

REPORT ON OPERATIONS

CHAPTER 1: NSW PUBLIC SCHOOLS

1.1 Maintaining Leadership in the Provision of Education

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

Throughout the reporting year, the NSW Department of Education and Training promoted the achievements of students and teachers in NSW public schools, and the quality of its courses and services. The Department provided information to students, parents and the community to build awareness of, and confidence in, the NSW public school system. In order to maintain its leadership in the provision of education, the NSW Government provided increased recurrent and capital funding to enable the Department to focus on assisting teachers and improving resources, facilities and educational programs.

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

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

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

Participation of Students in Equity Groups: From 1997 to 2001, the number of Aboriginal and Torres Strait Islander students enrolled in public schools steadily increased, from 25,127 in 1997 to 30,825 in 2001. Over the same period, the number of students from non-English speaking backgrounds (NESB) also grew, from 164,147 in 1997 to 187,506 in 2001. These enrolment figures reflect the NSW Government's and the Department's strong commitment to equity and social justice.

Student-Teacher Ratios: The Department continued to maintain and improve student-teacher ratios, particularly in the primary years of schooling where the student-teacher ratio has fallen from 17.9 in 1997 to 17.5 in 2001. In secondary schools the student-teacher ratio has fallen from 12.8 in 1997 to 12.5 in 2001.

Literacy and Numeracy: The NSW Government provided a total of \$106 million for literacy and numeracy in schools in 2000/2001. This will increase to \$117 million in 2001/2002. The Department has used these funds to expand the *State Literacy and Numeracy Plan* including the Reading Recovery Program which was expanded to cover more schools and to enable more teachers to be trained in reading recovery techniques. Statewide testing in Years 3, 5, 7 and 8 provided students and parents with effective measures of students' achievements, knowledge and skills in literacy and numeracy.

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

School Funding: In 2000/2001, the Department allocated \$240 million in global funding for schools for such items as training and development for teachers and principals, reading materials, utilities, minor maintenance, stores, and short-term teacher relief. The Department will increase this funding to \$245.2 million in 2001/2002.

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

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

Ready for Work: The Department continued to implement the NSW Government's *Ready for Work Plan* which helps young people to better understand and further develop workplace skills while they are still at school. The Department expanded the school-to-work program with additional funding of \$21.5 million over four years to help young people in Years 9 to 12 develop better educational and career pathways.

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

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

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

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

State Recurrent and Capital Expenditure on Government Schools

Recurrent Funding for Education Services in Government Schools

The NSW Government's total recurrent expenditure on education services in government schools was \$5,148.4 million in 2000/2001 and is estimated to be \$5,272.6 million in 2001/2002. These services include the provision of resources such as staff salaries, school global budgets, and strategic education services for a range of programs. These include special education programs, rural education programs, programs for socio-economically disadvantaged students, Aboriginal education programs, programs for students from non-English speaking backgrounds and other equity and strategic programs. For a breakdown of the funds allocated to these program areas see the 'Financial Overview' at the beginning of the Financial Statements in this report.

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

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

- ◆ Total recurrent expenses for socio-economically disadvantaged students were \$56 million in 2000/2001. Total expenses on students from non-English speaking backgrounds were \$80 million in 2000/2001.
- ◆ Total recurrent expenses for Aboriginal education in 2000/2001 were \$31 million and \$32.6 million will be provided in 2001/2002.

Non-Government School Assistance

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

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

Capital Works and Building Maintenance

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

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

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

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

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

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

⁽³⁾ Estimates for 2001/2002 are based on revised figures as at January 2002.

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

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

Enrolments in Government and Non-Government Schools

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

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

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

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

Participation in Education and Training of 15 to 19 Year Olds

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

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

Improving School Facilities and Environments

Building New Facilities and Upgrading Existing Facilities

New Schools: Six new schools were completed during 2001, comprising four high schools at Lake Munmorah, Dubbo, Camden (which is a relocation) and Georges River; and two primary schools at Beaumont Hills and Wattle Grove. These schools have halls, canteens, covered outdoor learning areas, administration areas, libraries and amenities appropriate to their long-term enrolments. The primary facilities include classrooms (homebases), which incorporate practical activities areas and withdrawal spaces, while secondary specialist and general learning spaces are provided to support the delivery of curriculum across key learning areas.

The secondary facilities are equipped to provide vocational education and training opportunities, and materials technology areas are designed to allow for entry-level courses. It is expected that schools will develop close relationships with TAFE campuses in order to maximise the use of specialist spaces. All new and approved schools are provided with infrastructure to support the networking of information and communications technology in all learning spaces. The school grounds, building design and amenity are all developed to present a sense of identity for the school within its community.

Existing Schools: In 2001, major upgrading and refurbishment projects were completed at five high schools, 12 primary schools, one central school and one School for Specific Purposes. These projects significantly improved the learning environment by upgrading facilities to the current School Facilities Standard, enhancing students' access to information and communications technology, and extending the number of learning spaces accessible by people with disabilities.

Other Commencements: During the reporting year, projects were commenced to provide new and upgraded accommodation at 10 high schools, 26 primary schools, one central school and one School for Specific Purposes. These projects demonstrated the Department's continued commitment to providing new and upgraded facilities across the State.

Other School-Based Programs: The Department continued to support other key areas of the school environment in its annual capital works program. In 2001, the Department increased expenditure on projects that facilitate the integration of students with disabilities into their neighbourhood schools. The Department continued to improve health and safety, air cooling and a number of equipment and furniture-related programs. The Department's Minor Capital Works Program included upgrades and refurbishment of facilities for projects costing up to \$500,000. This program allows for flexibility in meeting school needs, and provides the opportunity to address emergent issues.

Design Strategies: The Department has implemented a range of design strategies in the development of projects for new and upgraded schools. These include the provision of the following design elements:

- ◆ schools that are physically attractive
- ◆ landscaping and grounds that are easy to maintain
- ◆ entry foyers and clerical areas that enhance the image of the school in terms of colour schemes, waiting areas and front counters
- ◆ improved fencing and school signage
- ◆ a clear 'address' for school administration, including placing the administration building at the front of the site and providing pathways, landscaping and signage
- ◆ improved links between car parking and administration.

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

National Leadership in School Education Policy

National Policy Leadership

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

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

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

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

Professional Support and Curriculum

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

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

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

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

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

VET in Schools

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

Promoting Public Education and Celebrating its Achievements

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

Public Education Day

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

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

Public Education Ambassadors

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

The Values of NSW Public Schools

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

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

Education Week 2001

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

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

The 2001 Royal Easter Show

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

Performing Arts

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

Schools Spectacular

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

Star Struck and Southern Stars

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

Performances at the Sydney Opera House

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

Talent Development Project

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

Talent Development Project - 2001 Graduating Students	
Name	School
Shannon Brown	Wollongong High School of Performing Arts
Felicity Cameron	Wingham High School
Daniel King	Melville High School
Blake Ralph	Holsworthy High School
Emma Randall	Warners Bay High School
Serenity Ryan	Nowra Campus of TAFE
Marissa Saroca	Hunter School of Performing Arts
Ryan Sheppard	Erina High School
Natalie Slade	Newtown High School of Performing Arts
Tonino Speciale	Prairiewood High School
Amanda Tunks	Picnic Point High School
Belinda Wallaston	Jamison High School

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

Rising Stars

In 2001, the ABC filmed the Rising Stars series and produced four half-hour programs portraying the development of students involved in the project who had leading roles in the Schools Spectacular. The series went to air at the end of 2001 prior to the Schools Spectacular. Students from the program were also used to perform the song 'Teach Your Children Well'.

This performance was used as the basis of the television campaign by the Department to promote public education throughout 2001. The same group performed throughout New South Wales to promote public education.

Visual Arts

ARTEXPRESS

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

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

Arts Education Foundation

The Arts Education Foundation is a joint initiative of the Department, the NSW Teachers' Federation, the Federation of Parents and Citizens Associations and the Federation of School Community Organisations. This foundation provides a structure for the input of corporate support for program areas in the creative and performing arts. Program areas include music, dance, drama, visual arts, public speaking and debating and special events. The foundation supports programs and events at all levels of the school system.

During 2001, sponsorship continued to develop for a variety of arts programs and events including the Schools Spectacular, Star Struck, Southern Stars, ARTEXPRESS and the State Dance and Drama Festivals. Continued support was provided for the visual arts via the Sir William Dobell Art Foundation.

Beyond the Frame

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

Sport and Fitness

Gold Medal Fitness Program

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

School Sport Foundation

The School Sport Foundation organises appropriate corporate support for departmental sports programs. Partners in the foundation include Dairy Farmers, NRMA and the NSW Fresh Fruit and Vegetable Industry. The principal media supporters are NBN Television and WIN Television in regional New South Wales. In 2001, the foundation actively supported and promoted school sport programs ranging from 'grassroots' participation programs to elite representative teams and the Special Swimming Scheme. In addition to these core program areas, the foundation also provides support to schools at the local level through the School Sport Foundation Grants Fund.

Over \$1 million has been provided to the program since 1997. In 2001, the foundation allocated \$194,000 to 144 schools through the fund to support sport and healthy lifestyle programs. Grants of between \$500 and \$2,000 were made available to schools to develop specific initiatives, such as gender equity programs, fitness and nutrition, and sports skill development, or to purchase specialist equipment.

School Swimming Scheme

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

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

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

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

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

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

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

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

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

2001 Sports Awards					
Sport	Name	School	Sport	Name	School
Athletics	Lisa Corrigan	Canowindra	Sailing	James Grunfelder	Ashfield Boys
Athletics	Andrew O'Neill	Koorinal	Sailing	John Hooper	Warners Bay
Athletics	Petrina Price	Woonona	Sailing	Fiona Walker	St Ives
Aust. Football	Kurt McGlynn	Coomealla	Sailing	Melissa Walker	St Ives
Aust. Football	Andrew Nunan	Coomealla	Soccer	Bronwyn Nutley	Kotara
Baseball	Jason Rees	Swansea	Soccer	Meegan Shepherd	Belmont
Baseball	Matthew Sundstrom	Westfields	Softball	Lisa Lindsay	Engadine
		Sports	Softball	Scott Rindfleish	Blakehurst
Basketball	Tory Pottenger	Bomaderry	Softball	Jessica Stubbs	Winmalee
Canoeing	Kate Lawrence	Bonalbo	Softball	Ryan Tranter	Merewether
		Central	Squash	Kasey Brown	Port Macquarie
Cricket	Sarah Andrews	Waratah	Squash	Jhie Gough	Narrabeen
Cricket	Nick Connolly	Leumeah			Sports
Cricket	Robert Fisher	Corrimal	Swimming	Peter Montgomerie	Asquith Boys
Cross Country	Lauren Davis	Gulgong	Swimming	Amanda Pascoe	Westfields
Diving	Joshua Paling	Manly			Sports
Golf	Nick Flanagan	Warners Bay	Swimming	Andrew Richards	Westfields
Golf	Michael Hanly	Muswellbrook			Sports
Golf	Sarah Kemp	Endeavour	Swimming	Amanda White	Terrigal
		Sports	Tennis	Gavin Baker	Hoxton Park
Gymnastics.	Sara McIlwraith	Beacon Hill	Tennis	Dubravka Cupac	James Busby
Hockey	Brendan Booth	Leumeah	Tennis	Ben Howen	Berkeley Vale
Hockey	Simon Beaton	Illawarra Sports	Tennis	Sandie Knight	Newcastle
Lawn Bowls	Christopher Macauley	Batemans Bay	Touch	Bianca Barnier	Kincumber
Lawn Bowls	Dean Morrissey	Gulgong	Touch	Nash Beeby	Gosford
Netball	Rian O'Hara	Whitebridge	Touch	Skye George	Cronulla
Netball	Susan Pratley	Bega	Touch	Glenn Kightley	Camden Haven
Rowing	Janelle Austin	Taree	Trampoline	Belinda Law	Jamison
Rowing	Chris Hellyer	Maclean			Sports
Rowing	Jane Reynolds	Kotara	Volleyball	Louisa Brown	Narrabeen
Rugby	Joshua Clements	Hurlstone Ag			Sports
Rugby	Luke Holmes	Narrabeen	Volleyball	Jodie Harrison	Westport
		Sports	Water Polo	Shaun Aubrey	Marsden
Rugby League	Greg Bird	Rutherford	Water Polo	Kristy Bagnall	Kirrawee
Rugby League	Bryan Norrie	Yanco Ag	Water Polo	Alicia McCormack	Kirrawee

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

Recognition of Student Achievements

Minister's Award for Excellence in Student Achievement

This award is for Year 12 students enrolled in NSW government schools. Students are nominated on the basis of achievement throughout their high school years but with particular recognition of excellence in Years 11 and 12. The awards recognise achievement

in academic, sporting and cultural activities as well as in leadership and contribution to the school community. In 2001, a total of 40 students from throughout New South Wales received this award.

Minister's Award for Excellence in Student Achievement, 2001

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

Minister's Award for Excellence in Student Achievement, 2001 Continued

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

Minister's Award for Excellence in Student Achievement, 2001 Continued

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

Minister's Award for Excellence in Student Achievement, 2001 Continued

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

Minister's Young Designers Awards

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

Aboriginal Studies Exhibition

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

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

Network TEN Schools Project

The Network TEN Schools Project is a joint initiative of Network TEN and the Department. The project aims to recognise school students who demonstrate excellence in various aspects of school life and to showcase school activities through the medium of television. Students were selected and their stories screened on TEN as part of the Network TEN Schools Award Program. School activities were also screened as a backdrop to the Network TEN weather program with Tim Bailey during TEN's 5.00 pm news. The project received positive feedback from Network TEN and school communities.

Outstanding Contributions to Public Education

Award for Excellent Service to Public Education and Training

This award is for individuals who have made a significant contribution to the promotion of public education and training in New South Wales. Nominees may include parents, members of the community, business people and departmental staff. Activities considered as the basis for nomination include assistance with classroom teaching, sporting programs, visual or performing arts activities, multicultural education, administrative activities, improvements to the physical environment of schools and colleges, assistance with special occasions, assistance with computers, commercial activities or business ventures. Other activities that are worthy of recognition may also be considered.

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

Award for Excellent Service to Public Education, 2001

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

Award for Excellent Service to Public Education, 2001 Continued

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

Award for Excellent Service to Public Education, 2001 Continued

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

Award for Excellent Service to Public Education, 2001 Continued

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

Director-General's School Achievement Awards 2001

This award is provided to schools in New South Wales for innovation, dedication and excellence in curriculum areas, school organisation and leadership,

and professional development. In 2001, the Director-General's Award for School Achievement was presented to 37 schools across the State.

Director-General's School Achievement Award, 2001		
School	District	Reason for Award
Airds High School	Campbelltown South District	Classroom Focused Training and Professional Development
Albion Park High School	Shellharbour District	Vocational Education and Training Program
Bankstown Public School	Bankstown District	Playtime - Activities Involving Parents and their Children
Barrenjoey High School	Northern Beaches District	Senior Students Leaders Program
Broulee Public School	Batemans Bay District	Extending Experiences in Student Learning
Camdenville Public School	Port Jackson District	Aboriginal Education Program
Coffs Harbour Senior College	Clarence/Coffs Harbour District	Achievement in Indigenous Education
Cringila Public School	Wollongong District	Joint Literacy Project
Cronulla High School	Sutherland District	Meeting Community Expectations
Edward Public School	Deniliquin District	Creative and Performing Arts
Eureka Public School	Lismore District	Art Education Program
Gilgandra High School	Dubbo District	Partnerships with the Community
Griffith Public School	Griffith District	Being There - That's What It's All About
Holroyd High School	Fairfield District	English as a Second Language Program
Kemblawarra Public School	Wollongong District	Joint Literacy Project
Lake Heights Public School	Wollongong District	Joint Literacy Project
Macintyre High School	Armidale District	Excellence in Curriculum Development
Macksville High School	Port Macquarie District	Contributions Towards Public Education
Mascot Public School	Bondi District	Commitment to Lifelong Learning
Middleton Public School	Orange District	'Birth to Kindergarten - Spread the Word' Literacy Project
Miller Technology High School	Liverpool District	Building a Learning Community
Nepean High School	Penrith District	Pastoral Care Program
New Lambton Public School	Newcastle District	Skills Testing Program
North Sydney Girls High School	Ryde District	Music Performance Program
Parkes East Public School	Orange District	'Birth to Kindergarten - Spread the Word' Literacy project
Parkes High School	Orange District	'Birth to Kindergarten - Spread the Word' Literacy Project
Parkes Public School	Orange District	'Birth to Kindergarten - Spread the Word' Literacy Project
Rooty Hill High School	Mt Druitt District	The PERSIST Project - Measuring What We Value
Sandon Public School	Armidale District	Inclusion of Students with Disabilities

Director-General's School Achievement Award, 2001 Continued

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

Spotlight on Public School Achievement

State Environmental Competition

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

Commonwealth Bank Senior Debating Competition

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

Parents' Contributions to the Success of Public Education

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

Dorothea Mackellar Poetry Award

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

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

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

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

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

International Science Congress

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

National Design Competition

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

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

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

Consumer Protection Awards

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

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

1.2 Strengthening the Foundations for Lifelong Learning

State Literacy and Numeracy Plan

In 2001, New South Wales continued to implement the Government's *State Literacy and Numeracy Plan*. The plan includes the continuation and expansion of the *State Literacy Strategy* which was introduced in 1997, and the introduction of the new *Numeracy Plan*. The plan provides a comprehensive and coordinated structure to support teachers in working towards improved literacy and numeracy skills for all students. A wide range of literacy and numeracy programs and initiatives were implemented during the year including the following programs.

Literacy and Numeracy Follow Up

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

Consistent Teacher Judgment in Action

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

Focus on Literacy

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

Linkages

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

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

Priority Schools Funding Program

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

Count Me In Too

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

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

Counting On

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

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

Exemplary Literacy and Numeracy Programs

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

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

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

Exemplary Literacy and Numeracy Programs Cont'd

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

Measuring Students' Literacy and Numeracy Outcomes

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

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

These curriculum-based assessments provide snapshots of students' achievements in these vital areas. The information provided by the programs provides useful feedback to students, teachers and parents that can be used to assist students' progress in learning. They are criterion-referenced tests that show what students can do. Students' results are reported against standards of performance, which are comparable from year to year.

Basic Skills Test

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

Using the BST to Chart the Progress of Reading Recovery Students

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

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

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

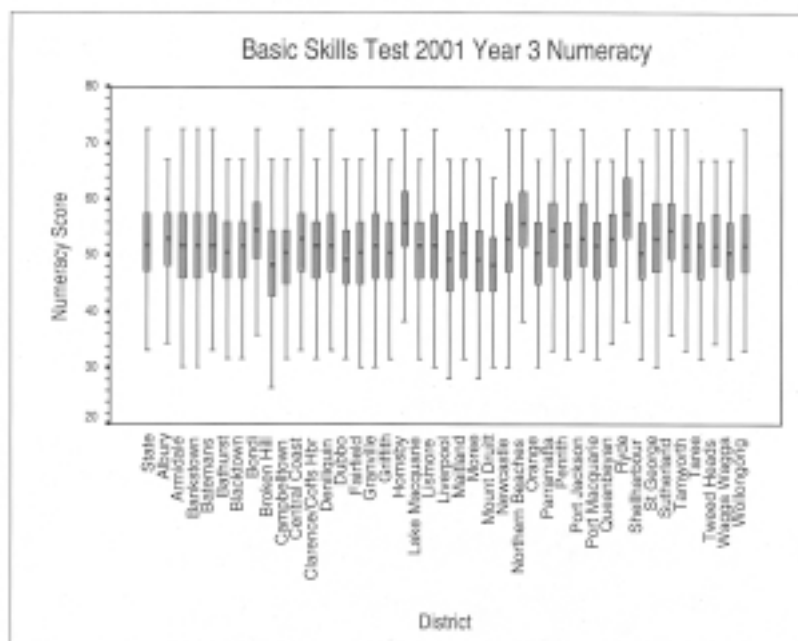
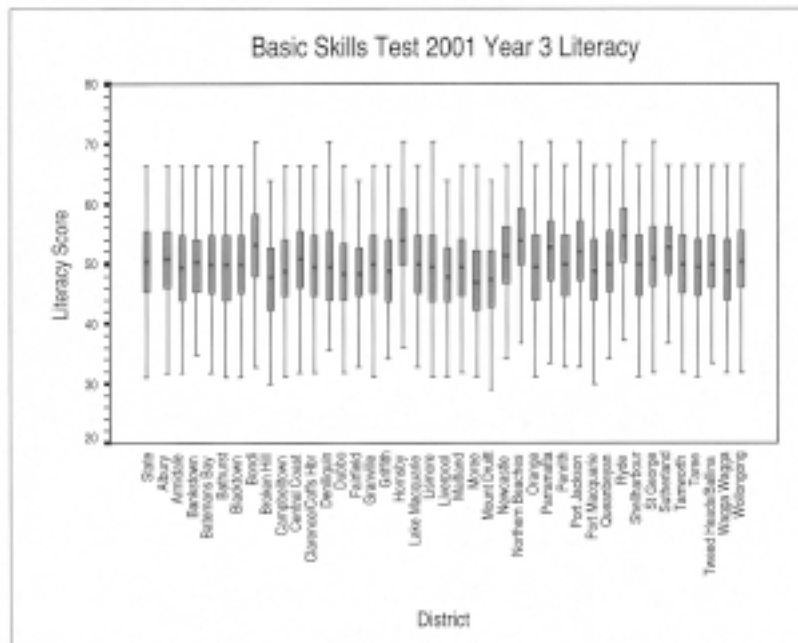
In 1999, 1,803 students who undertook Reading Recovery in 1997 were identified in the Year 3 BST results. Of these students, it was possible to also identify 1,344 in the 2001 Year 5 BST results. These students' results indicated that 87 per cent of all Year 5 students who successfully completed Reading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

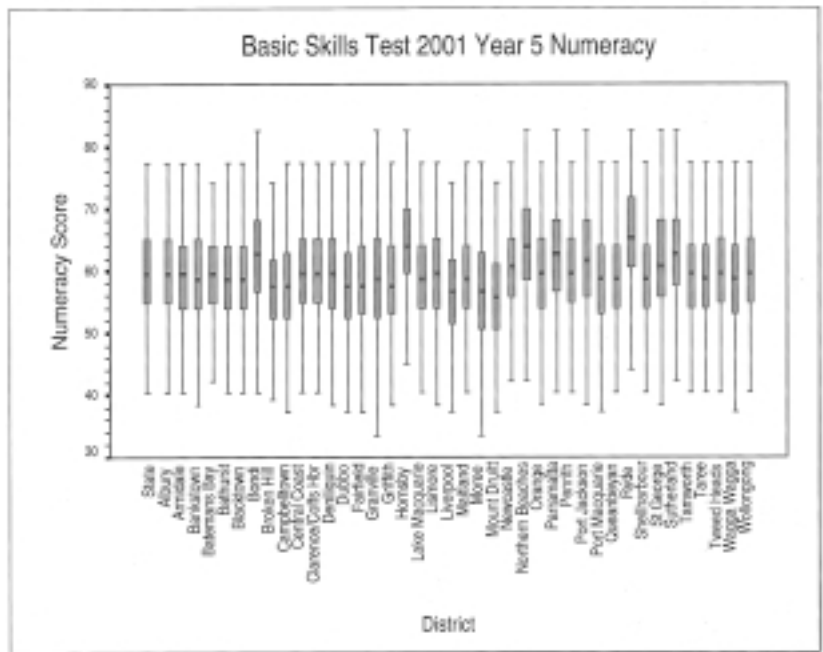
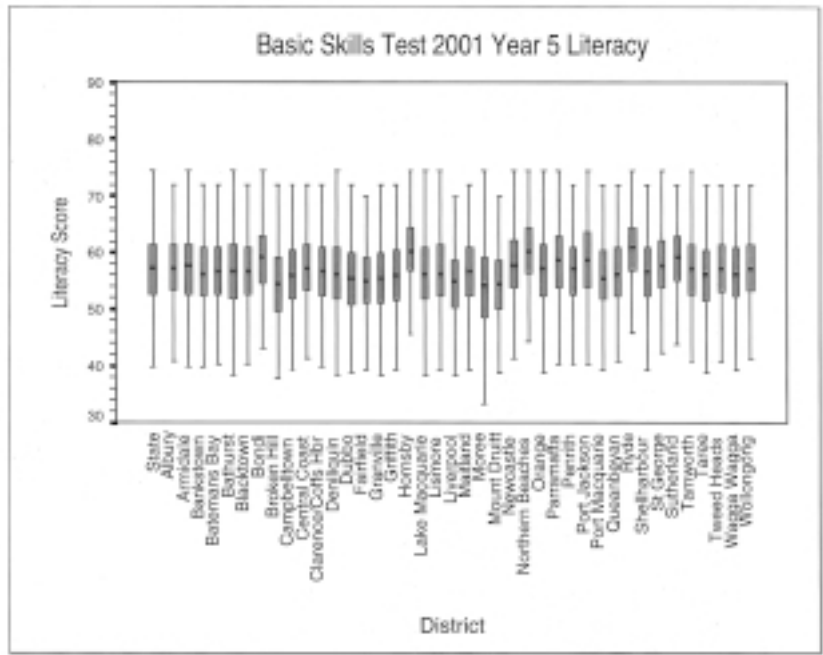
BST State and District Results, Year 3 and Year 5
Literacy and Numeracy

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

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

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





Primary Writing Assessment

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

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

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

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

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

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

English Language and Literacy Assessment

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

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

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

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

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

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

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

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

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

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

Secondary Numeracy Assessment Program

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

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

SNAP assesses aspects of students' numeracy achievement in the areas of problem solving, number, measurement, data and space. While the numeric values of the scale (45-120) and the levels of achievement (high, proficient, elementary and low) are the same as ELLA, they were developed separately. No direct comparison can be made between ELLA and SNAP results.

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

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

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

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

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

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

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

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

National Literacy and Numeracy Benchmarks

Development and Implementation of National Literacy and Numeracy Benchmarks

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

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

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

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

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

The *2000 Annual National Report on Schooling* contains the results against the national Year 3 and Year 5 reading and numeracy benchmarks. These benchmarks describe nationally agreed minimum acceptable standards for literacy and numeracy at particular year levels. As such, they represent the minimum acceptable standard of reading or numeracy without which a student will have difficulty making sufficient progress at school. The benchmarks were developed with reference to current levels of achievement as demonstrated in national surveys and State assessment programs. In addition, extensive consultation was undertaken with stakeholders and with experts in the areas of literacy, numeracy and educational measurement. The benchmarks were trialed in all States and Territories.

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

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

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

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

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

Programme for International Student Assessment

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

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

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

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

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

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

ACT, Western Australia and South Australia but, again, the differences were not significant. Overall, NSW students performed at a high level in reading, mathematics and science literacy.

Other Initiatives to Strengthen the Foundations for Lifelong Learning

Pre-schools in Government Primary Schools

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

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

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

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

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

Selective High School Placement

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

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

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

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

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

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

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

Opportunity Class Placement

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

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

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

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

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

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

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

Transition from Home to School Programs for Indigenous Students

The Transition from Home to School programs for indigenous students provide communities and pre-school aged children with access to prior-to-school education. These transition programs are an alternative to pre-school and aim to prepare children for Kindergarten, particularly in the areas of literacy, numeracy and the social skills which will enable a smooth transition and positive start to school.

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

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

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

Parents as Teachers: A Parenting Education and Support Program

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

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

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

Schools as Community Centres

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

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

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

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

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

Early Learning Programs in Literacy and Numeracy

Early Literacy and Numeracy Initiative

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

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

Numeracy Research in NSW Primary Schools Project

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

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

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

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

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

Computers in Schools Program

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

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

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

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

Computer Entitlements for NSW Public Schools

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

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

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

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

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

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

Teacher Proficiency in the Use of Computers

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

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

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

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

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

Assessment of Students' Computer Skills

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

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

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

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

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

In 2001, the Board of Studies piloted the Year 10 computer skills assessment with 1,500 students from 20 government and non-government schools across the State. The Year 10 students completed a school-

based assessment of their computing skills and a trial pen-and-paper computer skills test. A small number of students also participated in trialing an online version of the test. In 2002, the Board of Studies will conduct a wider trial involving 160 schools.

e-Summer Schools

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

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

Students' Internet Projects

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

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

REPORT ON OPERATIONS

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

Exemplary ICT Projects in Schools

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

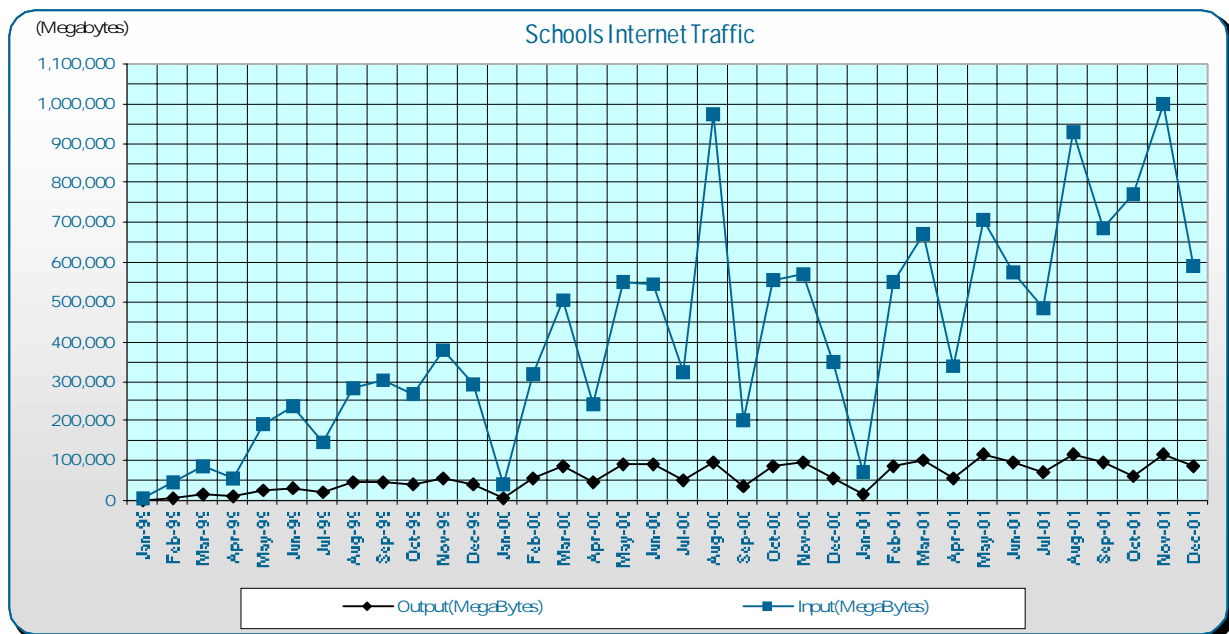
Newtown Public School integrated computer-based technologies, particularly the internet, into teaching and learning through a project that focused on creating a virtual museum exploring the diverse cultural heritage of students in Stages 1 to 3. The steps in the process included detailing initial planning,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

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

Annual Schools Website Design Awards

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

NSW Public Schools Internet Usage, 1999-2001



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

Schools Website Design Awards

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

International Online Learning Project

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

NSW Public Schools Internet Usage

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



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

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

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

Implementation of the School Certificate

The State Government reformed the School Certificate in order to restore it as a significant milestone in schooling. In the new School Certificate, a standards-referenced approach to marking and reporting students' achievements is used in the mandatory statewide tests. The new School Certificate covers the foundation knowledge and skills that students need to succeed in Years 11 and 12, and to take their place in the community and the workplace.

This shift to a standards-referenced approach means that instead of candidates being compared to each other, their performance will now be compared to a set of standards that are described in bands on a performance scale. Parents and employers will have a thorough understanding of each student's knowledge, skills and ability. Teachers will be better placed to identify, plan, monitor and evaluate the learning needs of all students.

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

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

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

School Certificate Results

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

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

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

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

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

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

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

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

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

2001 School Certificate Results - Government Schools, for Mathematics

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

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

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

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

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

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

Source: Data derived from Board of Studies data.

ATSI - Aboriginal and Torres Strait Islanders

CAP - Country Areas Program

PSFP - Priority Schools Funding Program

Implementation of the New Higher School Certificate

The State Government's reforms for the NSW Higher School Certificate detailed in its white paper, *Securing Their Future*, introduced a standards-referenced approach to the assessment and reporting of students' achievements in each subject. Students receive a detailed report describing their performance against set standards for each course as well as showing their statewide position in the course.

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

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

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

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

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

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

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

NSW HSC Online

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

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

Career Advisory Services

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

Higher School Certificate Results

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

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

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

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

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

Source : Data derived from Board of Studies data.

ATSI - Aboriginal and Torres Strait Islanders

CAP - Country Areas Program

PSFP - Priority Schools Funding Program

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

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



Government school students preparing for the New Higher School Certificate.

2001 HSC Government School Enrolments by Course			
Course	Course Name	Units	Total Enrolments
HSC Courses			
15000	Aboriginal Studies	2	301
15010	Agriculture	2	1,082
15020	Ancient History	2	4,833
15030	Biology	2	7,013
15040	Business Studies	2	8,867
15050	Chemistry	2	5,245
15060	Community and Family Studies	2	2,386
15070	Dance	2	228
15080	Design and Technology	2	2,258
15090	Drama	2	2,427
15100	Earth and Environmental Science	2	716
15110	Economics	2	2,935
15120	Engineering Studies	2	1,126
15130	English (Standard)	2	22,795
15140	English (Advanced)	2	11,391
15150	English as a Second Language	2	1,124
15180	Food Technology	2	2,233
15190	Geography	2	3,278
15200	Industrial Technology	2	2,621
15210	Information Processes and Technology	2	6,032
15220	Legal Studies	2	4,943
15230	General Mathematics	2	18,310
15240	Mathematics	2	11,631
15270	Modern History	2	4,792
15290	Music 1	2	2,317
15300	Music 2	2	293
15320	Personal Development, Health and Physical Education	2	5,491
15330	Physics	2	5,305
15340	Senior Science	2	3,022
15350	Society and Culture	2	1,963
15360	Software Design and Development	2	2,171
15370	Studies of Religion I	1	183
15380	Studies of Religion II	2	52
15390	Textiles and Design	2	813
15400	Visual Arts	2	5,484
HSC Extension Courses			
15160	English Extension 1	1	2,104
15170	English Extension 2	1	843
15250	Mathematics Extension 1	2	5,154
15260	Mathematics Extension 2	2	1,643
15280	History Extension	1	760
15310	Music Extension	1	164
HSC Top Five Languages			
15830	Japanese Continuers	2	591
15560	Chinese Background Speakers	2	548
15670	French Beginners	2	402
15680	French Continuers	2	343
15710	German Continuers	2	296

2001 HSC Distinguished Achievers List

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

2001 HSC Distinguished Achievers List – Appearances by Government School Students			
	Female	Male	Total
All Govt Schools	5,826	4,068	9,894
ATSI	0	3	3
CAP	50	31	81
PSFP	283	180	463

Source: Data derived from Board of Studies data.

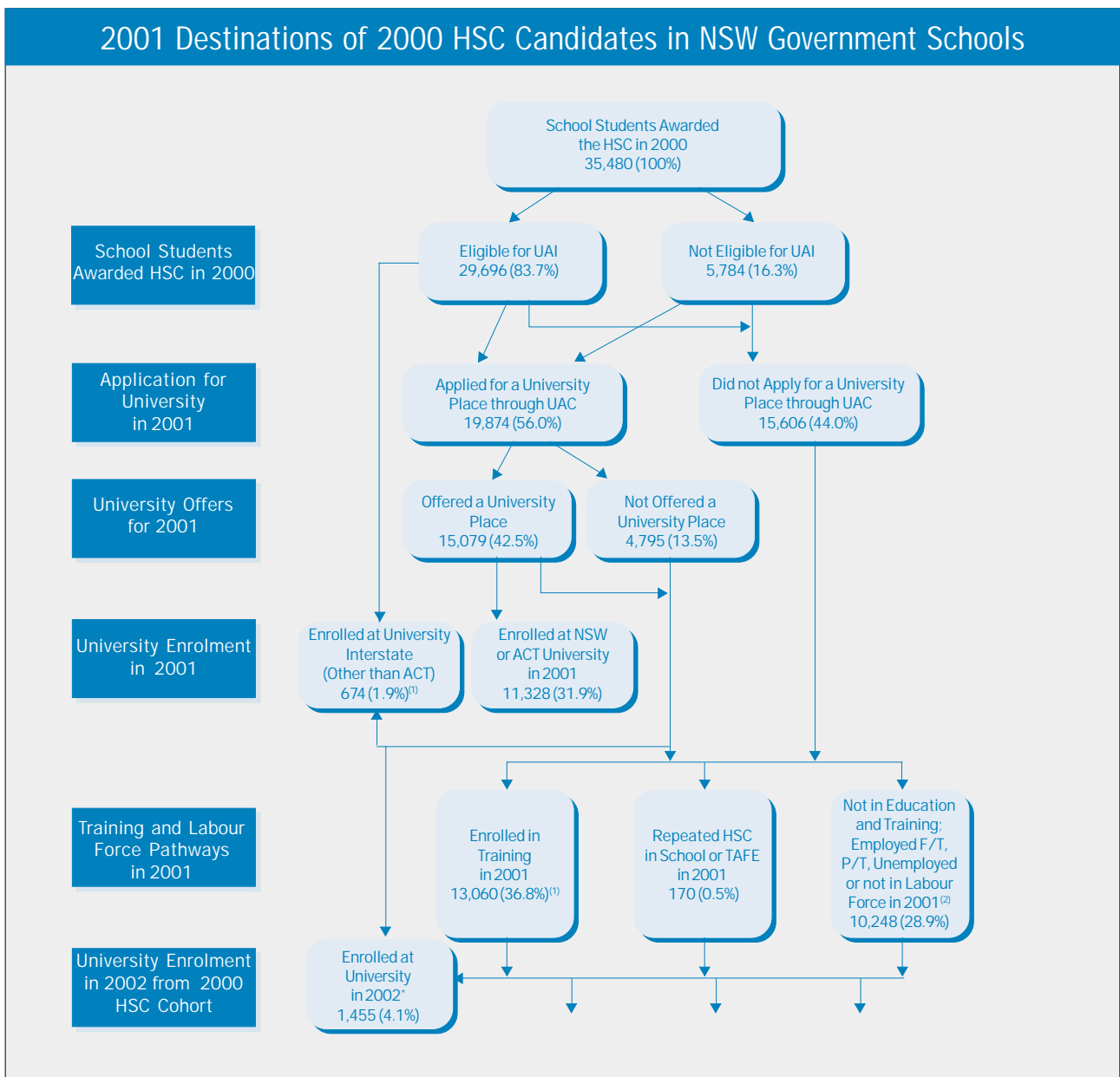
Note: Based on school of tuition

ATSI – Aboriginal and Torres Strait Islanders

CAP – Country Areas Program

PSFP – Priority Schools Funding Program

2001 Destinations of 2000 HSC Candidates in NSW Government Schools



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

⁽²⁾Estimates of labour force and non-TAFE training pathways are based on unpublished data from the ABS *Transition from Education to Work* survey. These estimates are subject to relative standard errors of between 25 and 50 per cent.

2001 HSC All-Round Excellence List

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

Destinations of HSC Candidates in Government Schools

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

Coordination of VET in Schools

The NSW Government's *Ready for Work Plan* is designed to better prepare students for the world of work and to provide more training and job opportunities for young people. The Government is committed to improving the employability of students by assisting them to identify, plan and negotiate the employment, education and training pathways available to them.

HSC VET in Schools Courses

In the last 10 years vocational education and training (VET) courses have become increasingly popular with students in Years 11 and 12 as they seek to commence training for their career while they are at school. One in three senior school students in New South Wales now studies a vocational course as part of their HSC. Completion of a VET course as part of the HSC gives school students two forms of accreditation; an industry recognised qualification (or credit towards one), as well as university recognition and credit towards the HSC. From 2001, an increased number of HSC VET courses can count towards university entrance.

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

First Cohort of Students Complete HSC VET Courses

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

School-to-Work Plans

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

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

Work Education

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

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

Enterprise Education

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

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

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

Work Placement

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

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

Part-time Traineeships at School

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

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

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

2001 NSW VET in Schools Excellence Award

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

2001 NSW Vocational School Student of the Year

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

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

Support for VET in Schools

Local Education-Industry Advisory Committees

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

IEACs were involved in promoting VET to schools and industry, determining local teacher training priorities, supporting work placement coordination programs, fostering teacher networks, and surveying post-school student destinations and local industry employer needs.

NSW Schools Consortium

Since 1997, States and Territories have received funds from the Australian National Training Authority (ANTA) for the expansion of vocational education and training in secondary schools. In New South Wales this program has been coordinated and overseen by the NSW VET in Schools Consortium. The consortium consists of members from the government and non-government school sectors and the Office of the Board of Studies.

In 2001, New South Wales received \$6 million funding from ANTA for this program, of which the Department received \$3.9 million. These funds were used primarily to support schools and TAFE colleges in the implementation of the seven industry curriculum frameworks for Years 11 and 12.

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

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

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

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

Teacher Training and Development

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

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

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

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

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

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

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

In 2001, the Department continued to strengthen links with TAFE NSW and universities in the preparation of VET teachers for the delivery of HSC VET courses in schools. Universities liaised closely with the Department on the inclusion of appropriate accredited VET components in pre-service and retraining teacher education programs.

Helping Young Students at Risk

The NSW Government's Helping Young People at Risk program provides vocational education for young people aged 15 to 18 identified as being at risk of leaving school early. The program targets the most disadvantaged young people in our community and encourages them to undertake relevant education and training. It also provides pathways for young people into further education or employment. The program aims to provide a new message for these students about who they are and who they can be. The program does this by working closely with communities through networks and partnerships.

Links to Learning Community Grants Program

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

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

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

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

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

Plan-It Youth Program

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

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

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

TAFE-Delivered Youth at Risk Courses

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

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

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

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

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

Premier's Award

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

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

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

Enrolments in Vocational Education and Training Courses

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

School-Delivered Vocational Education and Training Courses

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

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

Total Enrolments in VET in Schools Programs in 2001 by ANTA Training Area - Years 11 and 12			
ANTA Industry Group	NSW Government Enrolments	NSW Enrolments	NSW Enrolments %
Category A			
Arts, Entertainment, Sport & Recreation	1,031	1,397	2.51
Automotive	1,322	1,494	2.69
Building and Construction	3,019	4,316	7.77
Community Services, Health & Education	1,726	2,075	3.74
Finance, Banking and Insurance	200	255	0.46
Food Processing	66	69	0.12
TCF and Furnishings	752	892	1.61
Communications	185	210	0.38
Engineering and Mining	1,539	1,932	3.48
Primary Industry	1,608	1,941	3.49
Process Manufacturing	0	0	0.00
Sales and Personal Services	3,579	4,967	8.94
Tourism and Hospitality	12,923	17,980	32.36
Transport and Storage	183	215	0.39
Utilities	487	560	1.01
Category B			
Business and Clerical	5,521	7,434	13.38
Computing	7,246	9,818	17.67
Science, Technical and Other	0	0	0.00
Category C			
General Education and Training	0	0	0.00
Not Classified	0	0	0.00
TOTAL	41,387	55,555	100.00

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

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

TAFE-Delivered Vocational Education and Training Courses

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

Review of Secondary Education Provision across Inner Sydney

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

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

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

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

- ◆ establishment of a multi-campus college incorporating junior campuses at Balmain and Leichhardt and a senior campus at Glebe
- ◆ amalgamation of Dover Heights and Vaucluse High Schools as a single secondary school on the Dover Heights High School site

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

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

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



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

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

School, TAFE, University and Other Educational Links

Multi-Campus Education Colleges

The Government is committed to ensuring that senior students in multi-campus education environments have access to an expanded and more flexible curriculum including TAFE and university courses as well as state-of-the-art facilities and a teaching staff which combines the experience and expertise of schools, colleges and universities.

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

Nirimba Education Precinct

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

Dubbo College

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

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

Callaghan College (Western Newcastle)

The establishment of Callaghan College was announced in 2000. The Jesmond Campus of Callaghan College, which caters for Years 11 to 12, is located adjacent to the University of Newcastle and was known formerly as the Jesmond University High

School. Other campuses of the college are Wallsend and Waratah Technology, which cater for students in Years 7 to 10.

Links with the University of Newcastle and TAFE NSW – Hunter Institute mean that students access post-secondary courses while at school. It is anticipated that the college will eventually offer up to 100 subjects, including pathways to TAFE and university.

Georges River College

In 1999, the NSW Cabinet initiated a review of the provision of education and training in the southern Sydney (St George) area, following a request from the University of New South Wales to dispose of its St George Campus at Oatley. The review recommended that the St George Campus be retained for use as a public education and training facility and that a multi-campus education and training precinct be established on the site.

Georges River College consists of Oatley Campus for Years 11 to 12, Penshurst Girls Campus for girls in Years 7 to 10, Hurstville Boys Campus for boys in Years 7 to 10 and Peakhurst Campus for Years 7 to 10 which is co-educational.

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

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

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

Chifley College

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

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

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

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

Great Lakes College (Forster/Tuncurry)

In March 1999, it was announced that a new secondary education facility would be built for the Forster/Tuncurry community. A local steering committee of school, TAFE, parent and community representatives was formed to make recommendations regarding the type of education facility to be provided. Extensive community consultation occurred and the committee recommended that a multi-campus school be established consisting of new campuses for Years 7 to 10 and Years 11 and 12 which are co-located with a TAFE campus at Tuncurry.

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

Sydney Secondary College

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

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

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

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

Northern Beaches Secondary College

Six schools in the Northern Beaches area will be consolidated to form the Northern Beaches Secondary College. The plan will be implemented in 2003, when a senior campus for Years 11 and 12 will be created from students currently enrolled at Beacon Hill and Freshwater High Schools. The other campuses will include a boys' campus (Balgowlah Boys), a girls' campus (Mackellar Girls), a selective entry campus (Manly) and a co-educational campus with a skills centre (Cromer). Each campus will have its own principal, with a separate college principal responsible for coordinating the entire college.

The Freshwater Campus of the Northern Beaches Secondary College will provide a range of specialist courses focusing on business studies and information technology.

A new TAFE Business Management and Information and Communication Technology Centre, operated by TAFE NSW – Northern Sydney Institute, and a new study centre for the University of Technology, Sydney will be located on the Freshwater Campus.

It is anticipated that the Northern Beaches Secondary College will be fully operational by 2004.

Colleges Under Development

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

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

Other Joint Educational Precincts and Networks

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

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

- ◆ Western Institute was involved in negotiations to establish an Educational and Health Precinct with Charles Sturt University, the Dubbo College Senior Campus, Lourdes Hospital, and the Base Hospital in Dubbo. The positive cooperative working relationship between Western Institute, Charles Sturt University and Dubbo College Senior Campus led to the joint use of facilities and teaching staff, and the development of articulation pathways in areas such as nursing, information technology and business (through a TVET provision model).

1.4 Promoting Teacher Professionalism and Workplace Flexibility

Better Teaching-Better Teachers

The NSW Government is committed to ensuring NSW public schools have the highest quality teachers and the highest teaching standards. The Government's Quality Teaching Plan, *Better Teaching-Better Teachers* provides support for teachers at all stages of their careers. A well-trained and strongly supported teaching workforce is a key factor in providing students with the highest standard of educational opportunities and outcomes. The development of a highly motivated, competent and professional workforce is central to improving the quality of learning and teaching in every classroom and to raising the standards and achievements in every school. Major strategies under the *Better Teaching-Better Teachers* program are outlined below.

Teacher Education Review

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

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

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

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

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

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

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

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

- ◆ knowledge and understanding of discipline and subject content
- ◆ the skills needed to communicate essential knowledge and concepts to students, including the ability to make learning the core of what happens in the classroom

- ◆ knowledge of how students from diverse backgrounds develop and learn
- ◆ skills in assessing and reporting on students' learning
- ◆ the ability to engage and collaborate with peers, parents and members of the community to support learning
- ◆ the capacity to evaluate and reflect on the learning that is occurring
- ◆ the capacity for leadership in the classroom, among peers and in the community.

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

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

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

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

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

Teacher Recruitment and Incentive Programs

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

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

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

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

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

Aboriginal Recruitment Programs

A key strategy to attract Aboriginal teachers to schools is the Aboriginal and Torres Strait Islander Employment Program which provides for up to 30 Aboriginal and Torres Strait Islander teacher employment applicants to be given priority for appointment to schools across the State each year. During 2001, 22 Aboriginal teachers were employed under this program. From 2002, the number of Aboriginal teachers employed will increase to 50.

In 2001, the Department promoted teaching as a career to Aboriginal staff in both schools and institutes. Two cohorts totalling 27 Aboriginal staff (from the schools

and TAFE sectors) continued to be sponsored to train as secondary teachers by undertaking the Bachelor of Education (Secondary) Indigenous Studies program through the Australian Catholic University. Graduates of this program will be appointed to government schools from 2003.

Recruitment Strategies for Rural and Isolated Schools

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

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

During 2001, a total of 219 classroom teachers, executive staff and principals accepted an incentive transfer under the incentives scheme.

The *Rural School Leadership Plan*, which was introduced in 1977, offers additional incentives to attract principals to some isolated and rural schools. Incentives under this scheme include additional salary loading, motor vehicle and rental costs and flexible working conditions. During 2001, there were a total of 11 schools on the plan and three new principals were appointed to lead schools under the plan.

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

Teacher Supply and Demand

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

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

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

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

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

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

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

- ◆ Appointing casual relief teachers to schools, which had difficulties employing casual teachers, in order to provide short term relief.

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

Under-Performing Teachers

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

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

Developing Accomplished Teaching

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Support for Numeracy Training Programs

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

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

Beginning Teacher Development

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

The Certificate in Mentoring Teacher Development was designed, delivered and awarded in association with all NSW universities. The certificate program is accredited to 50 per cent of a Masters Degree. A semester length subject, Beginning Teacher Development, was offered online by the Department. A total of 118 teachers and executive staff from 20 districts where there were high numbers of beginning teachers were accepted into the Certificate in Mentoring Teacher Development at a cost of \$165,000.

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

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

Programs Supporting Individual Development

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

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

Teacher Retraining and Workforce Planning

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

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

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

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

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

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

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

School Leadership Development Programs

Evidence from school effectiveness and improvement research shows that the overall quality of student learning in a school is linked to the quality of school leadership. For 2001, the Department implemented a range of programs as part of the School Leadership Strategy to prepare, induct and support school leaders.

School Leadership Preparation Program

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

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

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

Head Teacher Development Project

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

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

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

Induction for Executives

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

Induction for Newly-Appointed Principals

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

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

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

Team Leadership Course

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

Executive and Management Development

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

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

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

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

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

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

School Administrative and Support Staff

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

- ◆ Enabling SASS to undertake the Certificate of Administrative Leadership in which participants acquire skills, knowledge and understanding to improve leadership and management practices. A total of 75 SASS participated in the program, through face-to-face or distance delivery, at a cost of \$9,000.

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

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

Participation in National and International Conferences

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

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

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

Outstanding Teacher Performance

Quality Teaching Awards

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

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

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

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

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

Spotlight on Teachers' Achievements

Noella Mackenzie, Albury District Office

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

Lyn Howie, Lismore District Office

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

Leesa Merifield, Brandbury Public School

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

Robert Schouten, Port Macquarie Public School

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

Steven Bennett, Henry Kendall High School

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

James Browning, Kelso High School

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

Daphne Gonzalez, Sydney Secondary Distance Education Centre

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

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

Rodney Morrison, Carringbah High School

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

Jeanette Rothapfel, Maitland High School

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

National Excellence in Teaching Awards

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

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

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

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

1.5 Providing a Safe, Secure and Disciplined Environment for Learning

Learning Respect and Responsibility in Schools

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

Civics and Citizenship Education

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

Discovering Democracy

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

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

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

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

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

Celebrating Democracy Week

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

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

International Civics and Citizenship Education Programs

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

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

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

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

Schools Constitutional Conventions Program

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

Civics Benchmarking Project

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

Student Representative Councils

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

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

Student Leadership Forums

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

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

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

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

State SRC Conference 2001

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

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

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

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

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

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

Student Leadership is for Koori Kids Program

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

Student Leadership Framework for Primary Schools

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

Student Discipline and Behaviour Management Programs

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

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

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

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

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

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

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

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

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

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

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

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

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

Student Suspensions

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

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

State Rate of Suspensions per Thousand Students, 1997-2001

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

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

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

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

Annual Rate per Thousand of Suspensions by School District, 2001

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

Improving School Attendance

Students between the ages of six and 15 are legally required to attend school. The NSW Government has embarked on a variety of measures to improve the levels of student attendance in NSW government schools in collaboration with the NSW Police, other agencies and businesses, parents and school communities.

District and School Attendance Action Plans

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

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

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

Operation Roll Call

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

Attendance Rates as Percentages by District and Scholastic Year Groups*, 2001												
	Primary			Secondary 7-10			Secondary 11-12			District Average		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Albury	93.5	93.6	93.6	90.0	90.2	90.1	90.2	92.0	91.0	92.0	92.4	92.2
Armidale	92.8	92.5	92.6	89.1	88.5	88.8	87.7	88.8	88.2	91.0	90.9	90.9
Bankstown	94.5	94.8	94.7	90.0	88.7	89.4	90.5	89.7	90.2	92.9	93.1	93.0
Batemans Bay	93.1	92.9	93.0	88.5	88.9	88.7	90.3	90.4	90.4	91.4	91.4	91.4
Bathurst	92.9	92.9	92.9	89.3	89.5	89.4	89.0	89.7	89.3	91.5	91.6	91.5
Blacktown	94.0	94.3	94.2	88.7	88.6	88.6	88.4	89.3	88.8	92.1	92.5	92.3
Bondi	94.2	94.4	94.3	89.3	89.6	89.5	88.4	88.3	88.3	92.2	92.3	92.2
Broken Hill	91.1	91.1	91.1	87.5	87.4	87.4	88.9	90.6	89.7	89.7	89.9	89.8
Campbelltown	93.5	93.6	93.5	88.5	88.1	88.3	89.5	89.6	89.6	91.8	91.8	91.8
Central Coast	93.9	93.9	93.9	89.1	89.6	89.4	89.9	90.7	90.2	92.1	92.3	92.2
Clarence/Coffs Harbour	92.8	93.0	92.9	88.1	87.9	88.0	88.4	88.5	88.4	90.8	90.8	90.8
Deniliquin	93.5	93.4	93.4	90.4	90.2	90.3	91.6	91.5	91.5	92.5	92.3	92.4
Dubbo	92.2	92.0	92.1	87.9	87.7	87.8	90.4	91.0	90.6	90.7	90.6	90.7
Fairfield	94.4	94.4	94.4	91.6	91.7	91.6	90.8	91.3	91.0	93.1	93.2	93.2
Granville	94.5	94.4	94.4	90.5	89.3	89.9	89.6	88.1	88.9	92.9	92.6	92.8
Griffith	93.6	93.2	93.4	90.1	89.5	89.8	91.6	91.6	91.6	92.3	91.8	92.1
Hornsby	95.6	95.6	95.6	92.6	93.1	92.9	91.3	92.1	91.7	94.1	94.4	94.3
Lake Macquarie	93.8	93.8	93.8	88.9	88.6	88.7	89.6	90.3	90.0	92.0	92.1	92.1
Lismore	93.0	93.0	93.0	88.5	88.8	88.7	88.9	89.2	89.1	91.2	91.4	91.3
Liverpool	93.5	93.5	93.5	89.2	89.4	89.3	88.8	90.3	89.5	91.8	92.1	92.0
Maitland	93.8	93.8	93.8	89.5	89.7	89.6	90.6	90.8	90.7	92.3	92.4	92.3
Moree	89.8	89.7	89.7	85.6	84.7	85.2	86.9	88.7	87.7	88.4	88.5	88.5
Mount Druitt	92.7	92.8	92.7	86.0	86.7	86.3	89.6	89.5	89.6	90.7	91.0	90.8
Newcastle	94.2	94.3	94.2	90.1	90.4	90.2	89.9	90.2	90.1	92.3	92.5	92.4
Northern Beaches	95.0	95.2	95.1	91.2	91.0	91.1	90.3	91.1	90.7	93.6	93.9	93.7
Orange	93.1	92.8	92.9	88.9	88.7	88.8	89.4	91.2	90.2	91.5	91.6	91.5
Parramatta	94.7	94.8	94.7	91.2	90.9	91.0	90.2	91.1	90.7	93.0	93.2	93.1
Penrith	93.8	93.8	93.8	89.0	89.3	89.2	88.8	88.7	88.8	91.9	92.0	91.9
Port Jackson	94.1	94.1	94.1	89.3	89.2	89.3	89.0	89.1	89.0	92.5	92.5	92.5
Port Macquarie	92.5	92.3	92.4	87.9	87.5	87.7	89.0	89.1	89.0	90.8	90.6	90.7
Queanbeyan	93.6	93.3	93.5	89.3	89.0	89.2	89.2	89.7	89.5	92.2	92.0	92.1
Ryde	95.5	95.6	95.5	92.2	91.6	91.9	91.7	90.0	90.8	94.3	94.1	94.2
Shellharbour	93.6	93.8	93.7	89.6	89.4	89.5	89.5	89.8	89.6	92.0	92.2	92.1
St George	94.5	94.5	94.5	90.2	90.9	90.6	90.5	90.8	90.7	92.6	92.9	92.8
Sutherland	95.0	95.0	95.0	90.7	91.0	90.8	90.7	91.9	91.3	93.1	93.3	93.2
Tamworth	93.7	93.5	93.6	89.2	89.6	89.4	89.0	91.3	90.1	91.9	92.1	92.0
Taree	93.5	93.3	93.4	89.2	88.7	88.9	89.8	90.5	90.1	91.8	91.6	91.7
Tweed / Ballina	92.6	92.7	92.7	87.9	86.6	87.2	88.2	88.0	88.1	90.7	90.4	90.5
Wagga Wagga	93.8	93.7	93.7	90.1	89.4	89.7	89.7	90.4	90.0	92.3	92.1	92.2
Wollongong	93.8	94.0	93.9	89.2	88.7	88.9	87.2	89.2	88.2	91.7	92.0	91.8
All Districts	93.9	93.9	93.9	89.5	89.5	89.5	89.7	90.2	89.9	92.2	92.3	92.2

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

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

Student Attendance Rates

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

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

Fighting Drugs

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

Drug Education Programs

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

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

- ◆ *A critical review and analysis: Cannabis education in schools*, a report prepared by the National Drug Research Institute at Curtin University of Technology, was distributed to secondary schools to advise teachers about prevention programs that are likely to produce the best results in the Australian context. A summary brochure, prepared

by the Department, provided additional information for teachers to assist them to implement effective education initiatives related to cannabis and other drugs.

- ◆ *Young cannabis users attitudes and beliefs about cannabis and school education*, a report prepared by the National Drug and Alcohol Research Centre at the University of New South Wales, was made available to secondary schools. This report highlights the importance of acknowledging and addressing young peoples' beliefs, attitudes and experiences when developing cannabis education in schools and confirms that young people value schools as a credible source of information about drugs.
- ◆ Multiple copies of a pamphlet called *Marijuana: Information for students*, was distributed to all high schools. The pamphlet provides accurate information about cannabis, its effects and the harm it can cause, where to get help at school and further information. It includes the legal and social consequences of cannabis use and the consequences of being found at school with cannabis.



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

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

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

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

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

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

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

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

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

Gateways Program

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

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

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

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

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

Protecting Our Children

The NSW Government is committed to protecting children and young people including those in schools, TAFE institutes and other educational settings. Its comprehensive plan includes making sure that students in government schools from Kindergarten to Year 10 participate in child protection education; providing increased training support for teachers, executive staff and principals in child protection policy and implementation; and advising parents about how their child's school is teaching students about child protection.

Revised procedures, called Protecting and supporting children and young people, were introduced in December 2000 to coincide with the proclamation of

the *Children and Young Persons (Care and Protection) Act 1998*. All education and training staff are now required to report any concerns about the risk of harm to children and young people. The Department has strict requirements in place:

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

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

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

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

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

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

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

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

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

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

Other Initiatives to Provide a Safe Environment for Learning

Road Safety Education Program

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

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

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

Water Safety Programs

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

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

Occupational Health and Safety

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

Refugee Resettlement Project

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

Animal Care in Schools

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

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

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

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

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

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

School Self-evaluation and Annual Reporting

The Department's main way of monitoring and improving school effectiveness is the requirement for each school to undertake a rigorous self-evaluation process and to report the outcomes of that self-evaluation to parents in school annual reports. The self-evaluation process is led by the principal and includes a committee comprising staff, parents and, in the case of many secondary schools, student representatives.

The committee analyses student performance data drawn from internal assessments and external tests, including school/State comparisons and trend data. The committee is also required to evaluate specified school programs and management practices and to report on a number of aspects of the school's achievements as well as its progress in relation to the previous year's improvement targets. School improvement targets for the following year are endorsed by the district superintendent and used for district planning.

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

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

Annual School Reports

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

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

The 2001 annual school reports for secondary and central schools will be distributed in May 2002. They will contain a detailed analysis of results from the 2001 HSC and School Certificate as well as results of schools' evaluations of major programs and management areas.

Performance Monitoring

The main survey instruments used by schools in their self-evaluation process were the Quality of School Life (QSL) and SchoolMap. The Department supported schools in the use and interpretation of these instruments through training, software and data analysis.

Quality of School Life Survey

The QSL survey instrument was developed by the Australian Council for Educational Research and has been introduced to NSW schools in recognition of the important influence of the affective and social dimensions of learning. The same scale is used successfully with primary and secondary students, with minor variations for primary students. The scale has eight subscales – general satisfaction, teacher/student relationships, student self-esteem, identity, the relevance of schooling, sense of achievement, sense of adventure and negative affect.

Quality of School Life Survey

During 2001, Quality of School Life data were collected from 95 primary schools and 64 secondary schools. This involved 12,146 primary students and 32,412 secondary students. Departmental staff assisted schools with their analysis of survey results and provided a comprehensive report package. Schools used the survey findings to inform school planning and as part of their annual school reports.

The major findings of the Quality of School Life student survey conducted in schools across the State in 2001 were:

- ◆ An overall affirmative view about school life including general satisfaction at school, a strong sense of achievement, a positive sense of adventure in learning, confirmation of the relevance of schooling and positive student-teacher relationships. The majority of students also gave positive ratings in relation to their status, self-esteem and social integration.

- ◆ In general, students in primary schools were more positive about aspects of school life than students in secondary school. The pattern of results correlates with findings in research literature on adolescence.
- ◆ There were few differences in responses from male and female students in the secondary years of schooling. However, there were significant differences in the primary years. Male primary students were less positive about their experiences of school life during this time. This finding has implications for boys' education strategies, particularly in primary schools.

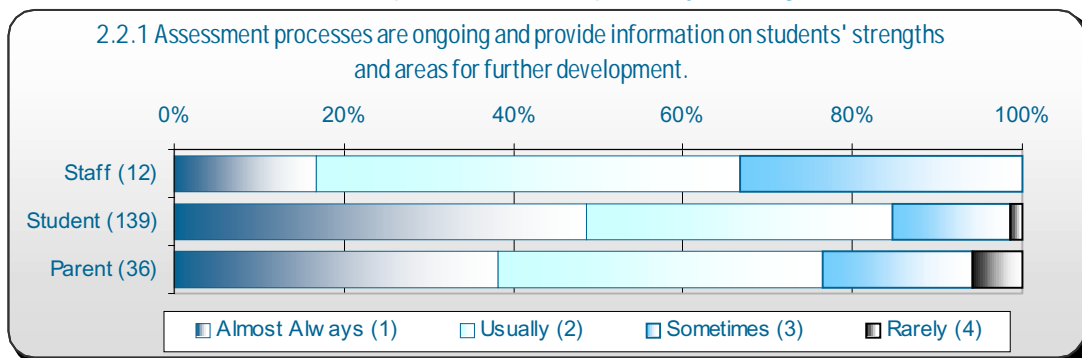
SchoolMap

SchoolMap is comprised of 18 survey instruments designed for use by schools in gathering attitudinal data from students, parents and staff about six key aspects of school operations: teaching, learning, leadership, management, planning and culture. A series of best practice statements refined from international literature on school effectiveness and improvement underpin each survey.

Rather than acting as a traditional norm-based survey, the purpose of SchoolMap is to encourage reflection among different groups in a school's community on the current and desired state of a school in relation to aspects of best practice. The figure below is an example of the analysis of the results for staff, students and parents in relation to the best practice statement on assessment.

SchoolMap findings are frequently included in schools' annual reports. They are used to support rigorous self-evaluation and they provide evidence of a heightened interest in good management practice and efficient educational provision.

An Example of SchoolMap Survey Findings



School Development Policy

Under the School Development Policy, schools that require support to review and improve programs or aspects of their management are identified. The policy specifies three significant forms of intervention to ensure support and improvement: education support teams, program reviews, and management reviews. During the year, training in review methodology was provided for all Chief Education Officers (School Improvement) as well as over 300 principals, deputy/assistant principals, head teachers, teachers, parents and State office personnel.

In 2001, 37 education support teams visited schools to work with them to recognise and further develop programs which operate in the schools.

The number of program reviews conducted in NSW public schools increased from 25 in 2000 to 67 in 2001. These reviews targeted schools with programs identified as in need of improvement. Each school reviewed received a comprehensive report consisting of findings, recommendations and strategies to assist with program improvement.

The Department conducts management reviews where there is substantial evidence of significant dysfunction in the operation of a school. During 2001, two management reviews were conducted and reports were provided to the schools. Significant support was also provided to these schools following the reviews, to assist with the implementation of the recommendations to improve their overall management.

Follow-up Review of the School Accountability and Improvement Model

During the reporting period, the Audit Office of New South Wales conducted a follow-up review of the 1999 performance audit of the school accountability and improvement model. The purpose of the follow-up was to examine the extent to which the accepted recommendations had been implemented.

The Department has accepted all of the 1999 audit recommendations. In 2001, the Audit Office found that the Department had implemented all but one of the recommendations from the 1999 audit. The recommendations implemented by the Department included those relating to the quality of annual school reports, school reviews and support for schools. Each district now has a Chief Education Officer (School Improvement), the number of program reviews has increased and a new reporting template has been

developed. The final recommendation, which concerns the role of principals in managing resources, will be considered in the context of the Teacher Education Review.

School Report Packages

Reports on Statewide Testing Programs in Literacy and Numeracy

The Department provides detailed reports to schools and parents on the achievements of government students in all statewide testing programs. Reports are provided on the Basic Skills Test (BST), the Primary Writing Assessment (PWA), the English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP).

Each of the testing programs provides reports for parents about the performance of their child. The reports include:

- ◆ easy-to-interpret illustrations summarising a child's achievement on the test in comparison with the whole of the test population
- ◆ the skill band (BST, PWA) or achievement level (ELLA, SNAP) to which the child's overall mark corresponds
- ◆ detailed comments highlighting the child's specific achievements in various components within the test
- ◆ general statements about the purpose and scope of the assessment.

Secondary Assessment Practices and Reporting

The Department continued to provide advice to secondary schools, particularly in relation to implementing a standards-referenced approach to teaching, learning, assessment and reporting in schools. The Department conducted a number of workshops across the State to assist schools to address current issues in Stage 6 assessment and provided advice and guidance around the development of structures to report individual students' achievements.

The Department is developing a video and workshop package on consistency of teacher judgement for use in 2002. It aims to provide secondary schools with advice and guidance on a whole-school approach to ensure consistency in teachers' practice and in school procedures to monitor and report students' progress and achievement.

Improving Communication with Parents and the Community

Priority Schools Funding Program

The Priority Schools Funding Program funded 14 district-based community development officers to work with school communities to improve communication between priority schools and their parents and community members. Successful programs included parent workshops on literacy, numeracy and syllabus requirements. About 800 parents attended these workshops. As a result, the parents assisted priority schools to improve their children's homework and acquired a better understanding of school assessment practices.

Local planning and evaluation network meetings of priority schools were attended by 400 parents and community members. These meetings led to better understanding of program and district priorities and more strategic use of available resources.

Multicultural Programs

In 2001, the Department provided funding of \$35,000 for projects to strengthen links between schools and community members and to support the participation of parents from language backgrounds other than English in 120 targeted schools. Initiatives undertaken during the year included information meetings and workshops for parents, orientation programs, school open days and community meetings focusing on a range of topics such as the HSC, vocational education and training and alternative pathways, Kindergarten and secondary school orientation, cross-cultural communication, culture and disability, drug education; and literacy and numeracy.

Community Information Officers (Non-English Speaking Background) play a major role in strengthening communication between the Department and culturally and linguistically diverse communities. These officers are based in districts to support schools to enhance links with parents and community members from language backgrounds other than English. They provide information to, and consult with, ethnic communities and community agencies, and work as part of school district student services and equity teams. In 2001, 20 community information officers (17.2 full-time equivalent positions) were located in 14 school districts, both metropolitan and non-metropolitan, and worked across 34 districts.

Improving Performance Measurement

Statewide Performance Measurement Framework

The Department has developed a performance measurement framework for public schooling that will enhance performance monitoring and enable consistent, comprehensive and meaningful performance reporting. *NSW Public Schools: Strategic Directions 2002-2004* sets out the key priorities for the Department and includes a set of measures that will enable the assessment of progress in meeting the Department's strategic objectives for the NSW public school system.

Development of State and National Benchmarks

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

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

- ◆ *Key performance measures:* to develop and oversee the implementation of contextually appropriate high quality national key performance measures in the priority areas of the *National Goals for Schooling* identified by Ministers (literacy, numeracy, the participation and attainment of young people, vocational education and training in schools, science, information and communications technology, civics and citizenship education and enterprise education) and any other areas agreed by Ministers; and to provide advice to Ministers in relation to national targets.

- ◆ *Nationally consistent definitions:* to develop and oversee implementation of agreed definitions for the purposes of national data collection and reporting in respect of student sex, socio-economic status, language background, indigenous status, geolocation and disability; and in relation to any other matters directed by Ministers; consistent wherever possible with those definitions promulgated by the Australian Bureau of Statistics as national standards.
- ◆ *Data collection, consistency and benchmarking:* to develop, implement and oversee rigorous processes and structures based on educational measurement expertise which will enable the collection, production, storage, dissemination, quality assurance and reporting of national data on schooling; to maintain and develop data collections including the National Schools Statistics Collection; and to advance the establishment and implementation of national performance benchmarks.
- ◆ *Reporting:* to publish the annual national report to a high standard, in a timely manner and in a form readily accessible to users and based on ethical principles and protocols for reporting nationally comparable data on schooling; and to provide advice to Ministers on improved public reporting of schooling outcomes.