



Annual Report

2017

Letter of submission to Ministers

The Hon. Robert Stokes, MP
Minister for Education
52 Martin Place
Sydney NSW 2000

The Hon. Sarah Mitchell, MLC
Minister for Early Childhood Education
Minister for Aboriginal Affairs
Assistant Minister for Education
52 Martin Place
Sydney NSW 2000

Dear Ministers

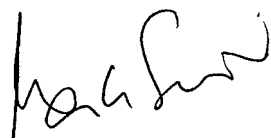
In compliance with the terms of the *Annual Reports (Departments) Act 1985*, the *Public Finance and Audit Act 1983* and Regulations under those Acts, I submit the 2017 NSW Department of Education Annual Report for your presentation to the NSW Parliament.

The report provides a summary of our services, achievements and operational activities for 2017. This provides the NSW Parliament, the NSW Government and the community with information on our performance over the past year.

It covers our services in the areas of early childhood education, public schools and Aboriginal affairs.

In addition, the report contains the department's audited financial statements for the financial year ended 30 June 2017 and appendices as required by legislation.

Yours sincerely



Mark Scott AO
Secretary
NSW Department of Education
May 2018

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Secretary's foreword

Students across the NSW public education system participate and excel in a wide range of academic, sporting and artistic pursuits. They make outstanding contributions to their communities.

We are a student-centred education department. We had a strong year in 2017, with a focus on supporting our school leaders to improve student learning outcomes.

We developed the School Leadership Strategy following extensive research with our staff. From 2018, this will provide extra administrative support for principals, improved learning opportunities for current and aspiring leaders, and more support for leadership teams.

Our schools perform well by Australian and international standards, and we are encouraged by the improved National Assessment Program: Literacy and Numeracy (NAPLAN) results in 2017. These reflect the focus schools are placing on literacy and numeracy development for every student.

In 2017, NSW achieved the Premier's priority education target – to increase the proportion of students in the top two NAPLAN bands by 8 per cent – two years early. We are starting to see the impact of instructional leadership on student improvement through programs like Bump It Up and Early Action for Success.

In April 2017, to better support schools, we realigned our operating model so that School Operations and Performance became two separate divisions – School Operations and Performance, and Educational Services. We will continue to review and refine the work of the two divisions throughout 2018 to ensure they are providing schools with the support needed to improve student outcomes.

School Infrastructure NSW was also established during 2017 to build and upgrade the schools we need for the future. It will deliver once-in-a-generation strategies for school buildings, major upgrades and maintenance. These strategies will ensure every school-aged child has access to high-quality education facilities at their local public school.

We introduced the Start Strong funding reforms from 1 January 2017. These reforms will help more children across the state access early childhood education, so they are better prepared to start their school journey with the skills they need to fully engage in learning. We want all children in NSW to participate in 600 hours of quality preschool education in the year before school.

Our work to improve the lives of Aboriginal people in NSW is ongoing through OCHRE (opportunity, choice, healing, responsibility, empowerment), the NSW Government's community-focused plan for Aboriginal affairs. The independent evaluation of OCHRE continued in 2017, with the findings to be released in 2018.

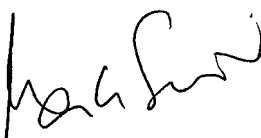
Extending OCHRE's commitment to language and cultural revitalisation, Aboriginal Affairs supported the Minister in passing the *Aboriginal Languages Act 2017* through the NSW Parliament – the first legislation of its kind in Australia to acknowledge the significance of first languages.

Our Connected Communities Strategy aims to address educational disadvantage for Aboriginal students. It is implemented in some of the most complex and vulnerable communities in NSW. In 2017, we built on the partnerships between schools, local Aboriginal leaders and their communities, enabling us to respond to local needs, as well as implement language and culture programs. Our evaluation of the strategy shows that we have made noticeable gains since its implementation, particularly in primary education.

We continue to focus strongly on how best to equip young people for a world that will be transformed by technology and globalisation. Through our Education for a Changing World project, we have engaged some of the world's leading academics to consider how these transformations will affect curriculum, school design and the use of technology in the classroom.

In 2018, we will launch the Department of Education's Strategic Plan 2018-2022. It will outline our commitment to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society. It is an ambitious plan, developed with the support of school and corporate staff across the department. The plan will guide our decision-making and actions to ensure we are a system that continues to improve every year – every student, every teacher, every leader, every school.

We are all working hard to ensure that the NSW education system becomes Australia's best and one of the finest in the world.



Mark Scott AO
Secretary
NSW Department of Education

About us

The Department of Education provides, funds and regulates education services for NSW students from early childhood to secondary school. We regulate and support the early childhood education sector. We deliver a world-class education to more than 791,000 students each year through our public schools and provide funding support to more than 417,000 students in non-government schools. We employ, develop and support teachers, leaders and other staff in public schools to deliver the best outcomes for students.

Through Aboriginal Affairs, we work with Aboriginal communities to promote social, economic and cultural wellbeing. Through OCHRE (opportunity, choice, healing, responsibility, empowerment), the NSW Government's community-focused plan for Aboriginal affairs, we establish partnerships for economic prosperity, support effective Aboriginal community governance, and strengthen cultural identity and language.

The Department of Education's Strategic Plan 2012-17 outlines our vision, outcomes and priorities. In 2018, we will launch a new strategic plan.

Our vision

A highly skilled, educated, vibrant and inclusive NSW where all students are achieving their potential and contributing as informed citizens to our society.

Aboriginal people are determining their own futures.

Our outcomes

All children receive high-quality early childhood education to give them a great start in life and at school.

All primary and secondary students receive the teaching and support they need to learn, achieve and progress.

Aboriginal people have improved social, cultural and economic outcomes.

Our priorities

We have high expectations for all and focus on closing gaps in achievement in areas of disadvantage. The NSW Premier's priorities for the state are to grow the economy, deliver infrastructure, protect the vulnerable, as well as improve health, education and public services across NSW. Included in these is an 8 per cent increase in the proportion of students in the top two National Assessment Program: Literacy and Numeracy (NAPLAN) bands for reading and numeracy. The state priorities also include a 30 per cent increase in the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy.

Quality teaching and leadership are essential to the success of our students as well as improving the literacy and numeracy skills of children in our schools. We develop our teachers and leaders and increase their capacity to deliver these outcomes.

Aboriginal Affairs builds Aboriginal community capacity for self-determination, strengthens cultural identity and healing, promotes economic prosperity, and gives voice to the priorities and aspirations of Aboriginal communities within government.

We improve customer satisfaction with our services, and find new and better ways of doing business. We innovate and respond to the changing needs of the people of NSW. We develop our staff and support them in delivering excellence. We form strong partnerships with parents and families, industry and community groups, education, training and other providers. We are open and accountable both in our day-to-day business and in delivering our strategic objectives.

About us

Our students

Preschool children

In the year before school, educational programs are provided in a range of settings including community preschools, NSW Department of Education preschools and preschool programs within long day care services.

In 2017, the department funded 739 community-based preschools (including 44 mobile preschools) under Start Strong. We also funded 2,299 Start Strong long day care services, 391 other long day care services and 167 vacation care services. The department regulated more than 5,600 early childhood services across NSW. These services included 100 department-operated preschools.

Primary and secondary students

Our public schools provide an education for students from preschool through to Year 12. In 2017, more than 791,000 students were enrolled in 2,208 public schools. This represents about two-thirds of all NSW school students.

Our students represent the diversity of cultural, linguistic and socioeconomic backgrounds across NSW.

Aboriginal people and communities

Aboriginal NSW is culturally diverse and vibrant, with 35 unique Aboriginal languages and about 100 dialects. There are many Aboriginal communities, each with a unique history, culture and way of seeing itself. A community can include individuals or families living in a location, people living in various locations connected by culture and kinship, or a group of people connected by historical circumstance.

As at 2016, more than 216,000 Aboriginal people reside in NSW, representing 2.9 per cent of the NSW population and 33.3 per cent of the Aboriginal population in Australia. Based on current estimates, the Aboriginal population in NSW is expected to grow to more than 282,900 by 2026. According to the 2016 census, 32.4 per cent of the NSW Aboriginal population live in greater Sydney and 67.2 per cent in the rest of the state.

Table 1: NSW public school enrolments, 2017

Category	Number
Total full-time and part-time primary and secondary students	791,763
Full-time primary and secondary students	789,833
Full-time primary students	486,730
Full-time secondary students	303,103
Preschool students	4,442
Part-time secondary students	1,930
Children in early intervention classes	716

Note: The number of preschool students and children in early intervention classes is not included in the full-time primary and secondary enrolments total, consistent with Schools Australia 2017.

Table 2: NSW public school student profile, 2017

Category	Number
Male students	406,006
Female students	385,034
Students with a language background other than English	274,446
Aboriginal students	59,214
Students in support classes	18,829
Students in schools for specific purposes	5,562

Notes: Student numbers for the student profile are counted as full-time equivalent (FTE), with the exception of students with a language background other than English, which is counted as the number of students (headcount). All Kindergarten to Year 10 students in NSW Government schools are counted as full-time students, so there is no difference between headcounts and FTEs when counting these students. Some students in Years 11 and 12 are classed as part-time students, based on the total number of units studied.

Table 3: NSW public schools, 2017

Category	Number
Total number of schools	2,208
Primary schools	1,606
Secondary schools	401
Schools for specific purposes	113
Central/community schools	65
Environmental education centres	23

Notes: The total number of schools differs from figures published by the Australian Bureau of Statistics (ABS), which only counts schools that have permanent enrolments for four or more continuous weeks, and therefore excludes environmental education centres, some schools for specific purposes and the Open High School. A multi-campus college is reported by the ABS as one school, but campuses are reported individually here.

Table 4: Student-to-teacher ratios in NSW public schools, 2017

Category	Number
Overall student-to-teacher ratio	14.2
Primary student-to-teacher ratio	15.8
Secondary student-to-teacher ratio	12.4

Note: The number of preschool students and children in early intervention classes is not included in the primary student-to-teacher ratio, consistent with Schools Australia 2017.

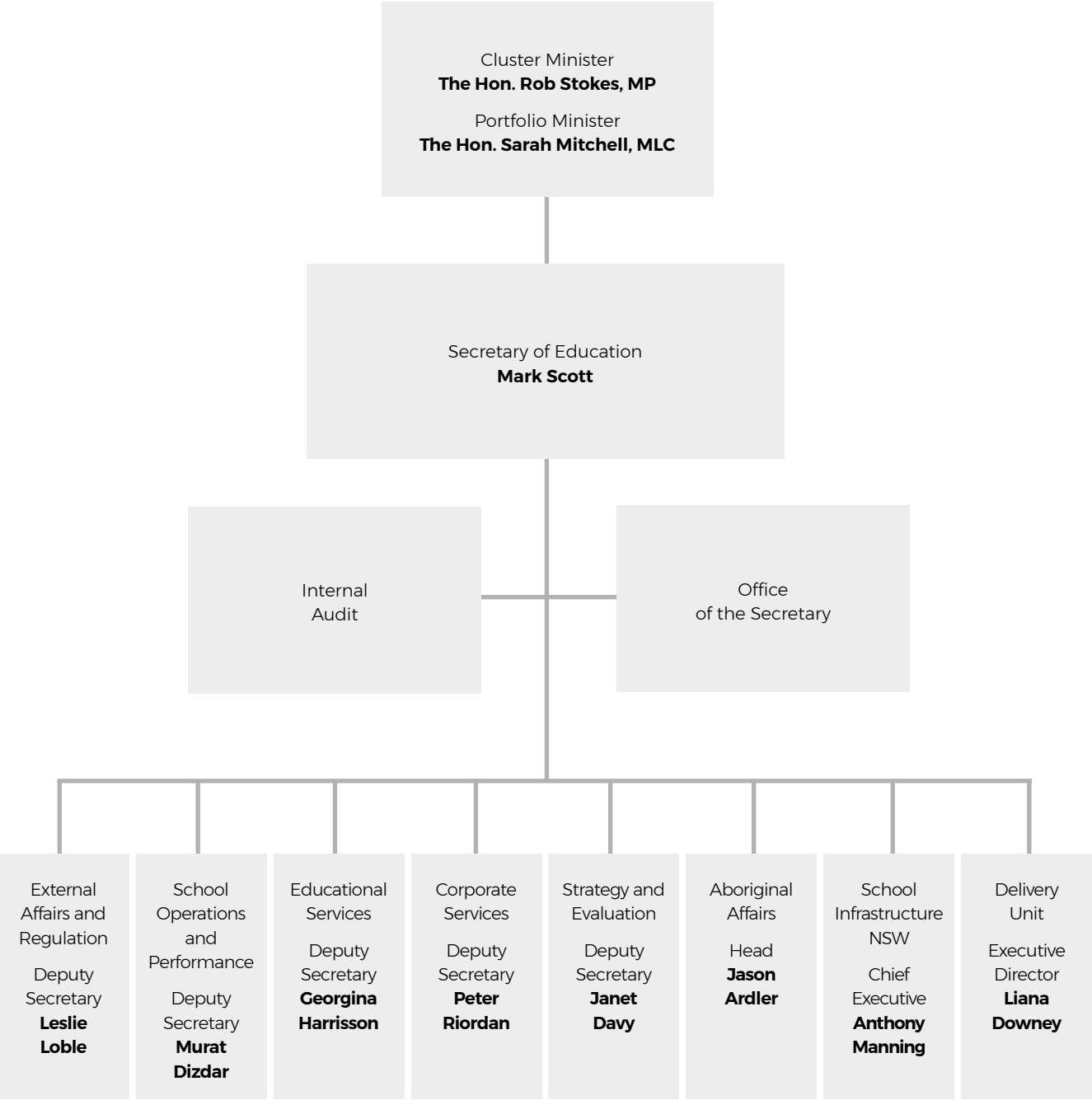
Source: Department of Education mid-year census. Note: Figures, except for total number of schools, are consistent with ABS Schools Australia (cat 4221.0) counting rules, and ratios are calculated using FTE students and teachers.

Our organisation

The department

As at the end of December 2017, the department is structured as represented in this chart. The latest organisation chart is available on the NSW Department of Education website.

Organisational structure,
Department of Education, December 2017



About us

External Affairs and Regulation

External Affairs and Regulation strengthens educational and community outcomes by leading strategic reform initiatives, securing national and state funding for education services, distributing funding to non-government schools and preschool providers, advising on strategic policy in higher and tertiary education, and promoting high-quality standards for early childhood education.

The division supports Ministers in strategic discussions with the Australian Government and other jurisdictions, is a key driver of forward-thinking policy and leads negotiations over funding arrangements. It acts as the principal point of contact for non-government and private education systems and providers, advises the Minister on non-government school policy and funding, and develops and coordinates NSW Government policy on national issues in education and early childhood education. It also regulates early childhood services across the state and is responsible for funding preschool service providers as well as advising on early childhood policies and projects.

School Operations and Performance

School Operations and Performance runs the 2,208 public schools across NSW, helping young people grow into literate, numerate and well-educated citizens.

The division supports students with disability, those learning English as an additional language or dialect, Aboriginal education and training, regional communities and early childhood education, ensuring every student has opportunities to excel.

It works closely with key stakeholders including principals' associations, the NSW Aboriginal Education Consultative Group, parents and citizens' associations, and other organisations with interests in equity and access to education, so that our schools reflect the local aspirations of the community.

From 2018, School Operations and Performance will realign its operating model to give principals greater access to their directors. This will ensure that directors can better support principals and leadership growth, as well as give contextual support for school improvement.

Committed school leaders and quality teachers lead NSW public schools, and students have access to a strong and differentiated curriculum. The core subject disciplines of English, mathematics, science, history and geography are supported by extensive technology, arts, languages and sports subjects to develop and enrich students' learning.

In 2018, the division will focus on leadership development, establishing the School Leadership Institute. This will be a dedicated unit to provide aspiring, new and experienced school leaders with access to quality, expert, affordable development programs relevant to their needs. Programs will be standards-based and linked to the national teacher and principal standards and profiles.

The department has 100 preschools attached to primary and central schools. They provide educational programs to children one year before starting school and are an integral part of the school. These preschools give priority of access to the most disadvantaged children within the local community, particularly those not otherwise able to access a children's service.

Educational Services

Educational Services delivers highly effective educational, corporate and business services to support teaching and learning in 2,208 public schools across NSW.

The division was established in April 2017 and works closely with School Operations and Performance to deliver on the department's commitment to achieving the best possible outcomes for every student in a NSW public school.

The learning and wellbeing of students is the focus of the division's work. It coordinates and delivers high-quality and responsive policies and services to schools to improve student learning outcomes.

At the state level, the division leads policy, process and programs in learning, teaching and wellbeing, as well as Aboriginal education and engagement. It also develops and implements business systems to support the work of schools.

The new School Services directorate links the policy and operational functions of the division and leads the delivery of services locally to public schools across the state.

Corporate Services

Corporate Services supports the work of divisions and the delivery of high-quality teaching in schools by ensuring a skilled, high-calibre workforce and efficient operating environment.

The division recruits and places teachers, school administrative and support staff, and corporate staff, as well as provides systems for engaging contractors. It develops and negotiates industrial awards and agreements, and provides strategic industrial relations advice and analysis. It provides legal support and expert advice to schools and the wider department, and arranges for the department to be represented before a range of courts and tribunals. It also investigates and manages employee conduct and performance issues.

Corporate Services coordinates the allocation, monitoring, reporting and management of financial resources across the department. It ensures value and efficiency in purchasing, and compliance with procurement requirements. The division also helps schools and workplaces achieve safe working and learning environments for students, staff and visitors.

The division identifies and provides information and communication technologies to students, teachers and staff in schools across the state, and supports future approaches to teaching and learning, including digital technology. It also provides high-level customer service to schools, corporate staff and vendors through the department's shared services centre, EDConnect.

Strategy and Evaluation

Strategy and Evaluation supports the work of divisions and schools through education research and evaluation, policy and program management, and communication and engagement.

The division is the central point of contact for the department's divisions and Ministers, providing consistent, high-quality and timely advice, briefings, correspondence and support of parliamentary operations. It is responsible for corporate planning, performance reporting and enterprise risk management.

The Centre for Education Statistics and Evaluation, an innovative education data hub, provides education research and evaluation to improve the effectiveness, efficiency and accountability of education in NSW.

The division delivers strategic communications, media relations, school and department websites, public school promotion and community engagement. It is also responsible for monitoring savings, benefits management, efficiency targets and related reforms.

Aboriginal Affairs

Aboriginal Affairs works with Aboriginal communities to promote social, economic and cultural wellbeing. It leads the implementation and reporting on OCHRE (opportunity, choice, healing, responsibility, empowerment), the NSW Government's community-focused plan for Aboriginal affairs.

The agency also establishes policy frameworks and partnerships for Aboriginal economic prosperity; promotes effective Aboriginal community governance; and supports cultural identity, language revitalisation and community healing. It works with stolen generations organisations to support healing and reparations for members of the Stolen Generations in NSW, including administering the Stolen Generations Reparations Scheme.

Aboriginal Affairs supports the Minister to effectively administer the *Aboriginal Land Rights Act 1983*.

School Infrastructure NSW

In 2017, the government committed \$4.2 billion for new and upgraded schools over the next four years. NSW public schools will require the equivalent of another 7,200 permanent classrooms to 2031 as enrolment numbers grow.

School Infrastructure NSW drives the planning, procurement and construction of school facilities to meet changes in population growth, accommodate new ways of teaching and learning, and help foster better educational outcomes for students. It is also investigating alternative delivery opportunities to maximise outcomes for education infrastructure.

In addition, the division is working on the \$747 million, four-year school maintenance program to bring the department's maintenance liability in line with industry best practice.

Eminent business people with expertise in major project delivery oversee this public school infrastructure program. School Infrastructure NSW also works closely with school communities, the Department of Planning and Environment, Infrastructure NSW and the Greater Sydney Commission to deliver public education infrastructure where it is needed.

The division is developing innovative, high-quality models for classrooms, libraries and halls that meet the needs of students now and into the future.

About us

Delivery Unit

The Delivery Unit was established in late 2017 to drive stronger links between our policies, systems and approaches to ensure every student, every teacher, every leader and every school improves every year. It works across the department to continuously strengthen and refine its approaches to ensure NSW students are served by Australia's best education system and one of the finest in the world. The directorate works with divisions on prioritisation, measurement and strategic project design.

Each year, the directorate will provide targeted support to a small number of cross-divisional priorities – facilitating collaboration, capacity building and continuous improvement.

Internal Audit

Internal Audit provides an independent and objective review and advisory service to the Secretary, and the Audit and Risk Committee. It provides assurance that the department's financial and operational controls – designed to manage the organisation's risks and achieve its objectives – are operating in an efficient, effective and ethical manner.

The directorate helps management improve the department's business performance. It advises on fraud and corruption risks as well as on internal controls over business functions and processes.

Our governance structure

The executive is the strategic governing forum for the department and supports the Secretary's responsibilities as the accountable officer. The executive is responsible for:

- setting the direction for the department, including our vision and priorities
- ensuring our strategic priorities are delivered
- identifying and managing risks
- making Education a great place to work.

Members of the executive team

As at 31 December 2017, the executive comprised the following members, who met weekly:

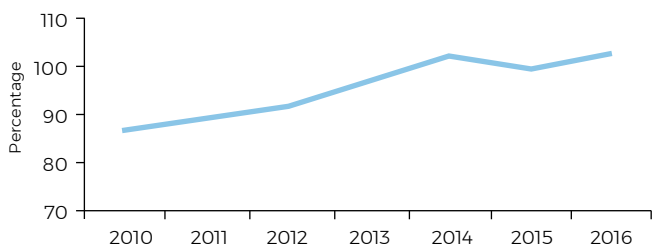
- Mark Scott, AO, Secretary (Chair) (DipEd, BA, MA, MPA, DLitt [honoris causa], DBus [honoris causa], DUniv [honoris causa], FAICD, FRSN)
- Jason Ardler, Head of Aboriginal Affairs (BEc)
- Janet Davy, Deputy Secretary, Strategy and Evaluation (BEc, MEd)
- Murat Dizdar, PSM, Deputy Secretary, School Operations and Performance (BEc)
- Jenny Donovan, Executive Director, Centre for Education Statistics and Evaluation (DipEd, BA, MA Hons, PhD)
- Liana Downey, Executive Director, Delivery Unit (BAs, BSc [Math], MBA)
- Gerard Giesekam, Chief Financial Officer (BCom, FCPA)
- Georgina Harrison, Deputy Secretary, Educational Services (BSc)
- Leslie Loble, Deputy Secretary, External Affairs and Regulation (BSc, MPA)
- Anthony Manning, Chief Executive, School Infrastructure NSW
- Peter Riordan, PSM, Deputy Secretary, Corporate Services (BCom, MBA, MLLR)

Performance report: In early childhood

Our performance targets

Support all children to access quality early childhood education in the year before school, including Aboriginal children and disadvantaged children

Figure 1: Proportion of children enrolled in a preschool program in the year before full-time school, 2010 to 2016

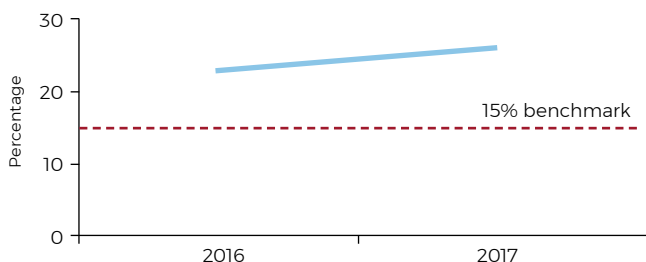


Source: Australian Bureau of Statistics Preschool Education Australia 2016.
Note: Some figures exceed 100 per cent due to a misalignment between the numerator and the denominator in the agreed methodology for calculating year before school participation rates under the Universal Access National Partnership Agreement.

The NSW Government is committed to ensuring that children in the year before school participate in high-quality early childhood education. In 2016, NSW achieved its target of ensuring 95 per cent of children were enrolled in a preschool program in the year before school. The proportion of Aboriginal children and disadvantaged children enrolled in early childhood education in the year before school was 98 per cent and 88 per cent, respectively.

Proportion of early childhood education services assessed or reviewed against the National Quality Standard per year

Figure 2: Proportion of NSW early childhood education services assessed compared to annual benchmark, 2016 to 2017



Source: National Quality Agenda Information Technology System, December 2017.

The department regulates the operation of early childhood education services, and is responsible for assessing and rating the quality of services approved under the *Children (Education and Care Services National Law Application) Act 2010*.

Under the National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care, the NSW annual benchmark for assessment and rating is set at 767 services. This is 15 per cent of the total number of in-scope services in NSW on 30 June 2015.

As at 31 December 2017, 1,337 services (26 per cent) were assessed and rated, which exceeds the required benchmark.

Our priorities: In early childhood

High expectations, closing the gaps

Increasing access to preschool

The NSW Government is committed to ensuring that all children in NSW can participate in 600 hours of quality preschool education in the year before school, no matter where they live or what their circumstances are. This is consistent with the National Partnership on Universal Access to Early Childhood Education.

Research shows that children who participate in a quality early childhood education program for at least 600 hours in the year before school are more likely to arrive at school equipped with the social, cognitive and emotional skills they need to engage in learning.

The benefits of quality early childhood education endure well beyond primary school. Research has linked higher levels of educational attainment, economic participation and family wellbeing to moderate levels of participation in early childhood education.

Building on the success of the Start Strong funding scheme and to ensure affordability is not a barrier for families with young children, the NSW Government has allocated an additional \$217 million in funding over four years to 2021. This will support universal access to early childhood education. The Start Strong reforms link needs-based funding to 600 hours of enrolment in quality early childhood education in the year before school, aiming to encourage increased levels of participation by all eligible children. Since Start Strong's implementation, 600-hour enrolments have increased significantly across NSW in community preschools.

Through Start Strong, funding is targeted to the children who need it most, across the community preschool and long day care sectors. The extended program also ensures children from Aboriginal or low-income families will continue to receive additional support for two years before school. Start Strong has reduced daily fees – the average fee has decreased for all children in community preschools across NSW by 25 per cent between 2016 and 2017. The most significant impact is on children from Aboriginal or low-income families, whose daily fees have decreased by more than 40 per cent.

In 2017, the Preschool Disability Support Program provided targeted funding for more than 2,600 children with disability.

Giving young children the best start at school

The department conducted the Best Start Kindergarten Assessment in all NSW public schools, involving 71,989 children and more than 3,700 teachers. This year, 93 per cent of Kindergarten students achieved level 1 or higher on at least one aspect of the numeracy assessment and 79 per cent achieved level 1 or higher on at least one aspect of the literacy assessment.

Following an evaluation by our Centre for Education Statistics and Evaluation, we revised the Best Start Assessment to better reflect current research, and to align with the new literacy and numeracy learning progressions. The revised Best Start was trialled in department preschools. In 2018, it will be implemented in all Early Action for Success schools and 100 supplementary schools. All schools will transition by 2019.

Schools use a range of targeted interventions, including Targeted Early Numeracy (TEN) and Language, Learning and Literacy (L3) to support students at risk of not achieving expected literacy and numeracy levels in the early years.

Implementing the National Quality Framework

The National Quality Framework aims to improve the quality and consistency of early childhood education across Australia through an integrated approach to the approval, quality assessment and compliance of services. This framework applies to more than 5,600 services in NSW, including long day care, preschool, family day care and outside of school hours care services.

In 2017, we cooperated with other jurisdictions to implement changes arising from the review of the National Quality Framework. The changes to the national law and regulations improve regulatory oversight and strengthen measures to ensure the delivery of quality services.

In addition, we implemented the State Environmental Planning Policy Educational Establishments and Child Care Facilities 2017 in partnership with the NSW Department of Planning and Environment. The policy aligns the state's planning system with the requirements of the *Education and Care Services National Law Act 2010* for establishing early childhood centres. The policy streamlines local planning approval and national law approval processes, generating time and cost savings in setting up new child care centres or expanding existing facilities.

As at the end of 2017, we had rated in excess of 96 per cent of the more than 5,600 services that fall within the scope of the National Quality Framework. NSW accounts for approximately 35 per cent of the early childhood sector in Australia, and has conducted the highest number of assessments and ratings nationally.

We also monitor compliance with legislative requirements, investigate complaints and respond to incidents. In 2017, these activities involved more than 2,400 compliance visits to services, 35,000 telephone inquiries, 8,200 email inquiries and dealing with more than 3,300 applications.

To ensure that quality remains a focus, we rolled out a number of initiatives in 2017. These included statewide forums to communicate the changes to the national law and regulations, fact sheets on requirements for vacation care to ensure the safety of young children, and a bushfire awareness campaign.

Quality teaching and leadership

Building the knowledge and skills of early childhood educators

In 2017, we awarded 30 scholarships under the Rural and Remote Early Childhood Teaching Scholarship program. The aim of the program is to help diploma-qualified educators working in community preschools and long day care services in rural and remote areas upgrade their qualifications and become early childhood teachers. This recognises the importance of having qualified teachers to deliver quality early childhood education.

We also established the Incentive Scholarships program in 2017 for educators already enrolled in early childhood teaching degrees. We awarded 44 scholarships to help these educators complete their degree.

To increase the participation of Aboriginal children in early childhood education, the department engaged Ngroo Education under the Sector Development Program. Ngroo Education provided cultural education training, self-assessment cultural audit tools, advice on the development of an action plan to increase Aboriginal enrolments, and culturally relevant resource kits. We invited community preschools to participate, and 137 services completed the program.

We also engaged the Ethnic Community Services Co-operative to deliver the Bicultural Support Program to 80 community preschools. The program helps children from culturally and linguistically diverse, refugee or Aboriginal backgrounds with language support. It also helps build the capacity of educators to provide culturally inclusive practices, educational programs and children's services.

In 2017, we awarded Early Childhood Professional Development Grants. These are designed to increase professional development opportunities for early childhood education staff employed in community preschools.

The department implemented the Rural and Remote Preschool Network Strategy for 14 NSW public preschools. This initiative helped educators to network, as well as provided access to professional learning via virtual meetings, quality resources, and materials to build their knowledge and capacity.

To support a highly qualified and sustainable early childhood education workforce that meets the needs of children and families, we have begun to develop an Early Childhood Education Workforce Strategy. We consulted the early childhood sector extensively in late 2017, and will release the strategy in 2018.

New and better ways of doing business

Reforming the funding of early childhood education

The 2017-18 budget includes an additional \$217 million in state funding over four years for Start Strong funding for preschool education in community preschools and long day care services. This extends the funding to 2021. Start Strong is a needs-based funding investment aimed at making 600 hours of preschool participation more affordable.

Per-child base rates have increased across all socioeconomic bands, starting at \$4,250 and increasing to \$6,600 for services in the most disadvantaged areas.

From 1 July 2017, children enrolled for 600 hours per year receive additional funding to support access, affordability and quality. Children enrolled for fewer than 600 hours per year, but more than one six-hour day per week, continued to receive funding as a proportion of the 600-hour program rates.

Preschools must pass on 75 per cent of the funding increase to reduce fees, with priority given to Aboriginal or low-income families.

Services in small communities often face extra challenges to remain viable. Through Start Strong, the department pays a regional loading to services classified as outer regional, remote or very remote under the Accessibility Remoteness Index of Australia. Preschools in remote and very remote areas receive additional loading of \$1,281 per eligible child per annum, and those in outer regional areas receive an additional loading of \$871 per eligible child per annum. A Service Safety Net, guaranteeing a minimum funding amount of \$132,000 – equivalent to 20 enrolments – was introduced for eligible regional services. Sixty-six services currently receive this funding.

Our priorities: In early childhood

Under the Start Strong Long Day Care program, long day care services received additional funding to support children aged four to five from low-income or Aboriginal families. The program also provided an extra \$1,300 for every child in the year before school from an Aboriginal or low-income family who increased their enrolment to 600 hours or more between August 2016 and May 2017.

Making early childhood regulation more efficient and effective

During 2017, we achieved further efficiencies in regulating the state's early childhood education sector. Following the 2014 Review of the National Quality Agenda, we worked together with other jurisdictions and the Australian Government to amend the Education and Care Services National Law and Regulations. Changes that came into effect on 1 October 2017 will reduce red tape, provide greater clarity, and improve oversight and support for early education services.

We helped the sector understand and prepare for these changes by issuing a range of support resources, as well as consulting across the state to educate the sector about the changes.

We achieved further efficiencies by restructuring department field staff into flexible regions, introducing centralised scheduling and better use of new technology with IT enhancements to the electronic platform NSW authorised officers use.

As a result, NSW increased the percentage of services assessed and rated from 80 per cent in September 2016 to more than 96 per cent in December 2017. This is the highest proportion nationally. It comes at a time when the number of services in NSW is increasing and the team has been responding to compliance issues.

We have been working with the other states and territories, as well as the Australian Government, through the Early Childhood Policy Group to:

- identify incentives for early childhood education and care service providers to encourage early compliance with the National Quality Framework
- establish a nationally agreed efficient cost of regulation.

Preschool Partnership Pilot

During 2017, the department completed the Preschool Partnership Pilot. This initiative was part of the NSW Government's election commitment to provide additional support for public schools to partner with early childhood providers to co-locate facilities. The two pilots were located in the inner west of Sydney and Tamworth (Hillvue).

The Inner West Virtual Community of Practice promoted a smooth transition to school by enhancing connections, strengthening collaboration and supporting continuity between early childhood services and schools.

In February 2017, the online forum was updated, improving user registration and overall usability. It was also enhanced to incorporate a member's chat area. This enabled registered users – including early childhood educators, teachers, academics and people working in health and community services roles whose work involves supporting young children transitioning to school – to discuss issues with their peers, further strengthening collaboration. In March 2017, four inner west primary schools worked together on ways to support effective transition to school, as well as to raise awareness of the online forum.

The Hillvue Public School Early Learning Engagement Centre supported collaboration and connection between early childhood and primary school teachers, as well as a range of community services. This cross-sector, multi-agency collaboration supported transition to school; allowed information sharing between families, services and schools; encouraged the use of the NSW Transition to School Statement; and promoted the importance of quality preschool education.

The department approved a six-month extension of the pilots in June. The Cultural and Indigenous Research Centre Australia completed its evaluation of both pilots in December 2017. The evaluation concluded that both pilots were effective at enhancing community awareness of early childhood education, as well as at facilitating collaborations that support a successful transition to school.

Before and After School Care Fund

The NSW Government created the \$20 million Before and After School Care Fund in 2015 to help establish up to 45,000 additional outside of school hours care places in government and non-government schools. The department administers the fund and a cross-sectoral steering committee guides it. The committee includes representatives from the Catholic Education Commission NSW and the Association of Independent Schools of NSW.

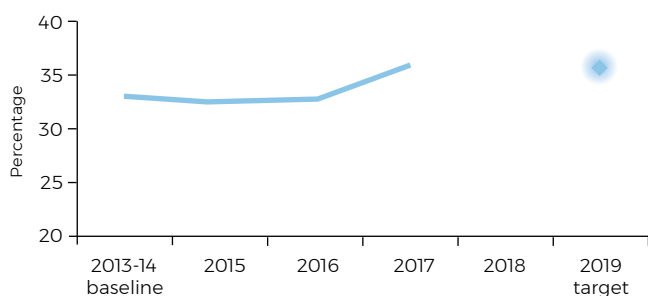
Under the fund, schools and local councils may apply for a grant of up to \$30,000 to establish a new outside of school hours care service or expand an existing one. In 2017, we also accepted applications from not-for-profit service providers not operating in schools and on local council sites. Successful applicants presented a need for increasing the number of approved before and after school care places and showed the potential to meet the regulatory requirements.

Performance report: At school

Our performance targets

Increase the proportion of NSW students in the top two NAPLAN bands by 8 per cent by 2019

Figure 3.1: Overall proportion of students in the top two NAPLAN bands for reading and numeracy, 2017 compared to baseline



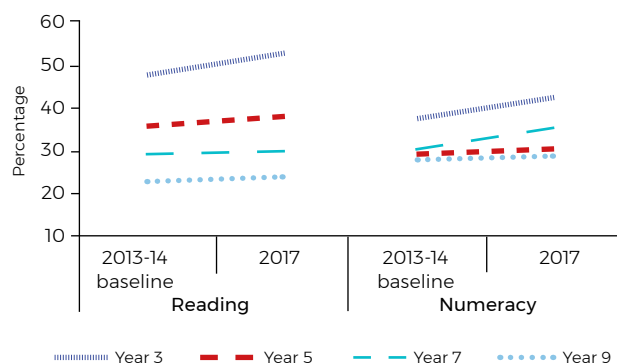
Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017. Note: The baseline is an average of 2013 and 2014 results.

This target is the Premier's priority for education.

The overall proportion of students in the top two National Assessment Program: Literacy and Numeracy (NAPLAN) bands represents an average across Years 3, 5, 7 and 9 reading and numeracy.

In 2017, the overall proportion of NSW students achieving in the top two performance bands was 35.5 per cent. The 2017 result is 3 percentage points higher than in 2016, and has already exceeded the target of 35.2 per cent set for 2019.

Figure 3.2: Proportion of NSW students in Years 3, 5, 7 and 9 in the top two performance bands for reading and numeracy, 2017 compared to baseline



Source: ACARA, NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017. Note: The baseline is an average of 2013 and 2014 results.

In 2017, the proportion of students in the top two reading bands was above the 2013-14 baseline for all cohorts. The improvement was greatest for Year 3 reading, increasing by 5.2 percentage points from 48.1 to 53.3 per cent. Year 5 results improved by 2.3 percentage points, and results for Years 7 and 9 both improved by 1.3 percentage points.

For numeracy, the 2017 proportion of students in the top two bands also exceeded the 2013-14 baseline for all cohorts. The improvement was greatest for Year 7 (up 5.3 percentage points) and Year 3 (up 5.0 percentage points). Results for Years 5 and 9 improved by 1.7 and 0.7 percentage points, respectively.

Performance report: At school

Increase the proportion of NSW students achieving at or above the national minimum standard for reading and numeracy

The national minimum standard is the agreed minimum acceptable standard of knowledge and skills in literacy and numeracy for a given year level, below which students will have difficulty making sufficient progress at school.

For both reading and numeracy over the period 2010 to 2017, the proportion of NSW students at or above the national minimum standard has almost always

been above the national average, but there has been no substantial change for all year levels, with the exception of Year 9 numeracy.

The proportion of Year 9 students at or above the national minimum standard for numeracy increased 3.3 percentage points from 93.1 per cent in 2010 to 96.4 per cent in 2017.

Figure 4.1: Proportion of NSW students in Year 3 at or above the national minimum standard for reading and numeracy, 2010 to 2017

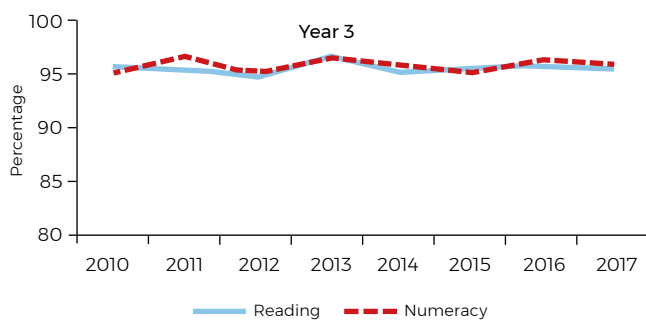


Figure 4.2: Proportion of NSW students in Year 5 at or above the national minimum standard for reading and numeracy, 2010 to 2017

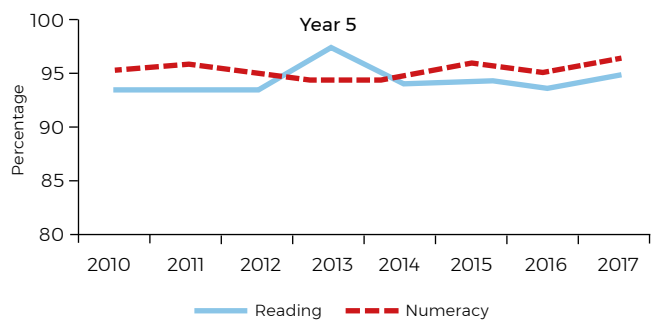


Figure 4.3: Proportion of NSW students in Year 7 at or above the national minimum standard for reading and numeracy, 2010 to 2017

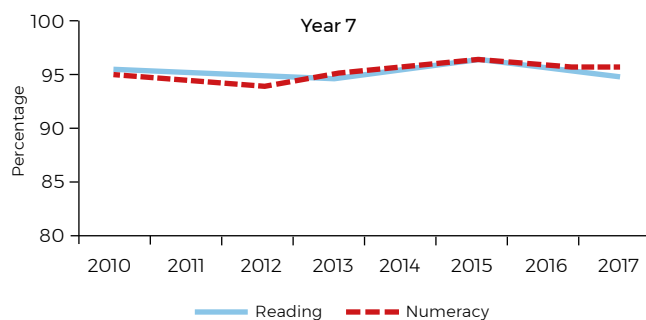
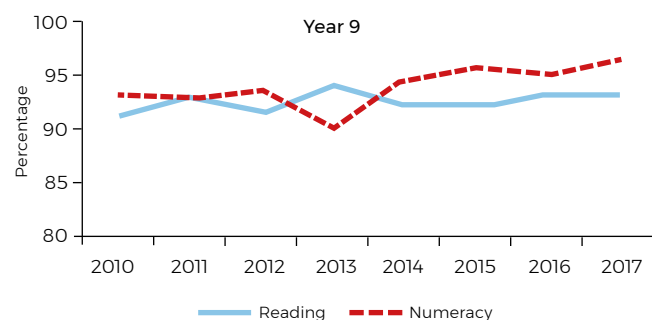


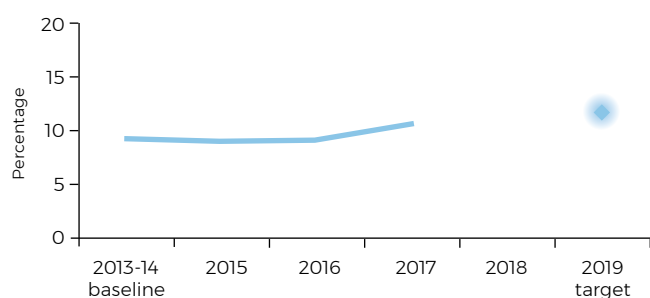
Figure 4.4: Proportion of NSW students in Year 9 at or above the national minimum standard for reading and numeracy, 2010 to 2017



Source: ACARA, NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017.

Increase the proportion of NSW Aboriginal students in the top two NAPLAN bands by 30 per cent by 2019

Figure 5: Overall proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy, 2017 compared to baseline



Source: ACARA, NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017. Note: The baseline is an average of 2013 and 2014 results.

This target is a state priority for education.

The overall proportion of Aboriginal students in the top two NAPLAN bands represents an average across Years 3, 5, 7 and 9 reading and numeracy.

In 2017, the overall proportion of Aboriginal students achieving in the top two performance bands was 10.4 per cent, an increase of 1.3 percentage points from 9.1 per cent in both 2016 and the 2013-14 baseline. The target for 2019 is on track.

“ In 2017, NSW achieved the Premier’s priority education target – to increase the proportion of students in the top two NAPLAN bands by 8 per cent – two years early.”

Mark Scott AO

Secretary

NSW Department of Education

Performance report: At school

Halve the gap between Aboriginal and non-Aboriginal students in reading and numeracy by 2018

This is a Council of Australian Governments (COAG) target.

For reading, between 2008 and 2017, the proportion of NSW Aboriginal Year 3 and Year 5 students meeting or exceeding the national minimum standard significantly increased. There was no significant change in reading from 2008 to 2017 for non-Aboriginal Year 3 and Year 5 students, Aboriginal Year 7 and Year 9 students or non-Aboriginal Year 7 and Year 9 students.

For numeracy, between 2008 and 2017, the proportion of NSW Aboriginal Year 5 and Year 9 students meeting or exceeding the national minimum standard significantly increased. There was also a significant increase in numeracy for non-Aboriginal Year 9 students. There was no significant change in numeracy from 2008 to 2017 for Aboriginal Year 3 and Year 7 students or for non-Aboriginal Year 3, Year 5 or Year 7 students.

The 2017 reading and numeracy results are consistent with previous years' results and reflect the volatility in the underlying measures.

Figure 6.1: Proportion of NSW Aboriginal students in Year 3 achieving at or above the national minimum standard in reading and numeracy, 2008 to 2017

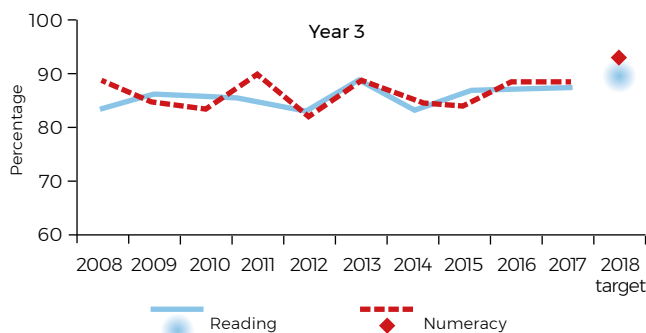


Figure 6.2: Proportion of NSW Aboriginal students in Year 5 achieving at or above the national minimum standard in reading and numeracy, 2008 to 2017

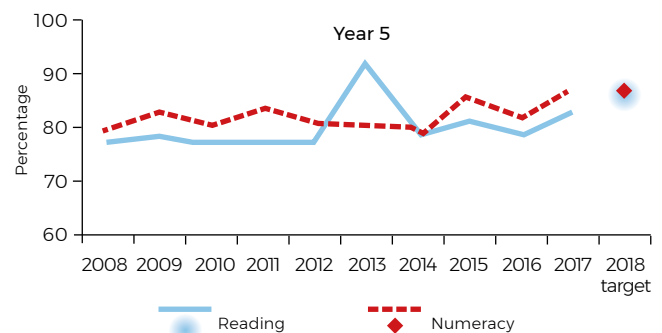


Figure 6.3: Proportion of NSW Aboriginal students in Year 7 achieving at or above the national minimum standard in reading and numeracy, 2008 to 2017

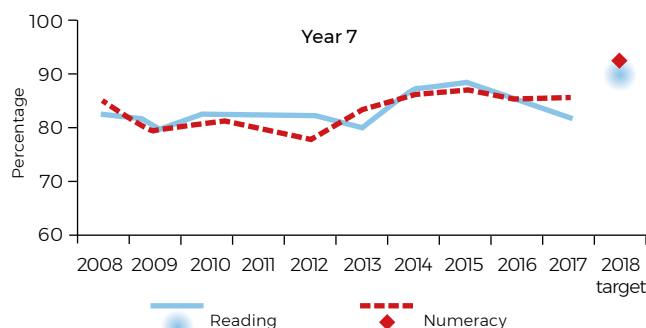
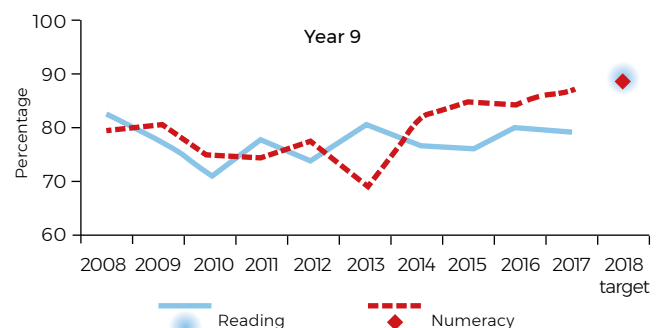


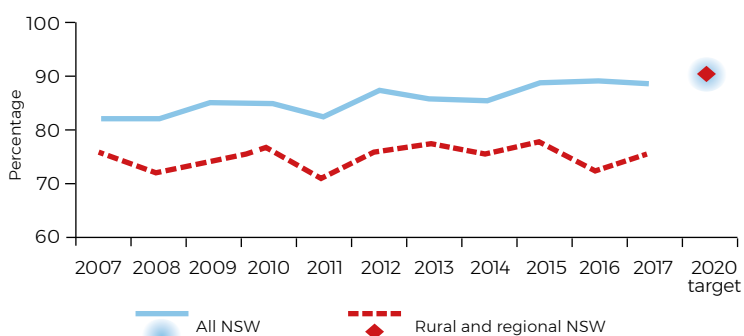
Figure 6.4: Proportion of NSW Aboriginal students in Year 9 achieving at or above the national minimum standard in reading and numeracy, 2008 to 2017



Source: ACARA, NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2017.

Ensure that 90 per cent of young people have attained a Year 12 or AQF qualification at certificate III or above by 2020, including those in regional NSW

Figure 7: Proportion of 20-to-24-year-olds who have attained a Year 12 or AQF qualification at certificate III or above, 2007 to 2017



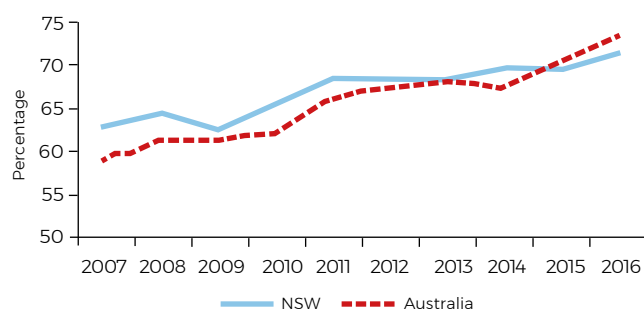
Source: Australian Bureau of Statistics (ABS), Survey of Education and Work (cat. 6227.0).
Notes: Rural and regional attainment data are calculated from a sample survey for which there is a known standard error. The ABS has advised that year-to-year fluctuations are to be expected because of sampling variability. Care needs to be taken with interpreting survey data as high standard errors can mean differences from year to year are not statistically significant.

This is a COAG target.

The overall proportion of young people completing a Year 12 or Australian Qualifications Framework (AQF) qualification at certificate III or above decreased slightly to 88 per cent in 2017. The proportion of young people living in rural and regional NSW attaining an equivalent qualification increased from 73 per cent in 2016 to 76 per cent in 2017.

Improve Year 12 completion rates for students in disadvantaged areas

Figure 8: Year 12 completion rates for students living in low-socioeconomic areas, 2007 to 2016



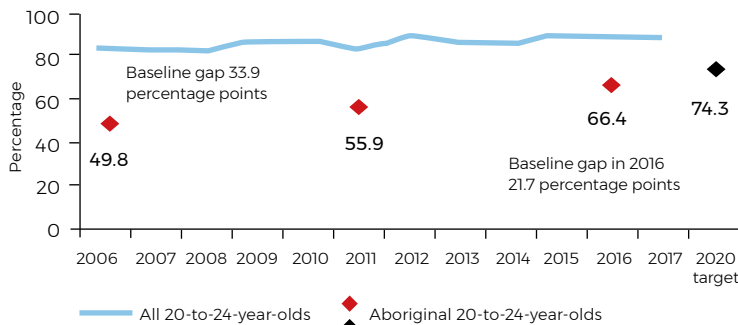
Source: Productivity Commission, Report on Government Services (2018), Steering Committee for the Review of Government Service Provision. Note: 2017 data will be available in 2019.

Since 2007, the proportion of NSW students living in low-socioeconomic areas who have completed Year 12 has increased from 63 per cent to 71 per cent.

Performance report: At school

Halve the gap in Year 12 or equivalent attainment for Aboriginal students by 2020

Figure 9.1: The gap in Year 12 or equivalent attainment for Aboriginal 20-to-24-year-olds, 2006 to 2017

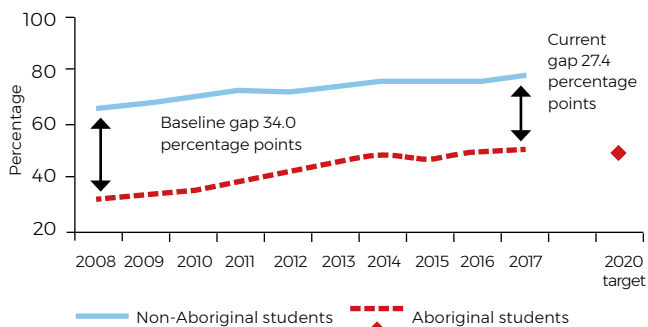


This is a COAG target.

In 2016, 66.4 per cent of young Aboriginal people had attained Year 12 or an equivalent qualification. This is an increase of more than 10 percentage points between the 2011 and 2016 census collections. The gap between Aboriginal and non-Aboriginal attainment rates has decreased from 34 percentage points in 2006 to 22 percentage points in 2016.

Sources: 2016 rates are sourced from the 2016 Census of Population and Housing, ABS, published in Productivity Commission, Report on Government Services (2018), Steering Committee for the Review of Government Service Provision. Inter-census data for all students are sourced from the annual ABS Survey of Education and Work (cat. 6227.0). Note: The NSW 2020 target rate has been updated from the 2016 Annual Report to be consistent with current COAG targets for NSW.

Figure 9.2: Year 7 to Year 12 apparent retention for Aboriginal and non-Aboriginal students, 2008 to 2017



Source: ABS Schools Australia (cat. 4221.0). Notes: Apparent retention measures the extent to which students in NSW public schools progress to their final year of schooling. The term 'apparent' is used because the measurement is based on the total number of students in each year level compared to the number in an earlier year, rather than by tracking the retention of individual students.

Since the school-leaving age was raised to 17 in 2010, school retention rates have increased for all NSW students across Years 7 to 12.

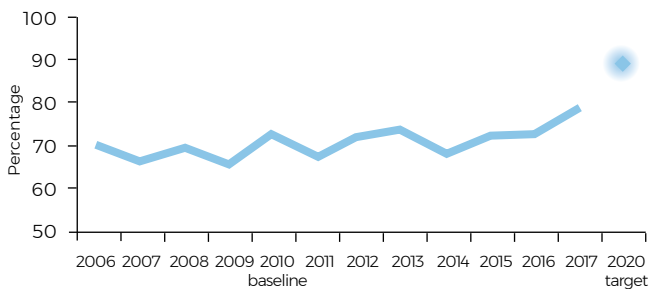
The retention rate for Aboriginal students increased from 32.2 per cent in 2008 to 48.4 per cent in 2014, then declined to 46.5 per cent in 2015. However, in 2016 the retention rate rose by 3 percentage points to 49.5 per cent and increased further in 2017 to 50.1 per cent.

The 2020 halving-the-gap target of 49.2 per cent was set in 2008. At this time, the Aboriginal retention rate was 32.2 per cent and the non-Aboriginal retention rate was 66.2 per cent, giving a baseline gap of 34.0 percentage points. The 2020 target was set as 32.2 per cent plus 17 per cent (half of the baseline gap), assuming the retention rate for non-Aboriginal students would remain constant.

The retention rates in 2017 for Aboriginal and non-Aboriginal students are 50.1 per cent and 77.5 per cent, respectively, giving a gap of 27.4 percentage points. As only around half of Aboriginal students remain at public schools until Year 12, the gap remains significant, with scope for further improvement.

Increase the proportion of young people who have left school and are participating in further education, training or employment to 90 per cent by 2020

Figure 10: Proportion of 15-to-19-year-old school leavers fully participating in education, training and/or employment, 2006 to 2017



Source: ABS, Education and Work, Australia, (cat. 6227), additional data cubes.
Note: Care needs to be taken with interpreting survey data as high standard errors can mean differences from year to year are not statistically significant.

Full-time participation in education or work after leaving school is an important step in establishing a young person's employment path through the working years.

In 2017, 78.2 per cent of school leavers aged 15 to 19 were fully engaged in further education, training or work, an increase from 72.6 per cent in 2016.

“ We continue to focus strongly on how best to equip young people for a world that will be transformed by technology and globalisation.”

Mark Scott AO

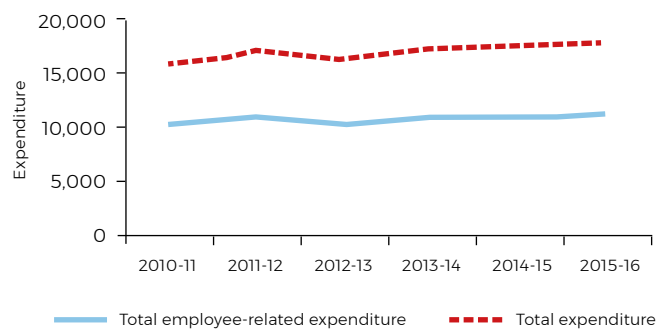
Secretary

NSW Department of Education

Performance report: At school

Government recurrent expenditure per student in government schools

Figure 11.1: Government recurrent expenditure on staff per full-time equivalent (FTE) student in NSW Government schools, 2010-11 to 2015-16



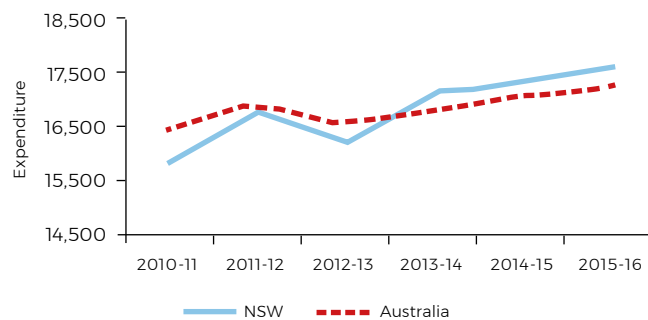
Source: Table 4A.15 2018 Report on Government Services – Chapter 4 School Education.
Notes: Total expenditure includes user cost of capital and in-school and out-of-school expenditure. Expressed in dollars of the year 2015-16.

Reporting on efficiency trends is a recommendation of the 2015 NSW Auditor-General's performance audit report, Identifying productivity in the public sector.

Data outlined in the Report on Government Services identified that the amount of employee-related expenditure per FTE student increased in real terms over the period 2010-11 to 2015-16.

The report also indicated that over the same period, employee-related expenditure per FTE student decreased as a proportion of total expenditure per FTE student.

Figure 11.2: Government recurrent expenditure per FTE student in NSW Government schools, 2010-11 to 2015-16



Source: Table 4A.15 2018 Report on Government Services – Chapter 4 School Education.
Notes: Expenditure includes user cost of capital and in-school and out-of-school expenditure. Expressed in dollars of the year 2015-16.

The 2018 Report on Government Services indicated that real expenditure per NSW public school student is increasing. In 2013-14, 2014-15 and 2015-16, expenditure per FTE student in NSW public schools exceeded the Australian average.

Our priorities: At school

High expectations, closing the gaps

School excellence

The department revised the School Excellence Policy in 2017 to provide direction for schools to lead ongoing improvement through school planning, self-assessment, annual reporting and external validation.

We produced implementation guidelines to support the revised policy. At the same time, we also released two related documents:

- School Excellence Framework version 2
- School development review procedures.

We added additional modules to the School Planning and Reporting Online software to help schools complete their annual report, an annual School Excellence Framework Self-assessment Survey and requirements for external validation.

A second cohort of 442 schools participated in the external validation process of their self-assessment using the School Excellence Framework. An independent panel, including a principal school leadership and a peer principal, leads this procedure.

Thirty-nine schools contributed to the NSW Education Standards Authority (NESA) registration process for the NSW Government schooling system. NESA also successfully inspected an additional 18 randomly selected schools.

Following its redevelopment, we reviewed and relaunched the A-Z Policy Implementation Tool. Through the tool, schools provided the department with evidence that they had implemented four identified policies:

- Protecting and Supporting Children and Young People Policy
- School Attendance Policy
- Student Discipline in Government Schools Policy
- Working with Children Check Policy.

Ensuring the safety, welfare and wellbeing of our students

All public schools in NSW are required to have a planned approach to support their students' wellbeing. In 2017, we released a wellbeing self-assessment tool and professional learning package to help schools assess current wellbeing approaches and identify areas for future growth.

The Wellbeing Framework for Schools is complemented by Supported Students, Successful Students, a four-year \$167.2 million package from 2015 that has increased counselling and wellbeing services in public schools across NSW.

In 2017, in addition to the Supported Students, Successful Students core counselling allocation, 381 schools with greater need received \$16.25 million in flexible funding for wellbeing services. This enabled school communities to choose the mix of services that best addressed their students' wellbeing.

We allocated targeted funding of \$2.4 million to 411 schools to support recently arrived refugee students' learning, wellbeing and settlement needs.

Two statewide specialist refugee counselling teams worked directly with 114 schools providing psychological support for refugee students. We provided targeted professional learning for more than 550 staff, increasing their ability to support refugee students and their families.

Through the refugee leadership strategy, 17 refugee support leaders helped more than 140 schools respond to the complex needs of refugee students and families. Refugee support leaders work with school leaders to support student wellbeing and learning, plan and implement evidence-based refugee support strategies and facilitate collaboration with relevant agencies.

We implemented a range of professional learning strategies to help staff meet refugee students' needs, understand the impact of refugee trauma, implement culturally inclusive teaching strategies to support English language and literacy learning, and develop personalised approaches to wellbeing and learning for refugee students.

We supported the implementation of Positive Behaviour for Learning in NSW public schools with \$5 million in funding. This framework helps schools implement a whole-school approach to wellbeing. In 2017, a team of 36 positive behaviour for learning positions provided direct support to schools. A total of 1,235 schools participated in training to implement Positive Behaviour for Learning in NSW. This represents more than 55 per cent of NSW public schools, a 35 per cent increase since 2015.

Our Child Wellbeing unit builds schools' capacity to respond to child protection concerns. In 2017, the unit responded to more than 17,800 contacts to facilitate appropriate responses for student safety, welfare and wellbeing. It worked in partnership with the Ministry of Health, the NSW Police Force, the Department of Family and Community Services, and non-government organisations to identify those students most at risk, and coordinated responses across agencies.

The 2017-18 NSW State Budget allocated \$6.1 million in new funding over three years to support the NSW Anti-bullying Strategy for all education sectors.

Our priorities: At school

We developed the NSW anti-bullying website in consultation with expert academic advisers, principal and parent groups. It provides information on anti-bullying strategies for parents, carers and students.

In 2017, 600 school-based anti-racism contact officers were trained to help principals implement anti-racism strategies. The contact officers play a critical role in ensuring all students and staff are respected, valued and empowered to succeed in culturally inclusive and harmonious school settings.

The Premier launched the revised Healthy School Canteen Strategy in 2017, which contributes to the Premier's priority to reduce childhood overweight and obesity by 5 per cent by 2025. We worked with the Ministry of Health to support schools with information and resources to increase provision of healthy food and drink options through school canteens.

Supporting students with disability, learning and behavioural difficulties

More than 110,000 students enrolled in NSW public schools receive personalised learning and support for disability. In 2017, the department allocated \$253 million to schools through the Resource Allocation Model to support the additional learning needs of students. This allocation provides all regular schools with specialist learning and support teacher time, as well as flexible funding based on student need. In addition, we provided targeted assistance for more than 8,300 students with disability in regular classes through the Integration Funding Support program, at a cost of \$120 million.

In 2017, more than 3,000 support classes in regular schools and schools for specific purposes supported more than 22,200 students. We continued to look at the best ways to establish these classes and how students access them.

Our specialist teacher service supported more than 2,400 students with vision or hearing impairment. The Braille and Large Print Service continues to support more than 450 students with vision impairment.

We are on track to deliver on the recommendations from the 2016 NSW Auditor-General's performance audit, Supporting students with disability in NSW public schools. Highlights include projects to develop new professional learning for teachers on the use of assistive technology and materials to support collaborative practice with speech pathologists. We enhanced the department's website, providing streamlined information for parents and carers about how NSW public schools address the needs of students with disability.

The number of teachers participating in relevant training has continued to increase. During 2017, 4,255 individual school staff completed 6,436 accredited courses on the Disability Standards for Education. More than 3,200 staff – including primary and secondary teachers, learning and support teachers, principals and school executives, and school counsellors – completed accredited courses on key areas of student need, including autism, behaviour, dyslexia, and personalised learning and support.

We continue to provide scholarships for teachers in NSW public schools to undertake further tertiary study to support their teaching of students with disability. Since 2012, 186 teachers have completed a master's degree through the scholarship program and 97 teachers are currently enrolled.

All NSW public schools participated in the national data collection on students with disability in 2017. We supported this through professional learning and feedback to school staff to improve data quality and strengthen school processes for providing personalised learning and support.

We continue to support schools through the rollout of the National Disability Insurance Scheme (NDIS). This year, we provided new information, materials and training for school staff, parents and carers, and disability providers to help them understand the NDIS and to guide decisions about providing NDIS-funded disability support in schools. We continue to play an active role in cross-government work on NDIS design and implementation to maximise the potential benefits of the new scheme for people with disability in NSW.

Closing the gap in educational outcomes for Aboriginal students

Every NSW public school with enrolled Aboriginal students receives targeted funding through the Resource Allocation Model. In 2017, the model's equity loading provided \$75.9 million to meet the learning needs of approximately 59,200 Aboriginal students across all NSW public schools. Schools use this funding to implement targeted programs around early childhood education, reading, writing, numeracy, attendance and Year 12 attainment.

In 2017, we provided \$1.06 million for Tunin' In, an early years education initiative, to help Aboriginal parents and carers with children in preschool support their child's learning. This involved engaging 25 community engagement officers (Aboriginal) and using a social media platform.

The department provided \$1.5 million for the Instructional Leaders initiative, in which 11 instructional

■ All NSW public schools participated in the national data collection on students with disability in 2017. We supported this through professional learning and feedback to school staff to improve data quality and strengthen school processes for providing personalised learning and support.

leaders have been appointed to work across 12 selected schools to improve teaching practice. This initiative focuses on the government's state priority of increasing the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy.

We also allocated \$1.08 million for six learning centres across NSW, which provide academic and cultural support to improve engagement, attendance, retention and Higher School Certificate attainment for Aboriginal students in secondary education. All three of these initiatives will continue in 2018.

The Clontarf Foundation continued its funded program to encourage re-engagement with education for male Aboriginal students in Years 7 to 12 who are at risk of not attending school. Approximately 1,560 students in 27 schools participated. For the first time, we engaged Role Models and Leaders Australia to deliver a Girls Academy program for female students in Years 7 to 12. Approximately 660 students in 11 schools or campuses participated in 2017.

The department's successful partnership with the NSW Aboriginal Education Consultative Group continued during 2017. Drawing on this, and in partnership with the Aboriginal and Torres Strait Islander Mathematics Alliance, 312 Aboriginal students from across 60 NSW public schools participated in three science, technology, engineering and maths (STEM) camps. These camps encourage increased participation in STEM subjects.

Connected Communities

We have implemented the Connected Communities Strategy in 15 schools in 11 of the most complex and vulnerable communities in NSW. The strategy aims to address the educational disadvantage of Aboriginal students and all young people in these schools.

An essential feature of Connected Communities is genuine partnerships between schools, local Aboriginal leaders and their communities. In 2017, Connected Communities schools worked on the following initiatives:

- We used schools as service hubs, developing interagency referral and meeting processes with other local agencies to help respond to the needs of students. We developed and distributed a framework for Connected Communities schools, together with local service level agreements, to formalise this service planning for students.
- We responded to identified local needs, with executive principals tailoring programs with their schools and communities to improve student learning outcomes. For example, at Bourke High School the executive principal collaborated with key local agencies to jointly lead a cross-agency youth diversion program in response to community concern about high levels of vandalism. As a result, school attendance increased by more than 50 per cent and vandalism has decreased.
- We addressed issues of current and historic trauma, continuing to implement the Connected Communities Healing and Wellbeing model to support students, staff and community members. For example, a number of Aboriginal community members engaged in a TAFE NSW Certificate IV in Youth Work course. Schools also employ Aboriginal community members to work on culturally based initiatives with young people, such as the Elder in Residence at Taree High School.
- We implemented a rigorous approach to teaching and learning within a cultural context, conducting project-based learning workshops to help teachers in Connected Communities schools engage students in authentic learning. We also developed a cultural model for curriculum.
- We implemented language and culture programs. In conjunction with the NSW Aboriginal Education Consultative Group, elders and community-based language tutors delivered Aboriginal cultural awareness programs and language lessons to staff and students at Connected Communities schools.

Our priorities: At school

Our Centre for Education Statistics and Evaluation continued to evaluate the strategy, demonstrating that Connected Communities has made noticeable gains since its implementation, particularly in primary education. For example:

- Aboriginal student attendance rates across Connected Communities primary students as a group have increased from 83.6 per cent in 2012 to 85.2 per cent in 2016.
- Approximately three-quarters of Years 7 to 10 Aboriginal students say they plan to finish Year 12 and enter further education or training.
- Tell Them From Me survey data indicates that four out of five secondary students feel good about their culture at school – significantly higher than those at non-Connected Communities schools.
- There were improvements in NAPLAN reading and writing results for Years 3 and 5 students.
- NAPLAN numeracy results are also higher for Year 3 students.

The centre will publish the final evaluation report in mid-2018.

Increasing access to Aboriginal languages

We partner with the NSW Aboriginal Education Consultative Group, Aboriginal communities and organisations to implement Aboriginal languages programs. Learning an Aboriginal language strengthens Aboriginal students' identity and pride. The stronger a student's cultural identity, the better they engage in learning.

Schools must partner with local Aboriginal communities before teaching an Aboriginal language.

Parents and communities can negotiate with their school about including a local Aboriginal language in the school curriculum. This can happen either directly through the school planning consultation process, or by having the local NSW Aboriginal Education Consultative Group advocate on their behalf.

Schools connected to an Aboriginal Language and Culture Nest can also teach Aboriginal languages. Nests are a key initiative of OCHRE (opportunity, choice, healing, responsibility, empowerment), the NSW Government's community-focused plan for Aboriginal affairs. A nest is a network of communities bound together by their connection through an Aboriginal language (see Table 5). Each is aligned to a school that receives an annual funding allocation for administrative support and for employing Aboriginal language tutors for schools positioned within the nest perimeters.

From 2014 to 2017, \$4.4 million was committed under OCHRE for five nests. The program will be evaluated in 2018, as part of OCHRE. In 2017, we committed \$2 million over two years for the NSW Aboriginal Education Consultative Group to continue providing two language hubs that will centre on a cluster of schools located in the Moree and Kempsey districts.

By late 2017, 67 preschools, primary and secondary schools were teaching Aboriginal languages, with the help of 55 tutors and teachers. More than 6,390 students – 2,196 Aboriginal student and 4,201 non-Aboriginal students – were learning an Aboriginal language.

From 2017, secondary schools, including nest schools, were able to implement the Aboriginal languages content-endorsed course syllabus for students in Years 11 and 12.

Table 5: Aboriginal Language and Culture Nests, 2017

Language	Communities
Bundjalung	Ballina, Bonalbo, Casino, Coraki, Evans Head, Grafton, Kyogle, Lismore, Tabulam, Tweed Heads and Woodenbong
Gamilaraay/Yuwaalaraay/Yuwaalayaay	Collarenebri, Goolooga, Lightning Ridge and Walgett
Gumbaynggirr	Bellingen, Bonville, Coffs Harbour, Dorrigo, Macksville, Nambucca Valley, Northern Beaches, Orara, Raleigh, Sawtell/Toormina, South Grafton and Urunga
North West Wiradjuri	Ballimore, Dubbo, Eumungerie, Gilgandra, Mudgee, Mumbil, Narromine, Peak Hill, Stuart Town, Trangie, Tullamore, Wellington and Yeoval
Paakantji	Bourke, Broken Hill, Coomealla, Dareton, Menindee, Wentworth and Wilcannia

Supporting students learning English as an additional language or dialect

In 2017, the Resource Allocation Model provided a total of 896 full-time teaching positions and \$24 million in flexible funding to support approximately 166,000 students learning English as an additional language or dialect.

In addition, we allocated almost \$30 million in 2016-17 through the New Arrivals Program to provide intensive English language tuition and bilingual support for around 4,900 newly arrived students, including refugee students. An additional 5,000 students enrolled in intensive English centres and in the Intensive English High School. Students received intensive English tuition, orientation to schooling and settlement support to help them prepare for school and participation in Australian society. Approximately 3,700 recently arrived refugee students received targeted funding to support their additional learning, settlement and wellbeing needs.

Across the state, teachers and staff in NSW public schools attended professional learning to help them meet the educational needs of students learning English as an additional language or dialect, and refugee students. Teacher networks also continued to support teachers and leaders.

Supporting students from rural, remote and disadvantaged communities

In 2017, the department prepared a submission on behalf of the NSW Government to the Australian Government's Independent Review into Regional, Rural and Remote Education. We consulted with other NSW Government agencies and highlighted key reforms to improve educational outcomes for students in regional and remote areas, such as Rural and Remote Education: A blueprint for action, and the Connected Communities strategy.

The submission called for more Australian Government actions to complement NSW Government efforts to support rural, regional and remote students and maximise our collective impact. These actions included:

- better preparing teachers to work in rural and regional areas
- boosting incentives to attract quality teachers and school leaders to rural and remote communities
- addressing National Broadband Network issues to support a quality information and communications technology infrastructure
- supporting tertiary engagement and attainment in regional areas.

Enrolments in Aurora College, our partially selective school for students living in regional and rural NSW, continued to grow – from 174 students in 2016 to 214 students in 2017. The college employs a virtual learning environment in which students connect with teachers and classmates to complete core subjects in Years 7 to 10, and specialist subjects in Years 11 and 12. The opportunities for students have also expanded, with the inclusion of masterclass, e-mentoring and residential school programs, as well as innovative partnerships with businesses and scientific, cultural and tertiary education institutions.

The second Rural and Remote Education conference was held in Sydney in September 2017 and involved more than 230 teachers from across NSW. The conference celebrated innovative strategies operating in NSW schools.

In 2017, the Access program helped more than 420 senior students in 21 core remote schools continue their studies to Year 12 at their local school. The program allows students to work collaboratively in class groups in a broad range of subjects. Different subjects are delivered by different schools, to a class of students aggregated from all cluster schools.

The department also continued working with the Cross Border Commissioner to resolve and mitigate difficulties experienced by schools and students near the borders of Queensland, Victoria and the Australian Capital Territory.

Improving basic literacy and numeracy standards

In 2017, the department met and exceeded the Premier's priority target to increase the proportion of NSW students in the top two NAPLAN bands by 8 per cent by 2019. NAPLAN results show the target was met two years ahead of schedule, with an average of 35.5 per cent of students achieving the top two bands in reading and/or numeracy.

In 2017, the department identified 137 Bump it Up schools as having the greatest potential to improve performance of students achieving in the middle bands of NAPLAN in reading and numeracy. We provided professional learning opportunities for 137 school leadership teams, to build knowledge of literacy and numeracy skills. This included a High Expectations for all Learners conference in Term 1 for school leaders and teachers from Bump it Up schools.

The Early Action for Success strategy continued to improve the literacy and numeracy performance of students in the early years of school. In 2017, 555 schools took part in the strategy, with support from 408 full-time equivalent instructional leaders. The schools regularly collect data and monitor progress against the department's literacy and numeracy continuums.

Our priorities: At school

In response to the 2012 NSW Auditor-General's performance audit report, Improving the Literacy of Aboriginal Students in NSW Public Schools, we provided \$1.5 million for the Instructional Leaders initiative, where 11 instructional leaders work across 12 schools to improve the practices of teachers.

Encouraging students to stay in school and transition to further education, training and employment

In 2017, we provided more than \$9 million to fund NSW-based, not-for-profit, non-government organisations and local government authorities to deliver targeted projects to school students in Years 6 to 11. Projects targeted students at risk of disengaging with learning or leaving school early.

Thirty-four organisations worked with more than 180 partner schools to develop innovative ways to keep students engaged in learning and remain at school. We also supported the six schools within NSW juvenile justice centres to help young people make successful transitions back into school or to other post-school options.

To ensure students have access to different avenues for education and training, the department allocated \$40 million for students to undertake vocational education and training courses with external providers. In 2017, there were 361 school-based apprentices and 2,360 school-based trainees in public schools across NSW.

More than 140,000 students in Years 9 to 12 participated in school-to-work programs and initiatives, which aim to develop students' career-related learning to help them pursue their future career pathways.

Targeted career and transition support included the Ready Arrive Work program, which was delivered in Sydney and regional NSW high schools to 285 students from refugee backgrounds. The program aims to help students better navigate the world of work and understand Australian workplace culture.

Individualised approaches for students included career counselling by careers advisers and support by transition advisers. In 2017, 40 teachers trained as transition advisers to help at-risk students in their schools engage with learning and prepare for their transition from school. A total of 467 teachers have been trained since 2005.

Fifteen service providers continued to source quality work placements to ensure students completed their course requirements. This was part of the 2015 government commitment of \$27 million over four years to fund the coordination of mandatory work placements for more than 40,000 public school students who enrol in vocational education and training courses as part of their Higher School Certificate.

Improving student attendance

In 2017, the department trained more than 68 home school liaison officers and Aboriginal student liaison officers, as well as 37 managers of the Home School Liaison Program to help schools, parents and students resolve chronic non-attendance issues. In addition, 151 officers from government and non-government schools completed Compulsory Schooling Conference Convenor training. This is a provision under the *Education Act 1990* as an option to deal with matters of chronic non-attendance of compulsory school age students.

We completed our response to the issues raised in the 2012 NSW Auditor-General's performance audit report, The impact of the raised school leaving age. A number of the findings in the audit report continue to inform the work of the department.

Physical activity in government primary schools

Schools ensure students from Kindergarten to Year 10 complete the mandatory 150 minutes of physical activity per week.

Partnerships with tertiary institutions meant that we could provide research-supported professional learning to teachers. Online and practical professional development courses were provided to increase teacher confidence and competencies in teaching physical activity. More than 4,000 teachers attended these courses.

The Premier's Sporting Challenge encourages students to lead healthy, active lifestyles. An online application allowed 400,000 participants to record their activity. The representative school sport pathway provided opportunities for more than 200,000 students, and the school swimming and water safety program saw 105,000 students from 1,425 primary schools access these vital life skills.

The Live Life Well @ School program is funded jointly by the Department of Education and the Ministry of Health to help teachers build their capacity to teach physical education and nutrition.

In 2017, we provided opportunities for more than 2,850 students with disability to participate in sport, both within the representative school sport pathway and more generally across sport participation days. We recognised 49 teachers with excellence or recognition awards in school sport and 230 students received Sporting Blue awards at regional and state level.

The redesigned School Sport web application was viewed more than 2 million times. It provides up-to-date information for teachers, parents and carers on physical activity and sport.

Quality teaching and leadership

Strengthened initial teacher education

Great Teaching, Inspired Learning (GTIL) is the NSW Government's plan to improve teaching quality in NSW schools. The department is progressively delivering a range of GTIL actions to drive quality, continuous improvement and high standards across all the crucial stages of a teacher's career – from initial teacher education through to school leadership.

In 2017, we continued to implement professional experience agreements. Established in 2015 with NSW-based initial teacher education providers, the agreements provide greater clarity and consistency in the placement process for both schools and universities. They have also strengthened communication and relationships.

As part of the agreements, we continued the professional experience hub school program. This focuses on producing sustainable quality professional experience practices to share with other schools across the state.

We also supported teacher education students from metropolitan universities to take their professional experience placements in rural and remote school settings with a view to encouraging future employment in these areas. These included six schools within Griffith, Orange, Coonabarabran and Lightning Ridge.

Attracting and recruiting the highest-quality teachers

In 2017, we approved 6,514 new applicants to teach in NSW public schools and filled 4,109 classroom teacher positions. After the department appointed incentive transfers and Aboriginal employment applicants, schools filled 54 per cent of classroom teacher positions using their chosen recruitment method.

The department and the University of Sydney collaborated to promote employment opportunities in our schools for the first cohort of primary science, technology, engineering and maths (STEM) specialists completing their course in 2017. Of the 17 primary STEM specialists, we appointed 16 to permanent teaching positions in NSW public schools in 2018.

Under the GTIL reforms, to attract the best and brightest into teaching, we offered a range of scholarships, cadetships and internships to applicants in 2017. We received 402 applications for teach.Rural scholarships, 136 for cadetships and 105 for internships. Following this, we offered successful applicants 60 teach.Rural scholarships, 30 cadetships and 29 internships.

In addition, 103 teachers completed their sponsored training in mathematics, physics, engineering studies, special education (including hearing and vision), English as an additional language or dialect, careers and teacher librarianship in 2017.

The school counsellor sponsorship program supports qualified teachers to train as school counsellors and be appointed to areas of workforce need. In 2017, 61 teachers began training as school counsellors. A further 64 teachers were sponsored to train as school counsellors, with their studies beginning from Term 1, 2018.

Under Rural and Remote Education: A blueprint for action, the department offers further incentives to attract and retain teachers and school leaders in hard-to-staff schools. In 2017, we used incentive transfers to appoint 52 classroom teachers, 12 executive staff and six principals.

Each year, we offer up to 300 Teacher Education Scholarships to new applicants, including up to 80 for Aboriginal students. We offered scholarships to 198 successful applicants for the 2018 program. Since its introduction in 2002, the program has led to the appointment of 2,426 high-quality teachers – including 437 Aboriginal teachers – to areas of workforce need.

The department continued with its initiatives, first introduced in 2015, to encourage more students to study mathematics and science at the highest possible level at school. Over four years, 320 public school teachers will have an opportunity to specialise in mathematics and science, increasing the supply of highly trained teachers to schools across NSW. Each year, 80 scholarships are available to current teachers to become qualified mathematics and science teachers. In 2017, we received 138 applications, with 80 offers made to successful candidates.

Our priorities: At school

Accreditation and professional development for school teachers and principals

To enhance quality teaching, learning and leadership, we remain committed to teachers' and school leaders' professional development. From 2018, all teachers need to be accredited to teach in a NSW school. The majority of teachers will be accredited at the career stage of Proficient. As at the end of 2017, the department had 49 teachers accredited at Highly Accomplished, and 58 teachers accredited at Lead Teacher.

We continue to maintain and enhance a series of websites to help teachers and leaders develop effective teaching and leadership practices in line with the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals.

The leadership pathways and professional learning web sections offer aspiring and current school leaders a suite of professional development initiatives and resources, including the Leadership Development Initiative. In 2017, this initiative used a structured program, including a mentor, to help 77 school leaders and 119 aspiring leaders develop their instructional leadership capacity by working towards accreditation at the Lead Teacher and Highly Accomplished levels.

In 2017, we enhanced the Teaching Standards in Action website with improved search functions and an additional 12 hours of professional development at Lead Teacher level.

We have expanded the provision of NSW Education Standards Authority (NESA) Registered Professional Development for teachers maintaining their accreditation at Proficient, Highly Accomplished and Lead Teacher levels.

We also continued to use MyPL – a streamlined, integrated system to record, monitor and support professional learning for teachers, support staff and corporate staff. Data is synchronised daily with NESA to ensure that teachers satisfy accreditation requirements. In 2017, staff completed more than 700,000 courses, including more than 94,400 completions of the Mandatory Child Protection Training 2017 for schools.

The Strong Start, Great Teachers website continues to provide schools with a research-based framework to create customised, school-based induction programs for beginning teachers.

In 2017, schools received more than \$62 million in professional learning funding to support teaching and non-teaching staff development and growth.

Schools receive Beginning Teachers Support Funding to support eligible beginning teachers' performance and professional development, including induction and accreditation. In 2017, the program also supported eligible teachers in temporary engagements. More than 1,550 schools shared approximately \$67.5 million to support around 6,500 teachers – 3,500 temporary and 3,000 permanent.

The department released a renewed School Leadership Strategy in September 2017. This commits us to providing quality leadership preparation and development. In 2018, we will establish the Leadership Institute to provide aspiring, new and experienced leaders with access to quality, expert, affordable development programs relevant to their needs.

Recognising and sharing excellence in teaching

The department is committed to recognising and rewarding excellence in teaching.

The Australian Professional Standards for Teachers identify the professional competence expected of all teachers, who must maintain their accreditation to successfully progress through standards-based remuneration. Teachers first employed or re-employed since 2016 are paid based on their accreditation status. Those holding Highly Accomplished or Lead Teacher accreditation receive a salary of more than \$100,000 per annum.

Under Rural and Remote Education: A blueprint for action, we reimburse NESA submission fees for Highly Accomplished and Lead Teacher accreditation for teachers who completed 75 per cent of their accreditation in a rural or remote school.

Local Schools, Local Decisions provides principals with more opportunities for recognising and rewarding teaching excellence. The increased staffing flexibility helps principals engage teachers with higher-level accreditation to meet student needs, or create additional executive positions that support the achievements identified in the school plan.

We have a number of reward programs, awards, scholarships, fellowships and exchanges available to teachers, which recognise achievement as well as provide opportunities for research and study, and to exchange ideas and knowledge. Scholarships provide opportunities for research or study within Australia and overseas. These reward programs develop expertise in teaching and practice innovation across a wide range of curriculum and teaching specialisations.

The department continues to increase the level of collaboration and sharing of professional practice

through Filmpond. The initiative aims to help schools share their work with colleagues and school communities through the production of short videos. In 2017, schools produced more than 600 films, with more than 1,500 in production. The films have been viewed more than 100,000 times on a dedicated portal.

Implementing the NSW syllabuses for the Australian curriculum

We develop and deliver professional learning resources to support schools as they implement the NSW syllabuses for the Australian curriculum in English, mathematics, science and technology, history and geography.

The department supported human society and its environment teachers through online courses in geography for Kindergarten to Year 10 and through face-to-face professional learning courses. Support for mathematics syllabus implementation included Mathematics Building Blocks Kindergarten to Year 6.

In 2017, NESA released new Stage 6 syllabuses for English, mathematics, science and history for implementation in 2018. We provided professional learning and teaching resources to support syllabus implementation. We continued to support teachers in rural and remote locations through dedicated virtual networks and local initiatives.

In 2017, we began developing professional learning and materials to support implementation of the new Science and Technology Kindergarten to Year 6, and Technology (Mandatory) Years 7 to 8 syllabuses. We will begin delivering these in 2018.

New and better ways of doing business

Education for a Changing World

We are planning for the future of education and ensuring that today's students are prepared to live and work in a significantly different world. Our Education for a Changing World project aims to lead a conversation about the challenges of an artificial intelligence (AI)-enabled world for education and how education can best equip young people for the future. In 2017, the initiative focused on building the evidence base and broadening the discussion about the strategic implications for education arising from developments in AI and related technologies.

As part of this work, to stimulate debate and discussion, we commissioned a series of background papers, essays and analytical reports from leading academics and thinkers from around the world. The

department and Melbourne University Press jointly published a selection of the commissioned essays in November 2017 as an ebook, *Future Frontiers: Education for an AI world*. We also authored two discussion papers that respectively examined predicted economic and technology trends, and explored what school systems might need to ensure that all students are prepared to live and work in an AI-rich world.

To broaden the discussion, we hosted a series of events to engage school leaders, teachers, students and leaders from business and higher education in the initiative. In the first half of 2017, the Secretary hosted four roundtable discussions to discuss the potential impact of AI and other technologies on the nature of work and how to prepare young people for a more challenging future. In November 2017, the department hosted the Education for a Changing World Symposium, a major event that brought together more than 200 practitioners and policy makers in education, academia and industry to explore these themes.

In 2018, the Education for a Changing World project will deepen our exploration of policy reform directions and implications for NSW schools. It will build a community of teachers, education professionals and partners focused on the challenges of learning in the time of AI.

National Education Reform Agreement

The Australian Government terminated the National Education Reform Agreement at the end of 2017. The agreement provided for an additional \$5 billion between 2014 and 2019. Of this, NSW committed \$1.8 billion and the Australian Government contributed \$3.3 billion.

With the additional funding provided under the agreement, the department provided extra funding to public schools with students who have additional educational needs, including low-socioeconomic background, Aboriginality, English language proficiency and disability, as well as to schools that are remote or isolated. Schools received additional funding in line with their plans to address the particular learning needs of their students.

This investment also allowed the department to extend and accelerate the innovative reforms already underway throughout the state. These include Great Teaching, Inspired Learning; Quality Teaching, Successful Students; Supported Students, Successful Students; Rural and Remote Education: A blueprint for action; and Connected Communities.

Our priorities: At school

In October 2017, the department prepared the NSW Government's submission to the Review to Achieve Educational Excellence in Australian Schools. The submission highlighted NSW's major structural reforms to lift education performance for all students as well as the targeted reforms that address persistent problem areas – particularly in the area of initial teacher education. The submission also provided recommendations on how the Australian Government can best support states and territories to accelerate and deepen reform.

Increasing local decision-making and reforming the way we fund and staff our schools

A key initiative of the NSW Government's Local Schools, Local Decisions reform is the needs-based Resource Allocation Model (RAM) for allocating funding to NSW public schools. The model is fair, evidence-based and transparent. Providing increased funding that goes directly to schools enables certainty in school planning and reporting from year to year. Principals have the flexibility to make local decisions based on the specific needs of their students.

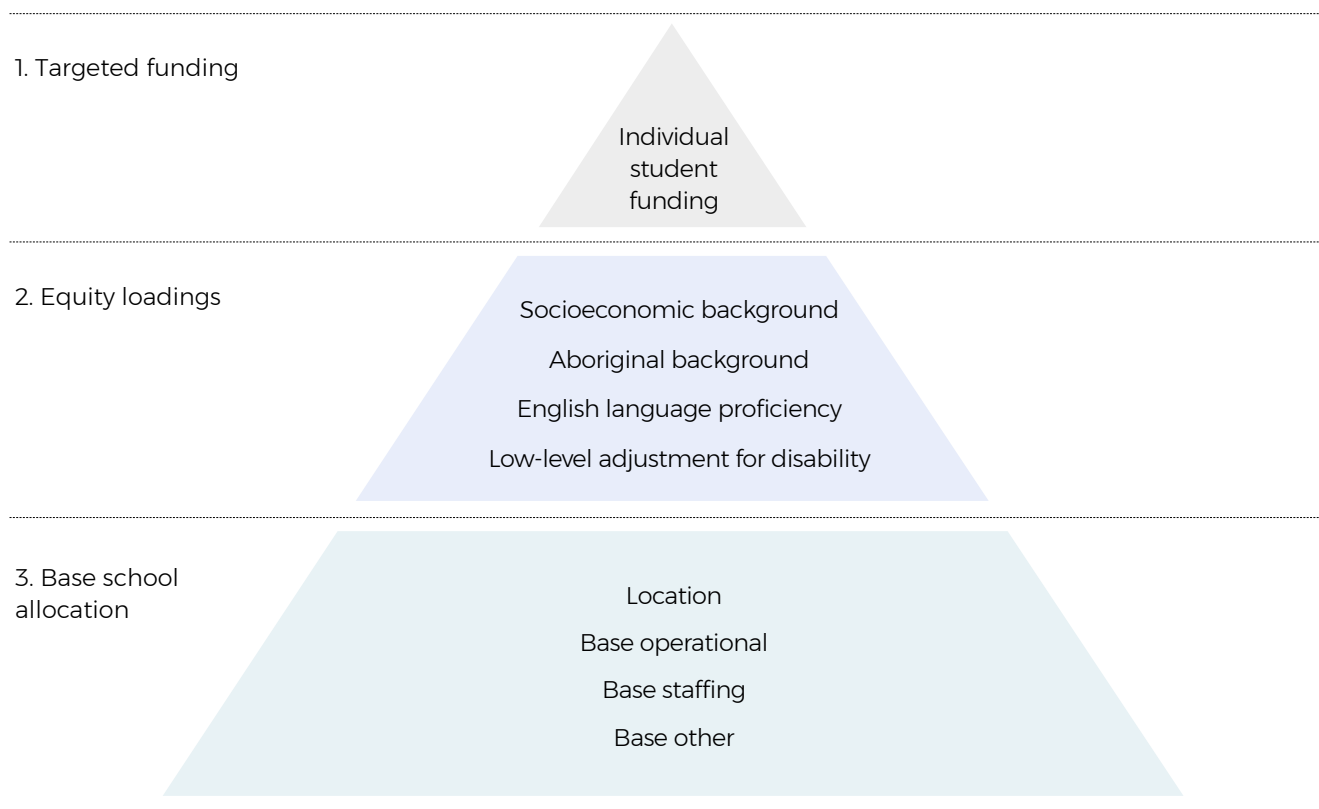
2017 is the fourth year that we have used the RAM to allocate funding to schools. The model uses a base and loadings approach to fund public schools, based on identified student and school need (see Figure 12). It takes into account factors such as socioeconomic background, Aboriginal background, English language proficiency and low-level adjustment for disability.

In 2017, the school operational funding allocation streamlined the current global funding into a new allocation model. This is based on per capita and school type, which better reflects the needs of students and smooths out the large impacts caused by small changes in enrolments.

NSW public schools received an additional \$219 million to support students across the state, including students in every regular public school with additional learning and support needs. This also included:

- 395,000 students in 2,185 schools for low-socioeconomic backgrounds
- 166,000 students in 1,512 schools learning English as an additional language or dialect
- 57,000 Aboriginal students in 2,015 schools.

Figure 12: Components of the Resource Allocation Model, 2017



Schools used their 2017 School Budget Allocation Reports to develop their own budget and allocate funding to deliver on the strategic directions identified in their school plans. As a result, schools are collaborating more closely with their communities to use funds strategically to improve student results and teacher quality.

Improving our school facilities and infrastructure

In 2017, the department continued to build new and upgraded permanent school accommodation and facilities through its capital works program. In 2016-17, we completed eight major works projects including the new Fernhill School, as well as major upgrades of Bowral, Point Clare and Harbord public schools.

Our specialist assets unit established in June 2017, School Infrastructure NSW, began implementing plans to accommodate unprecedented enrolment growth in our schools. We expect to accommodate an additional 164,000 students by 2031.

Work is continuing on more than 120 new and relocated schools, and major upgrades to schools including:

- the new Arthur Phillip High School, Parramatta Public School and Ballina Coast High School
- the Inner City High School in Surry Hills, Hurlstone Agricultural High School at Hawkesbury and the Lindfield Learning Village
- new primary schools at North Kellyville and at Smalls Road in Ryde.

The department has begun work on the \$747 million, four-year school maintenance program to tackle the planned maintenance in existing schools.

In 2017, the Auditor-General released the performance audit report, *Sharing school and community facilities*. The audit assessed how effectively schools share facilities – such as buildings, rooms or open spaces – with each other, local councils and community groups. The report concluded that, while there is some sharing of facilities, a range of barriers means the practice is not as effective as it could be.

The department is working to implement the recommendations of the report by 2018, ensuring we adequately resource and support our new Joint Use of School Facilities and Land Policy. We are also implementing processes to monitor and evaluate the use of shared and joint use policies to increase best practice.

The department's policy on joint use of facilities was approved and effective in 2017. We have a number of joint-use agreements in which other parties,

such as local councils, co-fund upgrades to school facilities in exchange for after-hour access. We began to establish joint-use agreements with councils, sporting organisations and significant public land holders to make the best possible use of community facilities. The department also began investigating opportunities to partner with the private sector.

In December 2017, the Share our Space pilot program began. This allowed the general public to access 42 primary and high school outdoor facilities – including ovals, playing fields and sporting facilities at selected schools – for recreational use during the school holiday period.

During 2017, the NSW Audit Office reviewed our asset planning processes to make sure we can deliver the type of learning environments needed in today's schools. The audit found that school asset planning had improved significantly and that we have a robust methodology for forecasting student enrolment growth.

The Department of Planning and Environment established the State Environmental Planning Policy (Educational Establishments and Child Care Facilities) 2017. The new policy will make it easier for schools to build new facilities and improve existing ones by streamlining approval processes to save time and money, as well as deliver greater consistency across NSW. The policy balances the need to deliver additional educational infrastructure with a focus on good design.

Supporting technology and innovation in learning

The department provides staff and students with a safe, managed portal environment in which they can learn collaboratively. We develop and publish online resources and information to help teachers make effective use of online learning tools in the classroom.

In 2017, we completed the rollout of the Oliver Library System to every public school in NSW. This system allows students to explore and discover resources from national and international collections as well as their local school catalogue.

We worked with Coder Academy and Education Services Australia to deliver professional learning days in rural communities. These workshops introduced teachers to emerging technologies and object-oriented programming using games and challenges.

In July 2017, we partnered with EdTechTeam to host the 2017 Google Summit at Anzac Park Public School. Overall, 300 teachers attended two days of classroom-focused professional learning in technology.

Our priorities: At school

Livestreaming lessons and educational experiences through our satellite education program continue to provide quality education to students in rural and isolated communities.

We began to implement a digital classroom program in response to the 2017 NSW Auditor-General's performance audit report, Information and communication technologies in schools for teaching and learning. This included developing professional learning for school leaders and staff about the use of technology for learning.

In 2017, we led several initiatives that supported science, technology, engineering and mathematics (STEM) education in NSW public schools.

The seven STEM action schools continued to share their practice and build capacity throughout NSW. More than 90 schools have worked with the STEM action schools. We funded 20 rural and remote schools so that three teachers from each school could travel to a STEM action school, participate in a workshop and be involved in ongoing mentoring.

Teachers from the seven agricultural lighthouse schools and four agricultural high schools participated in an agricultural forum at Farrer Memorial Agricultural High School in Tamworth. The focus of the two-day forum was precision agriculture, and teachers learned about the growing use of technology in agriculture.

We worked with the tertiary sector to develop a series of resources for schools using technology in agriculture to support the syllabus.

Improving administrative and information management systems

The department established the Learning Management and Business Reform (LMBR) program to replace out-of-date systems with a modern fully online schools finance system, and integrated student administration and wellbeing systems. LMBR supports important reform initiatives and has transformed the way the department and schools operate.

In October 2017, we completed the rollout of these LMBR systems to NSW public schools. The success of the rollout reflects the lessons applied from previous deployments, along with direct input and validation of training and support materials by experienced school administrative and support staff and principals.

We are introducing a new modernised human resources payroll system to replace 30-year-old legacy applications. The new system is based on the NSW Government's standard SAP system, customised to meet the specific needs of corporate and school

staff. We are on track to complete delivery of the new system by September 2018.

The 2014 NSW Auditor-General's performance audit report, Learning Management and Business Reform Program, assessed our progress in implementing the LMBR program. We accepted all eight recommendations in the report, and have fully addressed these with all related actions finalised in 2017.

Into higher education, work and society

Supporting successful transitions to tertiary and higher education

The department continues to support the development of innovative pathway programs leading to higher education qualifications.

In 2017, we began work on the Pathways for the Future reform project. The cross-agency project will link together NSW schooling, the vocational education and training sector, and higher education data for the first time, tracking students throughout the education system. We seek to understand the educational pathways young people take into meaningful work and what factors contribute to students disengaging from educational pathways.

We implemented a number of innovative post-school pathways through the tertiary pathways project. This funds pilot projects to demonstrate how integrated pathways between vocational education and training, and higher education, can benefit students, employers, industry and educational institutions. We manage and develop pilot pathways with funding from the NSW Skills Board and in conjunction with industry consortia.

During 2017, we developed three pilots for delivery in 2018. In partnership with the department, universities and large employers, the Master Builders Association of NSW developed two pathways in construction management. We also supported the University of Newcastle to develop a pathway integrating a bachelor qualification in electrical engineering with an electrical licence.

We began developing a further three pilots during 2017. The University of New England, Southern Cross University and Western Sydney University will deliver tertiary pathways in Aboriginal healthcare, civil construction and engineering, and sustainable agriculture and food security. These pathways will be available to students from the beginning of 2019. In addition, we contracted Australian Industry Standards to explore options for new tertiary qualifications in transport and logistics.

Performance report: With Aboriginal people and communities

Our performance targets

Increase support for Aboriginal communities' participation in decision-making

During 2017, Aboriginal Affairs strengthened the Local Decision Making policy through the following initiatives:

- Aboriginal Affairs reviewed the OCHRE Good Governance Guidelines. This resulted in clearer explanations of the roles and responsibilities of government stakeholders; better explanation of the governance environment and capacity development; and clearer articulation of how to demonstrate principles for each phase, including using self-assessment tools.
- The agency finalised accord negotiations with the Illawarra Wingecarribee Alliance Aboriginal Corporation, with a strong focus on health, economic development, housing and homelessness, police and justice, and education. It expects the accord to be signed in early 2018.
- It entered into accord negotiations with the Three Rivers Regional Assembly and is undertaking preliminary preparations with the Northern Region Aboriginal Alliance, with an expectation that both accords will be signed mid- to late-2018.

There are seven regional alliances operating under Local Decision Making. These are outlined in Table 6.

Table 6: Local Decision Making regional alliances

Regional alliance	Area
Barang Regional Alliance	Central Coast
Illawarra Wingecarribee Alliance Aboriginal Corporation	Illawarra South East
Murdi Paaki Regional Assembly	Far West
Northern Regional Aboriginal Alliance	New England North West
Regional Aboriginal Development Alliance	Far North Coast
Three Rivers Regional Assembly	Central West
Tribal Wave Regional Assembly	North Coast

Increase number of opportunities for cultural participation

Aboriginal Affairs continued to support opportunities to participate in cultural activities and events by delivering small grants to support more than 117 NAIDOC Week events across NSW.

In 2017, Aboriginal Affairs provided \$112,000 to support a range of significant regional cultural events including men's and family cultural gathering, Aboriginal cultural fishing gatherings and the Elders tent at Koori Knockout.

“ Our work to improve the lives of Aboriginal people in NSW is ongoing through OCHRE (opportunity, choice, healing, responsibility, empowerment), the NSW Government's community-focused plan for Aboriginal affairs.”

Mark Scott AO

Secretary

NSW Department of Education

Our priorities: With Aboriginal people and communities

The NSW Government plan for Aboriginal affairs (OCHRE)

OCHRE (opportunity, choice, healing, responsibility, empowerment) is the NSW Government's community-focused plan for Aboriginal affairs in NSW. Released in 2013, the plan has education, employment, governance, healing, culture and accountability at its heart. Aboriginal Affairs and its government, industry, non-government and tertiary partners are implementing OCHRE initiatives in partnership with Aboriginal communities across the state (see Table 7).

A case study published early in 2017 by The McKell Institute highlighted the significance of OCHRE. This report, which looked at OCHRE's development and implementation, highlighted the importance and complexities of genuine co-design with Aboriginal people. It concluded that while other jurisdictions have attempted co-design, 'OCHRE stands alone in its scale and ambition'¹.

In December 2017, Aboriginal Affairs published OCHRE: Four years on, which reports the achievements and lessons learned from the previous year and sets out future priorities.

While evidence of OCHRE's success is being gathered systematically through an independent evaluation, the increased levels of participation across all the major initiatives over the past year highlight the support it has received from Aboriginal people.

Since OCHRE was launched in April 2013, the NSW Government has spent \$86.3 million on products and services provided by Aboriginal businesses.

The University of New South Wales' Social Policy Research Centre is undertaking a 10-year evaluation of four major initiatives under OCHRE. Aboriginal Affairs helped Aboriginal people involved in the major initiatives throughout the year to drive the evaluation in their communities. It also developed the expertise of regional staff to support the participation of local Aboriginal people. The agency worked with the University of New South Wales to hold a number of co-design workshops with communities, to determine their perceptions of success and how it might be assessed. Data collection has begun in most communities.

In 2017 Aboriginal Affairs finalised and published its 2018-23 research agenda, which includes a chapter on the learnings from the evaluation to date.

Culture and healing

The *Aboriginal Languages Act 2017* was assented on 24 October 2017. The Act was developed through extensive community engagement to align it with First Peoples' aspirations. NSW is the first state in Australia to enshrine in legislation the value and importance of language to our country's First Peoples and to the cultural heritage of NSW. The Act will see the establishment of an Aboriginal Languages Trust to coordinate local language activities, and develop and implement a five-year Aboriginal Languages Strategic Plan.

In partnership with the Healing Foundation and local Aboriginal communities, Aboriginal Affairs supported four OCHRE Healing Forums in 2017 to increase understanding of the impacts of trauma. The forums also identified opportunities for the government and communities to support healing at the local level.

Table 7: Participation in OCHRE initiatives, 2016 and 2017

Initiative	2016 participation	2017 participation
Aboriginal students participating in opportunity hubs	1,690	2,291
Schools engaged with an opportunity hub	96	178
Employment and training opportunities banked with the hubs	236	403
Personal learning plans developed for students and linked to career plans	584	650
Students studying an Aboriginal language	5,166	6,379
Preschools, primary and secondary schools engaged in the Aboriginal Language and Culture Nests	60	67
Aboriginal public servants graduating from the Aboriginal Career and Leadership Development Program	83	120
Regional alliances under Local Decision Making	7 (+ 1 emerging)	7 (+ 1 emerging)

¹ S Houston and E Cavanough, *Literature review of approaches to Aboriginal affairs policies & case study of OCHRE development & implementation*, p. 22, McKell Institute, Sydney, 2017.

In December 2016, the NSW Government announced its response to Unfinished Business – a \$73 million Stolen Generations Reparations package. Central to this package is the Stolen Generations Reparations Scheme, which officially began on 1 July. It provides reparations payments of up to \$75,000 and funeral assistance payments of \$7,000 to Stolen Generations survivors. As at early December 2017, 260 people were approved for a reparations payment, with approximately \$20 million paid directly to survivors.

Aboriginal Affairs has also been working to ensure that the voices of survivors are heard directly by government. In May 2017, the NSW Government established a Stolen Generations Advisory Committee comprising representatives from the four NSW stolen generations organisations and NSW Government officials, to guide the implementation of the government's response.

Leadership in government

Aboriginal Affairs works with Aboriginal communities to promote their social, economic and cultural wellbeing. We do this by advocating for change in four priority areas:

- increasing investment in Aboriginal language and cultural revitalisation
- strengthening Aboriginal governance to support greater self-determination of Aboriginal communities in relation to the services they receive
- investing in Aboriginal economic prosperity
- facilitating the return of public lands to Aboriginal communities.

In 2017, Aboriginal Affairs secured NSW Government support across a number of priority reform areas that promote a strengths-based approach to policy and program development. This included the passage of the *Aboriginal Languages Act 2017*, establishing the Stolen Generations Reparations Scheme to compensate members of the Stolen Generations, and supporting the NSW Coalition of Aboriginal Regional Alliances to develop a strategic plan identifying priority issues for regional alliances across NSW.

Aboriginal Affairs worked with its government partners on a range of reforms that support shared decision-making and Aboriginal prosperity, including:

- Aboriginal Land Agreements in priority locations in NSW
- proposed new Aboriginal Cultural Heritage legislation and important planning reforms

- signing the Eden Land and Economic Participation Accord – under the Solution Brokerage framework – to support implementation of the Eden Local Aboriginal Land Council's Community, Land and Business Plan.

Aboriginal Affairs also published a research agenda for 2018-23, which will guide the new research needed to develop the evidence base to inform policy reform and improve relationships between Aboriginal people and government.

Growing NSW's first economy

Aboriginal Affairs takes a strengths-based approach to economic participation. Following the 2016 launch of Growing NSW's first economy, a framework for Aboriginal economic prosperity, in 2017:

- the total number of Aboriginal employees across the NSW Government sector is now at its highest level, at 3.2 per cent
- the NSW Government is on track to double the number of Aboriginal people in senior leadership roles in the NSW public service by 2025
- Aboriginal Land Councils were supported to develop their land, as well as to support community goals and aspirations
- NSW Government Aboriginal training and employment programs were expanded to better target service delivery to areas of opportunity.

Aboriginal land agreements

Aboriginal Affairs is working closely with the Department of Industry to implement Aboriginal land agreements, which enable land claims to be determined through voluntary, legally binding agreements. Pilots are under way in four local government areas. Smaller-scale negotiations also began in four areas – Eden, central Coast, Griffith and Brewarrina.

Later in 2017, the Department of Industry invited all Local Aboriginal Land Councils and local councils to participate in land negotiations, from which it developed a three-year program.

Aboriginal Centre for Excellence

During 2017, Aboriginal Affairs continued to work on establishing the Aboriginal Centre for Excellence in Western Sydney. To support this, the agency appointed Dr Aden Ridgeway as the Strategic Director, leading the community engagement program. It also established a Project Advisory Committee, comprising young Aboriginal people from Western Sydney to guide the development of the centre.

Our priorities: With Aboriginal people and communities

■ Local Decision Making sets out a pathway for communities to increase their decision-making control in how government services are delivered and coordinated.

Strengthening governance and capacity

Aboriginal Affairs seeks to improve service delivery outcomes by building governance and capacity in Aboriginal community leadership and management. Local Decision Making sets out a pathway for communities to increase their decision-making control in how government services are delivered and coordinated. It also helps government increase its understanding and support of community-identified priorities, including economic development.

Seven regional alliances operate under this policy. The agency has negotiated one accord with the Murdi Paaki Regional Assembly, which directs government and community effort on agreed priorities. An accord with the Illawarra Wingecarribee Alliance Aboriginal Corporation was negotiated in 2017, with sign-off expected in early 2018. Negotiations are progressing with the Three Rivers Regional Assembly, and negotiations have begun with the Northern Region Aboriginal Alliance.

Aboriginal Affairs also supports community governance and leadership capacity through other place-based initiatives across NSW, including:

- helping to establish a community-initiated local governance structure representing the interests of the Riverina Murray region
- supporting the NSW Coalition of Aboriginal Regional Alliances to host a Regional Gathering in 2018 to foster collaboration and communication between regional alliances
- supporting the local Aboriginal community to fully participate in government-led initiatives, such as building community resilience in Coledale and Bowraville
- supporting men's and women's groups throughout NSW to establish regional networks and engage with government on communities' healing needs
- facilitating stakeholder engagement to progress economic development opportunities across NSW.

Following statewide consultation, Aboriginal Affairs and the NSW Aboriginal Land Council jointly developed amendments to the *Aboriginal Land*

Rights Act 1983 to strengthen governance and build capacity in Local Aboriginal Land Councils.

In November 2017, the Report on the Statutory Review of the *Aboriginal Land Rights Act 1983* was tabled in Parliament. The review supports further work and collaboration on priority areas identified in forums between the NSW Government, the land rights network, the Office of the Registrar and Aboriginal communities in NSW.

Strengthening our foundations

In 2017, Aboriginal Affairs continued to support strong internal governance through a range of initiatives including:

- establishing a new Office of the Head of Agency, to help the agency achieve its key priorities
- enhancing the operation of the Project Governance Committee to monitor the delivery of major projects and support cross-directorate collaboration
- supporting collaborative work practices through improved electronic records management.

Aboriginal Affairs is proud that more than 50 per cent of staff identify as Aboriginal or Torres Strait Islander. During the year, it finalised workforce development plans and staff had the opportunity to participate in a number of development programs, including leadership development.

The agency is also dedicated to providing a workplace that meets the needs of a diverse workforce and demonstrates commitment to inclusive practice. While it continues to provide an induction process and seminar for all new starters in the agency, it is developing an e-learning induction program, which will provide updated information to all staff regarding agency developments and achievements.

The agency continues to provide Cultural Awareness and Vicarious Trauma workshops to staff. It also provided role-specific training and support to staff in the Stolen Generations Reparations Team to help them manage the difficult nature of their role.

Financial statements

Financial highlights

The department's statement of comprehensive income for the year ended 30 June 2017 reports a full-year position that was \$8.5 million below the original budget allocation set by NSW Treasury. Note 23 in the 2016-17 audited financial statements details the reasons for this variance.

The department's full-year capital expenditure for 2016-17 was \$482 million for works in progress and completed works.

Based on the combined operating and asset results above, NSW Treasury assessed the department as achieving its overall budget responsibilities in 2016-17.

Expenses

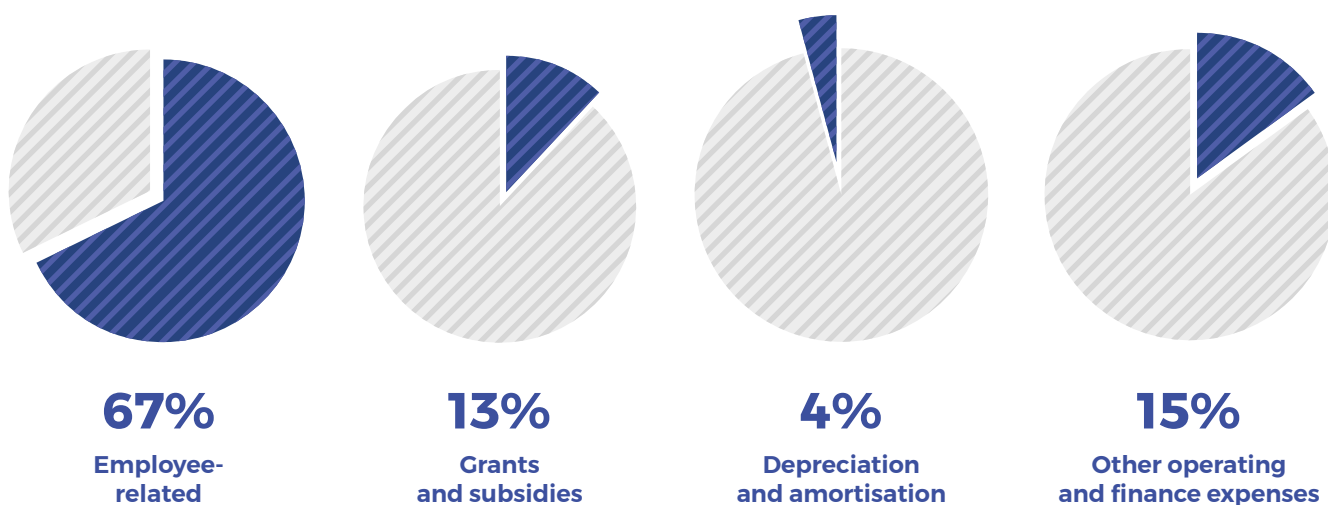
Approximately 67 per cent, or \$8.9 billion, of expenses incurred during 2016-17 were employee-related. The majority of these costs were salaries for teachers and other essential staff who support the delivery of education programs in NSW public schools.

For 2016-17, the other operating and finance expenses comprise approximately 15 per cent of total expenses, just over \$2 billion. These expenses include approximately \$280 million in cleaning expenses and \$404 million in maintenance-related expenses.

Grants and subsidies also supported the provision of education and related services, with almost \$1.8 billion provided in 2016-17.

Grants and subsidies continued to support the early childhood and non-government school sector, as outlined at Note 2d of the 2016-17 audited financial statements.

Figure 13: Expense by category for 2016-17



Note: Figures subject to rounding

Financial statements

Revenue

NSW Treasury provides most of the department's revenue through recurrent (\$11.51 billion) and capital (\$474 million) appropriations. Together, these sources represent 91 per cent of the department's total revenue in 2016-17.

The sale of goods and services, investment revenue, grants and contributions, and Crown-accepted employee benefits made up more than 6 per cent of the department's total revenue in 2016-17.

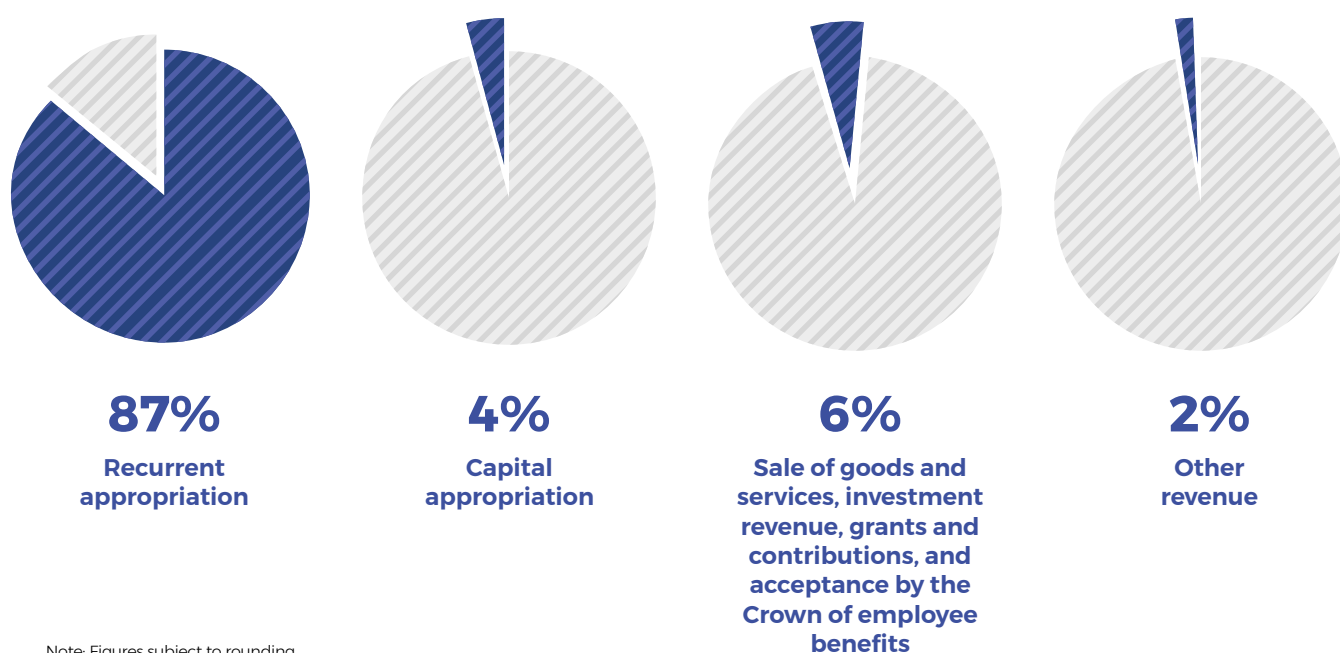
Note 3 of the 2016-17 audited financial statements details revenue sources for the department.

Net assets

The department's net assets as at 30 June 2017 are \$22.04 billion. This comprises almost \$23.9 billion of total assets, partly offset by total liabilities of \$1.82 billion. The net assets are represented by accumulated funds of \$13.58 billion and an asset revaluation reserve of \$8.45 billion.

See page 41 of this report for the audited financial statements for the NSW Department of Education for 2016-17.

Figure 14: Revenue sources for 2016-17



Note: Figures subject to rounding

Financial statements

For the year ended 30 June 2017

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INDEPENDENT AUDITOR'S REPORT

Department of Education

To Members of the New South Wales Parliament

Opinion

I have audited the accompanying financial statements of the Department of Education (the Department), which comprise the statement of financial position as at 30 June 2017, the statement of comprehensive income, statement of changes in equity, statement of cash flows, service group statements and summary of compliance with financial directives for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information.

In my opinion the financial statements:

- give a true and fair view of the financial position of the Department as at 30 June 2017, and of its financial performance and its cash flows for the year then ended in accordance with Australian Accounting Standards
- are in accordance with section 46E of the *Public Finance and Audit Act 1983* (PF&A Act) and the Public Finance and Audit Regulation 2015.

My opinion should be read in conjunction with the rest of this report.

Basis for Opinion

I conducted my audit in accordance with Australian Auditing Standards. My responsibilities under the standards are described in the 'Auditor's Responsibilities for the Audit of the Financial Statements' section of my report.

I am independent of the Department in accordance with the requirements of:

- Australian Auditing Standards
- Accounting Professional and Ethical Standards Board's APES 110 'Code of Ethics for Professional Accountants' (APES 110).

I have also fulfilled my other ethical responsibilities in accordance with APES 110.

Parliament promotes independence by ensuring the Auditor-General and the Audit Office of New South Wales are not compromised in their roles by:

- providing that only Parliament, and not the executive government, can remove an Auditor-General
- mandating the Auditor-General as auditor of public sector agencies
- precluding the Auditor-General from providing non-audit services

I believe the audit evidence I have obtained is sufficient and appropriate to provide a basis for my audit opinion.

DEPARTMENT OF EDUCATION

Financial statements
For the year ended 30 June 2017


STATEMENT BY THE SECRETARY

Pursuant to Section 45F of the Public Finance and Audit Act 1983, I state that:

1. The accompanying financial statements have been prepared in accordance with the provisions of the Public Finance and Audit Act 1983, the Public Finance and Audit Regulation 2012 and the Treasurer's Directions;

2. The financial statements exhibit a true and fair view of the financial position and financial performance of the department; and

3. I am not aware of any circumstances, which would render any particulars included in the financial statements to be misleading or inaccurate.



Secretary
Department of Education
18 September 2017

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Department Head's Responsibility for the Financial Statements

The Department Head is responsible for the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards and the PF&A Act, and for such internal control as the Department Head determines is necessary to enable the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Department Head must assess the Department's ability to continue as a going concern except where the Department's operations will cease as a result of an administrative restructure. The assessment must disclose, as applicable, matters related to going concern and the appropriateness of using the going concern basis of accounting.

Auditor's Responsibility for the Audit of the Financial Statements

My objectives are to:

- obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error
- issue an Independent Auditor's Report including my opinion.


Reasonable assurance is a high level of assurance, but does not guarantee an audit conducted in accordance with Australian Auditing Standards will always detect material misstatements. Misstatements can arise from fraud or error. Misstatements are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions users take based on the financial statements.

A description of my responsibilities for the audit of the financial statements is located at the Auditing and Assurance Standards Board website at: www.auasb.gov.au/auditors_responsibilities/ar4.pdf.

The description forms part of my auditor's report.

My opinion does not provide assurance:

- that the Department carried out its activities effectively, efficiently and economically
- about the assumptions used in formulating the budget figures disclosed in the financial statements
- about the security and controls over the electronic publication of the audited financial statements on any website where they may be presented
- about any other information which may have been hyperlinked to/from the financial statements.



Margaret Crawford
Auditor-General of NSW

18 September 2017
SYDNEY

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DEPARTMENT OF EDUCATION

Start of audited financial statements
Statement of Comprehensive Income for the year ended 30 June 2017

	Notes	Actual 2017 \$'000	Budget 2016 \$'000	Actual 2016 \$'000
Continuing operations				
Expenses excluding losses				
Employee related expenses	2(e)	8,944,988	9,305,314	8,876,469
Operating expenses	2(b)	2,035,264	2,044,787	1,950,819
Depreciation and amortisation	2(c)	580,079	580,514	549,612
Grants and subsidies	2(d)	1,774,972	1,765,434	1,821,334
Finance costs	2(e)	24,138	19,515	20,175
Total expenses excluding losses		13,359,441	13,715,564	13,018,409
Revenue				
Appropriation	3(e)	11,981,420	12,350,986	11,700,722
Sale of goods and services	3(b)	404,076	162,656	163,550
Investment revenue	3(c)	15,650	25,088	20,546
Grants and other contributions	3(d)	94,314	480,028	81,410
Acceptance by the Crown Entity of employee benefits and other liabilities	3(e)	330,346	384,319	588,927
Other revenue	3(f)	301,192	75,335	557,029
Total revenue		13,126,988	13,478,412	13,112,184
Operating result				
Gains/(losses) on disposal	4	(13,000)	–	(42,955)
Other gains/(losses)	5	(195)	–	19,258
Net result from continuing operations		(245,638)	(237,152)	70,078
Net result	24	(245,638)	(237,152)	70,078
Other comprehensive income				
Other comprehensive income not to be reclassified to the net result in subsequent periods				
Change in revaluation surplus of property, plant and equipment	11	34	–	1,600,201
Total other comprehensive income		34	–	1,600,201
TOTAL COMPREHENSIVE INCOME		(245,604)	(237,152)	1,670,279

The accompanying notes form part of these financial statements.

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DEPARTMENT OF EDUCATION

Statement of Financial Position as at 30 June 2017

	Notes	Actual 2017 \$'000	Budget 2017 \$'000	Actual 2016 \$'000
ASSETS				
Current assets				
Cash and cash equivalents	8	1,089,069	720,487	937,646
Receivables	9	158,099	79,775	277,761
Other financial assets	10	2,504	18,628	17,166
Non-current assets held-for-sale	13	1,249,672	818,890	1,232,573
Total current assets		1,249,672	819,669	1,232,857
Non-current assets				
Receivables	9	62	8,429	62
Property, plant and equipment				
- Land and buildings		22,092,451	22,185,860	22,217,815
- Plant and equipment		186,157	208,516	190,780
Total property, plant and equipment	11	22,278,608	22,394,376	22,408,595
Intangible assets	12	325,444	275,921	308,310
Total non-current assets		22,604,114	22,678,726	22,716,967
Total assets		23,853,786	23,498,395	23,949,824
LIABILITIES				
Current liabilities				
Payables	16	543,880	351,687	483,486
Borrowings	17	147,129	6,633	146,827
Provisions	18	883,995	820,231	820,545
Other current liabilities	19	21,010	10,542	15,128
Total current liabilities		1,596,014	1,189,093	1,465,986
Non-current liabilities				
Borrowings	17	163,116	163,068	169,745
Provisions	18	33,147	28,002	31,860
Other non-current liabilities	19	26,453	2,473	1,413
Total non-current liabilities		222,716	193,543	203,018
Total liabilities		1,818,730	1,382,636	1,669,004
Net assets		22,035,056	22,115,759	22,280,820
EQUITY				
Reserves				
Accumulated funds		8,452,343	8,474,072	8,465,023
Amounts recognised in equity relating to non-current assets held-for-sale	13(b)	13,582,713	13,641,687	13,815,514
Total equity		22,035,056	22,115,759	22,280,820

The accompanying notes form part of these financial statements.

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DEPARTMENT OF EDUCATION

Statement of Changes in Equity for the year ended 30 June 2017

	Notes	Accumulated funds \$'000	Asset revaluation surplus \$'000	Assets held-for-sale reserve \$'000	Total \$'000
Balance at 1 July 2016		13,815,514	8,465,023	283	22,280,820
Net result for the year		(245,638)	--	--	(245,638)
Other comprehensive income					
Net change in revaluation surplus of property, plant and equipment	11	--	34	--	34
Total other comprehensive income		--	34	--	34
Total comprehensive income for the year		(245,638)	34	--	(245,604)
Transactions with owners in their capacity as owners					
Increase/(Decrease) in net assets from equity transfers	20(b)	(160)	--	--	(160)
Total transactions with owners in their capacity as owners		(160)	--	--	(160)
Transfers within equity					
Reserves transfers		12,997	(12,714)	(283)	--
Balance at 30 June 2017		13,562,713	8,452,343	--	22,015,056
Balance at 1 July 2015		13,728,335	6,888,823	125	20,616,983
Net result for the year		70,078	--	--	70,078
Other comprehensive income					
Net change in revaluation surplus of property, plant and equipment	11	--	1,600,201	--	1,600,201
Total other comprehensive income		--	1,600,201	--	1,600,201
Total comprehensive income for the year		70,078	1,600,201	--	1,670,279
Transactions with owners in their capacity as owners					
Increase/(Decrease) in net assets from equity transfers	20(b)	(6,443)	--	--	(6,443)
Total transactions with owners in their capacity as owners		(6,443)	--	--	(6,443)
Transfer within equity					
Reserves transfers		23,544	(23,701)	158	--
Balance at 30 June 2016		13,815,514	8,465,023	283	22,280,820

The accompanying notes form part of these financial statements.

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DEPARTMENT OF EDUCATION

Statement of Cash Flows for the year ended 30 June 2017

	Notes	Actual 2017 \$'000	Budget 2017 \$'000	Actual 2016 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Payments				
Employee related		(8,535,012)	(8,853,807)	(8,151,355)
Supplies of goods and services		(1,845,301)	--	--
Grants and subsidies		(1,920,724)	(1,764,834)	(1,756,271)
Finance costs		(20,052)	(19,515)	(20,175)
Other		(309,946)	(2,269,298)	(2,156,121)
Total payments		(12,631,035)	(12,907,454)	(12,083,922)
Receipts				
Appropriation		11,981,420	12,350,986	11,688,677
Sale of goods and services		490,742	158,102	229,069
Interest received		14,672	23,838	30,625
Grants and other contributions		83,030	423,236	81,370
Other		682,655	362,203	566,155
Total receipts		13,252,519	13,318,365	12,595,896
NET CASH FLOWS FROM OPERATING ACTIVITIES	24	621,484	410,911	511,974
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds from sale of land and buildings, plant and equipment, and intangibles		13,769	67,357	61,615
Proceeds from sale of financial assets		14,862	--	1,462
Purchases of land and buildings, plant and equipment, and intangibles		(492,165)	(541,230)	(404,547)
Other		--	(12,416)	--
NET CASH FLOWS FROM INVESTING ACTIVITIES		(463,734)	(486,289)	(341,470)
CASH FLOWS FROM FINANCING ACTIVITIES				
Repayment of borrowings and advances		(6,327)	(146,851)	(6,046)
NET CASH FLOWS FROM FINANCING ACTIVITIES		(6,327)	(146,851)	(6,046)
NET INCREASE/(DECREASE) IN CASH		151,423	(222,229)	164,458
Opening cash and cash equivalents		937,646	942,716	775,263
Cash transfers out to other agencies	20(a)	--	--	(2,075)
CLOSING CASH AND CASH EQUIVALENTS	8	1,089,069	720,487	937,646

The accompanying notes form part of these financial statements.

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DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

1. Summary of significant accounting policies

(a) Reporting entity

The Department of Education (the department) is a NSW government agency controlled by the State of New South Wales, its ultimate parent and is consolidated in the Total State Sector's financial statements. The department is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units.

The department includes the following Divisions:

- Aboriginal Affairs
- Corporate Services
- Educational Services
- External Affairs and Regulation
- School Operations and Performance
- Strategy and Evaluation.

The functions of the department relate to school education, early childhood education, aspects of higher education and Aboriginal Affairs. In the process of preparing the financial statements, all intra-agency transactions and balances have been eliminated.

On 27 April 2017, the Minister for Education announced that a new division, School Infrastructure NSW will be established. This division will become operative on 21 August 2017 and it will oversee the planning, supply and maintenance of NSW schools, to ensure there is sufficient supply of learning spaces in government schools to meet predicted significant growth in student numbers.

The Administrative Arrangements (Administrative Changes - Public Service Agencies) Order (No 2) 2015 took effect on 1 July 2015 and had the following effect on the department's 2015-16 result:

- transfer of State Training Services to the former Department of Industry, Skills and Regional Development (now Department of Industry) and
- transfer of the Office of Communities (except Aboriginal Affairs) to the Department of Family and Community Services.

Additionally, the Adult Migrant English Service was transferred to the Technical And Further Education Commission (TAFE) effective from 1 July 2015 and impacted 2015-16 result only.

Refer to Note 1(c) and Note 20 for further details of the above transfers.

These financial statements for the year ended 30 June 2017 have been authorised for issue by the Secretary on 18 September 2017.

(b) Basis of preparation

The department's financial statements with the exception of the school financial transactions (as noted in Note 1(c)) are general-purpose financial statements, which have been prepared on an accruals basis and in accordance with:

- applicable Australian Accounting Standards (AAS) (which include Australian Accounting Interpretations)
- the requirements of the *Public Finance and Audit Act 1983* and *Public Finance and Audit Regulation 2015* and
- options and major policy decisions under Australian Accounting Standards as mandated by the Treasurer.

Property, plant and equipment, and assets (or disposal groups) held-for-sale are measured at fair value. Other financial statement items are prepared in accordance with the historical cost convention except where specified otherwise.

Judgements, key assumptions and estimations made by management are disclosed in the relevant notes to the financial statements.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

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DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

1. Summary of significant accounting policies (Continued)

(c) School finances

(i) Financial transactions
The department's financial statements include all school financial transactions.

As part of a major business reform, the department has replaced its main financial system. This has been undertaken in a staged process and currently the department's corporate areas and 1,353 of a total 2,210 schools have been transitioned to the new finance system.

Transitioned schools' transactions are recognised through the department's normal financial processes. The remaining schools' financial transactions are incorporated into the department's financial statements based on a method which includes:

- the schools' November 2016 Statement of Receipts and Payments;
- elimination of all internal transactions between schools and other areas within the department; and
- the recognition of 30 June actual cash balances for these schools.

This method includes an element of judgement and estimation and therefore the transactions recognised for these schools could be subject to discrepancy.

(ii) Trust funds

Schools hold money in trust on behalf of third parties, such as charitable donations.

For the 1,353 schools that have been integrated into the department's main financial system, the value of monies held on behalf of third parties by these schools is disclosed in these financial statements as both a restricted asset and a third party liability. Refer to Note 15.

For the remaining schools, the balance of third party monies is not consolidated into the department's financial statements. The balance of third party monies held by these schools as at 30 June 2017 is estimated at \$40.3m (2016: \$42.7m).

(d) Statement of compliance

The financial statements and notes comply with Australian Accounting Standards, which include Australian Accounting Interpretations.

(e) Borrowing costs

Borrowing costs consist of interest and other costs incurred in connection with the borrowing of funds. Borrowing costs are recognised as expenses in the period in which they are incurred, in accordance with Treasury's Mandate to not-for-profit NSW General Government Sector agencies.

(f) Insurance

The department's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self-insurance for government agencies. The expense (premium) is determined by the Fund Manager based on past claims experience.

(g) Accounting for the Goods and Services Tax (GST)

Income, expenses and assets are recognised net of the amount of GST, except that the:

- amount of GST incurred by the department as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of an asset's cost of acquisition or as part of an item of expense; and
- receivables and payables are stated with the amount of GST included.

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1. Summary of significant accounting policies (Continued)

(g) Accounting for the Goods and Services Tax (GST) (continued)

Cash flows are included in the Statement of Cash Flows on a gross basis. However, the GST components of cash flows arising from investing and financing activities which are recoverable from, or payable to, the Australian Taxation Office are classified as operating cash flows.

(h) Income recognition

Income is measured at the fair value of the consideration or contribution received or receivable. Comments regarding the accounting policies for the recognition of income are discussed below.

- (i) Parliamentary appropriation and contributions
Except as specified below, parliamentary appropriation and contributions from other bodies (including grants and donations) are recognised as revenue when the department obtains control over the assets comprising the appropriations/contributions. Control over appropriations and contributions is normally obtained upon the receipt of cash.
 - Unspent appropriation is recognised as a liability rather than revenue, as the authority to spend the money lapses and the unspent amount must be repaid to the Consolidated Fund.

The liability is disclosed in Note 19 as part of 'Current liabilities – Other liabilities'. The amount will be repaid and the liability will be extinguished in the next financial year.

- (ii) Sale of goods
Revenue from the sale of goods is recognised when the department transfers the significant risks and rewards of ownership of the goods, usually on delivery of the goods.

- (iii) Rendering of services
Revenue from the rendering of services is recognised when the service is provided or by reference to the stage of completion (based on labour hours incurred to date).

- (iv) Grants and contributions
Revenue from grants (other than contribution by owners) is recognised when the department obtains control over the contribution. The department is deemed to have assumed control when the grant is received or receivable.

Contributions are recognised at their fair value. Contributions of services are recognised when and only when a fair value of those services can be reliably determined and the services would be purchased if not donated.

- (v) Investment revenue
Interest revenue is recognised using the effective interest method. The effective interest rate is the rate that discounts the estimated future cash receipts over the expected life of the financial instrument or a shorter period, where appropriate, to the net carrying amount of the financial asset.

Rental revenue arising from operating leases is accounted for on a straight-line basis over the lease term.

- (vi) Asset sales
The department recognises sale of land and buildings upon final settlement. Gains or losses on disposal of non-current assets are taken into account in determining the net result for the year.

- (vii) Other revenue
Other revenue is recognised as earned.

1. Summary of significant accounting policies (Continued)

(i) Property, plant and equipment

- (i) Acquisition of property, plant and equipment
Property, plant and equipment are initially measured at cost and subsequently revalued at fair value less accumulated depreciation and impairment. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset at the time of its acquisition or construction or, where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other Australian Accounting Standards.

Fair value is the price that would be received to sell an asset in an orderly transaction between market participants at measurement date.

Where payment for an asset is deferred beyond normal credit terms, its cost is the cash price equivalent, i.e. the deferred payment amount is effectively discounted over the period of credit.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition. Refer to Note 20 regarding assets transferred to another agency on an equity basis.

- (ii) Capitalisation thresholds

Property, plant and equipment costing \$10,000 and above individually (or forming part of a network costing more than \$10,000) are capitalised. The threshold for intangibles is \$50,000. Capitalisation thresholds remain unchanged from the prior year.

- (iii) Major inspection costs
When each major inspection is performed, its cost is recognised in the carrying amount of the plant and equipment as a replacement, if the recognition criteria are satisfied.

- (iv) Restoration costs
The present value of the expected cost of restoration or cost of dismantling of an asset after its use is included in the cost of the respected asset, if the recognition criteria for a provision are met.

- (v) Maintenance
Day-to-day servicing or maintenance costs are charged as expenses as incurred, except where they relate to the replacement of a part or component of an asset, in which case the costs are capitalised and depreciated.

- (vi) Depreciation of property, plant and equipment
Except for certain heritage assets, depreciation is provided for on a straight-line basis for all depreciable assets so as to write off the depreciable amount of each asset as it is consumed over its useful life to the department.

All material identifiable components of assets are depreciated separately over their useful lives.

Land is not a depreciable asset. Certain heritage assets including heritage buildings may not have a limited useful life because appropriate curatorial and preservation policies are adopted. Such assets are not subject to depreciation. The decision not to recognise depreciation for these assets is reviewed annually.

DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

1. Summary of significant accounting policies (Continued)

(i) Property, plant and equipment (continued)

(vii) Depreciation of property, plant and equipment (continued)

The expected useful life ranges for assets remained unchanged from 2016 and are listed below. The actual useful life may be greater than the expected useful life for building assets. The department adopts a minimum remaining useful life of 10 years for building assets that have been revalued.

Assets	Expected Useful Life Range
Buildings	20 to 105 years
Leasehold Improvements	Term of the lease
Heritage Buildings	Indefinite
Plant and Equipment	3 to 15 years

(viii) Revaluation of property, plant and equipment

Physical non-current assets are valued in accordance with NSW Treasury Policy and Guidelines Paper TPP 14-01 Accounting Policy 'Valuation of Physical Non-Current Assets at Fair Value'. This policy adopts fair value in accordance with AASB 13 Fair Value Measurement, AASB 116 Property, Plant and Equipment and AASB 140 Investment Property.

Property, plant and equipment is measured at the highest and best use by market participants that is physically possible, legally permissible and financially feasible. The highest and best use must be available at a period that is not remote and take into account the characteristics of the asset being measured, including any socio-political restrictions imposed by government. In most cases, after taking into account these considerations, the highest and best use is the existing use. In limited circumstances, the highest and best use may be a feasible alternative use, where there are no restrictions on use or where there is a feasible higher restricted alternative use.

Fair value of property, plant and equipment is based on a market participants' perspective, using valuation techniques eg (market approach, cost approach, income approach) that maximise relevant observable inputs and minimise unobservable inputs. Refer to Note 14 for further information regarding fair value.

Revaluations are made with sufficient regularity to ensure the carrying amount of each asset in the class does not differ materially from its fair value at reporting date. The department conducts a comprehensive revaluation at least every three years for land and buildings, which market or income approach is the most appropriate valuation technique, and at least every five years when replacement cost valuation technique is used.

Generally, school buildings are designed for a specific limited purpose. In most cases these buildings and the land on which they sit have no feasible alternative use. In accordance with TPP 14-01, the department determines the fair value of its building assets using the depreciated replacement cost method, as there is no market-based evidence of fair value.

The last comprehensive revaluations were completed at 31 March 2015 (land: market approach), and 31 December 2012 (buildings: replacement cost approach) and were based on external independent assessments.

Interim revaluations are conducted between comprehensive revaluations where cumulative changes to indicators suggest fair value may differ materially from carrying value.

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DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

1. Summary of significant accounting policies (Continued)

(i) Property, plant and equipment (continued)

(vii) Revaluation of property, plant and equipment (continued)

An assessment of the buildings' fair value was undertaken at 31 March 2016 which established that the carrying value differed materially from fair value. As a result, the department undertook an interim management revaluation of its buildings and infrastructure using an appropriate indexation measure, in accordance with accounting guidance from TPP 14-01 Accounting Policy and AASB 116 Property, Plant and Equipment. The Building Price Index (Enterprise Bargaining Agreement) [BPI (EBA)] was identified as the most appropriate indexation measure for this purpose and indicated a cumulative increase in indicators of 12.5%, resulting in an increase to asset values at 31 March 2016 of \$1.6bn.

Assessment of the buildings' fair value movements between 31 March and 30 June 2016 was conducted by the department and concluded that there was no material movement in values. The assessment performed relied on the Building Price Index (BPI), which was provided by former NSW Public Works (now Public Works Advisory) in the Department of Finance, Services and Innovation.

An assessment of land and buildings' fair value at 30 June 2017 was conducted by the department and concluded that there has been no material movement in values.

Non-specialised assets with short useful lives are measured at depreciated historical cost, which approximate their fair values. The department has assessed that any difference between fair value and depreciated historical cost is unlikely to be material.

For assets that are valued using other valuation techniques, any balances of accumulated depreciation at the revaluation date are credited to the relevant asset accounts. Movements of these assets' net carrying amounts are then recorded as revaluation increments or decrements.

Revaluation increments are recognised in other comprehensive income and credited to asset revaluation surplus in equity. However, to the extent that an increment reverses a revaluation decrement in respect of the same class of asset previously recognised as a loss in the net result, the increment is recognised immediately as a gain in the net result.

Revaluation decrements are recognised immediately as a loss in the net result, except to the extent that it offsets an existing revaluation surplus on the same class of assets. In which case, the decrement is debited directly to the asset revaluation surplus.

As a not-for-profit entity, revaluation increments and decrements are offset against one another within a class of non-current assets, but not otherwise.

When revaluing non-current assets using the cost approach, the gross amount and the related accumulated depreciation are separately restated. Where the income approach or market approach is used, accumulated depreciation is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount of the asset.

Where an asset that has previously been revalued is disposed of, any balance remaining in the asset revaluation surplus in respect of that asset is transferred to accumulated funds.

The residual values, useful lives and methods of depreciation of property, plant and equipment are reviewed at each financial year.

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1. Summary of significant accounting policies (Continued)

(i) Property, plant and equipment (continued)

(viii) Impairment of property, plant and equipment

As a not-for-profit entity with no cash generating units, impairment under AASB 136 *Impairment of Assets* is unlikely to arise. As property, plant and equipment is carried at fair value or an amount that approximates fair value, impairment can only arise in the rare circumstances where the costs of disposal are material. Specifically, impairment is unlikely for not-for-profit entities given that AASB 136 modifies the recoverable amount test for non-cash generating assets of not-for-profit entities to the higher of fair value less costs of disposal and depreciated replacement cost, where depreciated replacement cost is also fair value.

The department assesses, at each reporting date, whether there is an indication that an asset may be impaired. If any indication exists, or when annual impairment testing of an asset is required, the department estimates the asset's recoverable amount. When the carrying amount of an asset exceeds its recoverable amount, the asset is considered impaired and is written down to its recoverable amount.

As a not-for-profit entity, an impairment loss is recognised in the net result to the extent the impairment loss exceeds the amount in the net revaluation surplus for the class of asset.

(j) Leases

A distinction is made between finance leases which effectively transfer from the lessor to the lessee substantially all the risks and rewards incidental to ownership of the leased assets, and operating leases under which the lessor does not transfer substantially all the risks and rewards.

Where a non-current asset is acquired by means of a finance lease, at the commencement of the lease term, the asset is recognised at fair value or, if lower, the present value of the minimum lease payments, at inception of the lease. The corresponding liability is established at the same amount. Lease payments are allocated between the principal component and the interest expense.

The department has entered into two Public Private Partnership projects for construction, design, finance and maintenance of 20 schools. The related monthly service fees, which comprise liability reduction, financing and operating costs, are accounted for consistent with NSW Treasury Policy Paper *TPP 06-8 Accounting Policy/Accounting for Privately Financed Projects*.

Property, plant and equipment acquired under finance leases are depreciated over the asset's useful life. However if there is no reasonable certainty that the lessee entity will obtain ownership at the end of the lease term, the asset is depreciated over the shorter of the estimated useful life of the asset and the lease term.

An operating lease is a lease other than a finance lease. Operating lease payments are recognised as an expense in the Statement of Comprehensive Income on a straight line basis over the lease term.

(k) Intangible assets

The department recognises intangible assets only if it is probable that future economic benefits will flow to the department and the cost of the asset can be measured reliably. Intangible assets are measured initially at cost. Where an asset is acquired at no or nominal cost, the cost is its fair value as at the date of acquisition.

Intangible assets are subsequently measured at fair value only if there is an active market. As there is no active market for the department's intangible assets, the assets are carried at cost less any accumulated amortisation and impairment losses.

All research costs are expensed. Development costs are only capitalised when certain criteria are met.

The useful lives of intangible assets are assessed to be finite.

1. Summary of significant accounting policies (Continued)

(k) Intangible assets (continued)

The department's intangible assets are amortised using the straight-line method over a period of three to 15 years. The amortisation period and amortisation method for an intangible asset with a finite useful life are reviewed at least at the end of each reporting period.

(l) Inventories

The department holds inventory of teaching and resource materials that are consumed directly in the delivery of educational courses. Inventory is expensed as acquired. The department does not capitalise inventories because of high turnover, low stock levels and they are not financially material.

(m) Financial instruments

A financial instrument is any contract that gives rise to a financial asset of the department and a financial liability or equity of an external entity.

Financial instruments are initially measured at fair value. Transaction costs that are directly attributed to the acquisition or issue of financial instruments (other than those at fair value through profit or loss) are added to or deducted from fair value of the financial instruments, as appropriate, on initial recognition. Transactions costs directly attributed to acquisition of financial instruments at fair value through profit or loss are recognised immediately in the net result.

The department determines the classification of its financial instruments after initial recognition and, when allowed and appropriate, re-evaluates this at each reporting date.

(i) Financial assets

Financial assets are classified, at initial recognition, as financial assets at fair value through profit or loss, loans and receivables, held-to-maturity investments, available-for-sale financial assets, or as derivatives designated as hedging instruments in an effective hedge, as appropriate. The classification depends on the nature and purpose of financial assets and is determined at the time of initial recognition.

All 'regular way' purchases or sales of financial assets are recognised and de-recognised on a trade date basis. Regular way purchases or sales are purchases or sales of financial assets that require delivery of assets within the time frame established by regulation or convention in the marketplace.

• Financial assets at fair value through profit or loss

The department subsequently measures financial assets classified as 'held-for-trading' or designated upon initial recognition 'at fair value through profit or loss' at fair value. Gains or losses are recognised in the net result for the year. Financial assets are recognised as 'held-for-trading' if they are acquired for the purpose of selling or repurchasing in the near term.

Short-term receivables with no stated interest rate are measured at the original invoice amount unless the effect of discounting is material.

• Loans and receivables

Trade receivables, loans and other receivables that have fixed or determinable payments that are not quoted in an active market are classified as 'loans and receivables'. Loans and receivables are measured at amortised cost using the effective interest method, less any impairment. Changes are recognised in net result for the year when impaired, de-recognised or through the amortisation process.

• Held-to-maturity investments

Non-derivative financial assets with fixed or determinable payments and fixed maturity that the department has the positive intention and ability to hold to maturity, are classified as 'held to maturity investments'. These financial assets are measured at amortised cost using the effective interest method, less any impairment. Changes are recognised in the net result for the year when impaired, de-recognised or through the amortisation process.

<p>DEPARTMENT OF EDUCATION Notes to the financial statements for the year ended 30 June 2017</p> <p>1. Summary of significant accounting policies (Continued)</p> <p>(m) <i>Financial instruments (continued)</i></p> <p>(i) Financial assets (continued)</p> <ul style="list-style-type: none"> • Available-for-sale financial assets <p>Gains or losses on available-for-sale financial assets are recognised in other comprehensive income until disposed or impaired, at which time the cumulative gain or loss previously recognised in other comprehensive income is recognised in the net result for the year. However, interest calculated using the effective interest method and dividends are recognised in the net result for the year.</p> <ul style="list-style-type: none"> • Impairment of financial assets <p>All financial assets, except those at fair value through profit or loss, are subject to annual review for impairment. Financial assets are considered to be impaired when there is objective evidence that, as a result of one or more events that occurred after the initial recognition of the financial asset, the estimated future cash flows have been affected.</p> <p>For certain categories of financial assets, such as trade receivables, the department first assesses whether impairment exists individually for financial assets that are individually significant, or collectively for financial assets that are not individually significant. Assets are assessed for impairment on a collective basis if they were assessed not to be impaired individually.</p> <p>For financial assets carried at amortised cost, the amount of the allowance is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted at the original effective interest rate. The amount of the impairment loss is recognised in the net result for the year.</p> <p>When an available-for-sale financial asset is considered to be impaired, the amount of the cumulative loss is removed from equity and recognised in the net result for the year, based on the difference between the acquisition cost (net of any principal repayment and amortisation) and current fair value, less any impairment loss previously recognised in the net result for the year.</p> <p>Any reversals of impairment losses are reversed through the net result for the year, where there is objective evidence. However, reversals of impairment losses on investments in equity instruments classified as available-for-sale must be made through the revaluation surplus. Reversals of impairment losses on financial assets carried at amortised cost cannot result in a carrying amount that exceeds what the carrying amount would have been, had there been no impairment loss.</p> <p>(ii) Financial liabilities</p> <p>Financial liabilities are classified as either 'at fair value through profit or loss' or at 'amortised cost'.</p> <ul style="list-style-type: none"> • Financial liabilities at fair value through profit or loss <p>Financial liabilities at fair value through profit or loss include financial liabilities 'held-for-trading' and financial liabilities designated upon initial recognition as at fair value through profit or loss.</p> <p>Financial liabilities are classified as 'held-for-trading' if they are incurred for the purpose of repurchasing in the near term. Gains or losses on liabilities 'held-for-trading' are recognised in the net result.</p> <p>Financial liabilities at fair value through profit or loss are stated at fair value, with any gains or losses arising on re-measurement recognised in the net result.</p>	<p>DEPARTMENT OF EDUCATION Notes to the financial statements for the year ended 30 June 2017</p> <p>1. Summary of significant accounting policies (Continued)</p> <p>(m) <i>Financial instruments (continued)</i></p> <p>(i) Financial liabilities (continued)</p> <ul style="list-style-type: none"> • Financial liabilities at amortised cost (including borrowings and trade payables) <p>Financial liabilities at amortised cost are initially measured at fair value, net of transaction costs. These are subsequently measured at amortised cost using the effective interest method, with interest expense recognised on an effective yield basis.</p> <p>Payables represent liabilities for goods and services provided to the department and other amounts. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.</p> <p>Borrowings are financial liabilities at amortised cost. Gains or losses are recognised in the net result for the year on de-recognition of borrowings.</p> <p>Financial lease liabilities are determined in accordance with AASB 117 <i>Leases</i>.</p> <ul style="list-style-type: none"> • Financial guarantees <p>A financial guarantee contract is a contract that requires the issuer to make specific payments to reimburse the holder for a loss it incurs because a specified debtor fails to make payment when due in accordance with the original or modified terms of a debt instrument.</p> <p>Financial guarantee contracts are recognised as a liability at the time the guarantee is issued and initially recognised at fair value plus, in the case of financial guarantees not at fair value through profit or loss, directly attributable transaction costs, where material. After initial recognition, the liability is measured at the higher of the amount determined in accordance with AASB 137 <i>Provisions, Contingent Liabilities and Contingent Assets</i> and the amount initially recognised, less accumulated amortisation, where appropriate.</p> <p>The department has reviewed its financial guarantees and determined there is no material liability to be recognised for financial guarantee contracts as at 30 June 2017. Refer to Note 22 regarding disclosures on contingent liabilities.</p> <p>(ii) De-recognition of financial assets and financial liabilities</p> <p>A financial asset is de-recognised when the contractual rights to the cash flows from the financial assets expire, or if the department transfers the financial asset.</p> <ul style="list-style-type: none"> • where substantially all the risks and rewards have been transferred; or • where the department had not transferred substantially all the risks and rewards, if the department has not retained control. <p>Where the department has neither transferred nor retained substantially all the risks and rewards or transferred control, the asset continues to be recognised to the extent of the department's continuing involvement in the asset. In that case, the department also recognises an associated liability. The transferred asset and the associated liability are measured on a basis that reflects the rights and obligations that the department has retained.</p> <p>Continuing involvement that takes the form of a guarantee over the transferred asset is measured at the lower of the original carrying amount of the asset and the maximum amount of consideration that the department could be required to repay.</p> <p>A financial liability is de-recognised when the obligation specified in the contract is discharged, cancelled or expires. When an existing financial liability is replaced by another from the same lender on substantially different terms, or the terms of an existing liability are substantially modified, such exchange or modification is treated as the de-recognition of the original liability and the de-recognition of a new liability. The difference in the respective carrying amounts is recognised in the net result.</p>
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DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

1. Summary of significant accounting policies (Continued)

(m) Financial instruments (continued)

(iv) Offsetting financial instruments
Financial assets and financial liabilities are offset and the net amount is reported in the Statement of Financial Position if there is a currently enforceable legal right to offset the recognised amounts and there is an intention to settle on a net basis, or to realise the assets and settle the liabilities simultaneously.

(n) Non-current assets (or disposal groups) held-for-sale

The department has certain non-current assets (or disposal groups) classified as 'held-for-sale', where their carrying amount will be recovered principally through a sale transaction, not through continuing use. Non-current assets (or disposal groups) held-for-sale are recognised at the lower of their carrying amount and fair value less costs of disposal. These assets are not depreciated/amortised while they are classified as 'held-for-sale'.

(o) Employee benefits

(i) Salaries, wages, annual leave and sick leave
Salaries and wages (including non-monetary benefits), and paid sick leave that are expected to be settled wholly within 12 months after the end of the period in which the employees render the service are recognised and measured at the undiscounted amounts of the benefits.

Annual leave is not expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related service. As such, it is required to be measured at present value in accordance with AASB 119 *Employee Benefits* (although short-cut methods are permitted).

Actuarial advice obtained by NSW Treasury has confirmed that using the nominal annual leave balance plus the annual leave entitlements accrued while taking annual leave (calculated using 7.9% (2016/7.9%) of the nominal value of annual leave) can be used to approximate the present value of the annual leave liability. The department has assessed the actuarial advice based on its circumstances and has determined that the effect of discounting is immaterial to annual leave. All annual leave is classified as a current liability even where the department does not expect to settle the liability within 12 months as the department does not have an unconditional right to defer settlement.

Unused non-vesting sick leave does not give rise to a liability, as it is not considered probable that sick leave taken in the future will be greater than the benefits accrued in the future.

(ii) Long service leave and superannuation
The department's liabilities for long service leave and defined benefit superannuation are assumed by the Crown Entity. The department accounts for the liability as having been extinguished resulting in the amount assumed being shown as part of the non-monetary revenue item described as 'Acceptance by the Crown Entity of employee benefits and other liabilities'.

Long service leave is measured at present value of expected future payments to be made in respect of services provided up to the reporting date. Consideration is given to certain factors based on actuarial review, including expected future wage and salary levels, experience of employee departures, and periods of service. Expected future payments are discounted using Commonwealth government bond rate at the reporting date.

The value of the liability for long service leave for casual teachers has not been brought to account as the specific criteria for eligibility is considered to result in an immaterial amount.

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1. Summary of significant accounting policies (Continued)

(o) Employee benefits (continued)

(li) Long service leave and superannuation (continued)
The superannuation expense for the financial year is determined by using the formulae specified in the Treasurer's Directions. The expense for certain superannuation schemes (i.e. Basic Benefit and First State Super) is calculated as a percentage of the employees' salaries. For other superannuation schemes (i.e. State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employees' superannuation contributions.

Contributions to the defined contribution plans are expensed when incurred.

(lii) Teachers' annual and non term leave provision
Teachers' annual and non term leave provision is estimated based on the number of workdays from the start of school term one to the reporting date. The provision is reduced when teachers take annual leave and during student vacations. Related consequential on-costs, including payroll tax, workers' compensation insurance premiums and superannuation.

(iv) Consequential on-costs

Consequential costs to employment are recognised as liabilities and expenses where the employee benefits to which they relate have been recognised. This includes outstanding amounts of payroll tax, workers' compensation insurance premiums and superannuation.

(p) Provisions

Provisions are recognised when the department has a present legal or constructive obligation as a result of a past event; it is probable that an outflow of resources will be required to settle the obligation; and a reliable estimate can be made of the amount of the obligation. When the department expects some or all of a provision to be reimbursed, for example, under an insurance contract, the reimbursement is recognised as a separate asset, but only when the reimbursement is virtually certain. The expense relating to a provision is presented net of any reimbursement in the Statement of Comprehensive Income.

Any provisions for restructuring are recognised only when the department has a detailed formal plan and the department has raised a valid expectation in those affected by the restructuring that it will carry out the restructuring by starting to implement the plan or announcing its main features to those affected.

If the effect of the time value of money is material, the provision for make good of building operating leases are discounted at 1.63% for the year ended on 30 June 2017 (2016: 1.62%). When discounting is used, the increase in the provision due to the passage of time (i.e. unwinding of discount rate) is recognised as a finance cost.

(q) Equity and reserves

(i) Revaluation surplus
The revaluation surplus is used to record increments and decrements on the revaluation of non-current assets. This accords with the department's policy on the revaluation of property, plant and equipment as discussed in Note 1(vii).

(ii) Accumulated funds

The category 'Accumulated funds' includes all current and prior period retained funds.

(iii) Other reserves

Separate reserve accounts are recognised in the financial statements only if such accounts are required by specific legislation or Australian Accounting Standards (e.g. asset revaluation surplus).

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DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

1. Summary of significant accounting policies (Continued)

(q) Equity and reserves (continued)

(iv) Transfers to other agencies

(a) Equity transfer through administrative restructures

Transfer of net assets between agencies as a result of an administrative restructure, transfers of programs/functions and parts thereof, between NSW public sector agencies and 'equity appropriations', are designated or required by Australian Accounting Standards to be treated as contributions by owners and recognised as an adjustment to 'Accumulated funds'. This is consistent with NSW Treasury Policy and Guidelines Paper TPP 09-3 Contributions by owners made to wholly-owned Public Sector Entities, AASB 1004 Contributions and AASB Interpretation 1038 Contributions by Owners Made to Wholly-Owned Public Sector Entities.

Transfers arising from an administrative restructure involving not-for-profit and for-profit government agencies are recognised at the amount at which the assets and liabilities were recognised by the transferor immediately prior to the restructure. Subject to below, in most instances this will approximate fair value.

All other equity transfers are recognised at fair value, except for intangibles. Where an intangible has been recognised at (amortised) cost by the transferor because there is no active market, the department recognises the asset at the transferor's carrying amount. Where the transferor is prohibited from recognising internally generated intangibles, the department does not recognise that asset.

Details of changes to assets/liabilities of the department related to the transfer out of Office of Communities (except the Office of Aboriginal Affairs) to the Department of Family and Community Services and State Training Services to the former Department of Industry, Skills and Regional Development are provided in Note 20(a). This transfer took effect on 1 July 2015 and impacted 2015-16 result only.

(b) Transfers through business combination

The transfer of net assets between agencies as a result of business operational re-alignments between NSW public sector agencies are designated as business combination transaction under requirements of AASB 3 Business Combinations.

Business combination transactions are recognised at the amounts at which the net assets were recognised by the transferee immediately prior to the transfers. Subject to below, in most instances this will approximate fair values at the transfer date.

Contingent liabilities shall be recognised when a present obligation arises from past events and its fair value can be measured reliably. Employee benefits are recognised and measured in accordance with AASB 119 Employee Benefits.

Details of changes to assets/liabilities of the department related to the transfer out of the Adult Migrant English Service (AMES) to the Technical And Further Education Commission (TAFE) are provided in Note 20(a). This transfer took effect on 1 July 2015 and impacted 2015-16 result only.

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DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

1. Summary of significant accounting policies (Continued)

(r) Fair value measurement and hierarchy

Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. The fair value measurement is based on the presumption that the transaction to sell the asset or transfer the liability takes place either in the principal market for the asset or liability or in the absence of a principal market, in the most advantageous market for the asset or liability.

A number of the department's accounting policies and disclosures require the measurement of fair values, for both financial and non-financial assets and liabilities. When measuring fair value, the valuation technique used maximises the use of relevant observable inputs and minimises the use of unobservable inputs. Under AASB 13, the department categorises, for disclosure purposes, the valuation techniques based on the inputs used in the valuation techniques as follows:

- Level 1 – quoted prices in active markets for identical assets/liabilities that the department can access at the measurement date;
- Level 2 – inputs other than quoted prices included within Level 1 that are observable, either directly or indirectly; and
- Level 3 – inputs that are not based on observable market data (unobservable inputs).

The department recognises transfers between levels of the fair value hierarchy at the end of the reporting period during which the change has occurred.

Refer to Note 14(a) and Note 14(b) for further disclosures regarding fair value measurements of non-financial assets.

(s) Budgeted amounts

The budgeted amounts are drawn from the original budgeted financial statements presented to parliament in respect of the reporting period. Subsequent amendments to the original budget (e.g. adjustment for transfer of functions between entities as a result of Administrative Arrangements Orders) are not reflected in the budgeted amounts. Major variances between the original budgeted amounts and the actual amounts disclosed in the primary financial statements are explained in Note 23.

(t) Comparative information

Except when an Australian Accounting Standard permits or requires otherwise, comparative information is presented in respect of the previous period for all amounts reported in the financial statements.

In 2016-17 the department has reclassified certain financial items to better reflect the nature of these transactions. The department has not amended comparative amounts as any reclassification would be immaterial, with nil net impact on the departments 2015-16 net result.

Further information has been provided within the relevant notes to the financial statements to explain differences between 2017 and 2016 financial years.

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

1. **Summary of significant accounting policies (Continued)**

(u) *Changes in accounting policies, including new or revised Australian Accounting Standards*

(i) Effective for the first time in 2016-17
The accounting policies applied in 2016-17 are consistent with those of the previous financial year except the department applies AASB 124 *Related Party Disclosures* for the first time in 2016-17. There are no financial impacts on the department's financial statements as a result of first-time adoption of this standard.

(ii) Issued but not yet effective
NSW Public sector entities are not permitted to early adopt new Australian Accounting Standards, unless NSW Treasury determines otherwise.

The following new Australian Accounting Standards have not been applied and are not yet effective. Management cannot determine the actual financial impact of these Standards in the department's financial statements in the period of their initial application.

- AASB 9 *Financial Instruments*;
- AASB 15, AASB 2014-15, AASB 2015-8 and 2016-3 regarding *Revenue from Contracts with Customers*;
- AASB 16 *Leases*;
- AASB 1058 *Income of Not-for-profit Entities*;
- AASB 1059 *Service Concession Arrangements: Grantors*;
- AASB 2016-2 *Amendments to Australian Accounting Standards - Disclosure Initiative: Amendments to AASB 107: Specialised Assets of Not-for-profit Entities*;
- AASB 2016-4 *Amendments to Australian Accounting Standards - Recoverable Amount of Non-Cash-Generating*;
- AASB 2016-7 *Amendments to Australian Accounting Standards - Deferral of AASB 15 for Not-for-profit Entities*; and
- AASB 2016-8 *Amendments to Australian Accounting Standards - Australian Implementation Guidance for Not-for-Profit Entities*.

2. **Expenses excluding losses**

	2017 \$'000	2016 \$'000
(a) Employee-related expenses		
Salaries and wages (including annual leave) ¹	7,442,364	7,080,444
Superannuation – defined benefit plans	108,766	129,664
Superannuation – defined contribution plans	619,289	622,738
Long service leave	215,630	452,208
Workers' compensation insurance	106,865	105,066
Payroll tax and Fringe benefit tax	439,607	453,906
Redundancy payments	4,037	16,036
Other	8,450	16,407
	8,944,988	8,876,469

¹ An amount of \$4.1m (2016: \$3.7m) for employee related expenses was capitalised during the year.

(b) Operating expenses include the following:

	2017 \$'000	2016 \$'000
Auditor's remuneration ¹	1,116	1,204
- audit of the financial statements	280,125	271,929
Cleaning	2,303	2,075
Consultants	77,802	49,773
Other contractors ²	212,710	190,888
Fees for services rendered	58,758	62,691
Internet and related expenses	54,276	53,117
Insurance	404,106	365,197
Maintenance ³	135,497	71,989
Minor stores, provisions, plant and computing		
Operating lease rental expense	42,300	45,239
- minimum lease payments	22,292	21,048
Postage and telephone	6,841	7,740
Printing	414,974	628,559
School operating expenses ⁴	26,125	17,100
Travelling and sustenance	87,337	90,976
Utilities	208,702	71,294
Other	2,035,264	1,950,815

¹ The audit fees are disclosed based on services provided up to 30 June 2017. The engagement fee for the audit of 2016-17 financial statements is \$1.2m (2016: \$1.2m).

² An amount of \$14.9m (2016: \$17.6m) as at June 2017 for contractor expenses was capitalised during the year.

	2017 \$'000	2016 \$'000
³ Reconciliation - Total maintenance		
Maintenance expense – contracted labour and other	404,106	365,197
Total maintenance expenses included in Note 2(b).		

⁴ In 2015-16, various general expenses incurred by schools were classified as 'School operating expenses'. With schools migrating to the centralised finance system, the department is able to disclose these transactions at a more granular level. In 2016-17, these transactions have been classified to various operating expense lines.

DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

2. Expenses excluding losses (Continued)

	2017 \$'000	2016 \$'000
(c) Depreciation and amortisation expense		
Depreciation:		
Buildings and improvements	495,202	446,630
Plant and equipment	51,413	66,040
	546,675	512,670
Amortisation:		
Intangibles	33,404	36,942
Total Depreciation and amortisation expense	580,079	549,612
(d) Grants and subsidies		
Government sector:		
Grants to cluster agencies	112,860	106,346
Other	16,694	2,837
	129,544	109,183
Non-Government school sector:		
Non-Government schools per capita payments	1,003,179	952,599
Interest subsidies	47,724	55,729
Supervisor subsidies	40,218	38,757
Other	19	909
	1,091,140	1,047,994
Other sector:		
Early Childhood Education and Care	288,024	245,773
Assisted School Travel Program	136,549	137,898
Other	129,715	80,486
	554,288	464,157
Total Grants and subsidies	1,774,972	1,621,334
(e) Finance costs	24,138	20,175
Interest expense from financial liabilities not at fair value through profit or loss		

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DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

3. Revenue

(a) Appropriation

	2017		2016	
	Appropriation \$'000	Expenditure \$'000	Appropriation \$'000	Expenditure \$'000
Summary of Compliance				
Original Budget per Appropriation Act	12,350,986	13,123,200	11,803,602	12,156,001
Other Appropriation/Expenditure				
• Additional Appropriation	—	—	—	—
• Treasurer's Advance	—	—	2,825	2,825
• Section 22 - Expenditure for certain works and services	—	—	—	—
• Section 24 PFAA - Transfers of functions between entities	—	—	—	—
• Section 26 PFAA - Commonwealth specific purpose payments	—	—	—	—
• Transfer to/from another entity (per Section 27 of the Appropriation Act)	—	—	(1,200)	—
Total Appropriation/Expenditure/Not claim on Consolidated Fund (includes transfer payments) ¹	12,350,986	13,123,200	11,805,227	12,158,826
Less:				
Appropriation revenue ²		(11,981,420)		(11,700,722)
Expenditure not claimed		(1,141,780)		(444,301)
Liability to Consolidated Fund ³				13,803
Reconciliation				
	2017		2016	
	Recurrent \$'000	Capital \$'000	Recurrent \$'000	Capital \$'000
Appropriation cash drawn down	11,507,803	473,817	11,363,450	381,076
Less:				
Liability to Consolidated Fund ³		—		(13,803)
Total Appropriation revenue per Statement of Comprehensive Income ²		11,981,420		11,700,722

¹ The Summary of Compliance is based on the assumption that Consolidated Fund monies are spent first (except where otherwise identified or prescribed).

² Under the Appropriation Bill 2016, agencies are appropriated with a single sum for each agency's services comprising recurrent services, capital works and debt repayment. Previously, the Appropriation (Parliament) Bill 2015 comprised of two Appropriations, one for recurrent services and another one for capital works of NSW Government. This does not have any financial implications on the department's net result.

For annual financial reporting purposes, total Appropriations are continued to be dissected between Recurrent and Capital under this note.

³ This represents the difference between the 'Appropriation cash drawn down' and the 'Appropriation revenue/Amount not claimed against Consolidated Fund'.

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Financial statements

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

3. Revenue (Continued)

	2017 \$'000	2016 \$'000
(b) Sale of goods and services ¹		
Rendering of services	258,477	76,160
Course fees	--	760
Overseas student fees	82,009	76,872
Goods provided	18,363	--
Fees and charges	15,282	7,619
Other	29,945	2,139
	<u>404,076</u>	<u>163,550</u>
(c) Investment revenue		
Interest revenue from financial assets not at fair value through profit or loss	<u>15,650</u>	<u>20,546</u>
(d) Grants and other contributions ¹		
School generated contributions	34,004	--
Other public sector agencies	2,743	6,652
Commonwealth Government	13,968	17,308
Contributions of assets	1,710	40
Donations and industry contributions	41,889	57,410
	<u>94,314</u>	<u>81,410</u>

(e) Acceptance by the Crown Entity of employee benefits and other liabilities.

The following items have been assumed by the Crown Entity or other government agencies:

Superannuation – defined benefit	108,766	129,664
Long service leave	215,630	452,207
Payroll tax	5,950	7,056
	<u>330,346</u>	<u>588,927</u>
Other revenue ¹		
Personnel services revenue	1,059	2,071
School generated revenue ¹	--	410,397
Treasury Managed Fund insurance recovery	83,219	--
Miscellaneous revenue	216,914	--
Other	--	144,561
	<u>301,192</u>	<u>557,029</u>

¹ In the 2015-16, revenue earned by schools was classified as 'School generated revenue'. Since schools have been migrated to the centralised finance system, the department is able to disclose these transactions at a more granular level. In 2016-17, these transactions have been classified to lines within 'Sales of goods and services', 'Grants and other contributions' and 'Other revenue'.

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

4. Gains/(Losses) on disposal

	2017 \$'000	2016 \$'000
Property, plant and equipment		
Written down value	<u>(13,000)</u>	<u>(42,955)</u>
5. Other gains/(losses)		
Disposal of non-current assets held-for-sale	(37)	23,448
Impairment of receivables	<u>(195)</u>	<u>(4,190)</u>
	<u>(195)</u>	<u>19,258</u>

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DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

6. Service groups

(a) Service groups statements: department's expenses and income

	Service Group 1 ¹ Early Childhood Education Services		Service Group 2 ¹ Primary Education Services in Government Schools		Service Group 3 ¹ Secondary Education Services in Government Schools		Service Group 4 ¹ Non-Government Schools	
	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
Continuing operations								
Expenses excluding losses								
Employee-related expenses	46,526	46,264	4,753,472	4,720,820	4,131,478	4,007,344	1,763	1,657
Operating expenses	40,163	18,087	1,082,175	1,033,696	922,742	892,687	5,165	709
Depreciation and amortisation	4,070	3,877	310,037	293,724	265,958	251,923	--	--
Grants and subsidies	268,859	264,381	118,330	116,078	51,875	49,840	1,135,543	1,092,950
Finance costs	--	--	12,965	10,861	11,143	9,314	--	--
Total expenses	387,618	322,609	6,257,009	6,175,179	5,383,196	5,301,088	1,145,491	1,095,316
excluding losses								
Revenue²								
Appropriation	--	--	--	--	--	--	--	--
Sale of goods and services	177,094	38,315	122,076	67,693	104,904	57,542	--	--
Investment revenue	--	--	8,423	11,059	7,227	9,487	--	--
Grants and contributions	148	297	50,545	43,325	43,621	37,311	--	--
Assistance by the Crown Entity	--	--	--	--	--	--	--	--
of employee benefits and other	--	--	--	--	--	--	--	--
Liabilities	572	1,000	161,334	206,891	332,238	257,129	--	--
Total revenue	177,814	39,612	342,380	248,568	284,990	361,462	--	--
Net result from continuing operations	(209,801)	(283,044)	(5,920,145)	(5,765,315)	(5,095,289)	(4,954,190)	(1,145,491)	(1,095,216)
Net result	(209,801)	(283,044)	(5,920,145)	(5,765,315)	(5,095,289)	(4,954,190)	(1,145,491)	(1,095,216)
Other comprehensive income								
Change in revaluation surplus	--	--	--	--	--	--	--	--
Total other comprehensive income	--	--	--	--	--	--	--	--
TOTAL COMPREHENSIVE INCOME	(209,801)	(283,044)	(5,920,145)	(5,765,315)	(5,095,289)	(4,954,190)	(1,145,491)	(1,095,216)

1 The descriptions of each service group are summarised in Note 8(c).

2 Appropriation is made on a departmental basis and not to individual service groups. Consequently, Appropriation must be included in the 'Not Attributable' column. Cluster grant funding is also unlikely to be attributable to individual service groups.

DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

6. Service groups (Continued)

(a) Service groups statements: department's expenses and income (continued)

	Service Group 5 ¹ Aboriginal Affairs		Service Group 6 ¹ Cluster Grant Funding		Not Attributable		Total	
	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000	2017 \$'000	2016 \$'000
Continuing operations								
Expenses excluding losses								
Employee-related expenses	11,729	10,384	--	--	--	--	8,844,988	8,876,488
Operating expenses	5,019	5,660	--	--	--	--	2,035,264	1,950,819
Depreciation and amortisation	14	88	--	--	--	--	580,079	549,812
Grants and subsidies	55,505	17,399	112,860	105,346	--	--	1,774,972	1,621,334
Finance costs	--	--	--	--	--	--	24,138	20,175
Total expenses	73,267	17,871	112,860	105,346	--	--	13,339,441	13,018,409
Revenue²								
Appropriation	--	--	--	--	11,981,420	11,700,722	11,981,420	11,700,722
Sale of goods and services	--	--	--	--	--	--	404,076	163,569
Investment revenue	--	--	--	--	--	--	15,659	20,546
Grants and contributions	--	477	--	--	--	--	94,314	81,410
Assistance by the Crown Entity	--	--	--	--	--	--	--	--
of employee benefits and other	--	--	--	--	330,346	588,927	330,346	588,927
Liabilities	48	659	--	--	3,071	3,071	301,152	557,029
Total revenue	48	422	--	--	12,311,786	12,291,720	13,125,398	13,112,146
Net result from continuing operations	(73,219)	(17,449)	(112,860)	(105,346)	12,311,786	12,291,720	(245,839)	70,078
Net result	(73,219)	(17,449)	(112,860)	(105,346)	12,311,786	12,291,720	(245,839)	70,078
Other comprehensive income								
Change in revaluation surplus	--	--	--	--	34	1,600,201	--	--
Total other comprehensive income	--	--	--	--	34	1,600,201	--	--
TOTAL COMPREHENSIVE INCOME	(73,219)	(17,449)	(112,860)	(105,346)	12,311,800	13,891,921	(245,804)	1,670,278

1 The descriptions of each service group are summarised in Note 8(c).

2 Appropriation is made on a departmental basis and not to individual service groups. Consequently, Appropriation must be included in the 'Not Attributable' column. Cluster grant funding is also unlikely to be attributable to individual service groups.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

6. *Service groups (Continued)*
(b) Service groups statements: department's assets and liabilities (continued)

	Service Group 1 ¹ Early Childhood Education Services		Service Group 2 ¹ Primary Education Services in Government Schools		Service Group 3 ¹ Secondary Education Services in Government Schools		Service Group 4 ¹ Non-Government Schools		Service Group 5 ¹ Aboriginal Affairs		Service Group 6 ¹ Cluster Grant Funding		Not Attributable		Total	
	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
ASSETS																
Current assets																
Cash and cash equivalents	--	367,858	450,080	478,973	429,716				--	242,238	57,850	1,088,069	937,646			
Receivables	680	1,203	9,059	15,884	7,810	13,732			--	140,850	246,937	168,099	277,761			
Other financial assets	--	--	1,303	8,933	1,201	8,233			--	--	--	2,504	17,166			
Non-current assets																
held-for-sale	--	--	--	--	--	--			--	--	--	--	--			
Total current assets	680	1,203	378,220	474,897	487,984	451,681			--	382,788	306,071	1,243,672	1,232,857			
Non-current assets																
Receivables	--	--	--	--	--	--			--	62	62	62	62			
Property, plant and equipment	50,403	50,697	12,260,571	12,362,262	9,670,579	9,727,003			242	243	266,370	22,276,608	22,408,695			
Intangible assets	--	--	--	--	--	--			98	104	326,206	325,444	308,310			
Total non-current assets	50,403	50,697	12,260,571	12,362,262	9,670,579	9,727,003			340	347	592,221	22,604,114	22,716,967			
Total assets	51,083	51,900	12,638,791	12,837,179	10,158,563	10,178,684			340	347	--	--	975,009	881,799	23,853,786	23,949,824
Current liabilities																
Payables	13,923	12,355	271,342	241,234	233,977	207,693	54	70	24,584	21,834	--	--	--	--	543,880	483,488
Borrowings	--	--	3,295	3,293	3,046	3,034	--	--	--	--	140,788	140,500	147,129	146,827		
Provisions	3,801	3,497	475,324	441,193	403,544	374,544	88	58	265	273	--	--	986	985	883,995	820,545
Other	--	--	--	--	--	--	--	--	19,550	15,128	--	--	1,060	15,128	21,010	15,128
Total current liabilities	17,724	15,848	749,961	685,720	640,567	585,271	142	128	44,799	22,037	--	--	142,821	156,614	1,596,014	1,465,986
Non-current liabilities																
Borrowings	--	--	84,886	86,336	78,230	81,410	--	--	--	--	--	--	--	--	163,116	169,746
Provisions	139	111	17,823	14,101	15,132	11,971	3	2	10	7	--	--	40	5,698	33,147	31,660
Other	--	--	--	--	--	--	--	--	26,100	--	--	--	353	1,413	26,453	1,413
Total non-current liabilities	139	111	102,709	102,436	93,362	93,381	3	2	26,110	7	--	--	393	7,081	222,716	203,018
Total liabilities	17,863	15,957	852,670	788,156	733,929	678,652	145	130	70,909	22,114	--	--	143,214	163,695	1,818,730	1,669,004
NET ASSETS	33,220	35,943	11,816,121	12,049,023	9,424,634	9,499,732	(145)	(128)	(70,569)	(21,767)	--	--	831,795	718,014	22,035,056	22,280,820

¹ The descriptions of each service group are summarised in Note 6(c).

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

6. *Service groups (Continued)*
(b) Service groups statements: department's assets and liabilities

	Service Group 1 ¹ Early Childhood Education Services		Service Group 2 ¹ Primary Education Services in Government Schools		Service Group 3 ¹ Secondary Education Services in Government Schools		Service Group 4 ¹ Non-Government Schools	
	2017	2016	2017	2016	2017	2016	2017	2016
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
ASSETS								
Current assets								
Cash and cash equivalents	--	367,858	450,080	478,973	429,716			
Receivables	680	1,203	9,059	15,884	7,810	13,732		5
Other financial assets	--	--	1,303	8,933	1,201	8,233		--
Non-current assets								
held-for-sale	--	--	--	--	--	--		--
Total current assets	680	1,203	378,220	474,897	487,984	451,681		5
Non-current assets								
Receivables	--	--	--	--	--	--		--
Property, plant and equipment	50,403	50,697	12,260,571	12,362,262	9,670,579	9,727,003		--
Intangible assets	--	--	--	--	--	--		--
Total non-current assets	50,403	50,697	12,260,571	12,362,262	9,670,579	9,727,003		--
Total assets	51,083	51,900	12,638,791	12,837,179	10,158,563	10,178,684		5
Current liabilities								
Payables	13,923	12,355	271,342	241,234	233,977	207,693	54	70
Borrowings	--	--	3,295	3,293	3,046	3,034	--	--
Provisions	3,801	3,497	475,324	441,193	403,544	374,544	88	58
Other	--	--	--	--	--	--	--	--
Total current liabilities	17,724	15,848	749,961	685,720	640,567	585,271	142	128
Non-current liabilities								
Borrowings	--	--	84,886	86,336	78,230	81,410	--	--
Provisions	139	111	17,823	14,101	15,132	11,971	3	2
Other	--	--	--	--	--	--	--	--
Total non-current liabilities	139	111	102,709	102,436	93,362	93,381	3	2
Total liabilities	17,863	15,957	852,670	788,156	733,929	678,652	145	130
NET ASSETS	33,220	35,943	11,816,121	12,049,023	9,424,634	9,499,732	(145)	(128)

¹ The descriptions of each service group are summarised in Note 6(c).

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

6. Service groups (Continued)

(c) Service groups: Descriptions

The following is a list of the Service Groups of the department. In order to comply with the requirements of AASB 1052 *Disaggregated Disclosures*, financial details attributed by service groups are provided in the supplementary statements. Where financial details cannot be attributed to a particular service group, they are assigned to the 'Not Attributable' column, in accordance with NSW Treasury Policy Paper and Guidelines Paper TPP 17-05. Appropriation is made to the department rather than service groups. Therefore appropriations are disclosed as 'Not Attributable'.

Service Group 1	Early Childhood Education Services
Objective(s)	Provision and regulation of early childhood education and care, including preschools.
Service Group 2	Primary Education Services in Government Schools
Objective(s)	Staffing and support of 1,608 primary schools, 65 central schools and 113 schools for special purposes and environmental education centres to deliver quality education services that meet the diverse needs of all students.
Service Group 3	Secondary Education Services in Government Schools
Objective(s)	Staffing and support of 401 secondary schools and 23 environmental education centres to deliver quality education aimed at increasing the attainment of students and meeting their diverse needs.
Service Group 4	Non-Government Schools
Objective(s)	Funding to non-government schools to improve student learning outcomes and assist them to successfully complete Year 12 or VET equivalent.
Service Group 5	Aboriginal Affairs
Objective(s)	Working in partnership with Aboriginal people to strengthen their capacity and increase their access to opportunities by implementing OCHRE (Opportunity, Choice, Healing, Responsibility, Empowerment) - the Government's plan for Aboriginal Affairs, establishing partnerships for economic development, supporting effective community governance, and strengthening cultural identity and language.
Service Group 6	Cluster Grant Funding
Objective(s)	Grant funding to the then Board of Studies, Teaching and Educational Standards (became the NSW Education Standards Authority from 1 January 2017), which is an agency within the education cluster.

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

6. Service groups (Continued)

(c) Service groups: Descriptions (continued)

Service Group 7	Vocational Education and Training
Objective(s)	Objectives have been provided for prior year comparative purposes only, refer to Note 20(a). To develop and promote a quality vocational education and training system that enhances skills for industry and individuals. The Smart and Skilled reforms of the NSW vocational education and training system introduced an entitlement to government subsidised entry level training up to Certificate III from 1 January 2015.
Service Group 8	Citizenship and Communities
Objective(s)	In accordance with Administrative Arrangements (Administrative Changes - Public Service Agencies) Order (No 2) 2015, this function was transferred to the Department of Family and Community Services on 1 July 2015. Objectives have been provided for prior year comparative purposes only, refer to Note 20(a). To deliver initiatives within the NSW Volunteering Strategy, to facilitate opportunities to empower young people, and support community engagement activities. It also provides an advocacy role for children and young people and provides advice on child and youth-related matters to government and non-government agencies in New South Wales.
7. Conditions on contributions	
	Contributors can place restrictions on the application of funds to assist in ensuring that the intended outcomes of the particular program are met. Examples of such conditions are the requirement to provide annual acquittals of expenditure or to return funds at the end of a specific period. In 2016-17, contributions amounting to \$13.2m (2016: \$21.0m) were received by the department for programs where such conditions were in place. Unspent funds from these contributions for 2016-17, including balances brought forward from prior years, totalled \$33.4m (2016: \$33.9m).

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

8. Current assets - Cash and cash equivalents

	2017	2016
	\$'000	\$'000
Cash at bank and on hand	1,089,069	937,646

For the purpose of the Statement of Cash Flows, cash and cash equivalents include cash at bank, cash on hand, short term deposits net of outstanding bank overdraft.

Cash and cash equivalent assets recognised in the Statement of Financial Position are reconciled at the end of the financial year to the Statement of Cash Flows as follows:

	2017	2016
	\$'000	\$'000
Cash and cash equivalents (per Statement of Financial Position)	1,089,069	937,646
Closing cash and cash equivalents (per Statement of Cash Flows)	1,089,069	937,646

Details regarding credit risk, liquidity risk and market risk arising from financial instruments are disclosed in Note 26.

9. Current/Non-current assets - Receivables

Current:		
Sale of goods and services	46,738	112,578
Less: Allowance for impairment	(9,775)	(9,781)
Personnel services receivable	-	72
Other debtors	79,968	146,392
Prepayments	38,719	27,090
Accrued income	2,449	1,410
	158,099	277,761

Non-current:
Other debtors

	62	62
Total Receivables	158,161	277,823

Movement in the allowance for impairment:

Balance at 1 July	(9,781)	(5,742)
Amounts written off during the year	174	167
Amounts recovered during the year	27	98
(Increase)/Decrease in allowance recognised in profit or loss	(195)	(4,304)
Balance at 30 June	(9,775)	(9,761)

Details regarding credit risk of trade debtors that are neither past due nor impaired are disclosed in Note 26.

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

10. Current assets - Other financial assets

	2017	2016
	\$'000	\$'000
Current:		
Held-to-maturity investments	2,504	17,166

Details regarding credit risk, liquidity risk and market risk arising from financial instruments are disclosed in Note 26.

11. Non-current assets - Property, plant and equipment

	Land \$'000	Buildings \$'000	Equipment \$'000	Total \$'000
At 1 July 2016 - fair value				
Gross carrying amount	7,520,154	29,980,776	499,360	38,000,290
Accumulated depreciation and impairment	--	(15,283,115)	(308,580)	(15,591,695)
Net carrying amount	7,520,154	14,697,661	190,780	22,408,595
At 30 June 2017 - fair value				
Gross carrying amount	7,514,814	30,328,649	545,511	38,388,974
Accumulated depreciation and impairment	--	(15,751,012)	(359,354)	(16,110,366)
Net carrying amount	7,514,814	14,577,637	186,157	22,278,608
At 1 July 2015 - fair value				
Gross carrying amount	7,537,030	26,469,721	747,786	34,754,537
Accumulated depreciation and impairment	--	(13,184,414)	(548,091)	(13,732,505)
Net carrying amount	7,537,030	13,285,307	199,695	21,022,032
At 30 June 2016 - fair value				
Gross carrying amount	7,520,154	29,980,776	499,360	38,000,290
Accumulated depreciation and impairment	--	(15,283,115)	(308,580)	(15,591,695)
Net carrying amount	7,520,154	14,697,661	190,780	22,408,595

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DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

11. Non-current assets – Property, plant and equipment (Continued)

Reconciliation

A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the current reporting period is set out below:

	Land \$'000	Buildings \$'000	Plant and Equipment \$'000	Total \$'000
Year ended 30 June 2017				
Net carrying amount at start of year	7,520,154	14,697,661	190,780	22,408,595
Additions	13,062	381,756	46,807	441,625
Transfers to Assets held-for-sale	(11,215)	(2,306)	–	(13,521)
Transfers to other government agencies	(160)	–	–	(160)
Disposals	–	(12,983)	(17)	(13,000)
Net revaluation	34	–	–	34
Reclassifications between asset types	(7,061)	7,061	–	–
Assets received by donation	–	1,710	–	1,710
Depreciation expense	–	(495,282)	(51,413)	(546,695)
Net carrying amount at end of year	7,514,814	14,577,637	186,157	22,278,608

Details regarding fair value measurement of property, plant and equipment are disclosed in Note 14.

Reconciliation

A reconciliation of the carrying amount of each class of property, plant and equipment at the beginning and end of the current reporting period is set out below:

	Land \$'000	Buildings \$'000	Plant and Equipment \$'000	Total \$'000
Year ended 30 June 2016				
Net carrying amount at start of year	7,537,030	13,285,307	199,695	21,022,032
Additions	16,275	316,739	57,198	390,212
Transfers to Assets held-for-sale	(30,039)	(7,633)	–	(37,672)
Disposals	–	(42,934)	(21)	(42,955)
Net revaluation ¹	7,388	1,592,613	–	1,600,001
Transfers through administrative restructures	–	–	(52)	(52)
Transfers to other government agencies	(10,500)	–	–	(10,500)
Depreciation expense	–	(446,631)	(68,040)	(514,671)
Net carrying amount at end of year	7,520,154	14,697,661	190,780	22,408,595

Details regarding fair value measurement of property, plant and equipment are disclosed in Note 14.

¹ An interim management revaluation of buildings was undertaken at 31 March 2016. This process has resulted in an increase of \$1.6bn in the carrying amount of buildings as well as the Asset Revaluation Surplus. Refer to Note 1(i) for more details.

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DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

12. Intangible assets

Software

	2017 \$'000	2016 \$'000
At 1 July		
Cost (gross carrying amount)	483,600	555,563
Accumulated amortisation and impairment	(175,290)	(224,633)
Net carrying amount	308,310	330,930
At 30 June		
Cost (gross carrying amount)	534,138	483,600
Accumulated amortisation and impairment	(208,694)	(175,290)
Net carrying amount	325,444	308,310
Year ended 30 June		
Net carrying amount at start of year	308,310	330,930
Additions (from internal development)	50,538	14,376
Transfers through administrative restructures	–	(54)
Amortisation expense	(33,404)	(36,942)
Net carrying amount at end of year	325,444	308,310

13. Non-current assets (or disposal groups) held-for-sale

(a) Non-current assets (or disposal groups) held-for-sale

	2017 \$'000	2016 \$'000
Assets held-for-sale	–	284
Land and buildings	–	–

(b) Amounts recognised in other comprehensive income relating to assets held-for-sale

	2017 \$'000	2016 \$'000
Net change in revaluation surplus of property, plant and equipment	–	283

The assets held-for-sale consist primarily of land and some buildings which have become surplus to the department's requirements. It is intended that these be disposed by way of sale. Steps have been taken for this purpose and it is likely that the disposals will occur within the next 12 months.

Details regarding fair value measurement of property, plant and equipment are disclosed in Note 14.

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

14. Fair value measurement of non-financial assets

(a) Fair value hierarchy

	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total fair value \$'000
Year ended 30 June 2017				
Property (Note 11)				
Land	--	--	7,514,814	7,514,814
Buildings	--	--	14,288,968	14,288,968
Residences	--	16,635	--	16,635
Non-current assets (or disposal groups held-for-sale [Note 13 (a)])	--	--	--	--
	--	16,635	21,803,782	21,820,417
Year ended 30 June 2016				
Property (Note 11)				
Land	--	--	7,498,827	7,498,827
Buildings	--	--	14,445,377	14,445,377
Residences	--	18,543	--	18,543
Non-current assets (or disposal groups held-for-sale [Note 13 (a)])	--	284	--	284
	--	18,827	21,944,204	21,963,031

There were no transfers between Level 1 or 2 during the year (2016: no transfers).

Refer to Note 1(f) for the definition of levels used in the department's valuation techniques.

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

14. Fair value measurement of non-financial assets (Continued)

(b) Reconciliation of recurring Level 3 fair value measurements

The following table shows a reconciliation from the opening balances to the closing balances for Level 3 fair values.

	Land \$'000	Buildings \$'000	Total Level 3 \$'000
Fair value as at 1 July 2016	7,498,827	14,445,377	21,944,204
Reclassification	14,266	26,910	41,176
Additions	13,062	324,138	337,200
Net revaluation (Note 11)	34	--	34
Disposals	--	(12,858)	(12,858)
Depreciation expense	--	(494,353)	(494,353)
Transfers to Assets held-for-sale	(11,215)	(1,956)	(13,171)
Transfers to other government agencies	(160)	--	(160)
Assets received by donation	--	1,710	1,710
Fair value as at 30 June 2017	7,514,814	14,288,968	21,803,782

Refer to Note 1(f) for recognising transfers between fair value hierarchy.

	Land \$'000	Buildings \$'000	Total Recurring Level 3 \$'000
Fair value as at 1 July 2015	7,523,965	13,115,271	20,639,236
Additions	8,013	225,280	233,293
Net revaluation (Note 11)	7,388	1,592,813	1,600,201
Disposals	--	(41,899)	(41,899)
Depreciation expense	--	(439,282)	(439,282)
Transfers to Assets held-for-sale	(30,039)	(7,172)	(37,211)
Transfers to other government agencies	(10,500)	--	(10,500)
Other	--	365	365
Fair value as at 30 June 2016	7,498,827	14,445,377	21,944,204

Refer to Note 1(f) for recognising transfers between fair value hierarchy.

15. Restricted assets

As at 30 June 2017, the department held \$4.8m (2016: \$5.5m) in an interest-bearing bank account for monthly service payments to the private service provider of 11 schools (2016: 11 schools). Only the private service provider can draw the funds held.

The department also recognised \$5.3m (2016: \$2.3m) as monies held by schools on behalf of third parties. These funds include charitable donations and represent funds that are collected by schools on behalf of other organisations. The schools obtain no benefit from the funds.

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DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

16. Current liabilities - Payables

	2017 \$'000	2016 \$'000
Accrued salaries, wages and on-costs	41,315	27,532
Creditors	355,855	260,344
Group payroll and Fringe benefits tax	51,744	49,143
Unearned revenue	48,166	34,490
Other ¹	46,800	111,977
	543,880	483,486

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 26.

¹ Includes GST payable to Australian Taxation Office: \$1.3m (2016: \$64.7m). Payables to other government agencies: \$1.1m (2016: \$19.3m) and others: \$44.4m (2016: \$28.0m).

17. Current/Non-current liabilities - Borrowings

	2017 \$'000	2016 \$'000
Current:		
Privately Funded Projects Schools [Note 21(c)]	6,629	6,327
Treasury Advances	140,500	140,500
	147,129	146,827
Non-Current:		
Privately Funded Projects Schools [Note 21(c)]	163,116	169,745
	163,116	169,745
	310,245	316,572

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 26.

18. Current/Non-current liabilities - Provisions

	2017 \$'000	2016 \$'000
Current:		
Employee benefits and related on-costs:		
Annual leave	58,388	53,389
Teachers' annual and non term leave	394,651	355,303
Payroll tax on annual leave	24,625	22,275
Annual leave on long service leave	84,589	85,884
Workers' compensation on long service leave	20,140	20,449
Payroll tax on long service leave	109,764	116,125
Superannuation on long service leave	76,533	77,704
Superannuation on annual leave	43,107	38,320
Annual leave loading	56,683	39,121
Other	12,457	10,922
	880,937	819,492
Other Provision:		
Make good (building leases)	3,058	1,053
	883,995	820,545

DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

18. Current/Non-current liabilities - Provisions (Continued)

	2017 \$'000	2016 \$'000
Non-Current:		
Employee benefits and related on-costs:		
Payroll tax on long service leave	9,545	10,099
Annual leave on long service leave	7,356	7,468
Workers' compensation on long service leave	1,751	1,778
Superannuation on long service leave	6,656	6,757
	25,308	26,102
Other provision:		
Make good (building leases)	7,839	5,758
	33,147	31,860
Total Provisions - Non-current		
	33,147	31,860
Aggregate employee benefits and related on-costs:		
Provisions - Current	880,937	819,492
Provisions - Non-current	25,308	26,102
Accrued salaries, wages and on-costs (Note 16)	41,315	27,532
	947,560	873,126

Movement in provisions (other than employee benefits):

Movements in each class of provision during the financial year, other than employee benefits, are set out below:

	2017 \$'000	2016 \$'000
Make good (building leases)		
Carrying amount at the beginning of year	6,811	5,681
Additional provisions recognised	4,086	1,527
Amounts used	(397)	(397)
Carrying amount at end of year	10,897	6,811

The provision is the Net Present Value (NPV) of future liability for restoration.

19. Current/Non-current liabilities - Other liabilities

	2017 \$'000	2016 \$'000
Current:		
Lease incentive	1,060	1,325
Liability to Consolidated Fund	--	13,803
Stolen Generations Reparations Scheme ¹	19,950	--
	21,010	15,128
Non-Current:		
Lease incentive	353	1,413
Stolen Generations Reparations Scheme ¹	26,100	--
	26,453	1,413
Total Other liabilities	47,463	16,541

¹ In December 2016, the NSW Government announced 'The Stolen Generations Reparations Scheme' in acknowledgement of the suffering caused by the forcible removal of Aboriginal Children by the NSW Government in the past. The department is managing this Scheme on behalf of the NSW Government.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

20. Increase/(Decrease) in net assets from equity transfers

(a) Transfers through administrative restructures

The following table discloses the increase/(decrease) in net assets for the Service Groups transferred out from the department from 1 July 2015. This transfer impacted 2015-16 results (2017: nil). The purpose of each service group are summarised in Note 6(c).

Transferee agency	2016		
	State Training Services \$'000	Office of Communities \$'000	Total \$'000
Service groups	7	8	
Current assets			
Cash and cash equivalents	--	(2,075)	(2,075)
Receivables	(5)	(397)	(402)
Total current assets	(5)	(2,472)	(2,477)
Non-current assets			
Property, plant and equipment	(23)	(29)	(52)
- Plant and equipment	(23)	(29)	(52)
Intangible assets	--	(54)	(54)
Total non-current assets	(23)	(83)	(106)
Total assets	(28)	(2,555)	(2,583)
Current liabilities			
Payables	11	162	173
Provisions	5,431	785	6,216
Total current liabilities	5,442	947	6,389
Non-current liabilities			
Provisions	85	166	251
Total non-current liabilities	85	166	251
Total liabilities	5,527	1,113	6,640
Increase/(Decrease) in net assets	5,499	(1,442)	4,057

(b) Transfers to other government agencies

Description	2017 \$'000	2016 \$'000
Land and buildings	(160)	(10,500)
Aggregate of (a) and (b)		
(a) Transfers through administrative restructures	--	4,057
(b) Transfers to other government agencies	(160)	(10,500)
Total	(160)	(6,443)

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

21. Commitments for expenditure

(a) Capital commitments

Aggregate capital expenditure for the acquisition of capital work contracted for at balance date and not provided for:

	2017 \$'000	2016 \$'000
Within one year	227,740	111,450
Later than one year and not later than five years	31,617	50,886
Later than five years	--	--
Total (including GST)	259,357	162,336

(b) Operating lease commitments

Department of Education as a lessee

Future minimum rentals payable under non-cancellable operating lease as at 30 June are, as follows:

	2017 \$'000	2016 \$'000
(i) Leased properties	34,250	33,196
Within one year	71,837	65,146
Later than one year and not later than five years	76,798	14,365
Later than five years	--	--
Total (including GST)	182,885	112,707

(ii) Other

	2017 \$'000	2016 \$'000
Within one year	4,866	2,864
Later than one year and not later than five years	6,561	1,885
Later than five years	--	--
Total (including GST)	11,227	4,749

Total Operating lease commitments (including GST)

	194,112	117,456
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DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

21. Commitments for expenditure (Continued)

(c) Public Private Partnership project commitments

Future minimum lease payments under public private partnership projects, together with the present value of net minimum lease payments are as follows:

	2017 \$'000	2016 \$'000
Within one year	20,869	38,615
Later than one year and not later than five years	83,603	81,991
Later than five years	256,773	272,478
Minimum lease payments	361,245	393,084
Less: Future finance charges	(191,500)	(217,012)
Present value of minimum lease payments	169,745	176,072
The present value of finance lease commitments is as follows:		
Within one year	6,629	6,327
Later than one year and not later than five years	29,742	28,424
Later than five years	133,374	141,321
	169,745	176,072
Classified as:		
Current (Note 17)	6,629	6,327
Non-current (Note 17)	163,116	169,745
	169,745	176,072

The total commitments for expenditure include GST input tax credits of \$71.6m (2016: \$61.2m) that are expected to be recovered from the Australian Taxation Office.

The operating lease commitments are generally with respect to equipment, while the finance lease commitments relate to assets acquired under Public Private Partnership projects, refer to Note 1(i).

22. Contingent liabilities and contingent assets

(a) Contingent liabilities

The department is currently involved in a legal dispute with a local educational institution. The department is unable to quantify the amount of any potential liability.

The department is managing the Stolen Generations Reparations Scheme on behalf of the NSW Government. As part of the Scheme, a Funeral Fund was also established by the NSW Government to cover the funeral costs for the Stolen Generations survivors. Due to timing, probability and uncertainty on the total numbers of claimants coming forward, the department is unable to reliably estimate the total costs of this Fund.

Other litigation matters are anticipated to be covered by the NSW Treasury Managed Fund.

(b) Contingent assets

The department was involved in a proceeding and the delivery of court judgment is in favour of the department. The department subsequently issued various cost orders to the plaintiff requesting for reimbursements of relevant costs.

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DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2017

23. Budget review**Net result**

The department's net result was \$6.5m over budget. The variance consists of decreases in expenses of \$356.1m. These expense decreases are offset by reductions in revenues of \$351.4m and losses of \$13.2m.

The \$356.1m decrease against budget in expenses is primarily attributable to a reduced draw down of employee related expenses of \$360.3m due to vacancies across the department, underspend in significant programs and year end bond rate adjustments to long service leave and defined benefits superannuation.

The \$351.4m decrease against budget in revenue is primarily attributable to a decrease in government appropriation of \$369.6m flowing from the decrease in expenses, offset by higher school generated revenue from community sources.

Assets and liabilities

Total assets have increased by \$355.4m against budget, primarily due to:

- Increased cash and receivables of \$421.6m mainly due to increased cash held by schools and Receivables for other services provided to other agencies were not included in the budget;
- Increased intangible assets of \$49.5m mainly due to increased expenditure on software in the period; and
- Decreased property, plant and equipment of \$115.7m mainly due to the timing of the capital expenditure projects.

Total liabilities have increased by \$436.0m against budget, primarily due to:

- Increased payables of \$192.2m mainly due to the timing of accounts payable;
- Increased borrowings of \$140.5m as the repayment of this liability was extended to 30 June 2018;
- Increased provisions of \$68.9m mainly due to an increase in employee benefit provision as a result of timing; and
- Increased other liabilities of \$34.4m mainly due to the Stolen Generations Reparations Scheme.

24. Reconciliation of cash flows from operating activities to net result

	2017 \$'000	2016 \$'000
Net cash used in operating activities	621,484	511,974
Depreciation and amortisation	(580,079)	(549,612)
Allowance for impairment	(158)	(41,100)
Decrease/(Increase) in provisions	(64,580)	(138,632)
Increase/(Decrease) in prepayments and other assets	(119,662)	203,959
Decrease/(Increase) in creditors	(91,316)	66,046
Net gain/(loss) on sale of plant and equipment	(13,037)	(19,507)
Donated assets	1,710	40
Net result	(245,638)	70,076

25. Non-cash financing and investing activities

	2017 \$'000	2016 \$'000
Assets received by donation	1,710	40
Liabilities and expenses assumed by the Crown Entity	(330,346)	(568,927)
	(328,636)	(568,887)

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

26. Financial instruments

The department's principal financial instruments are outlined below. These financial instruments arise directly from the department's operations or are required to finance the department's operations. The department does not enter into or trade financial instruments, including derivative financial instruments, for speculative purposes.

The department's main risks arising from financial instruments are outlined below, together with the department's objectives, policies and processes for measuring and managing risk. Further quantitative and qualitative disclosures are included throughout these financial statements.

The Secretary has overall responsibility for the establishment and oversight of risk management, and reviews and agrees policies for managing each of these risks. Risk management policies are established to identify and analyse the risks faced by the department, to set risk limits and controls and to monitor risks. Compliance with policies is reviewed by the Audit and Risk Committee and internal auditors on a regular basis.

(a) Financial instrument categories

Class	Notes	Category	Carrying Amount 2017 \$'000	Carrying Amount 2016 \$'000
Financial assets:				
Cash and cash equivalents	8	N/A	1,089,069	937,646
Receivables ¹	9	Loans and receivables (at amortised cost)	92,526	212,596
Other financial assets	10	Held-to-maturity investments (at amortised cost)	2,504	17,166
Financial liabilities:				
Payables ²	16	Financial liabilities (at amortised cost)	440,542	394,034
Borrowings	17		140,500	140,500
Borrowings	17	Finance liability (in accordance with AASB 117 and TPP 06-08)	169,745	176,072

Notes:

¹ Excludes statutory receivables and prepayments (i.e. not within scope of AASB 7).

² Excludes statutory payables and unearned revenue (i.e. not within scope of AASB 7).

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2017

26. Financial instruments (Continued)

(b) Credit risk

Credit risk arises when there is the possibility that the counterparty will default on their contractual obligations, resulting in a financial loss to the department. The maximum exposure to credit risk is generally represented by the carrying amount of the financial assets (net of any allowance for impairment).

Credit risk arises from the financial assets of the department, including cash, receivables and authority deposits. No collateral is held by the department. The department has not granted any financial guarantees.

Credit risk associated with the department's financial assets, other than receivables, is managed through the selection of counterparties and establishment of minimum credit rating standards.

Cash and cash equivalents

Cash comprises cash on hand and bank balances within the NSW Treasury Banking System. Interest is earned on daily bank balances at the monthly average NSW TCorp 11 am unofficial cash rate, adjusted for a management fee to NSW Treasury. Interest is earned on school bank account balances at the Reserve Bank of Australia (RBA) cash rate.

Receivables - trade debtors

All trade debtors are recognised at the amounts receivable at balance date. Collectability of trade debtors is reviewed on an ongoing basis. Procedures as established in the Treasurer's Directions are followed to recover outstanding amounts, including letters of demand. Debts which are known to be uncollectible are written off. An allowance for impairment is raised when there is objective evidence that the department will not be able to collect all amounts due. This evidence includes past experience, and current and expected changes in economic conditions and debtor credit ratings. No interest is earned on trade debtors. Sales are made on 30-60 day terms.

The department is not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors. Debtors that are not past due and are not considered impaired represent 79.9% (2016: 91.6%) of the total trade debtors. Most of the department's debtors have a good credit rating.

	2017 \$'000	2016 \$'000
Neither past due nor impaired	36,387	62,289
Past due but not impaired		
< 3 months overdue	636	39,695
3 months - 6 months overdue	414	102
> 6 months overdue	150	1,175
	1,200	40,972
Impaired		
< 3 months overdue	85	43
3 months - 6 months overdue	149	85
> 6 months overdue	9,158	9,199
	9,392	9,327
Total Receivables - gross of allowance for impairment	46,979	112,588

Note:

The ageing analysis excludes statutory receivables, as these are not within the scope of AASB 7. Therefore, the total will not reconcile to the receivables total in Note 9.

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26. Financial Instruments (Continued)**(c)** Liquidity risk

Liquidity risk is the risk that the department will be unable to meet its payment obligations when they fall due. The department continuously manages risk through monitoring future cash flows and maturities planning to ensure adequate holding of high quality liquid assets. The objective is to maintain a balance between continuity of funding and flexibility through the use of overdrafts, loans and other advances.

During the current and prior year, there were no defaults on any loans payable. No assets have been pledged as collateral. The department's exposure to liquidity risk is deemed insignificant based on prior periods' data and current assessment of risk.

The liabilities are recognised for amounts due to be paid in the future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in NSW Treasury Circular 11/12. For small business suppliers, where terms are not specified, payment is made no later than 30 days from date of receipt of a correctly rendered invoice. For other suppliers, if trade terms are not specified, payment is made no later than the end of the month following the month in which an invoice or a statement is received. For small business suppliers, where payment is not made within the specified time period, simple interest must be paid automatically unless an existing contract specifies otherwise. For payments to other suppliers, the Secretary of the department (or a person appointed by the Secretary of the department) may automatically pay the supplier simple interest.

The table below summarises the maturity profile of the department's financial liabilities, together with the interest rate exposure.

Maturity analysis and interest rate exposure of financial liabilities (\$'000)

	Weighted average effective int. rate	Interest rate exposure			Maturity dates		
		Nominal amount ¹	Fixed interest rate	Variable interest rate	Non-interest bearing	< 1 yr	1-5 yrs
2017							> 5 yrs
Payables:							
Accrued salaries, wages and on-costs	—	41,315	—	—	41,315	—	—
Creditors	—	399,227	—	—	399,227	—	—
Borrowings:							
Treasury advances	5.04%	140,500	140,500	—	140,500	—	—
Public Private Partnerships ²	9.21%	169,745	—	169,745	—	6,629	29,742
							133,374
2016							
Payables:							
Accrued salaries, wages and on-costs	—	27,532	—	—	27,532	—	—
Creditors	—	366,502	—	—	366,502	—	—
Borrowings:							
Treasury advances	5.04%	140,500	140,500	—	140,500	—	—
Public Private Partnerships	8.41%	176,072	—	176,072	—	6,327	28,423
							141,322

Notes:

¹ The amounts disclosed are the contractual undiscounted cash flows of each class of financial liabilities based on the earliest date on which the department can be required to pay. The table includes both interest and principal cash flows and therefore will not reconcile to the Statement of Financial Position.

² Of the amount disclosed in the 2017 'Public Private Partnerships borrowings' time band 1-5 years, the department intends to repay \$3.2m in the first quarter of 2017-18.

26. Financial Instruments (Continued)**(d)** Market risk

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. The department's exposures to market risk are primarily through interest rate risk on the department's borrowings. The department has minimal exposure to foreign currency risk and does not enter into commodity contracts.

The effect on profit and equity due to a reasonably possible change in risk variable is outlined in the information below, for interest rate risk and other price risk. A reasonably possible change in risk variable has been determined after taking into account the economic environment in which the department operates and the time frame for the assessment (i.e. until the end of the next annual reporting period). The sensitivity analysis is based on risk exposures in existence at the Statement of Financial Position date. The analysis is performed on the same basis as for 2016. The analysis assumes that all other variables remain constant.

Interest rate risk

Exposure to interest rate risk arises primarily through the department's interest bearing liabilities. This risk is minimised by undertaking mainly fixed rate borrowings, primarily with NSW TCorp. The department does not account for any fixed rate financial instruments at fair value through profit or loss or as available-for-sale. Therefore, for these financial instruments, a change in interest rates would not affect profit or loss or equity. A reasonably possible change of +/- 1% is used, consistent with current trends in interest rates (based on official RBA interest rate volatility over the last five years). The basis will be reviewed annually and amended where there is a structural change in the level of interest rate volatility.

The department's exposure to interest rate risk is set out below.

	Carrying amount \$'000	-1%		+1%	
		Profit \$'000	Equity \$'000	Profit \$'000	Equity \$'000
2017					
Financial assets:					
Cash and cash equivalents	1,089,069	(10,891)	(10,891)	10,891	10,891
Receivables	92,526	(925)	(925)	925	925
Other financial assets	2,504	(25)	(25)	25	25
Financial liabilities:					
Payables	440,542	(4,405)	(4,405)	4,405	4,405
Borrowings	310,245	(3,102)	(3,102)	3,102	3,102
2016					
Financial assets:					
Cash and cash equivalents	937,646	(9,376)	(9,376)	9,376	9,376
Receivables	212,596	(2,126)	(2,126)	2,126	2,126
Other financial assets	17,166	(172)	(172)	172	172
Financial liabilities:					
Payables	394,034	(3,940)	(3,940)	3,940	3,940
Borrowings	316,572	(3,166)	(3,166)	3,166	3,166

(e) Fair value measurement

Financial instruments are generally recognised at cost, with the exception of the NSW TCorp Hour-Glass facilities, which are measured at fair value. The department does not have deposits in these facilities for both years ended 30 June 2016 and 2017.

<div>DEPARTMENT OF EDUCATION</div> <div>Notes to the financial statements for the year ended 30 June 2017</div> <div>27. Related party disclosures</div> <div>(a) Compensation paid to Key Management Personnel</div> <div>Key Management Personnel (KMP) are those persons having authority and responsibility for planning, directing and controlling the activities of the department, directly or indirectly. This includes the department's portfolio Ministers and members of the department's Executive.</div> <div>Total compensation for the department's Executive is set out below. Compensation details for the portfolio Ministers are reported in the NSW General Government and Total State Sectors financial statements.</div> <div><table><tr><td>Employee benefits</td><td>2017</td></tr><tr><td>Short-term</td><td>\$'000</td></tr><tr><td>Post-employment</td><td>2,799</td></tr><tr><td>Other long-term</td><td>–</td></tr><tr><td>Termination</td><td>1,270</td></tr><tr><td>Share-based payment</td><td>–</td></tr><tr><td>Total compensation</td><td>4,069</td></tr></table></div> <div>(b) Transactions with related parties</div> <div>Related party transactions include transactions with: other NSW government controlled entities; KMP of the department (as described above) and their close family members; Ministers and their close family members; and or entities in which KMP, Ministers or their close family members have a controlling interest.</div> <div>(i) Transactions with NSW government controlled entities</div> <div>The department transacted with a number of NSW government entities as part of its normal operations during the year.</div> <div>Under the Appropriation Bill 2016, the department received appropriation revenue of \$11,981.4m for recurrent services, capital works and debt repayment, from the Crown Entity. The department also transacted with the Crown Entity regarding long service leave and other employee benefits assumed by the Crown. The impact of these amounts on Comprehensive Income amounted to \$330.3m in the 2016-17 financial year. Refer to notes 3(a) and 3(e) for further disclosure regarding this revenue.</div> <div>The department incurred costs in relation to vocational education, training, and adult migrant education services provided by the TAFE Commission. The department also provided hosted payment services to the Department of Industry.</div> <div>A number of transactions with NSW government entities also pertained to various grants, including the NSW Education Standards Authority. To support the accommodation for teachers in rural areas, the department provided grants to the Teacher Housing Authority of NSW. The department also received grants mainly from the Department of Family and Community Services and the Department of Premier and Cabinet.</div> <div>Transactions occurred with the NSW Self Insurance Corporation throughout the year, in relation to insurance policies held by the department. The department also made payments to Sydney Water Corporation and Hunter Water Corporation for utilities. The department also transacted with the Department of Finance Services and Innovation in relation to vehicle leases, and with Government Property NSW in relation to leased properties.</div> <div>(ii) Other related party transactions</div> <div>There were no material transactions with the department's Executive, their close family members or entities over which they or their close family members have a controlling interest.</div>	Employee benefits	2017	Short-term	\$'000	Post-employment	2,799	Other long-term	–	Termination	1,270	Share-based payment	–	Total compensation	4,069	<div>DEPARTMENT OF EDUCATION</div> <div>Notes to the financial statements for the year ended 30 June 2017</div> <div>28. Events after the reporting period</div> <div>On the 6 July 2017 the department entered into a contract for the construction of the Arthur Phillip High School and the Parramatta Public School. The contract will commit the department to expenditure of \$187.5 million over a period of 5 years.</div> <div>Other than the above mentioned matter, the department is not aware of any events after the reporting period that have material impacts on the financial statements for the year ended 30 June 2017.</div> <div>End of audited financial statements.</div>
Employee benefits	2017														
Short-term	\$'000														
Post-employment	2,799														
Other long-term	–														
Termination	1,270														
Share-based payment	–														
Total compensation	4,069														

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Our people

Human resources

This section provides data on the number of staff we employ, commentary on our personnel policy and practices, and movement in wages.

In June 2017, we employed 90,687 full-time equivalent (FTE) staff. More than 72 per cent were teachers in NSW public schools.

Table 8: Number of full-time equivalent staff, 2014 to 2017

Full-time equivalent staff	30 June 2014	30 June 2015	30 June 2016	30 June 2017
Teachers (schools)	62,169	63,274	64,967	65,714
Educational support (schools)	18,507	18,917	20,303	21,247
Educational support (state and operational offices)	2,947	2,688	2,585	2,491
Corporate services (core and non-core)	2,053	997	996	1,235
Educational support (TAFE NSW)	3,611	0	0	0
Teachers (TAFE NSW)	8,853	0	0	0
Adult Migrant English Service and National Art School	20	16	0	0
Office of Communities	813	139	0	0
Total	98,973	86,031	88,851	90,687

Source: NSW Public Sector Workforce Profile as at 30 June each year. Notes: Includes FTE permanent, temporary and casual staff. Due to rounding, figures may not add up to the totals shown. Office of Communities figures for 2015 include Multicultural NSW, and the Advocate for Children and Young People. Aboriginal Affairs, and Communities Policy and Programs were incorporated into the 2015 department figures. The decrease in the corporate services (core and non-core) group, and in total staff numbers, from 2014 to 2015 is primarily due to TAFE NSW being excluded from the department because of machinery-of-government changes. The increase in corporate services (core and non-core) data between 2016 and 2017 is because some records were previously coded under Educational support (state and regional offices). Data from 2016 onwards excludes Adult Migrant English Service, National Art School and Office of Communities as they are no longer reported under the NSW Department of Education.

Primary school teachers

Table 9: Teaching service staff – primary teachers in NSW public schools, 2017

Role type	Number (female)	% of total (female)	% of total at this level (female)	Number (male)	% of total (male)	% of total at this level (male)	Total number	% of grand total
Classroom teachers	17,029	78.7	84.2	3,199	68.5	15.8	20,228	76.9
Assistant principals	2,918	13.5	80.0	728	15.6	20.0	3,646	13.9
Deputy principals	573	2.6	83.4	114	2.4	16.6	687	2.6
Primary principals class 6	0	0.0	0.0	0	0.0	0.0	0	0.0
Primary principals class 5	4	<0.1	100.0	0	0.0	0.0	4	<0.1
Primary principals class 4	22	0.1	51.2	21	0.4	48.8	43	0.2
Primary principals class 3	8	<0.1	50.0	8	0.2	50.0	16	0.1
Primary principals class 2	4	<0.1	66.7	2	<0.1	33.3	6	<0.1
Primary principals class 1	3	<0.1	60.0	2	<0.1	40.0	5	<0.1
Executive principals (Connected Communities)	6	<0.1	85.7	1	<0.1	14.3	7	<0.1
Teaching principals 1 – associate principal*	135	0.6	78.0	38	0.8	22.0	173	0.7
Teaching principals 2 – associate principal*	244	1.1	69.7	106	2.3	30.3	350	1.3
Principals level 1*	189	0.9	65.2	101	2.2	34.8	290	1.1
Principals level 2*	271	1.3	62.0	166	3.6	38.0	437	1.7
Principals level 3*	214	1.0	56.6	164	3.5	43.4	378	1.4
Principals level 4*	2	<0.1	13.3	13	0.3	86.7	15	0.1
Principals level 5*	16	0.1	61.5	10	0.2	38.5	26	0.1
Total	21,638	100.0	82.2	4,673	100.0	17.8	26,311	100.0
Total primary principals	1,118	5.2	63.9	632	13.5	36.1	1,750	6.7
Total promoted**	4,609	21.3	75.8	1,474	31.5	24.2	6,083	23.1

Source: NSW Public Sector Workforce Profile as at 30 June 2017. Notes: Teachers on leave without pay for 12 months or more at 30 June 2017 are not included in the table.

*The new principal classification structure began in Term 1, 2016 and applies to all new principals from 2016. The previous and new structures will continue to overlap, with existing principals able to choose to stay in the previous structure while they remain at their current school. They can also choose to change to the new structure.

**Total promoted includes all executive-level positions within a school including principal, deputy and assistant principal.

Our people

Secondary school teachers

Table 10: Teaching service staff – secondary teachers in NSW public schools, 2017

Role type	Number (female)	% of total (female)	% of total at this level (female)	Number (male)	% of total (male)	% of total at this level (male)	Total number	% of grand total
Classroom teachers	10,487	78.8	60.5	6,846	75.5	39.5	17,333	77.5
Head teachers/district guidance officers	2,246	16.9	57.9	1,633	18.0	42.1	3,879	17.3
Deputy principals	369	2.8	50.7	359	4.0	49.3	728	3.3
Secondary principals class 2	34	0.3	44.2	43	0.5	55.8	77	0.3
Secondary principals class 1	33	0.2	43.4	43	0.5	56.6	76	0.3
Executive principals (Connected Communities)	6	<0.1	60.0	4	<0.1	40.0	10	<0.1
Principals level 1*	1	<0.1	25.0	3	<0.1	75.0	4	<0.1
Principals level 2*	6	<0.1	50.0	6	0.1	50.0	12	0.1
Principals level 3*	30	0.2	42.3	41	0.5	57.7	71	0.3
Principals level 4*	84	0.6	51.2	80	0.9	48.8	164	0.7
Principals level 5*	10	0.1	40.0	15	0.2	60.0	25	0.1
Total	13,306	100.0	59.5	9,073	100.0	40.5	22,379	100.0
Total secondary principals	204	1.5	46.5	235	2.6	53.5	439	2.0
Total promoted**	2,819	21.2	55.9	2,227	24.5	44.1	5,046	22.5

Source: NSW Public Sector Workforce Profile as at 30 June 2017. Notes: Teachers on leave without pay for 12 months or more at 30 June 2017 are not included in the table.

*The new principal classification structure began in Term 1, 2016 and applies to all new principals from 2016. The previous and new structures will continue to overlap, with existing principals able to choose to stay in the previous structure while they remain at their current school. They can also choose to change to the new structure.

**Total promoted includes all executive-level positions within a school including principal, deputy and assistant principal, and head teacher.

Primary and secondary school teachers

Table 11: Teaching service staff – primary and secondary teachers in NSW public schools, 2017

Role type	Number (female)	% of total (female)	% of total at this level (female)	Number (male)	% of total (male)	% of total at this level (male)	Total number	% of grand total
Total teaching staff	34,944	100.0	71.8	13,746	100.0	28.2	48,690	100.0
Total principals	1,322	3.8	60.4	867	6.3	39.6	2,189	4.5
Total promoted*	7,428	21.3	66.7	3,701	26.9	33.3	11,129	22.9

Source: NSW Public Sector Workforce Profile as at 30 June 2017. Notes: Teachers on leave without pay for 12 months or more at 30 June 2017 are not included in the table.

*Total promoted includes all executive-level positions within a school including principal, deputy and assistant principal, and head teacher.

Part-time school teachers

Table 12: Part-time school teachers in NSW public schools, 2017

Role type	Number and % of total (female)	FTE (female)	Average FTE (female)	Number and % of total (male)	FTE (male)	Average FTE (male)	Total number and %	Total FTE	Total average FTE
Primary classroom teachers	11,564 91.8%	6,164.3	0.5	1,039 8.2%	575.8	0.6	12,603 100%	6,740.1	0.5
Primary promoted teachers*	839 95.2%	543.2	0.6	42 4.8%	29.1	0.7	881 100%	572.3	0.6
Total primary	12,403 92.0%	6,707.4	0.5	1,081 8.0%	604.9	0.6	13,484 100%	7,312.4	0.5
Secondary classroom teachers	4,809 80.1%	2,806.8	0.6	1,194 19.9%	711.1	0.6	6,003 100%	3,517.9	0.6
Secondary promoted teachers*	213 81.9%	143.4	0.7	47 18.1%	32.4	0.7	260 100%	175.8	0.7
Total secondary	5,022 80.2%	2,950.2	0.6	1,241 19.8%	743.5	0.6	6,263 100%	3,693.7	0.6
Grand total	17,425 88.2%	9,657.7	0.6	2,322 11.8%	1,348.4	0.6	19,747 100%	11,006.1	0.6

Source: NSW Public Sector Workforce Profile as at 30 June 2017. Notes: Teachers on leave without pay for 12 months or more at 30 June 2017 are not included in the table.

Average FTE (rounded to one decimal place) is calculated by dividing the total FTE by the number of teachers. For example, 10,000 teachers engaged in part-time work held the equivalent of 5,000 positions. Average FTE = 5000/10,000 = 0.5. *Promoted includes all executive-level positions within a school including principal, deputy and assistant principal, and head teacher.

Our people

Human resources strategic planning

The department's Strategic Human Resources Plan 2012-2017 aligns human resources planning with both the departmental strategic plan and NSW Government priorities. Support tools, including the implementation guide, help business units implement the plan. We are developing a new human resources plan, 2018-2022, for release in 2018.

People Matter Employee Survey

The Public Service Commission conducts the annual People Matter Employee Survey. It provides valuable insight into our workforce, giving public sector staff an opportunity to offer feedback about workplace values and practices.

Over the past two years, the Education Cluster doubled its response rate. In 2017, almost 40 per cent of staff across the department responded to the survey compared with 35 per cent in 2016. We received approximately 1,200 individual reports for departmental schools and teams, which we distributed directly to leaders in schools and education offices.

In 2018, we will continue to work on our responses to staff feedback, including projects on recruitment, complaints, inclusion and positive workplaces.

Government Sector Employment Act

The *Government Sector Employment Act 2013* (GSE Act) came into effect in 2014, as part of the NSW Government's strategy to modernise the government sector. All newly employed and existing school-based, non-teaching employees covered by the Act must comply with GSE Act recruitment processes. This was subject to an exemption granted by the Public Service Commissioner to existing school-based, non-teaching temporary employees until 23 February 2018.

In February 2017, the department began the GSE Act transition for public service employees within NSW public schools. This affected approximately 1,200 existing temporary employees. We supported principals to ensure that all affected employees were compliant by February 2018.

Capability development

The NSW Public Sector Capability Framework describes the capabilities and associated behaviours expected of all NSW public sector employees, from entry-level to executive staff. We continue to embed the framework across a range of workforce management and professional development activities, and ensure our recruitment processes are both compliant with the GSE Act and capability-focused.

The NSW Public Sector Performance Development Framework sets the approach for managing all aspects of employee performance. We continue to align our existing performance management systems and processes with the framework, develop resources and update procedures to support the implementation.

During 2017, we implemented a performance development process for non-teaching staff in schools. We supported this process by:

- face-to-face training workshops for supervisors (attended by more than 2,800 staff)
- customised, interactive and learner-centric e-learning modules for non-teaching staff and their supervisors
- a set of comprehensive information sheets to support the implementation and ongoing rollout of the process
- training for school networks (attended by more than 2,700 staff).

These measures support our ongoing commitment to developing a skilled, engaged and professional workforce.

Flexible work practices

We offer a wide range of flexible work practices to help staff balance their work and other responsibilities more effectively. This is also an important means to address work-life balance for staff with carer responsibilities, as well as work-related adjustment needs for staff with disability. In 2017, we published the Flexible Work Arrangements for Corporate Employees Policy and the Alternative Workplace Arrangements Procedure to support flexible work practices in corporate offices.

In 2017, 61,834 staff (84.7 per cent of whom were women) accessed flexible work options, including permanent and temporary part-time work, job sharing, leave without pay and varying flexible hour arrangements. An additional 51,582 staff (78.5 per cent of whom were women) took short-term absences for family and community responsibilities.

Organisational change

During 2017, three non-executive staff accepted offers of voluntary redundancy and we managed one forced redundancy in accordance with the government's Managing Excess Employees Policy. We continued to help excess employees maximise their placement opportunities, including vocational assessments. We also allocated a dedicated case manager to help staff identify redeployment opportunities across government.

In April 2017, to help us provide the best possible support for all public school activities, School Operations and Performance was realigned to form two separate divisions – School Operations and Performance, and Educational Services.

In June 2017, we established School Infrastructure NSW as a newly formed delivery centre of excellence within the department to deliver the state's record capital investment in NSW public schools. The division took over the operations of the former Asset Management directorate from the Corporate Services division. It is responsible for delivering new schools, major upgrades and maintenance strategies that will ensure every school-aged child has access to high-quality education facilities at their local public school.

Leave administration

In 2017, the Human Resources directorate referred 8,629 teachers to principals for review because they had taken more than five individual absences unsupported by medical certificates during 2016.

By the end of 2017, principals assessed 1.54 per cent of these teachers as requiring further action. Where the principal determined it appropriate, they requested that staff provide a medical certificate for all future periods of sick leave taken within the next 12-month period.

Staff performance and conduct

We helped supervisors effectively manage staff performance and conduct, providing a range of training, advice and improvement programs. We developed a Teacher Performance Management and Improvement project to help school leaders manage performance. During 2017, we recruited executive teachers to run a trial program, which will begin in Term 1, 2018.

During 2017, the Employee Performance and Conduct directorate investigated allegations of misconduct, including corrupt conduct, financial and academic fraud and maladministration, and child protection allegations.

Wages and salaries

Teachers, principals, executives and other related staff received an increase of 2.5 per cent, effective from January 2017, under the *Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2017*.

Chief education officers received an increase of 2.5 per cent, effective from January 2017, under the *Crown Employees (Chief Education Officers – Department of Education) Salaries and Conditions Award 2017*.

Public service and school administrative and support staff received an increase of 2.5 per cent, effective from July 2017, under the *Crown Employees (Public Sector – Salaries 2017) Award*.

Public service senior executives

The Statutory and Other Officers Remuneration Tribunal (SOORT) made its annual determination in relation to public service senior executive remuneration packages in August 2017. SOORT determined a 2.5 per cent increase for all public service senior executives, effective from 1 July 2017.

Number of public service senior executive officers

Tables 13 and 14 detail the number of public service senior executives employed in each band and assigned to roles within the department. The percentage of total employee-related expenditure related to senior executives in 2016-17 was 0.61 per cent, compared with 0.75 per cent in 2015-16. Expenditure is based on the total remuneration package of an employee's substantive role.

Our people

Table 13: Number of public service senior executives employed in each band, as at 30 June 2015, 2016 and 2017

Band	30 June 2015 (female)	30 June 2015 (male)	30 June 2016 (female)	30 June 2016 (male)	30 June 2017 (female)	30 June 2017 (male)
Band 4 (Secretary)	1	0	0	1	0	1
Band 3 (Deputy Secretary)	2	3	3	1	3	2
Band 2 (Executive Director)	14	12	11	13	18	13
Band 1 (Director)	101	113	*106	*89	105	92
Totals	118	128	120	104	126	108

Source: NSW Public Sector Workforce Profile as at 30 June each year. Notes: *As at 2016 census date, one senior officer and one senior executive services officer still had remuneration within senior executive band 1. These were included in the band 1 figures.

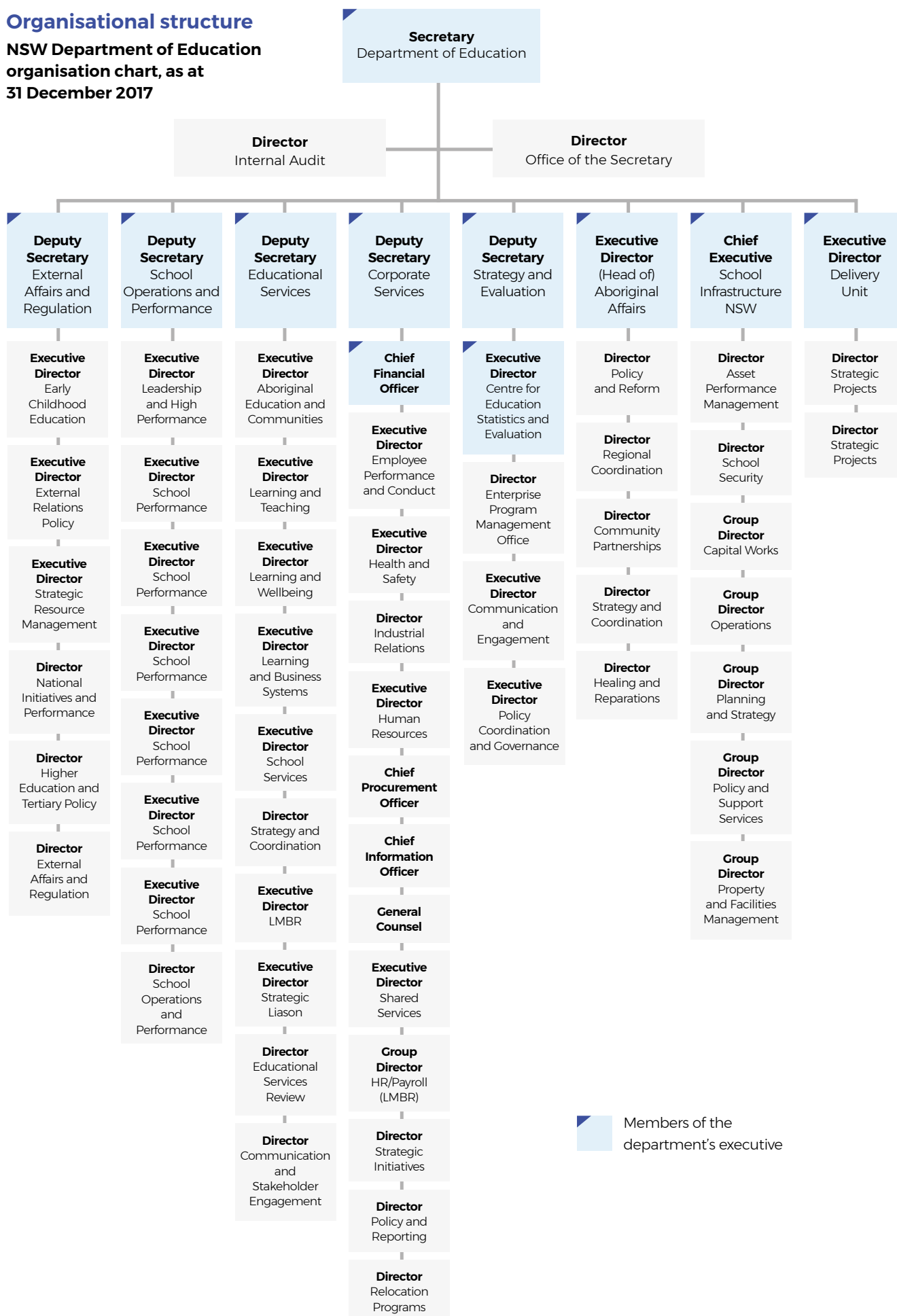
Table 14: Average remuneration for public service senior executives per band, as at 30 June 2015, 2016 and 2017

Band	Range* (\$)	30 June 2015 (\$)	30 June 2016 (\$)	30 June 2017 (\$)
Band 4 (Secretary)	452,251-522,500	540,300	509,750	560,000
Band 3 (Deputy Secretary)	320,901-452,250	376,210	396,637	402,447
Band 2 (Executive Director)	255,051-320,900	266,852	282,027	280,763
Band 1 (Director)	178,850-255,050	186,523	210,524	215,610

Source: NSW Public Sector Workforce Profile as at 30 June each year. Notes: Average remuneration includes the amount payable as a recruitment allowance to approved executives in addition to remuneration within the band range. *Salary range is the band effective from 1 July 2016. Previous years were subject to different band levels. The ranges quoted are for total remuneration package.

Organisational structure

NSW Department of Education
organisation chart, as at
31 December 2017



Our people

Workforce diversity

This section summarises our achievements in our 2017 workforce diversity programs and initiatives, including those specifically relating to the teaching service. We promote equal employment opportunities to all staff.

Workforce diversity refers to groups that tend to be under-represented in the workforce. This includes:

- women
- Aboriginal and Torres Strait Islander people
- people with disability
- people whose first language spoken as a child was not English.

We also recognise that workforce diversity extends beyond this definition. Emerging research suggests that socioeconomic background, diverse work experience, life experience, educational specialisation and technical diversity contribute significantly to creating and promoting diverse and vibrant workplaces.

In 2017:

- women made up 77.8 per cent of the (permanent and temporary) workforce
- Aboriginal employees represented 3.8 per cent of the workforce, exceeding the NSW Government benchmark of 2.6 per cent
- the representation of people with disability requiring workplace adjustment was 0.7 per cent, while overall representation of people with disability in the workplace was 3.1 per cent (note, however, that data on the number of people with disability can be unreliable as employees may choose not to disclose information)
- people whose first language spoken as a child was not English made up 11.1 per cent of the workforce.

Strategic priorities

We report our achievements against the Workforce Diversity Plan 2012-2017, the Aboriginal Human Resources Development Plan 2012-2017 and NSW public sector workforce key performance indicators. These are highlighted in Table 15.

Current workforce

Table 15: Trends in representation of equal employment opportunity groups as a proportion of the total number of staff, 2013 to 2017

Group	NSW Government benchmark	2013	2014	2015	2016	2017
Women	50.0%	74.1%	74.7%	76.9%	77.4%	77.8%
Aboriginal people	2.6%	3.2%	3.4%	3.6%	3.7%	3.8%
People whose first language spoken as a child was not English	19.0%	11.3%	11.4%	10.8%	10.9%	11.1%
People with disability	N/A	3.4%	3.2%	3.0%	3.2%	3.1%
People with disability requiring adjustment at work	1.5%	0.9%	0.8%	0.7%	0.8%	0.7%
Total number of staff	N/A	101,563	100,964	92,023	95,332	97,076

Source: NSW Public Sector Workforce Profile as at 30 June each year. Notes: Figures up to 2014 include TAFE NSW and the Office of Communities (OoC). From 2015, figures do not include TAFE NSW and some former OoC agencies due to machinery-of-government changes. This primarily accounts for changes in the 2015 figure. From 2016, figures only include employees of the department. Representation of equal employment opportunity (EEO) groups is calculated as the estimated number of staff in each group divided by the total number of staff. These statistics, except those for women, have been weighted to estimate the representation of EEO groups in the workforce, where EEO survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Table 16: Trends in distribution of equal employment opportunity groups, 2013 to 2017

Group	NSW Government benchmark	2013 index*	2014 index*	2015 index*	2016 index*	2017 index*
Women	100	92	92	91	92	92
Aboriginal people	100	80	80	80	82	82
People whose first language spoken as a child was not English	100	103	103	105	104	104
People with disability	100	98	98	98	98	99
People with disability requiring adjustment at work	100	104	104	104	104	105

Source: NSW Public Sector Workforce Profile as at 30 June each year. Notes: Figures up to 2014 include TAFE NSW and the Office of Communities (OoC). From 2015, figures do not include TAFE NSW and some former OoC agencies due to machinery-of-government changes. This primarily accounts for changes in 2015 figures. From 2016, figures only include employees of the department. A distribution index of 100 indicates that the centre of the distribution of the EEO groups across salary levels is equivalent to that of other staff. *Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than for other staff. The more pronounced this tendency, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels. A distribution index based on an EEO survey response rate of less than 80 per cent may not be completely accurate.

Focus on women at work

The Premier's priority target is for a 50 per cent proportion of women in senior leadership positions by 2025. The department set its own date for achieving the target by 2017.

In 2017, women held 52.8 per cent of senior roles. This positive trend is likely to continue, with our executive development programs for women and the implementation of a new diversity strategy in 2018.

We collaborated with the Public Service Commission and the University of New South Wales, holding focus groups to examine the opportunities and challenges managers face when implementing gender equity initiatives within the workforce. Our participation will contribute to the broader study, and the findings will help government policy makers implement future gender equality initiatives.

During 2017, we implemented a range of leadership development initiatives, including:

- encouraging and supporting women to participate in centrally coordinated leadership and executive development programs, such as the NSW Leadership Academy programs and the Springboard Women's Development Program – in 2017, 25 women participated in Springboard

- supporting the Women in Educational Leadership Network, an incorporated body that provides a forum for women in teaching and learning roles to develop leadership skills and progress their careers
- supporting flexible work arrangements for all employees, including those in leadership positions, to create a more supportive environment for those requiring flexible work options.

Focus on Aboriginal employees

The NSW Government target is to increase the number of Aboriginal people in senior leadership roles in the government sector, from 57 to 114 by 2025. This means our target is 29 Aboriginal people in senior leadership positions.

Currently, we employ more Aboriginal people in senior leadership positions than any other NSW department, with 28 people (2.2 per cent) in 2017. We aim to increase this to meet our 2025 target.

The Workforce Diversity Plan 2012-2017 target is also for a 2.6 per cent or higher representation rate of Aboriginal people across all levels of the department. At 3.8 per cent, we continue to exceed this target.

We actively support recruiting and retaining Aboriginal employees through the use of identified positions and by providing a culturally safe workplace.

Our people

Within Aboriginal Affairs, 60 per cent of staff identify as Aboriginal or Torres Strait Islander. Most staff directly engaged in regional delivery with Aboriginal communities are Aboriginal, and two-thirds of the executive committee are Aboriginal.

Both the department's Strategic Human Resources Plan 2012-2017 and Aboriginal Human Resources Development Plan 2012-2017 recognise the importance and value of attracting, recruiting and retaining Aboriginal employees at all levels of the organisation, including as teachers and leaders in NSW public schools.

Achievements in 2017 included:

- the Aboriginal Employment team offering ongoing advice and support to Aboriginal and non-Aboriginal employees and community members
- recruiting teachers of Aboriginal descent to permanent teaching positions through the staffing agreement between the department and the NSW Teachers Federation, which gives priority to employing Aboriginal teachers in NSW public schools – more than 1,244 teachers and leaders of Aboriginal descent are currently in permanent employment
- providing mentoring, leadership and career aspiration programs for teachers of Aboriginal descent, including the Leadership Program for Teachers of Aboriginal Descent – in 2017, more than 110 participants completed this program, with 16 currently studying
- providing 80 teacher education scholarships specifically for Aboriginal Higher School Certificate and university students, as well as for community members intending to enrol in university to train as either primary or secondary school teachers – 64 offers were accepted in 2017
- delivering regional and community-based Yarn Up sessions across NSW, in consultation with Aboriginal communities, with the aim of promoting employment, career and recruitment pathways including identified positions in NSW public schools
- working in partnership with the Aboriginal Education Consultative Group to support recruiting and selecting Aboriginal staff.

Aboriginal Affairs provided leadership training and mentoring including through the emerging Aboriginal leaders program. The agency also provided a safe and inclusive workplace, providing cultural competency and vicarious trauma training, and completed a workforce development plan to support career development.

Focus on employees from non-English-speaking backgrounds

The NSW Government's goal is to achieve a 19 per cent representation of people whose first language as a child was not English, as well as members of racial, ethnic and ethno-religious minority groups across all levels.

The diversity of the department's workforce allows us to deliver teaching and other services that meet the needs of a diverse NSW community. In 2017, we continued our initiatives to attract people from diverse backgrounds and perspectives into our workforce and to create pathways for them to progress their careers, including:

- providing curriculum and support materials to help overseas-trained teachers prepare for employment in NSW public schools – 60 candidates passed the Professional English Assessment Test in 2017
- supporting bilingual and community language teachers to undertake the Community Languages Teachers' Test – 23 teachers passed the test in 2017.

Focus on employees with disability

The NSW Government's target is for a 1.5 per cent or higher representation of people with disability requiring a workplace adjustment by 2017.

The department is developing its 2018-2022 Diversity and Inclusion Strategy. The draft strategy includes a focus on disability employment. We propose to move to the new NSW public sector target as outlined in Family and Community Services' plan, Jobs for people with disability: A plan for the NSW public sector. This plan aims to increase the number of people with disability employed across the NSW public sector from an estimated 2.7 per cent to 5.6 per cent by 2027. We will align activities and objectives with our disability inclusion action plan.

For information on supporting employees with disability, see the report on the department's disability inclusion action plan, under the appendix on public accountability (starting on page 82 of this report).

Focus on young employees

We recognise the value of a multigenerational workforce that provides a broad range of knowledge, skills and perspectives.

In 2017, we supported nine young employees to participate in the Public Service Commission's NSW Government Graduate Program. Over an 18-month period, graduates undertake the Diploma in Government course, as well as a structured mentoring program.

We support a Young Professionals Network for employees aged 34 years and under, providing an opportunity for professional development as well as a mechanism for networking within the department and across the public sector. Members attended events hosted by the Institute of Public Administration Australia NSW, providing an opportunity to network and strengthen ties with other professionals across government agencies. Events included the CEO and Young Professionals Breakfast as well as various professional development workshops aligned with the NSW Public Sector Capability Framework.

Equity and diversity awareness activities

We promoted and celebrated a number of corporate events to raise diversity awareness and to encourage inclusive practices. These included Reconciliation Week, NAIDOC Week, Carers Week, World Refugee Week, International Women's Day, Harmony Day, RUOK? Day and International Day of People with Disability.

Future directions

The Government Sector Employment Act provides an enhanced focus on workforce diversity across the NSW public sector and ensures that it is integrated into broader workforce planning processes.

In 2018, we will implement a new diversity and inclusion strategy, which will address aspects of diversity and inclusion specific to the needs of our workforce.

Work health and safety

Work health and safety performance

Throughout 2017 we continued to implement our Safe, Healthy and Productive Workplaces Strategy 2016-2018. Its aim is to use an innovative risk management framework to help prevent workplace injuries and facilitate sustainable return-to-work initiatives.

In 2017, we maintained our focus on building staff understanding of health and safety issues, to help them commit to safe working and learning practices. We also implemented support programs and holistic injury management practices to facilitate safe and durable return-to-work strategies for staff following an injury or illness.

To help manage emerging workplace risks and hazards, we continued to develop a range of health- and wellbeing-related programs.

In 2017, we:

- developed specialist post-incident support and general counselling services, tailored to different school settings
- began to review our health and safety risk management guidelines to help identify and manage workplace risks
- released the updated incident notification and response policy with an end-to-end support framework
- developed a statewide health and safety face-to-face training calendar to help staff manage health and safety in the workplace, which complemented the range of online training modules
- released the updated Recovery at Work program with practical resources to support the health, wellbeing and safety of all employees returning to work following an injury or illness
- developed a manual handling program customised to different school settings to provide staff with relevant information, instruction and training specific to their roles to minimise risk of sprain- and strain-related injuries.

Challenges and future directions

As the health and safety programs implemented in 2017 progress, we anticipate greater improvements in return-to-work outcomes and workers compensation performance. Throughout 2018, we will continue to strengthen our safety culture by focusing on injury prevention, wellbeing, and improving the health and safety capability of our staff.

Prosecutions under the *Work Health and Safety Act 2011*

No prosecution action was taken against the department in 2017.

Our people

Table 17: Number of workers compensation claims, lost time and claims costs, 2012-13 to 2016-17

Category	2012-13	2013-14	2014-15	2015-16	2016-17
Total claims	5,916	4,862	4,327	4,172	4,285
Total hours paid	244,299	251,440	301,477	347,702	417,728
Number of claims with lost time	2,063	2,338	1,723	2,098	2,269
Number of rehabilitation cases	895	758	933	797	951
Insurer costs	\$3,320,252	\$2,772,134	\$3,734,208	\$3,261,899	\$2,891,879
Average cost per case	\$3,710	\$3,657	\$4,002	\$4,093	\$3,041

Source: Department of Education, Corporate Services. Notes: Figures provided for 2014-15 onwards do not include TAFE NSW. The claim numbers reflect those reported within the financial year where a financial cost was incurred, or where the claim has yet to be finalised.

■ Throughout 2018, we will continue to strengthen our safety culture by focusing on injury prevention, wellbeing, and improving the health and safety capability of our staff.

Legislation and legal change

This section sets out the Acts administered by the Minister for Education, the Minister for Early Childhood Education and the Minister for Aboriginal Affairs as at 31 December 2017.

It does not list subordinate legislation. For all Acts, Regulations and other statutory instruments, visit the NSW Government's legislation website (legislation.nsw.gov.au).

Education

The Minister for Education administers the following Acts:

- *Australian Catholic University Act 1990*
- *Charles Sturt University Act 1989*
- *Education Act 1990*
- *Education (School Administrative and Support Staff) Act 1987*
- *Education Standards Authority Act 2013*
- *Higher Education Act 2001*
- *Higher Education (Amalgamation) Act 1989*
- *Macquarie University Act 1989*
- *Moree and District War Memorial Educational Centre Act 1962*
- *Parents and Citizens Associations Incorporation Act 1976*
- *Saint Andrews College Act 1998*
- *Sancta Sophia College Incorporation Act 1929*
- *Southern Cross University Act 1993*
- *Teacher Accreditation Act 2004*
- *Teaching Service Act 1980*
- *Universities Governing Bodies Act 2011*
- *University of New England Act 1993*
- *University of New South Wales Act 1989*
- *University of Newcastle Act 1989*
- *University of Sydney Act 1989*
- *University of Technology Sydney Act 1989*
- *University of Wollongong Act 1989*
- *Western Sydney University Act 1997*
- *Women's College Act 1902*.

This section details amendments or updates to those Acts during 2017.

The following amended the *Education Act 1990*:

- The *Statute Law (Miscellaneous Provisions) Act 2017* corrected some references to the Department of Education, the Department of Family and Community Services, and the Department of Justice in section 26C.
- Schedule 6 of the *State Revenue and Other Legislation Amendment (Budget Measures) Act 2017* inserted section 83BA of the *Education Act 1990*, which details the debt recovery arrangements relating to Commonwealth funding for schools.
- Schedule 4.18 of the *Crimes (Sentencing Procedure) Amendment (Sentencing Options) Act 2017* omitted 'Community service order under section 8(1) of the *Crimes (Sentencing Procedure) Act 1999*' and replaced it with 'community correction order under section 8 of the *Crimes (Sentencing Procedure) Act 1999* that is subject to the standard conditions of a community correction order and to a community service work condition'.
- The Education Amendment (School Safety) Bill 2017 made further provisions in relation to the health and safety of school students and staff, with amendments including changes to disclosing and obtaining information about students and non-attendance directions.

The *Statute Law (Miscellaneous Provisions) Act 2017* made minor amendments to the following Acts:

- It updated the *Charles Sturt University Act 1989*, the *Macquarie University Act 1989*, the *Southern Cross University Act 1993*, the *University of New England Act 1993*, the *University of New South Wales Act 1989*, the *University of Newcastle Act 1989*, the *University of Sydney Act 1989*, the *University of Technology Sydney Act 1989*, the *University of Wollongong Act 1989* and the *Western Sydney University Act 1997* in relation to the functions and powers of the councils, senates, boards or deputy chancellors.
- It amended the *Higher Education Act 2001* to refer to the Secretary of the Department of Education rather than the Director-General.
- It amended the *Parents and Citizens Associations Incorporation Act 1976* so that the Act refers to the *Electoral Act 2017* rather than the *Parliamentary Electorates and Elections Act 1912* and to remove a reference to the Department of Education and Communities.
- It updated the *Teaching Service Act 1980* to remove 'and Training' from the definition of 'Department' and replace *Public Sector Employment and Management Act 2002* with *Government Sector Employment Regulation 2014*.

Public accountability

The *Statute Law (Miscellaneous Provisions) Act (No 2) 2017* amended the *Southern Cross University Act 1993* to refer to the *Education Act 1990* rather than the *Education Reform Act 1990*.

The *Crown Land Legislation Amendment Act 2017* replaced *Crown Lands Act 1989* with *Crown Land Management Act 2016* in section 9 of the *Saint Andrews College Act 1989*.

The *Universities Legislation Amendment (Planning Agreements) Act 2017* amended the *Charles Sturt University Act 1989*, the *Macquarie University Act 1989*, the *Southern Cross University Act 1993*, the *University of New England Act 1993*, the *University of New South Wales Act 1989*, the *University of Newcastle Act 1989*, the *University of Sydney Act 1989*, the *University of Technology Sydney Act 1989*, the *University of Wollongong Act 1989* and the *Western Sydney University Act 1993*.

The boards of the respective universities may enter into a voluntary planning agreement under the *Environmental Planning and Assessment Act 1979* without the approval of the Minister, or in the case of an agreement requiring any lands acquired by the university from the state at nominal or less than market value to be dedicated free of cost, only with the approval of the Minister.

Early childhood education

The Minister for Early Childhood Education administers the following Acts:

- *Children (Education and Care Services National Law Application) Act 2010*
- *Children (Education and Care Services) National Law (NSW)*
- *Children (Education and Care Services) Supplementary Provisions Act 2011*.

This section details amendments or updates to those Acts during 2017.

The following Acts amended the *Children (Education and Care Services National Law Application) Act 2010*:

- The *Local Government Amendment (Regional Joint Organisations) Act 2017* amended section 7 to change the definition of public authority to include county council or joint operation. These amendments were not in force as at 31 December 2017.
- The *Statute Law (Miscellaneous Provisions) Act 2017* amended sections 5(2)(d) and 14 to make references to the *Government Sector Employment Act 2013*. A correction was made to sections 9 and 10(2) to refer to the Secretary of the Department of Education rather than the Director-General.

The *Education and Care Services National Law Amendment Act 2017* amended the *Children (Education and Care Services) National Law (NSW)*. The Australian, state and territory education Ministers (except Western Australia) agreed to changes to the National Quality Framework.

The amendments affect the National Quality Standard, assessment and rating, requirements for family day care service regulatory authority powers, as well as Australian Children's Education and Care Quality Authority, supervisor certificates, and various other changes that relate to service operations. The *Freedom of Information Amendment (Office of the Victorian Information Commissioner) Act 2017* made minor amendments to the amending Act to reflect the new Office of the Victorian Information Commissioner.

Aboriginal affairs

The Minister for Aboriginal Affairs administers the *Aboriginal Land Rights Act 1983*, which the following pieces of legislation amended during 2017:

- The *Aboriginal Land Rights Amendment (Local Aboriginal Land Councils) Act 2017* added provisions for making performance improvement orders by the New South Wales Aboriginal Land Council.
- The *Electoral Act 2017* made a minor amendment to section 123(3) of the *Aboriginal Land Rights Act 1982* so that it refers to section 225 of the *Electoral Act 2017* rather than section 161 of the *Parliamentary Electorates and Elections Act 1912*. These amendments were not in force as at 31 December 2017.
- The *Statute Law (Miscellaneous Provisions) Act (No 2) 2017* repealed section 165AA(2)(c), which was a redundant provision.

Judicial decisions

No judicial decisions involving the NSW Department of Education during 2017 had a significant new impact on its operations.

Disability inclusion action plan

We are committed to continuous improvement of our services and their accessibility for students, staff, parents and carers with disability. We developed the Disability Inclusion Action Plan 2016-2020 in consultation with a wide range of stakeholders, including employees with disability, disability groups, parents and carers, and principal representatives.

The plan complies with the requirements of the state *Disability Inclusion Act 2014*, and is consistent with the objectives of the national *Disability Discrimination Act 1992*. It sets out more than 40 actions for improving disability access and inclusion across four areas of focus. A summary of our progress in 2017 follows.

Developing positive community attitudes and behaviours towards people with disability

We promote and support disability awareness and inclusive practices through key organisational strategies. During 2017, we:

- helped staff and stakeholders understand the role and purpose of the National Disability Insurance Scheme (NDIS), including
 - delivering more than 275 NDIS training and information sessions to school staff, parents and carers, and NDIS providers
 - providing NDIS information on our website that is current, accurate and engaging for schools and early childhood education providers
- published, across all online platforms including social media, articles highlighting achievements of people with disability within the department, materials on diversity and inclusion, and promoting activities that foster and celebrate disability inclusion such as the Don't DIS my ABILITY campaign and International Day of People with Disability
- incorporated disability awareness into employee and manager induction programs and promoted Human Rights Commission training, Upholding the Rights of People with Disability in Policy and Project Work
- finalised our Respect. Reflect. Reset. initiative, for rollout in 2018, with resources and discussion points about celebrating difference and eliminating bullying.

Creating more liveable communities for people with disability

We awarded Australian Disability Enterprises two contracts in 2016-17 to support employment of people with disability in the community during this period.

The department worked with principals, parents and carers, and school teams to deliver more than 270 projects providing access to school facilities, including installing lifts, ramps, accessible toilets, high-visibility markings and bollards.

All new school facilities comply with our Educational Facilities Standards and Guidelines, which meet or exceed the applicable Australian design standards and construction codes for access and mobility.

We released the Wellbeing Self-Assessment Tool to further support the development of healthy, happy, successful and productive students. The tool and training package helps schools implement our Wellbeing Framework and takes a planned approach to supporting all students' wellbeing.

Achieving a higher rate of meaningful employment participation by people with disability through inclusive employment practices

In 2017, we began a comprehensive review of recruitment processes across all areas of employment with a view to removing barriers for people joining the department.

Our Disability Employee Network has 124 members. It is a continuing mechanism for engaging people with disability within our workforce and connecting employees and experts in areas of systems accessibility, communication and engagement, health and safety, and building accessibility.

During 2017, the network provided input and feedback on organisational strategies and policies. Key activities included:

- consulting on the Disability Inclusion Action Plan 2016-2020
- providing input about employee needs for relocating our central offices to new premises in Parramatta
- working in consultation with the department to develop the Diversity and Inclusion Strategy 2018-2022, which aims to develop and sustain a skilled workforce that reflects the diversity of students, parents and carers, and the community – this will undergo broader consultation in 2018
- working with Human Resources to develop ways to increase meaningful participation in employment by people with disability, as noted in the Disability Inclusion Action Plan 2016-2020 – we employed a temporary position within Human Resources to focus on this area and will continue to work on this during 2018.

As part of our review of current recruitment processes, we developed the Flexible Work Arrangements for Corporate Employees Policy, which seeks to increase flexibility and inclusion for employees with disability.

We improved the accessibility of our IT services and systems for staff by including a mandatory accessibility test phase when new systems are built.

Our return to work program, Recovery at Work, was updated. It includes additional resources and flowcharts, and clarifies procedures to better support staff with work- and non-work-related medical conditions.

We continued to help Year 12 students with disability in NSW public schools transition to post-school employment, and further education and training pathways. We worked with Family and Community Services and the National Disability Insurance Agency

Public accountability

to conduct eligibility assessments for 1,454 Year 12 students to access specialist post-school disability services. These provide employment support, further education and training, community activities and independent living skills development.

Achieving more equitable access to mainstream services for people with disability through better systems and processes

We released an updated version of the School Excellence Framework to better help schools monitor and capture overall school performance on learning outcomes for all students. The new version emphasises the need for schools to identify, address and monitor individual student learning needs and progress.

We continued to build school leaders' and teachers' knowledge and skills through training, to help them better meet the learning and support needs of students with disability, as detailed in the At school section (starting on page 24 of this report).

We initially rolled out the new NSW Public School Leadership and Management Credential in 2016. From Term 3, 2017, new principals are required to complete the credential, which includes their obligations to students with disability and their parents and carers. We also worked to further increase principals' participation in Disability Standards for Education training.

The department trained more than 100 school counselling staff to deliver Project Air. This program increases the capacity of school staff to implement evidence-informed responses to young people with complex mental health issues.

We reviewed our early childhood education disability programs. From 2018, the Start Strong Disability and Inclusion Program will focus on building the capacity of the early childhood education sector to support children with disability and additional needs. To help us develop a new model of inclusive practice, we consulted with educators, parents and carers, and advocacy groups.

In 2017, we provided 72 training sessions for our corporate staff, to ensure that all web content meets the Web Content Accessibility Guidelines (WCAG) 2.0 Level AA accessibility standards, with rollout of e-learning courses planned in early 2018. The aim is for all new and updated content on our website to be accessible.

In January 2017, we implemented a new complaints policy and procedures, focusing on prompt local resolution. We will implement a new customer relationship management system in 2018, which will capture data about our complaint handling.

The Feedback Assist widget went live on our website in October 2017, enabling parents and carers, and others to make complaints, give compliments and provide suggestions online. We also began work on developing additional complaints-related resources for parents of students with disability.

Carers charter

Our action plan to implement the *NSW Carers (Recognition) Act 2010* also reflects the principles of the NSW Carers Charter in business activities. There is a dedicated page on our internal website, with information, online resources and useful links for staff who are carers, or who work with people who have carer responsibilities.

We continued to post information relating to young carers in the student wellbeing section of our website, and this page provides links to Carers NSW. It also provides information and links to support services for school communities. The Being a Carer, Being a Student, and Being a Kid resource is available for staff on our website. It provides information to support students who are young carers. We also promote the celebration of young carers through the national Young Carer Bursary Program via our internal SchoolBiz news platform.

The department is represented on the NSW Carers Strategy project management group. We have established partnerships with NSW Family and Community Services, Carers NSW and other organisations to network and consult on policy and program development.

We provide a number of flexible working options that staff with carer responsibilities are able to access, including part-time work, job sharing, leave without pay and varying flexible hour arrangements. In 2017, 51,582 employees took short-term leave for family and community responsibilities.

In 2017, we explored our flexible work practices for corporate staff in response to the Public Service Commission's intent to implement a new flexible work strategy. This strategy aims to achieve the Premier's commitment to making all public sector roles flexible on an 'if not, why not' basis by 2019. We developed a range of resources to help corporate staff access flexible work arrangements. These are available on our internal website and include the Flexible Work Arrangements for Corporate Employees Policy, fact sheets and information relating to flexible work options.

Staff members with carer responsibilities are also able to access the Employee Assistance Program, an independent, confidential and free professional

counselling service to support the health and wellbeing of employees. We continue to consider options to enhance support to carers by continuously re-evaluating our human resources policies and practices to ensure they remain in step with the *NSW Carers (Recognition) Act 2010*.

Multicultural Policies and Services Program

The Multicultural Plan 2016-2018 outlines our response to the education needs of a culturally diverse NSW. For NSW public schools, the Multicultural Education Policy provides the framework for activity outlined in the plan. The following key achievements demonstrate our progress in achieving our planned targets in 2017.

Students learning English as an additional language or dialect

We aim to ensure that teachers have the knowledge and skills to deliver high-quality teaching programs and services that meet the needs of students and clients from culturally diverse backgrounds.

- In 2017, schools received 896 full-time equivalent (FTE) English as an additional language or dialect (EAL/D) teaching positions and \$24 million in flexible funding as equity loading for English language proficiency to support approximately 166,000 EAL/D students.
- The New Arrivals Program provided intensive English tuition to around 4,900 newly arrived students. An additional 5,000 students enrolled in intensive English centres, and the Intensive English High School received intensive English and settlement support in preparation for high school.
- Newly arrived students in schools and intensive English centres received bilingual support from 270.3 FTE school learning support officers.
- Recently arrived, high-school-aged students at risk of disengaging from education completed 477 certificates and 633 statements of attainment in spoken and written English courses.
- Seven EAL/D teacher mentors supported approximately 160 schools with newly arrived EAL/D students in rural and regional areas.
- Teachers across the state attended registered EAL/D professional learning programs and participated in local networks to strengthen their expertise.
- We introduced a new professional learning course, Using the EAL/D Learning Progression, to help teachers consistently assess students' English language proficiency.

Refugee students

Our aim is to ensure that teachers and school leaders have the knowledge and skills to deliver high-quality programs and services that meet the educational and settlement needs of refugee students and their families.

- Schools received \$2.4 million in targeted (individual student) funding to support 5,832 recently arrived refugee students.
- We established an additional refugee teacher network for secondary teachers in Fairfield, making a total of three refugee teacher networks in metropolitan Sydney.
- Refugee Student Support teams provided specialist psychological support in 86 metropolitan and 28 regional schools. They helped staff support refugee students and their families.
- More than 3,000 staff attended professional learning programs to increase their capacity to meet the needs of students from refugee backgrounds. This represents a significant increase from 480 participants in 2016.
- We trained 79 facilitators to deliver professional learning for executive staff, school counsellors and teachers of refugee students.
- To increase our capacity to meet the complex needs of refugee students and families, 17 refugee support leaders worked with staff in more than 140 schools.
- Ready Arrive Work, a work readiness program, assisted 285 refugee students in 18 schools.
- More than 550 refugee students in 22 primary and high schools received assistance through the Refugee Action Support partnership program, which includes the Australian Literacy and Numeracy Foundation, the University of Sydney and Charles Sturt University.
- We developed a new online professional learning course, Supporting Students from a Refugee Background.
- Classrooms of Possibility research, conducted in partnership with the University of Technology Sydney, provided insight into effective strategies for refugee students with developing English and disrupted schooling.
- Refugee children and their families in 15 school communities participated in the Beginning School Well program to facilitate successful transition to school.
- Refugee and newly arrived students in Years 8 to 12 who undertook the Multicultural Playwright Program developed their self-esteem and skills in drama and literacy. Students showcased their skills in live performances and streamed to interstate and overseas audiences.

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- The Inner West Virtual Community of Practice project continued to help childhood practitioners connect with families from refugee and culturally diverse backgrounds.
- The Supporting You pilot began in 2017 to support staff working in schools with high refugee student enrolments.

International students and temporary residents

We aim to provide high-quality educational experiences for students from around the world wishing to enrol in a NSW public school.

- International students from 65 countries enrolled in more than 340 NSW public schools.
- Temporary resident children from more than 130 countries enrolled in more than 1,200 NSW public schools.
- International Student Coordinators supported international students' enrolment and participation in schools.
- More than 380 teachers and principals attended professional learning to strengthen support for international students.
- More than 330 school staff attended professional learning to support the enrolment of children of temporary residents.

Languages education

Our objective is to deliver high-quality teaching and learning programs that provide opportunities for students to study languages in a range of settings.

- More than 43,100 students in NSW primary schools studied 30 community languages through the Community Languages Program.
- Approximately 3,500 secondary students studied 24 community languages at the Saturday School of Community Languages.
- More than 34,000 students studied 58 community languages delivered outside of school hours by 293 community organisations through the Community Languages Schools Program.
- Students learned Chinese language and culture through 13 Confucius Classrooms.
- Approximately 200 volunteer community languages school teachers attended the Certificate in Language Teaching course offered by the University of Sydney.
- The Communities United Through Language initiative funded more than 1,500 volunteer teachers from community languages schools to attend languages conferences.

- More than 40 teachers passed the Community Languages Teachers' Test to qualify for appointment as bilingual or community language teachers.
- Twenty-five teachers completed the Community Languages Induction Program and 18 school executives new to community languages attended an orientation for principals and supervisors.
- More than 100 Kindergarten to Year 6 language teachers attended four Content and Language Integrated Teaching workshops.
- The Virtual Languages Mentoring Network supported 22 early career and/or geographically isolated language teachers.
- Language teachers across the state participated in a wide range of professional learning programs and conferences to enhance their skills in language-specific teaching and teaching generally.

Student wellbeing and community harmony

We aim to provide opportunities to help all students achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

- The Henry Parkes Equity Resource Centre provided more than 29,000 resources to help schools deliver EAL/D, multicultural and equity education.
- We distributed 35,000 copies of the Calendar for Cultural Diversity to schools to promote intercultural understanding.
- The annual Multicultural Perspectives Public Speaking Competition saw 1,975 students in Years 3 to 6 – representing 529 schools from across the state – participate. This heightened awareness about cultural diversity and developed students' public speaking skills.
- Anti-racism contact officers helped schools respond to complaints of racism and deliver anti-racism education. In 2017, 584 teachers trained to become anti-racism officers.
- The Facing Up to Racism professional learning course continued to build teachers' awareness of racism and their confidence in countering it.
- Five teams delivered the School Communities Working Together specialist support program to help schools foster resilient and inclusive school communities, as well as identify and support vulnerable students. More than 23,000 staff completed the online training module over the past two years.
- We launched the NSW anti-bullying website to help NSW teachers, students, parents and carers identify and respond to bullying. Between 21 July and 31 December, the website had 214,615 page views, with many repeat visitors.

Planning and evaluation

Our objective is to provide an evidence base for developing and delivering high-quality programs and services that meet the needs of a culturally diverse NSW.

- We revised our Anti-Racism Policy support resources to ensure ongoing responsiveness in building cohesive communities.
- The census of students from language backgrounds other than English (LBOTE) provided data on the number of LBOTE students and languages spoken at home.
- The EAL/D Annual Survey collected data on the number and needs of EAL/D students and informed resource allocation for schools.
- The EAL/D School Evaluation Framework was revised to help schools evaluate the effectiveness of whole-school EAL/D student support.
- Through the Speak Out Against Racism partnership project, a number of universities, Trinity College Dublin, the Australian Human Rights Commission and the Victorian Department of Education are researching racial bullying and bystander responses to racism in schools. This will inform the development of anti-racism strategies and resources for schools.
- A wellbeing self-assessment tool and professional learning package helped schools assess current wellbeing approaches and identify areas for future growth.

Communication, engagement and consultation

Our aim is to promote positive community relations through consulting with key stakeholder groups; effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds; and providing opportunities for their active engagement in school life.

- In 2017, 2,327 onsite and 3,387 telephone interpreters facilitated communication between schools and parents and carers who do not speak or understand English well, are deaf, or have a hearing or speech impairment.
- We continued to translate key documents, providing more than 150 translated documents in 45 different languages.
- More than 180 staff from 87 schools undertook the Opening the School Gate professional learning program to increase engagement with recently arrived families.

- Community liaison officers helped families from culturally diverse backgrounds participate in school activities and decision-making processes.
- The Secretary's Multicultural Education Advisory Group was the key forum for the department to consult on matters relating to the education needs of a culturally diverse NSW.
- The Community Languages Schools Board provided ongoing, strategic advice to the NSW Minister for Education on policy concerning community languages schools.
- We participated on the NSW Government Immigration and Settlement Planning Committee to advise on settlement issues.
- We participated in the Multicultural NSW Community Partnership Action (COMPACT) program alliance, which aims to build community resilience and social cohesion.

Complaints and feedback

The department is committed to improving customer service. We are implementing a range of initiatives to improve interactions and relationships with people in our communities.

Our complaint management framework includes policies and procedures, and clear lines of responsibility with respect to resolving complaints. We encourage a culture that values complaints as a way to measure the effectiveness of our services and identify areas for improvement. This framework is congruent with the Australian/New Zealand standard in complaint management, which sets out guiding principles for complaint management, and the NSW Government's Commitments to Effective Complaint Handling. These centre on respectful treatment, information and accessibility, good communication, taking ownership, timeliness and transparency.

As part of the whole-of-government Complaints Handling Improvement Program, we are working to improve how we manage complaints, as well as the way information about complaints is captured and reported.

In January 2017, we introduced our revised Complaints Handling Policy, School Community and Consumer Complaint Procedure, and Staff Complaint Procedure. This simplified policy and the related procedures are supported by a range of resources and provide practical guidance for staff when managing complaints. The emphasis of these procedures is on resolving issues promptly and locally where possible.

Public accountability

In October 2017, we implemented a simple online tool called Feedback Assist for making a complaint or providing a compliment or suggestion. Feedback Assist is a widget that appears on the department's website. It allows consumers and members of the community to provide direct feedback. Since the tool went live, we have received 98 complaints, 24 compliments, and nine suggestions. The issues raised included concerns about staff conduct (24 per cent), the department's policies, practices or procedures (24 per cent), operational issues or decisions (15 per cent), and our services and facilities (8 per cent).

At the same time we established a small feedback and complaints team, which is responsible for redirecting this feedback to schools, services and specialist areas for action. The team also uses the information from the feedback we receive to drive continuous improvement in the way we handle complaints.

Early childhood education

The Early Childhood Education directorate is the statutory regulatory authority for the early childhood education sector in NSW. The sector comprises more than 5,600 services, which more than 450,000 children attend. These include long day care, preschools, family day care, mobile and outside of school hours care services. The directorate receives complaints about services direct from parents as well as from the services themselves, which are obliged to notify the department of all complaints.

We review all complaints to determine whether they require regulatory action. Most complaints and notifications relate to children's health and safety. Where complaints require further action, we direct the service to amend an aspect of its procedures, followed by further monitoring. By the end of 2017, we received 1,330 complaints direct via phone or email from complainants and 1,461 notifications of complaints from services. Many are duplicated because complainants usually notify both the service and the department about the same matter.

Under the National Law, services must notify Early Childhood Education of any complaints that they receive. The Australian Children's Education and Care Quality Authority collects notifications through the National Quality Agenda Information Technology System, which it designed and manages.

Information from complaints helps us improve compliance strategies and informs the development of targeted campaigns, spot-checks on services or groups of services, communications with the sector and reporting.

NSW public schools

The department encourages parents, students, employees, suppliers and members of the public to contact schools in the first instance if they have a concern. Teachers, the school executive or the principal resolve most of these matters quickly and informally. We direct non-school-based complaints – such as policy-related matters, including work health and safety law or anti-discrimination policies, or legislation – to the relevant area.

Aboriginal Affairs

Our Complaints Handling Policy Guidelines also covers Aboriginal Affairs. The Deputy Ombudsman (Aboriginal Programs) monitors and assesses Aboriginal programs listed in the Regulations of the Ombudsman Act. The first program to be listed by the Deputy Ombudsman was OCHRE (opportunity, choice, healing, responsibility, empowerment), the NSW Government's community-focused plan for Aboriginal affairs.

Public access to government information

This section provides information about the operation of the *Government Information (Public Access) Act 2009* (GIPA Act) from 1 January to 31 December 2017.

Accessing records held by the department

In compliance with the GIPA Act, we make information we hold available in several ways, including providing open-access information on our website.

Our information guide is updated regularly and published on our website at education.nsw.gov.au/about-us/rights-and-accountability/information-access. It describes the structure and functions of the department, how these functions affect the public, information that is freely available and how to access other available information not published on the website. For details about applying for access to information, as well as links to relevant legislation and related agencies, visit the department's website. For further assistance, contact:

Manager, Information Access Unit
NSW Department of Education
Level 7, 35 Bridge Street
Sydney NSW 2000
Telephone: (02) 9561 8100
Facsimile: (02) 9561 1157
Email: iaunit@det.nsw.edu.au

Proactive release of government information

The department reviews its program for the proactive release of information annually in accordance with section 7(3) of the GIPA Act. We make information publicly available, except where there is an overriding public interest against disclosure or where doing so imposes unreasonable additional costs on the department.

We continually strive to provide the public with the most current information on topics relating to our operations. This reinforces our commitment to an open and transparent government system. In 2017, the department migrated to a new internet platform, which makes navigating our webpages easier. We proactively released various types of information in the reporting period – such as strategic plans, key statistics, reviews and reports – on our website at education.nsw.gov.au/about-us/strategies-and-reports.

In addition, our Centre for Education Statistics and Evaluation publishes statistics, data and reports on the new NSW Education Datahub at data.cese.nsw.gov.au. We reduced the number of datasets after the initial move to the Datahub platform in 2016. We consolidated similar datasets and deleted duplicated and outdated datasets. In 2017, we uploaded four new datasets and migrated 13 datasets from the key statistics and reports webpage. At the end of 2017, there were 99 datasets, which incorporated 280 resources including documents and data in various accessible formats.

The department's policy library at education.nsw.gov.au/policy-library provides the public with access to our policy documents. We updated 10 policies and added two new policies in 2017.

The department's disclosure log records formally released information that the department considers may be of interest to the general public. In 2017, we added 43 new matters to the log, which is published as part of our Agency Information Guide.

Access applications received and decided in 2017

The department completed 341 access applications. These included withdrawn but not invalid applications. In all, 34 matters received in the previous reporting period were completed in 2017. The department received but did not complete 28 matters in 2017, and these have been carried forward to 2018.

During 2017, under Schedule 1 of the Act, the department refused 49 access applications, either wholly or partly, because the application was for access to information to which there is conclusive presumption of overriding public interest against disclosure. The department refused access in full three times, and in part 46 times, for this reason (see Table 21).

In addition, the department refused access in full 15 times and in part 242 times for one or more identified public interest reasons because there was an overriding balance of public interest against disclosing the information (see Table 22).

For data about completed access applications we received in 2017, see Tables 18 to 26 on the pages that follow. These tables comply with clause 7(d) and Schedule 2 of the GIPA Regulation 2009.

Public accountability

Table 18: Number of access applications by type of applicant and outcome* (completed and discontinued valid applications), 2017

Table A (GIPA Regulation 2009, Schedule 2)

Type of applicant	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn (excluding invalid applications)	Invalid application withdrawn	Invalid never validated	Transferred to other agency	Total
Media	8	5	4	4	0	2	0	10	0	4	0	37
Members of Parliament	9	3	2	0	0	3	0	5	0	2	0	24
Private sector business	0	2	0	0	0	0	0	0	0	1	0	3
Not-for-profit organisations or community groups	0	3	0	1	0	1	0	1	0	1	0	7
Members of the public (application by legal representative)	25	73	1	7	1	0	0	8	0	10	1	126
Members of the public (other)	35	90	8	8	1	5	1	12	1	4	2	167
Total	77	176	15	20	2	11	1	36	1	22	3	364

Notes: More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision.

*Applications completed or discontinued, including 34 applications received in 2016 reporting year and completed or discontinued in 2017.

Table 19: Number of access applications by type of application and outcome, 2017

Table B (GIPA Regulation 2009, Schedule 2)

Type of application	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/ deny whether information is held	Application withdrawn (excluding invalid applications)	Invalid application withdrawn	Invalid never validated	Transferred to other agency	Total
Personal information applications*	51	149	4	14	1	1	1	14	1	14	1	251
Access applications (other than personal information applications)	25	27	9	6	1	10	0	22	0	8	2	110
Access applications that are partly personal information applications and partly other	1	0	2	0	0	0	0	0	0	0	0	3

Notes: More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision. *A personal information application is an access application for personal information (as defined in clause 4 of Schedule 4 to the Act) about the applicant (the applicant being an individual).

Table 20: Invalid applications, 2017

Table C (GIPA Regulation 2009, Schedule 2)

Reason for invalidity	Number of applications
Application does not comply with formal requirements (section 41 of the Act)	23
Application is for excluded information of the agency (section 43 of the Act)	0
Application contravenes restraint order (section 110 of the Act)	0
Total number of invalid applications received	59
Invalid applications received that subsequently became valid applications	36

Note: Invalid applications received in reporting year, including invalid applications carried forward from 2016.

Public accountability

Table 21: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 of the GIPA Act, 2017

Table D (GIPA Regulation 2009, Schedule 2)

Consideration	Number of times consideration used
Overriding secrecy laws	0
Cabinet information	3
Executive council information	0
Contempt	0
Legal professional privilege	44
Excluded information	0
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	2
Ministerial code of conduct	0
Aboriginal and environmental heritage	0

Note: More than one public interest consideration may apply in relation to a particular access application and the department must record each such consideration (but only once per application).

Table 22: Other public interest considerations against disclosure: matters listed in table to section 14 of the GIPA Act, 2017

Table E (GIPA Regulation 2009, Schedule 2)

Consideration	Number of occasions when applicant was not successful
Responsible and effective government	91
Law enforcement and security	4
Individual rights, judicial processes and natural justice	153
Business interests of agencies and other persons	8
Environment, culture, economy and general matters	1
Secrecy provisions	0
Exempt documents under interstate freedom of information legislation	0

Note: More than one public interest consideration may apply in relation to a particular access application and the department must record each such consideration (but only once per application).

Table 23: Timeliness, 2017**Table F (GIPA Regulation 2009, Schedule 2)**

Timeframe	Number of applications
Decided within the statutory timeframe (20 days plus any extensions)	356
Decided after 35 days (by agreement with applicant)	6
Not decided within time (deemed refusal)	2
Total	364

Table 24: Number of applications reviewed under Part 5 of the GIPA Act (by type of review and outcome), 2017**Table G (GIPA Regulation 2009, Schedule 2)**

Type of review	Decision varied	Decision affirmed	Total
Internal review	1	4	5
Review by Information Commissioner*	4	7	11
Internal review following recommendation under section 93 of the Act*	2	3	5
Review by NSW Civil and Administrative Tribunal	3	8	11
Total	10	22	32

Notes: Review applications completed in 2017. The department received 31 review applications in 2017, and carried forward five matters from 2016, and two from 2015. As at 31 December 2017, six applications are awaiting review. *The Information Commissioner does not have authority to vary decisions but can recommend under section 93 of the Act that the agency make an internal review decision. It completed four such reviews in 2017, which have been included as 'decision varied'.

Table 25: Applications for review under Part 5 of the GIPA Act (by type of applicant), 2017**Table H (GIPA Regulation 2009, Schedule 2)**

Type of applicant	Number of applications for review
Applications by access applicants	32
Applications by persons to whom information the subject of access application relates (see section 54 of the Act)	0

Notes: Review applications completed in 2017. The department received 31 review applications in 2017, and carried forward five matters from 2016, and two from 2015. As at 31 December 2017, six applications are awaiting review.

Table 26: Applications transferred to other agencies under Division 2, Part 4 of the GIPA Act (by type of transfer), 2017**Table I (GIPA Regulation 2009, Schedule 2)**

Type of transfer	Number of applications transferred
Agency-initiated transfers	3
Applicant-initiated transfers	0

Public accountability

Privacy and personal information protection

The department has reporting obligations under the *Privacy and Personal Information Protection Act 1998* as well as the *Health Records and Information Privacy Act 2002*.

Our website provides access to the Privacy Management Plan, Privacy Code of Practice and other resources explaining our legislative obligations. Staff can access further direction from the internal website, online and in face-to-face training, as well as from our Legal Services telephone advice service.

Applications for internal review

In 2017, we received nine applications for internal review. Of these, seven were submitted by a parent or carer on behalf of their child who was a student at a NSW public school at the time of the alleged conduct, one was from a former employee and one from a member of the public.

We completed nine internal reviews in 2017. In five of these matters, the department found that there was no breach of an Information Protection Principle (IPP) or Health Privacy Principle. Three applications did not meet the legislative requirements for an internal review.

In one matter, the department found conduct breached the disclosure IPP when a member of the teaching staff at a NSW government high school mistakenly emailed personal information about two students and their mother to all students attending the school. The review recommended a number of actions including amendment of the school's Welfare Procedures to include information about handling sensitive and confidential information, publication of an article about email awareness and management of sensitive information in the department's weekly online publication to schools, as well as online training for staff on security awareness.

Applications for review by the NSW Civil and Administrative Tribunal

Two applications for external review were filed with the NSW Civil and Administrative Tribunal during 2017. One was dismissed for failure to prosecute and the other settled.

Public interest disclosures

All staff must report suspected unlawful, corrupt conduct, serious maladministration, or serious and substantial waste of public money. The department's policy establishes our commitment to support and protect staff who report wrongdoing.

The Public Interest Disclosures Internal Reporting Policy sets out the manner in which we meet our obligations under the *Public Interest Disclosures Act 1994*. The Guidelines for the Management of Public Interest Disclosures set out the roles and responsibilities of staff in making and receiving public interest disclosures. Both the policy and guidelines are available via our Policy Library at education.nsw.gov.au/policy-library.

Senior staff continue to undertake periodic training on public interest disclosures. We also provided training to nominated disclosure officers in 2017.

During 2017, we met the NSW Ombudsman's reporting requirements via its online reporting tool. In all, 12 employees made a public interest disclosure, with the department receiving a total of 11 public interest disclosures.

Table 27: Number of public interest disclosures, 2017

Type of review	Corrupt conduct	Maladministration	Serious waste	GIPA contravention	Local government contravention	Total
Number of disclosures	10	1	0	0	0	11
Number of employees making a disclosure	11	1	0	0	0	12
Number of disclosures finalised*	15	2	0	0	0	17

Source: Department of Education, Employee Performance and Conduct directorate. Note: *Includes some matters reported before 2017.

Consultants

This section discloses the nature and purpose of consultants the department engaged in 2017. This includes individuals or organisations engaged under contract to provide

recommendations and/or high-level specialist or professional advice to management. It does not include contractors, casual or temporary staff the department employed or engaged. We paid \$5,629,090 in consultants' fees in 2017.

Table 28: Payments to consultants for engagements greater than \$50,000, 2017

Name of consultant	Title of project	Purpose of consultancy	Actual cost (\$)
Bendelta Pty Ltd	Performance and Development for Non Teaching Staff	Training	340,176
Bendelta Pty Ltd	Principal Success Profile	Management services	70,675
Deloitte Consulting Pty Ltd	Staff Entitlement and Resource Allocation Methodology Review	Organisational review	149,600
Deloitte Consulting Pty Ltd Deloitte Touche Tohmatsu	HR Strategic Imperatives Project	Organisational review	769,178
Deloitte Touche Tohmatsu	Leadership Whitepaper	Management services	52,870
Deloitte Touche Tohmatsu	Recruitment Blueprint	Management services	367,253
Deloitte Touche Tohmatsu	Principal Workload and Time Use Study	Management services	704,830
Deloitte Touche Tohmatsu	NAPLAN Online Readiness Review	Management services	149,906
Ernst & Young	Review of Business as Usual Support for SAP and SALM Systems to Schools	Management services	109,751
KPMG	Procurement Organisation Review	Organisational review	92,253
McKinsey Pacific Rim, Inc.	Review of Educational Services	Organisational review	1,089,000
Muru Management Consulting Pty Ltd	Review of the Assessment and Rating Process	Management services	88,400
Nous Group Pty Ltd	Integrated Corporate Shared Services - Organisational Change	Management services	68,734
PricewaterhouseCoopers	Business Performance Management Framework	Management services	918,948
PricewaterhouseCoopers Consulting (Australia) Pty Ltd	Diversity and Inclusion Strategy 2017	Organisational review	103,621
Social Policy Research Centre, University of New South Wales Australia	Independent evaluation of OCHRE initiatives	Organisational review	176,742
The Learning First Group Pty Ltd	Leadership Institute - Preparation, Induction and Development of School Leaders at all Levels	Management services	55,000
Total cost of consultancies greater than \$50,000			5,306,937

Source: Corporate Finance directorate. Notes: Figures are subject to rounding. Payments are inclusive of GST.

Table 29: Payments to consultants for engagements less than \$50,000, 2017

Purpose of consultancy	Total number of engagements	Total cost (\$)
Finance, accounting or tax	1	49,500
Management services	6	100,328
Organisational review	2	98,125
Training	2	74,200
Total cost of consultancies less than \$50,000		322,153

Source: Corporate Finance directorate. Notes: Figures are subject to rounding. Payments are inclusive of GST.

Public accountability

Overseas travel

This section presents the number of overseas visits undertaken by our officers and employees and the main purpose of these visits.

Table 30: Number of overseas visits undertaken by officers and employees, 2017

Purpose of visit	Description	Commercial or externally funded visits	Self- or community-funded visits	Department-funded visits	Total number of visits
Conferences and professional development	Staff members who travel overseas to attend and/or present at conferences or participate in study tours	10 (1D, 1P)	3	17	30
Educational exports	Staff members who travel overseas to manage partnerships, contracts, programs, quality assurance or assessment of students	1 (1P)	3	2	6
Exchange programs	Staff members who travel overseas on a professional or teacher exchange program	0	37	0	37
International student recruitment	Staff members who travel overseas to recruit inbound full-fee-paying international students to the NSW school sector	0	0	27	27
Market development and client engagement	Staff members who travel overseas for international marketing purposes, development of business relationships, engagement with clients and contract management	0	0	0	0
Professional scholarship programs	Staff members awarded scholarships to further their professional skills and knowledge	11 (11D)	0	0	11
Student excursions	Staff members who accompany students on excursions overseas to increase cultural understanding or attend commemoration ceremonies	99 (54P)	299 (2D)	14	412

Source: Shared Services, Business Services directorate. Notes: Figures within the brackets indicate the number of trips where a contribution to the cost was made by the department (D) or a private source (P).

Research and evaluation

This section provides an overview of the department's research and evaluation projects.

Table 31: Research and evaluation projects, 2017

Name of research	Total life-of-project cost (\$)	Status/date to be completed
Aboriginal Community Water and Sewerage Program, independent review	295,205	Completed
Aboriginal land recovery in New South Wales: Historical legacies and opportunities for change	25,400	Completed
Aboriginal language revival and catalogue of revival programs literature review	76,716	Completed
Assessing English Language Learners	40,000	December 2018
Burn to Learn	127,740	December 2021
Classrooms of Possibility: Working with students from refugee backgrounds in mainstream classes	96,608*	Completed
Cluster Management Trial Evaluation	3,000*	Completed
Co-designing the OCHRE evaluation – literature review and practice learning	0	June 2018
Connected Communities evaluation	393,035*	June 2018
Connected Communities narrative research	0*	Completed
CREATE-ing Pathways to Child Wellbeing in Disadvantaged Communities – Phase 2 – Establishment in Communities for Children Communities in NSW, Queensland and Tasmania	50,000*	December 2018
Curriculum Transition Stages 3-4 project	9,000	December 2018
Data skills and use pilot	0*	August 2018
Digital resources review	0*	Completed
Early childhood education quality services research	0*	March 2018
Education for a Changing World: Future Frontiers series	126,650	Completed
Enhancing English Learning: Building on cultural and linguistic repertoires	64,932	March 2018
Evaluation of Clontarf Academies in NSW public schools	15,000*	February 2018
Great Teaching, Inspired Learning evaluation	500,000*	June 2018
Healthy Active Peaceful Playgrounds for Youth (HAPPY) study	50,000	Completed
ICT and Writing Pedagogy research project	175,300*	July 2018
Improving Wellbeing through Student Participation at School	75,000*	June 2018
Inner West Virtual Community of Practice	50,000	Completed
Innovative Learning Environments and Teacher Change	260,000	June 2020
Intensive Support to Secondary Schools evaluation	0*	February 2020
Internet-based Professional Learning to Help Teachers Promote Activity in Youth (iPLAY)	280,000*	December 2019
Kids in Communities ARC Linkage project	16,500*	March 2018
Literacy and Numeracy Action Plan Phase 1 evaluation	872,600*	Completed
Literacy and Numeracy Action Plan Phase 2 evaluation	734,107*	2021
Literature review of approaches to Aboriginal affairs policies, and case study of OCHRE development and implementation	75,000	Completed
Local Schools, Local Decisions evaluation	0*	June 2019
Longitudinal study on Fostering Effective Early Learning across the early years and school	up to 1.3 million*	2020
Low rates of transition to university for high achieving students in regional NSW	32,000	Completed
Low Socio-economic Status School Communities National Partnership: School external partnerships	643,225	March 2018

Public accountability

Name of research	Total life-of-project cost (\$)	Status/date to be completed
Macquarie University Australian Research Council Linkage Project: How do Schools Make Decisions about Supporting Students with Disability?	100,000*	June 2019
Material Deprivation and Social Exclusion among young Australians – A child focus approach	0*	June 2018
MyPL evaluation	4,246,244	February 2020
National Literacy and Numeracy Learning Progressions Version 1 trial and validation	256,600*	Completed
National Literacy and Numeracy Learning Progressions Version 1.1 trial and validation	0*	Completed
Ngara Wumara: Cultivating Capability: Explicating critical psychosocial drivers of educational outcomes and wellbeing for high-ability Aboriginal students	405,000	January 2019
NSW Child Development Study	0*	Completed
NSW Education Standards Authority writing tool trial	9,651*	Completed
Obtaining Aboriginal community consent for research and evaluation activities	32,847	Completed
OCHRE Accord Making evaluation	73,835	December 2018
OCHRE initiatives evaluation	662,957	June 2018
Physical activity for Everyone (PA4EI) – translational research of a trial of multi-component physical activity and healthy nutrition interventions in disadvantaged schools	0*	December 2018
Post-school outcomes of Vocational Education and Training (VET) programs for secondary students	0*	December 2019
Principal workload and time use study	640,755	Completed
Preschool Partnership Pilot	345,000	Completed
Professional Practice Framework for the School Counselling Service – Literature review and framework	42,000	Completed
Refugee Support Leadership Strategy	57,000	December 2018
Research on student engagement, wellbeing and effective teaching strategies (Tell Them From Me student survey, Partners in Learning parent survey, Focus on Learning teacher surveys)	822,744*	June 2018
Rural and Remote Education evaluation	500,000*	June 2018
Scholarship review	150,000	Completed
Schools of the Future evaluation	0*	March 2018
Staffing entitlement review	150,000	Completed
Standing up to racism and racial bullying among Australian school students	120,000*	February 2019
Supervising Teachers' Application of the Graduate Standards to the Assessment of Professional Experience in Education	54,459*	October 2018
Supported Students, Successful Students evaluation	30,000*	September 2019
Survey of Secondary Students' Post-School Destinations, 2014-2017	2,218,182*	April 2018
Targeted Early Numeracy (TEN) evaluation	146,928	June 2018
Teacher success profile	149,900*	October 2020
The role of Aboriginal public servants in Aboriginal public policy evaluation and research	10,800	Completed
Thinking while Moving – English	200,000	December 2020
Thinking while Moving – Stage 3	35,000	June 2018
Trial and evaluation of revised Best Start Kindergarten Assessment	0*	July 2019
Undertaking research and evaluation in Aboriginal public service contexts	35,901	Completed
University of Sydney Pilot Project Investigating EAL/D education in secondary science	50,000*	December 2018
Viability of Remote Literacy and Psychology Assessments using Technology	111,200	Completed
YWCA Y-PEP child protection education program	90,000	December 2019

Note: *Indicates there is also an in-kind contribution.

Financial management

Payment of accounts

This section details our performance in paying accounts during the 2016-17 financial year, including details of action taken to improve performance in paying accounts.

As part of the staged implementation of SAP Finance, an additional 1,100 public schools transitioned to our new finance system during 2016-17. From October 2017, our finance shared service centre within EDConnect services all NSW Government Schools.

The issues affecting prompt processing of payments during the financial year include instances where vendors forward invoices to business units rather than directly to EDConnect or where invoices do not reference a valid purchase order number. We have encouraged vendors to direct invoices to the shared service centre with valid purchase order references.

In three instances during the financial year, we paid penalty interest to a small business arising from late payment.

Table 32: Aged analysis at the end of each quarter (all suppliers), 2016-17

Month	Current (within due date) (\$'000)	Less than 30 days overdue (\$'000)	Between 30 and 60 days overdue (\$'000)	Between 60 and 90 days overdue (\$'000)	More than 90 days overdue (\$'000)
September	532,913	117,231	8,944	2,731	3,024
December	443,131	3,889	671	2,057	186
March	473,187	12,388	2,827	740	326
June	639,137	14,190	1,114	533	1,212

Note: Figures subject to rounding.

Table 33: Aged analysis at the end of each quarter (small business suppliers), 2016-17

Month	Current (within due date) (\$'000)	Less than 30 days overdue (\$'000)	Between 30 and 60 days overdue (\$'000)	Between 60 and 90 days overdue (\$'000)	More than 90 days overdue (\$'000)
September	1,145	20	N/A	N/A	N/A
December	2,577	64	1	0	N/A
March	2,627	86	17	0	N/A
June	4,741	204	9	74	3

Note: Figures subject to rounding.

Financial management

Table 34: Accounts paid on time within each quarter (all suppliers), 2016-17

Month	Number of accounts due for payment	Dollar amount of accounts due for payment (\$'000)	Actual % of accounts paid on time (based on number of accounts) (%)	Actual % of accounts paid on time (based on \$ amount of accounts) (%)	Number of accounts paid on time	Dollar amount of accounts paid on time (\$'000)	Number of payments for interest on overdue accounts	Interest paid on overdue accounts (\$)
September	77,676	664,843	98	99	76,010	660,441	0	0
December	130,634	449,935	98	98	127,681	443,131	0	0
March	125,850	489,468	92	97	115,916	473,187	3	119
June	164,712	656,186	96	97	158,206	639,137	0	0

Note: Figures subject to rounding.

Table 35: Accounts paid on time within each quarter (small business suppliers), 2016-17

Month	Number of accounts due for payment	Dollar amount of accounts due for payment (\$'000)	Actual % of accounts paid on time (based on number of accounts) (%)	Actual % of accounts paid on time (based on \$ amount of accounts) (%)	Number of accounts paid on time	Dollar amount of accounts paid on time (\$'000)	Number of payments for interest on overdue accounts	Interest paid on overdue accounts (\$)
September	516	1,165	98	98	505	1,145	0	0
December	1,290	2,642	98	98	1,261	2,577	0	0
March	1,087	2,731	96	96	1,040	2,627	3	119
June	2,007	5,031	96	94	1,929	4,741	0	0

Note: Figures subject to rounding.

Establishment, change and closure of schools

This section lists all public schools that have been newly established, closed or otherwise changed. During 2017, one school was established, four schools were closed or merged and five schools changed their names.

Table 36: New schools or campuses established, 2017

School name	ABS statistical area 4 grouping	Date
Fernhill School	Sydney – North West	27 January 2017

Table 37: Schools or campuses closed or merged, 2017

School name	ABS statistical area 4 grouping	Date
Millbank Public School	North East NSW	28 June 2017
Murwillumbah South Infants School	North East NSW	28 August 2017
Mullengandra Public School	South West NSW	19 December 2017
Rugby Public School	South East NSW	19 December 2017

Table 38: Schools placed into recess, 2017

School name	ABS statistical area 4 grouping	Date
Collingullie Public School	South West NSW	19 December 2017

Table 39: Schools or campuses relocated, 2017

School name	ABS statistical area 4 grouping	Date
Cairnsfoot School	Sydney – South	28 March 2017

Table 40: Schools or campuses with a name change, 2017

School name	ABS statistical area 4 grouping	Date
Bedgerabong Public School (formerly Bedgerebong Public School)	South West NSW	1 November 2017
Central Sydney Intensive English High School (formerly Cleveland Street Intensive English High School)	Sydney – Inner	1 December 2017
NSW School of Languages (formerly Open High School)	Sydney – Inner	27 January 2017
Red Hill Public School (formerly Tolland Public School)	South West NSW	27 January 2017
Russell Lea Public School (formerly Russell Lea Infants School)	Sydney – Inner	27 January 2017

Source: Department of Education, Centre for Education Statistics and Evaluation. Notes: These tables record the date at which changes became effective. From 2017, school closure reporting no longer includes schools placed into recess. Therefore, schools reported as closed in 2017 may also have been reported as closed in a previous annual report.

Financial management

Major capital works

This section lists major works in progress, including the cost of those works to date and the estimated dates of completion. It also includes details of any significant delays, cancellations or cost overruns in major works.

Table 41: School facilities, upgrades and refurbishment – new work 2016-17

Project description and location	Expenditure 2016-17 (\$'000)	Completion date (actual or estimated)	Delays, cancellations or cost overruns
Ajuga School, Campbell House School and Glenfield Park School upgrades – planning	171	2020	N/A
Arthur Phillip High School and Parramatta Public School (new schools)	18,571	2019	N/A
Ballina High School (new school)	3,534	2019	N/A
Bolwarra Public School upgrade	293	2019	N/A
Coolah Central School upgrade	220	2018	N/A
Farrer Memorial Agricultural High School boarding accommodation upgrade	354	2019	N/A
Hurlstone Agricultural High School (new school) – planning	900	2020	N/A
Inner Sydney High School (new school)	1,409	2020	N/A
Lindfield Learning Village (new school)	2,796	2019	N/A
Pottsville Beach Public School upgrade	573	2019	N/A
Queanbeyan Regional Education Hub (new distance education school)	558	2019	N/A
Schools Infrastructure Strategy including:	21,616	N/A	N/A
Cammeraygal High School (new senior campus)	*	2019	N/A
Curl Curl North Public School upgrade	*	2020	N/A
Fort Street Public School upgrade	*	2020	N/A
New Public School (North Kellyville)	*	2019	N/A
Oran Park Public School upgrade	*	2020	N/A
Rosehill Public School upgrade	*	2019	N/A
Smalls Road Site Primary School (new school)	*	2020	N/A
Willoughby Girls High School upgrade	*	2020	N/A
Willoughby Public School upgrade	*	2020	N/A
Selective High School in Glenfield upgrade – planning	878	2020	N/A
Science Lab upgrade	10,526	2018	N/A

Note: *Included in Schools Infrastructure Strategy.

Table 42: School facilities, upgrades and refurbishment – work in progress

Project description and location	Expenditure 2016-17 (\$'000)	Completion date (actual or estimated)	Delays, cancellations or cost overruns
Artarmon Public School upgrade	5,591	2019	N/A
Bardia Public School upgrade	782	2019	N/A
Bella Vista Public School (new school)	1,286	2019	N/A
Bellevue Hill Public School upgrade	13,747	October 2017	Completed
Bourke Street Public School upgrade	5,878	December 2016	Completed
Bowral Public School upgrade	851	October 2016	Completed
Cairnsfoot School relocation	1,164	December 2016	Completed
Cherrybrook Technology High School upgrade	1,626	2018	Additional scope added to project
Dubbo Networked Specialist School (new school)	521	2019	N/A
Glenmore Park School (new school)	10,655	December 2016	Completed
Harbord Public School upgrade	5,356	January 2017	Completed
Homebush West Public School upgrade	864	2018	N/A
Human Resource and Payroll System for Schools	28,738	2018	N/A
Hunter Sports High School upgrade	3,151	2018	N/A
Lucas Gardens School upgrade	5,001	December 2016	Completed
Manly Vale Public School upgrade	882	2020	N/A
Moree East Public School upgrade	3,387	November 2016	Completed
Narellan School (new school)	654	2018	N/A
Narrabri Public School upgrade	69	August 2016	Completed
O'Connell St Primary School Parramatta (new school, formerly Old Kings School Site Primary School)	15,423	January 2018	Completed
Point Clare Public School upgrade	6,386	March 2017	Completed
Rainbow Street Public School upgrade	660	2019	N/A
Randwick Public School upgrade	335	2019	N/A
Rowland Hassall School relocation	8,614	July 2017	Completed
Ultimo Public School (new school)	1,750	2019	N/A
Walgett Community College High School upgrade	1,599	October 2016	Completed
Wentworth Point Public School (new school)	9,309	January 2018	N/A

Financial management

Land disposal

In 2017, we did not dispose of any properties by means other than public auction or tender that had a value of more than \$5 million.

There were no businesses or family connections between buyers and departmental staff. Disposed properties were either surplus to our operational requirements or were compulsorily acquired by other

authorities for purposes such as road widening. The net proceeds from the sale of surplus assets are used to maintain and upgrade school facilities.

An application for access to documents concerning details of properties disposed of during the reporting year may be made in accordance with the *Government Information (Public Access) Act 2009*.

Credit card certification



Purchasing Card Certification for year ended 31 December 2017

I certify that:

the Department of Education purchasing card policies and guidelines outline the requirements for the issue, usage and administration of purchasing cards. The rules are consistent with government policy, as outlined in relevant Treasurer's Directions and Treasury Circulars.

In accordance with Treasurer's Direction 205.01, it is certified that purchasing card use within the Department of Education has been in accordance with NSW Government requirements.

Name	Mark Scott
Position	Secretary, Department of Education
Signature	
Date	23.2.18

Controlled entities

All the departments and statutory bodies listed in Schedules 2 and 3 of the *Public Finance and Audit Act 1983* prepare their own annual reports. The department does not have any controlled entities.

Risk management and insurance activities

The department is committed to developing, implementing and continually improving strategies to identify and manage risks that may affect our capacity to achieve our goals and objectives.

Our enterprise risk management framework conforms to the International Standard for Risk Management (ISO: 31000) and complies with Treasury Policy Paper TPP 15-03, Internal Audit and Risk Management Policy for the NSW Public Sector.

The Secretary is ultimately responsible and accountable for the department's risk management. The Executive, the Enterprise Risk Management Group (ERMG) and the Audit and Risk Committee support the Secretary to ensure we have an effective risk management framework in place.

The ERMG comprises senior representatives from all the department's divisions. Chaired by a Deputy Secretary, the group meets quarterly. It drives the promotion, implementation and improvement of risk management across the department.

We use our business continuity management framework to identify critical business functions and develop up-to-date plans for responding to unplanned disruptions. Business continuity plans document the requirements for continuing to provide essential services or have them restored as quickly as possible.

A continuous improvement approach ensures we periodically review and update our policies, processes and procedures to reflect changes internally or externally, as well as contemporary best practice. In addition, we regularly train staff to enhance skills in this area.

During 2017, the department undertook the following activities:

- We improved our enterprise risk management framework, including reviewing and updating the policy and procedures documents, implementing a new risk management information system to support monitoring and reporting, and delivering additional risk training for staff.
- We reviewed and updated our business continuity management policy and supporting documents, including the department-wide business continuity plan. We established a project to operationalise the policy and ensure arrangements are in place to maintain critical business functions during a disruptive event.

As a budget-dependent agency, the department is a mandatory member of the NSW Government's Treasury Managed Fund scheme in accordance with Treasury Circular TC12/12. The scheme provides cover for agency asset and liability exposures across workers compensation, property, motor vehicle, liability and other risks.

The scale of the department's operations sees it remain one of the top five agencies within the scheme.

Internal audit

Our Internal Audit directorate is responsible for internal audit assurance services and corruption prevention for the department and related agencies. In 2017, Internal Audit:

- audited 289 selected schools, focusing on high-risk areas – child protection, student attendance, work health and safety, assets management, and key financial and administrative operations
- provided full-day consultancies at 23 schools
- conducted enrolment audits in 201 schools
- conducted business reviews of the management of student attendance data, the Resource Allocation Model, the Leave Management reimbursement package and Human Resource Budgeting application in schools
- was involved in deliberations and conducted reviews on deploying SAP finance and SALM applications to schools
- completed finance and payroll (legacy) end-to-end control framework updates for the finance and payroll control environments
- performed continuous testing of financial and payroll transactions – in particular purchasing cards, high-risk payment types, revenue transactions and master data
- assessed our compliance with the NSW Procurement Policy Framework for accreditation
- audited general and travel expense claims, as well as corporate credit card expenditures
- conducted performance audits of the new Working With Children Check, Cabinet documentation, leave management, Aboriginal Affairs, grants to non-government schools, cash management, and child protection by before and after school and vacation care providers
- reviewed key IT technology programs and processes, including web accessibility, application and infrastructure security, change management and the information security management system.

Financial management

Internal audit and risk management statement


Internal Audit and Risk Management Attestation Statement for the 2016-2017 Financial Year for NSW Department of Education

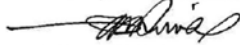
I, Mark Scott, am of the opinion that the NSW Department of Education has internal audit and risk management processes in operation that are, excluding the exceptions or transitional arrangements described below, compliant with the eight (8) core requirements set out in the *Internal Audit and Risk Management Policy for the NSW Public Sector TPP 15-03*, specifically:

Core Requirements	For each requirement, please specify whether compliant, non-compliant, or in transition.
1: Risk Management Framework	
1.1 The agency head is ultimately responsible and accountable for risk management in the agency.	Compliant
1.2 A risk management framework that is appropriate to the agency has been established and maintained and the framework is consistent with AS/NZS ISO 31000:2009.	Compliant
2: Internal Audit Function	
2.1 An internal audit function has been established and maintained.	Compliant
2.2 The operation of the internal audit function is consistent with the International Standards for the Professional Practice of Internal Auditing.	Compliant
2.3 The agency has an Internal Audit Charter that is consistent with the content of the 'model charter'.	Compliant
3: Audit and Risk Committee	
3.1 An independent Audit and Risk Committee with appropriate expertise has been established.	Compliant
3.2 The Audit and Risk Committee is an advisory committee providing assistance to the agency head on the agency's governance processes, risk management and control frameworks, and its external accountability obligations.	Compliant
3.3 The Audit and Risk Committee has a Charter that is consistent with the content of the 'model charter'.	Compliant

Membership
The chair and members of the Audit and Risk Committee are:

- Independent Chair, Jim Mitchell, 2 February 2014 to 1 February 2019
- Independent Member 1, Garry Dinnie, 1 July 2009 to 30 June 2017
- Independent Member 2, Christine Feldmanis, 1 April 2010 to 31 March 2018


Mark Scott
SECRETARY
DEPARTMENT OF EDUCATION
 16 August 2017


 Department of Education contact officer:
Michael Fong
R/DIRECTOR, AUDIT
 Phone: (02) 9244 5213
 Email: michael.fong7@det.nsw.edu.au

Audit and Risk Committee

Our Audit and Risk Committee consists of an independent chair and two independent members. The committee oversees and monitors the department's governance, risk and control frameworks, as well as our external accountability requirements.

The committee held seven meetings in 2017:

- 17 February
- 24 August
- 6 April
- 14 September
- 1 June
- 16 November
- 20 July

Table 43: Attendance at Department of Education Audit and Risk Committee, 2017

Name	Title	Meetings attended
Jim Mitchell	Independent Chair	7
Christine Feldmanis	Independent member	6
Garry Dinnie	Independent member	3
Todd Davies	Independent member	4

Note: Garry Dinnie's term as independent member expired 1 July, 2017. He was replaced by Todd Davies.

Digital information security attestation statement

**Digital Information Security Annual Attestation Statement
for the 2016-2017 Financial Year
for the NSW Department of Education**

I, Mark Scott, am of the opinion that the NSW Department of Education had an Information Security Management System in place during the 2016-2017 financial year that is consistent with the core requirements set out in the NSW Government Digital Information Security Policy.

The controls in place to mitigate identified risks to the digital information and digital information systems of the NSW Department of Education are adequate.

Risks to the digital information and digital information system of the NSW Department of Education have been assessed with an independent ISMS certified in accordance with the NSW Government Digital Information Security Policy.

The NSW Department of Education has maintained certified compliance with *ISO 27001 Information technology - Security techniques - Information security management systems - Requirements* by an Accredited Third Party during the 2016- 2017 financial year.

Mark Scott AO
SECRETARY, NSW DEPARTMENT OF EDUCATION



5 February 2018

DoE Contact Officer:

Chloe Read
R/CHIEF INFORMATION OFFICER
Phone – (02) 9302 7424
Fax – (02) 9302 7707

Financial management

Grants

This appendix outlines the nature and purpose of each grant program and lists grants the department disbursed to non-government organisations under each program in 2016-17.

Grant program	Sum of grants, 2016-17 (\$)
Aboriginal Education Grants	3,425,000
Aboriginal Regional Governance Structures	60,000
Community Languages Grants	4,925,431
Cultural Grants	111,200
Early Childhood Education and Care Grants*	246,889,510
Educational Support Grant Program	3,081,352
Intervention Support Grants: Young people with disabilities*	25,805,982
Minister for Aboriginal Affairs Discretionary Grants	42,000
Minister for Education Discretionary Grants	158,000
Miscellaneous Education Grants	961,551
NAIDOC Grants	194,702
National Partnerships, Helping Our Kids Understand Finances – Money Smart Teaching Project	117,526
National Partnerships, Literacy and Numeracy Action Plan	11,793,750
National Partnerships, National Quality Agenda for Early Childhood Education and Care	2,330,763
National Partnerships, National School Chaplaincy Programme	9,391,060
NSW Reconciliation Council	245,000
Online safety programs in schools	210,130
Partnership agreements	345,454
Regional Conservatorium of Music Grants	6,823,012
RSL and Schools Remember Anzac Ceremony	10,000
Youth Assistance Strategies Grants	9,622,400
Grand total	326,543,823

Notes: Figures are subject to rounding. *Excludes program(s) where payments have been made to recipients on behalf of registered service providers.

Aboriginal Education Grants

Improving the educational and employment outcomes of young Aboriginal people.

Organisation	Amount (\$)
Clontarf Foundation	2,515,000
Role Models and Leaders Australia Ltd	910,000
Total paid in 2016-17	3,425,000

Aboriginal Regional Governance Structures

Strengthening and supporting Aboriginal community leadership and governance to drive improved government service delivery and greater local accountability.

Organisation	Amount (\$)
Yarkuwa Indigenous Knowledge Centre Aboriginal Corporation	60,000
Total paid in 2016-17	60,000

Community Languages Grants

Supporting outside of school hours programs for school-aged students to maintain and develop their background or heritage language.

Organisation	Amount (\$)
Academy of Chinese Culture Inc.	3,844
Afghan Australian Noor Association Inc.	39,205
Afghan Community Support Association of NSW Inc.	18,577
Afghan Fajar Association Inc.	4,740
Akkademja Maltija Ta' NSW Inc.	3,459
Al Bayan School Inc.	11,659
Al Sadiq Inc.	32,286
Al-Aqsa Inc.	33,311
Al-Bayan Institute Inc.	32,927
Alfirdaus College Pty Ltd	24,983
Alhabib Arabic School Inc.	25,752
Al-Jaafariya Society Inc.	34,721
Al-Khair Inc.	3,075
Alsadeq Arabic Association Inc.	23,190
Ambassadors Multicultural Mission (International) Association Inc.	50,095
Amistad Latina-School of Spanish Inc.	6,662
Andisheh Persian School Inc.	9,097
Arabic Education Society Inc.	7,815

Organisation	Amount (\$)
Armenian General Benevolent Union Ltd	6,534
Artarmon Muslim Community Association Inc.	5,381
Ashabul Kahfi Language School Inc.	33,696
Association for Brazilian Bilingual Children's Development Inc.	16,787
Association of Illawarra Community Languages Schools Inc.	181,073
Assyrian Australian Association	25,112
Assyrian's Nation Association Inc.	9,353
Auburn Arabic School	16,912
Auburn Ataturk Primary School Inc.	16,527
Australia Children Learning Association Inc.	2,500
Australian Afghan Hassanain Youth Association Inc.	16,271
Australian Beirut Charitable Association Inc.	30,108
Australian Catholic Chinese Community	5,208
Australian Chinese & Descendants Mutual Association Ltd	42,536
Australian Chinese Community Association of NSW	26,008
Australian Council for the Promotion of Chinese Language & Cultural Inc.	70,082
Australian Druze Community Inc. Ltd	7,559
Australian Hindu Multicultural Association Inc.	8,968
Australian Islamic Mission Inc.	22,933
Australian Kids Women Association Inc.	2,500
Australian School of Arabic Inc.	11,403
Australian Taiwanese Friendship Association Inc.	18,193
Balakairali-Sydney Malayalee Kids Association Inc.	2,947
Balar Malar Tamil Educational Association Inc.	36,770
Bangladesh Association of NSW Inc.	5,765
Bangladesh Society of Sydney Inc.	9,737
Bidyaloy Inc.	9,353
Bodhi Vietnamese Language School Inc.	8,456
Bonnyrigg School of Turkish Language & Culture Inc.	5,058
Bosnian Ethic School Inc.	2,562
Buddharangsee Thai Community Language School Inc.	13,068
Bulgarian Cultural, Social and Patriotic Association 'Rodina' Inc.	3,459
Cabramatta West Spanish School Inc.	3,203
Cambodian Australian Welfare Council of NSW Inc.	136

Financial management

Organisation	Amount (\$)
Campbelltown Bangla School Inc.	6,022
Carlingford Chinese Language School Inc.	11,659
Central Council of Croatian Ethnic Schools of NSW Inc.	37,027
Chanh Phap Vietnamese Buddhist Youth Association of NSW Inc.	10,378
Chen Feng Chinese Language College Inc.	6,918
Cherrybrook Chinese Community Association Inc.	13,196
Chinese Australian Services Society Ltd	34,592
Chinese Catholic Community Inc.	13,965
Chinese Language & Literature Association Inc.	2,178
Cho Dae Korean Baptist Church Inc.	9,865
Clemton Park School Chinese Language and Culture Association Inc.	6,150
Co.As.It Italian Association of Assistance	302,552
Community Education and Services Centre Inc.	6,534
Cyprus Community of NSW Ltd	2,691
Czech and Slovak School of Sydney Inc.	2,434
Darfur Community Social & Cultural Association in NSW Inc.	10,506
Darr Al Nour Inc.	9,993
Datong Chinese School	47,917
De Nederlandse School De Kangoeroe Inc.	20,371
Der-Huy Chinese School Inc.	12,171
Dundas Chinese School Inc.	5,125
Eastlakes Saturday Turkish School Inc.	6,918
Eastwood Tamil Study Centre Inc.	8,328
EFKS O Le Ola Faafouina St Marys Inc.	4,228
First Serbian Orthodox Church School Community St Sava	8,328
Forest Japanese School Inc.	6,918
Free Serbian Orthodox Church St John the Baptist	7,559
Gallipoli Education and Cultural Association Inc.	8,072
GDPT Bo Be Minh The Vietnamese Buddhist Youth of NSW Australia Inc.	11,915
German Saturday School Sydney Inc.	6,278
Gosford Chinese Language School Inc.	8,072
Goulburn Chinese Language School Inc.	2,306
Greek Community of Mascot and District Inc.	6,790
Greek Orthodox Archdiocese of Australia	44,842

Organisation	Amount (\$)
Greek Orthodox Archdiocese of Australia Consolidated Trust Parish of St Nicholas Marrickville Church & Ethnic School	8,584
Greek Orthodox Community of Bankstown St Euphemia Ltd	8,840
Greek Orthodox Parish of Northern & Western Suburbs	9,353
Greek Orthodox Parish of St George Rose Bay	5,894
Greek Sunday School Canterbury and Surrounding Districts Inc.	2,434
Green Valley Language and Arts School Inc.	10,890
Hamazkaine Armenian Educational and Cultural Society Regional Committee Inc.	29,339
Hanaro Korean School Inc.	3,459
Hanyulink Chinese Language School Inc.	12,812
Happy Chinese Language Association Inc.	9,225
Hellenic Centre for Language & Culture of Australia Inc.	18,321
Hellenic Orthodox Community of Kingsgrove Bexley North Beverley Hills & Districts Ltd	22,421
Hellenic Orthodox Parish & Community of Blacktown Districts Ltd	13,068
Hoodan-Noor (Guidance of The Light) Inc.	2,500
Hornsby Chinese Cantonese Language School Inc.	2,500
Hornsby Chinese Education Centre Inc.	27,930
Hornsby Chinese Language and Culture School Inc.	44,201
Hornsby Japanese School Inc.	8,840
Hua Xia Chinese School Inc.	36,386
Hungarian School, Flemington Inc.	5,125
Hunter Japanese Community School Inc.	4,997
Hunter Parents & Teachers Association of Community Language Schools Inc.	136,139
Huyen Quang Buddhist Youth Association Inc.	7,175
Illawarra Burmese Language School Inc.	3,844
Illawarra Islamic Social Association Inc.	5,509
Illawarra Japanese School Inc.	2,050
Illawarra Persian Community Language School Inc.	2,434
Indo-Australia Bal Bharathi Vidyalaya-Hindi School Inc.	18,118
Indonesian Australian Community (Newcastle & Hunter Region) Inc.	1,281
International Buddhist Association of Australia Co-operative Ltd	5,381

Organisation	Amount (\$)
International Youth Fellowship Inc.	2,050
Iranian Educational and Cultural Centre Inc.	7,815
Islamic Charity Projects Association Inc.	52,914
Islamic Women's Welfare Association Inc.	29,083
Japan Club of Sydney Inc.	24,983
Japanese Sunday School Inc.	9,865
Khmer Adventist Language School Association of New South Wales Inc.	8,328
Korean Catholic Language School Inc.	34,080
Korean Chaplaincy of Diocese of Parramatta	7,303
Lakemba Bangla School Inc.	6,278
Lao Community Advancement NSW Co-operative Ltd	4,869
Latin American School of the Inner West Inc.	1,794
Lebanese Arabic School Inc.	92,246
Lindfield Korean School Inc.	29,724
Liverpool Polish Saturday School Inc.	7,175
Looyce Armenian School Inc.	4,228
MAAN Malay Australian Association of NSW Inc.	1,794
Macedonian School Council of NSW Inc.	21,652
Maltese Community Council of NSW Inc.	1,666
Maroubra Russian School Inc.	8,200
Marrickville West Turkish School Inc.	6,278
Ming-Der Chinese School Inc.	51,760
Minghui School Inc.	5,509
Mkud Makedonski Biseri Inc.	4,484
Monaro Portuguese School Inc.	2,947
Moslem Alawy Society Inc.	13,709
Muhammadi Welfare Association Inc.	12,556
Muslim Women Association	25,112
Nepean Turkish School Inc.	7,431
Newcastle Bangladeshi Community Inc.	2,500
Newcastle Tamil Sangam Inc.	1,922
North Shore Japanese School Inc.	7,047
Northern Beaches Spanish School Inc.	2,500
NSW Board of Jewish Education	19,474
NSW Federation of Community Language Schools Inc.	130,421
NSW Indo-China Chinese Association Inc.	51,504
NSW Japanese School Inc.	7,943
NSW Turkish Educational and Cultural Association Inc.	12,300

Organisation	Amount (\$)
NSW Umit Uighur Language School Inc.	1,409
NSW Vinh Khang Chinese School Inc.	26,008
Orange Russian Language School Inc.	1,281
Parramatta Hanguel School Inc.	4,997
Parramatta Persian Primary and High School Inc.	8,100
Pei Ji Chinese School Inc.	39,077
Pelangi Indonesia – Indonesian Language School Program	2,434
Phap Bao Buddhist Youth Language School Inc.	9,865
Pinoy Community Cultural Class Inc.	2,947
Polish Association in Wollongong Inc.	2,306
Polish Association of Newcastle Inc.	1,537
Polish Educational Society in NSW Inc.	12,812
Portuguese Community Schools of Sydney Inc.	7,815
Portuguese E.S.S.A. Inc.	2,947
Preserving the Arabic Language in Australia (PAL) Inc.	8,968
Qing Hua Chinese Language School Inc.	103,905
Queanbeyan Community Chinese Language School	1,537
Sabdamala – Nepalese Language School Inc.	14,093
School of Vedic Sciences (Aust) Inc.	18,018
Sikh Khalsa Mission Inc.	3,715
Sikh Mission Centre Sydney Inc.	3,844
South Asian Australian Association Inc.	8,712
South Coast Portuguese Association Ltd	1,922
Sri Guru Singh Sabah Sydney (The Sikh Association of Sydney) Inc.	14,478
St Alexander Nevsky Russian School Inc.	19,730
St Andrew Bogolubsky Russian Ethnic School Inc.	4,228
St Andrew's Ukrainian Catholic Parish Lidcombe	6,662
St Charbel's Ethnic School	4,100
St George School of Russian Association Inc.	2,691
St George Serbian Orthodox Church – Cabramatta	10,506
St George Spanish School	4,612
St Lazarus Serbian Orthodox Church	11,915
St Nicholas Antiochian Orthodox Church	12,300
St Nicholas School of Russian Association Inc.	11,659
St Raphael's Greek Orthodox Parish of Liverpool & District Ltd	10,250
St Sava Serbain Orthodox Church School Building Fund (Flemington)	6,022

Financial management

Organisation	Amount (\$)
St Seraphim Russian Community School Hornsby Inc.	8,584
St Thomas the Apostle Chaldean Catholic Church	29,339
Sutherland Shire Chinese Language School Inc.	9,609
Swedish School in Newcastle	2,178
SWS Children's Chinese School Association	5,125
Sydney Chinese School Inc.	45,611
Sydney Elite Chinese School Inc.	31,261
Sydney Full Gospel Church Properties Inc.	32,030
Sydney Grace Korean School Inc.	2,500
Sydney Juan Church in Australia Inc.	4,356
Sydney Korean Church Korean Language School Inc.	14,478
Sydney Latvian Society Ltd	2,691
Sydney Punjabi Society Inc.	2,947
Sydney Sae Soon Presbyterian Church Inc.	44,458
Sydney Saturday School of Japanese Inc.	32,799
Sydney Sino Star Chinese School Inc.	2,500
Sydney Suomi-Koulu/Sydney Finnish School Inc.	3,075
Sydney Yu Cai Chinese Language School Inc.	41,127
Tamil Civic Centre Inc.	3,972
Tamil Study Centre Homebush Inc.	37,414
Tamil Study Centre Mount Druitt	10,634
Thai Education Centre of Australia Inc.	5,894
The Arabic Australian Education Centre Inc.	15,246
The Association of Bhanin El Minieh Australian Arabic Community Welfare Centre Inc.	26,905
The Australia Korean School Inc.	20,499
The Australian Arabic Association of Western Sydney Inc.	11,531
The Australian Association of All Nationalities of China Inc.	13,196
The Australian Chinese School Inc.	10,634
The Australian Confucius-Mencius Morality Society Inc.	4,228
The Australian Sikh Association Ltd	60,345
The Greek Orthodox Church and Community of Leichhardt and District, St Gerasimos Ltd	9,097
The Greek Orthodox Church and Society of the City of Greater Wollongong	4,612
The Greek Orthodox Community of NSW Ltd	68,800
The Greek Orthodox Parish & Community of Belmore & District All Saints Ltd	7,175

Organisation	Amount (\$)
The Greek Orthodox Parish & Community of Burwood & District Saint Nectarios Ltd	6,406
The Greek Orthodox Parish and Community of Kogarah & District Resurrection of Christ	44,458
The Greek Orthodox Parish of South East Sydney Ltd Afternoon School	11,403
The Hellenic Orthodox Community of Parramatta and Districts	6,150
The Hills Chinese School Inc.	34,336
The Lebanese Moslem Association	127,223
The Polish School of Sydney Inc.	8,968
The Presbyterian Church New South Wales Property Trust	26,777
The Sinhalese Cultural Forum of New South Wales Australia Inc.	27,418
The Swedish School in Sydney Inc.	17,809
The Trustee for Imam Ali College	40,614
The Trustees of the Roman Catholic Church for the Diocese of Saint Maron Sydney	26,521
The Tzu-Chi Academy Australia Inc.	16,015
Tibetan Community of Australia (NSW) Inc.	12,043
Tibetan Community of Newcastle Inc.	1,153
Timor Chinese Association of NSW	5,509
Tongan Language School Inc.	1,153
Tripoli and Mena Association Ltd	17,809
Twitch East Community Association NSW Inc.	2,500
UCA - Sydney Korean Church	8,328
United Ethnic Education Centre Inc.	6,918
Uniting Church Australia - Sydney Cheil Church	3,331
Victory Mandarin School Association Inc.	12,940
Vietnamese Community in Wollongong Inc.	4,997
Vietnamese Cultural Schools Association Inc.	237,406
Vietnamese Parents and Citizens Association Inc.	70,210
Vietnamese Parents Committee Green Valley Inc.	41,567
Vishva Hindu Parishad of Australia Inc.	20,115
Wentworthville Tamil Study Centre Inc.	60,985
Western Sydney Chinese School Inc.	9,097
Western Sydney Urdu School Inc.	4,740
Wollongong Russian Language School Inc.	1,025
Woo Ri Full Gospel Church Inc.	7,559
Yagoona Arabic School Inc.	21,780
Yiu Wah Chinese School Inc.	13,068
Total paid in 2016-17	4,925,431

Cultural Grants

Providing small grants to promote and advance culture and healing priorities that align with Aboriginal Affairs' strategic plan.

Organisation	Amount (\$)
Awabakal Ltd – Awabakal 40th anniversary dinner	5,000
Collarenebri Local Aboriginal Land Council – Collarenebri cemetery	5,100
Eastern Zone Gujaga Aboriginal Corporation – Gamayngal Research and Cultural Program	4,000
Gadigal Information Service Aboriginal Corporation – Yabun Festival	10,000
Gundungarra Aboriginal Heritage Association Inc. – website design	6,000
La Pouse Local Aboriginal Land Council – La Pouse cultural signage project	4,400
Mirring Aboriginal Corporation – Possum Skin Cloak project	8,800
Mogo Local Aboriginal Land Council – NSW Aboriginal fishing rights group clinics	2,900
Murrawari Local Aboriginal Land Council – Clara Hart playground contribution, Enngonia	20,000
Reconciliation Australia – 50th anniversary of 1967 referendum	20,000
The Trustee for William Ferguson Trust Fund – William Ferguson statue	5,000
Wakagetti Indigenous Corporation – 2017 Muswellbrook Corroboree	15,000
Worimi Local Aboriginal Land Council – 2016 Elders Olympics funding	5,000
Total paid in 2016-17	111,200

Early Childhood Education and Care Grants*

Providing support for preschools, long day care, vacation care, occasional care, early childhood services, sector development and support for children with additional needs.

Organisation	Amount (\$)
3Bridges Community Inc.	15,370
Abbotsford Community Centre Inc.	7,511
Abbotsford Long Day Care Centre Inc.	35,254
Abercrombie Street Child Care Ltd	46,505
Aberdare Preschool Inc.	524,644
Aberdeen Preschool	288,322

Organisation	Amount (\$)
Adamstown Community Early Learning and Preschool Inc.	36,079
Adelong Preschool Inc.	218,680
Adventureland Preschool Inc.	227,518
Aid Migrants of Spanish Speaking (Amigoss) Co-operative Ltd	22,088
Albury City Council	107,165
Albury Occasional Childcare and Early Learning Centre Association Inc.	83,027
Albury Preschool Kindergarten Inc.	551,703
Alcheringa Preschool Association Inc.	300,967
All Saints Preschool Albion Park Inc.	184,896
Alstonville Community Preschool Inc.	432,017
Amy Hurd Early Learning Centre Inc.	31,579
Anglicare Canberra and Goulburn	359,251
Annandale North Out of School Hours Care Association Inc.	9,498
Annette's Place Inc.	178,985
Anzac Village Preschool Association Inc.	382,009
Arabic Australian Child Care Centre	31,683
Arden Anglican School	102,693
Ariah Park Preschool Association Inc.	134,120
Armidale & Region Aboriginal Cultural Centre & Keeping Place Inc.	10,219
Armidale Community Preschool Inc.	377,442
Armidale Ex-Services Memorial Club Ltd	28,164
Armidale Montessori Preschool Inc.	108,173
Armidale Toy Library Inc.	19,109
Arncliffe Preschool Inc.	419,999
Arndu St Paul's Preschool	347,836
Ashfield Baptist Childcare Inc.	17,321
Ashmont Preschool Inc.	37,610
Auburn City Council	53,512
Austral Community Preschool Inc.	305,294
Australian Anatolian Community Services Co-op Ltd	41,690
Avalon Montessori Association	22,425
Avalon School Parents and Citizens Association Inc.	12,262
Awabakal Ltd	716,324
Ballina Fox Street Preschool Inc.	441,770
Ballina River Street Children's Centre Inc.	484,037
Balmain Children's Centre Ltd	41,857

*Excludes program(s) where payments have been made to recipients on behalf of registered service providers.

Our people

Organisation	Amount (\$)
Balmain East Out of School Care Inc.	6,476
Balranald Early Learning Centre Inc.	37,487
Bambi Kindergarten Association Inc.	371,723
Bangalow Community Children's Centre Inc.	56,263
Bankstown Community Resource Group Inc.	217,633
Bankstown Montessori Association Inc.	99,827
Baradine Preschool Inc.	141,927
Barham Preschool Association Inc.	270,889
Barnardos Australia	48,785
Barraba Preschool Inc.	255,887
Bathurst Regional Council	74,221
Batlow Apple Tree Learning Centre Co-operative Ltd	29,575
Baulkham Hills Before and After School Care Centre Inc.	16,833
Baulkham Hills Preschool Kindergarten Inc.	257,229
Beacon Hill Community Kindergarten Association Ltd	288,970
Bega Preschool Association Inc.	543,753
Bega Valley Shire Council	685,338
Bellbird Preschool Inc.	276,590
Bellingen Preschool Inc.	418,889
Belmont North Preschool Inc.	332,156
Bendemeer Preschool Inc.	91,570
Bentley Community Preschool Inc.	104,822
Berala Jack & Jill Preschool Kindergarten Inc.	411,239
Beresfield Community Children's Education Centre	44,345
Berkeley Vale Neighbourhood Centre Inc.	12,299
Berkeley Vale Preschool Kindergarten Inc.	413,940
Bermagui Pre School Co-operative Society Ltd	267,257
Berrigan Children's Centre Association Inc.	26,737
Berry Community Preschool Inc.	222,480
Betty Spears Child Care Centre Ltd	68,925
Bexley Jack & Jill Preschool Inc.	322,136
Big Fat Smile Group Ltd	2,311,907
Bilambil Community Preschool & OOSH Inc.	272,969
Binnaway Preschool Inc.	100,706
Binnowie Kindergarten Co-operative Society Ltd	172,147
Biralee Preschool Finley Inc.	308,369
Birchgrove Community Association	115,167

Organisation	Amount (\$)
Birralee Preschool Lane Cove Ltd	509,577
Birralee Longday Care Centre Inc.	40,825
Birrelee Multi-Functional Aboriginal Children's Service Aboriginal Corp	33,859
Birubi Point Community Preschool Association Inc.	233,921
Bishop Tyrrell Anglican College	234,407
Blackheath Area Neighbourhood Centre Inc.	5,633
Blackheath Kookaburra Kindergarten Inc.	281,421
Blacktown Anglican Child Care Centre Inc.	37,312
Blacktown Bunyip Inc.	225,013
Blacktown City Council	1,964,928
Blacktown South Children's Activities Centre Inc.	12,609
Bland Shire Council	636,416
Blaxland Preschool Kindergarten	369,969
Blayney Preschool Inc.	250,460
Bligh Park Community Services Inc.	15,255
Blinky Bill Portland Child Care Centre Inc.	238,923
Blue Gum Montessori Children's House	215,051
Blue Mountains Steiner School	178,111
Bolton Point Child Care Centre Inc.	36,648
Bombala Preschool Inc.	261,433
Bondi Beach Cottage Inc.	74,590
Boolaroo-Speers Point Community Kindergarten Inc.	415,599
Boorowa Early Education Centre Inc.	210,739
Botany Bay City Council	76,862
Bourke & District Children's Services Inc.	432,410
Bowraville Community Preschool Inc.	404,372
Bradbury Preschool Kindergarten Association Inc.	687,695
Braidwood Preschool Association Inc.	242,693
Branxton Preschool Inc.	590,959
Brayside Community Preschool Inc.	424,434
Brewarrina Shire Council	16,351
Broken Hill Happy Day Preschool Kindergarten Inc.	631,302
Bronte Activity Centre Inc.	9,255
Budgewoi Halekulani Preschool Kindergarten Inc.	505,945
Bulahdelah Preschool Inc.	215,120
Bundarra Preschool Kindergarten Association Inc.	125,886

Organisation	Amount (\$)
Bundeena Preschool	175,343
Bundgeam Preschool Inc.	103,087
Bungendore Preschool Association Inc.	244,429
Bunya Child Care Centre Inc.	34,525
Bunyip Preschool Harden Inc.	109,310
Burren Junction Pre-School Association Inc.	133,699
Burrumbuttock Preschool Centre Inc.	129,016
Burwood Neighbourhood Child Care Co-operative Ltd	32,227
Byron Bay Preschool Inc.	813,840
Byron Shire Council	71,175
Cabarita Mortlake Kindergarten Association	302,204
Calrossy Pre-school	221,206
Camden Community Connections Inc.	35,112
Camden Council	65,054
Camden Preschool Kindergarten Co-operative Ltd	446,362
Cameragal Montessori School	159,193
Campbell Page Ltd	147,560
Campbell Street Children's Centre Ltd	46,081
Campbelltown City Council	504,872
Campbelltown Community Preschool Inc.	427,956
Campbelltown Presbyterian Community Child Care Centre	35,056
Camperdown Child Care Centre	38,899
Canowindra Pre-school Kindergarten Inc.	296,666
Canterbury Children's Cottage Inc.	28,722
Canterbury City Council	255,636
Canterbury Community Child Care Centre Inc.	260,958
Captains Flat Community Preschool Association Inc.	69,009
Cardiff Community Preschool Inc.	329,313
Cardiff Early Education and Care Centre Inc.	43,498
Carinya Neighbourhood Children's Centre Inc.	99,080
Carlingford West Kindergarten Inc.	165,851
Carlingford West Out of School Hours Centre Inc.	16,833
Casino Baptist Church Christian Community Preschool	591,146
Castle Hill Preschool Kindergarten Inc.	340,393
Castlecrag Montessori School Inc.	37,160

Organisation	Amount (\$)
Caterpillar House Occasional Child Care Association Inc.	85,854
Catherine Field Preschool Kindergarten Inc.	231,995
Catholic Education Office Diocese of Parramatta	1,508,162
CatholicCare	63,447
Cawongla Playhouse Inc.	138,186
Centacare – Catholic Family Services Diocese of Broken Bay	1,778,735
Centipede at Glebe School Inc.	24,649
Central Coast Council	124,030
Central Shoalhaven Mobile Preschool Unit Inc.	323,144
Central West Family Support Group Inc.	4,961
Cessnock Multipurpose Children's Centre Ltd	124,571
Channon Children's Centre	100,406
Charlestown Child Care and Early Learning Centre Inc.	33,265
Chatswood Occasional Child Care Centre Inc.	63,721
Cherrybrook Community Preschool Inc.	137,683
Chester Hill Neighbourhood Centre Inc.	17,721
Children First Inc. Growing Potential Ltd	446,590
Children's House Montessori School Sydney Montessori Society	80,560
Children's Services Community Management Ltd	574,054
Chillingham and Tyalgum Community Preschool Inc.	217,842
Chinese Australian Services Society Ltd	48,075
Christ Church Gladesville Preschool Kindergarten Inc.	526,142
Christ Church St Ives Preschool Inc.	171,106
City of Sydney Council	650,935
Clovelly Child Care Centre Inc.	39,782
Clovelly Out of School Care Inc.	8,406
Clunes Community Preschool Association Inc.	172,983
Coast Community Connections Ltd	13,975
Coastwide Child and Family Services Inc.	51,175
Cobar Mobile Children's Services Inc.	339,333
Cobar Preschool Association Inc.	637,071
Cobargo Preschool Inc.	192,723
Coffs Harbour Preschool Association Inc.	422,398
Coldstream Community Preschool Inc.	213,883
Coleambally Preschool Association Inc.	220,010

Financial management

Organisation	Amount (\$)
Collarenebri Preschool Inc.	142,103
Collaroy Plateau Community Kindergarten Inc.	371,351
Comboyne Community Preschool Kindergarten Inc.	93,720
Community Activities Lake Macquarie Inc.	8,437
Community First Step	280,000
Como Preschool Kindergarten Association Inc.	233,627
Concord Kindergarten Association Inc.	393,001
Concord Occasional Childcare Services	49,132
Concord West-Rhodes Preschool Inc.	370,244
Condobolin Preschool Kindergarten Inc.	320,022
Connect Child and Family Services Inc.	167,332
Coogee Care Centre Inc.	4,332
Cooks Hill Community Preschool Inc.	188,896
Coolah Preschool Kindergarten Inc.	224,877
Coolamon Preschool Association Inc.	304,257
Coolamon Shire Council	117,915
Cooloon Children's Centre Inc.	34,263
Cooma Lambie Street Preschool Association Inc.	348,687
Cooma North Preschool Association Inc.	344,447
Coonamble Children's Services Inc.	22,411
Coonamble Preschool Association Inc.	364,241
Cooranbong Valley Community Preschool Inc.	139,248
Cootamundra Preschool Inc.	480,949
Coowarra Out of School Hours Care Service Inc.	8,869
Copmanhurst Preschool Inc.	99,193
Core Community Services Ltd	319,742
Corowa Preschool Association Inc.	556,522
Country Women's Association of NSW Coraki Branch	291,074
Country Women's Association of NSW Nundle	118,805
Coutts Crossing Preschool Inc.	118,287
Cowra Early Childhood Services Co-operative Ltd	370,071
Cranbrook School	247,374
Cranebrook Community Preschool Inc.	207,793
Cranes Community Support Programs Ltd	472,474
Creating Links Co-operative Ltd	11,172
Crescent Head Community Preschool Inc.	198,908

Organisation	Amount (\$)
Cringila Children's House Inc.	26,560
Cringila Community Co-operative	288,839
Cronulla Preschool Kindergarten Inc.	401,499
Crookwell Neighbourhood Centre Inc.	100,702
Cudal Community Children's Centre Inc.	123,771
Cuddleprie Early Childhood Learning Centre	37,119
Culburra & Districts Preschool Inc.	205,467
Culcairn Early Childhood Centre	229,363
Cumberland Council	59,182
Cumnock Village Preschool Inc.	177,459
Currambena School	102,451
Dalaigur Pre-school and Children's Services Association Inc.	792,748
Darlington Aftercare Association Inc.	9,240
Dawn Song Children's Centre Inc.	13,633
Delegate & District Preschool Inc.	98,733
Deniliquin Children's Centre Inc.	874,122
Denman Children's Centre Association Inc.	360,614
Disability South West Inc.	17,286
Djanaba Occasional Care Service	44,923
Doonside Kindergarten Inc.	487,055
Dorrigi Preschool Association Inc.	219,165
Dover Heights Community Preschool Inc.	105,221
Drummond Park Preschool Association Inc.	186,819
Drummoyne Occasional Child Care Inc.	46,932
Drummoyne Preschool Kindergarten Inc.	305,505
Dubbo and District Preschool Kindergarten Inc.	2,006,974
Dubbo Neighbourhood Centre Inc.	13,077
Dubbo West Preschool Inc.	1,177,308
Dunedoo Preschool Kindergarten Inc.	337,664
Dungog Community Preschool Kindergarten Inc.	282,929
Dunoon Preschool Inc.	212,744
Durrumbul Community Preschool Association Inc.	270,497
Early Childhood Australia NSW Inc.	32,038
East Lindfield Community Preschool Inc.	361,308
East Lismore Community Preschool Inc.	664,524
East Maitland Preschool Association Inc.	1,027,538
East Willoughby Preschool Inc.	121,275
Eastern Suburbs Montessori Association Ltd	155,125

Organisation	Amount (\$)
Eastern Zone Gujaga Aboriginal Corp	33,300
Eastlake Community Child Care Inc.	41,976
Eastwood Occasional Child Care Centre Inc.	42,908
Eden Creek Fairymount Preschool Inc.	243,213
Edgeworth Child Care Centre Inc.	35,820
Edgeworth Community Preschool Inc.	308,846
Elanora Heights Community Centre Preschool Cooperative Society Ltd	170,289
Elmore Vale Early Learning Centre Inc.	37,133
Elizabeth Chifley Memorial Preschool	352,103
Elizabeth Macarthur Montessori Preschool Association Inc.	92,330
Elizabeth Street Extended Hours Preschool Inc.	18,471
Elonera Montessori School Ltd	75,732
Emanuel School	145,461
Emanuel Woollahra Preschool Inc.	60,611
Engadine Church of Christ Pre-school Kindergarten Inc.	134,462
Engadine Preschool Kindergarten Inc.	354,578
Erina Baptist Community Care Ltd	29,725
Ethnic Community Services Co-operative Ltd	46,188
Eugowra Community Children's Centre Inc.	127,093
Eungai Preschool Inc.	197,629
Eurobodalla Shire Council	5,633
Euroka Children's Centre Inc.	36,159
Euston Preschool Association Inc.	139,084
Evans Head Preschool Association Inc.	646,810
Fairfield City Council	2,696,571
Fairfield Nursery School Inc.	32,955
Federal Community Children's Centre Inc.	45,117
Federation Council	43,332
Felton Street Early Learning Preschool Inc.	414,209
Filipino Community Co-operative Ltd	26,274
FLASCA Inc.	11,288
Forbes Learning Ladder	55,865
Forbes Pre-school Kindergarten Co-op Ltd	1,453,417
Forest Hill Community Preschool Inc.	206,756
Forest Hill Outside School Hours Care Inc.	11,432
Forestville Montessori School	193,371
Gainmara Birrilee Preschool Association Inc.	323,196
Galloping Gumnut Mobile Children's Services Van Inc.	180,946

Organisation	Amount (\$)
Galloway Children's Centre Inc.	39,179
Gamumbi Early Childhood Education Centre Inc.	34,415
Ganmain Pied Piper Preschool Inc.	98,074
Georges River Council	188,861
Gilgandra Preschool Inc.	821,041
Girrawong Preschool Inc.	311,426
Girrinbai Community Preschool Inc.	327,935
Gladesville Occasional Child Care Centre Inc.	40,884
Glen Innes Preschool Inc.	704,328
Glen Innes Reachout Mobile Resource Unit Inc.	12,607
Glenbrook Preschool Kindergarten Inc.	385,159
Glendale Early Education Centre Inc.	35,181
Glendore Child Care Centre Inc.	25,203
Glenreagh Preschool Inc.	133,397
Gloucester Preschool Inc.	459,370
Golden Valley Children's Learning Centre Inc.	34,425
Goodooga Preschool Inc.	97,410
Goonellabah Preschool Inc.	345,716
Gordon Community Preschool	409,141
Gorokan Preschool Inc.	823,873
Gosford City Council	79,368
Gosford Preschool Inc.	565,334
Gosford Regional Community Services Inc.	10,063
Goulburn Preschool Association Inc.	456,141
Goulding Hill Preschool Inc.	370,093
Gowrie NSW	177,751
Grace Lutheran Preschool	275,327
Granville Multicultural Community Centre Inc.	44,012
Grays Point Preschool Kindergarten Association	158,935
Great Lakes Children's Centre Inc.	266,592
Greek Orthodox Archdiocese of Australia Consolidated Trust Greek Welfare Centre NSW	22,395
Greek Orthodox Community of NSW Ltd	48,181
Greenacre Church of Christ	250,274
Greenhills Child Care Centre Inc.	35,958
Grenfell Preschool and Long Day Care Centre Inc.	357,358
Griffith Child Care Centre Inc.	658,576
Griffith East Preschool Inc.	787,477

Financial management

Organisation	Amount (\$)
Griffith Preschool Kindergarten Inc.	636,252
Griffith Wiradjuri Aboriginal Preschool Inc.	356,705
Gubi Gabun Children's Mobile Service Inc.	62,288
Gulargambone Preschool	215,349
Gulgong Preschool Inc.	929,454
Gulpa Preschool Inc.	194,686
Gummaney Aboriginal Corporation	295,123
Gumnut Bowral Memorial Preschool Inc.	314,458
Gumnut Community Preschool Inc.	177,307
Gumnut Cottage Inc.	34,904
Gundagai Neighbourhood Centre Inc.	7,724
Gundagai Preschool Kindergarten Inc.	262,683
Gunnedah Baptist Childcare Association Ltd	693,988
Gunnedah Family and Children's Service Inc.	31,036
Gunnedah Preschool Kindergarten Association Inc.	580,299
Gunning & District Preschool Inc.	26,970
Guyra Shire Council	28,824
Gwydir District Mobile Pre School	400,469
Gwydir Shire Council	271,378
Gyndarna Preschool	287,299
Haberfield Baptist Church Preschool Ltd	75,708
Hamilton Child Care Centre Inc.	27,250
Hamilton Community Preschool Inc.	239,296
Happy Days Kindergarten	233,340
Harbord Kindergarten Inc.	303,006
Hastings Pre-school and Long Day Care Centre Inc.	32,936
Hawkesbury City Council	129,442
Hawkesbury Community Outreach Services Inc.	152,691
Hawkesbury Early Childhood Intervention Service Inc.	86,925
Hawkesbury River Child Care Inc.	40,390
Hay Mobile Children's Service Inc.	205,643
Hay Plains Childcare Centre Inc.	22,603
Hay Preschool Kindergarten Inc.	258,964
Heathdene Community Services Inc.	281,856
Henry Street Community Preschool	217,197
Henty Early Childhood Association Inc.	263,673
Hibiscus Children's Centre	190,725
Highfields Preparatory & Kindergarten School Ltd	198,203

Organisation	Amount (\$)
Hills Montessori Society	205,721
Hillston Billylids Inc.	27,214
Hobartville Long Day Preschool Inc.	35,622
Holbrook Early Learning Centre Inc.	53,566
Holroyd City Council	215,286
Holroyd Parramatta Mobile Minds Inc.	115,439
Holsworthy Long Day & Occasional Care Centre Inc.	31,209
Holsworthy Preschool Parent's Association Inc.	327,376
Holy Trinity Preschool (Beacon Hill) Inc.	46,679
Hopepoint Preschool Centre	426,276
Hornsby Ku-Ring-Gai Montessori Society	20,038
Howlong Preschool Association Inc.	292,528
Hunter Region Working Women's Group Ltd	45,380
Hunter Valley Grammar School	222,486
Hunters Hill Preschool Inc.	404,328
Hurstville City Council	27,149
Illawarra Aboriginal Corporation	270,777
Illawarra Area Child Care Ltd	460,804
Illawarra Christian School	256,559
Illawarra Disability Trust	10,768
Illawarra Multicultural Services Inc.	36,938
Illawarra Toy Library Association Inc.	123,899
Iluka Preschool Inc.	230,815
Inaburra Preschool	284,445
Infants Home Ashfield	337,427
Inner City Care Child Care Centre	40,106
Integricare	2,041,283
Intereach Ltd	16,808
Inverell District Family Services Ltd	1,705,211
Ivanhoe Preschool Centre	60,259
Jacaranda Pre-School Centre Inc.	460,790
Jack & Jill Preschool Association (Lithgow) Inc.	520,873
Jannali Preschool Kindergarten Inc.	219,044
Jarjum Centre Inc.	267,202
Jerilderie Preschool Kindergarten Inc.	138,743
Jesmond Community Preschool Association Inc.	386,231
Jesmond Early Education Centre Inc.	54,806
Jindera Preschool Association Inc.	315,392

Organisation	Amount (\$)
Joey's Pouch Early Years Educational and Preschool Centre Inc.	31,991
Jumbunna Children's Centre Ltd	47,862
Jumbunna Community Preschool & Early Intervention Centre Inc.	632,591
Jumping Jacks Community Preschool Inc.	329,803
June RSL Memorial Preschool Inc.	540,995
Kangaroo Valley Preschool Inc.	122,825
Kapooka Early Childhood Centre Inc.	221,427
KARI Aboriginal Resource Inc.	12,290
Karingal Preschool Nelson Bay Inc.	284,914
Karuah Preschool	282,287
Katoomba Children's Cottage Inc.	41,629
Katoomba Leura Preschool Association Inc.	546,783
Katoomba Neighbourhood Centre Inc.	8,610
Keiraville Community Preschool Inc.	314,557
Kelly's Place Children's Centre	40,735
Kellyville Preschool Inc.	456,814
Kemblawarra Child & Family Centre Inc.	18,887
Kempsey Children's Services Co-operative Ltd	252,808
Kempsey Respite Services Inc.	22,881
Kenthurst Before & After School Care Inc.	16,726
Kenthurst Preschool Kindergarten	365,354
Keymer Child Care Centre Inc.	50,025
Khancoban and District Children's Resource Centre	12,343
Khancoban and District Children's Resource Centre – Toy Library	6,733
Kiama Preschool Inc.	612,711
Kids Korner Combined Occasional Care Centre Inc.	34,149
Kids of the Castle Occasional Care Centre Inc.	53,242
Kidsafe NSW Inc.	90,117
Kidsnest – Crows Nest Occasional Child Care Centre Inc.	31,051
Killarney Vale Preschool Kindergarten Inc.	304,851
Kinburra Preschool Inc.	465,636
Kindamindi Co-op Ltd	28,809
Kindilan Early Childhood Centre Inc.	99,118
King Street Community Preschool East Maitland Inc.	419,827
Kingscliff Mini School Inc.	329,361
Kingstown Pre-School Inc.	101,193

Organisation	Amount (\$)
Kinma School Ltd	120,061
Koala Child Care Centre – Sutherland Hospital Ltd	46,861
Kogarah City Council	165,576
Kogarah Community Services Inc.	5,636
Kogil Street Preschool Association Inc.	25,467
Koninderie Community Based Preschool Inc.	285,472
Kookaburra Korner Early Education Centre Inc.	40,862
Koolyangarra Preschool Aboriginal Corporation	526,904
Koorana Child and Family Services Inc.	1,129,881
Kootingal & District Preschool Inc.	367,500
Ku Children's Services	16,892,392
Kubby House Child Care Centre Inc.	14,372
Kulai Preschool Aboriginal Corporation	521,463
Kunghur Community Preschool Inc.	124,753
Ku-Ring-Gai Council	45,326
Kurnell Preschool Kindergarten Inc.	136,737
Kurri Early Childhood Centre Inc.	69,523
Kurri Kurri and District Preschool Kindergarten Inc.	878,790
Kurri Kurri Community Centre Inc.	7,881
Kyogle Preschool and Outside School Hours Care Association Inc.	334,257
Lachlan Council	174,528
Lady Game Community Kindergarten Inc.	175,690
Lake Cargelligo District Community Children's Centre Association Inc.	220,610
Lake Macquarie City Council	63,311
Lalor Park Preschool Kindergarten Association Inc.	340,300
Lane Cove Council	50,551
Lane Cove Occasional Child Care Inc.	53,368
Lane Cove Out of School Inc.	12,322
Lapstone Out of School Hours Inc.	13,611
Lapstone Preschool Kindergarten Association Inc.	309,707
Larool Preschool Inc.	264,109
Lawrence Community Preschool Inc.	126,212
Lawson Community Preschool Association Inc.	358,901
Learning Links	343,794
Leeton Preschool Association Inc.	1,031,855
Leeton Shire Council	48,206

Financial management

Organisation	Amount (\$)
Leichhardt Municipal Council	104,632
Leichhardt Out of School Hours Care Inc.	10,933
Lennox Head Community Preschool Inc.	516,305
Lightning Ridge Preschool Centre Inc.	266,582
Lilly Pilly Community Preschool Inc.	409,685
Lindfield Montessori Society Inc.	49,778
Lismore Neighbourhood Centre Inc.	34,137
Lismore Parish Centre Preschool Inc.	312,441
Lismore Preschool Inc.	635,335
Little Bear Child Care Cottage Inc.	28,622
Little Yuin Pre-School Family Centre Aboriginal Corporation	176,724
LiveBetter Ltd	1,280,736
Liverpool City Council	482,377
Liverpool Neighbourhood Connections Inc.	111,660
Lockhart Preschool Kindergarten Inc.	149,147
Long Flat Pre-school Association Inc.	97,630
Long Jetty Preschool Inc.	461,814
Lower Bucca Community Preschool Inc.	249,425
Lower Hunter Children's Activity Van Association Inc.	304,635
Lower Macleay Preschool Inc.	429,768
Lyrebird Preschool Kindergarten Nowra East Inc.	516,872
Macarthur Multicultural Children's Services Association Inc.	45,543
Macarthur Preschool Kindergarten Association Inc.	336,459
Macedonian Orthodox Community Church St Petka Inc.	20,538
Macksville Preschool Childcare Centre Ltd	35,997
Macleay Community Preschool Inc.	338,871
Macquarie Hills Community Preschool Inc.	313,531
Macquarie Preschools Co-operative Ltd	714,536
Maitland Baptist Church Child Care Inc.	32,000
Maitland Child Care Centre Inc.	38,412
Maitland Nursery School Inc.	579,557
Malabar Occasional Child Care Centre Inc.	37,887
Malabar/Chifley Parents Co-operative Ltd	27,153
Mallee Family Care Inc.	57,533
Manilla Community Preschool Inc.	441,031
Manly Council	232,503
Manly Vale Community Kindergarten Inc.	169,711
Manly Warringah Montessori Society	78,749

Organisation	Amount (\$)
Marayong House Neighbourhood Centre Inc.	102,070
Marayong Pre-school Kindergarten Inc.	398,904
Maronite Sisters of the Holy Family	288,246
Maroubra Junction Before & After School Care Centre	8,171
Maroubra Neighbourhood Children's Centre Co-operative Ltd	25,925
Marrickville Council	726,211
Maryland Care & Early Education Centre Inc.	53,838
Maryland OOSH Inc.	17,372
Mathoura Pre-School Inc.	107,567
McGraths Hill Children's Centre Inc.	34,622
Medowie Community Preschool Inc.	320,274
Mendooran Preschool Inc.	110,544
Menindee Children's Centre Inc.	176,013
Merindah Children's Centre Inc.	22,353
Merriwa Preschool Kindergarten Association Inc.	340,077
Merrydays Kindergarten Society Inc.	32,140
Merrylands Christian Preschool Association Inc.	573,175
Metford Child Care Centre Ltd	39,393
Mid Mountains Out of School Hours Service Inc.	5,636
Milton Ulladulla Preschool Association	297,733
Mindaribba Local Aboriginal Land Council	176,277
Minimbah Pre-school, Primary School Aboriginal Corporation	423,880
Minooka Preschool Centre Inc.	242,921
Miranda Kindergarten Association Inc.	477,484
Mission Australia	1,109,733
Mitchell Early Learning Centre Inc.	34,538
Mittagong Preschool Kindergarten Inc.	428,224
Moama & District Preschool Centre Inc.	339,608
Molong District Preschool Inc.	260,419
Monaro Early Intervention Service Inc.	25,567
Monaro Mobile Preschool Inc.	169,446
Moree Family Support Inc.	11,752
Moree Plains Shire Council	41,066
Moree Preschool Inc.	396,437
Moresby Park Preschool Inc.	382,440
Morisset & District Children's Co-operative Ltd	26,302
Mortdale Community Services Inc.	31,141
Moruya Preschool Kindergarten Inc.	397,954

Organisation	Amount (\$)
Mosman Municipal Council	54,094
Moulamein Preschool Inc.	85,550
Mount Hutton Child Care Centre Inc.	32,755
Mount Zion Board of Trustees	4,105
Mountain Community Children's Centre Inc.	60,664
Mountains Outreach Community Service Inc.	202,665
Mt Druitt Church of Christ Child Care Centre	22,205
Mt Warning Community Pre-school Inc.	230,112
Mudgee Pre-School Kindergarten Co-operative Ltd	926,207
Mullumbimby Community Preschool Association Inc.	186,219
Muloobinba Aboriginal Corporation	226,106
Multi Purpose Allira Gathering Association Inc.	32,182
Mulwala Preschool Inc.	190,784
Murrin Bridge Preschool Association Inc.	244,955
Murrumbateman Early Childhood Centre Association Inc.	233,510
Murrurundi Pre-school Inc.	158,494
Muswellbrook Child Care Centre Inc.	27,881
Muswellbrook Preschool Kindergarten Inc.	1,323,224
Nabiac & District Preschool Association Inc.	193,883
Nambucca Heads Preschool Playcentre Ltd	306,449
Nana Glen Preschool Inc.	153,513
Nanima Preschool Association Inc.	381,157
Narooma Preschool Kindergarten Association Inc.	377,762
Narrabeen Community Kindergarten Inc.	353,984
Narrabri & District Community Aid Service Inc.	78,004
Narrandera Preschool Inc.	32,596
Narromine Preschool Kindergarten Inc.	973,151
Narwee Preschool Kindergarten Inc.	608,465
New School of Arts Neighbourhood House Inc.	86,754
Ngallingnee Jarjum Tabulam & District Community Preschool Inc.	116,886
Ngayaamba Waluura Aboriginal Corporation	324,149
Nimbin Neighbourhood & Information Centre Inc.	11,423
Nimbin Pre-school and Childcare Association Inc.	243,991
Nimmitabel Preschool Inc.	102,833

Organisation	Amount (\$)
Noah's Ark Centre of Shoal Haven Inc.	107,971
Noiseworks OOSH Inc.	12,039
Noogaleek Children's Centre	40,929
Nords Wharf Community Preschool	130,260
Normanhurst West Community Preschool Inc.	117,035
North Brighton Preschool Inc.	237,656
North Epping Kindergarten Association Inc.	333,100
North Richmond Community Centre Inc.	5,635
North Rocks - Carlingford Casual Child Care Centre	48,445
North Rocks Preschool Inc.	445,621
North Ryde Community Preschool Inc.	440,801
North St Marys Neighbourhood Centre Inc.	554,029
North Sydney Council	27,849
Northern Beaches Council Warringah Branch	228,633
Northern Beaches Montessori Association Inc.	67,271
Northside Baptist Pre-School Centre (Northbridge)	171,233
Northside Montessori School	110,411
Norwood Community Preschool Inc.	163,629
Nought to Five Early Childhood Centre Inc.	28,221
Nurruby Children's Services Inc.	34,840
Oberon Children's Centre Inc.	309,038
Ocean Shores Preschool Inc.	338,851
Old Bar Community Preschool Inc.	646,413
Ooranga Family Mobile Resource Unit Association Inc.	791,158
Open Arms Care Inc.	25,141
Orama Preschool Inc.	225,272
Orana Community Preschool Inc.	348,809
Orange City Council	242,830
Orange Preschool Kindergarten Ltd	614,847
Outback Mobile Resource Unit Inc.	127,643
Palm Beach War Memorial Kindergarten Inc.	126,507
Pambula Preschool Kindergarten Association Inc.	446,989
Parkes Early Childhood Centre Inc.	844,760
Parklands Community Preschool & Children's Centre Inc.	477,488
Parramatta City Council	169,781
Paterson Preschool Inc.	211,479

Financial management

Organisation	Amount (\$)
Pathways – Early Childhood Intervention Inc.	279,601
PCYC – Bourke Police Citizens Youth Clubs NSW Ltd	6,717
PCYC – Lithgow Police Citizens Youth Clubs NSW Ltd	11,849
PCYC – Wagga Wagga Police Citizens Youth Clubs NSW Ltd	20,640
Peak Hill Preschool Kindergarten Inc.	180,265
Peninsula Community Centre Inc.	53,747
Pennant Hills War Memorial Children's Centre	474,105
Penrith City Council	2,459,048
Penrith Community Aid Service Association Inc.	26,818
Periwinkle Children's Centre	282,855
Peter Pan Pre-school Kindergarten Tamworth Inc.	645,854
Peter Pan Preschool Wollongong Inc.	204,186
Peter Rabbit Community Preschool Inc.	102,551
Petersham Activities Centre for Children Inc.	10,743
Pied Piper Preschool Association – Wallerawang Inc.	474,965
Pinnaroo OOSH Inc.	9,239
Pippies Early Childhood Centre Inc.	37,735
Pius X Aboriginal Corporation	486,570
Playmates Cottage Child Care Centre Dubbo Inc.	38,919
Playtime Preschool Centre Inc.	354,293
Pleasant Hills Preschool Kindergarten Inc.	79,738
Ponyara Preschool Kindergarten Association Ltd	274,205
Port Macquarie Community Preschool Ltd	878,783
Port Macquarie Neighbourhood Centre Inc.	13,983
Port Stephens Council	179,818
Possums' Corner Child Care Centre Inc.	35,173
Possums' Den Coffs Harbour Inc.	75,613
Possums' Community Preschool Association Inc.	281,800
Pottsville Community Preschool Inc.	302,401
Pow Place Community Child Care Centre Ltd	34,766
Presbyterian Church of Australia in the State of New South Wales – Preschool	169,091
Presbyterian Social Services	159,826
Pretty Beach Community Preschool Inc.	273,586
Pymble Turramurra Preschool Inc.	251,132

Organisation	Amount (\$)
Queanbeyan and District Preschool Association Inc.	1,420,208
Quirindi Preschool Kindergarten Inc.	549,629
Rainbow Playhouse Preschool Inc.	216,412
Rainbow Preschool Association Inc.	1,100,819
Rainbow Street Childcare Centre Inc.	34,761
Randwick Open Care For Kids Inc.	35,336
Raymond Terrace Community Preschool Inc.	540,873
Raymond Terrace Early Education Centre Inc.	37,154
Reachout Mobile Resource Unit Inc.	37,820
Redhead Community Preschool Inc.	230,978
Resource & Toy Library Broken Hill & Far Western Region Inc.	112,490
Revesby Now 'N' Then Occasional Child Care Centre Inc.	36,404
Richmond Before and After School Care Association Inc.	11,473
Richmond Hill Community Pre-school Inc.	185,612
Richmond Preschool Kindergarten Association Inc.	460,609
Richmond Valley Care-Ring Association Inc.	44,829
Riverina Children's Activity Van Inc.	403,548
Riverside Preschool Inc.	267,105
Riverwood Community Centre Inc. Riverwood Community Centre Ltd	25,551
Rocky Hall Preschool Association Inc.	113,989
Rooty Hill Outside of School Hours Care Centre Inc.	6,765
Rose Bay Out of School Care Centre Inc.	5,635
Rosebank Community Preschool Inc.	123,196
Rosebery Child Care Centre Inc.	33,576
Rosellas Community Preschool Inc.	528,195
Ross Circuit Preschool Centre Inc.	500,305
Rowena Preschool Inc.	24,580
Royal Institute for Deaf and Blind Children	605,814
Royal Society for the Welfare of Mothers and Babies	27,474
Rozelle Child Care Centre Ltd	68,769
Rylstone Kandos Preschool Inc.	359,248
S.H.A.R.E. Co-operative Society Ltd	11,904
Salamander Bay Childcare Centre Inc.	52,127
Samaritans Foundation Diocese of Newcastle	190,817
Sans Souci Community Pre-school Association Inc.	466,544

Organisation	Amount (\$)
Scone & District Preschool Inc.	507,224
SDN Child and Family Services Pty Ltd	35,850
SDN Children's Services	1,496,242
Seven Hills North P&C Association SHNOOSH Care	11,741
Share Care Inc.	15,657
Shine for Kids Co-op Ltd	18,738
Shoalhaven Community Preschool Inc.	469,006
Singleton Council	208,067
Singleton Heights Preschool Inc.	724,109
Singleton Preschool Inc.	550,871
Snowy Valleys Council	93,438
Snugglespot Day Care Centre Inc.	97,910
SOS Preschool Ltd	382,672
South Coast Medical Service Aboriginal Corporation	147,065
South West Rocks Pre-school Inc.	426,521
Southside Montessori Society	103,126
Springdale Heights Preschool Inc.	352,450
Springwood and District Preschool Kindergarten Association Inc.	437,592
Springwood Neighbourhood Centre Co-operative Ltd	9,185
St Andrews Church Community Preschool Inc.	144,995
St Andrew's Kindergarten Abbotsford Inc.	217,381
St Anthony's Family Care	23,063
St Demiana Vacation Care	5,852
St Dunstan's Preschool Kindergarten Inc.	475,415
St George Preschool (Marsfield) Inc.	193,011
St Ives Occasional Care Inc.	49,387
St Ives Preschool Kindergarten Association	279,747
St James Kindergarten Inc.	89,758
St John's North Ryde Preschool Association Inc.	417,496
St John's Preschool Ashfield Inc.	419,806
St Luke's Preschool Dapto Inc.	498,582
St Lukes Preschool	286,967
St Lukes Preschool Northmead	319,421
St Lukes Scone Grammar School Council	347,495
St Mark's Brighton-le-Sands Preschool Kindergarten Inc.	169,617
St Mark's Child Care Centre Oakhurst Inc.	31,228

Organisation	Amount (\$)
St Mark's Northbridge Kindergarten Inc.	199,829
St Mark's Pre-school Kindergarten Inc.	190,637
St Mark's Vacation Care Centre	11,222
St Mary's Child Care Centre Ltd	32,636
St Mary's Community Preschool Casino Inc.	531,103
St Marys District Baptist Church Out of School Hours Care St Clair	13,376
St Mary's North Tamworth Preschool Inc.	452,922
St Mary's Rainbow Preschool	245,611
St Paul's Lutheran Kindergarten Inc.	20,390
St Peters Community Preschool Inc.	234,506
St Peters Preschool Ltd	427,368
St Peter's Preschool Tamworth Inc.	484,637
St Stephen's Preschool Kindergarten Inc.	288,149
St Stephen's Belrose Kindergarten Inc.	229,365
St Thomas' Preschool Ltd	135,952
St Thomas' Rozelle Child Care Centre Inc.	29,801
St Vincent De Paul Society NSW	90,371
Strathfield One Stop Child Care Service Inc.	62,519
Stroud Neighbourhood Children's Co-operative Ltd	208,710
Stuarts Point Preschool Association Inc.	231,941
Styles Street Children's Community Long Day Care Centre Inc.	46,118
Sun Valley Preschool Kindergarten Inc.	180,536
Sunny Corner Toy Library Inc.	27,042
Surry Hills Neighbourhood Centre Inc.	46,319
Sutherland Shire Council	471,423
Swansea Community Cottage Inc.	36,149
Sydney Anglican Schools Corporation	441,154
Sydney Local Health District	16,269
Sydney Montessori School	165,588
Sydney University Settlement	23,318
Sylvanvale Industries	122,267
Tamworth Montessori Association Inc.	160,586
Tamworth Toy Library Inc.	13,103
Tarago Preschool Association Inc.	115,873
Taree & District Preschool Ltd	324,206
Tathra Children's Services Inc.	293,821
Tea Gardens Hawks Nest Preschool Kindergarten Inc.	167,658
Temora Preschool and Out of School Inc.	574,141
Tenterfield Child Care Centre Inc.	31,793

Financial management

Organisation	Amount (\$)
Tenterfield Preschool Kindergarten Inc.	427,382
Terrey Hills Community Kindergarten Inc.	160,027
Thankakali Aboriginal Corporation	6,765
Tharawal Aboriginal Corporation	38,687
The Armidale Waldorf School Ltd	128,636
The Benevolent Society	53,727
The Creativity Centre Inc.	16,922
The Cubbyhouse Preschool & Occasional Care Centre Inc.	49,886
The Entrance Preschool Kindergarten Association Inc.	281,284
The Factory Community Centre Inc.	185,350
The Grace Child Care Centre Inc.	74,998
The Greta Community Preschool Inc.	156,194
The Guardian Angel Preschool Kindergarten Inc.	19,420
The Gynea Nursery School and Kindergarten Co-operative Society Ltd	415,173
The Hills Community Kindergarten Inc.	466,778
The Hills Shire Council	218,140
The Jack & Jill Kindergarten	368,505
The John Wycliffe Christian Education Association Ltd	53,792
The Junction Works Ltd	53,696
The Killarney School Ltd	108,978
The Little School Preschool Inc.	165,916
The Mountain Preschool Lowanna Inc.	107,195
The Northern Nursery School Ltd	292,864
The Oaks Preschool Kindergarten Co-operative Ltd	268,400
The Point Preschool Inc.	104,881
The Rainbow Children's Centre Inc.	40,981
The Rock Preschool Inc.	167,030
The Scots School Albury	269,856
The Shepherd Centre	227,981
The Trangie Preschool Kindergarten Association Ltd	262,742
The Tumut Pre-School Co-operative Society Ltd	721,834
Thredbo Early Childhood Centre Inc.	18,241
Thurgoona Preschool Inc.	509,348
Tocumwal Preschool Kindergarten Association Inc.	233,754
Tooleybuc Preschool Association Inc.	181,922

Organisation	Amount (\$)
Toongabbie Before & After School Care & Vacation Care Inc.	9,267
Toongabbie Christian School Ltd	12,655
Tooraweenah Preschool Association Inc.	83,064
Toormina Community Preschool Inc.	405,545
Toronto Community Child Care Centre Inc.	37,842
Tottenham Pre-School Kindergarten Association Inc.	118,871
Toukley Preschool Kindergarten Inc.	524,435
Tower Pre School Inc.	104,043
Towri Aboriginal Corporation	29,057
Toxteth Kindergarten Inc.	17,024
Tregear Presbyterian Kindergarten	626,044
Trinity Preschool Orange Inc.	876,635
Trundle Children's Centre Inc.	121,600
Trustees of the Christian Brothers	186,835
Trustees Roman Catholic Church Diocese of Lismore	612,649
Tullamore Preschool & Child Care Centre Inc.	28,032
Tumbarumba Shire Council	95,827
Tuntable Falls Early Childhood Centre Inc.	200,292
Tweed Heads Community Preschool Inc.	194,349
Tweed Shire Vacation Care Inc.	21,450
U@MQ Ltd	53,986
Ulladulla Children's Centre Inc.	35,448
UnitingCare Burnside	7,636,233
University of New England	13,930
University of New South Wales	126,746
Upper Hunter Community Services Inc.	190,045
Upper Macleay Preschool Inc.	135,112
Uralla Preschool Kindergarten	336,229
Urana Shire Council	129,995
Uranquinty Preschool Association Inc.	116,707
Urunga Community Preschool Inc.	338,577
UTS Child Care Inc.	47,316
Valla Community Preschool Inc.	516,193
Valley Preschool Inc.	115,879
Wagga Wagga East Before & After School Care Centre Inc.	5,565
Wakool Preschool Inc.	89,830
Walcha Council	443,902
Walgett Preschool and Long Day Care Centre Inc.	64,766

Organisation	Amount (\$)
Walgett Shire Council	33,210
Wallsend Community Preschool	448,986
Wallum Community Preschool & Family Centre Inc.	341,901
Wangi Peter Pan Kindergarten Inc.	455,124
Warialda Preschool Inc.	318,451
Warilla Baptist Preschool	316,675
Warners Bay Early Learning & Care Centre Inc.	47,074
Warragamba Preschool Inc.	349,274
Warren Preschool Kindergarten Inc.	571,013
Warren Shire Council	6,194
Warringah Council	234,950
Warrumbungle Shire Council	744,583
Wauchope Preschool Kindergarten Inc.	507,033
Waverley Community Out of School Care Centre Inc.	13,975
Waverley Council	112,014
Wee Waa & District Preschool Association Inc.	419,598
Weldon Children's Services	81,376
Wellington Community Children's Centre	486,311
Wentworth District Preschool Play Centre Inc.	182,939
Wentworth Falls Preschool Kindergarten Inc.	249,853
Werris Creek and District Preschool Association Inc.	280,102
Wesley Community Services Ltd	37,191
West Albury Preschool Centre Inc.	609,274
West Bathurst Preschool Inc.	721,198
West Epping Preschool Association Inc.	421,040
West Ryde Neighbourhood Children's Centre Inc.	30,327
Western Plains Regional Council	38,919
Western Sydney Local Health District	12,283
Westlawn Preschool Inc.	328,910
Weston Community Preschool Inc.	420,120
Wilberforce Early Learning Centre Inc.	34,839
Wilberforce Preschool Kindergarten Inc.	229,632
Williamtown Preschool Inc.	199,445
Willoughby City Council	72,365
Willow Tree Preschool Inc.	113,910
Wilsons Creek Community Preschool Inc.	124,233
Windsor Preschool Association Inc.	475,048

Organisation	Amount (\$)
Wingham & District Pre-school Kindergarten Ltd	757,165
Winmalee Community Preschool Inc.	239,249
Wiradjuri Aboriginal Corporation Community & Child Care Centre	26,558
Wollondilly Shire Council	31,110
Wollongbar Community Preschool Inc.	483,673
Wollongong Unicentre Ltd	40,825
Wombat Occasional Care Centre Inc.	102,696
Woodbine Neighbourhood Centre Inc.	97,764
Woodenbong Preschool Kindergarten Inc.	163,582
Woodrising Natural Learning Centre Inc.	39,685
Woodville Community Service Inc.	33,296
Woolgoolga Child Care Centre Inc.	19,751
Woollahra Municipal Council	337,995
Woomera Aboriginal Corp Albury	282,645
Woy Woy Peninsula Community Child Care Co-operative Society Ltd	157,465
Wunanbiri Preschool Inc.	364,303
Wyong Preschool Kindergarten Association Inc.	869,533
Wyong Shire Council	133,986
Yalbillinga Boori Day Care Centre Aboriginal Corporation	32,924
Yamba Preschool Kindergarten Association Inc.	395,511
Yarrabin Outreach Inc.	582,910
Yarran Early Intervention Inc.	29,748
Yarrunga Early Learning Centre Inc.	42,805
Yass Early Childhood Centre Association Inc.	433,958
Yass Montessori Preschool Inc.	282,855
Yawarra Community & Child Care Centre Ltd	24,115
Yenda Preschool Kindergarten Inc.	310,484
Yeoval Preschool Inc.	112,992
Young Child Care Centre Inc.	38,837
Young Men's Christian Association (YMCA) of Queanbeyan Inc.	15,362
Young Men's Christian Association of Sydney	19,128
Young Preschool Kindergarten Inc.	681,517
YWCA Hunter Region Inc.	13,893
Total paid in 2016-17	246,889,510

Our people

Educational Support Grant Program

Funding not-for-profit organisations that demonstrate an outstanding contribution to the education sector across the state.

Organisation	Amount (\$)
Aurora Education Foundation Ltd	130,000
Council of Catholic School Parents	78,515
Early Childhood Intervention Australia (NSW Chapter) Inc.	10,000
Federation of Parents & Citizens Associations of NSW	367,770
Isolated Children's Parents' Association of NSW Inc.	50,328
Learning Difficulties Coalition of NSW Inc.	30,000
Learning Links	25,140
NSW Aboriginal Education Consultative Group Inc.	90,000
NSW Parents' Council Inc.	62,013
SPELD NSW Inc.	33,861
Talent Development Project Inc.	221,000
The Australian Children's Television Foundation	138,475
The Institute for Family Advocacy and Leadership Development Association Inc.	34,250
Trustee of the Bill Crews Charitable Trust	1,800,000
Vision Australia Ltd	10,000
Total paid in 2016-17	3,081,352

Intervention Support Grants: Young people with disabilities*

Delivering educational programs for children with disability.

Organisation	Amount (\$)
Aberdare Preschool Inc.	12,420
Aberdeen Pre-school Association Inc.	16,950
Adelong Preschool Inc.	7,350
Adventureland Preschool Inc.	8,130
Albury Preschool Kindergarten Inc.	15,000
Alcheringa Preschool Association Inc.	7,560
All Saints Preschool Albion Park Inc.	16,200
Alstonville Community Preschool Inc.	36,240
Anglicare Canberra and Goulburn Anglicare Regional Alliance	4,290
Annette's Place Inc.	4,293
Anzac Village Preschool Association Inc.	20,610

Organisation	Amount (\$)
Apostolic Church Australia Ltd as the operator of a PBI	19,000
Arden Anglican School	3,300
Ariah Park Preschool Association Inc.	2,325
Armidale Community Preschool Inc.	12,570
Armidale Montessori Preschool Inc.	5,340
Arncliffe Preschool Inc.	18,165
Arndu St Paul's Preschool	26,010
Aspire Support Services Ltd	68,513
Austral Community Preschool Inc.	12,120
Autism Spectrum Australia (Aspect)	298,730
Awabakal Ltd	29,280
Ballina Fox Street Preschool Inc.	21,000
Ballina River Street Children's Centre Inc.	6,150
Bambi Kindergarten Association Inc.	6,060
Bankstown Montessori Association Inc.	1,830
Baradine Preschool Inc.	2,138
Barham Preschool Association Inc.	4,650
Barnardos Australia	27,561
Barraba Preschool Inc.	3,488
Bathurst Early Childhood Intervention Services Inc.	128,053
Baulkham Hills Preschool Kindergarten Inc.	13,110
Beacon Hill Community Kindergarten Association Ltd	15,360
Bega Preschool Association Inc.	21,488
Bega Valley Shire Council	33,750
Bellbird Preschool Inc.	23,325
Bellingen Preschool Inc.	7,725
Belmont North Preschool Inc.	17,220
Bendemeer Preschool Inc.	5,738
Bentley Community Preschool Inc.	8,340
Berala Jack & Jill Preschool Kindergarten Inc.	9,000
Beresfield Community Children's Education Centre	4,427
Berkeley Vale Preschool Kindergarten Inc.	19,223
Bermagui Pre School Co-operative Society Ltd	15,413
Berrigan Shire Council	11,641
Berry Community Preschool Inc.	9,090
Bexley Jack & Jill Preschool Inc.	34,365
Big Fat Smile Group Ltd	151,752
Bilambil Community Preschool & OOSH Inc.	13,080

*Excludes program(s) where payments have been made to recipients on behalf of registered service providers.

Organisation	Amount (\$)
Binnaway Pre-school Inc.	1,388
Binnowiee Kindergarten Co-operative Society Ltd	7,800
Biralee Preschool Finley Inc.	9,630
Birchgrove Community Association Ltd	8,760
Birralee Preschool Lane Cove Ltd	27,090
Birubi Point Community Preschool Association Inc.	6,090
Bishop Tyrrell Anglican College	12,840
Blackheath Kookaburra Kindergarten Inc.	4,260
Blacktown Bunyip Inc.	3,120
Blacktown City Council	27,210
Bland Shire Council	11,625
Blaxland Preschool Kindergarten	43,050
Blayney Preschool Inc.	10,230
Blinky Bill Portland Child Care Centre Inc.	2,670
Blue Gum Montessori Children's House	5,040
Blue Mountains Steiner School	2,130
Bombala Preschool Inc.	16,275
Boolaroo-Speers Point Community Kindergarten Inc.	29,130
Boorowa Early Education Centre Inc.	1,680
Bourke & District Children's Services Inc.	6,788
Bowraville Community Preschool Inc.	16,650
Boy's Town Engadine	12,500
Bradbury Preschool Kindergarten Association Inc.	31,530
Braidwood Preschool Association Inc.	4,800
Branxton Preschool Inc.	32,100
Brayside Community Preschool Inc.	9,120
Brighter Access Inverell Disability Services Inc.	46,149
Broken Hill Happy Day Preschool Kindergarten Inc.	20,033
Budgewoi Halekulani Preschool Kindergarten Inc.	31,830
Bulahdelah Preschool Inc.	9,780
Bundarra Preschool Kindergarten Association Inc.	1,988
Bundeena Preschool	6,750
Bundgeam Preschool Inc.	1,260
Bungendore Preschool Association Inc.	12,720
Bunyip Preschool Harden Inc.	1,680
Burren Junction Pre-School Association Inc.	2,655

Organisation	Amount (\$)
Burrumbuttock Preschool Centre Inc.	4,020
Byron Bay Preschool Inc.	30,375
Byron Shire Early Intervention Association Inc.	68,998
Cabarita Mortlake Kindergarten Association	9,270
Calrossy Anglican School	7,620
Camden Preschool Kindergarten Co-operative Ltd	23,700
Cameragal Montessori School	8,700
Campbell Page Ltd	5,880
Campbelltown Community Preschool Inc.	17,760
Canowindra Pre-school Kindergarten Inc.	3,120
Canterbury Community Child Care Centre	10,890
Cardiff Community Preschool Inc.	4,440
Carinya Neighbourhood Children's Centre Inc.	1,440
Carlingford West Kindergarten Inc.	3,930
Casino Baptist Church Christian Community Preschool	13,890
Castle Hill Preschool Kindergarten Inc.	10,920
Catherine Field Preschool Kindergarten Inc.	8,880
Catherine Sullivan Centre	72,242
Catholic Education Office Diocese of Parramatta	55,320
CatholicCare	149,250
CatholicCare, Diocese of Broken Bay	27,330
Cawongla Playhouse Inc.	1,560
Central Coast Community College	48,000
Central Shoalhaven Mobile Preschool Unit Inc.	7,110
Cerebral Palsy Alliance	229,140
Cessnock Multipurpose Children's Centre Ltd	13,997
Channon Children's Centre	11,550
Cherrybrook Community Preschool Inc.	6,780
Children First Inc. Growing Potential Ltd	47,202
Children's Services Community Management Ltd	20,764
Chillingham and Tyalgum Community Preschool Inc.	1,650
Christ Church Gladesville Preschool Kindergarten Inc.	20,820
Christ Church St Ives Preschool Inc.	4,530
City of Sydney Council	15,120

Financial management

Organisation	Amount (\$)
Clunes Community Preschool Association Inc.	4,410
Cobar Mobile Children's Services Inc.	2,363
Cobar Preschool Association Inc.	13,170
Cobargo Preschool Inc.	13,185
Coffs Harbour Preschool Association Inc.	22,350
Coldstream Community Preschool Inc.	11,850
Coleambally Preschool Association Inc.	3,450
Collarenebri Preschool Inc.	2,138
Collaroy Plateau Community Kindergarten Inc.	9,300
Comboyne Community Preschool Kindergarten Inc.	413
Como Preschool Kindergarten Association Inc.	17,850
Concord Kindergarten Association Inc.	12,840
Concord West-Rhodes Preschool Inc.	13,260
Condobolin Preschool Kindergarten Inc.	20,377
Connect Child and Family Services Inc.	59,630
Cooks Hill Community Preschool Inc.	2,970
Coolah Preschool Kindergarten Inc.	3,788
Coolamon Preschool Association Inc.	6,387
Coolamon Shire Council	1,013
Cooloom Children's Centre Inc.	3,017
Cooma Lambie Street Preschool Association Inc.	5,790
Cooma North Preschool Association Inc.	9,030
Coonamble Preschool Association Inc.	17,438
Cooranbong Valley Community Preschool Inc.	1,770
Cootamundra Preschool Inc.	7,350
Copmanhurst Preschool Inc.	1,350
Core Community Services Ltd	2,160
Corowa Preschool Association Inc.	18,330
Country Women's Association of NSW	28,298
Coutts Crossing Preschool Inc.	1,650
Cowra Early Childhood Services Co-operative Ltd	2,400
Cowra Special Needs Services Inc.	45,741
Cranbrook School	13,770
Cranebrook Community Preschool Inc.	9,180
Cranes Community Support Programs Ltd	145,730

Organisation	Amount (\$)
Crescent Head Community Preschool Inc.	16,110
Cringila Community Co-operative Ltd	5,340
Cronulla Preschool Kindergarten Inc.	25,650
Crookwell Neighbourhood Centre Inc.	1,853
Cudal Community Children's Centre	1,575
Cuddleprie Early Childhood Learning Centre	10,557
Culburra & Districts Preschool Inc.	3,420
Culcairn Early Childhood Centre	6,270
Cumberland Council	28,655
Cumnock Village Preschool Inc.	2,250
Currambena School	2,910
Dalaigur Pre-school and Children's Services Association Inc.	75,900
Deniliquin Children's Centre Inc.	25,149
Denman Children's Centre Association Inc.	7,290
Doonside Kindergarten Inc.	18,210
Dorriggo Preschool Association Inc.	3,375
Drummond Park Preschool Association Inc.	4,650
Drummoyne Preschool Kindergarten Inc.	11,280
Dubbo & District Preschool Kindergarten Inc.	58,830
Dubbo West Preschool Inc.	25,860
Dunedoo Preschool Kindergarten Inc.	25,538
Dungog Community Preschool Kindergarten Inc.	4,290
Dunoon Preschool Inc.	2,790
Durrumbul Community Preschool Association Inc.	11,655
Early Connections - Coffs Coast Inc.	140,212
Early Education (Earlyed) Inc.	446,707
Early Links Inclusion Support Service Inc.	197,298
Early Start	19,219
East Lindfield Community Preschool Inc.	12,450
East Lismore Community Preschool Inc.	14,670
East Maitland Preschool Association Inc.	29,730
East Willoughby Preschool Inc.	2,340
Eastern Suburbs Montessori Association Ltd	3,690
Eden Creek Fairymount Preschool Inc.	23,325
Edgeworth Community Preschool Inc.	5,430
Elanora Heights Community Centre Preschool Cooperative Society Ltd	8,580
Elizabeth Chifley Memorial Preschool	37,980

Organisation	Amount (\$)
Elizabeth Macarthur Montessori Preschool Association Inc.	1,680
Elonera Montessori School Ltd	3,300
Emanuel School	7,890
Emanuel Woollahra Preschool Inc.	810
Engadine Church of Christ Pre-school Kindergarten Inc.	7,770
Engadine Preschool Kindergarten Inc.	25,650
Eugowra Community Children's Centre Inc.	1,013
Eungai Preschool Inc.	21,285
Euston Preschool Association Inc.	5,550
Evans Head Preschool Association Inc.	29,195
Fairfield City Council	215,372
Felton Street Early Learning Preschool Inc.	17,640
First Chance Inc.	201,872
Fit Kidz Foundation Ltd	49,077
Forbes Preschool Kindergarten Co-op Ltd	22,725
Forest Hill Community Preschool Inc.	2,820
Forestville Montessori School	4,290
Gainmara Birrilee Preschool Association Inc.	4,988
Galloping Gumnut Mobile Children's Services Van Inc.	6,540
Ganmain Pied Piper Preschool Inc.	1,500
Georges River Council	6,600
Gilgandra Preschool Inc.	15,038
Girrawong Preschool Inc.	6,570
Girrinbai Community Preschool Inc.	34,500
Glen Innes Preschool Inc.	21,413
Glen Innes Severn Council	22,222
Glenbrook Preschool Kindergarten Inc.	17,280
Glenreagh Preschool Inc.	1,763
Gloucester Preschool Inc.	6,930
Golden Valley Children's Learning Centre Inc.	1,508
Goodooga Preschool Inc.	1,088
Coonellabah Preschool Inc.	61,620
Gordon Community Preschool	17,318
Gorokan Preschool Inc.	38,355
Gosford Preschool Inc.	13,290
Goulburn & District Children's Services Association Inc.	56,682
Goulburn Preschool Association Inc.	13,800
Goulding Hill Preschool Inc.	7,140

Organisation	Amount (\$)
Grace Lutheran Preschool	9,608
Granville Multicultural Community Centre Inc.	960
Grays Point Pre-school Kindergarten Association	7,710
Great Lakes Children's Centre Inc.	2,640
Greenacre Church of Christ	18,900
Grenfell Preschool and Long Day Care Centre Inc.	12,687
Griffith Child Care Centre Inc.	9,788
Griffith East Preschool Inc.	15,338
Griffith Preschool Kindergarten Inc.	27,075
Griffith Wiradjuri Aboriginal Preschool Inc.	5,175
Gulargambone Pre-school Inc.	9,143
Gulgong Preschool Inc.	13,425
Gulpa Preschool Inc.	9,480
Gummyaney Aboriginal Corporation	7,110
Gumnut Bowral Memorial Preschool Inc.	8,970
Gumnut Community Preschool Inc.	2,190
Gundagai Preschool Kindergarten Inc.	16,830
Gunnedah Baptist Community Preschool	16,725
Gunnedah Family & Children's Services Inc.	37,003
Gunnedah Preschool Kindergarten Association Inc.	18,863
Gwydir District Mobile Pre School	7,125
Gwydir Shire Council	7,500
Gyndarna Preschool	4,650
Haberfield Baptist Church Preschool Ltd	1,380
Hamilton Child Care Centre Inc.	6,891
Hamilton Community Preschool Inc.	5,460
Happy Days Kindergarten	4,350
Harbord Kindergarten Inc.	9,450
Hastings Early Intervention Program Inc.	212,239
Hawkesbury City Council	1,800
Hawkesbury Community Outreach Services Inc.	3,030
Hawkesbury Early Childhood Intervention Service Inc.	102,448
Hay Mobile Children's Service Inc.	2,438
Hay Preschool Kindergarten Inc.	9,863
Heathdene Community Services Inc.	51,120
Henry Street Community Preschool	11,070

Financial management

Organisation	Amount (\$)
Henty Early Childhood Association Inc.	6,450
Hibiscus Children's Centre Inc.	2,850
Highfields Preparatory & Kindergarten School Ltd	8,910
Hills Montessori Society	13,245
Holroyd City Council	21,952
Holsworthy Preschool Parent's Association Inc.	19,380
Holy Trinity Preschool (Beacon Hill) Inc.	10,440
Hopepoint Preschool Centre	45,000
Horizon Early Childhood Intervention Service Inc.	95,285
House with No Steps	276,655
Howlong Preschool Association Inc.	10,725
Hunter Prelude Early Intervention Centre Inc.	206,386
Hunter Region Working Women's Group Ltd	3,017
Hunter Valley Grammar School	15,900
Hunters Hill Preschool Inc.	45,660
Illawarra Aboriginal Corporation	2,940
Illawarra Area Child Care Ltd	38,019
Illawarra Christian School	34,560
Iluka Preschool Inc.	1,200
Inaburra Preschool	38,250
Infants Home Ashfield	37,923
Inner Sydney Montessori School	8,615
Integricare	145,926
Inverell District Family Services Ltd	82,627
Jacaranda Preschool Centre Inc.	39,607
Jack & Jill Preschool Association (Lithgow) Inc.	22,620
Jannali Preschool Kindergarten Inc.	6,690
Jarjum Centre Inc.	25,080
Jerilderie Preschool Kindergarten Inc.	1,613
Jesmond Community Preschool Association Inc.	70,005
Jindera Preschool Association Inc.	12,870
Jumbunna Community Preschool & Early Intervention Centre Inc.	115,810
Jumping Jacks Community Preschool Inc.	21,510
Junee RSL Memorial Preschool Inc.	31,657
Kangaroo Valley Preschool Inc.	10,140
Kapooka Early Childhood Centre Inc.	17,160

Organisation	Amount (\$)
Karingal Preschool Nelson Bay Inc.	10,680
Karuah Preschool	3,540
Katoomba Children's Cottage Inc.	8,182
Katoomba Leura Preschool Association Inc.	61,734
Keiraville Community Pre-school Inc.	7,050
Kellyville Preschool Inc.	22,590
Kempsey Children's Services Co-operative Ltd	19,843
Kempsey Early Intervention Inc.	115,147
Kenthurst Preschool Kindergarten	56,370
Khancoban and District Children's Resource Centre	375
Kiama Preschool Inc.	83,707
Killarney Vale Preschool Kindergarten Inc.	14,970
Kinburra Preschool Inc.	25,020
King Street Community Preschool East Maitland Inc.	25,110
Kingscliff Mini School Inc.	29,460
Kinma Ltd	7,710
Kogarah City Council	4,080
Koninderie Community Based Preschool Inc.	31,793
Koolyangarra Preschool Aboriginal Corporation	11,738
Koorana Child & Family Services Inc.	351,284
Kootingal & District Preschool Inc.	11,198
Ku Children's Services	2,207,719
Kulai Preschool Aboriginal Corporation	7,230
Kunghur Community Preschool Inc.	20,438
Kurnell Preschool Kindergarten Inc.	8,760
Kurrajong Waratah	517,291
Kurri Kurri and District Preschool Kindergarten Inc.	95,985
Kyogle Preschool and Outside School Hours Care Association Inc.	26,933
Lachlan Council	17,506
Lady Game Community Kindergarten Inc.	11,490
Lake Cargelligo District Community Children's Centre Association Inc.	9,465
Lalor Park Preschool Kindergarten Association Inc.	35,100
Lambing Flat Enterprises Ltd	29,631
Lapstone Preschool Kindergarten Association Inc.	199,450
Larool Preschool Inc.	24,510

Organisation	Amount (\$)
Lawrence Community Preschool Inc.	8,963
Lawson Community Preschool Association Inc.	24,683
Learning Links	96,870
Leeton Preschool Association Inc.	32,858
Lennox Head Community Preschool Inc.	33,030
Lifestart Co-operative Ltd	580,761
Lifetime Connect Inc.	37,965
Lightning Ridge Preschool Centre Inc.	4,238
Lilly Pilly Community Preschool Inc.	23,445
Lindfield Montessori Society Inc.	5,610
Lismore Parish Centre Preschool Inc.	40,740
Lismore Preschool Inc.	78,120
Little Yuin Pre-School Family Centre Aboriginal Corporation	33,263
LiveBetter Services Ltd	24,150
Liverpool City Council	60,574
Lockhart Preschool Kindergarten Inc.	2,513
Long Flat Preschool Association Inc.	1,125
Long Jetty Preschool Inc.	66,465
Lower Bucca Community Preschool Inc.	12,810
Lower Hunter Children's Activity Van Association Inc.	5,670
Lower Macleay Preschool Inc.	39,713
Lyrebird Preschool Kindergarten Nowra East Inc.	37,230
Macarthur Preschool Kindergarten Association Inc.	39,008
Macksville Preschool Childcare Centre Ltd	4,091
Maclean Community Preschool Inc.	27,510
Macquarie Hills Community Preschool Inc.	21,099
Macquarie Preschools Co-operative Ltd	50,370
Maitland Nursery School Inc.	99,240
Manilla Community Preschool Inc.	50,896
Manly Council	13,110
Manly Vale Community Kindergarten Inc.	13,560
Manly Warringah Montessori Society	21,195
Manning & Great Lakes Early Intervention Inc.	118,687
Marayong Pre-school Kindergarten Inc.	75,255
Maronite Sisters of the Holy Family St Maroun's Preschool	3,840
Marrickville Council	53,228
Mater Dei	295,207

Organisation	Amount (\$)
Mathoura Pre-School Inc.	1,575
Medowie Community Preschool Inc.	31,792
Mendooran Preschool Inc.	7,740
Menindee Children's Centre Inc.	1,538
Merindah Children's Centre Inc.	10,158
Merriwa Preschool Kindergarten Association Inc.	10,988
Merrylands Christian Preschool Association Inc.	29,663
Mikayla Children's Centre Inc.	10,553
Milton Ulladulla Preschool Association	6,420
Mindaribba Local Aboriginal Land Council	3,150
Minimbah Pre-school, Primary School Aboriginal Corporation	48,112
Minooka Preschool Centre Inc.	33,240
Miranda Kindergarten Association Inc.	49,950
Mission Australia	381,500
Mittagong Preschool Kindergarten Inc.	97,162
Moama & District Preschool Centre Inc.	17,408
Molong District Preschool Inc.	22,170
Monaro Early Intervention Service Inc.	66,875
Monaro Mobile Preschool Inc.	3,660
Moree Preschool Inc.	42,006
Moresby Park Preschool Inc.	37,050
Moriah War Memorial College Association	10,533
Moruya Preschool Kindergarten Inc.	10,350
Moulamein Preschool Inc.	975
Mount Hutton Child Care Centre Inc.	12,706
Mount Zion Board of Trustees	120
Mountains Outreach Community Service Inc.	1,508
Mt Warning Community Preschool Inc.	13,290
Mudgee Preschool Kindergarten Co-operative Ltd	64,800
Mullumbimby Community Preschool Association Inc.	6,630
Muloobinba Aboriginal Corporation	39,181
Mulwala Preschool Inc.	22,050
Murrin Bridge Preschool Association Inc.	20,625
Murrumbateman Early Childhood Centre Association Inc.	14,190
Murrurundi Community Preschool	6,600
Musicians Making a Difference Inc.	18,600

Financial management

Organisation	Amount (\$)
Muswellbrook Preschool Kindergarten Inc.	55,350
Nabiac & District Preschool Association Inc.	4,620
Nambucca Heads Preschool Playcentre Ltd	11,663
Nana Glen Preschool Inc.	6,900
Nanima Preschool Association Inc.	10,388
Narooma Preschool Kindergarten Association Inc.	18,218
Narrabeen Community Kindergarten Inc.	37,620
Narromine Preschool Kindergarten Inc.	62,626
Narwee Preschool Kindergarten Inc.	15,930
Ngallingnee Jarjum Tabulam & District Community Preschool Inc.	713
Ngayaamba Waluura Aboriginal Corporation	40,238
Nimbin Pre-school and Childcare Association Inc.	3,360
Nimmitabel Preschool Inc.	4,313
Noah's Ark Centre of Shoal Haven Inc.	111,559
Nords Wharf Community Preschool Inc.	2,040
Normanhurst West Community Preschool Inc.	3,150
North Brighton Preschool Inc.	27,533
North Epping Kindergarten Association Inc.	31,890
North Rocks Preschool Inc.	20,850
North Ryde Community Preschool Inc.	63,765
North St Marys Neighbourhood Centre Inc.	38,003
Northcott Disability Services Northcott Society	1,059,735
Northern Beaches Council	1,500
Northern Beaches Montessori Association Inc.	5,595
Northside Baptist Pre-School Centre (Northbridge)	10,650
Northside Montessori School	3,450
Norwood Community Preschool Inc.	27,945
Oberon Children's Centre Inc.	13,890
Ocean Shores Preschool Inc.	40,710
Old Bar Community Preschool Inc.	49,680
Ooranga Family Mobile Resource Unit Association Inc.	26,400
Open ArmsCare Inc.	6,719
Orama Preschool Inc.	3,525
Orana Community Preschool Inc.	46,710

Organisation	Amount (\$)
Orana Early Childhood Intervention & Education Project Inc.	174,592
Orange and District Early Education Program	136,001
Orange Preschool Kindergarten Ltd	26,490
Outback Mobile Resource Unit Inc.	516
Palm Beach War Memorial Kindergarten Inc.	12,840
Pambula Preschool Kindergarten Association Inc.	31,283
Parkes Early Childhood Centre Inc.	86,117
Parklands Community Preschool & Children's Centre Inc.	61,440
Paterson Preschool Inc.	14,370
Pathways – Early Childhood Intervention Inc.	38,430
Peak Hill Preschool Kindergarten Inc.	6,968
Pedal Early Childhood Intervention Service Inc.	69,463
Pennant Hills War Memorial Children's Centre	24,060
Penrith City Council Children's Services	184,738
Periwinke Children's Centre	3,630
Peter Pan Preschool & Kindergarten Tamworth Inc.	27,690
Peter Pan Preschool Wollongong Inc.	3,480
Peter Rabbit Community Preschool Inc.	27,263
Pied Piper Preschool Association – Wallerawang Inc.	27,526
Pius X Aboriginal Corporation	16,013
Playability Inc.	38,515
Playtime Preschool Centre Inc.	9,075
Pleasant Hills Preschool Kindergarten Inc.	713
Plumtree Children's Services Inc.	73,216
Ponyara Preschool Kindergarten Association Ltd	19,155
Port Macquarie Community Preschool Ltd	97,755
Port Stephens Council	11,033
Possums' Den Coffs Harbour Inc.	1,050
Possums' Community Preschool Association Inc.	73,133
Pottsville Community Preschool Inc.	54,540
Presbyterian Church of Australia in the State of New South Wales – Preschool	17,243
Presbyterian Social Services	24,113
Pretty Beach Community Preschool Inc.	7,770

Organisation	Amount (\$)
Pymble Turramurra Preschool Inc.	28,845
Queanbeyan and District Preschool Association Inc.	143,850
Queanbeyan Children's Special Need Group Inc.	64,041
Quirindi Preschool Kindergarten Inc.	47,640
Rainbow Playhouse Preschool Inc.	3,060
Rainbow Preschool Association Inc.	55,928
Raymond Terrace Community Preschool Inc.	22,470
Redhead Community Preschool Inc.	9,450
Richmond Hill Community Pre-school Inc.	15,060
Richmond Preschool Kindergarten Association Inc.	39,000
Riverina Children's Activity Van Inc.	8,925
Riverside Preschool Inc.	17,640
Rocky Hall Preschool Association Inc.	938
Rosebank Community Preschool Inc.	10,740
Rosellas Community Preschool Inc.	41,010
Ross Circuit Preschool Centre Inc.	61,433
Rowena Preschool Inc.	225
Royal Institute for Deaf and Blind Children	1,069,547
Rylstone Kandos Preschool Inc.	6,990
Salamander Bay Childcare Centre Inc.	12,272
Sans Souci Community Pre-school Association Inc.	64,455
Scone & District Preschool Inc.	38,610
SDN Child and Family Services Pty Ltd	232,656
SDN Children's Services	106,137
Shoalhaven Community Preschool Inc.	63,135
Singleton Council	2,310
Singleton Heights Preschool Inc.	70,448
Singleton Preschool Inc.	27,810
Snugglypot Day Care Centre Inc.	21,104
SOS Preschool Ltd	63,150
South Coast Medical Service Aboriginal Corporation	40,352
South West Rocks Pre-school Inc.	43,157
Southern Cross University Children's Centre	4,091
Southside Montessori Society	2,370
Springdale Heights Preschool Inc.	38,880
Springwood and District Preschool Kindergarten Association Inc.	50,985

Organisation	Amount (\$)
St Agnes Parish Port Macquarie	19,596
St Andrew's Church Community Preschool Inc.	4,650
St Andrew's Kindergarten Abbotsford Inc.	11,610
St Anthony's Family Care	57,714
St Dunstan's Preschool Kindergarten Inc.	54,930
St George Preschool (Marsfield) Inc.	27,060
St Ives Preschool Kindergarten Association	56,123
St James Kindergarten Inc.	3,600
St John's North Ryde Preschool Association Inc.	26,970
St John's Preschool Ashfield Inc.	26,033
St Luke's Preschool Dapto Inc.	41,543
St Lukes Preschool	25,020
St Lukes Preschool Northmead	11,790
St Lukes Scone Grammar School Council	41,604
St Mark's Brighton-le-Sands Preschool Kindergarten Inc.	12,915
St Mark's Northbridge Kindergarten Inc.	10,590
St Mark's Preschool Kindergarten Inc.	5,400
St Mary's Community Preschool Casino Inc.	20,730
St Mary's North Tamworth Preschool Inc.	15,690
St Mary's Rainbow Preschool Anglican Parish of Wagga Wagga	7,230
St Peters Community Preschool Inc.	13,535
St Peters Preschool Ltd	21,765
St Peter's Preschool Tamworth Inc.	34,935
St Stephen's Preschool Kindergarten Inc.	46,973
St Stephen's Belrose Kindergarten Inc.	17,610
St Thomas' Preschool Ltd	5,100
Stepping Stones Early Learning Ltd	12,231
Stroud Neighbourhood Children's Co-operative Ltd	2,550
Stuarts Point Preschool Association Inc.	13,733
Sun Valley Preschool Kindergarten Inc.	5,370
Sutherland Shire Council	80,287
Sydney Anglican Schools Corporation	25,073
Sydney Community College Ltd	8,800
Sydney Montessori School	3,420
Sylvanvale Foundation	51,299
Tamworth Montessori Association Inc.	8,580
Tarago Preschool Association Inc.	870

Financial management

Organisation	Amount (\$)
Taree & District Preschool Ltd	7,020
Tathra Children's Services Inc.	27,990
Tea Gardens Hawks Nest Preschool Kindergarten Inc.	13,680
Temora Preschool and Out of School Hours Inc.	7,950
Tenterfield Preschool Kindergarten Inc.	5,625
Terrey Hills Community Kindergarten Inc.	5,550
The Armidale Waldorf School Ltd	1,560
The Children's House Montessori School	11,940
The Entrance Preschool Kindergarten Association Inc.	92,694
The Factory Community Centre Inc.	7,590
The Greta Community Preschool Inc.	3,480
The Cymea Nursery School and Kindergarten Co-operative Society Ltd	32,783
The Hills Community Kindergarten Inc.	50,572
The Jack & Jill Kindergarten	33,473
The John Wycliffe Christian Education Association Ltd	6,120
The Killarney School Ltd	3,720
The Little School Preschool Inc.	19,470
The Mountain Preschool Lowanna Inc.	4,403
The Northcott Society	24,620
The Northern Nursery School Ltd	60,120
The Oaks Preschool Kindergarten Co-operative Ltd	9,570
The Point Preschool Inc.	2,730
The Rainbow Children's Centre Inc.	9,690
The Rock Preschool Inc.	11,310
The Scots School Albury	9,540
The Shepherd Centre	661,312
The Star Inclusive Early Childhood	96,346
The Toybox Centre Inc.	133,711
The Trangie Preschool Kindergarten Association Ltd	4,013
The Trustees of the Roman Catholic Church for the Diocese of Lismore	68,116
The Trustees of the Roman Catholic Church for the Dioceses of Lismore Catholic Parish of St Francis Xavier – St Anne's Long Day Care Centre	14,242
The Tumut Pre-School Co-operative Society Ltd	20,520

Organisation	Amount (\$)
Thurgoona Preschool Inc.	39,413
Tocumwal Preschool Kindergarten Association Inc.	19,276
Tooleybuc Preschool Association Inc.	6,345
Tooraweenah Preschool Association Inc.	1,275
Toormina Community Preschool Inc.	7,560
Tottenham Pre-School Kindergarten Association Inc.	4,845
Toukley Preschool Kindergarten Inc.	16,050
Tower Pre-School Inc.	10,650
Tregear Presbyterian Kindergarten	196,354
Trinity Preschool Orange Inc.	65,670
Trundle Children's Centre Inc.	413
Trustees of the Christian Brothers	27,930
Tullamore Preschool & Child Care Centre Inc.	450
Tuntable Falls Early Childhood Centre Inc.	1,860
Tweed Heads Community Preschool Inc.	39,308
Tweed Valley Early Childhood Intervention Service Inc.	153,372
UnitingCare Burnside	522,054
Unitingcare NSW.ACT	26,453
Upper Macleay Preschool Inc.	1,013
Uralla Preschool Kindergarten	31,350
Urana Shire Council	2,850
Uranquity Pre School Association Inc.	7,050
Urunga Community Preschool Inc.	4,500
Valla Community Preschool Inc.	39,488
Valley Preschool Inc.	1,613
Vision Australia Ltd	109,756
Wakool Preschool Inc.	300
Walcha Council	21,013
Walgett Preschool and Long Day Care Centre Inc.	1,688
Wallsend Community Preschool	16,830
Wallum Community Preschool & Family Centre Inc.	38,475
Wangi Peter Pan Kindergarten Inc.	35,265
Warialda Preschool Inc.	8,880
Warilla Baptist Preschool	25,298
Warragamba Preschool Inc.	25,995
Warren Preschool Kindergarten Inc.	56,145
Warrumbungle Shire Council	17,183

Organisation	Amount (\$)
Wauchope Preschool Kindergarten Inc.	67,358
Wee Waa & District Preschool Association Inc.	21,225
Wellington Community Children's Centre	32,220
Wentworth District Preschool Play Centre Inc.	4,838
Wentworth Falls Preschool Kindergarten Inc.	19,433
Werris Creek and District Preschool Association Inc.	14,670
West Albury Preschool Centre Inc.	23,970
West Bathurst Preschool Inc.	64,965
West Epping Preschool Association Inc.	16,200
Westlawn Preschool Inc.	43,725
Weston Community Preschool Inc.	5,640
Wilberforce Preschool Kindergarten Inc.	17,790
Williamstown Preschool Inc.	4,770
Willow Tree Preschool Inc.	5,550
Wilson's Creek Community Preschool Inc.	17,640
Windsor Preschool Association Inc.	13,200
Wingham & District Preschool Kindergarten Ltd	47,438
Winmalee Community Preschool Inc.	34,980
Wollongbar Community Preschool Inc.	24,728
Woodenbong Preschool Kindergarten Inc.	4,763
Woodrising Natural Learning Centre Inc.	12,305
Woollahra Municipal Council	16,546
Woomera Aboriginal Corporation Albury	8,040
Woy Woy Peninsula Community Child Care Co-operative Society Ltd	22,280
Wunanbiri Preschool Inc.	7,230
Wyong Preschool Kindergarten Association Inc.	80,820
Yamba Preschool Kindergarten Association Inc.	52,170
Yarrabin Outreach Inc.	20,738
Yarran Early Intervention Service Inc.	152,175
Yass Early Childhood Centre Association Inc.	16,747
Yass Montessori Preschool Inc.	13,920
Yenda Preschool Kindergarten Inc.	16,591
Yeoval Preschool Inc.	16,823
Young Men's Christian Association of Sydney	23,400
Young Preschool Kindergarten Inc.	11,610
Total paid in 2016-17	25,805,982

Minister for Aboriginal Affairs Discretionary Grants

Supporting events and activities identified as a priority by the Minister for Aboriginal Affairs.

Organisation	Amount (\$)
33 Creative Pty Ltd	5,000
Australian Indigenous Oztag Association	10,000
Biripi Aboriginal Corporation Medical Centre	2,000
Charity Bounce Ltd	3,000
Gomeri Dance Company Inc.	3,000
Local Government NSW	7,000
Moree Reconciliation Committee	5,000
National Rugby League Ltd	4,000
St Albans Writers' Festival Inc.	3,000
Total paid in 2016-17	42,000

Minister for Education Discretionary Grants

Enabling the Minister to provide grants to support the delivery of education programs.

Organisation	Amount (\$)
Bondi Beach Public School Parents & Citizens Association	5,000
Moorambilla Voices Ltd	100,000
Science and Engineering Challenge - University of Newcastle	3,000
The House that Dan Built Inc.	50,000
Total paid in 2016-17	158,000

Miscellaneous Education Grants

Supporting non-government organisations that make outstanding contributions to educational outcomes in NSW.

Organisation	Amount (\$)
NSW Primary Principals' Association Inc.	211,483
NSW Secondary Principals' Council Inc.	203,241
Professional Teachers' Council, NSW	308,178
Stewart House	238,649
Total paid in 2016-17	961,551

Financial management

NAIDOC Grants

Celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC Week is celebrated not only in Aboriginal communities but throughout Australia in schools, local councils and workplaces.

Organisation	Amount (\$)
Aboriginal Child Family & Community Care State Secretariat (NSW) Inc.	1,000
Aged & Community Services NSW & ACT	1,500
Albury City Council	3,000
Amaroo Local Aboriginal Land Council	3,000
Anaiwan Local Aboriginal Land Council	1,500
Armajun Health Service Aboriginal Corporation	1,000
Armidale Community Preschool Inc.	750
Australian South Sea Islanders (Port Jacksons) Ltd	1,000
Awabakal Ltd	3,000
Baabayn Aboriginal Corporation	1,000
Bahtabah Local Aboriginal Land Council	3,000
Baradine Local Aboriginal Land Council	3,000
Barkuma Neighbourhood Centre Inc.	2,000
Barnardos Australia	1,500
Bathurst Local Aboriginal Land Council	3,000
Bathurst Young Mob	1,000
Bega Local Aboriginal Land Council	3,000
Biripi Aboriginal Corporation Medical Centre	3,000
Birrang Enterprise Development Company Ltd on behalf of Orange NAIDOC Committee	3,000
Black Creek Aboriginal Corporation	1,000
Bourke & District Children's Services	1,500
Breakthru Ltd	2,000
Brewarrina Shire Council	2,000
Bundjalung Elders Council Aboriginal Corporation	1,000
Bunyah Local Aboriginal Land Council	500
Canterbury-Bankstown Council	3,000
Carriageworks Ltd	1,500
Catholic Parish of Nambucca Valley - St Mary's Primary Bowraville	1,300
Catholic Parish of Our Lady of Lourdes Wauchope - St Josephs Primary School Wauchope	3,000
Catholic Parish of St Agnes Port Macquarie - St Josephs Regional College	500

Organisation	Amount (\$)
Catholic Parish of St Peter The Fisherman Camden Haven St Josephs Primary	3,000
Catholic Parish of The Sacred Heart Murwillumbah - Mt St Patrick Primary Murwillumbah	500
Christian Brothers High School - Lewisham	1,000
Coomealla Health Aboriginal Corporation	3,000
Coonabarabran Local Aboriginal Land Council	1,500
Coonamble Local Aboriginal Land Council	2,000
Cootamundra-Gundagai Regional Council	1,011
Counterpoint Community Services Inc.	890
Cowra Information & Neighbourhood Centre Inc.	3,000
Cullunghutti Aboriginal Child and Family Centre Inc.	1,000
Deadly Sista Girlz Aboriginal Corporation	1,000
Dorrigo Plateau Local Aboriginal Land Council	1,000
Dubbo Regional Council	1,500
Family Worker Training And Development Programme Inc.	500
First Hand Solutions Aboriginal Corporation	1,500
Forbes Shire Council	1,500
Forster Local Aboriginal Land Council	2,000
Gilgandra Council	3,000
Gloucester Worimi First Peoples Aboriginal Corporation	1,500
Green Point Community Centre Inc.	780
Griffith Aboriginal Medical Service Inc.	1,000
Gungyah Ngallingnee Aboriginal Corporation	3,000
Gurehlgam Corporation Ltd	3,000
Guriwal Aboriginal Corporation	1,000
Guthrie House Co-operative Ltd	1,000
Holy Family Catholic Primary School Parkes	1,000
Hunter Prelude Early Intervention Centre Inc.	1,000
Illawarra Koori Men's Support Group	1,000
Intereach Ltd	750
James Sheahan Catholic High School - Orange	750
Katungul Aboriginal Corporation Community & Medical Services	3,000
Mackillop College - Bathurst	750
Mary Help of Christians Parish Sawtell - MHOC Primary School	2,000
Mid Richmond Neighbourhood Centre Inc.	1,500

Organisation	Amount (\$)
Mingaletta Aboriginal & Torres Strait Islander Corporation	2,711
Miyay Birray Youth Services Inc. on behalf of Moree Aboriginal Interagency	3,000
Muru Mittigar Ltd	3,000
NAIDOC Westlakes Inc.	3,000
Narrabri & District Community Aid Service Inc.	800
Narwan Rugby League & Sporting Club on behalf of Armidale High School	1,500
National Centre of Indigenous Excellence Ltd	3,000
Nepean Community & Neighbourhood Services	1,700
Ngambaga Bindarry Girrwa Community Service Inc.	1,000
Nimbin Health and Welfare Association Inc.	1,500
Nyngan Local Aboriginal Land Council	3,000
Orange Aboriginal Corporation Health Service Inc.	1,000
Pejar Local Aboriginal Land Council	2,500
Penrith City Council	3,000
Port Macquarie Community Pre School Ltd	500
Purfleet Taree Local Aboriginal Land Council	3,000
Red Bend Catholic College	1,500
Riverstone Neighbourhood Centre and Community Aid Service Inc.	1,500
Schizophrenia Fellowship of NSW	500
Scone Neighbourhood Resource Centre Inc.	1,000
Snowy Monaro Regional Council	2,000
South Coast Medical Service Aboriginal Corporation	3,000
Southern Crane Martial Arts Academy Inc.	1,000
Souths Cares PBI Ltd	2,000
St Mary's Central - Wellington	500
Tamworth Regional Council	3,000
Tenterfield Shire Council	895
Tharawal Local Aboriginal Land Council	2,500
The Council of Camden	800
The Diocese of Wagga Wagga as Trustee for Henschke Primary School Wagga Wagga	750
The Red Room Company Ltd	3,000
The Roman Catholic Church as Trustee for St Mary's Infants	750
The Roman Catholic Church as Trustee for St Patricks School Lithgow	750

Organisation	Amount (\$)
The University of Wollongong	1,500
Trangie Local Aboriginal Land Council	1,000
Trustee of the Roman Catholic Church for the Diocese of Bathurst as Tre Fo (Baradine)	500
Trustee of the Roman Catholic Church for the Diocese of Bathurst as Tre Fo (Coonabarabran)	1,000
Trustee of the Roman Catholic Church for the Diocese of Bathurst as Tre Fo (Dunedoo)	1,000
Trustee of the Roman Catholic Church for the Diocese of Bathurst as Tre Fo (Gilgandra)	1,000
Trustees of the Roman Catholic as Trustee for St Brigid's Primary School Coonamble	750
Trustees of the Roman Catholic as Trustee for St John's Primary Dubbo	750
Ulladulla Local Aboriginal Land Council	3,000
Unkya Local Aboriginal Land Council on behalf of Scotts Head Primary School	1,500
Unkya Local Aboriginal Land Council on behalf of St Patrick's Primary School, Macksville	950
Walgett Aboriginal Medical Service Ltd	1,000
Weigelli Centre Aboriginal Corporation Inc.	1,000
Western Plains Regional Development Inc.	500
Winanga-Li Aboriginal Child and Family Centre Inc. on behalf of Gunnedah NAIDOC Committee	3,000
Wollondilly Shire Council	1,115
Wollongong City Council	3,000
Women's Alcohol And Drug Advisory Centre Inc.	1,000
Yamanda Aboriginal Association Inc.	1,000
Youth Off The Streets Ltd	2,000
Total paid in 2016-17	194,702

National Partnerships, Helping Our Kids Understand Finances - Money Smart Teaching Project

Supporting the delivery of professional learning on Money Smart Teaching.

Organisation	Amount (\$)
Catholic Education Commission NSW	66,704
The Association of Independent Schools of NSW Ltd	50,822
Total paid in 2016-17	117,526

Financial management

National Partnerships, Literacy and Numeracy Action Plan

Funding formal agreements between the Minister for Education, the Catholic Education Commission and the Association of Independent Schools to support the most disadvantaged and underperforming schools in NSW to improve the literacy and numeracy of Kindergarten to Year 2 students.

Organisation	Amount (\$)
Catholic Education Commission NSW	7,968,750
The Association of Independent Schools of NSW Ltd	3,825,000
Total paid in 2016-17	11,793,750

National Partnerships, National Quality Agenda for Early Childhood Education and Care

Funding formal partnerships between NSW and the Australian Government under the National Quality Agenda.

Organisation	Amount (\$)
Australian Children's Education and Care Quality Authority	2,330,763
Total paid in 2016-17	2,330,763

National Partnerships, National School Chaplaincy Programme

Supporting the emotional wellbeing of students and the school community through the provision of pastoral care. An Australian Government initiative.

Organisation	Amount (\$)
Albert Park Public School Parents & Citizens Association	12,500
Alstonville Religious Education Association Inc.	10,000
Anglican Church of Australia Wee Waa	20,000
Asquith Boys High School Parents & Citizens Association	2,500
Big Heart Big Vision Inc.	20,000
Cardiff Christian Education Board Inc.	2,500
Catholic Education Commission NSW	1,976,957
Catholic Diocese of Maitland-Newcastle	37,500
Central Coast Evangelical Church Inc.	30,000
Chester Hill Neighbourhood Centre Inc.	12,500
Christian City Church Carlingford Ltd	25,000
Christian City Church Kingscliff	7,750
Christian City Church Kingscliff Property Ltd	5,000
Coastcare Inc.	10,000
Community Activities Lake Macquarie Inc.	57,500

Organisation	Amount (\$)
Connect Christian Church Inc.	50,000
Dorrigo Public School P&C Association Inc.	12,500
Evans River K-12 School P&C Association	12,500
Fusion Australia Ltd	75,000
Generate Ministries Inc.	2,474,647
Gosford Area High School Christian Ministry Association Inc.	7,500
Great Lakes Education Christian Care Association Inc.	20,000
GWFC Chaplaincy Inc.	90,000
Hamilton Baptist Church Inc.	20,000
Jerilderie P&C Association	10,000
Kempsey High School Parents and Citizens' Association	10,000
Kiama Public School P&C Association	10,000
Life Resources Centre Inc.	10,000
Macquarie Life Church Inc.	227,500
Nepean Community & Neighbourhood Services	32,500
North West Chaplains Sapphire City Schools Ministry Inc.	102,500
Power to Change	68,000
Project Youth Inc.	25,500
Raymond Terrace Christian Education Association Inc.	10,000
Reach Community Initiatives Inc.	47,000
Reaching the Nations Christian Church Inc.	25,000
Real Inc.	37,500
Shirelives Ltd	10,000
St George Youth Services Inc.	12,500
St Mary's Community Care Inc.	10,000
Strong Nation Community Services Inc.	50,000
Tamworth Chaplains Board Inc.	143,000
Tarrawanna Public School P&C Association	7,500
Terranora Public School P&C Association	10,000
The Association of Independent Schools of New South Wales Ltd	2,416,281
The Bush Church Aid Society of Australia	12,500
The Corporate Trustees of the Diocese of Armidale	2,500
Warialda Public School P&C Association Inc.	25,000
Young Life Australia Inc.	20,000
Your Dream Inc.	1,014,425
YWCA NSW	50,000
Total paid in 2016-17	9,391,060

NSW Reconciliation Council

Building relationships between Aboriginal and non-Aboriginal people in NSW, increasing the profile of Reconciliation week and promoting awareness of initiatives that support reconciliation, including in schools.

Organisation	Amount (\$)
NSW Reconciliation Council Inc.	245,000
Total paid in 2016-17	245,000

Online safety programs in schools

Funding providers that have been certified, approved or recognised by the Children's eSafety Commissioner to deliver online safety programs in schools.

Organisation	Amount (\$)
Catholic Education Commission NSW	77,984
The Association of Independent Schools of New South Wales Ltd	132,146
Total paid in 2016-17	210,130

Partnership agreements

Funding provided to Stolen Generation organisations to support governance, strategic development and priority projects of the organisations and their transition to reparations funding identified in the Unfinished Business report.

Organisation	Amount (\$)
Burst Christian Resources Baptist Union of NSW	163,636
Kinchela Boys Home Aboriginal Corporation	181,818
Total paid in 2016-17	345,454

Regional Conservatorium of Music Grants

Funding operations of conservatoriums to offer a comprehensive range of music-educational activities for students and community members.

Organisation	Amount (\$)
Central Coast Conservatorium Inc.	454,295
Clarence Valley Conservatorium Inc.	368,269
Coffs Harbour Regional Conservatorium Ltd	368,269
Conservatorium Mid North Coast Inc.	215,547
Goulburn Regional Conservatorium Inc.	395,505
Gunnedah Conservatorium Inc.	215,547
Macquarie Conservatorium of Music Inc.	368,269
Mitchell Conservatorium Inc.	454,295
Murray Conservatorium Inc.	454,295
New England Conservatorium of Music Ltd	454,295
Northern Rivers Conservatorium Arts Centre Inc.	395,505
Orange Regional Conservatorium Inc.	395,505
Riverina Conservatorium of Music Ltd	454,295
South West Music Inc.	215,547
Tamworth Regional Conservatorium of Music Ltd	368,269
Upper Hunter Conservatorium of Music Inc.	395,505
Wollongong Conservatorium of Music Ltd	454,295
Young Regional School of Music Inc.	395,505
Total paid in 2016-17	6,823,012

RSL and Schools Remember Anzac ceremony

Funding for the Schools Remember Anzac program, which contributes to an annual cross-education systems commemoration ceremony in Sydney's Hyde Park.

Organisation	Amount (\$)
The Returned and Services League of Australia (New South Wales Branch)	10,000
Total paid in 2016-17	10,000

Financial management

Youth Assistance Strategies Grants

Developing programs designed to prevent youth from disengaging from educational opportunities.

Organisation	Amount (\$)
3Bridges Community Ltd	69,316
Access Community Group Ltd	147,446
Anglicare Canberra & Goulburn	33,025
Bellambi Neighbourhood Centre Inc.	48,332
Break Thru People Solutions	15,829
Byron Youth Service Inc.	105,000
Capital Country Industry Education Partnership Inc.	124,091
Careers Network Inc.	184,412
Central Coast Community College	33,545
Coffs Coast Community College Inc.	46,103
Community Junction Inc.	140,000
Compact Inc.	295,367
Connect Northern Rivers Inc.	33,179
Coolamon Shire Council	28,737
Granville Multicultural Community Centre Inc.	108,959
Heaps Decent Ltd	15,368
HGT Australia Ltd	151,103
Highlands Community Centres Inc.	52,836
Information & Cultural Exchange Inc.	92,759
Kiama Community College Inc.	155,060
Maitland Youth Development Unit Inc.	46,811
Marist Youth Care Ltd	21,540
Mid Coast Connect Inc.	85,248
Mission Australia	136,744
MTC Australia Ltd	1,282,999
Multicultural Communities Council of Illawarra Inc.	153,959
Narrandera Christian Revival Crusade Inc.	104,205
National Aboriginal Sporting Chance Academy (Aboriginal Corporation)	49,169
Network for Educational Workplacement Inc.	46,054

Organisation	Amount (\$)
NORTEC Employment & Training Ltd	252,799
Northern Beaches Business Education Network Inc.	608,870
Northern Rivers Social Development Council Ltd	258,455
OCTEC Ltd	184,081
One Vision Productions Ltd	60,000
Parramatta Schools Industry Partnership Inc.	93,167
Pathfinders Ltd	135,585
Penrith Skills for Jobs Ltd	75,754
Port Macquarie Community College Inc.	64,911
Queanbeyan Enterprise Centre Inc.	585,715
Robinson Education Centre Ltd	45,000
Rugby Youth Foundation Trust	95,049
Southern Youth and Family Services Ltd	98,086
St George Youth Services Inc.	276,582
SydWest Multicultural Services Ltd	37,695
The Parramatta College Inc.	84,852
The Trustee for The Salvation Army (NSW) Property Trust	63,589
Unitingcare NSW.ACT	148,364
Wentworth Shire Council	92,206
Wesley Community Services Ltd	85,444
Western Student Connections Macquarie Darling Workplacement Inc.	458,117
Western Sydney Training & Education Centre Inc.	404,686
Workers' Educational Association - Hunter	165,000
Youth Connections Inc.	291,416
Youth Express Association Inc.	150,537
Youth Off The Streets Ltd	120,000
YWCA NSW	879,244
Total paid in 2016-17	9,622,400

Contact us

The Department of Education is located at:
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Sydney NSW 2000

Phone: 1300 679 332

Office hours: 8:30am to 5pm

Website: education.nsw.gov.au

Email address: DoEinfo@det.nsw.edu.au

NSW public schools

The department operates more than 2,200 schools across NSW. Addresses and contact details for all public schools are available on the website at education.nsw.gov.au/school-finder.

Aboriginal Affairs

Website: aboriginalaffairs.nsw.gov.au

Contact details for Aboriginal Affairs regional offices:
aboriginalaffairs.nsw.gov.au/contact

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The Department of Education Annual Report 2017 is available on the department's website: education.nsw.gov.au

The department will make the report available in other formats on request.

The department has not incurred any external costs in producing the report.

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