



Education
& Training

Annual Report 2009

NSW Department of Education and Training



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Contents

Letter of Submission to the Minister	4
Director-General's Foreword	5
Summary	7
Performance Highlights	11
NSW Government Schools	12
TAFE NSW	15
NSW Adult Migrant English Service	18
Adult and Community Education	19
Strategic Planning and Regulation	20
Finance and Infrastructure	23
Workforce Management and Systems Improvement	24
Strategic Relations and Communication	26
Performance Report	28
Goal 1: Successful students	29
Goal 2: Aboriginal and Torres Strait Islander students match or better the outcomes of the broader student population	40
Goal 3: Excellent staff	52
Goal 4: VET for a skilled workforce	62
Goal 5: Responsible and sustainable management	71
Goal 6: Leadership by shaping national policy	74
Appendices	78
Financial Statements	202
Department of Education and Training	204
NSW Technical and Further Education Commission	232
NSW Adult Migrant English Service	250
TAFE Commission Division	265

Letter of Submission from the Director-General to the Minister

The Hon Verity Firth, MP

Minister for Education and Training
Level 31, Governor Macquarie Tower
1 Farrer Place Sydney NSW 2000

Dear Minister

In compliance with the terms of the Annual Reports (Departments) Act 1985 and the Public Finance and Audit Act 1983 and regulations under those Acts, I submit the NSW Department of Education and Training's annual report for the 2009 calendar year for your presentation to the NSW Parliament.

This report contains details of the department's performance in implementing strategies of the Corporate Plan 2008-2010 in NSW public schools, TAFE NSW, Adult and Community Education, Adult Migrant English Service, higher education and state office. The report also provides an overview of the department and highlights from each portfolio. In addition, the report contains the department's audited financial statements for the financial year ended 30 June 2009 and appendices as required by legislation.



Michael Coutts-Trotter

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

Director-General's Foreword

It's my great pleasure, on behalf of public school and TAFE NSW staff, to introduce the 2009 annual report of the Department of Education and Training.

This year has seen extraordinary activity and change in public education and training.

One measure alone illustrates the extent of it: the budget for public education for 2009-2010 rose by more than 30% on last year (recurrent and capital). This is the largest single annual budget increase in more than 50 years.

The Commonwealth and State governments are investing very large amounts of money to improve the quality of teaching, to support schools serving disadvantaged communities, improve literacy and numeracy results, upgrade school facilities and equip tens of thousands of students and teachers with laptop computers.

Amid these sweeping changes NSW students excelled in the second year of national tests for literacy and numeracy for years 3, 5, 7 and 9, and our results showed that we consistently perform above the national average.

NSW achieved the best results in the country in spelling for all year levels tested. This marvellous effort sits alongside other great results, including improvement in reading scores, grammar, punctuation and numeracy.

That's a credit, of course, to the students and their families, but especially to the excellent teaching and other work that goes on every day in our system of public schooling.

Within these results we saw improvements for many Aboriginal children. More year 3 students achieved scores in the highest band in all literacy areas, year 5 improved in reading and numeracy, year 7 improved in grammar and punctuation and year 9 improved in numeracy.

With rising expectations about the transparency of school-level information, it's been important for the department and its leadership to open ourselves to similar public scrutiny about our performance in supporting schools and delivering public services.

For example, we now publish the results of surveys of principals' opinions about the services and leadership of the department and school-level information about the cost estimates of work under the Building the Education Revolution program.

A major policy development in 2009 was NSW legislation to raise the school leaving age to 17. This means that students will have to complete Year 10 and stay at school until they are 17, or be in other education and training or have a full-time job.

It's the first step to engaging those young people who would otherwise have left school and not continued in education or training. The research is very clear that young people who stay at school longer have better career and health prospects.

The greatest influence on students' learning is the quality of teachers and their teaching.

With this in mind, we made changes to give school communities more say in selecting the teachers who best meet the needs of their students, and teachers more opportunities to apply to work in schools of their choice.

Director-General's Foreword

In 2009 more than 3,330 classroom teacher positions were filled or being filled by a method chosen by the school, rather than by centralised departmental staffing procedures.

That means school communities exercised choice in more than half of all classroom teaching appointments, a 500% increase on the previous staffing system.

As Australia's leading provider of vocational education and training, TAFE NSW plays a major role in meeting the country's challenges to reduce skill shortages and lift workplace productivity.

During the year we implemented reforms to TAFE NSW so we could deliver training in a simpler, more direct way, with more locally tailored services to meet the skill needs of students and new and emerging industries.

These improvements have allowed us to respond faster to the changing needs of the workforce, industry and employers.

A centrepiece of the reforms is a program to guarantee to support all TAFE NSW staff – administrative and support staff, teachers, head teachers and managers to further develop their skills.

This has included providing further qualifications to upgrade our skills in delivering workforce development services to industry, using technologies to do business, meeting the needs of our diverse learners, interpreting and customising training packages, and developing leadership skills.

No organisation does everything as well as it would like. We are no exception.

Despite our strong performance, our targets to improve the learning and success of our students in schools and TAFE, and especially our Aboriginal students, illustrate the gap between our long-term ambitions and our present achievements.

We are making great progress in many areas but not all, as this annual report indicates.

Some things that influence our students' success or failure are beyond our control but many aren't.

We will use our existing and new resources to seek constant improvement and support what has been proven to make the most difference – the quality of teaching and leadership in schools and TAFE.



Michael Coutts-Trotter

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



Summary

Summary

Our goals

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

The goals are:

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

Our services

In 2009, the NSW Department of Education and Training provided education and training services to over 1.4 million students through an extensive network of government schools, TAFE NSW Institutes and the Adult Migrant English Service (AMES).

The NSW Department of Education and Training provided:

- preschool, primary and secondary school education
- VET programs and services
- TAFE NSW industry-recognised VET qualifications
- apprenticeships and traineeships
- adult and community education courses.

The Department operated principally under the *Education Act 1990*, the *Teaching Service Act 1980*, the *Technical and Further Education Commission Act 1990*, the *Public Sector Employment and Management Act 2002*, the *Education (School Administrative and Support Staff) Act 1987*, the *Apprenticeship and Traineeship Act 2001*, the *Higher Education Act 2001* and the *Vocational Education and Training Act 2005*.

Our students

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

In 2009, there were:

- 4,292 government preschool students
- 430,817 government primary school students
- 305,830 full-time equivalent government secondary school students
- 524,838 TAFE NSW student enrolments
- 152,802 apprentices and trainees in training.

Our communities, customers and stakeholders

We worked closely with parents, students, employers and the wider community to provide the education and training services they require. The Department uses a number of customer feedback mechanisms to inform planning and development of its products and services to ensure they meet customer needs.

Our resources

The Department incurred total recurrent and capital expenses of over \$11.1 billion in 2008-09.

The Department's 2009-10 budget provides \$14.7 billion in recurrent and capital funding for education and training services.

This includes:

- \$117.4 million over four years in recurrent funding for the Best Start initiative to introduce a consistent literacy and numeracy assessment to better guide the learning of all Kindergarten students in government schools
- \$158 million over four years in recurrent and capital funding for the Connected Classrooms initiative to significantly expand technology-based learning in government schools
- \$33.2 million over four years in recurrent funding for the Support for Beginning Teachers initiative to enhance the quality and retention of new permanent teachers
- \$18.2 million over four years in recurrent funding for the Transition to Year 7 initiative to provide support for students' transition from primary to secondary schools

- \$56.8 million over four years in recurrent and capital funding for the School Sport initiative to promote and extend school sporting competitions and encourage students' participation in physical activity
- a record \$2.6 billion for the construction and enhancement of school facilities, including \$1.8 billion of works from the Building the Education Revolution Program
- \$86.4 million over four years in recurrent and capital funding for the Learn or Earn program which includes the provision of 15 new trade schools across schools and TAFE colleges
- \$81.9 million over four years in recurrent funding for the Training our Workforce initiative to generate 33,253 additional training opportunities, including establishing a network of 10 NSW Skill Centres.

The Department also funds a range of equity and targeted programs in government schools. The 2009-10 budget includes funding of:

- \$1.1 billion for special education
- \$103.2 million for students in regional and rural areas in NSW
- \$164.1 million for students from low socioeconomic status backgrounds
- \$124.1 million for students from non-English speaking backgrounds
- \$71.9 million for Aboriginal education.

In 2009-10, the Department's total recurrent budget for the non-government schools program is \$833.5 million.

Review and improvement

The NSW State Plan and the Australian Government's Education Reform Agenda provide overall direction for improvement and were major influences on our priorities for 2009. Priorities in 2009 included:

- expanding and enhancing the Best Start literacy and numeracy assessment in over 680 schools, supported by new software that generates learning plans and provides feedback and advice to parents
- increasing levels of attainment for all students
- reducing the number of lowest performing students in literacy and numeracy in Years 3, 5, 7 and 9 by 20% and increasing the number of students in Years 3, 5, 7 and 9 meeting or exceeding national proficiency standards for literacy and numeracy by 12% by 2016
- bridging the performance gap between Aboriginal students and all students, at schools and at TAFE NSW
- improving teacher quality by attracting to and retaining the best teachers in NSW government schools and continuously developing their skills
- increasing capability in literacy and numeracy and teachers' capacity to use student assessment to improve student outcomes
- increasing the proportion of the population aged 20-24 years who have completed Year 12 or recognised vocational training through increased curriculum choice, expanded pathways and additional school based apprenticeships, TAFE places and trade schools. Support is being provided for skills recognition and related gap training for this age group
- increasing the proportion of the population aged 15-64 years participating in VET by targeting existing workers and populations marginally engaged in the workforce through customised training and non-traditional delivery strategies
- sharing of industry specific and generic training and skills recognition resources by VET professionals and workers across several sectors
- increasing the proportion of the population aged 20-64 years who possess a Certificate III or higher VET qualification
- improving access to training in rural and regional NSW through regional trade schools and additional training places in skill shortage areas
- expanding commercial training partnering with industry and employers to assist them to deliver customised workforce development solutions that improve enterprise productivity, including a range of industry specific skills recognition and development projects in Automotive, Aged care, Children Services and Utilities
- providing world class educational facilities through new infrastructure and refurbishments to NSW government schools
- securing funding for NSW for the three Smarter Schools Partnerships
- ensuring every school student in Years 9 and above has their own computer to work with by 2012.



Performance Highlights

NSW Government Schools

Improving the learning and social outcomes of every student in NSW government schools remains the key objective of the Department, and is the core business of the Office of Schools.

Students in NSW government schools have access to a rich and varied curriculum, with over 2,200 schools across the state supporting students from the widest variety of backgrounds. Essential to the success of all students is a strong grounding in literacy and numeracy, and this continues to be a key driver of the work of the Office of Schools. Individuals in NSW government schools, regions and state office directorates continue to receive national and international recognition for exceptional performances, innovations and educational leadership.

In 2009, the NSW Government worked closely with the Commonwealth in achieving the Council of Australian Governments National Education Agreement through National Partnerships. The three National Partnerships impacting most directly on the work of the Office of Schools are the partnerships on Literacy and Numeracy, Low Socioeconomic Status School Communities and Teacher Quality.

The National Partnership in Literacy and Numeracy commenced in 114 schools in 2009. Schools will participate in this National Partnership for two years. Over a staggered implementation period from 2009 to 2012, 552 Department schools will participate in the Low Socioeconomic Status (SES) School Communities National Partnership, with 131 schools commencing in 2009. While not all Department schools are directly involved in these National Partnerships, the Office of Schools is committed to ensuring that the resources developed to support these schools can ultimately benefit all schools.

The implementation of the Teacher Quality National Partnership has also had direct implications in 2009 and has highlighted the already strategic and high value focus the Office of Schools has on teacher professional development and leadership capacity building.

An analysis of the NSW results for the 2009 National Assessment Program - Literacy and Numeracy (NAPLAN) revealed some very positive outcomes:

- NSW students excelled in spelling, achieving the highest mean scores in Years 3, 5, 7 and 9. NSW also had the highest percentage of students at or above the minimum standard for spelling of all states and territories, including the ACT, and by far the highest percentage of students in the top band for each of Years 3, 5, 7 and 9
- NSW also achieved excellent results in numeracy with the highest percentage of students in the top band in Years 3, 5, 7 and 9
- NSW achieved the largest percentage of students in the top band for writing in Year 3 and for grammar and punctuation in Year 5
- NSW students achieved above the Australian average for all aspects tested in NAPLAN (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy) at each year level, except in Year 9 Writing.

Schools, regions and state office directorates share a strong commitment to teaching the 'whole child', providing educational opportunities in a wide range of curriculum areas. This approach is reflected in the outstanding learning and development outcomes through the implementation of a range of initiatives in 2009 including:

- achievement of first place in 17 language courses in the 2009 Higher School Certificate by students at the Saturday School of Community Languages
- establishment of the NSW Bilingual Schools Program for priority Asian languages in four primary schools: Rouse Hill (Chinese), Scotts Head (Indonesian), Murray Farm (Japanese) and Campsie (Korean)
- implementation of the NSW strategic plan for the National Asian Languages and Studies in Schools Program with programs designed to increase opportunities for students to develop Asia literacy
- commencement of the establishment of Language Learning Centres in 43 NSW secondary schools under the Federal Government's Building the Education Revolution

- delivery of arts programs in the areas of dance, drama, music, public speaking and debating, and visual arts for more than 28,000 NSW government school students, including those participating in the 26th Schools Spectacular 'Reaching Out', in which more than 3,300 students from 250 schools participated
- expansion of the implementation of the Premier's Sporting Challenge to 158,000 students in 824 schools
- participation of thousands of students in the Kids Design Challenge programs
- continuation of full cohort testing in the Year 8 Essential Secondary Science Assessment (ESSA) in November 2009. Over 49,000 students from government schools participated in the state-wide test
- development of teaching strategies for inclusion in the School Measurement, Assessment and Reporting Toolkit, linking both NAPLAN and ESSA to the NSW curriculum to provide support to teachers and enable explicit links between assessment and NSW syllabus outcomes
- participation of 2,001 schools in the Premier's Reading Challenge, the largest cohort since the Challenge's inception.

The government's \$117.4 million, four year plan to support student learning in the early years of schooling has been supported by the Department through the implementation of the Best Start Kindergarten Literacy and Numeracy Assessment.

Achievements in this program in 2009 included:

- Best Start Kindergarten Assessment process was conducted in 1,123 schools involving over 2,300 teachers and 40,000 students
- software was introduced and used by Kindergarten teachers to improve the manageability of the assessment process and generate feedback for parents with advice on how they can assist at home
- an additional 50 Reading Recovery teachers and two extra Reading Recovery tutor positions were allocated to regions experiencing greatest need. In 2009 more than 9,300 students in 880 schools experiencing serious difficulty learning to read and write, were supported by 1,028 teachers trained by 34 regional based tutors

- the Targeted Early Numeracy (TEN) intervention program was developed and piloted. During Semester 2, 2009, 13 TEN facilitators were trained while trialling and refining materials with 265 K-2 teachers
- 90 expert teachers were identified and continued implementation of the Best Start Literacy and Numeracy Leaders initiative. Across the ten regions, 18.97 full-time equivalent teachers were made available to support leaders working with over 450 schools to improve teaching and learning programs that meet students' individual learning needs
- the NSW Board of Studies developed the draft for a new Stage 6 English content-endorsed course, English Studies, with significant contribution from departmental officers and teachers. Some 62 government schools from all regions in NSW have been chosen to participate in the pilot of this course in 2010. Teachers at these schools are collaborating in the development of quality resources to support the implementation of the draft course and ensure the success of the pilot.

In 2009, the Aboriginal Education and Training Strategy 2009-2012 was developed, and its implementation initiated. The Strategy aims to support the implementation of the Aboriginal Education and Training Policy.

This will be an ongoing process, embedding the principles and elements of the Policy into the core business of all departmental staff. The Policy will guide staff in meeting their responsibilities in achieving the Department's goal that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.

The Keep Them Safe Taskforce, consisting of senior officers from across the Department, was established to oversight the implementation of the Department's responsibilities under the Government's plan Keep Them Safe: a Shared Approach to Child Wellbeing. As one of the strategies in addressing these responsibilities, the Department established the Child Wellbeing Unit, involving the recruitment of appropriate staff and installing and testing the infrastructure required for an integrated Call Centre to support schools. This unit commences operation at the beginning of 2010.

NSW Government Schools

The Office of Schools provides specific support to targeted equity groups across all regions. From 2009, funding of more than \$21.5 million and an additional 280 teaching positions within the Priority Schools Funding Program were made available to 581 schools supporting some 148,000 students from the most disadvantaged communities in the state, representing approximately 20% of the total student enrolment in NSW.

This support for low SES school communities is in addition to funding from the National Partnerships.

NSW government schools provide educational opportunities to students from numerous language and cultural backgrounds, including a number of refugee students. Through the Department's multicultural programs:

- over \$116 million was provided to deliver English as a Second Language programs to support some 85,000 students, including over 7,000 new arrivals, in primary schools, high schools and Intensive English Centres
- the first year of the Successful Language Learners pilot program was implemented, aimed at improving the English language, literacy and numeracy performance of over 4,600 students learning English as a second language in seven government and four Catholic primary schools
- under the Refugee Support Strategy, 10 primary and 10 high schools in Western Sydney and South Western Sydney regions provided additional and focussed support to over 380 refugee students to assist them to develop the English language and learning skills needed to participate successfully in school
- In 2009, the Rural and Distance Education Unit managed the delivery and production of targeted educational video conference events under the Connections virtual excursions program. This included:
 - enrolling 30,000 students in Connections events and virtual excursions
 - supporting new video conference content providers to develop capacity to deliver content to students across NSW

- supporting departmental events including the Premier's Sporting Challenge, the Premier's Spelling Challenge.

In 2009, there were nearly 100 specialist facilities operating to support students with disruptive behaviour. Behaviour schools, tutorial centres and suspension centres form part of a continuum of services available to regions to support students with disruptive behaviour and ensure the learning of students is not unduly affected. Principals in behaviour schools are now not required to teach classes and can devote all their time to leading and managing their schools.

The Department participated in the development of the NSW Plan for Preventing Obesity in Children, Young People and their Families 2008 - 2011. Schools are a key setting for the implementation of strategies.

NSW government schools participated in the UNICEF Day for Change initiative. Events were held on or around 28 October 2009 to raise awareness of students' role as global citizens and over \$40,000 was raised and donated by students to support educational programs in Mozambique. UNICEF Day for Change is a unique partnership between UNICEF Australia, the NSW Teachers Federation and NSW government schools.

Student leaders from each region across the state participated in the Secondary School Student Leadership Program for School Captains which provided them with the opportunity to develop their knowledge of democracy and citizenship by visiting the NSW Parliament and NSW Government House and meeting with Members of Parliament and the NSW Governor, Her Excellency Professor Marie Bashir, AC CVO.

TAFE NSW

TAFE NSW is the largest provider of VET in Australia and plays a vital role in equipping the NSW workforce with the skills required to sustainably increase the productivity and prosperity of NSW. TAFE NSW works closely with key stakeholders, including universities, schools and industry, to identify pathways, improve outcomes for the people of NSW and deliver on State and Commonwealth priorities.

TAFE NSW Institutes are responsive, versatile organisations, offering more than 1,200 work-related qualifications which are continuously reviewed to ensure they meet the changing needs of industry and the evolving patterns of employment in NSW. These qualifications are aligned with national qualifications and are delivered in a variety of innovative ways across more than 130 campuses and specialist centres, in workplaces and online.

TAFE NSW Institutes work with enterprises and communities in order to deliver high-quality, cost-effective training services that meet the State's economic development priorities and effectively address the complex issues of skill shortages and an ageing population. They educate for and practise ecological sustainability.

TAFE NSW Institutes provide personalised training to specific target groups to foster social inclusion and increase participation in the workforce. In collaboration with other sectors they work to increase VET participation by young people and thereby improve their employment and further education outcomes.

In 2009, TAFE NSW Institutes, staff and students were recognised for excellence in a number of industry state and national awards including:

- TAFE NSW - Western Sydney Institute was awarded 2009 NSW Large Training Provider of the Year
- TAFE NSW - Northern Sydney Institute won the inaugural Skills for Sustainability award at the 2009 Australian Training Awards
- Stanley Grant AM, a teacher at TAFE NSW - Riverina Institute, was announced as a Member of the Order of Australia in the 2009 Queen's Birthday Honours for service to Indigenous education
- Barry Peddle, Director TAFE NSW - South Western Sydney Institute, was awarded a Public Service Medal for outstanding commitment and service to public education
- Dasha Newington, a student at TAFE NSW - Western Sydney Institute, was awarded Aboriginal and Torres Strait Islander Student of the Year at the 2009 Australian Training Awards
- Gavin Press, a student at TAFE NSW - Western Institute, was awarded 2009 NSW Apprentice of the Year at the NSW Training Awards
- Michael Cochrane, a teacher at TAFE NSW - Western Sydney Institute, was awarded the Australian Automotive TAFE Teacher of the Year
- TAFE NSW students won nine medals and seven medallions of excellence at the 40th WorldSkills International Competition, held in Calgary, Canada.

In 2009, TAFE NSW:

- delivered more than 119 million hours of training across 524,838 student enrolments
- generated business of approximately \$5.35 million through the TAFE NSW National Business Office
- met all government commitment targets by providing training for unemployed and unqualified workers (Recognition of Prior Learning (RPL) and Gap Training), existing workers (Strengthening TAFE RPL), regional skills shortages (Skilling NSW Regions), people up to the age of 18, who did not complete Year 12 and have no job (Learning Guarantee) and workers in priority industries with Certificate IV and above qualifications (Higher Technical Skills).

Between 2008 and 2009, TAFE NSW increased:

- enrolments by 4.1% from 504,009 to 524,838
- commercial revenue by 6.0% from \$160,281,629 to \$169,959,871
- employment based delivery by 45.3% from 9.5 million hours to 13.8 million hours
- the number of RPL hours by 34.4% from 4.45 million to 5.98 million

TAFE NSW

- enrolments of international students in VET courses by 20.7% from 4,988 to 6,022
- enrolments of the unemployed by 17.3% from 99,937 to 117,216.

Over the five year period from 2005 - 2009, TAFE NSW increased:

- enrolments of apprentices by 8.7% from 39,559 to 42,995
- enrolments at AQF Certificate III and above by 20.9% from 198,149 to 239,525
- completions at AQF Certificate III and above by 35.4% from 53,613 to 72,609
- enrolments at Diploma and above by 21.1% from 45,177 to 54,731
- completions at Diploma and above by 33.3% from 11,088 to 14,779
- Aboriginal enrolments by 42.0% from 21,567 to 30,615
- Aboriginal enrolments at AQF Certificate III and above by 55.8% from 5,308 to 8,268
- Aboriginal graduates by 38.4% from 7,957 to 11,015
- enrolments of students from language backgrounds other than English by 28.4% from 94,157 to 120,883.
- deployed Careers Connect, a job brokerage service incorporating a range of services including job placement for TAFE students and facilities for employers to place job vacancies online
- in partnership with the Department of Corrective Services, delivered training in employability skills, language, literacy and numeracy and a range of vocational programs to offenders in NSW Correctional Centres
- negotiated credit transfer and articulation arrangements with the University of Sydney, Charles Sturt University, University of Western Sydney, University of Newcastle, Macquarie University, University of Wollongong, University of New England and Flinders University
- was endorsed as a Provider of Continuing Professional Development by the NSW Institute of Teachers
- developed a Toolkit and resources to support RPL in Hairdressing under the Commonwealth Skills Express Recognition project
- won a high profile project to review and redevelop the Telecommunications Training Package for Innovation and Business Skills Australia.

TAFE NSW worked hard to achieve successful outcomes and in 2009:

- produced 216,059 graduates to strengthen the skills base of NSW
- offered 174,961 students the opportunity to enrol online compared to 165,484 in 2008, an increase of 5.7%
- developed a strategic Virtual Learning Environment Roadmap and Framework to position TAFE NSW Institutes at the forefront of e-learning and contribute to national and state priorities for flexible, workplace and e-learning service delivery
- implemented a suite of applications for graphic design, web development, video and sound editing and web conferencing to support the development of multimedia resources and facilitate online communication
- In 2009, TAFE NSW Institutes developed innovative solutions to workforce needs including customised workplace training programs and flexible training options to meet the changing needs of industry and employers in a global economic environment. For example, TAFE Institutes:
 - developed a qualification pathway for existing workers in the industrial coatings area, where no specific trade course had previously existed, using a combination of on-the-job delivery, a technology-based flexible learning system and a RPL strategy to meet the needs of industry (Illawarra Institute)
 - in partnership with Alliance Training Solutions provided an innovative solution to tackle mining skills shortages in the Hunter region by delivering a 24-week intensive program for new apprentices (Hunter Institute)
 - conducted an intensive 35-hour program in Restricted Electrical Work, including RPL, for employees of Toshiba Australia (Northern Sydney Institute)

-
- delivered the Diploma of Electrical Supply - Industry Power Systems to Country Energy staff through a combination of videoconferencing, DVD and CD based resources (Riverina Institute)
 - delivered the Certificate III in Pharmaceutical Manufacturing to trainees at Baxter Healthcare (South Western Sydney Institute)
 - conducted customised training for existing workers of commercial clients including Australian News Express Daily, Illawarra Coal Unanderra, Siemens Water Technology Ltd/Memcor Australia and Jensen's Tennis Centre (Sydney Institute)
 - in partnership with the Defence Department, provided RPL and gap training for Defence Force recruits (Western Sydney Institute)
 - in partnership with the NSW Federation of Housing Associations, implemented e-learning workforce development solutions for developers of low-cost housing (Western Sydney Institute)
 - delivered qualifications in competitive manufacturing to employees in a range of large enterprises including Unomedical, Cochlear Ltd, THALES Australia and DEXION (Western Sydney Institute).
- In 2009, TAFE NSW Institutes increased training for clean energy and other green jobs to help tackle climate change and improve environmental sustainability. For example, TAFE Institutes:
- gained ISO14001 recertification for environmental management systems (Northern Sydney Institute). Northern Sydney is the only TAFE Institute in Australia to achieve the international standard and has maintained it since 2003. As a result the Institute has been nominated for an International Champions Award by the National Association of Testing Authorities
 - developed a new green skills program *GSmart* for the Tourism and Hospitality industry to provide businesses with skills in environmental sustainability (Hunter Institute)
 - in partnership with New England Credit Union, Armidale Dumaresq City Council and Southern New England Land Care, delivered a series of workshops on Living Sustainably for community members (New England Institute)
 - delivered the *Y Green* program to young Aboriginal people, providing them with skills for sustainability and qualifying them to conduct home sustainability assessments under the Commonwealth Government's Green Loans Scheme (North Coast Institute)
 - developed the Statement of Attainment in Sustainability Solutions for delivery to sales staff at Bunnings Hardware. The program aims to improve the range and accuracy of environmental advice provided to customers and increase the use of water and energy efficiency products (Northern Sydney Institute)
 - delivered the Certificate IV in Renewable Energy - Electrical Trades and the Certificate IV and Diploma of Environmental Monitoring and Technology - Chemical Technology (South Western Sydney Institute)
 - were awarded \$6.4 million from the Commonwealth Education Investment Fund to establish a Sustainable Hydraulic Trade Centre. The Centre will develop green skills, model green technologies and provide online access to real-time utilities consumption (Sydney Institute)
 - received Commonwealth funding under the Training Infrastructure for Tomorrow initiative to construct an agri-skills centre that will provide training in sustainable practices in agriculture and horticulture and new and emerging industrial green collar skills (Western Sydney Institute).

NSW Adult Migrant English Service

The NSW Adult Migrant English Service (AMES) is contracted by government and industry to deliver language, literacy and numeracy training programs, workplace training programs and related services and consultancies for newly-arrived migrants, refugees, jobseekers and workplace clients. AMES is the lead provider in the Department of Education and Training (DET) Adult Migrant English Program (AMEP) Consortia, which deliver services in Sydney, Wollongong, Newcastle and regional and rural NSW.

In 2009, the DET AMEP Consortia provided AMEP courses to over 12,000 migrants at a total of 86 venues and through distance learning and online programs. This included delivery at 58 rural and regional delivery sites.

NSW AMES delivered courses under the state-funded Skillmax Program to 871 migrants. The Skillmax Program assists migrants with overseas qualifications and work experience to secure employment in Australia at levels commensurate with their previous skills and experience. On successful completion of the Skillmax Program, students were able to participate in the Skilled Migrant Mentoring Program. This program, funded by NSW AMES and delivered in partnership with Adult and Community Education, offers access to an industry mentor and an opportunity to undertake work experience.

AMES provided Linked Skills courses to prepare newly arrived migrants and refugees for work in sectors experiencing skills shortages. The model delivers simultaneous English language and literacy support tailored to the industry area in which students undertake vocational training.

Vocational skills courses were delivered by community colleges at AMES centres, while AMES teachers gave students language support through the Certificate III in Spoken and Written English (CSWE). To assist with the transition into employment, the programs also incorporated work experience, jobseeking skills and interviews with recruitment agencies. Vocational skills

courses were offered in the areas of children's services, aged care, business administration, hospitality and retail.

AMES developed and released a new version of *EnglishatAMES: CSWE Online*, offered as part of the blended learning option to AMEP learners. The new version includes eight modules, aligned to the CSWE curriculum, at CSWE levels I, II and III. Each module focuses on language in workplace and community contexts. The modules are video and audio rich, allowing learners to engage with real language in recognisable contexts, with learning supported through a variety of onscreen interactivity.

A research project funded jointly by Macquarie University, NSW AMES and the Lady Gowrie Child Centre was put in place to observe the bilingual language and literacy development of young children attending AMES crèches. The aim of the research is to determine the benefits of the experience on children's transition to school and the factors that may affect the quality of the services provided.

Adult and Community Education

Adult and Community Education (ACE) colleges are community based organisations. They were funded under the ACE Program in 2009 to deliver VET to communities throughout NSW.

The NSW Government's Statement on Community Education recognises the unique characteristics of community education providers and the role these organisations play in engaging with communities and providing a place for adults to re-engage in learning, build confidence and, in many cases, continue to formal nationally recognised training.

The NSW Advisory Committee on Community Education provides advice to the Minister and brings together government departments, non-government organisations and representatives of the community education sector to advise on the role community providers can play in meeting the educational and community building objectives of the State Plan.

ACE colleges delivered a total of 6,107,650 student contact hours of training in 2009. Of this, 4,009,917 hours were vocational education and training, which was funded through the Commonwealth-State Agreement for Skilling Australia's Workforce.

Fifty-two community colleges were funded in 2009 to deliver VET, equity, language, literacy, numeracy and skilled migrant support programs.

Partnerships were a strong focus for adult and community education in 2009.

Key partnerships included:

- a joint ACE and State Emergency Service (SES) initiative to increase the number of Indigenous people volunteering in the SES. Induction training for Indigenous people and/or cultural awareness training for SES volunteers and staff were undertaken in communities across the state
- a partnership between ACE and the AMES, undertaken through the Skilled Migrant Mentoring Program. This program aims to support skilled migrants who are unable to find employment in their area of expertise because they lack knowledge about Australian job seeking processes and workplaces, lack recognition of their overseas qualifications or lack local work experience.

Strategic Planning and Regulation

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

In 2009, the Portfolio:

- successfully led negotiations with the Commonwealth over crucial National Partnerships in the schools and training sectors with the aim of maximising funding to NSW
- led the collaborative implementation of national policy on school reporting and transparency
- promoted NSW interests and achieved intended State outcomes at the national level through work on ministerial and senior official committees and sub-committees including the Council of Australian Governments (COAG) and the Council for Australian Federation (CAF)
- managed the Apprenticeship and Traineeship Training Program and improved opportunities for Aboriginal people to participate in and complete apprenticeships and traineeships
- improved educational outcomes through the development of online educational products and services
- developed innovative approaches to tackle skills shortages and increase participation in VET across NSW
- developed national policy and partnerships with higher education institutions in NSW
- led the development of the Department's capacity to research and evaluate major policy initiatives and programs

- provided high quality performance analysis and reports to governments and the community, including the Department's implementation of the State Plan
- led and managed national and State copyright agreements.

The Portfolio's major achievements included:

- securing \$1.5 billion in funding for NSW through successful bilateral agreements for the three Smarter Schools National Partnerships
- leading the development of statewide implementation plans for all NSW government and non-government schools participating in the Smarter Schools National Partnerships
- managing the work of the NSW National Partnerships Evaluation Committee
- ensuring the quality and timely release of data from the National Assessment Program – Literacy and Numeracy (NAPLAN) in NSW
- leading the national NAPLAN steering group, which ensured delivery of the new literacy and numeracy tests
- providing national leadership in negotiations over the use of the \$62.4 million allocation of Commonwealth funds for the National Asian Languages and Studies in Schools program
- negotiating a new national copyright agreement for schools, saving up to \$18 million over three years
- guiding the drafting and successful passage of new legislation on school leaving age in NSW which became the model for the Youth Transitions National Partnership
- winning the bid to locate the Australian Curriculum, Assessment and Reporting Authority in Sydney
- providing strategic leadership to the Executive of the Department of Education and Training in managing the group's strategic planning and other strategic processes

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- coordinating the Department's contribution to the revised State Plan
 - securing \$670 million in Commonwealth, State and private investment to fund 175,000 additional training places over 4 years through the successful negotiation of the implementation plan for the Productivity Places Program
 - delivering an extra 89,684 training places for 2009 and 2010 through the Productivity Places Program and the extension of existing programs
 - supporting over 7,000 people including migrants, existing workers and young people across the state through the \$10 million Strategic Skills Program which addresses the strategic skill needs of industry, community and individuals
 - securing \$34 million in project funding over 4 years and potential state share of \$100 million in reward payments and future transfer to NSW of the Partnership Brokers and Youth Connections programs representing \$73 million over 2012-2013 through the National Partnership Agreement for Youth Attainment and Transitions
 - co-ordinating Day 2 of the NSW Jobs Summit, which focused on green skills and led to the formation of the Green Skills NSW Taskforce
 - co-chairing the NSW Green Skills Taskforce, which provided the Government with a plan of action to progress green jobs and skills in NSW and respond to the opportunities and challenges of the new green economy
 - managing the funding of green skills training worth \$25 million for trades, professionals and small business
 - targeting support for retrenched workers through a \$7.5 million Retrenched Workers Assistance Training Program
 - placing out-of-trade apprentices and trainees in new jobs through the Continuing Apprentices Placement Service (CAPS)
 - helping disadvantaged apprentices in regional areas through the introduction of the Ben Chifley Scholarships program funded by the NSW Board of Vocational Education and Training
 - offering improved training job outcomes to over 300 people through the Corporate Partners for Change Regional Program, which provides pre-vocational training that meets the needs of jobseekers and employers. Of those completing training, 80% went on to gain employment
 - developing a system to use the expertise of Industry Skills Councils in assessing the technical capacity of registered training organisations to deliver training in the hospitality industry. This "pink slip" model is now being extended to industries such as aviation, hairdressing, automotive and fitness
 - launching a major initiative to improve the monitoring and regulation of organisations delivering training to overseas students
 - streamlining procedures in the registration and accreditation of non self-accrediting higher education institutions
 - helping more than 3000 candidates gain better qualifications through the NSW COAG Recognition of Prior Learning Program
 - supporting the Digital Education Revolution in NSW through a new range of learning resources and activities such as Laptop Wraps, Tools4U, UCreate and the video resources Students Talk Laptops, Teachers Talk Laptops and Leaders Talk Laptops
 - supporting teachers, students and families through the Teaching and Learning Exchange (TaLE), which now has 30,000 resources available
 - introducing the Connected Learning Advisory Service (CLAS), an interactive, ongoing professional development tool to enhance the use of ICT in the classroom

Strategic Planning and Regulation

- creating the first ever social bookmarking site for education (CURLS), to help teachers and students to share online resources
- improving student access to broadcast material by linking ABC resources to the NSW school curriculum
- increasing student participation by 6000 (30%) in the award-winning on-line learning activity Murder Under the Microscope.

Finance and Infrastructure

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

In 2009, the Portfolio implemented key programs to meet government priorities in public education and training.

In particular the Portfolio:

- continued the Principals Priority Building Program, which is providing an additional \$150 million to address projects that will help the Department reduce its maintenance expenditure
- continued the four year, \$2 billion Building Better Schools Program which aims to deliver the best possible learning environment for the State's students
- supported quality teaching and learning environments through the delivery of capital works, maintenance and asset acquisition programs
- continued with the roll-out of the \$158 million, four year Connected Classrooms initiative which is expanding subject choices for all students, lifting teaching standards and providing parents more opportunities to be involved in the education of their children
- managed information and telecommunications systems and infrastructure for the Department
- provided financial advice, management and statutory reporting to ensure that finite government resources were allocated and used in an optimal, equitable and accountable manner
- managed the provision of financial support to non-government schools, as well as monitored grants and subsidies to community groups and private VET providers
- managed administrative policies, practices and the School Student Special Transport Scheme.

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

- overseen the growing use of e-learning accounts, which provide authenticated access to the Internet and access to Google's Gmail for students and the Department's email system for staff
- equipped over 1,400 schools with an interactive classroom which includes videoconferencing, an interactive whiteboard, collaboration tools and lesson creation software
- improved physical learning environments for TAFE NSW in the 2008-2009 financial year through the commencement of 12 major building projects, continuation of 22 capital projects and completion of four major capital works projects
- improved physical learning environments for public schools through the completion in the 2008-2009 financial year of 54 major building projects, commencement of 16 new major capital works projects and continuation of 42 projects
- completed the renovation of toilet facilities at 52 schools, the installation of 60 new security fences, two new trade schools and the upgrade of eight food technology units in the 2008-2009 financial year
- completed 177 integration projects to improve access to school facilities for people with a disability
- continued construction of one new school as part of the second Public Private Partnership on the Central Coast.

Workforce Management and Systems Improvement

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

In 2009, the portfolio implemented key programs to meet government priorities in public education and training. In particular the Portfolio:

- continued to deliver high quality human resources programs and services to support schools, TAFE NSW and corporate employees
- continued to implement teacher quality initiatives to support a high quality teacher workforce
- implemented key recommendations of the Aboriginal Human Resources Development Plan 2009-2011
- implemented the Safe Working and Learning 2009-12 strategy to continue to improve occupational health and safety performance
- implemented the Department's OHS Management Program in schools
- continued to provide quality support to schools in preventing and managing safety and security incidents and in reducing the number of security breaches at our premises, particularly during vacation periods
- provided specialised legal and industrial relations advice and representation
- introduced new policies and procedures in 2009 in order to further its compliance with the spirit of the *Freedom of Information Act 1989* and the general culture of open government
- continued to implement the Learning Management and Business Reform Program to streamline and modernise corporate finance, human resources and student administration systems in schools and TAFE NSW.

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

- rolling out to all regions the support for beginning teachers initiative which provides schools with the equivalent of one hour per week for each permanent on probation beginning teacher. In 2009, 2,877 beginning permanent teachers across the state were supported through this initiative
- driving the development of a range of innovative initiatives under the Smarter Schools National Partnerships on Improving Teacher Quality and Low Socioeconomic Status School Communities. This included the establishment of Centres for Excellence and the new classifications of Highly Accomplished Teachers and paraprofessionals, and the provision of additional incentives to attract and retain high quality teachers
- responding to over 3,200 requests from schools for advice about violence, weapons, illegal drugs and other criminal matters. A total of 937 such incidents were reported by schools. Further training was provided to approximately 600 school executives to assist them to better manage incidents involving violence, weapons, illegal drugs and other criminal activity. More than 2,800 senior school staff have now completed simulation exercises designed to prepare them to manage such events
- reducing the number of vandalism and break and enter incidents during vacation periods
- checking over 70,000 applicants applying for child-related employment in the public and private education and training sector in NSW
- maintaining the percentage of Aboriginal people employed in the Department at 2.3% in 2009

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- monitoring the implementation of the school staffing procedures which are continuing to provide more opportunities for school communities to select their teachers and for new and experienced teachers to apply for positions in schools in which they want to work. In the 2008-09 staffing operation, schools had the opportunity to choose how to fill the position for 54% of vacant classroom teacher positions
 - collaborating with NSW Health to support management of the human swine influenza pandemic during the "Contain" and "Sustain" phases. This included developing regular updates to schools and TAFE, publication of mitigation guidelines and provision of advice through an enquiry line
 - providing occupational health and safety training to over 1,100 committee members and representatives
 - procuring and developing a case management system to support the rehabilitation of staff with an injury or illness to improve return to work outcomes
 - finalising new awards for school teachers and related employees providing salary increases of 12.48% over the life of the awards
 - finalising a new award for TAFE teachers and related employees providing salary increases of 12.48% over the life of the award and providing enhanced flexibility to better position TAFE NSW for the future.

The Portfolio also contributed to changes to education-related legislation which:

- raised the compulsory school age so that all students in the state must finish Year 10, then continue in education, training and or employment until the age of 17
- established a new system of enforcing school attendance, including case-conferencing before the Children's Court
- permitted public reporting of school results through the national My School website.

Strategic Relations and Communication

The Strategic Relations and Communication Portfolio is responsible for Executive Support, Corporate Communication, Corporate Marketing, and Media Directorates.

Key responsibilities include:

- promoting high quality public education and training in NSW through best practice in communication and marketing
- providing information and advice to parents, principals, teachers and students
- providing marketing support to NSW public schools and TAFE NSW Institutes
- responding quickly and effectively to a large number of media enquiries in order to promote openness and transparency in public education
- providing advice to senior staff and the Minister's office
- managing projects on behalf of the Director-General.

In 2009, Strategic Relations and Communication achieved successful outcomes in a wide range of areas. These included building on previous work to meet parent, teacher, and community expectations regarding easy access to information – particularly online communication such as the introduction of the School Website Service. The Portfolio provided the Director-General and the Minister with quality and timely correspondence and briefings, and assisted the Department as a whole to provide the Minister's office with high quality parliamentary support. In 2009, Strategic Relations and Communication:

- provided a range of information and advice to parents on the various stages of schooling:
 - *Welcome to Preschool, Time to Start School, and Time to Start Year 7*
 - *School Days*, a resource for parents that includes an organiser, homework helpers and general school information
 - *Click*, a parent guide to new technology
 - *School Parents* e-zine
- continued to promote government schools 'Leading the Way' in education and achieved outstanding results
- provided internal communication support to departmental directorates in change management, policy promotion, customer service, best practice through advice, speeches, social media (pod- and vodcasts, blogs), and internet and intranet development. Programs supported included: NAPLAN, Raising the School Leaving Age, Digital Education Revolution - NSW, Building the Education Revolution, Learning Management and Business Reform program, UNICEF Day for Change, Disability Services
- provided support and advice to principals, teachers and departmental State Offices on how to market the high quality public education system in NSW
- consulted widely on communication with the Parents and Citizens Association of NSW, the Primary Principals Association and Secondary Principals Council
- visited 155 schools throughout NSW to provide training in communication and promotion including copywriting, design, and photography
- helped to establish 20 learning communities with 175 participating schools
- provided news and information to principals, teachers and school support staff through continued publication of *Side by Side* newspaper for NSW public schools
- provided a streamlined information service to principals through the *InPrincipal* weekly bulletin
- launched the School Website Service to provide individual schools with their own easily maintained website
- continued improvements to the departmental internet and intranet such as deleting 60,000 redundant pages and updating policies
- promoted the use of 'social media' in communication
- managed Education Week NSW Public Schools - Leading the Way. Highlights included: connected classroom technology and environmental achievements, Principal for a Day, Director-General for a Day, Public Education Day, Back to School Day and Reconciliation Week activities

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- conducted the NSW Schools Remember ANZAC Commemoration Ceremony at the ANZAC Memorial Hyde Park, in conjunction with the Returned and Services League of Australia, the Association of Independent Schools of NSW and the Catholic Education Commission
 - prepared for departmental participation in Earth Hour, White Ribbon Day and Commonwealth Day
 - provided departmental assistance to the Federation of Parents and Citizens Association NSW annual conference
 - participated in and contributed to a range of promotional activities, events, and displays, including fund-raising initiatives
 - registered and processed a total of:
 - 2,362 letters to the Director-General
 - 6,700 items of Ministerial correspondence
 - managed over 3,300 campaign or petition letters/emails on a range of issues, including school buildings, the sale of land, school league tables, and staffing issues
 - ensured, through monitoring, that all correspondence was dealt with effectively and in accordance with designated timeframes
 - coordinated briefings for Director-General and Ministerial visits to colleges and schools, including the official openings of jointly funded capital works projects
 - provided support and information for the Director-General and the Minister's office to respond to media inquiries in the interests of fair and balanced reporting of major public education and training issues
 - provided reports, statistics, and online access to Director-General media interviews in the interests of openness and transparency in public education
 - answered more than 5,000 phone calls and 4,000 email enquiries from both internal and external clients with enquiries ranging from health matters in schools to staffing and interpretation of departmental policies
 - conducted a collaborative review of corporate data quality across the department and developed an Enterprise Data Policy that deals with data governance systems and processes to ensure that information is fit for purpose, secure, available, accessible and complies with applicable laws and regulations
 - developed an Information Management Framework 2009-11 which expands on and provides guidance for implementing a key strategy in the Department's Corporate Plan to enhance information management to support teaching, learning, reporting and public accountability
 - began work on an Enterprise Information Management Program that will provide information management tools and capability to improve support for decision-making, improve access to information and improve efficiency and effectiveness
 - began work on developing a strong Enterprise Risk Management capability to enable the department to identify, manage and monitor key risks to major programs and projects for schools, TAFE NSW and Community Education.



Performance Report

Goal 1: Successful students (at school)

State Plan Targets

- Increase the proportion of children ready for school (as measured by the Best Start literacy and numeracy assessment when children start school)
- Lift by 12% the proportion of Year 3, 5, 7 and 9 students performing at the highest National standards in literacy and numeracy by 2016
- Reduce by 20% the proportion of Year 3, 5, 7 and 9 students achieving at or below the minimum standard by 2016

Corporate Indicators

- Proportion of NSW public school kindergarten students who achieve Level 1 or higher on one or more aspects of the Best Start Assessment
- Proportion of students in Year 3, 5, 7, and 9 achieving in the top two NAPLAN bands for reading and numeracy
- Proportion of students in years 3, 5, 7 and 9 at or below the national minimum standard under NAPLAN reading and numeracy
- Level of NSW performance on national and international tests of student achievement

Goal 1: Successful students (at school)

How we are Progressing

Proportion of children ready for school

The 2009 Best Start Kindergarten Assessment process was conducted in 1,123 participating schools involving over 2,300 teachers of 40,000 Kindergarten students.

In 2009:

- 95.4% students achieved Level 1 or higher on one or more aspects of the Best Start Numeracy Assessment
- 84.25% students achieved Level 1 or higher on one or more aspects of the Best Start Literacy Assessment.

The 2009 implementation of Best Start has involved:

- an additional 600 schools being identified by regions and funded to participate in the Best Start Kindergarten Assessment process
- refinement of assessment tasks being used with students on entry to school
- the provision of a reviewed training and support program provided to 1,400 Kindergarten teachers to assist in their use of the assessment data in developing quality teaching and learning program
- the development of software and the delivery of training for Kindergarten teachers in the use of this resource which was designed to improve the manageability of the assessment process and generate feedback for parents with advice on how they can assist at home
- an allocation of an additional 50 Reading Recovery teachers and two extra Reading Recovery tutor positions to regions experiencing greatest need. In 2009 more than 9,300 students in 898 schools were supported by 1,028 teachers trained by 34 tutors
- identification by regions of expert teachers to continue the implementation of the Literacy and Numeracy Leaders initiative. Across the ten regions 18.97 FTEs have been made available in 2009 to support 90 leaders working with over 450 schools

- the development and piloting of the Targeted Early Numeracy (TEN) intervention program. During Semester 2 2009, 13 TEN facilitators were being trained, while trialling and refining materials with 265 K-2 teachers
- the identification of the first 30 schools to participate in the *Best Start* Lighthouse Project. Selected schools networked with other schools of similar backgrounds and challenges in order to share successful strategies for improving student early learning in literacy and numeracy.

Reading and Numeracy outcomes for students in Years 3, 5, 7 and 9

The proportion of NSW students performing at or above the national minimum standard and in the top two bands for Reading and Numeracy was well above the national average in all four testing years. NSW was among the top three jurisdictions for both measures and both subjects in all four testing years.

Year 3 Reading

The proportion of students at or above the national minimum standard was 95.6%. The proportion of students achieving in the top two NAPLAN bands was 47.0%.

Year 3 Numeracy

The proportion of students at or above the national minimum standard was 95.5%. The proportion of students achieving in the top two NAPLAN bands was 38.5%.

Year 5 Reading

The proportion of students at or above the national minimum standard was 93.7%. The proportion of students achieving in the top two NAPLAN bands was 37.6%.

Year 5 Numeracy

The proportion of students at or above the national minimum standard was 95.5%. The proportion of students achieving in the top two NAPLAN bands was 32.8%.

Year 7 Reading

The proportion of students at or above the national minimum standard was 94.8%. The proportion of students achieving in the top two NAPLAN bands was 30.5%.

Year 7 Numeracy

The proportion of students at or above the national minimum standard was 95.1%. The proportion of students achieving in the top two NAPLAN bands was 31.2%.

Year 9 Reading

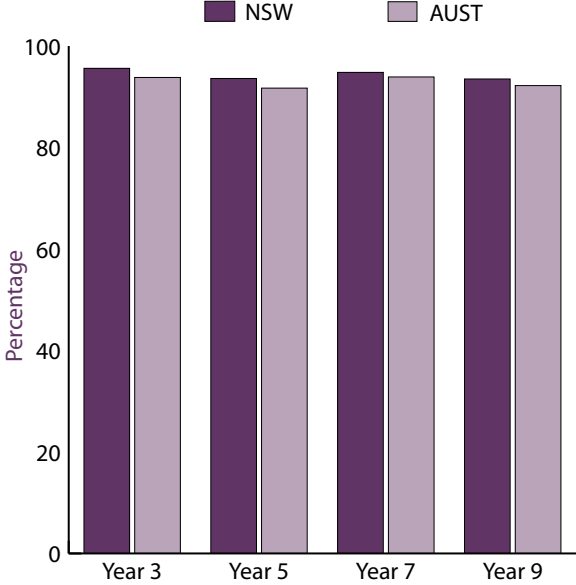
The proportion of students at or above the national minimum standard was 93.6%. The proportion of students achieving in the top two NAPLAN bands was 23.8%.

Year 9 Numeracy

The proportion of students at or above the national minimum standard was 95.5%. The proportion of students achieving in the top two NAPLAN bands was 28.9%.

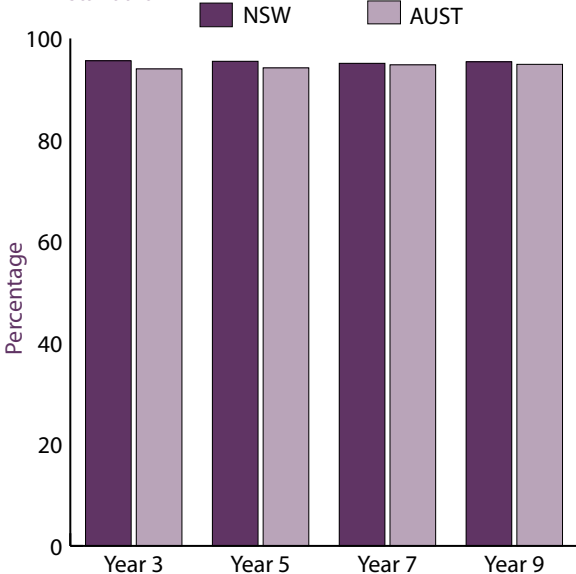
Schools have been supported in their efforts to achieve improved literacy and numeracy outcomes through the publication of a wide variety of teaching strategies for both literacy and numeracy that make explicit the links between assessment and the curriculum.

Figure 1.1 NAPLAN READING 2009: Percentage of students at or above the national minimum standard



Source: MCEETYA (2009), 2009 National Assessment Program: Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy

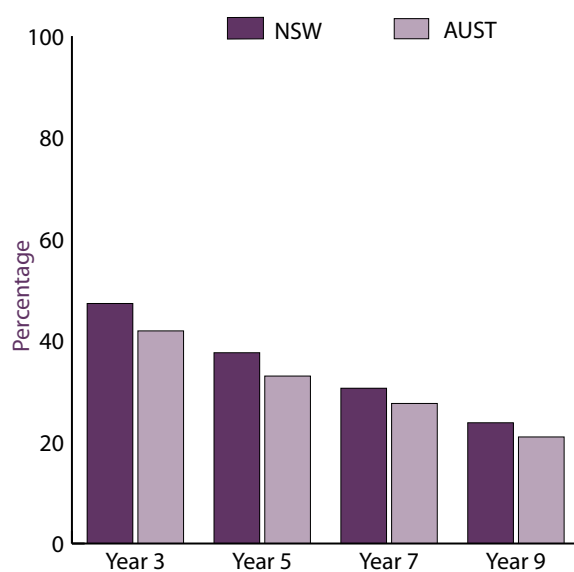
Figure 1.2 NAPLAN NUMERACY 2009: Percentage of students at or above the national minimum standard



Source: MCEETYA (2009), 2009 National Assessment Program: Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy

Goal 1: Successful students (at school)

Figure 1.3 NAPLAN READING 2009: Percentage of students in the top two bands



Source: MCEETYA (2009), 2009 National Assessment Program: Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy

Figure 1.4 NAPLAN NUMERACY 2009: Percentage of students in the top two bands



Source: MCEETYA (2009), 2009 National Assessment Program: Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy

Strategies and programs to support numeracy in 2009 included:

- the establishment of 21 learning communities, consisting of 87 schools, to address the numeracy needs of students in the middle years of schooling through implementing the Counting On numeracy program
- increased opportunities to connect teachers and students in learning through an online delivery of the Count Me In Too early numeracy program. In 2009, 589 teachers participated in Count Me In Too Online
- expansion of state-wide numeracy support through a school-based facilitated implementation model of the Count Me In Too early numeracy program. In 2009, 85 schools participated in the program, led by 100 school facilitators
- a public lesson study (jugyo kenkyuu) forum to share effective practice in the teaching of mathematics in departmental schools. 220 primary and secondary teachers were in attendance
- the use of connected classrooms to implement lesson study opportunities for teachers of early years students and the Best Start Literacy and Numeracy Leaders
- the pilot of the Targeted Early Numeracy intervention program to support the numeracy learning of identified students in Years K-2
- development of the Taking Off With Numeracy program to support numeracy learning for students in Stages 2 and 3 as part of the suite of programs offered to schools under the National Partnerships Literacy and Numeracy agreement
- production of innovative numeracy videos under the banner of the National Literacy and Numeracy Week initiative for school communities K-10:
 - Maths in the Real World
 - Numeracy in the Home: Children's Access to Kindergarten
 - Teaching the Empty Number Line
 - Understanding the Empty Number Line.

Strategies and programs to support literacy in 2009 included:

- release of three new literacy teaching guides for teachers to support the delivery of high quality, evidence-based literacy teaching to students in NSW government schools:
 - An introduction to quality literacy teaching
 - Literacy teaching guide: Phonics
 - Literacy teaching guide: Phonemic awareness
- a revised and improved Literacy on Track program, an intensive year-long professional learning program, to more than 800 K-6 teachers and school leaders in NSW primary schools across the State
- development of a Continuum of the Critical Aspects of Literacy Development to reinforce the continuity in literacy teaching and learning and to guide and support teachers to assess, plan and teach literacy effectively
- provision of ongoing, face-to-face and online professional learning for more than 100 regional and school-based personnel through Literacy in the middle years, targeted at teachers of students in Years 5-9
- production of innovative literacy videos under the banner of the National Literacy and Numeracy Week initiative for school communities K-10:
 - Literacy across the Curriculum
 - Rich Talk about Text
 - Talk around Text
 - Tutoring: Collaborative approaches to assisted reading
 - Literacy Learning and Technology
 - Parent Education and Literacy

- development and delivery to over 480 teachers of the new, 'cutting edge' program, Focus on Reading 3-6, a professional learning program that draws on the latest research and demonstrates evidence-based classroom literacy practices designed to improve and accelerate reading performance in the upper primary years
- interactive teaching and learning adventures, Raps and Book Raps, hosting discussion via a blog about a resource or topic. Teaching ideas and student activities were provided to support engaging students in reading and literacy. Four Raps were held in 2009, involving over 350 class groups.

One hundred and fourteen government schools with students in need of support were invited to participate in a two year National Partnership on Literacy and Numeracy. This involved substantial additional Commonwealth funding and support from regions and state office directorates to improve literacy and numeracy outcomes for students in participating schools. In addition to current curriculum programs, two new programs, Focus on Reading 3-6 and Taking Off With Numeracy supported improvements in teaching literacy and numeracy.

In 2009, 180,142 students from 2,001 schools successfully completed the Premier's Reading Challenge, with over 73% from government schools. The improved engagement with reading fostered through the Challenge had a positive impact on student literacy.

The Schools in Partnership initiative (SiP) continued to be implemented to assist participating schools to improve the literacy, numeracy and participation outcomes of all students.

The Government's 'Helping Hand' Transition to Year 7 initiative continued to facilitate the transition of students from Year 6 to Year 7. Now in its third year of implementation, this initiative has involved 30 schools in 2008, 246 schools in 2009 and in 2010 will involve every secondary and central school in the State. Through the initiative schools receive additional funding to focus on improved primary-secondary transition practices.

The *'Helping Hand'* initiative provides flexibility to schools wishing to facilitate the Year 6-7 transition, including the option for schools to appoint additional teaching staff to support the transition. The initiative specifically targets the implementation of high school orientation and induction programs, taster lessons for Year 6 students, improved data transfer between schools, the introduction of home rooms for Year 7 classes (where appropriate) and the appointment of transition coordinators in secondary schools to help manage these activities.

Triennial National Sample Testing

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

The results of the 2007 Civics and Citizenship assessment were released in 2009. For Year 6, 64.2% of NSW students attained the proficiency standard compared with the national average of 53.4%. For Year 10, 52.2% of NSW students attained the proficiency standard compared with the national average of 41.5%. NSW ranked first for both years. NSW students also achieved the highest mean scores for both years.

Results of all triennial national assessments are available on the MCEECDYA website:

www.mceecdya.edu.au/mceecdya/nap-national_assessment_program_16358.html

Future Directions

The 2010 implementation of Best Start will include:

- funding all remaining primary schools and more than 1,500 Kindergarten teachers to participate in the 2010 Best Start Kindergarten Assessment process
- refining training and materials for implementation in more than 1,700 Best Start schools in 2010
- allocating an additional 50 new Reading Recovery teachers and two extra Reading Recovery tutor positions to regions experiencing greatest needs. In 2010, more 9,500 students in 955 schools will be supported by more than 1,100 trained Reading Recovery teachers
- rolling out 62.49 FTE teaching positions across all regions to support the 2010 implementation of Best Start Literacy and Numeracy Leaders Initiative
- expanding the Best Start Lighthouse Project to include 60 outstanding schools in 2010
- implementing the TEN intervention program providing training and support in Semester 1, 2010 to 500 K-2 teachers.

In order to achieve literacy and numeracy targets we will:

- continue the development of new numeracy support materials, including a K-6 numeracy continuum
- expand the implementation of the Count Me In Too early numeracy program through both an online and a school-based facilitator model
- provide the Taking Off With Numeracy intervention program to schools under the National Partnership – Low SES School Communities
- expand the implementation of the Targeted Early Numeracy program across the State
- develop and release of new literacy teaching guides on further critical aspects of literacy, including the area of comprehension
- develop online professional learning materials, including videos, to support the implementation of literacy teaching guides
- develop further phases of the Focus on Reading 3-6 program
- develop a new professional learning course, Focus on Literacy K-2, to support early years literacy teaching
- release new materials to support the use of technology in literacy teaching and learning.

Goal 1: Successful students (beyond school)

State Plan Targets

- By 2015, 90% of 20-24 year olds in NSW will have achieved Year 12 or a Certificate II qualification or above
- By 2020, 90% of 20-24 year olds in NSW will have achieved Year 12 or a Certificate III qualification or above

Corporate Indicators

- Proportion of young people in the 20-24 year old age group who have achieved Year 12 or a Certificate II qualification or above
- Proportion of young people in the 20-24 year old age group who have achieved Year 12 or a Certificate III qualification or above
- Proportion of 15-19 year olds participating in full-time education or training, full-time work or a combination of part-time education or training and part-time work (full participation rate)
- Apparent retention rates for NSW Government school students from Years 10 to 12
- Number of apprenticeship and traineeship approvals and completions for 15-24 year olds
- Number of VET-in-school enrolments and qualifications completed (or Statements of Attainment toward)
- School-based apprenticeship and traineeship commencements

Goal 1: Successful students (beyond school)

How are we Progressing

The proportion of young people in the 20-24 year old age group who have achieved Year 12 or a Certificate II qualification or above has increased over the last five years from 80.7% in 2005 to 86.2% in 2009.

The proportion of young people in the 20-24 year old age group who have achieved Year 12 or a Certificate III qualification or above was 82.2% in 2008, slightly up from 81.9% in 2007.

The proportion of 15-19 year olds participating in full-time education or training, full-time work or a combination of part-time education or training and part-time work (full participation rate) has gone up from 84.9% in 2007 to 86.1% in 2008.

The Year 10 to 12 apparent retention rate for all students in government schools was in 68.9% 2009, up from 67.6% in 2008.

Figure 1.5 Proportion of 20-24 year olds in NSW with a Year 12 or a VET qualification at Certificate II or above

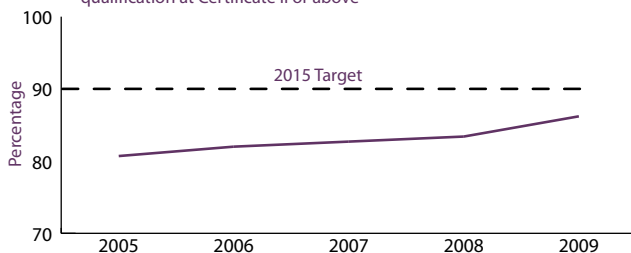
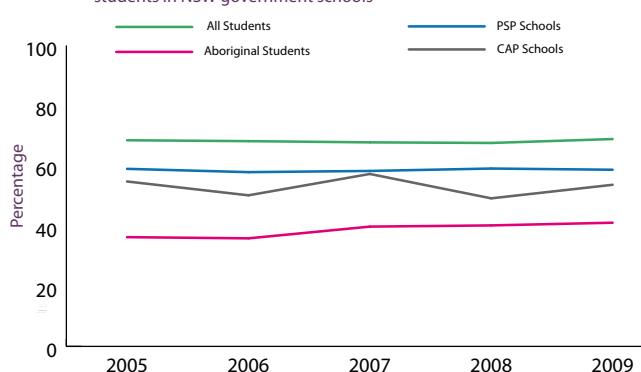


Figure 1.6 Apparent retention rates from Years 10 to 12 for full-time students in NSW government schools



Achievements in relation to apprenticeships and traineeships in 2009 were affected by the Global Financial Crisis:

- 41,328 apprentices and trainees aged 15-24 were approved in 2009 a decline of 10.7% on 2008
- 12,105 apprentices and trainees aged 15-24 completed their training in 2009, an increase of 8.1% compared to 2008
- 2,819 school-based apprentices and trainees commenced training in 2009, a decrease of 31.3% compared to 2008
- 54,196 Year 11 and 12 government school students enrolled in VET in Schools programs, slightly down from the enrolments in 2008
- A total of 14,381 students were awarded Year 12 VET qualifications in NSW Government schools. This includes 9,505 Certificate awards and 4,876 Statements of Attainment
- Students in Years 9 and 10 are eligible to study Stage 5 and some Stage 6 School and TAFE delivered VET courses. In 2009, 960 Year 9 and 10 students in NSW government schools were enrolled in VET courses.

A number of initiatives were implemented to support the achievement of the State Plan targets and other corporate indicators:

- Independent Industry Support Services were provided through State Training Services Regional Offices to maintain employer support for school based apprenticeships and traineeships
- By December 2009, 424 schools reported online that 143,154 students had participated in the past year in one or more aspects of the School to Work program. The program supports students to plan their transition pathway through and from school with as many students as possible completing Year 12 or a recognised vocational equivalent
- Schools reported that 111,032 students were able to articulate a career and transition plan and some 83,437 had a written career and transition plan

- Schools also indicated strategies and programs they are using to support students who will stay at school because of the raised school leaving age. These include initiatives such as:
 - mentoring and specialised work experience
 - provision of the Board of Studies Work Education courses and Work Studies courses
 - uptake of the Department's Transition Adviser initiative
 - implementation of Careers and Transition teams in schools
 - participation in the Department's **Links to Learning Program**
 - use of external providers.
- In 2009, 1,073 students with a disability enrolled in a TVET course received additional support.

In December 2007 it was announced that the Commonwealth would provide \$2.5 billion over 10 years (2008-2017) to establish new Trade Training Centres in schools nationally. In Round one, 87 NSW government schools received \$93.7 million in funding. In Round two, 76 government schools received \$116 million in funding. Round three will commence in 2010 and 28 Expressions of Interest have already been submitted seeking funding totalling \$105 million.

Related TAFE NSW outcomes and initiatives

- The number of qualifications completed at AQF Certificate II and above by 20-24 year olds increased from 16,279 in 2005 to 21,070 in 2009, an increase of 29.4%.
- The number of qualifications completed at AQF Certificate III and above by 20-24 year olds increased from 14,299 in 2005 to 18,895 in 2009, an increase of 32.1%.
- The number of qualifications completed at AQF Certificate II and above by Aboriginal 20-24 year olds increased from 287 in 2005 to 431 in 2009, an increase of 50.2%.
- The number of enrolments in TAFE NSW courses by 15-19 year olds increased from 134,463 in 2005 to 138,665 in 2009, an increase of 3.1%.

TAFE NSW Institutes implemented a range of strategies and programs to support performance improvements against the above indicators. For example, in 2009, Institutes:

- supported young people to participate in vocational training through scholarships, awards and grants programs from the Hunter Institute Foundation (Hunter Institute)
- provided pre-apprenticeship programs in Carpentry and Joinery, Painting and Decorating and Plumbing (South Western Sydney Institute)
- opened the Shellharbour Trade School and enrolled students in Health Services and Aged Care (Illawarra Institute)
- delivered pre-vocational 4x4 programs to Year 10 high school students in skill shortage areas including Automotive, Business Services and Hairdressing (New England Institute)
- partnered in planning six new Trade Training Centres that will provide pathways from school VET delivery to qualifications at AQF Certificate III and above (North Coast Institute)
- delivered pre-apprenticeship programs in Mechanical Technology, Electrotechnology and Electrical that led to employment for all who successfully completed their course (Sydney Institute)
- expanded online and blended delivery of a range of courses at AQF Certificate III and above, in areas such as Hairdressing, Beauty Therapy, Children's Services and Fitness (Northern Sydney Institute)
- commenced delivery at the Sutherland Trade School in areas including Carpentry and Joinery, Plumbing, Electrotechnology (Sydney Institute)

Goal 1: Successful students (beyond school)

- delivered Access to Work and Training courses to high school students from a range of schools as a pathway to enrolment in TAFE NSW courses or employment (Western Sydney Institute)
- delivered Certificate III in Health Services Assistance to Year 11 and 12 high school students in Broken Hill (Western Institute).

Figure 1.7 Number of TAFE NSW qualifications completed at AQF II or above by students aged 20 - 24

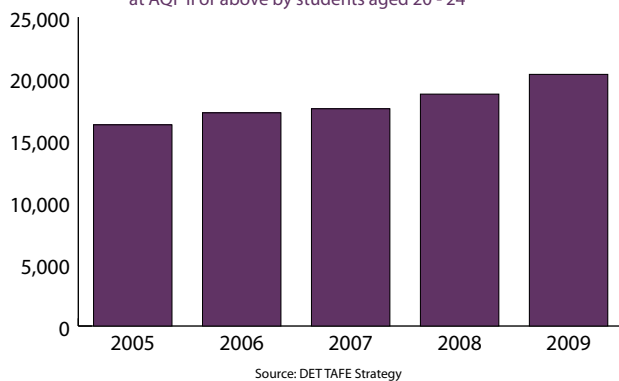
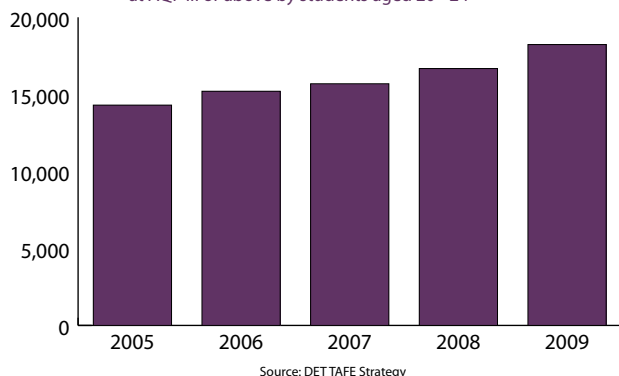


Figure 1.8 Number of TAFE NSW qualifications completed at AQF III or above by students aged 20 - 24



Future Directions

As the raising of the school leaving age attracts more students into Years 11 and 12, VET opportunities will be expanded to accommodate a broad range of student needs. We will:

- continue to trial new software programs to support secondary students to develop transition plans and career development plans that will support students' decision-making into post school options
- provide training for additional Transition Advisers in secondary schools to help young people with their transition planning
- support school leaders to gain insights into how their students feel about their ability to make career development decisions through the Student Survey tool
- continue support for the VET for Stage 5 students as well as students with a disability to participate in VET courses
- aim to continue growth in school-based apprenticeship and traineeship programs
- provide support for all 25 Trade Schools and the new Trade Training Centres in Schools Program
- improve the efficiency of the monitoring model for apprenticeships and traineeships
- streamline processes to simplify changes to training contracts
- implement a training program for Australian Apprenticeships Centres to improve the quality of training contracts submitted to the Department for registration
- provide all schools in NSW with a DVD resource Inspirational Indigenous Stories to highlight career opportunities to Indigenous students.

In 2010, TAFE NSW Institutes will:

- set up Moodle (software for producing internet-based courses) sites for all teaching sections to increase student choice, retention and completions (Hunter Institute)
- open the Illawarra and Queanbeyan Industry Training Colleges where school based apprenticeship training in traditional trade areas will be delivered (Illawarra Institute)
- extend Vital Connections Workshops for high school students (New England Institute)
- introduce a Youth Transition Kit and Personal Education and Employment Plans to support young people and increase completions (North Coast Institute)
- open Meadowbank Trade School which will focus on training in Construction and Electrotechnology (Northern Sydney Institute)
- double the number of additional places for young people under 18 who did not complete Year 12 and do not have a job (Sydney Institute)
- conduct in depth, up front, individual orientation sessions for students to ensure that they enrol in appropriate courses and improve completions (Western Sydney Institute).

Goal 2: Aboriginal and Torres Strait Islander students match or better the outcomes of the broader student population

NSW Targets

- All four year olds, including those in remote communities, have access to a preschool program by 2013.
- The 2008 achievement gap in reading and numeracy between Aboriginal and non-Aboriginal students is reduced by 50 percent by 2012 and eliminated by 2016.
- The 2008 gap in the completion of Year 12 or an equivalent VET qualification for Aboriginal students is reduced by 25 percent by 2012 and by 50 percent by 2020.

Corporate Indicators

Preschool participation

- Increased proportion of Aboriginal 4 year olds participating in preschool.
- Increased number of Aboriginal children enrolled in government preschools in NSW Public Schools.

Literacy and numeracy achievement

- Increased proportion of Aboriginal students at Years 3, 5, 7 and 9 achieving at or above the national minimum standards in reading and numeracy
- Proportion of Aboriginal students at Years 3, 5, 7 and 9 achieving at or above the proficient standards (in the top two bands) in reading and numeracy.

Attendance, retention and attainment

- Increased attendance rates for Aboriginal students.
- Increased apparent retention rates from Years 7 to 10, Years 10 to 12 and Years 7 to 12 for AQF II or above. Aboriginal students and non-Aboriginal students.
- Increased proportion of Aboriginal students completing Year 12 or an equivalent VET qualification at AQF II or above.
- Increased proportion of Aboriginal students eligible for tertiary entrance.
- Increased number of Aboriginal students making the transition from school to VET.

How we are Progressing

Preschool participation

The numbers of Aboriginal children attending government preschools increased from 9.5% of the preschool population in 2008 (or 409 children) to 11.4% (or 491 children) in 2009. This is the first time that Aboriginal enrolments have exceeded 9.5% of the total preschool population.

22 schools participated in a pilot project funded under the universal access to preschool component of the early childhood development reform agenda known as Building Stronger Connections. The project was developed in consultation with the NSW Aboriginal Education Consultative Group and has provided each of the preschools with an opportunity to engage and build relationships with local Aboriginal families to ensure a positive and successful transition to school for young Aboriginal children.

Reading and Numeracy outcomes

Year 3 Reading

The proportion of Aboriginal students at or above the national minimum standard was 85.8%. The proportion achieving in the top two NAPLAN bands was 18.0%.

Year 3 Numeracy

The proportion of Aboriginal students at or above the national minimum standard was 84.1%. The proportion achieving in the top two NAPLAN bands was 12.3%.

Year 5 Reading

The proportion of Aboriginal students at or above the national minimum standard was 77.9%. The proportion achieving in the top two NAPLAN bands was 11.7%.

Year 5 Numeracy

The proportion of Aboriginal students at or above the national minimum standard was 82.5%. The proportion achieving in the top two NAPLAN bands was 8.5%.

Year 7 Reading

The proportion of Aboriginal students at or above the national minimum standard was 81.2%. The proportion achieving in the top two NAPLAN bands was 8.5%.

Year 7 Numeracy

The proportion of Aboriginal students at or above the national minimum standard was 80.4%. The proportion achieving in the top two NAPLAN bands was 6.8%.

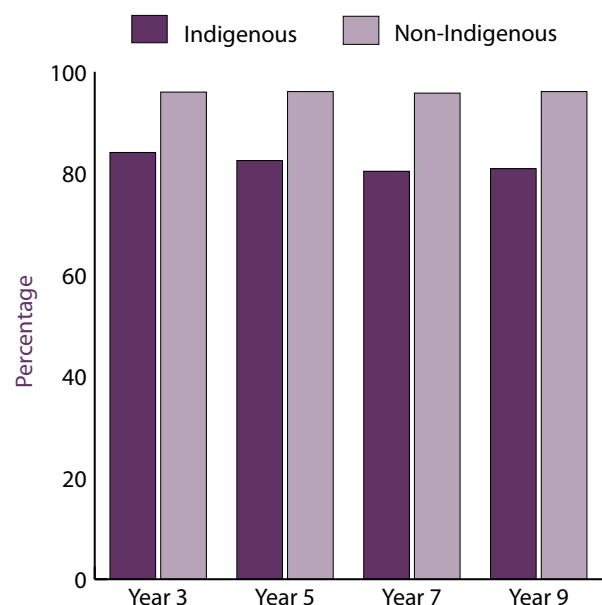
Year 9 Reading

The proportion of Aboriginal students at or above the national minimum standard was 78.2%. The proportion achieving in the top two NAPLAN bands was 5.6%.

Year 9 Numeracy

The proportion of Aboriginal students at or above the national minimum standard was 80.9%. The proportion achieving in the top two NAPLAN bands was 5.5%.

Figure 2.1 NAPLAN NUMERACY 2009: Percentage of NSW Indigenous students at or above the national minimum standard



Source: MCEETYA (2009), 2009 National Assessment Program: Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy

Goal 2: Aboriginal and Torres Strait Islander students match or better the outcomes of the broader student population

Figure 2.2 NAPLAN NUMERACY 2009: Percentage of NSW Indigenous students in the top two bands

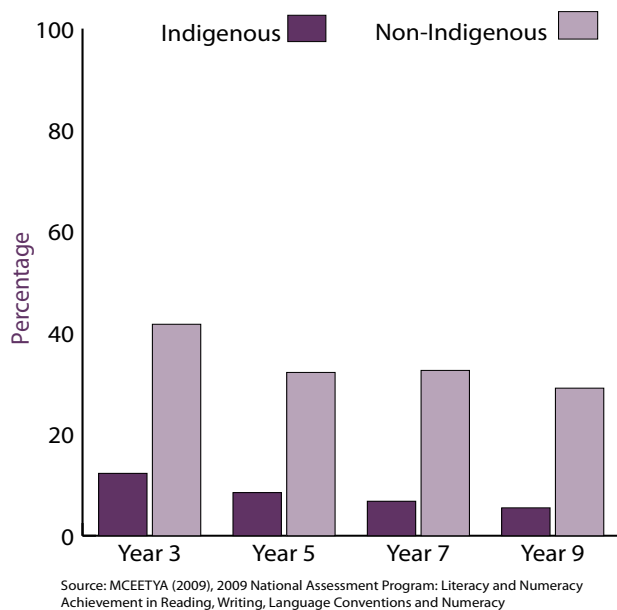


Figure 2.3 NAPLAN Reading 2009: Percentage of NSW Indigenous students at or above the national minimum standard

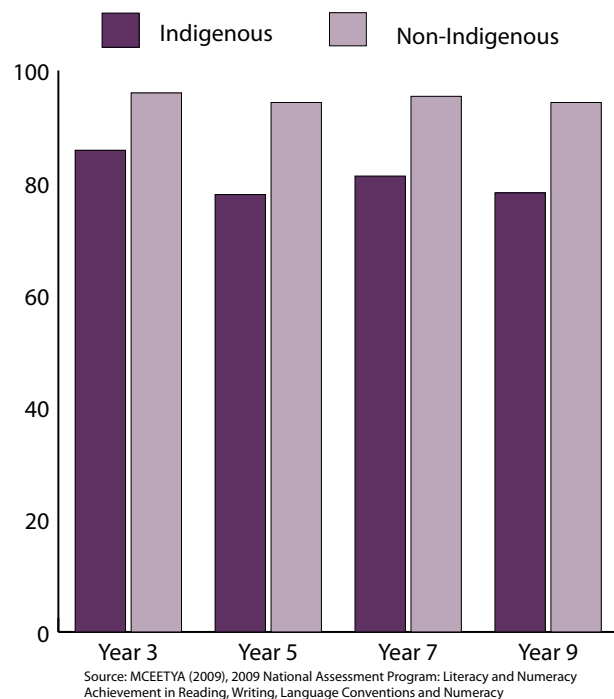
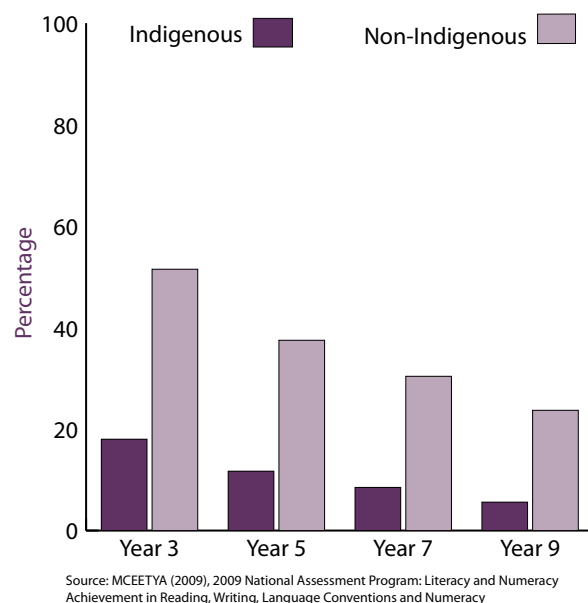


Figure 2.4 NAPLAN Reading 2009: Percentage of NSW Indigenous students in the top two bands



The Aboriginal Education and Training Directorate developed and implemented the Norta Norta program in 2009 to replace the now defunct Commonwealth Indigenous Tutorial Assistance Scheme (ITAS) and associated initiatives.

The Norta Norta program funds schools to provide:

- learning assistance for Aboriginal students in Years 4, 6, 8 and 10
- tutorial assistance for senior Aboriginal students
- independent Learning Hubs for Aboriginal students from K-12
- tutoring / mentoring / leadership programs for middle and senior years Aboriginal students.

648 schools and 1,958 Aboriginal students were identified to receive Norta Norta program funding in 2009. These students were assessed as being at or below the national minimum standards in all five domains in the 2008 NAPLAN results for Year 3, 5, 7 and 9. Approximately 2,300 Year 11 and 12 students were eligible in 2009 to receive assistance for the secondary component of the program. The total number of students supported by the program in 2009 was approximately 4,258.

The Schools in Partnership initiative (SiP) continued to be implemented in 2009 to assist participating schools to improve the literacy, numeracy and participation outcomes of all students, with a specific focus on bridging the gap for Aboriginal students. The initiative was designed to assist schools with significant Aboriginal student populations to build capacity and strengthen partnerships with communities and other agencies.

The SiP initiative allows school communities to develop strategies according to their needs, including:

- personalised learning programs for every Aboriginal student
- Aboriginal cultural education training for all staff
- programs that help prepare students for Kindergarten and transition into high school
- development of quality teaching strategies for Aboriginal students
- implementation of mentoring programs.

The Kids Excel program continued in 2009 aiming to improve Aboriginal children and young people's educational outcomes through targeted local initiatives focusing on literacy, numeracy and attendance. For the 2008/2009 financial year, funding was allocated to support newly identified sites under the Two Ways Together Focus Communities Program.

The Focus Communities Program represents an innovative, whole-of-government approach to dealing with the complex problem of child sexual assault in Aboriginal communities through community-driven early intervention and prevention activities and better alignment of government services to community need. The Kids Excel program (2009-2010) has been aligned with Two Ways Together Focus Communities Program and amalgamated with Schools as Community Centres to ensure a more comprehensive whole of government community focus with program delivery.

The Youth Excel program continued to operate in participating secondary schools where there were significant issues of early disengagement and poor school outcomes. The program has assisted almost 800 Aboriginal students aged between 13 and 18 years to stay engaged in schooling and improve their educational outcomes. The focus of the program is to provide services such as student learning centres, student mentoring and links to employment and higher education.

Goal 2: Aboriginal and Torres Strait Islander students match or better the outcomes of the broader student population

By the end of 2009, approximately 21,000 Personalised Learning Plans had been developed and implemented for Aboriginal students across the State in partnership with parents and carers. These plans include targets for learning against syllabus outcomes and agreed student support and enhancement strategies, such as student wellbeing, cultural considerations and personal goal setting. The process of developing and implementing Personalised Learning Plans has improved the engagement of and support provided by parents in their children's education.

The development and implementation of these Plans is an important strategy to improve Aboriginal student achievement, as it tailors service delivery to address the specific learning needs and help meet the goals of individual students. The specific benefits of such plans for the learning achievements of Aboriginal students are of particular relevance within the context of the Department's goal.

In 2009, 21 schools with collaborative project teams of teachers, Aboriginal staff and local community members participated in school-based projects as a part of the Quality Teaching Indigenous Project. This initiative supported teacher professional learning of local Aboriginal issues and succeeded in improving Aboriginal students' learning and engagement in literacy and numeracy.

Project team members used an action learning approach to implement the NSW Quality Teaching model and a variety of information and communication technologies to enhance Aboriginal students' learning in literacy and numeracy, to provide more inclusive learning environments and to embed local Aboriginal culture into quality teaching and learning practices.

Attendance, retention and attainment

Aboriginal attendance data have been collected separately from all students since 2006. The attendance rate for all Aboriginal government students in 2009 was 85.0% compared to 84.5% in 2006.

Apparent retention rates for Aboriginal students have improved over the last five years: from 77.6 % in 2005 to 84.1% in 2009 for Years 7-10, from 36.3% to 41.1% for Years 10-12 and from 29.4% to 33.1% for Years 7-12 .

The number of Aboriginal students achieving a Year 12 Certificate more than doubled in the period 2003-2008, from 485 in 2003 to 1,049 in 2008. The trend was consistent throughout the period, with each year showing an increase in the number of Year 12 Certificates awarded to Aboriginal students.

Strategies, programs and resources implemented in 2009 to support improved outcomes for Aboriginal students included the following:

- *Campfire*, an interactive web-based resource for Stage 4, was developed to support schools that offer Aboriginal languages programs
- new literacy teaching guides provided specific advice on supporting the literacy learning needs of Aboriginal students
- a new professional learning program Focus On Reading 3-6, was developed in consultation with the NSW Aboriginal Education Consultative Group, incorporating research-based cultural insights and practical strategies to assist teachers to better understand and cater for the literacy learning needs of Aboriginal students
- the Rural Outcomes of Schooling Research Project, which conducted case studies in 14 schools across NSW at the end of 2009, identified many successful strategies for engaging Aboriginal students and their communities in education. The schools were selected because they had higher performance relative to other schools with a similar measure on a scale of combined socio-economic status and distance from services. Eight of these schools had substantial Aboriginal populations: three with around 20%, two with around 30%, two with around 50% and one with 60% Aboriginal or Torres Strait Islander students.
- quality books with Aboriginal content and by Aboriginal writers were added to the Premier's Reading Challenge book list to help support students in schools and in partnership with other programs such as Holiday Reading is Rad (Equity Programs and Distance Education Directorate) and Books in Homes (a private charity)
- *The School Magazine* included a significant number of texts, such as stories and poems, with Aboriginal content

and by Aboriginal writers. Similarly, excerpts from books with Aboriginal content and by Aboriginal writers were reproduced and promoted in *Bookshelf* book reviews. Aboriginal artists were approached, where possible, to supply artwork to accompany Aboriginal texts

- the Curriculum Directorate developed units of work in English that explore texts written by Aboriginal authors and texts that include Aboriginal perspectives, including *Burnt Stick* and *My Place*
- As part of the Keep Them Safe Action Plan in response to the Report of the Special Commission of Inquiry into Child Protection Services in New South Wales, the NSW Government is employing an additional 25 home school liaison officers and 15 Aboriginal student liaison officers across the State. The Aboriginal students will work with local communities, parents and schools to develop new solutions to improving the attendance of Aboriginal students.

Future Directions

To close the gap between Aboriginal students and non-Aboriginal students, we will:

- continue implementation across the system of both the Aboriginal Education and Training Policy and the Aboriginal Education and Training Strategy 2009-12
- finalise development of a number of models for delivery of the Building Competencies in Aboriginal Cultures Program to meet the mandatory training component for all staff contained in the Aboriginal Education and Training Policy
- develop a resource designed to assist preschools to strengthen the relationships between Aboriginal communities, families and schools based on the range of successful strategies employed by schools participating in the Building Stronger Connections project. The project will support participating preschools to increase the number of Aboriginal children attending the preschool
- provide schools with professional learning support in the use of the *Campfire* resource to improve Stage Four outcomes in Aboriginal languages
- continue development of explicit, built-in literacy support for Aboriginal learners through the Focus on Reading 3-6 teacher professional learning program
- develop a set of research-based, pedagogical principles for improving the literacy learning experiences of Aboriginal students to inform the design and implementation of all new literacy professional learning programs, strategies and resources
- add 39 titles with Indigenous content or by Aboriginal writers or illustrators to the Premier's Reading Challenge book list, bringing the total to 159 titles
- place on the Department's website, in the second half of 2010, an overall report from the Rural Outcomes of Schooling Research Project that identifies quality teaching initiatives and whole school practices that are transferable to other rural schools, and individual school case study reports, including some video clips
- finalise renewal of the Partnership Agreement between the Department and the NSW Aboriginal Education Consultative Group Inc. to ensure that the collaboration and engagement of Aboriginal parents, caregivers and community members in all aspects related to education and training is valued and acknowledged
- participate in and support evidenced-based research opportunities with key partners into issues and initiatives that will maximise the opportunities for bridging the educational achievement gap between Aboriginal and non-Aboriginal students
- assist regions to support Aboriginal students' numeracy development through Wugual-Marri (one and many). Wugual-Marri will work with learning communities (high school and partner primary schools) to assist schools to enhance their Count Me in Too and Counting On programs to better align with the Aboriginal Education and Training Policy and the Aboriginal Education Strategic Plan 2009 – 12. Wugual-Marri will focus on developing numeracy skills and understanding of mathematical concepts for Aboriginal students, Aboriginal support staff in schools and community members.

Goal 2: Aboriginal and Torres Strait Islander students match or better the outcomes of the broader student population (VET)

NSW Targets

- More Aboriginal people are participating in and completing VET courses at higher qualification levels.
- The 2008 gap in VET unit completion rates for Aboriginal students is reduced by 25 percent by 2012 and by 50 percent by 2020.

Corporate Indicators

TAFE NSW participation and attainment

- Increased number of Aboriginal student enrolments in TAFE NSW.
- Increased number of Aboriginal student enrolments in TAFE NSW courses at AQF III or above.
- Increased number of VET course completions by Aboriginal students in TAFE NSW.
- Increased number of VET course completions at AQF III or above by Aboriginal students in TAFE NSW.
- Increased unit completion rates by Aboriginal students in TAFE NSW.
- Increased proportion of Aboriginal graduates in TAFE NSW who are employed or participating in further education and training.

ACE participation and attainment

- Increased number of Aboriginal student enrolments in ACE.
- Increased number of Aboriginal student enrolments in ACE courses at AQF III or above.
- Increased number of VET course completions by Aboriginal students in ACE.
- Increased number of VET course completions at AQF III or above by Aboriginal students in ACE.
- Increased unit completion rates by Aboriginal students in ACE.

Apprenticeships and traineeships

- Increased number of Aboriginal students commencing an apprenticeship or traineeship.
- Increased number of apprenticeship and traineeship completions by Aboriginal students

How we are Progressing

TAFE NSW participation and attainment

- The total number of Aboriginal student enrolments in TAFE NSW has increased from 21,567 in 2005 to 30,615 in 2009, an increase of 42.0%.
- The total number of Aboriginal student enrolments in TAFE NSW at AQF Certificate III and above has increased from 5,308 in 2005 to 8,268 in 2009, an increase of 55.8%.
- The total number of course completions by Aboriginal students in TAFE NSW has increased from 7,957 in 2005 to 11,015 in 2009, an increase of 38.4%.
- The total number of course completions by Aboriginal students in TAFE NSW at AQF Certificate III and above has increased from 1,016 in 2005 to 1,692 in 2009, an increase of 66.5%.

TAFE NSW Institutes implemented a range of strategies and programs in 2009 to support increased enrolments, completions and employment outcomes for Aboriginal students. For example, Institutes:

- finalised credit transfer arrangements from the Diploma of Aboriginal Studies into the Bachelor of Aboriginal Studies at Newcastle University (Hunter Institute)
- partnered with Thomas & Coffey and the Department of Ageing, Disability and Home Care to provide sustainable employment for Indigenous Australians (Hunter Institute)
- partnered with the NSW Police Force, local schools and Aboriginal organisations to provide a pathway to employment in emergency services. As part of their Higher School Certificate, young Aboriginal students completed a traineeship with the police force (Illawarra Institute)
- were contracted by the Federal Department of Education, Employment and Workplace Relations to conduct research into TAFE to Work Transitions with the aim of strengthening pathways into employment for Aboriginal students (North Coast Institute)
- provided pathways into courses at AQF Certificate III and above for Aboriginal students, including training in industry skills shortage areas and growth areas such as Indigenous land management (Northern Sydney Institute)
- provided recognition of prior learning and gap training for Indigenous rangers in the Certificate III in Tourism - Guiding (TAFE NSW - Northern Sydney Institute)
- delivered Certificates I, II and III in Aboriginal Languages - Wiradjuri (Riverina Institute)
- undertook seven Traditional Owner River Restoration projects involving 60 trainees enrolled in Certificates II, III and IV in Conservation and Land Management in partnership with the Murrumbidgee Catchment Management Authority (Riverina Institute)
- provided training that led to employment in the Racing industry for 18 Indigenous graduates, in partnership with Racing Australia (South Western Sydney Institute)
- in collaboration with the Gandangara Land Council and the Australian Defence Force, delivered pre-recruitment training for Indigenous Australians to gain employment with the Australian Defence Force (South Western Sydney Institute)
- delivered pre-employment training and work opportunities for Indigenous people, in partnership with Energy Australia and RailCorp. In 2009, ten participants gained apprenticeships with Energy Australia and six were employed by RailCorp (Sydney Institute)
- provided training and sustainable employment opportunities for Indigenous people in areas such as mining, horticulture, waste management and commercial cleaning, in partnership with the Central West Community College, Condobolin Adult Education and the Wiradjuri Condobolin Corporation (Western Institute)

Goal 2: Aboriginal and Torres Strait Islander students match or better the outcomes of the broader student population (VET)

- delivered the Indigenous Police Recruitment Out West Delivery (IPROWD) to Aboriginal participants to assist them to gain entry into the Police Academy (New England and Western Institutes)
- provided scholarships for 17 Indigenous students to complete Certificate IV in Training and Assessment, enabling them to work as part-time TAFE teachers and workplace assessors (Western Sydney Institute)
- delivered skill sets in Indigenous Guiding to 37 Aboriginal participants, enabling them to articulate into Certificates III and IV in Tourism and gain employment as Indigenous guides, in partnership with Tourism NSW, the Department of State and Regional Development, Outback NSW Tourism Association and NSW National Parks and Wildlife Service (Western Sydney Institute).

Adult and Community Education (ACE) participation and attainment

There was strong participation by Aboriginal and Torres Strait Islander people in ACE, accounting for 2.2% of all students. The total number of Aboriginal student enrolments in accredited VET modules in ACE in 2009 was 11,780 which was a small reduction of 7% from the previous year.

Of these, 4,824 enrolments were in AQF III or above (10% more than the previous year).

Unit completion rates for VET increased by 3% while recognition of prior learning almost doubled, rising from 48 to 76 modules.

Apprenticeships and traineeships

- 2,130 Aboriginal apprentices and trainees commenced training in 2009, a decrease of 3% compared to 2008.
- 1,170 Aboriginal apprentices and trainees completed their training in 2009, an increase of 2.7% compared to 2008.

A number of strategies and programs were put in place to support Aboriginal apprentices and trainees, including:

- traineeships for Aboriginal and Torres Strait Islanders in primary health care and education support
- a DVD resource *Inspirational Indigenous Stories* to highlight career opportunities to Indigenous students for distribution to all schools and through social media
- The Way Ahead For Aboriginal People program, a mentoring service to Aboriginal apprentices and trainees and their employers
- the Elsa Dixon Aboriginal Employment program (a component of the Two Ways Ahead program) to increase Aboriginal employment in the private and public sectors and to support training and skills development for Aboriginal people. In 2009, 16 organisations received funding under the Program totalling \$961,137 for the employment of 40 Aboriginal people in permanent, temporary, partnership project and graduate positions
- Aboriginal Community Programs that focus on improving access to employment and creating business opportunities for Aboriginal and Torres Strait Islander people. These in turn provide additional training opportunities for Indigenous people
- the Indigenous Training Strategy, providing funding to Registered Training Organisations (RTOs) to deliver VET to Aboriginal and Torres Strait Islander people and communities across NSW. In 2009, this strategy under the Strategic Skills Program provided training to over 800 Indigenous people.

Future Directions

In 2010, TAFE NSW Institutes will:

- develop a *Schools to TAFE Transition Strategy* for Aboriginal students in collaboration with the local Aboriginal Education Consultative Group (Hunter Institute)
- increase enrolments in *Project Murra*, a joint project with NSW Police and schools, providing Aboriginal students with traineeships (Illawarra Institute)
- offer the Certificate IV in Skills for Career Development to Aboriginal Schools Administrative Support Staff (New England Institute)
- continue the successful *V Tracks* program for Aboriginal students in partnership with schools, the local Aboriginal Education Consultative Group, local Councils and industry (North Coast Institute)
- offer the Certificate IV in Training and Assessment to Aboriginal groups (Northern Sydney Institute)
- deliver the Indigenous Pre-Recruitment Course for the Australian Defence Force (South Western Sydney Institute)
- develop targeted pre-apprenticeship programs for Aboriginal people in partnership with RailCorp and the Master Builders' Association (Sydney Institute)
- promote higher level programs in the media and at Indigenous events (Western Sydney Institute).

In 2010, ACE will:

- continue to support responsive strategies to increase Aboriginal involvement and success in education and training
- fund projects through the ACE Social Inclusion Program that promote access to training for Aboriginal students and support successful completions in AQF Certificate III and above.

The Indigenous Training Strategy will continue to be implemented, a strategy focused on providing training in workplace and life skills, and to support community development.

Goal 2: Aboriginal and Torres Strait Islander students match or better the outcomes of the broader student population (Staff)

NSW Targets

- Representation of Aboriginal people across all salary levels is maintained or exceeds the Department's 2008 benchmark of 2.3 percent.
- 3,000 staff commenced a pathway to build competencies in Aboriginal Cultures.

Corporate Indicators

- Increased representation of Aboriginal people across all salary levels.
- Increased representation of Aboriginal staff in supervisory, managerial and leadership roles across the department.
- Aboriginal staff retention at all levels of the organisation is equal to non-Aboriginal staff retention.
- Increased number of Aboriginal staff represented on key planning and decision making committees.
- 3,000 departmental staff have commenced a pathway to build competencies in Aboriginal Cultures per year.



How we are Progressing

The Aboriginal Human Resource Development Plan for 2009-11 was released in February 2009. The 2009-11 plan builds on the successes of the previous plan to continue to improve the recruitment, development and retention of Aboriginal staff across the Department. The 2009-11 plan has a strong focus to develop Aboriginal staff leadership skills to move into management and leadership positions.

A community and staff brochure about the plan, along with an Implementation Guide to help leaders, managers, staff and the Aboriginal community identify actions to make the plan a success at the local level, was also released in 2009.

The Aboriginal Human Resource Development Plan 2009-11 will continue to be promoted and implemented across the Department. Significant achievements for 2009 included:

- maintaining the percentage of Aboriginal people employed in the Department at 2.3% in 2009
- appointing 75 Aboriginal teachers to permanent positions during the 2008-09 staffing operation, an increase from 62 in 2007-08
- accepting 60 teacher education scholarships by Aboriginal people
- appointing seven Aboriginal people to school administrative and support staff positions identified for Aboriginal people during 2009. A further three positions identified in 2009 will be finalised for appointment in early 2010.

The Director-General's Aboriginal Education and Training Reference Group consists of 20 members, including the Director-General. Of these 20, 15 are Aboriginal and one is Torres Strait Islander.

There is an Aboriginal member on the TAFE Executive Group Committee.

Each school region has a Regional Aboriginal Education Advisory Group which includes representation from regions, schools and Aboriginal Education Consultative Groups. It is recommended that regional Aboriginal Education Advisory Groups should have a membership of at least 75% of Aboriginal people.

Courses in Aboriginal Cultural Education are available through TAFE NSW for delivery to students enrolled in TAFE colleges, to all Departmental staff and to staff in other public sector agencies and to commercial clients. These courses aim to assist in building the capacity of staff to work effectively with Aboriginal people and communities.

Future Directions

We will continue to improve the recruitment, development and retention of Aboriginal staff. In 2010, we will:

- continue to provide career and leadership development programs for Aboriginal teachers and Aboriginal corporate staff
- monitor the progress of the Aboriginal Human Resource Development Plan 2009-11 in implementing initiatives to increase the number of Aboriginal people employed and retained in our workforce particularly in leadership positions
- finalise the implementation, including tracking and reporting of departmental and other agency staff entering of Pathways to Building Competencies in Aboriginal Cultures to meet the Aboriginal Education and Training Policy mandated professional learning for all departmental staff in relation to Aboriginal cultural education.

Goal 3: Excellent staff

Corporate Indicators

- Proportion of beginning teachers appointed to Priority Schools Program schools compared to the proportion appointed to all schools
- Proportion of teacher appointments made at the local level
- Proportion of teachers accredited by the NSW Institute of Teachers
- Reduced workplace injuries and average cost of claims



How we are Progressing

The Department continues to ensure beginning teachers are appointed to all schools and not concentrated in Priority Schools Program schools only.

In 2009, 28.9% (616) beginning teachers were appointed to Priority Schools Program schools and 71.1% (1511) to non Priority Schools Program schools.

In 2008-09, schools had a choice of how they could fill 54% of vacant classroom teacher positions. 67% of vacant principal positions and 78% of vacant executive positions in schools were recruited through a selection process which included parent representatives. Parent representatives were involved in all aspects of the selection process including the preparation of advertisements.

As at December 2009, more than 4,000 teachers had been accredited at the level of Professional Competence through the NSW Institute of Teachers.

Through the implementation of a range of occupational health and safety strategies, the Department has reduced the cost of workers' compensation premiums by 22%, from \$169.2 million in 2005-06 to \$131.3 million in 2009-10.

Future Directions

We will:

- support teachers accredited at Professional Competence to maintain their accreditation through the provision of quality standards aligned to professional development
- support teachers to achieve accreditation at the higher levels of Professional Accomplishment and Professional Leadership
- strengthen support for casual and temporary teachers for accreditation at Professional Competence
- continue to maintain productive working relationships with the NSW Institute of Teachers to ensure quality support of, as well as quality assurance for, our teachers
- continue to deliver improved safety performance whilst reducing the Department's workers' compensation premiums through the implementation of programs and initiatives under the Department's corporate safety strategy, *Safe Working and Learning 2009-12*
- revise the performance management process for teachers and link it to explicit teaching standards.

Goal 3: Excellent staff

Corporate Indicators

- Proportion of staff who participate in professional development
- Number of staff who participate in the TAFE NSW Senior Leadership Capability Development Program



How we are Progressing

Professional learning programs are informed by capability frameworks, including the NSW Institute of Teachers Professional Teaching Standards and the Department's School Leadership Capability Framework. The professional learning website, <https://www.det.nsw.edu.au/proflearn>, provides program details and online learning to enhance and give equitable access to quality professional learning.

As part of a strong focus on professional learning and leadership development to strengthen teacher and leader quality, opportunities and resources available for school leaders and teachers continue to grow. Initiatives include the implementation of online programs and release of school based professional learning programs such as *What works: The quality of teaching makes a difference*, DVD CD-ROM resource package.

In 2009, the Office of Schools portfolio:

- allocated \$36 million to teacher professional learning funds for schools and regions to strengthen the capacity of teachers and leaders
- coordinated the registration of departmental courses and programs with the NSW Institute of Teachers as an endorsed provider of Institute registered professional development for teachers accredited at Professional Competence to maintain their accreditation
- developed and delivered 314 NSW Institute of Teachers' registered courses and programs, including 3,360 sessions state-wide of registered professional development covering all elements of the Professional Teaching Standards
- developed and trialled My PL@DET, an online course and program registration and enrolment system that complies with the NSW Institute of Teachers' administrative record management requirements
- provided new professional learning resources for all schools to use in implementing the NSW Training Quality Teaching Model and the NSW Institute of Teachers' Professional Teaching Standards
- developed the Classroom Teacher program, an online quality teaching resource designed for early career teachers to support them in demonstrating the standards at Professional Competence to achieve and maintain accreditation with the NSW Institute of Teachers
- developed *Keep them safe: a shared approach to child wellbeing*, an online resource designed to provide staff with information on changes to child protection
- developed a comprehensive suite of professional learning programs and teaching resources to implement the Digital Education Revolution
- developed *Enrolment Registration Number* online professional learning focusing on providing resources to assist and support staff to use existing reporting options and end of year administrative procedures
- developed the Department's *Analytical Framework for Effective Leadership and School Improvement in Literacy and Numeracy* professional learning resource that includes a set of practical measures for school leaders to enhance school planning and to build leadership capacity in literacy and numeracy
- developed a comprehensive suite of leadership learning programs that were conducted statewide. These include the Team Leadership for School Improvement program that is directly aligned with school improvement practices
- conducted professional learning opportunities in priority areas for school leaders and teachers.

Goal 3: Excellent staff

Curriculum specific professional learning

In 2009, Curriculum K-12 Directorate conducted a comprehensive program of professional learning for teachers. The focus of workshops was on improving teacher quality. Activities encouraged and guided teachers to explore syllabuses and to analyse and critically evaluate assessment models and tasks. The focus of teacher professional learning in Semester 2 supported the DER NSW program. More than 3,500 teachers attended over 130 key learning area specific workshops that were designed to support the integrated use of laptops in teaching and learning.

Significant statistics for 2009 professional learning include:

- 5,750 teachers attended a workshop
- 21 different courses for accreditation with the NSW Institute of Teachers
- 183 teachers registered their teacher accreditation number when enrolling for a workshop
- more than 400 teachers participated in videoconference sessions as part of their professional learning.

Curriculum K-12 Directorate continued its support for the connected learning environment with the development of interactive learning modules. Twenty modules for each of the K-6 key learning areas were produced to further supporting strong work already undertaken in the Connected Outcome Groups (COGs) initiative. A secondary COGs (Stage Four) was developed and launched to support activity in the middle years strategy.

The Gifted and Talented Unit helped the 14 new partially selective high schools and the virtual selective high school prepare for the intake of academically selected students in 2010. 126 teachers participated in the Gifted and Talented Online Program.

In October, the English Unit held a major Stage Six English conference, which drew together over 160 DET secondary English teachers, regional consultants and academics.

The English Unit also developed and commenced the implementation of a project to support the pilot of the new Stage 6 English content-endorsed course, English Studies, in 2010. Teachers from the 62 pilot schools were provided with briefing and planning workshops and then engaged in the development of quality units of work to support the teaching of all modules in the new course. This project will continue into 2010.

The Personal Development, Health and Physical Education Unit supported 279 teachers in the PDHPE Stage Six HSC Marking Simulation and the Stage 6 PDHPE amended syllabus support workshops.

The Creative Arts Unit provided professional learning for more than 2,700 teachers through online courses, videoconferences, conferences and practical workshops in 2009. These programs addressed core and mandatory areas of syllabus content, integrated learning and specified needs of regions and schools.

In 2009, the Technology Unit presented five state-wide professional learning events with 948 teachers attending workshops addressing syllabus related content, literacy and numeracy development and adapting lessons for student laptops.

A total of 392 teachers participated in 25 Sustainable Schools workshops about programming and resources for sustainability education and developing a School Environmental Management Plan during 2009.

Under the National Asian Languages and Studies in Schools Program 30 secondary teachers have been awarded scholarships to retrain as Asian languages teachers through distance education at the University of New England.

Mentoring and professional learning programs will be developed to support teachers in implementing high quality Asian languages programs in schools.

Teacher quality

In 2009, school teachers began to use the Data Analysis Skills Assessment (DASA), an online self-assessment tool, to evaluate the use of data tools for teaching and learning, to create personal logs of evidence of data analysis skills capability and to identify aspects of their practice for further professional learning.

The School Based Assessment and Reporting Unit within the Curriculum K-12 Directorate continued to train and support teachers from over 500 schools to produce student reports to parents using the newly released School Based Student Reporting (SBSR) software (version 4). This was achieved by:

- providing training to all 10 regional SBSR support teams and additional training directly to teachers using SBSR software.
- providing web based support and tutorials and four levels of IT Help support for teachers, including out of hours support.

Premier's Teacher Scholarships provided opportunities for classroom teachers to undertake overseas or national study tours of up to five weeks in a range of curriculum areas including English, history, science, agriculture, special education, Indigenous education and rural and remote education. Of the 24 scholarships on offer in 2009, 21 were awarded to teachers in government schools.

In 2009, the Arts Unit (Specialist Programs) provided a series of professional learning courses which spanned all its constituent programs. Together these courses addressed the development of skills related to Stages One to Six and supported teacher needs across a range of co-curricular arts activities.

Professional learning for student wellbeing

As a part of the Government's commitment under Keep Them Safe: A Shared Approach to Child Wellbeing, senior staff in regions participated in the Department of Premier and Cabinet's Keep Them Safe Regional Engagement Tour which took place in 11 areas across the state. Principals participated in Keep Them Safe Information Sessions to prepare them for their role in training staff in schools about the changes to their roles in child protection to commence in 2010.

The Department has implemented strategies to improve student attendance rates through enhanced Home School Liaison Officer and Aboriginal Student Liaison Officer training and support materials. An ongoing professional support program for home school liaison officers and Aboriginal student liaison officers was developed and implemented during 2009.

Professional learning associated with the Department's drug prevention strategy was delivered during the 2009 school year including 65 workshops for 1,214 teachers from 575 schools and three day training workshops for 46 school counsellors.

The Department has completed the Autism Training Program for School Counsellors in response to the Helping Troubled Kids initiative. School counsellors are now better able to identify and help children with autism and other similar disabilities.

Professional learning activities in values education were implemented across the Department's ten regions in collaboration with regional personnel.

Workshops were conducted to assist schools with implementation of the NSW Healthy School Canteen Strategy and other aspects of school canteen operation. Two issues of *Fresh Tastes @ School Canteens* newsletter were distributed to all schools.

Goal 3: Excellent staff

Specialist anaphylaxis training was provided for school staff where students were diagnosed as being at risk of anaphylaxis. Training is provided by nurse educators accredited through the NSW Anaphylaxis Training Program.

The Department supported NSW Health as the lead agency in an influenza pandemic in responding to the recent outbreak of Human Swine Influenza and provided advice and support to school communities.

TAFE NSW

In 2009 TAFE NSW added a sixth capability, Sustainability, to the five previously identified under the TAFE Workforce Development Guarantee:

- delivering workforce development services to enterprises
- using technologies to do business
- meeting the needs of diverse learners
- interpreting and customising training packages
- leadership.

During the year, a total of 2,594 TAFE NSW staff enrolled in professional development activities under the TAFE Workforce Development Guarantee. An additional 11,252 TAFE NSW staff participated in other related professional development activities.

The highest number of participants engaged in activities related to the capability Using Technologies to do Business which involved podcasting, resource development, web conferencing, Adobe connect facilitation, and use of technologies to meet the needs of diverse learners.

Capability was also developed across TAFE Institutes and Central Units through collaborative forums, sharing information through various technologies such as Wiki spaces (webpages that can be edited by several people) and accessing information via the internet.

A total of 840 TAFE NSW staff enrolled in the Course in Aboriginal Cultural Education in 2009.

The TAFE NSW Building our Future - Leadership Program, an initiative under TAFE's Workforce Development Guarantee, aims to develop a talent pool of inspirational and visionary leaders for the future. The 18 participants who graduated in 2009 indicated high levels of satisfaction with the program and a willingness to mentor future participants.

Professional development initiatives in TAFE NSW Institutes included:

- building capability in 'using technologies to do business' through e-mentors and the integration of competencies into online learning programs (Hunter Institute)
- developing individual professional development plans for all staff (Illawarra Institute)
- conducting workshops on Raising the School Leaving Age and its implications for TAFE NSW (New England Institute)
- developing a Staff Capability Plan aligned to 10 locally-identified capability priorities including Developing Great Teachers (North Coast Institute)
- delivering workshops on Working with Industry, Connecting with Younger People, Office 2007, MS Project, Knowledge Cafes and The Sakai Learning Management System (Northern Sydney Institute)
- implementing MyLearning@College, Sunrise@SI and Time4Learning to meet specific needs of College staff (Sydney Institute)
- conducting workshops on work based learning for apprentices, training needs analysis and recognition, assessment and e-learning for enterprises (Western Sydney Institute)
- delivering the eLearning Mentor Program, providing a network of resources and expertise to encourage the embedding of eLearning into teaching practice across multiple disciplines (Western Institute).

NSW AMES

In 2009, NSW AMES staff participated in a range of professional development activities. A major area for training continued to be the implementation of the new Certificate in Spoken and Written English (CSWE) framework and the development of learning and assessment strategies related to its delivery in the Adult Migrant English Program (AMEP) and linked-skills courses.

In May 2009, AMES held a professional development day on the theme of vocational education. A total of 135 AMES staff members and 25 representatives from the Department of Education and Training AMEP Consortium participated in the activities. Topics included: national and state directions and priorities in vocational education and training with reference to the Council of Australian Government's Productivity Agenda, teaching employability communication skills to adult migrants and using experiential activities to contextualise tasks on employment and employability skills. Evaluations indicated that teachers were very satisfied with the professional development day.

Moderation sessions within and across AMEP teaching centres also continued to ensure the consistency of assessment of CSWE outcomes. Moderation sessions for all three CSWE levels were conducted across the regions each semester. In October a Cross-Provider Moderation session was held involving 141 AMES teachers and 38 representatives from the DET AMEP Consortium. Some 97% of participants rated the day's activities as being very useful.

During the reporting period, the nationally-accredited Course in English Language and Literacy Placement Assessment (ELLPA) was delivered in June and November, with 33 AMES teachers and 17 teachers from the Consortium participating in the training. The course ensures consistency of practices across the Consortium in the assessment and placement of students into AMEP programs. Participants were assessed by qualified ELLPA trained assessors while conducting AMEP interviews at

their centres. Fifty participants completed the course successfully and received Statements of Attainment. All participants rated the course content as excellent.

During 2009, professional development was also undertaken in the following areas:

- teaching vocational/employment focused courses
- developing team engagement
- using Interactive white boards to enhance teaching and learning
- using e-technologies in the classroom such as podcasts, blogs, Wikis, data projectors
- teaching numeracy in the AMEP and Language, Literacy & Numeracy Program
- developing effective learning plans for AMEP learners
- training in Janison, the new Learning Management System for online CSWE courses.

A number of AMES teachers participated in AMEP Research Centre professional development activities including Assessment Task Bank workshops, a national forum on Language Workplace and Employability Skills held at TAFE Queensland English Language and Literacy Services, and two specialist courses, Teaching Intercultural Communication and Teaching Pronunciation.

Goal 3: Excellent staff

Future Directions

Office of Schools directions in quality teaching and professional development in 2010 include:

- development, registration and monitoring of teacher participation in professional learning programs, aligned to professional teaching standards for accreditation with the NSW Institute of Teachers
- strengthening the implementation of the NSW Quality Teaching Model in professional learning programs
- expanding the online Classroom Teacher program to ensure equitable access to professional learning
- enhancing the Department's *Analytical Framework for Effective Leadership and School Improvement in Literacy and Numeracy* as an online resource for schools
- providing equitable access to quality professional learning for teachers, school leaders and school and administrative support staff through online resources programs
- developing teacher capacity to integrate the use of information and communication technologies into quality teaching practices
- providing professional learning resources and programs to support career development through the Career Development toolkits
- further developing leadership programs to align with teacher quality, departmental key priority areas and school improvement practices
- expanding the pathway articulation agreement with universities to align teacher professional learning with university post-graduate courses.

The Office of Schools will

- implement the changes to child protection legislation and practices as part of Keep Them Safe: A Shared Approach to Child Wellbeing. A staged training strategy is planned for 2010, which will commence with training of regional student services teams
- continue to provide quality support and service to schools to produce student reports to parents using the School Based Student Reporting software
- introduce the eLearning module that has been developed to assist principals, executive staff and teachers to navigate through the School Measurement, Assessment and Reporting Toolkit (SMART). Teachers can be accredited with the NSW Institute of Teachers for completing the course and passing the assessment
- provide primary and secondary teachers with a range of opportunities to provide feedback on the Draft Australian Curriculum for English, mathematics, the sciences and history
- make available up to 25 Premier's Teacher Scholarships through the Office of the Premier or through corporate sponsorship
- offer up to 14 Leadership Fellowships to New South Wales principals.

Professional learning for teachers in Semester 1, 2010 will include:

- simulated HSC Marking and Stage Six syllabus changes
- supporting beginning teachers and
- further building on support for NSW Digital Education Revolution laptops.

To support this work, workshops scheduled for Semester 1, 2010 include:

- 75 workshops supporting the NSW laptops program
- 39 workshops focusing on direct support for Stage 6 syllabuses
- 32 workshops covering the Live Life Well at School and Road Safety Programs.

Other areas attracting significant support in 2010 include:

- COGs Stage 5 Environmental Educational sustainable schools program
- Virtual selective high schools
- National Partnerships Literacy and Numeracy programs
- Civic and Citizenship
- National Asian Languages and Studies in Schools Program.

In 2010, 60 teachers will be offered the opportunity to undertake a Graduate Certificate in Teaching Studies of Asia.

Development of innovative, online professional learning in Personal Development, Health and Physical Education (PDHPE) through the Live Life Well @ School professional learning course for K-6 teachers and the Using laptops in PDHPE to for Years 7-12 PDHPE teachers.

TAFE NSW

In 2010, TAFE NSW will offer Development of Skills for Sustainability induction programs to all staff and continue implementation of the TAFE Workforce Development Guarantee.

Other professional development strategies to be implemented in 2010 include:

- establishing drop-in flexi centres, providing advice and training in business systems and technology (Hunter Institute)
- upgrading staff teacher qualifications (North Coast Institute)
- initiating a Leadership Development Framework to update the skills and knowledge of existing managers and provide support for new and aspiring managers (Northern Sydney Institute)

The next intake under the TAFE NSW Building our Future – Leadership Program will involve up to 20 participants from senior leadership positions and will commence in April 2010.

NSW AMES

In 2010, AMES will

- conduct an Assessment Task Design Workshop in March with follow up task validation workshops in second semester to ensure the ongoing reliability and validity of assessments across programs delivering the CSWE
- conduct moderation sessions of students' spoken and written performances for all four CSWE levels across the regions
- conduct an ISLPR moderation session for teachers involved in the initial assessment and placement of students into CSWE classes
- conduct customer service training workshops for clerical staff
- provide cross-cultural awareness training delivered by the Service for the Treatment and Rehabilitation of Torture and Trauma Survivors to teaching and clerical staff
- hold a professional development day for all teachers in May 2010 featuring workshops on settlement issues, technology and alternative delivery, employment, and language and discourse.

Goal 4: VET for a skilled workforce

State Plan Targets

- A 50% drop in 20-64 year olds without Certificate III level or above qualifications between 2009 and 2020
- A 100% increase in people achieving diploma and advanced diploma qualifications between 2009 and 2020
- 4,000 new apprenticeships by 2012
- Increase participation in green skills training (TAFE NSW and other publicly funded training) to 5% by 2013

Corporate Indicators

Participation

- Proportion of the NSW population 15-64 participating in education and training
- Proportion of the NSW population aged 15-64 participating in education and training at AQF III and above
- Proportion of the NSW population aged 15-64 participating in education and training at Diploma level and above
- Number of the NSW population aged 15-64 participating in VET
- Number of the NSW population 15-64 participating in VET at AQF III or above
- Number of the NSW population aged 15-64 participating in VET at Diploma level and above
- Estimated number of apprenticeship and traineeship commencements, in-training and completions
- Number of NSW apprenticeship approvals and completions

Attainment

- Proportion of the NSW population aged 15-64 with a non-school qualification
- Proportion of the NSW population aged 20-64 without qualification at AQF III or above
- Proportion of the NSW population aged 20-64 with a qualification at Diploma level or above
- Number of VET qualifications completed by NSW VET students at AQF III and above and as a proportion of all qualifications completed
- Number of VET qualifications completed by NSW VET students at Diploma and above and as a proportion of all qualifications completed

Green Skills

- Proportion of VET students enrolled in at least one module/unit of competency leading to an environmentally sustainable outcome

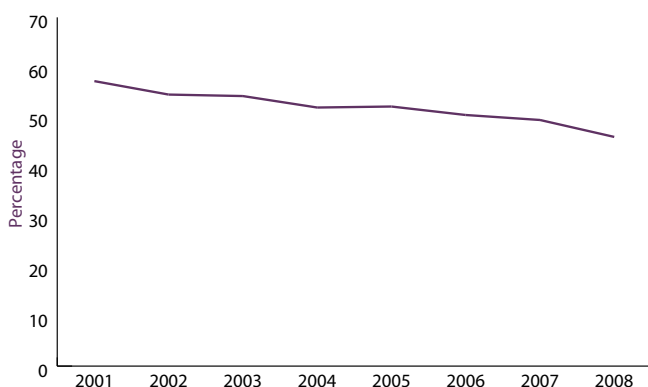
How we are Progressing

NSW is committed to ensuring that all working aged people in NSW have the opportunity through a responsive training system to develop the skills and qualifications needed for a modern and changing labour market.

The proportion of 20-64 year olds attaining a VET qualification

The proportion of people in NSW (aged 20-64 years) without qualifications at Certificate III level and above has declined by 11% between 2001 and 2008. In 2008, 46% of the NSW population (aged 20-64 years) did not have qualifications at Certificate III and above.

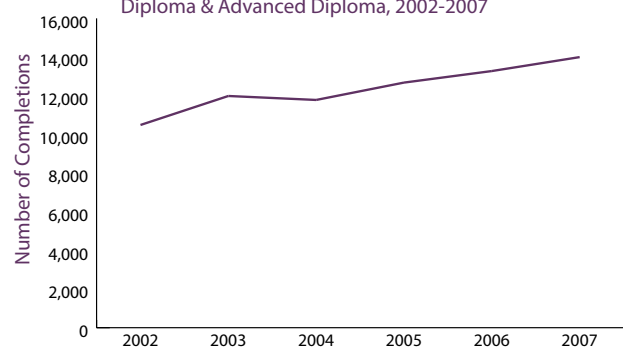
Figure 4.1 Proportion of NSW population aged 20-64 years without qualifications at Certificate III level and above, 2001-2008



Source: ABS Survey of Education and Work, Australia, Cat. 6227 at May each year (Additional datacubes)

The number of qualifications at the Diploma and Advanced Diploma level in NSW has increased by over 3,500 qualifications between 2002 and 2007. In 2007, 13,995 qualifications were completed at this level an increase of 5.4% over the previous year.

Figure 4.2 Number of VET qualification completions, Diploma & Advanced Diploma, 2002-2007



Source: NCVER VET Provider Collection, VOCSTATS SuperWeb tables.

Initiatives to increase apprenticeship commencements

In 2009, the Strategic Skills Program provided training to 7,000 people in a range of industry areas to support economic growth and provide them with employability skills. Industry areas included health and community services, construction and infrastructure, ICT and communications.

Workshops continued to be provided for employers and workplace supervisors of apprentices and trainees in 2009 on enhancing the quality of workplace training.

The Continuing Apprentices Placement Service assisted out of trade apprentices and trainees in skill shortage areas to find a new employer and continue their apprenticeship or traineeship.

Thirty Ben Chifley Scholarships were awarded during the year to 1st, 2nd and 3rd Year apprentices from country NSW who were experiencing hardship. The scholarships provide a \$5,000 payment for each year of the scholarship holders' apprenticeship up to a total of \$15,000. Funding of \$200,000 annually is being provided by the Board of Vocational Education and Training.

Goal 4: VET for a skilled workforce

Number of people commencing and completing apprenticeships and traineeships

Achievements in relation to apprenticeships and traineeships in 2009 were affected by the Global Financial Crisis:

- In the 12 months to September 2009, there were 83,484 commencements in NSW, a decrease of 7.4% on 2008.
- Some 47,942 apprentices and trainees completed their training in 2009, an increase of 8.7% compared to 2008.
- At the end of December 2009, 152,802 apprentices, existing worker trainees, and new entrant trainees were in training in NSW, a decrease of 0.7% over the previous year. Of these, 33.6% were apprentices, 36.3% were new entrant trainees and 30.1% were existing worker trainees.
- Some 84,657 apprenticeship and traineeship training contracts were approved in 2009, a decrease of 5.1% on 2008.

Participation in green skills training

Green Skills training will ensure that the NSW workforce has the required skills to maximise the opportunities afforded by the growing green economy, so that business and industry can attract and retain investment, respond to new low-carbon markets, create new employment and transform existing jobs.

Progress towards achieving this target will be based on the proportion of VET students enrolled in at least one module or unit of competency providing skills to support an environmentally sustainable outcome.

2008 data is preliminary only and shows that 4% (23,018 students) were undertaking green skills training in that year.

The Premier's Green Skills NSW Taskforce was announced in February 2009 at the Premier's Job Summit. This was established as a short-term advisory group to advise on the Government's Green Skills Strategy, and has provided a report to the Government with recommendations which include:

- measures to increase the demand for and uptake of green skills training in industry

- enhancing the capacity of the VET system in NSW to provide high quality and responsive green skills training
- coordination of green skills training in support of other investment and employment initiatives (such as those responding to regional and/or industry sector needs).

Successful business outcomes from employers providing green skills training to their workforce have already been publicised in case studies in the *Green Skills Business Guide*, which was made available online in 2009. The Guide has links to the online Green Skills Course Finder which allows public and private registered training organisations to list availability and details of green skills training. Both the Guide and Course Finder were initiatives of the Green Skills NSW Strategy.

The strategy also included a number of demonstration projects to explore business opportunities, skills gaps and training solutions in green markets. Resources developed through these projects are available for public use, with funding provided by the Board of Vocational Education and Training.

Green Small Business Incentives, also announced at the Jobs Summit, commenced in July 2009, to provide small business with knowledge and skills to support the transition to a low carbon and more sustainable economy.

The Energy Efficiency Training for Trades and Professionals Program was also announced at the Jobs Summit and was launched in July 2009 as a \$20 million program over 4 years, jointly managed by the Department of Education and Training and the Department of Environment, Climate Change and Water. The Department is the lead agency for the purchasing of accredited training through the NSW Training Market and for the development of training in energy efficiency skills for the VET workforce. A project brief has been finalised for projects to address professional development requirements for VET trainers delivering Energy Efficiency training in a range of industries. Projects are expected to commence by June 2010.

Other corporate indicators

- The proportion of the NSW population aged 15-64 participating in education and training has remained steady at 18.5% in 2008.
- The rate for people in NSW participating in VET has remained stable at 11.2% in 2008.
- The number of people in NSW VET courses at Certificate level III and above increased from 42.9% in 2007 to 45.0% in 2008.
- The proportion of people in NSW with a non-school qualification increased from 54.2% in 2007 to 57.3% in 2009.
- The load pass rates for government funded VET students increased from 74.9% in 2002 to 78.3% in 2008.
- The proportion of qualifications completed at Diploma level and above was 11.7 percent in 2007, with the proportion of qualifications completed at Certificate III level and above at 63.6% in 2007.

Recognition of excellence

Reflecting the strength of the NSW training system, our 2009 state winners achieved great success at the 2009 Australian Training Awards:

- Ms Dasha Newington won the Aboriginal and Torres Strait Islander Student of the Year Award.
- Ms Jacqueline Vella was awarded the Australian Apprentice (Trainee) of the Year Award.
- Ms Lisa Northam was runner up for the Vocational Student of the Year Award.
- TAFE NSW – Northern Sydney Institute won the Skills for Sustainability Award.

High Quality of Training

NSW is committed to maintaining the highest quality in education and training and wants students to have the best possible educational experience.

The Vocational Education and Accreditation Board carries out audits of training providers to ensure they are meeting legislative requirements and national standards. Failure to meet these standards results in possible cancellation of registration.

During the reporting period, the Department supported the Vocational Education and Training Accreditation Board in registering 1,046 NSW training organisations and monitoring the 1,043 interstate registered training organisations which operate in NSW.

Future Directions

A number of areas for future development have been identified to enhance NSW capability to provide VET for a skilled workforce.

We will:

- work with industry to establish apprenticeships and traineeships in areas of skill shortages, employer demand and in response to new training package qualifications
- promote shorter term and reduced term apprenticeships and competency based completion and progression in apprenticeships and traineeships
- encourage industry to consider apprenticeships and traineeships at school, where suitable
- continue to work with industries affected by changed circumstances to allow tradespeople to train in another trade with credit for prior work and learning
- assist retrenched apprentices as well as trainees in skills shortage areas to find a new employer to complete their training through the Continuing Apprentices Placement Service
- through the Productivity Places Program in 2009 and 2010, deliver almost 90,000 extra training places. This includes around 31,000 places for jobseekers and around 59,000 places for existing workers. Training is being offered in more than 330 priority qualification areas that are critical to the State's economy and to the well-being of the community
- undertake a midterm review of the Productivity Places Program, which will be used to improve targeting of the Program
- provide a range of services to employers including information and advice on available training assistance and partner employers, industries and communities to find long-term skills solutions via the One Stop shop Skill Centres in State Training Services
- implement a \$20 million Energy Efficiency Skills program to up skill people to implement energy efficient measures and \$5 million to assist small businesses implement sustainable measures
- provide support to retrenched workers by investing \$7 million over two years to retrain workers who have lost their jobs.

Goal 4: VET for a skilled workforce

State Plan Targets

- A 50% drop in 20-64 year olds without Certificate III level or above qualifications between 2009 and 2020
- A 100% increase in people achieving diploma and advanced diploma qualifications between 2009 and 2020
- 4,000 new apprenticeships by 2012
- Increase participation in green skills training (TAFE NSW and other publicly funded training) to 5% by 2013

Corporate Indicators

Enrolments and completions

- Enrolments in TAFE NSW
- Enrolments in TAFE NSW by students in regional and remote areas
- Enrolments in TAFE NSW at AQF III and above
- Enrolments in TAFE NSW at Diploma and above
- Number of TAFE NSW students commencing and completing apprenticeships and traineeships
- Proportion of qualifications completed by TAFE NSW students at AQF III and above
- Proportion of qualifications completed by TAFE NSW students at Diploma and above

Green Skills

- Proportion of TAFE students enrolled in at least one module/unit of competency leading to an environmentally sustainable outcome

Goal 4: VET for a skilled workforce

How we are Progressing

Enrolments and completions in TAFE NSW

- The number of enrolments in TAFE NSW has increased from 513,070 in 2005 to 524,838 in 2009, an increase of 2.3%.
- The number of enrolments in TAFE NSW at AQF Certificate III and above has increased from 198,149 in 2005 to 239,525 in 2009, an increase of 20.9%.
- The number of enrolments in TAFE NSW at Diploma and above has increased from 45,177 in 2005 to 54,731 in 2009, an increase of 21.1%.
- The proportion of qualifications completed by TAFE NSW students at AQF Certificate III and above has increased from 22.3% in 2005 to 33.6% in 2009, an increase of 11.3 percentage points.
- The proportion of qualifications completed by TAFE students at Diploma and above has increased from 4.6% in 2005 to 6.8% in 2009, an increase of 2.2 percentage points.
- The number of 20-64 year olds graduating from TAFE NSW courses at AQF Certificate III and above has increased from 42,392 in 2005 to 58,799 in 2009, an increase of 38.7%.
- The number of graduates from TAFE NSW courses at Diploma and above has increased from 11,088 in 2005 to 14,779 in 2009, an increase of 33.3%.

In 2009:

- 12,847 TAFE NSW students commenced apprenticeships, representing 88.9% of all commencements in NSW
- 8,506 TAFE NSW students commenced traineeships, representing 17.6% of all commencements in NSW
- 10,038 TAFE NSW students completed apprenticeships, representing 91.8% of all apprenticeship completions in NSW
- 6,064 TAFE NSW students completed traineeships, representing 16.3% of all traineeship completions in NSW.

TAFE NSW Institutes offer higher-level qualifications to meet industry requirements and current and future skills needs. For example in 2009, TAFE NSW:

- in partnership with Fresh Start Bakeries, delivered Certificate III in Food Processing to employees on site (Hunter Institute)
- delivered the Diploma of Community Services - Case Management through recognition of prior learning to staff in the Department of Community Services (North Coast)
- implemented the Appetite for Success program, enabling trade-qualified chefs to gain Diploma and Advanced Diploma qualifications through workshops, mentoring and workplace delivery (Northern Sydney Institute)
- fast tracked apprenticeships in metals, vehicle trades, hairdressing and horticulture targeting mature age high-performing apprentices (Western Sydney Institute)
- delivered the dual qualification Advanced Diploma of Hospitality Management/ Diploma of Events, which articulates into the online Bachelor of Hospitality Management at Ballarat University, at the Hunter Valley Hotel Academy (Hunter Institute)
- delivered the Certificate IV in Renewable Energy - Electrical Trades and Diploma of Environmental Monitoring and Technology - Chemical Technology (South Western Sydney Institute)
- conducted customised training for existing workers of 210 commercial clients including Australian News Express (Sydney Institute)
- established a new contract with Ulan Coal to deliver the Diploma in Electrical Engineering to their employees (Western Institute).

TAFE NSW provides a range of services to meet the needs of employers, industries and the community. Achievements during the reporting year included the following:

- TAFE NSW was successful in obtaining a number of major state and national training projects including partnerships with Ramsay Health Care, Foster's Group, Toga Hospitality Group, Bunnings Hardware, Airservices Australia, Mobil Quix, Australian Hotels Association (NSW), and NSW Government Departments including the Department of Ageing, Disability and Home Care.
- TAFE NSW Institutes worked in partnership with a range of community organisations across the state including Bathurst Regional Council, Northern Rivers Tourism, Wyong Shire Council, Murrumbidgee Catchment Management Authority, Doonside Youth Centre and the Wiradjuri Condobolin Corporation to deliver training that met community and regional development needs.

In 2009, TAFE NSW met all its Government Commitment targets including:

- RPL and Gap Training for unemployed and unqualified workers
- strengthening TAFE RPL for existing workers
- Skilling NSW Regions - training in skill shortage areas
- Learning Guarantee - training for people up to the age of 18 who did not complete Year 12 and do not have a job
- Higher Technical Skills – providing qualifications at Certificate IV and above for workers in priority industries.

In 2009, 5.2% of TAFE NSW students enrolled in at least one module/unit of competency leading to an environmentally sustainable outcome.

To increase participation in green skills training, TAFE NSW:

- developed the online Skills for Sustainability Student Induction Program, which includes information on sustainable practice, energy efficiency, waste management, and new technologies and processes
- developed the accredited online Education for Sustainability Teachers Induction Program, which will enhance the capabilities of staff in incorporating green skills and sustainability into educational programs and work practices
- developed resources to support delivery of the units of competency Support Sustainable Practice and Develop and Implement a Program to Support Sustainable Practice in Children's Services qualifications
- developed a resource *It's easy being green* to build community knowledge and participation in environmental sustainability.

TAFE NSW Institutes are implementing a range of strategies and programs to support the development of green skills. For example in 2009, TAFE NSW Institutes:

- developed and delivered the BioBanking Assessors Program in partnership with the Department of Environment, Climate Change and Water and EcoLogical Australia (Northern Sydney Institute)
- developed an innovative new green skills program GSmart for the Tourism and Hospitality industry, providing businesses with skills in environmental sustainability (Hunter Institute)
- delivered the Statement of Attainment in Sustainability Solutions to sales staff at Bunnings Hardware to improve the range and accuracy of environmental advice provided to customers and increase the use of water and energy efficient products (Northern Sydney Institute)
- delivered the Certificate II in Renewable Energy to approximately 150 contractors in the region (New England Institute)

- delivered the Y Green program to young Aboriginal people, qualifying them to conduct home sustainability assessments under the Commonwealth Government's Green Loans Scheme (North Coast Institute)
- developed and delivered Biodiversity Training for Local Governments to local council workers in partnership with the Department of Environment, Climate Change and Water and EcoLogical Australia, (Northern Sydney Institute)
- launched the Green Trade Skills Strategy with the Clean Energy Council, which included the provision of green skills training for electrical and power generation teachers (Western Institute).

Future Directions

TAFE NSW Institutes will continue to work with industry to deliver higher-level qualifications that will ensure that the NSW workforce is equipped with the required skills for a robust economy and a clean energy future. For example they will:

- include sustainability units in delivery of the Diploma of Children's Services and Certificate III in Children's Services (Hunter Institute)
- develop a research and training facility for sustainable building technologies in partnership with Wollongong University, BlueScope Steel and the NSW Housing, (Illawarra Institute)
- continue to develop and deliver accelerated and flexible apprenticeships (New England Institute)
- increase offerings in Learning for Sustainability and Home Sustainability Assessment (North Coast Institute)
- develop and deliver courses in sustainable building design, carbon accounting, greenhouse gas inventory, biobanking and bio-diversity (Northern Sydney Institute)
- commence delivery of sustainability skills training in plumbing and fire services from the Sustainable Hydraulics Centre at Randwick (Sydney Institute)
- construct an agriskills centre to meet the demand for training in new and emerging industrial green collar skills (Western Sydney Institute).

Goal 5: Responsible and sustainable management

Corporate Indicators

- Programs and initiatives implemented to meet State Plan priorities and targets
- Proportion of major capital projects delivered on time and within budget
- Utilisation rate of facilities
- Improved environmental indicators
- Implementation of Learning Management and Business Reform (LMBR)
- Implementation of student registration number



Goal 5: Responsible and sustainable management

How we are Progressing

Projects delivered on time and utilisation rate of facilities

In 2008-09, the proportion of major capital projects which were delivered on time and within budget was 90% for schools and 88% for TAFE NSW.

Overall, NSW secondary schools have a utilisation rate of total teaching spaces of 81.6%, NSW primary schools have an utilisation rate of total teaching spaces close to 88.3% and TAFE NSW is meeting the target utilisation rate.

Work continued in 2008/09 on delivering the largest public education and training capital works program ever undertaken in NSW, including the \$2 billion Building Better Schools program, the \$150 million Principals Priority Building program and the \$158 million four year Connected Classrooms program.

In addition, the Department commenced the rollout of \$3.4 billion worth of infrastructure and maintenance projects in NSW government schools under the Commonwealth Government's Building the Education Revolution Program.

Improved environmental indicators:

The Schools' Climate Change Initiative developed sustainable energy and climate change teaching programs and resources. The Sustainable Schools Website provided the planning template, energy audit tools and case studies of best practice in sustainable energy education.

The Department achieved recycling on construction sites of 67% of vegetation, 73% of concrete, 33% of asphalt and recycled a total of 6,200 tonnes of paper products.

The Department's annual total energy consumption decreased in 2008 by 3.8% or 85,357 gigajoules (GJ) compared to 2007, with a cost saving of 5.5% or \$3,576,576. The CO₂ emissions decreased by 6.4% or 31,124 tonnes between 2007 and 2008.

TAFE NSW provided environmental awareness courses for people in the workforce as well as community training courses for teachers and school communities. Educational support was also provided through the Department's 23 Environmental Education Centres.

TAFE NSW Northern Sydney Institute was presented with ISO14001 certification. The Institute achieved an 8.61% reduction in energy use in 2008/09 on its 2004 baseline levels and on potable water use a reduction of 34% on 2004 levels.

Planning and preparative work was undertaken for "2010 the year of learning for sustainability".

Implementation of the Learning Management and Business Reform (LMBR) Program

- The build phase of the Systems Applications and Products (SAP) Finance system commenced in January 2009 and the finalised system was delivered in November 2009. Business readiness and end-to-end testing of the system continued until December 2009.
- Blueprint documents for the SAP human resources/ payroll release were signed off by business stakeholders in September 2009.
- The Student Administration and Learning Management stream of the program completed the process of investigating the global tenders who responded to the Department's expression of interest.

Implementation of student registration number

- The Schools' Enrolment and Registration Number system was fully implemented, providing an online web/ portal to access the central database of school student enrolment information.

Future Directions

We will:

- continue the roll-out of the \$2 billion Building Better Schools initiative, and the \$150 million Principals' Priority Building Program and the \$158 million four year Connected Classrooms program
- continue the roll out of the Commonwealth's Building the Education Revolution Program, delivering \$3.4 billion of infrastructure and maintenance projects in NSW government schools
- begin training staff in Systems Applications and Products (SAP) Finance in January 2010
- implement the system in State and Regional Offices starting in March 2010. This will coincide with the introduction of a shared service centre
- progressively roll out the new SAP finance system for TAFE in July 2010 and for schools in late 2010
- implement the TAFE human resources/payroll realisation phase in March 2010
- seek approval of a business case for the Student Administration and Learning Management framework in the first half of 2010
- begin a review of the schools' facilities standards
- improve maintenance and capital planning processes in schools
- support the undertaking of "2010 the year of learning for sustainability"
- progressively roll out user documentation for Finance functions
- review CBD office accommodation requirements.

Goal 6: Leadership by shaping national policy

Corporate Indicators

Recognition of NSW as a national leader in education policy and practice

- NSW programs and initiatives adopted at the national level
- Recognition of innovation in on-line support for teachers, students and parents
- Effective representation in national education and training policy development



How we are Progressing

Recognition of NSW as a national leader in education policy and practice

Achievements during 2009 included:

- successfully negotiating for Sydney to be chosen for the location of the Australian Curriculum, Assessment and Reporting Authority (ACARA)
- leading and managing national and State copyright agreements
- chairing the key national body overseeing the implementation of common national literacy and numeracy tests (NAPLAN), ensuring timely delivery of testing and results for 2009 and a smooth transition of functions to ACARA
- leading negotiations on the provision of greater flexibility in the national Skills Agreement and the Productivity Places Program National Partnership to meet training needs and demand under changing economic circumstances
- taking a key role in shaping national policy initiatives flowing from the Smarter Schools National Partnerships, including leading development of national standards for the teaching profession
- establishing the new category of Highly Accomplished Teachers
- enabling more students from low socio-economic status communities to undertake university education
- implementing a rigorous evaluation program that will allow National Partnership activities to be refined and improved while in operation.

NSW programs and initiatives adopted at the national level

Activities in this area during the reporting period included:

- placing low SES students high on the national agenda for schools and ensuring prominence in the National Partnership funding arrangements
- securing national agreement to more detailed student reports for NAPLAN including how students answered each question and reporting the school average
- coordinating and providing strategic advice for national meetings of early childhood ministers, education and training ministers as well as chief executives of education and training agencies
- negotiating arrangements for the proposed national VET regulator to ensure the position and priorities of NSW were met
- improving the quality of workplace supervision through the adoption by other jurisdictions of the employers' resource, *Supervising Your Apprentice or Trainee*
- continuing the national leadership role of NSW in the Green Skills area through the Premier's Jobs Summit and the formation of a Green Skills Taskforce
- working with the COAG Reform Council to shape the first-ever report on schooling and training to ensure due recognition of NSW achievements
- driving key national initiatives in teacher quality including the development of draft professional teaching standards.

Goal 6: Leadership by shaping national policy

Recognition of innovation in online support for teachers and students

Activities in this area during the reporting period included:

- The Centre for Learning Innovation (CLI) developed over 4000 hours of online resource materials for schools and TAFE NSW in 2009
- Two CLI services made important contributions to teacher capability in using technology. The Connected Learning Advisory Service, an online professional development tool, was used by 8,500 teachers from 1400 schools, and the *Teaching and Learning Exchange* (TaLE) continued to expand
- TaLE, the Department's corporate gateway to more than 30,000 online resources for teachers, saw a 300% increase in unique visits during 2009 and now hosts 120 online learning forums.

Effective representation in national education and training policy development

Activities in this area during the reporting period included:

- ensuring informed and strategic NSW input to the COAG Senior Officials VET Reform Working Group, responsible for reform initiatives such as national VET regulation, apprenticeship reform and the national international student strategy
- coordinating consistent and strategic NSW input to national early childhood, schools and tertiary education and training forums
- providing the Minister and senior officers with timely, strategic and expert advice for national meetings of Ministers and Senior Officials
- providing a national leadership role in negotiating and shaping the national agreements and national partnerships for education and training. These included:
 - the Smarter Schools National Partnerships
 - the Youth Attainment and Transitions National Partnership
 - the Productivity Places Program National Partnership
 - extension of the TAFE Fee Waivers For Child Care Qualifications National Partnership
 - the National Green Skills Agreement
 - the Pre-Apprenticeship Training National Partnership
 - the National Education Agreement.
- establishing a Standards and Assessment Framework Working Group to review and revise the information in NAPLAN student reports to make them clearer and easier for parents to understand.

Future Directions

To consolidate NSW as a national leader in education policy and practice, we will:

- work with the Commonwealth and States and Territories through the Productivity Places Program Review to ensure that States implement the program with the greatest flexibility to maximise outcomes
- work with the Commonwealth and States and Territories through the National Education Agreement to ensure that the agreement maximises outcomes for NSW students
- work with the Commonwealth to shape reforms to the tertiary education sector
- work with the Commonwealth on national models for Commonwealth funding for schools
- progress Teacher Quality reforms including the expansion of the new category of Highly Accomplished Teachers to 100 and establishing 50 Centres for Excellence
- continue to coordinate NSW input to cross-jurisdictional forums where future national directions in early childhood, school and tertiary education and training are considered
- manage the Bilateral Agreements with the Commonwealth by mapping NSW implementation of its National Partnership commitments
- continue to develop, lead and manage the provision of strategic advice for NSW on national schools policy
- lead consultation with other States and Territories, government agencies, the non-government school sector, parents, unions and teacher professional bodies in responding to the national early childhood, schools and tertiary education policy agenda
- negotiate the intergovernmental agreement for the national VET regulator and the Tertiary Education Quality and Standards Agency
- continue to coordinate and manage the development of expert and strategic advice for NSW input to cross-jurisdictional forums and debates
- coordinate with other States and Territories the response to specific Commonwealth initiatives, funding requirements and accountabilities
- manage the development of strategic advice for the Minister and Senior Officials at meetings with the Commonwealth and States and Territories
- respond to the national agenda by leading consultation with other government agencies and with the non-government sector
- support the achievement of education-related commitments agreed by the Council of Australian Governments by working with other government agencies
- manage implementation plans for the new national partnerships
- ensure NSW plays a leading role in advisory groups established by ACARA to progress national assessment and reporting issues
- continue vigorous representation at the national level on taskforces to promote the uptake of apprentices and trainees
- ensure that NSW takes a leading role in reforming the apprenticeship and traineeship system to ensure the best outcomes for this state's apprentices and trainees
- play an active and constructive role in working groups and forums connected with the establishment of a national VET regulator
- provide leadership in national forums to promote Green Skills
- target increased investment in training to build skills for economic and regional growth and increased participation in training and the labour market
- work with the Commonwealth and other jurisdictions to ensure the best outcome for students from the Federal Review of Funding for Schooling.



Appendices

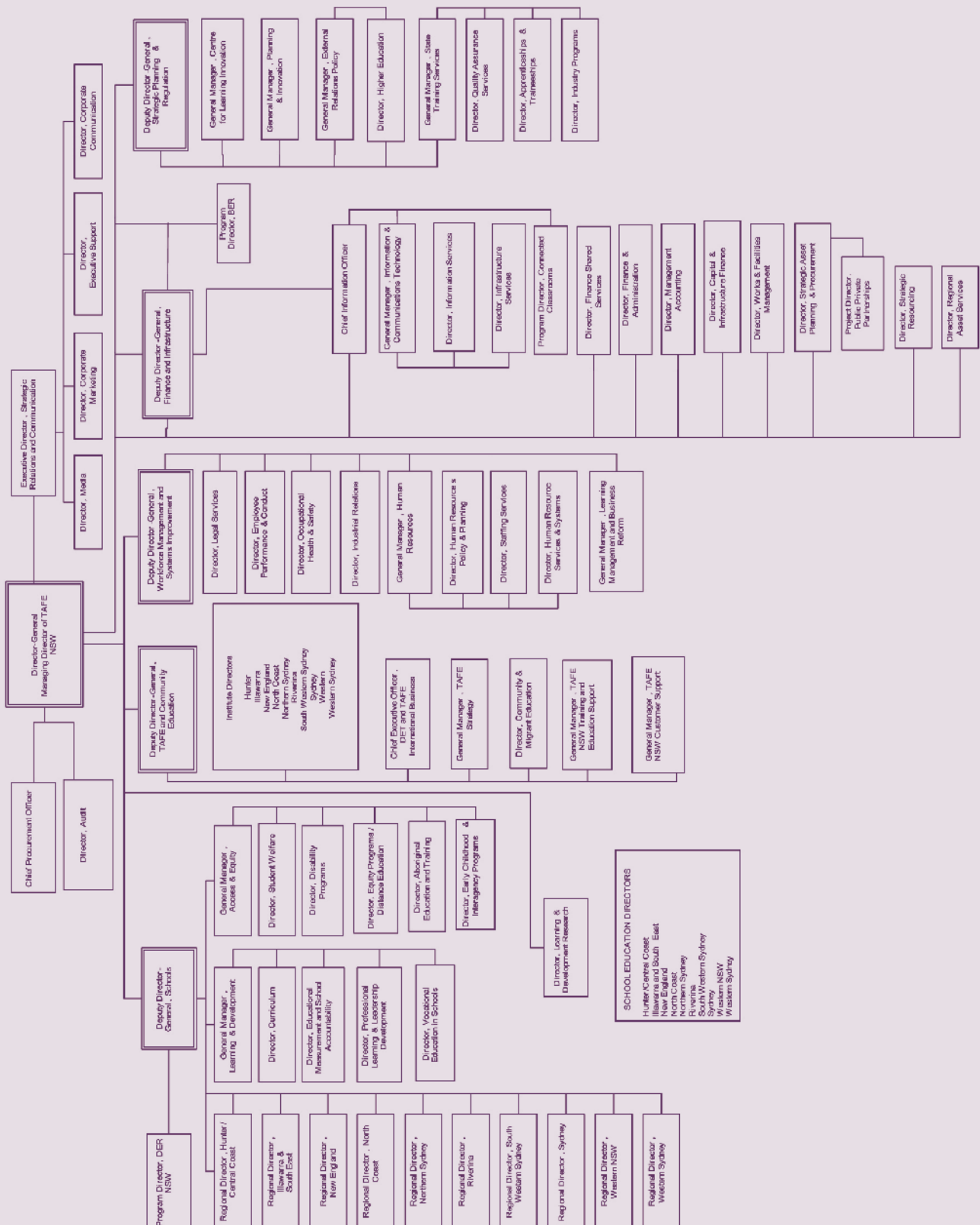
Appendix Contents

APPENDIX 1: Human Resources	82
APPENDIX 2: Equal Employment Opportunity	82
APPENDIX 3: Occupational Health and Safety	88
APPENDIX 4: Senior Officers	89
APPENDIX 5: SES Performance Statements	91
APPENDIX 6: Boards and Committees	113
APPENDIX 7: Controlled Entities	122
APPENDIX 8: Freedom of Information	123
APPENDIX 9: Overseas Visits	133
APPENDIX 10: Ethnic Affairs Priorities Statement	134
APPENDIX 11: Disability Plan	139
APPENDIX 12: NSW Government Commitment to Women	144
APPENDIX 13: Payment of Accounts	147
APPENDIX 14: Land Disposal	149
APPENDIX 15: Major Assets	149
APPENDIX 16: Waste Reduction and Purchasing Policy	151
APPENDIX 17: Government Energy Management Policy	152
APPENDIX 18: Records Management Program	156
APPENDIX 19: Privacy and Personal Information Protection	156
APPENDIX 20: Electronic Service Delivery	157
APPENDIX 21: Consumer Response	159
APPENDIX 22: Organisational Improvement and Risk Management	162
APPENDIX 23: Matters Affecting the Operations of the Department	166
APPENDIX 24: Legislative Context and Changes	168
APPENDIX 25: Consultants	170
APPENDIX 26: Resources, Publications and Websites	171
APPENDIX 27: Research and Development	182
APPENDIX 28: Major Capital Works	186
APPENDIX 29: Establishment and Closure of Schools	190
APPENDIX 30: Funds Granted to Non-government Community Organisations	191
APPENDIX 31: Code of Conduct	195
APPENDIX 32: Recognition of Excellence	195
APPENDIX 33: Contacts	199
APPENDIX 34: Corporate Credit Card Certification	201

List of Tables

4.1	Number of Senior Executive Service (SES) officers at each level	89
4.1.1	Staff employed to deliver Commonwealth initiatives: Building the Education Revolution and Digital Education Revolution	89
4.2	Percentage of Female and Male SES officers at each level	90
6.2	DET Executive Membership of External Boards and Committees	113
6.3	New Committees	115
6.4	Existing Committees	116
6.5	Committees no longer functioning	117
6.6	External Boards	117
7.1	Controlled Entities	122
8.1	FOI Applications	127
8.2	Discontinued Applications	127
8.3	Completed Applications	128
8.4	Applications Granted or Otherwise Available In Full	128
8.5	Applications Granted or Otherwise Available in Part	128
8.6	Refused Applications	129
8.7	Exempt Documents	129
8.8	Ministerial Certificates	130
8.9	Formal Consultations	130
8.10	Amendment of Personal Records	130
8.11	Notation of Personal Records	130
8.12	Fees and Costs	130
8.13	Fee Discounts	130
8.14	Fee Refunds - Correction of Personal Records	131
8.15	Days Taken To Complete Request	131
8.16	Processing Time - Hours	131
8.17	Numbers Of Reviews	132
8.18	Results of Internal Reviews	132
9.1	Overseas Visits	133
13.1	Aged analysis at the end of each quarter (DET)	147
13.2	Accounts paid on time within each quarter	147
13.3	Aged analysis at the end of each quarter (TAFE)	148
13.4	Accounts paid on time within each quarter	148
15.1	Plant and Equipment (Valued at \$50,000 and Above)	150
17.1	Projects to improve energy efficiency	154
20.1	MEVI/ECRI - High Demand Courses	157
20.2	Mainstream Enrolments Through the Internet	158
20.3	Statewide TAFE VET Student Management Software - MEVI/ECRI	158
21.1	TAFE NSW complaints	160
21.2	AMES complaints	161
22.1	Complaints received which led to notification to the Independent Commission Against Corruption by Sector per calendar year	164
22.2	Outcomes of Investigations of matters notified to the Independent Commission Against Corruption	165
25.1	Consultants	170
26.1	Resources, Publications and Websites	171
27.1	Research and Development – Schools	182
27.2	Research and Development – TAFE and Community Education	183
27.3	Research and Development – VET	185
28.1	Major capital works, new work and work-in-progress – Schools	186
28.2	Major capital works, new work and work-in-progress – TAFE NSW	188
29.1	Establishment and Closure of Schools	190
29.2	Establishment and closure of TAFE NSW campuses	191
30.1	Summary of Funds Granted to non-government community organisations	191
30.2	Grants In Aid 2008/09	192
30.3	ACE Vocational Education and Training Grants	193
33.1	Contacts	195

DEPARTMENT OF EDUCATION AND TRAINING
As at 31 December 2009



Appendix 1: Human Resources

Appendix 2: Equal Employment Opportunity

Wage and Salary Increases

The first wage increase under the new Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2009 was paid in January 2009. Teachers, principals, executive and other related staff received an increase of 4.4%.

Similarly the first wage increase under the new Crown Employees (Teachers in TAFE and Related Employees, Bradfield College and Teachers in TAFE Children's Centres) Salaries and Conditions Award 2009 was paid in January 2009. Teachers, promotional positions and related staff received an increase of 4.4%.

In July 2009 the second wage increase of 4% for public service staff, school administrative and support staff and wages staff was paid.

EEO Annual Report

Overview

The Department's Workforce Diversity Policy, Workforce Diversity Plan 2009-2011 and the Aboriginal Human Resource Development Plan 2009-2011 were released in February 2009, following a review of the Equal Employment Opportunity Management Plan 2005-2008 in 2008. The review process reinforced the need for an integrated approach to equity and workforce diversity. Accordingly from 2009 a Workforce Diversity Plan and an Aboriginal Human Resource Development Plan replaces the Department's Equal Employment Opportunity Management Plan.

The Workforce Diversity Plan 2009-2011 incorporates the principles of Equal Employment Opportunity and has identified four areas for staff across all levels to focus on. These are:

- to build organisation wide leadership, commitment and accountability to drive the strategic directions of the plan
- to create a fair and inclusive workplace culture
- to attract and select high quality staff from under represented groups; (under represented groups in the Department's workforce are: women in senior management roles; Aboriginal and/or Torres Strait Islander people; people with a disability; and people from non-English speaking backgrounds/minority groups), and
- to develop capabilities and retain quality staff from under represented groups.

To achieve the intended outcomes of the plan a wide range of resources has been developed and promoted to support work areas (refer to section below entitled Workplace culture displaying fair and inclusive workplace practices and behaviours).

Outcomes

The following is a summary of the outcomes in 2009 of the Workforce Diversity Plan 2009-2011 and the Aboriginal Human Resource Development Plan 2009-2011. Information presented in this report has been provided by work areas across the Department, including TAFE institutes, regions and state office directorates.

A diverse and skilled workforce (statistical analysis)

Tables 13.10 and 13.11 in the Statistical Compendium show the representation of diverse groups in the Department's workforce against the NSW government benchmark.

The representation of women in the Department's workforce has exceeded the government benchmark. The number of women in promotion positions continues to rise, especially across teaching service staff. While there is a steady increase in the representation of women in promotion positions, the distribution index for women in the Department is below the salary levels of other staff.

- During the reporting period specific initiatives and resources were developed and/or implemented to support the Department's commitment to improve the representation of women in senior management roles as described in the Workforce Diversity Plan 2009-2011. These included the following:
 - A pilot 360 Degree Feedback for Career Development for Corporate Women program was developed and aligned to the NSW Public Sector Capability Framework and the Performance Management and Development Scheme for Public Service and TAFE Administrative and Support Staff. The 360 degree feedback questionnaire was piloted with 20 corporate women from across the Department to support their career development
 - The Department supports the NSW Public Sector's Women's Strategy - Making the Public Sector Work Better for Women and continued to use the CEO Women's Kit to evaluate its effectiveness to attract and retain women. The results enabled the Department to design a strategy to help increase women's representation in senior roles.

- A range of online resources was developed to support capability development of corporate staff, such as a mentoring guide and a career planning toolkit to help staff through the career planning process.
- The Disability in the Workforce - A Guide for Leaders, Managers and Staff was developed jointly by Human Resources and the Disability Program directorates in 2009 for publication in early 2010.
- The Department participated in a cross agency reference group for the development of the Making It Our Business -The NSW Aboriginal Employment Action Plan 2009-2011. In addition, departmental Aboriginal staff, their managers and human resource managers participated in the Making It Our Business Consultation Forums hosted jointly by the NSW Department of Premier and Cabinet and the Department of Aboriginal Affairs in February 2009.
- The Department is represented in the cross sectoral Workforce Consultation Group, hosted by the NSW Department of Premier and Cabinet, which has a strong focus on workforce diversity, in particular, Aboriginal employment and disability employment.

Summary of outcomes for diverse groups in the Department's workforce in 2009

Women

Increased representation of women in leadership and management roles

- Women represented 67.5% of primary teachers in executive positions in 2009, an increase from 56.7% in 1999. Similarly, 45.3% of secondary teachers in executive positions were women compared with 34.4% in 1999.
- Women represented 51% of principals in primary schools in 2009, an increase from 34.7% in 1999. Similarly, women represented 35.4% of secondary principals, an increase from 23.5% in 1999.
- Women made up 73% of the permanent and temporary workforce and 39% of the Department's senior executive service officers as at 30 June 2009.

Management and leadership development opportunities for women

A wide range of leadership development opportunities was offered for women across the Department. Achievements for 2009 included:

- The participation of women exceeded the target of 50% in a range of leadership development programs for school staff, including the school executive leadership development program, principal preparation program, principal induction conference and team leadership program.
- The participation of women in a number of leadership development programs in the North Coast Region included: 29 women in the Executive Leadership Development Program; 32 women in the 7 Habits of Highly Effective Leaders Program; 22 women in the Great Leaders, Great Teams and Great Results Program and 16 women including one Aboriginal staff member in the Aspiring Leaders Program.
- Human Resources Directorate conducted 24 professional development activities for corporate staff, including workshops, seminars and training courses. In total 445 corporate staff participated in the program, 290 of whom were women.
- 18 senior staff members participated in the TAFE NSW Building Our Future Leadership Program, 12 of whom were women. This program forms part of the TAFE NSW Workforce Development Guarantee.
- 23 staff members of the Hunter Institute undertook the Certificate IV in Frontline Management course through the TAFE NSW Workforce Development Guarantee Initiative, 22 of whom were women.
- 101 staff participated in the Northern Sydney Institute's Leaders and Managers Forum, 61 of whom were women.

The Department supports a number of professional networks, including:

- The Young Professionals' Network which supports corporate employees under 35 years of age by providing a range of knowledge building, networking and professional development opportunities. The network also provides a support mechanism for the organisation's future leaders to contribute to the strategic direction of the Department. Women make up 75% of The Young Professionals' Network.
- The Corporate Managers' Network provides managers and team leaders with a forum to hear and interact with leading speakers on contemporary issues relevant to their work. It also offers the opportunity to meet with colleagues on a regular basis and develop an internal network of professional support. Women are well represented in this network.
- The Women in Educational Leadership Network provides a forum for women in the public education and training system to develop leadership skills and pursue career progression. The network offers collegial support, workshops, mentoring and conferences. In 2009, the network conducted workshops and seminars arranged in partnership with TAFE institutes and regional offices.

Aboriginal and/or Torres Strait Islander people

The Aboriginal Human Resource Development Plan 2009-2011 was released in 2009. This plan builds on the successes of the previous plan to continue to improve the recruitment, development and retention of Aboriginal staff across the Department. This plan has a strong focus to develop Aboriginal staff leadership skills to move into management and leadership positions.

Implementation resources for the plan

- A community and staff brochure about the plan along with an Implementation Guide to help leaders, managers, staff and the Aboriginal community identify actions to make the plan a success at the local level was also released in 2009.

- *Winanggaay*, a human resources website for Aboriginal staff was launched in 2009. The website was developed by Aboriginal Human Resource Project Officers, in partnership with other Aboriginal staff across the Department, to support the employment, participation and professional development of Aboriginal staff. Winanggaay also provides information to support the implementation of the Aboriginal Human Resource Development Plan 2009-2011. It is a central location to showcase success stories relating to Aboriginal employment initiatives from institutes, regions and state office.
- *Careers for Aboriginal peoples* website was launched in 2009 and makes available information to prospective Aboriginal job applicants on the Department's internet.

Significant achievements for 2009 included:

- The percentage of Aboriginal people employed in the Department was maintained at 2.3% in 2009.
- 75 Aboriginal teachers were appointed to permanent positions during the 2008-09 staffing operation, an increase from 62 in 2007-08.
- The number of teacher education scholarships accepted by Aboriginal people in 2009 was 60.
- Seven Aboriginal people were appointed to school administrative and support staff positions identified for Aboriginal people during 2009, taking the number of Aboriginal school administrative and support staff appointed under this initiative to 62 since it commenced in 2006. A further three positions identified in 2009 will be finalised for appointment in 2010.
- 18 scholarships were awarded to selected final year teacher education students to undertake enhanced preservice training prior to being appointed to NSW public schools with significant numbers of Aboriginal students. 13 scholars who undertook studies in 2008 were appointed to permanent teaching positions in schools with significant numbers of Aboriginal students in 2009.
- The Riverina Institute employed an Aboriginal trainee in 2009 and has secured funding for two additional trainees to be employed in 2010.
- The North Coast Institute identified eight new positions for Aboriginal people at the level of Senior Education Officer or above. The Institute also identified and filled two temporary teaching positions. These teachers are responsible for delivering the Institute's Aboriginal Cultural Education Program.
- Members of the senior executive team of the North Coast Region undertook a Yarnup tour to improve understanding and engagement of Aboriginal staff and community members in the regional decision making structure. Further Yarnup tours have been scheduled for 2010.

Staff from non-English speaking backgrounds and people from minority groups

Achievements for 2009 included:

- 237 overseas trained teachers participated in the Pre-employment Program for Overseas Trained Teachers which continues to provide a comprehensive induction to government schools. The Pre-employment Program for Overseas Trained Teachers was modified in 2009. The program now includes: a two day orientation; a five day school placement; and an extension phase (up to five days), if recommended, followed by the personal suitability interview.
- 89 overseas trained teachers were supported by the Department to undertake TAFE delivered English for Specific Purpose courses to better prepare them for the Professional English Assessment for Teachers.
- 22 bilingual teachers were supported to undertake the Community Languages Fluency Test and 19 were successful.
- 108 bilingual employees continue to receive allowances under the Community Language Allowance Scheme (CLAS), covering 28 languages. The CLAS initiative supports the Department's commitment to improve the access and quality of services delivered to those members of the public who speak a language other than English.

- 45 staff members of the Sydney Institute who participated in the Leadership Development Program identified as being from non-English speaking backgrounds.
- 49 staff members of the Northern Sydney Institute participated in the Selecting TAFE Staff workshops, 33 of whom were women including four from non-English speaking backgrounds.

Staff with a disability

Achievements for 2009 included the following:

- The Human Resources Directorate conducted workshops on Performance Management and Development and the NSW Public Sector Capability Framework for members of the Staff with Disabilities Network. Staff members across various portfolios and their managers participated in the workshops. Feedback from participants and their managers was positive.
- The Hunter Institute implemented a scholarship program for the Certificate IV in Training and Assessment to attract teachers from under represented groups. One of the scholarship holders identified as having a disability.
- The Western Institute offered an apprenticeship to an Aboriginal person with an intellectual disability. This staff member successfully completed the apprenticeship and secured employment with another agency at the end of 2009.
- TAFE Training and Education Support appointed three staff members with a disability and an additional four staff members were from non-English speaking backgrounds.
- The Technical Equipment Program, a state funded program for the NSW public sector, is administered by the Department. This program provides funding for additional modification, in the form of technical equipment, for the working environment beyond the employer's provision of work related adjustments for staff with a disability.

Workplace culture displaying fair and inclusive workplace practices and behaviours

The Department continued to develop and implement a range of policies, resources and programs to build a fair and inclusive workplace culture and to positively manage its diverse workforce. Some of these programs were specifically targeted for managers and supervisors to enhance capabilities for successfully managing and supporting diverse teams.

Implementation Resources for Workforce Diversity Plan 2009-2011

The workforce diversity webpage was enhanced to provide a central point for information, advice and online resources to be readily accessed by leaders, managers and staff to help them to achieve the outcomes of the plan and to improve communication and networking opportunities. The online resources include the following:

- **Implementation Guide**
The guide contains information, statistics, success stories and suggested actions relating to the four focus areas of the plan. The suggested actions are categorised for leaders, managers and staff. This emphasises that all staff across the Department have a role to play towards the success of the plan.
- **Workforce Diversity Checklist**
An interactive checklist can be used by leaders, managers and staff to assess their work area's progress towards achieving the objectives of the plan.
- **Diversity champions**
Diversity champions are the contact officers from each region, State Office area and TAFE Institute who play a key role in partnering with Human Resources Directorate to achieve the outcomes of the workforce diversity plan.
- **Staff brochure**
The staff brochure provides a snapshot of the workforce diversity policy, plan and resources in an easy to understand question and answer format.

Policies and procedures

- The Dignity and Respect in the Workplace Charter, Prevention of Bullying in the Workplace and the Complaints Handling Policy Guidelines were promoted and implemented to ensure a fair and supportive work environment.
- The Aboriginal Education and Training Policy defines the Department's commitment to provide quality teaching and learning for Aboriginal people. The policy prioritises Aboriginal education and training as core business of all staff; increasing Aboriginal cultural competencies for all staff; and maintaining the Department's progress in achieving its goal that by 2012 Aboriginal student outcomes will match or better outcomes of the broader student population.
- The Department offers a wide range of flexible work practices to create a supportive work environment and to assist staff balance their work and other responsibilities more effectively. Flexible work practices are also recognised as an important means to address work related adjustment needs for staff with a disability. During the reporting period, 49,832 staff accessed flexible work options including permanent and temporary part time work, job sharing, leave without pay and varying flexible hour arrangements, 82.9% of whom were women. An additional 47,210 staff took short term absences for family and community responsibilities, 81.2% of whom were women.

Equity and diversity awareness activities

- The Aboriginal Cultural Education Program, Valuing Cultural Diversity, Harmony Day Poster Competition, Cross Cultural Communication, African Cultural Awareness Program, Mental Health First Aid, Disability Awareness, celebration of Harmony Day and Refugee Week, and Prevention of Bullying and Harassment workshops were conducted across TAFE institutes and regional offices to create a work environment that supports inclusive work practices and behaviour.

- The Anti-Racism Contact Officer training was conducted across all regions including training in the use of the Department's complaints mechanisms. A total of 491 anti-racism contact officers were trained in 2009. In addition, 82 school executives undertook anti-racism training and 101 teachers undertook anti-racism contact officer refresher courses.
- The South Western Sydney Region's 2009 Excellence Awards provided an opportunity for teachers, schools and parents to be recognised for their commitment to Public Education in the region. Categories of the awards included:
 - Excellence in Aboriginal Education
 - Excellence in ESL/TESOL Education
 - Excellence in Special Education.

These awards encourage the increased participation of equity groups, and recognise their contribution to the school and the community.

Future Directions

The Department's Workforce Diversity Policy, Workforce Diversity Plan 2009-2011, the Aboriginal Human Resource Development Plan 2009-2011 and implementation resources will continue to be promoted and implemented to achieve the intended outcomes of these plans.

Appendix 3: Occupational Health and Safety

Achievements

The Department has continued to improve Occupational Health and Safety performance through its corporate strategy titled *Safe Working and Learning 2009-2012*. Achievements to date include:

- 22% reduction (\$37.8 million) in the workers compensation premium
- 4% reduction in the number of workplace injuries, with the number of psychological injuries reducing by 14%
- 12% reduction in the average duration of absenteeism due to workplace injuries
- 12% reduction in the average cost per claim
- successful collaboration with NSW Health to support an inter-agency response to the human swine influenza outbreak during the various phases under the state pandemic plan
- providing Occupational Health and Safety consultation training to more than 1100 committee members and representatives
- endorsement of the Department's new strategy, *Safe Working and Learning 2009-2012*.

Strategies and programs

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

- the development of an online system for lodgement of emergency management plans, to enable coordinated support for workplaces during incident response
- commencement of the development of an electronic case management system to support improved safety and injury management service delivery
- the continued delivery of a psychological injury early intervention program which has resulted in a 14% reduction in the number of injuries reported and a 19% reduction in the amount of time required away from work following injury
- the implementation of the Occupational Health and Safety Management program which includes a school audit component. The program provides a framework for schools to plan and review safety systems in the workplace ensuring continuous improvement.

Challenges and future directions

The Department is committed to implementing the directions of the NSW Government's Working Together: Public Sector OHS and Injury Management Improvement Strategy which is expected to be released in early 2010 and will strive to achieve the targets set out under this strategy together with those within the Department's *Safe Working and Learning 2009-2012* strategy.

In early 2010, the Department will commence operation of the electronic Safety and Injury Management case management system. The system will ensure long term sustainable improvements to the way in which occupational health and safety is managed and will reduce the cost of workers compensation within the Department through better case management resulting in improved return to work outcomes.

Appendix 4: Senior Officers

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

SES Level	Number of Positions							Number of SES Officers						
	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
1	0	0	0	0	0	0	0	1	0	0	0	0	0	0
2	59	56	44	39	32	25	23	67	56	45	40	32	24	23
3	23	24	24	25	26	29	30	23	24	21	22	25	26	26
4	10	12	14	16	15	16	16	7	12	14	15	14	16	15
5	15	14	14	16	16	17	16	5	14	13	15	16	20	16
6	3	3	1	1	2	3	3	3	3	1	1	2	3	3
7	1	2	3	3	3	3	3	1	2	3	2	3	3	3
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Total	112	112	101	101	95	94	92	108	112	98	96	93	93	87

Source: DET, Human Resources Directorate. Note: Figures for each year are as at 31 December. One officer at SES level 5 was unattached as at 31 December 2009.

Table 4.1.1: Staff employed to deliver Commonwealth initiatives: Building the Education Revolution and Digital Education Revolution (positions funded by the Commonwealth)

SES Positions		SES Officers	
SES Level	2009	SES Level	2009
1	0	1	0
2	0	2	0
3	2	3	2
4	0	4	0
5	1	5	1
6	0	6	0
7	1	7	1
8	0	8	0
Total	4	Total	4

Source: DET, Human Resources Directorate
Note: Figures for each year are as at 31 December.

APPENDIX

Table 4.2: Percentage of Female and Male SES officers at each level

SES Level	% of Females							% of Males						
	2003	2004	2005	2006	2007	2008	2009	2003	2004	2005	2006	2007	2008	2009
1	100	0	0	0	0	0	0	0	0	0	0	0	0	0
2	19.4	19.6	24.5	22.5	21.9	25.0	30.4	80.6	80.4	75.5	77.5	78.1	75.0	69.6
3	30.4	37.5	38.1	45.5	44.0	46.2	50.0	69.6	62.5	61.9	54.5	56.0	53.8	50.0
4	42.9	41.7	28.6	26.7	28.6	37.5	40.0	57.1	58.3	71.4	73.3	71.4	62.5	60.0
5	40.0	42.9	46.2	53.3	43.8	45.0	41.2	60.0	57.1	53.8	46.7	56.3	55.0	58.8
6	33.3	33.3	100	100	50.0	33.3	33.3	66.7	66.7	0	0	50.0	66.7	66.7
7	0	0	33.3	50.0	33.3	33.3	25.0	100	100	66.6	50.0	66.7	66.7	75.0
8	100	0	0	0	0	0	0	0	100	100	100	100	100	100
Total	26.9	28.6	31.6	34.4	33.3	37.6	39.6	73.1	71.4	68.4	65.6	66.7	62.4	60.4

Source: DET, Human Resources Directorate Note: Figures for each year are as at 31 December.

Appendix 5: SES Performance Statements

Michael Coutts-Trotter

SES Level 8, \$470,800

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

Michael is responsible to the Minister for Education and Training for managing and administering the public education and training system and for advice affecting all education and training in New South Wales.

This year he oversaw the implementation of two of the biggest Commonwealth initiatives ever to benefit education: Building the Education Revolution (BER) and the Digital Education Revolution (DER), which will bring significant physical and educational improvements to public education.

With funding of \$3.4 billion, the BER program will be delivered in schools from 2009 to 2011 and comes on top of a record NSW Government capital investment program.

In 2009, some 3,420 BER building projects began, with more than a third completed by the end of the year.

The first roll out of 66,063 laptops under the DER saw a laptop allocated to every student in Year 9 and many teachers, wireless networks installed in 462 public schools and 460 staff appointed to provide technology support.

Michael played a key role in the negotiations to finalise the DER agreement and other new national partnerships between NSW and Commonwealth and to begin their implementation.

In 2009 114 public schools started the Literacy and Numeracy Partnership and 131 schools joined the Low Socioeconomic Status School Communities National Partnership.

Under the Teacher Quality National Partnership, the department offered teaching scholarships, of which 74 were for Aboriginal people, established schools as Centres for Excellence, and appointed new highly accomplished teachers and paraprofessionals.

Michael continued to encourage the department to be more open by publishing the results of internal surveys

and reports, including information previously only available through Freedom of Information requests. He visited a great many schools and TAFE NSW Institutes and communicated regularly with staff and the community.

The department worked closely with parents, schools and professional associations to improve the quality and presentation of the information about school achievement, especially in the lead up to the launch of the My School website in early 2010.

Michael oversaw complex and difficult negotiations with the NSW Teachers' Federation for the new TAFE Award. The Industrial Relations Commission was required to preside over the negotiations to achieve employee-related cost savings to fund part of the 12.48% pay rise over three years.

Under Michael's leadership TAFE NSW continued to meet the needs of students and industry in a highly competitive market.

Student enrolments increased by 4.1%. Enrolments in higher level qualifications (Certificate IV and Diploma level) also increased by 18% on 2008 figures.

Michael ensured a sustained emphasis on training for clean energy and skills to tackle issues such as climate change and improving environmental sustainability.

Improving educational results for Aboriginal and Torres Strait Islander students remains one of the department's greatest challenges.

The gap between the achievements of Aboriginal students and their peers remains unacceptably wide despite some improvements during the year. Bridging the gap for Aboriginal students remains a top priority.

In TAFE NSW there has been a 5.1% increase in Aboriginal enrolments – including a 17.8% increase in enrolments in higher level qualifications - and an 11.2% increase in course completions from 2008 figures.

Michael continues to lead the department's efforts for wide-scale systems improvement through the Learning, Management and Business Reform program.

This year the work focused on streamlining and modernising corporate finance, human resources and student administration systems in schools and TAFE NSW

and in particular, major planning for the introduction of new corporate systems in 2010.

Angus Dawson

SES Level 7, \$411,400

Program Director, Building the Education Revolution

During 2009 Angus Dawson led the establishment of the Building the Education Revolution Integrated Program Office (IPO), which is responsible for implementing over \$3.4 billion worth of infrastructure and maintenance projects in NSW government schools into 2012. The IPO is a unique blend of people from the NSW Department of Education and Training, the NSW Department of Commerce and the private sector. It was formed in response to the Federal Government's Nation Building and Jobs Plan announced in February 2009. Angus is responsible for coordinating works valued at twice those built for the Sydney 2000 Olympics in half the time, and at project sites across an entire state. The program is also a jobs stimulus program, and is anticipated to support around 15,000 jobs per year over the life of the program.

Building the Education Revolution comprises three key components. Primary Schools for the 21st Century is a nearly \$3 billion capital expenditure program to build or upgrade large scale infrastructure in all primary schools, special schools, and K-12s across NSW. New school buildings funded by this program will include halls or libraries in those schools where these facilities do not exist, or are considered inadequate under the Primary School Facilities Standard, as well as replacing demountables and refurbishing existing structures. These works are being delivered by seven private sector managing contractors across the 10 departmental regions.

Science and Language Centres for 21st Century Secondary Schools is a \$150 million long-term investment to build 118 new science laboratories and language learning centres in NSW government schools with a demonstrated need, readiness, and capacity to complete within program deadlines. This is being delivered by new and existing departmental contractors.

Finally, National School Pride is a more than \$287 million investment to refurbish and renew existing infrastructure and undertake minor building works. Under this program, every eligible primary, secondary and central school in NSW will receive up to \$200,000, based on the size of the school, for maintenance and minor building works. This program is being delivered through the Department of Education and Training's Asset Management Units and Principals.

To roll out this program of works, the Program Office is responsible for a number of outcomes including:

- program development and coordination
- program monitoring, cash-flow and project progress
- reporting to the NSW and Australian governments
- resource management
- risk management, quality assurance, audit, probity
- procurement strategy
- oversight of project management and delivery
- communication strategy and stakeholder management.

With the National School Pride component of the program substantially complete, in the coming year Angus will be leading the Program Office as it delivers the largest ever investment in NSW government schools.

Trevor Fletcher

SES Level 7, \$377,250

Deputy Director-General Schools

2009 marked Trevor Fletcher's fifth year as Deputy Director-General, Schools. Mr Fletcher continues to provide strategic leadership and management in all matters relating to the education of students in government schools from preschool to Year 12.

In 2009, Mr Fletcher led the implementation of the first year of the Office of Schools Plan 2009-2011. This document has provided a blueprint for all schools, regions

and central offices to plan the most effective ways to address a shared set of priority areas:

- literacy
- numeracy
- student engagement and retention
- Aboriginal Education and Training
- quality teaching
- connected learning.

The Office of Schools' response to the announcement of the Smarter Schools National Partnerships agreements in 2009 was a testimony to the strength of the plan's design.

As an ongoing reflection of Mr Fletcher's commitment to a cohesive, tri-level approach, schools and regions received targeted support to develop local strategies to address the priority areas most important to their school communities.

The 2009 NAPLAN results are a testament to the Office of Schools' relentless focus on literacy and numeracy through the development and provision of best quality resources and professional learning support.

Bridging the gap for Aboriginal students remained a key driver in 2009. The value placed on the development and strengthening of relationships with Aboriginal students, families and communities was exemplified with the renewed partnership agreement between the Department and the NSW Aboriginal Education Consultative Group Inc.

Some of the other notable achievements of the Office of Schools in 2009 include:

- supporting schools and regions during the implementation of the Digital Education Revolution and Building the Education Revolution
- implementation of the Keep them Safe recommendations in response to the report on the Special Commission of Inquiry into Child Protection Services in NSW, including the establishment of the Child Wellbeing Unit
- development of support and resources for schools to address the Raised School Leaving Age legislation, to be enforced from 1 January 2010. This strengthens the commitment that the Office of Schools already has to

increasing student retention levels and engagement through provision of diverse student learning pathways and new courses of study, such as a new Stage 6 English course.

Mr Fletcher is committed to the ongoing support, recognition and professional development of teachers in NSW government schools. The release of a range of highest quality multimedia resources throughout 2009 have ensured that teachers and schools continue to lead the way in meeting requirements of the NSW Institute of Teachers and ultimately, improving the educational outcomes for students.

A key project for the Office of Schools in 2009 has been the 47 Schools pilot. This project is exploring an innovative approach to school leadership and accountability, and furthers Mr Fletcher's commitment to shared leadership.

Mr Fletcher takes great pride in his role as Deputy Director-General, Schools and in 2009 has represented the Department nationally and internationally. This includes ongoing relationships being forged between the Department and a number of Chinese education bureaus, with Mr Fletcher invited to address the World Confucius Institute Conference, Beijing in November 2009.

Through his 2009 themes of reflect, refine and refocus, Mr Fletcher continued to promote the values of high expectations, shared responsibility, capacity building, delegated leadership and cohesion within and across the Office of Schools portfolio.

Alastair Hunter

SES Level 7, \$356,070

Deputy Director-General, Finance and Infrastructure

In 2009, Mr Hunter implemented a range of measures to improve service delivery in the Finance and Infrastructure portfolio and improve outcomes for schools with regards to finance, administration and asset management.

Mr Hunter oversaw the Department's 2008/09 \$11.8 billion budget, implementing strategies and providing

advice to ensure that the Department's objectives were met within the agreed State budget and oversaw the development and implementation of the Department's 2008-2009 savings strategies.

Mr Hunter also oversaw the preparation of the 2007-2008 financial statements ensuring an unqualified audit report and ensured the Internal Audit Division met its objectives to monitor key controls within the Department and identify key risks along with appropriate mitigation strategies.

In 2009, Mr Hunter also had responsibility for the delivery of the Department of Education and Training's 2008/2009 \$743 million capital works program. The program included 16 new major school capital projects, 12 major TAFE capital projects and the continuation of 42 existing major school projects and the continuation of 22 existing major TAFE projects. Mr Hunter also drove the continued delivery of the Building Better Schools Program.

Mr Hunter oversaw the completion of three new schools as part of the Department's second Public Private Partnership in Sydney's west, south west and the central coast, all of which opened at the start of 2009. Mr Hunter also oversaw the start of construction of a new high school on the NSW Central Coast, which is due to open in February 2010.

Mr Hunter oversaw the continued roll-out of the \$158 million four year Connected Classrooms initiative to expand subject choices for all students, lift teaching standards and give parents more opportunities to be involved in the education of their children. During 2009, a further 800 schools were equipped with an Interactive Classroom which includes videoconferencing, an interactive whiteboard, collaboration tools and lesson creation software.

A maintenance reform program was continued, to improve the efficiency and effectiveness of school maintenance. A key component of this reform process was the implementation of condition assessments at each school.

Implementation of the Principals Priority Building Program, continued, building on the late 2007 survey where principals were asked to nominate the top three priorities for their school. The two year \$150 million program commenced in 2008/09.

The Building Better Schools Program also commenced in 2008/09. Mr Hunter oversaw the commencement of this \$280 million initiative, which includes the upgrading of 800 science laboratories; construction of a further 18 primary school halls and 10 high school gyms; and additional toilet upgrades, electrical upgrades and security fences.

In addition to these projects, the Department commenced the roll out of the Commonwealth's Building the Education Revolution program, which equates to approximately \$3.2 billion for NSW Schools. Under Mr Hunter's leadership, the Department established a BER Program Office, drawing together experienced departmental staff and industry specialists to ensure that strict Commonwealth guidelines and deadlines could be met, while delivering the best results for public schools now and into the future.

Mr Hunter also led the financial team of the Learning Management and Business Reform Program and undertook the commencement of a significant change program, aimed at improving the delivery of services to schools. Projects commenced in 2008/09 included a review of the delivery of asset management and finance services and the continued implementation of shared finance services for the Department.

Marie Persson

SES Level 7, \$377,250

Deputy Director-General, TAFE and Community Education

Ms Persson's key priorities related to achieving State Plan targets and departmental goals, and responding to Commonwealth initiatives.

Under Ms Persson's stewardship, TAFE NSW continued to play a major role in driving regional development and ensuring the state's social and economic prosperity. TAFE's major achievements in 2009 included:

- increasing total enrolments by 4.1%, up from 504,009 in 2008 to 524,838 in 2009, with a 4.9% increase in rural and regional areas

- lifting enrolments at Certificate III and above to 239,525, a rise of 11.4% over 2008, with enrolments at Diploma and above growing by 16.0%
- achieving growth in enrolments by Aboriginal people of 5.1%, with a rise of 7.0% in enrolments at Certificate III and above
- increasing enrolments by school-based apprentices by 24.6%.

Ms Persson's strong leadership resulted in an increase of 6% in commercial revenue; the generation of \$5.35 million through the TAFE NSW National Business Office (up 27% on 2008); and 32 new training partnerships with clients such as Foster's Group, Bunnings, Mobil Quix, Airservices Australia, Country Energy and NSW Health. She also oversaw successful tenders for 10 Better TAFE Facilities projects worth \$63.4 million, seven Training Infrastructure Investment for Tomorrow projects worth \$39.9 million and four Education Investment Fund projects worth \$32.5 million under the Commonwealth's Building the Education Revolution.

Under Ms Persson's strategic direction, TAFE Institutes successfully implemented new programs and innovative strategies in 2009, which included:

- delivering training for job seekers and existing workers, under the Productivity Places Program, with a strong focus on tackling skills shortages and supporting the Commonwealth's Compacts with Young Australians and Retrenched Workers
- overseeing the Ministerial Taskforce on International Education's work on the quality of education and training, social inclusion, welfare and recruitment
- increasing training for clean energy and other green jobs to help tackle climate change and improve environmental sustainability
- developing the Virtual Learning Environment Roadmap and Framework to position Institutes at the forefront of e-Learning
- deploying Careers Connect - a job brokerage service for students, with facilities for employers to place job vacancies online.

Ms Persson continued to develop the capabilities of TAFE staff via the Building our Future Leadership pilot and TAFE NSW Workforce Guarantee. In 2009, a sixth capability, 'sustainability', was added to the guarantee and online induction courses, including skills for sustainability, were introduced for TAFE staff and students.

During the reporting period, Ms Persson also made a significant contribution to the negotiations for the new TAFE teachers' award.

Ms Persson oversaw the provision of innovative Linked Skills programs delivered by the Adult Migrant English Service, in partnership with other public and private sector agencies, to prepare newly-arrived migrants and refugees for work in sectors experiencing skill shortages. She also managed the funding of Adult and Community Education colleges, which delivered 6.1 million hours of training including 4.0 million hours of nationally-recognised vocational training.

In addition, Ms Persson is a member of the Skills Australia Board which focused on the development of bold new approaches to workforce development and governance of the national training system in 2009. This included publication of the *'Foundations for the Future'* report in June 2009.

Leslie Loble

SES Level 6, \$300,800

Deputy Director-General, Strategic Planning and Regulation

Ms Loble provided leadership on matters relating to Strategic Planning and Regulation, in particular managing the Department's external and intergovernmental relationships, overseeing the NSW VET sector, managing the Department's strategic planning and statutory reporting and fostering innovative educational practices in schools and TAFE.

Priority objectives for 2009 were: to secure Commonwealth funding for schools and training worth

\$2.2 billion over four years; lead the implementation of policies on school transparency and reporting; strengthen quality and regulation in education and training; drive innovation in connected learning; and continue streamlining departmental planning and reporting.

Ms Loble led negotiations with the Commonwealth to conclude agreements for the three Smarter Schools National Partnerships and the Priority Places National Partnership, securing \$2.2 billion in funding for NSW. The Smarter Schools Partnerships, which cover all schools (government and non-government) in the State, will support schools serving disadvantaged communities, strengthen efforts in literacy and numeracy, and improve the quality of teachers. Ms Loble also led the first phase of implementation of the Productivity Places Program, a National Partnership that will deliver \$670 million in Commonwealth, State and private investment to fund 175,000 extra training places over 4 years.

She spearheaded the successful bid to locate the Australian Curriculum, Assessment and Reporting Authority in Sydney, led the negotiation of a new National Copyright agreement for schools which will save \$18 million over three years, and oversaw the passage of legislation to increase the school leaving age.

She provided national leadership in public literacy and numeracy testing as Chair of the National Assessment Program Literacy and Numeracy Steering Group, and also led the Steering Group for the evaluation of National Partnerships in NSW. She led strategic planning and reporting processes for the Department of Education and Training and the preparation of high-level input into the Department's revised NSW State Plan.

She made a major contribution to the development of "green skills" in NSW by organising this focus in the Premier's Jobs Summit, and co-chairing the Green Skills Taskforce, which put proposals for change to the Government at the end of 2009.

Under Ms Loble's leadership, the Department of Education and Training took important steps to mitigate the impact of the global financial crisis on the NSW workforce, launching the Continuing Apprentices Placement Service

to help out-of-trade apprentices in skill shortage areas, and supporting retrenched workers through the \$7.5 million Retrenched Workers Assistance Program.

She drove improvements in teaching and learning through information technology provisions such as the Teaching and Learning Exchange, which saw a 62% increase in unique visits and a 31% increase in its resource collection. Use of the Connected Learning Advisory Service increased by 107% in 2009.

Peter Riordan

SES Level 6, \$300,800

Deputy Director-General, Workforce Management and Systems Improvement

Mr Riordan has responsibility for Employee Performance and Conduct, Employment Screening, Human Resources, Industrial Relations, Legal Services, Safety and Security, Occupational Health and Safety and the Learning Management and Business Reform Program.

In 2009 Mr Riordan provided strategic leadership to support State and Corporate Plan priorities by ensuring the recruitment and retention of a quality teacher workforce and implementing key initiatives under the Aboriginal Human Resource Development Plan 2009 - 2011 and the Workforce Diversity policy and Plan 2009 - 2011.

Mr Riordan continued to drive the implementation of the Learning Management and Business Reform Program, to streamline and modernise the existing human resources, finance and student administration systems in schools and TAFE, and oversaw the planning for a shared service centre for finance.

Under Mr Riordan's leadership, the cost of the Department's workers compensations premiums continued to reduce, and the Safe Working and Learning 2009 - 2012 strategy was implemented to continue improvements in occupational health and safety.

Strategic outcomes achieved included:

- new staffing procedures that continued to provide school communities with more say in selecting the best teachers for their schools - in the 2008/2009 staffing operation schools had the opportunity to choose how to fill 54% of vacant classroom teacher positions
- additional support for permanent beginning school teachers rolled out to all areas of the state, with 2,877 beginning teachers being supported through provision to schools of the equivalent of one hour per week for each beginning teacher
- a range of innovative initiatives developed under the Smarter National Partnerships on Improving Teacher Quality and Low Socioeconomic Status School Communities including the establishment of Centres for Excellence and the new classifications of Highly Accomplished Teachers and paraprofessionals, and the provision of additional incentives to attract and retain high quality teachers
- the OHS Management Program, which provides a framework for schools to plan and review safety systems in the workplace ensuring continuous improvement
- management of the human swine influenza pandemic “contain” and “sustain” phases supported in collaboration with NSW Health
- OHS training provided to 1100 committee members and representatives
- new awards for school and TAFE teachers and related employees, providing salary increases of 12.48% over three years
- the new TAFE teachers award that provides enhanced flexibility to better position TAFE NSW for the future
- the establishment of a new system of enforcing school attendance, including case conferencing before the Children’s Court
- screening over 70,000 applicants for child related employment in the public and private NSW education and training sector
- reduction of the incidence of vandalism in schools during vacation periods

- training in the management of incidents involving violence, weapons, illegal drugs and other criminal activity provided to approximately 600 school executives.

Stephen Wilson

SES Level 6, \$315,850

Chief Information Officer

Stephen Wilson’s responsibilities as Chief Information Officer within the Department include guiding the strategic direction of the Department to best underpin teaching and learning in a connected environment. His responsibilities include managing the Department’s Information Technology Directorate (ITD) and a number of high-profile projects, including Connected Classrooms Program, Learning Management and Business Reform (LMBR) Program and technical leadership of the Digital Education Revolution.

CIO magazine has ranked the information and communications technology (ICT) environment within the Department, the largest and most comprehensive in Australia with over 96,000 employees, 1.2 million students and over 350,000 devices, as Australia’s No. 1 ICT organisation.

During 2009, Mr Wilson provided leadership in the provision of state-of-the-art information and communications technologies to students and teachers in NSW government schools and TAFE colleges. This included the provision of computers to government schools as part of the ongoing Technology for Learning Program with the delivery of in excess of 35,000 new computers and the provision for the first time of over 16,000 laptops for use by secondary school staff.

Mr Wilson was the chief architect of the NSW Government’s plan to provide one laptop computer to every Year 9-12 NSW government school student to support the Commonwealth Government’s Digital Education Revolution. This \$442 million project will see over 200,000 laptops distributed across more than 500

school sites. In 2009 to underpin this initiative the CIO executed contracts worth approximately \$500 million over 4 years. The Program delivered more than 65,000 laptops to students and initial wireless networks in 463 schools.

The Connected Classrooms Program (CCP) is establishing a collaborative learning environment in each of the more than 2,240 government schools across NSW. This innovative Interactive Classroom environment includes videoconferencing capabilities, an interactive whiteboard, collaboration tools and lesson creation software. During 2009 a further 800 schools were equipped with Interactive Classrooms.

The LMBR Program will deliver a single finance and human resource system (SAP implementation) across the Department. Phase 1 of LMBR will go live on the 1st March 2010 and progressively provide a replacement for the aging corporate finance system with the establishment of a Shared Service Centre for finance.

Pamela Christie

SES Level 5, \$258,725

Director, TAFE NSW - Sydney Institute

As the Director of TAFE NSW – Sydney Institute, Ms Christie's key responsibilities included meeting annual Institute Performance Agreement targets aligned to State Plan targets, National Partnership agreements, and Departmental and TAFE plans; strengthening relationships with industry, the community and the region; ensuring quality improvement and compliance; delivering business sustainability and growth; and effectively managing organisational governance.

Ms Christie launched the TAFE NSW - Sydney Institute Strategic Plan: Towards 2012, establishing ambitious targets to realign Sydney Institute's business direction to a market segment approach to ensure future success and sustainability.

Ms Christie initiated a review resulting in improved budget management processes and reporting systems. This led the Institute to meet or exceed key targets under the Institute Purchasing Agreement, including;

- enrolments in courses at Certificate III level and above;
- Indigenous enrolments in courses at Certificate III level and above; and
- workplace delivery.

Under Ms Christie's leadership, Sydney Institute increased International enrolments by 20% over the previous year, with over 4,000 international students enrolling in Sydney Institute in 2009. Commercial revenues also increased by 9% despite the Global Financial Crisis. The Institute was also successful in securing additional funding for 1,835 places through the Productivity Places Program tender process.

Ms Christie's strong commitment to engagement with industry was again demonstrated with 79 industry and community partnerships registered in 2009. Ms Christie hosted a number of industry forums to engage potential clients and current partners targeting Job Services Australia, the tertiary sector, group training organisations, security, local government and green skills industries.

Through Ms Christie's leadership, Sydney Institute was recognised for its innovation and commitment to sustainability by being awarded \$6.4million through the Commonwealth Education Investment Fund to establish a Sustainable Hydraulic Trade Centre at Randwick College to develop green skills and model green technologies.

Ms Christie also established the Sydney Institute Green Skills Alliance bringing together government, industry and universities in a commitment to address green skills and showcase new green technologies.

Kenneth Dixon

SES Level 5, \$267,650

General Manager, Finance and Administration

As General Manager, Finance and Administration, Mr Dixon provided strategic financial policy advice including costing and funding options relating to significant matters such as salary Award negotiations, budget allocations, Commonwealth Funding Arrangements and major

educational and training initiatives. Mr Dixon continued to provide significant input to the Learning Management and Business Reform Program and convened the Finance Workstream of the Program. The testing and implementation phase for the SAP Finance solution was commenced in 2009, in anticipation of deployment in 2010.

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

Under Mr Dixon's leadership, streamlined financial processes were introduced at the Department's Accounts Office at Bathurst and administrative services were reviewed to achieve efficiencies and improve customer services. Continued improvements were made to the Department's records management systems, including the development of a plan for an electronic data records system for the Department.

Strategies were developed for further improvements to the School Student Special Transport Scheme. Progress was made in the pursuit of savings across a range of expense categories in order to achieve budget targets.

The Capital and Infrastructure Finance Unit within the Finance and Administration Directorate delivered effective financial management and reporting on a range of Asset and Technology Projects, including new Commonwealth funding initiatives.

The financial statements for the Department, TAFE and all related entities for 2008-09 were prepared in accordance with applicable Australian Accounting Standards. Continued systemic improvements in financial management and reporting resulted in unmodified audit opinions for the Department and TAFE. The Department's leading financial role in the public sector was enhanced by Mr Dixon's senior participation on the NSW Public Sector Committee of CPA Australia.

Des Gorman

SES Level 5, \$267,650

General Manager, Learning and Development

During 2009 Des Gorman was responsible for the leadership, development and implementation of strategic policy and the provision of operational advice across the Learning and Development portfolio of the Office of Schools. The portfolio includes business units of:

- Curriculum K-12 Directorate
- Educational Measurement and School Accountability Directorate
- Professional Learning and Leadership Development Directorate
- Vocational Education in Schools Directorate
- Student Engagement and Program Evaluation Bureau, and the
- Specialist Programs Unit.

Achievements of the Learning and Development portfolio in 2009 included:

- implementation of the National Partnership on Literacy and Numeracy in 114 schools
- implementation of a state-wide strategy to address implications of the new Raising the School Leaving Age state legislation
- expansion of the Best Start literacy and numeracy assessment in over 680 additional schools
- establishment of the NSW Bilingual Schools Program for priority Asian languages
- a strengthened focus on professional learning and leadership development including the development of the MyPL@DET website, a comprehensive professional learning site for teachers and school leaders
- delivery of arts programs to more than 28,000 school students and expansion of the Premier's Sporting Challenge to 824 schools and 158,000 students

- expansion of SMART to include teaching strategies and explicit links between assessment and curriculum outcomes
- strengthened provision of vocational education and training, with a third of Year 11 and Year 12 students in NSW government schools engaging in vocational education and training as part of their Higher School Certificate in 2009 and expansion of Stage 5 vocational education and training to approximately 1500 students.

Mr Gorman has led the Learning and Development team efficiently and effectively with a strong focus on team work and opportunities for cross collaboration and innovation. He has worked in a transparent and consultative way with regional colleagues and key stakeholders to ensure the best possible learning outcomes for students in NSW government schools.

Martin Graham

SES Level 5, \$249,800

General Manager, External Relations Policy

In his role as General Manager, External Relations Policy, Mr Graham has provided strategic leadership in negotiations with the Commonwealth Government to secure substantial new funding to support education and training in NSW and to develop effective policies for education and training. He has lead the coordination of NSW Government positions and the development of specific policy areas for national forums including the Ministerial Council for Education Early Childhood Development and Youth Affairs, the Ministerial Council for Tertiary Education and Employment, and related senior officials committees.

Mr Graham co-ordinated and led negotiation of Implementation Plans and bilateral agreements for the three Smarter Schools National Partnerships with the Commonwealth. Implementation of these \$1.2 billion partnerships commenced during 2009 for the Literacy and Numeracy, Teacher Quality and Low Socio-economic School Communities Partnerships. Mr Graham had specific

responsibility for developing the Implementation Plan for the \$830 million Low Socio Economic School Communities National Partnership. He also developed funding agreements with the non-Government sector which govern their participation in the Partnerships.

Implementation of the partnerships will provide a significant boost to education across the State. Benefits include the largest ever program for disadvantaged schools in NSW (including over \$830 million in new state and Commonwealth funding), significant policy advances in teacher quality and the expansion of evidence based literacy and numeracy programs.

Mr Graham led the negotiation of the Productivity Places and Youth Transitions National Partnerships. The Productivity Places Partnership will see an increase in funding of \$620 million for NSW training. The Youth Transitions National Partnership will include a mandatory participation age program that mirrors NSW school leaving age reforms which were passed by the NSW Parliament during the year.

Mr Graham managed implantation and compliance with the new financial arrangements agreed to by the Council of Australian Governments. This included the National Skills and Workforce Development agreement (\$2.2 billion over 5 years) with increased base funding (\$11 million per year) and the National Education Agreement (\$5.7 billion over 5 years) which includes increased base funding and enhanced indexation of approximately \$166m per year.

Mr Graham managed the implementation of the Government's decision to prohibit schools operating for profit from receiving public funding by overseeing the system of audits for non-government schools. Mr Graham also co-ordinated the winning bid to locate the new national education body, the Australian Curriculum, Assessment and Reporting Authority in Sydney.

In undertaking his responsibilities for higher education, Mr Graham has overseen DET's role in developing a more productive alignment of key state priorities with university capabilities and the Commonwealth's higher education reform agenda. He has focused on achieving more effective coordination and collaboration across government in dealing with the interests of universities and identifying and promoting the State's interests.

Under Mr Graham's management the Department played a key role in high level meetings with each NSW university executive group during 2009 to identify strategic directions and potential for collaboration. These meetings were particularly helpful in establishing the groundwork for new partnerships with schools and improved pathways from VET to university to increase participation of students from lower socio-economic status backgrounds, a key component of the Commonwealth's higher education reforms.

A more efficient, streamlined approach to registration and accreditation processes for non-university higher education providers has also been implemented resulting in improvement in the risk management of compliance and quality.

In copyright, Mr Graham had responsibility for national negotiations for a new national copyright agreement for schools which will reduce the cost of learning materials by \$18 million over three years.

Maria Gray-Spence

SES Level 5, \$231,951

Regional Director, Illawarra/South East

Maria Gray-Spence commenced in the position of Regional Director, Illawarra and South East in May 2009. She has demonstrated a clear focus on improving the educational outcomes of all students in the region, particularly Aboriginal students.

Ms Gray-Spence has provided strong and strategic leadership, expanding the capacity of the region to provide outstanding support to schools and to deliver quality educational programs. She has made certain that National Partnerships agreements have been implemented across the region in a coordinated and strategic way to assure their success.

Key initiatives during 2009 included:

- the establishment of two Industry Training Colleges (Illawarra and Queanbeyan) in partnership with TAFE NSW - Illawarra Institute

- expansion of the Positive Behaviour for Success initiative across 47 schools
- comprehensive training in the use of data for school planning and learning improvement for regional and school staff
- development of a leadership strategy that provides a fresh approach for preparing and attracting staff to leadership positions
- increased number of school learning communities across the region expanding the learning options for students and professional learning opportunities for teachers
- five additional courses approved following successful VETAB audit
- Southern Stars, the annual regional gala event showcased the talents of more than 2600 students and enjoyed record breaking audiences over four performances.

Ms Gray-Spence has continued to develop strong relationships and partnerships with key stakeholder groups including principals' associations, regional Aboriginal Education Consultative Groups, parent and community groups, TAFE NSW - Illawarra Institute and the University of Wollongong. She has ensured that these groups have had input into planning and decision making processes in the region.

Peter Haigh

SES Level 5, \$231,951

Regional Director, North Coast

Peter Haigh has continued to provide strong and strategic leadership across the North Coast Region in 2009. Under Mr Haigh's leadership the region's Principal Liaison Group has developed as a guiding coalition of principals at the strategic level. Policy Liaison Groups and Network Coordination teams have developed into critical and well-functioning entities that have continued to mature during 2009.

Mr Haigh's reforms have sharpened and refocused the work of school development officers and regional consultants through coordination teams, offering mechanisms and structures for schools to participate more fully as learning communities. In 2009, 75% of North Coast schools engaged in regionally funded self-nominated projects. Offering around \$500,000 directly to communities of schools, these projects focussed on priority areas of the region's plan to improve student outcomes.

A priority for Mr Haigh in 2009 was the region's model of consultation with the Aboriginal community and its strengthened Aboriginal education team, which has enhanced the region's capacity to improve outcomes for Aboriginal students. These initiatives are yielding quantifiable improvements that reflect this culture of partnership. NAPLAN results for Aboriginal students in the region in literacy indicate overall growth in Reading for Years 3 to 5 students is 6.3% higher than state growth and Year 5 students performing at proficient level has increased by 1%.

NAPLAN results also reflect the region's overall commitment to improving literacy and numeracy outcomes for all students. Across the region, numeracy outcomes indicate a 4% increase in Year 5 students performing at the proficiency level and overall growth in Reading for students Years 3 to 5 is 6.3% higher than state growth. In addition, Year 5 students' performance at proficiency level has increased by 1% and 32% of Year 3 students were represented in the highest two performance bands.

The engagement and retention of students continued to be a focus across the region. Aligned to local industry needs, fifteen Career Link programs operate across the region in Aged Care Nursing, Marine, Hospitality, Electro-Technology and Retail industries and generic programs, not specifically aligned to a single industry. The Apparent Retention Rate of Year 10 -Year 12 students in 2009 was 65.9%, exceeding the regional target for 2009 by 2.3%. The number of School-based Trainees, at 305, is equivalent to that in 2008. However the number of School-based Apprentices, at a total of 35, represents a 350% increase from 2008.

Hugo Harmstorf

SES Level 5, \$231,951

Deputy Director, Building the Education Revolution Program Office

In 2009 Mr Harmstorf's key priorities related to establishing the Building the Education Revolution Integrated Program Office and implementing the three components of the BER program.

The Program Director relied on the support and assistance of Mr Harmstorf in the management of the BER program, including through exercising leadership, providing advice and working collaboratively with project sponsors, key stakeholders and external suppliers in order to ensure a successful program outcome.

Mr Harmstorf focussed on integrating the aims of the Commonwealth Government's BER initiative with the longer term goals and interests of the Department of Education and Training. He was able to draw on his extensive experience in Commonwealth-State relations to develop a cooperative and productive relationship with the Commonwealth Department of Education, Employment and Workplace Relations.

Under Mr Harmstorf's strategic leadership the program's monitoring, reporting and accountability systems were successfully developed and implemented. A key feature of these systems is their ability to respond to the financial and non-financial performance information needs of the Commonwealth Government, the State Government, external oversight entities and the Integrated Program Office itself as well as the needs of individual school communities.

Mr Harmstorf was instrumental in developing and driving the implementation of the framework for school principals to manage, if they so wished, their own BER projects under the National School Pride and the Primary Schools for the 21st Century components of the BER program. Over ten percent of principals elected to manage their own National School Pride projects. Lessons learned from the Department's experience in supporting these principals will be used to improve the involvement of schools and local communities in future asset management decisions.

Mr Harmstorf oversaw the development and implementation of the Integrated Program Office's response to the Commonwealth Government's rephasing initiative, and its integration with the financial and construction contingency strategies. This will allow the overall benefit to NSW schools from the BER program to be maximised whilst meeting the revised timeframes and cashflows mandated by the Commonwealth Government.

In 2009 the responsibilities of Mr Harmstorf included negotiation with NSW Treasury and with the Office of the Infrastructure Co-ordinator-General around these and other significant policy and implementation issues that emerged over the course of the year.

Paul Hopkins

SES Level 5, \$286,865

Chief Procurement Officer

Mr Hopkins was appointed as Chief Procurement Officer in late 2007, bringing extensive strategic procurement experience to the role from a range of senior executive roles within the NSW Government and corporate and financial sectors.

He established the Procurement Directorate (DET Procurement) in 2008 to collaboratively develop and provide procurement services and products that strategically leverage the Department's significant expenditure, the second largest within the NSW Government.

The Directorate aims to achieve the lowest total cost for the supply of goods, services and infrastructure that supports delivery of the best education outcomes for the students of NSW. Mr Hopkins initially developed a strong procurement framework for the Department in the form of a strategic, three-year Procurement Plan.

After establishing the Procurement team, the Directorate has over the last two years continued to work strategically in identifying categories of major expenditure across the Department which offered the most potential to provide

value to schools, TAFEs and corporate offices as well as reduce costs for the Department. An annual program of contract works is project managed to develop contracts in priority areas.

The Directorate has achieved a total of over \$75 million in returned savings to date and combined value across all contracts in excess of \$270 million. This has included travel, ICT software, office products, office equipment, computer hardware for teaching purposes, sporting equipment and utilities. During this time, DET Procurement also provided procurement services to Departmental Directorates on acquisition of the Department's asset and information technology infrastructure as well as Government policy commitments. The Directorate has supported the Digital Education Revolution (DER), Building the Education Revolution (BER) and the National School Solar Program (NSSP) government initiatives.

To increase awareness of procurement and encourage participation in initiatives that generate savings across the Department, Mr Hopkins has developed and implemented a new staff Procurement intranet site and regularly publishes contract development to ensure the right solutions. Mr Hopkins also publishes an online DET Procurement e-magazine - Educated Buying and regularly disseminates and collates surveys, this feedback enables the Directorate to tailor its service delivery to the needs of schools, TAFE and corporate.

He has also established electronic catalogues and continues to increase the available product range. A dedicated Support Desk (DETbuy) is also in place to provide purchasing and procurement assistance across the Department.

Mr Hopkins plays a key role in supporting other Directorates in strategic negotiations to minimise risks and exposure to the Department, and to ensure best possible value is achieved at all times.

Patricia Kelly

SES Level 5, \$267,650

General Manager, Human Resources

In 2009 Ms Kelly's strategic leadership ensured the successful delivery of a range of key human resource functions and initiatives in order to support Departmental priorities under the State and Corporate Plans.

Ms Kelly maintained a strong focus on recruiting and retaining high quality school teachers, increasing local decision making in school staffing, continuing to support the attraction and retention of Aboriginal employees and implementing recommendations from the Aboriginal Education Review, providing professional development and workforce management strategies for corporate staff, driving the development of human resources initiatives to support the Smarter Schools National Partnerships and implementing requirements of the NSW Institute of Teachers.

Ms Kelly's leadership was instrumental in delivering initiatives under the Strategic Human Resources Plan 2009-2011 and the Aboriginal Human Resource Development Plan 2009-2011 that consolidate and build on the achievements of the previous plans.

With regard to Aboriginal employees, Ms Kelly oversaw the implementation of a range of human resources strategies to maintain the number of Aboriginal people employed across the Department at 2.3% in 2009. This includes the appointment of 75 Aboriginal teachers in the 2008/2009 teacher staffing operation and the appointment of seven Aboriginal people to school administrative and support staff positions identified for Aboriginal people, taking the number of Aboriginal school administrative and support staff appointed under this initiative to 62 since it commenced in 2006.

2009 saw Ms Kelly consolidate the achievements of the school teacher staffing procedures which continued to provide more opportunities for school communities to select their teachers and for new and experienced teachers to apply for positions in schools in which they want to work. In the 2008/2009 staffing operation, for 54%

of vacant classroom teacher positions, schools had the opportunity to choose how to fill the position.

With regard to the Smarter Schools National Partnerships, in 2009 Ms Kelly drove the development of a range of innovative human resources initiatives under the Improving Teacher Quality and Low Socioeconomic Status School Communities Partnerships including the establishment of Centres for Excellence and the new classifications of Highly Accomplished Teachers and paraprofessionals, and the provision of additional incentives to attract and retain high quality teachers.

In addition Ms Kelly's leadership has contributed to the ongoing success of the Teacher Mentor Program, increased numbers of teacher education scholarships including those for Aboriginal people and the provision of retraining programs to support school teacher potential shortfall areas. She also implemented the roll out to all regions of NSW the additional support for beginning teachers initiative which provides schools with the equivalent of one hour per week for each permanent on probation beginning teacher.

In 2009 Ms Kelly continued to champion a high performance culture among corporate staff through induction, professional development and performance management and development. Ms Kelly's focus on corporate staff capability development was also seen through the implementation of a range of workforce management toolkits for workforce planning, career planning and succession management.

2009 also saw Ms Kelly implement the Workforce Diversity Policy and Plan 2009-2011 including a women's strategy and support for staff with disabilities strategy linked to public sector wide priorities.

Ms Kelly continued to promote the electronic Leave Application Processing System in schools, which had a percentage increase in usage of approximately 32% in 2009. Ms Kelly also provided strategic leadership to support the implementation of the Department's new human resources and payroll systems as part of the Learning Management and Business Reform program.

Philip Lambert

SES Level 5, \$267,650

Regional Director, Sydney

In 2009, Dr Phil Lambert provided leadership to eight school education groups comprising 228 schools. He used structured activities to support and guide the officers and schools to contribute to cultural change, make effective use of resources and achieve operational and policy objectives.

Dr Lambert used analysis of performance data to inform regional planning and interventions, and to enhance and improve student learning in Sydney Region. He maintained a culture of continuous improvement by overseeing the implementation of a new governance model that reflected the priorities of the Department and parent and principals' groups in the region.

Key initiatives in 2009 included:

- a comprehensive review of trend data in the region (spanning seven years) to identify significant areas of achievement and areas requiring improvement
- the implementation of pilot programs aimed at improving student achievement in mathematics in targeted areas
- a review of the quality of customer service to schools provided by the region
- a comprehensive leadership development program supporting the professional learning needs of school leaders and aspiring leaders
- the production of outstanding performing arts events such as the inaugural Expanding Horizons Concert in partnership with school authorities in China; regional Music, Dance and Film festivals; the Koori Art Expressions visual arts exhibition; and the DanceSport Challenge ballroom dancing initiative
- the inaugural Deadly Kids Doing Well event, highlighting the achievements of Aboriginal students across the region

- a professional learning pilot in partnership with the White Ribbon Foundation aimed at eliminating violence against women and girls
- the implementation of strategies from the Expanding Horizons with Asia program to enhance the curriculum, including the signing of a memorandum of understanding with Shanghai's Pudong District.

Dr Lambert maintained strong relationships with the region's partners from the tertiary sector, parent and community groups, principals' associations, non-government organisations and the business community. He used various opportunities to highlight the many achievements of schools in the region that included:

- the continued increase in student enrolments across the region
- the performance of both primary and secondary schools in external assessments
- various awards presented to schools, principals, school staff and students at both state and national levels.

In 2009, Dr Lambert was a member of the Department's Keep Them Safe and Raising the School Leaving Age committees and represented the Department and NSW on various groups and Boards including:

- the Redfern-Waterloo Human Services and Employment and Enterprise Advisory Groups
- the Justice and Human Services Regional Managers Cluster
- the University of Sydney Dean's Advisory Board
- the Australian Children's Television Foundation Board.

Dr Lambert continued as patron of the Early Childhood Education Council and maintained his links with the tertiary sector as Adjunct Associate Professor at the University of Sydney. In addition to being a Fellow of the Australian College of Educators, he was conferred as a Fellow of the Australian Council of Educational Leaders and also made a White Ribbon Ambassador.

Robyn McKerihan

SES Level 5, \$267,650

Regional Director, Hunter/Central Coast

Robyn McKerihan commenced as the Regional Director, Hunter/Central Coast in January 2009. Ms McKerihan was responsible for leading the development and implementation of strategies, policies, programs and innovations to ensure high quality education and training programs in schools within the Hunter/Central Coast region.

Ms McKerihan successfully led and managed ten education areas, 299 schools and 92 regional staff and has worked in close cooperation with key stakeholders including the regional Aboriginal Education Consultative Group, local Parents and Citizens' Associations, the Primary Principals' Association and the Secondary Principals' Council.

In 2009 the regional priorities included:

- improving the literacy and numeracy achievements for all students in relation to national benchmarks through early intervention and strong and effective teaching, particularly in the middle years of learning
- effectively implementing the Department's Stages of Learning strategies
- improving the retention and achievement rate of senior students, with increased emphasis on participation in vocational education and training
- improving outcomes for Aboriginal students and bridging the gap between Aboriginal and all students
- providing strategic support for school leaders and their staff to ensure the delivery of quality education for every student.

Key achievements in 2009 included regional NAPLAN targets being met or exceeded in the following areas:

- Reading at and above minimum standard in Years 3 & 5 for all students, students in Priority Schools Program (PSP) schools and Aboriginal students

- Reading at proficient standard in Years 5, 7 & 9 for all students and for Aboriginal students
- Reading at proficient standard in Years 3, 5, 7 & 9 for students in PSP schools
- Numeracy at and above minimum standard in Years 5 & 9 for all students and students in PSP schools
- Numeracy at or above minimum standard in Year 5 for Aboriginal students
- Numeracy at proficient standard in Years 3, 5 & 9 for all students and students in PSP schools
- Numeracy at proficient standard in Years 5 for Aboriginal students.

Other achievements included:

- 141 primary schools effectively implementing the Department's Best Start initiative
- 20 schools participating in the National Partnership on Literacy and Numeracy developed and implemented plans for whole school and individual interventions to improve student attainment in either reading or numeracy.
- 27 schools receiving targeted support through the region's Focus School Support initiative.
- increased number of students undertaking School Based Apprenticeships
- 35 PSP schools effectively implementing the Targeted Numeracy Teaching (TNT) K-2 project.

Barry Peddle

SES Level 5, \$267,650

Director, TAFE NSW - South Western Sydney Institute

Barry Peddle has led training service provision to the economically dynamic and fast growing region of south western Sydney through a strategic focus on delivery strategies, building business growth and sustainability and achieving quality and equity outcomes.

In 2009 Mr Peddle:

- managed all SES contract/performance measures efficiently and effectively, including budgets and student performance measures
- enhanced communication and leadership initiatives through implementation of the 2009-2011 Institute Strategic Directions and Governance model
- successfully gained \$9.9 million in Commonwealth Government Education Investment Funding for the purchase of a specially built facility in the Ingleburn industrial estate, known as the Macarthur Building Industry Skills Centre
- received \$8 million in Commonwealth Government Teaching and Learning Funding for Better TAFE Facilities
- increased strategic business partnerships and commercial revenue as well as initiating new international partnerships in the Philippines
- initiated the development of a new profile driven approach for the 2009-2019 capital development plan
- developed effective external relations with key political and other government stakeholders
- established and implemented a new business model for South Western Sydney Institute
- guided the Institute's engagement with industry and workforce development partnerships with enterprises including the Macarthur Building Industry Skills Centre and Racing NSW.

During the reporting period, Mr Peddle showed exceptional leadership and management skills in his support of the Australian WorldSkills team, the Skillaroos, who competed at the international WorldSkills competition in Calgary, Canada, in September 2009. The Skillaroos won 12 medals, twice as many as they did in the previous competition in Japan, with 9 of the 12 Australian medallists coming from TAFE NSW. As a result of his strong commitment and sustained effort, Mr Peddle increased the state-wide and national profile of TAFE NSW's valuable contribution to WorldSkills.

In 2009, Mr Peddle was awarded a Public Service Medal in the Queen's Birthday Honours, in recognition of his

outstanding service to the NSW Public Sector, particularly in relation to his significant contribution to TAFE NSW.

Gregory Prior

SES Level 5, \$231,951

Regional Director, Western Sydney

Gregory Prior is responsible for the learning and management performance of Western Sydney Region, the state's third largest region by student enrolment.

Mr Prior provides strong and strategic leadership through an executive team that is committed to developing a culture of continuous improvement to achieve the priority objectives of improving learning outcomes for students; enhancing the region's personalised learning culture; providing highest quality support to schools; building capacity of staff; and developing greater community confidence in schools.

Mr Prior effectively and efficiently led the work of eight school education groups comprising 224 schools and over 100 regional non-school based staff. A regional budget in excess of \$10 million was effectively managed to ensure that the educational programs within the region were delivered in an enhanced and timely manner to support more than 103,000 students.

Key achievements include:

- consolidation and expansion of Bridges to Understanding, the Western Sydney China Strategy through the signing of a new Memorandum of Understanding involving Western Sydney Region, University of Western Sydney and Ningbo Municipal Education Bureau as equal partners
- development of a Memorandum of Understanding between Western Sydney Region and the regional Aboriginal Education Consultative Group
- effective support and coordination in the implementation of National Partnerships with the

region's schools, including Literacy and Numeracy, Low SES School Communities and Teacher Quality

- the establishment of two Centres for Excellence at Macarthur Girls' High School and Carlingford West Public School
- expansion of the Positive Behaviour for Learning (PBL) program to 56% of schools in the region. Mr Prior led the state-wide coordination group for PBL
- establishment of Trade Training Centres in schools in the Penrith Valley Cluster, Hawkesbury Valley Cluster and Evans High School/Doonside Technology High School/Coreen SSP. Planning commenced for the establishment of Trade Schools at Bidwill High School and Wyndham College
- development of a comprehensive regional Digital Education Revolution - NSW Implementation Plan and the provision of outstanding information and communication technology support to the region's schools, teachers and students
- staging of the third PULSE concert at the Sydney Opera House featuring in excess of 1200 students from school and regional concert, dance and drama performance groups
- receipt by Lachlan Macquarie College of a 2009 University of Western Sydney Partnership Award. These awards recognise outstanding partnerships between the University, external organisations and individuals within Greater Western Sydney
- roll out of the Cyclical Review process on a voluntary basis to all regional schools with over 20 schools having undertaken a review in 2008
- development of a Memorandum of Understanding between the region and Macquarie University to improve numeracy and mathematics outcomes of students through collaboration between academics, regional consultants and teachers focussing on professional learning, instruction and assessment
- staging of the prestigious Western Sydney Excellence in Education Awards.

Mr Prior continued to develop outstanding relationships and partnerships with the tertiary sector, the corporate sector and community organisations to assure the

strongest coalition of support for school education in the region.

Mr Prior contributed to state-wide agendas and policy development as a senior member of the Office of Schools, Connected Learning Priority Action Group, Schools Promotion Strategy Working Group, Nirimba Education Precinct Board, LMBR Finance Workstream Control Group, Principal Authority and Accountability Working Group, Lachlan Macquarie Working Party (Chair), Greater Western Sydney Education Research and Innovation Alliance and the Western Sydney TAFE Institute Advisory Council.

Kathy Rankin

SES Level 5, \$240,875

General Manager, TAFE Training and Education Support

Ms Rankin's key focus for the year was the implementation of structures to support Institutes to respond more quickly and flexibly to meet evolving labour market and training demands. She finalised the implementation of the TAFE 21st Century restructure, including relocating all staff from the previous Curriculum Centre structure, leading the recruitment for senior vacancies and providing stability to staff in an environment of change.

Ms Rankin utilised her strong industry knowledge and networks to negotiate innovative training delivery solutions, which included a new pre-service model for Enrolled Nurse training that included no-cost access to mandatory clinical placements with NSW Health and the allocation of 400 Department of Education and Training scholarship placements. She cemented strong working relationships with major employer associations and other key industry stakeholders such as the national Industry Skills Councils, NSW Industry Training Advisory Boards, and Unions.

Ms Rankin supported workforce development and capability building across TAFE NSW including successfully managing the establishment of the first TAFE NSW Leadership Development Program and the negotiation of a partnership with Macquarie Graduate School of

Management to deliver a customised program for this cohort.

As a member of the NSW Green Skills Taskforce Ms Rankin identified TAFE NSW capability for industry specific training in this growing market and initiated the development of staff and student on-line Green Skills induction programs.

David Riordan

SES Level 5, \$258,725

Chief Executive Officer, DET International and TAFE NSW National Business

Mr Riordan is responsible for the Department's international and TAFE NSW's national business. DET International manages international business development and coordinates, monitors and reports on all of the Department's international operations. This includes marketing and recruitment of international students for TAFE NSW and NSW government schools, and overseeing international projects and delegations. TAFE NSW National Business provides a single point of contact for large clients of TAFE Institutes. Two new units joined this portfolio in 2009: the TAFE NSW Customer Information and Referral Service and the TAFE Corporate Brand Unit.

In the 2008/09 financial year, DET International attracted \$120 million, an increase of over 17% on the previous year. After operating costs were accounted for, the surplus was returned to TAFE NSW Institutes and NSW government schools to cover the cost of their international programs and to increase products and services for the people of NSW.

During 2009, revenue generated by international student programs increased by 24%, with growth in enrolments in NSW government schools of 10.6% and in TAFE NSW of over 20%. In addition, the Study Tours Unit arranged visits to schools for over 111 groups, comprising over 3,800 visitors. DET International also hosted 23 high-level international delegations from 13 countries.

Under Mr Riordan's leadership, prestigious international projects have been won and others completed. These include a school leadership and skills assessment project

implemented on behalf of the Abu Dhabi Education Council and the development of the Workforce Training Master Plan for the 2010 Shanghai World Expo in China. An academic profile was undertaken for the Vocational Education and Training Institute (VETI) in Abu Dhabi to help position it to meet local needs more effectively. VETI enrolled over 1,200 students in the 2008/09 academic year.

As part of a risk management strategy, DET International initiated a series of independent site visits to review quality assurance processes for TAFE NSW off-shore programs.

In 2009, TAFE NSW National Business generated \$5.35m worth of business for TAFE NSW Institutes with 32 new high profile training projects, a significant increase on the previous year.

In 2009, Mr Riordan was a keynote speaker at three national conferences. He is a member of the Joint Committee on International Education, chairs the International Education Officials' Network and was a member of the joint Ministerial Taskforce on Education and Tourism. Mr Riordan was appointed by the Minister to chair the NSW Ministerial Taskforce on International Education which delivered its findings in October 2009.

Jane Simmons

SES Level 5, \$240,875

Regional Director, Northern Sydney

During 2009, Jane Simmons' strategic priority was to further develop the culture of continuous improvement across the Northern Sydney Region. Her strong leadership enabled her, together with her senior management team, to deliver effective and innovative educational strategies to the region's students and teachers.

Mrs Simmons' approach was data driven, focussing on further strengthening the region's high performance both in student outcomes and professional learning and assuring that the region had a governance model that reflected not only State targets but also the priorities and needs of the community.

Mrs Simmons commissioned three major operational reviews to be carried out during 2009. The reviews reflect Mrs Simmons' commitment to effective delivery of services that meet the needs of the region's school communities:

- the Disabilities Review evaluated the region's impact on the well-being and learning of students with disabilities
- the Leadership Learning Review assessed the capacity of school leadership, in particular middle management, to meet the Region's future leadership demands
- the International Students Review evaluated the region's implementation of the Department's International Students Program, examining the region's delivery of learning experiences that reflected the particular needs of these students.

A key focus for Mrs Simmons has been the development of the region's relationships with universities to further extend and improve student and teacher learning. A number of primary and high schools now work closely with various universities across NSW. Their shared projects and programs provide academic expertise to support teacher professional learning, the promotion of specific subject areas for students in primary, secondary and tertiary education, and extension opportunities for higher performing students in Northern Sydney Region schools.

During 2009, Mrs Simmons initiated a formal international relationship with The Peoples Republic of China, Department of Culture and Education, the China Overseas Exchange Association and the Australian Council for the Promotion of Chinese Language and Culture Incorporated Fenghua Chinese Community Languages School. This initiative will support the teaching of Mandarin in the region's schools and provide students, staff and their communities with the opportunity to share cultural understandings at an international level.

A feature of Mrs Simmons' leadership has been the emphasis placed on effective and transparent communication with parents in the region. An innovative initiative introduced in 2009 was the Parent Reference Meetings, for parents of students accessing regional disability services. This initiative provided parents and student advocates with the formal opportunity to meet quarterly with the region's senior Disabilities Officers to discuss issues and topics that impact on the education

and well being of their children. Feedback from all stakeholders indicates that the meetings have been an overwhelming success.

Mrs Simmons is the Co-Chairperson of the Macquarie University ICT Board of Management; a member of the International Business Council; a member of the Steering Committee for the Protection of Children and Young People; the Ecological Sustainability Strategy Group, and the Asset Maintenance Workshop P4 Project Four Year Facility Plans.

Deonne Smith

SES Level 5, \$267,650

General Manager, Access and Equity

Deonne Smith leads the development and implementation of strategic policy and the provision of operational advice and resource development across the Access and Equity portfolio of the Office of Schools. The portfolio includes the five directorates responsible for equitable access to quality education for all students enrolled in NSW public schools:

- Aboriginal Education and Training
- Disability Programs
- Early Childhood and Interagency Programs
- Student Welfare (including the Child Wellbeing Unit)
- Equity Programs and Distance Education.

Ms Smith's priorities in 2009 included:

- implementation of the Keep Them Safe recommendations in response to the Report of the Special Commission of Inquiry into Child Protection Services in NSW
- bridging the performance gap between Aboriginal students and all students in NSW government schools
- bridging the performance gap for students from low socio-economic background communities and all students in NSW government schools

- bridging the performance gap for students learning in rural and remote locations and all students in NSW government schools
- improving outcomes for students with learning difficulties and disabilities
- improving young children's readiness for school.

Ms Smith's achievements included:

- the establishment of the Child Wellbeing Unit. Operation of the unit will commence at the beginning of 2010 and incorporates expert advice to schools and new and more collaborative approaches to working with other government and non-government agencies
- improved outcomes for Aboriginal students. This includes:
 - a reduction in the number of Aboriginal students in low achievement bands in National testing
 - an increase in the number of Aboriginal students in higher achievement bands in National testing
 - improvement in attendance and retention rates of Aboriginal students
 - strengthened partnership between the NSW Aboriginal Education Consultative Group and the Department at a state, regional and local level
- the development of more flexible patterns of secondary school study for students with disabilities / complex additional learning needs to ensure more students can complete secondary education
- development of additional resources to support kindergarten teachers implementing the Best Start Literacy and Numeracy Assessment, including linking ESL scales to Best Start, the development of units of work for teachers with students from non English speaking backgrounds, and Best Start support documents for students with a confirmed disability or special needs
- the establishment of a School Learning Support Coordinator presence in 265 Schools across 40 communities of schools

- the implementation of a comprehensive online professional development program for teachers working with students with learning difficulties and disabilities in mainstream classrooms
- the implementation of the Australian Early Development Index in every government primary school in NSW. This will pave the way for a new community based approach to the delivery of early childhood education in NSW and increase children's readiness for school.

In 2009, Ms Smith met or exceeded all key objectives. She worked in a consultative way with schools, regions, directorates, all key stakeholder groups and other government agencies.

Thomas Urry

SES Level 5, \$249,800

Regional Director, South Western Sydney

Thomas Urry has displayed supportive and strategic educational leadership with a clear focus on improving student outcomes and expanding the capacity of the region to deliver quality educational programs. Crucial to South Western Sydney Region's success has been relentless articulation of the priority for quality teaching and learning through effective leadership, refinement of school plans and the direct alignment of available resources to the achievement of school and regional targets.

Mr Urry led the work of 10 school education groups, comprising 276 schools, and over 100 regional non-school based staff. Productive management of a regional budget of over \$18 million ensured that the educational programs within the region were delivered in an enriched and timely manner to support the education of more than 132,000 students. With almost 18% of the total state student population, Mr Urry has placed the region to take advantage of the full range of government funding opportunities, educational initiatives and programs.

APPENDIX

Key initiatives during 2009 included:

- effective implementation of the 2009-2011 Regional Plan, including achievement of targets for all students in literacy and numeracy in NAPLAN results
- acknowledgement of outstanding outcomes in vocational education in schools at the NSW Training Awards, with South Western Sydney being awarded winner of the NSW VET in Schools Excellence Award 2009, and NSW VET in Schools Student of Year 2009 as well as recognition as state finalist in the NSW Large Provider of the Year
- opening of Middleton Grange Public School and Elderslie Public School to serve the growing population in each area
- leadership of the introduction of National Partnership programs in Literacy and Numeracy, Low SES School Communities and Teacher Quality
- regional leadership capacity building through relieving opportunities for a range of roles including principal and school education director
- functional analysis of regional support structures to assist future directions in 2010-2011.

Mr Urry provided strategic advice and support for the expansion of cooperative programs with the University of Western Sydney. Deliverables in these programs are expanding with opportunities provided by National Partnerships and consolidation of the work of the Schools Engagement Reference Group to foster school-university partnerships across the broad spectrum of community, work and educational activities. This initiative expanded to promote a more formal alliance directed towards innovation and research.

Positive relationships developed between the regional leadership team and principals were again clearly evident in comments and rankings from the 2009 Office of Schools Principals Survey, reflecting the approach of involving principals in the decision making processes of the region.

Appendix 6: Boards and Committees

6.1 External Boards and Committees

Senior officers of the Department of Education and Training are members of statutory bodies and significant inter-departmental committees.

The Executive is the NSW Department of Education and Training's key decision-making body. The Executive, chaired by the Director-General, sets the strategic direction for and gives guidance to the organisation. The Executive also advises the Director-General by bringing together all strands of expertise available to the organisation. The members of the Executive as at 31 December 2009 and their membership of statutory bodies and committees are listed below:

Table 6.2 DET Executive Membership of External Boards and Committees

Members	Position	External Boards and Committees	Qualification
Michael Coutts-Trotter	Director-General of Education and Training	NSW TAFE Commission Board	BA
	Managing Director of TAFE NSW	NSW Board of Vocational Education and Training (BVET) Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) Directors General Executive Committee (DGEC) Chief Executive Officers- Economic and Business Cluster Meeting Justice and Human Services CEOs Committee NSW Talent Development Board Australian Education, Early Childhood Development and Youth Senior Officials Committee (AEEYSOC) National Senior Officers Committee (NSOC) Ministerial Council for Tertiary Education and Employment (MCTEE) State Contracts Control Board (SCCB)	
Trevor Fletcher	Deputy Director-General, Schools	Member, NSW Board of Studies	B Ed; Dip Teaching
Marie Persson	Deputy Director-General, TAFE Education	Chair, NSW TAFE Executive Group Chair, Educational Futures Forum and Community Member, NSW Board of Studies Member, Women Chiefs of Enterprises Member, NSW TAFE Commission Board Member, Commonwealth Skills Australia Member, L H Martin Institute Advisory Board	BA; Dip Ed; MEd

APPENDIX

Members	Position	External Boards and Committees	Qualification
Leslie Loble	Deputy Director-General, Strategic Planning and Regulation	Member, MCEECDYA Schools Resourcing Taskforce Member, Australian Information & Communications Technology in Education Committee Member, NSW Board of Studies Member, NSW Board of Vocational Education and Training (BVET) Member, Industry Skills Forum Chair, NSW Non-Government Schools Advisory Council Chair, NSW Board of Studies National Issues Working Group Chair, Australian Education Systems Officials Committee (AESOC) Steering Group - NAPLAN Member, University of Sydney Faculty of Education and Social Work, Dean's Advisory Board Interim Board Member, Education Services Australia	BSc: MPub Admin
Alastair Hunter	Deputy Director-General, Finance and Infrastructure	Chairperson, Teacher Housing Authority of NSW	B Econ; CPA
Peter Riordan	Deputy Director-General, Workforce Management and Systems Improvement	Member, National Art School Board Member, NSW Workplace Health and Safety Strategy Review Committee Chairman, Treasury Managed Fund Agency Advisory Council Member, Working Together Steering Committee	BComm; MLLR; MBA
Chris Ryan	Executive Director, Strategic Relations and Communication	Member, NSW Talent Development Board Chair, School Promotions Strategy Reference Group	BA; DipEd; MA

Table 6.3 New Committees

New Committees - Schools

National Asian Languages & Studies in Schools Program (NALSSP)

The NALSSP NSW cross-sectoral committee comprises the Director, Curriculum (Chairperson); Manager, Languages and Manager, HSIE (Human Society and its Environment) representing the NSW Department of Education and Training; Director, Professional Development representing the Association of Independent Schools and Assistant Director, Education Programs representing the Catholic Education Commission.

Purpose

To oversee implementation of NALSSP in schools in 2009-2011

NSW Government Science Agencies Group

The NSW Science Agencies Group (SAG) consists of senior officers from NSW government agencies, including, Industry and Investment NSW, Department of Premier and Cabinet, Department of Services, Technology and Administration, NSW Treasury, Department of Health, Department of Education and Training, Department of Environment, Climate Change and Water, Department of Planning, Communities NSW and Police and Emergency Services

Purpose

The NSW SAG was established to achieve cross-government communication on NSW agencies' science activities, priorities, investment and mechanisms through which to better access Commonwealth funding programs.

New Committees - TAFE & Community Education

TAFE NSW Implementation of the Raised School Leaving Age Working Group

The working group includes representatives from all TAFE NSW Institutes and is chaired by Robin Booth Director, TAFE Policy. The working group will:

- provide a forum for Institute discussion of the impact of the raised school leaving age on TAFE NSW
- identify the resources required to support implementation of the raised school leaving age for TAFE NSW
- review policies and resources to support implementation of the raised school leaving age prior to approval by senior management
- evaluate implementation in 2010 to identify if additional resources or strategies are needed
- share TAFE NSW Institutes' innovative practice in implementing the raised school leaving age
- advise senior management of any ongoing issues for TAFE NSW Institutes.

New Committees – Strategic Planning & Regulation

NSW National Partnerships Evaluation Committee

The Committee has been established to:

1. Oversee the design and implementation of major strategic evaluations of National Partnership reforms
2. Develop clear governance and quality assurance processes that will apply to evaluation activity under the National Partnerships
3. Provide input into the progress of all National Partnership evaluations to ensure they meet the standards established under the evaluation framework
4. Monitor the implementation of the evaluation framework across National Partnership evaluation activity
5. Approve the appointment of external contractors and review evaluator reports
6. Provide advice on national evaluation arrangements as they develop and ensure the NSW evaluation framework is consistent with the agreed national approach
7. Report to the NSW National Partnership Steering Committee on evaluation findings and activity
8. Provide advice to the Minister on National Partnership evaluations, in particular the findings of major strategic evaluations

Table 6.4 Existing Committees

Schools Committees

The Director-General's Aboriginal Education and Training Advisory Group (DGAETAG)
 The Education Project Group
 NSW Country Areas Program State Advisory Council
 NAPLAN Steering Committee
 Director-General's Advisory Group on the Priority Schools Programs
 Director-General's Advisory Group on Gender Equity in Education
 Director-General's Advisory Group for Multicultural Education and Training
 DET Ecological Sustainability Strategy Group (Internal Committee)
 Student Volunteering Reference Group Planning and Coordination
 Literacy & Numeracy Priority Area Group (was Literacy and Numeracy Priority Directions Group)
 Aboriginal Education Priority Area Group (was Aboriginal Education Priority Directions Group)
 Premier's Sporting Challenge Priority Reference Group (was Premier's Sporting Challenge Priority Directions Group)
 Policy Working Group for Undergraduate and Post Graduate Studies (NSW Institute of Teachers)
 Cross-Sectoral Steering Committee for Australian Government Quality Teacher Program NSW
 Director-General's Consultative Committee on Special Religious Education
 Early Literacy and Numeracy Initiative (ELNI) Advisory Group
 NSW BVET State Advisory Committee for Work Placement Co-ordination
 NSW DET Professional Learning Course Registration Committee
 NSW DET and Public Service Association (PSA) Central Reference Group
 NSW Professional Learning Endorsement and Advisory Committee (NSW Institute of Teachers)
 NSW Schools Consortium for Vocational Education and Training
 Premier's Reading Challenge Book Panel
 NSW DET Professional Learning and Leadership Development Reference Group
 Qualifications Recognition and Resource Requirements Committee
 Quality Teaching Council (NSW Institute of Teachers)
 Retention of Beginning Teachers Research Project Advisory Committee
 Schools Portfolio Strategic Research Advisory Group
 State Literacy and Numeracy Plans Reference Group
 Systemic Implications of Pedagogy and Achievement Advisory Committee
 Systemic Implications of Pedagogy and Achievement Steering Committee
 School Animal Care and Ethics Committee
 Sustainable Schools Advisory group
 TVET Management Systems (TMS) Strategic Advisory Group

TAFE & Community Education Committees

TAFE Executive Group
 TAFE Executive Group - Equity Committee
 TAFE NSW / Department of Corrective Services Monitoring and Liaison Committee
 TAFE Executive Group - Planning and Review Committee
 TAFE Executive Group - Student Services and Administration
 TAFE Business Systems Strategy Group
 Scope of Registration Monitoring Group
 TAFE NSW Library Strategy Group
 NSW Advisory Committee on Community Education

Strategic Planning & Regulation Committees

Department of Education and Training and Industry Training Advisory Bodies (ITABs) Consultation Group
 Industry Skills Forum
 NSW Skills Council Senior Officers Group
 Vocational Education and Training (VET) Consultative Forum

Table 6.5 Committees no longer functioning

<p>Schools Committees</p> <p>Improving Teacher Quality and School Leadership Capacity Working Group (MCEETYA)</p> <p>Premier's Reading Challenge Committee</p> <p>Coroner's Report - Anaphylaxis DET Cross Portfolio Group</p> <p>15-19 Year Old Priority Directions Group</p> <p>Early Years Priority Directions Group</p> <p>Middle Years Priority Directions Group</p> <p>TVET Management Systems (TMS) Reference Group</p> <p>NSW Healthy School Canteens Advisory Group</p>
<p>Strategic Planning & Regulation Committees</p> <p>Australian Education Systems Officials Committee (AESOC) Steering Group - NAPLAN</p>

Table 6.6 External Boards

TAFE Commission Board		
Members	Position in the community	Qualifications
The Hon Michael Lee	Company Director	BSc BEng (Hons) FIEAust
Michael Coutts-Trotter	Director-General of Education and Training; Managing Director of TAFE NSW	BA
Anne De Salis	Consultant	MA (Econ)
Warren Grimshaw	Chair, TAFE NSW - North Coast Institute Advisory Council	AM, B Bus, Dip Pub Admin
The Hon Sandra Nori	Consultant	BEcon
Melanie O'Connor	Managing Director, The Academy Network Pty Ltd	BA, MBA
Marie Persson	Deputy Director-General, TAFE and Community Education	BA, Dip Ed, M Ed, FAIM, FAICD, MACE
Kaye Schofield	Director, Kaye Schofield and Associates Pty Ltd	BA, Dip Ed, MEd
Ian Stone	Managing Director, Advanced Metal Products (Aust) Pty Ltd	BA, Dip Ed
Doug Wright	Special Representative, Australian Industry Group	AM, BEc, BA

APPENDIX

TAFE NSW Animal Welfare Council

David Manning (Chairperson)	General Manager, Systems and Operations for Transgrid (retired); President, Orange Conservatorium of Music; and Past Secretary and President, Rotary Club of Orange
Margie Fixter	Director, Educational Delivery - Orange area and Primary Industries and Natural Resources, TAFE NSW - Western Institute
Christine Williamson	Faculty Director - Tourism, Hospitality, Art and Primary Industries, TAFE NSW South Western Sydney Institute
Dr Mark Kelman	Veterinarian and Technical Services Manager, Virbac Animal Health
Dr Andrew Hansen	Veterinarian (retired) - Commercial red deer and cattle farming enterprise operator; active member of the Deer Industry of Australia; member of the NSW Department of Primary Industries Orange Animal Ethics Committee; and Board member of the NSW Veterinary Practitioners Board
Loiuse O'Brien	Proprietor, Petcare Extraordinaire responsible for care and welfare of companion animals; actively involved with WIRES and the rescuing and nursing of sick animals
Tony Croker	Regional Team Leader, RSPCA (South West NSW)
Jenny Bradley	Practising farmer; Director, Tooraweenah Prime Lamb Marketing Cooperative; and 2005 RIRDC NSW Rural Woman of the Year
Peter Batten (Executive Member)	Director, TAFE NSW Training and Education Support - Industry Skills Unit - Orange and Granville

Vocational Training Tribunal

Associations and Representatives	Associations and Representatives	Associations and Representatives
Australian Industry Group	Master Builders Association of NSW	QANTAS
Doug De Cean	Omesh Jethwani	Russell Burgess
Gail Silman	Bill Potocki	
David Tiller	Peter Glover	Rail, Tram and Bus Union
	Donna King	Paul Baonza
Australian Manufacturing Workers' Union	Sharon Underwood	
Anthony Alderson		Restaurant & Catering Association of NSW
Garry Hingle	Master Farriers Association of NSW	Robert Goldman
Bruce McLeod	Malcolm Hunt	
Matthew Lowe		
Harry Delaney	Master Painters Association of NSW	Refrigeration and Air Conditioning Constructors Association
James Clark	Donald Gray	
George C Jenkins		Kevin O'Shea

Vocational Training Tribunal		
Associations and Representatives	Associations and Representatives	Associations and Representatives
Leon Drury		State Transit Authority
		Ronald Ford
Australian Meat Industry Employees Union		
Patricia Fernandez		TAFE NSW
Peter Usher	Master Plumbers & Mechanical Contractors Ass. of NSW	Aian Soden
	Stephen Mewett	Alan Wetherell
Australian Workers' Union		Greg Chapman
Cecil Bodnar	Master Roof Tilers and Slaters Ass. of NSW	Steve Parkinson
Vernon Frederick Falconer	Rick Heron	Connie Hart
		Glenn Way
RTO (non-TAFE) representatives	Melbourne East Group Training	Stephen Johnson
Wendy Blair	Debra Nooyen	Merv Edwards
Julie Halkidis		Brad Polak
Michael Frew	Motor Traders Association of NSW	Derry Thomas
John Lawler	Gregory Hatton	Derek James Page
Jon Williams	Ian Rolfe	
Richard Ford	James Laurence McCall	Bruce Blackshaw
		Richard William Swan
Communication Electrical and Plumbing Union (Plumbing Division)		Charles Wright
Stephen McCarney		John Shearston
		William Keith Beck
Construction Forestry and Mining Employees Union		Craig Henningham
Terry Kesby		Louise Frankiewicz
Rita Mallia		Richard Sproge
Keryn McWhinney		Stephen Davies
Ian Murray	National Electrical & Communications Association	Ian A Paul
Electrical Trades Union of Australia	Barry Dawson	Noel Munkman
Bernard Riordan	Robert Dixon	Phillip Evans

APPENDIX

Vocational Training Tribunal		
Associations and Representatives	Associations and Representatives	Associations and Representative
William Wooldridge	Gerard Ping-Nam	TAFE NSW
Mick Doust	Peter Fitzpatrick	Glenn Williamson
Warwick Tomlins		Narelle Goiser
James MacFadyen	National Meat Association of Australia	Trevor Smith
	Kenneth McKell	Bryce Barrett
Hospitality Training Network of NSW		Paul Hinchey
David John Younie		Derek Wotherspoon
		Cheryl McGregor
Hospitality Consultant		Graeme Michael Smith
Bronwyn Willits		Gary Sewell
		Nerolli Cassidy
	NSW Furnishing Industry Training Council Ltd	Fraser Nelson
International Association of Trichologists	Martin Lewis	Caterina Harb
Jon Williams		Geoff Moore
		Rob Young
Integral Energy		Julie Walker
Rodney Gunton		Stephen H Brown
	NSW Golf Association Ltd	Rick Duynhoven
Labour Council of NSW	Brian Speechley	Ross Petersen
Mark Boyd		Kevin Bessell
Peter McPherson	Printing Industry Association of Australia	Ken Postill
	Kenneth Stenner	Allan Fryer
Liquor, Hospitality and Miscellaneous Union		Kevin Inskip
Geoffrey Graham Lawler		Michael James
	Professional Hairdressers Association	Ken Morcom
Engineering Consultant	Jack Fitzgerald	Danny Munro
John Quick	George Harris	Peter Brice
	Maureen Harding	David Knott
	Fiona Heslop	
	Kylie Dwyer	

Board of Vocational Education and Training - Members as at 31/12/09

Bert Evans - Chair	Kevin Power
Linda Simon	Bill Wooldridge
Ben Bardon	Natalie Walker
Leslie Loble	Michael Coutts-Trotter
	And one position vacant

The Board's 2008/09 Annual Report is available on the Department's website at: <http://www.bvet.nsw.gov.au/pdf/annualreport08.pdf>

Vocational Education and Training Accreditation Board - Members as at 31/12/09

Bert Evans - Chair	Margaret Willis
Catherine Chaffey	Doug Wright
Pam Christie	Lyn Riley
David Collins	Ben Bardon
Paolo Totaro	Anthony Bohm
Kevin Power	

The Board's 2008/09 Annual Report is available on the Department's website at: http://www.vetab.nsw.gov.au/docs/VETAB_annualreport_08.pdf

Appendix 7: Controlled Entities

Table 7.1 Controlled Entities

Names of Controlled Entities	Details of objectives, operations and activities	Measures of performance
NSW Adult Migrant English Service	The NSW Adult Migrant English Service (AMES) core activity is to provide quality English language learning opportunities that assist adult immigrants to maximise their English competence and enhance their settlement success and labour market potential. Courses are offered at AMES centres, workplaces and community venues and online.	Legislative compliance. Budget targets achieved
NSW TAFE Commission	The NSW TAFE Commission (TAFE NSW) is a network of Institutes offering vocational education and training. TAFE NSW courses are delivered on campus, flexibly in the workplace or remotely, often by the internet. In 2009 there were more than half a million enrolments in TAFE NSW Institutes. TAFE NSW goals are to provide the skills and values for innovation, growth, prosperity and social cohesion and to deliver a dynamic and responsive system of public education and training.	Legislative compliance. Budget and business plan targets achieved.
TAFE Commission Division	The TAFE Commission Division is a Division of the Government Service, established on 17 March 2006 pursuant to Part 2 of Schedule 1 to the Public Sector Employment Act 2002. The Division is a not for profit entity with the objective of providing personnel services to its parent, the NSW TAFE Commission. The Division commenced operations on 17 March 2006 when it assumed responsibility for the teaching, educational and Institute Management of staff and related liabilities of the NSW TAFE Commission.	Budget and business plan targets achieved.

Appendix 8: Freedom of Information

Facilities for Public Access

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

- request access to information held by the Department;
- request amendments to records of a personal nature that are inaccurate; and
- request a review of a determination, if the applicant is aggrieved.

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

The Department regularly publishes updated statistical information on its website at: www.det.nsw.edu.au/reports_stats/stats/index.htm. This includes information about matters that have been the subject of previous freedom of information requests.

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

Further assistance can be provided by contacting the Manager, Freedom of Information Unit, Level 7, 35 Bridge Street, Sydney 2000, by telephone (02) 9561 8151, by facsimile (02) 9561 1157 or via email: foi@det.nsw.edu.au

Statement of Affairs & Summary of Affairs

Section 14 of the Freedom of Information Act 1989 requires agencies to publish an up-to-date annual statement of the affairs in January and a summary of the policy documents it holds, twice a year in June and December.

The Statement of Affairs for 2009 and Summary of Affairs for June 2009 and December 2009 are published on the Department's website located at: www.det.nsw.edu.au/foi/statement/index.htm

Accessing the Department's Documents

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

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

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

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

Statistical information about the Department can also be found at: www.det.nsw.edu.au/reports_stats/stats/index.htm

Circumstances and outcomes of investigations or applications for review

Circumstances and outcomes of investigations or applications for review

There was a 20% decrease in matters to the Administrative Decisions Tribunal (ADT) and a 40% decrease in the number of Ombudsman reviews in 2009, which is a reflection on the quality of the determinations being made, including those of internal reviews. Applicants appear more satisfied with the reasons given, for refusal or partial access to documents.

In 2009, three applications for external review by the Office of the Ombudsman were finalised. The Ombudsman's investigation officers upheld one decision to refuse access to exempt material and varied another matter, resulting in the applicant gaining partial access to additional documents. The decision on the remaining matter was varied and the alleged unreasonable charges were re-assessed.

In 2009, nine external review applications to the ADT were finalised. For one matter, commenced in 2006, the Department's decision was upheld. Five matters commenced in 2007 had their decisions upheld and the appeals dismissed. Of two matters commenced in 2008 one had the appeal dismissed and the ADT affirmed the Department's decision to refuse amendments of documents in the other. One matter commenced in 2009 was withdrawn, as the applicant accepted a re-determination after a Planning Meeting.

There are currently four review matters before the Tribunal. Two matters were submitted in 2007, one in 2008 and one in 2009. In two of these matters the proceedings were concluded with the Tribunal reserving its decision and on the other two matters, the Tribunal is yet to make a decision.

Third party consultation

In 2009, the Department consulted 43 people in respect of 32 applications. The majority were consulted relating to requests for access to information affecting personal affairs or business affairs. The Department consulted other agencies in connection with information affecting inter-governmental relations in three matters.

Internal reviews

In 2009 there was a 40% increase in the number of internal reviews that were received, with 49 in 2009 compared to 35 in 2008. Sixteen internal reviews (33% of decisions) resulted in a variation to the original decision resulting in the applicant obtaining full access or additional documents. Thirty-three reviews (67% of decisions) were upheld by the reviewer.

Overview of major issues arisen during the year

Applications

In 2009 the Department processed 452 applications. This represented a 14% increase on the number processed in the previous year. New applications received increased by 6.5% to 430 applications. Personal applications (that is, applications for information pertaining directly to the applicant and/or their child) continue to constitute the majority of applications received by the Department. In 2009 personal applications accounted for 70% of all new applications. There were fewer applications discontinued; most of these were because the applicant withdrew the request and four applications were transferred to another agency. Only 17 applications were refused or deemed refused.

Applicants were, on the whole, highly successful in their dealings with the Department on FOI matters, with 81% of applicants being granted either access in full or in part to the documents they sought. In 28 of the 414 completed

matters, the Department did not hold any documents. For the remaining 386 completed matters, 95.5% of applicants were granted either access in full or in part to the documents they sought. (The equivalent figure for 2008 was 93.5%). There was also a corresponding decrease in the number of applications refused from 6.5% in 2008 to 4.5% in 2009.

There was a significant improvement in the number of applications completed within the statutory 21 days from 95 (27%) in 2008 to 193 (46%) in 2009. The number of applications completed in the 22-35 days where section 59B applied, more than doubled in numbers from 34 (9%) in 2008 to 68 (16%) in 2009.

Even more significant was the huge reduction (from 203 in 2008 to 94 in 2009) of applications that took more than 21 days to process, where no extension was granted under section 59B, so in effect these were deemed refusals.

There was an increase in those taking more than 35 days. However, it is important to realise that although a 14 day extension is granted under section 59B, the summer school holidays extend for a total of 37 days. Any applications received during or just prior to the commencement of the holidays that require documents obtained from schools or TAFE institutions are unable to be processed. In fact, in February of every year, the FOI Unit has a build up of applications that have been unable to be processed until documents are received.

More applications were processed in a faster time, as shown in the increase of applications done in 0-20 hours. This proves that the procedures in place this year are improving the efficiency of the FOI Unit overall.

In 72% of applications where access to documents was refused either in whole or in part, the basis for doing so was that granting access would unreasonably disclose the personal affairs of a person other than the applicant. The personal affairs exemption represented 78% of refusals in personal applications and 41% in non-personal applications.

Other issues

The Ombudsman's office conducted an audit of the Department's FOI procedures and processes that resulted in a satisfactory conclusion. Some minor issues were identified however there were no major concerns. Improvements in meeting timeframes are likely to further improve as staff become more familiar with the implementation procedures.

The Department's Audit Directorate carried out an internal audit of the FOI Unit. The Unit's database now contains controls suggested by Audit; however, at the time of the audit, the database was not complete and as such was not included in the audit. All the Bauer-Gray recommendations have now been implemented.

In line with section 27 of the FOI Act, staff proactively create documents out of statistical information, wherever possible. This is particularly important where the Department would otherwise hold no documents in response to an FOI application.

In line with the Premier's Memorandum in October 2008, the Department implemented new policies and procedures in 2009, in order to further its compliance with the spirit of the FOI Act and the general culture of open government.

The Department now publishes information on its website if it is considered to be of broad public interest. In all non-personal FOI applications, it is always considered whether it would be in the public interest for the information requested to be made publicly available. Applicants are advised of the likelihood that the information may be placed on the Department's website 10 days after the determination is made. The Ombudsman's Annual Report singled out the Department when discussing FOI matters to positively reflect this new policy of disclosure.

Training for EPAC officers was well attended in 2009 and an FOI training presentation was included in the Principal's forum. FOI officers attended various levels of training at the Crown Solicitor's Office, including the primary information sessions relating to the Government Information (Public Access) Act 2009 (the GIPA Act). It is anticipated that more training will be included in 2010, for all officers, particularly pending the introduction of the GIPA Act.

The impact on the budget continues to be a strain. The cost of running the FOI Unit far exceeds the little income received from applicants via application and processing fees and it is envisaged that this will continue to rise as more resources will be needed to comply with the GIPA Act.

During 2009 there were four 'Order for Papers' calls in Parliament relating to Departmental matters. On 11/03/2009 a call for papers for the 'Sale of land at Hurlstone Agricultural High School'; on 24/06/2009 the second call for papers for 'Commonwealth Government's Building Education Revolution (BER) Program'; on 26/10/2009 a third call for papers relating to an earlier matter, the 'Hurlstone Inquiry and Funding for Agricultural High Schools'; and the fourth call for papers on 12/11/2009, 'Pending closure of the Dalwood Assessment Centre and Palm Avenue School at Seaforth'. These four 'call for papers' disrupted the FOI Unit considerably during the year, as the nominated officers had to abandon their normal duties to concentrate on providing the documents in compliance with the s52 standing order.

It has been conservatively estimated that the total cost to comply with these four orders is in the vicinity of \$615,000.00.

Government Information (Public Access) Act 2009

In 2009 the NSW Government reviewed the Freedom of Information Act 1989 and canvassed numerous government agencies for their views. The review also examined the methods and methodology used by each agency to conduct its business relating to freedom of information applications.

The Ombudsman's introductory comments to the review of the Freedom of Information Act 1989 state:

"that everyone should be able to access the information their government holds quickly, easily, at minimal cost and subject to few restrictions."

A new regime for accessing government documents begins in the first quarter of 2010, actual date of implementation is yet to be announced, when the Freedom of Information Act 1989 is repealed and replaced by the Government Information (Public Access) Act 2009 (GIPA Act). Until this occurs the Freedom of Information Act 1989 will continue to apply.

The Department is already preparing for the GIPA Act and has nominated the Enterprise Information Management Group (EIMG) to oversee the implementation. The EIMG consists of executive officers who are able to steer a cultural shift across the organisation.

Table 8.1: FOI Applications

Applications						
FOI Requests	Personal 2008	Personal 2009	Non-Personal 2008	Non- Personal 2009	Total 2008	Total 2009
New	283	301	121	129	404	430
Brought forward	20	32	*18	16	38	48
Total to be processed	303	333	139	145	442	478
Completed*	261	305	89	109	350	414
Discontinued	9	12	35	26	44	38
Total Processed	270	317	124	135	394	452
Carried forward	33	17	15	9	48	26

* Amendment of Personal Records included. (1 matter completed 2009)

Table 8.2: Discontinued Applications

Reason Discontinued	Personal 2008	Personal 2009	Non-Personal 2008	Non-Personal 2009	Total 2008	Total 2009
Transferred to another agency	0	2	0	2	0	4
Applicant withdrew request	6	9	10	19	16	28
Advance deposit not paid	0	0	16	4	16	4
Applicant failed to amend a request that involved an unreasonable diversion of resources	3	1	9	1	12	2
Total discontinued	9	12	35	26	44	38

APPENDIX

Table 8.3: Completed Applications

Result of Request	Personal 2008	Personal 2009	Non-Personal 2008	Non-Personal 2009	Total 2008	Total 2009
Granted in full	79	84	48	60	127	144
Granted in part	160	195	21	30	181	225
Refused + deemed refused	7	8	16	9	23	17
Documents not held	15	18	4	10	19	28
Total	261	305	89	109	350	414

Table 8.4: Applications Granted or Otherwise Available In Full

How were documents made available to applicant	Personal 2008	Personal 2009	Non-Personal 2008	Non-Personal 2009	Total 2008	Total 2009
Provided to Applicant	77	84	44	60	121	144
Subject to deferred access	0	0	1	0	1	0
Made available to applicant in other form	2	0	3	0	5	0
Total granted or otherwise available in full	79	84	48	60	127	144

Table 8.5: Applications Granted or Otherwise Available in Part

How were documents made available to applicant	Personal 2008	Personal 2009	Non-Personal 2008	Non-Personal 2009	Total 2008	Total 2009
Provided to Applicant	157	195	20	30	177	225
Provided to Applicant's Medical Practitioner	0	0	0	0	0	0
Available for inspection	0	0	0	0	0	0
Available for purchase	0	0	0	0	0	0
Subject to deferred access	0	0	0	0	0	0
"Combination of above methods - (4 matters - access granted to documents held, other documents not held by agency)"	3	0	1	0	4	0
Total *	160	195	21	30	181	225

* Does not include 12 exempt matters - access refused. (see 8.6 Refused Applications)

Table 8.6: Refused Applications

Why was access refused	Personal 2008	Personal 2009	Non-Personal 2008	Non-Personal 2009	Total 2008	Total 2009
Exempt	4	5	15	7	19	12
Deemed refused - not determined within time, internal review requested	3	3	1	0	4	3
Diversion of resources	0	1	0	1	0	2
Total	7	9	16	8	23	17

Table 8.7: Exempt Documents

Why were documents classified as exempt	Personal 2008	Personal 2009	Non-Personal 2008	Non-Personal 2009	Total 2008	Total 2009
Cabinet Documents	0	2	9	5	9	7
Law enforcement	0	0	3	1	3	1
Docs affecting inter-governmental relations	0	0	0	1	0	1
Personal affairs	127	156	9	15	136	171
Business affairs	1	1	5	4	6	5
Schedule 2 - Exempt Agency	0	0	0	1	0	1
Subject to contempt	0	0	2	1	2	1
Legal Professional Privilege	19	14	1	1	20	15
Confidential material	14	18	1	0	15	18
Subject to secrecy provisions	0	2	0	2	0	4
Financial /property affairs of the state OR relating to the operations of an agency	1	4	4	1	5	5
Internal Working Documents	0	1	0	1	0	2
Other Exemptions	0	2	0	4	0	6
Total	162	200	34	37	196	237

Exemptions apply to applications granted in part and refused in full, but not to deemed refused matters (4 matters in 2008 and 3 matters in 2009) - See 8.6 - Refused Applications. Exemption count does not include applications granted in part where reason for part access is that some documents requested were not held by the agency (4 matters in 2008) - see 8.5 - Applications Granted or Otherwise Available in Part

APPENDIX

Table 8.8: Ministerial Certificates

Ministerial Certificates issued	2008	2009
	0	0

Table 8.9: Formal Consultations

Formal consultations	2008	2009
Number of applications	16	32
Number of persons consulted	26	43

Table 8.10: Amendment of Personal Records

Amendment of Personal Records	2008	2009
Agreed in Full	0	1
Agreed in Part	0	0
Refused	2	0
Total	2	1

Table 8.11: Notation of Personal Records

Application for Notation of Personal Records	2008	2009
Applicant requested notation - made	1	1
Applicant declined to request notation	0	0
Total	1	1

Table 8.12: Fees and Costs

Fees and Costs	2008	2009
Estimated cost to agency - time taken @ \$30 per hour	\$179,685.00	\$139,500.00
Total fees received - application fees and processing fees	\$14,466.00	\$26,463.00
Costs to agency to process, not recovered through fees and charges	\$165,219.00	\$113,037.00

Table 8.13: Fee Discounts

Number of applications where fees were waived or discounted						
Reason for discount or waiver	Personal 2008	Personal 2009	Non Personal 2008	Non Personal 2009	Total 2008	Total 2009
Fees waived in full*	15	6	0	59	15	65
Public interest discount	0	0	1	5	1	5
Financial hardship discount - pension or child	33	30	2	1	35	31
Financial hardship discount - non profit organisation	0	0	0	0	0	0
Total	48	36	3	65	51	101

* Includes processing fees waived in full. 2008 figures are application fees waived in full only

Table 8.14: Fee Refunds - Correction of Personal Records

Number of refunds granted on review of determination (internal and external reviews)	2008	2009
Number of fee refunds that were granted as a result of significant correction of personal records	0	0
Number of refunds granted on review of determination (internal and external reviews)	5	6
Total amount refunded	\$1,550.00	\$1,765.00

Table 8.15: Days Taken To Complete Request

Calender days taken	Personal 2008	Personal 2009	Non-Personal 2008	Non-Personal 2009	Total 2008	Total 2009
0-21 - statutory period	87	155	8	38	95	193
22-35 - extended period under Section 59B	32	41	2	27	34	68
Over 21 - deemed refusal if no extension under Section 59 B	135	70	68	24	203	94
Over 35 - deemed refusal if extension under Section 59 B						
Applies	7	36	11	23	18	59
TOTAL	261	302	89	112	350	414

Table 8.16: Processing Time - Hours

Hours to process application	Personal 2008	Personal 2009	Non-Personal 2008	Non-Personal 2009	Total 2008	Total 2009
0-10 hours	229	203	54	68	283	271
11-20 hours	26	78	27	28	53	106
21-40 hours	5	21	6	10	11	31
Over 40 hours	1	3	2	3	3	6
TOTAL	261	305	89	109	350	414

APPENDIX

Table 8.17: Numbers Of Reviews

Number of reviews finalised	2008	2009
Internal Reviews finalised	35	49
Ombudsman Reviews finalised	5	3
ADT Reviews finalised	11	9
TOTAL	51	61

Table 8.18: Results of Internal Reviews

	2008 Persona		2008 Non-Personal		2008 Total		2009 Personal		2009 Non-Personal		2009 Total	
Grounds for Review	Decision Upheld	Decision Varied	Decision Upheld	Decision Varied	Decision Upheld	Decision Varied	Decision Upheld	Decision Varied	Decision Upheld	Decision Varied	Decision Upheld	Decision Varied
Access refused	9	8	9	5	18	13	16	9	12	6	28	15
Access deferred	0	0	0	0	0	0	0	0	0	0	0	0
Exempt material deleted	0	0	1	1	1	1	3	1	1	0	4	1
Unreasonable charges	0	0	0	0	0	0	0	0	0	0	0	0
Failure to consult third parties	0	0	0	0	0	0	0	0	0	0	0	0
Third party views disregarded	0	0	0	0	0	0	0	0	0	0	0	0
Amendment of records refused	0	0	0	0	0	0	0	0	0	0	0	0
Application withdrawn	1	1	0	0	1	1	1	0	0	0	1	0
TOTAL	10	9	10	6	20	15	20	10	13	6	33	16

Appendix 9: Overseas Visits

Introduction

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

1. Student excursion

Staff members who accompany students on excursions overseas to increase understanding of other cultures.

2. Professional Development

Staff members who travel overseas to attend and/or present at conferences or participate in study tours.

3. Scholarship program

Staff members awarded scholarships to further their professional skills and knowledge.

4. Exchange program

Teachers who exchange places with a teacher from another country.

5. Educational Exports

Staff members travel overseas to manage partnerships, programs, carry out quality assurance of assessment or delivery, teach, train or assess students. Development of business relationships, due diligence and negotiating and signing contracts.

6. International student recruitment

Staff members who travel overseas to recruit inbound full fee paying international students to the NSW school sector or TAFE NSW.

Table 9.1: Overseas Visits

Purpose of Visit	Source of Funds			Total No of Staff
	External / Commercial	Individual / Community	Dept / TAFE Core Funds	
Student excursion	-	247	5	252
Professional Development	9 (1)	1	20	30
Scholarship program	34 (1)	-	-	34
Exchange program	-	27	2	29
Educational Exports	134	4	7	145
International Student recruitment	64	2	-	66

Source: DET, Finance and Administration

Notes: The figures in brackets indicate the number of trips where the officers also contributed to the travel costs.

Appendix 10: Ethnic Affairs Priorities Statement

Introduction

In 2009, the NSW Department of Education and Training Corporate Plan 2008-2010 provided the Department's strategic directions for education and training in NSW. The Corporate Plan is underpinned by a number of strategic enabling plans, including the Ethnic Affairs Priorities Statement (EAPS) Plan 2009-2012, that operate across the Department. This report provides an overview of activities undertaken by the Department across all agencies and portfolio areas aimed at:

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

Representative highlights related to each EAPS outcome are provided as:

- Achievements which list outcomes achieved in 2009
- Strategies which highlight service improvement initiatives undertaken
- Challenges and Future Directions which identify service delivery issues and implications.

Outcome 1

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

Achievements

The Ethnic Affairs Priorities Statement Plan 2009-2012 was incorporated into the Department's planning and reporting framework as a key enabling plan.

All regions, TAFE Institutes and state office directorates developed an EAPS Plan for 2010, including specific strategies for multicultural education and ethnic affairs,

and reported on planning and delivery of relevant programs and services in 2009.

Refined data collection and analysis processes and research initiatives assisted in the identification of multicultural education and training outcomes and priorities of the Department.

The Department developed a new Workforce Diversity Plan 2009-2011 which:

- recognises, values and promotes diversity, including cultural and linguistic diversity
- will assist in increasing the number of people from Equal Employment Opportunity groups, including people whose first language is not English and members of racial, ethnic and ethno-religious minority groups
- reflects the diversity of students and communities.

Strategies

In 2008/2009, the Department's budget for students and clients from language backgrounds other than English included:

- supporting students learning English as a Second Language (ESL) (\$124 million)
- supporting the NSW Community Languages Schools Program (approximately \$2 million)
- supporting nine Links to Learning Program projects aimed at assisting students from culturally and linguistically diverse backgrounds at risk of disengaging from education and training to access and participate in education or accredited training (\$0.86 million)
- supporting multicultural education strategies in schools, including anti-racism education, culturally inclusive curriculum development, refugee education and strategies to foster positive community relations and build links with culturally and linguistically diverse communities (\$4.7 million)
- supporting the use of interpreters in schools (October 2008 to September 2009) (\$0.53 million)
- providing integrated delivery through TAFE NSW to meet the needs of clients from language backgrounds other than English (TAFE NSW program funding taken from the TAFE NSW total budget of \$1.75 billion)

- providing contracted Adult Migrant English Program services in NSW (\$38.6 million in estimated revenue)
- supporting ongoing provision of the Skillmax Program by NSW AMES targeted at adult migrants (\$1.8 million in estimated revenue).

Challenges and future directions

The Department will review the EAPS planning and reporting process to streamline the collection of EAPS data and reporting in order to reflect the NSW Government's new Multicultural Policies and Services Program and Multicultural Planning Framework.

Outcome 2

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

Achievements

- ESL tuition was provided for 84,153 ESL students, including 7,553 new arrivals.
- 3,372 ESL students completed the 2008 HSC English (ESL) course.
- Targeted refugee support programs were provided to over 387 refugee students in 10 primary and 10 high schools.
- Community Languages Programs were provided for 46,247 primary school and 4,500 secondary school students.
- 97.5% of the 803 complaints of racism reported were successfully resolved.
- 120 schools registered to conduct cultural exchange programs to promote community harmony.
- Over 2,200 students in Years 3-6 participated in the Multicultural Perspectives Public Speaking Competition.
- All TAFE NSW Institutes delivered a newly developed unit, Plan and Access Learning Support (Multicultural) to 909 students from language backgrounds other than English.
- 9,670 students from 75 countries were granted recognition for their overseas qualifications and skills.
- The NSW Adult Migrant English Service (AMES) provided English language and literacy training to almost 8,000 migrants and refugees.

Strategies

The Department provided a range of programs and resources to meet the education and training needs of students and clients from culturally and linguistically diverse backgrounds, including:

- providing a framework for developing and delivering multicultural education programs and services in schools through the Cultural Diversity and Community Relations Policy: Multicultural education in schools
- distributing \$680,000 to regions to assist schools to promote culturally inclusive practices and programs, promote cultural understanding, support parent participation and implement anti-racism education
- conducting Anti-Racism Contact Officer training in all regions
- developing a range of culturally inclusive curriculum materials and programs for use by schools
- maintaining consultative structures to assist in meeting the needs of a culturally diverse community
- developing a range of professional learning materials to enhance teacher skills for teaching in a culturally diverse community
- providing programs and resources to meet the education needs of refugee students
- delivering a range of TAFE NSW Institute English language and literacy programs via classroom, online and distance delivery to cater for culturally and linguistically diverse groups of students including adult refugees
- training TAFE NSW Institute staff on the development of inter-cultural competencies
- providing, via TAFE NSW Institutes, a range of counselling and learner support services, including bilingual TAFE counsellors, to cater for the psychological, educational and social wellbeing of students
- delivering a range of English language and literacy programs to migrants and refugees through NSW AMES

- providing culturally and linguistically inclusive student support services, including child care, counselling and print and audio-visual course information for AMES students.

Challenges and future directions

The Department will continue to investigate ways to meet the increasing demand from primary schools for instruction in community languages.

The Department will continue to investigate ways to improve the provision of English as a Second Language tuition for newly arrived students, especially those in rural and regional areas, through the use of technology.

TAFE NSW Institutes will continue to address issues related to delivering programs which incorporate employability skills for the local employment market to cater for the diverse needs of migrants and refugees.

TAFE NSW Institutes will continue to explore ways of improving course and unit completion rates for students from language backgrounds other than English.

The Department will expand flexible learning options to address the needs of migrants settling in remote communities.

Outcome 3

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

Achievements

Specialist staff were employed to deliver programs and services to meet the needs of a culturally and linguistically diverse NSW including 896 ESL teachers in schools, regional ESL / multicultural education consultants and community information officers, Institute multicultural education coordinators, refugee support officers and bilingual counsellors.

A total of 491 new Anti-racism Contact Officers (ARCO) were trained. Four regions reported that 100% of all

schools had a trained ARCO. There was an average of 97% compliance across all regions.

ESL professional learning conducted in all regions was attended by over 3,000 teachers.

The Department's Pre-employment Program for Overseas Trained Teachers was completed by 237 teachers.

Professional learning was delivered to more than 730 teachers of community languages.

Strategies

Teacher quality is enhanced and the skills and knowledge of staff are developed through the provision of professional learning and support programs.

Strategies include:

- developing the skills of teachers of ESL students through providing the ESL Orientation Program; ESL in the Mainstream course; four Teaching English to Speakers of Other Languages seminars; ESL New Arrivals Mentoring Program providing advice and support to teachers without experience or qualifications in teaching ESL students.
- developing the skills of teachers to teach in culturally and linguistically diverse schools through a range of professional learning programs including:
 - education for cultural understanding and community relations
 - community languages education
 - anti-racism education
 - supporting refugee students
 - skills development for overseas trained teachers
 - use of interpreters
 - cross cultural communication
 - recognition of overseas qualifications.

- employing specialist staff to deliver programs and services which meet the needs of a culturally and linguistically diverse NSW including:
 - 20 regional Community Information Officers supporting the development of partnerships between schools and culturally and linguistically diverse communities
 - 105 School Learning Support Officers Ethnic providing bilingual and bicultural support for newly arrived students
 - 13 regional Multicultural / ESL consultants supporting schools and 2 refugee support officers
 - 15 TAFE NSW Institute Multicultural Education Coordinators
 - 26 bilingual TAFE counsellors.

Challenges and future directions

The Department will continue to provide resources and professional support to assist specialist ESL and mainstream teachers to cater for the English language, literacy and numeracy needs of students from language backgrounds other than English.

The Department will continue to provide resources and professional support to assist teachers to cater for the particular education and settlement needs of refugee students, including in rural and regional areas with significant numbers of refugee students.

The Department will continue to conduct annual audits in regions to determine Anti-racism Contact Officer training needs.

TAFE NSW Institutes will continue to explore ways of ensuring staff are able to support the diversity of migrant groups settling in NSW regions as part of the current skill and resettlement initiative.

Outcome 4

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

Achievements

Schools were supported with funding to provide 5,991 on-site and telephone interpreter assignments.

Twelve Departmental documents were translated in up to 34 languages and were placed on the Department's website at www.det.nsw.edu.au/languagesupport/index.htm making a total of more than 130 translated documents available in up to 40 languages. Three advertising campaigns were conducted in 22 languages on SBS and community radio stations to promote the Department's translated information websites.

Vodcasts in Arabic, Cantonese, Dinka and English providing parents with information on how NSW government schools function and on the role of parents and carers were published on the Department's website.

More than 350 information sessions related to schooling in NSW were conducted in 10 regions for parents from language backgrounds other than English.

TAFE NSW developed a website to share information related to multicultural education and training including current policies, answers to frequently asked questions, resources and programs designed to address needs of students from language backgrounds other than English.

AMES provided students from language backgrounds other than English enrolling in the Adult Migrant Education Program and the Language, Literacy and Numeracy Program with information in 10 languages. The information was also provided in DVD format in 15 languages.

The Community Languages Allowance Scheme was received by 108 bilingual employees, covering 28 languages.

Strategies

Schools and regions conduct parent and community information sessions to facilitate effective communication with culturally and linguistically diverse communities about schooling in NSW.

Regional community information officers and school-based community liaison officers are employed to enhance links and facilitate effective communication between schools and their parents and community members from language culturally and linguistically diverse backgrounds.

The Department promotes effective communication between schools, parents and community members through the provision of on-site and telephone interpreters for school related purposes.

The Department supports communication with culturally and linguistically diverse communities by providing a range of information in translation on the Department's website:

- Publishing information for parents on the range of Departmental policies and programs available for school aged children at www.det.nsw.edu.au/languageessupport/index.htm .
- Including clear and relevant information for students from language backgrounds other than English on services available to assist them enrol and undertake their studies in TAFE NSW at www.tafensw.edu.au/translations/index.htm
- Hosting a parent and community portal on the Teaching and Learning Exchange at www.tale.edu.au which links users to translated resources on other government department websites
- Promoting publicly funded education and training in NSW through the implementation of an ethnic media campaign.

Challenges and future directions

The Department will continue to investigate avenues to increase the effectiveness of its provision of interpreting and translation services.

The use of videoconferencing for the provision of interpreting assignments in rural and regional areas will be promoted.

Effective ways of providing important information to people from language backgrounds other than English, especially where written information is not appropriate, will continue to be investigated.

Outcome 5

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

Achievements

The Principles of Multiculturalism were embedded in all funding agreements for key funded services which included:

- the Links to Learning Community Grants Program which funded nine projects and targeted 871 young people from culturally and linguistically diverse backgrounds
- the NSW Community Languages Schools Program which funded 226 community organisations to conduct community language schools catering for 28,952 students learning their first/heritage language. Instruction was provided in 47 languages.
- partnerships between the NSW AMES Skillmax programs and the NSW Adult and Community Education Skilled Migrant Mentoring programs promoted a pathway between Commonwealth-funded language and vocational training and employment training, mentoring and support for migrants under the Skilled Migrant Mentoring program

Strategies

The Department implements a range of strategies to ensure that its services funded through external providers and via grants programs meet the needs of culturally and linguistically diverse communities, including:

- distributing funding under the Links to Learning Community Grants Program to approved community organisation and local government authorities to conduct programs for young people from culturally and linguistically diverse communities at risk of discontinuing education and or training

Appendix 11: Disability Plan

- distributing funding under the NSW Community Languages Schools Program to community organisations to operate community language schools for school aged children to maintain and develop their linguistic and cultural heritage
- recognising language achievement, language proficiency and contribution to the community via the annual Ministers' Awards for Excellence in Student Achievement Community Languages Schools Student of the Year conducted by the NSW Community Languages Schools Program
- delivering a range of both in-service and external professional development courses under the NSW Community Languages Schools Program for community language teachers in program management, policy development, discipline, resource development, assessment and reporting.

Challenges and future directions

The Department will continue to provide information to externally funded service providers on ways in which service providers can continue to enhance the delivery of education and training services to culturally and linguistically diverse communities. Streamlining approaches to reporting and accountability for externally funded service providers will be investigated.

Introduction

The Department's Disability Action Plan addresses the priority areas of the Government's Disability Policy Framework. This report presents examples of progress across the Department during 2009. It is informed by data from school regions, TAFE NSW institutes and State Office functional units and focuses on the designated outcomes and objectives outlined in the Department's current Disability Action Plan:

www.det.nsw.edu.au/media/downloads/strat_direction/strat_plans/disaplan.pdf

Section 1: Awareness and Responsiveness

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

Achievements

To further awareness of and responsiveness to people with a disability, staff of the Department:

- developed and delivered Inclusion Online training, covering autism spectrum disorder, managing behaviour, and motor coordination to 1,000 teachers and other staff, and trained 140 participants as program tutors
- delivered the Mental Health First Aid program in TAFE NSW to staff at all levels
- enrolled 58 teachers in the Special Education Retraining Program
- established 265 School Learning Support Coordinator positions in targeted schools across 40 school communities and modified the positions to suit local needs
- established 60 new multi-categorical classes for students with moderate to high similar support needs
- appointed 32 special education trained teachers to permanent positions, including seven each in vision and hearing.

Strategies

Staff of the Department demonstrated awareness of needs of people with a disability by:

- providing extensive professional support and multi-disciplinary, multi-modal professional learning to build capacity to support schools as they implement the Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 policy and the required policy standards to meet the diverse needs of every student including those with a disability
- supporting conferences and awareness forums for service, support and advocacy providers, employment services, health industry representatives and staff from TAFE NSW and public schools, parents and students; with sessions for parents including early intervention, transition-to-school and transition-to-work processes, and support options for students with disabilities in public schools and other agencies
- improving transition processes, especially for young children, those in middle school, and school-leavers
- developing Best Start: Gathering and using supplementary information - a guide for teachers to support planning for K-2 students with a disability
- developing and hosting web services such as the Illawarra and South East Region (ISER) Autism Website, which registered 80% of regional principals and their staff and offers a broad range of support to staff who work with students with autism.
- provide support services as locally as possible to enable appropriate support in local schools and within local management groups
- demonstrate the effectiveness of using NAPLAN and other data to assist with the allocation of support services
- seek to increase the number of accredited Auslan interpreters through the efforts of the TAFE NSW Auslan Interpreting Working Party and the Social Inclusion and Vocational Access Skills Unit.

Challenges and future directions

To progress awareness of and responsiveness to people with a disability, staff of the Department will:

- design and present training and development in regions, institutes and state offices including School Learning Support Coordinator induction and training programs and Inclusion Online training to maximise the capacity of learning support teams, class teachers, schools and local management groups to meet the diverse needs of students
- improved physical access to departmental venues by installing modified lighting, locks, security, handrails, ramps, doorways, toilets, parking, lab benches, signage, and lifts, removing physical barriers and other enhancements
- updated the Department's website, including: Option Keys (Accessibility), Corporate Performance Reporting, Support Class Administration, School Sport Unit, Career Moves, School Locator, E-Abilities wiki space, ISER Autism website, Campus Access & Mobility Information Online, Accessibility News blog, InPrincipal.

Section 2: Access

Staff of the Department progressively identify and remove attitudinal, communication and physical barriers to entry and participation by people with disabilities in the education, training and employment opportunities offered by the Department.

Achievements

To further access for people with a disability, staff of the Department:

- developed Students with Disabilities in Secondary and Central Schools and in Schools for Specific Purposes (SSP) Procedures to allow flexible use of Digital Education Revolution (DER) funds; 1,604 students in 87 regular schools and 95 SSPs chose the alternate technology option
- improved physical access to departmental venues by installing modified lighting, locks, security, handrails, ramps, doorways, toilets, parking, lab benches, signage, and lifts, removing physical barriers and other enhancements
- updated the Department's website, including: Option Keys (Accessibility), Corporate Performance Reporting, Support Class Administration, School Sport Unit, Career Moves, School Locator, E-Abilities wiki space, ISER Autism website, Campus Access & Mobility Information Online, Accessibility News blog, InPrincipal.

Strategies

Staff of the Department facilitated access for people with a disability by:

- providing support equipment and technology through the Student Support Technology and Equipment Program and the Digital Education Revolution alternate technology; establishing in one region a storage depot and comprehensive catalogue to administer an adaptive equipment exchange program
- implementing procedures agreed with the Northcott Society and Spastic Centre to assess and provide therapy services and technology required to enable students with disabilities to access the curriculum
- implementing the Support Class Administration System to allocate support class placements to students with disabilities and behaviour disorders
- developing guidelines for Direction to Enrol under part 5A of the Education Act by facilitating detailed consultation between Legal Services and disability groups
- allocating high priority to planning for all major infrastructure upgrades to provide physical access for students, staff and members of the public, with pre-planning up to two years in advance, sharing of databases and conducting joint meetings between regional support specialists and asset management units
- updating the Department's website on an ongoing basis to conform to the Web Content Accessibility Guidelines 1.0 (W3C) and to improve information for students with a disability, their parents, carers, teachers and supporters.
- provide training in the use of the Support Class Administration System, analysis of data, preparation of online Access Requests; and develop and implement integrated Placement Panel procedures
- maintain equity assistance for school-based apprentices and trainees with disabilities and financial subsidies for their employers and RTOs through 2010
- continue implementation of W3C Web Content Accessibility Guidelines with ongoing review of the Department's website(s).

Challenges and future directions

To progress access for people with a disability, staff of the Department will:

- facilitate the installation of disability access software on DER laptops and enable wireless access for users in SSPs
- deliver online courses in Curriculum Access and Outcomes Planning and Inclusion for learners with speech, language and other communication needs
- awarded to students with disabilities the NSW top mark in HSC Indonesian and a Premier's ANZAC Memorial Scholarship for a study tour of European battlefields.

Section 3: Participation

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

Achievements

To further the participation of people with a disability, staff of the Department:

- supported over 16,000 students with moderate to severe disabilities in regular classes; and over 17,500 students with disabilities in over 2,000 support classes in regular and special schools
- included 5,672 students with disabilities in the School to Work Program; and 1,073 in TAFE delivered VET courses for the HSC
- enrolled 5,181 students with disabilities in the DET School Swimming Scheme
- engaged performers with disabilities in the Schools Spectacular, Youth Olympics Opening Ceremony, Deaf Signing Choir, wheelchair dancing, and other community performances

Strategies

Staff of the Department facilitated the participation of people with a disability by:

- introducing the School Learning Support Coordinator program to 40 Communities of Schools
- establishing a Senior Education Officer position, Aboriginal Education Consultant, Social Inclusion, to focus on Aboriginal students with disabilities
- appointing a project officer to the School Sport Unit to coordinate professional learning around the provision of physical activity for students with disabilities
- individualising learning programs, on-the-job training, work experience and work placement; and funding school-based apprenticeship and traineeships
- continuing the Aboriginal Early Language Development Program in 24 schools
- delivering a vocational education and training provision to Aboriginal and other offenders with a disability in NSW juvenile justice centres and correctional facilities through the efforts of TAFE NSW and the Aboriginal Education and Training Directorate
- consulting with Australian Apprenticeship Centres on employment and training options for Disabled Australian Apprentice Wage Support recipients and increasing access to funding through dedicated coordinators in TAFE institutes
- providing wage subsidies under the Apprenticeship Program for People with a Disability to enable 27 people to gain employment with state and local governments
- providing strategies and supports for staff, such as the Staff with Disabilities Network, flexible work practices, modified offices, interpreters and access to adaptive technology to encourage the employment and retention of staff with disabilities.

Challenges and future directions

To progress the participation of people with a disability, staff of the Department will:

- encourage principals to evaluate current practices around Learning Support Teams using a standard matrix and further develop consistent regional practices to ensure

parents/carers of students with disabilities understand the full range of enrolment options

- continue working in partnership with Aboriginal communities, Ageing, Disability and Home Care and other key partners to increase social inclusion for Aboriginal students with disabilities, meet their needs and ensure equity of access to school services
- expand the use of all types of technology for students with a disability
- develop, publish and promote Disability in the Workforce: a guide for leaders, managers and staff.

Section 4: Accountability

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

Achievements

To further accountability for the provision of services for people with a disability, staff of the Department

- trained 575 School Learning Support Officers in Health Care Procedures
- conferred on one school principal a Leadership Fellowship, focused on catering for the needs of students with autism
- developed a planning strategy focused on keeping children with autism spectrum disorders at school, including surveys of autism specific support and issues in regions
- collected baseline data on the entry level of students accessing targeted literacy intervention services to facilitate research into the efficacy of these services
- encouraged participation by students with disabilities in Best Start, NAPLAN and the HSC and used the data to focus and refine the services of designated Support Teachers Learning Assistance (STLAs).

Strategies

Staff of the Department facilitated accountability in services for people with a disability by:

- continuing discussions with NSW Health, Ageing, Disability and Home Care, and Aspect regarding Memorandums of Understanding to ensure services are helping students with disabilities stay at school and provide families with support to meet needs
- developing a position paper on the Review of TVET for Students with Disability, and reviewing the TVET guidelines for 2009
- continuing to implement the recommendations of the Auditor-General's Performance Audit, Educating primary school students with disabilities
- developing regional strategies to provide online learning for mainstream teachers to enhance their capacity to meet the needs of all students
- conducting a conference on Complex Case Management in Western NSW
- managing discrimination claims so that where real deficiencies are identified there are appropriate systemic remedies
- purchasing adaptive software licenses to cover the whole of South Western Sydney Institute for easy access to ZoomText, JAWS, and Dragon software for all staff and students.

Challenges and future directions

To progress accountability for the provision of services for people with a disability, staff of the Department will:

- continue implementing the accountability framework in relation to the School Learning Support Coordinator Initiative
- explore and develop a more efficient post school destination tracking strategy
- encourage and plan for the use of data driven support services with measurable targets and specific progress indicators.

Section 5: Joint Planning Initiatives

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

Achievements

To further joint planning initiatives with other agencies around the provision of services for people with a disability, staff of the Department:

- negotiated with NSW Health to provide transition to school and regular school attendance for children with complex medical needs who have spent many years in hospital
- implemented a regional interagency Conductive Hearing Loss Strategic Plan
- attracted 735 students to four Come and Try track and field carnivals for students with disabilities; conducted in partnership with the Australian College of Physical Education
- developed the Employment Strategy for Students with Disability in partnership with Ageing, Disability and Home Care to determine and follow-up employment outcomes
- collaborated with Northcott and The Spastic Centre to support students with complex physical disabilities in accessing the school curriculum.

Strategies

Staff of the Department engaged in joint planning to support students with a disability by:

- engaging in partnerships with a wide spectrum of government and non-government organisations covering areas such as health, welfare, juvenile justice and corrections, community relations, Indigenous and ethnic affairs, advocacy and support for people with specific disabilities, supported employment, parents and carers, sport, arts, lifestyle, education and training
- participating in the Positive Partnerships: supporting school aged students on the autism spectrum project to undertake training in Helping Children with Autism, implemented by the Department of Education, Employment and Workplace Relations (DEEWR) and

Appendix 12: NSW Government; Our Commitment to Women

delivered by the Australian Autism Education and Training Consortium (AAETC)

- providing strategic advisory and funding support to organisations such as the Mental Health Coordinating Council, the NSW School of Volunteering, NSW Human Services Department and the Community Services and Health ITAB, to assist over 300 students, staff and customers with a disability
- developing and distributing, in partnership with Autism Spectrum Australia and the Disability Education Association NSW/ACT, the Autism Spectrum Disorder online professional development for TAFE NSW institutes and education providers throughout Australia
- implementing the Language Development Partnership in collaboration with Hunter/New England Health to build capacity and provide therapists in the region's primary schools.

Challenges and future directions

To progress joint initiatives with other agencies around services for people with a disability, staff of the Department will:

- increase interagency cooperation and family case management by using a single case manager to coordinate all services through the Keep Them Safe initiative
- undertake a joint initiative between TAFE, Adult and Community Education, and Ageing, Disability and Home Care to promote and encourage a greater understanding of training options for adults with disabilities across the state
- obtain approval from the NSW Institute of Teachers to commence 11 courses in 2010 using the newly designed Teaching Physical Activity to Students with Disabilities, which includes modules from the Australian Sports Commission
- continue to provide additional payments to Registered Training Organisations for apprentices or trainees who need additional support for successful completion.

Introduction

Our Commitment to Women, the NSW Government's record of achievements and plans for the future for the women of NSW, was released in 2007. The policy identifies ten key priority areas for the delivery of targeted programs and future plans for women. The concerns and needs addressed in Our Commitment to Women focus on the daily experiences of women in NSW: paid and unpaid work, health and housing, violence and safety, justice and legal equality, child care, education and training, decision making and leadership, access to information.

TAFE NSW's achievements and future plans respond to a number of the key priority areas in Our Commitment to Women including balancing work and family, women in leadership, Aboriginal women, rural women, young women and older women.

Achievements

During 2009, the Department undertook a range of innovative strategies and initiatives to improve women's and girls' experience of education and training in line with the objectives of Our Commitment to Women. Achievements include:

- **Enhancing Women on Boards** (TAFE NSW - Hunter Institute): This program assists in promoting women into leadership, decision making and policy roles, in developing strategies for women to lead change, and in enhancing women's ability to participate in decision making activities within their communities. Programs were delivered to rural women working in primary industries and to Aboriginal women to support increased representation of Indigenous women in decision making roles.
- **Sustainability Project** (TAFE NSW - New England Institute): This initiative is aimed at young single women returning to rural properties post-school, and women involved in family farming businesses with children starting school, who were looking for greater challenges. The project involved a series of workshops delivered to small farming communities in the Tamworth/Gunnedah region. Workshops promoted awareness of education,

community and business options for women and promoted pathways for women in agriculture, industry organisations and community leadership to women living in rural and isolated locations.

- **Tamil Women - Preparation for the Australian Workforce** (TAFE NSW - South Western Sydney Institute): This is a pre-employment program involving community partnership with Auburn Diversity Centre, Tamil Welfare Association and Auburn Council. It engaged young Tamil women to build interpersonal and communication skills and included developing a personal skills inventory, goal setting and exploring study options. A significant factor for success was mentoring provided by Women Elders from the Tamil community. The program raised awareness of the strong link between improving skills and the subsequent expanded choices and opportunities for the young women.
- **Sudanese Women English Language Program** (TAFE NSW - Western Institute in partnership with Orange City Council and Orange Multicultural Women's Group): The course was customised to focus on the English language needs of a group of recently settled humanitarian refugees from Sudan. The English language learning was complemented with computer literacy skills to assist the women to better engage with their new community and to access support networks. The majority of women expressed an interest in going on to higher level Information Technology courses in the future.
- **Digi-Girls News Production** (TAFE NSW - Northern Sydney Institute): This involved an accelerated technical skills program for girls at school. It aimed to engage girls with technology and broaden their career options by demonstrating a range of industry applications including News Production, Screen (Film and Television) and Multimedia. The Digi-Girls program increased the girls' understanding of career options and different pathways available in the entertainment industry.
- **Aboriginal Cultural Awareness Program for young Aboriginal women** (a joint initiative between Juniperina Juvenile Justice Centre at Lidcombe, TAFE NSW - South Western Sydney Institute and the local Aboriginal community): The program aimed to engage young Aboriginal women with their own Aboriginal or Torres Strait Islander identity, to develop cultural awareness and

build community identity. Community links were formed through Aboriginal guest speakers and local Community Elders who were involved in mentoring. The group of young Aboriginal women who enrolled in the program all completed it successfully and plan to undertake further study in TAFE NSW.

Strategies

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

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

Implementation of the strategy has been directly aligned with Our Commitment to Women, the NSW Government's record of achievements and plans for the future of women in NSW.

Challenges and future directions

The participation of women in TAFE NSW follows complex patterns. TAFE NSW is responding to the vocational education and training (VET) needs of women through plans that have been highlighted in Our Commitment to Women. TAFE NSW will:

- continue to deliver, through TAFE NSW Institutes, culturally-appropriate training customised to meet the needs of Aboriginal women
- continue to recognise women's life experience and skills to support their enrolment and advanced standing in TAFE courses and ensure sustained workforce participation, particularly for rural and isolated women

APPENDIX

- maintain the delivery of women-only programs through TAFE NSW to ensure that mature age women have access to educational and employment opportunities and customised training to meet their learning needs
- maintain TAFE NSW's provision of vocational education and training for young women who may experience educational disadvantage, for example, young mothers and sole parents
- monitor and respond to the needs of women affected by the global financial crisis.



Appendix 13: Payment of Accounts

DET payment performance indicators

Table 13.1: Aged analysis at the end of each quarter

Quarter	Current (ie within due date) \$'000		Less than 30 days overdue \$'000		Between 30 & 60 days overdue \$'000		Between 60 & 90 days overdue \$'000		More than 90 days overdue \$'000	
	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009
September	18,518	18,220	85	43	36	19	7	5	6	2
December	56,900	51,777	942	321	4	13	90	3	11	na
March	8,782	35,426	277	237	87	67	45	4	11	2
June	49,450	52,276	7	na	10	na	5	na	7	1

Source: DET Finance and Administration

Table 13.2: Accounts paid on time within each quarter

Quarter	Total Accounts Paid on Time						Total Amount Paid	
	Target %		Actual %		\$'000		\$'000	
	2008	2009	2008	2009	2008	2009	2008	2009
September	95%	95%	98%	97%	1,725,326	1,720,178	1,758,643	1,770,989
December	95%	95%	97%	97%	903,496	968,862	927,823	1,001,452
March	95%	95%	98%	97%	1,632,693	1,668,048	1,661,629	1,717,790
June	95%	95%	97%	97%	1,228,321	1,372,779	1,269,141	1,417,238

Source: DET Finance and Administration

DET late payment of accounts

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

TAFE NSW payment performance indicators

Table 13.3: Aged analysis at the end of each quarter (TAFE)

Quarter	Current (ie within due date) \$'000		Less than 30 days overdue \$'000		Between 30 and 60 days overdue \$'000		More than 60 days overdue \$'000	
	2008	2009	2008	2009	2008	2009	2008	2009
December	5,938	3,803	232	278	34	85	12	57
June	7,152	6,323	151	273	14	18	162	12

Source: DET Finance and Administration

Table 13.4: Accounts paid on time within each quarter

Quarter	Total Accounts Paid on Time						Total Amount Paid	
	Target %		Actual %		\$'000		\$'000	
	2008	2009	2008	2009	2008	2009	2008	2009
September	95%	95%	89%	92%	88,437	95,110	99,341	103,024
December	95%	95%	93%	92%	97,815	104,582	105,195	113,202
March	95%	95%	91%	91%	107,359	104,229	117,720	115,102
June	95%	95%	92%	87%	154,091	148,644	167,121	171,637

Source: DET Finance and Administration

TAFE NSW late payment of accounts

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

Appendix 14: Land Disposal

In 2008-09, net proceeds from the disposal or part disposal of 28 school properties amounted to \$16.064 million. There were three TAFE property disposals which amounted to \$0.354 million in the 2008-09 year.

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

Disposed properties were either surplus to the Department's operational requirements or were compulsory acquired by other authorities for purposes such as road widening.

The net proceeds from the sale of surplus assets are used for the maintenance or upgrading of facilities at schools and TAFE colleges.

An application for access to documents concerning details of properties disposed of during the reporting year may be made in accordance with the FOI Act.

Appendix 15: Major Assets

Introduction

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

At the end of 2009, the Department had the following building stock:

- 18,484 operating school buildings on 2,421 sites and 5,319 demountable buildings providing a total floor space of around 7.80 million square metres
- 1,893 TAFE NSW buildings at 131 colleges, providing a total floor space of approximately 1.596 million square metres.

In 2009, the Department's Heritage and Conservation Register was reviewed following discussions with the NSW Heritage Branch, Department of Planning.

The review resulted in a reduction in the number of school buildings to be included in the register from 1,679 to 1,407. TAFE Heritage assets however, remained unchanged at 163 buildings.

Work continued on the completion of the Department's Heritage and Conservation Register, in compliance with Heritage Office guidelines and the Heritage Amendment Act, 2009 No. 34, while the Department continued to review and provide comments to local councils that had updated heritage lists in draft local environmental plans. The Department's submissions allowed for the listing of significant individual buildings rather than whole school sites.

In addition, priority was given to the Building the Education Revolution Program with the provision of assistance with heritage issues to ensure that building projects funded by the Australian Government's Nation Building Stimulus Plan were delivered on time.

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

Date	Institute/Region	College/School	Item	Value
15/12/08	South Western Sydney	Lidcombe	Sliding Table Panel Saw	67,059.00
8/12/08	Western Institute	Orange	Caterpillar Bull Dozer	60,909.09
17/11/08	North Coast Institute	Coffs Harbour	BAC Storage System	208,617.00
2/06/09	Hunter (Mid North Coast)	Kurri Kurri	Forklift Dual Fuel	58,600.00
3/12/08	Riverina Region	Wagga	Stirling AT9500 Prime Mover	57,000.00
19/06/09	Riverina Region	Wagga	Equal Logic ASPS 6000 (IT Equipment Cabinet)	55,000.00
				507,185.09

Note: In addition to the Mid North Coast submission, 2 x Komatsu Bulldozers and 1 x Caterpillar Bulldozers were donated on 5 January 2009. Each had a value of \$120,000.

Appendix 16: Waste Reduction and Purchasing Policy

Introduction

The Department complies with the NSW Government Waste Reduction and Purchasing Policy (WRAPP). In 2009, the Department completed the reporting requirements and submitted the report to the Department of Environment, Climate Change and Water. The policy requires all state government agencies to develop and implement a WRAPP Plan to reduce waste and increase the purchase of recycled content materials in four areas:

- paper products
- office consumables (eg. toner cartridges)
- vegetation and landscaping material
- construction and demolition material.

Achievement of WRAPP objectives is facilitated through school environmental management plans and the TAFE NSW Service Delivery Strategy. The Department's Purchasing of Recycled Content Paper memorandum recommends the purchase of paper with at least 50% recycled content. In addition, the Department works closely with suppliers and stakeholders to further develop waste reduction and recycled content purchasing initiatives.

TAFE NSW environment officers develop and conduct programs with teachers, staff and students to reduce Institute waste streams and implement practises of purchasing recycled materials. In addition, TAFE NSW provides environmental awareness courses for people in the workforce as well as community training courses for teachers and school communities. Educational support is also provided through the Department's 23 Environmental Education Centres.

Reducing the generation of waste

The Department continues to implement its WRAPP Management Plan by including Waste Reduction and Purchasing Policy Principles in the Corporate Plan and operational policies and practices.

The Department's Environmental Education Policy requires schools to develop a School Environmental Management Plan that addresses the focus areas of curriculum

development, management of resources and of school grounds. The Sustainable Schools Program commenced in 2003 in partnership with the NSW Department of Environment and Climate Change (DECC) and the Australian Government Department of the Environment and Heritage.

In 2009, a number of initiatives helped to improve the Department's performance in reducing waste and improving recycling;

- Sydney Institute recycled 80 pallets of computing equipment through the HP e-waste program.
- Western Sydney Institute introduced carbon neutral, recycled paper for corporate stationery and business cards.
- Contract 1006 - Workplace Supplies Evaluations, has improved environmental criteria ensuring improved environmental outcomes from suppliers including compliance with the (formerly titled) National Packaging Covenant as a selection criterion in the evaluation process for the Government Workplace Supply Contract.

Resource recovery

The Department and the NSW Department of Commerce implemented waste minimisation strategies, particularly in relation to capital works programs.

These strategies included:

- recycling and diversion of surplus excavated or demolition materials from land fill
- separate collection of bulk waste types where suitable
- monitoring of waste materials by the NSW Department of Commerce
- establishment of a fluorescent tube recycling service at North Coast Institute (after a school has new light fittings installed, the used fluorescent tubes are recycled to schools having similar fittings).

Appendix 17: Government Energy Management Policy

Using recycled material

In terms of the Department's recycling, the following statistics are important from its construction activities:

- 67% of vegetation was recycled to be used as mulch on sites
- 73% of concrete generated on construction sites was recycled
- 33% of asphalt was able to be recycled from DET construction sites.

The Department recycled a total of 6,200 tonnes of paper products.

Introduction

The Department operates in line with the NSW Government Sustainability Policy which requires all budget dependent NSW Government agencies to report on their energy consumption annually. In line with this policy our schools are working towards being carbon neutral by 2020. All schools purchase 6% GreenPower which is generated by renewable methods. An ever increasing number of our schools and TAFE Institutes have solar panels on their roofs. We are investing \$20 million in lighting refits in our schools and TAFE colleges. From 2010 to 2013, a \$5 million climate clever energy savers program will promote energy savings projects developed by school students.

Energy supply and management

The Department endeavours to conserve energy and natural resources and to make environmentally conscious choices. New school and TAFE buildings comply with the most stringent and applicable guidelines.

All corporate offices, schools and TAFE Institutes are now purchasing 6% green electricity. An additional 110 schools installed solar panels in 2009, with this number increasing to 400 by 2010. The Department is enhancing electricity contracts (777 & 776) to deliver better value for the Department. From July 2010 there will be savings of 12.5% for sites on contract 777.

The Department purchases Minimum Energy Performance Standard items with up to 6.0 SER under the appropriate contract.

Performance

The Department balances the requirements of classroom comfort with the task of aiming to achieve reductions in energy consumption in line with the NSW Government Sustainability Policy.

The Department's annual energy cost and consumption for the 2008-09 financial year was \$62 million and 2,168,814 gigajoule (GJ). Total energy consumption decreased in 2008 compared to 2007 by 3.8% or 85,357 GJ, with a cost saving of 5.5% or \$3,576,576. The CO₂ emissions decreased by 6.4% or 31,124 tonnes between 2007 and 2008. From 2007 to 2008 the total amount of stationary energy decreased by 4.9%, whereas the total transport energy consumption increased by 13.3%. Of the total energy use by the Department, stationary energy contributed 92.7%, whereas transport energy contributed 7.3%. There was a 2.3% decrease in the distance travelled by vehicles, however there was a 13.3% increase in the amount of energy consumed by departmental vehicles.

The annual combined electricity consumption from departmental solar panels and from purchased GreenPower was approximately 18,400 megawatt hours, which equates to an estimated reduction of 17,500 tonnes of greenhouse gases being released into the atmosphere.

The Department will seek to achieve 4.5 star National Australian Built Environment Rating System (NABERS) energy ratings on its office spaces which fit the criteria by 1 July 2011.

Adopting best practice in the procurement of new assets

The Department is implementing a schools lighting upgrade program with Department of Environment, Climate Change and Water (DECCW) utilising funds of \$20 million from the Climate Change Fund. To date the high energy users provided with lighting upgrades have been secondary schools, 2007-08 - 5 secondary schools upgraded and 3 pilot schools (\$1.0 million), 2008-09 - 16 schools (\$2.1 million), 2009-10 - 24 schools (\$5.2 million). With the anticipated program in future years; 2010-11 - 30 schools (\$6.0 million), 2011-12 - 30 schools (\$6.0 million).

Support is provided for the National Solar Schools Program (NSSP) by the establishment of state contracts for the provision of photovoltaic cells and rain water tanks. Schools are advised on a range of energy efficient initiatives that are supported by the Department when schools apply for NSSP funding. This advice is available

online. With 126 existing and a further 110 installed in 2009, a total of 236 schools have solar (photovoltaic) systems installed. There is also an increase in the number of schools purchasing GreenPower.

Sydney Institute formed the Sydney Green Skills Alliance consortia in 2009 with the objective of working in close partnership with business and industry to transform campuses into showcase centres of excellence in green skills and technologies. Sydney Institute received a \$6.439 million grant for development of the Sustainable Hydraulics Centre at Randwick.

All TAFE Riverina campus sites now have special resource metering for recording electricity, water and gas use on a monthly basis to facilitate improved management and corrective action.

Departmental programs also target the behaviour of individuals to achieve improvements in energy efficiency. Major outcomes to occur from these policies in 2009 were:

- issue of NABERS ratings for energy and water consumption in each school. This will become a major driver of energy efficiency as this impacts energy performance and funding at a school level
- from 2010 to 2013, a \$5 million Climate Clever Energy Savers program, supported by DECCW, will promote energy savings projects developed by students and provide professional development for teachers
- all newly constructed schools and those upgraded have energy efficiency considerations impacted during planning and construction. These are detailed in the School Facility Standards (SFS), which are being updated regularly from research, trials and post occupancy evaluations.

Additional built elements which have continued to be enhanced in our schools and TAFE Institutes include:

- daylighting strips in roofing, to provide controlled natural light that reduces the need for artificial light. A recent enhancement to this is the ridge light system which provides more uniform natural lighting in the classroom, which works in conjunction with the period bell linked lighting controls in classrooms and homebases, that switch off lighting when rooms are unoccupied

- improved passive ventilation by using windows and roof turbo ventilators to ensure thermal conditions are controlled so that air conditioning is not required. A recent enhancement of this ventilation system is to provide night flushing with low temperature night air to reduce the room temperature before occupation the following day
- provision of thermal insulation in the walls and roof
- window blinds to control solar heat gain within a room
- ceiling fans, on timers, to enable evaporative cooling for occupants.

Table 17.1: Projects to improve energy efficiency

Site	Project	Scope	Result
South Western Sydney Schools Region	Lighting upgrades	6 High Schools had lights replaced with low energy high output light fittings and tubes.	Significant reduction in energy costs, improved light.
Northern Sydney Schools Region	Lighting upgrades	6 High Schools had lights replaced with low energy high output light fittings and tubes.	Significant reduction in energy costs, improved light
Illawarra and South East Schools Region	Lighting upgrades	4 High Schools had lights replaced with low energy high output light fittings and tubes.	Significant reduction in energy costs, improved light
TAFE NSW South Western Sydney Institute	Over \$1million has been spent on fitting T5 low energy electrical starters and all classrooms will shortly be fitted with lighting timers.	All classrooms	Significant reduction in energy costs
TAFE NSW New England Institute, Gunnedah and Tamworth	Lighting upgrades	Lights replaced with low energy high output light fittings and tubes.	Facilities will have a reduction in electricity costs
TAFE NSW Illawarra Institute	Implemented the automatic shutdown of over 3,000 computers every night at 10.30pm	Throughout the Institute	Electricity savings of around \$50,000 a year
TAFE NSW Western Institute - Bourke, Brewarrina, Walgett, Coonamble, Dubbo, Orange and Mudgee	Solar security lighting Switch to natural light External lighting timers Lighting timers	Lighting switching and sky-lights	Reduction in electricity costs

Site	Project	Scope	Result
TAFE NSW Northern Sydney Institute	Green house gas reduction program	Purchase and installation of 210 two hour "Energy Saver" timers and 30 A/C 24 hr timers	The projects on installing timers, solar arrays, computer switch off and staff green house gas reduction education program resulted in a 2 % reduction in electricity use in 2008-09
TAFE NSW Northern Sydney Institute	Green house gas reduction program	Purchase of 136 Clipsal programmable push button timers for general classrooms	
TAFE NSW Northern Sydney Institute	Green house gas reduction program	Installation of 2kW Solar Array at North Sydney, Northern Beaches and Hornsby Colleges and LED display for Renewable Education programs	
TAFE NSW Northern Sydney Institute	Green house gas reduction program	Computer automatic switch off program using Altiris each evening from 10.30pm	
TAFE NSW Northern Sydney Institute	Green house gas reduction education program	Switch off/Turn off campaign with signage for lights and tap ware, brochure, staff induction sessions, presentations, workshops, displays on renewable energy and info sessions	
TAFE NSW Sydney Institute	Lighting upgrades, lifts upgrades, air conditioners upgrade and management systems, motion sensors and room timers	Replace lights with energy efficient kits, management control units for air conditioners, Class room timers, toilet motion sensors	All college facilities have reduction in electricity costs
TAFE NSW Riverina Institute, Wagga	PFC Installation at Plumbing building, A/C upgrades Institute wide program, Lighting upgrades, Sensor controlled lighting	Improve efficiency of electricity usage i.e. Peak demand kVa, reduces fluctuations	Reduction in costs and energy consumption.
TAFE NSW Western Sydney, Kingswood College and OTEN	Lighting Efficiency Upgrades	2,220 fittings as pilot T5 adaptors and high performance fluorescent tubes into existing T8-T12 luminaries. 2 to 5 foot luminaries, 8 Watt LED	Reduction in; costs, energy consumption and maintenance.
TAFE NSW Illawarra Institute, Yallah	Installation of a 10kW solar power system	Installed a 10kW grid-connected photovoltaic system (i.e. 60 solar panels) on the rooftop of the main campus building	The solar panels will supply around 10% of the campus's electricity needs

Appendix 18: Records Management Program

The Department continued to use its records management software, TRIM Context, to improve information sharing and service delivery while reducing duplication and costs. All departmental senior managers were again required to submit annual reports on the records management performance of their business units during 2008. These showed continuing improvement, whilst also highlighting areas where further progress was still needed. The 2009 reporting exercise will yield results early in 2010.

Implementation of the Department's Records Management Program Policy and Procedures Manual continued to be supported by comprehensive information on the Department's Intranet and a regular training program for staff from across the Department.

As anticipated in the 2008 Annual Report, work continued on developing and implementing an electronic document and records management system (EDRMS). Senior management endorsed the submission of a detailed Treasury Business Case for EDRMS implementation by 2012, to meet departmental business needs and ensure compliance with the requirements of State Records' new Standard on Digital Recordkeeping. Funding was approved for implementation to commence in 2009. While the trialing of EDRMS proceeded in selected business areas, work also began on the development of a customised, zero footprint web interface, to help deliver EDRMS more widely across the Department.

Appendix 19: Privacy and Personal Information Protection

Departmental staff are made aware of the privacy legislation and its requirements through privacy bulletins, training/information sessions, advice provided through the Legal Services Directorate telephone advice service and information provided on the Department's intranet.

During the year ended 31 December 2009, there were nine applications for internal reviews lodged under Part 5 of the *Privacy and Personal Information Protection Act 1998* and of those, five applications were finalised by the Department. In addition, a further 14 applications were finalised in response to applications lodged during the year ended 31 December 2008.

Appendix 20: Electronic Service Delivery

Introduction

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

Education Support Systems

- The Schools Enrolment and Registration Number system was updated to significantly improve the management of students transitioning between schools from Years 6 to 7. More than 50,000 student transitions were processed. The Enrolment and Registration Number system was also updated to improve the allocation of students to disability support classes. The system also now provides student related data to the Digital Education Revolution program and the Connected Classrooms program.
- TAFE NSW enrolment systems were enhanced to expand online acceptance and payments to TAFE NSW students in commercial course offerings. Online acceptance and payments continues for TAFE students in high-demand application courses and re-enrolling students.
- TAFE NSW enrolment systems were enhanced to allow access to student loans for course fees for TAFE NSW students in commercial course offerings through the Federal VET Fee Help program.
- The Best Start system was introduced state-wide into 1,123 government schools with 2,400 teachers assessing over 40,000 Kindergarten students.
- School Based Student Reporting version 4 featuring integration to the Enrolment and Registration Number system was introduced in 2009. Over 500 government schools used the system to produce student reports for over 140,000 students.
- The Teaching & Learning Exchange has been enhanced significantly and tailored for the Digital Education Revolution laptops for use by students and teachers.
- The new TAFE NSW online customer enquiry service has been rolled out to all TAFE NSW Institutes during 2009. Over 65,000 online customer enquiries have been received from prospective students and business clients.
- TAFE NSW Employer e-services have been rolled out to employers of almost 29,000 TAFE NSW apprentices and trainees.
- A number of TAFE systems were upgraded to support new regulations on the reporting of course completion progress for apprentices.

Table 20.1: MEVI/ECRI - High Demand Courses

Period	2006 Semester 1	2006 Semester 2	2007 Semester 1	2007 Semester 2	2008 Semester 1	2008 Semester 2	2009 Semester 1	2009 Semester 2	2010 Semester 1*
No. Courses	96	65	98	67	100	74	93	60	79
No. Campuses	95	63	98	65	102	70	99	67	93
No. Students	28,906	9,189	27,863	6,608	29,550	9,660	23,474	9,931	24,470
Fees Collected	\$8,284,322	\$1,751,672	\$6,470,911	\$1,901,703	\$6,419,045	\$2,212,595	\$5,616,830	\$1,827,891	\$5,536,408

*Information current as of 15 Feb 10 (2010 enrolments in progress).

Table 20.2: Mainstream Enrolments Through the Internet

Period	2007 Semester 1	2008 Semester 1	2009 Semester 1	2010 Semester 1*
No. of courses	774	880	996	1,603
No. of campuses	100	112	121	134
Students offered places	99,839	103,621	115,630	142,620
Fees Collected	\$13,380,207	\$14,723,327	\$16,369,735	\$26,803,680

*Information current as of 15 Feb 10 (2010 enrolments in progress).

Table 20.3: Statewide TAFE VET Student Managment Software - MEVI/ECRI

Period	2006 Semester 1	2007 Semester 1	2008 Semester 1	2009 Semester 1	2010 Semester 1*
No. of courses	113	83	104	102	133
No. of campuses	120	107	106	85	111
Students Registered	26,512	18,575	18,580	11,997	21,465

Source: DET, Chief Information Officer

*Information current as of 15 Feb 10 (2010 enrolments in progress).

Appendix 21: Consumer Response

Human Resource, Finance and IT Management Systems

- 13,346 applications to teach were submitted via the Electronic Application to Teach (eAT3). eAT3 enables members of the public to apply online for approval to teach in NSW public schools. During this period 6,922 approvals to teach were also granted.
- Jobs@DET enables the advertising of teaching and non-teaching vacancies and then allows the review of applications submitted by interested applicants. In 2009, in excess of 3,794 positions within the Department were advertised through this online system.
- 4,104 teaching and non-teaching positions were finalised by using the electronic Jobs3 system. This system enables the finalisation of the recruitment process once an advertised position has closed and applications received.
- 342 teaching positions were advertised via the New Teachers Staffing Procedures system. This system advises appropriate teachers electronically and via SMS that a vacancy exists for a particular teaching position/location. They are selected by the system, which matches teachers' qualifications, preferences and employment type to the position.
- Student Transport Management System manages the provision of transport to 10,776 students with special needs. Managed from Wollongong the system coordinates the transport for these students to 846 schools by 572 transport providers. The system is accessible online by school staff.
- The Online Management of School Enrolments and Entitlements (OMSEE4) identifies schools that have a variance between the number of positions that a school holds and the number it is entitled to based on enrolment levels. OMSEE4 then allows the Principal, School Education Director, Primary Executive Review Committee, Secondary Executive Review Committee and the Assistant Director Staffing Services to make recommendations on-line. There were 1,016 variances (for example, FTE Up resulting in the need for a new position at a school) identified in 2009.

Introduction

In 2009, the Executive Support Directorate (ESD) registered and processed a total of 2,362 letters to the Director-General and 6,700 items of ministerial correspondence.

In addition, ESD

- managed over 3,300 campaign or petition letters/emails on a range of issues including school building, the sale of land, school league tables, and staffing issues
- ensured through monitoring that all correspondence was dealt with effectively in accordance with designated timeframes
- coordinated briefings for Director-General and Ministerial visits to colleges and schools, including the official openings of joint funded capital works projects
- regularly updated the guideline documents relating to correspondence, briefings, visits and openings and provided correspondence and briefing support to departmental personnel
- provided support and information for the Director-General and the Minister's office to respond to media inquiries in the interests of fair and balanced reporting of major public education and training issues
- answered 5,475 phone calls and 4,171 email enquiries from internal and external clients. Enquiries ranged from health matters in schools to staffing and interpretation of departmental policies.

TAFE NSW

TAFE NSW is committed to improving customer service and attempts to resolve complaints and disputes informally through negotiation wherever possible. As a result the number of formal complaints received in 2009 was greatly reduced.

A range of improvements was made in response to feedback from staff, students and customers in 2009 including:

- improved assessment and work placement practices
- increased security measures and procedures
- improved facilities including additional computers available, upgrades of ICT equipment, additional outdoor furniture
- improved timeliness and consistency of RPL services
- improved response time to complaints
- provision of training to supervisors of external exams
- provision of customer service training
- course information reviewed and improved.

Table 21.1: TAFE NSW complaints

Type of Complaint	Number of Complaints		
	Received	Resolved	Carried Over to 2010
Category 1:			
Remedy and System Improvement – General complaints (delays, inefficiencies)	505	491	14
Category 2:			
Negotiation – More serious complaints (unreasonable or unfair behaviour)	468	396	72
Category 3:			
Investigation – Alleged unlawful behaviour (conduct alleged to be either wholly or partly corrupt or contrary to the law)	172	150	24
Total	1,145	1,037	110

Source: DET, NSW AMES

Adult Migrant English Service

AMES made a range of systems improvements in response to feedback from clients and staff and findings of internal audits. Examples included:

- refurbishing all AMES Learning Centres to provide a more congenial learning environment
- extending opening hours of the Independent Learning Centre at Campsie AMES with a specialist teacher provided to support students
- providing staff development sessions about computer room strategies to enhance teaching and e-learning for teachers at Bankstown AMES
- updating induction information provided to students at Hornsby AMES
- enhancing teacher planning of courses at Inner City AMES using improved term and weekly planners
- introducing information about Australia and working/living conditions into classrooms at Inner City AMES.

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

Two complaints relating to staff behaviour were resolved following independent investigations.

Table 21.2: AMES complaints

Type of Complaint	Number of Complaints		
	Received	Resolved	Carried Over to 2010
Category 1:			
Remedy and System Improvement – General complaints (delays, inefficiencies)	25	25	0
Category 2:			
Negotiation – More serious complaints (unreasonable or unfair behaviour)	12	12	0
Category 3:			
Investigation – Alleged unlawful behaviour (conduct alleged to be either wholly or partly corrupt or contrary to the law)	2	2	0
Total	39	39	0

Source: DET, NSW AMES

State Training Services (STS)

In 2009, the NSW Vocational Education and Training Accreditation Board (VETAB) adopted a new Service Charter that outlines the level of service that clients and stakeholders can expect. Performance against the timeframes in the Service Charter standards will be published on the VETAB website.

In 2009, Industry Programs Directorate in STS began the rollout of the Productivity Places Program, a four year investment of \$670 million for 175,000 extra training places. The on-line public tender process was supported by extensive consultation with key stakeholders including training providers, Industry Skills Councils and Industry Training Advisory Bodies. Scheduled program reviews will

take client feedback into account in planning the next phase of implementation.

The new State Training Services website, www.training.nsw.gov.au, launched in 2009, brings together information from several different websites to provide a single point of entry to advice and services for individuals, businesses and training providers. The content and presentation is customer-focused and is designed so that users can easily find the right information, access to further advice and exposure to a wider range of services and data.

Centre for Learning Innovation

The Center for Learning and Innovation (CLI) provides technology-based products and services to both schools and TAFE NSW that empower teachers, schools and TAFE NSW Institutes in their delivery of teaching and learning.

CLI is committed to improving the services, resources and tools developed for teachers, students and staff. As part of CLI's annual planning arrangements all customer feedback processes were reviewed and improvements were identified, including:

- ongoing TaLe enhancement with 30,000 resources now available and new functionality developed for incorporation in TaLe 2.4 to be released in 2010
- development and release of CURLS social bookmarking site, to facilitate peer sharing of educational resources
- expansion of Connected Learning Advisory Service and its online Professional Learning resources
- development of the Allied Health Assistance resource with TAFE NSW Riverina Institute and Greater Southern Area Health Service and recognition by industry award (Community Services and Health Industry Skills Council)
- development and implementation of a new range of learning resources and activities to support the Digital Education Revolution NSW, including *Laptop Wraps*, *Tools4U*, *UCreate*, and the video resources *Students Talk Laptops*, *Teachers Talk Laptops* and *Leaders Talk Laptops*
- expansion of the collection of customer feedback data about CLI's services

Appendix 22: Organisational Improvement and Risk Management

- development of new resources to support teacher use of new software
- provision of professional learning video conference program for regions and to support Connected Classrooms
- trialing User Generated Content projects and development of CLI guidelines; established model for content co-creation by teachers.

Introduction

The Audit Directorate is responsible for internal audit assurance services for the Department as well as consultancy services in the areas of corruption prevention, risk management and consulting. Highlights of the Directorate's performance are outlined below.

Organisation improvement

Consultancy and business improvement services have been provided by the Corruption Prevention and Consulting Services Unit. This has involved reviews of operational and functional areas of the Department and the provision of reports to senior management. These reports include recommendations for improvements and more efficient or effective operations of the respective areas through a consideration of the business objectives, the working environment and the corporate culture.

TAFE NSW

Audits of major TAFE NSW Institute functions such as payroll, purchasing, accounts payable and receivable, budget management, staff recruitment, records management, motor vehicles management, fixed assets and occupational health and safety were conducted at five Institutes. Computer tools were used to fully interrogate the TAFE NSW payroll and accounts payable data.

An audit was conducted of TAFE student enrolment and participation on behalf of the National Centre for Vocational Education Research and the Commonwealth Department of Education, Employment and Workplace Relations.

Audits were also conducted of TAFE Student Services and the NSW National Art School.

All TAFE NSW Institutes submitted a signed statement of responsibility for internal control in 2009. These documents stated that the objective of reducing risks to an acceptable level had been achieved and that a system of internal controls had operated satisfactorily.

Statewide audit

Directorate staff completed 21 audits in State Office directorates and significant system improvements resulted from some of these audits. Some examples are listed below:

- Payroll
- Corporate credit cards
- Leave practices
- Funding arrangements with schools
- Grants administration
- Recruitment practices
- Utilisation of facilities
- Administration of school maintenance contracts
- Child protection
- Subsidies to non-government schools
- Workforce planning and teaching
- Administration of freedom of information
- Governance over funding agreements
- Governance over major capital works programs
- Financial viability checks on higher education institutions seeking registration under the Higher Education Act .

The Corporate Services Audit team was heavily involved in workshops on the development of modules for financial management under the Learning Management Business Reform (LMBR) process.

Information systems

Ten audits were completed during the year along with four consultancy projects. Recommendations made, when implemented, will improve operational controls, security and governance over information and communication technology projects. Examples of these audits and consultancies included:

- Application systems: Classroom Management System

- Infrastructure: i-Series Migration Project, Northern Sydney Regional Network
- Project governance and probity: School Student Data Compliance Project, Performance Reporting Data System
- Program Governance: Digital Education Revolution.

There was also ongoing involvement with medium to long term projects such as Connected Classrooms, LMBR and Security of Electronic Information on critical departmental systems.

Additionally, the unit provided advice and support to global audits; developed computer assisted audit techniques and attended project and project governance meetings providing ad hoc assistance.

NSW government schools

The Department undertook 682 audits of selected schools that focused on their key financial and related operations in accordance with assessed risk. These audits found that generally schools managed their finances satisfactorily. Common findings and summary reports were provided to regional offices.

Audits were also undertaken of school enrolments.

DET policy documents

Staff and members of the public can access the Department's policy documents through its corporate website www.det.nsw.edu.au. The majority of these documents have been written in a standardised format. The policy area of the site provides contact details for requests for further information or feedback.

Benchmarking audit services

The Audit Directorate participated in an international benchmarking program in which internal audit departments in the public and private sectors are compared with each other, with groups of similar size, purpose or location, and against world-class internal auditing groups. This benchmarking process is conducted annually. Areas of comparison included level of resourcing, skills and experience of audit staff, timeliness of audit

work, quality of audit planning, risk awareness and quality improvement activities. In 2009, the Department continued to meet or exceed world-class standards in several areas of auditing including audit planning and risk awareness.

Insurance activities

The NSW Treasury Managed Fund (TMF) Scheme provides insurance cover for most NSW Government agencies, including government schools and institutes. The TMF Scheme is underwritten by the NSW Government. The major lines of insurance provided are workers' compensation, property, liability, motor vehicle and miscellaneous.

The overall cost for the 2009-10 premiums was less than that paid for the 2008-09 premiums, with reductions in the workers' compensation, motor vehicles and miscellaneous lines of insurance. However, there were increases in the liability and property lines.

Corruption prevention

Corruption prevention activities focused on the conduct of projects to promote ethical behaviour throughout the Department, raise awareness of fraudulent and corrupt behaviour and to establish business practices incorporating corruption prevention strategies. Projects emanated from analyses of investigations data, investigations and audits (both internal and external) and from management requests. During 2009, there was increased use of electronic media to deliver educational and training programs (including the Connected Classrooms technology). Special investigations requested by senior management were undertaken, advice on fraud and corruption prevention was provided to staff across the Department and the Register of Pecuniary and Private Interests was maintained.

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

Sector	2009	%	2008	%	2007	%	2006	%	2005	%	2004	%
Schools & Regional Offices	31	69	39	61	42	49	52	46	41	48	73	64
TAFE Institutes	12	27	19	30	34	40	36	32	33	38	25	22
State Offices	1	2	5	8	9	10	21	19	10	12	15	13
External/Other	1	2	1	1	1	1	4	3	2	2	1	1
Total	45		64		86		113		86		114	
%Protected Disclosures	18%		22%		20%		24%		24%		39%	

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

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

Outcome	2009	%	2008	%	2007	%	2006	%	2005	%	2004	%
Unsubstantiated	33	45	32	37	30	26	33	42	37	46	57	47
Matter closed, no further action**	18	25	11	13	32	28						
Substantiated	22	30	44	50	54	46	46	58	44	54	64	53
Total	73		87		116		79		81		121	

* These matters are now subject to investigation by the Serious Misconduct Investigation Team of the Employee Performance and Conduct Directorate.

**Data is now collected to enable the Department to clarify those matters where there is insufficient evidence to make a finding, a complainant withdrawing their complaint, or insufficient information to pursue the complaint. This information was not previously reported separately.

Appendix 23: Matters Affecting the Operations of the Department

Financial operations

The Department's financial report, for the year ended 30 June 2009, has been prepared in accordance with applicable Australian Accounting Standards which include Australian Equivalents to International Financial Reporting Standards (AEIFRS).

Issues that could impact on TAFE NSW

- continuing to expand training within budget to meet national and state targets and build industry productivity and community capacity.
- meeting targets and other requirements of National Agreements including the:
 - National Skills and Workforce Development Agreement 2009 - 2012
 - Productivity Places Program National Partnership
 - TAFE Fee Waivers for Childcare Qualifications National Partnership
 - Youth Attainment and Transitions National Partnership
 - Compact for Retrenched Workers National Partnership
- further strengthening TAFE NSW's performance in the competitive training market while being the major provider to address the training, skills development and employability needs of those facing disadvantage
- responding to the Commonwealth Nation Building and Jobs Plan: Building Prosperity for the Future and Supporting Jobs Now
- contributing to the development of the national regulatory system to ensure the continuation of high quality training services in NSW for international and domestic students
- continuing to provide support services to Aboriginal students and students with a disability to complete their studies and gain employment
- continuing to provide support for students enrolling in higher level qualifications
- developing appropriate TAFE NSW training solutions for young people who come to TAFE following the raising of the school leaving age in NSW
- prioritising apprenticeships and pre-apprenticeships in key skill areas
- integrating green skills into apprenticeship, traineeship and post trade training and including the principles of sustainability and green skills in staff inductions to support the transition to a low carbon and more sustainable economy
- responding to continuing enterprise demand for partnerships to create workforce development solutions, including the delivery of customised training and assessment in the workplace
- working in partnership with universities to achieve higher level qualification outcomes for students through flexible learning arrangements
- implementing and complying with administrative and reporting requirements of the income contingent student loan system VET FEE-HELP to assist students enrolled in diploma, advanced diploma, graduate certificate and graduate diploma courses.

Issues that could impact on NSW government schools

The Office of Schools continues to consider the COAG reform agenda in its operations. Specific reforms impacting on the work of the Office of Schools include:

- Smarter Schools - National Partnership Agreements:
 - Literacy and Numeracy
 - Teacher Quality
 - Low Socio-economic Status Schools Communities
- National Partnership Agreement on Indigenous Early Childhood Development
 - National Partnership Agreement Early Childhood Development
- National Skills and Workforce Development Agreement
 - National Secondary Schools Computer Initiative
 - rollout of laptops to students and wireless connectivity to schools.

The Transition to Year 7 initiative: A Helping Hand involves providing \$18 million over four years funding support for NSW public secondary and central schools, in collaboration with their partner primary schools, to develop and implement an effective primary-secondary transition program for Year 6 and Year 7 students. The program commenced in 2008, and in 2009 an additional 216 schools received funding. From 2010 all 465 secondary and central schools will receive this funding support. Schools funded in 2008 and 2009 have appointed transition co-ordinators as part of the program which allows for a real focus on activities between schools for the betterment of students.

Students with a disability attending TAFE delivered training are able to access curriculum which is appropriate to their needs. The methods of providing additional support for students include courses designed to enable students to spend a longer time achieving certain units of competency, small classes to provide more intensive teacher attention and instruction, or an assistant with the relevant skills accompanying the student in a mainstream class.

The numbers of school students with a disability attending TAFE have increased significantly over the years, from 101 in 2000 (supported by an additional \$200,000) to 1,073 in 2009 (supported by an additional \$2,305,000). Students with a disability are now increasingly able to participate in vocational training courses which will lead them to employment. The continuing rise in the numbers of school students with a disability seeking an enrolment in TAFE as part of their Higher School Certificate will have implications on the way senior secondary schools structure their curriculum.

Other issues include:

- meeting the requirements and targets of the State Plan
- implementing the recommendations from the Wood Special Commission of Inquiry into Child Protection Services in NSW, including Keep them Safe and the establishment and operation of the Child Wellbeing Unit in 2010
- ongoing implications of the state-wide staffing freeze, which has implications for non school based positions in regions and state office directorates. The outcomes of the Better Services and Value taskforce reviews will have additional implications in this area
- working with other government agencies through the NSW Government's Better Together initiative to strengthen disability services through both government and non-government agencies, including those supporting children with autism and their families
- continuing the installation of up to 800 connected classrooms, with related professional learning and infrastructure needs
- ongoing response to the implementation of the 'raising the school leaving age' legislation and monitoring the short and long term impact on schools
- continuing to implement a phased approach for Departmental preschools to comply with the Children's Services Regulation 2004. This commenced with the 44 preschools in South Western Sydney and Western Sydney Regions in 2008, and continued with 36 preschools in Sydney, Hunter/Central Coast and Illawarra and South East regions in 2009. The final 20 preschools in Western NSW, Riverina, New England and North Coast regions will be licensed on 1 July 2010
- responding to the Legislative Council General Standing Committee Inquiry into the Provision of Education to Students with a Disability or Special Needs
- responding to the report of the Legislative Council General Purpose Standing Committee No. 2 of its Inquiry into Bullying of Children and Young People.

Appendix 24: Legislative Context and Changes

Introduction

The Department assists the Minister in the administration of the following Acts:

- Apprenticeship and Traineeship Act 2001
- Australian Catholic University Act 1990
- Board of Vocational Education and Training Act 1994
- Charles Sturt University Act 1989
- Education Act 1990
- Education (School Administrative and Support Staff) Act 1987
- Higher Education Act 2001
- Higher Education (Amalgamation) Act 1989
- Institute of Teachers Act 2004
- Macquarie University Act 1989
- Moree and District War Memorial Educational Centre Act 1962
- Parents and Citizens Associations Incorporation Act 1976
- Saint Andrew's College Act 1998
- Sancta Sophia College Incorporation Act 1929
- Southern Cross University Act 1993
- Teachers' College Act 1912
- Teaching Service Act 1980
- Technical and Further Education Commission Act 1990
- Technical Education Trust Funds Act 1967
- University of New England Act 1993
- University of New South Wales Act 1989
- University of New South Wales (St George Campus) Act 1999
- University of Newcastle Act 1989
- University of Sydney Act 1989
- University of Technology, Sydney, Act 1989
- University of Western Sydney Act 1997
- University of Wollongong Act 1989
- Vocational Education and Training Act 2005
- West Scholarship Act 1930
- Women's College Act 1902

During 2009:

- The Australian William E Simon University Act 1988 was repealed by the Statute Law (Miscellaneous Provisions) Act 2009.
- Responsibility for the Teachers Housing Authority Act 1975 was transferred to the Minister for Commerce.
- The Education Act 1990 was amended by the:
 - Education Legislation Amendment Act 2006 and Education Amendment Act 2008 to enhance the ability of schools to collect information relevant to the assessment and management of risk posed by a student's violent behaviour;
 - Education Amendment Act 2009 to raise the school leaving age in NSW
 - NSW Trustees and Guardian Act 2009 to update a reference to that Act in the Education Act 1990
 - Education Amendment (Publication of School Results) Act 2009 to make amendments with respect to the publication of school results
 - Education Amendment (School Attendance Act) 2009 to introduce a new system for enforcing the Education Act's compulsory schooling requirements.
- The Institute of Teachers Act 2004 was amended by the Institute of Teachers Amendment Act 2008 to make further provision with respect to the accreditation of teachers and for other purposes.
- The Miscellaneous Acts (Local Court) Amendment Act 2007 amended references to the Local Court in the Apprenticeship and Traineeship Act 2001, the Education Act 1990, the Education (School Administrative and Support Staff) Act 1987, the Institute of Teachers Act

2004 and the Vocational Education and Training Act 2005.

- The Statute Law (Miscellaneous Provisions Act) 2009 made minor amendments to the Higher Education Act 2001 and the Technical Education Trust Funds Act 1967.
- The Statute Law (Miscellaneous Provisions Act) 2009 (No 2) made minor amendments to the Moree and District War Memorial Educational Centre Act 1962, the Teaching Service Act 1980 and the University of New South Wales (St George Campus) Act 1999.

Judicial decision

There were no judicial decisions involving the Department of Education and Training decided during the year that had a significant impact on our operations.



Appendix 25: Consultants

Table 25.1 Consultants

Cost equal to or greater than \$30,000				
Name of consultant	Category of consultancy	Title of project (if applicable)	Purpose of consultancy	Actual cost of engaging consultant
Third Horizon Consultancy	Management Services	Future Facilities Management Model	Review options for future delivery of maintenance and cleaning services for schools and TAFE - delivering a preferred options paper.	\$497,591.21
Third Horizon Consultancy	Management Services	Future Facilities Management Model	Develop and compile gateway business case documentation.	\$272,817.15
Third Horizon Consultancy	Management Services	General Assistant Model Review	Review and test options for three different GA models and deliver a preferred option paper. The review documented the benefits, costs implications and implementation consideration for each option. In addition a high level operating model was developed for the preferred option.	\$85,029.57
Total consultancies greater than \$30,000 (3)				\$855,438.33
Cost less than \$30,000				Actual cost of engaging consultant
Consultancy categories				
Clayton Utz	Legal	Future Facilities Management Model	Develop contractual options and procurement strategies for the delivery of maintenance and cleaning to schools and TAFE colleges.	\$22,000.00
Third Horizon Consultancy	Management Services	Demountables	Cost modelling of demountables to determine write off values.	\$17,600.00
CAPGEMINI	Management Services	DET Productivity Improvement Summit	Improve productivity across DET through shared alignment of strategies and more effective use of resources.	\$13,750.00
Shaw Reynolds Bowden & Gerathy	Legal	Future Facilities Management Model -Governance	Provision of advice on current contract governance arrangements.	\$11,510.10
Turnaround Company	Organisational Review	OHS Risk Assessment of Emu Plains Juvenile Justice Centre	Ascertain suitability for delivery of educational programs to detainees.	\$2,200.00
Total consultancies less than \$30,000 (5)				\$67,060.00
Total consultancies in 2009 (8)				\$922,498.43

Source: Finance and Administration

Appendix 26: Resources, Publications and Websites

Table 26.1 Resources, Publications and Websites

Name of Resource/Publication/Website	Website or telephone contact
Adult Migrant English Service (AMES)	
Certificate I in Spoken and Written English (CSWE I) - workbook and audio CD	www.ames.edu.au 9289 9255
Certificate II in Spoken and Written English (CSWE II) - workbook and audio CD	www.ames.edu.au 9289 9255
Certificate III in Spoken and Written English (CSWE III) - workbook and audio CD	www.ames.edu.au 9289 9255
At work: Beginner - student workbook, audio CD, DVD	www.ames.edu.au 9289 9255
At work: Post beginner - student workbook, audio CD, DVD	www.ames.edu.au 9289 9255
At work: Post beginner - student workbook, audio CD, DVD	www.ames.edu.au 9289 9255
Fire Safety	www.ames.edu.au 9289 9255
Beach Safety	www.ames.edu.au 9289 9255
Classroom Posters x 10 Recounts Pronunciation – Self Help Strategies Pronunciation – The Sounds of English Procedures Narratives Expositions Employability Skills Discussions Descriptive Information Covering Letters	www.ames.edu.au 9289 9255
TAFE NSW	
Get Ahead Start	www.tafensw.edu.au 131 601; 9561 8467
TAFELINK - the TAFE NSW e-newsletter for industry	www.tafelink.com.au
inTAFE: A magazine for students	www.tafensw.edu.au/about/publications/index.htm
The new look internet site includes an online alumni site for international students (Northern Sydney Institute).	http://www.nsi.tafensw.edu.au
Hunter TAFE Newsletter – Infocus (10 editions per year)	www.hunter.tafensw.edu.au Stephen Jennings 4923 7651
Female Tradie: Challenging Employment Perceptions in Manual Trades"	Fiona Shewring, Teacher Painting and Decorating, Illawarra Institute 02 4229 0564
2009-2012 Reconciliation Action Plan (North Coast Institute)	Kylie Jones 02 6586 2264

APPENDIX

Name of Resource/Publication/Website	Website or telephone contact
TAFE NSW offers an online job vacancy and careers advisory service for students. CareersConnect provides TAFE NSW students with free access opportunities as well as additional useful tools such as a resume builder and a messaging service. Current students and graduates are able to find out about full-time, part-time and casual work opportunities, work experience, employment scholarships, employer recruitment presentations, careers fairs, industry networking events and employment preparation workshops. Employers are able to place job vacancies within one or more Institutes. Information about this service can be found at the following TAFE NSW Institute CareersConnect links:	http://www.hunter.tafensw.edu.au/services/careerconnect/Pages/default.aspx to current job http://www.illawarra.tafensw.edu.au/page/careers-connect---illawarra/ http://newengland.careersconnect.net.au/Login.chpx?ReturnUrl=%2fDefault.chpx http://www.nci.tafensw.edu.au/careersconnect/default.htm?utm_source=home+page&utm_medium=button&utm_content=careers+connect+at+north+coast+tafe&utm_campaign=careers+connect http://www.nsi.tafensw.edu.au/Services/CareersConnect.aspx http://www.rit.tafensw.edu.au/careersconnect/default.aspx http://careerhub.sit.nsw.edu.au/employers/ http://www.wit.tafensw.edu.au/student-services/careers-connect http://wsi.tafensw.edu.au/current-students/your-future/welcome.aspx?mid=1574&pid=1574
International Students TAFE NSW Institutes Guide E-brochure TAFE NSW International Students	www.studyintafe.edu.au 1300 302 456
Department of Education and Training International and TAFE NSW National Business	www.detinternational.nsw.edu.au www.tafensw.edu.au (02) 8293 6915
International Students NSW Government Schools brochure (also translated into 5 languages) and DVD E-brochure NSW Government Schools - International Students	www.internationalschool.edu.au 1300 302 456
International Students Study Abroad brochure and DVD - NSW Government Schools	www.internationalschool.edu.au 1300 302 456
Study Tours: International Students - NSW Government Schools	www.studytours.nsw.edu.au 1300 (02) 8293 6910
VET Australia	www.vetaustralia.com.au (02) 8293 6986 or 1300 499 375
TAFE NSW: course information, contact for Institutes and campuses, organisations and publications	www.tafensw.edu.au
TAFE PLUS: course information for commercial programs for business and individuals seeking to develop their organisation/careers	www.tafeplus.com
TAFE NSW Institutes: provides information about individual Institutes including qualifications offered, campuses, Annual Reports etc	Hunter Institute - www.hunter.tafensw.edu.au Illawarra Institute - www.illawarra.tafensw.edu.au New England Institute - www.newengland.tafensw.edu.au North Coast Institute - www.nci.tafensw.edu.au Northern Sydney Institute - www.tafestudy.info.tafensw.edu.au Riverina Institute - www.rit.tafensw.edu.au South Western Sydney Institute - www.swsi.tafensw.edu.au Sydney Institute - www.sit.tafensw.edu.au Western Institute - www.wit.tafensw.edu.au Western Sydney Institute - www.wsi.tafensw.edu.au

Name of Resource/Publication/Website	Website or telephone contact
Aboriginal Education	
The Aboriginal Education and Training Policy	https://www.det.nsw.edu.au/policies/students/access_equity/aborig_edu/PD20080385.shtml?level=
The Aboriginal Education and Training Strategy 2009-2012	https://www.det.nsw.edu.au/media/downloads/strat_direction/aetstrat0912.pdf
The Aboriginal Education and Training Policy: An Introductory Guide	https://www.det.nsw.edu.au/policies/students/access_equity/aborig_edu/aetp_intro.pdf
Turning Policy into Action: A Guide for Local Planning Groups	https://www.det.nsw.edu.au/policies/students/access_equity/aborig_edu/aetp_turning.pdf
Curriculum	
Reading Recovery Guidelines for implementation 2007 and beyond	http://www.curriculumsupport.education.nsw.gov.au/earlyyears/reading/index.htm
National Literacy and Numeracy Week videocasts and audiofiles:	http://www.nlnw.nsw.edu.au/events.htm
Science and Technology K-6 Literacy and Numeracy Demands	http://www.curriculumsupport.education.nsw.gov.au/primary/scitech/index.htm
Kids Design Challenge	www.kdc.nsw.edu.au
Digital Education Revolution - NSW	http://www.curriculumsupport.education.nsw.gov.au/digital_rev/index.htm
MOVE: Video Art in Schools	http://www.curriculumsupport.education.nsw.gov.au/move/index.html
National Partnership on Literacy and Numeracy	http://www.curriculumsupport.education.nsw.gov.au/national/index.htm
"National Literacy and Numeracy Week videocasts: <i>Literacy across the Curriculum</i> <i>Rich Talk about Text</i> <i>Talk around Text</i> <i>Tutoring: Collaborative Approaches to Assisted Reading</i> <i>Literacy Learning and Technology</i> <i>Parent Education and Literacy</i> <i>Maths in the Real World</i> <i>Numeracy in the Home: Children's Access to Kindergarten</i> <i>Teaching the Empty Number Line</i> <i>Understanding the Empty Number Line"</i>	http://www.nlnw.nsw.edu.au/events.htm
A continuum of the critical aspects of literacy development	http://www.curriculumsupport.education.nsw.gov.au/policies/literacy/material/guides/index.htm
Introduction to quality literacy teaching	http://www.curriculumsupport.education.nsw.gov.au/policies/literacy/material/guides/index.htm
Literacy teaching guide: Phonics	http://www.curriculumsupport.education.nsw.gov.au/policies/literacy/material/guides/index.htm
Literacy teaching guide: Phonemic awareness	http://www.curriculumsupport.education.nsw.gov.au/policies/literacy/material/guides/index.htm
Teaching Space and Geometry K-6 CD	02 9886 7508
Quality teaching: Mathematics in the Middle Years (Maths)	9886 7497
Taking Off With Numeracy website (Maths)	http://www.takingoffwithnumeracy.com.au/

APPENDIX

Name of Resource/Publication/Website	Website or telephone contact
Revised Count Me In Too website (Maths)	http://www.curriculumsupport.education.nsw.gov.au/countmein/index.htm
Revised Counting On website (Maths)	https://detwww.det.nsw.edu.au/curr_support/maths/counting_on/
Digital Education Revolution - NSW curriculum resources	http://www.curriculumsupport.education.nsw.gov.au/digital_rev/
Connecting learning in my primary classroom - website	http://www.curriculumsupport.education.nsw.gov.au/connected/
Gifted and Talented web pages	http://www.curriculumsupport.education.nsw.gov.au/policies/gats/index.htm
Teaching sexual health website	http://www.curriculumsupport.education.nsw.gov.au/sexual_health/index.htm
1022 new titles added to Premier's Reading Challenge booklists	https://products.schools.nsw.edu.au/prc/booklist/home.html
40 new editions of School Magazine, as well as 40 related teaching units	02 9886 7775
English Faculty Manual: an online resource providing support to English HTs and teachers aspiring to HT roles	http://www.curriculumsupport.education.nsw.gov.au/secondary/english/resources/print/index.htm
Campfire , an interactive web-based resource for Stage 4 Aboriginal languages	www.curriculumsupport.education.nsw.gov.au/secondary/languages/aboriginal/campfire/index.htm
Our Music- a package of six Music CDs	02 98867645 Support resources available at http://www.curriculumsupport.education.nsw.gov.au/secondary/creativearts/stages4_5/music/index.htm and http://www.tale.edu.au
Creative Arts in the Digital Education Revolution	http://www.curriculumsupport.education.nsw.gov.au/digital_rev/creative/index.htm
HSC 2010-2012 DANCE course prescriptions	http://www.curriculumsupport.education.nsw.gov.au/secondary/creativearts/stage6/dance/danpres10.htm
HSC 2010-2012 DRAMA course prescriptions stage6/drama/drapres10.htm	http://www.curriculumsupport.education.nsw.gov.au/secondary/creativearts/stage6/drama/drapres10.htm
Composers Reveal interviews with Australian composers	http://www.curriculumsupport.education.nsw.gov.au/secondary/creativearts/stages4_5/music/2008.htm
Music. Count Us In support website	http://www.curriculumsupport.education.nsw.gov.au/primary/creativearts/music/k6/index.htm
Integrated Learning in Stage 4: Secondary COGs	http://www.curriculumsupport.education.nsw.gov.au/cogs_s4/index.htm
Early Literacy continuum	https://detwww.det.nsw.edu.au/curr_support/beststart/2009/lit_cont_bs.pdf
Early Numeracy continuum	https://detwww.det.nsw.edu.au/curr_support/beststart/2009/bs_num_econt09.pdf
Reading Recovery	http://www.curriculumsupport.education.nsw.gov.au/earlyyears/reading_recovery/index.htm
Targeted Early Numeracy intervention program	http://www.curriculumsupport.education.nsw.gov.au/beststart/ten/index.htm
Literacy and Numeracy Leaders	http://www.curriculumsupport.education.nsw.gov.au/beststart/litnum.htm

Name of Resource/Publication/Website	Website or telephone contact
Best Start Lighthouse Project	http://www.curriculumsupport.education.nsw.gov.au/beststart/lighthouse/index.htm
4 new issues of <i>Scan</i> & online publication of selected articles	http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/index.htm
4 new <i>Raps</i> & <i>book raps</i> with digital resources & teaching activities	http://www.schools.nsw.edu.au/raps/
1500 reviews added to online Resource review database	http://www.schools.nsw.edu.au/resourcereviews/
COGs resource lists	http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/k_6/cogsresources.htm
Revised <i>OASIS Library stocktake</i>	http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/assets/pdf/oaslibstockt2009.pdf
17 resources added to ISP (Information skills process) matrix	http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/teachingideas/isp/index.htm
13,780 records added to SCIS database	9886 7488
Disability Programs	
From Assessment to Programming: assisting students requiring additional support in reading (2009)	http://www.schools.nsw.edu.au/studentssupport/programs/disabilitypgrms/dpresources.php
Educational Measurement and School Accountability (EMSAD)	
ESSA Brochure	http://www.schools.nsw.edu.au/media/downloads/schoolsweb/learning/yi7_12assessments/essa/essa09brochure.pdf
ESSA information for parents	http://www.schools.nsw.edu.au/media/downloads/schoolsweb/learning/yi7_12assessments/essa/etestinfo.pdf
ESSA information sheet about the report	http://www.schools.nsw.edu.au/media/downloads/schoolsweb/learning/yi7_12assessments/essa/ereportinfo.pdf
ESSA telephone contact for teaching strategy documents	(02) 9707 6285
NAPLAN 2008 School Manual of Administrative Procedures	http://www.schools.nsw.edu.au/media/downloads/schoolsweb/learning/naplan/nap08schlman.pdf
NAPLAN Publications	https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/naplan_publications.htm
NAPLAN teaching strategies	https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/naplan/pubs/Naplan09CL/index.htm
NAPLAN test materials and answers (2009 and 2008)	https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/naplan_test_materials.htm
Data Analysis Skills Assessment	http://dasa.det.nsw.edu.au/welcome_page/index.htm
School Measurement, Assessment and Reporting Toolkit (SMART)	https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/smart.htm
SMART eLearning Module	https://emsadsupport.nsw.edu.au/

APPENDIX

Name of Resource/Publication/Website	Website or telephone contact
Annual School Reports	https://emsadssupport.nsw.edu.au/
National Partnership Agreements - Publications	https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/npa_publications.htm
Opportunity Class Placement	http://www.schools.nsw.edu.au/learning/k-6assessments/ocplacement.php
Opportunity Class Placement - Publications	https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/oc_publications.htm
Selective High Schools Year 7 Placement	http://www.schools.nsw.edu.au/learning/k-6assessments/shsplacement/index.php
Selective High Schools Years 8-12 Placement	http://www.schools.nsw.edu.au/learning/7-12assessments/selective8_12.php
Selective High Schools - Publications	https://detwww.det.nsw.edu.au/directorates/schoimpro/EMD/shs_publications.htm
Equity Programs and Distance Education	
Low SES School Communities National Partnership	https://detwww.det.nsw.edu.au/lists/directoratesaz/equity/lowsesnp/index.htm
Priority Schools Programs	https://detwww.det.nsw.edu.au/lists/directoratesaz/equity/lowsesnp/index.htm
Promoting positive behaviour and learning: Assisting refugee students at school	https://detwww.det.nsw.edu.au/lists/directoratesaz/multicultural
Translations of information and documents for parents	http://www.det.nsw.edu.au/languagesupport/index.htm
NSW Public Schools	
The Government schools of New South Wales from 1848 website provides valuable historical information on NSW government schools. It includes operating dates for all past and present NSW Government schools; milestones in NSW education since 1848; facts and figures; and a changing historical photo gallery of buildings, people and events.	http://www.governmentschools.det.nsw.edu.au/cli/govt_schools/index.shtm
Professional Learning and Leadership Development	
Online Career Development Toolkit	https://detwww.det.nsw.edu.au/media/downloads/proflearn/secure/career/index.html
The quality of teaching makes the difference DVD and professional learning resource	9561 1056
What counts: The quality of teaching makes the difference - numeracy DVD and professional learning resource	9561 1056
Quality Teaching to support the NSW Professional Teaching Standards	https://detwww.det.nsw.edu.au/media/downloads/proflearn/secure/parta.pdf
Quality Teaching to support the NSW Professional Teaching Standards	https://detwww.det.nsw.edu.au/media/downloads/proflearn/secure/partb.pdf
Part B: Putting the NSW Professional Teaching Standards and the NSW Quality Teaching model into practice	
Professional Support for New Scheme Teachers - Achieving Accreditation at Professional Competence: A guide for NSW Government Schools	https://detwww.det.nsw.edu.au/media/downloads/proflearn/secure/nstaapc.pdf
Registration of DET Courses and Programs Guidelines	https://www.det.nsw.edu.au/proflearn/courses/index.html

Name of Resource/Publication/Website	Website or telephone contact
Leadership Learning booklet: Professional Learning for aspiring, newly appointed and experienced school leaders	02 9561 1056
School Leadership Capability Framework information sheet	https://www.det.nsw.edu.au/proflearn/docs/pdf/slc_f_final.pdf
Executive Induction Program	02 9561 1056
Guide to mentoring	https://www.det.nsw.edu.au/proflearn/mentoring/index.htm
Mentoring: Pre-reading package	https://www.det.nsw.edu.au/proflearn/mentoring/preread.htm
Professional Mentoring Essentials Program	02 9561 1056
Professional Mentoring for Leaders Program	02 9561 1056
Action Research in Education Guidelines	02 9561 1056
Action Research in Education booklet	02 9561 1056
Leading Financial Management resource	02 9561 1056
Principal Designate Program	02 9561 1056
Principal Preparation Program	02 9561 1056
Teaching Principal Preparation Program	02 9561 1056
Online Principal Designate toolkit	https://www.det.nsw.edu.au/proflearn/areas/sld/toolkits/index.htm
Online Continuous Improvement in Schools: School Planning toolkit	https://www.det.nsw.edu.au/proflearn/areas/sld/toolkits/index.htm
School education director induction program	02 9561 1056
Chief education officer induction program	02 9561 1056
Consultancy induction program	02 9561 1056
Facilitator essentials program	02 9561 1056
Leading change in schools: emotional dimensions online course	02 9561 1056
Expert decision making online course	02 9561 1056
Innovation, leadership and thinking online course	02 9561 1056
Research into school leadership podcast: Why research and teachers	https://www.det.nsw.edu.au/proflearn/areas/sld/research/podcastsld.htm
Research into school leadership podcast: Leadership dimensions	https://www.det.nsw.edu.au/proflearn/areas/sld/research/podcastsld.htm
Research into school leadership podcast: Partnerships	https://www.det.nsw.edu.au/proflearn/areas/sld/research/podcastsld.htm
Research into school leadership podcast: Gratitude	https://www.det.nsw.edu.au/proflearn/areas/sld/research/podcastsld.htm
Research into school leadership podcast: Indigenous education	https://www.det.nsw.edu.au/proflearn/areas/sld/research/podcastsld.htm
Working in Science	02 9561 1056
Working in the Library	02 9561 1056

APPENDIX

Name of Resource/Publication/Website	Website or telephone contact
Working as a Farm Assistant	02 9561 1056
Working as a General Assistant	02 9561 1056
The Merit Selection Process	02 9561 1056
Specialist Programs	
2009 Premier's Teacher Scholarship Brochure	02 9266 8920
NSW Premier's Sporting Challenge	http://products.schools.nsw.edu.au/psc/home.html
School Sport	http://www.sports.det.nsw.edu.au/
The Arts Unit	http://www.pau.nsw.edu.au
Schools Spectacular	http://www.pau.nsw.edu.au/schools_spectacular
Arts: Operation Art Teachers Resource CD for art teachers	(02) 9550 9083
Arts: Primary Proms Repertoire Book and CD for music teachers from participating schools	(02) 8512 1182
Arts: Festival of Instrumental Music Repertoire Book and CD for music teachers from participating schools	(02) 8512 1183
Arts: Primary Choral Concerts Repertoire Book and CD for music teachers from participating schools	(02) 8512 1182
Arts: Artexpress	http://www.pau.nsw.edu.au/ArtExpress
Awards and Recognition	https://www.det.nsw.edu.au/awards/
Sponsorship	http://www.schools.nsw.edu.au/events/sponsoropp/index.php
Conservatoriums	https://www.det.nsw.edu.au/communityed/regcons/
Student Welfare	
Alcohol: Celebrations and Supply: Information for Parents Pamphlet	http://www.schools.nsw.edu.au/learning/yrk12focusareas/druged/parents/index.php
Next: life after school, 2009 edition - Information for School Leavers	http://www.schools.nsw.edu.au/leavingschool/next/
Out of reach Interactive Whiteboard Activities for early Stage 1	http://www.schools.nsw.edu.au/learning/yrk12focusareas/druged/distribres_prim.php
Dr Gemma Interactive Whiteboard Activities for Stage 1	http://www.schools.nsw.edu.au/learning/yrk12focusareas/druged/distribres_prim.php
The Critic's Choice 2009: Anti-Smoking Resource	Http://www.schools.nsw.edu.au/events/statecompetitions/criticschoice/index.php
Fresh Tastes @ School News letters : Issue 10	http://www.schools.nsw.edu.au/media/downloads/schoolsweb/studentsupport/studentwellbeing/schoolcanteen/yr2009/issue10.pdf
Student Engagement and Program Evaluation	
Middle Years of Schooling Information Package	http://www.schools.nsw.edu.au/gotoschool/highschool/middlelys/index.php

Name of Resource/Publication/Website	Website or telephone contact
Raising the School Leaving Age	https://detwww.det.nsw.edu.au/newsbuzz/yr2009/aug/raisingslage.htm
Vocational education in schools	
Jump page for access to School to Work online resources	www.schooltowork.com.au
Careers Advisory Service website	http://www.cas.det.nsw.edu.au/
e-Student Placement Record and user instructions	https://www.det.nsw.edu.au/vetinschools/worklearn/worklearnpolicy.html
Logbook Online	https://detwww.det.nsw.edu.au/directorates/vet_schools/logbookonline/index.php
Student Pathways Survey	https://www.det.nsw.edu.au/epublishing/swssurvey/
School to Work Program Annual Report 2007	https://www.det.nsw.edu.au/vetinschools/about/reports.html
Enterprise Learning website	http://www.enterpriselearning.nsw.edu.au/
Study Towards your HSC and Vocational Qualification – promotional brochure	www.det.nsw.edu.au/vetinschools/vet/index.html
Vocational Education and Training	
Questions & Answers about School Based Apprenticeships	sbatinnsw.info
Independent Industry Support Services	sbatinnsw.info
Apprenticeships & Traineeships in NSW - brochure	02 9266 8184
Apprenticeships & Traineeships in NSW - DVD	02 9266 8184
Trade Skills Recognition brochure	www.training.nsw.gov.au
Monthly approval figures	www.training.nsw.gov.au
Graphs - NSW A&T system data	www.training.nsw.gov.au
Approval requirements for apprenticeships & traineeships in NSW	www.training.nsw.gov.au
School based arrangements	www.training.nsw.gov.au
Commonwealth Government incentives	www.training.nsw.gov.au
State government incentives	www.training.nsw.gov.au
State Training Services	www.training.nsw.gov.au
Early completion	www.training.nsw.gov.au
Citizenship and residency status	www.training.nsw.gov.au
The Way Ahead for Aboriginal people	www.training.nsw.gov.au
A Complete Guide to Apprenticeships and Traineeships in NSW	www.training.nsw.gov.au
Current apprenticeships and traineeships	www.training.nsw.gov.au
Supervising Your Apprentice or Trainee - book	www.training.nsw.gov.au

APPENDIX

Name of Resource/Publication/Website	Website or telephone contact
Supervising Your Apprentice or Trainee - DVD pack	02 9266 8184
Guide to the Employment of Apprentices and Trainees in the NSW Public Sector	www.training.nsw.gov.au
Delivering Skills for New South Wales - Strategic Plan for Vocational Education and Training 2008-2010	www.bvet.nsw.gov.au
Skills For Sustainability 2009	www.bvet.nsw.gov.au
BVET Statement of Priorities in Response to the Global Financial Crisis	www.bvet.nsw.gov.au
Career Moves - Longitudinal Survey of Destination, Pathways and Satisfaction of 2005 Government School HSC Students in NSW	www.bvet.nsw.gov.au
Pathways to work – Vocational Education and Training for Young Australians from an Arabic Speaking Background	www.bvet.nsw.gov.au
Skills Centres – Expanding Training Opportunities in NSW	www.bvet.nsw.gov.au
Career Moves Disability Web Portal	http://www.careermoves.net.au/
2007/2008 NSW Board of Vocational Education and Training Annual Report	www.bvet.nsw.gov.au/pdf/annualreport08.pdf
2007/2008 NSW Vocational Education and Training Accreditation Board Annual Report	http://www.vetab.nsw.gov.au/vetab_annual_reports.php
General	
<p>“The State Training Services website is a portal for advice and support to:</p> <ul style="list-style-type: none"> ■ NSW businesses to help them meet their current and future skill needs ■ People seeking official information and help with apprenticeships and traineeships ■ Access the vocational training system in NSW for industry, trainers and learners. <p>Advice and resources are available in the following specific areas:</p> <ul style="list-style-type: none"> ■ Vocational education and training ■ Productivity Places Program ■ Apprenticeships and Traineeships ■ Skills and Trade recognition ■ Addressing Skills Shortages ■ Green Skills in NSW ■ NSW Training Awards ■ CIBs, VTOs and qualifications ■ Australian Apprenticeship Centres 	www.training.nsw.gov.au

Name of Resource/Publication/Website	Website or telephone contact
NSW Board of Vocational Education and Training website	www.bvet.nsw.gov.au
NSW Vocational Education and Training Accreditation Board website	www.vetab.nsw.gov.au
The Centre for learning Innovation develops and circulates innovative online digital products and services for students, teachers and parents to assist teaching and learning in NSW schools and TAFE. These include a variety of multimedia-rich products for schools and TAFE, and resources to assist teachers to integrate ICT into their teaching practice.	www.cli.nsw.edu.au/cli/index.shtm
The Teaching and Learning exchange (TaLe) is a portal that enables teachers to locate and use digital, multimedia-rich resources developed by the Centre for Learning Innovation and other educational bodies. It includes a parents' portal which provides information on what their children are studying and on how parents can assist their children's learning.	www.tale.edu.au
Other	
Time to Start Pre-school	9561 8088; www.schools.nsw.edu.au
Time to Start Kindergarten	9561 8088; www.schools.nsw.edu.au
Time to Start School	9561 8088; www.schools.nsw.edu.au
Time to Start Year 7	9561 8088; www.schools.nsw.edu.au
School Days - a record of the student years for parents	9561 8088
Side by Side newspaper for teachers	9561 8088
Click - IT information for parents	9561 8088; www.schools.nsw.edu.au
Parent E-zine	9561 8088; www.schools.nsw.edu.au

Appendix 27: Research and Development

Table 27.1 Research and Development – Schools

Name of Research	Funding Allocated	Status or date to be completed
Seeding success and research-based intervention for Aboriginal students	\$385,000	Early 2011
Review of Palm Ave School/Dalwood Assessment Centre	\$15,840	Dec-10
Review of Specialist Services (Learning Assistance Program)	\$30,000	Jan-09
Progress evaluation of the School Learning Support Coordinator initiative	\$30,000	Dec-09
Building Stronger Connections	\$30,000	Apr-10
Evaluation of the NCF44 IDeL (Interactive Distance eLearning) or Satellite Education Project	\$664,000	2009
Teaching and learning for a culturally diverse community	\$162,870	Jul-10
Teachers Researching Communities	\$157,149	Nov-10
Teachers for a Fair Go	\$1,138,331	Dec-10
Evaluation of The Ted Noffs Foundation Alcohol And Other Drugs Counselling In Schools Program	\$39,175	Mar-09
School and Aboriginal Community Alcohol Project	\$49,819	Sep-09
Evaluation of the Early Intervention Project	\$67,625	Nov-09
Circle Time Solutions	\$12,660	Jun-09
Evaluation of the 2006-2009 Australian Government Quality Teacher Program (AGQTP) Safe Schools: Making the Links	\$15,000	Dec-09
Best Start Longitudinal Study	\$60,000	2013
Schools Climate Change Initiative	\$77,000	Apr-10
Live Life Well @ School	\$150,000	2010
AGQTP Implementing Curriculum Planning and Assessment Frameworks, incorporating Connected Outcomes Groups	\$40,000	2009
Staying on at School	\$629,840	2012
Girls in Sport Intervention and Research Project	\$300,000	2011
Retention of Early Career Teachers research project	\$70,713	2009
Meta-analysis of 'Quality Teaching Action Learning' school-based projects 2003–09	\$31,000	Mar-10
Evaluation study of professional learning on teacher awareness of Aboriginal cultural knowledge and the impact on teaching and student learning	\$66,000	Sep-09
New dimensions of group literacy tests for schools: Multimodal reading comprehension in conventional and computer-based formats.	\$349,148	Jun-09

Name of Research	Funding Allocated	Status or date to be completed
Evaluation of Nortel immersive learning environment at Kellyville Public School	\$20,000	Jan-10
Blended learning in schools, TAFE and universities: experience, principles, patterns and practice	\$239,778	Jul-09
Evaluation of literacy and numeracy pilots in low SES school communities	\$167,064	Mar-11
Enhanced Teacher Training Program	\$46,688	Nov-09

Note: Total funds from all sources for the entire project period. The funding allocated shown for each project may span more than one year. Funding may not represent the total resources (e.g. in-kind support).

Table 27.2 Research and Development – TAFE and Community Education

Name of Research	Funding Allocated	Status or date to be completed
Adult Migrant English Service (AMES), Macquarie University and Lady Gowrie Child Centre - Crèche care and bilingual language and literacy development for children of newly arrived parents attending English language programs	AMES - \$40,000 Macquarie University - \$48,925 Lady Gowrie Children's Services - \$10,000	Ongoing – due for completion May 2010
Hunter Manufacturing and Engineering Skills Project - a joint project involving Hunter Institute, the University of Newcastle and the Department of State and Regional Development to identify new and emerging technologies, skills sets and training implications.	\$15,000	Completed
Riverina Institute - Business Educational Review of provision of business education and training to meet current and future needs of our regional industry and other clients.	\$6,000	Completed 2009
Riverina Institute - Automotive Educational Review of provision of automotive education and training to meet current and future needs of our regional industry and other clients.	\$6,000	Jul-10
Riverina Institute - Tourism and Hospitality Educational Review to determine the feasibility of establishing a tourism and hospitality training and education facility in Griffith.	\$3,000	Dec-10
Riverina Institute - Primary Industry Educational Review of provision of primary industry education and training to meet current and future needs of our regional industry and other clients.	\$6,000	Dec-10
Riverina Institute - Information technology, Art Design and Media Educational Review of provision of education and training in this diverse industry area to meet current and future needs of regional industry and other clients.	\$6,000	Dec-10
Social Inclusion and Vocational Access Skills Unit – Review of the Access Employment, Education and Training Framework	\$22,000	Completed

APPENDIX

Name of Research	Funding Allocated	Status or date to be completed
Social Inclusion and Vocational Access Skills Unit - Environmental Scan	\$19,800	Completed
Social Inclusion and Vocational Access Skills Unit - Learner Support	\$9,000	Completed
Western Sydney Institute - Trajectories of Success. This project developed an automated student feedback survey instrument to provide an 'early warning' of students at risk of non-completion.	NCVER Research Scholarship plus Institute contribution of around \$4,000	Early 2010
Western Sydney Institute - Customising learning for farmers. This research project focused on the need for educational providers to use innovative practices to meet diverse learning needs of farmers, including using a web-based collective or forum, and allowing access for practising farmers to re-evaluate and update their skills.	NCVER Research Scholarship plus Institute contribution of around \$4,000	Early 2010
Western Sydney Institute trialled four different e-portfolio systems with teachers and counsellors to identify the best ways to use e-portfolios with students as a part of improving our delivery of recognition, learning and assessment.	\$7,658	Completed
Impact of Linked Skills Program delivery on English language development and employability of newly-arrived migrants and refugees	\$76,863 (DEEWR)	Mar-09
Report into the TAFE NSW Manufacturing Strategy	\$19,500	30-Oct-09
External Review of the development & implementation of the Access Employment Education and Training Framework (AEET) Framework	\$44,900	28-Aug-09
Environmental Scan of the Access Employment Education and Training Framework	\$26,400	30-Jun-09
TAFE NSW Employment Strategy: Improving employment outcomes for TAFE NSW students with a disability	\$30,000 (DADHC)	Jun-09
TAFE NSW Industry Training Profile 2010	\$50,000	Sep-09
Enrolled Nurse Program	\$27,134 (AFLF)	Nov-09
Australian Flexible Learning Framework (AFLF)	\$37249 (AFLF)	Nov-09
BakerE	\$21,806 (AFLF)	Nov-09
Flexible Delivery Options for Continuing Professional Development for Real Estate Agents	\$21,000 (NSW Fair Trading)	30/06/09
Adult and Community Education (ACE)-TAFE Western Region Project	\$60,000	2010
Enhanced Teacher Training Program	\$46,688 (incl. \$23 338 Aust Catholic Uni)	Nov-09
Skills Recognition: Benchmark Research and Research on Creative Concepts	\$50,000 (Commonwealth Govt)	Sep-09
Hunter Manufacturing and Engineering Skills Project - a joint project involving Hunter Institute, the Department of State and Regional Development (DSRD) and the University of Newcastle to identify new and emerging technologies and skill sets and their implications for training	\$60,000 (incl. \$30,000 DSRD, and \$15,000 University of Newcastle)	Aug-09

Table 27.3 Research and Development - VET

Name of Research	Funding Allocated ¹ VET	Status or date to be completed
NSW Innovation Sector – Training Service Models (Phases 1 and 2)	\$350,000 (BVET)	Phase 1 Jul-09
Improving Systemic Approaches to Innovation Skills Integration in the Creative Industries	\$10,000 (BVET)	Jul-09
Evaluation of NSW Industry Training Advisory Bodies Arrangements	\$40,000 (BVET)	Jul-09
Skills for Green Jobs in Australia	\$20,000 (BVET)	Dec-09
Skills Recognition: (i) Benchmark Research and (ii) Research on Creative Concepts	\$50,000 (DEEWR)	Sep-09

Key:	
BVET	Board of Vocational Education and Training
DADHC	Department of Ageing, Disability and Home Care
DEEWR	Department of Education, Employment and Workplace Relations
NCVER	National Centre for Vocational Education Research

Source: DET, Planning and Innovation

Notes: 1: Total funds from all sources for the entire project period. External funds and sources indicated in brackets. 2: The funding allocated shown for each project may span more than one year. Funding may not represent the total resources (e.g. in-kind support) allocated to the project. 3: Research undertaken by the Vocational Education and Training Accreditation Board (VETAB) is not included in this Appendix as it is published in the VETAB Annual Report.

Appendix 28: Major Capital Works

Table 28.1 Major capital works, new work and work-in-progress

Project description and location	Estimated Completion Date	Estimated Total Cost (\$,000)	Expenditure (\$,000) 2008-09
Schools – New Work 2008-2009			
Bingara Gorge Public School (Wilton) - New School	2010	9,200	94
Cairnsfoot School - Relocation	2010	11,400	355
Carenne School - Upgrade	2009	1,979	1,298
Caringbah High School - Upgrade Stage 3	2010	6,882	1,631
Casino Public School - Upgrade	2011	8,600	525
Chatswood High School - Upgrade Stage 3	2011	5,500	319
East Hill Boys High School - Upgrade	2011	7,800	96
East Hill Girls High School - Upgrade	2011	8,600	89
Kalinda School - Upgrade	2010	8,400	496
Kempsey High School - Upgrade	2010	6,900	387
Macquarie Boys HS (Lachlan College for Maths & Science) - Upgrade	2011	3,500	17
Statewide Demountable Replacement Program 2008/09	2010	10,000	5,786
Statewide Gymnasiums and Halls Program 2008/09	2010	14,600	3,870
Ulladulla High School - Stage 2	2011	5,403	549
Wollongong High School of the Performing Arts - Upgrade	2010	3,250	70
Schools – Work-in-progress			
Bega High School - Upgrade Stage 3	2011	4,281	839
Blenchington Public School - Upgrade	2010	4,886	2,212
Bowraville Central School - Upgrade	2009	6,367	3,969
Building Better Schools - New High School Gymnasiums	2010	32,000	4,801
Building Better Schools - New Primary School Halls	2010	41,400	8,196
Bullimbal School - New School	2010	7,680	1,715
Burwood Girls High School - Upgrade	2009	6,089	2,518
Callaghan College Jesmond Campus - Upgrade Stage 3	2009	9,315	4,571
Campbelltown High School - Upgrade	2009	5,382	1,210
Caringbah High School - Site Consolidation Stage 2	2009	9,987	2,710
Carlton Public School - Upgrade	2009	1,954	1,851

Project description and location	Estimated Completion Date	Estimated Total Cost (\$,000)	Expenditure (\$,000) 2008-09
Schools – Work-in-progress			
Chatswood High School - Upgrade Stage 2	2009	2,529	2,041
Cheltenham Girls High School - Upgrade	2009	5,707	2,352
Coffs Harbour High School - Upgrade	2010	7,098	2,439
Connected Classrooms	2011	119,000	44,056
Dungog High School - Upgrade	2009	8,450	6,142
Floraville Public School - Upgrade	2010	6,664	1,310
Hazelbrook Public School - Upgrade	2010	2,513	538
Helensburgh Public School - Upgrade	2009	4,420	1,510
Hurstville South Public School - Upgrade	2009	2,950	666
Kandos Public School/Kandos High School - Upgrade	2009	3,450	84
Killara Public School - Upgrade	2009	4,813	4,024
Lane Cove West Public School - Upgrade	2009	3,822	294
Lawrence Hargrave Public School - Upgrade	2009	2,623	62
Learn or Earn Trade Schools	2011	14,700	2,031
Learning Management and Business Reform	2012	167,838	43,499
Marsden Road Public School - Upgrade	2010	2,383	418
Milton Public School - Upgrade Stage 2	2009	3,299	0
Milton Public School - Upgrade Stage 3	2009	3,849	0
Newport Public School - Upgrade	2010	3,154	734
Old Bar Public School - Upgrade	2010	6,624	1,511
Penrith High School - Upgrade	2009	5,799	85
Ryde Public School - Upgrade	2009	6,930	3,562
Statewide Compliance and Additions 2007/08	2009	6,503	1,549
Statewide Demountable Replacement Program 2007/08	2009	10,523	2,575
Statewide Halls/Gymnasiums Program 2007/08	2009	23,083	15,634
The Hills School - Upgrade	2009	6,534	2,852
Trade Schools Various Locations	2010	8,895	1,840
Tumut Public School - Amalgamation of Infants and Primary School Sites	2010	6,955	1,180
Tweed River High School - Upgrade	2010	4,461	1,475

APPENDIX

Project description and location	Estimated Completion Date	Estimated Total Cost (\$,000)	Expenditure (\$,000) 2008-09
Schools – Work-in-progress			
Vincentia High School - Upgrade	2010	1,453	53
Waniora Public School - Upgrade	2009	2,656	2,185
Westmead Public School - Upgrade	2009	1,713	1,535
Woollahra Public School - Upgrade	2010	2,500	264

Table 28.2 Major capital works, new work and work-in-progress – TAFE NSW

Project description and location	Estimated Completion Date	Estimated Total Cost (\$,000)	Expenditure (\$,000) 2008-09
TAFE NSW – New Work 2008-2009			
Ballina Campus Upgrade Stage 3	2010	3,494	487
Granville Block K Refurbish - Plumbing Rationalisation	2010	5,200	472
Great Lakes - Relocation from Tuncurry site.	2010	3,300	283
Hamilton TAFE Block A Refurbishment Stage 1	2011	8,800	1324
Macquarie Fields Upgrade Stage 2 Health & Community Services	2010	5,700	346
Mudgee Tourism & Hospitality	2010	4,494	1411
Muswellbrook Mining Industry Skill Centre Stage 1	2010	2,900	181
Northern Beaches Health & Fitness Access & Custom Serv	2011	7,900	226
Nowra Facilities Upgrade	2011	4,600	258
Tamworth Metal Fabrication & Welding	2010	6,000	438
Temora Campus Upgrade	2010	4700	330
Ultimo Infrastructure Sustainability Stage 1	2010	2,300	829
Welding Bays Compliance	2010	4,509	1868
TAFE NSW – Work-in-progress			
Bankstown - Childrens Centre/Community Services Upgrade	2009	6,297	667
Bathurst - Buildings A and G Refurbishment and Building F Extension	2009	5,014	677
Blue Mountains (Katoomba) - Massage, Beauty Therapy, Tourism, Health and Aged Care	2010	5,369	992

Project description and location	Estimated Completion Date	Estimated Total Cost (\$,000)	Expenditure (\$,000) 2008-09
TAFE NSW – Work-in-progress			
Casino - Refurbishment of Trade Areas and New Facilities	2009	2,778	2477
Castle Hill - Business Services, Construction and Health	2009	8,473	4164
Coffs Harbour Education Campus - Automotive, Health and Sport and Recreation	2009	9,197	4083
Dubbo - Refurbishment	2009	5,383	4486
Granville - Student Amenities and Security	2009	2,831	1202
Lidcombe - Design Centre Refurbishment	2009	1648	1416
Macquarie Fields - Sport and Recreation	2010	5,688	3137
Newcastle - Block F Refurbishment	2009	5,666	1344
Newcastle - Hairdressing and Beauty Therapy	2009	5,346	3770
Nirimba - Campus Redevelopment	2009	6,493	5276
Port Macquarie - Child Studies, Beauty Therapy and Learner Support Centre	2009	9,190	360
Randwick - Upgrade Facilities	2010	7,579	3,064
Ryde - Hospitality and Replacement of Major Operating Plant	2009	8,599	2996
Ryde, Meadowbank, Northern Beaches - Training Kitchen Upgrades	2010	7,050	3198
TAFE Online Project - Stage 2	2009	8,292	2013
Tamworth - Light Automotive and Electrotechnology Refurbishment	2009	2311	1762
Ultimo - Building W Refurbishment for Business and Information Technology	2009	7,480	214
Ultimo - Building W Upgrade Safety Requirements	2009	7,989	198
Wagga Wagga - Plumbing, Community Services and General education	2009	5,017	233

Appendix 29: Establishment and Closure of Schools

Table 29.1: Establishment and Closure of Schools

School name (code) and location	School Education Area	Region	Date	
Establishment of Schools in 2009				
Elderslie Public School (4646) Elderslie	Macarthur	South Western Sydney	28-Jan-09	
Middleton Grange Public School (4647) Middleton Grange	Hoxton	South Western Sydney	28-Jan-09	
Rouse Hill High School (8291) Rouse Hill	The Hills	Western Sydney	28-Jan-09	
Reopened				
Burruga Public School (1437) Burruga	Bathurst	Western NSW	28-Jan-09	
School Closures or Mergers in 2009				
Bendick Murrell Public School (1192) Bendick Murrell	Riverina North	Riverina	28-Jan-09	
Burcher Public School(1429) Burcher	Riverina North West	Riverina	28-Jan-09	
Five Mile Tree Public School (1922) Crooked Corner	Queanbeyan	Illawarra and South East	28-Jan-09	
Ghinni Ghinni Public School (1973) Ghinni Ghinni	Manning Camden Haven	North Coast	28-Jan-09	
Rookhurst Public School (2986) Rookhurst	Lower North Coast	North Coast	28-Jan-09	
Williamtown Public School (3447) Williamtown	H/CC10	Hunter/Central Coast	28-Jan-09	
Wongwibinda Public School (2257) Wongwibinda via Wollomombi	New England North	New England	28-Jan-09	
Yarramalong Public School (3543) Yarramalong	H/CC3	Hunter/Central Coast	28-Jan-09	
John Richardson School (5450) Unanderra	Wollongong	Illawarra and South East	27-Feb-09	
Balldale Public School (1109) Balldale	Riverina South	Riverina	03-Apr-09	
Mallanganee Public School (2456) Mallanganee	Richmond Valley	North Coast	09-Apr-09	
Pearces Creek Public School (2850) Pearces Creek	Southern Cross	North Coast	09-Apr-09	
Closures Gazetted not previously listed				
John Richardson School (5450) Unanderra	Wollongong	Illawarra and South East	27-Feb-09	
School Moves in 2009				
None				
Change of school name or status				
New name (code) and location	School Education Area	Region	Former name	Date
East Hills Girls Technology High School (8187) Panania	East Hills	South Western Sydney	East Hills Girls High School (8187)	18-Aug-09

Source: Planning and Innovation School Statistics database **Note:** This table records the date at which changes in operational status became effective.

Appendix 30: Funds Granted to Non-government Community Organisations

Table 29.2 Establishment and closure of TAFE NSW campuses

TAFE NSW campus facilities			
Campus/facility and location	Location	District	Date
Establishment of TAFE NSW Campus Facilities in 2009			
Junee Campus	Junee	Riverina	1-Apr-09
Closure or merger of TAFE NSW campus facilities in 2009			
Nil			

Source: TAFE Statistics Unit **Note:** This table records the date at which changes in operational status became effective.

Table 30.1 Summary of Funds Granted to non-government community organisations

Summary of attached programs	2008/09
ACE Vocational Education and Training Grants	\$9,529,545.00
Apprenticeship & Traineeship Training Program Grants	\$46,718,652.94
Artstart - NSW Youth Arts and Skills Festival Grants	\$348,863.64
Building Equipment and Childcare Grants	\$348,063.00
Community Languages Grants	\$3,138,687.80
Elsa Dixon Grants	\$2,339,355.73
Enterprise Training Program Grants	\$350,907.35
Grants In Aid	\$1,092,500.00
Group Training Scheme Grants	\$3,803,818.50
Indigenous Education Program Grants	\$1,378,884.00
Intervention Support - Capital Grants	\$789,266.00
Intervention Support Grants - Children in Residential Care	\$234,850.00
Intervention Support Grants - Non School Organisations	\$743,422.00
Intervention Support Grants - Young People with Disabilities	\$9,834,741.00
Joint Indigenous Program Grants	\$1,770,371.72
Literacy Program Grants	\$16,500.00
Miscellaneous ACE Grants	\$78,993.00

APPENDIX

Summary of attached programs	2008/09
National School Drug Education Grants	\$534,897.00
NSW ACE Program Grants	\$3,802,050.00
Other Miscellaneous Grants	\$3,286,124.59
Productivity Places Program Grants	\$7,230,257.93
Regional Conservatorium of Music Grants	\$4,875,319.00
Skills Gap Training Program Grants	\$854,161.84
Strategic Skills Program Grants	\$3,592,114.25
VET In Schools Consortium Grants	\$2,666,005.83
VET in Schools Program Grants - Other	\$3,158,931.00
Youth Assistance Strategies Grants	\$8,205,493.93
Total	\$120,722,777.05

Table 30.2 Grants In Aid 2008/09

Grants	2008/09
Australian Children's Television Foundation	\$161,000.00
Centre For Volunteering	\$55,900.00
Council of Catholic School Parents	\$73,100.00
Early Childhood Intervention Australia	\$9,400.00
Federation of Parents and Citizens Associations	\$342,800.00
Gould League of NSW	\$11,000.00
Institute for Family Advocacy and Leadership Development	\$30,200.00
Isolated Children's Parents Association	\$46,500.00
Learning Difficulties Coalition of NSW	\$30,000.00
Learning Links	\$23,000.00
National Association for Prevention of Child Abuse and Neglect (NAPCAN)	\$10,600.00
NSW Parents Council	\$57,800.00
Specific Learning Difficulties Association of NSW (SPELD)	\$28,700.00
St John Ambulance (NSW)	\$12,700.00
Talent Development Project	\$190,000.00
Vision Australia	\$9,800.00
Total	\$1,092,500.00

Table 30.3 ACE Vocational Education and Training Grants

Grants	2008/09
Ace North Coast Inc - Lismore	\$268,814.00
Albury Wodonga Community College Ltd	\$130,860.00
Alstonville Adult Learning Association	\$207,747.00
Bankstown Community College Inc	\$460,014.00
Bellingen Ace Adult and Community Educatio	\$69,180.00
Byron Region Community College Inc	\$278,342.00
Camden Haven Community College Inc	\$159,674.00
Central Coast Community College	\$399,255.00
Central West Community College Ltd	\$537,414.00
Coffs Coast Community College Inc	\$180,426.00
Community College-Northern Inland Incorp	\$206,619.00
Community Colleges (NSW) Inc	\$35,950.00
Cooperative Learning Ltd	\$46,690.00
Deaf Society of NSW	\$297,230.00
Eastern Suburbs Community College Inc	\$123,368.00
Eurobodalla Adult Education Centre Inc	\$120,580.00
Forster Tuncurry Adult Education Inc	\$95,628.00
Grafton Community College Inc	\$113,182.00
Griffith Adult Learning Association Inc	\$126,571.00
Hawkesbury Community College Inc	\$195,157.00
Hornsby Ku-Ring-Gai Community College	\$121,901.00
Hunter Community College Inc	\$213,717.00
Kiama Community College Inc	\$117,312.00
Local Community Services Association Inc	\$29,308.00
Macarthur Community College Inc	\$183,391.00
Macleay Valley Community College Inc	\$30,987.00
Macquarie Community College	\$228,901.00
Manly-Warringah Community College	\$147,540.00
Murwillumbah Adult Education Centre Inc	\$152,945.00
Nambucca Valley Community College Inc	\$74,556.00

APPENDIX

Grants	2008/09
Nepean Community College Inc	\$297,135.00
New England Community College Inc	\$75,361.00
North West Community College Inc	\$170,042.00
Port Macquarie Community College Inc	\$353,066.00
Riverina Community College Ltd	\$421,679.00
Robinson Education Centre Inc	\$242,106.00
Singleton Community College Inc	\$97,000.00
Southern Region Community College Inc	\$77,642.00
St George and Sutherland Community College	\$193,669.00
Sydney Community College	\$152,583.00
Tamworth Community College Inc	\$194,102.00
Taree Community College Inc	\$206,927.00
The Parramatta College Inc	\$333,692.00
Tomaree Community College Inc	\$137,160.00
Tuggerah Lakes Community College Inc	\$313,266.00
Wauchope Community College Inc	\$95,635.00
Western College Inc	\$289,156.00
Workers Educational Association - Hunter	\$267,599.00
Workers' Educational Association Illawarra	\$128,980.00
Workers' Educational Association Sydney	\$129,486.00
Total	\$9,529,545.00

Appendix 31: Code of Conduct

The Code of Conduct was reviewed in 2009 with an implementation date of 27 January 2010.

The Code of Conduct is available online at www.det.nsw.edu.au/policies/staff/ethical_behav/

Appendix 32: Recognition of Excellence

In 2009, government schools and TAFE NSW Institutes, students, staff, parents and community members were recognised at the national, state and local levels for achievement in, and commitment to, teaching and learning in public education and training. This recognition was afforded through a number of Commonwealth, State, departmental and external awards and scholarships.

Awards within the Order of Australia (Australian Honours) recognise excellence, achievement or meritorious service. In 2009, awards were presented to the following current or former Departmental personnel for their contributions to education: Mrs June Cecilia Baker OAM, Mrs Lynette Marie Burgess OAM, Mrs Elissa Hilary Demeny OAM, Mr Stanley Vernard Grant AM, Mr Alan John Grasset OAM, Mrs Fay Green OAM, Mr John Edward Green OAM, Dr Kelvin John Hastie OAM, Mrs Christine Gloria Hunter OAM, Mr Richard Paul Irving PSM RFD, Mrs Patricia Anne Keating OAM, Mrs Judith Marie Lewis OAM, Mr William Alec Lewis OAM, Mr Ian Robert Lobsey OAM, Mr Robert Henry Lytton OAM, Mrs Carole Anne McDiarmid PSM, Mrs Dennis Peter Mudd OAM, Mr Barry Charles Peddle PSM, Mr James Stewart Rutherford OAM, Mrs Janet Marie Saunders OAM and Mr Ronald James Wallis OAM.

The Meritorious Service to Public Education and Training Award is a prestigious award recognising the outstanding contributions of individuals to public education and training. In 2009, the Award was presented to Mr Barry Peddle PSM and Mr Philip Stabback. Mr Ray Hudswell was Highly Commended.

The Director-General's Award for Excellent Service to Public Education and Training honours people who make significant contributions to public schools, TAFE NSW Institutes or State Office Directorates. In 2009, 35 individuals received the Award.

The Minister's Award for Excellence in Student Achievement recognises students achieving in academic, sporting and cultural endeavours, as well as in leadership, contributions to their communities and the values of public education. In 2009, 39 Year 12 students were presented with the Award by the Minister for Education and Training.

The Director-General's School Achievement Award is presented regionally to schools demonstrating outstanding commitment to the Department's priorities and to public education. 22 schools received the award in 2009.

The Quality Teaching Awards are delivered jointly by the Australian College of Educators, NSW Branch and the Department of Education and Training on behalf of the Minister for Education and Training. In 2009, nine public primary teachers, seven public secondary teachers, one central school teacher and seven teachers from TAFE NSW received recognition for their exemplary practice.

The NSW Training Awards recognise and reward the achievements of teachers, students, businesses and vocational education providers.

In 2009, the individual award recipients from the government sector were:

Aboriginal and Torres Strait Islander (ATSI) Student of the Year: Ms Dasha Newington, TAFE NSW Western Sydney Institute (OTEN)

Apprentice of the Year: Mr Gavin Press, TAFE NSW Western Institute

Trainee of the Year: Ms Jacqueline Vella, TAFE NSW Western Sydney Institute

Vocational Student of the Year: Ms Lisa Northam, TAFE NSW Western Sydney Institute (OTEN)

VET in Schools Student of the Year: Mr William Littlefield, Picton High School

Top Apprentice in the Vehicle Trades: Mr Dave Kreutzberger, TAFE NSW Riverina Institute

Excellence in Trade Skills: Mr Kyle French, TAFE NSW Western Institute.

Phil Darby Memorial Award: Mr Matthew Russell, TAFE NSW Western Sydney Institute

The organisational award winners in 2009 were:

VET in Schools Excellence Award: Beverly Hills Girls High School

Large Training Provider of the Year: TAFE NSW Western Sydney Institute

NSW Training Initiative Award: TAFE NSW Northern Sydney Institute (Northern Beaches College)

Employer of the Year: The Manildra Group, in collaboration with TAFE NSW.

The TAFE NSW Quality Awards are presented biennially. The next round of Awards will be in 2010.

The Connected Learning Awards encourage teachers and students to become familiar with web design tools and to use Information and Communication Technologies to create innovative websites. In 2009, recipients were:

Digital Story Awards: Primary Winner Niagara Park Public School; Runner up Wollongong West Public School; Achievement Mary Brooksbank School. Secondary Winner Liverpool Girls High School; Runner up St Mary's Senior High School

Short film Awards: Primary Winner Lightning Ridge Central School; Runner up Tacking Point Public School; Encouragement Crawford Public School. Secondary Winner Hoxton Park High School; Runner up James Ruse Agricultural High School; Encouragement Quakers Hill High School

Digital Art Awards: Primary Winner Copacabana Public School; Runner up Bald Face Public School; Encouragement Bald Face Public School and Chatswood Public School. Secondary Winner Molong High School; Runner up Keira High School; Encouragement Sydney Distance Education High School

Learning Resource Awards: Primary Winner Scone Public School; Runner up Concord Public School; Encouragement Sutherland Public School and Cabramatta Public School. Secondary Winner Taree High School; Runner up Taree High School; Encouragement Gilgandra High School and Kirrawee High School

Greeting Card Design Awards: Winner Epping West Public School; Award for Animation Valentine Public School.

The Cohesive Community School Award is presented to a school or group of schools that have made a significant difference by promoting social harmony in their communities. The recipient of the Award in 2009 was the Peninsula Community of Schools in Northern Sydney Region, comprising Avalon Public School, Barrenjoey High School, Bilgola Plateau Public School, Collaroy Plateau Public School, Cromer Public School, Elanora Heights Public School, Mona Vale Public School, Narrabeen Lakes Public School, Narrabeen North Public School, Narrabeen Sports High School, Newport Public School, Pittwater High School and Wheeler Heights Public School. The Northern Spirit Learning Community, comprising six primary schools and one secondary school in the Albury area of the Riverina Region was highly commended.

Achievement and innovation in the integration of technologies into classroom practice were recognised in 2009 through the \$10,000 Microsoft Australia Pty Ltd Information and Communication Technologies Scholarship, awarded to Dr Ken Silburn, Casula High School and the Microsoft Australia (NSW) Innovative Teachers Award won by Mr Steve Cornish, Narrabri West Public School, who will attend both national and Asia Pacific Innovative Teacher Conferences.

The Public School Parent of the Year Awards recognise parents who make significant contributions to their schools. In 2009, 43 parents were recognised by their regions.

Premier's Teacher Scholarships are corporately sponsored monetary awards giving teachers the opportunity to undertake study into aspects of teaching and learning overseas or within Australia. Scholarships were awarded to 21 teachers from the public education sector in 2009, with scholars investigating teaching practices in English, rural and remote education, history, agriculture, Chinese language, special education, Indigenous education, youth depression awareness, environmental education, TAFE educational practice and science.

Each year Jim Anderson Scholarships support five Year 12 students enrolled at one of a number of government secondary schools in Western Sydney who take up study at the University of Western Sydney or a TAFE NSW Institute. Of the five students receiving scholarships in 2009, one was Indigenous.

Students from government and non-government schools competed once again for the Premier's ANZAC Memorial Scholarships. These scholarships enable a group of Year 10 or 11 students to accompany the Premier of NSW and President of the NSW Branch, Returned and Services League of Australia to undertake a study tour to a site of significance to the ANZAC tradition. Two tour groups were selected in the 2009 round. Of the 20 students selected for tours to Korea/Japan or the Western Front, 15 are enrolled in government secondary schools.

Leadership Fellowships are awarded to public school principals to support studies in school leadership within Australia or overseas. In 2009, ten principals received regional fellowships of \$7,500. Four principals received \$10,000 State fellowships.

The 2009 Teacher and School Administrative and Support Staff Exchange Program supported 15 teachers exchanging to Canada, five to the United Kingdom, two to the United States, one to Belgium and one to The Netherlands. These exchanges provide valuable insights into other educational organisations as well as bringing international perspectives to NSW schools.

The NSW Combined High Schools Sports Association Awards:

The Val Lembit Trophy: Cameron King, Endeavour Sports High School (Rugby League)

The Betty Bowen Award: Esther Qin, Beverly Hills Intensive English Centre (Diving)

Sydney Markets Year 11 Scholarships Awards: Girls Nikki Tilley, Narara Valley High School (Trampoline);

Boys Alex Silcock, Gosford High School (Tennis)

APPENDIX

53 students were awarded with a NSWCHSSA Blue in 2009.

2009 Cricket Blues were awarded to: Kate Waetford, Westfields Sports High School; Nathan Brain, Westfields Sports High School and Andrew Harriott, Oxley High School.

Public education Service Certificates were awarded to 2,699 Departmental employees in 2009 acknowledging 20, 30, 40, 45 or 50 years of service.

Departmental teachers also achieved success in external award programs:

The NEiTA 2009 ASG (National Excellence in Teaching and Australia Scholarships Group) Awards provide opportunities for members of school communities to recognise their teachers. NSW government school staff awarded were: Ms Sarah Daley and Ms Vicki Treble, Balgowlah North Public School; Ms Dianne Yates, Cronulla Public School; Dr Mark Butler, Gosford High School; Ms Bree Harvey, Callaghan College Wallsend Campus; Mr Peter Jones, Callaghan College Waratah Technology Campus; Ms Sarah Briggs, Westdale Public School; Ms Susan Goodwin, Jerrabomberra Public School and Ms Vicki O'Rourke, Zig Zag Public School.

In 2009, the following teachers were Highly Commended in the Australian Awards for Teaching Excellence: Ms Gae Masters and Mr Christopher Mills, Richmond River High School and Mrs Kimberley Pericles, Belmore South Public School in the Excellence by a Teacher category; Ms Stacey Quince, Campbelltown Performing Arts High School and Dr Ken Silburn, Casula High School in the Teacher Leadership category; Ms Alicia Green, Canobolas Rural Technology High School and Ms Kelli McGraw, Macquarie Fields High School in the Beginning Teacher category. Ms Vicki Treble in the Excellence by a Principal category; Mr Paul Reginald Taylor in the Excellence by a Support Staff Member category; and Hornsby Girls High School, Kingswood High School and Walcha Central School in the Excellence by a School Community category.

The Winston Churchill Memorial trust offers Churchill Fellowships for overseas study in any subject. In 2009, Mrs Katherine Alexander, Mrs Isabel Baker, Mr Joseph Mitchell

and Ms Tracy Sullivan received Fellowships to support overseas study in their areas of interest.

The Premier's Public Sector Awards formally recognise and reward the achievement of excellence by the New South Wales public sector. The Awards were open to all NSW public sector agencies including departments, authorities, boards, commissions, government trading enterprises and state owned corporations. In 2009, Mr Dave Wasson won a Premier's Award for Individual Excellence; the TAFE Commission received a Commendation in Leading Change; and the NSW Board of Studies and TAFE Commission North Coast were both Runners Up in Delivering Services. United World College Scholarships provide an opportunity for students in Australian schools to attend one of 12 international colleges to complete their schooling and attain an International Baccalaureate (IB). In 2009, two full and one half scholarships were awarded to government school students in NSW: Ms Elizabeth (Elly) Grace, Bonnyrigg High School, Ms Phoebe Maloney, Fort Street high School and Mr Tadeusz Davenport, Sydney Boys High School. The students attended United World Colleges in Vancouver Canada, Duino Italy and Montezuma New Mexico.

Appendix 33: Contacts

Table 33.1 : Contacts

Directory of State Offices			
Office	Telephone		Facsimile
35 Bridge Street, SYDNEY NSW 2000	(02) 9561 8000		(02) 9561 8759
22 Main Street, BLACKTOWN NSW 2148	(02) 9836 9000		(02) 9836 9679
84 Crown Street, WOLLONGONG NSW 2500	(02) 4224 9100		(02) 4224 9334
117 Bull Street, NEWCASTLE NSW 2302	(02) 4924 9900		(02) 4924 9843
140 William Street, BATHURST NSW 2795	(02) 6334 8100		1300 338 123
1 Oxford Street, DARLINGHURST NSW 2010	(02) 9266 8111		(02) 9244 5701
3a Smalls Road, RYDE NSW 2112	(02) 9886 7444		(02) 9886 7155
Level 13, 55 Market Street, SYDNEY NSW 2000	(02) 9561 8000		(02) 9561 8438
Level 9 Civic Tower, 66-72 Rickard Road, BANKSTOWN NSW 2200	(02) 9707 6217		(02) 9707 6287
Australian Technology Park, Level 2, 1 Central Avenue, EVELEIGH NSW 1430	(02) 9244 0000		(02) 9244 0111
Level 2, 39a Herbert Street, ST LEONARDS NSW 2065	(02) 9942 9000		(02) 9942 9600
Directory of TAFE NSW Institutes			
TAFE Institute	Telephone	Facsimile	Director
Hunter Institute, Newcastle Campus			
Maitland Road, TIGHES HILL NSW 2297	(02) 4923 7567	(02) 4923 7711	Christine Warrington (Relieving)
Illawarra Institute			
3 Rowland Avenue, WOLLONGONG NSW 2500	(02) 4222 2908	(02) 4226 4748	Dianne Murray
North Coast Institute, Port Macquarie Campus			
Lower Ground Floor, Block G, Hindman Street, PORT MACQUARIE NSW 2444	(02) 6586 2212	(02) 6586 2344	Elizabeth McGregor
Northern Sydney Institute, North Sydney Campus			
Level 1, Building C, 213 Pacific Highway, ST LEONARDS NSW 2065	(02) 9942 0504	(02) 9942 0508	Kevin Harris
New England Institute			
Janison Street, TAMWORTH NSW 2340	(02) 6768 2445	(02) 6768 2449	Paul Callaghan
Riverina Institute			
Cnr Macleay and Coleman Streets, WAGGA WAGGA NSW 2650	(02) 6938 1444	(02) 6938 1445	Rosemary Campbell
South Western Sydney Institute			
Building A, 500 Chapel Road, BANKSTOWN NSW 2200	(02) 9796 5400	(02) 9790 7353	Phil Cox (Acting)
Sydney Institute			
Level 1, Building A, Mary Ann Street, ULTIMO NSW 2007	(02) 9217 3367	(02) 9217 4023	Claire O'Connor (Acting)

APPENDIX

Directory of TAFE NSW Institutes			
TAFE Institute	Telephone	Facsimile	Director
Western Institute			
Level 1, 235 Lords Place, ORANGE NSW 2800	(02) 6393 5900	(02) 6393 5969	Kate Baxter
Western Sydney Institute			
2-10 O'Connell Street, KINGSWOOD NSW 2747	(02) 9208 9202	(02) 9208 9277	Susan Hartigan
Directory of Regional Offices			
Hunter and Central Coast Region, c/- Newcastle State Office			
117 Bull Street, NEWCASTLE NSW 2300	(02) 4924 9999	(02) 4924 9843	Robyn McKerihan
Illawarra and South East Region			
5 Rowland Avenue, WEST WOLLONGONG NSW 2500	(02) 4222 2931	(02) 4222 2963	Graeham Kennedy
New England Region			
Suite 1, 11-15 Dowe Street, TAMWORTH NSW 2340	(02) 6755 5934	(02) 6755 5935	Jim White (Relieving)
North Coast Region			
Cnr Marcia Street and Rose Avenue, COFFS HARBOUR NSW 2450	(02) 6652 0505	(02) 6658 0537	Peter Haigh
Northern Sydney Region			
Level 5, 13-15 Lyon Park Road, NORTH RYDE NSW 2113	(02) 9886 7016	(02) 9886 7027	Jane Simmons
Riverina Region			
Level 4, 76 Morgan Street, WAGGA WAGGA NSW 2650	(02) 6937 3871	(02) 6937 3888	Colin Parker
South Western Sydney Region c/- TAFE NSW - South Western Sydney			
Building A, 500 Chapel Road, BANKSTOWN NSW 2200	(02) 9796 5446	(02) 8713 6524	Tom Urry
Sydney Region c/- TAFE NSW - Sydney Institute			
Level 1, Room A1.13, Building A, Mary Ann Street, ULTIMO NSW 2007	(02) 9217 4877	(02) 9217 4843	Dr Phil Lambert
Western NSW Region			
37 Carrington Avenue, DUBBO NSW 2830	(02) 6883 6362	(02) 6841 2111	Carole McDiarmid
Western Sydney Region c/- TAFE NSW - Western Sydney Institute			
2-10 O'Connell Street, KINGSWOOD NSW 2747	(02) 9208 9359	(02) 9208 9300	Lindsay Wasson

Note: Directory of TAFE NSW Institutes and Directory of Regional Offices have been updated as of 12/02/09 updated as at 12/02/09. This information was provided by the Director, Corporate Marketing.

Appendix 34: Corporate Credit Card Certification

Directory of State Training Services Centres			
Regional Centre & Address	Telephone	Facsimile	Email
State Training Services - Hunter and Central Coast State Office Block, Level 1, 117 Bull Street NEWCASTLE WEST NSW 2302	(02) 4974 8570	(02) 4925 2139	hunterstc@det.nsw.edu.au
State Training Services - Illawarra and South Coast Level 1, Block E State Office Block 84 Crown Street WOLLONGONG NSW 2500	(02) 4224 9300	(02) 4224 9334	illawarrastc@det.nsw.edu.au
State Training Services - New England Level 2, Noel Park House 155-157 Marius Street TAMWORTH NSW 2340	(02) 6755 5099	(02) 6766 4120	newenglandstc@det.nsw.edu.au
State Training Services - North Coast and Mid North Coast Suite 3, Level 4, 29 Molesworth Street LISMORE NSW 2480	(02) 6627 8400	(02) 6621 9994	ncoaststc@det.nsw.edu.au
State Training Services - Riverina 87 Forsyth Street WAGGA WAGGA NSW 2650	(02) 6937 7600	(02) 6921 0724	riverinastc@det.nsw.edu.au
State Training Services - Western NSW Level 1, State Office Block Cnr Kite & Anson Streets ORANGE NSW 2800	(02) 6392 8500	(02) 6392 8539	westernnswstc@det.nsw.edu.au
State Training Services - Southern and South Western Sydney Level 2, 41 – 45 Rickard Road BANKSTOWN NSW 2200	(02) 8707 9600	(02) 9709 5356	swsydneystc@det.nsw.edu.au
State Training Services - Western Sydney and Blue Mountains Ground Floor, 16-18 Wentworth Street PARRAMATTA NSW 2150	(02) 9204 7400	(02) 9635 9775	wsydneystc@det.nsw.edu.au
State Training Services - Northern and Central Sydney Level 13, 12 Help Street CHATSWOOD NSW 2067	(02) 9242 1700	(02) 9415 3979	nsydneystc@det.nsw.edu.au
NSW Training Awards			
Address	Telephone	Facsimile	Email
"Level 12, 1 Oxford Street (Locked Bag 53) DARLINGHURST NSW 2010 "	1800 306 999	(02) 9266 8590	NSWTrainingAwards@det.nsw.edu.au

Note: Information for Directory of State Training Services Centres and NSW Training Awards was provided by State Training Services 12/02/09

Corporate Credit Card Certification

In accordance with the requirements set down in Treasurer's Direction 205.01 concerning the use of corporate credit cards, the Director-General has certified that corporate credit use by officers in the Department of Education and Training during 2009 was in accordance with the Premier's Memoranda and Treasurer's Directions.



Financial Statements

Financial Statements Contents

NSW Department of Education and Training

Independant Audit Report	204
Statement by Director-General	205
Primary Financial Statement	206
Supplementary Financial Statement	209
Notes to and forming part of the Financial Statements	213

Technical and Further Education Commission


Independant Audit Report	232
Statement by Managing Director	233
Primary Financial Statements	234
Notes to and forming part of the Financial Statements	236

NSW Adult Migrant English Service

Independant Audit Report	250
Statement by Director	251
Primary Financial Statements	252
Notes to and forming part of the Financial Statements	254

TAFE Commission Division

Independant Audit Report	265
Directors Declaration	266
Primary Financial Statements	267
Notes to and forming part of the Financial Statements	268



GPO BOX 12
Sydney NSW 2001

INDEPENDENT AUDITOR'S REPORT

Department of Education and Training and Controlled Entities

To Members of the New South Wales Parliament

I have audited the accompanying financial report of the Department of Education and Training (the Department) which comprises the balance sheet as at 30 June 2009, the operating statement, statement of recognised income and expense, cash flow statement, service group statements; and summary of compliance with financial directives for the year then ended, and a summary of significant accounting policies and other explanatory notes for both the Department and the consolidated entity. The consolidated entity comprises the Department and the entities it controlled at the year's end or from time to time during the financial year.

Auditor's Opinion

In my opinion, the financial report:

- presents fairly, in all material respects, the financial position of the Department and the consolidated entity as at 30 June 2009, and of their financial performance for the year then ended in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations)
- is in accordance with section 45E of the *Public Finance and Audit Act 1983* (the PF&A Act) and the Public Finance and Audit Regulation 2005.

My opinion should be read in conjunction with the rest of this report.

Department Head's Responsibility for the Financial Report

The Department Head is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the PF&A Act. This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on my audit. I conducted my audit in accordance with Australian Auditing Standards. These Auditing Standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal controls relevant to the Department's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Department's internal controls. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Department Head, as well as evaluating the overall presentation of the financial report.

Start of Audited Financial Statements

DEPARTMENT OF EDUCATION AND TRAINING

Financial Statements

For the year ended 30 June 2009

STATEMENT BY THE DIRECTOR-GENERAL OF THE DEPARTMENT OF EDUCATION AND TRAINING

Pursuant to Section 45F of the Public Finance and Audit Act 1983, I state that:

1. The accompanying financial statements have been prepared in accordance with the provisions of the *Public Finance and Audit Act, 1983*, the Financial Reporting Code for Budget Dependent Agencies, the applicable clauses of the *Public Finance and Audit Regulation 2005* and the Treasurer's Directions.
2. The statements exhibit a true and fair view of the financial position and financial performance of the Department and its controlled entities.
3. There are no circumstances, which would render any particulars included in the financial statements to be misleading or inaccurate.



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

DEPARTMENT OF EDUCATION AND TRAINING

Financial Statements

For the year ended 30 June 2009

Contents

Independent Audit Report	
Statement by Department Head	
Primary Financial Statements	
Operating Statement	
Statement of Recognised Income and Expense	
Balance Sheet	
Cash Flow Statement	
Supplementary Financial Statements	
Service Group Statements	
Summary of Compliance with Financial Directives	
Notes to and forming part of the Financial Statements	
General	
1. Summary of Significant Accounting Policies	
2. Expenses	
3. Revenues	
4. Gain / (Loss) on Disposal of Non-Current Assets	
5. Other Gains/(Losses)	
6. Conditions on Contributions	
7. Appropriations	
8. Acceptance by the Crown Entity of Employee Benefits and Other Liabilities	
9. Transfer Payments	
10. Service Groups of the Department	
Current/Non-Current Assets	
11. Cash and Cash Equivalents	
12. Receivables	
13. Other Financial Assets	
14. Property, Plant and Equipment	
15. Intangible Assets	
16. Assets Held for Sale	
17. Restricted Assets	
Current/Non-Current Liabilities	
18. Payables	
19. Borrowings	
20. Provisions	
21. Liability to Consolidated Fund	
Equity	
22. Changes in Equity	
Others	
23. Commitments for Expenditure	
24. Contingent Liabilities and Contingent Assets	
25. Budget Review	
26. Reconciliation of Cash Flows From Operating Activities to Net Cost of Services	
27. Non-Cash Financing and Investing Activities	
28. Financial Instruments	
29. Administered Funds	
30. Key Financials of Controlled Entities	
31. Provision for Superannuation	
32. Investments and Associates	
33. After Balance Date Events	

DEPARTMENT OF EDUCATION AND TRAINING

Operating statement for the year ended 30 June 2009

	Notes	Economic Entity		Parent Entity	
		Actual 2009 \$'000	Budget 2009 \$'000	Actual 2009 \$'000	Actual 2008 \$'000
Expenses excluding losses					
Operating expenses					
Employee related	2(a)	8,158,551	7,818,237	7,609,656	6,714,706
Other operating expenses	2(b)	1,796,849	1,703,197	1,648,662	1,346,025
Depreciation and amortisation	2(c)	405,039	429,389	381,931	316,231
Grants and subsidies	2(d)	210,488	184,368	209,712	234,212
Finance costs	2(e)	9,455	6,059	4,741	239,379
Other expenses		—	—	—	4,741
Total expenses excluding losses		10,551,282	10,151,898	9,864,732	8,621,082
Revenue					
Sale of goods and services	3(a)	468,720	454,635	436,075	107,630
Investment revenue	3(b)	51,068	38,486	43,333	43,676
Grants and contributions	3(c)	112,338	339,305	72,141	107,595
Other revenue	3(d)	317,638	12,828	315,034	320,266
Personnel services revenue	3(e)	1,789	—	1,925	345,132
Total revenue		951,554	845,254	870,508	924,290
Gain / (loss) on disposal	4	3,904	—	(7,642)	3,390
Other gains/(losses)	5	84	—	(1,335)	(318)
		3,988	—	(8,977)	3,072
Net Cost of Services	26	9,596,640	9,306,644	9,003,201	8,318,084
Government contributions					
Recurrent appropriation (net of transfer payments)	7	8,444,374	8,348,617	8,104,467	7,311,198
Capital appropriation (net of transfer payments)	7	603,366	670,753	472,685	520,515
Acceptance by the Crown Entity of employee benefits and other liabilities	8	703,910	540,717	546,441	648,426
Total Government contributions		9,752,250	9,560,087	9,123,593	8,480,140
SURPLUS / (DEFICIT) FOR THE YEAR		155,610	253,443	120,392	162,056
					101,101

The accompanying notes form part of these statements.

DEPARTMENT OF EDUCATION AND TRAINING

Statement of recognised income and expense for the year ended 30 June 2009

	Notes	Economic Entity		Parent Entity	
		Actual 2009 \$'000	Budget 2009 \$'000	Actual 2009 \$'000	Actual 2008 \$'000
Net increase/(decrease) in property, plant and equipment asset revaluation reserve		—	—	12,847	12,847
TOTAL INCOME AND EXPENSE RECOGNISED DIRECTLY IN EQUITY		—	—	12,847	12,847
Surplus/(Deficit) for the Year		155,610	253,443	120,392	162,056
Superannuation actuarial gains/(losses)		(24,314)	—	(1,800)	—
TOTAL INCOME AND EXPENSE RECOGNISED FOR THE YEAR	22	131,296	253,443	131,439	113,948
EFFECT OF CHANGES IN ACCOUNTING POLICY					
Surplus for the period as reported in 2008		—	—	118,592	—
Change of policy – superannuation actuarial loss	22	—	—	1,800	—
Restated surplus/(deficit) for the period		—	—	120,392	—

The accompanying notes form part of these statements.

DEPARTMENT OF EDUCATION AND TRAINING

Balance sheet as at 30 June 2009

	Notes	Economic Entity		Parent Entity	
		Actual 2009 \$'000	Budget 2009 \$'000	Actual 2008 \$'000	Actual 2009 \$'000
ASSETS					
Current assets					
Cash and cash equivalents	11	717,860	640,416	610,501	561,737
Receivables	12	124,614	118,210	111,207	118,767
		842,474	758,626	721,708	680,504
Non-current assets held for sale	16	8,854	8,341	8,341	8,760
Total current assets		851,328	766,967	730,049	689,264
Non-current assets					
Receivables	12	6,229	5,889	5,889	6,229
Other financial assets	13	446	446	446	—
Property, plant and equipment	14	16,592,674	16,526,038	16,432,959	13,880,063
- Land and buildings		268,506	371,765	232,845	205,589
- Plant and equipment		16,661,180	16,397,801	16,665,804	13,685,652
Total property, plant and equipment		16,929,680	16,995,604	16,897,654	14,091,246
Intangible assets	15	161,707	135,069	78,967	146,354
Total non-current assets		17,091,387	17,130,673	16,976,621	14,237,600
Total assets		17,942,715	17,897,640	17,706,670	14,926,864
LIABILITIES					
Current liabilities					
Payables	18	503,070	400,203	381,443	360,783
Borrowings	19	2,054	—	2,342	2,054
Provisions	20	315,596	242,612	233,082	261,436
Other	21	21,237	—	—	21,237
Total current liabilities		841,957	642,815	616,867	645,509
Non-current liabilities					
Borrowings	19	186,306	182,693	145,480	186,306
Provisions	20	13,284	10,697	10,781	12,442
Total non-current liabilities		199,590	193,390	156,261	198,748
Total liabilities		1,041,547	836,195	773,108	844,257
Net assets		16,899,343	16,999,977	16,933,562	13,721,186

The accompanying notes form part of these statements.

DEPARTMENT OF EDUCATION AND TRAINING

Balance sheet as at 30 June 2009 (continued)

	Notes	Economic Entity		Parent Entity	
		Actual 2009 \$'000	Budget 2009 \$'000	Actual 2008 \$'000	Actual 2009 \$'000
EQUITY					
Reserves	22	4,125,319	4,131,479	4,131,479	2,736,678
Accumulated funds		12,706,437	12,833,388	12,571,458	11,147,176
Amounts recognised in equity relating to assets held for sale	16	5,587	5,110	5,110	5,544
Total Equity		16,836,343	16,969,977	16,708,047	13,889,398

The accompanying notes form part of these statements.

DEPARTMENT OF EDUCATION AND TRAINING

Cash Flow Statement for the Year Ended 30 June 2009

	Notes	Economic Entity		Parent Entity	
		Actual	Budget	Actual	Actual
		2009	2009	2009	2008
		\$'000	\$'000	\$'000	\$'000
CASH FLOWS FROM OPERATING ACTIVITIES					
Payments					
Employee related		(7,364,184)	(7,249,448)	(7,067,030)	(6,477,237)
Grants and subsidies		(200,142)	(183,969)	(208,840)	(232,867)
Finance costs		(9,455)	(9,467)	(4,741)	(9,455)
Other		(1,895,318)	(1,963,009)	(1,916,925)	(1,573,609)
Total Payments		(9,478,099)	(9,405,893)	(9,187,436)	(8,293,168)
Receipts					
Sale of goods and services		473,164	457,478	446,813	444,703
Interest received		51,222	36,386	42,432	43,823
Other		632,695	603,151	643,036	560,914
Total Receipts		1,157,071	1,099,015	1,132,281	1,070,764
Cash Flows from Government					
Recurrent appropriation		8,466,211	8,346,617	8,104,467	7,332,456
Capital appropriation		503,366	670,753	472,665	520,516
Net Cash Flows from Government		9,069,577	9,019,370	8,577,152	7,852,952
NET CASH FLOWS FROM OPERATING ACTIVITIES					
	26	748,549	712,492	521,997	639,224
CASH FLOWS FROM INVESTING ACTIVITIES					
Proceeds from sale of land and buildings and plant and equipment		17,024	14,800	27,581	16,066
Proceeds from sale of investments		—	38	5	—
Purchases of land and buildings and plant and equipment		(688,752)	(694,704)	(574,598)	(606,018)
Purchases of investments		—	(38)	(11)	—
NET CASH FLOWS FROM INVESTING ACTIVITIES		(681,728)	(679,904)	(546,923)	(589,52)
NET CASH FLOWS FROM OPERATING ACTIVITIES					
					(454,915)

The accompanying notes form part of these statements.

DEPARTMENT OF EDUCATION AND TRAINING

Cash Flow Statement for the Year Ended 30 June 2009 (continued)

	Notes	Economic Entity		Parent Entity	
		Actual	Budget	Actual	Actual
		2009 \$'000	2009 \$'000	2008 \$'000	2008 \$'000
CASH FLOWS FROM FINANCING ACTIVITIES					
Proceeds from borrowings and advances		43,491	—	52,747	52,747
Repayment of borrowings and advances		(2,953)	(2,673)	(2,342)	(2,342)
NET CASH FLOWS FROM FINANCING ACTIVITIES		40,538	(2,673)	50,405	50,405
NET INCREASE/(DECREASE) IN CASH					
Opening cash and cash equivalents		107,359	29,915	89,810	89
CLOSING CASH AND CASH EQUIVALENTS	11	610,501	610,501	585,022	471,838
		717,860	640,416	610,501	561,737
					471,927

This accompanying notes form part of these statements.

DEPARTMENT OF EDUCATION AND TRAINING

Supplementary financial statements

Service group statements* for the year ended 30 June 2009

	24.1 ** 2009 \$'000	2008*** \$'000	24.2 ** 2009 \$'000	2008*** \$'000	24.3 ** 2009 \$'000	2008*** \$'000
DEPARTMENT'S EXPENSES & INCOME						
Expenses excluding losses						
Operating expenses	25,231	23,209	3,543,044	3,257,069	3,248,765	3,047,118
• Employee related	4,199	4,008	748,175	685,085	678,889	626,850
Depreciation and amortisation	693	648	186,608	161,630	153,960	147,150
Grants and subsidies	—	—	45,982	44,240	23,001	23,933
Finance costs	—	—	5,011	2,513	4,444	2,228
Total expenses excluding losses	30,123	27,865	4,508,820	4,151,137	4,105,069	3,847,279
Revenue						
Sale of goods and services	916	888	29,918	31,000	73,503	66,871
Investment revenue	191	158	22,725	18,552	20,726	17,203
Grants and contributions	201	200	54,506	35,253	30,116	27,309
Other revenue	1,365	1,352	183,949	160,589	149,553	149,013
Personnel services revenue	—	—	—	—	—	—
Total revenue	2,673	2,598	271,096	245,394	273,998	280,396
Gain / (loss) on disposal	—	—	(11,885)	2,065	15,275	(8,992)
Other gains/(losses)	—	—	(186)	—	(152)	—
Net Cost of Services	27,450	25,267	4,249,775	3,903,678	3,815,948	3,595,875
Government contributions ****	—	—	—	—	—	—
NET EXPENDITURE / (INCOME) FOR THE YEAR	27,450	25,267	4,249,775	3,903,678	3,815,948	3,595,875
DEPARTMENT'S ASSETS & LIABILITIES						
Current Assets						
Cash and cash equivalents	—	—	249,270	256,483	198,836	176,828
Receivables	268	195	10,226	8,295	22,338	16,619
Non-current assets held for sale	—	—	7,226	6,890	1,535	1,010
Total current assets	268	195	266,722	271,578	222,709	194,457
Non-current Assets						
Receivables	54	51	1,744	1,649	4,284	4,050
Other financial assets	—	—	—	—	—	—
Property, plant and equipment	—	—	7,567,952	7,493,378	5,578,280	5,503,943
Intangibles	—	—	—	—	—	—
Total non-current assets	54	51	7,569,696	7,495,027	5,582,544	5,507,993
TOTAL ASSETS	322	246	7,836,418	7,766,605	5,805,253	5,702,450

DEPARTMENT OF EDUCATION AND TRAINING

Supplementary financial statements

Service group statements* for the year ended 30 June 2009 (contd)

	24.1 ** 2009 \$'000	2008*** \$'000	24.2 ** 2009 \$'000	2008*** \$'000	24.3 ** 2009 \$'000	2008*** \$'000
Current liabilities						
Payables	1,286	953	169,624	121,895	168,631	123,082
Borrowings	—	—	1,183	1,433	871	909
Provisions	963	749	134,458	104,658	123,223	95,912
Other	—	—	—	—	—	—
Total current liabilities	2,249	1,702	305,265	227,987	292,725	219,903
Non-current liabilities						
Borrowings	—	—	107,390	89,005	78,916	56,475
Provisions	33	26	4,635	3,553	4,248	3,265
Total non-current liabilities	33	26	112,025	92,558	83,164	59,740
TOTAL LIABILITIES	2,282	1,728	417,290	320,555	375,889	279,643
NET ASSETS	(1,960)	(1,482)	7,419,128	7,446,050	5,429,364	5,422,807

* NSW Budget Paper No.3 has replaced program statements with service group statements. Service group statements focus on the key measures of service delivery performance.

** The names and purposes of each service group are summarised in Note 10.

*** Comparative amounts have been reclassified to align with change in focus from programs to service groups.

**** Appropriations are made on an agency basis and not to individual service groups. Consequently government contributions are included in the "Not Attributable" column.

***** Amounts disclosed for NSW Adult Migrant English Service and A.C.N. 083 230 374 PTY LIMITED are net of eliminations with the various service groups of the Department.

	24.1 ** 2009 \$'000	2008*** \$'000	24.2 ** 2009 \$'000	2008*** \$'000	24.3 ** 2009 \$'000	2008*** \$'000
ADMINISTERED EXPENSES AND INCOME						
Administered Expenses						
Transfer payments	—	—	(2,266)	(24,310)	(5,818)	(22,035)
Total Administered Expenses	—	—	(2,266)	(24,310)	(5,818)	(22,035)
Administered Income						
Transfer receipts	—	—	2,266	24,310	5,818	22,035
Total Administered Income	—	—	2,266	24,310	5,818	22,035
Administered Income less Expenses	—	—	—	—	—	—

DEPARTMENT OF EDUCATION AND TRAINING

Supplementary financial statements

Service group statements* for the year ended 30 June 2009 (Contd)

	24.4 **	24.5 **	24.6 **
	2009 \$'000	2008*** \$'000	2009 \$'000
DEPARTMENT'S EXPENSES & INCOME			
Expenses excluding losses			
Operating expenses			
• Employee related	579	1,286,962	37,593
• Other operating expenses	617	305,714	13,322
Depreciation and amortisation	–	75,673	6,803
Grants and subsidies	9,066	–	131,556
Finance costs	–	–	–
Total expenses excluding losses	10,262	1,670,748	190,052
Revenue			
Sale of goods and services	–	321,743	2,524
Investment revenue	–	6,641	35
Grants and contributions	–	1,971	7,399
Other revenue	–	2,507	164
Personnel services revenue	–	–	1,789
Total revenue	–	332,762	27,328
Gain / (loss) on disposal	–	(386)	–
Other gains/(losses)	–	402	–
Net Cost of Services	10,262	1,337,970	162,724
Government contributions ****			
NET EXPENDITURE / (INCOME) FOR THE YEAR	10,262	1,337,970	162,724
DEPARTMENT'S ASSETS & LIABILITIES			
Current Assets			
Cash and cash equivalents	–	139,032	–
Receivables	1	42,347	743
Non-current assets held for sale	–	93	–
Total current assets	1	181,472	743
Non-current Assets			
Receivables	–	–	147
Other financial assets	–	445	–
Property, plant and equipment	–	2,975,118	–
Intangibles	–	15,353	–
Total non-current assets	–	2,990,917	147
TOTAL ASSETS	1	3,172,389	890

DEPARTMENT OF EDUCATION AND TRAINING

Supplementary financial statements

Service group statements* for the year ended 30 June 2009 (contd)

	24.4 **	24.5 **	24.6 **
	2009 \$'000	2008*** \$'000	2009 \$'000
Current liabilities			
Payables	85	61	3,181
Borrowings	–	–	–
Provisions	26	20	1,404
Other	–	–	–
Total current liabilities	111	81	4,585
Non-current liabilities			
Borrowings	–	–	–
Provisions	1	1	48
Total non-current liabilities	1	1	48
TOTAL LIABILITIES	112	82	4,633
NET ASSETS	(111)	(80)	(3,743)

* NSW Budget Paper No.3 has replaced program statements with service group statements. Service group statements focus on the key measures of service delivery performance.

** The names and purposes of each service group are summarised in Note 10.

*** Comparative amounts have been reclassified to align with change in focus from programs to service groups.

**** Appropriations are made on an agency basis and not to individual service groups. Consequently government contributions are included in the "Not Attributable" column.

***** Amounts disclosed for NSW Adult Migrant English Service and A.C.N. 093 230 374 PTY LIMITED are net of eliminations with the various service groups of the Department.

	24.4 **	24.5 **	24.6 **
	2009 \$'000	2008*** \$'000	2009 \$'000
ADMINISTERED EXPENSES AND INCOME			
Administered Expenses			
Transfer payments	(787,051)	(765,084)	(1,526)
Total Administered Expenses	(787,051)	(765,084)	(1,526)
Administered Income			
Transfer receipts	787,051	765,084	1,526
Total Administered Income	787,051	765,084	1,526
Administered Income less Expenses	–	–	–

DEPARTMENT OF EDUCATION AND TRAINING
Supplementary financial statements

Service group statements* for the year ended 30 June 2009 (contd)

	Not Attributable		AMES****		A.C.N.093 230 374 PTY Ltd*****	
	2009	2008***	2009	2008***	2009	2008***
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Current liabilities						
Payables	18,105	14,226	3,923	3,728	—	—
Borrowings	—	—	—	—	—	—
Provisions	301	206	24,828	5,164	—	—
Other	21,237	—	—	—	—	—
Total current liabilities	39,643	14,432	28,751	8,892	—	—
Non-current liabilities						
Borrowings	—	—	—	—	—	—
Provisions	3,477	3,203	—	—	—	—
Total non-current liabilities	3,477	3,203	—	—	—	—
TOTAL LIABILITIES	43,120	17,635	28,751	8,892	—	—
NET ASSETS	996,735	821,764	(2,989)	22,473	—	2,289

* NSW Budget Paper No.3 has replaced program statements with service group statements. Service group statements focus on the key measures of service delivery performance.
 ** The names and purposes of each service group are summarised in Note 10.
 *** Comparative amounts have been reclassified to align with change in focus from programs to service groups.
 **** Appropriations are made on an agency basis and not to individual service groups. Consequently government contributions are included in the "Not Attributable" column.
 ***** Amounts disclosed for NSW Adult Migrant English Service and A.C.N. 093 230 374 PTY LIMITED are net of eliminations with the various service groups of the Department.

	Not Attributable		AMES****		A.C.N.093 230 374 PTY Ltd*****	
	2009	2008***	2009	2008***	2009	2008***
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
ADMINISTERED EXPENSES AND INCOME						
Administered Expenses	—	—	—	—	—	—
Transfer payments	—	—	—	—	—	—
Total Administered Expenses	—	—	—	—	—	—
Administered Income	—	—	—	—	—	—
Transfer receipts	—	—	—	—	—	—
Total Administered Income	—	—	—	—	—	—
Administered Income less Expenses	—	—	—	—	—	—

DEPARTMENT OF EDUCATION AND TRAINING
Supplementary financial statements

Service group statements* for the year ended 30 June 2009 (Contd)

	Not Attributable **		AMES*****		A.C.N. 093 230 374 PTY Limited*****	
	2009	2008***	2009	2008***	2009	2008***
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
DEPARTMENT'S EXPENSES & INCOME						
Expenses excluding losses	—	—	—	—	—	—
Operating expenses	—	—	—	—	—	—
• Employee related	—	—	18,377	14,919	—	—
• Other operating expenses	—	—	17,812	15,814	—	—
Depreciation and amortisation	—	—	19	27	—	—
Grants and subsidies	—	—	—	—	—	—
Finance costs	—	—	—	—	—	—
Total expenses excluding losses	—	—	36,208	30,760	—	—
Revenue						
Sale of goods and services	—	—	40,118	40,104	—	4
Investment revenue	—	—	851	1,010	—	—
Grants and contributions	—	—	2,728	592	—	—
Other revenue	—	—	—	—	—	—
Personal services revenue	—	—	—	—	—	—
Total revenue	—	—	43,697	41,706	—	4
Gain / (loss) on disposal	—	—	—	—	—	—
Other gains/(losses)	—	—	—	—	—	—
Net Cost of Services	—	—	(7,489)	(10,946)	—	(4)
Government contributions ****	9,752,250	9,123,593	—	—	—	—
NET EXPENDITURE / (INCOME) FOR THE YEAR	(9,752,250)	(9,123,593)	(7,489)	(10,946)	—	(4)
DEPARTMENT'S ASSETS & LIABILITIES						
Current Assets						
Cash and cash equivalents	113,632	38,616	17,090	17,344	—	229
Receivables	40,067	31,872	8,624	13,968	—	2,060
Non-current assets held for sale	—	—	—	—	—	—
Total current assets	153,699	70,488	25,714	31,312	—	2,289
Non-current Assets						
Receivables	—	—	—	—	—	—
Other financial assets	—	—	—	—	—	—
Property, plant and equipment	739,802	705,095	48	53	—	—
Intangibles	146,354	63,816	—	—	—	—
Total non-current assets	886,156	768,911	48	53	—	—
TOTAL ASSETS	1,039,855	839,399	25,762	31,365	—	2,289

DEPARTMENT OF EDUCATION AND TRAINING
Supplementary financial statements

Service group statements* for the year ended 30 June 2008 (cont'd)

	Total	2009	2008
		\$'000	\$'000
DEPARTMENT'S EXPENSES & INCOME			
Expenses excluding losses			
Operating expenses			
• Employee related	8,158,561	7,809,866	
• Other operating expenses	1,766,849	1,648,682	
Depreciation and amortisation	405,939	381,931	
Grants and subsidies	210,488	209,712	
Finance costs	9,455	4,741	
Total expenses excluding losses	10,551,282	9,864,732	
Revenue			
Sale of goods and services	488,720	438,075	
Investment revenue	51,069	43,333	
Grants and contributions	112,338	72,141	
Other revenue	317,638	315,034	
Personnel service revenue	1,789	1,925	
Total revenue	951,554	870,508	
Gain / (loss) on disposal	3,004	(7,642)	
Other gains/(losses)	84	(1,335)	
Net Cost of Services	9,596,640	9,003,201	
Government contributions ****	9,752,250	9,123,593	
NET EXPENDITURE / (INCOME) FOR THE YEAR	(155,610)	(120,392)	
DEPARTMENT'S ASSETS & LIABILITIES			
Current Assets			
Cash and cash equivalents	717,860	610,501	
Receivables	124,614	111,207	
Non-current assets held for sale	8,854	8,341	
Total current assets	851,328	730,049	
Non-current Assets			
Receivables	6,229	5,886	
Other financial assets	446	446	
Property, plant and equipment	16,861,180	16,665,804	
Intangibles	161,707	76,967	
Total non-current assets	17,029,562	16,751,106	
TOTAL ASSETS	17,880,890	17,481,155	

DEPARTMENT OF EDUCATION AND TRAINING
Supplementary financial statements

Service group statements* for the year ended 30 June 2009 (cont'd)

	Total	2009	2008***
		\$'000	\$'000
Current liabilities			
Payables	503,070	381,443	
Borrowings	2,054	2,342	
Provisions	315,586	233,062	
Other	21,237	—	
Total current liabilities	841,957	616,847	
Non-current liabilities			
Borrowings	186,306	145,480	
Provisions	13,284	10,761	
Total non-current liabilities	199,590	156,261	
TOTAL LIABILITIES	1,041,547	773,108	
NET ASSETS	16,839,343	16,708,047	

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 ** The names and purposes of each service group are summarised in Note 10.
 *** Comparative amounts have been reclassified to align with change in focus from programs to service groups.
 **** Appropriations are made on an agency basis and not to individual service groups. Consequently government contributions are included in the "Not Attributable" column.
 ***** Amounts disclosed for NSW Adult Migrant English Service and A.C.N. 083 230 374 PTY LIMITED are net of eliminations with the various service groups of the Department.

	Total	2009	2008***
		\$'000	\$'000
ADMINISTERED EXPENSES AND INCOME			
Administered Expenses			
Transfer payments	(796,661)	(812,866)	
Total Administered Expenses	(796,661)	(812,866)	
Administered Income			
Transfer receipts	796,661	812,866	
Total Administered Income	796,661	812,866	
Administered Income less Expenses	—	—	

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

1. **Summary of Significant Accounting Policies**

(a) **Reporting entity**

The Department of Education and Training (the Department), formed during 1997/98, consolidates within one management structure the State funded education and training services. The functions of the Department relate to schools, the NSW TAFE Commission (TAFE), Vocational Education and Training, Adult and Community Education, NSW Adult Migrant English Service (AMES) and aspects of Higher Education.

The economic entity, as a reporting entity, comprises all the operating activities of the Department of Education and Training (Parent Entity) and entities under its control, those being the NSW TAFE Commission, the TAFE Commission Division, A.C.N. 093 230 374 PTY LIMITED and the Adult Migrant English Service. The Parent Entity provides personnel services to TAFE and to Teacher Housing Authority (THA). In terms of Treasury Circular TCO8/13, the Department recognises all employee-related expenses and liabilities in relation to staff provided as personnel services; as a result, the recognition of such expenses/liabilities, the Department also recognises 'Personnel Services Revenue' and 'Personnel Services Receivable'.

In the process of preparing the consolidated financial statements for the Department, consisting of the controlling and controlled entities, all inter-entity transactions and balances have been eliminated.

The Department is a NSW government department. The Department is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units.

The Department is consolidated as part of the NSW Total State Sector Accounts.

This consolidated financial report for the year ended 30 June 2009 has been authorised for issue by the Director-General on 25/09/2009.

(b) **Basis of preparation**

The Department's financial report with the exception of the school financial transactions (as noted in note 1(c)(ii)) is a general-purpose financial report, which has been prepared in accordance with:

- applicable Australian Accounting Standards (which include Australian Accounting Interpretations)
- the requirements of the *Public Finance and Audit Act 1963* and Regulation; and
- the Financial Reporting Directions published in the Financial Reporting Code for Budget Dependent General Government Sector Agencies or issued by the Treasurer.

Following the creation of the Department, budget estimates did not provide separate budget figures for the primary statements of the parent entity or controlled entities. Consequently, Treasury has granted the Department exemption from the requirement to disclose budget figures for the parent and the controlled entities since the financial year 2000.

Property, plant and equipment and assets (or disposal groups) held for sale are measured at fair value. Other financial report items are prepared in accordance with the historical cost convention.

Judgements, key assumptions and estimations management has made are disclosed in the relevant notes to the financial report.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

(c) (i) **School Financial Transactions**

The Department, at the direction of the NSW Treasury, has included school financial transactions that are funded from sources other than government sources, e.g. school generated revenue, parent body contributions, donations and voluntary contributions.

In the absence of a fully integrated accounting system, between the Department and all schools, estimations for consolidation into the Parent Entity have been based on the November 2008 aggregation of school Receipts and Payments Statements that are prepared on a cash basis. Those school transactions were then proportionally adjusted to estimate the value of transactions for the year based on the 31 May 2009 cash balances. The Department obtained information on cash balances recently by surveying every school.

DEPARTMENT OF EDUCATION AND TRAINING
Supplementary financial statements

Summary of compliance with financial directives (Economic Entity)

Summary of Compliance with Financial Directives (Economic Entity)								
	2009				2008			
	Recurrent Appropriation	Expenditure/ Net Claim on Consolidated Fund	Capital Appropriation	Expenditure/ Net Claim on Consolidated Fund	Recurrent Appropriation	Expenditure/ Net Claim on Consolidated Fund	Capital Appropriation	Expenditure/ Net Claim on Consolidated Fund
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
ORIGINAL BUDGET APPROPRIATION/EXPENDITURE								
• Appropriation Act	9,197,631	9,178,223	670,753	603,366	8,838,372	8,838,372	628,386	472,685
• Additional Appropriations	-	-	-	-	26,584	26,584	-	-
• s 21A PF&AA – Special appropriation	-	-	-	-	-	-	-	-
• s 24 PF&AA – transfers of functions between Departments	-	-	-	-	-	-	-	-
• s 26 PF&AA – Commonwealth specific purpose payments	-	-	-	-	-	-	-	-
	74,510	50,951	-	-	24,284	24,284	-	-
	9,272,141	9,238,184	670,753	603,366	8,889,240	8,889,240	628,386	472,685
OTHER APPROPRIATIONS / EXPENDITURE								
• Treasurer's Advance	52,458	50,629	-	-	24,993	24,993	-	-
• Section 22 – expenditure for certain works and Services	-	-	-	-	-	-	-	-
• Transfers to/from another agency (s 31 of the Appropriation Act)	(38,860)	(38,880)	-	-	3,100	3,100	(3,010)	-
• Other Adjustments	(8,296)	(8,298)	-	-	-	-	-	-
	5,280	3,451	-	-	28,093	28,093	(3,010)	-
Total Appropriations [Subtotal 2] / Expenditure/Net Claim on Consolidated Fund [Total 1] (includes transfer payments)	9,277,421	9,241,635	670,753	603,366	8,917,333	8,917,333	525,378	472,685
Amount drawn down against Appropriation [Total 3]		9,252,872		603,366		8,917,333		472,685
Liability to Consolidated Fund [Total 4]		21,237		-		-		-

The Summary of Compliance is based on the assumption that Consolidated Fund moneys are spent first (except where otherwise identified or prescribed).

- This represents the difference between the "Amount drawn down against Appropriation" and the "Total Expenditure/Net Claim on Consolidated Fund".

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

1. **Summary of Significant Accounting Policies (continued)**

The school transactions recorded in these financial statements are therefore imprecise because estimates were needed to be made for the following reasons: the financial year end of schools is different to the Department, schools use a cash basis of accounting whereas the Department uses an accrual basis, the charts of account are different and school transactions are recorded on a program basis whereas the Department records transactions on a line item basis.

(ii) **School Cash Balances and Investments**

The balances held by schools at bank as at 30 June 2009 totalled \$506.0M (\$401.6M in 2008) of which \$37.8M (\$36.7M in 2008) related to trust funds.

Based on the percentages as at November 2008, schools are holding these funds for the following purposes:

	\$M	%
Asset Replacement and Acquisition	88.6	17.5
Commitments	280.8	55.5
General Contingencies	135.6	27.0
	506.0	100.0

(iii) **Trust Funds**

The schools hold money in Trust that is used for such items as excursions and donations. These monies are excluded from the school transactions consolidated into the financial statements, as schools cannot use them for general education purposes.

(d) **Statement of compliance**

The consolidated and parent entity financial statements and notes comply with Australian Accounting Standards, which include Australian Accounting Interpretations.

(e) **Administered activities**

The parent entity makes payments on behalf of the Government to private schools, a statutory authority and other organisations. The parent entity is accountable for the transactions relating to these administered activities but does not have discretionary control over these payments.

Transactions and balances relating to the administered activities are not recognised as the parent entity's income, expenses, assets and liabilities but are disclosed in Note 9.

The accrual basis of accounting and all applicable accounting standards have been adopted.

(f) **Borrowing costs**

Borrowing costs are recognised as expenses in the period in which they are incurred, in accordance with Treasury's Mandate to general government sector agencies.

(g) **Insurance**

The Department's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self insurance for Government agencies. The expense (premium) is determined by the Fund Manager based on past claim experience.

(h) **Accounting for the Goods and Services Tax (GST)**

Income, expenses and assets are recognised net of the amount of GST, except that:

- the amount of GST incurred by the Department as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of the cost of acquisition of an asset or as part of an item of expense, and
- receivables and payables are stated with the amount of GST included.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

1. **Summary of Significant Accounting Policies (continued)**

Cash flows are included in the cash flow statement on a gross basis. However, the GST components of cash flows arising from investing and financing activities which are recoverable from, or payable to, the Australian Taxation Office are classified as operating cash flows.

(ii) **Income recognition**

Income is measured at the fair value of the consideration or contribution received or receivable. Additional comments regarding the accounting policies for the recognition of income are discussed below.

(i) **Parliamentary appropriations and contributions**

Except as specified below, parliamentary appropriations and contributions from other bodies (including grants and donations) are generally recognised as income when the Department obtains control over the assets comprising the appropriations/contributions. Control over appropriations and contributions is normally obtained upon the receipt of cash. Appropriations are not recognised as income in the following circumstances:

- 'Equity appropriations' to fund payments to adjust a for-profit entity's capital structure are recognised as equity injections (i.e. contribution by owners) on receipt and equity withdrawals on payment to a for-profit entity. The reconciliation between the operating statement, statement of summary of compliance with financial directives and the total appropriations is disclosed in Note 7.
- Unspent appropriations are recognised as liabilities rather than income, as the authority to spend the money lapses and the unspent amount must be repaid to the Consolidated Fund.

The liability is disclosed in Note 21 as part of 'Current liabilities - Other'. The amount will be repaid and the liability will be extinguished next financial year.

(ii) **Sale of goods**

Revenue from the sale of goods is recognised as revenue when the Department transfers the significant risks and rewards of ownership of the assets. Student administration charges are recognised as revenue at the time of collection.

(iii) **Rendering of services**

Revenue is recognised when the service is provided or by reference to the stage of completion (based on labour hours incurred to date)

(iv) **Investment revenue**

Interest revenue is recognised using the effective interest method as set out in AASB 139 *Financial Instruments: Recognition and Measurement*. Rental revenue is recognised in accordance with AASB 117 *Leases* on a straight-line basis over the lease term.

(v) **Asset sales**

The economic entity recognises sale of land and buildings upon final settlement except for those sales involving term instalment payments, which are recognised on exchange. Gains or losses on disposal of fixed assets are taken into account in determining the operating result for the year.

(vi) **Lease rental on long-term lease**

A vacant block of land at Bondi Junction owned by the TAFE Commission was leased to a third party for a period of 99 years on 30 September 2002. The title to the land, which is the subject of the lease, has been retained and will not pass to the lessee on the termination of the lease. The fair value of the land has been revalued at 30 June 2006 at the minimum valuation of \$0.003M in accordance with the Commission's Asset Capitalisation Policy.

In accordance with Accounting Standard AASB 117 *Leases*, the upfront payment received in respect of the granting of the lease has been treated as prepaid lease payments and is amortised on a straight-line basis over the lease term.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

1. **Summary of Significant Accounting Policies (continued)**

- (vii) Other revenue.
Other revenues are recognised as they accrue.

(j) **Assets**

- (i) **Acquisition of assets**

The cost method of accounting is used for the initial recording of all acquisitions of assets controlled by the Department. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset at the time of its acquisition or construction or, where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other Australian Accounting Standards.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

Fair value is the amount for which an asset could be exchanged between knowledgeable, willing parties in an arm's length transaction.

Where payment for an asset is deferred beyond normal credit terms, its cost is the cash price equivalent, i.e. the deferred payment amount is effectively discounted at an asset-specific rate.

- (ii) **Capitalisation thresholds**

Property, plant and equipment costing \$5,000 and above individually (or forming part of a network costing more than \$5,000) are capitalised; the threshold for intangibles (software) is \$50,000.

- (iii) **Revaluation of property, plant and equipment**

Physical non-current assets are valued in accordance with the "Valuation of Physical Non-Current Assets at Fair Value" Policy and Guidelines Paper (TPP 07-1). This policy adopts fair value in accordance with AASB 116 *Property, Plant and Equipment*.

Property, plant and equipment is measured on an existing use basis, where there are no feasible alternative uses in the existing natural, legal, financial and socio-political environment. However, in the limited circumstances where there are feasible alternative uses, assets are valued at their highest and best use.

Fair value of property, plant and equipment is determined based on the best available market evidence, including current market selling prices for the same or similar assets. Where there is no available market evidence, the asset's fair value is measured at its market-buying price, the best indicator of which is depreciated replacement cost.

Works in progress have been shown at cost to date. Building construction projects are classified as works in progress until the projects have been completed and become available for use by the economic entity. Works in progress accounts also include costs associated with the acquisition of land before settlement.

The Department revalues each class of physical land and buildings at least every five years or with sufficient regularity to ensure that the carrying amount of each asset does not differ materially from its fair value at reporting date. The last revaluation of land and buildings was completed on 30 June 2007.

The Department also includes in its accounts school residences, on school sites, which are managed by the Teacher Housing Authority (THA). The residences are valued at market value. The residences were revalued as at 30 June 2007. The total value of the residences is \$30.3M (\$32.1M in 2008).

Non-specialised assets with short useful lives are measured at depreciated historical cost, as a surrogate for fair value.

When revaluing non-current assets by reference to current prices for assets newer than those being revalued (adjusted to reflect the present condition of the assets), the gross amount and the related accumulated depreciation are separately restated.

For other assets, any balances of accumulated depreciation at the revaluation date in respect of those assets are credited to the asset accounts to which they relate. The net asset accounts are then increased or decreased by the revaluation increments or decrements.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

1. **Summary of Significant Accounting Policies (continued)**

Revaluation increments are credited directly to the asset revaluation reserve, except that, to the extent that an increment reverses a revaluation decrement in respect of that class of asset previously recognised as an expense in the surplus / deficit, the increment is recognised immediately as revenue in the surplus / deficit.

Revaluation decrements are recognised immediately as expenses in the surplus / deficit, except that, to the extent that a credit balance exists in the asset revaluation reserve in respect of the same class of assets, they are debited directly to the asset revaluation reserve.

As a not-for-profit entity, revaluation increments and decrements are offset against one another within a class of non-current assets, but not otherwise.

Where an asset that has previously been revalued is disposed of, any balance remaining in the asset revaluation reserve in respect of that asset is transferred to accumulated funds.

- (iv) **Impairment of property, plant and equipment**

As a not-for-profit entity with no cash generating units, the Department is effectively exempted from AASB 136 *Impairment of Assets* and impairment testing. This is because AASB 136 modifies the recoverable amount test to the higher of fair value less costs to sell and depreciated replacement cost. This means that, for an asset already measured at fair value, impairment can only arise if selling costs are material. Selling costs are regarded as immaterial.

- (v) **Depreciation of property, plant and equipment**

The depreciable amount of assets is allocated on a systematic basis over their useful life. Depreciation is provided for on a straight line basis for all depreciable assets with a review undertaken at the time of each revaluation to adjust the written down values in accordance with the Department's depreciation model. Land is not a depreciable asset.

All material separately identifiable components of assets are recognised and depreciated over their shorter useful lives.

The rates of depreciation adopted were:

Buildings and Leasehold Improvements	1.43% to 33.3%
Plant and Equipment	3.30% to 33.3%
Computer Equipment and Software	6.66% to 33.3%

- (vi) **Major inspection costs**

When each major inspection is performed, the labour cost of performing major inspections for faults is recognised in the carrying amount of an asset as a replacement of a part, if the recognition criteria are satisfied.

- (vii) **Restoration costs**

The estimated cost of dismantling and removing an asset and restoring the site is included in the cost of an asset, to the extent it is recognised as a liability.

- (viii) **Maintenance**

Day-to-day servicing costs or maintenance are charged as expenses as incurred, except where they relate to the replacement of a part or component of an asset, in which case the costs are capitalised and depreciated.

- (ix) **Leased assets**

Operating lease payments are charged to the operating statement in the periods in which they are incurred.

The Department has entered into two Private Public Partnership projects for construction, design, finance and maintenance of a number of schools. The relative monthly service fees, which comprise liability reduction, financing and operating costs, are accounted for consistent with NSW Treasury Accounting Policy for these types of arrangements.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

1. **Summary of Significant Accounting Policies (continued)**

- (x) **Intangible assets**
The Department recognises intangible assets only if it is probable that future economic benefits will flow to the Department and the cost of the asset can be measured reliably. Intangible assets are measured initially at cost. Where an asset is acquired at no or nominal cost, the cost is its fair value as at the date of acquisition.
All research costs are expensed. Development costs are only capitalised when certain criteria are met.
The useful lives of intangible assets are assessed to be finite.
Intangible assets are subsequently measured at fair value only if there is an active market. As there is no active market for the Department's intangible assets, the assets are carried at cost less any accumulated amortisation.
The Department's intangible assets are amortised using the straight-line method over a period of 4 years.
Intangible assets are tested for impairment where an indicator of impairment exists. If the recoverable amount is less than its carrying amount, the carrying amount is reduced to recoverable amount and the reduction is recognised as an impairment loss.
- (xi) **Loans and receivables**
Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. These financial assets are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method, less an allowance for any impairment of receivables. Any changes are accounted for in the operating statement when impaired, derecognised or through the amortisation process.
Short-term receivables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.
- (xii) **Inventories**
The Department holds inventory of teaching and resource materials that are consumed directly in the delivery of educational courses. Inventory is expensed as it is acquired. The economic entity does not capitalise inventories, as holdings are high turnover items that are characterised by low stock levels that are not of a material nature.
- (xiii) **Investments**
Investments are initially recognised at fair value plus, in the case of investments not at fair value through profit or loss, transaction costs. The Department determines the classification of its financial assets after initial recognition and, when allowed and appropriate, re-evaluates this at each financial year end.
- Fair value through profit or loss** - The Department subsequently measures investments classified as "held for trading" or designated upon initial recognition "at fair value through profit or loss" at fair value. Financial assets are classified as "held for trading" if they are acquired for the purpose of selling in the near term. Gains or losses on these assets are recognised in the operating statement.
The Hour-Glass Investment Facilities are designated at fair value through profit or loss using the second leg of the fair value option (i.e. these financial assets are managed and their performance is evaluated on a fair value basis, in accordance with a documented risk management strategy, and information about these assets is provided internally on that basis to the Department's key management personnel).
The movement in the fair value of the Hour-Glass Investment Facilities incorporates distributions received as well as unrealised movements in fair value and is reported in the line item "investment revenue".
 - Held to maturity investments** - Non-derivative financial assets with fixed or determinable payments and fixed maturity that the Department has the positive intention and ability to hold to maturity are classified as "held to maturity". These investments are measured at amortised cost using the effective interest method. Changes are recognised in the operating statement when impaired, derecognised or through the amortisation process.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

1. **Summary of Significant Accounting Policies (continued)**

- Available for sale investments** - Any residual investments that do not fall into any other category are accounted for as available for sale investments and measured at fair value directly in equity until disposed or impaired at which time the cumulative gain or loss previously recognised in equity is recognised in the operating statement. However, interest calculated using the effective interest method and dividends are recognised in the operating statement.
- Purchases or sales of investments under contract that require delivery of the asset within the timeframe established by convention or regulation are recognised on the trade date (i.e. the date the Department commits to purchase or sell the asset).
The fair value of investments that are traded at fair value in an active market is determined by reference to quoted current bid prices at the close of business on the balance sheet date.
- (xiv) **Impairment of financial assets**
All financial assets, except those measured at fair value through profit and loss, are subject to an annual review for impairment. An allowance for impairment is established when there is objective evidence that the Department will not be able to collect all amounts due.
For financial assets carried at amortised cost, the amount of the allowance is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted at the effective interest rate. The amount of the impairment loss is recognised in the operating statement.
When an available for sale financial asset is impaired, the amount of the cumulative loss is removed from equity and recognised in the operating statement, based on the difference between the acquisition cost (net of any principal repayment and amortisation) and current fair value, less any impairment loss previously recognised in the operating statement.
Any reversals of impairment losses are reversed through the operating statement, where there is objective evidence. Reversals of impairment losses of financial assets carried at amortised cost cannot result in a carrying amount that exceeds what the carrying amount would have been had there been no impairment loss.
- (v) **Non-current assets (or disposal groups) held for sale**
The Department has certain non-current assets (or disposal groups) classified as held for sale, where their carrying amount will be recovered principally through a sale transaction, not through continuing use. Non-current assets (or disposal groups) held for sale are recognised at the lower of carrying amount and fair value less costs to sell. These assets are not depreciated while they are classified as held for sale.
- Liabilities**
- (i) **Payables**
These amounts represent liabilities for goods and services provided to the Department and other amounts. Payables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.
- (ii) **Borrowings**
Loans are not held for trading or designated at fair value through profit or loss and are recognised at amortised cost using the effective interest rate method. Gains or losses are recognised in the operating statement on derecognition.
- (iii) **Financial guarantees**
A financial guarantee contract is a contract that requires the issuer to make specific payments to reimburse the holder for a loss it incurs because a specified debtor fails to make payment when due in accordance with the original or modified terms of a debt instrument.
Financial guarantee contracts are recognised as a liability at the time the guarantee is issued and initially measured at fair value, where material. After initial recognition, the liability is measured at the higher of the amount determined in accordance with AASB 137 Provisions, Contingent Liabilities and Contingent Assets and the amount initially recognised, less accumulated amortisation, where appropriate.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

1. **Summary of Significant Accounting Policies (continued)**

The Department has reviewed its financial guarantees and determined that there is no material liability to be recognised for financial guarantee contracts as at 30 June 2009 and at 30 June 2008. However, refer Note 25 regarding disclosures on contingent liabilities.

(iv) Employee benefits and other provisions

(a) Salaries and wages, annual leave, sick leave and on-costs

Liabilities for salaries and wages (including non-monetary benefits), annual leave and paid sick leave that fall due wholly within 12 months of the reporting date are recognised and measured in respect of employees' services up to the reporting date at undiscounted amounts based on the amounts expected to be paid when the liabilities are settled. A proportion of the annual leave may be settled after 12 months but this is not likely to be significant and can not be reliably estimated.

Unused non-vesting sick leave does not give rise to a liability, as it is not considered probable that sick leave taken in the future will be greater than the benefits accrued in the future.

The outstanding amounts of payroll tax, workers' compensation insurance premiums and fringe benefits tax, which are consequential to employment, are recognised as liabilities and expenses where the employee benefits to which they relate have been recognised.

(b) Long service leave and superannuation

The Department's liabilities for long service leave and defined benefit superannuation are assumed by the Crown Entity. The Department accounts for the liability as having been extinguished resulting in the amount assumed being shown as part of the non-monetary revenue item described as "Acceptance by the Crown Entity of employee benefits and other liabilities".

In the case of the AMES, a contribution is made to the Treasury Special Deposits (Extended Leave and Leave on Termination Pool) Account at the rate of 4.11% of wages and salaries for employees with over 7 years of eligible service commencing 1 January 2006, and 3.84% for those with between five and seven years service. This contribution discharges the Department from liability for accrued long service leave and is expensed as incurred.

The long service leave benefits owing to AMES employees at balance date have all been identified as current liabilities and are included within Note 20. Corresponding amounts reimbursable from the Treasury are shown as current assets within "Prepayments" in Note 12.

Long service leave is measured at present value in accordance with AASB 119 *Employee Benefits*. This is based on the application of certain factors (specified in NSW Treasury Circular 09/04) to employees with five or more years of service using current rates of pay. These factors were determined based on actuarial review to approximate present value.

The value of the liability for long service leave for casual teachers has not been brought to account as the specific criteria for eligibility is considered to result in an immaterial amount.

The superannuation expense for the financial year is determined by using the formulae specified in the Treasurer's Directions. The expense for certain superannuation schemes (i.e. Basic Benefit and First State Super) is calculated as a percentage of the employees' salary. For other superannuation schemes (i.e. State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employees' superannuation contributions.

The liabilities of AMES in relation to long service leave and superannuation are not assumed by the Crown and are disclosed separately. For the defined benefit plan, the actuarial valuations are carried out at each reporting date by Pillar Administration and is measured at the present value of the estimated future payments. Prepaid superannuation contributions are recognised as an asset within Note 12 'Receivables' and unfunded superannuation liability is recognised as a liability.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

1. **Summary of Significant Accounting Policies (continued)**

(c) Change in accounting policy relating to superannuation

According with NSW Treasury policy, the entity has changed its policy on the recognition of superannuation actuarial gains and losses. This applies in particular to AMES. Such actuarial gains and losses are now recognised outside of profit or loss in the 'statement of recognised income and expense'. Previously, actuarial gains and losses were recognised through profit or loss. Both options are permissible under AASB 119 *Employee Benefits*.

The change in policy has been adopted on the basis that recognition outside profit or loss provides reliable and more relevant information as it better reflects the nature of actuarial gains and losses. This is because actuarial gains/losses are remeasurements, based on assumptions that do not necessarily reflect the ultimate cost of providing superannuation.

Recognition outside profit or loss also harmonises better with the Government Finance Statistics 1 GAAP comprehensive income presentation for the whole of government and general government sector, required under AASB 1049 *Whole of Government and General Government Sector Financial Reporting*. A comprehensive income presentation will also be available at the entity level from 2009/10 under AASB 101 *Presentation of Financial Statements*.

The change in accounting policy increases 2009 'surplus for the year' from \$131.3m to \$155.6m (2008: from \$118.6m to \$120.4m), by excluding from surplus the superannuation actuarial loss line item (2009: \$24.3m, 2008: \$1.8m). Both these items are now recognised in the 'Statement of recognised income and expense' rather than the 'Operating statement'.

(iv) Other provisions

Other provisions exist when the Department has a present legal or constructive obligation as a result of a past event; it is probable that an outflow of resources will be required to settle the obligation; and a reliable estimate can be made of the amount of the obligation.

Any provisions for restructuring are recognised only when the Department has a detailed formal plan and the Department has raised a valid expectation in those affected by the restructuring that it will carry out the restructuring by starting to implement the plan or announcing its main features to those affected.

(v) Budgeted amounts

The budgeted amounts are drawn from the budgets as formulated at the beginning of the financial year and with any adjustments for the effects of additional appropriations, s 21A, s 24 and/or s 25 of the *Public Finance and Audit Act 1983*.

The budgeted amounts in the operating statement and the cash flow statement are generally based on the amounts disclosed in the NSW Budget Papers (as adjusted above). However, in the balance sheet, the amounts vary from the Budget Papers, as the opening balances of the budgeted amounts are based on carried forward actual amounts, i.e. per the audited financial report (rather than carried forward estimates).

(vi) Comparative information

Except when an Australian Accounting Standard permits or requires otherwise, comparative information is disclosed in respect of the previous period for all amounts reported in the financial statements.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

1. **Summary of Significant Accounting Policies (continued)**
- (n) *New Australian Accounting Standards issued but not effective*
- The following new Accounting Standards have not been applied and are not yet effective. The possible impact of these Standards in the period of initial application will not be significant.
- AASB 1 (May 2009) regarding amendments to first-time adoption of Australian Accounting Standards;
- AASB 3 (March 2008), AASB 127 and AASB 2008-3 regarding business combinations and consolidated and separate financial statements;
- AASB 8 (Feb 2007) and AASB 2007-3 regarding operating segments;
- AASB 101 (Sept 2007), AASB 2007-8 and AASB 2007-10 (Dec 2007) regarding presentation of financial statements;
- AASB 123 (June 2007) and AASB 2007-6 regarding borrowing costs;
- AASB 1039 (Aug 2008) regarding concise financial reports;
- AASB 2008-1 (Feb 2008) regarding share based payments;
- AASB 2008-2 (Mar 2008) regarding puttable financial instruments;
- AASB 2008-5 (Jun 2008), AASB 2008-6, AASB 2009-4 (May 2009) and AASB 2009-5 regarding amendments to Australian Accounting Standards arising from the Annual Improvement Project;
- AASB 2008-7 (Jul 2008) regarding costs of an investment in a subsidiary, jointly controlled entity, or an associate;
- AASB 2008-8 (Aug 2008) regarding eligible hedged items;
- AASB 2008-9 (Sep 2008) regarding AASB 1049 amendments consistent with AASB 101;
- AASB 2008-11 (Nov 2008) regarding business combinations with not-for-profit entities;
- AASB 2009-1 (Apr 2009) regarding borrowing costs of not for profit public sector entities;
- AASB 2009-2 (Apr 2009) regarding financial instrument disclosures;
- AASB 2009-3 (Apr 2009) regarding embedded derivatives;
- AASB 2009-6 (Jun 2009) regarding amendments to exploration for and evaluation of mineral resources;
- AASB 2009-7 (Jun 2009) regarding amendments to financial instruments disclosures;
- Interpretation 1 (Jun 2007) on changes in existing decommissioning, restoration and similar liabilities;
- Interpretation 12 (Jun 2007) on service concession arrangements;
- Interpretation 15 (Aug 2008) on construction of real estate;
- Interpretation 18 (Aug 2008) on hedges of a net investment in a foreign operation;
- Interpretation 17 (Dec 2008) and AASB 2008-13 on distributions of non-cash assets to owners;
- Interpretation 18 (Mar 2009) on transfers of assets from customers;

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

2. **Expenses Excluding Losses**

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
(a) Employee related expenses				
Salaries and wages (including recreation leave) *	5,418,751	5,091,834	5,650,406	5,356,184
Superannuation – defined benefit plans	310,715	302,189	284,629	279,147
Superannuation – defined contribution plans	451,387	387,951	374,565	336,877
Long service leave	376,251	227,190	349,190	207,195
Workers' compensation insurance	156,314	167,093	139,854	154,389
Payroll tax and fringe benefit tax	438,495	425,648	387,051	374,912
Redundancy payments	6,071	3,781	3,220	2,018
Other	567	4,010	565	4,006
	8,158,551	7,609,666	7,195,480	6,714,706

* An amount of \$0.609 M (\$0.545M in 2008) representing salaries expended in relation to the TAFE Online project and \$6.416M (\$6.405M in 2008) in relation to Learning Management and Business Reform (LMBR) was capitalised during the year. The TAFE NSW Online project is an information/communication rich electronic environment where teachers and other staff are provided with the skills and resources to support and guide students in their online and offline learning. The LMBR program is focused on providing easier access to information and support services. It will help us to be more flexible in meeting the expectations of students, teachers, parents, administrative staff and employers over the next decade and beyond, as well as facilitating our reporting requirements.

(b) Other operating expenses include the following:

	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Auditor's remuneration *				
- audit or review of financial reports	1,489	1,489	932	943
Operating lease rental expense – minimum lease payments	43,894	40,884	38,831	36,084
Maintenance**	328,888	281,907	292,218	246,266
Insurance	62,348	60,770	57,524	56,326
Cleaning	254,747	247,784	222,945	216,532
Fees for services rendered	142,153	155,658	77,049	79,903
Minor stores, provisions, plant and computing	138,281	125,109	50,524	30,727
Travelling and sustenance	34,326	35,628	20,488	20,733
Internet and related expenses	62,697	61,007	62,716	60,835
Postage and telephone	32,511	34,871	24,139	24,460
Utilities	77,769	71,597	57,764	53,101
Printing	14,843	14,202	7,118	8,036
School operating expenses	538,228	471,736	538,228	471,736
Other	34,585	46,040	27,975	40,343
	1,766,849	1,648,682	1,478,451	1,346,025

* Auditors remuneration includes \$0.360M (\$0.360M in 2008) for the audit of a selection of schools.

** Reconciliation – Total maintenance
Maintenance expense – contracted labour and other (non-employee related), as above
Total maintenance expenses included in Note 2(b)

	328,888	281,907	292,218	246,266
	328,888	281,907	292,218	246,266

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements2. *Expenses Excluding Losses (continued)*

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
(c) Depreciation and amortisation expense				
Depreciation				
Buildings and improvements	307,964	300,623	248,488	244,363
Plant and equipment	88,174	83,148	74,405	68,482
	396,158	383,771	322,894	312,845
Amortisation				
Intangibles	9,781	8,160	4,954	3,386
	9,781	8,160	4,954	3,386
	405,939	391,931	327,848	316,231
(d) Grants and subsidies				
Grants for non-profit organisations	6,491	9,624	6,491	9,638
Grants for industry training services	83,600	84,307	106,337	112,384
Grants for education access services	25,507	24,767	25,574	24,767
Grants for adult community education services	21,009	21,170	21,009	21,170
Grants for policy and planning projects	9	11	9	11
Grants for recognition services	--	--	1,820	1,776
Grants for conveyance of school children	71,856	68,245	71,855	68,245
Other	2,117	1,388	2,117	1,388
	210,488	209,712	234,212	239,379
(e) Finance costs				
Interest expenses from financial liabilities not at fair value through profit or loss	9,455	4,741	9,455	4,741
	9,455	4,741	9,455	4,741
3. <i>Revenue</i>				
(a) Sale of goods and services				
Rendering of services	23,419	24,566	10,930	14,469
Course fees	116,951	110,410	6,098	5,463
Administration charges	75,003	72,246	1,655	1,658
Overseas student fees	114,041	94,848	53,737	46,672
Fees and charges	25,340	23,751	23,278	22,311
Other	111,966	112,264	11,932	9,238
	488,720	438,075	107,630	99,821
(b) Investment revenue				
Interest revenue from financial assets not at fair value through profit or loss	51,069	43,333	43,676	35,938
	51,069	43,333	43,676	35,938

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements3. *Revenue (continued)*

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
(c) Grants and contributions				
Other Public Sector agencies	8,294	7,838	5,247	6,429
Commonwealth Government	49,718	13,956	49,718	13,956
Contributions of assets	465	10	--	--
Donations and industry contributions	53,861	50,337	52,621	49,731
	112,338	72,141	107,586	70,116
(d) Other revenue				
School generated revenue	317,018	282,900	317,018	282,900
Other	620	32,134	3,248	26,401
	317,638	315,034	320,266	311,301
(e) Personal services revenue				
	1,789	1,925	345,132	332,770
	1,789	1,925	345,132	332,770
4. <i>Gain/(Loss) on Disposal</i>				
Gain / (loss) on disposal of land and buildings				
Proceeds from disposal	604	834	--	345
Written down value of assets disposed	(1,033)	(11,600)	(110)	(10,452)
Net gain / (loss) on disposal of land and buildings	(434)	(10,766)	(110)	(10,117)
Gain/(loss) on disposal of intangibles				
Proceeds from disposal	--	377	--	--
Written down value of intangibles	(20)	(443)	--	--
Net gain / (loss) on disposal of intangibles	(20)	(66)	--	--
Gain/(loss) on disposal of non-current assets held for sale				
Proceeds from disposal	16,420	26,471	16,066	26,471
Written down value of non-current assets held for sale disposed	(12,962)	(23,281)	(12,566)	(23,281)
Net gain/(loss) on disposal of non-current assets held for sale	3,458	3,190	3,500	3,190
Gain / (loss) on disposal	3,004	(7,642)	3,390	(6,927)
5. <i>Other Gains/(Losses)</i>				
Impairment of receivables	84	(1,335)	(318)	(344)
	84	(1,335)	(318)	(344)

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements**6. Conditions on Contributions**

Contributors can place restrictions on the application of funds to assist in ensuring that the intended outcomes of the particular program are met. Examples of such conditions are the requirement to provide annual acquittals of expenditure or to return funds at the end of a specific period.

In the 2008/09 financial year contributions amounting to \$20.7M (\$9.1M in 2008) were received by the Department for programs where such conditions were in place.

Unspent funds from these contributions for 2008/09, including balances brought forward from prior years, totalled \$16.2M (\$6.6M in 2008).

7. Appropriations

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Recurrent appropriations				
Total recurrent draw-downs from NSW Treasury (per Summary of Compliance)	9,262,872	8,917,333	9,262,872	8,917,333
Less: appropriation allocated to TAFE by Parent Entity	--	--	(1,133,776)	(1,117,059)
Less: Liability to Consolidated Fund (per Summary of Compliance)	(21,237)	--	(21,237)	--
	9,241,635	8,917,333	8,107,859	7,800,274

Comprising:

Recurrent appropriations (per Operating Statement)	8,444,974	8,104,467	7,311,198	6,987,408
Transfer payments (Note 9)	796,661	812,866	796,661	812,866
	9,241,635	8,917,333	8,107,859	7,800,274

Capital appropriations

Total capital draw-downs from NSW Treasury (per Summary of Compliance)	603,366	472,685	603,366	472,685
Less: appropriation allocated to TAFE by Parent Entity	--	--	(82,850)	(83,676)
	603,366	472,685	520,516	389,009

Comprising:

Capital appropriations (per Operating Statement)	603,366	472,685	520,516	389,009
	603,366	472,685	520,516	389,009

8. Acceptance by the Crown Entity of**Employee Benefits and Other Liabilities**

The following liabilities and/or expenses have been assumed by the Crown Entity or other government agencies:

Superannuation – defined benefit	310,715	302,189	282,629	279,147
Long service leave	374,934	226,121	349,190	207,195
Payroll tax	18,261	18,131	16,607	16,749
	703,910	546,441	648,426	503,091

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements**9. Transfer Payments**

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Subsidies towards interest on loans for approved building projects at non-government schools	67,507	65,015	67,507	65,015
Allowances for pupils in non-government schools	700,998	655,447	700,998	665,447
Subsidy to Teacher Housing Authority	5,265	5,115	5,265	5,115
Back to School Allowance	5	55,725	5	55,725
Subsidy to handicapped children's centres	18,544	16,247	18,544	16,247
Capital grant to Teacher Housing Authority	600	600	600	600
Funding for Board of Vocational Education and Training	1,526	1,437	1,526	1,437
Grants to NSW Institute of Teachers	2,216	3,280	2,216	3,280
	796,661	812,866	796,661	812,866

10. Service Groups of the Department

Following is a list of the Service Groups of the Department. In order to comply with the requirements of AASB 1052 Disaggregated Disclosures, the Department determined that some assets and liabilities could be attributed to Service Groups while, with the limitation of current financial systems, some assets and liabilities were able to be apportioned on a pro rata basis. The remaining assets and liabilities that could not be reliably attributed have been disclosed as 'Not Attributable' in accordance with Accounting Policy: Financial Reporting Code for Budget Dependent General Government Sector Agencies Ipp09-4.

Service Group	Pre-School Education Services in Government Schools
24.1	
Objective(s)	To staff and support 100 government run pre-schools to provide prior school learning and transition to school.
Service Group	Primary Education Services in Government Schools
24.2	
Objective(s)	To staff and support 1,652 primary schools, 67 central schools and 114 SSPs to deliver quality education aimed at increasing the attainment and meeting the diverse needs of students.
Service Group	Secondary Education Services in Government Schools
24.3	
Objective(s)	To staff and support 397 secondary schools to deliver quality education aimed at increasing the attainment and retention of students and meeting their diverse needs.
Service Group	Non-Government Schools
24.4	
Objective(s)	To provide funding to non-government schools to improve student learning outcomes and assist them to successfully complete Year 12 or VET equivalent.
Service Group	TAFE NSW and Community Education
24.5	
Objective(s)	To deliver cost efficient training services and improved skill and qualification levels of the NSW population, both rural and urban.
Service Group	Vocational Education and Training
24.6	
Objective(s)	To develop and promote a quality vocational education and training system that enhances skills for industry and individuals. It also facilitates quality training through apprenticeships, traineeships, targeting skill shortage areas and upskilling existing workers.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

11. Current Assets – Cash and Cash Equivalents

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Cash at bank and on hand *	269,754	177,190	113,631	38,616
School bank balances	448,106	433,311	448,106	433,311
	717,860	610,501	561,737	471,927

* For the purposes of the Cash Flow Statement, cash and cash equivalents include cash at bank, cash on hand, short term deposits and bank overdraft. Cash and cash equivalent assets recognised in the Balance Sheet are reconciled at the end of the financial year to the Cash Flow Statement as follows:

Cash and cash equivalents (per Balance Sheet)	717,860	610,501	561,737	471,927
Closing cash and cash equivalents (per Cash Flow Statement)	717,860	610,501	561,737	471,927

Refer Note 28 for details regarding credit risk, liquidity risk and market risk arising from financial instruments.

12. Current/Non-Current Assets – Receivables

Current:				
Sale of goods and services	37,836	37,855	8,299	6,888
Less: Allowance for impairment	(3,217)	(3,154)	(599)	(565)
Personnel services receivable	--	--	45,124	39,237
Other debtors	54,267	45,089	40,064	32,508
Prepayments	6,801	12,448	3,456	4,394
Accrued income	28,997	18,969	22,423	14,834
	124,614	111,207	118,767	97,306
Non-Current:				
Other debtors	6,229	5,889	6,229	5,889
	6,229	5,889	6,229	5,889

Movement in the allowance for impairment

Balance at 1 July	(3,154)	(2,573)	(555)	(547)
Amounts written off during the year	463	391	174	86
Amounts recovered during the year	1,020	312	112	180
Increase/(decrease) in allowance recognised in profit or loss	(1,546)	(1,284)	(330)	(284)
Balance at 30 June	(3,217)	(3,154)	(599)	(555)

Details regarding credit risk, liquidity risk and market risk, including financial assets that are either past due or impaired are disclosed in Note 28.

13. Current/Non-Current Assets – Other Financial Assets

Non-Current:				
Equity Accounted - Adskill Sch Bhd *	55	55	--	--
Shares at cost	105	105	--	--
Share of related profit on investment	--	--	--	--
Total Equity Accounted	160	160	--	--

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

13. Current/Non-Current Assets – Other Financial Assets (continued)

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Other loans and deposits				
Fixed interest deposit **	111	111	--	--
Shares in Corlis Harbour Technology Park Ltd	175	175	--	--
Shares in Access Online Pty Ltd	781	781	560	560
Less provision for diminution in value	(781)	(781)	(560)	(560)
	286	286	--	--
	446	446	--	--

Refer Note 28 for details regarding credit risk, liquidity risk and market risk arising from financial instruments.

* Also, refer Note 32.

** The non-current fixed interest deposit are part of restricted assets (refer Note 17)

14. Non-Current Assets – Property, Plant and Equipment

	Land and Buildings *	Plant and Equipment	Total
	\$'000	\$'000	\$'000
Economic Entity			
At 1 July 2008 – fair value			
Gross carrying amount	27,870,296	526,387	28,396,685
Accumulated depreciation and impairment	(11,437,339)	(293,542)	(11,730,881)
Net carrying amount	16,432,959	232,845	16,665,804
At 30 June 2009 – fair value			
Gross carrying amount	28,323,761	620,755	28,944,516
Accumulated depreciation and impairment	(11,731,087)	(352,249)	(12,083,336)
Net carrying amount	16,592,674	268,506	16,861,180

Parent Entity			
At 1 July 2008 – fair value			
Gross carrying amount	23,399,295	336,005	23,735,300
Accumulated depreciation and impairment	(9,835,014)	(167,870)	(10,002,884)
Net carrying amount	13,534,281	168,135	13,702,416

At 30 June 2009 – fair value			
Gross carrying amount	23,749,380	437,468	24,186,848
Accumulated depreciation and impairment	(10,069,317)	(231,879)	(10,301,196)
Net carrying amount	13,680,063	205,589	13,885,652

* Includes an amount of \$208,370M (\$163,568M in 2008) which relates to the Department entering into a contract with a private service provider for the design, finance, construction and maintenance of sixteen schools which became operational since 2003/04 for which the Department pays a monthly service fee. Also, refer to Note 19 Current/Non-Current Liabilities – Borrowings. Another school is to become operational in 2009/10 with a value of \$21,158M.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements**14. Non-Current Assets – Property, Plant and Equipment (continued)****Reconciliation**

A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the current reporting period is set out below:

Year ended 30 June 2009	Land and Buildings \$'000	Plant and Equipment \$'000	Total \$'000
Economic Entity			
Net carrying amount at start of year	16,432,859	232,845	16,665,804
Additions	481,228	124,818	606,046
Assets held for sale	(13,474)	—	(13,474)
Disposals	(55)	(683)	(1,038)
Depreciation expense	(307,964)	(68,174)	(376,138)
Net carrying amount at end of year	16,592,674	268,506	16,861,180
Parent Entity			
Net carrying amount at start of year	13,534,281	168,135	13,702,416
Additions	407,751	111,914	519,665
Assets held for sale	(13,426)	—	(13,426)
Disposals	(65)	(54)	(109)
Depreciation expense	(248,488)	(74,406)	(322,894)
Net carrying amount at end of year	13,680,063	205,589	13,885,652
Economic Entity			
At 1 July 2007 – fair value			
Gross carrying amount	27,431,769	470,276	27,902,045
Accumulated depreciation and impairment	(11,146,664)	(227,558)	(11,374,222)
Net carrying amount	16,285,105	242,717	16,527,822
At 30 June 2008 – fair value			
Gross carrying amount	27,870,298	526,387	28,396,685
Accumulated depreciation and impairment	(11,437,339)	(293,542)	(11,730,881)
Net carrying amount	16,432,959	232,845	16,665,804
Parent Entity			
At 1 July 2007 – fair value			
Gross carrying amount	23,004,263	287,014	23,291,277
Accumulated depreciation and impairment	(9,604,136)	(104,876)	(9,709,012)
Net carrying amount	13,400,127	182,138	13,582,265
At 30 June 2008 – fair value			
Gross carrying amount	23,369,295	336,005	23,705,300
Accumulated depreciation and impairment	(9,835,014)	(167,870)	(10,002,884)
Net carrying amount	13,534,281	168,135	13,702,416

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements**14. Non-Current Assets – Property, Plant and Equipment (continued)****Reconciliation**

A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the current reporting period is set out below:

Year ended 30 June 2008	Land and Buildings \$'000	Plant and Equipment \$'000	Total \$'000
Economic Entity			
Net carrying amount at start of year	16,295,105	242,717	16,527,822
Additions	459,371	74,059	533,430
Assets held for sale	(12,924)	—	(12,924)
Disposals	(10,816)	(784)	(11,600)
Net revaluation increment less revaluation decrements	12,847	—	12,847
Depreciation expense	(300,924)	(83,147)	(383,771)
Net carrying amount at end of year	16,432,959	232,845	16,665,804
Parent Entity			
Net carrying amount at start of year	13,400,127	182,138	13,582,265
Additions	388,276	54,864	443,140
Assets held for sale	(12,528)	—	(12,528)
Disposals	(10,078)	(385)	(10,463)
Net revaluation increment less revaluation decrements	12,847	—	12,847
Depreciation expense	(244,363)	(68,482)	(312,845)
Net carrying amount at end of year	13,534,281	168,135	13,702,416
Economic Entity			
At 1 July			
Cost (gross carrying amount)	171,748	129,398	301,146
Accumulated amortisation and impairment	(92,781)	(85,097)	(177,878)
Net carrying amount	78,967	44,302	123,269
At 30 June			
Cost (gross carrying amount)	263,844	171,748	435,592
Accumulated amortisation and impairment	(102,137)	(92,781)	(194,918)
Net carrying amount	161,707	78,967	240,674
Software			
Year ended 30 June			
Net carrying amount at start of year	78,967	44,302	123,269
Additions (from internal development)	92,541	43,298	135,839
Disposals	(20)	(443)	(463)
Amortisation (recognised in "depreciation and amortisation")	(9,781)	(8,160)	(17,941)
Net carrying amount at end of year	161,707	78,967	240,674

15. Intangible Assets

Year ended 30 June 2008	Economic Entity 2009 \$'000	2008 \$'000	Parent Entity 2009 \$'000	2008 \$'000
Software				
At 1 July				
Cost (gross carrying amount)	171,748	129,398	171,748	129,398
Accumulated amortisation and impairment	(92,781)	(85,097)	(92,781)	(85,097)
Net carrying amount	78,967	44,302	78,967	44,302
At 30 June				
Cost (gross carrying amount)	263,844	171,748	263,844	171,748
Accumulated amortisation and impairment	(102,137)	(92,781)	(102,137)	(92,781)
Net carrying amount	161,707	78,967	161,707	78,967
Software				
Year ended 30 June				
Net carrying amount at start of year	78,967	44,302	78,967	44,302
Additions (from internal development)	92,541	43,298	92,541	43,298
Disposals	(20)	(443)	(20)	(443)
Amortisation (recognised in "depreciation and amortisation")	(9,781)	(8,160)	(9,781)	(8,160)
Net carrying amount at end of year	161,707	78,967	161,707	78,967

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

16. **Non-Current Assets (or Disposal Groups) Held for Sale**

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Assets held for sale				
Land and buildings	8,854	8,341	8,760	7,900
	8,854	8,341	8,760	7,900
Amounts recognised in equity relating to assets held for sale				
Property, plant and equipment asset revaluation increments/decrements	5,587	5,110	5,544	4,920
	5,587	5,110	5,544	4,920

The assets held for sale consist primarily of land and some buildings which have become surplus to the Department's requirements. It is intended that these be disposed – either by way of sale or through appropriate property swaps. Steps have been taken for this purpose and it is likely that the disposals could occur within the next twelve months.

17. **Restricted Assets**

Funds totalling \$0.114M (\$0.115M in 2008) mostly held as investments in fixed interest bearing deposits (Note 13) are classified as 'restricted assets'. These funds represent donations received and are invested by the Economic Entity. Interest earned on the investments is used to fund prizes awarded to students for special achievements.

\$0.869M (\$0.220M in 2008) relates to funds held in an interest-bearing bank account in the Parent Entity arising from monthly service payments to the private service provider of two schools in 2009. Only the private service provider can draw the funds held.

18. **Current Liabilities – Payables**

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Accrued salaries, wages and on-costs	126,654	81,888	95,677	64,171
Creditors	217,951	165,974	180,056	129,433
Unearned revenue	92,995	75,922	33,169	28,234
Group, payroll and fringe benefits tax	44,920	40,878	33,736	30,773
Other	20,549	16,771	18,145	14,861
	503,070	381,443	360,783	267,472

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 28.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

19. **Current/Non-Current Liabilities - Borrowings**

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Current:				
Privately Funded Projects Schools (Note 23(d))	2,054	2,342	2,054	2,342
	2,054	2,342	2,054	2,342
Non-Current:				
Privately Funded Projects Schools (Note 23(d))	186,306	145,480	186,306	145,480
	186,306	145,480	186,306	145,480
	188,360	147,822	188,360	147,822

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above borrowings are disclosed in Note 28.

20. **Current/Non-Current Liabilities - Provisions**

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Current:				
Employee benefits and related on-costs				
Recruitment leave	78,544	70,803	69,711	61,028
Accrued payroll tax on recreation leave and accrued salaries and wages	11,936	9,411	9,677	7,352
Recreation leave on long service leave	62,805	33,231	57,228	30,221
Workers Compensation on long service leave	19,566	13,504	18,268	12,363
Payroll tax on long service leave	94,716	92,623	86,578	84,235
Other	47,207	13,195	19,671	7,275
	315,295	232,857	261,134	202,474
Other Provisions				
Lease liability for surplus accommodation	301	205	301	205
	301	205	301	205
Total Provisions - Current	315,596	233,062	261,435	202,679
Non-Current:				
Employee benefits and related on-costs				
Provision for payroll tax on long service leave	4,585	4,876	4,567	4,433
Recreation leave on long service leave	2,590	1,749	2,724	1,591
Workers Compensation on long service leave	1,052	715	962	651
Superannuation on long service leave	789	238	721	217
	9,806	7,578	8,964	6,892

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

20. *Current/Non-Current Liabilities – Provisions (Continued)*

Economic Entity	2008	2009	2008
2009	\$'000	\$'000	\$'000
Other Provisions			
Lease liability for surplus accommodation	3,478	3,203	3,478
	3,478	3,203	3,478
Total Provisions – Non Current	13,284	10,781	12,442
			10,095
Aggregate employee benefits and related on-costs			
Provisions – current	315,295	232,857	251,134
Provisions – non-current	9,806	7,578	8,964
Accrued salaries, wages and on-costs (Note 18)	126,654	81,898	95,677
	451,755	322,333	365,775
			273,537

Movement in provisions (other than employee benefits)
Movements in each class of provision during the financial year, other than employee benefits are set out below:

Lease liability for surplus accommodation			
Carrying amount at the beginning of financial year	3,408	4,437	3,408
Additional provisions recognised	576	--	576
Amounts used	(205)	(1,029)	(205)
Carrying amount at end of financial year	3,779	3,408	3,779
			3,408

The provision is the Net Present Value of future liability on surplus property leased/ less the possible inflows on sub-letting recoveries over the term of the lease, namely eleven years.

21. *Current Liabilities - Other*

Liability to Consolidated Fund	21,237	--	21,237
	21,237	--	--

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

22. *Changes in Equity*

Economic Entity	2009	2008	2009	2008	2009	2008
2009	\$'000	\$'000	2009	\$'000	2009	\$'000
Balance at the beginning of the financial year	12,576,568	12,473,298	4,131,479	4,103,310	16,708,047	16,576,608
Changes in equity – other than transactions with owners as owners						
Surplus for the year	155,610	120,392	--	--	155,610	120,392
Revaluation increments / (decrements)	--	--	--	12,847	--	12,847
Superannuation	(24,314)	(1,800)	--	--	(24,314)	(1,800)
actuarial gains/(losses)	131,296	118,592	--	12,847	131,296	131,439
Total	12,707,864	12,591,890	4,131,479	4,116,157	16,839,343	16,708,047
Transfers within equity						
Asset revaluation reserve balance transferred to	7	(20,793)	(7)	20,793	--	--
accumulated funds on disposal of asset						
Other – Asset revaluation reserve in respect of assets held for sale (AHFS)	6,153	5,471	(6,153)	(5,471)	--	--
transferred to equity	6,150	(15,322)	(6,160)	15,322	--	--
Total	12,714,024	12,576,568	4,125,319	4,131,479	16,839,343	16,708,047
Balance at the end of the financial year						
Parent Entity						
Balance at the beginning of the financial year	10,684,508	10,892,103	2,736,678	2,715,135	13,721,186	13,607,238
Changes in equity – other than transactions with owners as owners						
Surplus for the year	162,056	101,101	--	--	162,056	101,101
Revaluation increments / (decrements)	--	--	--	12,847	--	12,847
Total	10,846,564	10,993,204	2,736,678	2,727,982	13,883,242	13,721,186
Transfers within equity						
Asset revaluation reserve balance transferred to	3	(14,015)	(3)	14,015	--	--
accumulated funds on disposal of asset						
Other – Asset revaluation reserve in respect of AHFS	6,153	5,319	(6,153)	(5,319)	--	--
transferred to equity	6,156	(8,696)	(6,156)	8,696	--	--
Total	11,152,720	10,984,508	2,730,522	2,736,678	13,883,242	13,721,186
Balance at the end of the financial year						

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

22. Changes in Equity (continued)

Asset revaluation reserve

The asset revaluation reserve is used to record increments and decrements on the revaluation of non-current assets. This accords with the Department's policy on the 'Revaluation of Property, Plant and Equipment', as discussed in Note 1(j)(ii).

23. Commitments for Expenditure

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
(a) Capital Commitments				
Aggregate capital expenditure contracted for at balance date and not provided for:				
Not later than one year	471,367	137,520	438,304	88,417
Later than one year and not later than 5 years	139,397	78,207	139,397	77,704
Total (including GST)	610,764	215,727	577,701	176,121

(b) Other Expenditure Commitments

Aggregate other expenditure contracted for at balance date and not provided for:				
(i) School Maintenance				
Not later than one year	68,984	42,266	68,984	42,266
Total (including GST)	68,984	42,266	68,984	42,266
(ii) Other				
Not later than one year	79,437	22,241	56,293	9,819
Later than one year and not later than 5 years	47,355	35,889	47,355	35,957
Later than five years	245,839	218,141	245,839	218,539
Total (including GST)	372,631	276,271	349,487	264,305
	441,615	318,537	418,471	306,571

(c) Operating Lease Commitments

Future non-cancellable operating lease rentals not provided for and payable:				
(i) Leased Properties				
Not later than one year	26,103	23,063	22,210	22,947
Later than one year and not later than 5 years	29,496	41,716	29,351	33,908
Later than 5 years	6,358	7,253	6,358	7,253
Total (including GST)	61,957	72,032	57,919	64,108
(ii) Other				
Not later than one year	8,214	13,148	6,943	11,104
Later than one year and not later than 5 years	5,341	6,176	4,855	3,675
Later than 5 years	—	—	—	—
Total (including GST)	13,555	19,324	11,799	14,779
	75,512	91,356	69,718	78,887

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

23. Commitments for Expenditure (continued)

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
(d) Private Public Partnership Project Commitments				
Minimum lease payment commitments in relation to finance leases payable as follows:				
Not later than one year	14,936	13,530	14,936	13,530
Later than one year and not later than 5 years	68,722	66,869	68,722	66,869
Later than 5 years	356,089	335,262	356,089	335,262
Minimum lease payments	439,727	415,661	439,727	415,661
Less: future finance charges	(251,367)	(207,839)	(251,367)	(207,839)
Present value of minimum lease payments	188,360	147,822	188,360	147,822

The present value of finance lease commitments is as follows:

Not later than one year	2,054	2,342	2,054	2,342
Later than one year and not later than 5 years	17,105	13,760	17,105	13,760
Later than 5 years	169,201	131,720	169,201	131,720
	188,360	147,822	188,360	147,822

Classified as:

Current (Note 19)	2,054	2,342	2,054	2,342
Non-current (Note 19)	186,306	145,480	186,306	145,480
	188,360	147,822	188,360	147,822

The total of commitments for expenditure include GST input tax credits of \$142.54M (\$96.87M in 2008) for the Economic Entity and \$136.91M for the Parent. (\$92.13M in 2008) that are expected to be recovered from the Australian Tax Office.

Capital commitments include an amount of \$80.1M (\$113.2M in 2008) relating to the LMBR project. The operating lease commitments are generally with respect to equipment while the finance lease commitments relate to assets acquired under Private Public Partnerships, refer Note 1(j)(ix).

Capital commitments also include the Building the Education Revolution (BER) initiative – a \$14.7 billion national investment from the Commonwealth to improve the quality of facilities in Australian schools. BER comprises three programs – Primary Schools for the 21st Century, Science and Language Centres for the 21st Century, Secondary Schools and National School Pride. The National School Pride program has been operational since April 2009 and outstanding capital commitments for this program totalled \$49.8M (NIL in 2008). Primary Schools for the 21st Century program has been operational since May 2009 and outstanding commitments for this program totalled \$23.1M (NIL in 2008). The Science and Language Centres for the 21st Century Secondary Schools are yet to commence.

24. Contingent Liabilities and Contingent Assets

Contingent Liabilities

Prosecution has commenced or is likely to commence involving a maximum total liability of \$0.400M (\$0.530M in 2008) in respect of one (2 in 2008) occupational health and safety matters.

There are no other known cases where the Department could be liable for material compensation payments relating to matters, which are the subject of litigation that are not covered by the NSW Treasury Managed Fund.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

25. Budget Review

Net cost of services

Relative to the Budget, the Economic Entity's Net Cost of Services has increased by \$280.0M. The major factors contributing to this variation are outlined below:

- Additional school based salary costs of \$96.1M predominantly attributable to increased staff numbers and variations in salary entitlements.
- Increased insurance costs totalling \$16.1M.
- Increased redundancy costs of \$6.1M.
- Increased special student transport costs totalling \$15.2M.
- Increased spending of \$47.6M relating to the Commonwealth Government's 'Building the Education Revolution' program.
- Increased education and training grant payments totalling some \$15.3M.
- An increase of \$151.7M in non-cash long service leave and related expenses.
- A net increase of \$47.2M in superannuation expenses.
- Increased cleaning costs of \$6.2M.
- Reduced expenditure totalling some \$75.7M due to the timing of Commonwealth National Partnership programs.
- A net reduction of \$23.4M in depreciation and amortisation expenses predominantly attributable to a decrease in the value of departmental assets.
- An operating surplus for schools totalling some \$6.4M.
- A reduction of \$5.0M representing the net impact of other minor variations.

Assets and liabilities

Assets: The net increase in assets totalling \$74.7M is largely comprised of increased accumulated cash balances and accounts receivable partially offset by a decrease in non-current assets.

Liabilities: The net increase in liabilities of \$205.4M is largely due to increases in accounts payable and provisions.

Cash flows

Operating Activities: The net increase in the cash flow from operating activities totalling some \$36.1M is generally attributable to increased receipts.

Investing Activities: The net increase in outlays relating to investing activities totalling \$1.8M is primarily comprised of increased asset acquisitions.

Financing Activities: The variation of \$43.2M for this item is predominantly associated with Public Private Partnership arrangements.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

26. Reconciliation of Cash Flows from Operating Activities to Net Cost of Services

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Net cash used on operating activities	748,548	521,997	639,224	404,589
Cash flows from Government / Appropriations	(9,069,577)	(8,577,152)	(7,852,952)	(7,376,417)
Net Cash Flow GST	5,771	2,433	5,769	2,851
Acceptance by the Crown Entity of employee benefits and other liabilities	(703,910)	(545,441)	(648,426)	(503,091)
Depreciation	(405,939)	(381,931)	(327,848)	(316,231)
Allowance for impairment	(63)	(585)	(44)	(8)
Increase/(decrease) in prepayments and other assets	8,039	9,198	16,077	10,896
Decrease/(Increase) in creditors	(182,379)	(113,088)	(153,274)	5,811
Net (loss)/gain on sale of plant and equipment	3,004	(7,642)	3,390	(6,927)
Donated assets	465	10	--	--
Net cost of services	(9,595,640)	(9,003,201)	(8,318,084)	(7,778,407)

27. Non-Cash Financing and Investing Activities

	2009	2008
	\$'000	\$'000
Assets received by donation	465	--
Expenses assumed by the Crown Entity	(703,910)	(545,441)
	(703,445)	(546,431)
	(648,426)	(503,091)

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

26. Financial Instruments

The Department's principal financial instruments are outlined below. These financial instruments arise directly from the Department's operations or are required to finance the Department's operations. The Department does not enter into or trade financial instruments, including derivative financial instruments, for speculative purposes.

The Department's main risks arising from financial instruments are outlined below, together with the Department's objectives, policies and processes for measuring and managing risk. Further quantitative and qualitative disclosures are included throughout this financial report.

The Director-General has overall responsibility for the establishment and oversight of risk management and reviews and approves policies for managing each of these risks. Risk management policies are established to identify and analyse the risks faced by the Department, to set risk limits and controls and to monitor risks. Compliance with policies is reviewed by the Audit and Risk Management Committee/Internal auditors on a continuous basis.

(a) Financial instrument categories

	Note	Category	Economic Entity Carrying Amount 2009 \$'000	Economic Entity Carrying Amount 2008 \$'000	Parent Entity Carrying Amount 2009 \$'000	Parent Entity Carrying Amount 2008 \$'000
Financial Assets Class						
Cash and cash equivalents	11	N/A	717,880	810,501	561,737	471,927
Receivables ¹	12	Loans and receivables (at amortised cost)	80,205	104,647	86,139	98,800
Other financial assets	13	Loans and receivables (at amortised cost)	286	286	--	--
Financial Liabilities Class:						
Payables ²	18	Financial liabilities measured at amortised cost	236,862	223,624	197,363	175,067
Borrowings	19	Finance liability measured in accordance with AASB 117 and TPP 06-08	188,360	147,822	188,360	147,822
Notes						
1. Excludes statutory receivables and prepayments (i.e. not within scope of AASB 7)						
2. Excludes statutory payables and unearned revenue (i.e. not within scope of AASB 7)						

(b) Credit Risk

Credit risk arises when there is the possibility of the Department's debtors defaulting on their contractual obligations, resulting in financial loss to the Department. The maximum exposure to credit risk is generally represented by the carrying amount of the financial assets (net of any allowance for impairment).

Credit risk arises from the financial assets of the Department, including cash, receivables and authority deposits. No collateral is held by the Department. The Department has not granted any financial guarantees.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

26. Financial Instruments (continued)

Credit risk associated with the Department's financial assets, other than receivables, is managed through the selection of counterparties and establishment of minimum credit rating standards. The Department's deposits held with NSW TCorp are guaranteed by the State.

Cash

Cash comprises cash on hand and bank balances within the NSW Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (TCorp) 11 an unofficial cash rate, adjusted for a management fee to NSW Treasury. The TCorp Hour Glass cash facility is discussed in para (d) below.

Receivables – trade debtors

All trade debtors are recognised as amounts receivable at balance date. Collectibility of trade debtors is reviewed on an ongoing basis. Procedures as established in the Treasurer's Directions are followed to recover outstanding amounts, including letters of demand. Debts which are known to be uncollectible are written off. An allowance for impairment is raised when there is objective evidence that the Department will not be able to collect all amounts due. This evidence includes past experience, and current and expected changes in economic conditions and debtor credit ratings. No interest is earned on trade debtors. Sales are made on 30-60 day terms.

The Department is not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors. Based on past experience, debtors that are not past due (2009: \$100.9M, 2008: \$93.1M) and not less than six months past due (2009: \$8.8M, 2008: \$8.8M) are not considered impaired and together these represent 98% of the total trade debtors. Most of the Department's debtors have a good credit rating. There are no debtors which are currently not past due or impaired whose terms have been renegotiated.

The only financial assets that are past due or impaired are 'sales of goods and services' in the 'receivables' category of the balance sheet.

Economic Entity	Total ^{1,2}	Past due but not impaired ²	Considered impaired ^{1,2}
2009			
< 3 months overdue	8,642	6,198	2,644
3 months – 6 months overdue	1,267	1,243	24
> 6 months overdue	987	437	550
2008			
< 3 months overdue	8,769	5,148	2,641
3 months – 6 months overdue	1,247	1,244	3
> 6 months overdue	981	471	510
Parent Entity			
2009			
< 3 months overdue	518	490	28
3 months – 6 months overdue	1,248	1,227	21
> 6 months overdue	987	437	550
2008			
< 3 months overdue	461	416	45
3 months – 6 months overdue	1,224	1,224	--
> 6 months overdue	981	471	510

¹ Each column in the table reports "gross receivables".

² The ageing analysis excludes statutory receivables, as these are not within the scope of AASB 7 and excludes receivables that are not past due and not impaired. Therefore, the "total" will not reconcile to the receivables total recognised in the balance sheet.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements**28. Financial Instruments (continued)***Authority Deposits*

The Department has placed funds on deposit with TCorp, which has been rated "AAA" by Standard and Poor's. These deposits are similar to money market or bank deposits and can be placed "at call" or for a fixed term. For fixed term deposits, the interest rate payable by TCorp is negotiated initially and is fixed for the term of the deposit, while the interest rate payable on at call deposits can vary. The deposits at balance date were bearing an average interest rate of 5.35% (2008 - 7.83%), while over the year the weighted average interest rate was 4.45 % (2008 - 6.82%) on a weighted average balance during the year of \$10.85m (2008 - \$15.19m). None of these assets are past due or impaired.

(c) Liquidity risk

Liquidity risk is the risk that the Department will be unable to meet its payment obligations when they fall due. The Department continuously manages risk through monitoring future cash flows and maturities planning to ensure adequate holding of high quality liquid assets. The objective is to maintain a balance between continuity of funding and flexibility through the use of overdrafts, loans and other advances.

During the current and prior years, there were no defaults or breaches on any loans payable. No assets have been pledged as collateral. The Department's exposure to liquidity risk is deemed insignificant based on prior periods' data and current assessment of risk.

The liabilities are recognised for amounts due to be paid in the future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in Treasurer's Direction 219.01. If trade terms are not specified, payment is made no later than the end of the month following the month in which an invoice or a statement is received. Treasurer's Direction 219.01 allows the Minister to award interest for late payment.

The table below summarises the maturity profile of the Department's financial liabilities, together with the interest rate exposure.

Economic Entity	Weighted Average Effective Int. Rate	Interest Rate Exposure				Maturity Dates		
		Nominal Amount ¹	Fixed Interest Rate	Variable Interest Rate	Non-Interest bearing	< 1 yr	1-5 yrs	> 5 yrs
2009								
Payables:								
Creditors	-	236,862	-	-	236,862	236,862	-	-
Borrowings:								
Private Public Partnerships ²	-	382,854	382,854	-	-	2,054	17,105	169,201
2008								
Payables:								
Creditors	-	223,624	-	-	223,624	223,624	-	-
Borrowings:								
Private Public Partnerships ²	-	306,186	306,186	-	-	2,342	13,760	131,720
Notes:								
1 The amounts disclosed are the contractual undiscounted cash flows of each class of financial liabilities, and therefore the amounts disclosed above will not reconcile to the balance sheet								
2 Maturity dates are for the discounted value								

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements**28. Financial Instruments (continued)***Maturity analysis and interest rate exposure of financial liabilities (\$'000)*

Parent Entity	Weighted Average Effective Int. Rate	Interest Rate Exposure				Maturity Dates		
		Nominal Amount ¹	Fixed Interest Rate	Variable Interest Rate	Non-Interest bearing	< 1 yr	1-5 yrs	> 5 yrs
2009								
Payables:								
Creditors	-	197,363	-	-	197,363	197,363	-	-
Borrowings:								
Private Public Partnerships ²	-	382,854	382,854	-	-	2,054	17,105	169,201
2008								
Payables:								
Creditors	-	175,067	-	-	175,067	175,067	-	-
Borrowings:								
Private Public Partnerships ²	-	306,186	306,186	-	-	2,342	13,760	131,720
Notes:								
2 The amounts disclosed are the contractual undiscounted cash flows of each class of financial liabilities, and therefore the amounts disclosed above will not reconcile to the balance sheet								
2 Maturity dates are for the discounted value								

(d) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The Department's exposures to market risk are primarily through interest rate risk on the Department's borrowings and other price risks associated with the movement in the unit price of the Hour Glass Investment Facilities. The Department has no exposure to foreign currency risk and does not enter into commodity contracts.

The effect on profit and equity due to a reasonably possible change in risk variable is outlined in the information below, for interest rate risk and other price risk. A reasonably possible change in risk variable has been determined after taking into account the economic environment in which the Department operates and the time frame for the assessment (i.e. until the end of the next annual reporting period). The sensitivity analysis is based on risk exposures in existence at the balance sheet date. The analysis is performed on the same basis as for 2008. The analysis assumes that all other variables remain constant.

Interest rate risk

Exposure to interest rate risk arises primarily through the Department's interest bearing liabilities. This risk is minimised by undertaking mainly fixed rate borrowings, primarily with NSW TCorp. The Department does not account for any fixed rate financial instruments at fair value through profit or loss or as available for sale. Therefore for these financial instruments a change in interest rates would not affect profit or loss or equity. A reasonably possible change of +/- 1% is used, consistent with current trends in interest rates. The basis will be reviewed annually and amended where there is a structural change in the level of interest rate volatility.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

28. Financial Instruments (continued)

The Department's exposure to interest rate risk is set out below:

Economic Entity	Carrying Amount	-1%		+1%	
		Profit	Equity	Profit	Equity
2009					
<i>Financial assets</i>					
Cash and cash equivalents	717,860	(7,179)	(7,179)	7,179	7,179
Receivables	80,295	(803)	(803)	803	803
Other financial assets	286	(3)	(3)	3	3
<i>Financial liabilities</i>					
Payables	238,862	2,368	2,368	(2,368)	(2,368)
Borrowings	188,360	1,884	1,884	(1,884)	(1,884)
2008					
<i>Financial assets</i>					
Cash and cash equivalents	910,501	(6,105)	(6,105)	6,105	6,105
Receivables	104,647	(1,046)	(1,046)	1,046	1,046
Other financial assets	286	(3)	(3)	3	3
<i>Financial liabilities</i>					
Payables	223,624	2,236	2,236	(2,236)	(2,236)
Borrowings	147,822	1,478	1,478	(1,478)	(1,478)
Parent Entity					
2009					
<i>Financial assets</i>					
Cash and cash equivalents	561,737	(5,617)	(5,617)	5,617	5,617
Receivables	86,138	(861)	(861)	861	861
<i>Financial liabilities</i>					
Payables	197,363	1,974	1,974	(1,974)	(1,974)
Borrowings	188,360	1,884	1,884	(1,884)	(1,884)
2008					
<i>Financial assets</i>					
Cash and cash equivalents	471,927	(4,719)	(4,719)	4,719	4,719
Receivables	98,800	(988)	(988)	988	988
<i>Financial liabilities</i>					
Payables	175,067	1,751	1,751	(1,751)	(1,751)
Borrowings	147,822	1,478	1,478	(1,478)	(1,478)

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

28. Financial Instruments (continued)

Other price risk – TCorp Hour Glass facilities

Exposure to 'other price risk' primarily arises through the investment in the TCorp Hour Glass Investment Facilities, which are held for strategic rather than trading purposes. The Department has no direct equity investments. The Department holds units in the following Hour-Glass investment trusts:

Facility	Investment Sectors	Investment Horizon	2009	2008
			\$'000	\$'000
Cash facility	Cash, money market instruments	Up to 1.5 years (pre-June 2008 – Up to 2 years)	10,849	15,198

The unit price of each facility is equal to the total fair value of net assets held by the facility divided by the number of units on issue for that facility. Unit prices are calculated and published daily.

NSW TCorp is trustee for each of the above facilities and is required to act in the best interest of the unitholders and to administer the trusts in accordance with the trust deeds. As trustee, TCorp has appointed external managers to manage the performance and risks of each facility in accordance with a mandate agreed by the parties. However, TCorp acts as manager for part of the Cash Facility. A significant portion of the administration of the facilities is outsourced to an external custodian.

Investment in the Hour Glass facilities limits the Department's exposure to risk, as it allows diversification across a pool of funds, with different investment horizons and a mix of investments.

NSW TCorp provides sensitivity analysis information for each of the investment facilities, using historically based volatility information collected over a ten year period, quoted at two standard deviations (ie 95% probability). The TCorp Hour Glass Investment facilities are designated at fair value through profit or loss and therefore any change in unit price impacts directly on profit (rather than equity). A reasonably possible change is based on the percentage change in unit price (as advised by TCorp) multiplied by the redemption value as at 30 June each year for each facility (balance from Hour-Glass statement).

	Impact on profit/loss	
	Change in unit price	2009
		\$'000
Hour Glass Investment – Cash facility	+/- 1 %	108
		152

e) Fair Value

Financial instruments are generally recognised at cost, with the exception of the TCorp Hour-Glass facilities, which are measured at fair value. As discussed, the value of the Hour-Glass investments is based on the Economic Entity's share of the value of the underlying assets of the facility, based on the market value. All of the Hour Glass facilities are value using 'redemption' pricing.

The amortised cost of financial instruments recognised in the balance sheet approximates the fair value because of the short-term nature of many of the financial instruments.

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

29. Administered Funds (Teachers' Deferred Salary Scheme)

	2009 \$'000	2008 \$'000
Cash balances at the beginning of financial year	11,256	11,052
Add: Receipts (including interest paid by bank)	6,451	6,356
Less: Payments	(7,066)	(6,152)
Cash balance at the end of the financial year	10,641	11,256

The economic entity receives monies in an administration capacity for the Teachers' Deferred Salary (Sabbatical) Scheme. The scheme commenced in DET in 1999 and was introduced to TAFE in 2002.

The purpose of the scheme is to allow teachers to take a one-year sabbatical leave. The participating teachers are required to make regular contributions for a period of four years to the scheme, which is paid into individual bank accounts. In the fifth year, the participating teachers take leave without salary for the period of one year. The funds, which they paid into their accounts together with interest, are then paid to the teachers.

As the economic entity performs only a custodial role in respect of these monies, and because the monies cannot be used for the achievement of the economic entity's own objectives, they are not brought to account in the financial statements. The arrangement also does not constitute a trust between the Department and the teachers.

30. Key Financials of the Controlled Entities

The key financials for the controlled entities for the year ended 30 June 2009 are as follows:

	TAFE Commission Division \$'000	AMES \$'000	TAFE 374 PTY LIMITED \$'000	A.C.N. 093 230 LIMITED \$'000
Total revenues (retained revenue plus Government Contributions)	944,255	47,850	1,612,940	—
Total expenditure	944,255	48,998	1,617,950	—
Operating surplus / (deficit)	—	(1,148)	(5,010)	—
Net assets	—	(2,989)	2,969,000	—
Proportion of Consolidated Account (in %)				
Total revenues (retained revenue plus Government Contributions)	8.8%	0.46%	15.07%	—
Total expenditure	9.0%	0.46%	15.34%	—
Operating surplus / (deficit)	—	-0.73%	-3.22%	—
Net assets	—	-0.02%	17.57%	—

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

30. Key Financials of the Controlled Entities (continued)

The key financials for the controlled entities for the year ended 30 June 2008 were as follows:

	TAFE Commission Division \$'000	AMES \$'000	TAFE 374 PTY LIMITED \$'000	A.C.N. 093 230 LIMITED \$'000
Total revenues (retained revenue plus Government Contributions)	901,141	44,600	1,569,402	4
Total expenditure	901,141	39,002	1,581,290	—
Operating surplus/(deficit)	—	5,598	11,888	4
Net assets	—	22,473	2,964,100	2,289
Proportion of Consolidated Account (in %)				
Total revenues (retained revenue plus Government Contributions)	9.00%	0.45%	15.70%	—
Total expenditure	9.10%	0.39%	16.01%	—
Operating surplus/(deficit)	—	4.72%	10.02%	—
Net assets	—	0.13%	17.43%	0.01%

31. Provision for Superannuation

AMES

The economic entity has an obligation for the deferred contribution in respect of the AMES which becomes payable on and after retirement of staff. Contribution is made to the State Superannuation Scheme (SSS), the State Authorities Superannuation Scheme (SASS) and the State Authorities Non Contributory Superannuation Scheme (SANCS). The SAS Trustee Corporation through the fund's actuary, Mercer, has determined that liability for superannuation contributions as at 30 June 2009 for the SASS, the SANCS and the SSS was estimated at \$ 19,737,770 (2008: prepaid superannuation contributions \$3,891,636).

Amounts representing prepaid superannuation contributions are recognised as an asset. Amounts representing unfunded superannuation are recognised as a liability. Superannuation actuarial gains and losses are recognised in the statement of recognised income and expense.

The 2009 actuarial assessment of gross past service liabilities of SASS, SANCS and SSS is based on the full requirements of AASB 119. This requires that a 'market determined risk adjusted discount rate' be applied as the valuation rate in the calculation of the value of accrued benefits. A review of the interest rate assumption has indicated that the interest rate of 5.35% per annum applies for the 2009 employer liability calculations. The assumptions that are applied for 2009 calculations are as follows:

Discount rate	5.59%
Rate of salary increase	3.5%
Rate of CPI increase	2.5%
Expected rate of return on assets	8.13%

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the financial statements

31. Provision for Superannuation (continued)
THA

The Department has an obligation for the deferred contribution in respect of THA which becomes payable on and after retirement of staff. Contribution is made to SSS, the SASS and the SANCS. The SAS Trustee Corporation through the fund's actuary, Mercer has determined that the liability for superannuation contributions as at 30 June 2009 for the SASS, the SANCS and the SSS was estimated at \$233.491 (2008 prepaid superannuation contributions \$149,554)

Amounts representing prepaid superannuation contributions are recognised as an asset. Amounts representing unfunded superannuation are recognised as a liability. 2006/2007 was the first year that the THA provision for superannuation was recognised

The 2009 actuarial assessment of gross past service liabilities of SASS, SANCS and SSS is based on the full requirements of AASB119. The Projected Unit Credit (PUC) valuation method was used to determine the present value of the defined benefit obligations and the related current service costs. This method sees each period of service as giving rise to an additional unit of benefit entitlement and measures each unit separately to build up the final obligations. The economic assumptions that are applied for 2009 calculations are as follows

Discount rate	5.59%
Rate of salary increase	3.5%
Rate of CPI increase	2.5%
Expected rate of return on assets	8.13%

32. Investments and Associates

(a) Details of investments in associates are as follows

Name	Principal Activities	Balance Date ⁽¹⁾	Ownership Interest ⁽²⁾		Investment Carrying Amount ⁽³⁾	
			2009	2008	2009	2008
			\$'000	\$'000	\$'000	\$'000
Adskill Sdn Bhd ⁽⁴⁾	Vocational Education	31 December	49%	49%	160	160

(b) Details of investments in other companies are as follows

Name	Principal Activities	Balance Date ⁽¹⁾	Ownership Interest ⁽²⁾		Investment Carrying Amount ⁽³⁾	
			2009	2008	2009	2008
			\$'000	\$'000	\$'000	\$'000
Coffs Harbour Technology Park Ltd	Research, development and education pathways	30 June	33%	33%	175	175
Stirling Australia Pty Ltd	Training Provider to Defence Industries	30 June	50%	50%	—	—

DEPARTMENT OF EDUCATION AND TRAINING
Notes to the Financial Statements

32. Investments and Associates (continued)

1. This note has been prepared based on the financial statements of Coffs Harbour Technology Park Ltd for the year ending 30 June 2008 (for 2009) and 30 June 2007 (for 2008), no recent financials are available in respect of the other companies.

2. The Department's ownership interest is a reflection of its voting power for the respective companies.

3. Carrying amounts for investment in these companies is based on cost.

4. Adskill Sdn Bhd has gone into liquidation and the NSW TAFE Commission has made an allowance for impairment to cover its investment in the company during the year.

In addition, the Department is involved in a small number of joint ventures, which are not material

33. After Balance Date Events

An Administrative Order made on 27 July 2009 provides for the legal establishment of 13 new super Departments and the transfer of staff and functions to these entities, in accordance with the Public Sector Employment and Management (Departmental Amalgamations) Order 2009, the Office of Board of Studies and Office of the Institute of Teachers have been amalgamated with the Department of Education and Training. In addition the group of staff employed in the Department of Education and Training to enable the Teaching Housing Authority to exercise its functions are removed from the Department and transferred to the Department of Services, Technology and Administration.

End of audited financial statements



GPO BOX 12
Sydney NSW 2001

INDEPENDENT AUDITOR'S REPORT

New South Wales Technical and Further Education Commission and controlled entity

To Members of the New South Wales Parliament

I have audited the accompanying financial report of the New South Wales Technical and Further Education Commission (the Commission) which comprises the balance sheet as at 30 June 2009, the operating statement, statement of recognised income and expense, cash flow statement, for the year then ended, and a summary of significant accounting policies and other explanatory notes for both the Commission and the consolidated entity. The consolidated entity comprises the Commission and the entity it controlled at the year's end or from time to time during the financial year.

Auditor's Opinion

In my opinion, the financial report:

- presents fairly, in all material respects, the financial position of the Commission and the consolidated entity as at 30 June 2009, and of their financial performance for the year then ended in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations)
- is in accordance with section 45E of the *Public Finance and Audit Act 1983* (the PF&A Act) and the Public Finance and Audit Regulation 2005.

My opinion should be read in conjunction with the rest of this report.

Managing Director's Responsibility for the Financial Report

The Managing Director is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the PF&A Act. This responsibility includes establishing and maintaining internal control relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on my audit. I conducted my audit in accordance with Australian Auditing Standards. These Auditing Standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Commission's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Commission's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Managing Director, as well as evaluating the overall presentation of the financial report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

My opinion does not provide assurance:

- about the future viability of the Commission or its controlled entity,
- that they have carried out their activities effectively, efficiently and economically, or
- about the effectiveness of their internal controls.

Independence

In conducting this audit, the Audit Office of New South Wales has complied with the independence requirements of the Australian Auditing Standards and other relevant ethical requirements. The PF&A Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office of New South Wales are not compromised in their role by the possibility of losing clients or income.

P J Boulous CA
Director, Financial Audit Services

29 September 2009
SYDNEY

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Financial Statements

For the year ended 30 June 2009

Contents

Independent Audit Report
Statement by Department Head
Primary Financial StatementsOperating Statement
Statement of Recognised Income and Expense
Balance Sheet
Cash Flow Statement

Notes to and forming part of the Financial Statements

General

1. Summary of Significant Accounting Policies
2. Expenses
3. Revenue
4. Gain / (Loss) on Disposal
5. Other Gains/Losses

6. Acceptance by the Crown Entity of Employee Benefits and Other Liabilities

Current/Non-Current Assets

7. Cash and Cash Equivalents
8. Receivables
9. Other Financial Assets
10. Property, Plant and Equipment
11. Intangible Assets
12. Assets held for Sale
13. Restricted Assets

Current/Non-Current Liabilities

14. Payables
15. Provisions

Equity

16. Changes in Equity

Others

17. Commitments for Expenditure
18. Contingent Liabilities and Contingent Assets
19. Reconciliation of Cash Flows from Operating Activities to Net Cost of Services
20. Non-cash Financing and Investing Activities
21. Monies held on behalf of third parties
22. Financial Instruments
23. Key Financials of Controlled Entities
24. After Balance Date Events

Start of Audited Financial Statements

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Financial Statements

For the year ended 30 June 2009

STATEMENT BY THE MANAGING DIRECTOR OF THE NSW TECHNICAL AND FURTHER
EDUCATION COMMISSION

Pursuant to Section 45F of the Public Finance and Audit Act 1983, I state that:

1. The accompanying financial statements have been prepared in accordance with the provisions of the *Public Finance and Audit Act, 1983*; the Financial Reporting Code for Budget Dependent General Government Sector Agencies, the applicable clauses of the *Public Finance and Audit Regulation 2005* and the Treasurer's Directions.

2. The statements exhibit a true and fair view of the financial position and financial performance of the Commission and its controlled entities.

3. There are no circumstances, which would render any particulars included in the financial statements to be misleading or inaccurate.



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

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Operating statement for the year ended 30 June 2009

	Notes	Economic Entity Actual 2009 \$'000	Actual 2008 \$'000	Parent Entity Actual 2009 \$'000	Actual 2008 \$'000
Expenses excluding losses					
Operating expenses		944,255	901,141		
Employee related	2(a)				
Personnel services		343,344	330,845	1,232,114	1,188,636
Other operating expenses	2(b)				
Depreciation and amortisation	2(c)	307,779	303,384	307,779	303,384
	2(d)	78,072	75,675	78,072	75,675
Total expenses excluding losses		1,673,450	1,611,045	1,617,965	1,567,695
Revenue					
Sales of goods and services	3(a)	384,800	343,000	384,800	342,998
Investment revenue	3(b)	6,541	6,386	6,541	6,386
Grants and contributions	3(c)	21,142	26,478	21,142	26,478
Other revenue	3(d)	3,743	4,686	4,030	4,686
Total revenue		396,026	380,560	396,313	380,556
Gain / (loss) on disposal	4	(386)	(715)	(386)	(715)
Other gains/(losses)	5	402	(991)	402	(991)
		16	(1,706)	16	(1,706)
Net Cost of Services	19	1,277,408	1,232,191	1,221,636	1,188,845
Government contributions through Parent					
Recurrent		1,133,776	1,117,058	1,133,776	1,117,058
Capital		82,850	83,676	82,850	83,676
Acceptance by the Crown Entity of employee benefits and other liabilities	6	55,484	43,350		
Total Government contributions through Parent		1,272,110	1,244,084	1,216,626	1,200,734
SURPLUS/(DEFICIT) FOR THE YEAR		(5,298)	11,893	(5,010)	11,889

The accompanying notes form part of these financial statements

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Statement of recognised income and expense for the year ended 30 June 2009

	Notes	Economic Entity Actual 2009 \$'000	Actual 2008 \$'000	Parent Entity Actual 2009 \$'000	Actual 2008 \$'000
Net increase/(decrease) in property, plant and equipment asset revaluation reserve					
TOTAL INCOME AND EXPENSE RECOGNISED DIRECTLY IN EQUITY					
Surplus / (Deficit) for the Year		(5,298)	11,893	(5,010)	11,889
TOTAL INCOME AND EXPENSE RECOGNISED FOR THE YEAR	19	(5,298)	11,893	(5,010)	11,889

The accompanying notes form part of these financial statements

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Cash Flow Statement for the Year Ended 30 June 2009

	Notes	Economic Entity		Parent Entity	
		Actual 2009 \$'000	Actual 2008 \$'000	Actual 2009 \$'000	Actual 2008 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES					
Payments		(873,704)	(850,685)	—	—
Employee related		(678,098)	(664,415)	(1,551,862)	(1,515,042)
Other				(1,551,862)	(1,515,042)
Total Payments		(1,551,802)	(1,515,100)		
Receipts					
Sale of goods and services		379,350	355,460	379,359	355,465
Interest received		6,541	6,386	6,541	6,386
Other		58,840	63,876	58,129	63,876
Total Receipts		444,740	425,731	445,029	425,727
Cash Flows From Government Through Parent					
Recurrent		1,133,776	1,117,058	1,133,776	1,117,058
Capital		82,850	83,676	82,850	83,676
Net Cash Flows from Government		1,216,626	1,200,734	1,216,626	1,200,734
NET CASH FLOWS FROM OPERATING ACTIVITIES					
	19	109,564	111,365	109,793	111,419
CASH FLOWS FROM INVESTING ACTIVITIES					
Proceeds from sale of land and buildings and plant and equipment		958	864	958	864
Proceeds from sale of investments		—	5	—	339
Purchases of land and buildings and plant and equipment		(92,720)	(92,855)	(92,720)	(92,855)
Purchases of investments		—	(11)	—	(11)
NET CASH FLOWS FROM INVESTING ACTIVITIES		(91,762)	(91,997)	(91,762)	(91,663)
NET INCREASE/(DECREASE) IN CASH					
Opening cash and cash equivalents		17,802	19,368	18,031	19,756
CLOSING CASH AND CASH EQUIVALENTS	7	139,032	121,230	139,032	121,001

The accompanying notes form part of these financial statements.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Balance sheet as at 30 June 2009

	Notes	Economic Entity		Parent Entity	
		Actual 2009 \$'000	Actual 2008 \$'000	Actual 2009 \$'000	Actual 2008 \$'000
ASSETS					
Current assets					
Cash and cash equivalents	7	139,032	121,230	139,032	121,001
Receivables	8	42,195	44,682	42,196	44,699
Other financial assets	9	--	--	--	--
Non-current assets held for sale	12	181,228	165,912	181,228	165,670
Total current assets		181,321	166,353	181,321	166,111
Non-current Assets					
Other financial assets		160	160	160	160
Equity accounted		286	286	286	286
Other - loans and deposits	9	446	446	446	446
Property, plant and equipment	10	2,912,977	2,898,578	2,912,977	2,898,678
- Land and buildings		62,504	64,667	62,504	64,657
- Plant and equipment		2,975,481	2,963,335	2,975,481	2,963,335
Total property, plant and equipment	11	15,353	15,151	15,353	15,151
Intangible assets		2,991,280	2,978,932	2,991,280	2,978,932
Total non-current Assets		3,172,601	3,145,285	3,172,601	3,145,043
Total assets					
LIABILITIES					
Current liabilities					
Payables	14	183,365	154,992	213,511	180,943
Provisions	15	29,304	25,218	--	--
Total current liabilities		212,669	180,210	213,511	180,943
Non-current liabilities					
Provisions	15	842	687	--	--
Total non-current Liabilities		842	687	--	--
Total liabilities		213,511	180,897	213,511	180,943
Net assets		2,959,090	2,964,388	2,959,090	2,964,100
EQUITY					
Reserves	16	1,394,797	1,394,801	1,394,797	1,394,801
Accumulated funds		1,564,250	1,569,396	1,564,250	1,569,108
Amounts recognised in equity relating to assets held for sale	12	43	191	43	191
Total Equity		2,959,090	2,964,388	2,959,090	2,964,100

The accompanying notes form part of these financial statements.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements

1. **Summary of Significant Accounting Policies**

- (a) **Reporting entity**
The Technical and Further Education Commission (the "Commission"), as a reporting entity, is a budget dependent agency responsible for the provision of technical and further education within NSW.
- The economic entity comprises the Commission (Parent Entity), TAFE Commission Division (assigned to the Commission) and A.C.N. 083 230 374 PTY LIMITED, a proprietary company undertaking commercial activities relating to vocational education and training. The latter company was dissolved and de-registered on 5 November, 2008.
- The TAFE Commission Division was established on 17 March 2006 under the *Public Sector Employment Legislation Amendment Act 2006*. Under this Act, employees of the Commission became the employees of the Government of New South Wales in the service of the Crown. The Commission cannot employ staff and the TAFE Commission Division, a special purpose service entity, provides the teaching, educational and institute management staff of the Commission while the Commission's requirements of administrative staff are provided by its parent, the Department of Education and Training ("the Department").
- The Commission is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units.
- In the process of preparing the consolidated financial report for the economic entity consisting of the controlling and controlled entities, all inter-entity transactions and balances have been eliminated.
- The reporting entity is consolidated as part of the NSW Total State Sector Accounts.
- This consolidated financial report for the year ended 30 June 2009 has been authorised for issue by the Managing Director on 25/09/2009.
- (b) **Basis of preparation**
The Commission's financial report is a general purpose financial report, which has been prepared on an accrual basis in accordance with:
- applicable Australian Accounting Standards (which include Australian Accounting Interpretations)
 - the requirements of the *Public Finance and Audit Act 1983* and Regulation and
 - the Financial Reporting Directions published in the Financial Reporting Code for Budget Dependent General Government Sector Agencies or issued by the Treasurer.
- Property, plant and equipment, assets (or disposal groups) held for sale and financial assets at 'fair value through profit or loss' and available for sale are measured at fair value. Other financial report items are prepared in accordance with the historical cost convention.
- Judgements, key assumptions and estimations management has made are disclosed in the relevant notes to the financial report.
- All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.
- (c) **Statement of compliance**
The consolidated and parent entity financial statements and notes comply with Australian Accounting Standards, which include Australian Accounting Interpretations.
- (d) **Borrowing costs**
Borrowing costs are recognised as expenses in the period in which they are incurred, in accordance with Treasury's Mandate to general government sector agencies.
- (e) **Insurance**
The Commission's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self insurance for Government agencies. The expense (premium) is determined by the Fund Manager based on past claim experience.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements

- (f) **Accounting for the Goods and Services Tax (GST)**
Income, expenses and assets are recognised net of the amount of GST, except that:
- the amount of GST incurred by the Commission as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of the cost of acquisition of an asset or as part of an item of expense and
 - receivables and payables are stated with the amount of GST included.
- Cash flows are included in the cash flow statement on a gross basis. However, the GST components of cash flows arising from investing and financing activities which are recoverable from or payable to the Australian Taxation Office are classified as operating cash flows.
- (g) **Exemptions**
The Commission obtained Treasurer's exemptions from the following requirement:
- to disclose budget figures as required by the Financial Reporting Code for Budget Dependent General Government Sector Agencies.
- The Commission does not prepare a Summary of Compliance with Financial Directives as it does not receive appropriations. Contributions are received through the Commission's parent entity, the Department of Education and Training.
- (h) **Income recognition**
Income is measured at the fair value of the consideration or contribution received or receivable. Additional comments regarding the accounting policies for the recognition of income are discussed below.
- (i) **Government Contributions and Contributions from other Bodies**
Government contributions and contributions from other bodies (including grants and donations) are generally recognised as income when the Commission obtains control over the assets comprising the contributions. Control over contributions is normally obtained upon the receipt of cash.
- (ii) **Revenue – Sale of goods**
Revenue from the sale of goods is recognised as revenue when the Commission transfers the significant risks and rewards of ownership of the assets.
- (iii) **Revenue – Rendering of services**
Revenue is recognised when the service is provided or by reference to the stage of completion (based on labour hours incurred to date). Student administration charges are recognised as revenue at the time of collection.
- (iv) **Investment revenue**
Interest revenue is recognised using the effective interest method as set out in AASB 139 *Financial Instruments: Recognition and Measurement*. Rental revenue is recognised in accordance with AASB 117 *Leases* on a straight-line basis over the lease term.
- (v) **Asset sales**
The gross proceeds of asset sales are included as revenue of the Commission. The profit or loss on disposal of assets is brought to account at the date an unconditional contract of sale is signed.
- (vi) **Lease rental income**
A vacant block of land at Bondi Junction owned by the Commission was leased to a third party for a period of 99 years on 30 September 2002. The title to the land which is the subject of the lease has been retained and will not pass to the lessee on the termination of the lease. The fair value of the land has been recorded at 30 June 2006 at the minimum valuation of \$5,000 in accordance with the Commission's Asset Capitalisation Policy.
- In accordance with Accounting Standard AASB 117 *Leases*, the upfront payment received in respect of the granting of the lease has been treated as prepaid lease payments and is amortised on a straight-line basis over the lease term.
- (vii) **Other revenue**
Other revenues are recognised as they accrue.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements

(i) Assets

(i) Acquisition of assets

The cost method of accounting is used for the initial recording of all acquisitions of assets controlled by the Commission. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset at the time of its acquisition or construction or, where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other Australian Accounting Standards.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

Fair value is the amount for which an asset could be exchanged between knowledgeable, willing parties in an arm's length transaction.

Where payment for an asset is deferred beyond normal credit terms, its cost is the cash price equivalent, i.e., deferred payment amount is effectively discounted at an asset-specific rate.

(ii) Capitalisation thresholds

Property, plant and equipment costing \$5,000 and above individually (or forming part of a network costing more than \$5,000) are capitalised. Intangible assets (software) have a capitalisation threshold of \$50,000.

Revaluation of property, plant and equipment

Physical non-current assets are valued in accordance with the "Valuation of Physical Non-Current Assets at Fair Value" Policy and Guidelines Paper (TPP 07-01). This policy adopts fair value in accordance with AASB 116 *Property, Plant and Equipment* and AASB 140 *Investment Property*.

Property, plant and equipment is measured on an existing use basis, where there are no feasible alternative uses in the existing natural, legal, financial and socio-political environment. However, in the limited circumstances where there are feasible alternative uses, assets are valued at their highest and best use.

Fair value of property, plant and equipment is determined based on the best available market evidence, including current market selling prices for the same or similar assets. Where there is no available market evidence, the asset's fair value is measured at its market buying price, the best indicator of which is depreciated replacement cost.

Work in progress is included in land/building as appropriate and is recorded at cost. Building construction projects are classified as works in progress until the projects have been completed and become available for use by the economic entity. Work in progress accounts also include costs associated with the acquisition of land before settlement.

The Commission revalues each class of property, plant and equipment at least every five years or with sufficient regularity to ensure that the carrying amount of each asset in the class does not differ materially from its fair value at reporting date. The last revaluation was completed on 30 June 2007 and was based on an independent assessment.

Non-specialised assets with short useful lives are measured at depreciated historical cost, as a surrogate for fair value.

When revaluing non-current assets by reference to current prices for assets newer than those being revalued (adjusted to reflect the present condition of the assets), the gross amount and the related accumulated depreciation are separately restated.

For other assets, any balances of accumulated depreciation at the revaluation date in respect of those assets are credited to the asset accounts to which they relate. The net asset accounts are then increased or decreased by the revaluation increments or decrements.

Revaluation increments are credited directly to the asset revaluation reserve, except that, to the extent that an increment reverses a revaluation decrement in respect of that class of asset previously recognised as an expense in the surplus/deficit, the increment is recognised immediately as revenue in the surplus/deficit.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements

Revaluation decrements are recognised immediately as expenses in the surplus/deficit, except that, to the extent that a credit balance exists in the asset revaluation reserve in respect of the same class of assets, they are debited directly to the asset revaluation reserve.

As a not-for-profit entity revaluation increments and decrements are offset against one another within a class of non-current assets, but not otherwise.

Where an asset that has previously been revalued is disposed of, any balance remaining in the asset revaluation reserve in respect of that asset is transferred to accumulated funds.

(iv) Impairment of property, plant and equipment

As a not-for-profit entity with no cash generating units, the Commission is effectively exempted from AASB 136 *Impairment of Assets* and impairment testing. This is because AASB 136 modifies the recoverable amount test to the higher of fair value less costs to sell and depreciated replacement cost. This means that, for an asset already measured at fair value, impairment can only arise if selling costs are material. Selling costs are regarded as immaterial.

(v) Depreciation of property, plant and equipment

The depreciable amount of assets is allocated on a systematic basis over their useful life. Depreciation is provided for on a straight line basis for all depreciable assets with a review undertaken at the time of each revaluation to adjust the written down values in accordance with the Commission's depreciation model. Land is not a depreciable asset. All material separately identifiable component assets are recognised and depreciated over their shorter useful lives.

The rates of depreciation adopted were:

Buildings and Leasehold Improvements	1.43% to 33.3%
Plant and Equipment	3.30% to 33.3%
Computer Hardware	6.66% to 33.3%

(vi) Major inspection costs

When each major inspection is performed, the labour cost of performing major inspections for faults is recognised in the carrying amount of an asset as a replacement of a part, if the recognition criteria are satisfied.

(vii) Restoration costs

The estimated cost of dismantling and removing an asset and restoring the site is included in the cost of an asset, to the extent it is recognised as a liability.

(viii) Maintenance

Day-to-day servicing costs or maintenance are charged as expenses as incurred, except where they relate to the replacement of a part or component of an asset, in which case the costs are capitalised and depreciated. Building alterations, repairs and renewals costing up to \$50,000 are expensed as maintenance and repairs.

(ix) Leased assets

Operating lease payments are charged to the Operating Statement in the periods in which they are incurred.

(x) Intangible assets

The Commission recognises intangible assets only if it is probable that future economic benefits will flow to the Commission and the cost of the asset can be measured reliably. Intangible assets are measured initially at cost. Where an asset is acquired at no or nominal cost, the cost is its fair value as at the date of acquisition.

All research costs are expensed. Development costs are only capitalised when certain criteria are met. The useful lives of intangible assets are assessed to be finite.

Intangible assets are subsequently measured at fair value only if there is an active market. As there is no active market for the Commission's intangible assets, the assets are carried at cost less any accumulated amortisation.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Notes to the financial statements

The Commission's intangible assets are amortised using the straight-line method over a period of five years.

Intangible assets are tested for impairment where an indicator of impairment exists. If the recoverable amount is less than its carrying amount, the carrying amount is reduced to recoverable amount and the reductions is recognised as an impairment loss.

(xi) Loans and receivables

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. The financial assets are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method, less an allowance for any impairment of receivables. Any changes are accounted for in the operating statement when impaired, derecognised or through the amortisation process.

Short-term receivables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

(xii) Inventories

The Commission holds inventory of teaching and resource materials that are consumed directly in the delivery of educational courses. Inventory is expensed as it is acquired. The Commission does not capitalise inventories, as holdings are high turnover items that are characterised by low stock levels that are not of a material nature.

(xiii) Investments

Investments are initially recognised at fair value plus, in the case of investments not at fair value through profit or loss, transaction costs. The Commission determines the classification of its financial assets after initial recognition and, when allowed and appropriate, re-evaluates this at each financial year end.

- *Fair value through profit or loss* - The Commission subsequently measures investments classified as "held for trading" or designated upon initial recognition "at fair value through profit or loss" at fair value. Financial assets are classified as "held for trading" if they are acquired for the purpose of selling in the near term. Gains or losses on these assets are recognised in the operating statement.

The Hour-Glass Investment Facilities are designated at fair value through profit or loss using the second leg of the fair value option i.e. these financial assets are managed and their performance is evaluated on a fair value basis, in accordance with a documented risk management strategy, and information about these assets is provided internally on that basis to the Commission's key management personnel.

The movement in the fair value of the Hour-Glass Investment Facilities incorporates distributions received as well as unrealised movements in fair value and is reported in the line item "investment revenue".

- *Held to maturity investments* - Non-derivative financial assets with fixed or determinable payments and fixed maturity that the Commission has the positive intention and ability to hold to maturity are classified as "held to maturity". These investments are measured at amortised cost using the effective interest method. Changes are recognised in the operating statement when impaired, derecognised or through the amortisation process. The Commission does not have any "held to maturity investments".

- *Available for sale investments* - Any residual investments that do not fall into any other category are accounted for as available for sale investments and measured at fair value directly in equity until disposed or impaired at which time the cumulative gain or loss previously recognised in equity is recognised in the operating statement. However, interest calculated using the effective interest method and dividends are recognised in the operating statement. The Commission does not have any "Available for sale investments".

Purchases or sales of investments under contract that require delivery of the asset within the timeframe established by convention or regulation are recognised on the trade date i.e. the date the Commission commits to purchase or sell the asset.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION

Notes to the financial statements

The fair value of investments that are traded at fair value in an active market is determined by reference to quoted current bid prices at the close of business on the balance sheet date.

(xiv) Impairment of financial assets

All financial assets, except those measured at fair value through profit or loss, are subject to an annual review for impairment. An allowance for impairment is established when there is objective evidence that the Commission will not be able to collect all amounts due.

(xv) Non-current assets (or disposal groups) held for sale

The Commission has certain non-current assets (or disposal groups) classified as held for sale, where their carrying amount will be recovered principally through a sale transaction, not through continuing use. Non-current assets (or disposal groups) held for sale are recognised at the lower of carrying amount and fair value less costs to sell. These assets are not depreciated while they are classified as held for sale.

(i) Liabilities

(i) Payables

These amounts represent liabilities for goods and services provided to the Commission and other amounts. Payables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

(ii) Borrowings

Loans are not held for trading or designated at fair value through profit and loss and are recognised at amortised cost using the effective interest rate method. Gains or losses are recognised in the operating statement on derecognition.

The finance lease liability is determined in accordance with AASB 117 Leases.

(iii) Financial guarantees

A financial guarantee contract is a contract that requires the issuer to make specified payments to reimburse the holder for a loss it incurs because a specified debtor fails to make payment when due in accordance with the original or modified terms of a debt instrument.

Financial guarantee contracts are recognised as a liability at the time the guarantee is issued and initially measured at fair value, where material. After initial recognition, the liability is measured at the higher of the amount determined in accordance with AASB 137 Provisions, Contingent Liabilities and Contingent Assets and the amount initially recognised, less accumulated amortisation, where appropriate.

The Commission has reviewed its financial guarantees and determined that there is no material liability to be recognised for financial guarantee contracts as at 30 June 2009 and 30 June 2008. However, refer Note 18 regarding disclosures on contingent liabilities.

(iv) Employee benefits and other provisions

(a) Salaries and wages, annual leave, sick leave and on-costs

Liabilities for wages and salaries (including non-monetary benefits), annual leave and paid sick leave that fall due wholly within 12 months of the reporting date are recognised and measured in respect of employees' services up to the reporting date at undiscounted amounts based on the amounts expected to be paid when the liabilities are settled. A proportion of the annual leave may be settled after 12 months but this is not likely to be significant and cannot be reliably measured.

Unused non-vesting sick leave does not give rise to a liability, as it is not considered probable that sick leave taken in the future will be greater than the benefits accrued in the future.

The outstanding amounts of payroll tax, workers' compensation insurance premiums and fringe benefits tax, which are consequential to employment, are recognised as liabilities and expenses where the employee benefits to which they relate have been recognised.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements

- (b) Long service leave and superannuation
The Commission's liabilities for long service leave and defined benefit superannuation are assumed by the Crown Entity. The Commission accounts for the liability as having been extinguished resulting in the amount assumed being shown as part of the non-monetary revenue item described as 'Acceptance by the Crown Entity of employee benefits and other liabilities'.
- Long service leave is measured at present value in accordance with AASB 119 *Employee Benefits*. This is based on the application of certain factors (specified in NSW Treasury Circular 05/04) to employees with 5 or more years of service, using current rates of pay. These factors were determined based on an actuarial review to approximate present value.
- The superannuation expense for the financial year is determined by using the formulae specified in the Treasurer's Directions. The expense for certain superannuation schemes (i.e. Basic Benefit and First State Super) is calculated as a percentage of the employees' salary. For other superannuation schemes (i.e. State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employees' superannuation contributions.
- (c) Other provisions
Other provisions exist when: the Commission has a present legal or constructive obligation as a result of a past event; it is probable that an outflow of resources will be required to settle the obligation; and a reliable estimate can be made of the amount of the obligation.
- Any provisions for restructuring are recognised only when the Commission has a detailed formal plan and the Commission has raised a valid expectation in those affected by the restructuring that it will carry out the restructuring by starting to implement the plan or announcing its main features to those affected.
- (k) *Comparative information*
Except when an Australian Accounting Standard permits or requires otherwise, comparative information is disclosed in respect of the previous period for all amounts reported in the financial statements.
- (l) *New Australian Accounting Standards issued but not effective*
The following new Accounting Standards have not been applied and are not yet effective. The possible impact of these Standards in the period of initial application (2009/10) will not be significant.
- AASB 1 (May 2009) regarding amendments to first-time adoption of Australian Accounting Standards;
AASB 3 (March 2008), AASB 127 and AASB 2008-3 regarding business combinations and consolidated and separate financial statements;
AASB 8 (Feb 2007) and AASB 2007-3 regarding operating segments;
AASB 101 (Sept 2007), AASB 2007-8 and AASB 2007-10 (Dec 2007) regarding presentation of financial statements;
AASB 123 (June 2007) and AASB 2007-6 regarding borrowing costs;
AASB 1039 (Aug 2008) regarding concise financial reports;
AASB 2008-1 (Feb 2008) regarding share based payments;
AASB 2008-2 (Mar 2008) regarding puttable financial instruments;
AASB 2008-5 (Jul 2008), AASB 2008-6, AASB 2009-4 (May 2009) and AASB 2009-5 regarding amendments to Australian Accounting Standards arising from the Annual Improvement Project;
AASB 2008-7 (Jul 2008) regarding costs of an investment in a subsidiary, jointly controlled entity, or an associate;
AASB 2008-8 (Aug 2008) regarding eligible hedged items;
AASB 2008-9 (Sep 2008) regarding AASB 1049 amendments consistent with AASB 101;
AASB 2008-11 (Nov 2008) regarding business combinations with not-for-profit entities;
AASB 2009-1 (Apr 2009) regarding borrowing costs of not for profit public sector entities;
AASB 2009-2 (Apr 2009) regarding financial instrument disclosures;

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements

- AASB 2009-3 (Apr 2009) regarding embedded derivatives;
AASB 2009-6 (Jun 2009) regarding amendments to exploration for and evaluation of mineral resources;
AASB 2009-7 (Jun 2009) regarding amendments to financial instruments disclosures;
Interpretation 1 (Jun 2007) on changes in existing decommissioning, restoration and similar liabilities;
Interpretation 12 (Jun 2007) on service concession arrangements;
Interpretation 15 (Aug 2008) on construction of real estate;
Interpretation 16 (Aug 2008) on hedges of a net investment in a foreign operation;
Interpretation 17 (Dec 2008) on distributions of non-cash assets to owners;
Interpretation 18 (Mar 2009) on transfers of assets from customers;
- (m) *Funds not included in the financial statements*
The Commission performs a custodial role in respect of funds collected and held in bank accounts operated by the Commission staff on behalf of student associations. These funds are of a restrictive nature and cannot be used for the achievement of the Commission's own objectives. They are therefore not included within the Commission's financial statements.
- (n) *Conditions on contributions*
Contributors can place restrictions on the application of funds to assist in ensuring that the intended outcomes of the particular program are met. Examples of such conditions are the requirements to provide annual acquittals of expenditure or to return unspent funds at the end of a specific period.
- (o) *Address of the registered office*
The registered address of the Commission is 35 Bridge Street, Sydney NSW 2000.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements

2. Expenses Excluding Losses	Economic Entity		Parent Entity	
	2009 \$'000	2008 \$'000	2009 \$'000	2008 \$'000
(a) Employee related expenses				
Salaries and wages (including recreation leave) *	768,290	744,981	-	-
Superannuation – defined benefit plans	28,086	23,043	-	-
Superannuation – defined contribution plans	52,421	49,849	-	-
Long service leave	25,744	18,925	-	-
Workers' compensation insurance	16,350	12,577	-	-
Payroll tax and fringe benefit tax	50,512	49,943	-	-
Other	2,852	1,813	-	-
	944,255	901,141	-	-
* An amount of \$0.609M (\$0.543M in 2008) representing salaries expended in relation to the TAFE Online project was capitalised during the year and therefore excluded from the above. The TAFE NSW Online project is an information/communication rich electronic environment where teachers and other staff are provided with the skills and resources to support and guide students in their online and offline learning.				
(b) Personnel services	343,344	330,845	1,232,114	1,188,636
	343,344	330,845	1,232,114	1,188,636
(c) Other operating expenses include the following:				
Auditor's remuneration	491	501	491	501
- audit or review of financial reports	1,497	1,492	1,497	1,492
Operating lease rental expense – minimum lease payments	35,775	35,529	35,775	35,529
Maintenance*	4,823	4,444	4,823	4,444
Insurance	31,802	31,251	31,802	31,251
Cleaning	88,470	80,092	88,470	80,092
Other service expenses	89,419	95,210	89,419	95,210
Minor stores, provisions, plant and computing	13,750	14,882	13,750	14,882
Travel and motor vehicle expenses	28,156	28,925	28,156	28,925
Utilities	13,596	11,058	13,596	11,058
Other	307,779	303,384	307,779	303,384
* Reconciliation – Total maintenance expense – contracted labour and other (non-employee related), as above				
Total maintenance expenses included in Note 2(c)	35,775	35,529	35,775	35,529
	35,775	35,529	35,775	35,529
(d) Depreciation and amortisation expense				
Depreciation				
Buildings and improvements	59,496	56,260	59,496	56,260
Plant and equipment	13,750	14,841	13,750	14,841
	73,246	70,901	73,246	70,901
Amortisation				
Intangibles	4,826	4,774	4,826	4,774
	78,072	75,675	78,072	75,675

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements

3. Revenue	Economic Entity		Parent Entity	
	2009 \$'000	2008 \$'000	2009 \$'000	2008 \$'000
(a) Rendering of services	73,351	70,591	73,351	70,591
Administration charges	249,220	229,877	249,220	229,873
Fees for services	11,894	9,184	11,894	9,184
Course projects and materials	30,335	33,348	30,335	33,348
Other	364,600	343,000	364,600	342,996
(b) Investment revenue				
Interest revenue from financial assets not at fair value through profit or loss	6,541	6,386	6,541	6,386
	6,541	6,386	6,541	6,386
(c) Grants and contributions				
Other Public Sector agencies	19,491	25,905	19,491	25,905
Asset contributions (free assets or contributions to assets)	465	10	465	10
Donations and industry contributions	1,186	563	1,186	563
	21,142	26,478	21,142	26,478
(d) Other revenue				
Other	3,743	4,696	4,031	4,696
	3,743	4,696	4,031	4,696
4. Gain / (Loss) on Disposal				
Gain / (loss) on disposal of land and buildings				
Proceeds from disposal	603	488	603	488
Written down value of assets disposed	(928)	(1,137)	(928)	(1,137)
Net gain / (loss) on disposal of land and buildings	(325)	(649)	(325)	(649)
Gain / (loss) on disposal of intangibles				
Proceeds from disposal	-	377	-	377
Written down value of intangibles	(20)	(443)	(20)	(443)
Net gain/(loss) on disposal of intangibles	(20)	(68)	(20)	(66)
Gain / (loss) on disposal of non-current assets held for sale				
Proceeds from disposal	355	-	355	-
Written down value of non-current assets held for sale disposed	(396)	-	(396)	-
Net gain / (loss) on disposal of non-current assets held for sale	(41)	-	(41)	-
Gain / (loss) on disposal	(386)	(715)	(386)	(715)

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
5. Other Gains/(Losses)				
Foreign exchange gain/(loss)	723	(6)	723	(6)
Impairment of receivables	(321)	(985)	(321)	(985)
	402	(991)	402	(991)

- 6. Acceptance by the Crown Entity of Employee Benefits and Other Liabilities**
The following liabilities and/or expenses have been assumed by the Crown Entity or other government agencies:
- | | | | | |
|----------------------------------|---------------|---------------|-----------|-----------|
| Superannuation – defined benefit | 29,086 | 23,043 | -- | -- |
| Long service leave | 25,744 | 18,925 | -- | -- |
| Payroll tax | 1,654 | 1,382 | -- | -- |
| | 55,484 | 43,350 | -- | -- |

7. Current Assets – Cash and Cash Equivalents

Cash at bank and on hand *	139,032	121,230	139,032	121,001
	139,032	121,230	139,032	121,001

* For the purposes of the Cash Flow Statement, cash and cash equivalents include cash at bank, cash on hand, short term deposits and bank overdraft.
Cash and cash equivalent assets recognised in the Balance Sheet are reconciled at the end of the financial year to the Cash Flow Statement as follows:

Cash and cash equivalents (per Balance Sheet)	139,032	121,230	139,032	121,001
Closing cash and cash equivalents (per Cash Flow Statement)	139,032	121,230	139,032	121,001

Refer Note 21 for details regarding credit risk, liquidity risk and market risk arising from financial instruments.

8. Current/Non-Current Assets – Receivables

Current:				
Sale of goods and services	26,145	29,679	26,145	29,666
Less: Allowance for impairment	(2,616)	(2,595)	(2,616)	(2,595)
Other debtors	14,250	13,215	14,250	13,215
Prepayments	4	370	4	370
Accrued income	4,413	4,014	4,413	4,014
	42,196	44,682	42,196	44,669

Movement in the allowance for impairment

Balance at 1 July	(2,596)	(2,018)	(2,595)	(2,018)
Amounts written off during the year	289	300	289	300
Amounts recovered during the year	908	122	908	122
Increase/(decrease) in allowance recognised in profit or loss	(1,217)	(1,000)	(1,217)	(1,000)
Balance at 30 June	(2,616)	(2,596)	(2,616)	(2,596)

Details regarding credit risk, liquidity risk and market risk including financial assets that are either past due or impaired are disclosed in Note 21.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements**9. Current/Non-Current Assets – Other Financial Assets**

(a) Details of investments of parent in associates are as follows.

Name	Principal Activities	Balance Date ⁽¹⁾	Ownership Interest ⁽²⁾	2009	2008	2009	2008
Adskill Sdn Bhd ⁽³⁾	Vocational Education	31 December	49%	49%	49%	\$160,000	\$160,000

(b) Details of investments of parent in other companies are as follows.

Name	Principal Activities	Balance Date ⁽¹⁾	Ownership Interest ⁽²⁾	2009	2008	2009	2008
Coffs Harbour Technology Park Ltd	Research, Development and Education Pathways	30 June	33%	33%	33%	\$175,000	\$175,000
Skilling Australia Pty Ltd	Training Provider to Defence Industries	30 June	50%	50%	50%	\$3	\$4

1) This note has been prepared based on the financial statements of Coffs Harbour Technology Park Ltd for the years ending 30 June 2008 (for 2009) and 30 June 2007 (for 2008); the other entities have no recent financials.

2) The Commission's ownership interest is a reflection of its voting power for the respective companies.

3) Carrying amounts for investment in these companies are based on cost.

4) Adskill Sdn Bhd has gone into liquidation and the Commission has made an allowance for impairment to cover its investment in the company.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements9. *Current/Non-Current Assets*
Other Financial Assets (continued)

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
(c) Movement in investments in associates				
Equity accounted amount of investment at the beginning of the financial year	160	160	160	160
Equity accounted amount of investment at the end of the year	160	160	160	160
(d) Other Financial Assets				
Current:				
Fixed interest bearing deposits:				
Total Current	—	—	—	—
Non-Current:				
Investments Equity Accounted				
Shares in Adskill Son Bhd at cost	55	55	55	55
Commission's share of retained profit	105	105	105	105
Total equity accounted	160	160	160	160
Other loans and deposits				
Fixed interest bearing deposits/security deposits				
Shares in A.C.N. 093 230 374 Pty Ltd	111	111	111	111
Less investment realised as part of the winding up of A.C.N. 093 230 374 Pty Ltd	—	—	—	2,000
Shares in Coffs Harbour Technology Park Ltd	175	175	175	175
	286	286	286	286
Total Non-Current	446	446	446	446

(e) Coffs Harbour Technology Park Ltd

Coffs Harbour Technology Park Ltd was incorporated on 31 May 2001. It is owned in equal portions by North Coast Institute, Southern Cross University and Coffs Harbour City Council. The aim is to develop and manage a technology park within the bounds of the Coffs Harbour Education Centre. This will promote industrial research and development, commercialisation of products or services and education and employment pathways. The company is to be a self-funding, not-for-profit company for the first ten years of operations, limited by shares.

(f) Terasys Australia Pty Ltd

Northern Sydney Institute and Terasys Australia Pty Ltd had entered into a venture arrangement on December 21, 2001 to jointly present and deliver information technology and accounting training courses on a commercial basis for the purpose of training and re-skilling people to work in entry level positions primarily in the IT industry.

The arrangement ceased operations when Terasys Australia Holdings Pty Limited entered into voluntary administration and by default the joint venture agreement on 26 July 2005; a deed of settlement was reached on 30 September 2005 by all parties concerned.

Under the deed of settlement with the administrators, the Commission received a cash settlement of \$68k; it has created an allowance for impairment for \$250k in respect of the remaining amount of \$275k due from Terasys. Any future return from the joint arrangement will be dependent upon the recovery of fees from students who continued their course after the commencement of the voluntary administration.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements9. *Current/Non-Current Assets* – *Other Financial Assets (continued)*

(g) A.C.N. 093 230 374 Pty Ltd
Pursuant to the decision of the Board of Directors of A.C.N. 093 230 374 Pty Ltd the assets and liabilities of the entity were transferred to the Commission. The entity was de-registered on 5 November, 2008. The Commission realised more than its investment in the entity.

10. *Non-Current Assets* – *Property, Plant and Equipment*

	Land and buildings		Plant and equipment		Total
	\$'000		\$'000		\$'000
Economic Entity					
At 1 July 2008 – fair value					
Gross carrying amount	4,501,003		190,048		4,691,051
Accumulated depreciation and impairment	(1,602,325)		(125,391)		(1,727,716)
Net carrying amount	2,898,678		64,657		2,963,335
At 30 June 2009 – fair value					
Gross carrying amount	4,574,746		182,658		4,757,404
Accumulated depreciation and impairment	(1,661,769)		(120,154)		(1,781,923)
Net carrying amount	2,912,977		62,504		2,975,481
Parent Entity					
At 1 July 2008 – fair value					
Gross carrying amount	4,501,003		190,048		4,691,051
Accumulated depreciation and impairment	(1,602,325)		(125,391)		(1,727,716)
Net carrying amount	2,898,678		64,657		2,963,335
At 30 June 2009 – fair value					
Gross carrying amount	4,574,746		182,658		4,757,404
Accumulated depreciation and impairment	(1,661,769)		(120,154)		(1,781,923)
Net carrying amount	2,912,977		62,504		2,975,481
Reconciliations					
Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the year ended 30 June 2009 are set out below.					
Economic Entity					
Net carrying amount at start of year	2,898,678		64,657		2,963,335
Additions	73,843		12,525		86,368
Assets held for sale	(48)		—		(48)
Disposals	—		(928)		(928)
Depreciation expense	(59,496)		(13,750)		(73,246)
Net carrying amount at end of year	2,912,977		62,504		2,975,481
Parent Entity					
Net carrying amount at start of year	2,898,678		64,657		2,963,335
Additions	73,843		12,525		86,368
Assets held for sale	(48)		—		(48)
Disposals	—		(928)		(928)
Depreciation expense	(59,496)		(13,750)		(73,246)
Net carrying amount at end of year	2,912,977		62,504		2,975,481

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements11. *Intangible Assets*

	Economic Entity		Parent Entity	
	\$'000	\$'000	\$'000	\$'000
	2009	2008	2009	2008
Software				
At start of the year				
Cost (gross carrying amount)	59,413	56,690	59,413	56,690
Accumulated amortisation and impairment	(44,262)	(39,964)	(44,262)	(39,964)
Net carrying amount	15,151	16,726	15,151	16,726
At end of the year				
Cost (gross carrying amount)	63,968	59,413	63,968	59,413
Accumulated amortisation and impairment	(48,615)	(44,262)	(48,615)	(44,262)
Net carrying amount	15,353	15,151	15,353	15,151
Land and buildings				
Net carrying amount at start of year	15,151	16,726	15,151	16,726
Additions (from internal development)	5,049	3,642	5,049	3,642
Disposals	(20)	(443)	(20)	(443)
Amortisation (recognised in "depreciation and amortisation")	(4,827)	(4,774)	(4,827)	(4,774)
Net carrying amount at end of year	15,353	15,151	15,353	15,151

12. *Non-Current Assets (or Disposal Groups) Held for Sale*

Land and buildings	93	441	93	441
	93	441	93	441

Amounts recognised in equity relating to assets held for sale

Property, plant and equipment asset valuation increments/(decrements)	43	191	43	191
	43	191	43	191

The assets held for sale consist primarily of land and some buildings which have become surplus to the Commission's requirements. It is intended that these be disposed – either by the way of sale or through appropriate property swaps. Steps have been taken towards this purpose and it is likely that the disposals could occur within the next twelve months.

13. *Restricted Assets*

Funds totalling \$0.114 M (\$0.115M in 2008) mostly held as investments in fixed interest bearing deposits (Note 9(d)) are classified as "restricted assets". Most of these funds represent donations held by the Commission for student prize awards with interest earned on the investments used to fund awards. In 2008/09, interest earned on such investments was \$0.005M (\$0.005M in 2008) and prizes awarded to students amounted to \$0.006M (\$0.003M in 2008).

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements10. *Non-Current Assets – Property, Plant and Equipment (Continued)*

	Economic Entity		Parent Entity	
	\$'000	\$'000	\$'000	\$'000
	2009	2008	2009	2008
At 1 July 2007 – fair value				
Gross carrying amount	4,427,506	182,939	4,610,445	4,610,445
Accumulated depreciation and impairment	(1,542,528)	(122,428)	(1,664,956)	(1,664,956)
Net carrying amount	2,884,978	60,511	2,945,489	2,945,489
At 30 June 2008 – fair value				
Gross carrying amount	4,501,003	190,048	4,691,051	4,691,051
Accumulated depreciation and impairment	(1,602,325)	(125,391)	(1,727,716)	(1,727,716)
Net carrying amount	2,898,678	64,657	2,963,335	2,963,335
Parent Entity				
At 1 July 2007 – fair value				
Gross carrying amount	4,427,506	182,939	4,610,445	4,610,445
Accumulated depreciation and impairment	(1,542,528)	(122,428)	(1,664,956)	(1,664,956)
Net carrying amount	2,884,978	60,511	2,945,489	2,945,489
At 30 June 2008 – fair value				
Gross carrying amount	4,501,003	190,048	4,691,051	4,691,051
Accumulated depreciation and impairment	(1,602,325)	(125,391)	(1,727,716)	(1,727,716)
Net carrying amount	2,898,678	64,657	2,963,335	2,963,335
Reconciliations				
Reconciliations of the carrying amounts of each class of property, plant and equipment at the beginning and end of the year ended 30 June 2008 are set out below.				
Economic Entity				
Net carrying amount at start of year	2,884,978	60,511	2,945,489	2,945,489
Additions	71,095	19,186	90,281	90,281
Assets held for sale	(396)	–	(396)	(396)
Disposals	(738)	(400)	(1,138)	(1,138)
Depreciation expense	(56,261)	(14,640)	(70,901)	(70,901)
Net carrying amount at end of year	2,898,678	64,657	2,963,335	2,963,335
Parent Entity				
Net carrying amount at start of year	2,884,978	60,511	2,945,489	2,945,489
Additions	71,095	19,186	90,281	90,281
Assets held for sale	(396)	–	(396)	(396)
Disposals	(738)	(400)	(1,138)	(1,138)
Depreciation expense	(56,261)	(14,640)	(70,901)	(70,901)
Net carrying amount at end of year	2,898,678	64,657	2,963,335	2,963,335

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements16. *Changes in Equity*

Economic Entity	Accumulated Funds		Asset Revaluation Reserve		Total Equity	
	2009	2008	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Balance at the beginning of the financial year	1,589,587	1,564,320	1,394,801	1,388,175	2,984,388	2,952,495
<i>Changes in equity – other than transactions with owners as owners</i>						
Surplus/(deficit) for the year	(5,288)	11,893	—	—	(5,288)	11,893
Revaluation of Land and Buildings	—	—	—	—	—	—
Transfers within equity	1,564,269	1,576,213	1,394,801	1,388,175	2,959,090	2,964,388
Asset revaluation reserve balance transferred to accumulated funds	—	—	—	—	—	—
on disposal of asset	4	(6,778)	(4)	6,778	—	—
Other – Asset	—	—	—	—	—	—
Revaluation Reserve in respect of Assets Held for Sale	—	152	—	(152)	—	—
Transferred to Equity	—	—	—	—	—	—
Total	4	(6,626)	(4)	6,626	—	—
Balance at the end of the financial year	1,564,283	1,569,587	1,394,797	1,394,801	2,959,090	2,964,388

Asset revaluation reserve

The asset revaluation reserve is used to record increments and decrements on the revaluation of non-current assets. This accords with the Commission's policy on the 'Revaluation of Property, plant and equipment', as discussed in Note 10(iii).

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements14. *Current Liabilities - Payables*

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Accrued salaries, wages and on-costs	32,069	22,510	—	—
Personnel services payable	45,124	39,235	119,698	98,743
Creditors	32,922	32,918	32,922	32,962
Unearned revenue	59,826	47,683	59,826	47,683
Group, payroll and fringe benefits tax	10,973	10,105	—	—
Other	2,451	2,544	1,065	1,555
	183,365	154,992	213,511	180,943

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 21.

15. *Current/Non-Current Liabilities - Provisions***Employee benefits and related on-costs:**

	Current		Non-Current	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Recreation leave	9,093	9,817	—	—
Accrued payroll tax on recreation leave and	—	—	—	—
Accrued salaries and wages	2,260	2,080	—	—
Recreation leave on long service leave	5,679	3,009	—	—
Workers Compensation on long service leave	1,717	1,231	—	—
Payroll tax on long service leave	8,138	6,388	—	—
Superannuation on long service leave	1,271	405	—	—
Other	346	308	—	—
	29,304	25,218	—	—

* Recreation leave is expected to be settled within 12 months after the reporting date.

Non-Current

	Non-Current		Non-Current	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Provision for payroll tax on long service leave	428	442	—	—
Recreation leave on long service leave	256	159	—	—
Workers Compensation on long service leave	90	65	—	—
Other	68	21	—	—
	842	687	—	—

Aggregate employee benefits and related on-costs

	Aggregate employee benefits and related on-costs		Aggregate employee benefits and related on-costs	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Provisions - current	29,304	25,218	—	—
Provisions - non-current	842	687	—	—
Accrued salaries, wages and on-costs (Note 14)	32,069	22,510	—	—
	62,215	48,415	—	—

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements16. *Changes in Equity (Continued)*

Parent Entity	Accumulated Funds	Asset Revaluation Reserve	Total Equity
	2009	2008	2009
	\$'000	\$'000	\$'000
Balance at the beginning of the financial year	1,569,299	1,564,036	1,394,801
			1,388,175
			2,964,100
			2,952,211
<i>Changes in equity – other than transactions with owners as owners</i>			
Surplus/(deficit) for the year	(5,010)	11,889	–
Revaluation of Land and Buildings	–	–	–
Total	1,564,289	1,575,925	1,394,801
Transfers within equity	–	–	–
Asset revaluation reserve balance transferred to accumulated funds on disposal of asset	4	(6,778)	(4)
Other	–	152	(152)
Total	4	(6,626)	(4)
Balance at the end of the financial year	1,564,293	1,569,299	1,394,797
			2,959,090
			2,964,100

Asset revaluation reserve

The asset revaluation reserve is used to record increments and decrements on the revaluation of non-current assets. This accords with the Commission's policy on the 'Revaluation of Property, plant and equipment', as discussed in Note 10(iii).

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements

	Economic Entity	Parent Entity
	2009	2008
	\$'000	\$'000
17. Commitments for Expenditure		
(a) Capital Commitments		
Aggregate capital expenditure contracted for at balance date and not provided for:		
Not later than one year	33,063	39,103
Later than one year and not later than five years	–	503
Total (including GST)	33,063	39,606
(b) Other expenditure commitments		
Not later than one year	23,144	12,500
Total	23,144	12,500
(c) Operating Lease Commitments		
Future non-cancellable operating lease rentals not provided for and payable:		
Not later than one year	1,271	2,045
Later than one year and not later than five years	485	2,501
Later than five years	–	–
Total (including GST)	1,756	4,546
Total	57,963	56,652

The total of commitments for expenditure include GST input tax credits of \$5.3M (\$4.0M in 2008) for the Economic Entity and \$5.3M for the Parent (\$4.0M in 2008) that are expected to be recovered from the Australian Tax Office.

18. **Contingent Liabilities and Contingent Assets****Contingent Liabilities**

There are no known cases where the Commission could be liable for material compensation payments relating to matters, which are the subject of litigation that are not covered by the NSW Treasury Managed Fund.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements**19. Reconciliation of Cash Flows from Operating Activities to Net Cost of Services**

	Economic Entity		Parent Entity	
	2009	2008	2009	2008
	\$'000	\$'000	\$'000	\$'000
Net cash used on operating activities	108,564	111,365	108,793	111,419
Cash Flows from Government / Appropriations	(1,216,626)	(1,200,734)	(1,216,626)	(1,200,734)
Net Cash Flow GST	(146)	(360)	(146)	(360)
Accompanied by the Crown Entity of employee benefits and other liabilities	(55,484)	(43,350)	—	—
Depreciation	(78,072)	(75,675)	(78,072)	(75,675)
Allowance for impairment	(19)	(578)	(19)	(578)
Decrease/(increase) in provisions	(4,241)	(870)	—	—
Increase/(decrease) in prepayments and other Assets	(2,322)	(3,688)	(2,310)	(3,688)
Decrease/(increase) in creditors	(30,141)	(17,595)	(34,335)	(18,553)
Net (loss)/gain on sale of plant and equipment	(386)	(715)	(386)	(715)
Donated assets	465	10	465	10
Net cost of services	(1,277,408)	(1,232,191)	(1,221,636)	(1,188,845)

20. Non-Cash Financing and Investing Activities

Assets received by donation	465	10	465	10
Expenses assumed by the Crown Entity	(55,484)	(43,350)	—	—
	(55,019)	(43,340)	465	10

21. Monies held on behalf of third parties

The Commission holds money on behalf of TAFE Student Associations amounting to \$3,89m. These monies are excluded from the financial report as the Commission cannot use them for the achievement of its objectives.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements**22. Financial Instruments**

The Commission's principal financial instruments are outlined below. These financial instruments arise directly from the Commission's operations or are required to finance the Commission's operations. The Commission does not enter into or trade financial instruments, including derivative financial instruments, for speculative purposes. The Commission does not use financial derivatives.

The Commission's main risks arising from financial instruments are outlined below, together with the Commission's objectives, policies and processes for measuring and managing risk. Further quantitative and qualitative disclosures are included throughout this financial report.

The Managing Director has overall responsibility for the establishment and oversight of risk management and reviews and agrees policies for managing each of these risks. Risk management policies are established to identify and analyse the risks faced by the Commission, to set risk limits and controls and to monitor risks. Compliance with policies is reviewed by the Audit Committee/Internal auditors on a continuous basis.

(a) Financial instrument categories

	Note	Category	Economic Entity		Parent Entity	
			Carrying Amount \$'000 2009	Carrying Amount \$'000 2008	Carrying Amount \$'000 2009	Carrying Amount \$'000 2008
Financial Assets Class:						
Cash and cash equivalents	7	N/A	139,032	121,230	139,032	121,001
Receivables	8	Loans and receivables (at amortised cost)	33,986	44,312	33,986	44,299
Other Financial assets	9	Loans and receivables (at amortised cost)	286	286	286	286

Financial Liabilities Class:

Payables ¹	14	Financial liabilities measured at amortised cost	79,122	84,799	153,685	133,260
Borrowings			—	—	—	—

Notes

1. Excludes statutory receivables and prepayments (i.e. not within scope of AASB 7)
2. Excludes statutory payables and unearned revenue (i.e. not within scope of AASB 7)

(b) Credit Risk

Credit risk arises when there is the possibility of the Commission's debtors defaulting on their contractual obligations, resulting in financial loss to the Commission. The maximum exposure to credit risk is generally represented by the carrying amount of the financial assets (net of any allowance for impairment).

Credit risk arises from the financial assets of the Commission, including cash, receivables and authority deposits. No collateral is held by the Commission. The Commission has not granted any financial guarantees.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements

22. *Financial Instruments (Continued)*

Credit risk associated with the Commission's financial assets, other than receivables, is managed through the selection of counterparties and establishment of minimum credit rating standards. The Commission's deposits held with NSW TCorp are guaranteed by the State.

Cash

Cash comprises cash on hand and bank balances within the NSW Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (TCorp) 11 an unofficial cash rate, adjusted for a management fee to NSW Treasury. The TCorp Hour Glass cash facility is discussed in para (d) below.

Receivables – trade debtors

All trade debtors are recognised as amounts receivable at balance date. Collectibility of trade debtors is reviewed on an ongoing basis. Procedures as established in the Treasurer's Directions are followed to recover outstanding amounts, including letters of demand. Debts which are known to be uncollectible are written off. An allowance for impairment is raised when there is objective evidence that the entity will not be able to collect all amounts due. This evidence includes past experience, and current and expected changes in economic conditions and debtor credit ratings. No interest is earned on trade debtors. Sales are made on 30-60 day terms.

The Commission is not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors. Based on past experience, debtors that are not past due (2009: \$18.3M; 2008: \$19.2M) and not less than three months past due are not considered impaired and together these represent 92% (2008: 95%) of the total trade debtors. Most of the Commission's debtors have a good credit rating. There are no debtors which are currently not past due or impaired whose terms have been renegotiated.

The only financial assets that are past due or impaired are 'sales of goods and services' in the 'receivables' category of the balance sheet.

Economic Entity		\$'000	
2009	Total	Past due but not impaired	Considered impaired
< 3 months overdue	8,292	5,676	2,616
3 months – 6 months overdue	–	–	–
> 6 months overdue	–	–	–
2008	8,238	5,642	2,596
< 3 months overdue	–	–	–
3 months – 6 months overdue	–	–	–
> 6 months overdue	–	–	–
Parent Entity		\$'000	
2009	Total	Past due but not impaired	Considered impaired
< 3 months overdue	8,292	5,676	2,616
3 months – 6 months overdue	–	–	–
> 6 months overdue	–	–	–
2008	8,238	5,642	2,596
< 3 months overdue	–	–	–
3 months – 6 months overdue	–	–	–
> 6 months overdue	–	–	–

The ageing analysis excludes statutory receivables, as these are not within the scope of AASB 7 and excludes receivables that are not past due and not impaired. Therefore the 'total' will not reconcile to the receivables total recognised in the balance sheet.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements

22. *Financial Instruments (Continued)*

(c) *Liquidity risk*

Liquidity risk is the risk that the Commission will be unable to meet its payment obligations when they fall due. The Commission continuously manages risk through monitoring future cash flows and maturities planning to ensure adequate holding of high quality liquid assets. The objective is to maintain a balance between continuity of funding and flexibility.

The liabilities are recognised for amounts due to be paid in the future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in Treasurer's Direction 219.01. If trade terms are not specified, payment is made no later than the end of the month following the month in which an invoice or a statement is received. Treasurer's Direction 219.01 allows the Minister to award interest for late payment.

The table below summarises the maturity profile of the Commission's financial liabilities, together with the interest rate exposure.

Maturity analysis and interest rate exposure of financial liabilities – Economic Entity

		\$'000				Maturity Dates	
		Weighted Average Effective Int. Rate	Nominal Amount ¹	Fixed Interest Rate	Variable Interest Rate	Non-Interest bearing	
2009							
Payables:							
Creditors		–	79,122	–	–	79,122	< 1 yr 1-5 yrs > 5 yrs
2008							
Payables:							
Creditors		–	84,799	–	–	84,799	< 1 yr 1-5 yrs > 5 yrs

Notes:

- The amounts disclosed are the contractual undiscounted cash flows of each class of financial liabilities; and therefore the amounts disclosed above will not reconcile to the balance sheet.

Maturity analysis and interest rate exposure of financial liabilities – Parent Entity

		\$'000				Maturity Dates	
		Weighted Average Effective Int. Rate	Nominal Amount ¹	Fixed Interest Rate	Variable Interest Rate	Non-Interest bearing	
2009							
Payables:							
Creditors		–	153,685	–	–	153,685	< 1 yr 1-5 yrs > 5 yrs
2008							
Payables:							
Creditors		–	133,260	–	–	133,260	< 1 yr 1-5 yrs > 5 yrs

Notes:

- The amounts disclosed are the contractual undiscounted cash flows of each class of financial liabilities; and therefore the amounts disclosed above will not reconcile to the balance sheet.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements**22. Financial Instruments (Continued)****(d) Market risk**

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The Commission has no exposure to foreign currency risk and does not enter into commodity contracts.

The effect on profit and equity due to a reasonably possible change in risk variable is outlined in the information below, for interest rate risk and other price risk. A reasonably possible change in risk variable has been determined after taking into account the economic environment in which the Commission operates and the time frame for the assessment (i.e. until the end of the next annual reporting period). The sensitivity analysis is based on risk exposures in existence at the balance sheet date. The analysis is performed on the same basis for 2008. The analysis assumes that all other variables remain constant.

Interest rate risk

Exposure to interest rate risk arises primarily through the Commission's interest bearing liabilities. This risk is minimised by undertaking mainly fixed rate borrowings, primarily with NSW TCorp. The Commission does not account for any fixed rate financial instruments at fair value through profit or loss or as available for sale. Therefore for these financial instruments a change in interest rates would not affect profit or loss or equity. A reasonably possible change of +/- 1% is used, consistent with current trends in interest rates. The basis will be reviewed annually and amended where there is a structural change in the level of interest rate volatility.

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements**22. Financial Instruments (Continued)**

The Commission's exposure to interest rate risk is set out below.

Economic Entity		Carrying amount		-\$1%		+\$1%	
2009				Profit	Equity	Profit	Equity
Financial assets							
Cash and cash equivalents	139,032	(1,390)	(1,390)		1,390		1,390
Receivables	33,986	(340)	(340)		340		340
Other financial assets	286	(3)	(3)		3		3
Financial liabilities							
Payables	79,122	791	791		(791)		(791)
2008							
Financial assets							
Cash and cash equivalents	121,230	(1,212)	(1,212)		1,212		1,212
Receivables	44,312	(443)	(443)		443		443
Other financial assets	286	(3)	(3)		3		3
Financial liabilities							
Payables	84,709	848	848		(848)		(848)
Parent Entity							
2009							
Financial assets							
Cash and cash equivalents	139,032	(1,390)	(1,390)		1,390		1,390
Receivables	33,986	(340)	(340)		340		340
Other financial assets	286	(3)	(3)		3		3
Financial liabilities							
Payables	153,685	1,537	1,537		(1,537)		(1,537)
2008							
Financial assets							
Cash and cash equivalents	121,001	(1,210)	(1,210)		1,210		1,210
Receivables	44,299	(443)	(443)		443		443
Other financial assets	286	(3)	(3)		3		3
Financial liabilities							
Payables	133,260	1,333	1,333		(1,333)		(1,333)

NSW TECHNICAL AND FURTHER EDUCATION COMMISSION
Notes to the financial statements

23. Key Financials of the Controlled Entities

The key financials for the controlled entities for the year ended 30 June are as follows:

		TAFE Commission Division				A.C.N. 093 230 374 PTY LIMITED			
		Proportion of consolidated Account 2009		Proportion of consolidated Account 2008		Proportion of consolidated Account 2009		Proportion of consolidated Account 2008	
		\$'000	%	\$'000	%	\$'000	%	\$'000	%
Total revenues		944,255	56.6	901,141	55.5	-	-	4	-
Total expenditure		944,255	56.5	901,141	55.8	-	-	-	-
Operating surplus / (deficit)		-	-	-	-	-	-	4	-
Net assets		-	-	-	-	-	-	2,289	0.08

24. After Balance Date Events

There has not arisen in the interval between the end of the financial year and the date of this report any item, transaction or event of a material and unusual nature likely to affect significantly the operations of the Commission, the results of those operations or the state of affairs of the Commission in subsequent financial years.

End of audited financial statements



GPO BOX 12
Sydney NSW 2001

INDEPENDENT AUDITOR'S REPORT

NSW Adult Migrant English Service

To Members of the New South Wales Parliament

I have audited the accompanying financial report of the NSW Adult Migrant English Service (the Service), which comprises the balance sheet as at 30 June 2009, the income statement, statement of recognised income and expense and cash flow statement for the year then ended, a summary of significant accounting policies and other explanatory notes.

Auditor's Opinion

In my opinion, the financial report:

- presents fairly, in all material respects, the financial position of the Service as at 30 June 2009, and its financial performance for the year then ended in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations)
- is in accordance with section 45E of the *Public Finance and Audit Act 1983* (the PF&A Act) and the *Public Finance and Audit Regulation 2005*.

My opinion should be read in conjunction with the rest of this report.

The Director's Responsibility for the Financial Report

The Director is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the PF&A Act. This responsibility includes establishing and maintaining internal controls relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on my audit. I conducted my audit in accordance with Australian Auditing Standards. These Auditing Standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal controls relevant to the Service's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Service's internal controls. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Director, as well as evaluating the overall presentation of the financial report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.


My opinion does not provide assurance:

- about the future viability of the Service,
- that it has carried out its activities effectively, efficiently and economically, or
- about the effectiveness of its internal controls.

Independence

In conducting this audit, the Audit Office of New South Wales has complied with the independence requirements of the Australian Auditing Standards and other relevant ethical requirements. The PF&A Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office of New South Wales are not compromised in their role by the possibility of losing clients or income.



P J Boulous
Director, Financial Audit Services

20 October 2009
SYDNEY

NSW ADULT MIGRANT ENGLISH SERVICE

STATEMENT BY DIRECTOR COMMUNITY & MIGRANT EDUCATION

Pursuant to the requirements of the Public Finance and Audit Act 1983, I declare that in my opinion:

(a) The Financial Report:

- (i) exhibits a true and fair view of the financial position of NSW Adult Migrant English Service as at 30 June 2009 and of its performance, as represented by the results of its operations and its cash flows for the year ended on that date;
- (ii) complies with Australian Accounting Standards, AASB Interpretations and other mandatory and statutory reporting requirements including Part 3 of the Public Finance and Audit Act 1983 and the associated requirements of the Public Finance and Audit Regulation 2005.

(b) I am not aware of any circumstances, which would render any particulars included in the financial report to be misleading or inaccurate.



HELEN de SILVA JOYCE
Director Community & Migrant Education

NSW ADULT MIGRANT ENGLISH SERVICE

FINANCIAL REPORT

30 June 2009

CONTENTS

	Page No.
Statement by Director of Community & Migrant Education.....	1
Income Statement.....	2
Statement of Recognised Income and Expense.....	3
Balance Sheet.....	4
Cash Flow Statement.....	5
Notes To and Forming Part of the Financial Statements.....	6-26

NSW ADULT MIGRANT ENGLISH SERVICE

Statement of Recognised Income and Expense for the Year Ended 30 June 2009

	2009 \$'000	2008 \$'000
Surplus/(Deficit) for the Year	(473)	7,427
Superannuation actuarial gains/(losses)	(24,344)	(1,829)
Total Income and Expense Recognised for the year	(24,817)	5,598
Effect of Change in Accounting Policy		
Surplus/ (Deficit) for the year as reported in 2008	-	5,598
Change in Accounting Policy	-	1,829
Restated Surplus/(Deficit) for the year	-	7,427

The accompanying notes form part of these financial statements

NSW ADULT MIGRANT ENGLISH SERVICE

Income Statement
For the Year Ended 30 June 2009

	Notes	2009 \$'000	2008 \$'000
Revenue			
Fees for services rendered	3	47,584	42,997
Interest		906	1,010
Long Service Leave Reimbursement	4	936	593
Total Revenue		49,426	44,600
Expenses			
Employee related	6	18,376	14,845
Other Operating expenses	7	31,504	22,301
Depreciation	8	19	27
Total Expenses		49,899	37,173
Surplus (Deficit) for the Year		(473)	7,427

The accompanying notes form part of these financial statements

NSW ADULT MIGRANT ENGLISH SERVICE

Balance Sheet
As at 30 June 2009

ASSETS	Notes	2009 \$'000	2008 \$'000
Current Assets			
Cash and cash equivalents	20	17,090	17,344
Receivables	9	6,920	6,284
Other	11	3,418	3,793
Total Current Assets		27,428	27,421
Non-Current Assets			
Plant and equipment	12	47	53
Prepaid superannuation contributions	10	872	3,892
Total Non-Current Assets		919	3,945
TOTAL ASSETS		28,347	31,366
LIABILITIES			
Current Liabilities			
Payables	13	4,857	3,726
Provisions	14	5,196	5,153
Total Current Liabilities		10,053	8,879
Non Current Liabilities			
Provisions	15	20,637	12
Total Non- Current Liabilities		20,637	12
TOTAL LIABILITIES		30,690	8,891
NET ASSETS		(2,343)	22,475
EQUITY			
Accumulated funds		(2,343)	22,475
TOTAL EQUITY		(2,343)	22,475

The accompanying notes form part of these financial statements

4

NSW ADULT MIGRANT ENGLISH SERVICE

Cash Flow Statement
For the Year Ended 30 June 2009

	No. tes	2009 \$'000	2008 \$'000
Cash Flows from Operating Activities			
Payments			
Employee related		(18,579)	(15,948)
Other		(32,258)	(24,084)
Total Payments		(50,837)	(40,032)
Receipts			
Sale of goods and services		48,979	44,447
Interest received		858	1,026
Total Receipts		49,837	45,473
Cash Flows from Government			
Cash reimbursements from the Crown Entity		759	593
Net Cash Flows from Government		759	593
Net Cash Flows from Operating Activities	21	(241)	6,034
Cash Flows from Investing Activities			
Purchases of Plant and Equipment		(13)	(11)
Total Net Cash Flows from Investing Activities		(13)	(11)
Net Increase / (Decrease) in cash		(254)	6,023
Opening Cash and cash equivalents		17,344	11,321
Closing cash and cash equivalents	20	17,090	17,344

The accompanying notes form part of these financial statements

5

<p>The accounting policies adopted are consistent with those of the previous year unless otherwise stated.</p> <p>Judgements, key assumptions and estimations management has made are disclosed in the relevant notes to the financial report.</p>	
(a)	<p>Statement of Compliance</p> <p>The financial report complies with Australian Accounting Standards, which include Australian Accounting Interpretations.</p> <p>Employee Benefits and other Provisions</p> <p>(i) Salaries and Wages</p> <p>Liabilities for wages and salaries (including non-monetary benefits), annual leave and vesting sick leave are recognised and measured in respect of employees' services up to the reporting date at undiscounted amounts based on the amount expected to be paid when the liabilities are settled. Unused non vesting sick leave does not give rise to a liability, as it is not considered probable that sick leave taken in the future will be greater than the entitlements accrued in the future. The outstanding amounts of payroll tax, workers compensation insurance premiums and fringe benefits tax, which are consequential to employment are recognised as liabilities and expenses where the employee benefits to which they relate have been recognised.</p> <p>(ii) Long Service Leave and Superannuation</p> <p>In the case of long service leave, NSW AMES contributes to the Treasury Special Deposits (Extended Leave and Leave on Termination Pool) Account at the rate of 4.11% of salaries and wages for employees with over ten years of eligible service, and 3.84% for those with between five and ten years eligible service. For Senior Executive Officers, the appropriate rate is applied to the notional salary (as outlined by Premiers department circular C2008-25) of the total remuneration package in each case, rather than to the officers' actual salary level. This contribution discharges the entity from liability for accrued long service leave and is expended as incurred.</p> <p>Long service leave is measured at present value in accordance with AASB 119 Employee Benefits. This is based on the application of certain factors (specified in NSW TC09/04) to employees with five or more years of service, using current rates of pay. These factors were determined based on an actuarial review to approximate present value.</p>

7

<p>NSW ADULT MIGRANT ENGLISH SERVICE</p> <p>Notes to and forming part of the financial statements for the year ended 30 June 2009</p> <p>Summary of significant accounting policies</p> <p>1. THE REPORTING ENTITY</p> <p>NSW Adult Migrant English Service is a NSW government organisation located within the Department of Education and Training (DET). The Service's core activity is to provide quality English language learning opportunities that assist adult immigrants to maximise their English competence and enhance their settlement success and labour market productivity.</p> <p>The reporting entity is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units.</p> <p>The reporting entity is consolidated as part of the Department of Education and Training accounts.</p> <p>The financial report for the year ended 30 June 2009 has been authorised for issue by the Director, Migrant and Community Education on the 19th October 2009.</p> <p>2. BASIS OF PREPARATION</p> <p>The financial report is a general purpose financial report which has been prepared in accordance with:</p> <ul style="list-style-type: none">• Australian Accounting Standards (which include Australian Interpretations) and;• the requirements of the <i>Public Finance and Audit Act 1983</i> and Regulation. <p>Plant and Equipment are measured at fair value. Other financial report items are prepared in accordance with the historical cost convention.</p> <p>The financial report is prepared on an accrual basis. The statement of cash flows is prepared on a cash basis using the direct method. All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.</p> <p>NSW Adult Migrant English Service (NSW AMES) is classified by Treasury as a non budget sector entity and as a commercial activity of the Department of Education and Training (DET). The Treasury directed in terms of Section 45E of the Public Finance and Audit Act 1983 that separate financial statements be prepared.</p>	
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6

- (d) **Acquisitions of assets**
- The cost method of accounting is used for the initial recording of all acquisition of assets controlled by NSW AMES. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset at the time of its acquisition, where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other Australian Accounting Standards.
- Plant and equipment costing \$5,000 and above are individually capitalised. Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.
- (e) **Plant and equipment**
- Valuations*
- The assets have been measured at cost less depreciation. The written down value of plant and equipment as at 30 June 2009 approximates fair value.
- Depreciation of non-current assets*
- Depreciation is provided for on a straight line basis against all depreciable assets so as to write off the depreciable amount of each asset as it is consumed over its useful life to NSW AMES. The depreciation rates are as follows:
- Computers are depreciated at 25% per annum.
Motor vehicles are depreciated at 10% per annum.
Plant & equipment are depreciated at 20% per annum.
- (f) **Cash and cash equivalents**
- For the purpose of the statement of cash flows, cash and cash equivalents comprises cash on hand and bank balances within the Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (Tcorp) 11 am unofficial cash rate adjusted for a management fee to Treasury.

9

- In accordance with AASB 101 *Presentation of Financial Statements*, all long service leave entitlements owing to AMES employees at balance date have been presented as a current liability in the Balance Sheet. The portions to be settled within 12 months and after 12 months have been disclosed in Notes 11 and 15. A corresponding amount reimbursable from the Treasury is shown as a current asset in the balance sheet and in note 11.
- The superannuation expense for the financial year and the amount of prepaid superannuation contributions are determined by the actuarial assessment of Pillar Administration.
- The superannuation expense for the year reflects the present value of future payments to be made to beneficiaries because of membership to date.
- Prepaid superannuation contributions are recognised as an asset within Note 10 "Superannuation". Net defined superannuation liability is recognised within note 14 "Current Liabilities-provisions". The increase/decrease of the net defined superannuation liability (or prepaid superannuation contributions) minus actuarial gains and losses and the effort of the asset ceiling limit is recognised in Note 5 "superannuation Revenue/expense" as well as in the income statement.
- Defined actuarial superannuation gains and losses and the effect if the asset ceiling limit are recognised as the recorded as recognised income in the statement of Recognised Income and Expense.
- (c) **Income recognition**
- Income is measured at the fair value of the consideration or contribution received or receivable.
- (i) **Fees for services rendered**
- Revenue from fees for services rendered is recognised in the period when the service is provided.
- (ii) **Interest**
- Interest revenue is recognised using the effective interest method as set out in AASB 139 "Financial Instrument: Recognition and Measurement".
- (iii) **Other revenue**
- Other revenues are recognised as they accrue.

10

Financial instruments

Financial instruments give rise to positions that are a financial asset of either NSW AMES or its counterparty and a financial liability of the other party. For NSW AMES, these include cash at bank, receivables and creditors. In compliance with AASB 7 and in accordance with 'AASB132 "Presentation and Disclosure of Financial Instruments" information is disclosed in Note 19, in respect of the credit risk and interest rate risk of financial instruments. All such amounts are carried in the accounts at net fair value or at cost unless otherwise stated.

Financial instruments recorded at fair value comprise:

- Cash
- Receivables
- Creditors and accruals

Receivables

Receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. These financial assets are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method, less an allowance for any impairment of receivables. Any changes are accounted for in the income statement when impaired, derecognised or through the amortisation process.

Short-term receivables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

Accounting for the goods and services tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST, except:

- The amount of GST incurred by the agency as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of the cost of acquisition of an asset or as part of an item of expense.
- Receivables and payables are stated with the amount of GST included.

Cash flows are included in the Cash Flow Statement on a gross basis. The GST components of cash flows arising from investing and financing activities that are recoverable from, or payable to, the ATO are classified as operating cash flows.

10

Payables

These amounts represent liabilities for goods and services provided to the agency and other amounts. Payables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

Leased Assets

Operating lease payments are charged to the income statement in the periods in which they are incurred.

New Australian Accounting Standards issued but not effective

The following new Accounting Standards have not been applied and are not yet effective. The possible impact of these Standards in the period of initial application will not be significant.

- AASB 3 (March 2008), AASB 127 and AASB 2008-3 regarding business combinations;
- AASB 8 & AASB 2007-3 (Feb 2007) regarding operating segments;
- AASB 101 (Sept 2007) and AASB 2007-8 regarding presentation of financial statements;
- AASB 123 (June 2007) and AASB 2007-6 regarding borrowing costs;
- AASB 1039 (Aug 2008) regarding concise financial reports;
- AASB 2008-1 (Feb 2008) regarding share base payments;
- AASB 2008-2 (Mar 2008) regarding puttable financial instruments;
- AASB 2008-5 (Jul 2008), AASB 2008-6, AASB 2009-4 (May 2009) and AASB 2009-5 regarding amendments to Australian Standards arising from the Annual Improvement Project;
- AASB 2008-7 (Jul 2008) regarding costs of an investment in a subsidiary, jointly controlled entity, or an associate;
- AASB 2008-8 (Aug 2008) regarding eligible hedged items;
- AASB 2008-9 (Sep 2008) regarding AASB 1049 amendments consistent with AASB 101;
- AASB 2008-11 (Nov 2008) regarding business combinations with not-for-profit entities;
- AASB 2009-1 (Apr 2009) regarding borrowing costs of not for profit public sector entities;
- AASB 2009-2 (Apr 2009) regarding financial instrument disclosures;

11

3. FEES FOR SERVICES RENDERED

The major component of fees for services rendered is associated with the provision of English language courses provided under the Adult Migrant English Program (AMEP) by the Department of Immigration and Citizenship (DIAC).

With regards to the SKILLMAX program, any monies not spent are returned to The Department of Education & Training. Any expenditure over the amount received is absorbed by AMES.

	2009	2008
The Fees comprise:	\$'000	\$'000
DIAC - AMEP Program	38,563	36,399
SKILLMAX Program	1,820	1,776
Other	7,201	4,822
	47,584	42,997

4. LONG SERVICE LEAVE RE-IMBURSEMENT

	2009	2008
	\$'000	\$'000
Treasury - LSL pool reimbursement to agencies	936	593
	936	593

NSW AMES contributes to the Treasury Special Deposits (Extended Leave and Leave on Termination Pool) Account. As a result AMES is reimbursed from Treasury for any Extended Leave paid to each employee.

5. SUPERANNUATION REVENUE/EXPENSE-DEFINED BENEFIT PLANS

	2009	2008
	\$'000	\$'000
Net Revenue / Expense recognised in Income Statement and Employer contributions	(715)	(1,193)
Superannuation revenue (expense)	(715)	(1,193)
(Refer to note 10 for explanation)		

6. EMPLOYEE RELATED EXPENSES

	2009	2008
	\$'000	\$'000
Employee related expenses include the following:		
Salaries and wages (including recreation leave)	16,035	13,475
Long service leave & on-costs	1,302	1,034
Superannuation - defined contribution plans	772	589
Superannuation - defined benefit plans	(715)	(1,193)
Payroll tax and fringe benefits tax	872	793
Workers compensation insurance	110	147
	18,376	14,845

13

AASB 2009-3 (Apr 2009) regarding embedded derivatives;

Interpretation 1 (Jun 2007) on changes in existing decommissioning, restoration and similar liabilities;

Interpretation 12 (Jun 2007) on service concession arrangements;

Interpretation 15 (Aug 2008) on construction of real estate;

Interpretation 16 (Oct 2008) on hedges of a net investment in a foreign operation;

Interpretation 17 (Dec 2008) and AASB 2008-13 on distributions of non cash assets of owners;

Interpretation 18 (Mar 2009) on transfers of assets from customers;

(m) Change in Accounting Policy

According with NSW Treasury policy, NSW AMES has changed its policy on the recognition of superannuation actuarial gains and losses. Such actuarial gains and losses are now recognised outside of profit or loss in the 'statement of recognised income and expense'. Previously, actuarial gains and losses were recognized through profit or loss. Both options are permissible under AASB 119 employee benefits.

The change in policy has been adopted on the basis that recognition outside profit or loss provides reliable and more relevant information as it better reflects the nature of actuarial gains and losses. This is because actuarial gains/losses are re-measurements, based on assumptions that do not necessarily reflect the ultimate cost of providing superannuation.

Recognition outside profit or loss also harmonises better with the Government Finance Statistics / GAAP comprehensive income presentation for the whole of government and general government sector, required under AASB 1049 *Whole of Government and General Government Sector Financial Reporting*. A comprehensive income presentation will also be available at the entity level from 2009/10 under AASB 101 *Presentation of Financial Statements*.

The change in accounting policy decreases 2009 "deficit for the year" from \$24.6m to \$473m, 2008 surplus increases from \$5.6m to \$7.4m, by excluding from profit the superannuation actuarial loss line item (2009 \$24.3m, 2008 \$1.8m). This is now recognised in the 'statement of recognised income and expense' rather than the 'income statement'.

12

This is as per the requirements of TC 09/01. *Refer Note 10. Superannuation actuarial losses of \$24.3m (2008: \$1.8m) are recognised in the 'statement of recognised income and expense'. Total superannuation expense, including actuarial losses in 'statement of recognised income and expense' is \$24.4m (2008: \$1.2m).*

7. OTHER OPERATING EXPENSES	2009 \$'000	2008 \$'000
Other operating expenses include the following:		
Rent and related expenses	5,111	3,573
Fees and charges	19,940	17,416
Intra Agency Payment **	5,005	-
Printing and postage	241	196
Electricity and gas	216	159
Travel	74	55
Audit fee *	46	45
Other	871	857
	31,504	22,301

Other expenditure represents general operating expenditure on advertising, books, stores, telephones, insurance and motor vehicle running expenses. There were no consultancy fees in either the year ended 30 June 2009 or in the previous year.

* The Audit Office of NSW received no other benefits.

** Intra-agency payment to the NSW Department of Education and Training to ensure that NSW AMES complies with its obligations under the competitive neutrality policy.

8. DEPRECIATION	2009 \$'000	2008 \$'000
Depreciation is charged as follows:		
Plant and equipment	16	22
Computer equipment	0	2
Motor vehicles	3	3
	19	27

9. CURRENT ASSETS – Receivables	2009 \$'000	2008 \$'000
Sale of Goods and Services	3,225	6,166
Less: Allowance for impairment	(3)	(3)
Accrued interest	97	48
Accrued revenue	3,601	73
	6,920	6,284

14

Movement in the allowance for impairment

	2009 \$'000	2008 \$'000
Balance at 1 July		(4)
Amounts written off during the year	(3)	1
Balance at 30 June	(3)	(3)

10. SUPERANNUATION

Actuarial gains and losses are recognised in the statement of recognised income and expense.

General description of the type of plan

The Pooled Fund holds in trust the investments of the closed NSW public sector superannuation schemes:

State Authorities Superannuation Scheme (SASS)

State Superannuation Scheme (SSS)

State Authorities Non-contributory Superannuation Scheme (SANCS)

These schemes are all defined benefit schemes – at least a component of the final benefit is derived from a multiple of member salary and years of membership.

All the Schemes are closed to new members.

	SASS Year Ended 30 June 2009 AS	SANCS Year Ended 30 June 2009 AS	SSS Year Ended 30 June 2009 AS	Total Year Ended 30 June 2009 AS
Present value of defined benefit obligations	13,644,556	2,608,044	73,039,279	89,291,879
Fair value of plan assets	(13,237,031)	(3,479,826)	(52,837,252)	(69,554,108)
Net (asset)/liability disclosed in the balance sheet	407,524	(871,782)	20,202,027	19,737,770

Reconciliation of the assets and liabilities recognised in the balance sheet

Assets invested in entity or in property occupied by the entity

All fund assets are invested by STC at arm's length through independent fund managers.

15

Actual return on plan assets				
	SASS Year Ended 30 June 2009	SANCS Year Ended 30 June 2009	SSS Year Ended 2009	TOTAL Year Ended 30 June 2009
	A\$	A\$	A\$	A\$
Actual return on plan assets	(1,532,222)	(436,860)	(6,093,858)	(8,062,940)

Valuation method and principal actuarial assumptions at the reporting

(a) Valuation method

The Projected Unit Credit (PUC) valuation method was used to determine the present value of the defined benefit obligations and the related current service costs. This method sees each period of service as giving rise to an additional unit of benefit entitlement and measures each unit separately to build up the final obligation.

(b) Economic Assumptions

	30 June 2009	30 June 2008
Discount rate at 30 June	5.59% pa	6.55% pa
Expected rate of return on assets backing current pension liabilities at 30 June	8.13%	8.3%
Expected rate of return on assets backing other liabilities at 30 June	3.5% to 2009	7.3%
Expected salary increases	2.5% pa	3.5% to 2008
Expected rate of CPI increase		2.5% pa

Arrangements for employer contributions for funding

The following is a summary of the financial position of the fund calculated in accordance with AAS25- *Financial Reporting by Superannuation Plans*

	SASS A\$	SANCS A\$	SSS A\$	TOTAL A\$
At 30 June 2009	13,167,436	2,451,431	54,395,628	70,014,495
Accrued Benefits	(13,237,031)	(3,479,826)	(52,837,252)	(69,554,109)
Net market value of fund assets	(69,595)	(1,028,395)	1,558,376	460,386

17

Movement in net liability/(asset) recognised in the balance sheet				
	SASS Year Ended 30 June 2009	SANCS Year Ended 30 June 2009	SSS Year Ended 2009	TOTAL Year Ended 30 June 2009
	A\$	A\$	A\$	A\$
Net (asset)/liability at start of year	(1,359,352)	(1,201,904)	(1,330,380)	(3,891,636)
Net (Revenue) /Expense recognised in income statement	175,725	(24,071)	(836,670)	(685,016)
Amounts recognised in statement of recognised income and expense				
Income and Expense Employer contributions	1,592,318 (1,166)	354,193 -	22,397,884 (28,807)	24,344,395 (29,973)
Net (asset)/liability disclosed in balance sheet	407,525	(871,782)	20,202,027	19,737,770

Total expense/(revenue) recognised in Income Statement				
	SASS Year Ended 30 June 2009	SANCS Year Ended 30 June 2009	SSS Year Ended 30 June 2009	TOTAL Year Ended 30 June 2009
	A\$	A\$	A\$	A\$
Current Service Costs	534,359	150,445	236,826	921,630
Interest cost	875,170	181,478	3,854,596	4,911,244
Expected return on plan assets	(1,233,804)	(355,994)	(4,928,092)	(6,517,890)
Total included in superannuation expense / (revenue)	175,725	(24,071)	(836,670)	(685,016)
Amounts recognised in the Statement of recognised Income and Expense				
Actuarial (gains)/losses	2,054,068	762,461	22,849,793	25,666,322
Adjustment for limit on net asset	(461,750)	(408,268)	(451,909)	(1,321,900)
Total included in superannuation expense / (revenue), Total included in statement of recognised income and expense	1,592,318	354,193	22,397,884	24,344,395

16

12. NON CURRENT ASSETS - Plant and Equipment

	Plant & Equipment \$'000	Computer Equipment \$'000	Motor Vehicles \$'000	Total \$'000
At 1 July 2008				
Gross Carrying Amount	279	28	27	334
Accumulated depreciation	(239)	(28)	(14)	(281)
Net Carrying Amount - at fair value	40	0	13	53
At 30 June 2009				
Gross Carrying Amount	208	28	27	263
Accumulated depreciation	(171)	(28)	(17)	(216)
Net Carrying Amount - at fair value	37	0	10	47

Reconciliations of carrying amounts at the beginning and end of the period is set out below.

Year Ended 30 June 2008

	Plant & Equipment \$'000	Computer Equipment \$'000	Motor Vehicles \$'000	Total \$'000
Carrying amount as at 1 July 2007 at fair value	51	2	16	69
Additions	11	0	0	11
Depreciation expense	(22)	(2)	(3)	(27)
Carrying amount as at 30 June 2008 at fair value	40	0	13	53

Year Ended 30 June 2009

	Plant & Equipment \$'000	Computer Equipment \$'000	Motor Vehicles \$'000	Total \$'000
Carrying amount as at 1 July 2008 at fair value	40	0	13	53
Additions	13	0	0	13
Depreciation expense	(16)	0	(3)	(19)
Carrying amount as at 30 June 2009 at fair value	37	0	10	47

19

The method used to determine the employer contribution recommendations at the last actuarial review was the *Aggregate Funding* method. The method adopted affects the timing of the cost to the employer.

Under the Aggregate Funding method, the employer contribution rate is determined so that sufficient assets will be available to meet benefit payments to existing members, taking into account the current value of assets and future contributions.

The economic assumptions for the actuarial review of the Fund were:

Weighted Average Assumptions	30 June 2009	30 June 2008
Expected rate of return on Fund assets backing current pension liability	8.3% pa	7.7% pa
Expected rate of return on assets backing other liabilities	7.3% pa	7.0% pa
Expected salary increase	4.0% pa	4.0% pa
Expected rate of CPI increase	2.5% pa	2.5% pa

Percentage invested in each asset class at balance date - Paragraph AUS 120A(j)

	2009 %
Australian equities	32.1
Overseas equities	26.0
Australian fixed interest securities	6.2
Overseas fixed interest securities	4.7
Property	10.0
Cash	8.0
Other	13.0

Nature of asset/liability

If a surplus exists in the employer's interest in the Fund, the employer may be able to take advantage of it in the form of a reduction in the required contribution rate, depending on the advice of the Fund's actuary.

Where a deficiency exists, the employer is responsible for any difference between the employers share of funds assets and the defined benefit obligation.

11. CURRENT ASSETS - Other

	2009 \$'000	2008 \$'000
Long service leave receivable from NSW Treasury	3,418	3,793
	3,418	3,793

18

13. CURRENT LIABILITIES - Payables

	2009 \$'000	2008 \$'000
Payables		
Accrued salaries and wages and on-costs	4,682	3,627
Unearned revenue	174	95
	1	4
	4,857	3,726

14. CURRENT LIABILITIES - Provisions

	2009 \$'000	2008 \$'000
Employee benefits and related on-costs		
Recreation leave	1,192	856
Employee benefits related on-costs	613	516
Long service leave	3,391	3,781
	5,196	5,153

Aggregate employee benefits and related on-costs

	2009 \$'000	2008 \$'000
Provisions - current	5,196	5,153
Accrued salaries & wages and on-costs (note 13)	174	95
	5,370	5,248

Recreation leave

	2009 \$'000	2008 \$'000
The amount of liability expected to be settled		
Within 12 months	1,046	718
More than 12 months	146	138
Total	1,192	856

20

15. NON-CURRENT LIABILITIES - Provisions

	2009 \$'000	2008 \$'000
Employee benefits and related on-costs		
Long service leave	27	12
Unfunded Superannuation Liabilities	20,610	-
	20,637	12

16. CHANGES IN EQUITY

	Accumulated Funds		Total Equity	
	2009 \$'000	2008 \$'000	2009 \$'000	2008 \$'000
Balance at beginning of the financial year	22,475	16,877	22,473	16,877
Changes in equity- other than transactions with owners as owners				
Surplus / (deficit) for the year	(473)	7,427	(473)	7,427
Superannuation actuarial gains (losses)	(24,344)	(1,829)	(24,344)	(1,829)
Total	(24,817)	5,598	(24,817)	5,598
Balance at the end of the financial year	(2,343)	22,475	(2,343)	22,475

17. CONTINGENT LIABILITIES

At 30 June 2009 there were no outstanding contingent liabilities. (\$Nil in 2008).

18. LEASE COMMITMENTS

	2009 \$'000	2008 \$'000
Operating Lease Commitments		
Future non-cancellable operating lease rentals not provided for and payable:		
Not later than one year	3,871	3,769
Later than one year but not later than five years	139	4,032
Total (including GST)	4,010	7,801

21

The total operating lease commitments above include input tax credits of \$364,562 and are expected to be recoverable from the Australian Taxation Office (30 June 2008 - \$709,182).

19. FINANCIAL INSTRUMENTS

NSW AMES's principal financial instruments are outlined below. These financial instruments arise directly from NSW AMES's operations or are required to finance NSW AMES's operations. NSW AMES does not enter into or trade financial instruments, including derivative financial instruments, for speculative purposes.

NSW AMES's main risks arising from financial instruments are outlined below, together with NSW AMES's objectives, policies and processes for measuring and managing risk. Further quantitative and qualitative disclosures are included throughout this financial report.

The Director has overall responsibility for the establishment and oversight of risk management and reviews and agrees policies for managing each of these risks. Risk management policies are established to identify and analyse the risks faced by NSW AMES, to set risk limits and controls and to monitor risks. Compliance with policies is reviewed by the Department of Education and Training's internal auditors on a continuous basis.

(a) Financial instrument categories				
Financial Assets	Note	Category	Carrying Amount	Carrying Amount
Class:			2009	2008
Cash and cash equivalents	20	N/A	\$'000 17,090	\$'000 17,344
Receivables ¹	9	Receivables (at amortised cost)	6,822	6,236
Other financial assets	11	Receivables (at amortised cost)	3,418	3,793

Financial Liabilities	Note	Category	Carrying Amount	Carrying Amount
Class:			2009	2008
Payables ²	13	Financial liabilities measured at amortised cost	\$'000 4,856	\$'000 3,723

Notes
1. Excludes statutory receivables and prepayments (i.e. not within scope of AASB 7).
2. Excludes unearned revenue (i.e. not within scope of AASB 7).

(b) Credit Risk

Credit risk arises when there is the possibility of NSW AMES's debtors defaulting on their contractual obligations, resulting in a financial loss to NSW AMES. The maximum exposure to credit risk is generally represented by the carrying amount of the financial assets (net of any allowance for impairment).

Credit risk arises from the financial assets of NSW AMES, including cash, receivables and authority deposits. No collateral is held by NSW AMES. NSW AMES has not granted any financial guarantees.

Credit risk associated with NSW AMES's financial assets, other than receivables, is managed through the selection of counterparties and establishment of minimum credit rating standards. Authority deposits held with NSW TCorp are guaranteed by the State.

Cash comprises cash on hand and bank balances within the NSW Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (TCorp) 11am unofficial cash rate, adjusted for a management fee to NSW Treasury. The TCorp Hour Glass cash facility is discussed in para (d) below.

Receivables - trade debtors

All trade debtors are recognised as amounts receivable at balance date. Collectibility of trade debtors is reviewed on an ongoing basis. Procedures as established in the Treasurer's Directions are followed to recover outstanding amounts, including letters of demand. Debts which are known to be uncollectible are written off at year end. An allowance for impairment is raised when there is objective evidence that the entity will not be able to collect all amounts due. This evidence includes past experience, and current and expected changes in economic conditions and debtor credit ratings. No interest is earned on trade debtors. Sales are made on 30 day terms.

NSW AMES is not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors. Based on past experience, debtors that are not past due (2009: \$6,531k; 2008: \$6,050k) and not less than 3 months past due (2009: \$32k; 2008: \$90k) are not considered impaired and together these represent 99% of the total trade debtors 2009 and 99% of the total trade debtors 2008. There are no debtors which are currently not past due or impaired whose terms have been renegotiated.

The only financial assets that are past due or impaired are 'sales of goods and services' in the 'receivables' category of the balance sheet.

\$'000				
2009	Total 1,2	Past due but not impaired 1,2	Considered impaired 1,2	
< 3 months overdue	32	32	-	
3 months - 6 months overdue	19	16	3	
> 6 months overdue	-	-	-	
2008				
< 3 months overdue	90	90	-	
3 months - 6 months overdue	23	20	3	
> 6 months overdue	-	-	-	

1. Each column in the table reports "gross receivable".
2. The ageing analysis excludes statutory receivables, as these are not within the scope of AASB 7.

Authority Deposits

NSW AMES has placed funds on deposit with TCorp, which has been rated "AAA" by Standard and Poor's. These deposits are similar to money market or bank deposits and can be placed "at call" or for a fixed term. For fixed term deposits, the interest rate payable by TCorp is negotiated initially and is fixed for the term of the deposit, while the interest rate payable on at call deposits vary. The deposits at balance date were earning an average interest rate of 5.35% (2008 7.83%), while over the year the weighted average interest rate was 4.45% (2008 6.82%) on a weighted average balance during the year of \$10,849, (2008 \$15,198). None of these assets are past due or impaired.

(c) Liquidity risk

Liquidity risk is the risk that NSW AMES will be unable to meet its payment obligations when they fall due. NSW AMES' continuously manages risk through monitoring future cash flows and maturities planning to ensure adequate holding of high quality liquid assets. The objective is to maintain a balance between continuity of funding and flexibility through the use of overdrafts, loans and other advances.

During the current and prior years, there were no loans payable. No assets have been pledged as collateral. NSW AMES's exposure to liquidity risk is deemed insignificant based on prior periods' data and current assessment of risk.

The liabilities are recognised for amounts due to be paid in the future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in Treasurer's Direction 219.01. If trade terms are not specified, payment is made no later than the end of the month following the month in which an invoice or a statement is received. Treasurer's Direction 219.01 allows the Minister to award interest for late payment.

The table below summarises the maturity profile of NSW AMES's financial liabilities, together with the interest rate exposure.

Maturity Analysis of Financial Liabilities	Maturity Dates			
	Non-Interest bearing	< 1 yr	1-5 yrs	> 5 yrs
2009				
Payables	\$'000'S	\$'000'S	\$'000'S	\$'000'S
Accrued salaries, wages, and on-costs	4,682	4,682	-	-
Total	174	174	-	-
2008				
Payables				
Accrued salaries, wages, and on-costs	3,628	3,628	-	-
Total	95	95	-	-
	3,723	3,723	-	-

24

(d) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. NSW AMES's exposures to market risk are primarily through interest rate risk on NSW AMES's cash and cash equivalents, other price risks associated with the movement in the unit price of the Hour Glass Investment facilities. NSW AMES has no exposure to foreign currency risk and does not enter into commodity contracts.

The effect on profit and equity due to a reasonably possible change in risk variable is outlined in the information below, for interest rate risk and other price risk. A reasonably possible change in risk variable has been determined after taking into account the economic environment in which NSW AMES operates and the time frame for the assessment (i.e. until the end of the next annual reporting period). The sensitivity analysis is based on risk exposures in existence at the balance sheet date. The analysis is performed on the same basis for 2008. The analysis assumes that all other variables remain constant.

Interest rate risk

Exposure to interest rate risk arises primarily through NSW AMES's cash and cash equivalents. A reasonably possible change of +/- 1% is used, consistent with current trends in interest rates. The basis will be reviewed annually and amended where there is a structural change in the level of interest rate volatility. The Department's exposure to interest rate risk is set out below.

	Carrying amount \$'000'S	-1%	Profit	Equity	Profit	Equity
2009						
Financial assets						
Cash and cash equivalents	17,090		(171)	(171)	(171)	(171)
Receivables	6,822					
Financial liabilities						
Payables	4,856					
2008						
Financial assets						
Cash and cash equivalents	17,344		(173)	(173)	(173)	(173)
Receivables	6,284					
Financial liabilities						
Payables	3,723					

25

(e) Other price risk

Financial instruments are generally recognised at cost, with the exception of T Corp Hour-Glass facility, which is measured at fair value. As discussed, the value of the Hour-Glass Investment is based on NSW AMES's share of the underlying assets of the facility, based on the market value. The Hour-Glass facility is valued using "redemption pricing".

The amortised cost of financial instruments recognised in the balance sheet approximates the fair value, because of the short-term nature of the financial instruments.

20. CURRENT ASSETS – Cash and Cash Equivalents

For the purposes of the cash flow statement, cash and cash equivalents includes cash at bank and cash on hand. Cash at the end of the financial year as shown in the statement of cash flows is reconciled to the related items in the Balance Sheet as follows:

	2009	2008
	\$'000	\$'000
Cash at bank		
NSW Hour Glass Treasury Facility	6,238	2,144
Cash on hand	10,849	15,198
Closing cash and cash equivalents (as per statement of cash flows)	3	2
	17,090	17,344

21. RECONCILIATION FROM THE SURPLUS FOR THE YEAR TO THE NET CASH FLOWS FROM OPERATIONS:

	2009	2008
	\$'000	\$'000
Surplus (Deficit) for the year	(473)	7,427
Depreciation	19	27
Bad debts	-	3
Decrease/(Increase) in prepaid superannuation contributions	3,020	636
Decrease/(Increase) in receivables	(260)	125
Increase/(Decrease) in payables including provisions	21,797	(355)
Decrease/(Increase) in Unfunded Superannuation		
Liabilities- Equity	(24,344)	(1,829)
Net cash (used in)/provided by operating activities	(241)	6,034

22. AFTER BALANCE DATE EVENTS

In the interval between the end of the financial year and the date of this report, no event or material transaction has occurred which would be likely to effect the operations or the state of affairs of the NSW Adult Migrant English Service in subsequent financial years.

End of Audited Financial Statements



GPO BOX 12
Sydney NSW 2001

INDEPENDENT AUDITOR'S REPORT

TAFE Commission Division

To Members of the New South Wales Parliament

I have audited the accompanying financial report of the TAFE Commission Division (the Division) which comprises the balance sheet as at 30 June 2009, the operating statement, statement of recognised income and expense, cash flow statement, for the year then ended, and a summary of significant accounting policies and other explanatory notes.

Auditor's Opinion

In my opinion, the financial report:

- presents fairly, in all material respects, the financial position of the Division as at 30 June 2009, and its financial performance for the year then ended in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations)
- is in accordance with section 45E of the *Public Finance and Audit Act 1983* (the PF&A Act) and the Public Finance and Audit Regulation 2005.

My opinion should be read in conjunction with the rest of this report.

Managing Director's Responsibility for the Financial Report

The Managing Director is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards (including the Australian Accounting Interpretations) and the PF&A Act. This responsibility includes establishing and maintaining internal control relevant to the preparation and fair presentation of the financial report that is free from material misstatement, whether due to fraud or error; selecting and applying appropriate accounting policies; and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on my audit. I conducted my audit in accordance with Australian Auditing Standards. These Auditing Standards require that I comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the Division's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Division's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Managing Director, as well as evaluating the overall presentation of the financial report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

My opinion does not provide assurance:

- about the future viability of the Division,
- that they have carried out their activities effectively, efficiently and economically, or
- about the effectiveness of their internal controls.

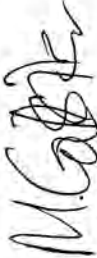
Independence

In conducting this audit, the Audit Office of New South Wales has complied with the independence requirements of the Australian Auditing Standards and other relevant ethical requirements. The PF&A Act further promotes independence by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General, and
- mandating the Auditor-General as auditor of public sector agencies but precluding the provision of non-audit services, thus ensuring the Auditor-General and the Audit Office of New South Wales are not compromised in their role by the possibility of losing clients or income.

P J Boubous CA
Director, Financial Audit Services

29 September 2009
SYDNEY

Start of Audited Financial Statements	
TAFE COMMISSION DIVISION	
Financial Statements	
For the year ended 30 June 2009	
STATEMENT BY THE DIVISION HEAD OF THE TAFE COMMISSION DIVISION	
Pursuant to Section 45F of the Public Finance and Audit Act 1983, I state that:	
1. The accompanying financial statements have been prepared in accordance with the provisions of the Public Finance and Audit Act, 1983, the applicable clauses of the Public Finance and Audit Regulation 2005 and the Treasurer's Directions.	
2. The statements exhibit a true and fair view of the financial position and financial performance of the Division.	
3. There are no circumstances, which would render any particulars included in the financial statements to be misleading or inaccurate.	
	
Michael Courts-Trotter	
DIVISION HEAD OF TAFE Commission Division	
MANAGING DIRECTOR OF TAFE NSW	
DIRECTOR-GENERAL OF EDUCATION AND TRAINING	

TAFE COMMISSION DIVISION	
Financial Statements	
For the year ended 30 June 2009	
Contents	
Independent Audit Report	
Statement by Department Head	
Primary Financial Statements	
Operating Statement	
Statement of Recognised Income and Expense	
Balance Sheet	
Cash Flow Statement	
Notes to and forming part of the Financial Statements	
General	
1. Summary of Significant Accounting Policies	
2. Expenses	
3. Revenues	
4. Acceptance by the Crown Entity of Employee Benefits and Other Liabilities	
Current/Non-Current Assets	
5. Cash and Cash Equivalents	
6. Receivables	
Current/Non-Current Liabilities	
7. Payables	
8. Provisions	
Equity	
9. Changes in Equity	
Other	
10. Reconciliation of Cash Flow from Operating Activities to Net Cost of Services	
11. Financial Instruments	
12. After Balance Date Events	

TAFE Commission Division

Operating Statement for the year ended 30 June 2009

Notes	Actual 2009 \$'000	Actual 2008 \$'000
Expenses excluding losses		
Operating expenses	944,255	901,141
- Employee related		
Total Expenses excluding losses	944,255	901,141
Revenue		
Personnel services revenue	888,771	857,791
Total Revenue	888,771	857,791
Net Cost of Services	55,484	43,350
Government contributions		
Acceptance by the Crown Entity of employee benefits and other liabilities	55,484	43,350
Total Government contributions	55,484	43,350
SURPLUS / (DEFICIT) FOR THE YEAR	-	-

Statement of recognised income and expense for the year ended 30 June 2009

TOTAL INCOME AND EXPENSE RECOGNISED DIRECTLY IN EQUITY	
Surplus/(Deficit) for the Year	-
TOTAL INCOME AND EXPENSE RECOGNISED FOR THE YEAR	-

The accompanying notes form part of these financial statements

TAFE Commission Division

Balance sheet as at 30 June 2009

Notes	Actual 2009 \$'000	Actual 2008 \$'000
ASSETS		
Current Assets		
Cash and cash equivalents	-	-
Receivables	74,574	59,508
Total current assets	74,574	59,508
Total assets	74,574	59,508
LIABILITIES		
Current liabilities		
Payables	44,428	33,604
Provisions	20,304	25,218
Total current liabilities	73,732	58,822
Non-current liabilities		
Provisions	842	686
Total non-current liabilities	842	686
Total liabilities	74,574	59,508
Net assets	-	-
EQUITY		
Accumulated funds	-	-
Total Equity	-	-

Cash Flow Statement for the Year Ended 30 June 2009

CASH FLOWS FROM OPERATING ACTIVITIES	
Payments	(888,771)
Employee related	(857,791)
Total Payments	(888,771)
Receipts	
- Sale of goods and services	888,771
Total Receipts	888,771
NET INCREASE/(DECREASE) IN CASH	-
Opening cash and cash equivalents	-
CLOSING CASH AND CASH EQUIVALENTS	-

The accompanying notes form part of these financial statements

TAFE Commission Division
Notes to the financial statements

1 Summary of Significant Accounting Policies

(a) Reporting entity

The TAFE Commission Division (the "entity") is a Division of the Government Service, established pursuant to Part 2 of Schedule 1 to the *Public Sector Employment and Management Act 2002*. It is a not-for-profit entity as profit is not its principal objective. It is consolidated as part of the NSW 'Total State Sector Accounts'. It is domiciled in Australia and its principal office is at 35 Bridge Street, Sydney.

The TAFE Commission Division's objective is to provide personnel services to its parent, the NSW TAFE Commission (the "Commission").

The entity commenced operations on 17 March 2006, when it assumed responsibility for the teaching, educational and institute management staff and related employee-related liabilities of the Commission. The assumed liabilities were recognised on 17 March 2006 together with an offsetting receivable representing the related funding due from the former employer.

The financial report was authorised for issue by the Managing Director of the Commission as Head of the TAFE Commission Division on 25/09/2009. The report will not be amended and reissued as it has been audited.

(b) Basis of preparation

This is a general-purpose financial report prepared in accordance with the requirements of Australian Accounting Standards, the *Public Finance and Audit Act 1983*, the *Public Finance and Audit Regulation* 2005, and specific directions issued by the Treasurer.

Generally, the historical cost basis of accounting has been adopted and the financial report does not take into account changing money values or current valuations. However, certain provisions are measured at fair value. See note (1f).

The accrual basis of accounting has been adopted in the preparation of the financial report, except for cash flow information.

Management's judgements, key assumptions and estimates are disclosed in the relevant notes to the financial report.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

(c) Income

Income is measured at the fair value of the consideration received or receivable. Revenue from the rendering of personnel services is recognised when the service is provided and only to the extent that the associated recoverable expenses are recognised.

(d) Receivables

A receivable is recognised when it is probable that the future cash inflows associated with it will be realised and it has a value that can be measured reliably. It is no longer recognised when the contractual or other rights to future cash flows from it expire or are transferred.

A receivable is measured initially at fair value and subsequently at amortised cost using the effective interest rate method, less any allowance for doubtful debts. A short-term receivable with no stated interest rate is measured at the original invoice amount where the effect of discounting is immaterial. An invoiced receivable is due for settlement within thirty days of invoicing.

If there is objective evidence at year end that a receivable may not be collectable, its carrying amount is reduced by means of an allowance for doubtful debts and the resulting loss is recognised in the income statement. Receivables are monitored during the year and bad debts are written off against the allowance when they are determined to be irrecoverable. Any other loss or gain arising when a receivable is no longer recognised is also recorded in the income statement.

(e) Payables

Payables include accrued wages, salaries, and related on costs (such as payroll tax, fringe benefits tax and workers' compensation insurance) where there is certainty as to the amount and timing of settlement.

A payable is recognised when a present obligation arises under a contract or otherwise. It is no longer recognised when the obligation expires or is discharged, cancelled or substituted.

A short-term payable with no stated interest rate is measured at historical cost if the effect of discounting is immaterial.

(f) Employee benefit provisions and expenses

Provisions are made for liabilities of uncertain amount or uncertain timing of settlement.

Employee benefit provisions represent expected amounts payable in the future in respect of unused entitlements accumulated as at the reporting date. Liabilities associated with, but that are not, employee benefits (such as payroll tax) are recognised separately.

Superannuation and leave liabilities are recognised as expenses and provisions when the obligations arise, which is usually through the rendering of service by employees.

A proportion of the annual leave may be settled after 12 months but this is not likely to be significant and cannot be reliably measured.

All other employee benefit liabilities (i.e. for benefits falling due wholly within twelve months after reporting date) are assessed by management and are measured at the undiscounted amount of the estimated future payments.

TAFE Commission Division
Notes to the financial statements

	2009 \$'000	2008 \$'000
6. Current/Non-Current Assets - Receivables		
Current:		
Personnel services receivable from TAFE Commission	74,574	59,508
	74,574	59,508
Details regarding credit risk, liquidity risk and market risk, including financial assets that are past due or impaired, are disclosed in Note 11.		
7. Current Liabilities - Payables		
Accrued salaries, wages and on-costs	32,069	22,510
Group, payroll and fringe benefits tax	12,359	11,094
	44,428	33,604
Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 11.		
8. Current/Non-Current Liabilities - Provisions		
Employee benefits and related on-costs:		
Current		
Recreation leave	9,883	9,817
Accrued payroll tax on recreation leave and Accrued salaries and wages	2,260	2,060
Recreation leave on long service leave	5,679	3,009
Workers Compensation on long service leave	1,717	1,231
Payroll tax on long service leave	8,138	8,388
Superannuation on long service leave	1,271	405
Other	346	308
	29,304	25,218
Non-Current		
Provision for payroll tax on long service leave	428	441
Recreation leave on long service leave	256	159
Workers Compensation on long service leave	90	65
Superannuation on long service leave	68	21
	842	686
Aggregate employee benefits and related on-costs		
Provisions - current	29,304	25,218
Provisions - non-current	842	686
Accrued salaries, wages and on-costs (Note 7)	32,069	22,510
	62,215	48,414

TAFE Commission Division
Notes to the financial statements

	2009 \$'000	2008 \$'000
2. Expenses Excluding Losses		
Employee related expenses:		
Salaries and wages (including recreation leave)	788,280	744,991
Superannuation - defined benefits plans	28,086	23,043
Superannuation - defined contribution plans	52,421	49,849
Long service leave	25,744	18,925
Workers' compensation insurance	16,350	12,577
Payroll tax and fringe benefits tax	50,512	49,943
Other	2,852	1,813
	944,255	901,141
3. Revenue		
Sale of goods and services:		
Sale of goods:	-	-
Rendering of services:		
Administration charges	-	-
Fees for personnel services	888,771	857,791
Course projects and materials	-	-
Other	-	-
	888,771	857,791
4. Acceptance by the Crown Entity of Employee Benefits and Other Liabilities		
The following liabilities and/or expenses have been assumed by the Crown Entity or other government agencies:		
Superannuation - defined benefit	28,086	23,042
Long service leave	25,744	18,925
Payroll tax	1,054	1,383
	55,484	43,350
5. Current Assets - Cash and Cash Equivalents		
Cash at bank and on hand *	-	-
Short Term deposits	-	-
	-	-
* For the purposes of the Cash Flow Statement, cash and cash equivalents include cash at bank, cash on hand, short term deposits and bank overdraft. Cash and cash equivalent assets recognised in the Balance Sheet are reconciled at the end of the financial year to the Cash Flow Statement as follows:		
Cash and cash equivalents (per Balance Sheet)	-	-
Closing cash and cash equivalents (per Cash Flow Statement)	-	-

TAFE Commission Division
Notes to the financial statements

9. Changes in Equity

	2009 \$'000	2008 \$'000
Balance at the beginning of the period	—	—
Surplus/(deficit) for the period	—	—
Balance at the end of the period	—	—

10. Reconciliation of Cash Flows from Operating Activities to Net Cost of Services

Net cash used on operating activities	—	(43,350)
Acceptance by the Crown Entity of employee benefits and other liabilities	(55,484)	
Increase / (decrease) in prepayments and other assets	15,066	7,598
Increase / (decrease) in creditors	(15,066)	(7,598)
Net cost of services	(55,484)	(43,350)

11. Financial Instruments

The TAFE Commission Division's principal financial instruments are outlined below. These financial instruments arise directly from the TAFE Commission Division's operations or are required to finance the TAFE Commission Division's operations. The TAFE Commission Division does not enter into or trade financial instruments, including derivative financial instruments, for speculative purposes. The TAFE Commission Division does not use financial derivatives.

The TAFE Commission Division's main risks arising from financial instruments are outlined below, together with the TAFE Commission Division's objectives, policies and processes for measuring and managing risk. Further quantitative and qualitative disclosures are included throughout this financial report.

The Director-General has overall responsibility for the establishment and oversight of risk management and reviews and agrees policies for managing each of these risks. Risk management policies are established to identify and analyse the risks faced by the TAFE Commission Division, to set risk limits and controls and to monitor risks. Compliance with policies is reviewed by the Audit Committee/Internal auditors on a continuous basis.

(a) Financial instrument categories

Financial Assets Class:	Note	Category	Carrying Amount \$'000 2009	Carrying Amount \$'000 2008
Cash and cash equivalents	5	N/A	—	—
Receivables ¹	6	Loans and receivables (at amortised cost)	74,574	59,503
Financial Liabilities Class: ² Payables ³	7		—	—

Notes

1. Excludes statutory receivables and prepayments (i.e. not within scope of AASB 7)
2. Excludes unearned revenue (i.e. not within scope of AASB 7)

TAFE Commission Division
Notes to the financial statements

11. Financial Instruments (Continued)

(b) Credit Risk

Credit risk arises when there is the possibility of the TAFE Commission Division's debtors defaulting on their contractual obligations, resulting in financial loss to the TAFE Commission Division. The maximum exposure to credit risk is generally represented by the carrying amount of the financial assets (net of any allowance for impairment).

Credit risk arises from the financial assets of the TAFE Commission Division including cash, receivables and authority deposits. No collateral is held by the TAFE Commission Division. The TAFE Commission Division has not granted any financial guarantees.

Credit risk associated with the TAFE Commission Division's financial assets, other than receivables, is managed through the selection of counterparties and establishment of minimum credit rating standards.

Cash

Cash comprises cash on hand and bank balances within the NSW Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW Treasury Corporation (TCorp) 11 an unofficial cash rate, adjusted for a management fee to NSW Treasury.

Receivables – trade debtors

All trade debtors are recognised as amounts receivable at balance date. Collectibility of trade debtors is reviewed on an ongoing basis. Procedures as established in the Treasurer's Directions are followed to recover outstanding amounts, including letters of demand. Debts which are known to be uncollectible are written off. An allowance for impairment is raised when there is objective evidence that the entity will not be able to collect all amounts due. This evidence includes past experience, and current and expected changes in economic conditions and debtor credit ratings. No interest is earned on trade debtors. Sales are made on 30-60 day terms.

The TAFE Commission Division is not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors. Based on past experience, debtors that are not past due (2009: \$74.5M; 2008: \$59.5M) are not considered impaired and these represent 100% of the total trade debtors. The TAFE Commission Division's debtors have a good credit rating. There are no debtors which are currently not past due or impaired whose terms have been renegotiated.

There are no financial assets that are past due or impaired.

(c) Liquidity risk

Liquidity risk is the risk that the TAFE Commission Division will be unable to meet its payment obligations when they fall due. The TAFE Commission Division continuously manages risk through monitoring future cash flows and maturities planning to ensure adequate holding of high quality liquid assets. The objective is to maintain a balance between continuity of funding and flexibility through the use of overdrafts, loans and other advances.

During the current and prior years, there were no defaults or breaches on any loans payable. No assets have been pledged as collateral. The TAFE Commission Division's exposure to liquidity risk is deemed insignificant based on prior periods' data and current assessment of risk.

The liabilities are recognised for amounts due to be paid in the future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in Treasurer's Direction 219.01. If trade terms are not specified, payment is made no later than the end of the month following the month in which an invoice or a statement is received. Treasurer's Direction 219.01 allows the Minister to award interest for late payment. No interest was paid during 2008/09.

TAFE Commission Division
Notes to the financial statements

11. Financial Instruments (Continued)

The table below summarises the maturity profile of the TAFE Commission Division's financial liabilities, together with the interest rate exposure.

Maturity Analysis and interest rate exposure of financial liabilities

	Weighted Average Effective Int. Rate	\$'000 Interest Rate Exposure				Maturity Dates		
		Nominal Amount ¹	Fixed Interest Rate	Variable Interest Rate	Non- interest bearing	< 1 yr	1-5 yrs	> 5 yrs
2009								
Payables:								
Creditors	—	—	—	—	—	—	—	—
2008								
Payables:								
Creditors	—	—	—	—	—	—	—	—

Notes:

1. The amounts disclosed are the contractual undiscounted cash flows of each class of financial liabilities, therefore the amounts disclosed above will not reconcile to the balance sheet.

(d) Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The TAFE Commission Division has no exposure to foreign currency risk and does not enter into commodity contracts.

The effect on profit and equity due to a reasonably possible change in risk variable is outlined in the information below, for interest rate risk and other price risk. A reasonably possible change in risk variable has been determined after taking into account the economic environment in which the TAFE Commission Division operates and the time frame for the assessment (i.e. until the end of the next annual reporting period). The sensitivity analysis is based on risk exposures in existence at the balance sheet date. The analysis is performed on the same basis for 2008. The analysis assumes that all other variables remain constant.

Interest rate risk

The TAFE Commission Division does not account for any fixed rate financial instruments at fair value through profit or loss or as available for sale. Therefore for these financial instruments a change in interest rates would not affect profit or loss or equity. A reasonably possible change of +/- 1% is used, consistent with current trends in interest rates. The basis will be reviewed annually and amended where there is a structural change in the level of interest rate volatility.

TAFE Commission Division
Notes to the financial statements

11. Financial Instruments (Continued)

The TAFE Commission Division's exposure to interest rate risk is set out below.

	Carrying amount	\$'000			
		Profit	Equity	Profit	Equity
		-1%		1%	
2009					
Financial assets					
Cash and cash equivalents	—	—	—	—	—
Receivables	74,574	(746)	(746)	746	746
Financial liabilities					
Payables	—	—	—	—	—
Borrowings	—	—	—	—	—
2008					
Financial assets					
Cash and cash equivalents	—	—	—	—	—
Receivables	59,508	(595)	(595)	595	595
Financial liabilities					
Payables	—	—	—	—	—
Borrowings	—	—	—	—	—

e) Fair Value

The amortised cost of financial instruments recognised in the balance sheet approximates the fair value, because of the short term nature of many of the financial instruments.

12. After Balance Date Events

There has not arisen in the interval between the end of the financial year and the date of this report any item, transaction or event of a material and unusual nature likely to affect significantly the operations of the TAFE Commission Division, the results of those operations or the state of affairs of the TAFE Commission Division in subsequent financial years.

End of audited financial statements

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NSW Department of Education and Training



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