the interval between the end of the financial year and the date of this report any item, transaction or event of a material and unusual nature likely to affect significantly the operations of the TAFE Commission Division, the results of those operations or the state of affairs of the TAFE Commission Division in subsequent financial years.

End of Audited Financial Statements

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