

REPORT ON OPERATIONS

Chapter 1: NSW Public Schools

The NSW public school system provides high quality education for around 755,000 students in pre-schools, primary schools, central schools, high schools, colleges and special schools.

At 68.2%, NSW government schools' market share is similar to the national average (68.4%) and higher than Victoria (65.5%).

Profile of NSW Government Schools, 1998-2002					
	1998	1999	2000	2001	2002
Number of NSW Government Schools					
Primary and Infants Schools	1,649	1,647	1,648	1,648	1,649
Secondary Schools (includes the Open High School)	391	390	393	394	394
Central Schools	65	65	65	65	65
Special Schools	97	96	98	95	106
Environmental Education Centres	20	20	23	23	23
Total	2,222	2,218	2,227	2,225	2,237

Source: Department of Education and Training (DET) Schools database.

Notes: Numbers and types of schools are based on DET's operational classification of schools, and differ from data published in ABS's *Schools Australia*, which uses different business rules for national consistency.

Profile of Students in Government Schools, 1998-2002					
	1998	1999	2000	2001	2002
Number of NSW Government School Students					
Primary Students	454,104	455,008	455,914	452,626	449,482
Secondary Students	311,271	310,324	305,922	304,114	305,318
Total FTE Enrolments	765,375	765,332	761,836	756,740	754,800
Female Students	375,294	375,590	373,934	370,331	368,800
Male Students	390,081	389,742	387,902	386,409	386,000
Aboriginal and Torres Strait Islander Students	26,700	28,155	29,465	30,825	32,875
Students from Non-English Speaking Backgrounds	171,068	176,462	182,884	187,506	191,818
Students in Schools for Specific Purposes	3,673	3,762	3,792	3,873	3,915

Source: DET Mid-year census collection; DET Term 1 census collection for NESB students.

Note: Student numbers include full-time and part-time students reported as full-time equivalent (FTE) enrolments, except for NESB students where only the total number of students is available.

Enrolments Trends

NSW government secondary school enrolments increased for the first time in five years in 2002, rising from 304,114 in 2001 to 305,318 in 2002. Enrolments of non-government secondary students increased by almost 18,000 to 171,418 in 2002. From 1998 to 2002, the number of NSW government primary students decreased by around 4,600. Enrolments of non-government primary students grew by about 15,200.

The Diversity of NSW Public School Students

Students in government schools reflect the cultural diversity of NSW, with one in every four coming from a non-English speaking background. The most significant increases have been in the number of students from Chinese and Arabic-speaking backgrounds. The highest proportion of students from non-English speaking backgrounds are found in the Granville, Fairfield, St George and Bankstown school districts.

Around 4% of students in NSW government schools are of Aboriginal and Torres Strait Islander descent. Large concentrations of students of Aboriginal and Torres Strait Islander descent live in the Moree, Broken Hill and Dubbo school districts.

In addition, more than 30,000 students with disabilities in NSW government schools receive additional support, with the majority attending regular schools. Over 3,900 students undertake their education in 106 special schools.

Student-Teacher Ratios

Student-teacher ratios indicate the number of full-time equivalent students for every one full-time equivalent teaching staff member. As teaching staff includes principals, librarians, and specialist teachers who work with individual or small groups of students, these ratios do not represent class sizes.

In 2002, the primary student-teacher ratio in NSW government schools was 17.5, and the secondary ratio was 12.5, the same as in 2001. Both ratios have improved since 1998, each falling by 0.3 points.

Class Sizes

Currently NSW public schools are staffed on the basis of 'need not exceed' guidelines. This means that classes 'need not exceed':

- 26 students in Kindergarten
- 28 students in Year 1
- 29 students in Year 2
- 30 students in Year 3.

In August 2002, an audit of all government primary schools was conducted. All students, teachers and other staff and classrooms were counted. The 2002 audit showed that:

- the average class size in primary school was 26.5, down from the 1997 figure of 26.9

- 84% of classes complied with existing 'need not exceed' levels
- 80% of NSW primary classes (13,348) classes received some sort of extra teaching support in addition to their classroom teacher.

In 2003, a pilot of reduced class sizes is being conducted, with 63 schools allocated at least one extra teacher to reduce the size of approximately 200 classes.

In 2003, the Premier announced that class sizes would be reduced in the first three years of school under a phased implementation beginning in 2004. By 2007, NSW primary classes will be reduced to an average of:

- 20 students in Kindergarten
- 22 students in Year 1
- 24 students in Year 2.

State Recurrent and Capital Expenditure on Government Schools

The NSW Government's total recurrent expenditure on Education Services in government schools was \$5,541.9 million in 2001/2002. These services include the provision of resources such as staff salaries, school global budgets, and strategic education services for a range of programs such as, special education programs, rural education programs, programs for socio-economically disadvantaged students, Aboriginal education programs and programs for students from non-English speaking backgrounds. For a breakdown of the funds allocated to these program areas see the Financial Overview and the Financial Statements in Volume 2 of this report.

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

- In 2001/2002, a total of \$117 million was provided to target literacy and numeracy. This will increase to \$124.6 million in 2002/2003.

Student-Teacher Ratios in Primary and Secondary Schools, NSW and Australia

Student-Teacher Ratios		1998	1999	2000	2001	2002
Primary						
Government	NSW	17.8	17.7	17.7	17.5	17.5
	Australia	17.7	17.0	17.1	16.7	16.7
Non-Government	NSW	18.9	18.6	18.5	18.2	17.7
	Australia	18.6	18.2	17.9	17.6	17.3
Secondary						
Government	NSW	12.8	12.7	12.6	12.5	12.5
	Australia	12.8	12.7	12.6	12.5	12.6
Non-Government	NSW	12.6	12.5	12.4	12.3	12.2
	Australia	12.8	12.6	12.5	12.4	12.3

Source: ABS *Schools Australia 2002*, based on FTE students and FTE teaching staff.

Note: Ratios for 1998-2001 have been revised to reflect FTE students and FTE teaching staff and may differ slightly to data published in previous years.

- The Government is meeting its commitment to expand technology in schools with \$566.5 million being allocated over the next four years for the Computers in Schools Program. This includes providing an additional 25,000 computers during 2001/2002 and 2002/2003. Additional funding of \$247 million over four years has been provided for expanded Internet services for students and teachers in Government schools and \$17.1 million over four years for continued training for teachers in the Technology in Learning and Teaching (TILT) program.
- Additional support for special education programs – total recurrent expenses of \$523.7 million were provided in 2001/2002.
- As part of the Government-funded *Ready to Work Plan*, \$21.6 million will be provided over four years.
- Continued commitment to ensuring students in regional and rural areas in NSW have access to the highest quality education. In 2001/2002, \$74.7 million was provided.
- Total recurrent expenses for socio-economically disadvantaged students were \$60.2 million in 2001/2002. Total expenses on students from non-English speaking backgrounds were almost \$80 million in 2001/2002.
- Total recurrent expenses for Aboriginal education in 2001/2002 was \$37.6 million.

The Department spent \$381.3 million in 2001/2002 on improving and expanding capital infrastructure. A further \$243.5 million was spent on school and TAFE building maintenance. Expenditure on school facilities amounted to \$272 million. During 2001/2002 a total of nine schools and twenty other major works were completed and forty new projects, including four new primary schools and the second stages of three high schools were commenced.

Non-Government School Assistance

This funding is mainly in the form of student per capita grants, secondary textbook allowances and the interest subsidy scheme for capital projects. Schools must be registered in terms of the *Education Act 1990* to be eligible for government assistance. Total recurrent expenses on these programs were \$511.4 million in 2001/2002.

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

During the year the first report was released, addressing issues associated with school registration, accreditation, administrative structures, school reporting and the planning of new schools. The second report will address funding issues, including State funding of non-government schools, interest subsidies and students with disabilities attending non-government schools.

Commonwealth Funding for NSW Government and Non-government Schools

The period 1998 to 2002 has seen some major changes in the way the Commonwealth funds government and non-government schools.

In the period 1997 to 2000, the Commonwealth deducted approximately \$60 million via the Enrolment Benchmark Adjustment (EBA) mechanism from grants to government schools in NSW, as a penalty for the growth of the proportion of students enrolled in non-government schools. In 2001, the Commonwealth announced that it would 'return' funds that would normally be deducted as a result of the EBA mechanism. 'Returned' funds must now be spent on a strategic plan, approved by the Commonwealth, which enhances student skills in mathematics, science and technology. These returned funds do not represent additional money for government schools.

In the 2001-2004 schools funding quadrennium the Commonwealth has merged separate programs into a single program area and repackaged existing funds under a new program name. This has resulted in the introduction of a new targeted program entitled Strategic Assistance for Improving Student Outcomes. This program combines the former Literacy and Numeracy – grants to schools, the Special Education – fixed grants program and the Special Education – per capita support program.

The 2001–2004 funding quadrennium also introduced a significant change in the way that the Commonwealth funds non-government schools. Non-government schools are now funded according to the socio-economic status of the community from which the student population is drawn. This provides significant growth in funds to this sector. Government schools continue to be funded as a set proportion of Average Government Schools Recurrent Costs, which provides no increase in per capita funds above indexation.

Funding for National Asian Languages and Studies in Australian Schools (NALSAS) programs ceased in 2002. This program, which provided \$6 million per year to government schools in NSW, was targeted at increasing the number of students learning Chinese, Indonesian, Japanese and Korean languages and studying the cultures.

In 2002 the Commonwealth introduced funding for English as a Second Language tuition to all minors accepted under any part of the Humanitarian Program. While this funding is welcome, it neglects the needs of other new arrivals holding other forms of temporary visas. NSW government schools continue to provide intensive English language assistance to these students, despite the absence of funding support from the Commonwealth Government.

1.1 SUCCESS FOR ALL STUDENTS

The Department provided a comprehensive range of public education and training programs that support and promote lifelong learning in NSW. We are committed to ensuring that all students can reach the highest educational standards irrespective of background or circumstances.

The major priorities during 2002 for NSW public schools were enhancing the *State Literacy and Numeracy Plan*, creating confident users of information and communications technologies and increasing the opportunities for young people to study vocational subjects and developing workplace skills while at school.

Supporting Students in Striving for Academic Success by Focusing on Individual Learning Needs

The NSW public school system provides high quality education for approximately 68% of all school students in NSW. More than 750,000 students attend NSW government schools. The NSW public school system is recognised as a leader in general and literacy education, technology and vocational education and training. NSW students have some of the best literacy and numeracy levels in the country, and have more options than ever before to follow clear pathways into the workforce.

Funding for education in NSW has reached a record level of \$7.3 billion - an increase of 33% over the last seven years.

2002 - An Impressive Year for Academic Achievement

NSW primary and high school students achieved outstanding academic results in 2002 compared to results in previous years. NSW currently has more state-wide tests than any other state or territory in Australia. In 2002 NSW public school students were tested in:

- Years 3 and 5 Basic Skills Test (BST)
- Years 3 and 5 Primary Writing Assessment (PWA)
- Year 6 Computer Skills Assessment (state-wide roll-out begins in 2003)
- Years 7 and 8 English Language and Literacy Assessment (ELLA)
- Years 7 and 8 Secondary Numeracy Assessment Program (SNAP)
- Year 10 School Certificate
- Year 12 Higher School Certificate.

Basic Skills Test

More than 196,000 Year 3 and Year 5 students in NSW, South Australia and overseas sat the BST. This included nearly 120,000 NSW students. The results of the 2002 BST showed that:

- Year 3 results for literacy were equal to the best since basic skills testing began in 1990.

- Year 5 results for literacy were the best since testing began in 1994.
- Student improvement from Year 3 to Year 5 in 2002 was the most dramatic recorded since this growth was first measured in 1998.
- Year 5 boys achieved their highest literacy level ever. The gap between boys' and girls' literacy was less than it was seven years ago.
- Aboriginal and Torres Strait Islander students achieved their highest Year 5 literacy and Year 3 numeracy.
- Year 3 and 5 students achieved the second highest numeracy scores since testing began.
- Students from non-English speaking backgrounds have caught up to students from English speaking backgrounds in literacy, achieving the highest Year 3 and Year 5 literacy averages ever recorded.

Primary Writing Assessment

In 2002 more than 118,000 government school students were tested as part of the Primary Writing Assessment. The results showed that:

- More higher achieving students and fewer lower achieving students in 2002, compared to 2001.
- In Year 3 the number of students in the highest band for writing increased from 9% in 2001 to 17% in 2002.
- In Year 5, the number of children in the highest band for writing increased from 13% in 2001 to 21% in 2002.

Computer Skills Assessment

In 2002 more than 11,000 Year 6 students from 160 government schools across NSW participated in the Computer Skills Assessment pilot. The results of the pilot indicated that more than 80% of Year 6 students had a high level of computer knowledge.

The test will be expanded in 2003 and 2004.

English Language and Literacy Assessment

More than 137,000 NSW students in Years 7 and 8 took part in the ELLA test. Results of the NSW government students in this test showed that:

- The majority of Year 7 students (80%) were in the top two performance bands in writing, reading and language.
- Although girls are still outperforming boys, the difference in reading scores for boys and girls in Years 7 and 8 is the lowest since testing began in 1998.
- Indigenous students improved their reading, with the 2002 test results being the best ever. The gap between Indigenous students and others also narrowed.
- For the first time, Year 7 students identifying themselves as coming from non-English speaking backgrounds matched the average writing performance of students from English speaking backgrounds.

Secondary Numeracy Assessment Program

In 2002 more than 139,000 government students in Years 7 and 8 participated in the Secondary Numeracy Assessment Program. The results indicated that:

- For Year 7 students there was virtually no difference in the average numeracy performance of girls and boys. Boys did better in measurement and space, while girls did better in data.
- The mean score for Year 7 students identifying themselves as coming from non-English speaking backgrounds was higher than that for all students across all aspects of numeracy.

School Certificate

In 2002 more than 50,000 government students sat for the NSW School Certificate. The results showed that:

- In English, 97% of government students achieved marks of 50 or more - and one in four students achieved a place in the top two performance bands with a mark of 80 or higher
- Some 99% of government students achieved marks of 50 or more in Science and 98% in Mathematics.
- In the first testing for Australian History, Civics and Citizenship, 92% of students achieved a mark of 50 or more; and in Australian Geography, Civics and Citizenship, 95% of students achieved a mark of 50 or more.

Higher School Certificate

In 2002, more than 38,700 government school students sat for the NSW Higher School Certificate (HSC). The results showed that:

- Government school students represented 53% of the Distinguished Achievers, 56% of the All Rounders and 58% of the Top Achievers Lists.
- Some 68 first or equal first HSC course places were awarded to government school students, representing 57% of all such awards.
- In the English standard course, 96% of government students in that course met or exceeded the minimum standard and achieved a mark of 50 or more.
- In a break with traditional patterns, boys topped English (Advanced), English Extension 2 and the Distinction Course - Comparative Literature.
- Overall results in English and Science courses showed significant improvement, with twice the number of students in the top two bands.
- In another break with traditional patterns, girls were first or equal first place in all science courses.
- In the challenging English Advanced course, 55% of students were placed in the top two performance bands with marks of 80 or more.
- Nine per cent of students in physics (up from 3% in 2001) and 8% of students in chemistry (up from 4%) achieved in the highest standard with marks of 90 or more.

- Public school students came first or shared first place in a wide range of core courses including Advanced English, Modern History, Biology, Physics, Business Studies and General Mathematics. Public school students also achieved top place in more than half the language courses on offer. Other courses where public students came first include Dance, Drama, Society and Culture, Information Processes and Technology and Software Design and Development.

Vocational Education and Training

In 2002, there were more than 48,000 enrolments by government school students in vocational education and training (VET) courses as part of the HSC. Students who successfully completed VET courses can achieve a nationally recognised Australian Qualifications Framework (AQF) VET credential at levels I or II. This achievement will open doors for those students wishing to obtain jobs in a wide range of industry areas.

At the conclusion of 2002, 14,633 Year 12 government students were issued with an AQF VET certificate or statement of attainment through school districts, an increase of 31% in comparison with 2001.

National Benchmarks in Reading and Numeracy

In 2000 NSW students were among the top performers in primary reading and numeracy in Australia. NSW ranked in the top three states for Year 3 reading, and Years 3 and 5 numeracy. Only three percentage points separated the top three states.

Results of the 2000 national reading and numeracy benchmarks indicated that in NSW:

- More than 93% of Year 3 students achieved the national reading and numeracy benchmarks.
- More than 91% of Year 5 students achieved the numeracy benchmark and almost 90% of Year 5 students achieved the reading benchmark.
- Numeracy results for students with language backgrounds other than English were second only to Victoria.
- NSW was also among the top states for students of Aboriginal descent and students from non-English language backgrounds in relation to all four benchmarks.

International Literacy Benchmarks

The *State Literacy and Numeracy Plan* is reaping outstanding rewards with the latest results indicating NSW students continue to be among the best in Australia. NSW students are ranked among the best in the world in reading literacy according to the Organization for Economic Co-operation and Development (OECD) study released in November 2001. The 2000 Programme for International Student Assessment found that the reading literacy levels of 15 year-old NSW high school students were better than those in Japan, Sweden, the United Kingdom and the United States.

Paying Tribute to Top All-round Student Achievers - The Minister's Award for Excellence in Student Achievement

Forty-seven students from across NSW were presented with the Minister's Award for Excellence in Student Achievement. The awards acknowledge exemplary achievements in

leadership, public speaking, academic excellence, community involvement, sport and the arts.

MINISTER'S AWARD FOR EXCELLENCE IN STUDENT ACHIEVEMENT, 2002

District	Name/School	Reason for Award
Albury	Nadine Nixon Corowa High School	Nadine Nixon is an excellent student. She has achieved outstanding results in her studies and has made significant contributions to the school in sporting and cultural activities.
Armidale	Hugh Veersema Inverell High School	Academic excellence, particularly in Science and Technology, has led to his selection as one of seven students nationally to represent Australia at the London International Youth Science Forum 2002.
	Lucy Wedlock Macintyre High School	As President of the SRC, she is an exceptional student who demonstrates academic, cultural and sporting excellence as well as inspirational student leadership. Her academic excellence in particular has been recognised at the national level with her selection as Youth Ambassador to Stockholm where she attended the Nobel Science Awards in December 2002.
	Lachlan Young Duval High School	Lachlan is an exemplary school and community leader whose outstanding achievements and contributions in the Sciences, Humanities and Technology are readily accepted and appreciated by his fellow students and the community at large.
Bankstown	Michelle Pisani East Hills Girls Technology High School	Michelle is an outstanding role model for students who has received wide recognition for her excellent leadership skills and academic achievement. She has assisted students and schools in establishing and promoting effective student based decision-making practices.
Batemans Bay	Kellie Mathieson Eden Marine Technology High School	Kellie performs at the very highest level academically and balances her commitment to success in school admirably. She participates in a host of extra-curricular and civic activities.
Bathurst	Jennifer Browning Bathurst High School	Jennifer has excelled in academic, sporting and cultural fields. She has contributed significantly to the school - representing the school at local, state and national level. Jennifer was selected to attend the 2002 National Schools Constitutional Convention in Canberra.
	Rebecca Stait Kelso High School	Rebecca has established an outstanding reputation at Kelso High School. She competed in the Commonwealth Cup State Debating Competition where the team reached the quarter-finals. She was selected to be a part of the Western Zone Debating team and was consequently selected to become an Honorary Member of the State Debating Squad, bestowed upon students who display outstanding ability in the area of debating.
Blacktown	Stephen O'Keefe Richmond High School	Stephen is an exemplary school leader. He was school captain in 2002. He has worked as Peer Support leader, House Captain and as an active supporter of the school community and charity initiatives, including Red Nose Day, Genes for Jeans and Sydney Children's Hospital. Whilst enjoying success in his studies, particularly PDHPE and Legal Studies, Stephen is also a talented sportsman – being selected as Captain of the NSW under 17 cricket team. Stephen is an excellent ambassador for the school.

MINISTER'S AWARD FOR EXCELLENCE IN STUDENT ACHIEVEMENT, 2002

District	Name/School	Reason for Award
Bondi	Nicholas Wolf Vaucluse High School	Nicholas was the 2002 school captain and has been an outstanding leader in the school and in the community. He has been involved in charity and school fundraising programs consistently since Year 7 and continues to pursue these programs into Year 12.
Broken Hill	Roslyn O'Connell Coomealla High School	Roslyn, the 2002 school captain, is a young woman with a wide range of achievements. Roslyn has maintained an excellent academic record throughout her secondary education and she has extensive experience in leadership including Treasurer of the SRC in 2001 and 2002. She has a record of sporting achievements, in swimming and cross country and has participated in public speaking championships, school musical productions and the school Expo. Her community work is outstanding, with involvement in the Wentworth Shire Council sponsored exchange program with Azai, Japan, and in Rotary sponsored forums and conferences.
Campbelltown	Amy Wadwell Campbelltown Performing Arts High School	Amy Wadwell has made outstanding contributions to Campbelltown Performing Arts High School through her leadership in Student Representative Council activities at school, state and district levels. This has been complemented by high level representation in many other aspects of school, including sport and debating.
Central Coast	Samantha Clarke Henry Kendall High School	Samantha's outstanding academic achievements and community/ cultural activities are the basis for this nomination. She is an outstanding young person who sets exemplary standards in all aspects of her life. These standards are clearly evident in the roles she has played in the school community.
Clarence/Coffs Harbour	Rebecca Bell South Grafton High School	Rebecca was School Captain in 2002. She has been an active member of the Student Representative Council for the past four years. Rebecca's most outstanding achievement for 2002 was to be selected as one of only five students in NSW to represent the Department at the Commonwealth Heads of Government Meeting (CHOGM) in Brisbane in March 2002.
Deniliquin	Michael Hand Finley High School	Michael has been an outstanding student throughout his school life. He has high academic credentials as evidenced by his performance in public examinations and nationwide competitions. Michael is a talented musician, an active sportsman, involved in school affairs as Vice Captain and an active member of the SRC.
Dubbo	Laura Nelson Gilgandra High School	Laura has shown outstanding dedication to her studies whilst undertaking an active leadership role with her fellow students and the local community. Her dedication and commitment to supporting both her school and local community is to be commended.
Fairfield	Khaled Metlej Sefton High School	Khaled has consistently demonstrated outstanding leadership qualities in a wide range of roles. As a leader he has always behaved responsibly and has been an excellent role model for his peers. His contribution to the school community has been substantial.
Granville	Georgina Seto Strathfield Girls' High School	Georgina is a hardworking and an academically gifted student who excels at all tasks that she attempts. She has been an active member of the school's Student Representative Council and has displayed outstanding organisational and leadership skills. She is involved in the wider school community through her involvement in coaching sports teams and the Peer Support Program.

MINISTER'S AWARD FOR EXCELLENCE IN STUDENT ACHIEVEMENT, 2002

District	Name/School	Reason for Award
Granville	Lakshanth Shanmugan Homebush Boys' High School	"Lucky" is an outstanding student leader. Over a long period of time he has committed himself to the cause of student democracy and equity. He has been a wonderful ambassador, always presenting the school in the most favourable light.
Griffith	Jacob Allinson Griffith High School	Jacob is an outstanding representative for public education. As school captain and the driving force in many community and school activities, he has provided outstanding leadership. He was named Griffith City's Young Citizen of the Year in January 2002. Jacob has a long history of achievements in a variety of sports. He has performed well in all of his subjects – especially in the VET Frameworks Hospitality course.
Hornsby	Natalie Kowalski Asquith Girls High School	Natalie has used the role of the school Vice Captain to communicate tolerance, understanding and equality of all cultures to Asquith's young women. She displays true qualities of leadership: empathy, guidance and a strong positive attitude to living life with a spirit of awareness for others.
Lake Macquarie	Chad Newell Glendale Technology High School	Chad Newell is an outstanding Year 12 student in the areas of citizenship and leadership. He received a Certificate of Commendation for Service to the Community from the Order of Australia Association in 2001, which recognised his significant contribution as a school leader and member of the Lake Macquarie Youth Advisory Council. Chad is an outstanding role model for other students particularly through his involvement in Peer Mediation, Peer Support, Peer Literacy Tutoring, Clean Up Australia and Young Leaders Days.
Lismore	Caitlin Noble Alstonville High School	Caitlin is an outstanding student who is held in high regard by the Alstonville High School community. Caitlin has achieved excellent academic results, has been extensively involved in debating, public speaking, cultural and community activities and leadership as Vice Captain and as a member of the Student Representative Council.
	Nadine Canning Richmond River High School	Nadine has consistently achieved excellent academic results. She has attained distinctions in national competitions and has been successful in state textile, design and photography competitions. She has also been a state finalist in swimming. Nadine is an active student leader as SRC co-president and School Captain and has been involved in community fundraising.
Liverpool	Blake Ralph Holsworthy High School	Blake has displayed excellence in the area of the Performing Arts for a number of years. His talents and achievements are numerous including being a 2001 graduate of the Talent Development Project, featured artist in the Schools Spectacular in 1999, 2000 and 2001, and the "voice" of the Teach Your Children Well advertising campaign. He is an excellent ambassador for public education and always strives to achieve his best. As an Aboriginal student, Blake is also very proud of his heritage, and takes every opportunity to perform at special events promoting cultural awareness.
Maitland	Megan Clement Maitland High School	Serving as school captain, SRC leader, school council member and peer tutor/mediator. She is a respected student leader, accomplished public presenter and community contributor, and outstanding academic achiever.
Moree	Rebecca La Haye Moree Secondary College	Rebecca is involved in a wide range of school and community events. She is a positive role model to students and to Moree as a whole. At all times she enthusiastically involves herself in a wide range of activities and can always be relied upon to participate to the best of her ability and assist when necessary.

MINISTER'S AWARD FOR EXCELLENCE IN STUDENT ACHIEVEMENT, 2002

District	Name/School	Reason for Award
Mount Druitt	Chaturanga Bandaranayake Erskine Park High School	Chaturanga has shown outstanding leadership skills as the school captain of Erskine Park High School and has displayed exemplary knowledge and awareness of social justice issues. His representation in the Perez De Cuellar Shield received impressive commendation and his promotion of Amnesty International and other worthy causes makes him a great school citizen. He is the complete "all round" student.
Newcastle	Andrew Gill Whitebridge High School	Andrew was school Vice Captain and has combined high academic achievement with extensive involvement in the school's corporate and sporting life. In 2001 Andrew was awarded the school's Renton Award for outstanding student of the year and he represented students in the district at two major functions.
Northern Beaches	Penelope George Mackellar Girls High School	Penelope was the School Captain for 2002 and is committed to all aspects of school life. Throughout her years at school, she has distinguished herself in the areas of academic achievement, performing arts, leadership and citizenship. She is an accomplished debater, has led the school body in fundraising and awareness raising of issues facing young people today. She was elected NSW representative at the 2002 National Schools Constitution Convention.
Orange	Sarah McLaughlan Canowindra High School	Sarah is an exceptional all-round student. Her achievements include Australia Day 2002 Young Citizen Award, school Vice Captain and House Captain, Lions Youth of the Year 2001, Pierre de Coubertin Award 2002, consistent competitor at CHS State Championships in swimming, athletics and cross country running (1997 – 2002). Sarah is also a consistent A Grade student.
Parramatta	Rachel Hung James Ruse Agricultural High School	Rachel was the Vice Captain of James Ruse. She has been part of a very successful school debating team where they were State Champions in the Junior Commonwealth Bank Debating Competition (2000) and State semi-finalists in the Karl Cramp Debating Competition (2001). Rachel has also made a great contribution to the life of the school through SRC President, Sports House Captain, ISCF leader and initiator of the School Mentor Scheme. She took a leading role in the school drama production, was a member of the school Opera House choir, a senior member of the school's jazz ensemble, and is a regular participant in the school's musical performers' evenings.
Penrith	Natasha Wheatley Springwood High School	Natasha is an outstanding ambassador for public education in NSW. She has toured NSW and Britain as a member of the State Drama Ensemble, and supported her school in debating, Tournament of the Minds, Theatre Company, Dance Group and Rock Eisteddfod. She also maintains a very high academic standard. Natasha was recognised by staff and her peers as an outstanding community member and leading learner by her election as Vice Captain for 2002.
Port Jackson	David Collits Fort Street High School	David is a contained and quietly disposed young man who embodies all aspects of what it is to be a Fortian: academic excellence, leadership, a social conscience, support for the community and outstanding contribution to sport through leadership and training, particularly in the field of cricket.
Port Macquarie	Shakira Nalder Port Macquarie High School	Shakira was Port Macquarie High School girl captain. Shakira is an outstanding role model who has actively been involved in community fund raising for cancer research. She has also been a key role model in the leadership and anti-bullying program at Port Macquarie Public School. Shakira is a representative in the State Student Representative Council.

MINISTER'S AWARD FOR EXCELLENCE IN STUDENT ACHIEVEMENT, 2002

District	Name/School	Reason for Award
Queanbeyan	Matthew Bell Yass High School	Matthew is an outstanding student leader and disabled athlete. He has represented the school, state and country for the past three years. He is currently vice-captain of the Australian team going to Korea for the Far Eastern South Pacific International Conference for the Disabled Games. Matthew is the current Australian Under 18 Years Champion 100 and 200 metre sprints and shot-put, for athletes with Cerebral Palsy. He is currently studying successfully for his Higher School Certificate. Matthew is the school captain and is an exceptional role model for all students at Yass High School.
Ryde	Vafa Ghazavi North Sydney Boys High School	Vafa is a committed student whose academic results are outstanding. He has also shown considerable commitment to school service through leadership and involvement in all extra curricular activities. He has a strong social conscience and he is an exemplary student in all aspects of school life.
Shellharbour	Luke Fromhold Lake Illawarra High School	Academically, Luke has achieved the singular distinction of being dux in each year of his schooling. His leadership as President of the SRC over the past two years has caused the SRC to become the most dynamic and co-operative in the school's history. His enthusiasm for the task has been infectious and raised the tone of the school considerably.
	Tneal Kawalla Albion Park High School	Tneal is an energetic, motivated, diligent and focused student who is a fine role model for her peers. She has an exemplary sporting record and has been selected for district, state and national events. Tneal has maintained high academic standards over the past six years – she has won the Most Outstanding Student Award for her year four times. As a member of the sports' committee, Tneal worked hard to promote sport in the school.
St George	Hai-Duong Lac Canterbury Girls High School	Hai-Duong, co-School Captain and SRC member, has been a role model for others throughout her secondary education. She has achieved much as a scholar, student leader and volunteer both at school and in the community. In addition to being placed amongst the top students in most subjects, Hai-Duong was awarded the 2000 Cantabrian Girls Ex-Student Association Scholarship and the Grace Sparks Award for Literature. She has represented the school at the Immigration Youth Challenge 2001 and the Leadership Forum, 2002. Hai-Duong has worked voluntarily for the Exodus Foundation, Canteen and the Salvation Army and actively works to promote multiculturalism within the community.
Sutherland	Misha Franzen Engadine High School	Misha is nominated because of her outstanding contribution to Engadine High and the Engadine community. Misha is President of the SRC and has been a member for six years. She is Vice Captain of the school and has represented the school on many occasions at public events. She is an accomplished sportswoman, competent leader in the school and local community and has contributed to the positive culture of the school.
Tamworth	Adam Marshall Farrer Memorial Agricultural High School	Adam has shown outstanding leadership at Farrer Memorial Agricultural High School for an extended period of time. He has excelled in public speaking, debating, academic achievements, school leadership, performing arts and sport. Adam won the prestigious NSW Lions Youth of the Year competition in 2002 and the public speaking section of the Australian Lions Youth of the Year competition.

MINISTER'S AWARD FOR EXCELLENCE IN STUDENT ACHIEVEMENT, 2002

District	Name/School	Reason for Award
Taree	Juliette Ringrose Forster High School	Juliette was a member of the 2001 NSW Student Representative Council and was a driving force in uniting the group as a team and in providing direction for the NSW SRC to achieve its goals. Her mature attitude to issues and her rapport with adults as well as young people is outstanding. As a member of the NSW SRC team for 2001 she relished the opportunities this group presented to her, including the launch of a DET document titled "Just Like Us" (in relation to students with disabilities).
Tweed Heads/ Ballina	Duncan Pickup Ballina High School	Duncan Pickup is an outstanding achiever. Academically he has excelled, gaining first position in several subjects each semester. He has gained High Distinctions in National English and Science Competitions and Distinctions in National English, Mathematics, Science and Geography Competitions. He is a member of the school Student Representative Council and is currently school Vice Captain. Duncan has led peer support groups, anti-racism workshops and various sporting teams. He is an accomplished vocalist, pianist and clarinet player.
Wagga Wagga	Brent Dolahenty Koorinal High School	Brent has made an outstanding contribution to the school and the community, most notably in the fields of performing arts, leadership and sport. Brent is a strong supporter of public education.
Wollongong	Shannon Brown Wollongong High School of the Performing Arts	Shannon is an exceptionally gifted student and multi-faceted performing artist. He has consistently participated in a broad range of performing arts activities that have enhanced the school's standing in the Illawarra and has significantly promoted a standard of excellence within the NSW public school system. He is a major role model to his peers, demonstrating standards of personal excellence while at the same time being totally supportive of the work of others.
	Benjamin Beccari Smiths Hill High School	Ben is an outstanding student in the school community. He is an articulate, talented and multi-skilled student whose depth of involvement in school activities and commitment to public education are exceptional. A high achiever academically in school and externally, Ben also has a highly developed sense of personal and civic responsibility.

A Spotlight on Outstanding Public School Achievements

St Mary's Senior High School Students Receive Premier's Trophy for Outstanding Achievement in the 2002 HSC

Three students of St Mary's Senior High have been honoured at the school's annual HSC awards. Nelly Laydrus of Blacktown, Judd Garratt of Carlingford and Rebecca Zakarija of Erskine Park each scored in the top performance band for all 10 of their HSC study units. They each received the Premier's Trophy for Outstanding All-Round Achievement in the 2002 HSC examinations. Nelly, who arrived in Australia from Indonesia less than two years ago, presented a solid program of mathematics and science for the HSC and was named Dux of St Mary's Senior High for 2002. In addition to her Premier's trophy and her gold medallion as Dux, Nelly received a cash award from the 3M Corporation at Dunheved, which sponsors the school's awards program each year. Nelly has also been awarded a prestigious Co-op Scholarship to study Engineering at the University of NSW. Judd Garratt's pre-HSC study was completed through home-schooling. His willingness to commute between his Carlingford home and St Mary's each day is testimony to his determination to succeed. In 2003 he will begin his Arts studies at the University of Macquarie. Rebecca Zakarija completed her School Certificate studies locally at Erskine Park High School before accepting a place at St Mary's Senior High School for her HSC years. Rebecca combined HSC courses in business and economics with information technology and advanced studies in English. She intends to build on her achievements in 2003 through a combined B.A program in Communication (Journalism) and Law at the University of Technology, Sydney.

Sydney Girls High Student Wins Scholarship in Latin

Sydney Girls High school student Elizabeth Murphy, who has been studying Latin for six years, has beaten 600 outstanding students from around the world to win the American Latin Exam Association Student Scholarship valued at \$1000. Elizabeth is the first public school student in NSW to win the scholarship. The competition begins with an examination of 100,000 students from around the world. After the exams are marked, those who fall into the top percentile bands qualify for the scholarship competition. The qualifiers then submit an additional essay for the Scholarship.

Wollumbin High School Student Wins Young Scientist of the Year

Sixteen year old Estelle Weber of Wollumbin High School was awarded the title of Intel Young Scientist of the Year for 2002. The award is an annual program sponsored by Intel and the Department. It aims to encourage an interest in technology among primary and secondary school students across NSW. Over 6,500 entries were submitted in 2002, the highest number to date. Estelle, who is very interested in helping the environment investigated the use of Bauxsol in treating coastal soils affected by acid sulfate. Her experiment, Acid sulfate soil remediation, also won the Scientific Research category. Estelle mixed various amounts of alkaline Bauxsol, a bauxite refinery residue, with acid affected soil. She measured how well plants grew in each mix and found that low amounts of Bauxsol were best. Estelle's discovery and

well-developed experimental design not only won her the title of Young Scientist of the Year but also a trip to America. In May 2003 she will join four other NSW winners to represent Australia at the 54th Intel International Science and Engineering Fair in Ohio.

Toronto High Students Win Second Place in the Volvo Young Environmentalists Awards

A plan to restore a creek bank behind Toronto High School has won three students second prize in the Volvo Young Environmentalists Awards. The international competition aims to increase environmental awareness among youth today. The Toronto High School students, Chris McLean, David Carrall and Tony Owen travelled to Gothenburg in Sweden to accept the award for their Stony Creek Biodiversity Project. The prize money of \$12,000 will be used to restore the degraded stream bank and increase biological diversity of the creek and surrounding wetlands which feed into Lake Macquarie. The three students have also been asked to contribute to a document for the United Nations representing the views of young people around the world and detailing what they believe politicians should do to tackle environmental concerns.

Kelso High Students Duke of Edinburgh Achievers

In 2002, two exceptional Duke of Edinburgh achievers from Kelso High school were awarded bronze medals by the Premier of NSW. Grant Peddy and Daniel Schonberg have spent the last twelve months earning their bronze medals. They have completed the four necessary areas - skills, recreational, community service and expedition. Daniel took part in activities including web design, AFL Auskick coaching, and horse stewarding, while Grant focussed on kayaking and 24 hour charity swims. The Duke of Edinburgh scheme was first established to encourage and motivate young people, between 14-25 years of age, to get involved in a program of voluntary self development activities that incorporate government, private and community organisations. Daniel believes that the Duke of Edinburgh program has helped him to 'build skills like leadership, helping other people, self satisfaction, and team work.' He hopes it will help him to achieve his career goals of being either a doctor or a forensic scientist.

The Young Lawyers Mentoring Program - Inspiring and Motivating the Legal Studies Class at Chifley College

In 2002 the Department in association with the NSW Young Lawyers Community Services Committee piloted a student mentoring program where 18 students three days shadowing a mentor lawyer at their place of work. To follow up the work experience and to ensure an ongoing mentoring relationship, the students also met their mentors each fortnight during fourth term. The aim of the program is to provide opportunities for students to expand their experiences and help them relate to legal studies outside the classroom. Students attended court, visited the law libraries of pre-eminent law firms and sat in on professional development seminars. Students were able to see how all aspects of a law firm fit together. The Young Lawyers mentoring program is a good introduction to the business environment. It is also useful for helping students make informed choices about whether to keep studying and where to work.

Enriching Children's Early Educational Experiences by Extending Early Childhood Programs

Educational programs for pre-school age children in NSW public schools are designed to foster general well-being and enhance school readiness, so that children can gain the full benefit of their school experiences.

Pre-schools in Government Primary Schools

The NSW Department of Education and Training currently operates 79 pre-schools attached to government schools which provide quality pre-school education programs for children in the year before entry into Kindergarten. Approximately 4,000 children attend departmental pre-schools each year. In February 2002, the NSW Government announced the establishment of 21 new government school pre-schools over the next three years.

Early Learning Programs

In 2002, 14 of the Department's pre-schools located in low socio-economic communities were selected to participate in an Australia-wide program, the IBM KidSmart Early Learning Program. This program is an innovative teaching and learning partnership between the Department, IBM and the Australian National Schools Network (ANSN). The Department provides funding and personnel to support this program. By the end of 2002, there were a total of 29 departmental pre-schools participating in the program.

Early Childhood Support

The 46 Early Intervention support classes across NSW provided a collaborative service to children with a diagnosed disability, their parents and other professionals working with the child's family. In 2002, the 10 Early Learning Program Coordinators across the state implemented the Early Learning Program across approximately 140 primary schools, providing support for schools in areas such as behaviour, autism, language disorders and curriculum support within the regular classroom.

Parents as Teachers Program

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

In 2002, the Department of Education and Training allocated \$870,700 to support the implementation of the Parents as Teachers Program in ten parenting resource centres located in government schools.

Schools as Community Centres

Schools as Community Centres is a government funded interagency program managed by the NSW Departments of Community Services, Health, Housing and Education and Training. The Department of Education and Training is the lead agency responsible for the administration of the program. The purpose of the Schools as Community Centres program is to reduce the effects of disadvantage for children entering school. The program facilitates partnerships with families with children from birth to eight years in communities where indicators of disadvantage are high.

In 2001, Schools as Community Centres was incorporated into the NSW Families First strategy. The program responds to the strategy's fourth field of activity that aims to strengthen the connection between communities and families. The program extended beyond the six original centres at Curran, Redfern, Coonamble, Chertsey, Kelso and Kempsey West public schools to an additional ten centres located at Glebe, Marrickville West, Rosemeadow, Anna Bay, Windale, Cessnock, Fairfield, Bonnyrigg, Cabramatta and Canley Vale public schools. In 2002, further expansion occurred with new centres being established at Moree East, Punchbowl, Lakemba, Woodberry, Wyong and Irrawang public schools.

Approximately 1,320 families access a range of community activities through these projects each week. Programs delivered through the centres that support families and young children include parenting education programs, child development workshops, play groups, workshops on early literacy development, adult English classes, health and nutrition programs, family social events, transition from home to school programs, speech and occupational therapy programs and programs to support positive behaviour and school attendance.

Home to School Transition Program

The Home to School Transition Program is designed to provide a smooth transition to school for Aboriginal students who do not have access to a pre-school service. Transition programs are an alternative to pre-school and aim to prepare children for Kindergarten, particularly in the areas of literacy, numeracy and social skills. The program fosters effective partnerships between school staff and Aboriginal families, offering parents an increased understanding of the educational needs of their children.

Aboriginal Pre-schools

The Department operates nine pre-schools for Aboriginal students located in areas of high need. The pre-schools aim to increase access to formal early childhood education experiences for Aboriginal children and encourage a smooth transition from home to school. The pre-schools provide culturally appropriate programs in consultation with their local Aboriginal community. Skills and understandings in literacy and numeracy are developed through a structured play environment which values home experiences and incorporates Aboriginal English. Pre-schools in Aboriginal communities are:

- Alma Pre-school
- Casino Pre-school
- Doonside Pre-school
- Enngonia Pre-school
- Liverpool West Pre-school
- Moama Pre-school
- Mungindi Central Pre-school
- Nowra East Pre-school
- Toukley Pre-school.

Aboriginal Early Language Development Program

The aim of the Aboriginal Early Language Development Program (AELDP) is to improve literacy and numeracy outcomes for Aboriginal students in K-2 by providing schools with an Aboriginal Education Resource Teacher (AERT).

There are 23 AERT positions operating across 24 schools in NSW and five Resource Teachers (Aboriginal) RTAs operating across six schools. The AELDP is managed by the principal in each school.

Leapfrogs into Learning

This transition to school program supports the early identification of specific needs of pre-school children. It was implemented in 2002 at three primary schools in the Granville District. The program is for four-year-old children and their families. Approximately 60 children attended the program and the attendance at the sessions for parents varied between 40 and 50.

Enhancing the State Literacy and Numeracy Plan

The NSW *State Literacy and Numeracy Plan* provides a framework for the Department's commitment to improving the literacy and numeracy achievements of all students through a series of programs targeting teachers and students from Kindergarten to Year 8. This plan is one of the most comprehensive, important and successful examples of education policy.

By 2004, approximately one billion dollars will have been spent on this strategy, such is the priority that is being given to the basics of learning.

Supported by 40 district-based teams including literacy consultants, mathematics consultants and learning difficulties coordinators, teachers have access to a diverse range of programs focused on developing literacy and numeracy pedagogy, knowledge and understandings.

Early Literacy and Numeracy Initiative

The Early Literacy and Numeracy Initiative is focussed on improving literacy and numeracy outcomes for students attending schools in low-socio-economic areas of NSW. Intensive support is provided to teachers of students in Kindergarten to Year 3 in over 371 schools throughout the

An Exemplary Early Childhood Program at the Meadows Public School

In 2002 a transition to school "pre-school" was set up in the Meadows Public School. It aims to support pre-school children in their transition to school. This playgroup targeted four-year old children and their families.

Most of the children who attended had no formal pre-school experiences. The data obtained from the Kindergarten Starting with Assessment tasks and teachers' classroom based assessment and observation showed that many of the children were beginning school having not achieved foundation outcomes. Fine motor skills and social skills were also identified as areas of need.

The "pre-school" had two sessions per week (on one day) each lasting for 2.5 hours. It was staffed by a classroom teacher and a teachers aide. Support was given by the Priority Schools Funding Program (PSFP) Community Development Officer and the social worker from "Save the Children" who is based at the public housing estate in which many of the families live. Parents were encouraged to interact with their children and other children in the program. Information sessions for parents were also provided to support home school partnerships and provide access to services within the area.

The aims of the "pre-school" are to:

- familiarise children and parents to the school environment
- develop social and educational skills of the children
- support parents in supporting their children's learning and increase their confidence in interacting with school and staff
- provide families with access to support available within the community.

Early evaluation of the children on entering school has seen:

- a considerable improvement in their oral English skills
- children demonstrating appropriate social learning for their age, for example, taking turns, sitting and sharing
- the establishment of parental cultural activities
- parents willing to take a more active role in the school community.

state. The program assists teachers to use specially designed learning materials more effectively in order to improve students' literacy and numeracy.

In 2002, more than \$4 million was allocated to support the implementation of the Early Literacy and Numeracy Initiative. In 2002, a total of 2,356 teachers working in 371 schools benefited from the professional development provided by this initiative. An expansion in the number of trained district-based Early Literacy Initiative (ELI) Facilitators from 13 to 20 has resulted in an increase in the number of schools and teachers receiving direct support, particularly those in rural and isolated locations.

As part of an evaluation of the ELI, a survey of 1,177 teachers found that 85% endorsed the ELI as a valuable professional development program. Teachers indicated that students' achievement on syllabus outcomes had improved as a result of ELI professional development. Teachers also identified outcomes-based assessing, teaching and learning as the area where most professional development support was required.

In 2003, the development of an online mentoring pilot will provide an additional layer of support to supplement the initiative's existing professional development provision, particularly in rural and isolated locations.

Reading Recovery

The Department gives priority to the early identification and intervention for students who need additional support with literacy. Reading Recovery is for students in Year 1 identified as the most in need of extra assistance with reading and writing. The program aims to assist these students to improve their literacy skills through a short-term individually designed program which is delivered daily. Reading Recovery can halt the cycle of failure for students with reading problems. Specially trained teachers provide students 30 minutes of intensive daily instruction which can bring the lowest literacy performers up to, or above the average classroom levels within 12 to 20 weeks.

In 2002 and 2003, the State Government is allocate more than \$25 million to Reading Recovery. This is enabling more teachers to be trained, additional schools to join the program, and increasing the number of students assisted with literacy.

During the reporting period, the program was implemented in 840 schools by 932 teachers. This represents 24 schools more than in 2001. By the end of 2002, NSW had more than 1,800 teachers trained in specialist Reading Recovery techniques that can also be used in general classroom teaching. These teachers were trained and assisted by 27 tutors and two tutor trainers. In 2002, 7,925 students participated in the Reading Recovery program. Of these, 6,083 students improved to the level of their classmates and needed no further additional support. These outcomes compare favourably with those for 2001, when 5,886 students reached an acceptable standard of literacy as a result of the program.

Literacy and Numeracy Follow Up

Literacy and Numeracy Follow Up is a key component of the *State Literacy and Numeracy Plan* and is managed through the learning difficulties program. It assists primary teachers to identify and work with students at risk of not achieving basic literacy and numeracy standards. Literacy and Numeracy Follow Up provided additional funding to schools to release teachers to work with students experiencing difficulties in their learning.

In 2002, almost \$3 million was allocated to the 377 schools involved. Through the Literacy and Numeracy Follow Up program an additional five senior education officers were appointed to work in schools across eight districts. They

How Well Did Previous Reading Recovery Students Perform in the 2002 Basic Skills Test?

The 2002, Year 3 Basic Skills Test results in literacy for students who participated in Reading Recovery in 2000 were examined. The results indicated that 75% of all Year 3 students who successfully completed Reading Recovery in Year 1 were achieving at expected or higher levels.

A total of 1,928 Year 5 students who participated in Reading Recovery in 1998 were also identified. These students' results indicate that 88% of identified students from 1998 have performed at or above the minimum standard for Year 5 literacy in 2002. This provides evidence that the benefits of Reading Recovery are maintained for several years after the support provided in Year 1.

primarily developed teachers' capacities to assist students experiencing difficulties in numeracy. A range of support materials was developed for schools. These resources include the Follow Up to BST: Focused Individual Assessment 2001, the Literacy and Numeracy Technology Trial Report and the school-based training course, Literacy and Numeracy Follow Up for Primary Schools.

Count Me In Too

Count Me In Too (CMIT) provides primary teachers with professional development focused on students' thinking in mathematics. Count Me In Too operated in 1,380 schools during 2002, involving 7,761 teachers supported by the 40 district mathematics consultants. Over \$4 million was provided to schools in support of this program. More than 70,000 students took part in individual interviews to determine their most efficient methods of solving mathematical problems. This was followed by a detailed analysis of the results by the teachers, carried out with the assistance of the district mathematics consultant. The results of the analysis were used as the basis for designing teaching activities.

Count Me In Too continues to contribute to gains in performance in aspects of numeracy for the Year 3 Basic Skills Test. An independent follow-up evaluation from 2001 to 2002 found that 'improvement in Year 3 numeracy results, both absolutely and relative to the literacy scores, was maintained. It seems reasonable to conclude that, on the average, implementation of CMIT in NSW public schools has caused a definite improvement in Year 3 BST numeracy performance.'

In 2002, Count Me In Too was expanded to include professional development in the area of measurement and space. Over 600 teachers took part in these programs and more than \$573 000 was provided to schools engaging in this professional learning. An evaluation was carried out as part of the Quality Teacher Program and found that, "Students in both phases made significant learning gains".

Linkages

The Linkages program focuses on maintaining and extending the literacy and numeracy development of students in Years 5 to 8. Over 3,000 teachers and executive staff in more than 800 schools are involved in Linkages initiatives. During 2002 the number of schools participating in funded Linkages initiatives steadily increased and by the end of the year over 1,000 primary and high schools were participating in Linkages initiatives.

Peer Tutor Program

In 2002, senior students enrolled in the TAFE NSW course in Literacy Volunteer Tutoring. Trained senior student tutors provide support to students who require additional support in literacy and numeracy. In 2002, this program provided one-to-one tuition for over 3,900 students in 170 secondary and central schools. An internal evaluation of the Peer Tutor program indicated that, in the 84 schools surveyed:

- 1,575 senior students tutors supported 1,823 students in English, HSIE, creative arts, mathematics, PDHPE, languages, science, and design and technology
- 88% of schools reported academic benefits for the participating students
- 96% of schools reported social benefits for supported students
- 89% of schools reported achievement of syllabus skills, knowledge and understandings

In 2003, the program will be extended to a further 120 schools across NSW.

Counting On

Counting On supports students' mathematics learning in the transition from primary to secondary schools. In 2002, this program was implemented in 111 secondary schools, 29 central schools and 251 primary schools across NSW. More than 4,250 students and 850 teachers took part in the program. An evaluation of Counting On, conducted by the University of Western Sydney, found that the program led to increased insights by teachers into how students reach an answer in mathematics.

The Premier's Reading Challenge

The Premier's Reading Challenge was initiated in September 2001 to encourage students in the middle years of schooling to read books and to read more widely. Managed and funded by the Department, the Premier's Reading Challenge targets students in Years 5 to 8 including home-schooled students.

A total of 6,000 students from 512 schools successfully completed the Challenge and received certificates from the Premier. Over 30,000 students attempted the Premier's Reading Challenge and at least 8,000 different titles were read, including the 500 on the Premier's Reading Challenge booklist. Feedback from teacher-librarians suggests that the Challenge encouraged non-readers and reluctant readers in

Years 5 to 8 to read and to read more difficult books. In 2003, strategies will focus on increasing student participation in the Reading Challenge.

Numeracy Research in NSW Primary Schools Project

The Department, the Catholic Education Commission NSW, and the Association of Independent Schools of NSW are jointly involved in a three-year, Commonwealth funded, Numeracy Research in NSW Primary Schools Project. This cross-sectoral research project sets out to answer two simple questions:

- What are the educational practices which are 'making a difference' in enabling primary school students to achieve 'outstanding' numeracy learning outcomes?
- To what extent and in what ways can such educational practices be successfully applied to other school contexts?

From 2001, case studies have been conducted in a sample of 45 primary school sites across NSW. These schools were identified as having either outstanding Basic Skills Test results or outstanding programs, policies, practices or strategies in

Case Study: Goodooga Makes Literacy and Numeracy Relevant

Goodooga Central School received a State Excellence Award for its innovative approach to teaching literacy and numeracy. A \$10,000 award was presented to the school's principal at a special ceremony held in Sydney as part of National Literacy and Numeracy Week.

The school has a large Aboriginal population among its 120 students. The school is giving literacy and numeracy real meaning for Indigenous students. Examples of this includes a weekly auction where the students bid in increments for goods earned by good behaviour and academic achievement, and pig hunting calculations based on price per kilogram of pig meat in Walgett.

These initiatives have helped to increase the performance of students in the Basic Skills Test and the English Language and Literacy Assessment. In the past three years there has also been a 100% increase in the number of students staying on for post-compulsory schooling.

place. An additional 10 schools have been trialling some of these strategies to determine if they make a difference to student numeracy outcomes.

Measuring Students' Literacy and Numeracy Outcomes

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

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

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

show what students can do. Students' results are reported against standards of performance that are comparable from year to year.

Basic Skills Test

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

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

In 2002, over 164,000 Year 3 and Year 5 NSW students took part in Basic Skills Testing. The candidature included 59,947 Year 3 students and 59,569 Year 5 students in government schools. Non-government school students in NSW and South Australia also participated. The 2002 Basic Skills Test results for government school students were among the best results ever, again confirming the benefits of the NSW Government's *State Literacy and Numeracy Plan*.

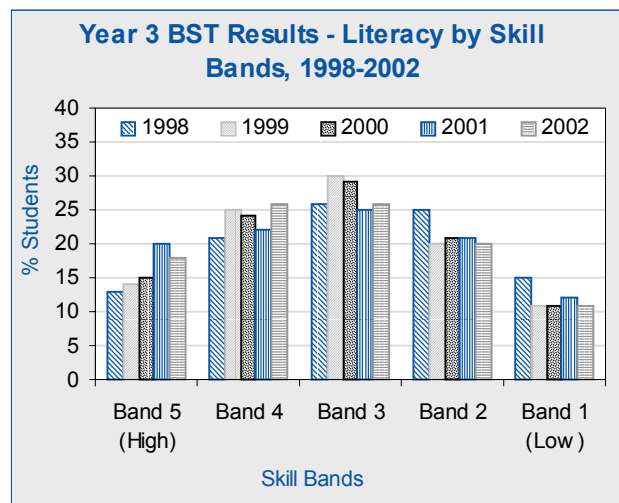
Results from the 2002 BST program indicated that:

- Year 3 results for literacy were equal to the best since basic skills testing started in 1990.
- Year 5 results for literacy were best since testing began in 1994.
- 89% of students in Year 3 and 94% of students in Year 5 demonstrated expected or higher level skills in the literacy tests.

- 91% of students in Year 3 and 94% of students in Year 5 demonstrated expected or higher level skills in the numeracy tests.
- Students' improvement from Year 3 to Year 5 in 2002 was the most dramatic recorded since this growth was first measured in 1998.
- Year 5 boys achieved the highest literacy level ever.
- Students from non-English speaking backgrounds have achieved as well as students from English speaking backgrounds in BST literacy, achieving the highest Year 3 and Year 5 literacy averages recorded.
- The gap between Year 5 girls and boys in literacy has narrowed since 2001. The difference between Year 3 girls and boys in literacy was the same as in 2001.
- Mean scores for Indigenous students in Year 3 numeracy and Year 5 literacy were the highest recorded since testing began.

What has happened over time?

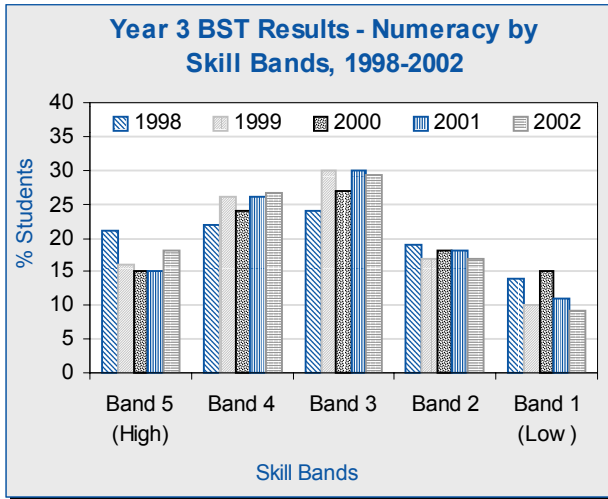
Year 3 BST Literacy: During the last five years there has been a slight shift in the distribution of students' performance for Year 3 literacy, resulting in an overall improvement in the level of achievement. In addition, there has been a 5% increase in the number of students achieving the highest skill band.



Source: Based on data from Student Assessment and Reporting

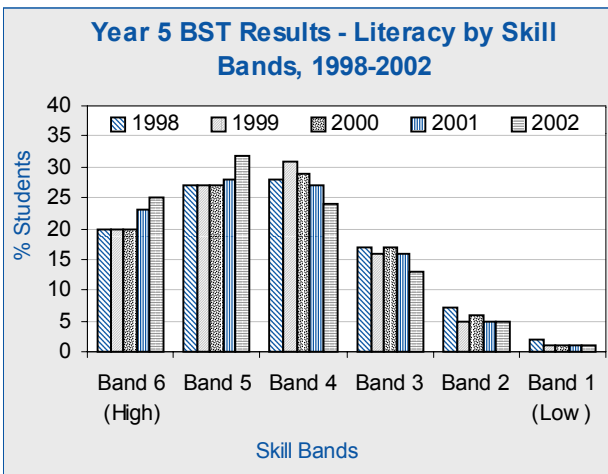
Year 3 BST Numeracy: Over the past five years there has been a reduction in the percentage of students in the lowest skill band for numeracy. This may indicate that the Count Me In Too program in NSW public schools is having a positive effect on student outcomes in numeracy.

Report on Operations



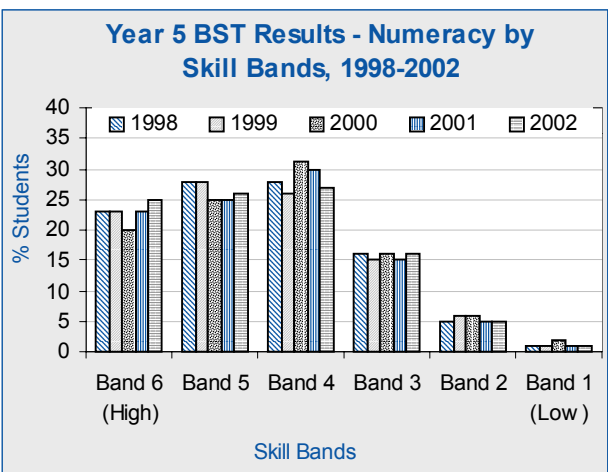
Source: Based on data from Student Assessment and Reporting

Year 5 BST Literacy: The performance of Year 5 students in literacy over the past five years has improved, with a 10% increase in the percentage of students achieving the top two skill bands.



Source: Based on data from Student Assessment and Reporting

Year 5 BST Numeracy: The performance of Year 5 students in the BST in numeracy have remained fairly constant over the past five years, with a greater proportion of students in the upper skill bands.



Source: Based on data from Student Assessment and Reporting

Primary Writing Assessment

As a part of the NSW Government's commitment to monitor and improve students' literacy skills, the Primary Writing Assessment (PWA) program for Years 3 and 5 was piloted in 1998 and made available to all schools on a voluntary basis in 1999 and 2000. Since 2001, the assessment has been undertaken by all students in Years 3 and 5 in NSW public schools. The assessment was also available to non-government schools.

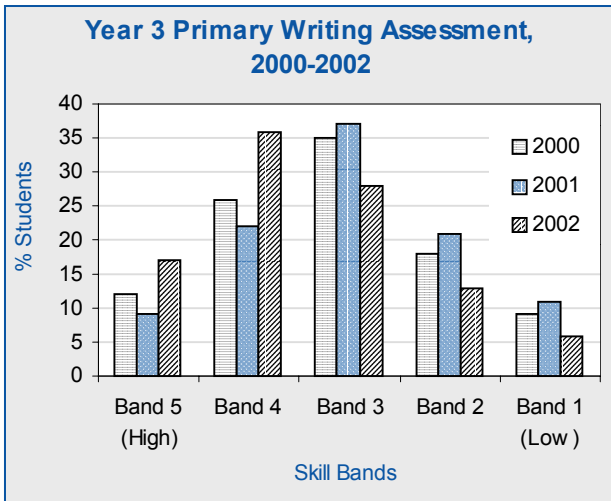
In 2002, a total of 59,592 Year 3 students and 59,153 Year 5 students in NSW public schools participated in the PWA. In the assessment, students wrote responses to two writing tasks, a description within a narrative and an explanation. Student achievement was assessed against specific criteria including sentence construction, spelling, punctuation, tense, subject/verb agreement, correct use of prepositions and pronouns, and the structure and use of different types of writing.

Results from the 2002 PWA indicated that:

- The results were the best ever with more higher achieving students than lower achieving students than 2001.
- Some 94% of students in Year 3 (89% last year) and 96% of students in Year 5 (same percentage as last year) demonstrated expected or higher level skills in the writing tests.
- The mean scores for both Year 3 and Year 5 students increased from last year.
- In Year 3, the number of children in the highest band for writing increased from 9% to 17%.
- In Year 5, the number of children in the highest band for writing increased from 13% to 21%.
- The mean score for girls was 2.0 higher than that for boys for both Year 3 and Year 5. This is less than the differences last year.
- The average performance of students identifying themselves as coming from non-English speaking backgrounds was similar to that for students from English speaking backgrounds.
- The differences in mean scores between all students and Aboriginal and Torres Strait Islander students were 4.7 for Year 3 and 4.4 for Year 5, which are very similar to the differences in 2001.

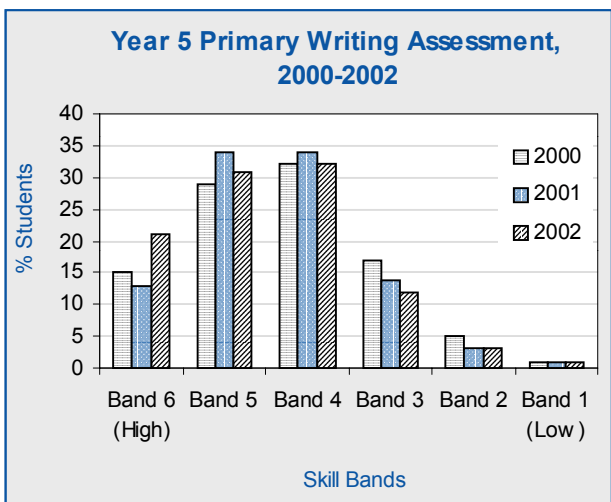
What has happened over time?

Year 3 Writing: Over the past three years the performance of students in the Primary Writing Assessment has improved, with a 15% increase in the percentage of students in the top two bands in writing. Girls have performed consistently better than boys.



Source: Based on data from Student Assessment and Reporting

Year 5 Writing: The results of the last three years show that there has been a 6% improvement in the percentage of students achieving the top skill band in the writing assessment. Girls have performed consistently better than boys.



Source: Based on data from Student Assessment and Reporting

English Language and Literacy Assessment

The English Language and Literacy Assessment (ELLA) was introduced in NSW government schools in 1997 as a voluntary program that was part of the new State Literacy Strategy. Since 1998, ELLA has been mandatory for Year 7 students in all NSW government schools. The test examines students' skills in writing, reading and language. Student achievement is reported against four levels of achievement (high, proficient, elementary and low), using a scale from 45-120 to report students' scores. Year 7 and Year 8 are reported on the same scale. Students who achieve results at the low end of the scale are given additional assistance.

In 2002, over 80,000 students in Year 7 and almost 54,000 students in Year 8 were tested. A total of 53,703 Year 7 students and 49,894 Year 8 students from government schools participated in the assessment. Non-government schools also tested their students. The success and importance of the

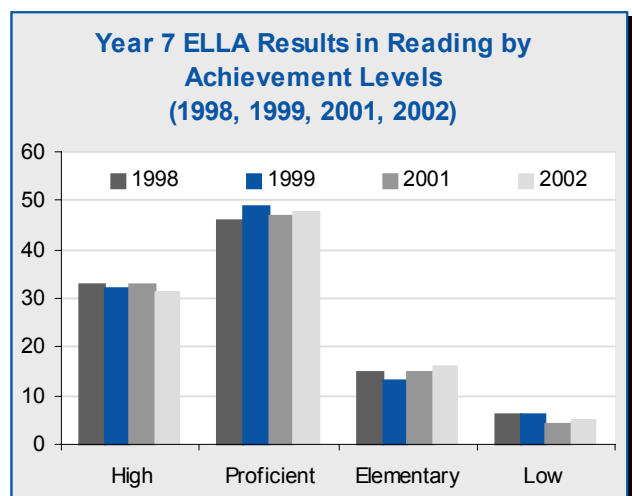
ELLA program is most clearly demonstrated by the large proportion of government schools (98%) choosing to participate in the optional retesting of Year 8 students.

Results from the 2002 ELLA program showed that:

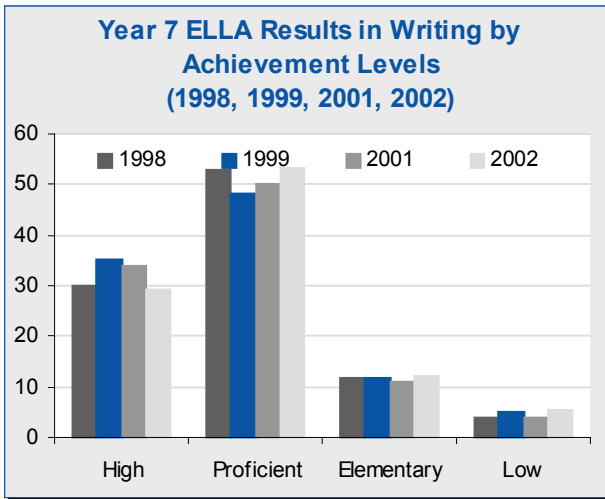
- Mean scores for 2002 were slightly lower in all three parts of the test (writing, reading, language) than they were in 2001, for both Year 7 and Year 8 test populations.
- Mean scores were also slightly lower for each of the population groups reported, with the exception of the Year 7 Aboriginal and Torres Strait Islander (ATSI) students whose mean score for reading increased since 2001.
- For Year 7 students, the difference in average test scores between ATSI students and all students has decreased since last year for all parts of the test; and in reading the gap was the lowest recorded since testing began.
- For the first time, Year 7 students identifying themselves as coming from non-English speaking backgrounds matched the average writing performance of students from English speaking backgrounds. This group also had a higher mean score in language than students from English speaking backgrounds, but had a slightly lower mean score in reading.
- The difference in the average performance of girls and boys in reading and writing has decreased since last year for Year 7 and Year 8 students and remained the same in language. For reading the gap is the lowest since testing began.

What has happened over time?

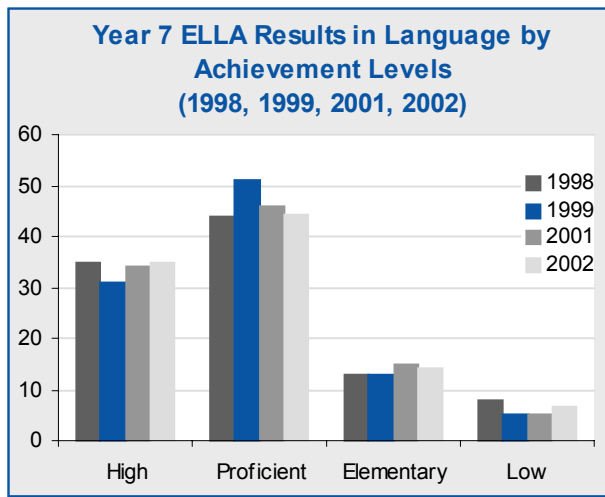
Year 7 ELLA - The performance of Year 7 students in ELLA has remained fairly constant between 1998 and 1999, and 2001 and 2002. There were no state-wide results available in 2000 due to industrial bans. The majority of students (about 80%) are in the top two bands in writing, reading and language.



Source: Based on data from Student Assessment and Reporting



Source: Based on data from Student Assessment and Reporting



Source: Based on data from Student Assessment and Reporting

Secondary Numeracy Assessment Program

SNAP assesses students' numeracy achievement in the aspects of problem solving, number, measurement, data and space. In 2002, Year 7 students from all government schools participated in the Secondary Numeracy Assessment Program (SNAP). A voluntary retest of Year 8 students who were involved in SNAP in 2001 was also offered. Students from non-government schools also participated.

The numeric values of the reporting scale (45-120) and the levels of achievement (high, proficient, elementary and low) are the same as ELLA, but they were developed separately. As a result, no direct comparison can be made between ELLA and SNAP results. Teachers from 100 government schools participated in school-based marking of the extended response tasks. The training provided for the school-based marking program provided valuable insight for teachers in assessing and teaching numeracy skills.

About 78,000 Year 7 students and 49,000 Year 8 students were tested in 2002. The candidature from government schools included 52,241 Year 7 students and 43,871 Year 8 students. Ninety per cent of government schools participated in the voluntary retesting of their Year 8 students.

Results from the 2002 SNAP indicated the following:

- For Year 7 students there was virtually no difference in the mean numeracy performance of girls and boys. On average, boys did better in measurement and space, while girls did better in data. Results in number and problem solving were similar.
- The mean score for Year 7 students identifying themselves as coming from non-English speaking backgrounds was higher than that for all students, across all aspects of numeracy. Except for space, this was also the case for students who have lived in Australia for four years or less, and who never or only sometimes speak English at home.
- The mean numeracy score for Year 7 Aboriginal and Torres Strait Islander students was 7.2 lower than that for all students, which was the same as the difference in 2001.

National Literacy and Numeracy Benchmarks

In 2000, NSW students were among the top performers in primary reading and numeracy in Australia. NSW ranked in the top three states for Year 3 reading and Year 3 and 5 numeracy. NSW students achieved above the national average in all reading and numeracy tests. Analysis of the results indicate:

- More than 93% of Year 3 students achieved the national reading and numeracy benchmarks
- More than 91% of Year 5 students achieved the numeracy benchmark and almost 90% of Year 5 students achieved the reading benchmark.

International Literacy Benchmarks - PISA

The Programme for International Student Assessment (PISA) is an initiative of the Organization for Economic Co-operation and Development (OECD). The first PISA survey was carried out in 2000 in 32 countries, with about 265,000 15-year-old students undertaking assessments in reading, mathematical and scientific literacy.

The results suggest that the literacy levels of NSW secondary school students are among the best in the world, with 66.5% of 15 year olds achieving at or above the OECD mean in reading literacy. Finland was the only country that outperformed Australia in reading literacy. In mathematical literacy, students from NSW, ACT and WA performed on a par with the highest performing country, Japan. Only two countries, Korea and Japan, performed significantly better than Australia in scientific literacy.

Empowering Students to Use Information and Communications Technologies, Confidently, Creatively and Competently in order to Enhance their Own Learning

In order to be informed and active participants in our changing society, students, now and in the future, will need to be self-directed learners, able to identify issues, pose questions, synthesise ideas and develop solutions to problems. Computer skills are now vital to every child's future. The NSW Government recognises and is continuing its focus on ensuring teachers and students in NSW public schools have access to, and are proficient in using, the most up-to-date technology. In each year, from Kindergarten to Year 12, NSW public school students participate in activities that assist in the development of their ability to:

- use information and communications technologies (ICT) to locate, access, evaluate, manipulate, create, store and retrieve information
- express ideas and communicate with others, using ICT
- develop an awareness of the range of applications of ICT in society
- discriminate in the choice and use of ICT for a given purpose
- develop the confidence to explore, adapt and shape technological understandings now and in the future.

The Department provides a range of projects and resource materials to support the government's commitment to the integration of technology, particularly online technology, into the curriculum. The full suite of programs and materials can be found at (<http://curriculumsupport.nsw.edu.au>).

Student Internet Projects

Student Internet projects are used for motivating students and creating more effective learning. Internet projects allow students to become involved in real-life situations, which involve communication, collaboration, self-directed learning, problem solving, researching and publishing findings. Each project sets up a purpose or goal and requires students to work with others using the Internet. They might seek information, relay their findings or work directly with people in another place.

The following projects exemplify the range available to students, teachers and schools during 2002.

Through My Window involved over 85 schools in an email-based activity designed to encourage students to communicate their world to other students. It received international recognition as an exemplary online project through the European Netd@ys initiative.

Raps are online discussions of books or topics by class groups enrolled in a listserv over a five-week period. Each rap supports outcomes in a particular syllabus or syllabuses. The Harry Potter and the Chamber of Secrets book rap resulted in engaging and stimulating discussion among more than 50

primary and secondary schools, both interstate and internationally. A WebQuest based on the novel was also created to complement and extend the learning opportunities for students in Stage 3.

Two book "raps" to support teachers implementing the Stage 6 English/ESL Course were developed during 2002. These book raps, for the texts *Through Australian Eyes* and *Only The Heart* use email to provide discussion points to stimulate classroom activities and provide opportunities for teachers and students to share responses and ideas with other schools.

WebQuest is an inquiry-oriented research task focusing on information available on the Internet. It is a framework that supports the learner through a process of analysis, synthesis and evaluation. The WebQuests published in 2002 include *How should we remember Vietnam?* for Stage 5 History students; *Zwei Wochen in Deutschland* for students of the German language; *Francophone move* for students of the French language; and *Fighting for Flinders* for Stage 3 English students. They can be accessed from <http://www.curriculumsupport.nsw.edu.au/learningtechnologies/webquest>.

Backyard Biodiversity: Through a partnership with the Australian Museum, this program provides an opportunity for students to become apprentice researchers and contribute to the development of a comprehensive database of invertebrates found in NSW.

Zou ba! is a comprehensive online Chinese course developed to increase the number of students learning Chinese 7-10. It offers four years of curriculum support for the diverse range of learners and can be integrated with a classroom teacher's teaching and learning program or used in a variety of distance education modes.

Ma classe en ligne is an online French program, which gives schools with small numbers of elective students in Years 9 and 10 the flexibility to offer French through a virtual class. A coordinating teacher of French guides students, from a number of schools or from different grades within the one school, through their learning based on this resource. Ma classe allows students to review, accelerate and revisit work at their own pace.

The **Online Readers for Languages** were developed to support students' language learning and to encourage risk taking in learning through the use of information and communication technologies. The program offers a range of online readers in six languages (Chinese, French, German, Indonesian, Italian and Japanese) each with a selection of associated interactive tasks that allow students to work independently.

Annual Schools Web Design Awards

The Annual Schools Web Design Awards recognise students' use of ICTs in the classroom with specific focus on the use of the Internet. They encourage students and teachers to tackle the internet and use web design tools. In 2002, over 240 entries were submitted under the theme Hot Topics. Students, working in teams, designed a web site, based on a topic they had studied, that could be used as an educational resource for other students.

A web-based guide to staging circuses won Queanbeyan's tiny Five Mile Tree Public School the title of best primary school web designer in NSW. Sydney's Canley Vale High School won the secondary school, section of the 2002 Annual Web Design. Awards with a visual arts site featuring student art works. The two top schools shared \$60,000 in computer prizes. Sponsorship of approximately \$50,000 enables this project to continue in 2003 with the theme Youth Speaks.

Childnet International Awards

Students from Brookvale Public School have developed one of the best school website in the world. The website is a talking Tongan dictionary which helps students learn to speak Tongan and helps improve the spoken English of Tongans new to Australia. Two students from Brookvale Public School flew to Paris in April to receive the international award for second place.

e-Summer Schools

A partnership between the NSW Government, TAFE NSW and industry will help 300 government school students from disadvantaged areas gain leading-edge skills in information communications technology. Students in certain parts of NSW may not have easy access at home to computers and the internet. e-Summer Schools give these students a head start in this exciting new field. e-Summer Schools are for students in Years 9, 10 and 11 and aim to provide high quality and enjoyable learning experiences in computing and the Internet. As well as improving their practical skills, the students also visited various firms in the information and communications technology (ICT) industry.

In the January 2002 school holidays, the Department ran 20 e-Summer Schools at 15 TAFE NSW colleges across the state. Approximately 300 students participated. About 49% of the students were girls and 17% of the students were Aboriginal. The Blacktown, Lidcombe and Granville e-Summer Schools had a large proportion of Arabic speaking students, more than half of whom were girls.

At the e-Summer Schools, students used industry standard hardware and software. They had networked Pentium PCs, with printers, scanners, and digital cameras. They undertook web-page development using software such as Flash, Dreamweaver, Publisher and Photoshop. The sponsors were closely involved in the running of the e-Summer Schools. Many attended the TAFE college orientation meetings with the students and their parents. Sponsors organised industry visits, guest speakers and equipment.

A highlight of the e-Summer Schools program was the Questacon presentation at the Australian Technology Park (ATP). Questacon brought 150 students together for a single event. All country students participated by satellite broadcast. The presentation and its broadcast were an outstanding success largely due to the active participation of a number of sponsors.

Student Enrolments in ICT Courses

Student interest in ICT related courses has continued to increase over the last three years. In 2002, there were over 18,700 Year 10 students undertaking information and communications technology (ICT) courses. This compares with just under 10,000 students in Year 12. More than 40% of Year 10 students undertaking an ICT course was female. In 2002, over 3,300 students in PSFP schools were studying ICT courses in Year 10 compared to 1,725 student in Year 12.

In 2002, Year 12 government school student enrolments in Information Technology Curriculum Framework courses exceeded 9,200. More than 3,000 of these students were awarded a Certificate II in Information Technology and over 6,000 gaining a Statement of Attainment towards the Certificate II. A total of 65 students received a Statement of Attainment towards a Certificate III in Information

Students Undertaking Secondary ICT Courses in NSW Government Schools, 2002

Year	Total	Male	Female	CAP	PSFP	ATSI	DEC
Year 10	18704	10678	8026	607	3384	182	64
Year 11	13551	9170	4381	294	2517	123	26
Year 12	9982	6602	3380	233	1725	87	14

Source : Data derived from the NSW Board of Studies.

Notes: (1) Students undertaking more than one ICT course have been counted only once.

(2) ICT courses include board developed courses, IT Framework courses and other endorsed ICT courses delivered by schools and TAFE.

ATSI - Aboriginal and Torres Strait Islander

CAP - Country Areas Program

DEC - Distance Education Program

PSFP - Priority Schools Funding Program

Technology and one student achieved the Certificate III in Information Technology. These nationally recognised qualifications are evidence of school students being empowered to use technology competently and confidently in a workplace context, and provide articulation into a variety of post school pathways.

The Information Technology Curriculum Framework was revised during the reporting period to reflect the revised Information Technology Training Package. This ensures that the Information Technology Curriculum Framework includes current industry standards and qualifications.

Assessment of Students' ICT Skills

The growing importance of skills in using new technologies in everyday life and work is leading many countries to identify new forms of 'literacy' that go well beyond traditional concerns with reading and writing. For NSW public schools the challenge has been to ensure that young people are provided with opportunities to develop ICT skills and abilities that will enable them to function effectively in modern society.

Substantial progress has been made in developing assessments of ICT literacy through Computing Skills Assessments for students in Years 6 and 10. The Computer Skills Assessment (CSA) was piloted in 2002, with more than 11,000 Year 6 students from 160 government schools from all districts. Ten Catholic schools also took part. Students were assessed with a short-answer pencil-and-paper test and with practical tasks, delivered by CD-ROM. The test assesses the knowledge, understanding and ability of Year 6 students with computers. It is the first ever computer skills tests in NSW public schools. The assessed areas included aspects of word processing, graphics and multimedia, Internet and email, database and spreadsheet skills as well as general computer understandings.

As the tested population from 2002 is not representative of the state population, it is not valid to generalise these results and no state data are provided. In 2003, Year 6 students in all government schools will take part in the pencil and paper test. In addition, 480 government schools from all districts and up to 100 Catholic schools will take part in an extended pilot of the practical component. The practical tasks will be delivered online.

In 2002, the Office of the Board of Studies trialled a Year 10 Computing Skills Assessment with 155 government and non-government schools that had nominated to participate in the trial. The schools involved in the trial comprised comprehensive and single-sex schools, including central schools, from country and metropolitan districts across NSW. The schools involved in the trial were offered the flexibility to choose the number of Year 10 students for the computing skills assessment. Approximately 14,000 students participated in the external pencil-and-paper test.

All the schools involved in the trial were provided with a draft list of competencies against which the external test and school-based assessment are referenced; as well as some support materials that teachers could use to inform their judgement of student achievement of computing competencies.

Further testing of school infrastructures associated with the delivery of a test online was conducted with interested schools. Those schools that expressed an interest to participate in the online trial examined the suitability of their computer infrastructure to deliver a test in electronic format, resulting in 35 government and non-government schools successfully delivering an electronic version of the test to a further 1,400 students. Work is also underway on the development of national ICT benchmarks. The first ICT national sample assessment of students' performance in Years 6 and 10 will begin in 2005. Through initiatives of this kind the Department can expect to develop better understandings of the nature of ICT literacy and the ICT literacy levels being achieved in NSW public schools.

Emphasising Social, Civic and Leadership Skills and Enabling Students to Contribute to, and Benefit from, a Culturally Diverse Society

Globalisation has brought a dramatic increase in international migration and civics education has a role to play in helping people live together. It is imperative that young people learn not only their rights and responsibilities, but also to cope with differences and to make responsible choices. The NSW Government sees the need for a strong civil society – a society where everyone participates and democracy is strengthened. This is why NSW public schools hold elections for school and student councils and work to increase the involvement of students and parents in decisions affecting their school and their local community.

Discovering Democracy

The Discovering Democracy program helps students to learn about Australia's democratic heritage and the values underpinning it, including equality, liberty, fairness, trust, mutual respect and social cooperation. Discovering Democracy also helps students learn how the Australian system of government and law operates and to explore what it means to be an Australian today. Students can discover how Australia's national identity has changed over time and how it has come to encompass both cultural diversity and social cohesion.

In 2002, a budget of \$600,000 supported a range of initiatives that included teacher professional development and the development of school resources. In response to teacher demand, a total of 26 courses focusing on Discovering Democracy were conducted for 930 teachers teaching Human Society and Its Environment (HSIE) to Years 3-6 students. By the end of 2002, more than 2,300 teachers had participated in the Discovering Democracy program.

Other major achievements under this program in 2002 included the following:

- The Making Civics and Citizenship Education Happen course explores the issues, best practice and resources to support civics and citizenship education in the primary school. Four courses were presented during 2002 to a total of 210 participants.
- Eighteen professional development courses focusing on Discovering Democracy in Year 7-10 History were held for 407 teachers, increasing the total number of teachers who have attended the course to 1,470.
- Researching History the Digital Way is a course designed for secondary teachers of history that draws on learning technologies and the Internet to provide meaningful teaching and learning experiences for students. Developed and piloted in 2001, this course was revised and implemented in seven locations, involving 103 teachers.
- In 2002, the NSW Constitutional website was developed to provide students and the general public with an insight into the NSW Constitution.
- The Department, in conjunction with the British Council (Sweden), produced an internet resource, *Speak soft, Speak sure*. This electronic resource features acceptance of difference, tolerance and acts of intolerance. The site is useful for secondary students studying history, geography or cultural studies.

Hastings Public School Ministers Meet the Former Education Minister

- Students from the school parliament at Hastings Public School met the former Minister for Education and Training as part of a special visit for Celebrating Democracy Week. Twenty-two students from the school visited Parliament, had lunch with the Premier and discussed their own policies with the former Minister.
- The school parliament at Hastings Public School sits three or four times per term with one girl and one boy elected for each portfolio. It helps students learn about, and exercise the rights and responsibilities of participating in a community that values social justice.
- Students at Hastings Public School accept particular portfolios that relate to the school, its activities and the school community. Examples include the setting of playground rules, environment days and fundraising. Through this approach, students gain some autonomy to make their own decisions and learn about parliamentary procedures, types of voting and election campaigns.
- Increasingly, primary schools are establishing school parliaments to enrich students' understanding of the principles of parliamentary democracy. They are valued by students because they afford the opportunity for a wide participation of the student body.

Best practice in civics and citizenship education was recognised by awards made by the Minister for Education and Training at Parliament House in October 2002. This was followed by a best practice conference that featured exceptional work from 30 schools. The 2002 School Constitutional Convention was also held in NSW Parliament House. A total of 100 Year 11 students were selected to participate in a day-long event. Thirty students were selected to attend the national convention in Canberra in 2003.

Civics and Citizenship Programs

Multicultural Perspectives Public Speaking Competition

The Multicultural Perspectives Public Speaking Competition provides a forum for primary school students in Years 3 to 6 to develop their skills in public speaking while analysing issues arising from a culturally and linguistically diverse society. In 2002, there were 846 entries in the district finals for the Years 3/4 competition and 930 entries in the Years 5/6 competition. This represented a substantial increase in the number of finalists over previous years. Topics for the prepared speech component of the competition included Blacks and whites unite; Sport: Breaking down the barriers; The world in my classroom; What does it mean to be a refugee? Free speech: Rights versus responsibilities; and Justice for all.

The winner of the Years 3-4 competition was Tye Fielding from Mawarra Public School. Her prepared speech was on the topic, 'I can change the world'. The winner of the Year 5-6 competition was Nina Ubaldi from Summer Hill Public School. Her prepared speech was on the topic, 'The importance of identity'.

Aboriginal Reconciliation Exhibition

The NSW Students Reconciliation Art Exhibition is a joint initiative conducted by the Department and the NSW Art Gallery. The exhibition is about public awareness of Aboriginal issues and the Reconciliation process. The exhibition also emphasises the Department's commitment to the Aboriginal Education Policy and the Reconciliation process. All NSW public schools are encouraged to submit art for the exhibition. Representatives from schools, district office, state office and from the Art Gallery of NSW are involved in the selection process and distribution of the artwork.

The exhibition strengthens school and community links in relation to the Reconciliation process. Students selected to participate, benefit by having their artwork showcased in one of only two state-wide student exhibitions. In 2002, over 150 students from schools across NSW submitted works of art for the Reconciliation Week Exhibition. More than 30 works consisting of sculptures, photographs and paintings were selected for exhibition at the Art Gallery of NSW.

Student Leadership

Student representative councils are an important vehicle for students to voice their opinions and ideas, discuss student rights and responsibilities and share in the school decision making processes. Through Student Representative Councils (SRCs), students can help influence the quality of school life and their learning programs. SRCs reflect the strong role student leadership and governance plays in giving students practice in the skills and understandings involved in participating in a democracy. Students are encouraged to participate in school decision-making, learn about leadership and democracy and to solve problems. This is based on an understanding that students are happier and more involved when their ideas are heard and their opinions valued.

During the year, the state-wide network of SRCs continued to increase the positive profile of students from NSW government schools. Key student council achievements included the following:

- The NSW SRC submission to the Vinson Enquiry into Public Education resulted in an invitation for the students to meet Dr Vinson's team.
- NSW SRC Members provided the student voice at two Community, Parents and Police Forums to consider ways of strengthening safety in schools.
- Issues about funding for government schools were discussed with the Minister.
- State and district SRC members in targeted areas consulted the Board of Studies on the draft PDHPE 7-10 Syllabus.
- Two SRC leaders were selected for the Commission for Children and Young People's Youth Reference Group.
- Many NSW SRC liaison roles promoted public education in broader contexts such as the Premier's Youth Advisory Council (YAC) and Youth Week activities.
- The NSW Premier addressed delegates at the State SRC Conference about the importance of participating in their schools and communities.

Examples of Student Representative Council Achievements

The Priority Schools Funding Program, in conjunction with State Student Representative Council, initiated a student leadership forum in 2002 for students from 12 high schools across three districts. The aim of the student-led forum was to investigate effective strategies to enhance student participation in all aspects of school life, including leadership and school decision making, particularly in low socio-economic communities. It provided training in communication and negotiation skills to assist each school team to develop local school and district initiatives in order to enhance student participation.

The SLIKK (Student Leadership is for Koori Kids) program in Clarence/Coffs Harbour District stimulated new programs in other districts including PLAY (Programs for Leaders of Aboriginal Youth) and PALS (Participation of Aboriginal Leaders in Education).

In 2002, the Northern Beaches District SRC was the catalyst for the trial of a Student Travel Concession Card for all secondary school students to allow effective identification of students travelling on identified transport routes. The card can also be used as a proof of age card for students. Support from the Department of Transport was obtained and if the trial is successful, consideration will be given to implementing the scheme across NSW in the future.

A student leader from Keira Technology High School organised a Youth Leadership Forum which brought together senior student leaders, school captains and vice captains from government secondary schools across Wollongong District. The forum was opened by the Premier who addressed the students. Workshops were conducted by the commission for Children and Young People. The Premier was so impressed with this event that he initiated five further forums at Cobar High School, Kelso High School, Tuggerah Lakes Secondary College (The Entrance Campus), Lambton High School and Wollumbin High School.

Richmond River High School implemented the Commonwealth mental health program MindMatters through the school SRC. SRC teams examined students' core values. Outcomes included the enhancement of students' resilience through promoting respect, dignity, care and acceptance and celebration of the diverse nature of the school community; recognition of the value of schooling; coping mechanisms for conflict/bullying/ harassment; awareness of 'help' agencies and community resources; building of students' confidence and the fostering of connectedness to the school.

Aboriginal Student Leadership Programs

The aim of the Aboriginal Student School Leadership Program is to increase the number of Aboriginal students in leadership positions in schools, and to increase the number of Aboriginal students participating in Student Representative Council activities. The program also aims to increase school attendance and reduce suspensions from schools.

A number of programs are currently operating to provide Aboriginal students with leadership opportunities including:

- A total of 10 Aboriginal district SRC members/student leaders attended the 14th Annual NSW SRC Conference, School Spirit - Building Pride.
- The Student Leadership is For Koori Kids (SLIKK) program is currently operating in six NSW Department of Education and Training Districts.
- The Student Mentoring Program has enabled over 200 Aboriginal students in 10 NSW government secondary schools to be linked to a mentor for 12 months through this program.

Student Outcomes in Civics and Citizenship Education

Students who sat for the 2002 School Certificate were the first cohort of students to sit a compulsory test in Australian History or Geography and Civics and Citizenship. These are the first tests of this kind in Australia. The results of these tests indicated that:

- 92% of government school students achieved 50 or higher in Australian History, Civics and Citizenship
- 95% of government school students achieved 50 or higher in Australian Geography, Civics and Citizenship.

Increasing the Participation and Improving the Performance of Aboriginal Students, and Students from Low Socio-economic Backgrounds

Equality is one of the democratic values that underpins the NSW public school system. All students are equally entitled to the conditions which will lead to the successful completion of schooling. For this to be achieved all students are considered unique, and their differences are taken into account in designing education programs. These differences include those arising from ethnicity, language and culture, socio-economic circumstances and geographic location.

The NSW Government is committed to improving the educational outcomes for Aboriginal students and students from low socio-economic backgrounds to a level comparable with those of the school population generally. The involvement of Aboriginal communities, parents and local school communities is integral to achieving this improvement.

In 2002/2003, the total budget provided for students from low socio-economic backgrounds was approximately \$59.4 million. For 2002/2003, the budget targeting Aboriginal students was \$37.98 million. Over the last four years, the budget to support the educational needs of students from low-socio-economic status backgrounds has increased by around 8% and the budget for Aboriginal students has increased by 49%.

Aboriginal Participation in NSW Public Schools

Aboriginal and Torres Strait Islander students make up 4.4% of total NSW government school enrolments. The number of Aboriginal and Torres Strait Islander students enrolled in NSW government schools has grown from 26,700 in 1998 to 32,875 in 2002, an increase of 23% over the last five years.

Programs and Support Services for Aboriginal students

A total budget of \$32.6 million was provided in 2001/2002 to support Aboriginal services for over 30,000 students in NSW public schools. This included over 300 Aboriginal Education Assistants employed in NSW public schools. During 2002, the Department implemented programs in order to strengthen Aboriginal literacy and numeracy and to improve the attendance and participation of Aboriginal students in NSW public schools.

In 2002, the Department employed a variety of support staff for Aboriginal students. These were:

- A total of 312 Aboriginal Education Assistants (AEAs) who provided a range of education support and liaison activities within schools, pre-schools and community care schools. In 2002 AEAs focused on supporting literacy, numeracy, attendance and retention strategies in schools.
- Some 30 Aboriginal Community Liaison Officers (ACLOs) who facilitated communication between Aboriginal communities and schools, Aboriginal students and their families. Through their extensive knowledge and understanding of Aboriginal communities, ACLOs were able to improve the participation of Aboriginal community groups at all levels of the school planning and decision making.
- Aboriginal Education Consultants (AECs) who provided support and advice in the teaching of Aboriginal students. During 2002 AECs trained and supported staff with literacy, numeracy, attendance and retention initiatives. They also provided advice on best practice and worked closely with district office consultants, schools, Aboriginal parents and Aboriginal communities.
- Eleven Aboriginal Student Liaison Officers (ASLOs) who worked with Aboriginal students, their families and schools. ASLOs assisted district student welfare consultants and home school liaison officers to restore and maintain the regular school attendance of Aboriginal students. ASLOs monitored frequent absences, visited Aboriginal families to encourage students to attend school regularly and liaised between schools and Aboriginal communities.

Aboriginal Targeted Funding Program

The Aboriginal Targeted Funding Program aims to improve educational outcomes for Aboriginal students through literacy and numeracy programs, and attendance and retention initiatives. More than \$3 million was allocated to schools according to Aboriginal student need. During 2002, approximately 420 schools across NSW participated in the program. The results of the Aboriginal Targeted Funding Program indicate accelerated achievement of outcomes and a steady increase in retention rates for Aboriginal students K-12.

Maths in Context for Aboriginal Students

In 2002, the Department developed a mathematics program for Aboriginal students in Stage 2 and Stage 3, called Maths in Context for Aboriginal Students (MiC). The program aims to develop teaching and learning programs and assessment strategies that reflect the diverse needs of Aboriginal students and relate the content of teaching and learning programs to the local Aboriginal community. Support was provided to schools to implement the program and develop a MiC Unit in consultation with their local Aboriginal community.

Performance of Aboriginal Students in the BST

Aboriginal students in Years 3 and 5 continue to perform between 5 and 7 points below the state average in literacy and numeracy. However, in 2002, the mean scores for Aboriginal students in Year 3 numeracy and Year 5 literacy were the highest recorded since testing began.

BST Mean Scores: State and Aboriginal and Torres Strait Islander Student Literacy Outcomes

	1998	1999	2000	2001	2002
Year 3 ATSI students	44.3	46.1	46.0	46.0	45.7
All students	49.2	50.3	50.0	50.6	50.6
Year 5 ATSI students	51.1	51.7	51.5	52.4	52.7
All students	56.2	56.6	56.2	57.1	57.8

ATSI – Aboriginal and Torres Strait Islander
Source: Student Assessment and Reporting

BST Mean Scores: State and Aboriginal and Torres Strait Islander Student Numeracy Outcomes

	1998	1999	2000	2001	2002
Year 3 ATSI students	46.4	47.1	46.1	46.8	47.5
All students	52.1	52.5	51.7	52.4	53.0
Year 5 ATSI students	53.6	53.3	53.2	53.9	53.6
All students	60.0	60.2	59.5	60.3	60.2

ATSI – Aboriginal and Torres Strait Islander
Source: Student Assessment and Reporting

Progress from Year 3 to Year 5

The table below shows the average growth in scores in literacy and numeracy from Year 3 in 2000 to Year 5 in 2002 for all students who could be matched, and compares this to the average growth for similarly matched Aboriginal students.

Aboriginal students continue to show a rate of improvement in literacy and numeracy from Year 3 to Year 5, which is broadly consistent with that for all students.

Average Gain in Basic Skills Test Literacy and Numeracy Scores from Year 3 to Year 5, 2000 to 2002

	1997 to 1999		1998 to 2000		1999 to 2001		2000 to 2002	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
All students	7.0	8.2	7.2	7.6	6.9	7.8	7.8	8.5
ATSI students	7.1	6.9	7.2	7.1	6.4	6.9	6.9	7.7

ATSI – Aboriginal and Torres Strait Islander
Source: Student Assessment and Reporting

Aboriginal Students Benefit from a New Literacy and Numeracy Program

In May 2002, over 50 people attended the Aboriginal Literacy and Numeracy Project conference to initiate a two-year action research project. The action research will focus on improving the literacy and numeracy outcomes of Aboriginal students in seven participating schools. The Aboriginal literacy and numeracy project will enable the Department to find out what are the effective classroom strategies that will assist schools to improve literacy and numeracy outcomes for Aboriginal students. The results of the research will be made available for other schools to use and over time Aboriginal students across NSW will benefit from this program. The schools that will participate in the program are: Nowra East Public School, Lake Cargelligo Public School, Bomaderry Public School, Sanctuary Point Public School, Carroll Public School, Hunter Sports High School and Raymond Terrace High School.

Report on Operations

Performance of Aboriginal Students in the PWA

The mean scores for Indigenous students in Year 3 and Year 5 in the Primary Writing Assessment were the highest recorded since testing began.

	2000	2001	2002
Year 3 ATSI students	45.6	44.1	46.8
All students	49.9	49.0	51.5
Year 5 ATSI students	51.7	52.0	52.7
All students	55.9	56.3	57.1

ATSI – Aboriginal and Torres Strait Islander
Source: Student Assessment and Reporting

Performance of Aboriginal Students in ELLA

Compared to 2001, the difference in average test scores between Aboriginal and Torres Strait Islander students and all students decreased in 2002 for all parts of the Year 7 English Language and Literacy Assessment test; and in reading the gap was the lowest recorded since testing began.

	1998	1999	2001	2002
Writing				
Year 7 ATSI students	83.3	83.6	83.4	83.1
All students Writing	88.1	88.6	88.7	88.1
Reading				
Year 7 ATSI students	82.7	83.1	83.0	83.3
All students Reading	88.3	88.5	88.7	88.3
Language				
Year 7 ATSI students	82.1	83.6	83.0	82.7
All students Language	88.7	88.5	88.7	88.3

ATSI – Aboriginal and Torres Strait Islander
Source: Student Assessment and Reporting
Note: The data for 2000 are missing due to industrial bans.

Performance of Aboriginal Students in SNAP

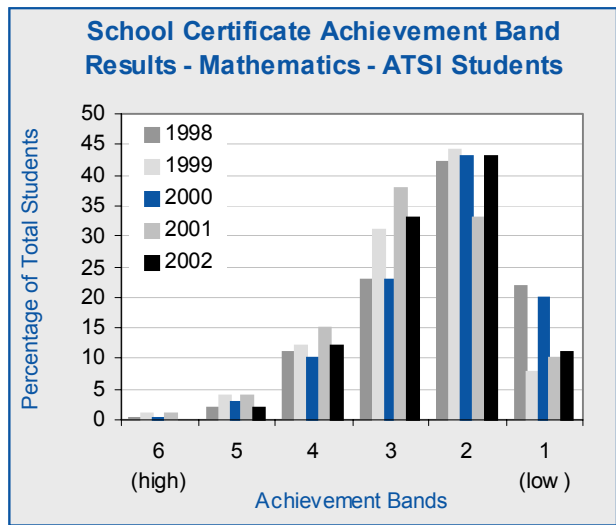
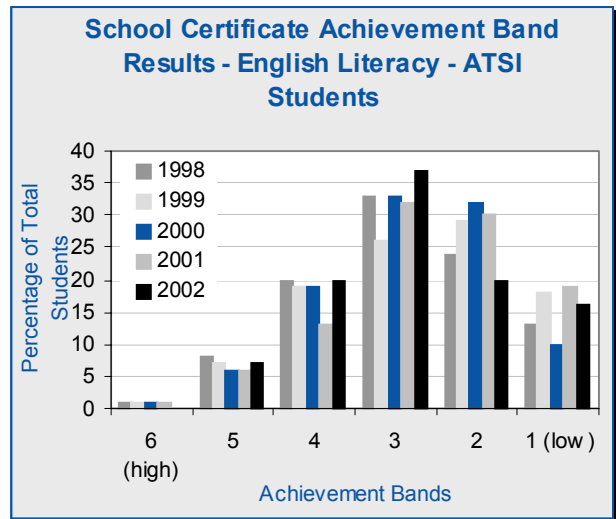
Aboriginal students in Year 7 continue to perform between 7 and 8 points below the state average in all aspects of numeracy.

	2000		2001		2002	
	All Students	ATSI	All Students	ATSI	All Students	ATSI
Numeracy	86.4	79.5	86.7	79.5	86.0	78.8
Number	87.5	79.6	86.9	79.4	86.0	78.1
Measurement	86.4	79.0	87.0	79.9	86.2	79.3
Space	87.2	80.2	87.3	79.6	86.4	79.5
Data	86.2	79.1	86.6	78.7	86.1	78.1
Numeracy Problem Solving	85.6	78.9	87.0	80.0	85.9	78.8

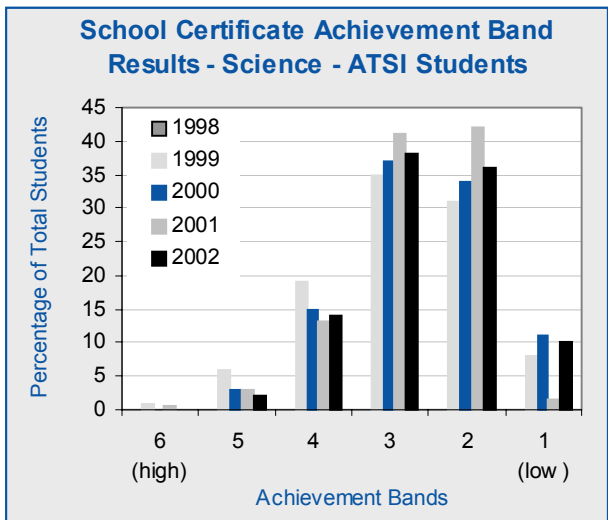
ATSI – Aboriginal and Torres Strait Islander
Source: Student Assessment and Reporting

Results in the School Certificate

The 2002 School Certificate results for English Literacy showed that 84% of Aboriginal students achieved a mark of 50 or more. In Mathematics and Science, 90% of Aboriginal students achieved a mark of 50 or more. The performance of Aboriginal and Torres Strait Islander students is still well below all other groups of students. The 2002 School Certificate results indicate that 50% of Aboriginal and Torres Strait Islander students tend to range between Bands 2 and 3



Source: Based on NSW Board of Studies data.
ATSI – Aboriginal and Torres Strait Islander



Source: Based on NSW Board of Studies data.
ATSI – Aboriginal and Torres Strait Islander

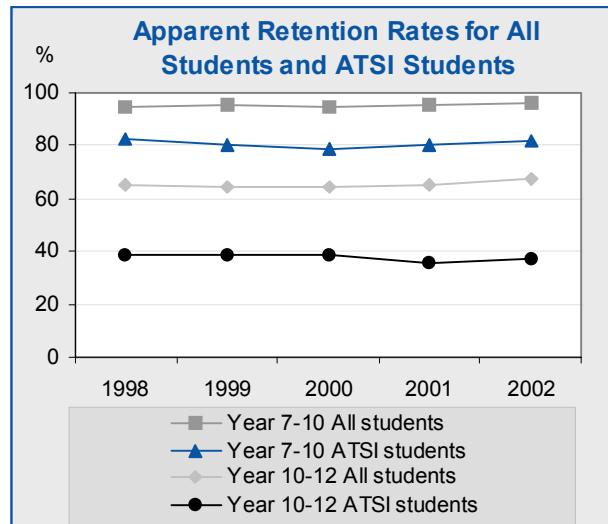
Performance of Aboriginal and Torres Strait Islander Students in the HSC

In 2002, more than 450 Aboriginal students received a HSC award. Over half of these students were eligible for a University Admissions Index. The results of the 2002 Higher School Certificate indicated that 84% of Aboriginal students who undertook the HSC English Standard course achieved a mark of 50 or more. Approximately 75% of Aboriginal students who studied the General Mathematics course for the HSC achieved a mark of 50 or above.

Apparent Retention Rates for Aboriginal and Torres Strait Islander Students

Apparent retention rates compare the total number of students in one year of schooling, for example Year 12 in 2002, with the total number for that group of students in previous years for example, Year 10 in 2000. These rates are 'apparent' as they do not track an identified group of individuals though the years of schooling. A number of factors affect the calculated rates, such as immigration, student mobility, students repeating a year, and part-time study. It should also be noted that apparent retention rates are not a proxy for learning outcomes. Average learning outcomes may actually fall as the result of an increase in the retention of students who are not academically inclined or motivated. It does, however, provide an indication of the relative progress of targeted groups through the government school system.

In 2002, the apparent retention rates from Year 7 to Year 10 for Aboriginal students was 81.6%, 14 percentage points below that for all students. The apparent retention rates from Year 10 to 12 for Aboriginal students was almost half the rate for the NSW public school students population as a whole.



Source: DET Mid-year census
ATSI – Aboriginal and Torres Strait Islander

Education Opportunities for Socio-Economically Disadvantaged Students

Participation of Students from Low Socio-Economic Backgrounds

A total budget of \$56.5 million was provided in 2001/2002 to support over 150,000 government school students from low socio-economic backgrounds. During 2002, a range of programs was implemented in order to improve literacy and numeracy and the attendance and participation of students from low socio-economic backgrounds in NSW public schools. Key initiatives included:

Priority Schools Funding Program

The NSW Priority Schools Funding Program (PSFP) is a targeted equity program that focuses on improving literacy and numeracy outcomes among students who are experiencing educational disadvantage because of their low socio-economic status. In 2002 there were 545 PSFP across the state, including 410 primary schools, 81 high schools, 19 central schools and 35 schools for specific purposes. The schools were identified through a family survey of socio-economic status.

In 2002/2003, a total budget of \$59.35 million will be provided for socio-economically disadvantaged students. This funding will support PSFP and the Students Assistance Scheme. The Students Assistance Scheme aims to assist needy students with education costs by covering items such as textbooks, stationery, excursions, uniforms and footwear.

Plan-It Youth Community Mentoring Program

An innovative mentoring program, which began on the Central Coast three years ago, has been implemented in a number of other secondary schools in NSW with encouraging results. The Plan-It Youth, assists potential early school leavers to make informed decisions about future schooling, vocational training and careers. It is a mentoring program which matches students who are identified as being

at risk of leaving school before the end of Year 12, with specially trained adults from the local community to work one-on-one partnerships.

The results have been impressive. On the Central Coast, 95% of participating students have either stayed at school, become employed or enrolled in vocational training. In 2002, 240 students from 18 schools participated in the pilot program in Central Coast, Shellharbour, Campbelltown, Lake Macquarie, Taree and Wagga Wagga districts. TAFE NSW trained almost 250 community mentors for this program.

Priority Action Schools

In 2002, the NSW Government announced a \$16 million, 12-month trial program designed to boost students' performance. The trial will commence in 2003. The Priority Action Schools Program concentrates education, health, welfare and others services in 74 NSW government schools. This trial will allow schools in disadvantaged communities to focus on improving teaching, student welfare and new approaches to organisation and staffing. The Priority Action Schools trial will aim to improve students' results and behaviour through building supportive and respectful relationships between staff, students and the community.

Individual schools will be free to tailor programs to their own needs. Strategies that may be adopted by schools include:

- revitalising teaching and learning by including greater use of technology, homework support and focussing on assessment and feedback
- reducing face-to-face teaching time for senior staff to give them more time to help support staff and students
- assistance from other government agencies such as the departments of health, housing and community services
- increased assistance for students in life skills where hygiene, nutrition, health, conflict resolution, peer support and safety are issues of concern
- training for teachers, students and parents in areas such as conflict resolution and behaviour management
- smaller class sizes and other alternative staffing models such as team teaching
- greater use of crime prevention strategies, supported by local police
- intensive literacy and numeracy support programs such as Reading Recovery and Count Me In.

The school districts involved in the trial will be: Bankstown, Campbelltown, Central Coast, Clarence/Coffs Harbour, Dubbo, Granville, Lake Macquarie, Lismore, Liverpool, Moree, Mount Druitt, Port Macquarie, Shellharbour, Taree and Wollongong.

Study Plus

Study Plus targeted talented students in Years 6, 9 and 10 from low socio-economic status communities. It assisted these students to study English or mathematics at a higher level. Students in Year 6 had the opportunity to study secondary level English or mathematics with a high school teacher. Students in Years 9 and 10 were able to work with TAFE, university or specialist high school teachers. Twelve Study Plus initiatives were implemented across NSW and provided 200 students with the support and encouragement to maintain and improve their performances at school.

Ready for High School Summer Schools

Eight Ready for High School summer schools worked with 257 students from 42 primary schools moving from Year 6 to Year 7. The students were provided with organised activities to help them improve their literacy, numeracy and computing.

Vacation Schools for Senior Students

Vacation Schools for senior students targeted students moving from Year 10 to Year 11. Vacation schools were held at six sites, including a TAFE campus. They provided opportunities for 233 students from 14 high schools from low socio-economic status communities to improve their literacy, numeracy and computing outcomes.

Cinliteracy Project

This innovative approach uses the motivation of students making a film to develop the students' literacy skills. Through the making of their films, the students developed their reading, writing, talking and listening skills in creative and engaging ways. Students learnt to read a variety of texts to enhance their understanding of the moving image. This included reading about the elements of film, visual metaphors and how to frame shots to give meaning to an idea.

Central Coast Connect (Triple C) Program

The Triple C program was developed to support young people at risk of disengaging from education and training on the Central Coast. Students at risk from 14 government schools in the Central Coast school district were supported in their transitions from school to work or further education and training.

Performance of Students in PSFP Schools in the BST

In 2002 students attending PSFP schools achieved the best ever results in BST literacy and numeracy. The gap between PSFP students and all students in Years 3 and Year 5 is narrowing.

BST Mean Scores: State and PSFP Literacy Outcomes					
	1998	1999	2000	2001	2002
Year 3 PSFP schools	46.5	48.0	47.7	47.9	48.1
All students	49.2	50.3	50.0	50.6	50.6
Year 5 PSFP schools	53.7	54.2	53.7	54.4	55.3
All students	56.2	56.6	56.2	57.1	57.8

Source: Student Assessment and Reporting.
PSFP – Priority Schools Funding Program

BST Mean Scores: State and PSFP Numeracy Outcomes					
	1998	1999	2000	2001	2002
Year 3 PSFP schools	48.9	49.7	48.5	49.4	50.2
All students	52.1	52.5	51.7	52.4	53.0
Year 5 PSFP schools	56.9	56.9	56.0	56.7	56.9
All students	60.0	60.2	59.5	60.3	60.2

Source: Student Assessment and Reporting.
PSFP – Priority Schools Funding Program

Progress from Year 3 to Year 5

The table below shows the average growth in scores in literacy and numeracy from Year 3 in 2000 to Year 5 in 2002 for all students who could be matched, and compares this to the average growth for similarly matched students from PSFP schools.

The 2002 BST data showed that students in PSFP schools improved at nearly the same rate as all students from Year 3 to Year 5 in both literacy and numeracy. In general, students attending PSFP schools showed a significant improvement in literacy and numeracy from Year 3 to Year 5.

Average Gain in Basic Skills Test Literacy and Numeracy Scores from Year 3 to Year 5, 2000 to 2002								
	1997 to 1999		1998 to 2000		1999 to 2001		2000 to 2002	
	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy	Literacy	Numeracy
All students	7.0	8.2	7.2	7.6	6.9	7.8	7.8	8.5
PSFP students	7.2	7.7	7.3	7.2	6.5	7.2	7.6	8.3

Source: Student Assessment and Reporting.
PSFP – Priority Schools Funding Program

Report on Operations

Performance of Students in PSFP Schools in the PWA

In 2002, students from low socio-economic backgrounds achieved the best ever results in the primary writing assessment. The gap between PSFP students and all students in Years 3 and Year 5 is narrowing.

PWA Mean Scores: State and PSFP Writing Outcomes			
	2000	2001	2002
Year 3 PSFP schools	47.9	46.9	49.2
All students	49.9	49.0	51.5
Year 5 PSFP schools	53.8	54.3	54.9
All students	55.9	56.3	57.1

Source: Student Assessment and Reporting.
PSFP – Priority Schools Funding Program

Results of Students in PSFP Schools in ELLA

In 2002, students attending PSFP schools achieved about three points below the overall state average in reading, language and writing. The performance of PSFP students has remained fairly constant over time.

Year 7 ELLA Mean Scores: State and PSFP Schools Writing, Reading and Language Outcomes				
	1998	1999	2001	2002
Writing				
Year 7 PSFP students	85.7	85.8	85.3	85.0
All students - Writing	88.2	88.6	88.7	88.1
Reading				
Year 7 PSFP students	84.3	84.9	85.2	85.2
All students - Reading	88.3	88.5	88.7	88.3
Language				
Year 7 PSFP students	84.6	85.5	85.5	85.1
All students - Language	88.8	88.5	88.7	88.3

Source: Student Assessment and Reporting.
PSFP – Priority Schools Funding Program
Note: The data for 2000 are missing due to industrial bans.

Performance of Students in PSFP Schools in SNAP

The 2002 results of SNAP suggest that students attending PSFP schools continue to perform between 4 and 5 points below the state average in all aspects of numeracy.

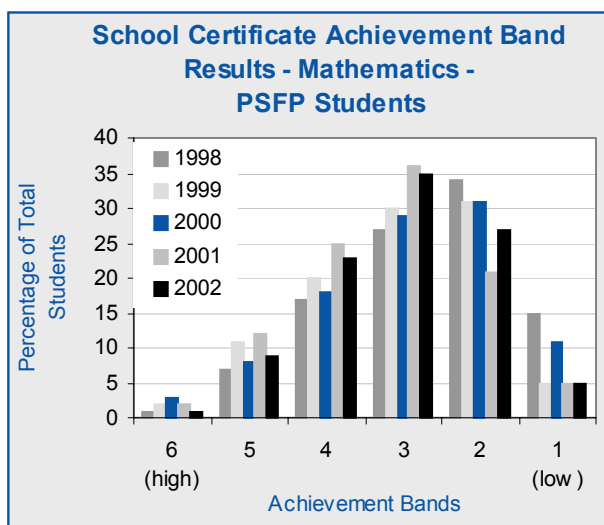
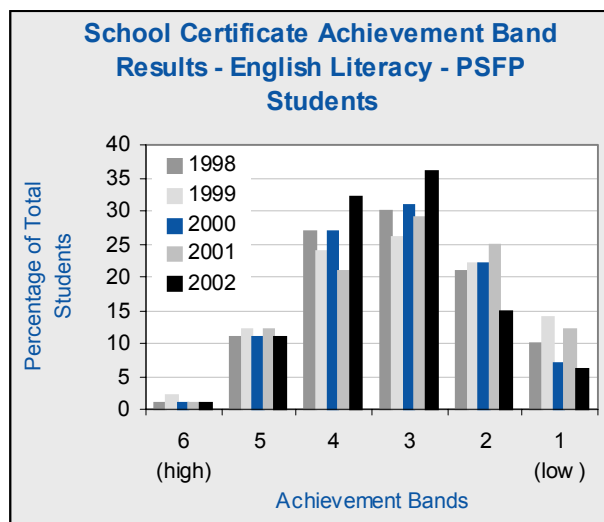
Year 7 SNAP Mean Scores: State and PSFP Numeracy Outcomes						
	2000		2001		2002	
	All Students	PSFP	All Students	PSFP	All Students	PSFP
Numeracy	86.4	82.3	86.7	82.4	86.0	81.7
Number	87.5	82.9	86.9	82.4	86.0	81.5
Measurement	86.4	82.1	87.0	82.9	86.2	82.0
Space	87.2	83.1	87.3	82.6	86.4	82.0
Data	86.2	82.1	86.6	81.9	86.1	81.6
Numeracy Problem Solving	85.6	81.6	87.0	82.7	85.9	81.6

Source: Student Assessment and Reporting.
PSFP – Priority Schools Funding Program

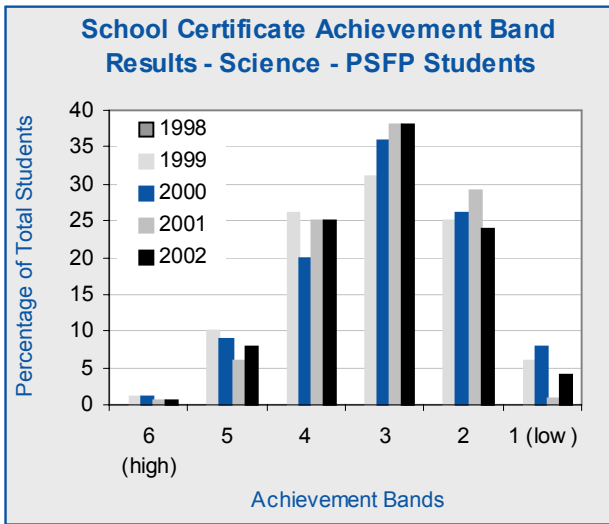
Performance of Students in PSFP Schools in the School Certificate

A total of 8,503 students from PSFP schools were awarded the School Certificate in 2002. This represented 16% of all Year 10 government school students.

The 2002 School Certificate results showed that nearly 95% of students from low socio-economic backgrounds achieved a mark of 50 or more in English Literacy, Mathematics and Science, only slightly lower than that for all government schools.



Source: Based on NSW Board of Studies data.
PSFP – Priority Schools Funding Program



Source: Based on NSW Board of Studies data.
PSFP – Priority Schools Funding Program

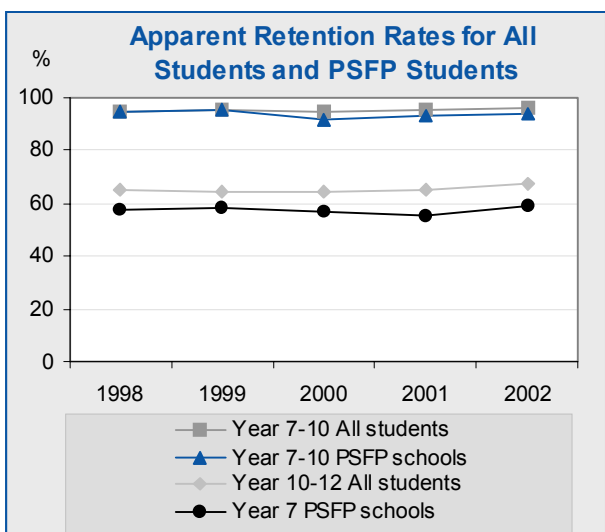
Performance of Students in PSFP Schools in the HSC

In 2002, almost 5,460 students attending PSFP schools received a HSC award. Nearly 70% of these students were eligible for a University Admissions Index. In the 2002 HSC Distinguished Achievers List, there were 519 appearances by students in PSFP schools.

In 2002, 90% of students from low socio-economic backgrounds who undertook the HSC English Standard course achieved a mark of 50 or more. Approximately 75% of students from low socio-economic backgrounds who studied the General Mathematics course for the HSC achieved a mark of 50 or above.

Apparent Retention Rates for Students in PSFP Schools

Retention rates in PSFP schools are difficult to analyse because of the movement of schools into and out of the program as demographics change. Mobility among these schools is also high, so the cohort of students changes.



Sour: DET Mid-Year Census.
PSFP - Priority Schools Funding Program

In 2002, the apparent retention rates from Years 7 to 10 for students attending PSFP schools was 93.6%, just below that for all students. The apparent retention rate from Years 10 to 12 for students attending PSFP schools increased from 55.5% in 2001 to 59% in 2002. It remains about eight percentage points lower than that for all students.

Learning Outcomes for Aboriginal and Torres Strait Islander Students and Students Attending PSFP Schools

In NSW, Aboriginal students and students attending PSFP schools continue to score below the state's average in Year 3, 5, and 7 literacy and numeracy tests. The proportion of Aboriginal students scoring in the higher achievement bands in the School Certificate and Higher School Certificate was consistently lower than for the total population across a number of subjects. However, NSW public schools are now beginning to see the benefits of the NSW Government's *State Literacy and Numeracy Plan* on the literacy and numeracy outcomes of Aboriginal students and students who come from low socio-economic backgrounds. For example:

- In 2002 the mean BST scores for Aboriginal students in Year 5 literacy and Year 3 numeracy were the highest recorded since testing began. For students who are attending PSFP schools their BST results were the best ever recorded in Year 3 and 5 literacy and numeracy.
- In the primary writing assessment Year 3 and Year 5 Aboriginal students and students attending PSFP schools achieved the best ever results.
- In the Year 7 literacy test the gap in the mean scores between Aboriginal students and NSW government students is narrowing.
- At the national level, NSW Aboriginal students are performing well above the national benchmarks in reading and numeracy.
- Over 500 public school students attending PSFP schools in 2002 appeared on the HSC Distinguished Achievers List.

Developing the Most Effective Teaching Practices and Supporting the Delivery of Curriculum for All Students in the Junior Secondary Years

The middle years of schooling, Years 5 to 8 is a stage of schooling where most students change schools, moving from the relatively secure primary school classroom to the larger secondary school with its subject-based curriculum, specialist departments, less flexible organisation and its increased requirement for individual responsibility. In recent years, the middle years of schooling have become a major focus for reform. The Department recognises that creating a seamless path from primary to high school can help ease some of the difficulties of adjusting to high school.

During 2002, more high schools and their feeder primaries developed intensive linkage programs and innovative ways of creating a positive, developmental approach to learning in a supportive environment.

School Improvement Initiatives for the Middle Years of Schooling

Linkages

The Linkages program supports continuity of literacy and numeracy development in all subjects for all students from Year 5 to Year 8. The Linkages program targets students in Stages 3 and 4 who require additional support in literacy and numeracy. The state office Linkages team coordinate and manage the work of 25 Linkages consultants who work across 40 districts. These consultants support funded initiatives with high schools and their feeder primary schools, working together to improve students' achievement of syllabus outcomes in Years 5-8 with particular emphasis on literacy and numeracy in all subjects.

An internal evaluation of 58 Linkages initiatives in 2002, involving over 180 schools, reported significant increases in student achievement compared with previous cohorts. These included improvements in ELLA and SNAP results, and changes in students' attitudes to learning, such as, increased time on tasks, more confidence, improved reading comprehension, improved engagement and increases in contributions to class discussions.

Year 6 to Year 7 Transition Initiatives

During the year, a total of 1,800 teacher relief days and funding of \$48,000 was provided to school districts. The funding and relief days were used to set up and maintain transition programs for students who are at risk of making a poor transition to high school because of behavioural difficulties. School districts supported the transition to high school of more than 1,000 identified students with behavioural difficulties. This program is continuing into the 2003 school year.

Auburn Girls High School and its Team Approach to Middle Schooling

Over the past eight years, Auburn Girls High School has been developing and implementing a team approach to teaching and learning which is seeing dramatic improvements in literacy and educational outcomes. The program started in the early 1990s as a school reform research project to help the transition of Year 6 students; and evolved into a team learning and team teaching approach for Years 7 and 8. It then extended to include enrichment classes in several subjects for Year 9 and 10 in 2000. The teams include both teachers and students.

Each Year 7 and 8 class is organised into student learning teams of four students. In a school of 99% NESB, wherever possible the teams are organised to bring together students from different cultural backgrounds and different feeder primary schools. Students are in the same team for all their subjects in Year 7 and all but one subject in Year 8. There is a strong emphasis on cooperative work, rewards and high achievement.

Teachers also work in teams. For Years 7 and 8, four teachers from each class meet once a week in timetabled team meetings where they discuss literacy strategies, curriculum integration, social skills development, student welfare and team progress. In Year 9 and 10 the focus is on enrichment strategies and team progress.

A booklet, *Transition to High School*, which includes strategies for vulnerable students was distributed to all school districts. It provides ideas for schools that wish to implement programs to improve students' transition from primary to high school.

Canterbury Boys' High School and Canterbury Girls' High School work with Canterbury, Canterbury South and Ashbury Public Schools on an exemplary transition program. Representatives from the schools meet early in the year to decide on a menu of lessons taught by high school teachers to give Year 6 students an experience of Stage 4 teaching and learning. Year 8 and 9 students at risk of disengaging from schooling are trained to assist students and teachers in the lessons.

Languages Continuity Initiative

The Languages Continuity Initiative supports the development of higher levels of proficiency in languages by providing schools with funding and professional support to ensure cumulative and continuous learning of a language across Years 5 to 8. In 2002, \$1.5 million was provided to the 183 schools participating in the initiative. Languages consultants provided workshops and seminars across the state to support groups of schools in collaborative planning and programming and in the development of teachers' methodology and language skills.

An evaluation by the Australian Catholic University revealed that schools have succeeded in developing pathways and coherent learning programs for languages across the middle years. This has increased the number of students undertaking languages programs in the participating schools from 14,389

in 1999 to 19,331 in 2002. The evaluation also indicated that regular and productive communication between primary and high school staff has been established and that teachers reported improved student achievement in languages. The Languages Continuity Initiative will be continued in 2003 with a focus on developing online curriculum to support more effective provision in rural and isolated schools.

Aboriginal Careers Aspiration Program

The aim of Aboriginal Careers Aspiration Program (ACAP) is to:

- improve educational and retention outcomes for Aboriginal students
- provide a smoother transition from Year 6 to Year 7
- provide a broader range of employment pathways through a school-delivered career educational program of nine one-hour lessons and career exposition.

During 2002, a total of 64 schools participated in the program, with extensive community involvement. The Aboriginal communities participating in the program appraised the cultural appropriateness of the resources which had been developed for teachers and students. The program was considered highly successful and valuable with improvement in Aboriginal students' confidence and abilities upon entering Year 7.

In 2003, the ACAP will be combined with a number of other programs that target Aboriginal student retention and transition, and aim to broaden the aspirations of Aboriginal students at all levels.

Research into the Middle Years of Schooling

Schooling Outcomes Project

An Exceptional Schooling Outcomes Project (AESOP) is three-year Australian Research Council (ARC) funded, \$900,000 project that began in 2001. The project is a collaboration between the Department, the University of New England and the University of Western Sydney. The research aims to identify:

- a sample of sites in NSW public schools where outstanding educational outcomes are being achieved with students in Years 7-10
- the policies, programs, and practices responsible for these outcomes and how they might be transferred to other schools.

The research focuses on the activities of groups or teams of teachers such as subject departments and teams implementing special programs.

In 2001, potential school sites were selected using a range of quantitative and qualitative data including value-added student learning outcomes as well as judgements of professional educators. During 2002, research teams spent up to five days investigating the policies, programs and practices that are leading to the outstanding schooling outcomes being achieved in a sample of 43 sites (faculties or programs) in 30 schools in 23 districts throughout the state. On completion of the project, the findings will be reported to the Australian Research Council.

Putting Scaffolding to Work in Language and Literacy Education: New Perspectives in ESL Education

During 2002 the Department implemented a classroom-based research project called *Putting Scaffolding to Work in Language and Literacy Education: New Perspectives in ESL Education*. The project was implemented in conjunction with the University of Technology, Sydney. The project identifies the pedagogy that addresses the language and literacy learning needs of second phase ESL students in the transition between primary and secondary schooling. The project was conducted in three primary and three high schools in the Sydney metropolitan area.

Increasing the Opportunities Provided for Young People to Study Vocational Subjects and Develop Jobseeking Skills, and Enhancing their Capacity to Make Informed Decisions about Career Choices

To ensure that young people in NSW are fully equipped to meet the challenges of a rapidly changing world, the NSW Government is creating one of the most flexible education and training systems in Australia. The NSW Government is committed to increasing the opportunities for young people to improve their employability by preparing them for the world of work. NSW public schools are currently engaged in a wide range of vocational learning initiatives built on strong links with business, industry, TAFE NSW and the community. These initiatives include the delivery of industry-specific vocational education and training courses, career and work education, enterprise education, workplace learning programs and the promotion of partnerships between education and business.

Over the last decade there has been a rapid expansion of vocational education and training in NSW government schools. There are currently more than 48,000 government student enrolments in VET in Schools courses, representing 42% of all students in Years 11 and 12 in government schools. NSW government schools are forging new links with industry in order to become more responsive to the changes in the nature of work and workplaces. More than ever before, there is a need for schools to prepare young people better for the transition from school to further education, training and work.

NSW HSC VET Course Enrolments Years 11 and 12⁽¹⁾ by Course, Type and Sector, 2002

Courses	Government ⁽³⁾			Non-Government			All			Year 12 Exam Candidates ⁽²⁾
	School Delivered	TAFE Delivered	TOTAL	School Delivered	TAFE Delivered	TOTAL	School Delivered	TAFE Delivered	TOTAL	
Business Services*	4,159	850	5,009	1,736	121	1,857	5,895	971	6,866	2,077
Construction*	2,791	549	3,340	1,245	122	1,367	4,036	671	4,707	1,117
Information Technology*	7,900	1,309	9,209	3,026	120	3,146	10,926	1,429	12,355	3,812
Metal and Engineering*	1,314	487	1,801	323	34	357	1,637	521	2,158	508
Primary Industries*	1,185	326	1,511	243	57	300	1,428	383	1,811	446
Retail*	3,488	361	3,849	1,332	28	1,360	4,820	389	5,209	1,379
Tourism and Hospitality*	12,019	2,291	14,310	4,992	705	5,697	17,011	2,996	20,007	6,492
Accounting BDC ⁽⁴⁾	0	783	783	0	141	141	0	924	924	385
Electronics CEC	54	322	376	15	41	56	69	363	432	NA
Furnishing CEC	603	9	612	149	0	149	752	9	761	NA
School BECs	542	1	543	430	0	430	972	1	973	NA
TAFE CECs and BECs	2	7,060	7,062	0	1,157	1,157	2	8,217	8,219	NA
Total	34,057	14,348	48,405	13,491	2,526	16,017	47,548	16,874	64,422	16,216

Source: Data is derived from the NSW Board of Studies data as at June each calendar year.

NA – Not Applicable

BDC – Board Developed Courses

BEC – Board Endorsed Courses

CEC – Content Endorsed Courses

*ICF – Industry Curriculum Framework

Notes: (1) Data is derived from Board of Studies data as at June in each calendar year and from TAFE NSW data.

(2) HSC students who attended optional HSC examinations 2002.

(3) Government sector enrolments include 702 VET enrolments by students undertaking the HSC through TAFE NSW.

(4) The board developed course in Accounting does not include an external exam, but marks derived from TAFE assessment may be included in UAI calculations

(5) Students are counted more than once if they have enrolled in more than one course.

Enrolments in Vocational Education and Training Courses

The NSW Government's White Paper, *Securing Their Future*, and its review of the HSC curriculum has led to a strengthening and expansion of vocational education and training courses in the senior years of schooling. Vocational education and training is now an established element of the HSC in NSW. Completion of a VET course as part of the HSC gives students two forms of accreditation: credit towards the HSC and an industry recognised VET qualification within the Australian Qualifications Framework (AQF) or credit towards one. A number of VET courses can also count towards university entrance.

Enrolments in VET in Schools courses rose from 46,462 in 1998 to 55,555 in 2001 and 64,422 in 2002, an increase of 39% over the last five years. Courses were delivered to students by schools, by TAFE NSW institutes and, in a small number of cases, by other registered training organisations (RTOs).

The table above shows VET course enrolments in 2002 by course type and sector and the number of Year 12 students who undertook the optional HSC exams for framework courses in 2002.

Industry curriculum framework courses were introduced in 2000 as part of the reformed HSC and are based on national competency standards that have been determined by industry and lead to a nationally recognised VET qualification. The most popular courses were industry curriculum framework courses in the industry area of Tourism and Hospitality, where enrolments were around 20,000. Information Technology and Business Services accounted for a further 19,000 enrolments. In 2002, more than 16,000 Year 12 students undertook the optional HSC examinations for 240-hour framework courses. The exam results could contribute to university entrance.

There were almost 10,400 enrolments in a range of board endorsed courses and content endorsed courses which were predominantly delivered by TAFE NSW. These courses count toward the HSC and a VET credential but do not contribute to university entrance. The most popular VET board endorsed courses and content endorsed courses were in the industry areas of automotive, child studies and hairdressing.

In 2002, more than one in every three Year 11 and Year 12 students undertook at least one VET course as part of their HSC studies. The number of students undertaking one or more HSC VET course rose from 33,832 in 1998 to 50,868 in 2002, an increase of 50% over the five year period.

Each of the 40 school districts is a registered training organisation (RTO), which is registered to deliver VET courses and qualifications within the national training system. In 2002 more than 90% of government secondary schools delivered AQF qualifications as part of the HSC. At the conclusion of 2002, 14,633 Year 12 government students were issued with an AQF VET certificate or statement of attainment through school districts, an increase of 31% from 2001.

VET Students as a Proportion of all HSC Students - All Sectors, 1998-2002

Year	Total students Years 11 and 12	Students enrolled in one or more VET course	Percentage
1998	129,303	33,832	26%
1999	128,805	33,531	26%
2000	127,530	36,228	28%
2001	129,977	44,474	34%
2002	140,844	50,868	36%

Source: Data is derived from NSW Board of Studies data as at June each calendar year.

Work Placement

Work placement provided realistic learning opportunities for students in each of the industry curriculum framework courses. The mandatory work placement component in each of the framework courses allows for the development, practice and in some cases, assessment of competency in a work environment. The total hours of work placement associated with these courses rose from 1.7 million hours in 2001 to 1.9 million hours in 2002. The majority of work placement opportunities were in the areas of Information Technology and Tourism and Hospitality.

School-based Part-time Traineeships

The Part-time Traineeships in NSW Schools Program provides students with increased opportunities to gain experience and qualifications in a particular industry while still at school and to enhance future employment and training after the HSC. Students are able to include a recognised VET qualification in their HSC and to combine this with paid work. Students successfully completing a school-based part-time traineeship receive the following qualifications:

- a nationally-recognised VET qualification under the Australian Qualifications Framework
- a certificate of proficiency
- credit toward the Higher School Certificate.

Participation in school-based traineeships has grown from 181 in 2000 to 558 in 2002, representing more than a two-fold increase in the number of school-based traineeships. In 2002 about two-thirds of all school-based traineeships were in the area of retail operations.

School to Work Programs

In addition to accredited VET in Schools courses for Years 11 and 12, the Department provided a range of programs to assist students develop work related skills and make informed career decisions. In 2002, under the *Ready for Work Plan*, more than 500 schools participated in the School to Work Program. Schools reported that over 122,000 students in Years 9 to 12 worked on developing individual school-to-work plans. Grants totalling \$2 million were provided to participating schools, along with resources for teachers and students.

During 2002, the Employment Related Skills logbook was extensively revised to give greater emphasis to supporting all students in the process of documenting employment related skills. Additional resources highlighting strategies and resources for working with specific groups of students and resources to support students, teachers and parents/caregivers to effectively use the student logbook, were being produced for distribution to schools at the beginning of 2003.

During 2001, the Board of Studies endorsed the Stage 5 Work Education syllabus for use in schools in 2002 and 2003. In 2002 schools reported over 7,500 students participating in the Work Education course in Stage 5. This course supports student learning in work preparation skills, enterprising skills for self-employment and encourages students to develop individual plans for their future working lives. Government schools have implemented this flexible course in different ways to meet the needs of their students and they are linking their implementation of Work Education with school-to-work planning.

Careers Expos

More than 50 careers expos attended by approximately 82,000 students were held in locations across NSW. The multimedia products and expos provided up-to-date, accurate and timely information for students and teachers about career and training pathways. The Department also continued to provide HSC recipients, other school leavers and their parents with expert careers advice. This advice was available to them from a toll-free phone service and 39 advisory centres across NSW. The phone service operated from Friday 20 December 2002 to Friday 17 January 2003. This professional service supported 3,336 clients by offering general advice as well as clarifying course choices, employment opportunities, career pathways or training opportunities.

Links to Learning

The Department provides funding to a variety of community organisations to assist young people to remain in, or access, education and training in order to complete Year 12 or its equivalent. The Links to Learning program targets young people aged 12 to 24 years of age who experience significant difficulties participating in formal learning environments. Organisations target students who are at risk of leaving school early or young people who have left school early and are disengaged from education and training pathways.

Participants in this program assist in planning activities aimed at helping them achieve their goals to remain in or re-enter education or training. Activities may include living skills for coping with anger and stress, or literacy and numeracy skills. At the end of the activities each participant receives assistance to commence their next step which may be a place in TAFE, returning to school, or work placement in a field of their interest.

One such project operating for early leavers in 2002 was the Tircandi Innaburra Revegetation Project, under the auspices of Narrandera Shire Council. The project demonstrated successful partnerships between state government (NSW Department of Agriculture and the Department of Education and Training), local government, a job network provider and a local Indigenous community group, all of which contributed funding to the activities. Participants took part in accredited vocational education and training which led to a national qualification within a workplace based project. The YWCA of Sydney Students at Risk Project also successfully engaged a number of female students at risk of leaving school early in the Duke of Edinburgh Award Scheme.

In 2002, more than \$6 million was allocated to operate 94 community projects throughout NSW. There were 12 projects which specifically targeted young people of Aboriginal and Torres Strait Islander background and 10 targeting young people from a language other than English. Approximately 4,000 young people were assisted. As a result, 85% of students who completed Links to Learning activities were engaged in education, training or employment. The Department has dedicated almost \$6.5 million in funding for 91 organisations to operate Links to Learning activities in 2003.

Support for VET in Schools

Since 1997 States and Territories have received funds from the Australian National Training Authority (ANTA) for improving outcomes of vocational education and training in secondary schools. In 2002, the Department received \$3.8 million to support schools and TAFE colleges in the implementation of the seven industry curriculum frameworks for Years 11 and 12, as well as for projects initiated by schools to support local needs. Stronger links were established between schools and employers in the retail industry. The ColesMyer Institute, the training facility for ColesMyer Limited, trained 100 retail teachers from across the state in the operation of point-of-sale technology in Coles supermarkets.

In 2002, a total of \$2.9 million was provided by the Board of Vocational Education and Training (BVET) for coordination of VET in Schools work placements at the local level across all school sectors. This funding enabled local partnerships of schools, industry and TAFE to employ work placement coordinators to facilitate the effective organisation of mandatory work placement and improved communication between schools and employers. The BVET funds supplemented Commonwealth funds distributed through the Enterprise and Career Education Foundation (ECEP).

The Department produced brochures for each of the industry curriculum frameworks to help support employers providing work placements. These brochures outlined the benefits of work placement and the types of experiences employers might use to engage students in their work location.

The Department also continued to support local coordination committees including Industry-Education Advisory Committees (IEACs) in each government school district. These comprised representatives of schools, TAFE colleges and local industry and determined local VET in Schools priorities for 2002. Local coordination committees were involved in promoting VET to schools and to industry, determining local teacher training priorities, supporting work placement co-ordination programs, fostering teacher networks and surveying post-school student destinations and local industry employer needs.

The School Certificate and Higher School Certificate

The new School Certificate and Higher School Certificate are a result of the most extensive reviews undertaken in the 30-year history of these examinations. The NSW Government has revised the exams to restore them as significant milestones in schooling. Both are now more relevant to students' needs, and reports on students' performance are more meaningful to students, parents and employers. As part of the School Certificate, NSW students are now required to sit compulsory tests in English Literacy, Mathematics, Science and Australian History, Geography, Civics and Citizenship (the first of its kind in Australia). Introduced in 2001, the New Higher School Certificate combines a more contemporary curriculum with new standards-based examinations.

Snapshot of VET in Schools Achievements

WorldSkills Australia Competition

Twenty-one senior students from NSW public schools won medals in a national competition that tested their skills and competency in 13 vocational categories. WorldSkills is a way to showcase to prospective employers and the community the excellent work being done in NSW high schools in a range of vocational trade and skill areas.

School to Work planning across the curriculum - Holsworthy High School

Holsworthy is a comprehensive high school with just over 700 students, located in the Liverpool district. The school executive and the careers adviser strongly support the School to Work Program and in 2002 have used the program's resources and funding across the curriculum. The Head Teacher HSIE has used the Employment Related Skills Logbook in her Year 9 and 10 Commerce classes to implement the "World of Work" topic. She has also used the logbook and its disk with her Year 11 and 12 Business Studies and Business Services (VET) students. The English faculty has linked the communication and technology outcomes of the English curriculum to the School to Work program and developed a unit of work for Year 10 students based on resumé development and mock interviews.

The Careers Adviser has transformed a section of the library into a resource centre for all Year 9-12 students to access their logbooks and update them as needed. "Students feel more confident about themselves and the skills they have developed," she says. She is also in the process of offering enterprising opportunities to students: "We are building an eco-system and growing a herb garden." A range of faculties will benefit from this enterprise including students in Business Studies, Visual Arts, Science, and programs targeted to 'at risk' students.

Batemans Bay High School named National Company of the Year

Ten students from Batemans Bay High School took part in the Young Achievement Australia (YAA) program. They formed the Junkyard Publishing Company that produced children's books, and successfully marketed and promoted their business in the local community. Students normally buy shares in the company, and the profits (or losses) made are then distributed as shares when the business is wound up at the end of the program. The ten students running Junkyard Publishing each made an initial investment of 10 shares at \$2 each, giving the business a total start up capital of \$200.

Most YAA companies reach a share price of around \$3-\$4. The share price for Junkyard Publishing went to \$31.80 so the students ended up with \$318 as a result of their \$20 investment. Junkyard Publishing was named National Company of the Year by YAA. The company also won the Hagemeyer National Marketing Innovation Award for its success in promoting its product.

School-based Part-time Traineeship - First student in NSW completes a Marine Certificate II

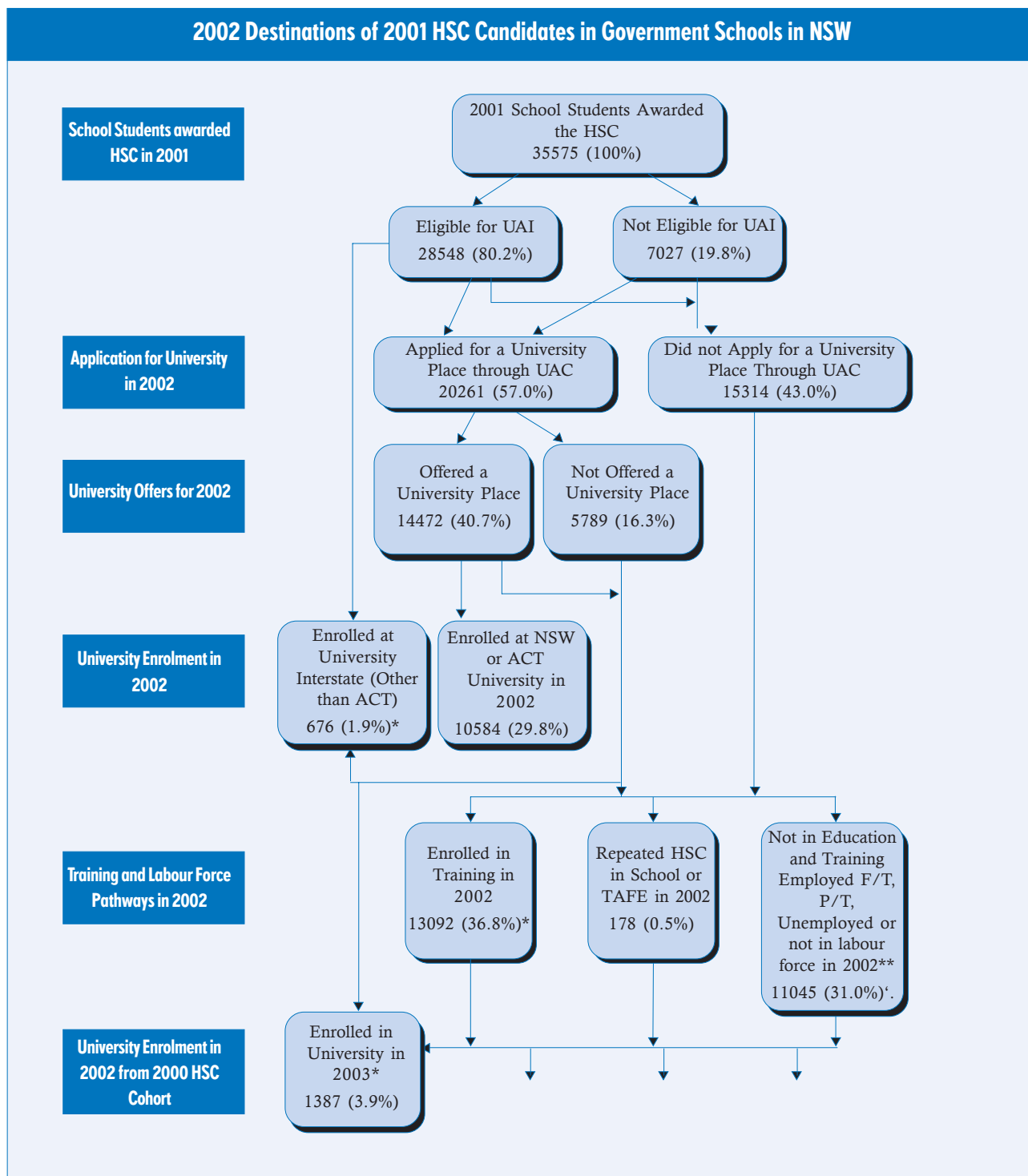
The Ulladulla High School student, Murray Perrin, is the first student in NSW to complete a Marine Certificate II as part of his 2002 HSC, under a school-based part-time traineeship and with the guidance of employer Peter Smith, owner of Ulladulla charter boat MV Banks. A school-based part-time traineeship allowed Murray to combine his school studies with the training required to gain Marine Certificate II. The course involved 15 hours per week learning practical and theoretical skills like navigation, engineering, rope work and occupational health and safety. Murray has planned his career after the HSC. He is heading north to the Whitsundays to work on yachts and to gain enough experience to start his own charter business.

2002 Destinations of 2001 HSC Candidates in NSW Government Schools

Of the 35,575 students awarded the HSC in 2001:

- Some 14,472 (41%) were offered a university place, of which approximately, 10,500 (30%) enrolled at university in 2002.
- More than 13,000 (37%) students enrolled in training in 2002.

2002 Destinations of 2001 HSC Candidates in Government Schools in NSW



Source: Strategic Information and Planning

* These are estimates as 2002/2003 data is not yet available.

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

1.2 OUTSTANDING TEACHING

The NSW Government is committed to providing outstanding teaching in NSW public schools across the state. The provision of effective professional development and support for existing teachers is a key Government strategy because teachers are the cornerstone of the NSW public school education system. During 2002, the NSW Department of Education and Training continued to provide an extensive range of targeted professional development activities for teachers in NSW public schools, with a particular focus on literacy and numeracy, information and communications technology (ICT), and the NSW Higher School Certificate (HSC), including the recent HSC vocational education and training (VET) programs.

The Department also continued to implement the Government's targeted recruitment programs to ensure that there is an adequate supply of quality teachers across all curriculum and specialist teaching areas in NSW public schools in all geographical locations in the state. These programs included the Graduate Recruitment Program (for high-achieving graduates), Beyond the Line (a rural recruitment program), and the Accelerated Teacher Training Program (for people with appropriate industry skills).

In the 2002/2003 State Budget, the NSW Government allocated \$425 million over the next four years to improve teacher quality, teacher supply and professional development, including an additional \$88.5 million for new initiatives that aim to enhance the quality of teaching and maintain an adequate supply of teachers. These initiatives included pre-service teacher education scholarships (for outstanding HSC and tertiary students), the establishment of the Interim Committee for a NSW Institute of Teachers (to develop professional teaching standards and accreditation processes to recognise excellence in teaching), a Joint Committee on Quality Teaching Provision (to provide strategic advice to the Government on the future provision of quality teachers), and the pilot Teacher Mentor Program (which supports newly-appointed teachers, especially those in schools with a high number of beginning teachers).

The Department also maintained and extended its provision of programs for teachers that offer flexible career pathways and enriched career opportunities. These include teacher retraining programs, incentive programs (such as transfers and promotions, the Teacher Employment Priority Scheme, and a pilot retention benefit in difficult-to-staff rural and isolated locations), and the teacher exchange program. In addition, the NSW Premier extended the range of scholarships for NSW teachers to study overseas.

During the year, the Department built on its efforts to promote the excellence of the current NSW government school teaching workforce; and to raise the status of the teaching profession through advertising campaigns and merit-based awards for quality teaching such as the Minister's Quality Teaching Awards. In addition, the quality of teachers in NSW public schools was recognised at the national level, through the National Excellence in Teaching Awards.

Supporting and Encouraging Greater Flexibility and Creativity in Teaching

During 2002, the Department worked to increase the flexibility and creativity of the teaching workforce and, hence, its ability to meet the challenges of the rapidly changing learning environment in the 21st century. The Department provided a wide range of professional development programs for teachers, which focused on improving teachers' skills and knowledge in order to improve students' outcomes. The Department also implemented programs to assist and support newly-appointed teachers, primarily through induction and mentoring programs; and continued to support teachers undertaking tertiary study to improve their skills and knowledge and to upgrade their qualifications.

Professional Development Programs for Teachers

In 2002, the Department continued to implement programs that support and encourage greater flexibility and creativity in teaching and develop accomplished teaching (in key areas such as literacy and numeracy, the School Certificate, and the Higher School Certificate (HSC) including HSC VET courses) and support teachers' individual development. During the year, the Department particularly focused on providing HSC teachers and students with a range of support for the New HSC. This included subject-specific advice and sample programs, professional development workshops, and online support.

Teaching staff have access to a range of professional development opportunities and resources focused on developing pedagogical, leadership and administrative practices. The Department's professional learning programs for teachers are designed to reflect current international and national research. Programs that produce sustained positive changes are conducted locally, in response to the specific learning needs of students and their teachers. These programs are long-term, build on teachers' content knowledge and their teaching practice, and are structured to promote professional discussion. A suite of school-focused programs and resources (such as school-focused training and development, and critical friend training) has been designed to support school leaders' implementation of professional development that is directly related to local needs. During the year, specialist consultancy staff in each of the 40 districts, as well as staff in state office directorates including the Professional Support and Curriculum Directorate, provided focused and targeted support programs for schools.

The Department conducted over one thousand professional development activities in 2002. During Terms 3 and 4, for example, the Professional Support and Curriculum Directorate conducted 862 professional development activities for over 18,000 Department staff, of whom almost 15,000 (or 83%) were teachers. These activities included workshops (81%), conferences and presentations (9%), action research, discussion groups, networks and in-class support (9%), and resource development (1%). Around 80% of these events were

Report on Operations

conducted in schools, 84% were held during school hours, and 73% did not incur additional expenditure on the employment of casual teachers.

The programs described below exemplify the range of professional development activities that was provided by the Department's Professional Support and Curriculum Directorate during the reporting period. For details about professional development activities related to ICT, see the section below on 'Improving teachers' ICT skills'.

Literacy Action Research Kit (LARK) and LARK Online: LARK is a professional development program designed to support school literacy teams in planning and implementing a 'whole-school' approach to literacy. Supported by a district literacy team, schools develop literacy action plans using action research processes. The school plans draw on the curriculum and resources developed through the State Literacy Strategy. The LARK kit guides the development of these plans and strategies to achieve intended outcomes in a collegial, collaborative environment.

In 2002, 17 primary and secondary schools from 13 districts (Campbelltown, Albury, Taree, Fairfield, Liverpool, Dubbo, Port Macquarie, Port Jackson, Bondi, Maitland, Tamworth, Bathurst and the Northern Beaches) participated in the program. The program focuses on improving teachers' knowledge and skills in teaching literacy and improving students' literacy outcomes through collaboration with their colleagues in a 'whole-school' approach.

The Department commissioned VLM Educational Research to undertake an evaluation of LARK in 2002. The research firm surveyed 164 teachers who had participated in LARK. In the evaluation, 85% of the respondents reported that after participating in the LARK program they had increased their knowledge, understanding, skills and confidence to plan, teach and evaluate literacy programs and to improve the literacy learning of students. The most frequently reported change in teaching practices, which was mentioned by one-third of the respondents, was a shift to more explicit literacy teaching. For example, respondents recorded the following outcomes after undertaking the LARK program:

- 'Explicit teaching of comprehension in my KLA.'
- 'Used faculty meetings to improve the skills of teachers in delivering literacy skills to students.'
- 'Greater cooperation amongst teachers to improve students' literacy learning.'

Teachers also reported that they improved their planning and programming of classes based on the teaching/learning cycle; gave more attention to literacy outcomes, in keeping with the syllabuses and State Literacy Strategy documents; and implemented more rigorous assessment procedures.

Due to the success of LARK, the Department designed an online version of the program for teachers in rural districts, which was piloted in 2002. This program focuses on the literacy demands that arise in all key learning areas. Supported by district consultancy teams, 60 teachers from 10 schools in

Taree, Clarence/Coffs Harbour, Tweed Heads/Ballina, Shellharbour, Queanbeyan and Wagga Wagga Districts completed the online program.

Lesson Study for Years 7-12 Mathematics Teachers: This project provided professional development for secondary teachers of mathematics and was funded by the Commonwealth's Quality Teacher Program (QTP). Under this program, a team of teachers meet to plan, design, implement, evaluate and refine a set of focus lessons. Teachers build their knowledge as they share their ideas and research alternate classroom strategies and activities.

In 2002, 257 teachers from 81 schools participated in the Lesson Study program. Eighty-four of these teachers indicated a high or very high level of satisfaction with the project and 68% reported a high or very high degree of learning. Feedback from the participants included the following remarks: 'I really enjoyed participating in this activity. Students enjoyed the lessons and were much more motivated to learn.' and 'A very worthwhile activity for student learning, staff learning and morale.'

Aboriginal Teachers Working Together: This program is a collaborative initiative of the Department and the NSW Teachers Federation. It aims to empower and build the capacity of Aboriginal teachers and provide positive role models for Aboriginal and non-Aboriginal students. The project draws on a range of strategies including mentoring, networking, professional learning and shared experience. Sixty secondary teachers, who identify as either Aboriginal or Torres Strait Islander, registered their interest in joining the project in 2002. A full program of professional development including a web board, workshops and network meetings will be implemented in 2003.

Professional development of district curriculum consultants: District-based consultants provide direct support to teachers and schools in response to their local needs. These consultants comprise training and development/curriculum coordinators, and curriculum consultants for literacy and numeracy (including the Linkages program), the creative arts, science and technology.

Local Interest Groups for HSC English and mathematics: During the reporting period, 88 state-wide cross-sectoral Local Interest Group (LIG) workshops were attended by 2,400 teachers of HSC English and mathematics for Years 11 and 12 (Stage 6), at a cost of \$525,000. These workshops focused on updating teachers' knowledge of new content and teaching strategies, integrating ICTs into teaching practice, and using a standards-referenced approach to assess student achievement. The Department developed video, CD-ROM and print-based resources for use in school-based settings to supplement these workshops. This initiative was funded by the Commonwealth's Quality Teacher Program.

NSW HSC Online: HSC Online (<http://hsc.csu.edu.au>) is a joint initiative between the Department and Charles Sturt University to improve support for HSC students, their teachers and parents. Each organisation provides funding in excess of

\$300,000 (in cash and in kind) and contributes to the development of the website through a management committee, project officers, technical support and content developers. The content developers include classroom teachers, consultants and academics.

By the 2002 HSC examination period, the website contained support resources for 44 subject areas, including six VET industry curriculum frameworks (ICFs), and 68 courses. This represents an additional six subjects, two VET ICFs, and 10 courses in comparison with 2001. There is a section providing support and strategies for study and exam techniques and the 'For Parents' section is now available in Arabic and Chinese. Another section, 'Beyond the HSC', provides an extensive range of information about career choices and job seeking. By October 2002, the website delivered more than one million webpages to users. In 2003, further development of the website will include subject nodes for Arabic, and the VET curriculum frameworks, Entertainment and Business Services.

Introducing the Board of Studies Standards Package: In Term 3, over 2,400 teachers of Stage 6 participated in 77 workshops in 35 districts focused on familiarising them with the Board of Studies HSC Standards Package. The package is a set of CD-ROMs developed by the Board of Studies to support teachers' and students' understanding of the New HSC marking procedures and introduce the standards-setting process. An internal evaluation showed that the participants agreed that the event was led by a knowledgeable presenter, used resources that supported their learning, challenged them to reflect on their practice, helped them to identify areas of practice to develop, and expanded their professional networks.

HSC Marking: The Department provided 137 teachers from rural and remote areas with a Sydney-based professional development program to improve their understanding of the HSC marking process at the time of the marking of the 2002 HSC, at a cost of \$64,650.

HSC VET: The Department provided a range of strategies to support the expansion of vocational education and training (VET) in schools in 2002. These strategies included the provision of programs to ensure that VET teachers maintain their industry currency, school-to-work training, and industry-specific training as well as support for teachers undertaking the Certificate IV in Assessment and Workplace Training.

During 2002, the Department also assisted more than 2,500 secondary VET teachers to maintain their industry currency and comply with the AQTF accreditation requirements through local professional development activities, industry placements, resources and a website, the GoVET website, with funding of \$627,000. The professional development activities included the establishment of teacher networks, cross-sectoral teacher network training days, assessment validation workshops, and industry and TAFE workshops. The outcomes achieved within various districts and teacher networks were:

- enhanced understanding of, and increased confidence in, assessment validation processes and practices
- the development of sample assessment tasks; trial examinations; work placement simulation packages; resource books for VET teachers; and standardised assessment tools, procedures and outcomes through an assessment verification process
- improved on-the-job assessment of competencies
- enhanced understanding of the implications of course delivery, following analysis of HSC results in industry curriculum framework exams
- the sharing of teaching strategies, resources, and assessment activities and tools
- the creation of links with industry to maintain teacher currency, and familiarity with industry equipment and assessment standards
- improved documentation for student work placements.

During 2002, 457 additional secondary teachers participated in industry-specific training programs in 10 industry areas, at a cost of \$1,380,000. This training qualified them to deliver accredited vocational courses as part of the HSC. The total number of secondary teachers accredited to teach at least one VET subject at the end of 2002 was 3,793.

Since 2000, the Department has supported all secondary school VET teachers to gain the Certificate IV in Assessment and Workplace Training, in order to meet the requirements of the Australian Quality Training Framework (AQTF). In 2002, 480 additional VET teachers gained assessor qualifications to meet the AQTF requirements, at a cost of \$270,000. At the end of 2002, a total of 2,750 secondary VET teachers had completed the certificate.

The Department also continued to strengthen its links with universities in the pre-service preparation of teachers for the delivery of HSC VET courses in schools. Universities liaised closely with the Department on the inclusion of appropriate accredited VET components in pre-service teacher education and teacher retraining programs. For details of the VET retraining programs see the section on retraining under 'Providing flexible career pathways and enriched career opportunities for teachers'.

School-to-work training: In Term 2, 2002, the Department provided one-day school-to-work training workshops for 996 school representatives from more than 550 schools, at a cost of almost \$219,000. This training was provided for more participants and at a lower cost than in 2001, when it was delivered to 980 participants at a cost of just over \$242,000. The training focused on integrating vocational learning across the curriculum and it was provided to careers advisers, school executive staff and school-to-work curriculum coordinators. The participants were encouraged to build on their existing school programs, and to develop new and creative approaches that support students to plan their transition from school to work.

HSC VET TEACHERS COMPLETING THE CERTIFICATE IV IN ASSESSMENT AND WORKPLACE TRAINING, 2000-2002

Year	Objectives	Length of Program	Number of Participants by ICF	Amount Allocated	Outcomes
2000	Design and develop a program to meet the AQTF requirements for VET teachers to be qualified assessors	N/A	N/A	\$50,000	Flexible one-semester program designed and developed
2001	Meet the AQTF requirements for VET teachers to be qualified assessors	Flexible program over one semester	2,270 total Business Services: 286 Construction: 199 Electronics: 35 Entertainment: 2 Forest Industries: 3 Furnishing: 112 Hospitality: 811 IT: 331 Metal/ Engineering: 121 Multi Media: 1 Primary Industries: 124 Retail: 240 Viticulture: 5	\$550,000	2,270 VET teachers completed Certificate IV in Assessment and Workplace Training to become qualified VET assessors. Assessor accreditation is not industry specific. Teachers accredited in more than one industry area are listed by their first accredited industry area
2002	Meet the AQTF requirements for VET teachers to be qualified assessors	Flexible program over one semester	480 total Business Services: 49 Construction: 36 Electronics: 5 Furnishing: 16 Hospitality: 106 IT: 153 Metal/ Engineering: 30 Primary Industries: 25 Retail: 59 Viticulture: 1	\$270,000	480 VET teachers completed Certificate IV in Assessment and Workplace Training to become qualified VET assessors. Assessor accreditation is not industry specific. Teachers accredited in more than one industry area are listed by their first accredited industry area
Total			2,750	\$870,000	

AQTF - Australian Quality Training Framework
Source: Personnel Directorate.

Programs for Newly-appointed Teachers

The Department provides targeted support for newly-appointed teachers in NSW government schools, including school-based induction programs, a specialised program for newly-appointed language and community language teachers, and teacher mentors (under the Teacher Mentor Program). Teachers begin their careers in the NSW public school system through a range of entry-level pathways. Newly-appointed teachers include recent graduates, graduates who have re-trained as teachers, overseas-trained teachers, teachers returning to teaching after a period of separation, and teachers who have gained permanent employment after a period of contract teaching.

School-based induction programs for newly-appointed teachers: The Department's Professional Support and Curriculum Directorate provides resources to support principals and other school staff to conduct effective induction programs. In 2001, each school received a comprehensive 24-

module induction kit designed to support school-based induction programs for newly-appointed teachers. The modules in this kit cover key issues such as programming, classroom management, professionalism and legal responsibilities, ethical practice, professional development and working with specific groups of students. Schools customise professional development programs to meet the needs of individual teachers by drawing from the modules in the kit. In 2002, an additional \$300,000 provided targeted support for district and school-based induction programs in areas where there is a high incidence of new teachers. This support included additional funds for casual relief and access to programs such as the Certificate in Mentoring Beginning Teachers.

Teacher Mentor Program: Research shows that an effective mentor is a key factor in the successful induction and ongoing professional development of new teachers. In light of these findings, the NSW Government introduced the Teacher Mentor Program, one of its key teacher quality initiatives, in the second half of 2002. This pilot program will provide 50

full-time teacher mentor positions to support and develop newly-appointed teachers in schools where there are significant numbers of new teachers. Newly-appointed teachers include beginning teachers, teachers returning to the workforce and overseas-trained teachers.

Helping Beginning Teachers Make the Right Start

The Teacher Mentor Program will place 50 experienced teachers in schools with a high proportion of newly-appointed teachers to provide them with professional advice, practical help and a kind word. The mentors will help new teachers learn how to teach effectively so that they can help to educate the next generation of Australians. These mentors will help new teachers with critical issues such as:

- making sure that every student is learning, regardless of how actively they participate in lessons
- managing gifted and talented students, students from non-English speaking backgrounds and children with disabilities
- planning lessons effectively so that students' attention is maintained for the whole lesson
- programming students' learning for a whole year
- managing students who are difficult.

Mentor teachers were selected for their capacity to instil confidence, help build classroom skills, and give feedback and praise. They are motivators who will get the best out of the new teachers.

The 50 teacher mentors were selected on merit at the end of 2002 and will take up their appointments at the beginning of the 2003 school year. A total of \$2.492 million was allocated to the program for the 2002/2003 financial year. The mentor teachers will be appointed to areas including Liverpool, Blacktown, Campbelltown, Mt Druitt, Parramatta, Albury, Dubbo, Deniliquin, Moree and Broken Hill.

Teacher mentors will work with newly-appointed teachers to demonstrate quality teaching practices, observe newly-appointed teachers in the classroom, assist with assessment and reporting, and guide the newly-appointed teachers towards effective classroom management. Teacher mentors will also contribute to the development of a school environment that is supportive of the development of newly-appointed teachers.

The Department also continued to support experienced teachers undertaking its graduate Certificate in Mentoring Teacher Development in order to ensure that there is an adequate supply of teacher mentors in NSW government schools. For details about the Department's Certificate in Mentoring Teacher Development, which is training experienced teachers to be mentors for beginning teachers, see the section below on 'Support for teachers undertaking tertiary study'.

As part of the Teacher Mentor Program, departmental staff will track the large number of newly-appointed teachers who stay within the NSW government teaching workforce and as many as possible of those who leave it; and will attempt to understand the reasons for their choices. The Strategic Research Directorate will evaluate the effectiveness of the Teacher Mentor Program in 2003.

Program for newly-appointed language and community language teachers: The Department provides an additional program for newly-appointed language and community languages teachers to supplement school-based induction programs. This program targets teachers appointed to a school as the only language teacher and those who are the only teacher of a particular language in a school. During 2002, 60 newly-appointed language teachers were each supported by a mentor who was an experienced language teacher. They also participated in a series of workshops that involved the development of work-based projects directly related to the new teachers' specific school contexts. These teachers and their mentors formed statewide professional communities and networks that will provide ongoing support. The program cost \$60,000 in 2002.

Support for Teachers Undertaking Tertiary Study

The Department continued to provide opportunities for teachers to undertake tertiary study so that they can upgrade their professional skills and knowledge and pass the benefits onto their students and colleagues. Key programs include the Teachers Study Leave Program and support for teachers undertaking the Graduate Certificate in Mentoring Teacher Development.

Teachers Study Leave Program: In 2002, 35 teachers were awarded study leave, at a cost of \$29,000. The Department sponsored a further three teachers to undertake the Master of Professional Practice with the University of Technology, Sydney, at a cost of \$5,338. The Department also funded 14 teachers to participate in one-year, part-time tertiary study to upgrade their skills in languages, at a cost of \$35,000. The funding provided some casual relief, tertiary fees and a textbook allowance.

Graduate Certificate in Mentoring Teacher Development: The NSW Government is committed to increasing the number of teacher mentors in NSW government schools. The Department has progressively increased the number of teacher mentors by assisting teachers to undertake the Graduate Certificate in Mentoring Teacher Development, which is offered in association with all NSW universities. Graduates of this course gain qualifications in mentoring and in developing school programs to help and support newly-appointed teachers. Graduates of the course can gain substantial credit towards a masters degree. The Department assisted 26 teachers to undertake this course in 2002, at a cost of \$24,707.

Providing Flexible Career Pathways and Enriched Career Opportunities for Teachers

The NSW Government provides programs that support a range of career pathways for teachers, and a variety of career opportunities that are designed to broaden teachers' skills, knowledge and experience. During the reporting period, the Department continued to implement the Government's initiatives to provide flexible career pathways and enriched career opportunities for teachers. Major initiatives included teacher retraining programs, incentive programs (such as transfers and promotions, the Teacher Employment Priority Scheme, the Deferred Salary Scheme, a pilot annual retention benefit in difficult-to-staff rural and isolated locations, and teachers' scholarships), and the teacher exchange program and other overseas visits. The Department also continued to provide targeted support for a small number of under-performing teachers.

Retraining Programs

During the reporting period, the Department continued to implement retraining programs to enhance the supply of first-rate qualified teachers in areas with shortages. These programs assist existing graduate teachers who are suitable applicants to gain accreditation in a curriculum or specialist teaching area with identified shortfalls in NSW government schools, or sponsor teachers to complete accredited training in these areas. As a result of this program, teachers are provided with the opportunity to change their careers but remain in the teaching workforce in NSW government schools.

Over the past three years, retraining programs have been conducted in the identified shortfall curriculum areas of Technological and Applied Studies (TAS), mathematics and science. In 2002, the Department also provided accredited retraining programs for teachers in the specialist teaching areas of special education, school counselling and careers advising, English as a second language, Reading Recovery and teacher librarianship; as well as in the new curriculum areas of vocational education and training (VET).

From 2000 to 2002, the Department spent \$33.463 million on retraining programs, including \$12.809 million for TAS, maths and science retraining, and \$20.654 million for retraining in specialist teaching areas and VET. The major components of this expenditure have included:

- \$6.45 million on TAS retraining programs (with 210 teachers retrained) and a further \$2.85 million on TAS sponsorships (89 teachers retrained) from 2000 to 2002
- \$2.7 million on maths retraining programs (83 teachers retrained) in 2001 and 2002
- \$512,000 on science retraining (11 teachers retrained) in 2001 and an additional \$297,000 for the Graduate Certificate of Physics (28 teachers retrained) in 2002
- \$10.25 million for special education retraining (259 teachers retrained) from 2000 to 2002

- \$4.93 million on school counselling retraining (113 teachers retrained), plus \$370,000 for tertiary sponsorships in psychology from 2000 to 2002
- \$664,000 for retraining in careers advising (95 teachers retrained), \$220,000 for retraining in ESL (49 teachers retrained), \$320,000 for retraining Reading Recovery tutors (6 teachers retrained), and \$320,000 for retraining teacher librarians (78 teachers retrained) from 2000 to 2002
- \$3.56 million on VET retraining programs (1,574 teachers retrained) from 2000 to 2002.

The Department's expenditure on retraining programs has grown from \$10.216 million in 2000 to \$11.08 million in 2002, an increase of \$864,000 or around 8.5%.

Teacher Refresher Programs

During the year, the Department piloted a teacher refresher program. This program involved intensive in-school training over a 10-day period to provide eligible teachers with the opportunity to update their knowledge and skills in the context of the Department and curriculum requirements before taking up a new teacher appointment or commencing casual or temporary teaching. Ten teachers completed the refresher program in 2002.

Incentive Programs

The Department provides a range of attractive incentive programs that provide flexible career pathways and enriched career opportunities for staff, particularly those in the teaching profession. These include promotion and transfer programs, the Teacher Employment Priority Scheme for casual teachers, the Deferred Salary Scheme, salary packaging for teachers, as well as targeted incentives for teachers in rural and isolated locations.

The Department offers teachers the opportunity to enrich their careers and pursue various career pathways through its various transfer and promotion programs. Each year, thousands of teachers are able to pursue their career goals through transfers and promotions to positions as executive staff and principals; hundreds of casual teachers are able to take up permanent positions as teachers through the Teacher Employment Priority Scheme; and hundreds more participate in the Deferred Salary Scheme, which enables teachers to take leave for a full year for professional renewal and development and to gain new skills and experiences. In addition, more than 100 teachers were offered a new annual retention benefit of \$5,000 in 20 difficult-to-staff schools in rural and remote locations, to retain teachers in the same school for the 2003 school year.

Promotion and Transfer Programs: The agreement between the NSW Department of Education and Training and the NSW Teachers Federation on Staffing of NSW Public Schools (the Staffing Agreement) was implemented from Term 2, 2002 and covers the filling of vacant classroom teacher, executive staff and principal positions.

RETRAINING PROGRAMS, 2002

Program	Length of program	Year	Number of participants	Amount allocated	Outcomes
TAS retraining	6 months full-time tertiary	2000	81	\$2.4m	81 teachers retrained
		2001	65	\$2.1m	65 teachers retrained
		2002	64	\$1.95m	64 teachers retrained
TAS Sponsorship	1 to 2 yrs full-time tertiary	2000	59	\$1.2m	38 students completed training; 21 students continuing
		2001	44	\$1.45m	33 students completed training; 11 students continuing
		2002	28	\$200,000	18 students completed training; 10 students continuing
Mathematics retraining	6 months full-time tertiary	2000	Not offered	-	
		2001	41	\$1.3m	41 teachers retrained
		2002	42	\$1.4m	42 teachers retrained
Science retraining	6 months full-time tertiary	2000	Not offered	-	
		2001	11	\$512,000	11 teachers retrained
		2002	Not offered	-	
Graduate Certificate of Physics	1 year part-time tertiary	2000	Not offered	-	
		2001	Not offered	-	
		2002	28	\$297,000	28 teachers completed
Special education retraining	1 year full-time tertiary	2000	32	\$1.7m	32 teachers retrained
		2001	33	\$1.76m	33 teachers retrained
		2002	42	\$2.15m	42 teachers retrained
	2 yrs part-time tertiary	2000	58	\$1.6m	58 commenced; 52 completed
		2001	51	\$1.64m	51 commenced; 58 completed
2002	49	\$1.4m	49 commenced; 42 completed		
VET	Flexible program of 5 to 16 days over 1-2 semesters	2000	483	\$980,000 ⁽¹⁾	584 teachers completed training (217 from 2000 cohort and 367 from previous cohorts) ⁽²⁾
		2001	483	\$1.2m	515 teachers completed training (208 from 2001 cohort and 307 from previous cohorts)
		2002	457	\$1.38m	475 teachers completed training (209 from 2002 cohort and 266 from previous cohorts)
School counsellor retraining	1 year full-time/1 year part-time tertiary	2000	28	\$1.5m	28 teachers completed first year of training for appointment to metropolitan vacancies in 2001
		2001	20	\$1.2m	20 teachers completed first year of training for appointment to metropolitan vacancies in 2002
		2002	20	\$1.2m	20 teachers completed first year of training for appointment to metropolitan vacancies in 2003
	2 years part-time tertiary	2000	14	\$300,000	14 commenced; 12 completed
		2001	19	\$380,000	19 commenced; 14 completed
2002	13	\$350,000	13 commenced training; 19 completed		
Pre-requisite psychology sponsorship	2 years part-time tertiary	2000	13	\$100,000	13 commenced training
		2001	24	\$120,000	24 commenced training
		2002	27	\$150,000	27 commenced training
Careers advisers retraining	1 year part-time	2000	41	\$260,000	41 teachers retrained
		2001	32	\$220,000	32 teachers retrained
		2002	22	\$184,000	22 teachers retrained
ESL retraining	1 year part-time tertiary	2000	Not offered	-	
		2001	18	\$150,000	18 teachers commenced
		2002	13	\$70,000	19 teachers completed 12 teachers commenced
Reading Recovery tutor retraining	1 year full-time tertiary	2000	2	\$100,000	2 teachers retrained
		2001	Not offered	-	
Teacher librarian retraining	6 months full-time	2000	20	\$68,000	20 teachers retrained
		2001	29	\$128,000	29 teachers retrained
		2002	29	\$124,000	29 teachers retrained
Teacher librarian sponsorship	2 years part-time tertiary	2000	7	\$8,000	7 commenced; 2 completed
		2001	3	\$7,000	3 commenced; 3 completed
		2002	Not offered	\$6,000	5 completed training

Source: Personnel Directorate.

Notes (1) Allocations for VET retraining reflect State and Commonwealth program funding. Funding for some training places is also provided by districts, schools and individual teachers. When additional Quality Teacher Program funds were allocated to districts from mid 2001, the number of places funded by districts, schools and individual teachers decreased.

(2) Teachers may take longer than two semesters to complete final components of their training. This can occur when a particular VET course is not offered as planned and the timetabled teacher is reassigned.

Teacher Refresher Programs

During the year, the Department piloted a teacher refresher program. This program involved intensive in-school training over a 10-day period to provide eligible teachers with the opportunity to update their knowledge and skills in the context of the Department and curriculum requirements before taking up a new teacher appointment or commencing casual or temporary teaching. Ten teachers completed the refresher program in 2002.

Incentive Programs

The Department provides a range of attractive incentive programs that provide flexible career pathways and enriched career opportunities for staff, particularly those in the teaching profession. These include promotion and transfer programs, the Teacher Employment Priority Scheme for casual teachers, the Deferred Salary Scheme, salary packaging for teachers, as well as targeted incentives for teachers in rural and isolated locations.

The Department offers teachers the opportunity to enrich their careers and pursue various career pathways through its various transfer and promotion programs. Each year, thousands of teachers are able to pursue their career goals through transfers and promotions to positions as executive staff and principals; hundreds of casual teachers are able to take up permanent positions as teachers through the Teacher Employment Priority Scheme; and hundreds more participate in the Deferred Salary Scheme, which enables teachers to take leave for a full year for professional renewal and development and to gain new skills and experiences. In addition, more than 100 teachers were offered a new annual retention benefit of \$5,000 in 20 difficult-to-staff schools in rural and remote locations, to retain teachers in the same school for the 2003 school year.

Promotion and Transfer Programs: The agreement between the NSW Department of Education and Training and the NSW Teachers Federation on Staffing of NSW Public Schools (the Staffing Agreement) was implemented from Term 2, 2002 and covers the filling of vacant classroom teacher, executive staff and principal positions.

During the reporting period, the Department filled 8,687 non-advertised positions for classroom teachers, executive staff and principals. The majority of non-advertised positions for classroom teachers, around 82%, were filled through service transfers (2,909), employment (2,479) and nominated transfers (1,281). About 72% of non-advertised positions for executive staff were filled through nominated transfers (149) and executive transfers (148), and approximately 69% of non-advertised positions for principals were filled through nominated transfers (33), and reclassification (33).

In the 2001/2002 staffing operation, the Department filled 1,735 positions through advertisement and merit selection. The number of positions being filled in this way has grown from 1,460 in 2000/2001, an increase of 275 positions or 18.8%.

The Department has a range of strategies and programs in place to ensure that NSW government schools are staffed with

NUMBER OF POSITIONS IN SCHOOLS FILLED THROUGH ADVERTISEMENT, 2002

Type of Position	Number Filled
Classroom Teacher	337
Executive (other than Principal)	1,094
Principal	304
TOTAL	1,735

Source: Personnel Directorate.

NUMBER OF NON-ADVERTISED POSITIONS FILLED IN SCHOOLS, 2002

Method of filling	Classroom Teacher	Executive	Principal
Incentive transfers	153	17	10
Nominated transfers	1,281	149	33
Self nominated transfers	75	29	4
Building the Future transfer	49	17	2
Compassionate transfers	415	52	11
ATSI transfers	12	N/A	N/A
Service transfer	2,909	N/A	N/A
Resumption of duty	120	2	0
Executive transfer	N/A	148	N/A
Lateral transfer	N/A	N/A	3
Reclassification	N/A	N/A	33
Scholarship holders	28	N/A	N/A
Graduate recruits	623	N/A	N/A
ATSI employment	33	N/A	N/A
Employment	2,479	N/A	N/A
Total	8,177	414	96

Source: Personnel Directorate.

ATSI – Aboriginal and Torres Strait Islander

the highest quality teachers. These include targeted recruitment programs to attract high-achieving graduates to teaching, the establishment of professional teaching standards, and the provision of support and professional development opportunities for the existing teaching workforce.

In addition, the Department provides a range of programs to support existing and potential principals and executive staff in order to ensure that NSW government schools also have the highest quality educational leaders and managers. (For details about these programs see section 1.4 'Educational Leadership and Management' at the end of this chapter). The Department has also instituted measures to guarantee its supply of first-class school leaders and managers. Since 2000, the Department has increased the number of positions for principals and executive staff that are being filled through advertisement and merit selection. As a result of this initiative, the Department is making sure that NSW government schools will continue to have educational leaders and managers of the highest calibre well into the future. From 2000 to 2002, the number of principals appointed through advertisement has grown from 245 to 304 (an increase of 24%); while the number of executive staff appointed in this way has risen from 884 to 1,094 (also an increase of 24%).

Teacher Employment Priority Scheme for casual teachers: The Teacher Employment Priority Scheme provides benefits that may assist casual and temporary teachers in gaining an offer of permanent employment as a teacher more quickly. For every 50 days worked in a NSW government school, casual teachers, who have an 'active' or 'inactive' application for permanent employment, will have their employment priority date backdated by 6, 12, or 18 months through the Teacher Employment Priority Scheme. In this way, the scheme rewards casual teachers for their service in government schools by accelerating their priority date for permanent employment. Casual teaching in difficult-to-staff schools provides the greatest benefits under this program because for every 50 days worked in such schools, casual teachers will have their employment priority date backdated by 18 months.

In the 2000/2001 staffing operation, 1,161 casual teachers (consisting of 275 males and 886 females) received permanent employment following their participation in the Teacher Employment Priority Scheme. In the 2001/2002 staffing operation, 1,646 casual teachers (consisting of 339 males and 1,307 females) received permanent employment following their participation in this scheme. This represents a substantial increase in the number of casual teachers receiving permanent employment, with a rise of 485 positions from 2000/2001 to 2001/2002.

Deferred Salary Scheme: This scheme provides permanent school teachers, non school-based teaching staff, TAFE teachers and related employees with the opportunity for a year away from teaching for professional renewal and development. Participants put aside 20% of their salary for four years and take the fifth year away from teaching to gain new skills and experiences. TAFE teachers and related employees in TAFE institutes and TAFE institute managers and eligible staff in

divisions became eligible to apply in 2001 and to start participating in the scheme from the beginning of Semester 1, 2002.

Some 135 school teachers who commenced the scheme in 1998 took their deferred salary year during 2002. A total of 202 teachers joined the scheme in 2002 and will take their deferred salary year in 2006. By the end of 2002, more than 570 staff were contributing to the scheme throughout the Department, an increase of 100 staff in comparison with 2001.

Salary packaging for teachers: Salary packaging recognises the professional status of school and TAFE teachers and related employees and provides further recognition of their standing in the community. It allows for salary arrangements to be tailored to meet teachers' particular circumstances. The scheme is administered by an external consultant, McMillan Shakespeare Australia Pty Ltd. By December 2002, there were 6,793 eligible departmental employees participating in salary packaging, an increase of 1,168 employees over 2001.

Incentives for teachers in rural and isolated locations: The Department provides teachers who work in rural and isolated locations with incentives and additional benefits in order to attract more teachers to undertake reasonable periods of service in these locations, particularly in schools that are difficult to staff. These incentives and benefits include:

- an incentive transfer to a preferred location when the required period of service has been completed
- compassionate transfer status for teaching partners appointed to, or moving from, an incentive school
- additional training and development days
- a 20% rental subsidy for Teacher Housing Authority properties
- various locality allowances
- one week's additional summer vacation in schools in the western division of NSW.

Pilot retention benefit for schools in rural and isolated locations: A retention benefit for difficult-to-staff schools was piloted in 2002, to provide a further incentive for quality teachers to seek appointment to, and remain at, these schools. Under this program, teachers in 20 pilot schools are eligible for a retention benefit of \$5,000 gross per year if they continue to teach at the school for longer than their minimum service requirement of three years, or two years for schools in very isolated locations.

The Department implemented the pilot annual retention benefit of \$5,000 in 20 very difficult-to-staff schools in 2002, with 104 teachers being paid the \$5,000 benefit. Eligible teachers will continue to receive the benefit for a maximum of five years. Teachers who received the benefit in 2002 and who remain at the same school for the 2003 school year will be eligible for the single gross payment of \$5,000, which is payable at the beginning of the 2003 school year.

Review of the allocation of teachers' transfer points: In accordance with the Staffing Agreement, the Department and the Teachers Federation completed a review of the allocation of transfer points to schools across NSW in 2002. As a result of the review, 41 schools have had an increase in their transfer points, which will be effective from the commencement of the 2003 school year, and 49 schools have had their transfer points decreased. The broad criteria used to determine transfer points were: access to goods and services; isolation factors; and staffing. Metropolitan and country schools were reviewed separately.

The allocation of the four-point incentive transfer benefit was also reviewed according to the above criteria. An additional 15 schools located in rural and regional areas now receive the four-point incentive transfer benefit, enabling teachers in those schools to be eligible for an incentive transfer after completing five years of service in the school. Seven schools have lost the incentive transfer benefit and two schools had the service period entitlement to an incentive transfer increased from two years to three years.

Teachers' scholarships: The NSW Premier, Bob Carr, set up the Premier's Westfield Modern History Scholarships in 1999. Each year, scholarships of \$15,000 are awarded to eight outstanding modern history teachers (Years 7-12). Following this successful venture, the Premier's English Literature Scholarships (supported by Lend Lease, P&O, and Allen and Unwin) and the Premier's Coca Cola Active Lifestyle Scholarships were established. Each year, six scholarships of \$10,000 are offered to English literature and drama teachers (Years 7-12); and four scholarships of \$15,000 for teachers of Personal Development, Health and Physical Education (K-12).

In 2002, the Premier established 25 new \$15,000 scholarships for NSW science teachers (K-12) to undertake study and professional development over the next five years. Nominees for the Premier's Macquarie Bank Science Scholarships must provide information on their academic achievements, and show how their personalised overseas study program will benefit NSW students. Five science scholarships will be available each year, beginning in 2002. Each year, at least two of the scholarships will be awarded to teachers working in rural schools. The scholarships are supported by the Macquarie Bank.

In addition, proceeds from the Premier's book, *Thoughtlines*, are being used to fund a scholarship of \$10,000 for a K-12 teacher to study special education overseas.

Teacher Exchange Program and Other Overseas Visits

The Department provides NSW public school teachers with the opportunity to participate in teacher exchange programs with other countries, and overseas conferences and study tours. These programs enable teachers to enhance their careers through the acquisition of professional skills and knowledge, networking and the development of better cultural understanding. For full details of overseas teacher exchanges, conferences and study tours see Appendix 13: Overseas Visits.

Premier's Scholarships Open Up Exciting New Learning Experiences for NSW Teachers

There has been remarkable growth in the range of scholarships available for NSW teachers since the Premier, Bob Carr, set up the initial scholarships in 1999. It started with modern American history and now extends to English literature, physical education, science and special education. The first scholarships were established after the Premier won the Fulbright Distinguished Fellow Award and turned the \$50,000 awarded to him into five scholarships for history teachers. As a result of these scholarships, 24 teachers in the five different fields have been given the opportunity to study overseas in 2002.

NSW teachers have already visited the Globe Theatre in London; talked to former American president, Jimmy Carter face-to-face, read the personal manuscripts of Franklin Roosevelt and talked to members of the Sioux nation. The Premier says that he wants 'to help make the best teachers in the world even better' and he thinks that, ultimately, students learning in NSW classrooms will benefit from the experiences that the teachers have overseas. The Premier also acknowledged the support of the corporate sector for this unique opportunity for teachers to develop their skills, in particular, the generous support of Westfield, Macquarie Bank, Lend Lease, Coca Cola, P&O, and Allen and Unwin.

Overseas teacher exchange program: During the reporting period, the Department's teacher exchange program supported 27 teachers to undertake year-long exchanges and one school administrative and support (SAS) staff member to undertake a seven-month exchange in nine destinations in Europe and North America at a cost of \$60,900. In each instance, there was a direct exchange of the teaching position and accommodation with the overseas teacher. Evaluations of the program highlighted the value of the professional development for the NSW teachers; its relevance to NSW schools; and the cultural perspectives that overseas teachers brought to NSW classrooms.

The number of staff undertaking overseas exchanges has declined in recent years, from 94 participants in 2000 to 28 in 2002, as a result of the international status of the Australian dollar. In 2000, there were 96 NSW applicants for overseas teacher exchanges and 195 overseas applicants wanting to visit NSW. By 2002, there were 57 NSW applicants and 195 from overseas. In light of this situation, the Department is exploring cost-effective ways in which exchange programs and reciprocal visitation programs might be extended.

Overseas conferences and study tours: The Department assisted teachers and other staff to attend overseas conferences and to participate in study tours on behalf of the Department. In 2002, 10 officers received support through the Department's Awards Panel to present papers on behalf of the Department (at a cost of \$6,496). In addition, 19 teachers received support in 2002 to participate in overseas study tours as part of the Premier's scholarship program, Churchill Fellowships or the Department's Frank Farrell Award for primary school principals (at a cost of \$5,279).

The Department supported a further 30 teachers to participate in intensive overseas language study programs of three weeks to six months' duration in China, France, Germany, Japan, Italy and Korea. This program is conducted in collaboration with the respective foreign governments. The Department provided funding of \$30,000 as well as administrative support for this program.

Under-performing Teachers

During the reporting period, the Department continued to support principals and district superintendents in the implementation of the Procedures For Managing Teachers Who Are Experiencing Difficulties With Their Teaching Performance, which were first introduced in 2001. A key focus of the procedures is the provision of support to assist teachers to improve their teaching performance. In 2002, 166 teachers who were experiencing difficulty with their teaching performance were managed under these procedures, including teachers on probation who were experiencing difficulties. Of the 166 teachers, 51 teachers (or 31%) separated from the service.

Supporting the Establishment of Professional Teaching Standards

The NSW Government is committed to ensuring that NSW public schools have the highest teaching standards in Australia. Following the release of *Quality Matters*, the report of the Review of Teacher Education, and the subsequent report produced by the Taskforce on the Review, the former Minister for Education and Training established the Interim Committee for a NSW Institute of Teachers in July 2002.

Professor Alan Hayes, Dean of the Australian Centre for Educational Studies at Macquarie University, was appointed by the Minister to chair the 19 member committee. The interim committee has three major tasks:

- to consult on the establishment of a permanent Institute of Teachers
- to establish a framework of professional standards to help guide teachers' professional development at all stages of their careers
- to develop accreditation processes to recognise teacher excellence currently evident in NSW schools.

The framework of professional standards will be developed around four stages of a teacher's career. They are:

- Graduate Teacher: The standards expected of graduates of initial teacher education training.
- Professional Competence: The minimum standards required to teach in NSW schools, following a period of induction and professional support.
- Professional Accomplishment: The advanced standards of practice of experienced and successful teachers.
- Professional Leadership: Standards for teachers, including school executive members and principals, who have superior teaching skills and who have made an outstanding contribution to teaching practice and to the standing of the teaching profession.

The standards framework will include:

- Knowledge and understanding of discipline and subject content.
- Communication of knowledge, skills, understanding and values to students and classroom management skills.
- Teaching students of diverse backgrounds.
- Assessing and reporting on students' learning.
- Relating to other teaching professionals, to parents and to the community generally.

The interim committee met four times between August and December 2002, and a further four meetings are planned for 2003, prior to the committee's report to the Minister which is scheduled for June 2003.

The interim committee has been working on material that will be the subject of widespread consultation with the teaching profession in April 2003. This includes a draft standards framework, processes for meeting accreditation criteria, endorsement of pre-service teacher education courses and professional support for newly-appointed and experienced teachers.

The committee has also held a range of seminars and workshops, and used external experts to prepare scoping papers on key areas of its work.

Improving Teachers' ICT Skills

The Department offers teachers access to a variety of professional development programs and services to facilitate the development of teachers' information and communications technology (ICT) skills and knowledge in order to ensure that ICT is integrated in teaching and learning across all curriculum areas. The Professional Support and Curriculum Directorate offers many of these programs in mixed mode or online formats including the suite of Technology in Learning and Teaching (TILT) and TILT Plus Programs. In addition, the use of ICTs in teaching and learning is integrated into an extensive range of professional development programs, which are tailored to meet the needs of teachers in each key learning area.

TILT and TILT Plus

In 2002, the Department expended \$4.9 million on TILT and TILT Plus programs. TILT is a 30-hour beginners program for teachers who are not using technology in their classroom. It is designed to promote the application of ICT in teaching and learning and in administration. In 1999, TILT was converted to a stand-alone program available on CD-ROM and supported by trained facilitators. The TILT workshop format was phased out in 2000. In 2002, 34 TILT-by-CD facilitators supported 1,835 teachers in the TILT program.

TILT Plus was designed to extend the reach of TILT by training 15,000 teachers (over the period 1999 to 2003) in advanced and specialised computer-skills related to learning and teaching, administration and leadership. TILT Plus programs have been developed in secondary subject areas (mathematics, science, computing, English, history, and the Personal

Development, Health and Physical Education (PDHPE) key learning areas) and in the primary curriculum. The content for all the subject-area programs was developed and extensively evaluated by teachers. The programs support teachers in the development of a project that incorporates computer technology in student learning. A full list of all TILT and TILT Plus programs can be found at <http://www.tdd.nsw.edu.au/tilt/training/index.asp>. TILT Plus Principals Briefing Online, supported by a printed document and video, provided principals with a comprehensive catalogue of available TILT and TILT Plus programs and online booking facilities for schools.

In 2002, the Department provided over 30 online, workshop or mixed mode TILT Plus programs (these are programs that use online and workshop components); 422 workshop leaders were trained to support TILT Plus participants; and 4,019 teachers and school leaders took part in TILT Plus training programs.

Examples of TILT Plus programs that are designed to provide support for teachers in specific curriculum areas include TILT Plus English and TILT Plus Science data logging. TILT Plus English assists teachers to develop skills in using ICTs as tools to help students to achieve the Stage 6 English syllabus outcomes. The strategies are also applicable for teachers of students in Years 7 to 10. TILT Plus Science data logging integrates data collection and the use of such data into classroom teaching practice. Both programs use mixed mode delivery incorporating CD-ROM, web-based and print resources, discussion groups and workshops.

TILT Plus Network Administration (in Novell, Apple Share and Windows 2000) addresses the needs of system administrators in schools. In 2002, 67 workshop leaders were trained and 579 teachers participated in the course.

TILT Plus Special Education provides workshops and in-school support for Special Education teachers to assist them to integrate technology into learning and teaching. In 2002, 20 workshop leaders were trained and 166 teachers participated in this program.

Online Teacher Development Programs

During the reporting period, the Department continued to enhance its provision of online ICT-related professional development programs for teachers. These programs aim to develop teachers' capacities to integrate the use of ICTs into their teaching, leadership or administrative practices. Some of the key programs in 2002 are outlined below.

Linking Syllabus Outcomes and Information Skills: This online training and development program for school-based teams supports teacher-librarians and classroom teachers to identify the information literacy demands of a syllabus. Through the development of collaborative planning and teaching strategies, the participants develop skills in analysing syllabus outcomes, identifying those concerned with information literacy, and learning how to assist students to develop the information skills required to achieve syllabus outcomes. In 2002, each online

course was led by three online facilitators, two syllabus and information skills experts and an online support person.

In 2002, four courses were conducted in Personal Development, Health and Physical Education (PDHPE) (K-6), Biology (Stage 6), and Community and Family Studies (Stage 6). PDHPE (K-6) was conducted once for eight teachers from four schools, Biology (Stage 6) was conducted twice for 26 teachers from 12 schools and Community and Family Studies (Stage 6) was piloted with 13 teachers in six schools.

Participants in these programs indicated that they had improved their understanding of syllabus outcomes and how the development of information literacy can assist students to achieve these outcomes. They also commented favourably about engaging in collaborative planning with other teachers, noting that these partnerships encouraged and helped them to complete the course, particularly when they found the technology to be challenging.

Consistent Teacher Judgement (CTJ) Online: This program was developed to meet the needs of primary teachers in remote rural locations. CTJ Online focuses on improving the consistency of teachers' judgements about students' achievement of syllabus outcomes in literacy and numeracy by working collaboratively to assess students' work. This program drew on aspects of the school-based Consistent Teacher Judgement program to create a mixed mode program comprising workshops and an online course supported by facilitators.

The program was piloted in 2002 with 25 teachers and two facilitators. An interim report on the evaluation, conducted by the Australian Catholic University, indicated that adjustments should be made to the training of participants and the structure of the online course content. On the strength of this evaluation, the program structure and content has been changed and CTJ Online will be offered more widely in 2003 and it will particularly target teachers in small remote rural schools.

Our Story... Telling I.T.: This project shows students and their teachers the potential of the internet to maintain and share Aboriginal culture, history and heritage. These programs employ a mix of learning strategies and support materials including CD-ROMs, workshops, online discussions, mentors and facilitators, teleconferences and print resources. This innovative project was piloted in a number of schools in 2002 and resulted in the production of family and local community histories and stories on CD-ROMs. The project was considered to be a highly valuable learning tool for Aboriginal students and their teachers and will be offered in schools across the state in 2004.

Leadership and Technology in Education: This online professional development program assists educational leaders to develop a critical, practical knowledge of the use, management and future of technology in teaching, learning and educational administration. Twenty-five school leaders participated in the online program in 2002, in comparison with 60 in 2001.

Online ICT teaching and learning resources: The Professional Support and Curriculum Directorate maintains a website (<http://curriculumsupport.nsw.edu.au>) that provides teachers with access to resources to support primary and secondary syllabuses including materials designed to support the integration of ICTs in teaching and learning. The e-learning section of the website contains a broad range of information and materials (such as student internet projects, webquests and Raps) that demonstrate the integration of technology across the curriculum by providing activities linked to syllabus outcomes.

Other ICT-related Professional Development Activities

In addition to these online programs, the Department provided targeted professional development programs and activities to assist specific groups of teachers who required assistance in integrating ICTs in their classroom practice. Three examples are outlined below.

The Leaders in School Technology program: This program aims to keep school leaders up-to-date with advances in ICTs in order to assist them in online networking with colleagues, administration and management activities. It provides school principals and executive staff with an understanding of computer networking, software, management tools, email and the internet. In 2002, 172 school principals and executive staff participated in this program, which is slightly lower than in 2001 when around 200 participated.

Language teaching: In 2002, the Professional Support and Curriculum Directorate held a series of workshops to help more than 500 teachers of Arabic, Japanese, French, Italian and German to explore how ICTs can be integrated into their teaching and learning programs. These workshops provided hands-on opportunities for teachers to use departmental products including online readers and a variety of CD-ROMs, create multi-media presentations, use webquests to develop students' capacity to research online, send email in languages other than English, and install language-specific systems software and applications.

arts action: Multiple copies of arts action, a CD-ROM, were distributed to all primary, central and special schools in 2002 to supplement the Creative Arts K-6 syllabus. This resource demonstrates exemplary pedagogy by providing student work samples and integrating available resources produced by the Department. District-based creative arts consultants drew on this resource when they worked with schools on local professional development activities. The consultants used a wide range of strategies to familiarise the teachers with the technology and with the teaching and learning content in the CD-ROM.

Attracting High-achieving HSC and University Graduates to Teaching

The NSW Government is committed to ensuring that NSW public schools have the highest quality teachers, who can help the children and young people in NSW public schools prepare for the challenges ahead. In the 2002/2003 State Budget, the

NSW Government committed funding for teacher recruitment programs including the Graduate Recruitment Program, the new Pre-service Teacher Education Scholarship Program, the Beyond the Line Program (a rural teacher recruitment program), and the Accelerated Teacher Training Program (a recruitment program for skilled workers in industry).

In combination with traditional forms of recruitment, a comprehensive media campaign, teach.NSW and targeted teacher retraining programs, these programs represent an important part of the Government's effort to ensure that there is an adequate supply of first-class teachers for NSW public schools, and to address any future teacher shortages. During the reporting period, the NSW Government also maintained its support for overseas-trained teachers through several programs.

Overview of Teacher Recruitment

In the 2001/2002 staffing operation, 3,225 new teacher employments were made.

NEW TEACHER EMPLOYMENTS, 2001/2002	
Scholarship holders	28
Graduate recruits	623
Employment	2,479
ATSI employment	33
Permanent Employment Program	62
Total	3,225

Source: Personnel Directorate
ATSI – Aboriginal and Torres Strait Islander

Graduate Recruitment Program

The NSW Government's Graduate Recruitment Program is used to fast track the permanent appointment of outstanding graduates of university teacher education courses in NSW government schools. Under this program, the Department recruits the brightest and best teacher education students to work in government primary and secondary schools across the state. As a result of this program, the Department is able to enhance the mix of experienced and young teachers working in NSW government schools. Applicants are selected on the basis of the following criteria: personal qualities, teaching expertise, curriculum teaching methods, leadership skills, and special skills and aptitudes. During the year, 18 interview panels comprised of executive teachers visited universities across the state and in the ACT to assess the applicants.

In 2002, interviews were conducted at the University of Sydney, Charles Sturt University (Wagga Wagga and Bathurst Campuses), the University of Newcastle, the University of Western Sydney (Bankstown and Penrith Campuses), the University of New England and the Australian Catholic University (Canberra). During the year, more than 4,000 of the best university students competed to be part of the 2002 Graduate Recruitment Program. Of these, a total of 1,000 teachers were targeted for offers of permanent employment. The former Minister individually wrote to all 1,000 teachers identified under the program.

A total of 623 high-achieving graduates were employed for the 2002 school year under the 2001 Graduate Recruitment Program. They were appointed to teaching positions across the state, particularly in the western and south-western suburbs of Sydney, and the north west of Sydney including the Central Coast. The districts with the highest numbers of graduates appointed for the 2002 school year were Liverpool (39), Central Coast and Hornsby (24 each), Campbelltown and Mt Druitt (22 each), Parramatta (21) and Fairfield (20).

NUMBER OF GRADUATES APPOINTED BY DISTRICT, 2002	
District	Number of Graduates
Albury	11
Armidale	15
Bankstown	19
Batemans Bay	7
Bathurst	11
Blacktown	10
Bondi	16
Broken Hill	11
Campbelltown	22
Central Coast	24
Clarence/Coffs Harbour	18
Deniliquin	8
Dubbo	15
Fairfield	20
Granville	17
Griffith	13
Hornsby	24
Lake Macquarie	15
Lismore	12
Liverpool	39
Maitland	18
Moree	14
Mt Druitt	22
Newcastle	15
Northern Beaches	18
Orange	13
Parramatta	21
Penrith	15
Port Jackson	11
Port Macquarie	16
Queanbeyan	10
Ryde	8
Shellharbour	11
St George	17
Sutherland	19
Tamworth	10
Taree	17
Tweed Heads/Ballina	14
Wagga Wagga	8
Wollongong	19

Source: Personnel Directorate

In addition to managing the Graduate Recruitment Program in 2002, the Department's Teacher Recruitment Unit processed 4,680 applications for employment; dealt with 2,897 inquiries about appropriate academic pathways for a teaching career with the Department; issued 2,793 casual teacher approvals; and took in excess of 40,000 general telephone inquiries.

Pre-service Teacher Education Scholarship Program

The NSW Government introduced the \$3 million Pre-service Teacher Education Scholarship Program in 2002 to encourage outstanding HSC and tertiary students to undertake teacher training in areas of teacher shortage. The scholarships in the 2002 calendar year were awarded to students completing one, two, three or four years of a pre-service teacher education program which will prepare them to teach Technological and Applied Studies (TAS), science, mathematics and English.

Those selected must study in specific subject areas at university, and must demonstrate academic achievement, a commitment to teaching, empathy with students' needs, and an appreciation of teaching as a career. Once they graduate, the selected teachers will be required to work for three years in NSW government secondary schools in western or south-western Sydney or in non-coastal rural areas of NSW.

The scholarship pays for a student's Higher Education Contribution Scheme (HECS) fees and provides \$1,500 per year for expenses such as text books. The maximum benefit a student with a four-year scholarship received in 2002 was approximately \$6,500. In 2002, out of a total of 720 applicants, 205 students commenced pre-service teacher education scholarships for the final one, two, three or four years of a teacher education degree.

During the year, the Department produced a range of promotional materials including posters, brochures and postcards, which were sent to schools and universities; and sought the assistance of school principals and university deans to raise awareness of these opportunities. School principals and NSW and ACT universities proved to be active partners in the promotion of scholarships and teaching as a career.

The Brightest and Best HSC Students Take Up Pre-service Teacher Education Scholarships

Eighteen-year old Benjamin North completed his HSC at Sydney Technical High School, Bexley, in 2001. He achieved a UAI of 95.95, which won him entry to a four-year Bachelor of Education degree at the University of Sydney. In 2002, he began the first year of his course and was awarded a pre-service teacher education scholarship.

'The scholarship has given me a head start,' Ben said. 'It takes off the massive financial burden of my HECS debt and gives me a secure job afterwards. I don't mind where I teach. For someone who has always lived in the city it would be exciting to go to the country. But I would be just as happy to teach in western and south-western Sydney, where I grew up. Teaching is an important career for men because it allows them to be role models for boys.'

The Department advertised the 2003 scholarship program in September 2002. Up to 150 scholarships will be offered in February 2003. At least 30 of these scholarships will be available for Aboriginal and Torres Strait Islander people.

Skilled IT Professional Turns to Teaching

Melissa Giddins, aged 31, threw in a full-time corporate job in 1998 to study teaching. She is now completing a joint degree consisting of a Bachelor of Arts and a Bachelor of Secondary Education. Next year, she will undertake a Master of Teaching. Melissa has been fast tracked in her degree through recognition of prior learning, due to her experience working in information technology. Melissa will graduate as a teacher in 2004. In 2002, she was awarded a pre-service teacher education scholarship, which means that she will have a guaranteed teaching job in the country when she completes her courses.

'I am looking forward to teaching in the country,' Melissa said. 'I grew up in the country. Country schools need teachers like me who are proficient in the information technology arena. The internet can bring the world to the country.'

Beyond the Line Program

The NSW Government is committed to providing high quality teachers in government schools across the state. In order to address teacher shortages in rural areas, the Government initiated a rural teacher recruitment strategy in the late 1990s called Beyond the Line. This program promotes rural teaching opportunities to visiting teacher education students from universities across NSW and the ACT. The Department introduced Beyond the Line in Moree District schools in 1997, with 40 teacher education students from the University of New England participating in the program.

This program provides a continuing supply of job-ready and committed beginning teachers to guide the learning of young people in country schools. Students in the second, third and fourth years of their teacher education program visit government schools in country districts to gain first hand knowledge of what it is like to live and work as a teacher in rural NSW.

The number of university students participating in this program has grown markedly since its inception. In 2002, more than 400 students from Canberra University, the University of New England, Southern Cross University, Charles Sturt University, the University of Newcastle, the University of Wollongong,

the University of NSW, Sydney University and the University of Western Sydney participated in Beyond the Line in five school districts – Moree, Broken Hill, Deniliquin, Griffith and Dubbo.

The visiting teacher education students lived in the rural communities where they were billeted with local teachers and community members. They participated in activities such as class observations and professional discussions at local schools, visited cultural sites, engaged in sporting and cultural activities, met district staff and community members, and experienced aspects of country life. These interactions helped to break down many of the common beliefs that people hold about living and working in country areas.

A departmental survey of the participants in Beyond the Line in 2002 showed that 63% of the visiting teacher education students responded 'yes' to the question 'Is it likely that you will apply for a teaching appointment in a rural community?' The survey also demonstrated that many of the visiting students in 2002 had come to realise that teaching in rural schools is rewarding and very much a community-oriented activity. At the completion of their visits to country school districts, the teacher education students also reported that they now considered teaching in country areas as a serious option, and in many cases, a career preference.

The Department's expenditure on the Beyond the Line program has almost doubled in the past two financial years, increasing from \$35,000 in 2000/2001 to \$64,000 in 2001/2002. Expenditure for 2002/2003 is \$62,520 as at February 2003.

Accelerated Teacher Training Program

The NSW Government introduced the Accelerated Teacher Training (ATT) Program in August 2001 as an initiative to address areas of teacher shortage, and allocated \$3.5 million from June 2002 to the end of 2003. The initiative is designed to increase the supply of quality teachers in mathematics, science and TAS by supporting skilled workers from industry to obtain teaching qualifications. The ATT program targets people who would make excellent teachers and have industry backgrounds and university, TAFE or industry qualifications or trades experience in mathematics, science (especially physics) or technology fields (particularly those who specialise in industrial arts, food technology, computing studies or agriculture).

EMPLOYMENT FOLLOWING PARTICIPATION IN BEYOND THE LINE, 2001-2002

Year	No of teacher education students	No of permanent appointments	No of temporary appointments	No of casual appointments	No of appointments to <i>Beyond the Line</i> districts
2001	334	74	44	50	33 (out of 74)
2002	412	35	3	67	15 (out of 35)
Total	746	109	47	117	48 (out of 109)

Source: Personnel Directorate.

- (1) Note that there are no duplications - appointees are recorded in the highest category gained only.
- (2) Note that appointments relate to students from the BTL visitation year, for example, the 74 permanent appointments who undertook a BTL trip in 2001 were appointed in 2001, 2002 and up to 15 February 2003.

The program involves courses of study that are conducted over a period of 18 months. The courses are intensive and rigorous. They are delivered face-to-face or through a mix of distance education, residential schools and online learning. Graduates of these programs are accredited teachers with a four-year Bachelor of Education degree or equivalent. The sponsored trainees are provided with:

- payment of tuition and course administration fees
- a training allowance of \$1,500 (since 2002)
- guaranteed employment as a teacher in a NSW government school in Sydney's western or south-western suburbs or in rural and isolated NSW at the completion of training.

Following appointment, these teachers will be provided with 12 months of mentoring from an experienced teacher to help them make a successful transition to classroom teaching.

In 2001, 129 sponsored ATT trainees commenced courses which were delivered by Charles Sturt University; the University of Newcastle; the University of Technology, Sydney; and the University of Western Sydney. The first cohort of graduates from this program will be appointed to NSW government schools from Term 1, 2003. In 2002, there was a further intake of 121 trainees under the ATT program at Charles Sturt University; the University of Newcastle; and the University of Technology, Sydney. These trainees will be appointed to schools from Term 1, 2004.

'Sea Change' for Trainee Teachers

An industrial chemist, IT experts and head chefs are among the 121 professionals and tradespeople who started teacher training under the Department's Accelerated Teacher Training Program in 2002. These people will bring real-world experiences to classrooms when they are appointed to public schools in 2004. 'Many gifted and committed people become disillusioned about climbing the corporate ladder or running their own business,' John Watkins, the former Minister said. 'They want to make a career "sea change" and teaching is a secure job that can offer personal satisfaction.' Some of the applicants selected in 2002 for this retraining program include:

- an industrial chemist and engineering manager who wants to become a maths teacher
- a senior IT manager who wants a more fulfilling job as a physics teacher
- a sous chef with a master's degree in hotel management who wants to be a food technology/hospitality teacher
- a self-employed plumber who wants to be a maths teacher
- a motor mechanic with extensive involvement in community projects, who will become an industrial arts teacher
- a farm manager who will teach agriculture and primary industries courses.

Retrainees who complete their sponsored training will be guaranteed a place in a NSW government high school.

Overseas-Trained Teachers

The Department provides a range of programs to help overseas-trained teachers become successful teachers in NSW government schools. In 2002, the Department allocated \$148,260 and one officer to support overseas-trained teachers with assistance which provided:

- 400 overseas-trained teachers with access to information which could help them to prepare for personal suitability interviews
- orientation programs (with in-school experiences) for 58 overseas-trained teachers
- support for 29 overseas-trained teachers to undertake English for Specific Purposes courses delivered by TAFE and tertiary providers.

In addition, 20 schools in districts with high numbers of overseas-trained teacher developed and implemented programs to improve the success of these teachers in their schools. These programs were in response to school-identified issues and they included mentoring strategies, programming and lesson sequencing strategies, professional development related to teaching and learning strategies, development of school-specific support materials for casual teachers, and faculty-based discussion of student management.

In 2002, the Department provided 311 full-time approvals and 465 casual approvals to teachers with overseas qualifications.

Joint Committee on Quality Teaching Provision

In the 2002/2003 State Budget, the NSW Government announced that a Joint Committee on Quality Teacher Provision would be established to provide it with strategic advice on the future provision of quality teachers in NSW. The committee is chaired by the Deputy Director-General, Corporate Services, and comprises representatives of the Commonwealth Department of Education, Science and Training, the NSW Department of Education and Training, the NSW Association of Independent Schools, the Catholic Education Commission, the NSW Independent Education Union, the NSW Teachers Federation, the NSW Teacher Education Council, and the NSW Vice Chancellors Conference.

The joint committee's initial focus is on the development of a comprehensive cross-sectoral database of NSW teachers and student demographics. This will benefit all stakeholders by creating the basis for a shared view of the future supply needs of NSW schools. The committee will also advise the NSW Government on: the responsibilities of the State and Commonwealth for higher education provision in relation to the supply of teachers; the analysis of current supply pathways and their potential for meeting future demand; consideration of options for expanding pathways into teaching; and discussions with universities on innovative strategies for meeting supply shortfalls.

Promoting and Celebrating the Excellence and Innovation of Teachers

During the year, the Department continued to promote and celebrate the excellence and innovation of NSW public school teachers in order to engender more respect for the teaching profession in NSW. The Department pursued this goal through a range of initiatives including its annual back-to-school communication and promotion strategy, the launch of the new website for NSW public schools, and *teach.NSW*, a long-term recruitment strategy which highlights the rewards of a career in teaching.

In 2002, NSW public school teachers continued to be recognised for the quality of their teaching and the positive impact they have had on their students' educational outcomes, in a range of prestigious national and state-wide awards. These included the Minister's Quality Teaching Awards and the National Excellence in Teaching Awards. The achievements of careers advisers were also acknowledged through the NSW Careers Adviser of the Year Award.

The success of the Department's continued efforts to promote teaching and to enhance the professional status of teachers has contributed to a marked increase in the demand for university teacher education courses in 2003, with a 33% increase in preferences for these degrees in comparison with 2001. As a result, more high academic achievers with top university admissions indices (UAI) are now applying for these courses.

'Teach your Children Well'

In January 2002, the Department implemented its 2002 back-to-school communication and promotion strategy. This strategy involved the launch of a new website (www.schools.nsw.edu.au) and the continuation of the 'Teach your Children Well' television advertising campaign to increase the public's awareness of the dedication and achievements of NSW public school teachers.

Two Teachers Tell How They Are Making a Difference

Damian Dawson, Mathematics Teacher, Ambarvale High School – Damian previously worked as a mining engineer. He said that although he enjoyed his work and had good prospects, it did not give him the satisfaction that he finds in teaching. 'I enjoy being able to give and to know that the energy and enthusiasm that I put in makes a difference to the students I teach that will last a lifetime,' Damian said. He also says teaching allows him to be creative using different strategies to deliver lessons.

Claudia Attia, History Teacher, Blaxland High School – Claudia was inspired by one of her teachers. She said her teacher not only taught the subject with passion, she taught her students about life, caring, having inner strength and believing in themselves. 'You have tremendous power and great influence as a teacher. You can be an instrument of inspiration. You only realise that when a parent comes to you and says: "My child never loved school but because of you they want to excel." You have future generations of fathers and mothers in your hands and you can make a difference because you do not just teach your subject, you teach for life,' Claudia said.

teach.NSW

teach.NSW is a multifaceted approach to teacher recruitment aimed at encouraging secondary and tertiary students, as well as people already in the workforce, to consider teaching as a career choice. The Department launched the *teach.NSW* media campaign in September during Education Week, with the theme 'Teach – and make a difference'. A *teach.NSW* recruitment centre was opened at 255 Elizabeth Street, Sydney, to give expert advice about the benefits of teaching as a career. The campaign also includes a *teach.NSW* promotional package, a website at www.teach.nsw.edu.au and a toll-free number, 1300 300 498, to provide information about how to become a teacher.

The *teach.NSW* campaign was enhanced during November and December with a concentrated advertising campaign using print, radio, television and outdoor media throughout NSW. In addition, the Department conducted a mail out to all HSC students that promoted teaching as a career and gave information about the new pre-service teacher education scholarships.

In a joint initiative with the NSW Teachers Federation, the Department formed 40 outreach teams comprising 370 teachers, principals, student teachers, parents and careers advisers. In September 2002, these teams commenced visiting schools across the state to encourage high school students nearing graduation to consider a career in teaching. The teams also participated in a range of activities including careers expos and job markets to promote teaching in schools, universities and the community. These teams will continue to operate in 2003. The outreach teams will target young men, in particular, by including serving male teachers who are fine role models.

Minister's Quality Teaching Awards

In November 2002, John Watkins, the former NSW Minister for Education and Training, honoured 37 outstanding teachers from NSW government and non-government schools, TAFE institutes and universities at the second annual Minister's Quality Teaching Awards. The awards are jointly sponsored by the Minister, the Australian College of Educators (ACE) NSW Branch and the Daily Telegraph. They identify and reward outstanding teachers and are supported by research which seeks to make more explicit the knowledge, understanding, skills and professional values that characterise highly accomplished teaching.

Applicants were supported by reports from three referees. They were then required to submit professional portfolios that provided evidence of their teaching experience in relation to specified accomplished teaching criteria. A shortlist was then

drawn up. Each of those on the shortlist was then visited by a panel of educators with demonstrated teaching expertise who watched the nominees teach and interviewed their colleagues, students, parents (where relevant) and other relevant personnel. The award winners demonstrated highly accomplished teaching across a wide range of educational contexts.

Of the 37 award winners, 23 were NSW school teachers (including 13 NSW government school teachers), seven were TAFE NSW teachers, and seven were university lecturers. Of the 13 NSW government educators who won awards, eight were primary teachers, three were secondary teachers, one taught in a central school and one was an educational consultant in a district office. Teachers working in rural schools were extremely well represented.

MINISTER'S QUALITY TEACHING AWARDS, 2002 – NSW GOVERNMENT SCHOOL TEACHERS

Recipient	Extracts from the Award Citations
Suzanne Crouch Keiraville Public School	Suzanne is a very successful Support Teacher (Learning Difficulties) who demonstrates a sense of urgency to 'get it right' for the sake of the child.
Elise Dell White Cliffs Public School	Parents and community members became emotional when trying to describe the difference Elise has made. Each student in her class displays confidence and self-esteem.
Kevin Geyer Narromine Public School	The entire school community commended Kevin for his fairness and thoroughness, his unflinching willingness to listen, and his inspirational qualities as a teacher.
Vicki Light Armidale City Public School	Vicki is an English as a Second Language teacher who ensures that children have every opportunity to succeed. She is also dedicated to improving educational outcomes for Aboriginal students.
Jennee Matthews Narromine Public School	Under Jennee's direction, student outcomes have dramatically improved. She is seen as a special person who inspires people to achieve goals they thought were unattainable.
Denise Minifie Castle Cove Public School	Denise's specialities range from assisting students facing social dislocation and autism to teaching gifted and talented students. She also acts as a mentor to other teachers.
Kay Redman Binnaway Central School	Parents say the magic worked by Kay has a lifelong impact on students. She spends her own time producing a community radio show involving children from Kindergarten to Year 10.
Carrie Robertson Gordon East Public School	Carrie's class is vibrant, entertaining and stimulating. Parents, staff and students say she never slows down and has made a real difference in the schools where she has worked.
Brian Tickle Taree District Office	Brian's numeracy resources are used in schools throughout NSW and overseas. He is also instrumental in making staff and community members aware of students' numeracy needs.
Jillian Taylor Port Macquarie Public School	Jillian is an accomplished teacher committed to ensuring that her students see themselves as successful learners. The school community recognises her as an outstanding teacher.
Helen Dawson Singleton High School	Helen has successfully integrated students with special needs into mainstream classes, and she has inspired her Year 12 students with special needs to complete Year 12.
Wendy Day Greystanes High School	Students say Ms Day is 'exciting', 'enthusiastic' and 'interactive'. Wendy is regarded as a role model for other teachers, with younger teachers looking to her for advice.
Jo-Anne Marshall Nambucca Heads High School	All Jo-Anne's students, regardless of their abilities or personalities, are made to feel respected and valued. Other staff regard her as a mentor and leader.

National Excellence in Teaching Awards

The National Excellence in Teaching Awards celebrate the excellence of teaching throughout Australia. The recipients of the awards demonstrate all the qualities that they seek to inspire in their students – including intellectual curiosity, tolerance, fairness, common sense, self-confidence, and respect for oneself and for others. These national awards are sponsored by the Australian Scholarship Group. In 2002, there were 2,646 nominations across Australia, including 600 nominations from NSW and the ACT.

In the 2002 National Excellence in Teaching Awards, 15 awards were won by NSW school teachers, with 12 of these being presented to NSW government school teachers. Of the 12 NSW government educators who won awards, five were from primary schools, four were from secondary schools, two were from central schools, and one was from a distance education centre. Teachers in rural schools were particularly well represented and there was also good representation of teachers working in schools in the Campbelltown area.

NATIONAL EXCELLENCE IN TEACHING AWARDS, 2002 – NSW GOVERNMENT SCHOOL TEACHERS

Recipient	Reason for Award
Sandra Armstrong Gillwinga Public School, Grafton	Sandra is known for her leadership. She has instituted a highly successful program called Kindy GO which prepares pre-school children for their first year at school through a series of orientation activities, including an computer 'buddy' system with Year 5 students.
Carol Callen Kahibah Public School, Newcastle	Carol has achieved improvements in literacy and numeracy. Her success is founded on her great rapport with parents and the support and training she provides for her colleagues. Carol has also helped students to excel in public speaking and debating.
Sherree Rosser Parkes Public School	Sherree is dedicated to excellence in early childhood literacy, and has made a strong contribution to community initiatives, such as 'Birth to Kindergarten – Spread the Word', which encourage parents to read, sing, talk, and play with their children from birth.
Paul Sainsbury Eraring Public School, Lake Macquarie	Paul is innovative in the way he teaches and how he monitors his students' progress. He has initiated fortnightly parliamentary studies which help students to develop civic values and he has also established a greenhouse, school farm and a recycling program.
Helen Wilson Campbelltown North Public School	Helen is a dedicated teacher who has gained particular admiration for her service to special education. She has established a range of community-supported programs for students in special education classes, such as Crafty Kids, Good Sports, and Maths in Motion.
Tracey Southam Goodooga Central School	Tracey is an outstanding teacher who is achieving excellent results in rural and remote education. She has demonstrated her leadership in programs such Scaffolding Literacy, Count Me into Maths, the documenting of local Aboriginal sites and a recycling program.
Anne Andrews Walcha Central School	Anne is a proven leader in social studies education. Her students are at the top of the state in Geography and English and have been highly commended in state-wide business awards for young people, Peoplescape and catchment management competitions.
Kathy Frew Dubbo School of Distance Education	Kathy motivates students to excel in business studies, commerce, history and geography. Her classroom extends from Leura to Cowra via the internet, email and fax. Kathy also encourages her students to extend their learning at workshops in Orange and Dubbo.
Virginia Johnstone Kadina High School, Goonellabah	Virginia has developed a remarkable capacity to inspire students with little or no musical experience to develop their talents in this area. In 2002, her music students performed at Lismore Unplugged evenings, the Accelerator 2002 competition, and at local events.
Howard Piggott Kempsey High School	Howard has achieved outstanding success in visual arts education. Five years apart, the major work of one of his students is on show in New York. He has also helped to increase the Aboriginal community's involvement in the school and to improve retention rates for Aboriginal students by linking them to elders and successful Aboriginal people.
Michelle Sapsed Airds High School, Campbelltown	Michelle excels in careers education. She is extraordinarily effective in understanding students' specific needs, including those of Aboriginal students and ex-students, and providing expert advice on pathways involving school, TAFE, university or employment.
John Sweet Airds High School, Campbelltown	John is a great leader at his school. He established the school's SchoolMate system, a student welfare curriculum database that has led to better targeting of students who are 'at risk'. He has also implemented programs in student leadership and boys' education.

1.3 Quality Learning Environments

The Department aims to provide learning environments that encourage student achievement. This entails the provision of a range of services to support students' learning and students themselves, as well as the provision of high quality up-to-date physical facilities and equipment.

The Department offers a range of accessible services to support students. These include welfare and counselling, child protection strategies, drug education policies and anti-violence initiatives.

A major priority for the Department is to provide the best physical environment in which to deliver education and training. During the reporting period, the Department continued to make significant investments in new and upgraded school facilities and new technology in order to improve the physical amenity of schools and to broaden the ways in which education is delivered in public schools.

Improving School Sites and Providing Quality Facilities and Equipment to Support Positive Learning Experiences

The NSW Government is providing a substantial injection of funds to build, renovate and renew public schools through the \$1.1 billion Schools Improvement Package. Over the next four years, this package will significantly upgrade school accommodation, enhance internet services for students and staff, and increase the capacity of the communications network to support online learning and teaching programs.

Expansion of Capital Infrastructure

Expenditure on capital projects for public school education has increased from \$134.6 million in 1997/1998 to an estimated \$345 million in 2002/2003. The \$345 million allocation for 2002/2003 is more than the previous year, which in turn was an increase over the 2000/2001 allocation.

The increase in capital expenditure is a flow-on from the Premier's announcement in March 2001 of the NSW Government's School Improvement Package, committing an additional \$413 million in capital funds over four financial years.

In 2001/2002, 29 new building projects were completed, including six new primary schools at Glenmore Park, Harrington Park, Hoxton Park, Newington, Quakers Hill East and Flinders and three high schools at Camden, Lake Munmorah and Wadalba. Forty new building projects were also initiated in 2001/2002. The NSW Government also provided \$14 million for the schools' air conditioning program, which included providing air conditioning to demountable classrooms.

In 2002/2003, \$345 million will be available for spending on capital projects in schools. This allocation will see significant upgrades in the amenity of NSW public schools and deliver improved facilities for students, teachers and the community.

Also included is an amount of \$45 million to be spent on the Revitalisation of Inner Sydney Schools Program. The total increase is \$87.4 million or 34% on last year's allocation.

The 2002/2003 allocation provides for the commencement of the second stage of the new primary school at Jerrabomberra and stage 2 of the relocations of the North Rocks School for the Blind to Seven Hills and the St George School to Kogarah. It will also enable the commencement of the second stage of the new Northern Beaches Secondary College at Harbord. Work will start on upgrading facilities for the Brisbane Water Secondary College, Callaghan College and Tuggerah Lakes Secondary College.

School Maintenance Program

A further \$243.5 million was spent on school and TAFE building maintenance. In 2002/2003, \$179 million has been allocated under an expanded school maintenance program to continue the annual condition-based repair program and major replacement works.

School Yard Blitz

During 2002, an extra \$70 million was provided for over 1,500 schools for maintenance and school building projects. The \$70 million was used to fund projects including:

- repainting classrooms
- replacing worn out floor coverings
- upgrading toilet facilities
- providing new security fencing and other security initiatives
- replacing roofs
- upgrading playground areas
- replacing out-of-date tractors at rural schools
- upgrading telephone systems.

Nearly \$5 million was provided to 158 public schools to make improvements to their physical environments under the 'front yard blitz' program. Funding was used to improve signage and front fencing, create better pedestrian access to administration offices, upgrade school entry foyers, and landscape school grounds. School environments were improved for students, staff, parents and visitors through such projects as:

- replacing school front fences and gates and improving school signs
- landscaping school frontages and upgrading paths for better access to administration offices
- providing a welcoming entry to the school for parents and visitors by covering front porches, painting, re-carpeting and better lighting in the front offices of schools.

Minor Works in Schools

As a result of increased Treasury funding for capital works, expenditure on minor capital works projects increased by 165% in 2001/2002. In total, \$93 million was allocated for minor works projects at more than 1,300 schools.

Projects included air conditioning to permanent classrooms, upgrades to toilets and canteens, electrical work and general maintenance. These projects will greatly enhance school life for students, teachers and staff.

Joint Funding Program

During 2002 schools identified priority school improvement projects and through the assistance of their local communities and P&Cs raised their own funds. The NSW Government matched funds raised by schools on a dollar for dollar basis. This ensured that school improvements were completed at a faster rate.

Almost 250 schools received a total of \$3.5 million in extra funds to help build shade shelters, covered outdoor learning areas, games courts, restored playing fields and library extensions. Some of the schools which received funding included:

- Yarrowitch Public School received \$20,000 towards a \$40,000 covered outdoor learning area
- Conargo Public School received \$9,000 towards a \$18,000 games court
- Mittagong Public School received \$25,500 towards a \$51,000 covered outdoor learning area
- Burraneer Bay Public School received \$13,870 towards a \$27,740 restoration of playing fields.

School Funding

In 2001/2002, the Department allocated \$245.2 million in global funding for schools to meet the cost of school operations including classroom resources, short-term casual relief, training and development, utilities and other related items. This funding increased to \$259.3 million in 2002/2003 and includes enhancement funding of \$10 million to enable schools to meet local priorities. All NSW public schools will benefit from this enhancement, particularly rural schools and schools in socio-economically disadvantaged areas.

Extending the Use of New Technology to Support Learning and Teaching

The NSW Government introduced the Computers in Schools Program in 1995. There are now 125,000 computers in NSW public schools available for teachers and students. This means that there is at least one computer for every six students in our government schools. In 1996, NSW led Australia and the world in connecting schools to the internet, well ahead of other countries, such as the USA and the United Kingdom. The NSW Government is continuing to ensure that teachers and students in NSW public schools have access to, and are proficient in using, the most up-to-date technology.

Over the next four years, \$963 million will be provided for technology initiatives including:

- more than \$566 million to fund new computers (including an additional 25,000 computers to be provided to schools across NSW by June 2003), internet services and technology support in schools

- \$247 million to upgrade network bandwidth in schools and TAFE
- \$24 million for school-based technical support and training
- \$82.3 million for e-learning initiatives
- \$17.1 million to provide teacher training in schools in the use of the latest computer technology through the Technology in Learning and Teaching (TILT) program.

Computer Entitlements for NSW Public Schools

The NSW Government's Computers in Schools Program aims to equip schools for the future, prepare teachers for the new millennium and enhance the computer literacy skills of all students. The Computers in Schools Program provides schools with the opportunity to choose from a range of computer equipment, including desktop, notebook and fileserver computer systems.

The Department provides a computer coordinator allowance directly to every school, which enables schools to coordinate and integrate their computer resources with their teaching and learning programs. In 2001/2002, the Government provided more than \$22 million in direct payment to support this initiative. More than \$23 million will be provided in 2002/2003.

Under the Computers in Schools Program, leased computer equipment is being replaced progressively to ensure that NSW students continue to be supported by the latest technology. During 2001/2002 more than \$48 million was spent in leasing computer equipment.

The 2001/2002 State Budget announced that an additional 25,000 multimedia computers will be distributed to NSW schools during 2002 and 2003. In October 2002, 11,250 of these computers were allocated to schools. The remaining computers will be distributed by June 2003.

Broadband Internet Access for Schools

A comprehensive long-term plan to improve bandwidth for schools, TAFE colleges and other departmental facilities was developed late in 2001. Some \$247 million over four years was earmarked in the 2002/2003 State Budget for its implementation.

Implementation of higher speed services commenced in 2002, following the doubling of bandwidth in more than 1600 schools as an interim measure. In 2002, contracts were awarded to NEC Australia, SingTel Optus, Soul Pattinson Telecommunications, Telstra Corporation and Uecomm for the initial rollout of high speed services as part of the plan.

The Department plans to introduce new telecommunications services and technologies to enhance the speed with which students and staff are able to access the internet and online educational services. Nearly 2,400 schools and TAFE colleges will benefit from internet connections up to 30 times faster than currently available. As a result of this roll-out, the Department will have one of the largest broadband networks in the southern hemisphere.

Technology Support in NSW Public Schools

From 2002, a total of \$24 million over four years is being spent on school-based technical support and training. In September 2002, a task force was established to research best practice, design models and examine strategies to improve technical support in schools, and identify training needs of network managers in schools. Trials of technical support solutions commenced in 50 schools in November 2002. These trials will be expanded in 2003.

In addition, technical experts conducted evaluations of all school local area networks and made recommendations, where necessary, for the rectification and enhancement of the networks. All NSW public schools were provided with tied funding which was used by schools for essential rectification work.

Establishment of e-learning Accounts for Students and Teachers

The e-learning service will be introduced in 2003 to support every student and teacher in NSW government schools and TAFE colleges. This service will provide email accounts to allow staff and students from multiple sites to work collaboratively, share resources and ideas, and access a range of internet services and products.

The pilot of the Department's e-learning solution commenced in November 2002 in seven schools and one TAFE college. Feedback from the pilot sites has been positive. Students found the services exciting and enjoyable whilst teachers identified the potential of the solution to enhance the teaching and learning process. In 2003 e-learning accounts will be introduced to 1.2 million students and 130,000 teachers.

Communication Technologies for Students in Regional and Remote Areas

During 2002 a number of initiatives to improve communication technologies for students in regional and remote areas were commenced. These included the following:

- Twenty-two rural access schools received broadband connections to the Department's network to support the use of teleconferencing. These schools were involved in providing Year 11 and 12 (Preliminary and HSC) subjects to students in a cluster of schools, through the use of technology and the sharing of resources. Previously, these schools used telematics (facsimiles, telephones and electronic classrooms) to provide HSC subjects. The broadband connections will provide extensive benefits for students in regional and remote areas through the use of two-way video, highly interactive data and the sharing of information between students and teachers. In 2003 high speed telecommunications services will be delivered to enhance the connection of regional and remote schools to the Department's network.

- A NSW and Northern Territory Interactive eLearning Initiative, involving the Department, Optus and the Northern Territory Department of Employment, Education and Training, will use satellite services to establish a shared broadband interactive distance learning communications infrastructure for small communities and isolated homesteads in parts of rural NSW and the whole of the Northern Territory.
- The three-year project will ultimately replace radio and mail-based School of the Air and distance education services with interactive services and video presentation of lessons. In the modernised School of the Air, primary-aged students who live in remote outback stations, or deep in the Great Dividing Range, will receive lessons from teachers in studios in Broken Hill, Dubbo and Port Macquarie. The students involved in this project will participate in highly interactive lessons using video, two-way audio, text messaging, telephony, audio-conferencing, interactive whiteboards and a wide range of shared computer applications. The new satellite technology will ultimately double the number of students in daily interactive contact with teachers.
- The Health and Education Information Access for Rural and Regional NSW, involving the Department with the Departments of Information Technology and Management, and Health, will assist in the provision of high speed telecommunications services to large regional towns. This program will support the delivery of a variety of educational and health services.
- The Northwest and New England Broadband Telecommunications Network which is being delivered by the New England Institute of TAFE, the University of New England and the New England Area Health Service, will provide broadband telecommunications in order to deliver improved education and health services in the New England area.

Providing a Safe, Secure and Well-managed School Environment to Ensure that All Students Have the Best Opportunity to Succeed in Learning

NSW public schools help students to become self directed, life long learners who can create a positive future for themselves and for the wider community. For this to occur, schools need to be places where every student can learn and grow with confidence. Public schools, in partnership with parents and the wider community, provide effective learning and teaching within a secure well-managed environment, leading students to acquire values that will support a positive climate and good discipline.

In the 2002/2003 State Budget, the NSW Government provided \$47.8 million for targeted student welfare and anti-violence programs. These funds supported activities such as:

- an enhanced drug education strategy, focusing on drugs identified as causing the most harm to young people
- targeted child protection activities
- peer mediation and peer support
- programs to combat violence
- initiatives to address disruptive student behaviour.

Student Welfare

The well-being of all students in government schools remained a priority for the Department in 2002. Student welfare initiatives in schools aimed to engage the interests of the whole school community in meeting the personal and social needs of students.

During 2002 all NSW public schools provided opportunities for students to:

- enjoy success and recognition
- make a useful contribution to the life of the school
- derive enjoyment from their learning.

School Counselling

The Department continued to implement preventative programs to reduce the occurrence of problem behaviour. A Partnership Encouraging Effective Learning (APEEL) facilitated the early identification of student interpersonal skills levels and provided lessons to support adjustment to school.

School counsellors play a vital role in the well-being of students in NSW public schools. By the end of 2002 there were over 790 counsellors working in schools. More than 100 participants (registered psychologists and teachers with two years teaching experience and a psychology major) will commence school counsellor retraining programs in 2003. During 2002, two school counsellor retraining programs worth \$1.5 million were available. In 2003, a new retraining program will be implemented for registered psychologists to retrain as school counsellors.

In 2002 new curriculum resources were developed to support safe learning environments including Social Responsibility K-12 which is a resource in two parts; Social Responsibility Years K-6 and Social Responsibility Years K-12, to assist teachers to develop and implement programs that promote students' personal, peer and community responsibility. The resource will be distributed to schools in 2003.

Crime Prevention

A new Crime Prevention Workshop Program for Years 5 and 6 was developed. It includes lessons on Public Space, Harassment, Assault and Stealing, Malicious Damage and Crime Avoidance. Each lesson is delivered by the classroom teacher and a visiting police officer. The program aims to:

- enable primary students to understand the consequences of involvement in crime and anti-social behaviour for both perpetrators and victims
- assist students to develop strategies that avoid involvement in crime and anti-social behaviour
- establish a more constructive relationship between students and police.

The first ever crime prevention program for 11 and 12 year olds was trialled in 2002 and will be progressively introduced into nearly 1650 NSW primary schools in 2003. The program will be an important new resource for NSW primary schools. It will inform primary students about crime and consequences of being involved in crime.

The Crime Prevention Workshop Program for Years 5 and 6 was an initiative of the Community, Parents and Police Forum that was first held in April to address crime and social problems affecting NSW schools.

The Crime Prevention Workshop Program for Years 7 and 8 was developed in conjunction with the NSW Police for delivery in schools by teachers and police officers as a series of 13 crime prevention education lessons. A recent evaluation of the program found that as a result of the program students were more likely to think about the consequence of breaking the law and were more likely to talk to a police officer.

Peer Support Programs

NSW public schools continued to promote student responsibility, self-confidence and leadership qualities. They also helped students to resist peer pressure. The peer support program builds a strong sense of school community and helps develop communication, self-esteem and group work skills among students. It also provides senior students with the opportunity of learning and practising effective leadership skills.

Peer Mediation Programs

Peer mediation programs are creating more peaceful playgrounds as students are encouraged to negotiate through problems at school. Peer mediation programs in both primary and secondary schools have been set up to teach students conflict resolution skills. Students are trained to resolve disputes which otherwise may escalate. In 2002 districts were offered up to twenty days teacher relief to set up and maintain peer mediation programs. A total of 542 teacher relief days were distributed. All student welfare consultants were trained in the peer mediation process.

Disputes and problems can range from arguments over equipment and teasing to misunderstandings or simply cries of "He's not my friend anymore". Younger children are encouraged to bring the issue to the peer mediators in the playground who then encourage talking, listening and reflecting on the situation. Katoomba North Public School Principal, Harry Berwick, says that since the program was implemented in his school, about 85% of playground disputes are now resolved peacefully.

The senior students in schools are trained as mediators. They learn good conflict resolution and listening skills, are able to look at problem solving in a relational way, can see both sides of an argument and are trained in identifying the real issues. The main result of the program has been the creation of a safe and more harmonious environment and raising the self esteem of the senior students.

Anti-Racism Education

Schools are encouraged to develop local strategies to counter racism through school-based anti-racism education projects. In 2002, 49 schools from 27 districts received training to plan and implement anti-racism education projects. In addition, over 300 Anti-Racism Contact Officers and other school staff received professional development support to enhance their knowledge and skills in implementing the Anti-Racism Policy and responding to complaints about racism.

Anti-racism education is being supported and promoted through the Department's Racism. No way! website (<http://www.racismnoway.com.au>). The website is designed to assist Australian schools to counter racism. It includes a comprehensive set of resources to assist teachers and students to understand and counter racism in schools. In 2002, there were over 4,500,000 hits on the site, both from Australia and internationally.

The importance of anti-racism education was highlighted at the Stand Up! Speak Out! Anti-Racism Education Conference, jointly sponsored by the Department and the NSW Teachers Federation, which was held on 7 September 2002. Over 400 people attended, including teachers and students from both schools and TAFE colleges as well as parents and community members. The conference provided a showcase of the excellent work being done by schools and colleges to counter racism and emphasised the importance of continuing partnerships with parents and communities to support anti-racism initiatives.

Student Health

The MindMatters mental health promotion program was introduced to all government secondary schools. Twenty focus schools were targeted with support to undertake an audit process and on the basis of the results, to develop an implementation plan. Aspects of the program include countering bullying, understanding mental illness, dealing with grief and loss, enhancing resilience, enhancing help seeking skills, building connection to school or building an understanding of cultural diversity.

Drug Education Programs

The NSW Government is committed to tackling drug issues in the community. Schools continue to play a vital role in drug education. Students learn about the effects of drugs and their possible harm and develop skills to help them to make informed decisions about drug use. Students who experience problems with drug use are supported to continue with their education and overcome their problems. Schools acknowledge the key

Exemplary Anti-Racism Programs in Schools

Hurlstone Agricultural High School Anti-racism Education Project

In December 2002, Hurlstone Agricultural High School successfully completed a two year anti-racism education project using an action research approach. The project involved the whole school community in developing strategies for promoting cultural harmony and focused on the issues of student leadership and communication. Outcomes of the project include the implementation of a leadership program for senior students and strategies to improve communication with and participation by parents from language backgrounds other than English, including an International Club, and the use of plain English for written communication.

Cooling Conflicts Program

Cooling Conflicts uses drama techniques to assist students to examine stages of conflict and to find appropriate alternatives to violence when dealing with cross-cultural conflict. The program also involves the peer teaching of younger students by older students. Schools have reported significant improvements in the behaviour of participating students. These students have gone on to become leaders in conflict management in their schools. Student welfare teams also report positive outcomes in other areas such as primary to high school transition programs and anti-bullying campaigns.

role of parents in drug education and continue to work with parents and their communities to help reduce the damage caused by drugs. In 2002, a budget of \$3.08 million was provided for a range of drug education initiatives in schools, which support the recommendations of the NSW Drug Summit.

During 2002, the Department developed a number of resources to support teachers to plan and deliver effective drug education. These included the following:

- *Healing Time* Stages 2 and 3, a drug education resource for Aboriginal students was distributed to all primary schools for students in Years 3-6. *Healing Time* helps students explore the effects of smoking, including passive smoking, through the stories of two Aboriginal children and their families. The characters are fictitious but the issues they encounter enable all students to develop an increased awareness and understanding of smoking and its related harm. Activities are included to involve parents and local community members in the program.
- Support materials were developed to complement *Smokescreen: a smoking prevention* resource for Stage 3 and Stage 4. The support materials stimulated awareness and discussion about tobacco issues. A variety of bookmarks, posters and stickers, featuring illustrations from the teaching materials, was provided to all public schools for students in Years 5 to 8 students.

- Two resources were distributed to all primary schools to support drug education in the early years of schooling. Out of Reach! helps Kindergarten children learn about the safe use and storage of medicines and hazardous substances. Doctor Gemma, for Years 1 and 2, teaches young children about the safe use and storage of medications. Family activities are included to support the important role of parents in educating their children about poisons and medications.

During the year, the Department continued to work with parents and school communities to enhance drug education and to help address concerns about drug issues in the community. During 2002, for example, almost 1,000 NSW public schools received funding to conduct a local school-community drug summit. These summits helped to strengthen school and community responses to drug issues for young people by building stronger, broader and more integrated community support. Funding of \$467,500 was made available to schools for this purpose. School staff, students, parents and community representatives attended these meetings.

Gateways Program

The program began in July 2001 as part of the Premier's Cabramatta Anti-Drug Strategy. The NSW Government provided \$700,000 over two years for the program. The Gateways program targets 12 to 17-year-old young people who are at risk of not completing Year 12 or who have an increased potential of drug misuse. The program is pioneering early intervention and prevention strategies through education and training in schools.

Since the beginning of Gateways, there has been individual case management for 393 students, 124 students completed TAFE vocational courses and 72 students completed hospitality training through the Salvation Army's Café Horizons program. A total of 276 students had individual education plans developed for them.

Individual education plans outline the young person's interests, capabilities and competencies. The case manager, who could be a teacher, mentor, Gateways team member or youth worker, assists the young person to be self-directed in order to reach their educational goals. Parents and caregivers have had a significant role in the development, monitoring and evaluation of these plans.

Links continue to be made between Gateways staff and agencies participating in the Cabramatta Anti-Drug Strategy to support young people. These agencies include the Anglicare Reconnect Program, Cabramatta Community Centre, Cabramatta Street Team, Salvation Army Café Horizons Program, Open Family Cabramatta, and Fairfield Liverpool Youth Health team. All high schools in Fairfield continued implementing action plans to address issues relevant to drug education for students in Years 7-10. The drug education consultant has assisted schools in the implementation of these plans.

Road Safety Education

The Road Safety Education Program provides a statewide road safety education consultancy service to NSW government schools. The program receives an annual budget of \$1.2 million from the NSW Roads and Traffic Authority.

In 2002, the Road Safety Education Program funded eight field consultant positions, two senior curriculum advisers and one manager. Road safety education consultants, located at the Bathurst, Blacktown, Newcastle, Ryde and Wollongong, are responsible for the delivery of road safety education professional development and curriculum support to teachers in schools across the state. The consultants support schools in four areas: road safety education as part of PDHPE programs; policy development relating to road safety; school management practices to promote safe road use in and around schools; and parent involvement strategies to support a safe school environment. In 2002, more than 200 schools in 16 districts were targeted to receive focused road safety education consultancy support.

Child Protection

The package Protecting and Supporting Children and Young People: An annual update for school staff was provided to all schools to assist staff in recognising 'risk of harm' concerns and in making effective reports to the Department of Community Service's Helpline. Two modules in the package were implemented as key components of a school development day or in staff meetings. Additional material for principals and executive staff was used in executive meetings in schools.

School districts complemented this training by providing workshops for principals which focused on localised child protection issues. Training was also provided for new principals and executive members.

Primary and secondary schools continued to provide child protection education activities to students in K-10 as part of their Personal Development, Health and Physical Education programs. Additional material, *Child Protection Education: Support*, to assist teachers of students with high support needs was distributed to all schools.

School and district staff in Campbelltown district, who form part of an interagency group SKIM (Safe Kids In Macarthur), showcased a range of local child protection initiatives during child protection week. Activities included a professional 'Expo' for child protection workers, a puppet show for children in child care centres and pre-schools and the production of mementos celebrating the importance of fathers.

The document *Handling Allegations Against Department of Education and Training Employees in the Area of Child Protection* was published in 2002 to assist departmental employees to understand the process of reporting and handling child protection allegations. The document was developed through consultation with various stakeholders including Primary Principals' Association, Secondary Principals' Council, NSW Teachers Federation, Public Service Association, the NSW Ombudsman's Office and the Commission for Children and Young People.

The document outlines the legislation that requires the Department to investigate allegations of child abuse against its employees. Procedural fairness arrangements and support for parties to an investigation are explained. The Department must report the results of certain investigations to the Commission for Children and Young People and all allegations to the NSW Ombudsman's Office. The Ombudsman's Office supervises the investigative processes both to ensure the Department is meeting its obligations and to protect the interest of employees.

Providing Assistance for Students Who Exhibit Disruptive Behaviour

The NSW Government continues to implement initiatives to improve students' behaviour and discipline. The 2001/2002 State Budget provided an extra \$46 million, to be spent between 2001 and 2004, to deal with behaviour problems. In addition to this commitment, the 2002/2003 State Budget provided a range of behaviour and discipline initiatives that included the following:

- more than \$73 million will be spent on dealing with behaviour issues in schools
- 27 specialist schools (including 11 new behaviour new schools) in locations across the state
- 34 special tutorial centres and alternate behaviour programs (including the 17 new centres) in city and country
- 132 classes for students with emotional or behavioural disturbances
- 330 specialist behaviour teachers support children with behaviour problems in normal classrooms
- students identified as having mental health problems may be eligible for extra help through integration funding, which can provide extra teachers or teachers' aides.

Behaviour Management Programs

While schools are among the safest places for young people in our society, there are some locations where social and crime problems affect schools. On 5 April 2002, the NSW Government convened a Forum of Community, Parents and Police to discuss crime and social problems affecting schools and to plan a way forward. Following the forum, a number of new initiatives related to behaviour, discipline and student responsibility were being pursued, including:

- A trial program of Priority Action Schools commencing in 2003 .
- A state-wide review of the provision and placement of school counsellors.
- The curriculum from K-12 is being reviewed in relation to the teaching of personal, peer and community responsibility
- Liaison between school principals and senior police has been increased.
- Legislation and guidelines relating to discipline, truancy, suspensions and expulsions are being reviewed.

The forum reconvened in August, 2002 to reconsider progress with these initiatives.

The Department has implemented a range of coordinated strategies to improve student behaviour and to make schools more effective learning environments. In 2002, every public school in NSW developed whole school plans for behaviour management which included their discipline code. As a result, students and staff were clear about behaviour that is acceptable and what consequences apply if inappropriate behaviour is displayed.

Each district has implemented a District Behaviour Plan. District Behaviour Plans ensure that all schools have access to specialist services directed at supporting students with behavioural problems.

The Department has provided a variety of resources to address student behaviour, enhance student wellbeing and to assist schools to maintain effective learning environments. These included:

- school counsellors who assist teachers meet the needs of students with behavioural difficulties, conduct assessments, support in-school planning and liaise with relevant service providers such as NSW Health
- student welfare consultants and student services and equity co-ordinators based in each district to provide consultancy, training and development and support to school staff in the management of behavioural difficulties
- support teachers in behaviour who assist classroom teachers to develop and implement programs for students with behavioural difficulties
- teachers' aide funding to assist schools to employ aides who can implement programs which have been developed for individual students with behavioural problems
- funding for additional teacher and aide time through the Funding Support 2002 program for students with a mental health diagnosis who are enrolled in local schools
- specialist classes for students with mental health problems and autism. Students in these classes are provided with intensive individualised support. Assistance is also provided to help the students' transition to regular classes, TAFE or employment
- special schools for students with severe behavioural difficulties
- tutorial centres, which are small flexible units, where students with severe behaviour problems work with specialist teachers to increase their literacy, numeracy and social skills.
- substitute care program with 20 teacher positions across the state, provides short-term, emergency or supplementary funding to support students whose living in out of home care circumstances are impairing their successful integration into a school. The support is in the form of teacher and/or teachers' aide support to address students' educational needs.



The 2001/2002 State Budget provided an extra \$46 million over four years to better deal with students with behavioural difficulties. This extra funding increased the total being spent each year to deal with behaviour issues in public schools to over \$73 million.

In 2002, 11 new schools and 17 new tutorial centres were established to cater for students with severe disruptive behaviour. Every school district in NSW now has increased capacity to deal with disruptive students.

Students may be referred to a school or centre if they have a pattern of aggressive and/or defiant behaviour, are likely to cause significant distress to other students and/or staff if they remain in their local school, or are interfering with the learning and/or safety of themselves, other students or staff.

There were 11 new schools located in Dubbo, Mittagong, Wakefield, Yennora, Allambie, Riverstone, Naremburn, Tamworth, Murwillumbah, Sutherland and Regents Park. These schools will provide students with a high level of support to increase their literacy, numeracy and social skills. They also will provide secondary students with vocational preparation and help them in their transition to an independent adult lifestyle.

The 17 tutorial centres were established in Armidale, Ulladulla, Bathurst, Grafton, Bourke, Lismore, Bankstown, Maitland, Telopea, Murwillumbah, Raymond Terrace, Port Macquarie, Wollongong, Wagga Wagga, Gunnedah, Bomaderry and Parkes. Tutorial centres can be located inside normal schools or in other facilities independent of schools.

Discipline and Student Suspensions

In 2002, Professor Andrew Gonczi, Dean of Education at the University of Technology, Sydney, undertook an independent study of discipline and suspension and expulsion in NSW public schools. The objective of the study was to investigate the most appropriate ways of collecting, analysing and reporting to the public, the number and circumstances surrounding school suspensions, acts of violence and related matters.

The findings of the study were presented in a paper, entitled *Measuring and Reporting on Discipline and Student Suspensions in NSW Government Schools*, which was released in September 2002. A major finding of the research study was that, overall, serious violence in NSW schools is rare. The study found that persistent disobedience was the major problem for teachers. This was in accordance with the recent findings of Professor Tony Vinson.

In order to give the public more meaningful information about student discipline and welfare, the report recommended major changes to the collection of suspension data. The report identified the need to develop procedures which allow a shared and common understanding of the types of behaviours, which might lead to a suspension and the categorisation and recording of that suspension.

During 2003, Professor Gonczi in conjunction with the Bureau of Crime Statistics and Research will undertake further studies in the area.

School Attendance

Each district established a District Attendance Action Plan to assist schools in improving their student attendance rates. Districts evaluate and modify their plans annually. District Attendance Action Plans include joint anti-truancy initiatives implemented in conjunction with NSW Police. These initiatives to address visible truancy were extended to all districts in 2001. In 2002, approximately 500 anti-truancy initiatives were conducted in shopping malls, amusement arcades, internet cafes, parks and railway stations and other areas which were identified as being of concern in terms of truancy.

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

In 2002, around 92% of students in government schools are present at school each day. Daily attendance of primary students is over 93%, while daily attendance of secondary students is 89.4%.

Attendance Rates as Percentages by District and Scholastic Year Groups, 2002

DISTRICT	Primary			Secondary 7-10			Secondary 11-12			District Average		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total
Albury	93.27	93.39	93.33	89.59	89.64	89.61	90.84	88.52	89.61	91.87	91.63	91.75
Armidale	92.14	92.40	92.27	88.63	89.30	88.96	88.82	87.44	88.12	90.65	90.80	90.72
Bankstown	94.09	94.20	94.14	88.64	90.50	89.71	87.52	89.03	88.46	92.43	92.59	92.51
Batemans Bay	92.61	92.57	92.59	88.84	88.92	88.88	89.32	89.10	89.21	91.07	91.04	91.05
Bathurst	92.78	92.66	92.72	89.84	89.51	89.68	89.40	87.15	88.21	91.48	91.05	91.27
Blacktown	93.88	93.68	93.79	88.13	88.33	88.23	87.54	87.99	87.78	91.94	91.73	91.84
Bondi	94.14	93.84	93.99	89.58	88.54	89.08	87.36	87.70	87.52	92.00	91.63	91.82
Broken Hill	90.68	90.48	90.58	87.59	86.19	86.93	87.34	88.13	87.76	89.35	88.81	89.09
Campbelltown	93.01	92.81	92.91	88.43	88.38	88.41	88.78	88.33	88.54	91.37	91.18	91.28
Central Coast	93.79	93.78	93.79	89.57	89.48	89.52	89.99	88.64	89.31	92.14	91.99	92.07
Clarence/Coffs Harbour	92.97	92.92	92.94	87.81	88.30	88.05	87.56	87.46	87.50	90.79	90.83	90.81
Deniliquin	92.89	93.25	93.06	90.21	89.81	90.02	90.79	90.32	90.53	91.85	91.87	91.86
Dubbo	90.95	91.35	91.15	87.45	87.42	87.44	90.01	89.53	89.75	89.76	89.92	89.84
Fairfield	93.82	93.95	93.88	91.61	91.87	91.73	89.62	89.66	89.64	92.56	92.71	92.63
Granville	93.76	93.70	93.73	88.98	90.48	89.75	87.26	89.97	88.75	92.06	92.47	92.26
Griffith	92.73	92.83	92.78	88.91	90.15	89.49	91.00	91.34	91.18	91.31	91.83	91.56
Hornsby	95.12	95.08	95.10	92.73	92.70	92.72	91.45	90.63	91.04	93.93	93.78	93.86
Lake Macquarie	93.54	93.41	93.48	87.93	88.29	88.10	89.07	88.40	88.73	91.55	91.48	91.51
Lismore	93.12	93.00	93.06	88.36	88.06	88.22	88.52	87.57	88.03	91.09	90.83	90.96
Liverpool	92.83	92.96	92.89	89.29	89.43	89.36	88.22	87.95	88.08	91.33	91.38	91.35
Maitland	93.43	93.44	93.43	89.55	89.30	89.43	91.47	90.85	91.15	92.11	91.98	92.05
Moree	89.39	89.76	89.57	84.74	84.81	84.77	87.56	85.79	86.61	87.79	87.87	87.83
Mount Druitt	92.19	92.30	92.24	87.34	87.04	87.20	89.96	89.56	89.74	90.73	90.64	90.68
Newcastle	94.10	94.15	94.13	90.00	89.63	89.82	89.21	88.34	88.75	92.14	91.86	92.00
Northern Beaches	94.79	94.70	94.75	90.32	90.25	90.28	89.40	88.95	89.17	93.36	93.17	93.26
Orange	92.75	92.79	92.77	89.16	88.68	88.92	88.98	89.22	89.12	91.33	91.17	91.25
Parramatta	94.12	93.90	94.02	91.14	91.33	91.23	90.24	89.97	90.10	92.80	92.65	92.73
Penrith	93.58	93.64	93.61	89.40	89.33	89.37	88.19	87.46	87.83	91.87	91.83	91.85
Port Jackson	93.73	93.56	93.64	89.20	90.24	89.68	88.43	87.99	88.21	91.97	92.09	92.03
Port Macquarie	92.41	92.76	92.58	88.54	89.05	88.78	88.87	88.20	88.52	90.87	91.13	90.99
Queanbeyan	93.14	93.33	93.24	89.48	89.75	89.61	89.83	88.94	89.36	91.81	91.91	91.86
Ryde	95.41	95.23	95.32	92.34	92.51	92.43	89.76	91.08	90.39	94.06	94.11	94.09
Shellharbour	93.29	93.07	93.18	90.02	89.80	89.91	90.44	89.56	89.98	92.00	91.67	91.84
St George	94.24	94.22	94.23	91.75	90.53	91.15	90.18	89.72	89.95	92.90	92.43	92.67
Sutherland	94.46	94.42	94.44	91.11	90.91	91.02	91.16	89.69	90.45	93.00	92.78	92.89
Tamworth	93.11	93.29	93.20	90.15	89.92	90.05	90.90	88.46	89.74	91.89	91.78	91.84
Taree	92.83	92.89	92.86	87.92	88.36	88.14	89.52	88.61	89.05	90.97	91.04	91.00
Tweed Heads/Ballina	92.72	92.89	92.80	87.76	88.33	88.04	88.41	87.88	88.14	90.71	90.81	90.76
Wagga Wagga	93.84	93.90	93.87	89.61	89.92	89.76	90.45	89.49	89.94	92.14	92.12	92.13
Wollongong	93.69	93.60	93.64	88.37	88.36	88.36	86.65	85.68	86.15	91.49	91.26	91.38

* These attendance rates are based on Semester 1 and 2 absences and the February and midyear full-time equivalent (FTE) enrolments. Primary and Secondary attendance rates include those of all central schools.

Exemplary Programs in Student Discipline and Behaviour Management

Learning Assistance Program

The Learning Assistance Program supports students with disruptive behaviour in the transition from Stage 1 to Stage 2 learning. Each student has an individual behaviour plan which community mentors are trained to implement. After each mentoring session there is time for feedback. Mentors discuss the student's progress with the teacher/coordinator over refreshments. In 2002 this program ran at Windale, Belmore North, Dapto and Waniora public schools and is planned to expand to an additional 12 schools in 2003. As a result of the program, parents of students with disruptive behaviour have become more involved with the school and as a result their children's attendance and behaviour has improved.

A Partnership Encouraging Effective Learning

This program is being used in every district as an early intervention to teach students appropriate classroom behaviour from the beginning of Kindergarten and involve their parents in workshops on setting limits, problem solving, communication and encouragement. In Fairfield district the support teachers behaviour have assisted classroom teachers in implementing this program and provide extra lessons for those students who are showing early signs of behavioural difficulties. The recent evaluation of the Partnership Encouraging Effective Learning program (APEEL) showed that the program was effective in involving parents in their children's schooling and that the program taught students the appropriate skills required by students to be able to participate in classroom learning.

Return to School Program

The Return to School Program was established to assist secondary students on long suspension or who were identified as being at risk of suspension. School counsellor support was provided to students in the program and close contact with parents was maintained throughout the program. While in the program, student behaviour is closely monitored in order to promote the development of individual behaviour management plans on return to school.

Priority Action Schools

The Department will conduct a 12-month trial to assist 74 NSW schools affected by local community, social and crime problems, with funding of more than \$16 million allocated over the next two financial years. The NSW Government's Priority Action Schools program will use innovative early intervention and prevention strategies as part of a plan to provide local solutions to problems affecting schools. The trial will include primary, central and high schools characterised by indicators such as:

- poor student behaviour and attendance
- low student outcomes

- high student turnover and low retention into post-compulsory schooling
- students coming from low socio-economic backgrounds.

The trial will aim to improve educational outcomes, reduce disruptive behaviour, violence and suspensions and improve attendance in selected schools. It will foster cooperation between schools, TAFE, police and the Departments of Community Services, Health, Housing, Juvenile Justice, and Sport and Recreation. In addition, local community organisations and youth organisations will be encouraged to take part.

In 2003, this program will implement new approaches to staffing and resource allocation and specialised programs to improve teaching and learning practices and strengthen the relationships between schools, community and interagency personnel. The trial aims to improve student engagement in learning and educational outcomes, reduce disruptive behaviour and suspensions and improve attendance and retention. It will also foster co-operation between schools, TAFE, other agencies and community organisations.

Schools will receive between \$100,000 and \$400,000 to improve educational outcomes for students through a range of context specific strategies identified in their PAS plans.

During 2003, the program will trial a number of strategies including:

- intensive training and development of staff in teaching and learning particularly in literacy, numeracy and technology
- reduced workload for beginning teachers and more experienced teachers for mentoring and induction programs
- school-based training programs for teachers, parents and students in conflict resolution and behaviour management
- a focus on alternate staffing models including smaller class sizes and team teaching; specialist teachers and other staff in areas of attendance, behaviour management, special education and counselling and partnerships with other agencies.

Encouraging All Students to Develop a Love of Learning, a Strong Sense of Belonging and Self-worth and Pride in their School

Throughout 2002, NSW public schools drew together the talents of gifted student performers and artists. The talents and work of students were showcased in large regional, state, national and international performances and exhibitions. In addition, school sport actively supported a range of programs and activities for students of all ability levels. These high profile public activities developed in students a strong sense of self-worth and pride in their school community. The performing arts and school sporting programs also developed in students a sense of community through friendship, cooperation, acceptance, belonging and sharing.

Physical Fitness and School Sports Programs

Regular participation in physical activity during childhood is associated with a range of physical and mental health benefits both in childhood and in adulthood. Active children become healthy adults and NSW public schools play a key role in contributing to that outcome. In 2002, nearly 760,000 public school students participated in planned sport and physical activity at various levels on a regular basis.

The Department, in association with the NSW Primary Schools' Sports Association, NSW Combined High Schools' Sports Association and ten Area school sport associations, provides opportunities for student representation at school, zone, area, state, national and international levels. In 2002, the Department provided \$1.5 million to support teachers in managing and coaching sports teams.

The school sport associations offered representative opportunities in 18 sports at the primary level and 28 sports at secondary level. During 2002 approximately 150,000 students participated in 1,000 selection events, championships and carnivals.

Gold Medal Fitness Program

In October 2000, following the success of the Olympic Games, the NSW Government announced the introduction of the \$1 million Gold Medal Fitness Program. The aim of the is to improve fundamental movement skills and increase the levels of physical activity of public school students.

In 2002, there were over 39,000 students and 400 teachers from 115 schools in 23 districts involved in the Gold Medal Fitness Program. An athlete from the NSW Institute of Sport was assigned to each participating school. Athletes visited the schools and promoted messages about keeping fit and healthy. An evaluation of the program in 2002 revealed that the program was well received by schools. The findings of the evaluation also suggest that the program has made a significant contribution to developing students' fundamental movement skills and increasing their levels of physical activity. Feedback from teachers and parents suggests major improvement in students' attitude and enthusiasm towards physical activity.

The Gold Medal Fitness Program won the Premier's Public Sector Award for Service Delivery in 2002.

Primary School Sports Competitions

The NSW Primary Schools' Sports Association organises competitions for students from eleven area sports associations - Barrier, North Coast, North West, Riverina, South Coast, Sydney East, Sydney North, Sydney South West, Sydney West, the Hunter and Western.

Students' participation in state-wide knockout competitions and state carnivals has continued to increase. In 2002, major sporting competitions for primary students included 17 state-wide knockout competitions involving 3,881 teams, and 22 state carnivals involving 280 area and association teams. Eighteen representative teams were involved in interstate competitions. Of the thirteen sports where a champion team

Westfields Sports High is Providing a World Class Service to Talented Young Athletes

Westfields Sports High School, in the suburb of Fairfield, attracts the most talented young sports people across the state. At the heart of the school's culture is a drive to reach one's personal best. And not just in sport. The drive to excel is endemic throughout the school's 1,450 students of which 800 are local intake.

In 2002, the 650 selected students were involved in 17 sports. They were encouraged to reach their personal best with the support of 40 non-teaching specialist coaching staff and 30 of the school's 95 teaching staff who are involved in coaching in some capacity. The school also employs a sports doctor, a sports physiotherapist and a sports scientist.

Westfields Sports High is keeping a number of talented sportspeople in school where they might otherwise drop out due to training commitments. The school has very high retention rates across both the selective and local students and about 50% of HSC students go on to university.

The success of Westfields Sports High is marked by:

- representation of students in the Sydney 2000 Olympic Games
- four students from the school were part of the Australian team which flew to Paris for the World School Games
- sporting programs developed by the school have been adopted internationally by schools in England, Scotland, Denmark, Malaysia, Singapore and New Zealand.

The school's soccer program is so successful there are currently 10 ex-students playing for European and British teams and a further 12 ex-students playing first grade in the National Soccer League.

At the 2001 Australian all schools championships, the schools team of 39 students collected 29 individual medals, accounted for 13 national champions, one national record, five NSW records.

is declared, NSW teams won seven competitions, were runners up in one competition and finished either in 3rd or 4th place in the remainder.

Secondary School Sport Competitions

During 2002 over 137,000 high school students participated in competitions and programs provided by the NSW Combined High Schools' Sports Association and the North Coast, North West, Riverina, South Coast, Sydney East, Sydney North, Sydney South West, Sydney West, the Hunter and Western school sports associations.

The NSW Combined High Schools' Sports Association program provides students with the opportunity to compete in school-based knockout competitions, state carnivals, state championships, Australian championships, and international exchanges and visits. In 2002, major sporting competitions included 42 state knockout competitions involving 7,049 teams and 106,000 students, 34 state carnivals and championships involving 272 area association teams. Twenty-three NSW teams participated in School Sport Australia championships.

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

In 2002, the Val Lembit Trophy, a state sporting award for outstanding achievement by a male student, was awarded to John Thornell from Westfields Sports High School in athletics.

2002 SPORTS AWARDS		
Sport	Name	School
Athletics	Rohan Edwards	Elderslie
Athletics	Bianca Williams	Mt View
Athletics	John Thornell	Westfields Sports
Athletics	Claire Mallett	Woolooware
Athletics	Matthew Bell	Yass
Australian Football	Matt Fife	Koorringal
Australian Football	Adam Prior	Murray
Basketball	Stefan Blaszczyński	Leichhardt
Basketball	Lauren Paterson	Smiths Hill
Basketball	Peta Sinclair	Westfields Sports
Canoeing	Ashleigh Flowers	Blaxland
Canoeing	Matt Armstrong	Dunedoo Central
Canoeing	Amanda Pain	Forster
Cricket	Steven Hunt	Alstonville
Cricket	Jonathon Dean	Bathurst
Cricket	Mitchell O'Connor	Dubbo Senior College
Cricket	Leah Poulton	Lambton
Cricket	Sarah Stephenson	Penshurst Girls
Cricket	Nat Hill	Turramurra
Cross Country	Lisa Corrigan	Canowindra
Diving	Craig Gaffney	Jamison
Gymnastics	Chris Martin	Concord
Gymnastics	Kyle Thompson	Hunter Sports
Gymnastics	Naazmi Johnston	Newtown Performing Arts
Gymnastics	Tiana Fahey-Leigh	Sydney Secondary College, Balmain Campus
Hockey	Samantha Gillard	Kiama
Hockey	Bryan De Mello	Westfields Sports
Lawn Bowls	Melissa Dumbleton	Keira Technology
Lawn Bowls	Christopher Roberts	Smiths Hill
Netball	Carly George	Koorringal
Netball	Samantha Donovan	South Grafton
Rowing	Toby Medaris	Blaxland
Rowing	Rachel Melrose	Caringbah
Rowing	Matthew Hellyer	Maclean
Rowing	Melissa Ryan	Woolooware
Rugby League	Ashton Sims	Kiama
Rugby League	Steven Ross	Kiama
Rugby Union	Tatafu Polotoa-Nau	Granville South
Rugby Union	Shane Udy	Orange
Sailing	Jesse Simkus	Glendale Technology
Sailing	Michael Pfeffer	Singleton
Soccer	Josh Mitchell	Swansea
Soccer	Peter Falla	Warners Bay
Soccer	Kylie Ledbrook	Westfields Sports
Soccer	Dimitra Poulos	Wollongong Performing Arts
Softball	Jessica Whiteford	Endeavour Sports
Softball	Tim Hall	Kingswood
Softball	Lauren Williams	Kirrawee

2002 Sports Awards

Sport	Name	School	
Softball		Travis Southam	Westfields Sports
Squash		Aaron Frankcomb	Narrabeen Sports
Swimming		Jarrad Kemp	Melville
Swimming		Tim Simpson	Melville
Swimming		Yvette Pilgrim	Northlakes
Swimming		Stephanie Vance	Woolooware
Swimming		Nicole Davey	Oxley
Swimming		James Hall	Woolgoolga
Tennis		Cassandra Chan	Cheltenham Girls
Tennis		David Jeflea	Westfields Sports
Touch		Leah Mandell	Gosford
Touch		Lori Pennie	Heathcote
Touch		Josh Lewis	Kincumber
Touch		Dane Allen	Tuggerah Lakes Secondary College, The Entrance Campus
Trampoline Sports		Kristy Moore	Henry Kendall
Trampoline Sports		Ilyan Key	Newtown Performing Arts
Triathlon		Katie Schneider	Morisset
Triathlon		Emma Moffatt	Woolgoolga
Volleyball		Amelia Barrett	Baulkham Hills
Volleyball		Justin Platt	Blayney
Volleyball		Gary Hui	Castle Hill
Volleyball		Erin Sargent	Nowra
Water Polo		Rebecca Wilson	Chatham
Sydney Markets Sporting Scholarship – Male			
Cricket		Steven Hunt	Alstonville
Sydney Markets Sporting Scholarship – Female			
Tennis		Cassandra Chan	Cheltenham Girls

The Betty Bowen Award for the outstanding Girls' representative was presented to Lisa Corrigan from Canowindra High for cross country.

School Swimming Scheme

Aquatic activities play a significant role in the lifestyle of many Australians. It is therefore likely that individuals will be involved in some form of aquatic activity during their lifetime. The School Swimming Scheme is an elementary learn to swim program that develops water confidence and provides students with basic skills in water safety and survival. The scheme focuses on non-swimmers in Year 2 and 3 but provides for non-swimmers in Years 4 to 6 as well as students with special needs such as new arrivals in Australia or students with disabilities.

The School Swimming Scheme has been conducted in public schools since 1954. In 2002, the Department provided \$2.1 million to support the tuition of 112,720 students from 1,410 schools. Each student received a Certificate of Achievement which listed the skills learnt during the 10-day program.

During the year, the Department also conducted a series of training courses for teachers involved in the scheme. A total of 280 teachers completed the Elementary Swimming and

Water Safety course.

Creative and Performing Arts Programs

In NSW public schools, all students have the opportunity to explore and learn about the arts and to develop their own interests, talents and expertise. In 2002 the Department supported more than 200 festivals, camps, exhibitions and workshops through the inter-district program. This program provides equitable access to major performance opportunities for public school students throughout the state which may in turn lead onto state-level performance opportunities.

State-wide Performing Ensembles

Throughout 2002 the Department coordinated major performances to celebrate the artistic achievements of students from public schools across NSW. These included the Schools Spectacular, Star Struck and Southern Stars.

The Schools Spectacular is one of the world's largest variety concerts, featuring over 3,500 gifted and talented performers and the rising stars of public education. Students and teachers present the show in one of Australia's largest entertainment venues, the Sydney Entertainment Centre. There are three live performances and the event is highlighted through a national

two-hour television special broadcast on the ABC. The concert provides students with an opportunity for media exposure and contributes significantly to student self esteem.

Star Struck and Southern Stars are annually produced variety and entertainment shows providing performance opportunities for over 3,000 public school students from Kindergarten to Year 12. Star Struck is held in the Newcastle Entertainment Centre and incorporates government schools from the Newcastle, Lake Macquarie, Maitland and Taree Districts. Southern Stars is held in the Wollongong Entertainment Centre and incorporates schools from the Wollongong, Shellharbour, Batemans Bay and Queanbeyan Districts. All major segments of both shows are broadcast by local television.

During 2002, eight performances including the festival of Instrumental Music and the primary and secondary school choral concerts were held at the Sydney Opera House. Almost 3,000 NSW public school students had their talents showcased in the State Dance Festival at the Seymour Centre, while the work of over 400 drama students was performed at the State Drama Festival at the Parramatta Riverside Theatre.

The 2002 Sing/Dance NSW concert provided an opportunity for students to develop their skills and to enjoy musical and dance experiences. Nearly 400 students from 24 Sing/Dance NSW ensembles performed at the Sydney Town Hall.

Youthrock is a joint initiative of the Department of Education and Training and the Ministry for Youth held during Youthweek. It is a rock band competition open to all government secondary schools. In 2002, 63 bands entered and 40 bands competed for a position in the finals.

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

In 2001, over 100 students were auditioned for the program. A total of 29 students were selected for the initial phase of instruction and workshops, and the most improved of these students were chosen to advance to graduation. Prior to graduating in August 2002, these performers concentrated on polishing and developing their talents so that they may further their careers in the industry.

ARTEXPRESS is an outstanding selection of artworks from the Higher School Certificate Visual Arts Examination. Exhibitions show the works of students from government and

non-government schools. In 2002 the works of over 1,000 students reached an audience of 280,000. Seven distinct ARTEXPRESS exhibitions were curated from the 2002 HSC Visual Arts examination for display in 2003. Five exhibitions are being held in metropolitan Sydney and the seventh exhibition will tour regional galleries throughout country NSW until January 2004. Metropolitan exhibitions include the Art Gallery of NSW, David Jones Sydney department store windows, the College of Fine Arts, UNSW and the National Arts School, Darlinghurst. The popularity of the ARTEXPRESS exhibitions has created an enormous demand from venues for inclusion in the annual itinerary of exhibitions.

In 2002, 50 selected works from the 2001 ARTEXPRESS were exhibited at the Brooklyn Museum in New York and the Macy Gallery of Columbia University.

Debating and Public Speaking

The Department coordinates a statewide program of interschool debating through competitions involving students in Years 3 to 12 from government and non-government schools. Debating and Public Speaking competitions and training courses provide opportunities for students to improve their oral skills and to grapple with contemporary issues. During 2002, there was a total of 11,208 students were involved in debating and public speaking competitions. The competitions included, the Commonwealth Bank Senior Debating Competition, the Hume Barbour/English Speaking Union Debating Competition and the Karl Cramp Debating Competition, the Plain English Speaking Award, Legacy Junior Public Speaking Award and the Multicultural Perspectives Public Speaking Competition.

Environmental Education

Throughout the year, public schools used their school grounds as a valuable resource to enhance learning and foster concern and responsibility for the natural environment. Learnscapes, an holistic environmental program for school grounds, has been adopted by hundreds of schools in NSW. Learnscapes is an initiative that builds and maintains sustainable natural environments and once built, are easy for teachers to organise practical environmental studies without having to leave the school. The Schools Learnscape Trust has a team of qualified teachers and landscape architects who visit schools and facilitate easy-to-follow design workshops to help teachers and students undertake the redesign of their school grounds into a sustainable natural environment.

2002 Debating and Public Speaking Awards

Competition Title	Recipients
Hume Barbour Debating	Sydney Boys High School
Karl Cramp Debating	Penrith High School
Commonwealth Bank Junior Debating	North Sydney Girls High School
Years 7/8 Debating	Smiths Hill High School
Legacy Junior Public Speaking	Thomas Kaldor, Sydney Boys High School
Hunter Challenge Primary Debating	Dubbo Public School

Learnsapes projects in schools boost the unique beauty of a school, creating pride in the school community while achieving real results. The Learnsapes scheme has won 10 environmental awards including the Banksia Environmental Award, Reader's Digest Environment Award and Rivercare 2000 Gold of Gold Award.

In October 2002, a meeting in Austria between 53 teachers, landscape designers and architects from Germany, Austria, Finland, Norway, Sweden, UK, Belgium, Mexico and the USA brought the program to an international audience. As a result a number of countries overseas have adopted Learnsapes in their schools

Selective High School Placement

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

In 2002, there were 17 selective high schools, seven high schools with selective classes and four agricultural high schools in NSW providing a broad range of educational opportunities for gifted and talented students. These 28 schools included five high schools with selective classes which commenced in 2002. A total of 240 Year 7 selective places were established in these schools, bringing the total number of Year 7 selective high school places to 3,374 in 2002. The five additional high schools with selective classes were:

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

For 2003 entry, there were 14,940 applicants wishing to enter selective high schools.

In 2002, the Minister released a discussion paper on the Year 7 placement process for selective high school entry which attracted over 160 submissions from individuals, schools and other stakeholders. Changes resulting from this community consultation will affect students applying in 2003 for Year 7 selective high school entry in 2004. The changes will include:

- the addition of a writing task (to be trialled in 2003)
- identification of students by number, not by name, in the marking process
- regular release of sample papers
- compulsory provision of academic records for all students including those attending non-government and interstate or overseas schools

- new guidelines to tell parents and schools the information that is most relevant to selection committees.

Opportunity Class Placement

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

In 2002, there were 109 Years 5 and 6 opportunity classes in 70 public schools, with approximately 3,330 Years 5 and 6 students throughout NSW. In 2002, there were 10,882 applicants for the 1,659 places available for Year 5 opportunity class entry in 2003.

Three additional opportunity classes were formed in primary schools for commencement in 2002. These were:

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

Exemplary Student Learning Programs at Leura Public School

Use of technology to enhance student learning has long been a priority at Leura Public School. During 2002, 60 students from Stage 2 and Stage 3 were involved in a project which produced a web-based digital portfolio. The trial of digital portfolios has proven to be an exciting development in the school's curriculum allowing accomplishments to be demonstrated and enabling students to take increased responsibility for their work.

The digital portfolios are stored on the school's Intranet and are linked to the KidMap assessment and reporting database. Student work is publicly displayed within the school promoting ownership and enabling staff to readily use portfolios for assessment purposes.

The project, while providing a means to enhance and develop technology skills in students, also has been shown to improve students' confidence, the quality of their work and their engagement with learning tasks.

Continuing the Development of Innovative Secondary School Structures by Extending Strategic Partnerships with TAFE NSW, Universities, Local Industry and the Broader Community

The NSW Government's Plan for the Revitalisation of Inner Sydney Schools and other innovative secondary school structures promotes cooperative ventures and partnerships among schools and other education providers, particularly with TAFE NSW and universities, in order to broaden curriculum provision in schools and to use resources more effectively.

Revitalisation of Inner Sydney Schools

State-of-the art sports, library and science facilities were among the key initiatives to be enjoyed by more than 8,500 public school students in inner Sydney, as part of a \$100 million investment in public education.

The Revitalisation of Inner Sydney Schools Program is already benefiting schools, with some enjoying a new specialist focus and others benefiting from the creation of selective places for academically gifted students.

New academically selective places were created at Ryde Secondary College, Chatswood High School, and campuses of the Sydney Secondary College.

The Sydney Secondary College is a new multi-campus college, which began operation in 2002. The college incorporates the former Balmain High School, Glebe High School and Leichhardt High School. Additionally, the new Rose Bay Secondary College has been formed incorporating the former Vaucluse and Dover Heights High Schools.

During 2002, capital works programs commenced in 16 high schools including:

- New Years K-4 homebases, Years 5-8 specialist teaching facilities and Years 9-12 senior student classrooms at the new Alexandria Park Community School.
- State-of-the-art sports facilities including an eight-lane running track and gymnasium at Matraville Sports High School.
- Design of new science and library facilities, gymnasium, senior student study areas, and film and broadcast production facilities for Rose Bay Secondary College.
- Refurbished specialist teaching workshops and classrooms at Ryde Secondary College with technology links to Macquarie University.
- Creation of the Sydney Secondary College with a senior campus at Blackwattle Bay with links to TAFE NSW - Sydney Institute and the University of Technology, Sydney.
- Expanded library, new science facilities and new staff rooms for teachers at the Sydney Secondary College, Leichhardt Campus.
- Refurbishment of art, music, performing arts and staff areas at the Sydney Secondary College, Balmain Campus.
- New technology and performing arts facilities and enhanced sporting areas at Randwick Boys and Girls High Schools.
- New gymnasium and performing arts facilities, a new canteen and a new administration centre at Riverside Girls High School.
- New performing arts facilities, new classrooms and a new administration centre at Fort Street High School.
- Upgraded visual arts, performing arts, and business and information technology facilities at JJ Cahill Memorial High School.

- Improved sporting and recreation areas, additional classrooms and a multimedia centre at South Sydney High School.
- New senior student study facilities, a new administration centre and new student cafeteria at Tempe Languages High School.

- A new administration centre, cafeteria and refurbished library at Cleveland Street Intensive English High School.

The implementation of the Revitalisation of Inner Sydney Schools Program saw Year 7 enrolments at these schools increase by 15% in 2002.

In June 2002, the General Purpose Standing Committee of the NSW Legislative Council examined the Proposed Closure and Restructuring of Government Schools in Inner Sydney with a report tabled in the Legislative Council in July 2002.

In response to this and concerns expressed by a number of school communities, the Department made a number of changes to the initial plan. Significant changes included the retention of:

- Dulwich High School with a visual arts focus and curriculum links to the National Art School and TAFE NSW - Sydney Institute Design Centre
- Marrickville High School with an information and communications technology focus
- Hunters Hill High School
- Erskineville Public School.

Multi-Campus Colleges

By the end of 2002 eleven multi-campus colleges were in operation across the state. The new colleges that were established are:

- Great Lakes Secondary College incorporating the existing Forster High School and a new senior and junior campus at Tuncurry
- Sydney Secondary College comprising three campuses at Leichhardt, Balmain and Blackwattle Bay (formerly Glebe High School)
- Tuggerah Lakes Secondary College comprising three campuses at Berkeley Vale, The Entrance and Tumby Umbi
- Brisbane Water Secondary College comprising two campuses at Umina and Woy Woy
- Moree Secondary College.

During 2002, construction work on the Freshwater Senior Campus of the Northern Beaches Secondary College continued.

Enrolments across the majority of multi-campus colleges increased in 2002. The total student enrolment in multi-campus colleges increasing by 813 students with Georges River (238 students), Sydney Secondary College (234 students) Tuggerah Lakes College (168 students) and Callaghan College (164 students) showing the greatest increases.

In 2002, curriculum choice in multi-campus colleges continued to expand with students studying a significantly greater range and diversity of subjects at the Higher School Certificate than in previous years. For example, Year 12 students at Georges River College studied 59 separate Higher School Certificate courses; students at Wyndham College and Chifley College studied 58 courses; and students at Callaghan College studied 49 courses.

Wyong High School Information Technology Centre Initiative

During 2002, more than \$2 million over four years was allocated for the establishment of an ICT centre at Wyong High School.

Operating as a pilot program, the centre will provide Wyong High and its community with state of the art technology, and access to courses that enhance current curriculum offerings and employment opportunities. This will provide direct benefit to all students within the school as well as to members of the wider community.

A significant element of the program will be the delivery of industry-based IT courses to specially selected talented Year 7 students in 2003.

Staff with developed IT skills will guide the students to complete their International Computer Driving Licence (ICDL). The Department together with industry representatives will provide additional intensive learning experiences emphasising different aspects of IT. The centre is currently accredited to deliver the ICDL, Microsoft Office Specialist (MOS), and is a registered examination centre for MOS, specific modules of the MCSE, and the Certified CISCO Network Associate.

School, TAFE, University, Industry and Other Education Links

Significant developments were initiated with schools, TAFE NSW, universities, industry and other educational organisations in their region in developing educational precincts and networks for sharing facilities. Some examples of developments during 2002 included:

- Hunter Institute is now working with the University of Newcastle to establish pathways for university students to gain recognition for their studies when applying for TAFE courses. The innovative joint-venture between Hunter Institute and the University of Newcastle has improved the post secondary educational opportunities for people of the Central Coast region. The venture comprises Gosford and Wyong TAFE campuses, the Conservatorium of Music as well as an innovative multi-sector educational facility at Ourimbah.

- The development of the Northern Beaches Secondary College, a new cross-sectoral educational precinct to be based at Freshwater Campus, commenced in 2002. A memorandum of understanding was signed by Northern Beaches School District, Northern Sydney Institute, and the University of Technology, Sydney. This combination of partners will enable the district to offer students the opportunity to participate in an innovative educational environment, achieve excellent educational outcomes and have unparalleled breadth of curriculum choice. The NBSC will offer courses at Balgowlah Boys Campus, McKellar Girls Campus and Manly Selective Campus. In addition, students will be able to access specialist TAFE NSW courses and a variety of first year university courses offered exclusively to the College. Senior students may choose to remain on one campus or access courses across campuses and educational sectors.
- Oatley Education Centre has now been operating for two years. In 2002 the Senior High School campus of Georges River College had a secondary student enrolment in Years 11 and 12 of approximately 1,000. The TAFE delivery of VET courses for senior high school students has increased. Over 350 students participated in TAFE delivered VET programs in 2002. The majority of the TAFE delivered VET courses are delivered on site at Oatley Education Centre. In 2002 full-time and part-time TAFE NSW courses were delivered in information technology. These courses provide a focus on website production and management and lead to qualifications from Certificate II through to Diploma level. Approximately 165 TAFE students studied at Oatley Education Centre.
- Western Institute has continued its involvement in the development of opportunities for School Assistants employed in government schools to access traineeships in Library, Administration/IT, Science, Food and Hospitality and as Teachers Aides (Special). Western Institute now offers courses in these areas both as traineeships and through mainstream delivery. In 2002 there were 28 enrolments and 19 course completions. Also in 2002, the Western Institute maintained twenty-four hour study centres at Campuses in Parkes and Dubbo, providing access to university students studying by distance education.

1.4 Educational Leadership and Management

The Department recognises quality leadership and management as a key element in the success of NSW public schools. During the reporting period, the Department continued to provide high quality leadership and management training opportunities to help school principals and aspiring school principals improve their performance.

The Department also recognises the importance of the efforts of parents and members of the community in the success of public schools, both in terms of their involvement in the governance and operation of a school, and their participation in their child's learning.

Strict accountability to parents and the local community is an imperative for each NSW public school. The most important method of accountability is through the annual school reports.

Assisting School Principals and Executive Staff to Lead and Manage Schools Effectively

The NSW Government is committed to ensuring that the richest pool of future school leaders is created and sustained. The Department acknowledges that effective school leaders can have a strong effect on the quality of teaching in schools and the quality of student outcomes. As a consequence, the Department focused on developing the skills and knowledge for educational leadership and productive school-community relationships.

Support Service for School Principals

In August 2002, the NSW Government announced a \$1 million support package for more than 2,200 principals in NSW public schools. The key focus of the initiative is that principals from across NSW will be able to have more input into the sorts of leadership development they see not only to themselves, but also for aspiring principals. A number of strategies were begun during 2002 including:

- principals receiving expert advice and support from experienced primary and secondary principals. Advice is being provided on matters including managing complaints, difficult workplace issues and staff efficiency and conduct
- a new Principals' Handbook and user friendly guidelines is being developed to better inform principals of their rights and responsibilities
- streamlining current school reporting and administrative procedures in order to free principals of red tape
- a master calendar of district and state-wide school events will be implemented which will assist principals to plan and better manage staffing needs.

In addition, extra training and peer support will be offered to principals including:

- improved principal induction program
- leadership training for would-be-principals
- principal support forums to ensure district offices better understand principals' needs
- a clearing house for sharing case studies and examples of successful leadership programs
- developing and piloting new models for principal mentoring and leadership development.

In 2002, a principals' taskforce was established to manage the implementation of the package. The taskforce issues a Principal Support Bulletin to principals each school term, reporting on the achievements and future directions of the plan.

School Leadership and Management Programs

In 2002, the Department implemented a range of leadership development programs to support aspiring, beginning and continuing school leaders. A review of all aspects of the 1998 School Leadership Strategy was conducted during the reporting period and a new leadership development program was developed in 2002 for introduction in 2003.

School Leadership Preparation Program

The School Leadership Preparation Program was designed to prepare potential school leaders for executive positions in schools and to prepare existing school executives for more senior positions. Prominent national educators facilitate seminar and workshop sessions to meet the recognised needs of effective school leaders. Local leadership groups comprised of superintendents, principals, school executives and senior officers provide support and offer advice to program participants.

A total of 44 participants graduated from the program during 2002. The Department provided more than \$300,000 to implement this program in 2002. Participants contributed a further \$128,000 to be involved in the program. Each participant produced a reflective journal that documents a research project designed to improve outcomes for students.

Principal Support and Development Program

Participants in the Principals and School Development Program completed major school improvement programs during 2002. A total of 151 principals from around the state participated in the program during the year. The department allocated \$55,000 for the program. Principals in the program undertook work-based research projects designed to improve student learning outcomes. These included:

- implementing outcomes-based teaching, learning and programming
- improving pedagogies for literacy and numeracy
- improving pedagogies for student-centred learning programs

Report on Operations

- improving the delivery of the new HSC and preliminary programs in the senior years of high school
- enhancing technology as a learning tool; improving the links between primary and high schools to support transition of students
- implementing programs to support emerging adolescents in the middle years.

Head Teacher Development Project

The Head Teacher Development Project is a two-year project which began in 2001 to support districts in the leadership development of head teachers. The Department has allocated funding of \$1 million to the project over the two-year period. The project aims to encourage leadership thinking and practice among middle executive in high schools through a range of activities including, workshops, seminars, conferences, network establishment and team building.

School districts conducted an evaluation of the 2001 program and continued to work collaboratively with head teachers to develop appropriate and relevant training programs. Participants in the program covered a number of topics including:

- implementing the Teacher Assessment and Review Schedule
- productive pedagogies
- career planning
- technology for administration and student learning
- implementing programs to support teachers experiencing difficulties with their teaching performance.

Induction for Newly-Appointed Principals

The Induction for newly-appointed principals program is designed for principals to meet senior officers, form links to professional networks, obtain important information about departmental policies and receive advice from colleagues about short-term and long-term goal setting and planning. Residential conferences were held in January and July 2002 to support 155 new principals. A resource folder provided new principals with a guide to the variety of departmental support available to them as well as additional support provided through professional associations.

Rural School Leadership Plan

The Rural School Leadership Plan, which was introduced in 1997, offers additional incentives to attract principals to some isolated and rural schools. Incentives under this scheme include additional salary loading, motor vehicle and rental costs and flexible working conditions. During 2002, there were a total of 13 schools on the plan and five new principals were appointed to lead schools under the plan.

Team Leadership Course

In 2002, the Team Leadership Course continued to operate in some districts in response to local demand. This multi-phased, inquiry-based program assists school teams to understand cultures, change, teamwork, pedagogy and planning. Participants comprised leaders and aspiring leaders and provided a collegial environment in which the demands, responsibilities and complexities of leadership could be explored. The program has accreditation towards post-graduate study at five universities in NSW and the ACT.

Executive Management and Development Programs

During 2002, several programs were funded to provide management and leadership training based on the specific needs of senior managers and senior executives. These programs included in-house professional development, sponsored participation in external programs and work-related learning.

Public Sector Management Course

In 2002, six Department staff graduated from the Public Sector Management Course, a nationally accredited, graduate management program aimed at enhancing the knowledge and skills of managers. Participation requires 18 months to two years involvement. In 2002 the Department allocated funding of \$59,000 to the program. The program has ensured that participants gain the knowledge, skills and competencies to make a significant contribution in the workplace.

Executive Development Program

Three executive officers completed the 2002 Executive Development Program at a cost of \$17,000. The aim of the program is to equip newly-appointed senior executives for their role in the Department. The participants developed knowledge, skills and understanding relating to the role of senior executive and accessed information regarding the functioning of the broader public sector and effective inter-agency communication.

Sydney Leadership Program

The Sydney Leadership Program develops the skills necessary for addressing key social issues pertinent to the contemporary work environment. The program is offered through The Benevolent Society of NSW. During 2002, the Department sponsored two staff members, at a total cost of nearly \$16,000 to complete the program.

Certificate of Corporate Investigations

The Certificate of Corporate Investigations program enables participants to gain the skills and knowledge required for senior executives to communicate effectively, mediate on personnel issues and undertake successful investigations. During 2002, seven senior executives completed the Certificate of Corporate Investigations at a total cost of \$10,000.

Frontline Management

The Frontline Management program is a nationally recognised and accredited traineeship program. Participants develop managerial competencies and skills to enhance their leadership role in the workplace. During 2002, 13 participants completed the nationally accredited Frontline Management Program at a cost of \$40,000.

Professional Development for School Administrative and Support Staff

School administrative and support (SAS) staff are employed in NSW government schools under the following classifications: school assistant, senior school assistant, Aboriginal education assistant, general assistant, teachers aide ethnic, teachers aide pre-school, and teachers aide special. In 2002, the Department offered professional development opportunities to support SAS staff in leadership and management, compliance training, information and communications technology and key specialist areas.

During the reporting period, 67 SAS staff received funding to undertake tertiary study in both university and TAFE programs at a cost of \$40,000. Participants undertook studies in communication, management and information technology. Thirty-five senior school assistants and school assistants aspiring to the position of senior school assistant were awarded the Certificate of Administrative Leadership. This training was delivered at a cost of \$6,500.

An Integrated Technology Strategy for SAS staff was developed and implemented to provide basic and advanced technology training. More than \$140,000 was provided for the training of 1,760 SAS staff. The training was provided through self-paced technology training modules. Districts and technology centres also offered training in finance, administration, library management, navigating the Internet and developing PowerPoint presentations.

During 2002, 517 SAS staff trained in the International Computer Driving Licence program through TAFE at a cost of \$173,000. The program consisted of seven modules designed to improve workplace computer skills. It was also offered through all district offices using a variety of modes of delivery.

In 2002, the Certificate III in Education Support for Teachers Aide (Special) was offered to 286 teachers aide (special) in 38 districts at a cost of \$152,000. This training program aims to develop knowledge, skills and understandings required for the teachers aide (special) role. This accredited training program supports teachers aides (special) who do not qualify for the traineeship in the Certificate III in Education Support for Teachers Aides (Special).

In addition, a total of 282 teachers aides (special) undertook initial training or re-certification in health care procedures during the year, at a cost of more than \$70,000. The training is conducted in cooperation with the Public Service Association of NSW and the NSW Nurses' Association. The Administration of Prescribed Medication and Asthma Treatments Certificate provided 521 SAS staff with the skills, knowledge and understanding to manage students' health needs according to the Department's requirements. Total funding of \$45 000 was allocated for this training.

Training Programs for Enhancing Staff Efficiency and Workplace Safety

Protecting Children and Young People

Following amendments to legislation relating to child protection and the Ombudsman Act, school principals were required to implement new processes in handling allegations against departmental employees in the area of child protection. In 2002 school principals were trained in child protection processes. Total funding of \$265,000 was made available for a half-day training session, delivered by 38 representative principals and expert staff. At the end of the training, the majority of principals stated they were comfortable with their ability to deal with child protection issues.

Staff Efficiency

In 2001 the Department introduced new procedures for responding to suggestions, complaints and allegations, and changed procedures for managing staff efficiency for non-teaching staff and teachers based in schools. In 2002, a one-day training program was delivered to ensure all principals were trained in the procedures associated with supporting teachers experiencing difficulty with their teaching performance. The \$400,000 training program enabled principals to support all staff and deal effectively with suggestions, complaints and allegations.

In 2002, all senior school assistants were trained in the procedures associated with managing administrative staff in schools experiencing difficulty with their administrative performance. A total of 73 half-day training sessions were conducted for 2,234 SAS staff, at a total cost \$246,000. As a result of the training program senior school assistants have increased understanding and skills in dealing with difficulties in staff performance in the workplace.

Occupational Health, Safety and Risk Management

During 2002 schools, district and state office were involved in workplace consultation training for Occupational Health and Safety (OH&S) committees. By the end of 2002, more than 1,200 OH&S committees had been established in the Department. Throughout the year TAFE NSW assisted accredited officers to deliver the required training to staff who were members of OH&S committees.

Promoting the Work and Achievements of the NSW Public School System to Parents and the Wider Community

Throughout the reporting year, the Department promoted the achievements of students and teachers in public schools, and the quality of its courses and services. The Department provided information to students, parents and the community to build awareness of, and confidence in, the NSW public school system.

The achievements of students and staff across NSW public schools were recognised in 2002 through a number of programs and awards.

Departmental Website

A new public education and training website was established in January 2002. It includes information about locating public schools, enrolment details, learning and teaching resources, subsidies and allowances, calendar events, strategic research and statistics, departmental policies and employment.

The site has a major Newsroom section to promote activities and achievements of students and staff. A subscriber facility was incorporated in mid-December where external media are immediately alerted by email when a new release is added to the site. Within weeks the number of media subscribers had risen to 175 and has continued to increase.

The site has proved to be an effective facility for prompt and efficient communication with the wider community: the bushfire emergency drew 3,000 hits per day to school news updates, and television stations featured the site in evening news broadcasts.

The number of page hits to the site indicates a significant increase in users from 817,161 hits for the month of January to over 1.5 million hits for the month of November.

Education Week 2002

School communities throughout the state celebrated Education Week from 8 September to 14 September 2002. The achievements of the public education system were highlighted with the theme, 'Teachers - the heart of learning'. Schools invited local communities to see students and teachers at work in the classroom and to join in special events that celebrated the initiatives and accomplishments of the New South Wales public education system.

Royal Easter Show 2002

The Department took the opportunity to provide information and showcase the excellence of public education and training by exhibiting at the Sydney Royal Easter Show during April 2002. Staff from state office and district offices provided information about NSW public schools and advice about specific school-related questions to people who visited the exhibition.

Sponsorship

During 2002, the Department attracted sponsorships for the following major departmental programs and activities:

■ Arts Education Foundation

The Arts Education Foundation is a joint initiative of the department, the NSW Teachers Federation, the Federation of Parents and Citizens Associations and the Federation of School Community Organisations. This foundation brings together arts programs and events at all levels of the NSW public school system. It includes visual arts, music, dance, drama, public speaking, debating and special events such as the Schools Spectacular and ARTEXPRESS. Its high profile programs and events, held at venues such as the Sydney Opera House, the Art Gallery of NSW and the Sydney Entertainment Centre, are directly accessed by 1.2 million people annually and are also associated with extensive media exposure.

The foundation's Grants Fund assists in the development of creative arts particularly at the local school level. Continued support was provided for the visual arts via the Sir William Dobell Art Foundation.

The 20 year partnership between ARTEXPRESS and Chroma Australia was a finalist in the commitment category of the prestigious national 2002 Australia Business Arts Foundation Awards.

■ School Sport Foundation

The School Sport Foundation supports and promotes school sport programs and initiatives ranging from elite state representative teams to the local school teams including State and Area Level Representative School Sports Programs, the School Swimming Scheme (learn to swim programs for primary schools), the Active Youth Program (helping secondary students to adopt a healthy lifestyle) and Access Sports (for students with disabilities). The Foundation's Grants Funds is unique, directly assisting sporting and healthy lifestyle initiatives at the school level.

Major sponsors of the School Sport Foundation are Dairy Farmers, NRMA, Sydney Markets, NBN Television and WIN Television.

■ Youth Week

Youth Week focuses on the issues and concerns of young people aged 12 to 24 years. It highlights the positive contribution young people make to our society. In 2002 the major sponsor was the NSW Motor Accidents Authority. Network Ten also supported the event through a range of media promotions including Community Service Announcements.

During Youth Week the Department, on behalf of the Premier's Department, coordinates sponsorship for the Youth Rock. In 2002, nearly 700 people attended this state-wide music competition for secondary schools rock bands. A total of 160 students participated in 59 bands.

■ Plan It Youth

Young people at risk are assisted by this mentoring program which brings together community groups and agencies. During 2002, 240 students completed the mentoring program across 18 schools in six districts, and 249 mentors (drawn from across the community) were trained.

■ NSW Training Awards

The NSW Training Awards recognise the best trainees, apprentices, training providers and others achieving excellence in VET in NSW. Categories include the prestigious Apprentice of the Year and Trainee of the Year and six other individual and group VET awards. Winners go on to compete at the ANTA Awards.

Sponsorships for the 2001 awards were provided by Australian Business (the major sponsor), ASI Solutions, Holden, the Department of Public Works and Services, NBN Television, WIN Television, TAFE NSW and Qantas.

■ Annual School Web Design Awards

This web design competition has primary and secondary student divisions and has a particular theme each year. In 2002, 250 schools participated, with a theme of 'Hot Topics'. Major Sponsors were Macromedia, Apple Computers, Electroboard and Microsoft, while Supporting Sponsors were DELL Computers, Computelec, Optima Computer Technology and Scholastic New Media.

NSW Public Education Foundation

Work commenced on the development of the Public Education Foundation (PEF). The PEF is being developed to provide a vehicle for corporate and individual investment in NSW public education. The PEF will receive support through bequests,

donations, gifts, corporate support, sponsorships and other related programs. An important focus of PEF-funded projects will be to support students from socially-disadvantaged backgrounds and those with particular educational needs.

Network TEN School Achievement Award Program

The Network TEN Schools Project is a joint initiative of Network TEN and the Department of Education and Training. This project recognises school students who demonstrate excellence in various aspects of school life and to showcase school activities through the medium of television. Students are selected and their stories screened on TEN as part of the Network TEN School Achievement Award Program.

In 2002 Network TEN continued its School Achievement segments featuring outstanding students, school programs and events. During 2002, 21 stories were aired. Network TEN also continued its periodic use of school events as a background for its 5 to 6 pm weather reports.

Celebrating Excellence in Schools

Director-General's Award for Excellent Service to Public Education and Training

The Director-General's Award for Excellent Service to Public Education and Training recognised teachers, administrators, school assistants, sponsors, coaches, volunteers, community leaders, business people and P&C members for their outstanding service to the education of children and the wider community.

In 2002, 60 people from across NSW were recognised for their passion, talent, commitment and plain hard work in local public schools and TAFE colleges. Of these, 46 were from NSW public schools and state offices.

Director-General's Award for Excellent Service to Public Education and Training, 2002 NSW Public School and State Office Recipients

School or District Office		
District	Name/School	Reason for Award
Albury	Robyn Bruce Thurgoona Public School	A caring, inspiring and dedicated teacher. She has the ability to enthuse all children. She provides a stimulating class environment and inspires even the most reluctant students to read regularly.
Armidale	Jennifer Thomas Armidale High School	An outstanding educational leader who has devoted a lifetime to the service and education of students with disabilities. Regular visits are made by teachers from other schools to observe her exemplary teaching and learning programs that she has established at Armidale High School. In particular, she builds individual transition plans in liaison with parents to ensure the acquisition of the most appropriate living, social and academic skills.
Bankstown	Monica Fitch Georges Hall Public School	Monica has made an outstanding contribution to special religious education by voluntarily teaching scripture in government schools for 25 years. She recently received the Cardinal Freeman Medal for her work. This work has followed a long career as a teacher within the Department of Education and Training. She is greatly admired for her work in the community.
Batemans Bay	Brian Mallyon Bega High School	Brian has devoted 46 years to the students and staff of NSW public schools. As Head Teacher, Science, he is committed to achieving the best possible education for students and to ensuring their happiness and safety in the school environment.

Director-General's Award for Excellent Service to Public Education and Training, 2002 NSW Public School and State Office Recipients Cont'd

School or District Office		
District	Name/School	Reason for Award
Bathurst	Wendy Zylstra Bathurst West Public School	Outstanding contribution to the music programs of Bathurst school students. In 1992 she became the band teacher at Bathurst West Public School. Under her direction, the Bathurst West Public School band has competed in the local eisteddfod every year, winning five times and being runner up on four other occasions.
Blacktown	Kerry Wood Schofields Public School	A specialist learning difficulties teacher who has demonstrated the highest commitment to her profession. Through collaborative planning and team teaching, she has a positive influence on the work of teachers not just as a specialist learning difficulties teacher but as a reference point for issues involving literacy learning.
Bondi	Peg Masters Maroubra Junction Public School	An outstanding community volunteer. She has been a "Reading Pal" for 12 years, has helped approximately 140 students in reading and building self-esteem. She is always available to help out with class competitions, often donating prizes herself. For the past four years she has been a community representative on the School Council. In 2001, Peg was recognised for her work at Maroubra Junction Public School by the NSW Children's Week Association.
Broken Hill	Sandra Bailey Dareton Public School	An outstanding and committed school assistant who has for 27 years, initiated procedures within the school resulting in increased efficiency. Her work in maintaining the financial aspects of the school's organisation has been recognised in audit reports, and her financial knowledge has been invaluable to other senior school assistants in the local area.
Campbelltown	Chris Presland Airds High School	A dedicated, motivated, enthusiastic and inspirational leader who has developed numerous workshops such as "Effective Leadership", "Change Management Processes", "Developing a Values Platform", "The Importance of Humour" and "The Ten Deadly Sins of Communication" delivering these workshops to audiences around the country and internationally. He gives endless amounts of time and energy to making his school the best that it can possibly be.
Central Coast	Sue Pettinger Tuggerah Lakes Secondary College, Berkeley Vale Campus	An outstanding, dedicated supporter and activist for public education with over 16 years of service to the Parents and Citizens Association at Berkeley Vale Public School and Tuggerah Lakes Secondary College, Berkeley Vale Campus. She is committed to developing community awareness of current educational issues at local and state-wide level, and encouraging community participation in the decision making process.
Clarence/Coffs Harbour	Colin Lang South Grafton High School	An outstanding contribution to education at school and district level. He led the district leadership team in 2000 and in 2001. Colin has also shown an exceptional dedication in the sport of rowing. Over the past four years, South Grafton High School has competed in the CHS Rowing Championships.
Deniliquin	Irene Schirmer Urana Central School	Promoted the development of school bands and choirs and introduced high quality music programs in the local primary and secondary schools. In particular, she has organised concerts and musical productions with school bands and choirs for the Lockhart Day Care, Urana Central Preschool, Education Week and ANZAC Day. She has also liaised with music educators from the Riverina Conservatorium and members of the Kapooka Military Band to arrange mentoring and music tuition for students in local schools.
Dubbo	Sandy Creamer Lincoln Education and Training Unit	An intelligent, caring and insightful teachers' aide who has helped to design, monitor and implement many programs at Lincoln which keep staff and students safe. Her rapport with a wide range of special needs students, especially those with behavioural difficulties, is extraordinary and she has the respect of all the students at Lincoln.
Granville	Pamela Boyd and Kerrie Richardson Birrong Public School	Significant contributions to the promotion of public education and training. Their efforts have resulted in the establishment of the Environment Club which is now a valued feature of the school culture. Membership involves students, staff, parents and community members, and club activities have become a part of the daily activities at school.
Granville	Jane Lindsay Granville and Bankstown Districts	Outstanding public school ambassador, especially in her role and positions across the Federation of P&C Associations at state, district and local school level.
Griffith	Peter Miller Kalinda School	A community member who has devoted hundreds of hours of valuable personal and expert time for over 10 years in order to enhance the educational opportunities of students. He has actively been involved in all aspects of the school, providing sponsorship, assisting with capital works, lobbying for services for people with disabilities or cooking the barbeque at the school's family Christmas night.

Director-General's Award for Excellent Service to Public Education and Training, 2002 NSW Public School and State Office Recipients Cont'd

School or District Office		
District	Name/School	Reason for Award
Hornsby	Elizabeth Yager Pennant Hills Public School	An outstanding ambassador of public education who gives much more time than her allocated three days per week by attending meetings after school and organising musicals and choirs out of school time. In particular, she shares her passion for musical excellence with students, evident in the fact that almost 60% of students are in one of the four school bands tutored each morning before school.
Lake Macquarie	Lynn Geelan Belmont North Public School	A parent who tirelessly provides programs for students and teachers in Creative Arts and Dance. She has coordinated rehearsals and costumes for dance groups and helped teachers with individual plays for the school Music and Dance Festival. She also takes Yoga and Aerobics for sport classes.
Lismore	Geoff Cousins Casino High School	Nearly 10 years of exemplary school leadership. As principal he has encouraged the whole school community in overcoming cultural diversity, staff morale and curriculum issues. Casino High School was nominated by The Australian newspaper in 2001 as one of the top schools in the nation for its dramatic and sustained improvement. He is a visionary and an informed educationalist, a skilful and consultative negotiator and a compassionate, caring leader of the whole school community.
Liverpool	Carol Dooley Holsworthy Public School	A parent helper who for over 15 years has worked tirelessly to assist students with disabilities at the school. In particular, she has assisted by making costumes for musical festivities and performances and participating in Speech Partners and reading programs to support students with learning difficulties. She also supported students' learning by making teaching aids and learning Braille so that she could provide a higher level of support for a blind Kindergarten student.
Maitland	Jane Ayscough Tenambit Public School	An exceptional advocate for the school who has organised fundraising activities, supported staff and helped children learn in group activities. As President of the P&C she has organised school fetes, walkathons and other fundraising events. Jane's efforts have culminated in the coordination and organisation of the school centenary celebrations in 2002.
Moree	Roslyn Shaw Lightening Ridge Central School	An effective catalyst for increasing the number of Aboriginal people working within the school. She has actively assisted the school's Aboriginal students and their families and has been pivotal in extending the understanding of Aboriginal culture by staff.
Mount Druitt	Christina Kreiss Doonside Technology High School	An outstanding teacher and supporter of public education. She is devoted to the education of students, the assistance of staff and the promotion of the school in the community. Christina is very active in her roles of student welfare, technology trainer of staff and school publicity and promotions.
Newcastle	Marcus Neale Hunter School of the Performing Arts	An outstanding leader and role model who is committed to students, their learning and their welfare. In his roles as teacher and head teacher, Marcus has an infectious enthusiasm and a sense of humour, demonstrating pedagogical excellence in all aspects of his work, a demand for excellence in others and a willingness to pursue this excellence with the highest level of personal and professional commitment, tempered by compassion and understanding.
Northern Beaches	Jim Delaney Narrabeen Lakes Public School	An exceptional school leader who has rebuilt the school by doubling student enrolments between 1995 and 1997. He was instrumental in gaining the support of the Parents and Citizens' Association and in the processing of rebuilding the school has gained a new hall and redeveloped other school facilities.
Orange	Donna Riles Canobolas Rural Technology High School	An enthusiastic teacher who has contributed to music education and to opportunities for rural students. She ensures the participation in music education opportunities of all groups within the community, including people with disabilities, the Aboriginal community and people who are socio-economically disadvantaged.
Parramatta	Ivan Fidanza Winston Hills Public School	A self-motivated general assistant who works on weekends, is keen to learn new skills and takes pride in his work. Ivan is the school's electrician, carpenter and plumber. He has also become the school's computer expert - he installs and decommissions machines and performs troubleshooting and also works with students with special needs.
Penrith	Colleen Williams Llandilo Public School	An exemplary ambassador for public education. For every one of her 27 years at the school she has assisted every student, family member and staff member of the school. She is highly respected by her work colleagues who actively seek her training in administrative procedures, particularly in OASIS Finance. Colleen has won the respect of every member of the community through her active involvement in building school - community relationships.

Director-General's Award for Excellent Service to Public Education and Training, 2002 NSW Public School and State Office Recipients Cont'd

School or District Office		
District	Name/School	Reason for Award
Port Jackson	Christine Hutch Leichhardt Public School	A parent who is also a trained science and maths teacher has made an outstanding contribution to the schools' programs, policies and resources for over ten years. She has assisted in the development and delivery of literacy programs, helped improve assessment and reporting procedures, conducted science training for teachers and students and has run enrichment maths classes for gifted students.
Port Macquarie	Jennifer Pilcher Westport High School	An active member of the P&C for over 17 years who has brought together a band of school volunteers. She leads a team that has raised more than \$106,000, enabling the school to make significant improvements, especially in terms of resources for students and staff and to improve the grounds of the school.
Ryde	Robyn Scarf Eastwood Public School	An active community member in school bodies for 10 years. As president of the P&C she strives to involve parents in the promotion of the school and regularly collects voluntary schools contributions, assists in the school canteen and uniform shop when needed and helps with the Music Committee or Grounds Committee working bees.
Shellharbour	Jenny Kervin Shellharbour Public School	An outstanding teacher librarian who for over 10 years at the school. She has made major contributions to the school by participating in whole school activities such as school development days, concerts and Education Week presentations. She also makes major contributions to grade sporting teams, contributes positively to staff morale and builds positive links with the wider community.
St George	Carol Baiton Kingsgrove Public School	A dedicated principal who has shown a lifetime commitment to public education. She has made an outstanding contribution to the development of educational leadership skills in colleagues. This has been achieved through her personal qualities of exemplary practice, collegiality, her extensive knowledge base and willingness to support colleagues both professionally and personally.
Sutherland	Kevin Connelly Illawong Public School	Demonstrated outstanding service to public education through his involvement in sports and music organisations in the Sutherland district and across the state. In 1984 he started the first Schools Indoor Hockey Competition and in 2002 this competition has grown to 140 teams with 1,200 students participating from primary and high schools in the Sutherland district.
Tamworth	Jenny Hinschen Muswellbrook South Public School	A casually employed teachers aide who has outstanding patience and understanding in managing the educational and welfare needs of students in her care. As a member and past president of the P&C she has made an enormous contribution to the public education system by giving many years of service and dedication to students, staff and community members.
Taree	Kerrie Hollott Medowie Public School	An enthusiastic and committed volunteer at the school since 1994 who has supported the students, staff and parents in a wide range of areas. She has been active in areas such as the garden club, craft and reading classes, the band committee, parents and citizens' association and school musicals. Each year, Kerrie designs and makes the costumes and accessories for the many students who participate in Starstruck and the school musical.
Tweed Heads/Ballina	Bert Berghuis Teven Tintenbar Public School	Raised the profile of public education and enhanced school community involvement and the teaching profession. During his 15 years at the school his achievements have included the coordination of Learnscapes, school landscaping, the Indonesian language program and Studies of Asia and Environmental Education activities.
Wagga Wagga	John Hetherington and Wirrimah Public School	John is the principal of Wirrimah Public School and is an exceptional supporter of Stewart House. Mr Hetherington, the students and the community of Wirrimah Public School have won the Stewart House Small School Award for the past ten years (1992 - 2001) for their efforts to raise the most money for Stewart House.
	Graeme Holmes Cootamundra Police Station (Young High School)	A police youth liaison officer and president of the School Council, who has for the last five years assisted students in all public schools in Young. He has given his own time to be on site to work with the students to educate and guide them along a productive pathway. He is highly regarded by students, parents and teachers in Young.
Wollongong	Chester Meurant Corrimal Public School	An enthusiastic and committed teacher who for the past 10 years has been critical to the success of the Wollongong District Primary Schools Academically Gifted Class His involvement in the selection and targeting processes of academically gifted students, his liaison with parents and the wider community, his coordination of excursions and events and his excellent teaching skills have enriched the lives of some 300 students who have participated in the program.

Director-General's Award for Excellent Service to Public Education and Training, 2002 NSW Public School and State Office Recipients Cont'd

State Office		
Name/Unit	Directorate/Unit	Reason for Award
Dave Heggie Southern Cross Distance Education Centre	Early Childhood, Primary And Rural Education Directorate	Dave has been responsible for running high quality ICT workshops for teachers. He has taken these workshops to isolated areas such as Goodooga, Boggabilla and Broken Hill and has also provided up skilling forums for distance education teachers at Dubbo, Sydney, Queanbeyan and Port Macquarie. He has been instrumental in the development of IT confidence and IT competence in teachers.
Richard Aldersey Personnel	Personnel Directorate	Richard has provided exemplary service to the students of NSW public schools and TAFE NSW throughout his 37 year career. The high standard of his performance as a classroom teacher, head teacher, regional consultant, district inspector and leader in industrial relations has ensured his place as a mentor and role model for many members of staff in the Department of Education and Training.
Alan and Margaret Gregson School Sports Unit	Specialist Units Directorate	Outstanding service to public education and devotion to students with disabilities They have devoted an enormous amount of their personal time over many years to support the participation of students with disabilities in swimming representative sports programs conducted by the NSW Combined High School Sports Association (CHS) and NSW Primary Schools Sports Association (PSSA).
Anne Mayo Armidale City Public	School Stewart House	Anne has been the Stewart House Coordinator of Armidale City Public School for ten years. Her efforts towards improving Stewart House's profile and raising much needed funds is to be commended. Anne's hard work has benefited Stewart House in many ways. Over the past ten years, she has organised various activities, raising over \$6,500 through donations, the sale of clip-on dolphins and Christmas cards.

Director-General's Award for School Achievement

In 2002, a total of 41 schools received the Director-General's School Achievement Awards for their outstanding programs and projects. These school have designed programs that are

supportive, innovative and encourage educational excellence both in the classroom and within the school community.

Director-General's Award for School Achievement, 2002

District	School	Project Title
Albury	Lavington East Public School	School Assessment and Reporting
Armidale	Glen Innes Public School	Supporting Classroom Planning and Practice
Bankstown	Mount Lewis Infants School	"Writing In Kindergarten" (WINK) - Reaching Higher Standards
Batemans Bay	Moruya Public School	Excellence in Creative and Performing Arts
Bathurst	Eglinton Public School	Eglinton Public School Virtues Program
Blacktown	Blacktown Boys High School	Implementation of the New Standards Referenced Higher School Certificate
Bondi	Banksmeadow Public School	Excellence in Public Education
Campbelltown	Airds High School, Bradbury Public School, Briar Road Public School, John Warby Public School and Woodland Road Public School	Linking Learning in a Cluster of Schools
Clarence/Coffs Harbour	Sandy Beach Public School	Achievement in Improving the Teaching and Learning of Literacy
Deniliquin	Mayrung Public School	Mayrung Bio-Diversity Project
Dubbo	Wongarbon Public School	Proactive Environmental Management
Fairfield	Harrington Street Public School	Developing an Effective ESL Program - A Kindergarten to Year 6 focus
Granville	Auburn Girls High School	Leaders of Learning Project

Director-General's Award for School Achievement, 2002 Cont'd

District	School	Project Title
Griffith	West Wyalong High School	An Outstanding Community Comprehensive High School
Hornsby	Pennant Hills High School	Overcoming Adversity to Ensure the Provision of Quality Learning and Teaching
	Cherrybrook Technology High School	Excellence in Using Educational Technology
Lake Macquarie	Glendale Technology High School	Expanding Opportunities for Students Through Partnerships with TAFE NSW, Local Industry and the Broader Community
	Windale Public School	Innovations in School-Community Partnerships
Lismore	Wyralah Road Public School	Effective School Programs
Liverpool	Hammondville Public School	Continued Excellence in Creative and Performing Arts
Maitland	Maitland Grossmann High School	Adopt-A-Resident Program
Moree	Moree East Public School	Technology Teaching and Learning Program
Newcastle	Wallsend Cluster of Schools	Wallsend Cluster Linkages and Transition Program
Northern Beaches	Middle Harbour Public School	Achievement in Performing Arts
Orange	Orange High School	Proud Heritage.....Progressive Future
Parramatta	Dundas Public School	Peer Mediation
Penrith	Springwood High School	Springwood High School Theatre Company
Port Jackson	Fort Street High School	Instrumental Music Program (IMP)
Port Macquarie	Comboyne Public School	Creative Arts Program
Queanbeyan	Nimmitabel Public School	Dance Program - Chingay Cultural Festival Dance Performance
Ryde	Ku-ring-gai Creative Arts High School	Demonstration of Excellent Change Management Practice
Shellharbour	Albion Park High School	School Sports Committee
St George	Kogarah High School	Improving Student Achievement
Sutherland	Engadine High School	Excellence in Performing Arts
Taree	Irrawang High School	Rock Eisteddfod Challenge Team
Tweed Heads/ Ballina	Kingscliff High School	Outstanding and Sustained School Achievement
Wollongong	Berkeley Public School	Gaining Recognition for a Wide Range of Achievements

Minister's Young Designers Award

The 2002 Minister's Young Designer Awards attracted more than 1,000 entries from Year 7 and 8 students across NSW schools. Twenty-five individual and group projects were judged by a panel of design experts and educationalists.

Government school students from country areas were particularly inventive and practical, taking out the three major prizes. The RE Batger Award was received by Robert Stewart from Karabar High for his bushfire sprinkler system, the ICAC Ethics Award was received by Matilda Parry from Bundarra Central School, for her illuminated walking stick and the Taronga Zoo Award was received by Alistair Macdonald, from Coleambally Central School for his boot puller.

Design Tech Exhibition

The former Minister launched the 2002 Design Tech Exhibition at the Powerhouse Museum and presented Certificates to leading students designers. The exhibition featured a range of outstanding works from 32 HSC Design and Technology students from 29 government and non-government schools throughout NSW. These students either identified gaps in the market or observed people's problems in their own environments and as a result came up with unique ways to fix them. A lawn mower that runs on air, a solar powered camp fridge and reconstructed textiles were among the leading HSC Design and Technology works in the 2002 exhibition.

During 2003, a number of the projects exhibited at the Powerhouse together with regional selections will travel around NSW to be exhibited in Wagga Wagga, Dubbo, Wollongong, Newcastle, Armidale and Ballina.

Spotlight on Public School Achievement

Bilingual Books Project

As part of the school's literacy strategy, staff from Padstow North Public School and Bankstown District Office worked with almost 50 parents to develop a series of bilingual books. The completed books are available for class use and for students to take home to share with their parents and other family members. The project brought together parents, grandparents and students and provided a practical opportunity for the school and its community to celebrate its own cultural and linguistic diversity. The success of this project has led to the school planning to conduct parenting classes in 2003 so that parents can continue to be involved in the students' literacy development.

Multicultural Network Project

Mowbray Public School's strategy to create a friendly and welcoming environment was recognised when the school received the 2002 National Multicultural Marketing Awards - Grand Award from the Community Relations Commission for a multicultural NSW. Mowbray Public School has an enrolment of almost 300 students, 40% of whom come from language backgrounds other than English.

This project started when a group of parents began the multicultural network as part of a plan to make families from language backgrounds other than English feel part of the school community. One of the project's successes has been that parents from language backgrounds other than English have a strong voice in decision making and play key roles in the School Council and P & C.

Mowbray Public School caters for the needs of its culturally diverse community by providing specialist teachers and implementing strategies for students with specific learning needs. The school aims to create an extended family atmosphere through the implementation of student welfare programs such as Buddy System and Peer Support. The celebration of cultural diversity is a central part of Mowbray Public School school life and is incorporated into the school's management plan.

Peace Garden

The Cabramatta High School Peace Garden project was opened in October 2002. At Cabramatta HS, some 97% of the students come from language backgrounds other than English. As many of the students have arrived in Australia following traumatic experiences overseas, the Peace Garden Project played an important role in the healing process of these students.

All students and staff were involved in creating the Peace Garden in some way. Each student placed a pebble in the peace river as a symbol of his or her hopes and dreams for peace. In addition, 30 ceramic tiles, each with the word 'peace' in a community language spoken by students at the school were placed in the river flowing through the peace garden. The garden also contains a mural, pathways, quiet areas and native flora created and cared for by the students. The Peace Garden provides a haven for calm and reflection for the members of Cabramatta HS community.

At the official opening staff and students were joined by local community representatives and seventeen local religious leaders who blessed the garden. A number of students read their peace poems, paper cranes symbolising peace were given to all those attending the ceremony and a flock of white doves was released.

Providing Meaningful Reporting on Students' Achievements to Parents and the Wider Community

The Department continues to monitor and report on student performance in state-wide assessments. Schools produce annual reports to provide meaningful reporting on students' achievements to parents and the wider community following self evaluations of their performance.

School Self-Evaluation

The Department's main mechanism for monitoring and improving school effectiveness is the requirement for each school to undertake a rigorous self-evaluation process and to report the outcomes to parents in the annual school reports. The self-evaluation process is led by the principal and includes a committee comprising staff, parents, and, in the case of many secondary schools, student representatives.

The committee analyses student performance data drawn from internal assessments and external tests, including school/state comparisons and trend data. The committee is also required to evaluate specified school programs and management practices and report on a number of aspects of their school's achievements as well as progress on the previous year's improvement targets.

Throughout 2002, districts guided and supported schools in the school self-evaluation process and validated the performance data included in the annual school reports. District Superintendents endorse the school improvement targets, which are used to assist district planning and the allocation of district resources.

Annual School Reports

Secondary and central schools' annual reports are completed in March each year for the previous year in order to incorporate a rigorous analysis of the HSC results. These reports also contain results of schools' evaluations of major programs and management areas. The secondary and central school reports are distributed in May each year to parents. In May 2002, reports for the 2001 school year were printed and mailed to 256,705 families. The 2002 reports will be distributed in May 2003.

In December 2002, all primary schools produced an annual report. During January and early February 2003, a total of 501,000 reports were printed and sent to 32,000 families, 1,712 schools and 40 districts across NSW.

Building on the changes that were commenced in 2001, the Department continued to enhance the process for producing annual school reports for the 2002 school year. Analysis of annual school reports show compliance with the recommendation from the 1999 Audit Office review, that schools incorporate more explicit statements about student performance as well as the incorporation of more qualitative data.

Quality of School Life Survey

The Quality of School Life (QSL) survey instrument was developed by Australian Council of Educational Research (ACER) and has been introduced to NSW schools in recognition of the important influence of the affective and social dimensions of learning. The scale has been used successfully with primary and secondary students with minor variations for primary. The scale has eight subscales - general satisfaction, teacher/student relationships, student self-esteem, identity, the relevance of schooling, sense of achievement, sense of adventure and negative affect.

From 1999 until November 2002, the QSL survey instrument has been used by 266 primary schools involving responses from 33,382 students and by 181 secondary schools involving responses from 53,113 students from Years 7 to 12. More than 300 schools made reference to the QSL survey instrument in their annual school report.

Schools were provided with a comprehensive report package detailing the QSL findings. Schools reported the findings of the QSL survey in their annual report. They also used the findings of the survey to inform their school planning.

The major findings of the student Quality of School Life survey conducted in schools across the state in 2002 continued to show that:

- students have an overall positive view about school life including general satisfaction at school, a strong sense of achievement, a positive sense of adventure in learning, see the relevance of schooling and have positive student-teacher relationships. The majority of students also gave positive ratings in relation to their status, self-esteem and social integration;
- in general, students in primary schools are more positive about aspects of school life than students in secondary school. The decline in attitude in the early years of secondary school has substantiated departmental initiatives to support students in the middle years of schooling; and
- there are few differences in responses from male and female students in the secondary years of schooling. However, there are significant differences in the primary years. Male primary students are less positive about their experiences of school life during this time.

The Quality of School Life survey is being used by NSW public schools to assist staff to develop a better understanding of the factors that affect their students. While the results of the 2002 surveys show that the majority of students are very positive about school life, the extent to which this is true for different groups of students at different schools varies. Development of an understanding of the dynamics contributing to these differences will assist schools to improve the quality of students' experiences at all levels of their schooling.

SchoolMap

SchoolMap is comprised of 18 survey instruments designed for use by schools in gathering attitudinal data from students, parents and staff about six key aspects of the school operations: teaching, learning, leadership, management, planning and culture. A series of best practice statements refined from the international literature on school effectiveness and improvement underpins each survey.

SchoolMap is a strategy which has been developed to provide schools and districts with a tool that can be administered and analysed without external assistance. Rather than acting as a traditional norm-based survey, the purpose of SchoolMap is to encourage reflection among different groups in a school's community on the current and desired state of a school in relation to aspects of best practice.

SchoolMap findings are frequently included in school annual reports, supporting rigorous self evaluation and providing evidence of a heightened interest in good management practice and efficient educational provision.

School Development Policy

The School Development Policy was fully implemented in 2001 and focuses on ensuring that public schools are effective in their educational delivery. The policy allows for the identification of schools that require additional support to improve programs or aspects of school management. Three significant forms of intervention are specified within the policy to ensure support and school improvement: education support team visits; program reviews; and management reviews. During 2002, ongoing training in review methodology was provided for all Chief Education Officers (School Improvement), as well as for 228 principals, deputy and assistant principals, head teachers, parents, state and district office personnel.

In 2002, 98 schools requested visits by education support teams to work with the school to recognise and further develop programs operating in the school. This is in contrast with 37 education support team visits in 2001. Education support team visits augment the work undertaken by district consultancy teams.

Program reviews are conducted in schools where a program or a number of programs operating in the school have shown the need for improvement. In contrast to education support team visits, it is the district superintendent or the principal who initiates a program review. In 2002, 65 program reviews were completed (25 in 2000 and 67 in 2001). Each school received a comprehensive report following the review consisting of findings, conclusions, recommendations and strategies to ensure program improvement. The recommendations from a program review are implemented by the principal and monitored by the district superintendent.

Management reviews are also conducted when there is substantial evidence of significant dysfunctioning in the operation of the school as identified by the district superintendent. During 2002, two management reviews were conducted. Significant ongoing support is provided to schools following a management review to support the implementation of the report's recommendations.

Engaging Parents and the Community in Decision Making Processes

Parent involvement in the school is mutually beneficial for students and schools. Research shows that students benefit by attaining higher grades, better attendance and homework completion, have a more positive attitude towards school, higher completion rates and a greater likelihood of continuing to further education. Throughout 2002, NSW public schools encouraged parents and community members to play an active role in the education of their children. School communities benefited greatly from the participation of parents from a wide cultural, linguistic, educational and work backgrounds.

Parent Opportunities for School Participation

During 2002, parents directly participated in school activities in many ways. Public schools assisted parents to develop a sense of partnership in the school and its programs by:

- creating a welcoming and friendly school atmosphere, with easy accessibility of the school principal and staff to students and parents
- enabling parents to participate in school activities in ways that suited their time and talents
- providing opportunities for parents to learn about and experience classroom teaching and learning activities
- informing parents about the school curriculum and current teaching strategies
- assisting parents in supporting their children's learning at home
- setting up mechanisms for collaborative decision-making processes.

Throughout the year, all NSW public schools provided numerous opportunities for parent participation in schools. The activities which characterised schools in 2002 included:

- assisting with classroom programs such as reading, maths and craft
- assisting on excursions and local trips
- attending school orientation days
- volunteering to be a tutor for students
- participating in working bees
- organising activities such as book clubs
- supporting drama, dance and sport activities
- attending school functions such as assemblies, sport carnivals, concerts, Education Week and Presentation days
- attending parent-teacher nights, interviews and information seminars

- actively participating in Parents and Citizens Association, attending and presenting ideas
- joining one or more of the P&C sub committees
- participating in school based discussions and surveys
- assisting in the school canteen
- being a classroom guest speaker.

Parent Participation in Decision Making

Parents have a great deal to offer in the area of decision making and the development of their child's school. In 2002, parents became involved in areas such as:

- School P&C and/or the School Council. These councils are responsible for school policy and management
- School development and review processes which is a cyclical program for all schools and looks at past achievements and concerns, and sets direction and targets for the next three to five years
- Policy development which encompasses incorporating departmental policies in school policies and developing policies specific for the school.

The Parents and Citizens Association

All NSW public schools offer opportunities for parents to join a parents and citizens association (P&C). These associations are involved in a variety of school activities, school functions and out-of-school hours care.

The executive of the Federation of Parents and Citizens Associations met regularly with senior members of the Department to discuss matters of mutual interest and areas of concerns to parents. The 2002 Parents and Citizens Associations Conference examined a range of issues and policies. These included curriculum and assessment, education for students with special needs, funding issues, air conditioning in schools.

School Councils

The Department continued to support effective school governance structures. By 2002, more than 70% of NSW public schools had school councils, providing parents and local communities with direct involvement in all aspects of school governance. Their role is to set policies and goals for their school according to the needs of students and the local community. Each council is made up of parents and caregivers, staff, community members and in some cases, students.

Aboriginal Education Consultative Group

The Aboriginal Consultative Group (AECG) provides support to Aboriginal communities on Aboriginal education and related issues. It is a community based Aboriginal organisation made up of volunteers and has regional and local branches throughout the state. In 2002, the AECG aimed to promote involvement and participation of Aboriginal communities in the development of Aboriginal education policy in NSW.

Isolated Children's Parent's Association of NSW

The Isolated Children's Parent's Association is a voluntary non-profit organisation formed in 1971 which seeks access to education for geographically isolated children. It is the only parent organisation representing children being educated under both government and non-government systems.

In 2002, ICPA continued to achieve and seek improvement in educational opportunities for all children living in remote and rural areas through its involvement in education allowances, distance education, boarding schools/agricultural high school/hostels, small rural schools, travel, curriculum, communications, country areas program, special education, early childhood and tertiary education.

Examples of Parents Getting Involved in Their Child's Education and School

Workshops for Parents at Blaxcell St Public School

During 2002 a series of workshops were held at Blaxcell St Public School supporting parents, particularly those from the Chinese and Arabic communities. The workshops supported school targets, for example, talking and listening and Count Me In Too, as well as participating in school decision making. Interpreters were provided to support the language needs of participants.

Workshop participants formed networks with one another and as a result, participants felt confident in attending P&C meetings. These parents were supported in the first instance by the Community Information Officer (CIO) and Community Development Officer (CDO) from Granville District Office and continued to be supported by a parent who speaks fluent Cantonese and English.

The Chinese cable TV learnt about the success of the program and requested to film a story on parent participation in Australian Schools. This story featured the Chinese parents and their children who were part of the workshops, the school, principal, the Community Development Officer and the P&C Federation. The focus of the story was the importance of Home School Partnerships. The TV program looked at all the different ways parents can support their children. The story featured on Cantonese cable TV for 13 minutes. As a result of the TV program, Blaxcell St Public School received very positive feedback from the Chinese community.

Parramatta Local School Community Drug Summit

The Parramatta Local School Community Drug Summit initiative recognised that schools and their local communities are best placed to develop appropriate local activity in dealing with the issue of drug education and drug abuse prevention. For this purpose, an evening summit was held in March 2002 to identify and discuss drug-related issues within a local community context. This was an invaluable forum attended by over 130 school personnel, parents, local residents, community members and representatives of key government and non-government agencies.

The summit, gave all community representatives a voice in the wider debate of drug prevention issues. It was an important vehicle for strengthening the partnership between schools and their communities. The outcomes of the summit have ensured the delivery of a stronger, more cohesive and coordinated response to illicit and unsanctioned drug use in the Parramatta area.

Enhancing Partnerships with Other Government Agencies, Universities, Industry and Community Organisations

NSW public schools bring together teachers, staff, parents, industry and communities as partners in students' learning processes. During 2002, the Department focused on forging relationships with industry, government and community organisations so that learning programs could be connected, through the school community, to the wider world.

Partnerships with Government Agencies, and Industry and Community Groups

The mutually beneficial relationship between schools and their local communities continued to strengthen throughout the year. The Department implemented a range of initiatives that enhanced school-community partnerships. Some examples included:

Increasing the Representation of Aboriginal Persons in Legal Occupations

The Department in partnership with the NSW Attorney General's Department implemented a program targeting the recruitment of Aboriginal students for school based traineeships in Office Administration. The intention of the program is to increase the number of Aboriginal people in legal occupations and to assist Aboriginal people to gain formal qualifications in legal occupations. This partnership targeted Aboriginal students who commenced Year 11 in 2002 and involved eight students in five court houses across NSW.

School-based Part-time Traineeships

In 2001, 51 students commenced a school-based part-time traineeship in the T3 program, a partnership involving the Toyota Motor Corporation Australia, Toyota dealerships, TAFE NSW and schools. Students undertook training in either the Certificate II in Business or the Certificate II in Automotive (Mechanical - Vehicle Servicing). In 2002, 51 students gained their HSC and completed the AQF qualification, 49 completed the traineeship (on- and off-the-job training components) and are continuing in the industry.

Visual Arts Program - A Partnership with Art Galleries and Professional Artists

Beyond the Frame is a collaborative project between the Department and regional art galleries in NSW. It is a visual arts program that links students' learning with the professional practice of artists and art galleries. Students visit regional art galleries and work with practising artists to develop their own artworks. Students artworks are then exhibited in regional galleries. The Sir William Dobell Art Foundation provides a grant of \$15,000 and the art galleries and the Department provides in-kind support.

In 2002, over 600 students and 30 teachers from 25 schools in three districts (Armidale, Dubbo and Central Coast) participated in the program. Each school-based project involved students, teachers, artists, galleries, local councils and communities in addressing visual arts syllabus outcomes. Beyond the frame will continue in 2003 with an expanded number of projects across the state.

J J Cahill Memorial High wins Prime Minister's Award for Excellence in Business Partnerships

The special relationship between J J Cahill Memorial High School and DHL Worldwide Express was recognised with a prestigious Prime Minister's Award for Excellence in Business Partnerships. The award honours partnerships which make a positive contribution to the quality of life of the people involved and provide a genuine benefit to the community.

J J Cahill and DHL began their unique partnership in 1997. Called Windows to the Future, it's designed to broaden the skills, knowledge and career opportunities of students at the school and encourage DHL employees to give something back to the community. The partnership is based on 8 projects:

- mentoring which matches Year 10 students with DHL employees
- information technology which provides personal computers, networking support, training and internet access to the school
- work placement which provides opportunities for students to learn more about the business world
- cadetships which provide support for HSC graduates to take up tertiary study
- public speaking which provides specialist training for students
- sporting endeavour in soccer
- sporting endeavour in rugby
- homework centre which provides space in the library for after hours work as well as free coaching in some subjects.

Schools as Community Centres

Schools as Community Centres program aims to prevent disadvantage at school entry for children of families living in disadvantaged communities by planning and integrating service delivery to better meet their needs. The program targets families with children up to five years of age. It currently operates in 22 schools. A facilitator is located at each site who works with local communities, families and service providers in developing and implementing flexible initiatives. Each centre reaches numerous families each week. The program is jointly funded by the NSW Departments of Education and Training, Community Services, Health and Housing.

During 2002, the program received \$390,000 through interagency contributions. More than \$1.25 million was provided to the program through the NSW Government's Families First initiative. Examples of schools as community centres projects include:

- The Drop-in Early Childhood Clinic at Anna Bay Schools as Community Centres program has allowed parents to access a range of early childhood health information and support. Parents have gained access to health professionals at short notice without having to make formal appointments. The relaxed atmosphere has encouraged social contacts between parents thereby reducing isolation.
- Coonamble Schools as Community Centres program facilitates the Coonamble Nutrition Advisory Group as part of their community development role. The Group includes local community health professionals including an Aboriginal health worker and a visiting dietician. The group has developed a range of initiatives that promote healthy shopping, cooking and eating. Parent resources have also been developed to support these initiatives.

The Community Solutions Strategy at Mt Druitt District

The Mount Druitt area is the focus of a large-scale, interagency initiative to build community capacity and prevent crime. The Mount Druitt Community Solutions and Crime Prevention Strategy, launched by the Premier in October 2002, is the largest of its kind in NSW.

Mount Druitt district will receive over \$2 million over the next three years to implement the five education related proposals successfully developed in 2002. The five projects provide an integrated strategy, focusing on at-risk students and their families from pre-school through to early school leavers.

Four Schools as Community Centres will be established (Tregear Public School, Lethbridge Park Public School, Noumea Public School and Willmot Public School); a Primary Connect program will be set up at Bidwill Public School; a Gateways Program will operate across the Chifley College; a Youth Outreach Program will be established to re-engage early school leavers in full-time education, training and employment; and the Chifley Centre will provide an across campus service to students in need of support through links with government and non-government agencies.

The Community Solutions Strategy aims to provide broad-based support for students to ensure improved engagement in learning and better educational outcomes for the district's children and young people.

Parramatta Schools Industry Partnership

Parramatta Schools Industry Partnership involves representatives from industry, private training organisations, government agencies such as the local New Apprenticeship Centre and government and non-government school sectors. This partnership provides work placements for government and Catholic Schools in the Parramatta area. This initiative fosters professional development for teachers and supports students by improving linkages between school and work.

Primary Connect

Primary Connect is being implemented as one of the key strategies of the NSW Government's Better Futures Framework: An Action Framework for Vulnerable Young People in NSW. This pilot project is a joint initiative between The Cabinet Office, The Premier's Department, the Departments of Education and Training, Community Services and Housing, NSW Health and Barnardos Australia.

Primary Connect aims to identify and support students aged from five to twelve years and their families, and to assist students to build connections with their families, schools and communities. The project targets students and families who are at risk of disconnecting from school early, and who may engage in criminal activity including drug use, or experience mental or physical health problems.

The pilot began in 2002 and will continue until 2004 at Macquarie Fields (Guise Public School), Fairfield/Cabramatta (Fairfield Public School), Green Valley (Miller Public School) and Warrawong (Warrawong and Lake Heights Public Schools). The Department is the lead agency for the projects at Macquarie Fields, Fairfield/Cabramatta and Green Valley. Barnardos Australia was contracted by the Department to manage the project at Warrawong.

Joint Programs with Other Government Agencies

The Youth Partnership with Arabic Speaking Communities began in 2002 as a partnership initiative between the NSW Government and Arabic speaking communities. The partnership aims to promote the well being of young people of Arabic speaking background; increase parent support and education to help them prevent risk taking behaviour; and provide children and young people with better learning opportunities and recreational activities for long term personal development.

Four education initiatives supporting Arabic speaking youth were implemented in schools in Bankstown, Granville, Liverpool and St George districts:

- The Gateways program aimed at increasing the retention, participation and completion of schooling to Year 12 for 200 students at risk.
- The Homework Plus program aimed at providing after hours literacy and numeracy support to identified students through the establishment of Homework Plus centres. In 2002, over 900 students attended homework centres in the four districts
- The School to Work program developed stronger links between schools and local employers.
- The Machismo program was designed to improve communication skills and build self-esteem among boys.

NSW Youth Policy

During the year, the Department collaborated closely with the Office of Children and Young People and the Premier's Youth Advisory Council in the development of the NSW Youth Policy 2002-2006. The importance of education and training for young people is highlighted in this policy, which will be supported by an annual action plan detailing the Government's commitments and the strategies for improving the coordination of services and opportunities for young people.

School Link

School Link is a collaborative project between the NSW Departments of Education and Training, and Health. The program aims to improve school and TAFE counsellors' skills in supporting students with depression and related disorders thereby improving mental health outcomes for adolescents and their families. In 2002, more than 800 school and TAFE counsellors had participated in the program. Evaluations of the program indicated that the skills of school and TAFE counsellors' increased resulting in improved counselling support for children and young people.

Public Schools Unite with Macquarie University to Boost Computer Skills

Up to 55,000 teachers and students from 112 government schools in Ryde and Hornsby will be trained in the latest information and communications technologies at a new ICT Innovations Centre at Macquarie University. It is the first time that the Department and a university have established a joint learning facility on a university campus.

The Department provided \$3 million for the centre over four years and industry sponsors include Electroboard, Educational Experience, Serrata, Apple (Australia), Sun Microsystems, D-Link, Stop Motion Pro, Edsoft and Hewlett Packard (Australia). The centre has three learning laboratories and can be visited by local schools. It helps teachers and students use the very latest IT technology in everyday lessons. Students and teachers from Ryde and Hornsby Public Schools will be introduced to products and software including:

- interactive blackboards connected to computers and the internet for use in video conferencing
- digital tablets and interactive pens that allow students to draw directly on to their computers
- Leggo Robolab technology, for building and programming robots.

Eight pilot projects linked to the NSW school curriculum, including web quests, video editing and desktop publishing were developed by the centre. Seven schools were given increased broadband internet access to test the online tools and projects.

Examples of School Based Multi-Agency Programs

The RISK Program

The reduce risk increase student knowledge (RRISK) program operated in the Lismore District and targeted Year 10 and Year 11 students. A one day seminar for students was coordinated with NSW Health, Police, Catholic Education, ABC North Coast, Southern Cross University, local Council, RTA, Emergency Services and the National Drug and Alcohol Research Centre. Over three days 1,500 students were provided with information on road/car safety, risk taking behaviours, how to celebrate safely, and avoiding risks with drugs and alcohol.

Greenacre Public School and the Department of Sport and Recreation

During 2002, a special program involving senior students was developed in partnership with the Department of Sport and Recreation. The school was successful in gaining a grant of \$6,000 to support the program. The program was designed to teach social skills through participation in sport and recreation activities at a number of local venues. Students at Greenacre Public School were assisted by trained coaches and senior students from Punchbowl Boys High School. Students displayed positive attitudes towards the program and were very keen to be involved.

Bankstown District Partnership with Bankstown/Lidcombe Hospital

In order to meet the needs of the health industry and to provide viable employment and career pathways for students, Bankstown District initiated a partnership with Bankstown/Lidcombe Hospital to deliver the Certificate III in Community Services (Aged Care) to Year 11 students in 2003. This certificate is a nationally-recognised qualification that is an entry point into jobs in hospitals, and community and residential care.

Twenty students from nine high schools in the Bankstown District enrolled in the course as part of their HSC and six of the students were interviewed and offered a school-based part-time traineeship for 2003 and 2004. The options for the students on completion of the course will include:

- employment in a hospital
- employment in an aged care facility or in community care
- undertaking further study to become an enrolled nurse or focus on a university course in nursing (registered nurse), health sciences or occupational therapy.