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LETTER OF SUBMISSION TO THE MINISTER

The Hon J Watkins MP
Minister for Education and Training
Parliament House
SYDNEY NSW 2000

Dear Minister,

It is with pleasure that I submit the annual report of the NSW Department of Education and Training for the year ending 31 December 2001. The report has been prepared in accordance with the requirements of the *Annual Reports (Departments) Act 1985* and the *Public Finance and Audit Act 1983* and regulations under those Acts, and it is submitted to you for presentation to the NSW Parliament.

This report contains details of the Department's performance in implementing strategic initiatives in NSW public schools, TAFE NSW, vocational education and training, adult and community education, adult migrant English services, higher education and the National Art School. It also contains the Department's audited financial statements for the year ended 30 June 2001.

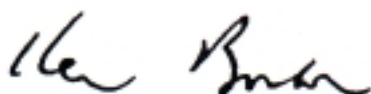
The Department's major accomplishments during the reporting period included its successful expansion of the *State Literacy and Numeracy Plan*; the implementation of strategic programs and policies to ensure NSW public schools have the highest quality teachers and the highest teaching standards; improvements to the physical appearance of public schools, the upgrading of school facilities and the completion of five new schools in growth areas of New South Wales; the provision of up-to-date technology in schools to ensure that students are at the forefront of learning; the implementation of enhanced welfare and behaviour management programs; and the creation of further opportunities for students to study vocational education and training courses while at school, and the consolidation of strategies that are improving the employability of students.

In 2001, TAFE NSW made great progress in implementing flexible delivery initiatives, including the provision of short courses and modules tailored to meet specific industry and employee needs. Demand for TAFE NSW services has continued to grow and TAFE Online has significantly enhanced the organisation's capacity to deliver online courses. TAFE Global in its first year of operation confirmed its value to TAFE NSW by winning 35 new major contracts.

During the year, the Department ensured that the knowledge and skills required by industry, our society and the NSW economy were delivered. Particular attention was directed to the quality of vocational programs provided in schools and colleges. By the end of the year, close to 1,000 NSW training organisations had been assessed for compliance against the standards in the Australian Recognition Framework.

In 2002 and beyond, the Department will continue to build on its achievements and to focus on positioning NSW public schools and TAFE NSW as the leading education and training providers in the State and across the nation.

Yours sincerely,



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

DIRECTOR-GENERAL'S FOREWORD

For more than 150 years public education has played a vital role in the processes of community and nation building. The challenge of the global era brings with it new educational tools and opportunities. The context of public education and training is changing. We are now operating in a highly competitive environment. In order to maintain leadership in education and training provision we must continue our commitment to quality, responsiveness and the development of the professional skills and capabilities of all staff, as well as maintaining strong alliances with parents, carers, industry and the community.

One of the priorities of the NSW Department of Education and Training is to enhance community confidence in public education. I believe that there is a need to reassert the traditional ideals and principles upon which public education in New South Wales was founded. At the same time, we must recognise that the nature of schooling has to change if we are to meet the needs of different types of learners and the demands of the knowledge-based economy.

The commitment and professionalism of all staff have been vital to the delivery of high quality education. Our teachers set examples through their personal interactions with children and young people. Not only do they deliver the highest quality teaching and learning, they teach young people ways of handling the conflicts and uncertainties of everyday teenage life through the school curriculum and programs such as peer mediation. Quality teachers are critical to ensuring the continued engagement of Australia's young people in schooling until their Higher School Certificate (HSC), and to delivering continued improvements in students' literacy and numeracy in cities and in the bush.

During the course of this reporting year, I had the opportunity to travel throughout the State and meet teachers and support staff in our schools and TAFE institutes. Teachers indicated to me that they appreciate discussions that take place in schools and colleges on issues that impact on the core business of teaching and learning.

In order to ensure that senior officers know about the grassroots issues faced by teachers and support staff in schools and colleges across the State, the Board of Management took the decision in 2001 to expand significantly the Return to School/TAFE program. The close involvement of all senior officers in day-to-day school and college activities will improve their capacity to respond to issues as they arise.

In 2001, the Department launched the discussion paper, *The Values of NSW Public Schools*, which builds on discussions among public school teachers, students, parents and carers about the values which bring us together. The discussion paper attempts to define the values which public school teachers individually and collectively foster in their students. It replaced the decade-old document, *The Values We Teach*.

The Values of NSW Public Schools will support teachers' efforts to spell out the distinctive advantages of inclusive public schools for the personal and social development of students. The document will also help schools to promote to the wider NSW community the common values which public school teachers develop in students - through the curriculum, through their guidance of the students in their care, and through students' learning experiences in all dimensions of school life, from the playground and sports field to the stage.

The Department is committed to strengthening the capacity of public schools to deliver a broad and high quality curriculum, and ensuring that public school students achieve world-class standards. For senior secondary school students, this has been made possible through the New HSC.

During the year, the Department continued to implement the NSW Government's \$106 million *State Literacy and Numeracy Plan* in schools. This plan is improving the literacy and numeracy skills of primary and secondary school students. Results in the 2001 tests showed that the literacy and numeracy achievements of students in NSW government schools continue to be among the best in Australia, with marked improvement by the lowest achieving students. These results confirm the effectiveness of the strategies put in place under the plan.

In 2001, the first cohort of students sat the New HSC, with over 35,000 students in government schools being awarded the HSC. More than 94 per cent of government students in the English standard course and 92 per cent of government students in the general mathematics course exceeded the minimum standards and achieved a mark of 50 or more.

Today education needs to provide pathways for young people into further education or employment by creating strong links between the completion of secondary school and successful lifetime participation in the labour market. During 2001, schools delivered

DIRECTOR-GENERAL'S FOREWORD

vocational education and training (VET) courses to more than 40,000 students in government schools. As part of the NSW Government's *Ready for Work Plan*, \$21.5 million is being provided over the next four years for individual school to work plans for students in Years 9 to 12 to help them guide their study and career paths.

In the last ten years, vocational courses have become increasingly popular with students in Years 11 and 12 as they seek to commence training for their career while still at school. In 2001, around 34 per cent of the HSC candidature was enrolled in at least one VET course and the first cohort of students undertaking new VET industry curriculum courses in the HSC completed their studies. Almost 9,000 young people in NSW public schools elected to undertake an optional HSC examination in a VET course.

As we move into the global information age, the demands on schools and the needs of students are changing. This year saw the start of a new era in classroom technology, with more than \$555 million being allocated over the next four years to fund technology initiatives such as the supply of computers and the training of teachers. The Department is also working to expand internet services to carry individual email addresses for teachers and students. These e-learning accounts will give teachers and students access to information and resources from across the world, a move that will ultimately revolutionise how students learn.

During the year, significant progress was made with improvements to school infrastructure – improvements which will enhance the attractiveness of public schools for students, parents, carers, teachers and the community. In 2001, the Department undertook a major program of improvements to school facilities through an allocation of almost \$258 million for capital works, an increase of 45 per cent on last year.

Major capital works were completed in 24 schools including six new schools. An additional 46 new building projects were initiated in 2001/2002. A further \$257 million will be spent on hundreds of improvements to older schools, as they are brought up to a new standard, as well as on other minor works and air-conditioning programs.

During the year, demand for TAFE NSW services and products continued to grow. Total enrolments in TAFE NSW grew by almost 19 per cent between 1997 and 2001, rising from 424,450 up to 504,496. In 2001, TAFE NSW delivered over 99 million student contact hours, an increase of 14 percent since 1997.

To support this growth more than \$1.2 billion was committed to TAFE NSW for the 2001/2002 financial year. More than \$18 million is being provided over four years for the expansion of TAFE NSW scholarships and to target students at risk, particularly, to increase their access to vocational education and training.

TAFE NSW continued to provide the majority of publicly-funded VET in New South Wales. TAFE institutes responded to the skill needs of industry, the community and individuals by providing a broad range of VET courses and delivering them in a variety of ways, including face-to-face and flexible delivery modes such as online delivery. TAFE training now takes place at times and in locations to suit the needs of industry, the community and individuals. In addition to studying at a TAFE college, people can now study at home, in the workplace, in community venues and through TAFE access centres.

During the reporting period, the number of articulation and credit transfer arrangements available to students in all education sectors was increased. This enabled young people and adults to have a smooth transition from school to TAFE NSW, and from TAFE to further education and training (at university or with other education and training providers) and to employment or career advancement.

Business arrangements continued to be established and consolidated in national and international markets. TAFE NSW competed successfully with other training providers to develop a wide range of new business opportunities. TAFE GLOBAL commenced operations on 1 January 2001. It primarily concentrated on refocusing the range of training programs offered in national and international markets and during its first year of operation, 35 new contracts were signed in countries including China, Hong Kong, Korea and South Africa. Over \$5 million of revenue was generated. A notable achievement of TAFE GLOBAL was winning a \$2 million contract with Greece to assist with the development of training programs for the 2004 Athens Olympic and Paralympic Games.

During the past 20 years, the industrial landscape in New South Wales and the skill needs of the economy have changed dramatically. The development of a more open and global economy has been accompanied by advances in technology. One of the challenges has been finding the right balance between demand and supply in relation to ensuring that the NSW workforce has the skills that will increase economic prosperity and enhance social well being. During the reporting year,

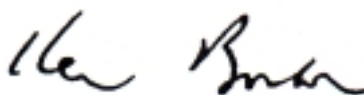
DIRECTOR-GENERAL'S FOREWORD

the Department funded a broad range of innovative training programs to help address industry training needs in New South Wales.

A comprehensive review of the legislation governing the NSW apprenticeship and traineeship system was undertaken in order to provide more flexible training arrangements better suited to the changing needs of the economy and the community, to simplify and streamline the administration of apprenticeships and traineeships, and to ensure the quality of training outcomes. Since 1997, NSW apprenticeship and traineeship commencements have grown by nearly 137 per cent.

Substantial inroads were made over the past year in preparing for the challenges that lie ahead. The Department of Education and Training is fortunate to have a highly innovative, skilled and committed workforce. Over the past year all staff have contributed to the achievement of best practice in providing and supporting publicly-funded education and training across the State.

I have no doubt that together we can build an even stronger and more effective education and training system in New South Wales. It is a pleasure to take this opportunity to express my thanks to teachers and all staff, and parents and carers, as well as to business, industry and the community for their dedication and tireless efforts in working together to provide the best public education and training in the nation.



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



Auburn West Public School is successfully linking the use of computer-based technologies to syllabus outcomes.

ABOUT THE NSW DEPARTMENT OF EDUCATION AND TRAINING

The NSW Department of Education and Training delivers high quality education and training services from early childhood education through to post-compulsory education and training. In doing so, the Department meets the learning needs of children, young people and adults, and addresses industry and community training needs throughout the State. The NSW public education and training system provides:

- ◆ pre-school education
- ◆ the compulsory years of schooling (from Kindergarten to Year 10)
- ◆ senior secondary education (Years 11 and 12), which lead to the award of the NSW Higher School Certificate (HSC)
- ◆ TAFE NSW courses
- ◆ adult and community education courses
- ◆ adult migrant English programs
- ◆ post-secondary art courses.

The Department coordinates all public education and training services in New South Wales, provides advice to the NSW Government on higher education, and strongly promotes lifelong learning. It aims to provide students with a smooth transition from school to work or further study, and from post-compulsory education and training to work or further study.

NSW Public Schools

The Department provides high quality education for around 70 per cent of all school students in New South Wales at more than 2,200 locations throughout the State. More than 750,000 students from a diverse range of backgrounds attend NSW government schools, including pre-schools, primary schools, central schools, high schools, colleges and specialist schools.

The key priority of public schools is to provide children and young people with the foundations for lifelong learning so that they become literate, numerate, well-educated citizens with the capabilities and confidence to make a positive contribution to our society. Public schools deliver a curriculum that meets students' needs and aspirations, is relevant to today's world and is responsive to community expectations.

Public schools continue to maintain and value close relationships with parents, caregivers and local communities; and, at the same time, to create new partnerships with local businesses and industry. These are powerful partnerships that assist the Department in the education of students and the management of schools.

The Department has established multi-campus colleges to promote cooperative ventures and partnerships among schools and other education providers, particularly with TAFE NSW and universities, in order to broaden curriculum provision in schools and to use resources more effectively.

TAFE NSW

The NSW Technical and Further Education (TAFE) Commission, known as TAFE NSW, is the largest provider of vocational education and training (VET) in Australia. More than 500,000 students enrol in TAFE NSW in full-time, part-time and short courses. TAFE NSW works closely with employers to give students the skills that will make them productive and competitive.

TAFE NSW offers more than 1,200 major award courses that are recognised by industry. Most of these qualifications are nationally accredited under the Australian Qualifications Framework. TAFE delivers these courses through 11 institutes with around 130 campuses across the State. In addition, TAFE provides world-class distance education services and products through the Open Training and Education Network (OTEN).

TAFE NSW institutes deliver courses in flexible ways to suit the needs of industry and individuals, particularly through the use of new technology. This means that students can attend colleges at times that suit their needs, or they can study at work, at home or in community settings.

The TAFE Commission Board reviews and makes recommendations to the Minister on TAFE NSW policies and strategic planning, the efficiency and effectiveness of TAFE operations and management, TAFE's commercial activities and cross-sectoral issues.

Industry Training Services

The Department develops and implements a range of VET policies, strategies, programs and services for specific industries and individuals. Many industry programs, such as the Contracted Training Provision program, the Mature Workers' Program, the Apprenticeship and Traineeship Training Program and youth programs are managed through the Department's 11 industry training centres located throughout the State. The Department's new apprenticeships centres, which are co-located in the industry training centres, provide services to employers taking on apprentices and trainees. The Department funds NSW Industry Training Advisory Bodies (ITABs), group training organisations, industry skills centres and other programs to support training in industry.

The Department administers the apprenticeship and traineeship system in New South Wales. There are more than 97,000 apprentices and trainees in training. Apprenticeships and traineeships are available across all industry sectors. Today, many apprenticeships and traineeships involve flexible work-based arrangements, and some traineeships may be undertaken part-time while students are still at school.

The NSW Board of Vocational Education and Training (BVET) is the principal body responsible for the development and reform of vocational education and training in New South Wales. The key role of BVET is to provide the Minister with independent advice on strategic directions, planning and resource allocation for the State's training system.

The Vocational Education and Training Accreditation Board (VETAB) accredits courses and training packages and registers public and private training organisations in New South Wales against nationally agreed standards. The Vocational Training Tribunal (VTT) hears disputes between employers and apprentices and trainees, and assesses applications for trades recognition.

Adult and Community Education

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

ACE courses are open to all adults in New South Wales, regardless of age or previous education. Around 400,000 people now enrol in ACE courses each year.

Many people enrol in ACE to develop a foundation for further study at TAFE or university. For others, ACE provides nationally-endorsed training that helps them to enter the workforce or add to their existing work-related skills.

The Board of Adult and Community Education promotes the provision of ACE in the State; advises the Minister, the TAFE Commission Board and other relevant agencies on needs and trends in, and the coordination of, ACE in New South Wales; and distributes funds to ACE education agencies.

Adult Migrant English Service

The NSW Adult Migrant English Service (AMES) assists more than 15,000 migrants annually to study English, enabling them to participate in the community, education and work. It is recognised throughout the world as a high-quality provider of language and literacy education for newly-arrived migrants.

AMES also provides services for job seekers with English and non-English speaking backgrounds, as well as for industry, government, communities and individuals. Courses are offered at AMES centres, workplaces and community venues and through distance education and home tutoring.

National Art School

The National Art School (NAS) is an independent school, located in Darlinghurst, which is funded by the Department. Over 1,300 students are enrolled at the school. It has the longest continuing history of any public art educational institution in Australia, and it enjoys a national and international reputation for producing quality graduates. The NAS mission is to provide students with the skills and knowledge to become practising artists who have a broad awareness of cultural values.

The National Art School offers a three-year Bachelor of Fine Arts, a comprehensive program of short courses, summer and winter schools and an HSC extension course. In 2002, the school will launch a new bachelor's degree with honours and a master's degree in fine arts.

Higher Education

The Department provides policy, planning, resourcing and legislative advice to the Minister and the NSW Government concerning NSW universities. There are 10 public universities established in New South Wales. In addition, the Australian Catholic University, a multi-State institution, has several campuses in this State. Universities are established under, and operate

within, the parameters of NSW legislation. However, they maintain full control over their academic and administrative affairs. Public funding responsibilities for universities rest with the Commonwealth Government, though an increasing proportion of their revenues are derived from non-public sources.

The Department liaises and negotiates with universities and the Commonwealth regarding State and national policy, planning and funding directions. The Department also monitors the compliance of NSW universities with statutory responsibilities and manages associated statutory approval processes.

The Department administers the approval process required by the Higher Education Act 1988 for the accreditation of degrees and other higher education qualifications which non-university institutions propose for recognition. Where concurrent accreditation of courses in two or more jurisdictions is requested, the Department collaborates with interstate authorities in accordance with national protocols. In addition, the Department determines the necessary statutory approval that local and interstate universities require to qualify for Commonwealth registration to enrol fee-paying students from overseas.

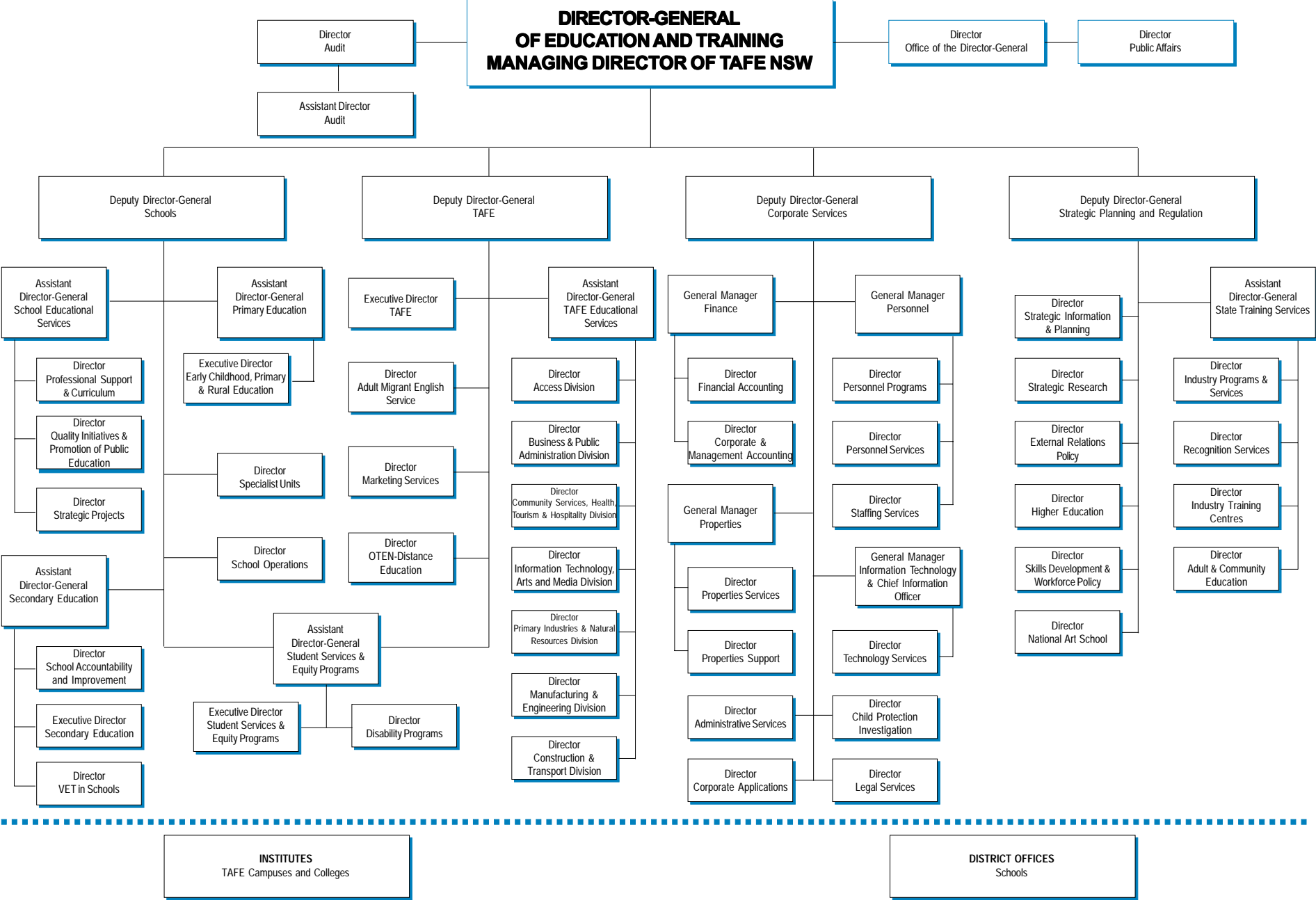
SENIOR OFFICERS IN 2001

Board of Management

The Board of Management is the NSW Department of Education and Training's key decision making body. It was established early in 2001 and replaced the State Executive. The board is chaired by the Director-General and consists of the four Deputy Directors-General. It exercises two key responsibilities: firstly, translating government policy into action, and setting strategic direction for the implementation of policy; and secondly, dealing with those operational issues where a cross-portfolio approach is required. The members of the board in 2001 are listed below.

Dr Ken Boston AO	Managing Director of TAFE NSW Director-General of Education and Training
Ms Jan McClelland	Deputy Director-General, Corporate Services
Dr Alan Laughlin	Deputy Director-General, Schools
Ms Leslie Loble	Deputy Director-General, Strategic Planning and Regulation
Mr Robin Shreeve	Deputy Director-General, TAFE
Mr Chris Ryan	Director, Office of the Director-General (Executive Officer)

DEPARTMENT OF EDUCATION AND TRAINING as at 31 December 2001



EXECUTIVE SUMMARY

The following summary provides highlights of the Department's performance in 2001 in relation to the corporate objectives outlined in the statewide strategic plans for NSW government schools, TAFE NSW, industry training services, ACE and AMES.

NSW Public Schools: Strategic Directions 2000-2002

1.1 Maintaining Leadership in Education Provision

State Government Funding

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. Funding increases for school education program areas include the following:

- ◆ In 2000/2001, a total of \$106 million was provided for literacy and numeracy strategies. This will increase to \$117 million in 2001/2002 to expand support for these strategies.
- ◆ Technology in schools was expanded, with \$555.3 million being allocated over the next four years. In 2001/2002, \$137.3 million will be provided for computing equipment, infrastructure, teacher training and computer skills assessment.
- ◆ As part of the Government's *Ready for Work Plan*, \$21.5 million is being provided over four years for individual school to work plans for students in Years 9 to 12 to help them guide their study and career paths.
- ◆ In 2000/2001, the NSW Government's expenditure on improving and expanding capital infrastructure was \$299.7 million. A further \$183.8 million was spent on schools 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 45 per cent over last year's allocation.
- ◆ Schools received \$240 million in global funding for such items as training and development for teachers and principals, reading materials, utilities, minor maintenance and short-term teacher relief. This funding will be increased to \$245.2 million in 2001/2002.
- ◆ Special education support will increase by \$28.9 million, from \$448.8 million 2000/2001 to \$477.7 million in 2001/2002.
- ◆ There will be an increased funding commitment to students in regional and rural New South Wales, growing from \$67 million in 2000/2001 to \$69.2 million in 2001/2002.
- ◆ Recurrent funding for Aboriginal education programs will also increase from \$31 million in 2000/2001 to \$32.6 million in 2001/2002.

Values of Public Education

Following extensive consultation with key stakeholders, the Department published a discussion paper on the values and ethics of NSW public schools, *Values of NSW Public Schools*, which was distributed widely across New South Wales. The paper details what public education stands for in New South Wales. The *Values of NSW Public Schools* emphasises the value of aiming for the best in academic, creative and sporting achievement; the value of caring and respecting ourselves and others; and the value of having respect for work and fostering civic awareness and responsibility.

Recognition of Excellence

During the reporting period, the Minister and the Director-General acknowledged the achievements and exemplary practices of students, staff, parents and school communities through several prestigious awards:

- ◆ The Minister's Award for Excellence in Student Achievement recognises achievements of Year 12 students in academic, sporting and cultural activities as well as in leadership and contributions to the whole school community. In 2001, a total of 40 students throughout New South Wales received this award.
- ◆ The Minister's Young Designers Awards recognise Year 7 and 8 design and technology students. Over 1,600 students from government schools participated in the awards in 2001. The two State award winners came from Karabar Distance Education Centre and Morisset High School.
- ◆ The Award for Excellent Service to Public Education and Training in New South Wales recognises parents, members of the community, business people and Departmental staff for their assistance with classroom teaching, sporting programs, visual or performing arts activities, improvements to the physical environment of schools, assistance with computers and commercial or business activities. In 2001, the award was presented to 50 recipients from schools throughout the State.
- ◆ The Director-General's School Achievement Award is given to schools that have made significant contributions in the priority areas identified in the Department's strategic plan for NSW public schools. It was presented to 37 schools across the State.

1.2 Strengthening the Foundations for Lifelong Learning

Basic Skills Test

The results of the 2001 Basic Skills Tests (BST) for Years 3 and 5 in literacy and numeracy confirmed the positive impact of the Government's *State Literacy and Numeracy Plan*. Results from the 2001 BST showed 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.
- ◆ 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.
- ◆ 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 in 2001 were higher than in 2000 for Year 3 numeracy and Year 5 literacy and numeracy. There was no change in the mean score for Year 3 literacy.

Reading Recovery

- ◆ In 2001, a total of 7,755 students participated in the Reading Recovery program. More than 75 per cent of these students improved to the level of their peers and needed no further additional support.
- ◆ The 2001 Year 3 BST results in literacy of students who participated in Reading Recovery in 1999 were examined. More than 70 per cent of all Year 3 students who successfully completed Reading Recovery in Year 1 demonstrated considerable growth in literacy learning. Similarly, the 2001 Year 5 BST results in literacy of students who participated in the Reading Recovery program in 1997 were examined. More than 85 per cent of Year 5 former Reading Recovery students achieved results at or above the expected level.

Primary Writing Assessment

In 2001, the Primary Writing Assessment (PWA) was undertaken by all Year 3 and Year 5 students in government schools. Results of the 2001 PWA indicated that:

- ◆ 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 tasks.
- ◆ Girls performed better than boys in Year 3 and in Year 5.
- ◆ The mean score for Year 3 students identifying themselves as coming from non-English speaking backgrounds was slightly higher than for all students.

English Language and Literacy Assessment

In 2001, Year 7 students in all government schools participated in the English Language and Literacy Assessment (ELLA) program. The majority of government schools also chose to participate in the optional re-testing of Year 8 students. 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.
- ◆ 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. The increases in the mean scores for reading and language were even greater for students who have lived in Australia for four years or less, and who never or only sometimes speak English at home.
- ◆ The mean scores for Aboriginal and Torres Strait Islander students have decreased slightly in all parts of the test, compared with 1999.

Secondary Numeracy Assessment Program

In 2001, Year 7 students from all government schools participated in the Secondary Numeracy Assessment Program (SNAP). A voluntary retest of Year 8 students who were involved in SNAP in 2000 was also offered. Results from the 2001 SNAP indicated that:

- ◆ 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 considerably lower than for all students.

National and International Student Achievement

The 2000 results for Year 3 and Year 5 reading and numeracy benchmarks showed that New South Wales is performing at above the Australian average in reading and numeracy for all students and for all subgroups of students.

A total of 265,000 students from 32 countries took part in the first Programme for International School Assessment (PISA) survey in 2000. Australian students on the whole scored very well in all three areas assessed. Only one country achieved a significantly higher mean result than Australia in reading (Finland) and mathematics (Japan), and only two countries achieved a significantly higher mean result in science (Korea and Japan).

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

School Certificate

In 2001, 81,302 Year 10 students received a result in the School Certificate. 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. Students sat mandatory tests in English-literacy, mathematics and science. Results of the 2001 School Certificate showed that:

- ◆ The majority of students (95 per cent) were graded at band 2 and above in English-literacy.
- ◆ In mathematics, 98 per cent of students were graded at band 2 and above.
- ◆ Nearly all students (99 per cent) were graded at band 2 and above in science.

New Higher School Certificate

Students in Year 12 in 2001 were the first to sit for the New Higher School Certificate (HSC). A total of 35,575 students in government schools were awarded an HSC. Results of the 2001 HSC indicated that:

- ◆ 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.
- ◆ A total of 339 school students achieved the highest standards in at least ten units of their courses. Approximately half of these students were from NSW government schools.
- ◆ More than 94 per cent of government students in the English standard course 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 highest level mathematics extension 2 course, nearly 45 per cent of government students achieved the highest standard.

The first cohort of students undertaking new vocational education and training (VET) industry curriculum framework courses in the HSC completed their studies 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.

Ready for Work Plan

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. During 2001, more than 420 schools implemented school to work planning involving over 58,900 students.

From 1997 to 2001, the total number of government and non-government enrolments in VET courses, delivered by schools and TAFE, increased by 32 per cent from 42,222 in 1997 to 55,555 in 2001. Over this period, hospitality courses continued to attract the highest number of enrolments. In 2001, hospitality courses again had the highest number of enrolments with courses from the new information technology curriculum framework a clear second.

A total of 829 government school students have commenced a school-based part-time traineeship as part of their HSC since 1997.

Multi-Campus Education Colleges

The NSW Government is committed to ensuring that senior students in multi-campus education environments have access to an expanded and more flexible curriculum including TAFE NSW and university courses, state-of-the-art facilities and a teaching staff which combines the experience and expertise of schools, TAFE colleges and universities. In 2001, there were 10 multi-campus colleges operating or being established across New South Wales.

1.4 Promoting Teacher Professionalism and Workplace Flexibility

Teacher Education Review

A taskforce of teachers, teacher educators and representatives of employers, professional associations, universities and unions was convened during the year. The taskforce consulted a wide range of interest groups including representatives from schools, universities, and professional and community organisations to develop advice on a possible NSW Government response to the review. The taskforce found a high degree of support for the development of professional teaching standards and a hierarchy of teaching standards. The taskforce reported to the Minister in September 2001.

Teacher Recruitment and Incentives

The Department implemented several strategies to attract and retain the highest quality teachers in NSW government schools. The Graduate Recruitment Program continued to be implemented, with 623 outstanding new graduates being appointed to schools for the 2002 school year.

The Teacher Employment Priority Scheme enables casual teachers to advance their priority date for employment by either six, 12 or 18 months for every 50 days of casual teaching service in NSW government schools. Under this initiative, a total of 1,682 casual teachers gained their first permanent teaching appointments.

Teachers who teach in rural and isolated areas were also provided with incentives and additional benefits. During 2001, 219 classroom teachers accepted transfers to locations of their choice under this program.

Professional Development

The Department provided professional development for teachers and administrative staff with a funding allocation of \$54.8 million. Key priorities for teacher development included support for the implementation of the New HSC, literacy and numeracy, and the use of information technology (through the Technology in Learning and Teaching program).

Teacher Retraining and Workforce Planning

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

Quality Teaching Awards

A new annual award system for outstanding teachers 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. The Minister presented the award to 57 NSW teachers, including 26 Departmental school teachers.

1.5 Providing a Safe, Secure and Disciplined Environment for Learning

Student Representative Councils

Student Representative Councils are a practical outcome of, and a forum for, civics and citizenship education in the school environment. In 2001, students in both primary and secondary schools had the opportunity to participate in school decision making and to liaise with a range of government and community groups.

The NSW Student Representative Council comprises 22 student leaders. 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 Ombudsman on key issues of importance to children and young people.

Student Behaviour Management

The Department implemented a variety of coordinated programs and services to improve students' behaviour, enhance students' well being and to make schools more effective learning environments. Support services were provided by a range of specialist staff including school counsellors, district student welfare consultants and specialist itinerant teachers, and through the provision of funding for teachers' aides and additional teachers, special classes for students with behaviour difficulties and special schools for students with severe behaviour difficulties.

Over the next four years, the Department will provide an additional \$46 million 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.

Student Suspensions

Suspension continues to be an effective strategy in managing student behaviour. 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.

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.

Student Attendance

Attendance Action Plans were useful in helping schools to monitor student attendance rates, to identify the reasons for poor attendance and to determine how they are going to tackle those issues. During the year, all school districts implemented Attendance Action Plans to address local attendance issues.

In 2001, around 94 per cent of government primary school students were at school on any given day, while 89.5 per cent of government school students in Years 7 to 10 and almost 90 per cent of students in Years 11 and 12 were at school on any given 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.

Drug Education

In 2001, a budget of \$3.06 million was provided to support a range of drug education initiatives in NSW government schools. During the year, the Department provided several resources to support cannabis education in schools and also developed a number of other resources to support teachers to plan and deliver effective drug education. Students were provided with information about drugs, where to get help, and how to assist young people who may experience drug problems.

Child Protection

In 2001, a joint committee comprising representatives from the NSW Ombudsman's Child Protection Team and the Department's Child Protection Investigation Directorate improved the Department's investigative practices in areas such as risk analysis, initial planning, witness statements, interviews with children, documentation, gathering evidence and the outcomes of the investigations. In June, 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. Procedures were also developed which enabled less serious child abuse allegations against employees to be managed at the local level.

The Department provided training for all staff to assist in the implementation of changed reporting requirements which involve reporting risk of harm to students to the Department of Community Services.

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

Reporting the Results of Statewide Testing Programs in Literacy and Numeracy

Parents, students and teachers receive diagnostic information relating to individual student achievements in the statewide testing programs in literacy and numeracy undertaken in Years 3, 5 and 7. This information provides a valuable source of external information, which along with school-based assessments, is used to inform teaching and learning at the classroom level.

School Self-evaluation and Annual Reporting

Every NSW government school undertook a rigorous self-evaluation process and reported the outcome of the self-evaluation to parents in school annual reports. Forty district school improvement officers guided and supported schools in the self-evaluation process. In December 2001, all primary schools produced an annual report. At the beginning of the 2002 school year more than 320,000 families received annual reports. The 2001 annual reports for secondary and central schools will be distributed to parents in May 2002. They will contain a detailed analysis of results from the 2001 School Certificate and HSC.

Quality of School Life Survey

The Quality of School Life (QSL) survey instrument was developed by the Australian Council of Educational Research and has been introduced to NSW government schools in recognition of the important influence of the affective and social dimensions of learning. During 2001, data was collected from 95 primary schools and 64 secondary schools through the QSL survey. This involved responses from 12,146 primary students in Years 2 to 6 and 32,412 secondary students in Years 7 to 12. The findings of the survey indicated an overall positive view about school life including general satisfaction at school, strong sense of achievement, positive sense of adventure in learning, 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 schools.

TAFE NSW: Strategic Directions 2000-2002

2.1 Ensuring Training Better Meets the Needs of Industry and Our Customers

Participation Rate

During 2001, the overall participation rate in TAFE NSW was 9.5 per cent (up from 8.7 per cent in 1997), which means that almost one in every 10 residents of New South Wales attended TAFE last year. The participation rate is highest among 15 to 19 year olds, with almost one in every four residents of New South Wales aged 15 to 19 (23.3 per cent) attending TAFE during 2001.

Annual Student Contact Hours

A total of 99.6 million annual student contact hours (ASCH) was delivered by TAFE NSW during 2001, an increase of 12.4 million ASCH or 14.2 per cent since 1997. The largest growth in ASCH over the last five years was recorded in the computing training area (5 million ASCH), which also experienced the fastest growth (104.6 per cent), followed by the sales and personal service area (52.7 per cent).

Enrolments

Enrolments in TAFE NSW have continued to grow, with 504,496 enrolments being recorded in 2001. TAFE NSW enrolments have grown by 18.9 per cent (or 80,046 enrolments) since 1997. Between 1997 and 2001, all institutes recorded enrolment growth, with the fastest growth occurring in Western Institute (40.7 per cent), followed by Western Sydney Institute (33.9 per cent) and Riverina Institute (31.0 per cent). Over the same period, all target groups (Aboriginal and Torres Strait Islander people, people with disabilities, women and people from rural areas) recorded growth in enrolments.

The industry training area with the largest number of enrolments (88,141) was general education and training, followed by business and clerical (84,103) and tourism and hospitality (47,033). In the five years since 1997, enrolments at the operative/clerical level have recorded the most significant growth, up from 99,446 enrolments in 1997 to 166,923 enrolments in 2001 (a 67.9 per cent increase).

A total of 57,001 trainees and apprentices enrolled in TAFE NSW during 2001, which represents an increase of 14.7 per cent since 1997. Most of this growth is due to the increase in the number of trainees participating in TAFE, which has more than doubled over the past five years from 4,483 in 1997 to 10,483 in 2001.

Graduates

The number of TAFE NSW graduates has increased dramatically over the past five years. During 2001, a total of 228,877 students successfully completed their courses, compared to 168,827 in 1997, an increase of 35.6 per cent (or 60,050 graduates). From 1997 to 2001, increases in graduate numbers have been achieved for each of the target groups. The number of graduates in courses classified under the Australian Qualification Framework or equivalent increased by 19.6 per cent over the last five years, from 59,287 graduates in 1997 to 70,913 in 2001.

In 2001, the training areas that produced the largest number of graduates were general education and training (36,423 graduates), business and clerical (32,995) and tourism and hospitality (30,154). These three training areas accounted for over 40 per cent of total graduates. Tourism and hospitality recorded the largest growth in graduate numbers over the last five years, with graduate numbers increasing from 16,367 in 1997 to 30,154 in 2001 (up 84.2 per cent). The fastest growth in graduates occurred in the arts, entertainment, sport and recreation training area where numbers increased considerably from 3,096 in 1997 to 13,788 in 2001 (up 345.3 per cent). Significant increases in graduates were also recorded in building and construction (up 146.9 per cent) and primary industry (129.1 per cent).

Module Completion Rates

Over three-quarters (75.4 per cent) of assessed module enrolments in 2001 resulted in successful outcomes. The highest module completion rate was recorded in the process manufacturing training area (88.9 per cent), followed by communications (84.0 per cent), automotive (83.9 per cent) and food processing (83.8 per cent).

Major Industry Initiatives

During the year, TAFE NSW continued to respond to industry needs through a range of new and established strategic initiatives. Major achievements included the following:

- ◆ TAFE NSW and the Toyota Motor Corporation Australia developed the T3 project in 2000. The initial focus of the project was on school-based part-time traineeships for students in Years 11 and 12. In 2001, 53 young people commenced a T3 school-based part-time traineeship as part of their Year 11 studies. These students spent the equivalent of three and a half days a week at school, half a day a week at a TAFE college/campus and one day a week in paid employment, usually in a Toyota dealership. This program will be extended to General Motors Holden in 2002 and other automotive manufacturers, distributors and importers have expressed an interest in joining this program in 2003. Currently, the traineeships being delivered under the program are in automotive servicing and office administration.
- ◆ In late 2001, TAFE GLOBAL and TAFE NSW - Sydney Institute won a contract with the Athens Olympic Committee to provide a training blueprint for the 2004 Olympic Games. TAFE NSW will provide planning and consultancy services to the Greek organisers in the lead-up to the Athens Games. TAFE NSW, with its experience in training around 110,000 people for the Sydney Olympics, will pass on its expertise in orientation, job-specific training, venue training, management training, customer service and event leadership training. TAFE will also provide the curriculum.
- ◆ The Information Technology, Arts and Media Division launched BVET's International Computer Driving Licence program in July 2001, with the aim of raising the level of computer literacy in the general community. BVET provided funds totalling \$3.8 million to TAFE NSW for the period July 2001 to June 2002. The program has a target of 5,813 enrolments and, at the end of December 2001, enrolments had reached 3,750, or 64.5 per cent of the target. BVET has endorsed an additional \$1.532 million to continue the program until the end of 2002.
- ◆ Bakers Delight and TAFE NSW - Sydney Institute entered into a strategic partnership to deliver training to Bakers Delight trainees and apprentices at the institute's purpose-built Bakers Delight Daryl Williams Centre of Excellence. The centre will open in 2002, and is expected to provide training to over 2,000 employees from the baking industry over the next five years.

Employer Satisfaction with TAFE

In the National Centre for Vocational Education Research (NCVER) 2001 survey of employers, the highest level of satisfaction was recorded by employers of TAFE NSW graduates, with 85 per cent giving a rating of 6 or higher (on a rating scale of 1 to 10, where a rating of 6 is 'satisfied'). In comparison, only 79 per cent of employers of TAFE graduates across Australia gave a rating score of 6.

Student Satisfaction with TAFE Training

In the 2001 NCVER Student Outcomes Survey, results of the ratings for the overall quality of TAFE training within New South Wales, for both graduates (from 1998 to 2001) and module completers (1999 to 2001), have been consistently better than the national average.

Recognition of Student Achievement

In 2001, TAFE NSW students won a large number of prestigious awards in a wide range of vocational areas, including the national and international WorldSkills competitions. A TAFE NSW student was awarded first place at the international competition in the demonstration category of the manufacturing team challenge. In addition, eight students were awarded diplomas of excellence. In the WorldSkills Australia competition, a total of 42 TAFE NSW students won medals, 19 of them gold.

2.2 Creating Valued Educational and Employment Pathways

Graduate Destinations

A higher percentage of TAFE NSW graduates who responded to the 2001 NCVER survey were employed or in further education after completing a course, than were employed or in further education prior to undertaking the course. The survey results show that there were almost 17 per cent more students employed or in further education after graduating in 2001 than in 1998.

TAFE NSW Scholarships for School Students

The TAFE NSW scholarships program for school students aims to encourage and support school leavers to continue their education and training at TAFE NSW. In 2001, a total of 126 students were awarded a scholarship. The introduction of the New HSC in 2001 provided students with greater opportunities to undertake VET courses. As a result more than 800 students were successful in gaining a scholarship for 2002.

New Courses and Training Package Qualifications

From 1997 to 2001, TAFE NSW has accredited a total of 1,045 courses, with the highest proportion of courses at the levels of statement of attainment (261), certificate III (184) and certificate II (142). TAFE has also accredited a relatively high number of short courses (136). In 2001, TAFE accredited a total of 147 new courses, including 13 courses adopted from other States through mutual recognition arrangements. These courses were mainly at the levels of statement of attainment (31), certificate II (23) and certificate III (21).

In the past five years, TAFE NSW has implemented 737 training package qualifications, mainly at the level of certificate III (219), certificate II (144) and certificate IV (136). In 2001, TAFE implemented qualifications from a total of 64 industry training packages.

2.3 Capitalising on Our Leadership in Flexible Learning

TAFE Online

The five-year TAFE Online project spent \$10.8 million in 2001 to open a range of improved facilities, and provide upgraded infrastructure and new online learning resources. To date, TAFE NSW has developed 200 online modules comprising 4,613 nominal hours. A total of 433 courses contain one or more of these online modules. In 2001, more than \$4.2 million was allocated for learningware development.

Internet Usage

Internet usage by TAFE NSW institutes increased by 130 per cent during 2001. TAFE internet traffic peaked at a total of 1.4 million megabytes of data in November. This dramatic growth was due to significant increases in the use of the internet in TAFE courses combined with upgrades in the capacity of the network links to TAFE institutes.

2.4 Refocusing the Range of Training Programs Offered in National and International Markets

TAFE GLOBAL

TAFE GLOBAL Pty Ltd commenced trading in January 2001. Its primary aim is to market, contract and project manage the delivery of TAFE NSW products and services internationally. TAFE GLOBAL operates in three major markets. The off-shore program delivery market, the aid and development market (including projects for AusAID, the World Bank and the Asian Development Bank) and consultancy assignments. Major achievements during the reporting period included:

- ◆ Enrolling over 4,200 students in TAFE courses with the majority (3,000 students) based in China and Hong Kong. The most significant growth in student numbers was in China, particularly around Shanghai (up by around 25 per cent).
- ◆ Signing 35 new contracts involving off-shore students with countries including China, Hong Kong, Malaysia, Singapore, Korea, Papua New Guinea, Indonesia, Philippines, Fiji, Tonga, South Africa, Egypt, the United Arab Emirates and Greece.
- ◆ Winning the \$2 million Athens Olympic Training Master Plan and significant aid projects and educational training reform projects worth \$4 million in countries including Tonga, the Philippines, Papua New Guinea, South Africa and Lebanon.

Institute Initiatives in National and International Markets

TAFE NSW provided a targeted range of courses, products and services in national and international market areas. Major achievements in 2001 included the following:

- ◆ Western Institute provided customised commercial training in all faculty areas and consultancy services to 187 Australian organisations through 686 contractual agreements with a total value of \$7.2 million.
- ◆ Hunter Institute formed an alliance with Singapore Maritime Academy; Manakau Maritime School, New Zealand; the New Zealand School of Fisheries; Challenger TAFE WA; Cooloola Sunshine Institute, TAFE QLD; and Pivot Maritime, Tasmania.
- ◆ OTEN-DE delivered information technology and accounting programs in association with Sangam Institute of Technology, Nadi, Fiji.

2.5 Pursuing a Broader Range of Market Opportunities

Commercial Revenue

TAFE NSW's commercial revenue in 2001 totalled more than \$52.5 million, an increase of around \$15 million over 1997 commercial revenue.

The revenue generated by TAFE NSW from on-shore international students has increased steadily over the past four years, with 2000/2001 revenue of more than \$13.8 million representing an increase of 44 per cent or around \$4.3 million over 1997/1998 revenue.

International and Interstate Enrolments

From 1997 to 2001, the number of international students enrolling in TAFE NSW has increased by 290 per cent. In 2001, the number of international students totalled 8,393, with 2,579 on-shore students and 5,814 off-shore students.

Over the past five years, enrolments from people residing interstate have increased by more than 32 per cent, from 6,707 enrolments in 1997 to 8,909 enrolments in 2001.

Business in New Markets

TAFE NSW delivered a range of courses in new market areas. Major achievements in 2001 included the following:

- ◆ Western Institute managed the National Wool Classer Development Program under contract to the Australian Wool Exchange - the largest private sector training contract ever awarded. The program involves a partnership with TAFE organisations in all States and Territories and has delivered a qualifications update to more than 12,000 wool classers across Australia.
- ◆ South Western Sydney Institute commenced delivery of the TAFE NSW Advanced Diploma in International Business in Wujin, China. The institute also had new intakes of students in existing programs at six locations in China, bringing the number of full-time students to over 2,000. The institute received the 2001 Western Sydney Industry Awards Export Award for Service Industries in recognition of its successful move into the education market in Malaysia and China, and the growth in enrolments of onshore international students.
- ◆ Western Sydney Institute developed partnerships with a number of organisations for the delivery of customised quality training and assessment services. These included Speedo (to retrain displaced staff after a plant closure); Everglades Gardens, Leura (to provide customised training for their volunteer guides) and Parramatta Eels Club and Penrith Panthers Rugby League Club (to deliver a small business course for players).

2.6 Supporting the Expertise, Creativity, Innovation and Commitment of Our Staff

Training and Development Initiatives

TAFE NSW provided a range of opportunities for the professional development of its staff. Some examples of training and development activities undertaken during 2001 included:

- ◆ Southern Sydney Institute staff undertook 485 professional development activities in a broad range of management areas as well as training in flexible delivery (particularly online teaching and learning) and assessment. A total of 3,471 staff undertook the training at a cost of \$261,000.
- ◆ Hunter Institute provided training in flexible delivery and online learning for 432 educational staff to address their identified needs.
- ◆ Construction and Transport Division developed and delivered 28 professional development programs to 616 TAFE institute staff.
- ◆ Over 300 TAFE teachers and managers from across the State attended the Information Technology, Arts and Media Division 11th Annual Conference.

Quality Management

By mid 2001, all TAFE NSW institutes were externally validated as quality endorsed training organisations by the Vocational Education and Training Accreditation Board.

Hunter Institute was the first institute to be certified under the new ISO standard (ISO 9001:2000). It joins Riverina Institute, the TAFE divisions and a number of TAFE specialist units, which had previously been certified under the ISO 9001:1994 standard.

Recognition of Excellence

TAFE NSW institutes continued to be recognised for their achievements in service delivery, continuous improvement, and community development and equity projects. In 2001, institutes won several highly competitive awards which included the following:

- ◆ Hunter Institute was named the 2001 NSW Large Training Provider of the Year in the NSW Training Awards, in recognition of its outstanding achievement and excellence in vocational education and training.

- ◆ South Western Sydney Institute won the gold award in the NSW Premier's Public Sector Awards for their Youth at Risk program, while New England Institute won the bronze award for their flexibly delivered retail training program.

The Minister and the Department recognised the achievements and practices of individual TAFE NSW staff through two prestigious awards. Ten outstanding TAFE NSW teachers received the inaugural Quality Teaching Award and six TAFE NSW staff members received the Award for Excellent Service in Public Education and Training.

Vocational Education and Training in NSW: 2001-2004 Plan

3.1 Skills for the New Economy

Innovative Training for Industry

In 2001, the Contracted Training Provision program expended over \$38 million to purchase training in all industry areas. The training was related to immediate job opportunities or it was used to upgrade the skills of existing employees or provide the first stage of a broader program of training.

The Industry Skills Training Program funded 38 projects across a range of enterprises and industries to address current and future skills shortages from a budget of \$391,000.

The IT Cadetship was launched to address the Australian IT sector's current growth rate of over 25,000 positions per year. It incorporates internationally-recognised diploma-level qualifications and is funded under the Apprenticeship and Traineeship Training Program.

NSW Apprenticeship and Traineeship System

An extensive review of legislation governing the NSW apprentice and traineeship system led to the establishment of the *Apprenticeship and Traineeship Act 2001* (enacted from 1 January 2002). The new Act provides more flexible training arrangements to suit the changing needs of the economy and the community and ensures the quality of training outcomes.

Apprentices and Trainees

Apprentices and trainees in training in New South Wales increased by around 84 per cent from 53,350 in 1997 to 97,910 in 2001. The numbers of apprentices and trainees who commenced training also rose dramatically, from 29,650 in 1997 to 70,160 in 2001, an increase of around 137 per cent. Managers and administrators, professionals and intermediate clerical sales and service workers categories showed the strongest gains between 2000 and 2001.

Apprentices and trainees who completed their training in 2001 showed a substantial increase in the intermediate clerical sales and service workers category, up by 46 per cent from 2000, together with a significant increase in the tradespersons and related workers category, up by 22 per cent over the same period.

The number of apprentices and trainees in training from target groups grew over the five year period from 1997 to 2001. The number of female apprentices and trainees in training increased by 159 per cent, from 12,100 in 1997 to 31,320 in 2001. The number of apprentices and trainees from non-English speaking backgrounds in training increased by 286 per cent, from 2,540 in 1997 to 9,810 in 2001. The number of Aboriginal and Torres Strait Islander apprentices and trainees in training increased by 91 per cent, from 960 in 1997 to 1,830 in 2001. The number of apprentices and trainees with a disability in training increased by 212 per cent, from 420 in 1997 to 1,310 in 2001.

Apprenticeship and Traineeship Programs

During 2001, the NSW Apprenticeship and Traineeship Training Program expended over \$54 million on training for more than 33,000 new entrant trainees and pre-vocational students.

A total of 4,868 apprentices and trainees commenced training through group training companies. The 2001 Group Training Program budget was comprised of State funds of \$1,605,000 and ANTA funds of \$1,640,000, totalling \$3.2 million.

Public Sector Traineeship Strategy

Under the 2000 by 2000 Strategy for public sector traineeships, an additional 1,771 new trainees were employed in NSW public sector agencies in 2001, bringing the total to more than 5,427 trainees since the inception of the strategy. The strategy won the gold award for achievement in relation to workforce diversity in the Premier's 2001 Public Sector Awards.

Registered Training Organisations

In 2001, there were 983 registered training organisations (RTOs) in New South Wales. During the year, VETAB assessed and recommended 218 new training providers for registration.

Accreditation of Courses

VETAB accredited 2,126 courses and 202 training package qualifications during the year.

3.2 Skills for Regions and Communities

Partnerships with Industry and the Community

The Department continued to fund 26 skill centres (under the Industry Based Skills Centres Program) which are located across New South Wales and cover a range of industries including retail and wholesale, tourism and hospitality, and information technology. The program provided capital infrastructure grants for investments in training facilities from a budget of \$256,525 in 2001.

The Department funded the Education and Training Strategy for the NSW Wine Industry. The strategy is supported by the NSW Wine Industry Association, the Riverina Wine and Food Technology Centre and the \$1.6 million National Wine and Grape Industry Centre located in Wagga Wagga.

The VISY Industries Pulp and Paper Mill at Tumut was launched in November 2001. The Department supported this development through the VISY Industries Pulp and Paper Mill Training Strategy which will provide funding of \$1.5 million over three years.

The New Careers for Aboriginal People (NCAP) program aims to place Aboriginal people into employment or training. During 2000/2001, a total of \$1,025,084 was allocated to 15 community organisations to employ Aboriginal people as NCAP officers. During this period, NCAP officers provided advice to over 1,800 Aboriginal people and assisted 800 people into employment and training.

The Aboriginal Enterprise Development Officer (AEDO) program aims to assist the establishment and retention of viable, locally designed Aboriginal businesses. During 2000/2001, a total of \$500,420 was allocated to eight community organisations to employ Aboriginal people as AEDO officers to encourage new enterprise initiatives. AEDO officers provided advice to over 900 Aboriginal people, and assisted in the establishment of 58 Aboriginal businesses.

3.3 Skills for Participation

Aboriginal Programs

The Elsa Dixon Aboriginal Employment and Career Development Program and the Local Government Aboriginal Employment and Career Development Program provided funding of \$1,719,467 in 2001 to increase the number of Aboriginal people employed in the public service and local government authorities respectively.

Disability Programs

The NSW Apprenticeship Program for People with Disabilities budget was \$1,041,000 in 2001 and provided opportunities for career development for people with disabilities. Around 80 apprentices are employed under the program at any one time, and during 2001, an additional 22 positions were filled and 26 apprentices with disabilities successfully completed their apprenticeship.

The Traineeship Program for People with Disabilities provides on-the-job training opportunities in NSW government departments and statutory authorities for people with assessed disabilities. In 2001, it had a budget of \$750,000 from State funds. The program has assisted a total of 47 positions across 22 NSW public sector authorities to date.

Migrant Skills Strategy

The Specialist Migrant Placement Officer Program, with a budget of \$1,355,603, funded 20 projects in community organisations to assist individual migrants make better use of their overseas qualifications and skills. The program assisted 141 clients to gain employment, and 134 clients to gain work experience. A total of 568 clients were provided with a training and employment plan, 743 clients with job seeking skills, and 342 clients with information and referral services.

Mature Workers Program

The Mature Workers Program assisted over 4,800 mature aged workers throughout New South Wales in 2001 to maximise the retention of mid-life and older workers in the workforce. A budget of \$3,131,000 was provided in 2001 from State funds. A total of 2,585 people gained employment and 2,215 participated in training courses.

Flexible Delivery

The Department's Enterprise Training Program (ETP) is designed to stimulate enterprises to develop and deliver innovative workplace training programs that support the implementation of nationally endorsed training packages. During the year, the ETP funded a total of 17 projects in industries such as mining; community services and health; printing; textiles, clothing and footwear; broadcasting; and biotechnology.

Communities Learning for the Future: Strategic Directions 2001-2003

The five key objectives of the Board of Adult and Community Education's plan for 2001 to 2003 are: to extend access, facilitate innovation, utilise technology, promote community learning, foster creative collaboration, and build capacity. ACE's key achievements in implementing this plan included the following:

Student Contact Hours

The ACE sector continued to increase the total number of student contact hours (SCH) from 6,250,300 in 1997 to 7,111,002 in 2001, an increase of 860,702 or 13.8 per cent.

Enrolments

Total enrolments have increased from 341,473 in 1997 to 413,017 in 2001, an increase of 20.9 per cent. Enrolments in nationally recognised training increased from 39,614 in 1997 to 84,613 in 2001, an increase of 113.6 per cent.

Enrolments in all target groups have increased between 1997 and 2001. Enrolments of women increased from 224,857 to 267,890 or 19 per cent, enrolments of people with disabilities increased from 7,879 to 11,102 or 40.9 per cent, enrolments of Aboriginal and Torres Strait Islander people increased from 1,574 to 6,954 or 341.8 per cent, and enrolments of people born in a non-English speaking country increased from 40,111 to 45,166 or 12.6 per cent.

Module Completions

Over the past three years, the number of successfully completed assessable enrolments in the ACE sector has continued to improve, growing from 31,697 in 1999 to 48,326 in 2001.

Information and Communications Technology Initiative

The Board of Adult and Community Education launched its Information and Communications Technology Initiative which will see an additional \$1.5 million allocated to ACE providers for the delivery of targeted computer training over three financial years from July 2001 to June 2004. The program will target basic computer literacy in the general community.

ACE-TAFE Credit Transfer

During the reporting period, negotiations between ACE and TAFE NSW divisions resulted in 41 ACE modules from courses ranging from certificate I to certificate IV level being granted credit transfer to TAFE modules. Thirteen full ACE courses ranging from certificate I to certificate IV level were also deemed equivalent to relevant TAFE courses.

ACE Registered Training Organisations

In 2001 a total of 49 ACE providers were registered training organisations. In rural and regional areas of NSW there has been an increase in the number of ACE-VET cooperative arrangements that have been established between neighbouring ACE organisations. This has ensured nationally-recognised training services are delivered in isolated rural and remote areas of the State.

NSW Adult Migrant English Service Business Plan 2001

AMES's key achievements in implementing its 2001 business plan included:

AMES Centres

In 2001, AMES continued to deliver its programs from six education centres at key locations with 29 other delivery sites (including 20 rural sites). During the year, AMES established three new delivery sites at Parramatta, Bankstown and Newcastle to extend the reach of the Skillmax Program.

Enrolments and Client Delivered Hours

AMES delivered over 1,000 courses to more than 15,000 students in 2001. Of these students, 13,700 were enrolled in the Adult Migrant English Program (AMEP) where a total of 1.137 million client hours were delivered.

Client Outcomes

From 1998/1999 to 2000/2001, the percentage of accredited outcomes in the AMEP has declined from 85 per cent to 79 per cent. However, in 1998/1999 and 1999/2000 the percentage of accredited outcomes in the courses provided by AMES was well above the national average, and it was at a similar level to the national average in 2000/2001.

Recognition of Excellence

Two volunteer home tutors from the AMES Home Tutor Scheme achieved awards of excellence during 2001. An AMES teacher was also recognised for teaching excellence in the inaugural Quality Teaching Awards.