



| NSW Department of Education

Annual Report 2019

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Letter of submission to Ministers

The Hon. Sarah Mitchell, MLC
Minister for Education and
Early Childhood Learning
52 Martin Place
Sydney NSW 2000

The Hon. Dr Geoff Lee, MP
Minister for Skills and Tertiary Education
52 Martin Place
Sydney NSW 2000

Dear Ministers

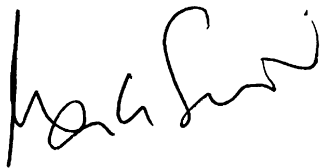
In compliance with the terms of the *Annual Reports (Departments) Act 1985*, the *Public Finance and Audit Act 1983* and Regulations under those Acts, I submit the 2019 NSW Department of Education Annual Report for your presentation to the NSW Parliament.

The report provides a summary of our services, achievements and operational activities for 2019. This provides the NSW Parliament, the NSW Government and the community with information on our performance over the past calendar year.

It covers our services in the areas of early childhood education, public schools, skills and higher education (1 July 2019 to 31 December 2019), and Aboriginal Affairs (1 January 2019 to 30 June 2019).

In addition, the report contains the department's audited financial statements for the financial year ended 30 June 2019 and appendices as required by legislation.

Yours sincerely



Mark Scott AO
Secretary
NSW Department of Education
May 2020

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Secretary's foreword



It goes without saying that the last year has brought exceptional challenges for the people of NSW. From droughts, bushfires and floods and now to the immense challenge of COVID-19.

Despite these challenges, we remain committed to our responsibility to positively impact the lives of hundreds of thousands of students. That's why we are focused on lifting the performance and achievement for all students. To do that most effectively – from early childhood to school, and through pathways to higher learning and work – we've set out to improve our education system so that it's one of the finest in the world.

In driving our school improvement strategy and focus, we are using a strong evidence base that enables all students to aspire and achieve, closes performance gaps for our disadvantaged students, and equips students with the skills and knowledge they will need to succeed in life beyond school.

We are strengthening accountability for improvement by working with schools to set school-level student outcome targets that provide a clear focus for each school on

their improvement agenda. This is supported through the provision of tailored school support to better meet the specific needs of schools and their students. We are also identifying excellent practices that schools have developed, so that these can be shared and scaled across our system.

Lifting the performance and achievement for all NSW school students requires a focus on improving teaching quality. We are changing the way we recruit teachers to ensure we attract and retain the best and brightest teachers. We've also increased on-the-job training through enhanced professional development.

We continue to build on the 2017 School Leadership Strategy to strengthen the quality of our school leaders through a systematic, coherent, evidence-informed approach to school leadership development.

To further support schools to focus on improving student outcomes we are freeing up time spent on school administration and making change easier. In 2019 we delivered more than 40 initiatives to save time for schools. We will continue to focus on this work in 2020.



School and student improvement will also be supported through the NSW Curriculum Review. We will work with schools and stakeholders to implement the outcome of the review to declutter the curriculum and support teachers and schools to teach it well.

This year we achieved an important milestone towards our goal of achieving universal access to quality preschool education. Preschool participation in the year before school for 600 hours increased to 94.5 per cent. This is the state's highest-ever result against this indicator, and represents an increase of more than 36 percentage points since 2013.

In our schools across NSW and in our corporate work, we have continued to focus on ensuring that every student is known valued and cared for. We know that students who have a strong sense of belonging in schools are more likely to be engaged in learning and see continual improvement in performance. A toolkit for schools, developed by principals-in-residence, has been

well received. A new gifted and talented policy has been released to broaden the range and scope of supports for students, and a new Disability Strategy was launched in January 2019. Our vision is to build a more inclusive education system where all students are supported to learn, improve and achieve.

Fundamental to building a better education system and delivering school and student improvement is ensuring Education is a great place to work. This means a focus on our values to drive positive and high-performing workplaces where each of our people can bring their best self to work and do their best work for the students and communities we serve.

Machinery-of-government changes in 2019 saw Aboriginal Affairs leave the department and the return of Skills, Training Services and TAFE NSW to the Education cluster. To strengthen our organisational structure and to better reflect and support the new responsibilities of the cluster across the entire learning continuum, two new divisions were created – Skills and Higher Education, and People and Culture.

In 2019, we launched the Educational Pathways Pilot Program in 24 high schools in areas experiencing high youth unemployment. The program includes 10 different initiatives focused on helping students find a suitable pathway into further education and training.

While COVID-19 will require some tough days ahead, we remain firmly focused on our purpose of preparing children and young people for rewarding lives as engaged citizens in a complex and dynamic society. We have put in place the structure and the high expectations that will drive improvement in school performance and student outcomes – the improvement that will see us become the best education system in Australia and one of the finest in the world.

Mark Scott AO
Secretary
NSW Department of Education

About us

The Department of Education is the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population.

Our public schools service the diverse range of communities across the state, enabling all children and young people to have access to quality education.

We ensure young children get the best start in life by supporting and regulating the early childhood education sector. We support the delivery of a skilled and employable workforce for NSW through post-school vocational education and training, as well as higher education.

The NSW Government supports the right of parents and carers to choose the type of education that best suits their child. As such, we also work closely with the non-government school sector, which provides education to approximately 35 per cent of the total student population in NSW.

We respect and value Aboriginal people as Australia's First Nations Peoples and support their social, cultural and economic aspirations.



Our vision

To be Australia's best education system and one of the finest in the world.



Our purpose

To prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.





Our goals

Students are at the centre of our decision-making. We work to ensure that every student is engaged and challenged to continue to learn. Our aim is that every student, every teacher, every leader and every school improves every year.

The NSW Premier's Priorities for education are to:



Increase the proportion of public school students in the top two NAPLAN bands (or equivalent) for literacy and numeracy by 15 per cent by 2023, including through statewide rollout of the Bump It Up program.



Increase the proportion of Aboriginal students attaining the Higher School Certificate (HSC) by 50 per cent by 2023, while maintaining their cultural identity.

In addition to the Premier's Priorities, we are committed to achieving specific outcomes for students:



Academic achievement – all young people have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.



Wellbeing – every student is known, valued and cared for in our schools.



Independence – all young people finish school well prepared for higher education, training and work.



Equity – our education system reduces the impact of disadvantage.



Early childhood education – all children make a strong start in life and learning and make a successful transition to school.



School infrastructure – our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching.



Skills and higher education – a highly skilled, employable and adaptable workforce that contributes to the productivity and prosperity of NSW.



Financial management, governance and accountability – the community has confidence in public education.



Our students

Preschool children

In 2019, the department funded more than 700 community-based preschools (including through 38 mobile preschool contracts) and more than 2,560 long day care services under Start Strong, which aims to make 600 hours of preschool participation in the two years before school more affordable. We also regulated more than 5,500 early childhood services across NSW.

While aimed at all children, early childhood funding particularly focuses on improving participation and educational outcomes for Aboriginal, vulnerable and disadvantaged children.

Primary and secondary students

Our public schools provide education for students from preschool through to Year 12. In 2019, more than 805,000 students were enrolled in 2,209 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.

NSW Government-funded vocational education and training students

The department is responsible for the implementation of vocational education and training programs, including Smart and Skilled, apprenticeships and traineeships, and adult and community education. Smart and Skilled aims to help people in NSW get the skills they need to find a job and advance their careers by providing government-subsidised vocational education and training.

We manage the NSW Skills List and undertake contract management of approved Smart and Skilled training providers. We also conduct quality assurance and performance management of our contracted providers to achieve the best possible outcomes for students. In the period 1 July 2019 to 31 December 2019, contracted providers reported 59,385 Smart and Skilled qualification enrolments in NSW, and 36,201 completions.

Apprentices and trainees

The department regulates and provides support services for the NSW apprenticeship and traineeship system. In the period 1 July 2019 to 31 December 2019, 17,292 apprenticeship and traineeship contracts were approved and 11,859 were completed.



We are focused on lifting the performance and achievement for all students.



Our outcomes and targets

Students are at the centre of our decision-making. We work to ensure that every student is engaged and challenged to continue to learn.

Our aim is that every student, every teacher, every leader and every school improves every year. We are committed to achieving specific outcomes for students to foster positive learning environments for children to reach their full potential in all aspects of the learning continuum from early childhood learning through to school and post-school education.



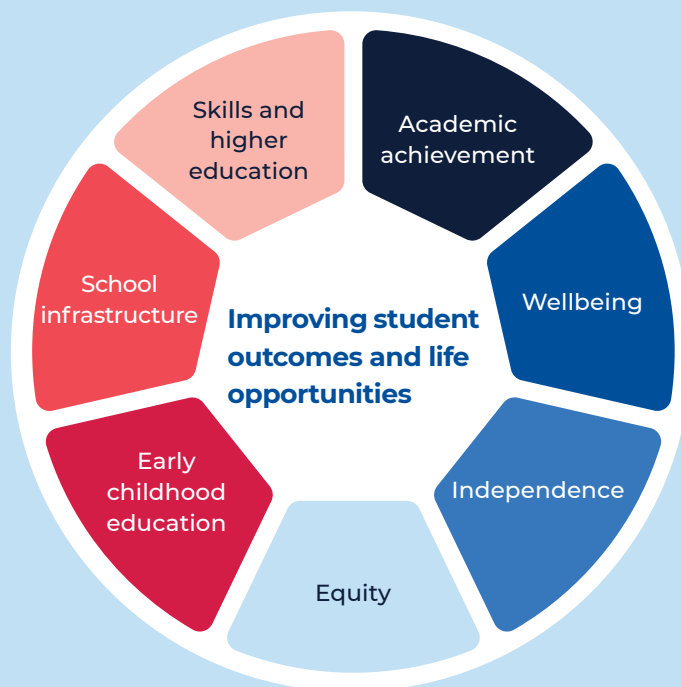
During 2019, the department committed to targeted improvement measures in several key areas including:

- students reporting a **sense of belonging**, expectations for success and advocacy at school
- students attending school at least **90 per cent of the time**
- **students achieving in reading and numeracy** (in addition to the Premier's Priority target for increasing the number of students in the top two NAPLAN bands, this area includes targets for students achieving expected growth in reading and numeracy and students above the national minimum standard)
- **students at or above the proficient standards** in international assessments
- **students continuing to Year 12**, and with HSC results in the top two achievement bands
- **school leavers participating** in education and work.

The department has identified five priority reforms to improve student outcomes and reach our targets: improve school performance and student outcomes, improve teaching quality, strengthen school leadership, improve system support to schools and make the department a great place to work.

Focused on improving our student outcomes, the department has set ambitious targets to put NSW on track to be the best state in Australia. We have chosen these targets for two reasons: we believe in the capacity of our system and our students to improve every year; and we are committed to ensuring that every student is engaged and challenged to continue to learn.

Student outcomes



Our Premier's Priorities

The NSW Premier's Priority for education is to increase the proportion of public school students in the top two NAPLAN bands (or equivalent) for literacy and numeracy by 15 per cent by 2023. This priority includes a statewide rollout of the Bump It Up Program, and it equates to lifting the proportion from an average of 31.6 per cent to an average of 36.4 per cent.

To achieve this target, the department has developed a specific target to increase the proportion of Aboriginal students in NSW public schools in the top two NAPLAN bands for reading and numeracy from an average of 10 per cent to an average of 15 per cent by 2022. We are embedding the goal of boosting educational outcomes for Aboriginal students in several programs across the department.

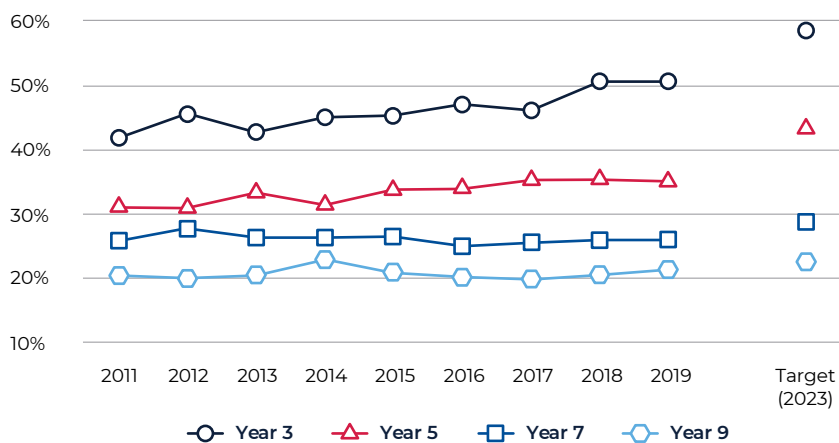
This departmental target for Aboriginal students is also aligned to the other Premier's Priority for education – to increase the proportion of Aboriginal students attaining the HSC by 50 per cent by 2023, while maintaining their cultural identity.

In addition to the Premier's Priorities, the department has set targets for academic achievement, wellbeing, independence and equity.

More public school students in the top two NAPLAN bands for reading and numeracy

Target (Premier's Priority): Increase the proportion of public school students in the top two NAPLAN bands (or equivalent) for reading and numeracy by 15 per cent by 2023, including through the statewide rollout of Bump It Up.

Figure 1.1: Proportion of NSW public school students in the top two NAPLAN bands for reading, Years 3, 5, 7 and 9, 2011 to 2019



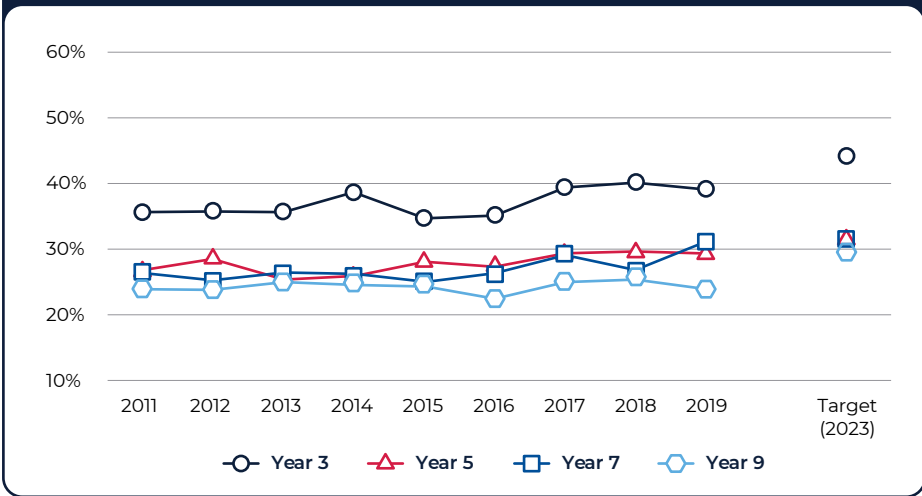
This is a Premier's Priority. In 2019, average results were 32.2 per cent, which is 0.6 percentage points higher than the 2017-18 baseline.

Results in reading for students in Years 3, 5 and 7 remained stable between 2018 and 2019. The 2019 Year 9 reading results improved slightly from 2018, and are the second highest result this decade.

Source: NSW Department of Education, NAPLAN results 2011 to 2019. Note: The baseline is an average of 2017 and 2018 results.



Figure 1.2: Proportion of NSW public school students in the top two NAPLAN bands for numeracy, Years 3, 5, 7 and 9, 2011 to 2019



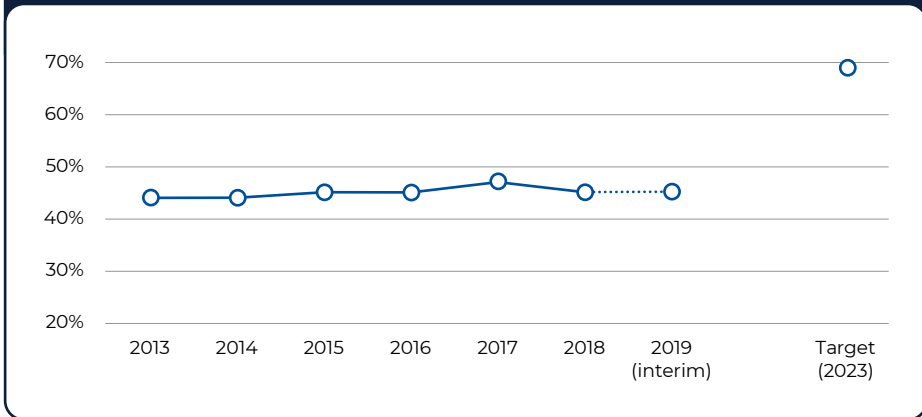
Source: NSW Department of Education, NAPLAN results 2011 to 2019. Note: The baseline is an average of 2017 and 2018 results.

For numeracy, the 2019 top two band results dropped slightly for Year 3 students from 2018, but remain higher than in most previous years. Numeracy results for Year 5 students remained relatively stable. Results for Year 7 students improved in 2019 and are the highest this decade, while Year 9 results dropped from peaks in 2017 and 2018 to the third-lowest result since 2010.

More Aboriginal students attaining the HSC

Target (Premier's Priority): Increase the proportion of Aboriginal students attaining the HSC by 50 per cent by 2023, while maintaining their cultural identity.

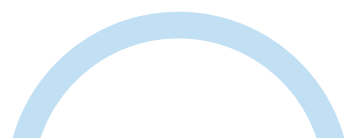
Figure 2: Proportion of NSW Aboriginal students attaining the HSC, 2013 to 2018



Source: NSW Education Standards Authority and NSW Department of Education. Notes: Attainment rates are estimated by calculating the number of students awarded their HSC expressed as a percentage of the potential Year 12 population. The potential Year 12 population is an estimate of a single-year age group that could have attended Year 12 that year, and is derived from administrative records for Year 9 and Year 10 enrolments in earlier years. The results for Year 12 in 2019 are interim. A number of these students will complete their HSC over three years, which will be captured as revisions. The baseline for this measure is an average of 2016 and 2017 results.

This is a Premier's Priority. This is equivalent to raising the proportion from the 2016-17 baseline of 46 per cent to 69 per cent by 2023.

Interim results for 2019 indicate that 45 per cent of Aboriginal students have achieved the HSC, the same as for 2018 but slightly lower than 47 per cent in 2017. However, this figure will increase slightly once students who take an additional year to complete their HSC are included.



Academic achievement

All young people have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens

Literacy and numeracy form the basis of learning. They are necessary for acquiring other skills and are the best indicators of successful participation in the workforce and everyday life.

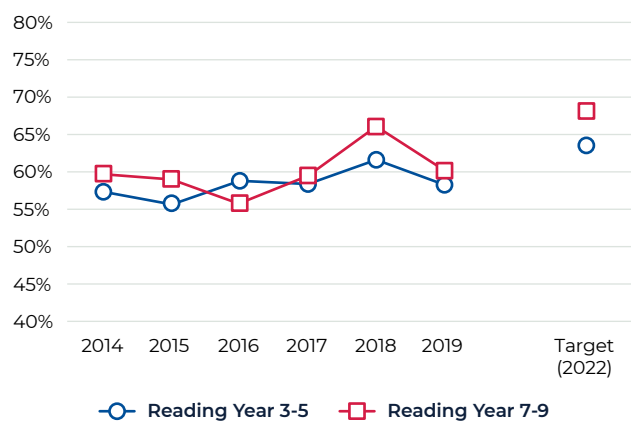
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment of

students across Australia. We use NAPLAN results as one method of tracking student growth. Evaluating the average change in results for students in consecutive NAPLAN tests is an important method of measuring the impact our schools have on student progress.

More students achieving growth in reading and numeracy

Target: Increase the proportion of NSW public school students achieving expected growth in reading and numeracy from an average of 62.3 per cent to an average of 66.4 per cent by 2022.

Figure 3.1: Proportion of NSW public school students achieving expected growth in reading, Years 3 to 5 and 7 to 9, 2014 to 2019

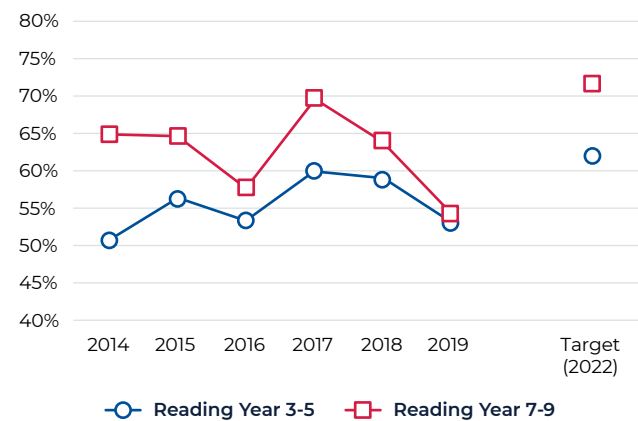


Source: NSW Department of Education, NAPLAN results 2014 to 2019.

Achieving expected growth describes the growth achieved by students in the years between NAPLAN assessments. It is a NSW Department of Education measure that allows schools to better understand student progress and provide targeted support.

The department is committed to increasing the proportion of NSW public school students achieving expected growth in reading and numeracy, from an average of 62.3 per cent to an average of 66.4 per cent by 2022.

Figure 3.2: Proportion of NSW public school students achieving expected growth in numeracy, Years 3 to 5 and 7 to 9, 2014 to 2019



Source: NSW Department of Education, NAPLAN results 2014 to 2019.

Between 2018 and 2019, the proportion of students achieving expected growth declined for both reading and numeracy, and for both Year 3 to 5 (3.4 percentage points) and Year 7 to 9 (9.8 percentage points).

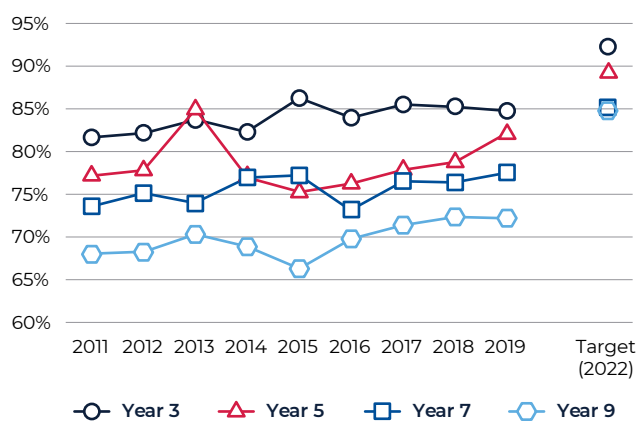
The proportion of students achieving expected growth in reading for 2019 is comparable to that in 2017. The 2019 numeracy rate declined, however, and the result is one of the lowest since 2014.



More students above the national minimum standard for reading and numeracy

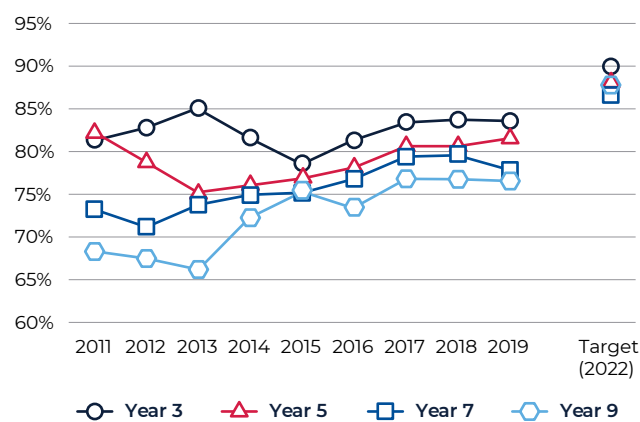
Target: Increase the proportion of NSW public school students above the national minimum standard for reading and numeracy from an average of 79.1 per cent to an average of 87.9 per cent by 2022.

Figure 4.1: Proportion of students above the national minimum standard (top four NAPLAN bands) for reading, Years 3, 5, 7 and 9, 2011 to 2019



Source: NSW Department of Education, NAPLAN results 2011 to 2019.

Figure 4.2: Proportion of students above the national minimum standard (top four NAPLAN bands) for numeracy, Years 3, 5, 7 and 9, 2011 to 2019



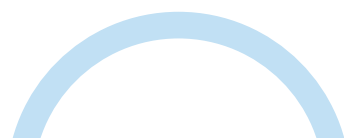
Source: NSW Department of Education, NAPLAN results 2011 to 2019.

The national minimum standards represent the skills and understanding students can generally demonstrate at their particular year of schooling.

In 2019, the average result for the proportion of NSW public school students above the national minimum standard for reading and numeracy was 79.5 per cent, 0.4 percentage points higher than the 2017-18 baseline.

For reading, the 2019 proportion was the highest since 2010 for Year 7 and Year 9 students. Results for Year 5, at 82.1 per cent, were the highest in the last five years. Year 3 results remained relatively stable since 2016.

For numeracy, the 2019 results ranged from 83.6 per cent for Year 3 to 76.6 per cent for Year 9 students. For all cohorts, 2019 results are generally consistent with 2017-18 results, and higher than results in most years from 2011 to 2016.



Wellbeing

Every student is known, valued and cared for in our schools

We believe that schooling should enable students to become productive citizens in a changing world. NSW public schools provide safe and engaging learning environments that support strong learning outcomes as well as healthy and successful students.

The Tell Them From Me Survey helps the department track student and parents' experience of their school context. The measures we selected have all been chosen

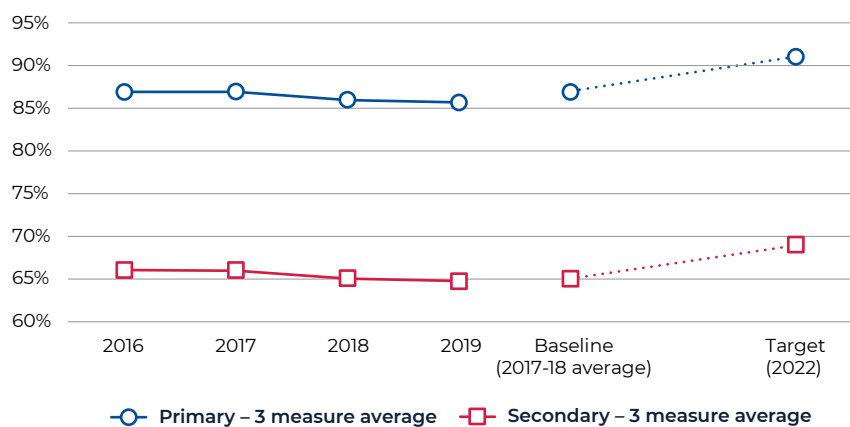
for their strong correlation with improved student academic and lifelong success.

Regular school attendance has a significant influence on educational outcomes, positive peer relationships and the social skills essential for life during and after school. Conversely, absentee children are at greater risk of poorer academic performance and leaving school early.

Improving students' sense of belonging, expectations and advocacy at school

Target: Increase the proportion of NSW public school students reporting a sense of belonging, expectations for success and advocacy at school, from an average of 87 per cent to 91 per cent (primary students) and from 65 per cent to 69 per cent (secondary students) by 2022.

Figure 5: Proportion of NSW public school students reporting a sense of belonging, expectations for success and advocacy at school, 2016 to 2019



Source: Tell Them From Me student survey, NSW public schools. Notes: The baseline is the average of 2017 and 2018 survey data. Each data point is the average of belonging, expectations for success and advocacy at school. The primary school data is sourced from surveys of students in Years 4 to 6. Data for secondary school students are for Years 7 to 12. Next data update due end June 2020.

Wellbeing is a multidimensional concept. This target reports an average of the following three measures: students' sense of belonging, and their teachers' expectations for success and advocacy at school. These measures have strong links to improving student learning outcomes and they are aspects of wellbeing that schools can potentially influence.

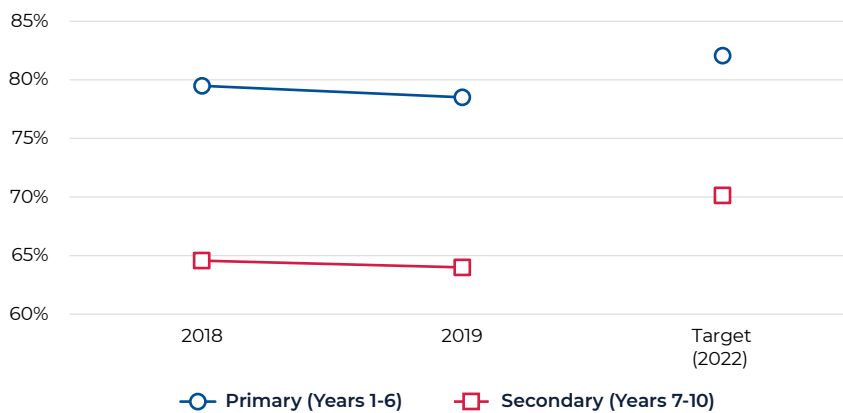
Since 2016, the average of these three measures has declined slightly (by one percentage point) for both primary and secondary school students. This is primarily because of the reduction in students' reported sense of belonging. The other measures have remained stable over this time.



A higher proportion of public school students attending school

Target: Increase the proportion of NSW public school students attending school at least 90 per cent of the time, from 79.4 per cent to 82 per cent (primary) and from 64.5 per cent to 70 per cent (secondary) by 2022.

Figure 6: Proportion of NSW public school students attending school at least 90 per cent of the time, 2018 to 2019



In 2019, the percentage of primary students attending school at least 90 per cent of the time dropped 0.9 percentage points in comparison with 2018 (79.4 per cent to 78.5 per cent). The percentage of secondary students achieving this benchmark dropped 0.5 percentage points (64.5 per cent to 64.0 per cent).

Source: NSW Department of Education administrative data. Note: 2019 figure from Semester 1 attendance collection. This target is modelled using Semester 1 data, not for the whole year.

Independence

All young people finish school well prepared for higher education, training or work

The department recognises that successfully completing Year 12 helps ensure all students have a broad range of post-school options. In NSW public schools, the apparent retention rate for students has been improving steadily.

The Higher School Certificate (HSC) is an internationally recognised credential that provides students with a

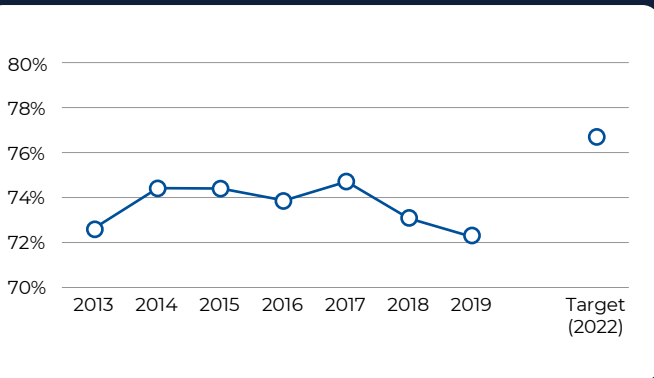
platform from which to undertake further education, training and employment. The public school system supports as many students as possible to attain this important credential, and also seeks to ensure all students possess the skills, values and knowledge to be independent lifelong learners.

More students continuing to Year 12 and achieving in the top two achievement bands

Target: Increase the proportion of NSW public school students continuing to Year 12 from 73.9 per cent to 76.7 per cent by 2022, and the proportion of NSW public school students' HSC results in the top two achievement bands from 34.6 per cent to 35.7 per cent by 2022.

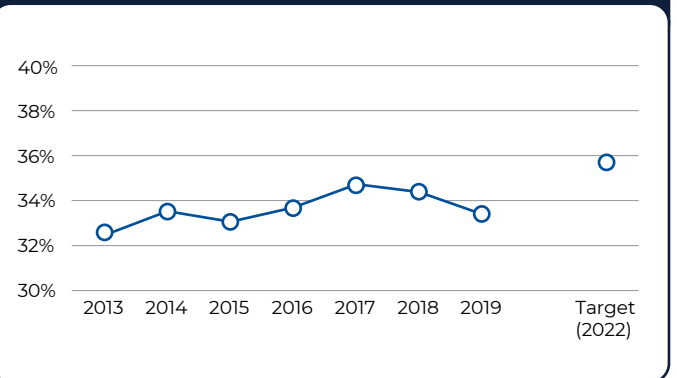
In 2020, the department will continue to support HSC teachers to respond to curriculum changes and provide professional learning to improve teaching and learning practices to increase academic achievement.

Figure 7.1: Apparent retention rate of NSW public school students in Years 10 to 12, 2013 to 2019



Source: Source: NSW Department of Education, Mid-year Census, 2013 to 2019.

Figure 7.2: Proportion of NSW public students' HSC results in the top two achievement bands, 2013 to 2019



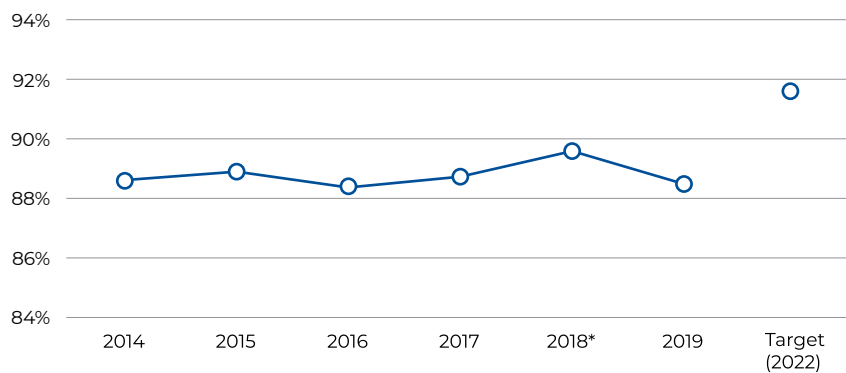
Source: NSW Department of Education, HSC results, 2013 to 2019.



More recent school leavers continuing into education, training or work

Target: Increase the proportion of all recent school leavers (who left school the previous year) participating in higher education, training or work from 89.6 per cent to 91.6 per cent by 2022.

Figure 8: Estimated proportion of all NSW school leavers participating in education, training or work, 2014 to 2019



Source: NSW Post-School Destinations and Expectations Survey, 2014 to 2019. Note: *2018 represents the baseline.

The NSW Secondary Students' Post-School Destinations Survey has been conducted annually by the NSW Department of Education since 2014. The survey provides a platform for the department to identify trends in, and correlates to, post-school education, training and employment destinations of secondary school students in NSW.

The survey also provides critical information on post-school education pathways and attainments of young people in NSW, as well as the factors that drive students' engagement, retention, educational achievements and pathway choices. The survey is used to determine the estimate of young people in higher education, training and work after leaving school, the measure for the department's independence target.



Equity

Our education system reduces the impact of disadvantage

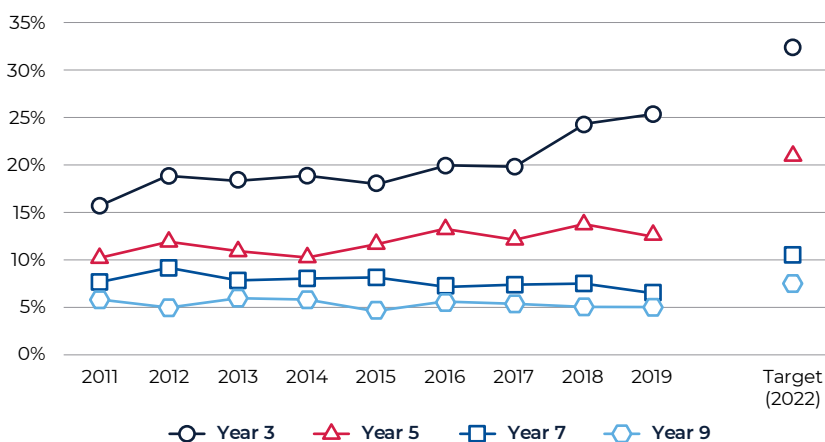
The department is committed to reducing the impact of disadvantage in our schools. We regularly monitor performance data for our key targets, focusing on our most disadvantaged cohorts and students in need: Aboriginal students, students from low-socioeconomic-status backgrounds, rural and remote students, and students with disability.

More Aboriginal public school students in the top two NAPLAN bands for reading and numeracy

Target: Increase the proportion of Aboriginal students in NSW public schools in the top two NAPLAN bands for reading and numeracy from an average of 10 per cent to an average of 15 per cent by 2022.

The department is working closely with the NSW Coalition of Aboriginal Peak Organisations, which includes the NSW Aboriginal Education Consultative Group, on this target.

Figure 9.1: Proportion of Aboriginal students in NSW public schools in the top two NAPLAN bands for reading, Years 3, 5, 7 and 9, 2011 to 2019



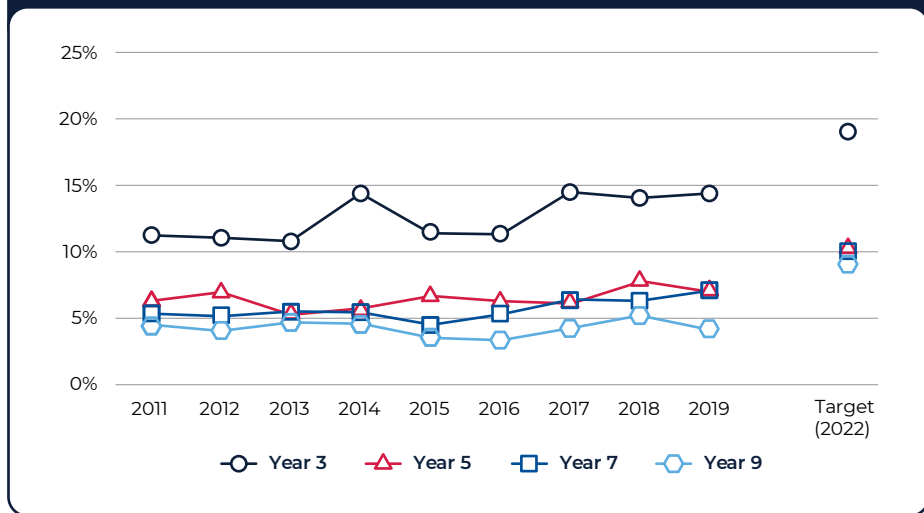
In 2019, the average result for reading for Aboriginal students was 10.3 per cent, which is 0.3 percentage points higher than the 2017-18 baseline.

In 2019, the proportion of Aboriginal students in the top two bands in Year 3 reading was the highest since 2010 at 25.3 per cent. Results in Year 9 reading have remained stable since 2018. Years 5 and 7 results for 2019 were approximately one percentage point lower than those for 2018.

Source: NSW Department of Education, NAPLAN results 2011 to 2019. Note: The baseline is an average of 2017 and 2018 results.

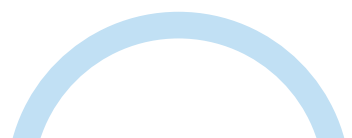


Figure 9.2: Proportion of Aboriginal students in NSW public schools in the top two NAPLAN bands for numeracy, Years 3, 5, 7 and 9, 2011 to 2019



Source: NSW Department of Education, NAPLAN results 2011 to 2019. Note: The baseline is an average of 2017 and 2018 results.

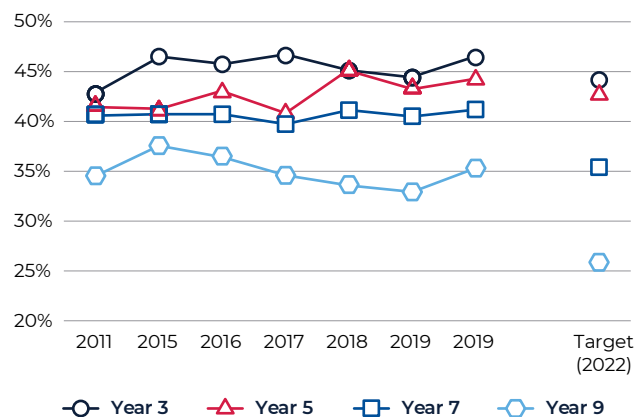
For numeracy in 2019, the proportion of Aboriginal students in the top two bands in Year 7 (7.1 per cent) was the highest since 2010. For Year 3, the result was the second highest in this time period (14.4 per cent). For Year 5 (7.1 per cent) and Year 9 (4.2 per cent), there was little meaningful change in top two band results for Aboriginal students since 2014. Results for 2019 for Year 5 and Year 9 were approximately one percentage point lower than in 2018.



Reduce the socioeconomic gap between public school students in the top two NAPLAN bands for reading and numeracy

Target: Reduce the gap between the highest- and lowest-socioeconomic-status students in NSW public schools in the top two NAPLAN bands for reading and numeracy from an average of 41.7 per cent to an average of 34.5 per cent by 2022.

Figure 10.1: Gap between the highest and lowest-socioeconomic status students in NSW public schools in the top two NAPLAN bands for reading, Years 3, 5, 7 and 9, 2013 to 2019



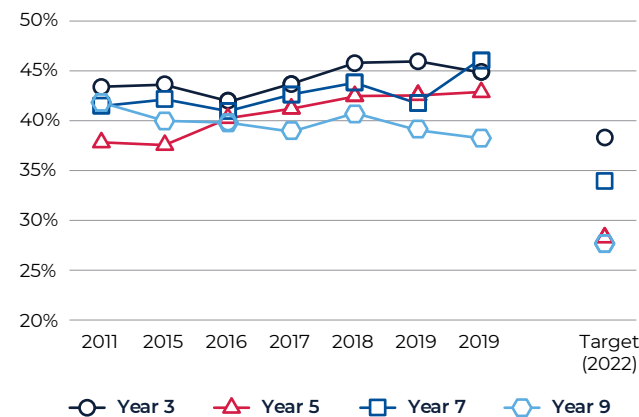
Source: NSW Department of Education, NAPLAN results 2013 to 2019.

Notes for Figures 10.1 and 10.2: Students were grouped into high and low socioeconomic status (SES) on the basis of parental education levels. Students were defined as low SES if their highest parental education level was Year 11 or below, and defined as high SES if their highest parental education level was a bachelor's degree or higher.

In NSW public schools, the percentage of low-socioeconomic-status students in the top two NAPLAN bands remains substantially lower than for high-socioeconomic-status students, with gaps ranging from 35 to 45 percentage points.

For reading, the gap widened between 2018 and 2019 for all cohorts, with increases ranging from 0.6 percentage points to 2.4 percentage points.

Figure 10.2: Gap between the highest and lowest-socioeconomic status in NSW public schools in the top two NAPLAN bands for numeracy, Years 3, 5, 7 and 9, 2013 to 2019



Source: NSW Department of Education, NAPLAN results 2013 to 2019.

For numeracy, the socioeconomic status gap in Years 3 and 9 decreased by approximately one percentage point between 2018 and 2019. For Year 5 the gap has been relatively stable, but for Year 7 the gap increased by 4.2 percentage points between 2018 and 2019.





Our priorities

1. Improve school performance and student outcomes

We are seeking to build on the success of our existing programs, including Bump It Up and Early Action for Success – which aim to improve literacy and numeracy performance for students across 528 primary schools. To address equity issues and maximise outcomes across the system, we are working to improve the way we support all schools to drive improvement in student outcomes.

In 2019, the department strengthened the school planning process, making it more strategic. We engaged directors, educational leadership through a capability-building summit, focused on using goals in data-informed school improvement conversations. We also strengthened the school assessment process by making adjustments to the School Excellence Framework in self-assessment and external validation.

In 2020, we will continue to work with schools to set aspirational NAPLAN reading and numeracy targets through the statewide rollout of Bump It Up, along with targets for secondary schools aligned with the Premier's Priority for Aboriginal students attaining the HSC.

Tailoring support for schools

In 2019, a total of 568 schools were offered tailored support since the initial rollout of the improved school planning process. This number fluctuates as schools accept or decline the offer, existing schools finish their support journey and/or new schools commence. A strategic services tracking tool, incorporating data and feedback from schools, enables the department to measure impact, identify emerging areas for support, and share best practice and learnings from across the department.

In 2019, more than 480 schools have benefitted from tailored support across 29 topics. Discussions between the director, educational leadership, and the service manager in School Services identify schools for strategic services. The principal and their leadership team then co-create the topic and plan for support with School Services, forming a service agreement all parties accept.

Setting these targets with schools will increase line-of-sight to departmental student outcomes. It will then inform discussions locally around tailoring support to areas of need in 2020.

Tailored support draws on expertise from across the state to deliver services to schools, including support from 50 literacy and numeracy strategy advisers who align support on literacy and numeracy with our system-wide strategy. The support includes sustained and collaborative professional learning within the school, along with identifying the capacity-building required to deliver improvement.

A revised process for developing school improvement plans further strengthens the investment in oversight and support from the 'middle layer' of directors, educational leadership. The department is streamlining school planning, helping schools to draw a clear link from aspiration to the shifts in practice required to improve student outcomes.



We have piloted and expanded **proactive planning** with 568 schools to identify support needs.



Boost educational outcomes for Aboriginal students

In 2019, the department worked across 12 primary and four high schools, with the aim of improving implementation of culturally responsive teaching practice in schools. This initiative aims to increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy.

The department continued the successful partnership with the NSW Aboriginal Education Consultative Group (NSW AECG). The current partnership agreement is due to be renewed in 2020. During 2019, we held joint consultations across NSW to help frame a new agreement to be signed in Term 1 2020.

The NSW AECG delivered a number of initiatives including educational camps for Aboriginal students. Around 1,430 students attended 21 camps in 2019 on topics such as science, technology, engineering and mathematics, sports, health, opportunity, wellbeing, and On Country Language and Culture.

The Clontarf Foundation's mentoring program for male Aboriginal high school students supported approximately 2,820 students across 47 school sites. Role Models and Leaders Australia continued to deliver a Girls Academy mentoring and support program for female Aboriginal secondary students, supporting approximately 845 students across 13 school sites.

The NSW AECG and the Human Society and Its Environment (HSIE): Working Together Committee meet quarterly to discuss and action opportunities to increase teacher capacity, knowledge and skills related to Aboriginal and Torres Strait Islander histories and cultures. In 2019, the groups developed Branyi Bayann Niiringal (Yesterday, Today, Tomorrow). This new resource supports schools and their communities to make significant Aboriginal sites accessible on Google Maps. This resource will be launched in Term 1 2020 and provides an example of a framework for schools to follow and to support authentic integration of Aboriginal perspectives into teaching and learning, within a local context.

Increasing access to Aboriginal languages

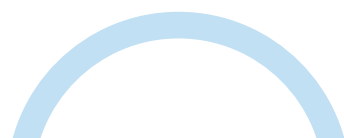
The department works in partnership with the NSW AECG, TAFE NSW, Aboriginal Affairs NSW, the NSW Education Standards Authority and local Aboriginal communities to implement Aboriginal languages programs in schools.

Before beginning to teach an Aboriginal language, schools partner with local Aboriginal communities and consult with parents. This occurs through the school planning consultation process, or by having the local AECG advocate on their behalf.

The department's Aboriginal Language and Culture Nests program is integral to efforts to increase access to Aboriginal languages, and forms part of the NSW Government's OCHRE (opportunity, choice, healing, responsibility, empowerment) plan.

A nest is a network of communities bound together by their connection through an Aboriginal language.

 We're building **more culturally relevant content and offerings** for Aboriginal students.





Since 2016, the department has engaged the NSW AECG to support numerous aspects of Aboriginal Language and Culture Nests implementation. The five nests, together with their base schools, are:

- Bundjalung (Goonellabah Public School)
- Gamilaraay/Yuwaalaraay/ Yuwaalayaay (Lightning Ridge Central School)
- Gumbaynggirr (William Bayldon Public School)
- North West Wiradjuri (Dubbo Public School)
- Paakantji/Baakantji (Wilcannia Central School).

By the end of 2019, 57 schools and educational facilities were engaged in the nests, with more than 7,759 students learning an Aboriginal language.

In late 2019, the NSW Ombudsman issued an OCHRE Review Report. This followed Aboriginal Affairs' 2018 OCHRE Stage 1 Evaluation Report, which looked at implementation issues and early outcomes from the nest program. Both reports contained a number of recommendations, including providing stability of employment for Aboriginal

language tutors through the NSW AECG and updating nest guidelines. The department began work on implementing the recommendations in 2019, and this work will continue in 2020.

As a separate initiative, the department encourages schools to partner with local Aboriginal communities to implement an Aboriginal language program. Since 2017, secondary schools have been able to implement the Aboriginal languages content-endorsed course syllabus for students in Years 11 and 12.

In 2019, 11,541 Aboriginal and non-Aboriginal students in Kindergarten to Year 9 learned an Aboriginal language within and outside the Aboriginal Language and Culture Nests program.

Connected communities

Our Connected Communities Strategy positions schools as community hubs. This enables Aboriginal communities, the wider community and school leadership to collaborate, delivering key services supporting children and young people throughout their lives – from birth through school and transitioning into further training, study and employment.

The strategy aims to improve educational outcomes for Aboriginal students, such as:

- improved school readiness
- increased family and community engagement at school, leading to a better attendance rate
- improved literacy and numeracy results
- more students completing Year 12 or its equivalent
- improved post-school transitioning
- flexible and responsive service delivery at school
- increased understanding of the value of Aboriginal students' culture, goals and aspirations in all schools
- embedded culturally responsive teaching practices, including the teaching of Aboriginal languages and cultural studies.



To strengthen the delivery of the strategy, we established the Connected Communities directorate in 2019, which will assume responsibility for the line management of the Executive Principals in the 16 participating schools in early 2020. To help this transition, we focused on system development and forward planning, including appointing an executive director and recruiting two directors, educational leadership for Connected Communities, as well as improving how we measure achievement of our outcomes.

The strategy is set to continue until 2023. Work began in 2019 to expand the strategy to additional schools. In 2020, school, community and key stakeholder information sessions and consultations will begin.

Improving student attendance

Research indicates a strong link between attendance and student achievement. Attendance is also an area where granular, close to real-time data can be made available.

In 2019, the department continued to support schools with possible ways to intervene in concerning patterns of attendance and collaboratively work with all stakeholders to resolve non-attendance issues. We provided online training for 110 home school liaison officers and 26 Aboriginal student liaison officers, as well as the school services home school liaison program managers.

From August 2018 to September 2019, the Home School Liaison Program responded to public school requests to address non-attendance and non-enrolment issues, as well as non-government school requests to identify students whose enrolment destination was unknown. The program managed 9,099 active individual students. Home school liaison program officers also worked collaboratively with schools across NSW to implement 3,967 school-based strategies that supported regular student attendance.

In 2019, the department developed and tested a range of strategies to help schools improve student attendance. This included a pilot, in collaboration with the Department of Customer Service, to test communication strategies that engage parents and carers to boost student attendance. In 2020, we will continue consultation with school-based staff to create a problem-solving process that will support high schools develop place-based solutions to improve attendance.

The department began a pilot program that aims to share best-practice examples of improving attendance with schools across the state. In 2019, we identified schools with improved attendance rates. This information will be shared with schools across the state and, where appropriate, scaled across the school system.



Home school liaison program officers worked collaboratively with schools across NSW to **implement 3,967 school-based strategies** that supported regular student attendance.

2. Improve teaching quality

Teachers have the greatest in-school impact on student outcomes. A high-performing teacher can lift the performance of an average 8-year-old student by more than 50 percentage points over three years (see Figure 11).

Lessons from implementing the NSW Literacy and Numeracy Strategy have reinforced our understanding of the impact quality teaching has on student outcomes. This includes the importance of differentiating instruction for each student and the value of quality professional learning for teachers.

Evidence also suggests there is more variation in teaching quality between classrooms in the same school than between similar schools. Experience and accreditation as Proficient is, on its own, not a sufficient guide to how much a teacher is able to improve student outcomes. There is also a need for other measures of on-the-job performance to support teacher professional development. Improving teaching quality across our system will enable us to achieve our targets for improved student wellbeing, academic performance, independence and equity outcomes.

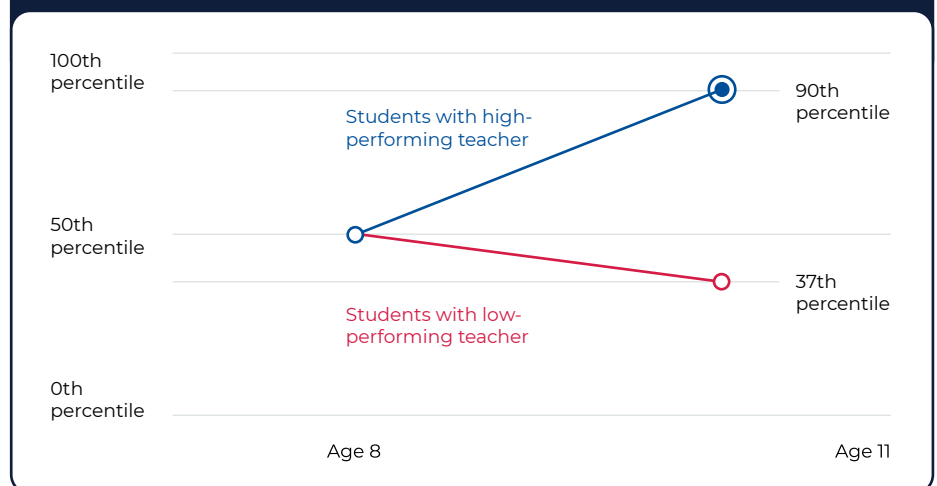
Attracting, recruiting and retaining the highest-quality teachers

In 2019, the department approved 8,114 new applicants to teach in NSW public schools, nearly 1,600 more than in 2018. We also filled 5,253 classroom teacher positions. After the department appointed incentive transfers and Aboriginal employment applicants, schools

filled 65 per cent of classroom teacher positions using their chosen recruitment method.

In 2019, we attracted the best and brightest into teaching by offering a range of scholarships and retraining sponsorships to bolster supply in targeted geographies and subjects. Following the launch of an enhanced scholarship package, we received 619 applications for teach.Rural scholarships, with all 60 available scholarships awarded.

Figure 11: Impact of teacher performance on student performance



Source: Sanders and Rivers, Cumulative and Residual Future Effects on Student Performance.



In addition, in 2019 the department launched two major pieces of its Rural and Remote Strategy – the rural teacher incentive and experienced teacher benefit. From 1 January 2019, all teachers in a permanent position at a rural and remote NSW public school qualified for a rural teacher incentive between \$20,000 and \$30,000, depending on the school's remoteness. Also from 1 January 2019, all experienced teachers in a permanent position at an eligible school qualified for a \$10,000 experienced teacher benefit, payable for up to five years.

The department launched the Rural Experience Program in 2018, placing 17 teachers in identified rural schools. In 2019, this number increased to 31 placements.

In 2019, a further 45 teachers completed sponsored training in mathematics, physics, engineering studies, special education (including hearing and vision), English as an additional language or dialect, careers, and teacher librarianship.

As a part of the NSW Maths Strategy, the department launched a new scholarship specifically targeting career changers or science, technology, engineering and mathematics (STEM) university students seeking a career as a maths teacher. The first round of

application for the teach.MathsNOW scholarship opened in 2019, with successful applicants due to commence study in 2020. The department is committed to awarding up to 320 scholarships over the next four years to students to train as mathematics teachers.


In 2019, the department also set new standards for entry for incoming teachers in public schools, which are being introduced progressively from 2019, including Grade Point Average measures applicable to students commencing study in 2019. An evidence-based Teacher Success profile is now part of the process to become approved to teach in NSW public schools – ensuring those we select are set up for success.

Schools receive funding to support eligible beginning teachers' performance and professional development, including induction and accreditation. In 2019, the Beginning Teacher Support Funding Program supported nearly 5,000 eligible teachers in both permanent and temporary positions. The Strong Start, Great Teachers website provided schools with a research-based framework to create high-quality, school-based induction programs for these teachers.

The Summer School pilot for early career teachers in January 2019 expanded to a Winter School across four locations. Strong Start, Great Teacher quality induction support was updated and moved from a standalone website onto the department's website, providing access to a range of advice, practical templates and teaching strategies to use in the classroom. Fourteen Strong Start, Great Teacher induction workshops were held for more than 200 teachers, mentors and school leaders.

We have several reward programs, awards, scholarships, fellowships and exchanges available to teachers. These recognise achievement, provide opportunities for research and study, and enable the exchange of ideas and knowledge nationally and internationally.

The 2019 Auditor-General's performance audit report, Supply of secondary teachers in STEM-related disciplines, included recommendations about workforce planning, attraction and retention of STEM teachers and targeted scholarships, and reviewing practicum placements for pre-service teachers.



In 2019, the department worked to respond to these recommendations, by:

- introducing the teach.MathsNOW scholarship
- increasing the financial support package for the STEM scholarship program
- appointing 2019 STEM scholars into permanent positions as they become available
- facilitating priority practicum placements for STEM scholars
- introducing a STEM Professional Experience Hub School for pre-service teachers who need STEM professional experience placements
- improving our workforce planning model to better understand and communicate supply and demand for teachers.

The department will continue implementing these recommendations in 2020.

Directing teachers and schools to evidence-based practices with the highest impact

We are moving towards professional learning that is driven by student need, collaborative and applied, and continuous and coherent. To support teachers in their professional learning, we are making it easier for teachers to find resources and tools and to access formal professional development opportunities that connect back to the classroom and meet a high standard of quality in design and delivery.

In 2019 we quality-assured 172 professional learning courses offered by the department, and subsequently registered these with the NSW Education Standards Authority (NESA). The NESA registration process has been streamlined and will be fully aligned with the quality assurance process in Term 1 2020.

In 2019 department staff and stakeholders engaged with Emeritus Professor Helen Timperley to scope revisions to the Professional Learning Policy and started work to produce implementation resources following an external review of professional learning in the department.

Out of this work, we have developed the High Impact Professional Learning Framework. During 2020, we will communicate to schools as well as consult them on updates to the policy. The framework and the policy will help our schools shift more of their professional learning capacity towards collaborative, sustained and student-centred learning relevant to the school setting.

Ensuring every teacher is focused on improvement

A feature of all leading education systems is a clear and effective process to facilitate the professional growth of teachers. We are refreshing the Performance and Development Framework to make it more user-friendly for teachers and supervisors with e-learning tools, and a stronger link between professional learning needs and student outcomes.



We implemented **quality assurance for 172 professional learning** approaches and stopped those that did not meet standards.

As at 1 January 2018, all teachers needed to be accredited at Proficient level to teach in a NSW school. The department's website provides accurate, up-to-date information about accreditation policy and procedures. In 2019, the department updated and streamlined advice on accreditation requirements for teachers and school leaders, with a series of snapshot charts summarising requirements. The website also includes a suite of NESA-registered professional development courses, with more than 100 hours of free professional learning for teachers, focused on the Teaching Standards and how to strengthen teaching practice.

We also continued to use MyPL, a streamlined, integrated system to record, monitor and support professional learning for teachers, support staff and corporate staff. In 2019, staff completed more than 802,000 courses. This included more than 115,000 completions of mandatory child protection training for schools and corporate staff.

Defining and spreading best practice through expert teachers

We are taking a number of approaches to identify and encourage more Highly Accomplished and Lead teachers through career pathways and opportunities, in parallel with traditional leadership progression.

Following the 2019 Auditor-General's performance audit report, Ensuring the teaching quality in NSW public schools, the department is working with NESA to revise the Highly Accomplished and Lead Teacher Accreditation Policy so that teachers can access the new suite of support materials.

The Australian Professional Standards for Teachers describe the professional competence expected of all teachers, as well as what is required to maintain accreditation and progress through standards-based remuneration. Teachers first employed or re-employed since 2016 are paid based on their accreditation status. Teachers holding Highly Accomplished or Lead teacher accreditation receive a salary of more than \$100,000 per annum. The department also reimburses fees for Highly Accomplished and Lead teacher accreditation for teachers completing 75 per cent of their accreditation in a rural or remote school.

Delivering the Literacy and Numeracy Strategy 2017-2020

NSW continues to exceed the Premier's Priority target to increase the proportion of NSW students in the top two NAPLAN bands by 8 per cent by 2019. In 2019, more than 175,000 students achieved a top-two-band result in reading and/or numeracy.

In 2019, the department expanded our literacy and numeracy professional learning offering with more than 40 new courses. The professional learning has been designed to help teachers identify students' learning needs and target teaching accordingly. All schools have access to the Effective Reading professional learning suite, providing teachers with an opportunity to explore the practical application of evidence-based teaching of reading.

Under the Early Action for Success strategy, we provided a suite of professional learning events for instructional leaders and school teams. The professional learning focused on instructional leadership, differentiated teaching strategies, diagnostic assessment and tiered interventions to provide instruction for individual student learning needs.

The revised Best Start Kindergarten Assessment was implemented in all primary schools. We introduced the Best Start Year 7 assessment, with 292 high schools participating. The department improved the Planning Literacy and Numeracy software tool (PLAN2) to help schools record student learning information and to identify teaching priorities to support student development.

3. Strengthen school leadership

School leadership is the second most powerful driver of student outcomes after teaching quality. A highly effective principal raises the achievement of a typical student by between two and seven months of learning in a single school year. Effective leadership is even more critical to success in complex and disadvantaged schools.¹

School Leadership Institute

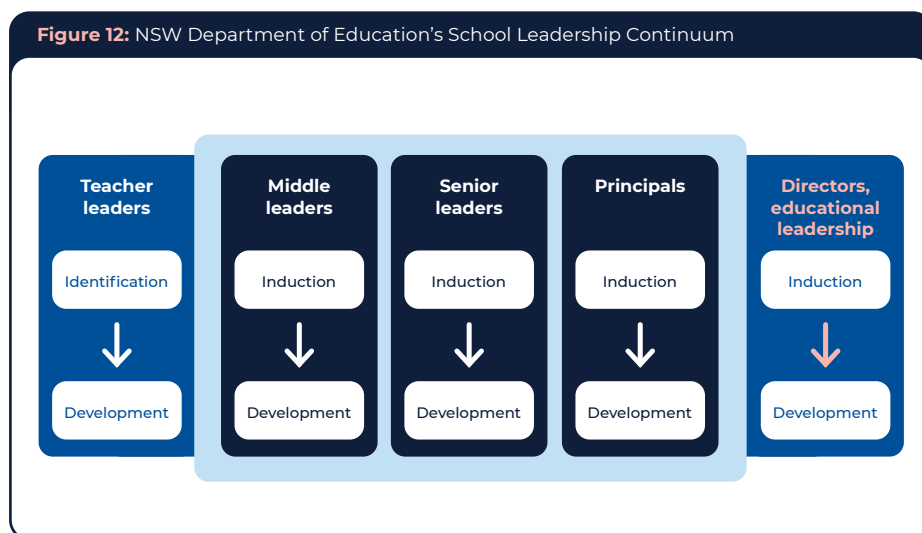
In 2018, as part of our School Leadership Strategy, we established the School Leadership Institute to provide world-class leadership development programs. The institute is responsible for developing high-level leadership skills, using evidence-informed and future-focused programs that will support school leaders at all stages of their career. These measures will lead to higher-quality teaching and learning for students in our schools.

In 2019, we began the Aspiring Principals Leadership Program, in partnership with the University of Wollongong. This rigorous program is for leaders willing to commit to a challenging program and seek to lead a school within the following two years. The program began in 2018 with 52 school leaders. In 2019, the total number of participants

included 140 aspiring principals and 30 principal facilitators. In partnership with the University of Melbourne, the department also selected participants who commenced a Masters of Instructional Leadership scholarship in 2019.

To support this work, the School Leadership Institute Advisory Board endorsed a new School Leadership Development Continuum (see Figure 12).

We trained 263 new principals in a new two-year, evidence-informed development program.



Source: NSW Department of Education, School Leadership Institute

¹ Branch G.F., Hanushek E.A., Rivkin S.C. (2013) "School Leaders Matter - Measuring the impact of effective principals", Education Next Winter 2013 / Vol. 13, No. 1, Program on Education Policy and Governance, Harvard Kennedy School



Leadership development

We recognise the importance of development-focused conversations with principals, so we are focused on our network of directors, educational leadership (DEL). In 2019, we offered 30 scholarships for principals to attend a Harvard educational leadership program at the University of Sydney. We also offered scholarships for existing principals and DELs to undertake postgraduate studies. In 2019, 19 recipients of a scholarship for effective principals concluded their leadership study with the University College, London.

In 2019, we also commenced the Aboriginal Teacher Leadership Initiative to align with our commitment of Aboriginal Workforce development and with our Workforce Diversity and Inclusion Strategy 2018-2022.

Effective inductions for principals and school leaders

It is important to support new principals so they can be effective leaders from day one. In 2019, in partnership with the University of Auckland, we implemented a two-year induction program for newly appointed principals. We will extend this approach to the induction of deputy principals, assistant principals and head teachers in 2020.

In 2019, **30 principals** received scholarships to attend a Harvard educational leadership program at the University of Sydney, and **19 principals** concluded their leadership study with University College, London.

4. Improve system support to schools

Many of our schools are similar to a medium-sized business – a hundred staff, thousands of students and budgets in the millions. Principals have to manage the staff, financial resources and physical assets of the school at the same time as they strive to be effective instructional leaders. One of the benefits of being a large school system is the ability to provide streamlined, coordinated support for the non-teaching and learning functions of a school. These functions can take up to 50 per cent of a principal's time (see Figure 13).

The initiatives under this priority are aimed at delivering better administrative services, freeing up schools to focus on delivering improved learning outcomes for students.

Improving strategic planning and budgeting

The department is moving towards a more integrated approach to planning and budgeting. We are ensuring that the divisional planning process:

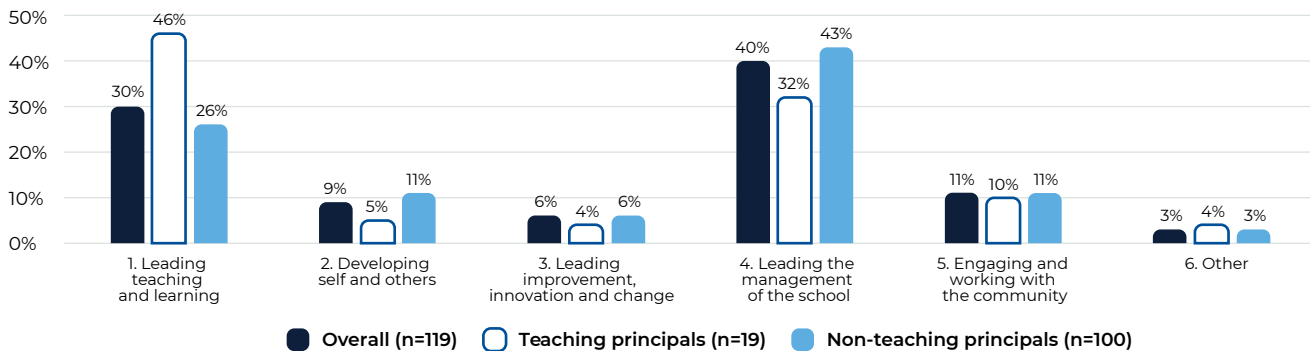
- aligns with key priorities
- identifies associated risks and indicators
- connects to strategic budgeting
- links to individual performance and development plans.

In 2019 we introduced zero-based budgeting and outcomes-based strategic planning.

Building strong financial management and human resource support for schools

In 2019, we rolled out new side-by-side support via the Enterprise Financial Planning Tool (eFPT) to increase principals' confidence in planning and budgeting. In 2019, we also reduced the budget variance between schools, but there is more work to do.

Figure 13: Time use in NSW public schools, overall and by teaching principals and non-teaching principals, 2017



Source: Principal Workload and Time Use Study, Deloitte, September 2017

Reducing the administrative burden on schools

Our teachers and principals need time to focus on teaching and learning to improve student outcomes. Two department-commissioned reviews into principal workloads highlighted both that principals and teachers spend a significant portion of time on administration and that this has increased over the past five years.

We began a priority program in 2018 to ensure that the department is not unintentionally affecting school workloads through unnecessary processes or implementing new solutions, systems and/or policies.

In 2019, the department:

- improved the quality of changes delivered into schools, ensuring they are fit for purpose and better coordinated

- removed unnecessary workload from schools by identifying duplicative work, improving existing systems and streamlining processes where possible
- continued to build the department's capability to consistently deliver change in a better way
- implemented a schools-centric governance model to improve the quality of changes and reduce the number going out to schools. Fundamental to this is a department-wide change schedule, which improves visibility of all programs to allow better coordination and prioritisation, as well as a meeting where we conduct a final review of every change going out to schools with our senior executives.

Since 2018, we estimate we have saved 640,000 hours per year across the department. On average, that is 290 hours per school.

One Finance and financial management optimisation

In 2019 we improved and consolidated internal financial services and ensured we operate in a more integrated way across the department. This will improve service responsiveness to schools and the department's corporate areas.

The department is improving budget performance and reducing underspends in the context of the department's move to a single financial, human resources and payroll platform. This initiative will:

- improve financial management processes and build capacity to manage system changes more effectively
- provide greater certainty on school annual funding allocations and consolidate the allocation of program funding to schools
- improve central monitoring of school expenditure
- review current policies and practices around school funds management.





5. Make the department a great place to work

High-performing organisations have a coordinated and systematic approach to shaping corporate culture, led by a senior management team who reflect their desired values and behaviours. The department's values are detailed in the Strategic Plan 2018-2022, and are aligned to our aspiration to be a world-class education system. These values are: excellence, equity, accountability, trust, integrity and service. To achieve this aspiration, we need to ensure our people are living those values on a daily basis through a set of aligned behaviours.

The Great Place to Work program launched in 2019 with an initial focus on corporate staff. This priority is creating positive and high-performing workplaces where our people can bring their best self to work and do their best work for the students and communities we serve. Through a deliberate, targeted and sustained approach centred on the department's values, we are improving employee engagement to drive student, school and organisational improvement.

Living our values

We are working to clearly define, communicate and embed our values. Expected behaviours that align with our values are being built in across the employment lifecycle. Adherence to values is included in performance agreements and in routine discussions.

In 2019, we established a champion community to promote and role model our values, and we held the inaugural Secretary's Living our Values Awards to recognise staff who exemplify the behaviours that align with our values.

Listening to feedback and taking action

During 2019, we made a commitment to demonstrate that we are listening to feedback from regular surveys, including the annual People Matter Employment Survey (PMES) and from regular pulse surveys. We are using data, analysis and evidence to take action on identified issues such as workplace bullying, performance and development and the capability of our people leaders.

We also held more than 20 forums to better understand our workplace culture and develop a behaviour framework to provide staff with clarity on behaviours that will drive improvement. In 2019, 4,904 corporate staff participated in the PMES, an increase of 2 per cent from 2018. Employee engagement for corporate staff increased from 69 per cent in 2018 to 72 per cent in 2019.

Sharing our stories and recognition

In 2019, we began discovering and sharing insights and stories from across the department and other organisations that have successfully shifted organisational culture. Our initial focus for this priority in 2019 has been our corporate staff.



The department's values are detailed in the Strategic Plan 2018-2022. These values are: **excellence, equity, accountability, trust, integrity and service.**





Other school-based programs

Education for a Changing World

In 2019, our Education for a Changing World initiative continued to prepare students to be engaged citizens in a rapidly changing world by empowering schools and communities to lead innovation.

Working closely with school leaders, teachers and experts, the department built a strong evidence base for supporting students to develop vital thinking skills – particularly critical, creative, computational and ethical thinking. In support of this, we released a number of new papers and reports in 2019.

In 2019, the Catalyst Lab engaged seven teachers-in-residence to work with 500 teachers, 900 students and nearly 200 schools to develop solutions to meet emerging educational challenges and the needs of teachers and students. These solutions included teaching frameworks for applied learning and 30 best-practice programs for use in schools.

A major achievement was the development of two education innovations: one that supports teachers to create, find and deliver high-quality applied learning programs; and another to facilitate the integration of critical thinking skills into curriculum delivery. These innovations, which were co-designed by teachers with the help of external partners, went from the incubation stage into development.

Ensuring the safety, wellbeing and welfare of our students

In 2019, the department continued to identify and accelerate improved wellbeing practices across schools. Students with higher levels of wellbeing are more likely to achieve at school, complete Year 12 and lead a socially responsible life. We believe that schooling is about more than academic outcomes – the wellbeing of the whole student comes first.

Various existing programs have demonstrated they have an impact on improving student wellbeing outcomes for schools with certain needs in certain situations. We will aim to help similar schools benefit from these existing programs by identifying which existing programs can best support each type of school. A principals-in-residence program provides the opportunity to gather evidence from colleagues, students and school leaders of programs, practices and initiatives that enhance student wellbeing outcomes. The program provides a range of resources to help schools meet the wellbeing needs of their students.



In 2019, the **Catalyst Lab** engaged seven teachers-in-residence to work with **500 teachers, 900 students and nearly 200 schools** to develop solutions to meet emerging educational challenges and the needs of teachers and students.

Supported Students, Successful Students is a four-year \$167 million package delivered between 2015-16 and 2018-19. This program has provided 236 additional school counselling positions and increased wellbeing services. In 2019, 381 schools with greater need received an additional \$17.1 million in flexible funding for wellbeing services. A further 55 school counselling positions began in 2019.

Our Child Wellbeing Unit builds schools' capacity to respond to child protection concerns. In 2019, the unit responded to more than 25,400 contacts, an increase of approximately 26 per cent from 2018. The unit works collaboratively with the Ministry of Health, the NSW Police, the department of Family and Community Services, as well as non-government organisations to respond to concerns about the safety, welfare and wellbeing of our students.

Our specialist refugee student counselling support team provided psychological support for refugee students in 103 schools across the state.

To address the recommendations of the 2019 NSW Auditor-General's performance audit report, Wellbeing of secondary students, the department has undertaken significant work, including partnering with leading mental health organisations and supporting planning for wellbeing.

We continue to make significant progress towards implementing recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse. We have provided targeted education to staff with certified training in the True Traffic Lights framework, to support staff identifying, understanding and responding to a broad range of sexual behaviours in children and young people, including harmful or problematic behaviours.

In response to the Royal Commission recommendations, the department has also developed the Children with Problematic or Sexualised Behaviours: Guidelines for Schools to include a duty to report and new reporting procedures. The guidelines are published on the NSW Department of Education intranet and are available to all staff. Principals also receive the guidelines when they report an incident of problematic or harmful sexualised behaviours at their schools.



Our specialist refugee student counselling support team provided **psychological support for refugee students in 103 schools across the state.**

Supporting students with disability and additional learning and support needs

In 2019, more than 125,000 students across NSW received supplementary, substantial or extensive adjustments to their learning because of disability, with the majority of students placed in mainstream classes.

To help schools better support our students, in 2019, the department:

- allocated more than \$288 million, providing every mainstream school with specialist teacher time and flexible funding to support students with low-level adjustments
- provided more than \$200 million in targeted funding to more than 10,500 students with moderate and high levels of need in mainstream classes
- provided specialist teachers supporting more than 2,450 students with vision or hearing impairment

- educated more than 24,100 students in more than 3,380 support classes in mainstream schools and schools for specific purposes.

In 2019, we expanded our range of professional learning for teachers. We launched two e-learning courses: Supporting student wellbeing and mental health, and Personalising learning with technology, which helps teachers choose and implement technology to support students.

Our new Inclusive Practice in Education Master's Degree scholarship program will increase the number of teachers obtaining postgraduate qualifications in inclusive and special education. Almost 200 teachers have been offered a scholarship in the first year of this program. This will replace our current Every Student, Every School scholarship program.

In addition, in 2019:

- we have 44 teachers completing a master's degree through the Every Student, Every School scholarship, with 251 teachers obtaining their degree since 2012
- we recorded 3,600 course completions on the Disability Standards for Education

- we recorded 3,444 course completions on key areas of student need, including autism, challenging behaviours and dyslexia
- we delivered more than 120 information sessions to staff, parents and providers about how the National Disability Insurance Scheme (NDIS) can support student learning in schools
- we held a workshop with school leaders and NDIS-funded disability service providers to talk about how better collaboration can improve student outcomes.

The Disability Strategy, released in February 2019, builds on the NSW Government's response to the NSW Legislative Council's 2017 inquiry, Education of Students with a Disability or Special Needs in New South Wales. The strategy sets out our vision for a more inclusive education system. We want to ensure that the experience of families of our students with disability is supportive, transparent and straightforward. Our progress on the Disability Strategy is set out in the Progress Report: Improving Outcomes for Students with Disability 2019, available on education.nsw.gov.au.



In 2019, more than **125,000 students across NSW** received supplementary, substantial or extensive adjustments to their learning because of disability, with the majority of students placed in mainstream classes.

Encouraging sport and physical activity

Schools ensure students from Kindergarten to Year 10 complete the mandatory 150 minutes of sport and physical activity each week, through sport, physical education classes and other structured physical activities.

The department partnered with tertiary institutions to support teachers with research-supported professional learning. Online and practical professional development courses increased teacher capacity to deliver positive outcomes in physical activity. In 2019, we provided professional learning opportunities for more than 4,000 teachers.

The Premier's Sporting Challenge encourages students to lead healthy, active lifestyles. In 2019, 445,667 participants recorded their activity online. More than 220,000 students participated in the representative school sport pathway, and 110,000 students from 1,410 primary schools accessed the school swimming and water safety program.

The department provided opportunities for 3,100 students with disability to participate in sport through the representative school sport pathway and sport participation days.

We recognised 13 teachers with excellence or recognition awards in school sport and presented 288 students with Sporting Blue awards at regional and state level.

The School Sport web application was viewed more than 2.9 million times and our school sport social media platforms reached around 1,600 people per post. Both provide information for teachers, parents and carers on physical activity and sport.

Supporting students learning English as an additional language

In 2019, the department delivered 896 full-time teaching positions and approximately \$37 million in flexible funding to support approximately 180,000 students learning English as an additional language or dialect (EAL/D) in 1,516 schools.

We allocated approximately \$30 million through the New Arrivals Program in 2018-19. This resource delivered intensive English language tuition and bilingual support in schools across the state to more than 5,800 newly arrived EAL/D students, including refugees.

In addition, more than 3,600 students in the Intensive English High School and 14 intensive English centres received English tuition, orientation to schooling, as well as support to help settle them into school and participate in Australian society.

In 2019, the department directed \$2.6 million in targeted funding to support the learning, wellbeing and settlement needs of more than 4,000 recently arrived refugee students in 419 schools.

Across the state, approximately 2,300 teachers and leaders attended registered professional learning to help them meet the educational needs of EAL/D students. Teachers also attended non-registered courses. More than 3,360 staff members completed professional learning to build their capacity in meeting the needs of students from refugee backgrounds.

In 2019, we launched the Deadly Dialects e-learning resource. This resource builds the capacity of departmental staff to better understand and cater for Aboriginal English as an additional language or dialect, code switching, and culturally responsive early literacy learning.



Supporting students from rural, remote and disadvantaged communities

To build teacher capacity in rural areas to address curriculum and student wellbeing needs, the department held the Rural and Remote Education Conference in Tamworth, Dubbo and Wagga Wagga during July and August 2019. More than 415 primary and secondary teachers participated in this professional learning program.

Other key initiatives to build rural staff capacity included the HSC Simulated Marking Program and the Rural and Remote Marking Program. In partnership with the NSW Education Standards Authority, we provided training in 2019 for 82 teachers in HSC Simulated Marking – a 50 per cent increase from 2018 – and for 48 teachers in the Rural and Remote Marking Program.

The Rural and Remote Network program provided grants totalling \$400,000 for 22 rural and isolated schools to develop networks to extend and enrich curriculum across subject areas. An example is the Literacy Den Program, which was featured in *The Sydney Morning Herald*. Nine schools in the Southern Riverina upskilled their staff in consistent formative assessment practices and addressing achievement in writing.

In 2019, we coordinated the inaugural Rural and Remote Parent conferences in both Wentworth and Dubbo. The department worked with the Isolated Children's Parents' Association, the Federation of Parents and Citizens Associations of NSW, and the NSW Aboriginal Education Consultative Group to deliver workshops addressing learning and mental health support for rural and distance education students.

The Rural and Remote K-12 Careers Education Initiative provided \$20,000 to seven clusters of rural schools to implement a careers education program from Kindergarten to Year 12. In 2019, the department provided professional learning to each school to connect teachers with careers education resources, as well as project planning tools to support implementation at regular intervals. A further nine clusters will be funded to join this initiative in 2020.

We also support school students through the Regional Vocational Education and Training Pathways program, which operates in five NSW regions. In 2019 this program helped around 4,000 at-risk 15-to-19-year-olds re-engage, training or work.



In 2019, we helped around **4,000 at-risk 15-to-19-year-olds re-engage with education, training or work.**

Supporting curriculum and assessment

The department delivered a range of online and face-to-face professional learning to support schools as they implement NSW syllabuses. We also provided a variety of teaching materials and resources to build the capacity of primary and secondary teachers across all key learning areas. In rural and remote locations, we assisted with networks and local initiatives to complement professional learning.

The department particularly supported new syllabus implementation, including:

- NSW Science and Technology K-6 Syllabus
- NSW Personal Development, Health and Physical Education in K-10 Syllabus
- NSW Science Stage 6 senior syllabuses (biology, chemistry, earth and environment, investigating science, physics, and extension)
- NSW Mathematics Stage 6 syllabuses (advanced and extension 1 and 2)
- NSW Technology Mandatory 7-8 syllabus
- NSW technical and applied studies electives Year 7 to Year 10 (agricultural, design, food, graphics, industrial and textiles technologies)
- NSW human society and its environment electives Year 7 to Year 10 (commerce, geography, history and work education)

- NSW languages from Kindergarten to Year 10 (Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, Spanish, Turkish and Vietnamese).

In 2019, we developed a mandatory High Potential and Gifted Education Policy, which will be implemented in 2021. We also developed a range of resources and professional learning to support policy implementation.

Supporting successful transitions to training, higher education and work

In 2019, the department provided a range of programs and initiatives to ensure young people are prepared for higher education, training and work.

More than 168,000 students in Years 7 to 12 participated in the \$2.7 million School to Work Program. We engaged with industry bodies to improve career contacts, entrepreneurial learning and vocational learning, as well as enhance employability skills for secondary students.

Almost all (98 per cent) secondary schools reported they provided work readiness training and opportunities for students to participate in work experience. This has resulted in more than 35,000 students developing an increased awareness of the expectations in the world of work.

In 2019, there were 395 school-based apprentices and 1,841 school-based trainees in public schools across NSW.

In 2019, we trained an additional 32 transition advisers to work closely with students at risk of disengaging from education. Careers advisers and transition advisers provide students with individual counselling, career education classes, career learning opportunities and access to industries, tertiary education providers and employers.

The department's Ready Arrive Work Program helped more than 400 students from refugee backgrounds from 26 schools understand the world of work and improve their vocational learning. Students visited iconic institutions to experience a wider range of career pathways.

We continued to deliver the work placement coordination program, which will receive \$50 million in funding over the next five years, to source work placements for more than 45,000 public school students enrolled in HSC level vocational education and training courses. The program engages with more than 20,000 employers annually in a range of business and industry areas.

The department also supports school students transitioning to post-school training and employment. Opportunity Hubs aim to provide Aboriginal young people with the confidence and knowledge to follow a support pathway between school and further education and/or employment. As at 31 December 2019, 182 Aboriginal young people have been supported in their transition to employment and further education and training.



Early childhood education

All children make a strong start in life and learning and make a successful transition to school

The department works to ensure the delivery of quality early childhood education and care in NSW for children from birth, up to and including school age.

Children who participate in a quality early childhood education program are more likely to arrive at school

equipped with the social, cognitive and emotional skills they need to engage in learning. Research points to the positive and lasting difference that two years of early childhood education makes, particularly for children from disadvantaged backgrounds.



Our outcomes and targets

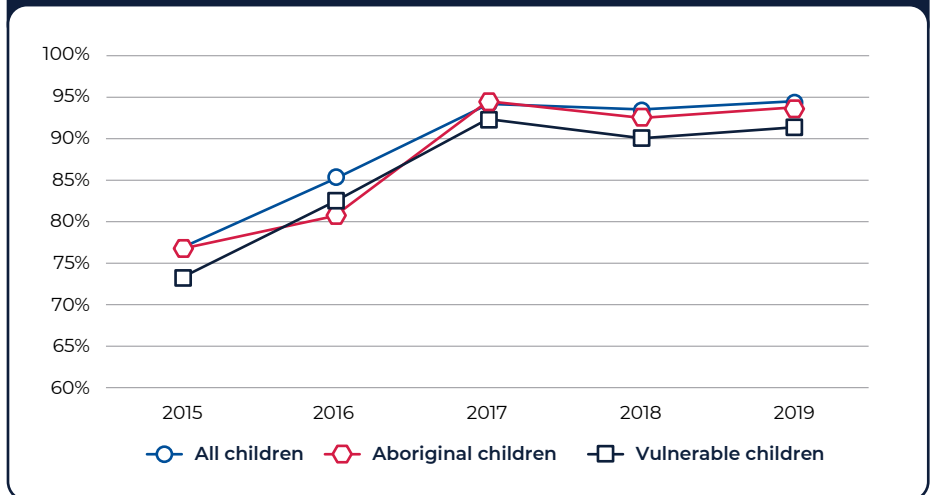
Encourage children to participate in early childhood education programs

Target: Increase the proportion of NSW children enrolled in a preschool program for at least 600 hours in the year before school to 95 per cent by 2022.

NSW is committed to achieving universal access to early childhood education, and for children to be enrolled in a preschool program for at least 600 hours a year. In 2019, NSW saw improvement in all key performance indicators for 600 hours of enrolment. We are the national leader in early childhood education, being the first state to provide access to two years of preschool education in community preschools.

Continuing from its 2018-19 commitment, the NSW Government invested \$526.7 million in 2019-20 in early childhood education. This included subsidising all 3-year-old children in community preschools through the Start Strong program from 1 January 2019.

Figure 14: Proportion of children enrolled for 600 hours in a preschool program in the year before school, 2015 to 2019



Source: Australian Bureau of Statistics (ABS) Preschool Education, Australia 2015-2019. Note: Percentages were calculated according to National Partnership on Universal Access to Early Childhood Education performance indicator specifications.

Support excellence in early childhood education services

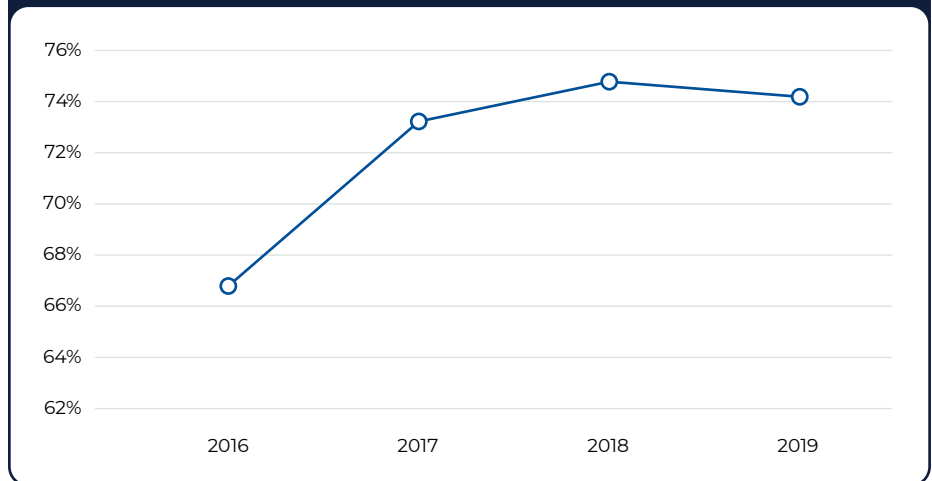
Target: Increase the proportion of NSW early childhood education services rated as meeting or exceeding the National Quality Standard to 80 per cent by 2022.

In February 2018, a revised National Quality Standard was introduced following a 2014 review of the National Partnership on the National Quality Agenda. The revised standard has 15 standards and 40 elements, compared with 18 and 58, respectively, for the 2012 version.

Since the introduction of the National Quality Standard in 2012, there has been an overall quality improvement in the sector. In 2018 and 2019, there was a slight reduction in the number of services meeting the standard. This is likely due to the transition to the new standard.

To help us achieve our goal, we have implemented initiatives to improve efficiency in the assessment and rating process. We have also provided dedicated sector quality support programs to help services adjust to the new standard.

Figure 15: The proportion of NSW early childhood education services rated as meeting or exceeding the National Quality Standard, 2016 to 2019



Source: Australian Children's Education and Care Quality Authority Q4 Snapshot, 2016, 2017, 2018 and 2019.





Our priorities

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.

The 2019-20 Budget allocated \$526.7 million to early childhood education, which includes support for a range of programs to improve access for NSW children.

The Start Strong reforms link needs-based funding to 600 hours of enrolment in quality early childhood education. Start Strong provides greater support to children who will benefit the most from increased participation, including Aboriginal children as well as vulnerable and disadvantaged children from low-income families. Since January 2019, NSW extended community preschool subsidies to 3-year-olds.

Capital Works grants aim to increase the number of 600-hour community preschool places available in areas of need and demand.

The Community Grants program supports eligible early childhood education services to increase the numbers of Aboriginal children and children from low-income families participating in 600 hours of quality early childhood education in the two years before school.

Start Strong Pathways funds community-based services to help provide educational support for young children before preschool enrolment. It helps strengthen the children's engagement within these services, and promotes the importance of early childhood education to parents.

The department continued to support the Disability and Inclusion program, which began in 2018 and aligns with the National Disability Insurance Scheme. It seeks to ensure children with disability can access a preschool program on the same basis as their peers.


In 2019, we continued to support rural and remote NSW to access preschool programs, recognising the additional costs and unique challenges associated with achieving universal access in these areas. The department offered opt-in, fixed-term contracts for mobile preschools, to support sustainable and improved service delivery.

We also continued to provide support to encourage early learning and participation in a quality early childhood education program through the Aboriginal Families as Teachers program. This program strengthens the ability of Aboriginal families to build a rich home learning environment. By facilitating links between early childhood services and the community, the purpose of the Aboriginal Families

as Teachers program is to both support children's early learning and encourage their access to preschool.

The Community Safety Net program aims to establish early education services in very remote areas of NSW without access to early education services. The Community Safety Net program has led to the establishment of the Gidgee Preschool which opened August 2018 in the community of Weilmoringle. In 2019, the department worked with Community Connections Solutions Australia (CCSA) to establish an early education service in two additional communities, Louth and Wanaaring.

We work to ensure all children have access to a **quality early childhood education program for 600 hours per year** in the year before school.



Implementing the National Quality Framework

The National Quality Framework aims to improve the quality of early childhood education and care services across Australia through an integrated approach to service approval, quality assessment and compliance. It applies to more than 5,500 services in NSW, including long day care, preschool, family day care and outside of school hours care services.

The National Quality Standard, which sits within the framework, sets a national benchmark for service quality. The department assesses and rates services against seven quality areas and gives them an overall rating based on these results.

At December 2019, the department had assessed and rated more than 93 per cent of more than 5,500 services under the National Quality Framework. NSW accounts for almost 35 per cent of Australia's early childhood sector.

We also monitor compliance with legislative requirements, investigate complaints and respond to incidents. In 2019, this involved more than 6,000 visits to services, 40,000 telephone inquiries, 1,000 email inquiries and 3,500 applications.

In 2019, we continued to deliver various support programs for improved service quality, including:

- the Working Towards Quality Support Program
- the Outside of School Hours Care Quality Development Program
- the Aboriginal Quality Support program.

The Children (Education and Care Services) Supplementary Provisions Act 2011 was amended to align standards with services regulated under the National Quality Framework. Occasional care and mobile services are now required to participate in quality assessment and rating, and the department no longer regulates home-based care. In 2019, we introduced sector support programs to help services transition efficiently to the new requirements.



We assessed and rated more than **93 per cent of more than 5,500 services** under the National Quality Framework.

Making early childhood regulation more efficient and effective

We continued to improve the quality of the family day care sector by removing unsuitable providers, strengthening the approvals process, and enhancing compliance and monitoring activities. As a result, the department cancelled 207 family day care service approvals and refused 118 service approval applications, between 1 January 2016 and 31 December 2019.

In 2019, we introduced self-reflective practice to make the assessment and rating process efficient and consistent. The voluntary use of the Australian Children's Education and Care Quality Authority (ACECQA) Self-Assessment Tool means services can identify areas for improvement and engage with authorised officers for a collaborative approach to assessment and rating.

We also launched star quality ratings, a new graphic that presents the existing National Quality Framework quality ratings in a simpler, family-friendly format. This will make ratings more accessible to families and encourage their participation in quality improvement.

The department is leading the 2019 review of the National Quality Framework to ensure it remains current and fit for purpose, and continues to meet its objectives. In May 2019, we consulted with the sector, receiving 1,769 survey responses and more than 2,500 participants from across the early childhood education sector attended a consultation session to provide feedback. In 2020, the department will continue to work with other state and territory governments to develop the consultation regulation impact statement on policy recommendations.

Building the knowledge and skills of early childhood educators

The department's Early Childhood Education Workforce Strategy 2018-2022 promotes early childhood education as a career. The strategy aims to provide early childhood educators with better access to mentors, professional development and networking opportunities.

In 2019, the department continued to develop the Tertiary Pathway Program. This program aims to support more educators to obtain qualifications, by increasing the quality and flexibility of higher education qualifications available to the sector.

We continued to deliver the Spotlight on Quality digital newsletter, which helps services improve quality in relation to regulations, reporting and educational leadership.

In 2019, we had two programs supporting scholarship recipients:

- The Rural and Remote Early Childhood Teaching Scholarship program helps diploma-qualified educators working in community preschools and long day care services in regional and remote areas to upgrade their qualifications and become early childhood teachers.
- The Aboriginal Early Childhood Education Scholarships program, introduced in 2017, aims to increase the number of Aboriginal early childhood educators in NSW. Up to 15 scholarships are available each year until the program ends in June 2020.

From 2020, the department will develop further opportunities to support early childhood educators, in line with the Early Childhood Education Workforce Strategy.



Increasing after school hours care places

In March 2019, the \$20 million Before and After School Care Fund closed with a net increase of 64,565 approved before and after school care (BASC) places. We allocated 323 grants, totalling \$9.62 million. The fund was initially created in March 2015 to establish up to 45,000 additional outside of school hours care places in government and non-government schools.

In July 2019, the government established the \$120 million Before and After School Care Commitment to increase access to BASC for government primary school students.

Between July and December 2019, more than 6,000 parents provided feedback on their service needs. The NSW Government will use this feedback to refine the commitment, including developing the Service NSW Before and after school care finder, which was launched in December 2019. The tool includes functionality to continue to gather information from parents who are unable to access before and after school care.

To support the implementation of the commitment, the department developed a new space waiver policy to address the key space requirement barrier. This policy recognises that outside-of-school-hours care services on school grounds operate in different circumstances from other services because they are purpose-built for school-aged children.

We also rolled out a simplified process and documentation for tendering and licencing services on school sites. This helps reduce the administrative burden on schools by reducing the principal's workload and creating more streamlined processes across areas of the department.

A total of 53 tenders for services were opened from October to December 2019, using the improved processes and documentation in support of the commitment to create more services and places. The Infrastructure Fund awarded 13 grants totalling \$371,086 to support an additional 506 BASC places.

Supporting the transition to school

The department uses a range of strategies to ensure all children in NSW experience a successful transition to school.

In 2019, we began work on a whole-of-department Transition to School Strategy, to better support the transition to school experience for all NSW children, their families, early childhood education services, and primary schools. The department also continued to improve the usability of the Transition to School Statement for educators and services.

The Beginning School Well early intervention initiative continued in 2019, supporting children from a refugee background in their transition to school. This program supported 150 refugee families in 15 schools across NSW. Schools reported increased parental participation in school activities, improved learning and engagement of children entering school, and enhanced cross-agency partnerships.



We allocated **323** before and after school care grants, totalling \$9.62 million.





School infrastructure

Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching

School Infrastructure NSW drives the planning, procurement, construction and maintenance of school facilities to meet changes in population growth, accommodate new ways of teaching and learning, and help foster better educational outcomes for students. Our vision is to deliver the very best school infrastructure so that the NSW public education system is one of the finest in the world.

In 2019, the NSW Government committed to investing a record \$1.3 billion on school maintenance over five years, along with a record \$500 million for the sustainable Cooler Classrooms program.



Our performance targets

Major capital works

Over the next four years, \$6.7 billion is being invested to deliver 190 new and upgraded schools to support communities across NSW. This includes commencing work on the NSW Government's 40 election commitment projects.

In 2019, 42 new and upgraded schools were completed.

Cooler classrooms, learning spaces and libraries

To meet community expectations and improve learning outcomes, the department is delivering Cooler Classrooms, a \$500 million, five-year program to install air-conditioning and improve fresh air ventilation in permanent classrooms and libraries.

As part of the program, all permanent learning spaces and libraries in schools that experience a mean maximum January temperature of 30 degrees and above will be air-conditioned.

More than 1,100 learning spaces and libraries were equipped with air-conditioning as part of round one of the program in 2019.



Over the next four years, **\$6.7 billion is being invested to deliver 190 new and upgraded schools** to support communities across NSW.



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Our priorities

Improving our school facilities and infrastructure

The Share Our Space program aims to connect communities with school facilities during holiday periods. We saw 380 schools participate in this initiative across the holidays in 2019, up from 230 schools in 2018.

In 2019, we delivered the upgraded Bella Vista Public School, a successful partnership with The Hills Shire Council for a joint-use, FIFA-certified sports field and multi-purpose sports hall. This project was commended for multiple awards in 2019, including a Master Builders Association of NSW award for construction, and a NSW Premier's Award for Creating Well Connected Communities.

The department also received a commendation for the adaptive reuse of a heritage significant site on O'Connell Street, Parramatta (Bayanami Public School). The school site now provides flexible, highly-serviced teaching and recreation space for 1,000 children alongside facilities to support outside-of-school-hours care.

The department continued to work through its maintenance program, worth \$1.3 billion over five years. In addition, we undertook around 550 minor capital works to improve facilities at NSW public schools.

As part of the Asset Management Review, School Infrastructure NSW (SINSW) introduced the Asset Management Fast Track Initiative. The successful initiative has given schools greater flexibility and choice to commission and undertake activities or works themselves or have the Asset Management Unit undertake the works on their behalf.

SINSW engaged with the construction industry and launched an online platform to better engage with local workforces. We boosted resources and increased the number of asset services officers (ASO) across the state. This means each ASO can spend more time at each school.

In 2019, we finalised all recommendations of the 2017 Auditor-General's performance audit report, Planning for school infrastructure. We continue to provide updates on our progress against recommendations in that report.


Supporting technology and innovation in learning

In 2019, the department implemented the NSW Science and Technology K-6 Syllabus in primary schools. To support teachers with its implementation, we recorded six initial webinars and distributed them statewide. The webinars were

viewed 32,254 times in 2019. We also provided teachers with three professional learning courses to help them implement this new syllabus. More than 1,810 teachers participated in these courses.

The department also implemented the new Technology Mandatory Years 7-8 Syllabus in Year 7. This course has a mandated 50 hours of digital technology. We provided three courses to develop teachers' skills in digital technologies and support teachers to implement the syllabus. An additional 400 teachers participated in these events in 2019.

The department continues to provide professional learning opportunities for teachers in embedding information and communications technology (ICT) in the classroom. The Rural and Remote ICT sessions were well received in Tamworth, Dubbo and Wagga Wagga in 2019, with more than 60 teachers attending. More than 500 teachers attended department-run sessions at EduTech, InteractED, Technology 4 Learning (T4L) CIO Conference and T4L power-ups. Virtual reality remained popular, with more than 50 primary teachers attending a recent workshop at Beecroft Public School.



Livestreaming lessons and educational experiences through our satellite education program helped to address the challenge of providing quality education to students in our rural and isolated communities. In 2019, the department connected 200 isolated home sites to specialist studios in Broken Hill, Hay, Dubbo, Bourke, Walgett, Port Macquarie, Queanbeyan and Ballina. We built and began operating new studios at the Southern Cross School of Distance Education in Ballina and at the Finigan School of Distance Education in Queanbeyan.

The department continued to implement information, communication and technology reforms in schools for teaching and learning. We developed an ICT PLUS+ self-assessment tool and released it to schools to allow them to align their use of technology with our Schools Excellence Framework. The first release provided a dashboard containing performance information that allows schools to calculate their individual ICT ratings and make informed decisions about future investment in technology to best suit their teaching and learning outcomes.

In 2019, as part of the Connecting Country Schools program, the department installed high-quality internet and wireless services in more than 13,000 learning areas across 900 schools. This enabled them to access cloud- and internet-based teaching applications in the same way as metropolitan students.

Improving administrative and information management systems

The department undertook a number of significant reforms in 2019 to improve financial management systems, processes and capability.

During 2019, the department continued to improve the enterprise Financial Planning Tool (eFPT) to help schools plan for staffing and operational expenditure. The tool provides schools with a user-friendly platform for financial management. To support budget and resource planning for 2019, all schools received targeted support on eFPT's use. The tool is subject to ongoing development and improvement, in consultation with school users.

The One Finance project began to implement a new operating model and structure to ensure that the department's finance function operates in a more integrated way. This will improve service responsiveness to schools and the department's corporate areas.

In 2019, the Financial Management Optimisation program implemented a range of initiatives to improve budget performance in the context of the department's move to a single financial, human resources and payroll platform. This initiative is improving financial management processes and building capacity to manage system changes more effectively. During 2019, program outcomes included

providing greater certainty on school annual funding allocations and consolidating program funding allocations to schools.

Parramatta relocation

To give effect to the Government's Decade of Decentralisation policy, the department relocated more than 1,800 staff to 105 Phillip Street Parramatta during 2018 and 2019.

To manage the transition, we embarked on a significant change program incorporating people, policy, processes and information management. We moved staff to a new agile work environment, with an emphasis on attaining demonstrable improvements in employee engagement and maximising staff retention.

The move occurred in two stages. The first stage, completed in 2018, saw more than 1,000 staff from the department's Bridge Street, Bankstown, Blacktown and George Street offices relocated into new premises at Parramatta.

In the second stage in 2019, we relocated more than 800 staff from the Oxford Street office to Parramatta. The move delivered world-class, fit-for-purpose office space for staff. It will also stimulate business and employment opportunities in Western Sydney.



Skills and higher education

A highly skilled, employable and adaptable workforce that contributes to the productivity and prosperity of NSW

The Skills and Higher Education division is focused on fostering a vibrant, sustainable and high-performing vocational and higher education sector. The division supports training, upskilling and lifelong learning to improve economic, employment and social outcomes for individuals and NSW.

This report focuses on the Skills and Higher Education division from 1 July 2019, when the responsibility of post-school education was transferred into the department.

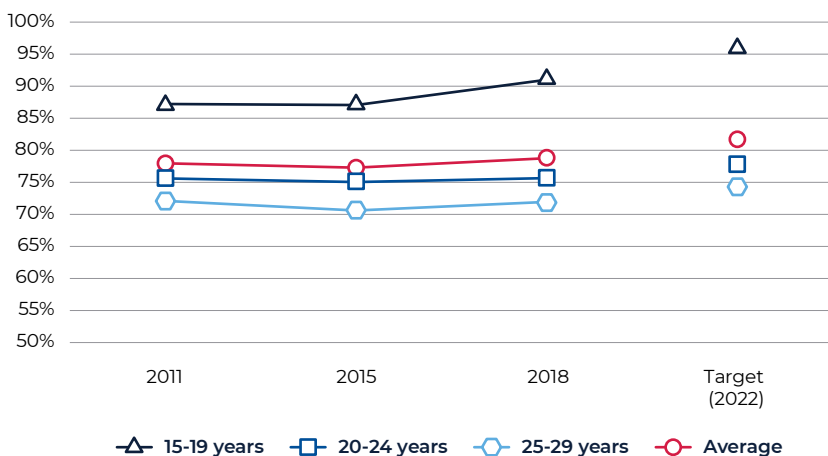


Our performance targets

Increase engagement in training, higher education and employment

Target: Increase the proportion of young people (aged 15 to 29) in NSW who are fully engaged in education, training or employment to 81.6 per cent by 2022.

Figure 16: Proportion of 15-to 29-year-olds in NSW who are fully engaged in employment or study



Source: Australian Bureau of Statistics, Education and Work, Australia, May 2018 Notes: 'Fully engaged' covers persons who are engaged in full-time work (at or above 35 hours per week) or study, or who combine any hours of work with any hours of study. The average is derived from the raw numbers for the three cohorts.

The data shows a steady increase in full engagement (full-time work or study, or any combination of work and study) among 15-to-19-year-olds since the introduction of the raised school-leaving age in 2010. However, the engagement of 20-to-29-year-olds has stagnated over the same period. This is likely due to a combination of a soft labour market, the rise of the gig economy, and casualisation of work. This is why we are placing an increased focus on supporting these young people to engage with quality education, training and employment opportunities.

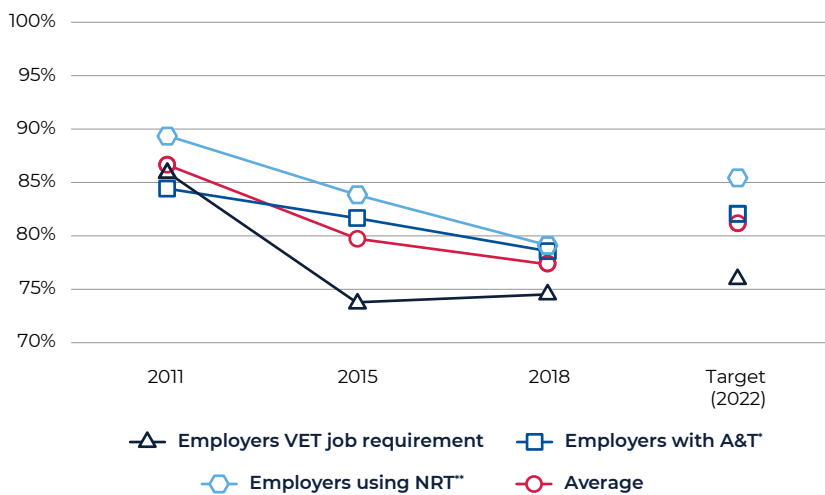
Reaching our target of 81.6 per cent of young people in NSW being fully engaged in education, training or employment by 2022 would make NSW youth among the most engaged in Australia.



Meet the skills needs of employers and industry

Target: Increase the proportion of NSW employers satisfied with vocational education and training (VET) as a way of meeting their skill needs to 81.2 per cent by 2022.

Figure 17: NSW employer satisfaction with training as a way of meeting their skills needs, by type of engagement, 2011 to 2018



Source: National Centre for Vocational Education Research Survey of Employer Use and Views of the VET System, 2019. Note: The average is derived from the average of the three categories, not raw numbers.

*employers with apprentices and trainees.

**employers using nationally recognised training

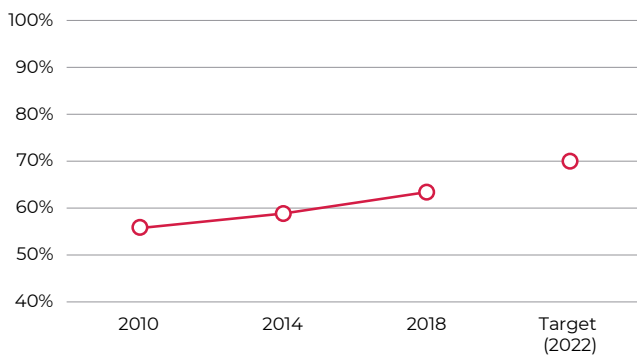
Our goal is to ensure that satisfaction remains above 80 per cent and is among the highest levels in Australia. Although the long-term trend in NSW is positive, employer satisfaction has declined slightly in recent years. National data shows that the primary reason behind the decrease in satisfaction on this measure is perceived poor quality or low standards of training. Further work will need to be done to understand how views differ by type of employer and training provider, among other factors.

We will continue to work with other jurisdictions on improving the quality of the national training system, and strengthening the assurance and monitoring that we undertake for Smart and Skilled providers.

Foster an increasingly skilled workforce

Target: Increase the proportion of NSW's working age population with qualifications at Certificate III level or above to 70 per cent by 2022.

Figure 18: Proportion of 20-to-64-year-old population in NSW with Certificate III level qualifications or above



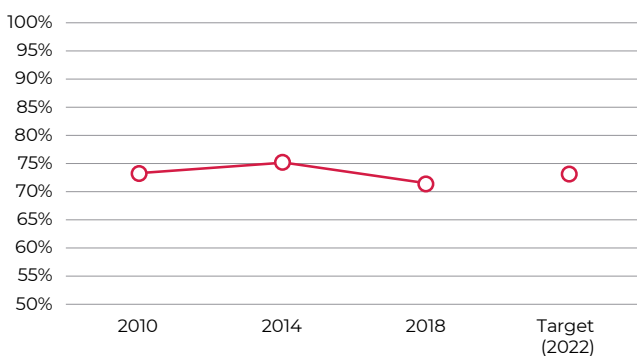
Source: Australian Bureau of Statistics, Education and Work, Australia, May 2019.

Based on historical trends, we expect a 1 percentage point increase each year in the proportion of people in NSW with qualifications at Certificate III level or above. Boosting this to achieve a target of 70 per cent of the working-age population with higher-level skills would make NSW the most qualified state in Australia, and help prepare our citizens for the highly skilled jobs of the future.

Improve employment outcomes for NSW government-funded vocational education and training graduates

Target: Increase the proportion of NSW government-funded vocational education and training (VET) graduates who are employed after training to 73 per cent by 2022.

Figure 19: Proportion of government-funded VET graduates in NSW who are employed after training



Source: NCVET Government-funded student outcomes 2019. Note: This covers graduates only, not subject completers. Data is current as at the end of May of the survey year.

NSW performance on this indicator has declined slightly in recent years. Many factors contribute to the likelihood of gaining employment after VET, including the broader economic landscape and student characteristics. However, insights from our NSW Student Outcomes Survey show that completion of a qualification and field of education studied are highly correlated with a good employment outcome, and these are areas we can influence through more sophisticated market management and improved consumer information.

Achieving our target of 73 per cent would reverse these recent declines and put NSW ahead of comparable states, Victoria and Queensland, on the employability of its VET graduates.



Our priorities

Increasing participation in high-quality vocational education and training

The Skills and Higher Education division funds and manages the Smart and Skilled contestable training market. Students can choose government-subsidised training through TAFE NSW or other approved private and community training providers.

The NSW Government funds TAFE NSW separately for providing training in key qualifications at Certificate IV and above, as well as to meet community service obligations.

Smart and Skilled has been regularly evaluated, including by the NSW Auditor-General. We undertake continuous improvement of Smart and Skilled, including through reviewing and optimising our pricing methodology and the NSW Skills List. The NSW Skills List identifies the qualifications eligible for a government subsidy under Smart and Skilled funding. It is developed through extensive industry and community consultation and labour market research. Smart and Skilled approved training providers must meet contract conditions and are monitored on their performance.

The division regulates employment and training for apprentices and trainees. We work with industry to ensure apprenticeship and traineeship pathways meet industry skill needs, and support individual learners and their employers to achieve their qualifications.

We drive the Infrastructure Skills Legacy Program, which capitalises on record levels of NSW Government infrastructure investment to boost the number of skilled construction workers and create pathways to employment. In December 2019, there were 16 projects across NSW with skill development and diversity targets.

We promote the benefits of vocational education and training (VET). In 2019, we developed LifeLauncher, a new digital platform that provides students with information about their prospective careers and related tertiary education qualifications to choose the best pathway after school. We also host the NSW Training Awards to recognise outstanding achievement in VET.

We play a critical role in supporting the national VET system alongside other jurisdictions and industry bodies.

Supporting those experiencing disadvantage to make a successful transition

We manage or support training and employment initiatives where there is a market failure, or an opportunity for better support. These are programs and strategic engagements within NSW regions, with students, training providers, industries, employers and communities.

In particular, we support young people to engage with education, training and employment. Our Smart, Skilled and Hired pilot program improves employment outcomes for disadvantaged young people who have complex and multiple barriers to paid work. It also supports businesses, including Aboriginal businesses, to adapt and grow under the National Disability Insurance Scheme. Our Regional Vocational Education and Training (VET) Pathways program funds providers to deliver industry-grounded career and transition advice, mentoring, and training and employment brokerage services to 15-to-19-year-olds at risk of disengaging from education and training. This program operates in five NSW regions and helped around 4,000 at-risk 15-to-19-year-olds re-engage with education, training or work in 2019.

Our Educational Pathways Data Project brings together data on the end-to-end journey young people take through school, tertiary education and into work. Groundbreaking analysis undertaken as part of this project will transform the way we understand how young people navigate education systems and enter work.

We seek to improve participation and achievement rates of disadvantaged people. The Refugee Employment Support Program supports up to 6,000 refugees and 1,000 asylum seekers in Western Sydney and the Illawarra to find sustainable and skilled employment. The Elsa Dixon Aboriginal Employment Program subsidises Aboriginal employees in public service agencies or local government authorities.

Through initiatives such as the Regional Industry Education Partnerships program, we create stronger connections between VET, schools and industry. Partnership officers located across NSW lead local partnership arrangements, facilitate connections, develop resources and coordinate activities between employers and schools.

Supporting the impact of higher education

In August 2019, the department finalised agreements to subsidise the creation of a NSW Public Policy Institute in partnership with a consortium of NSW public universities. The department contributed \$10 million to the independent institute, which will engage closely with government,

world-class academics, industry, peak bodies and community groups to implement a research and research-translation program that will launch in 2020. The institute and its strategic research will deliver a high-quality, rigorous public policy program and independent, evidence-based policy advice that helps meet NSW Government priorities. These include policy challenges associated with health and wellbeing, new approaches to learning, training, and job creation, as well as evidence-based public sector governance and service delivery.

In 2019, the Waratah Research Network, chaired by the NSW Chief Scientist and Engineer, met four times with representatives across all clusters and from the university sector. In August, the Waratah Research Network agreed on strategic priorities to support research and development engagement between the NSW Government and universities, and engaged with the Parliamentary Secretary to the Premier's Accelerating research and development in NSW project. The Waratah Research Network meetings and ongoing whole-of-government collaboration will continue in 2020.

In partnership with a consortium of metropolitan and regional universities, the Regional Transitions to University grant funded the development of new resources that aim to address under-representation of regional students at university. Students, parents and teachers can sign up for emails tailored to their needs, which include case studies, interviews, informative articles and videos about the transition to university. The project has a focus on the 'gap year' as a key transition point for

regional students. The resources became available in November 2019 and will continue to be delivered and evaluated in 2020.

Also in 2019, the department engaged with the University of Technology Sydney (UTS) to scope requirements for a \$10 million capital grant to support the establishment of an Indigenous residential college. The agreement will be finalised in 2020, with UTS seeking funding from other organisations. The project is expected to open for students in 2023.

In 2019 we collaborated with universities to support the Premier's Maths Strategy including exploring the use of university prerequisites, and ways to influence the uptake of higher-level maths by secondary school students. The department presented to the NSW Vice-Chancellors' Research Committee in September 2019 on the evidence linking higher-level maths enrolment and attainment in secondary school to later success at university in STEM courses. In late 2019 the department sent a survey to NSW university teams, requesting information on the ways in which each institution engages with schools and students, and the ways in which they support maths attainment for their undergraduates. The results of the survey are expected in March 2020.

The department has continued to develop innovative projects that integrate pathways between VET and higher education. The final round of pilots funded under the NSW Tertiary Pathways Project were finalised in June 2019. The project has been running since 2010. The qualifications developed under this round of pathway pilots will be delivered from 2020.





Aboriginal people and their communities

Achieve outcomes for Aboriginal students and increase knowledge and understanding of Aboriginal histories and culture

Each Aboriginal community has its own unique history, culture and way of seeing itself. A community can include individuals or families, people connected by culture and kinship, or a group of people connected by historical circumstance.

Aboriginal culture in NSW is both diverse and vibrant, with an estimated 35 unique Aboriginal languages and up to 120 dialects.

According to the most recent Australian census in 2016, there were 216,176 Aboriginal people who resided in NSW, representing 3 per cent of the total NSW population and one-third of the total Aboriginal population in Australia. Close to 47 per cent of the NSW Aboriginal population were living in major cities including Sydney, Wollongong and Newcastle. Based on current estimates, the Aboriginal population in NSW is expected to grow to between 348,000 and 365,000 by 2031.

Aboriginal Affairs aims to support the social, cultural and economic aspirations of communities across government, amplifying the voices of Aboriginal people as well as influencing government policy and decision-making. We do this primarily through the continued implementation of the OCHRE (opportunity, choice, hearing, responsibility, empowerment) plan, which works to transform the relationship between Aboriginal peoples and government, with an emphasis on shared decision-making and recognition of the central role of healing and connection to culture and language. This report focuses on Aboriginal Affairs from 1 January to 30 June 2019, when it moved to the Department of Premier and Cabinet.



Our outcomes and targets

Increase support for Aboriginal communities' participation in decision-making

In 2019, Aboriginal Affairs:

- coordinated the signing of the first state-level accord between the NSW Coalition of Aboriginal Regional Alliances and the NSW Government
- established the Local Decision Making Executive Sponsors group to assist in progressing local decision-making within NSW Government
- commenced the implementation of accords with the Illawarra Wingecarribee Alliance Aboriginal Corporation and Three Rivers Regional Assembly
- commenced the implementation of the Social Housing Accord with the Murdi Paaki Regional Assembly and NSW Government
- continued negotiations with the Barang Regional Alliance and the Northern Regional Aboriginal Alliance.



Table 1: Local Decision Making regional alliances

Regional alliances	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
Riverina-Murray Regional Alliance	Riverina-Murray

Increase the number of opportunities for cultural participation

For the period 1 January to 30 June 2019, Aboriginal Affairs NSW provided more than \$340,000 to support Aboriginal people’s participation in cultural activities and events across NSW.

This included supporting major statewide events such as the Koori Knockout, regional women’s gatherings and local languages activities. Aboriginal Affairs supported communities across NSW to hold 127 events and activities to celebrate NAIDOC Week, which more than 60,000 people attended.



Our priorities

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 2 on the following page). Notably, three Aboriginal regional alliances have now signed formal accords, and the NSW Coalition of Aboriginal Regional Alliances signed a statewide accord in February 2019.

In December 2018, Aboriginal Affairs published OCHRE: Five years on, which is the NSW Government’s initial response to the first independent evaluation of OCHRE. In 2019, the NSW Government began drafting its formal response to the evaluation, as well as the recommendations from the NSW Ombudsman’s first report on OCHRE, for release in 2020. The government also committed to a policy refresh to strengthen OCHRE, building on the evaluation’s findings.

The second stage of the OCHRE evaluation commenced following the appointment of the Centre for Aboriginal Economic Policy at the Australian National University to collect evidence over three years about how agreement-making with Aboriginal communities is working in NSW.

OCHRE is a powerful symbol of the government’s commitment to co-designing policy solutions with Aboriginal communities. Due to OCHRE’s success, NSW is a national leader in co-designed policy solutions.

Aboriginal Affairs has been leading NSW’s participation in the refresh of the Closing the Gap framework. This was driven by the Council of Australian Governments’ 2018 decision to establish a formal partnership agreement between state, territory and Australian governments, and representatives of Aboriginal and Torres Strait Islander peoples. NSW signed the partnership agreement in early 2019, and work in the first half of 2019 focused on establishing priorities for negotiation under the agreement.

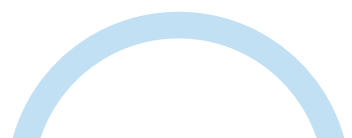


Table 2: Participation in OCHRE initiatives, 2018 and 2019

Initiative	2018 (1 January to 31 December)	2019 (1 January to 30 June)
Aboriginal students participating in opportunity hubs	2,317	1,075
Schools engaged with an opportunity hub	109	118
Employment and training opportunities banked with the hubs	401	142
Personal learning plans developed for students and linked to career plans	722	605
Students studying an Aboriginal language	6,759	7,968
Preschools, primary and secondary schools engaged in the Aboriginal Language and Culture Nests	57	63
Aboriginal public servants graduating from the Aboriginal Career and Leadership Development Program (cumulative since 2014)	132	194
Regional alliances under Local Decision Making	7 (+ 1 existing Aboriginal Regional Governance Structure supported)	8

Culture and healing

Ngamuru, the NSW Aboriginal Languages Gathering, was held in May 2019. It brought together approximately 150 Aboriginal language stakeholders from across NSW to share their knowledge, skills and experience in language revitalisation, and continue the conversation about community aspirations for the growth of their languages. 'Ngamuru' is a Gadigal language word meaning 'to see the way'.

In December 2016, the NSW Government announced a \$73 million reparations package in response to the Unfinished Business report to the NSW Parliament. This includes the Stolen Generations

Reparations Scheme, which provides payments of up to \$75,000 and funeral assistance to Stolen Generations survivors. As at 30 June 2019, 424 survivors received payments directly from the reparations scheme, with \$31.8 million in reparations payments and \$2.9 million for funeral expenses.

The Stolen Generations Advisory Committee was extended for a further two years until May 2021. It is a unique forum for survivor representatives to provide advice directly to government on priority issues including the implementation of the government's response to Unfinished Business.

The Stolen Generations Organisations Reparations Funding policy provided \$1,301,605 in reparations funding to Stolen Generations organisations to strengthen their governance capacity and healing for survivors. In early 2019 in response to the Reparations for the Stolen Generations in New South Wales Parliamentary Inquiry, Aboriginal Affairs developed the Stolen Generations Healing Fund policy to ensure Stolen Generations organisations can receive funding to support collective healing initiatives.

In May 2019, the Speaker of the Legislative Assembly opened the new Parliament by acknowledging the Stolen Generations and enduring effects of assimilation, and called for renewed commitment to support Aboriginal cultural revitalisation in NSW.



Growing NSW's first economy

The NSW Government's Aboriginal Procurement Policy came into effect on 1 July 2018 and complements the pre-existing Aboriginal Participation in Construction Policy. NSW Procurement estimates that approximately \$52.2 million was spent with Aboriginal-owned businesses in the 2018-19 financial year compared with \$44.1 million in 2016-17 and \$31.9 million in 2017-18 under both policies.

In February 2019, Aboriginal Affairs and NSW Treasury commenced a review of the Aboriginal Procurement Policy and the Aboriginal Participation Construction Policy. Aboriginal Affairs will continue to work with the sector to implement its recommendation and strengthen the policy framework.

In 2018, the first social impact investment focused on Aboriginal economic development was established. The NSW Government announced it would be providing \$10 million over four years for developing community-led programs that generate economic outcomes. Between January and June 2019 three non-government organisations were working with the NSW Government in the co-development phase under the leadership of the NSW Office of Social Impact Investment.

On 27 June 2019, the NSW Premier announced the first Premier's Priority developed in partnership with the Aboriginal community. The priority is an ambitious target to increase the proportion of

Aboriginal students completing the HSC by 50 per cent by 2023, while maintaining their cultural identity. This would mean an additional 1,200 Aboriginal students in NSW attaining the HSC.

Strengthening governance and capacity

Aboriginal Affairs supports Aboriginal governance and leadership capacity through a number of place-based initiatives including Local Decision Making, Healing Forums, Stolen Generations organisations, Local Aboriginal Land Councils and the Aboriginal Land Agreement process.

In 2019, Aboriginal Affairs continued to work with the NSW Aboriginal Land Council and the Registrar of the *Aboriginal Land Rights Act 1983* to work together to identify areas where governance and capacity could be strengthened in Local Aboriginal Land Councils, particularly in areas identified through the most recent Report on the Statutory Review of the Act, which was completed in December 2017.

Aboriginal Affairs continued to build capacity in Local Aboriginal Land Councils to negotiate the settlement of land claims through Aboriginal Land Agreements under the Act. The NSW Department of Industry led an interagency governance committee to oversee this work, which included Aboriginal Affairs, the NSW Department of Premier and Cabinet and the NSW Aboriginal Land Council.

Strengthening our foundations

In 2019, Aboriginal Affairs continued to support strong internal governance through a range of initiatives including:

- strengthening and supporting collaborative practice across the agency, and amongst the Aboriginal Affairs Executive
- enhancing monitoring and reporting practices for the delivery of major projects
- supporting best possible work practices through improved electronic records management
- maintaining a focus on quality and timeliness of advice to the Minister.

Aboriginal Affairs is proud that more than 50 per cent of staff identify as Aboriginal or Torres Strait Islander. New and ongoing staff had the opportunity to participate in a number of development programs, including essential policy development skills and 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. Strategies deployed in 2019 included an all-staff gathering to support relationship building in the agency, as well as celebrating Aboriginal and non-Aboriginal cultural events such as NAIDOC Week and Diwali.

The agency continued 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.



STUDENT REPRESENTATIVE COUNCIL

ORIES TO EAT



Financial management, governance and accountability

The community has confidence in public education.

During 2019, we continued to develop and refine our governance, accountability and business planning frameworks to ensure schools have the resources to run effectively and enable us to govern and align funding and expenditure to support improved student and business outcomes.

One of the key reforms highlighted in the NSW Budget 2017-18 was to improve investment decision-making by focusing on outcomes. Under outcome budgeting, funding considerations move away from traditional outputs (for example, a new school) and towards the outcome that citizens care about (for example, giving our children the best chance of success). Outcome budgeting embeds richer policy discussions, leading to better decisions, before funding is then allocated through the budget process.

During 2019, the department was at the forefront of these reforms across the NSW public sector, being the first department to make a significant shift towards outcome budgeting in NSW. An early result of these reforms has been the setting of performance measures and targets, which inform departmental priorities.

The department identified five priority reforms to improve student outcomes and reach our targets:

- improve school performance and student outcomes
- improve teaching quality
- strengthen school leadership
- improve system support to schools
- make the department a great place to work.

The department's internal budget and business processes are aligned to these key priorities, and ensures the goals outlined in the Strategic Plan 2018-2022 are achieved. The way programs are presented and budgets are allocated to them is also undergoing review to align with the broader outcome budgeting reforms across the NSW public sector. These reforms provide improved accountability for the use of public money.



Leading the implementation of needs-based funding to schools

Consistent with national reforms, the department has been leading the implementation of a needs-based funding model to ensure public school students are at the centre of all decision-making and that funding is distributed fairly, transparently and efficiently.

Funding is delivered to schools through the Resource Allocation Model (RAM), which provides certainty in school funding from year to year.

2019 was the sixth year we have used the RAM to allocate funding. The model uses a base and loadings approach (see Figure 20). It takes into account student factors such as socioeconomic background, Aboriginal background, English language proficiency and low-level adjustment for disability.

In 2019, NSW public schools received \$1.19 billion through the RAM to support students across the state.

This included supporting:

- 384,000 students in 2,178 schools through the socioeconomic background loading
- 179,000 students in 1,516 schools through the English language proficiency loading
- 63,000 Aboriginal students in 2,018 schools through the Aboriginal background loading
- approximately 110,000 students in mainstream settings through the low-level adjustment for disability loading.

Figure 20: Components of the Resource Allocation Model, 2019

1. Targeted funding

Individual student funding

2. Equity loadings

Socioeconomic background
Aboriginal background
English language proficiency
Low-level adjustment for disability

3. Base school allocation

Location
Base operational
Base staffing
Base other

Schools rely on the flexibility of the needs-based funding that is provisioned to target the specific learning and wellbeing needs of students.

Schools used their 2019 School Budget Allocation Reports to develop their own budget and allocate funding to deliver on the strategic directions identified in their school plans. While school improvement takes time, we can see schools using needs-based funding to benefit students and the whole school community in innovative ways, including:

- focusing on students' academic, engagement and wellbeing needs
- employing specialist teachers and engaging expertise such as business managers and speech pathologists
- leveraging the knowledge and skills of expert teachers to build the capacity and professional knowledge of all teachers.

Nearly 1,000 rural and remote schools received funding support through the location loading.

National School Reform Agreement funding

Through the National School Reform Agreement, NSW will contribute an additional \$6.4 billion to government schools from 2019 to the end of 2027, on top of already budgeted amounts. This includes a 10-year, \$712 million NSW School Equity Program from 2020.

All non-government schools will transition to receiving 100 per cent of the Schooling Resource Standard by 2029, ensuring they are funded according to their need. By 2029, the Australian Government will fund non-government schools at 80 per cent of the standard, while NSW will fund the remaining 20 per cent.

This was the first year for implementing agreed national policy initiatives and state-based reforms. To deliver these, NSW worked closely with the Australian Government and other jurisdictions. We participated in national forums, commissioned national education agencies, shared best practice and provided expert support. NSW consulted extensively on the national reforms within the government and non-government school systems and other education stakeholders to ensure early and ongoing engagement.

The National School Reform Agreement highlights the National School Resourcing Board's role to provide independent oversight over Australian school funding. In 2019, the department contributed to two board reviews. The National School Resourcing Board's recommendations shape Australian Government decisions regarding funding and reporting.

Purchasing and procurement

Engaging probity advisers and probity auditors

The NSW Procurement Policy Framework, which was revised on 1 July 2019, replaced advice given in the 2019 NSW Auditor-General's compliance audit report, Engagement of probity advisers and probity auditors.

To address the report's recommendations, the department has introduced additional probity training and guidance materials, as well as aligned its processes for the engagement of probity advisers and auditors to the NSW Procurement Policy Framework. The department's Internal Audit directorate will regularly audit the department to ensure their use is in accordance with the policy framework.

Ensuring contract management capability in government

The 2019 Auditor-General's performance audit report, Ensuring contract management and capability in government, examined whether the department has the required capability to effectively manage high-value goods and services contracts. The report made two recommendations to strengthen the department's contract management capability within the Assisted School Travel Program and when determining key performance indicators within contracts. The department is working to address the recommendations, and we expect to complete this work during 2020.

Communication and customer service

During 2019, the department continued to raise community awareness of NSW public education, sharing stories about school and student activity in mainstream and social media and on the department's website.

An important part of managing and improving customer service is being able to listen to and answer the queries of our customers. Our social media team monitor and moderate conversations, answer direct questions, and manage our recently deployed Virtual Assistant 'Ed'.

We receive nearly 800,000 engagements each month across the 1,200 school Facebook pages, along with the main Education NSW Facebook page. Machine learning and natural language processing are helping us to analyse and understand these engagements. Our analysis of July data for our own channels (about 50,000 engagements each month) shows 52 per cent positive, 43 per cent neutral and 5 per cent negative sentiment.

In 2019, the Australian media published or broadcast more than 2,800 stories about excellence in NSW public schools. These stories documented student and school achievement, teaching and learning, curriculum and human interest. The department's news hub, amplified via social media channels, published more than 130 news stories in these categories.

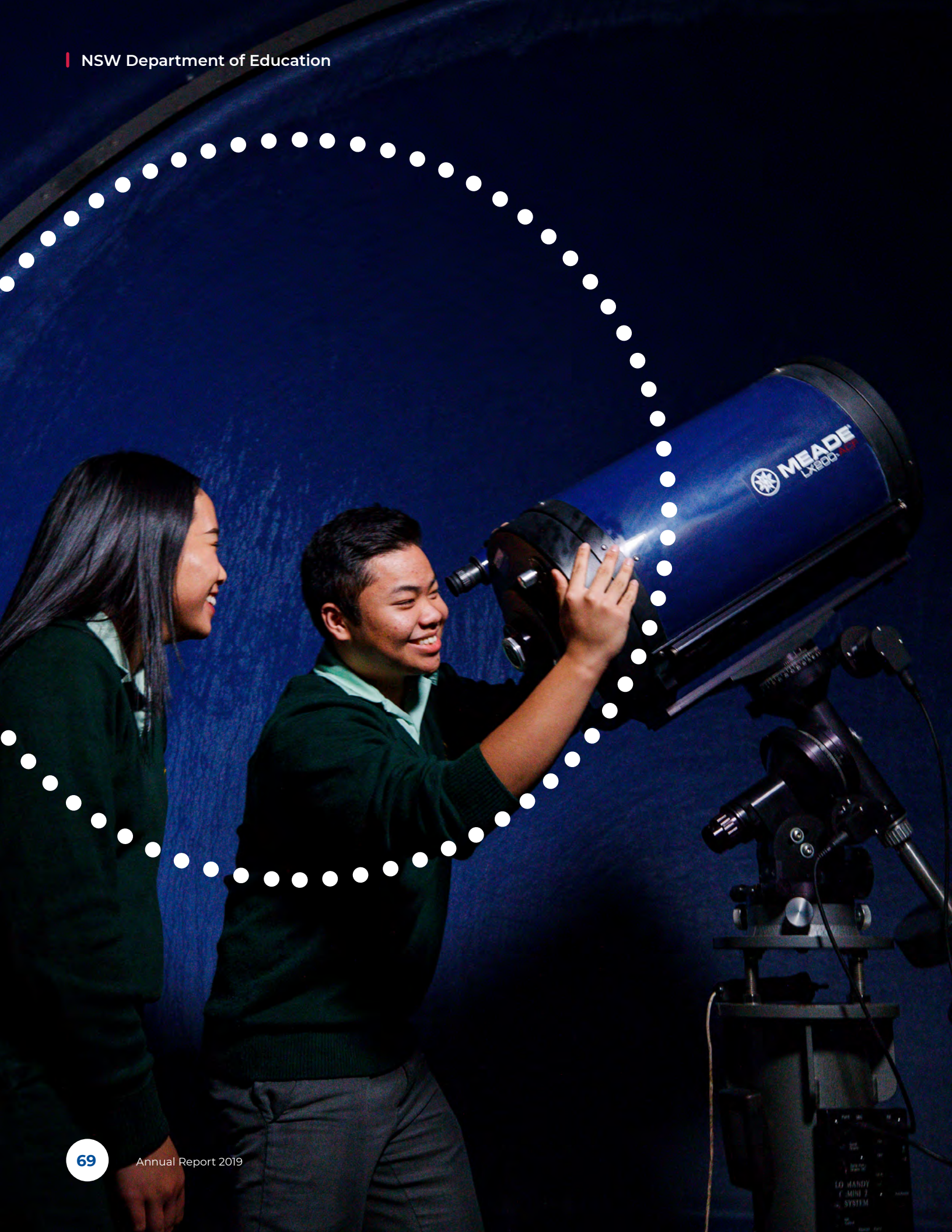
The department continued to expand its connected content distribution network across more than 2,170 school websites and 1,250 Facebook pages – up from 2,100 and 900 last year, respectively. The main website, education.nsw.gov.au, serviced an average of 2.5 million unique visitors per month – up from 1.7 million last year. The website is also undergoing a transformation to better enable the connected digital network across all online channels.



The main website, education.nsw.gov.au, serviced an average of 2.5 million unique visitors per month.



We receive nearly **800,000 engagements** each month across the **1,200 school Facebook pages**, along with the main Education NSW Facebook page.





Financial statements

Financial highlights

The department's statement of comprehensive income for the year ended 30 June 2019 reports a net result that was \$27 million higher than the original budget allocation set by NSW Treasury. The variance includes higher revenues of \$160 million, offset by higher expenses of \$91 million and increased asset disposals of \$41 million, as outlined in Note 21 of the financial statements.

The department's full-year capital expenditure for 2018-19 was \$1.7 billion for works in progress and those completed.

Based on the combined operating and capital expenditure results above, NSW Treasury assessed the department as achieving its overall budget responsibilities in 2018-19.

Expenses

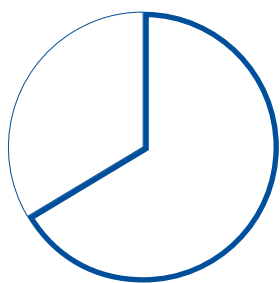
Approximately 66 per cent, or \$10.5 billion, of expenses incurred during 2018-19 were employee-related. The majority of these expenses were salaries for teachers and other essential staff who support the delivery of education programs in NSW public schools.

For 2018-19, the other operating and finance expenses comprise approximately 18 per cent of total expenses, at almost \$2.8 billion. These expenses include approximately \$275.8 million in cleaning expenses and \$657.7 million in maintenance-related expenses.

Grants and subsidies also supported the provision of education and related services, with more than \$1.8 billion provided in 2018-19.

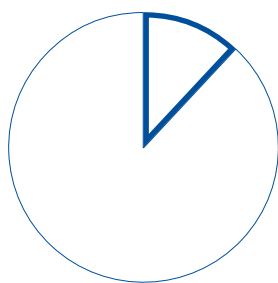
Grants and subsidies continued to support the early childhood and non-government school sector, as outlined in Note 2d of the financial statements.

Figure 21: Expense by category for 2018-19



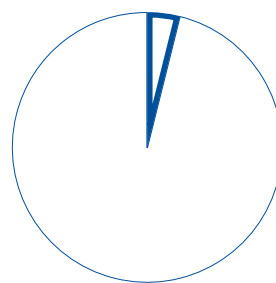
66%

Employee-related



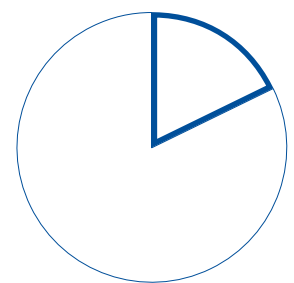
11%

Grants and subsidies



4%

Depreciation and amortisation



18%

Other operating and finance expenses

Note: Figures subject to rounding.



Revenue

NSW Treasury provides most of the department's revenue through appropriation, which totalled \$14.5 billion in 2018-19. This represents approximately 88 per cent of the department's total 2018-19 revenue.

The sale of goods and services, investment revenue, grants and contributions, Crown-accepted employee benefits and other revenue made up approximately 12 per cent of the department's total revenue in 2018-19.

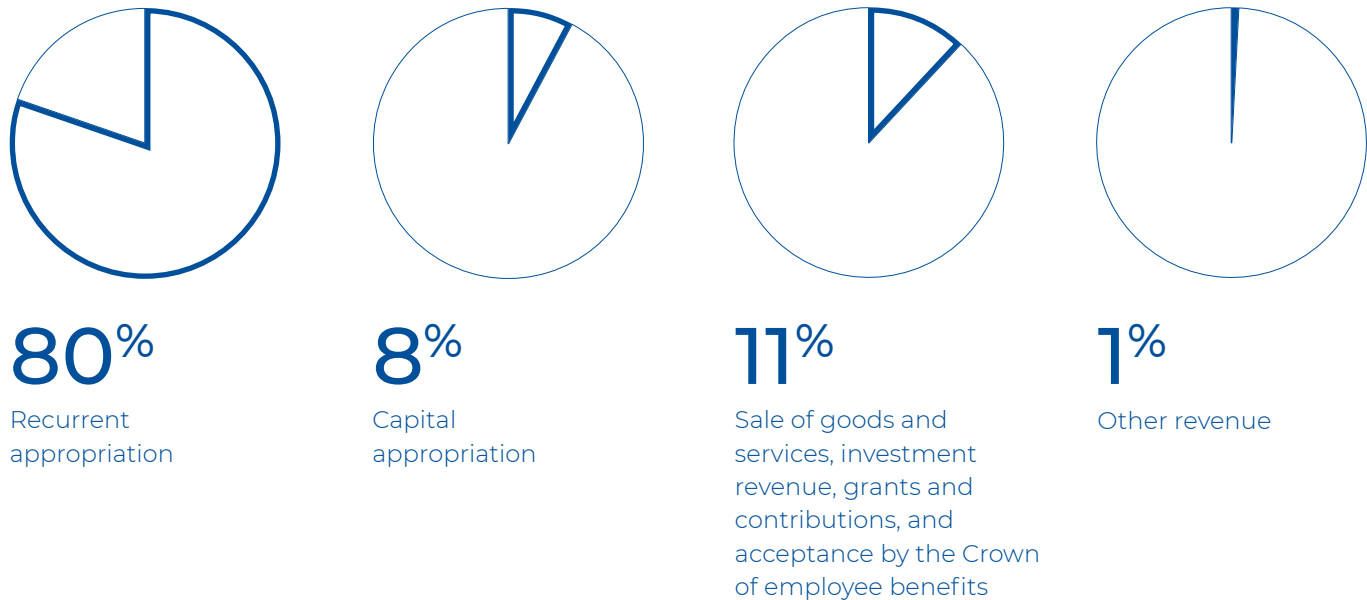
Note 3 of the financial statements provides details of revenue sources for the department.

Net assets

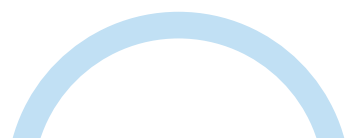
The department's net assets as at 30 June 2019 were \$31.1 billion. This comprised approximately \$33.3 billion of assets and was offset by total liabilities of \$2.2 billion. The net assets were represented by accumulated funds of \$14.2 billion and an asset revaluation reserve of \$16.9 billion.

See page 72 of this report for the audited financial statements for the NSW Department of Education for 2018-19.

Figure 22: Revenue sources for 2018-19



Note: Figures subject to rounding.



Financial statements
For the financial year ended 30 June 2019

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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 Comprehensive Income for the financial year ended 30 June 2019, the Statement of Financial Position as at 30 June 2019, the Statement of Changes in Equity and the Statement of Cash Flows, for the financial 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 2019, 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 465E 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 the:

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

I have 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.

Other Information

The Department's annual report for the year ended 30 June 2019 includes other information in addition to the financial statements and my Independent Auditor's Report thereon. The Secretary of the Department is responsible for the other information. At the date of this Independent Auditor's Report, the other information I have received comprise the Statement by the Secretary.

My opinion on the financial statements does not cover the other information. Accordingly, I do not express any form of assurance conclusion on the other information.

In connection with my audit of the financial statements, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or my knowledge obtained in the audit, or otherwise appears to be materially misstated.

If, based on the work I have performed, I conclude there is a material misstatement of the other information, I must report that fact.

I have nothing to report in this regard.

Secretary's Responsibilities for the Financial Statements

The Secretary 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 Secretary 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 Secretary is responsible for assessing the Department's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting, unless it is not appropriate to do so.

Auditor's Responsibilities 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 for NSW

18 September 2019
SYDNEY

DEPARTMENT OF EDUCATION

Financial statements
For the financial year ended 30 June 2019

STATEMENT BY THE SECRETARY

Pursuant to Section 65F of the Public Finance and Audit Act 1993, I state that:

- The accompanying financial statements have been prepared in accordance with the provisions of the Public Finance and Audit Act 1993, the Public Finance and Audit Regulation 2015, and the Treasurer's Directions.
- The financial statements exhibit a true and fair view of the financial position and financial performance of the Department, and
- 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
13 September 2019

DEPARTMENT OF EDUCATION

Start of audited financial statements
Statement of Comprehensive Income for the financial year ended 30 June 2019

	Notes	Actual 2019 \$'000	Budget 2019 \$'000	Actual 2018 \$'000
Expenses excluding losses				
Repairs-related expenses	2(b)	10,479,824	9,850,821	9,649,727
Depreciation and amortisation	2(c)	2,768,865	3,188,866	2,493,008
Grants and subsidies	2(d)	708,263	657,704	591,366
Finance costs	2(e)	1,803,322	1,999,221	1,871,220
Other expenses		20,710	19,823	16,455
Total expenses excluding losses		15,778,984	15,687,079	14,313,376
Revenue				
Appropriation	3(e)	14,500,000	14,838,776	12,882,300
Sale of goods and services	3(f)	484,240	529,361	482,857
Interest revenue	3(c)	10,622	11,337	10,865
Grants and other contributions	3(d)	414,449	379,778	234,442
Acceptance by the Crown Entity of employee benefits and other liabilities	3(e)	845,334	385,589	555,712
Other revenue	3(f)	133,015	83,209	162,351
Total revenue		16,387,660	16,228,019	14,338,697
Operating result				
Gains/(Losses) on disposal	4	(41,080)	--	(55,619)
Other gains/(losses)	5	7,628	--	614
Net result	22	567,898	540,940	(10,652)
Other comprehensive income				
Items that will not be reclassified for net result in subsequent periods				
Change in evaluation surplus of property, plant and equipment	10	--	--	8,501,575
Total other comprehensive income		567,898	540,940	8,479,914

The accompanying notes form part of these financial statements.



DEPARTMENT OF EDUCATION

Statement of Financial Position as at 30 June 2019

Notes	Actual 2019 \$'000	Budget 2019 \$'000	Actual 2018 \$'000
ASSETS			
Current assets			
8	697,972	767,445	928,154
9	134,347	166,377	211,901
	1,032,319	933,822	1,140,055
Non-current assets			
9	51	62	53
	31,673,690	33,174,984	30,723,301
	163,228	307,010	248,810
10	31,836,918	33,481,934	30,967,111
11	434,597	292,204	359,581
	32,271,656	33,774,660	31,317,746
	33,303,975	34,708,082	32,457,800
LIABILITIES			
Current liabilities			
14	647,705	469,417	615,617
15	47,742	47,742	47,742
16	1,101,092	867,889	904,939
17	70,057	100,275	58,648
	1,867,596	1,444,303	1,726,936
Non-current liabilities			
15	145,061	148,861	152,542
16	49,740	33,662	40,175
17	33,383	2,579	32,475
	228,184	184,902	225,192
	2,195,780	1,628,882	1,951,830
	31,108,195	33,079,200	30,505,970
EQUITY			
	16,900,953	14,297,866	16,917,451
	14,207,215	13,781,334	13,582,519
	31,108,168	33,079,200	30,505,970

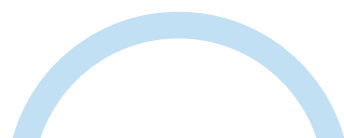
The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION

Statement of Changes in Equity for the financial year ended 30 June 2019

Notes	Accumulated funds \$'000	Asset revaluation surplus \$'000	Total \$'000
	13,588,519	16,917,451	30,505,970
	667,698	--	667,698
	--	--	--
10	--	--	--
	667,698	--	667,698
	--	--	--
18	34,500	--	34,500
	34,500	--	34,500
	16,498	(16,498)	--
	14,207,215	16,900,953	31,108,168
	13,682,713	8,452,343	22,135,056
	(30,661)	--	(30,661)
	--	8,501,575	8,501,575
10	--	--	--
	--	8,501,575	8,501,575
	(30,661)	8,501,575	8,470,914
	--	--	--
18	36,467	(36,467)	--
	13,588,519	16,917,451	30,505,970

The accompanying notes form part of these financial statements.



Statement of Cash Flows for the financial year ended 30 June 2019

	Actual 2019 \$'000	Budget 2019 \$'000	Actual 2018 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments received	(8,424,738)	(8,441,875)	(8,963,370)
Supplies of goods and services	(2,681,635)	-	(2,419,800)
Grants and subsidies	(1,905,482)	(1,989,221)	(1,523,861)
Finance costs	(20,710)	(19,523)	(16,455)
Other	(456,427)	(3,397,305)	(287,664)
Total payments	(14,548,992)	(14,848,224)	(13,491,150)
Receipts			
Appropriation	14,500,000	14,838,776	12,862,300
Sale of goods and services	52,523	529,361	461,339
Interest received	10,547	3,297	12,827
Grants and other contributions	395,830	378,046	231,842
Other	725,032	312,110	602,882
Total receipts	16,183,932	16,061,590	14,171,170
NET CASH FLOWS FROM OPERATING ACTIVITIES	1,635,000	1,213,366	680,020
22			
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of land and buildings, plant and equipment, and intangibles	868	275,457	3,386
Proceeds from sale of financial assets	--	--	2,504
Proceeds from sale of other non-current assets	(1,658,892)	(1,611,024)	(837,223)
NET CASH FLOWS FROM INVESTING ACTIVITIES	(1,658,024)	(1,335,567)	(630,333)
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayment of borrowings and advances	(7,159)	(6,585)	(10,104)
NET CASH FLOWS FROM FINANCING ACTIVITIES	(7,159)	(6,585)	(10,104)
NET INCREASE/(DECREASE) IN CASH AND CASH EQUIVALENTS	(30,182)	(130,066)	(160,919)
Opening cash and cash equivalents	928,154	897,511	1,089,069
CLOSING CASH AND CASH EQUIVALENTS	897,972	767,445	928,154

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

1. Summary of significant accounting policies

(a) Reporting entity

The Department of Education (the Department) is a NSW government entity and is controlled by the State of New South Wales, which is its ultimate parent. The Department is a not-for-profit entity, its profit is not its principal objective and it has no cash-generating units.

These financial statements for the financial year ended 30 June 2019 have been authorised by the Secretary for issue on 13 September 2019.

(b) Basis of preparation

The Department's financial statements 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 (the Act)* and *Public Finance and Audit Regulation 2015*, and
- Treasurer's Directions issued under the Act.

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, which is the Department's presentation and functional currency.

Going concern

These financial statements are prepared on a going concern basis in accordance with AASB 101 *Presentation of Financial Statements*, paragraphs 25 and 26. The State of New South Wales has undertaken to provide continuing financial support in the form of appropriation so that the Department is able to continue pursuing the outcomes that it is responsible for. Without clear evidence of parliamentary or ministerial decisions indicating the withdrawal of support for the Department, it is reasonable to expect the Department will continue as a going concern.

(c) School finances

The Department's financial statements include all NSW public schools' financial transactions.

(d) Statement of compliance

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

(e) 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 payable 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.

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.

1. Summary of significant accounting policies (continued)
(f) Comparative information

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

In 2018-19, the Department has reclassified certain financial items to better reflect the nature of these transactions. The reclassification amended 2017-18 comparative amounts. This does not have financial impact on the 2017-18 net result.

	As disclosed in the 2017-18 audited financial statements \$'000	Revised disclosure in 2018-19 audited financial statements \$'000	Variance \$'000
Statement of Comprehensive Income			
Operating expenses	2,504,726	2,493,008	(11,718)
Grants and subsidies	1,690,101	1,671,220	(18,881)
Other expenses	—	600	600
Sale of goods and services	498,054	482,887	(15,167)
Depreciation and amortisation	(55,154)	(55,154)	—
Gain/(loss) on disposal	(653)	(653)	—
Other gains/(losses)	(653)	(134)	519
Net result	(30,651)	(30,651)	—
Statement of Financial Position			
Current liabilities: Provisions	616,455	616,617	162
Current liabilities: Other	305,086	304,334	(752)
Net assets	30,565,970	30,565,970	—
Statement of Cash Flows			
Net cash flows from operating activities	687,713	688,000	287
Net cash flows from financing activities	(837,864)	(830,831)	7,033
Net cash flows from investing activities	(10,294)	(10,104)	190
Closing cash and cash equivalents	329,154	329,154	—

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

The accounting policies applied in 2018-19 are consistent with those of the previous financial year except as a result of new or revised Australian Accounting Standards as follows:

(i) Effective for the first time in 2018-19

In the current financial year, the Department has adopted AASB 9 Financial Instruments, which results in changes in accounting for the recognition of financial instruments and impairment of financial assets. AASB 9 also significantly amends other standards dealing with financial instruments such as the revised AASB 7 Financial Instruments: Disclosures.

NSW Treasury has mandated that the Department is not required to restate prior period balances on initial application.

AASB 9 was first time adopted on 1 July 2018, and it has resulted in additional doubtful debts expense of \$0.5m in the Statement of Comprehensive Income and a corresponding allowance for impairment of receivables in the Statement of Financial Position.

Classification and measurement of financial instruments
On 1 July 2018 (the date of initial application of AASB 9), the Department's management assessed which business models apply to the financial assets held by the Department and classified its financial instruments into the appropriate AASB 9 categories.

The assessment of the Department's business models was made as of the date of initial application, 1 July 2018. The assessment of whether contractual cash flows on debt instruments are solely composed of principal and interest was made based on the facts and circumstances as at the initial recognition of the assets. The classification and measurement requirements of AASB 9 did not have a significant financial impact to the Department.

1. Summary of significant accounting policies (continued)
(g) Changes in accounting policies, including new or revised Australian Accounting Standards (continued)

(i) Effective for the first time in 2018-19 (continued)

Under AASB 9, the Department continues to measure all financial assets at amortised cost, as they were formerly held at amortised cost under AASB 139.

As at 30 June 2018, accounts receivable were classified as 'Loans and receivables' under AASB 139 as they were held to collect contractual cash flows representing solely payments of principal and interest. As at 1 July 2018, these financial assets are classified as debt instruments at amortised cost.

The Department has not designated any financial liabilities at fair value through profit or loss. There are no changes in the classification and measurement of the Department's financial liabilities.

Impairment

The adoption of AASB 9 has fundamentally changed the Department's accounting for impairment losses for financial assets. AASB 9 requires reporting entities to replace the loss incurred approach under AASB 139 with a forward-looking expected credit loss approach. The Department has adopted the simplified approach to impairment under AASB 9, which requires the Department to measure through profit or loss. There is a \$0.66m impact to the Department on adopting the new impairment model. (Refer to Note 24 (f)(ii) for details.

(ii) Issued but not yet effective

NSW Public sector entities are not permitted to early adopt new Australian Accounting Standards, unless NSW Treasury mandates otherwise.

There are a number of new Australian Accounting Standards not yet effective and management is yet to determine the potential financial impact in the financial year of their initial adoption, except the following accounting standards:

- AASB 15 Revenue from Contracts with Customers;
- AASB 18 Leases; and
- AASB 1058 Income of Not-for-Profit Entities.

The estimated financial impacts in 2019-20 upon first-time adoption of the above accounting standards on 1 July 2019 are as per below:

AASB 15 Revenue from Contracts with Customers

The adoption of AASB 15 Revenue from Contracts with Customers and its associated amending standards will result in a change in the Department's accounting for revenue recognition. The Department is currently using the five step revenue recognition model. A significant difference arising from the adoption of AASB 15 is the emphasis on performance obligations on a contract, compared to existing pronouncements.

The Department estimates an increase of \$39m in revenue and a corresponding increase in accounts receivable at transition. The increase is due to a smaller magnitude. No major change in financial results is expected in the Department's accounting policies applied for revenue.

The Department will apply AASB 15 retrospectively for the 2019-20 financial year and prior year comparatives, and it will restate opening revenue balances. Any differences arising from the adoption of AASB 15 will be recognised directly in accumulated funds.

AASB 1058 Income of Not-for-Profit Entities

AASB 1058 Income of Not-for-Profit Entities and its associated amending standards specify new recognition and measurement requirements for income recognition where a transaction falls completely under the scope of AASB 15 Revenue from Contracts with Customers.

AASB 1058 will apply when the Department enters into a donation transaction (appropriations and grants from the government, capital grants etc.). Income recognition will closely reflect economic reality and performance obligations. AASB 1058 specifies sufficiently specific and enforceable criteria under AASB 15 or defined under AASB 1058 fit meets the grant criteria. There is no change on recognition rules of volunteer services received. Based on the analysis completed, the Department estimates there is no quantitative impact of this standard to the financial statements.

1. Summary of significant accounting policies (continued)
(g) Changes in accounting policies, including new or revised Australian Accounting Standards (continued)

(i) Issued but not yet effective (continued)

AASB 16 Leases
Under AASB 16 Leases, almost all leases will be recognised on the Statement of Financial Position as the distinction between operating and finance leases is removed. A right-of-use (ROU) asset and a financial liability are recognised at the present value of all lease payments not paid at transition. ROU assets will be depreciated in the Statement of Comprehensive Income on a straight-line basis over the period of the lease agreement. The residual values of all leases will be reassessed based on the new measurements at the end of each financial year. The only exceptions are short-term and low-value leases. The low-value threshold is \$10,000.

The Department will apply the partial retrospective transition option for AASB 16 for 2019-20 and will not restate comparative balances. Any difference arising from the adoption of AASB 16 will be recognised directly in accumulated funds.

Based on the impact assessment the Department has undertaken using current information, the Department estimates additional lease liabilities of \$23.8m and right-of-use assets of \$23.8m will be recognised as at 1 July 2019 for leases in which the Department is a lessee. Most operating lease expenses will be replaced by depreciation of the right-of-use asset and interest on the lease liability. The impact on the Statement of Comprehensive Income is expected to be increased expense of \$0.9m. The Department's accounting policies and procedures will be updated, disclosed and applied in accordance with the new accounting standard effective from 1 July 2019.

2. Expenses excluding losses

	2019 \$'000	2018 \$'000
(a) Employee related expenses		
Salaries and wages (including annual leave) ¹	6,204,697	7,653,463
Superannuation – defined benefit plans	17,721	17,721
Superannuation – defined contribution plans	737,509	737,509
Extended/long service leave	730,191	487,811
Workers' compensation insurance	141,239	119,455
Payroll tax and fringe benefit tax	527,077	487,949
Redundancy payments	1,260	1,189
Other	6,600	1,083
	10,228,204	9,539,722

¹ An amount of \$4.2m (2017-18: \$3.1m) for employee related expenses was capitalised during the financial year.

	2019 \$'000	2018 \$'000
(b) Operating expenses		
Audit of the financial statements	1,377	1,266
Cleaning ²	275,773	270,214
Consultants	4,469	4,434
Other contractors ²	148,679	109,411
Fees for services rendered ²	273,988	228,026
Internet and telephony ²	64,782	71,297
Insurance ²	1,000	67
Maintenance ²	657,740	697,343
Minor stores, provisions, plant and computing ²	344,598	254,113
Operating lease rental expense	50,203	43,643
- minimum lease payments	8,932	9,622
Postage ²	2,000	2,000
Printing ²	453,822	392,272
Security ²	141,770	138,882
Staff operating expenses ²	51,651	41,129
Assisted School Travel expenses	36,005	25,746
Training and development expenses ²	26,496	23,186
Demountable building services	99,441	90,650
Travelling and sustenance	2,768,365	2,433,016
Utilities and water charges		
Other ²		

¹ The audit fees are disclosed based on services provided up to 30 June 2019. The engagement fee for the audit of 2018-19 financial statements is \$1.3m (2017-18: \$1.2m).

² An amount of \$25.1m (2017-18: \$20.9m) for contractor expenses was capitalised during the financial year.

	2019 \$'000	2018 \$'000
Reconciliation - Total maintenance	697,740	697,343
Maintenance expense – contracted labour and other		
Total maintenance expenses included in Note 2(b)	697,740	697,343

* Refer to Note 1(f) for information about presentation of comparative information.



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

2. Expenses excluding losses (continued)
(b) Operating expenses (continued)

Recognition and measurement

Maintenance expenses or maintenance are charged as expenses as incurred, except where they relate to the replacement or an enhancement of a part or component of an asset, in which case the costs are capitalised and depreciated. Capitalisation thresholds may apply to maintenance expenses if applicable (refer to Notes 10 and 11 for more details).

Insurance

The Department's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self-insurance for Government entities. The premium expense is determined by the Fund Manager based on past claims experience.

Operating leases

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

	2019 \$ '000	2018 \$ '000
(c) Depreciation and amortisation expense		
Depreciation	599,091	520,723
Buildings and improvements	24,023	32,683
Furniture and equipment	623,114	561,786
Amortisation		
Intangibles	83,149	29,820
	706,233	591,366

Refer to Notes 10 and 11 for recognition and measurement policies on amortisation and depreciation.

(d) Grants and subsidies

Government sector

Grants to cluster agencies

Other*

Non-Government school sector

Non-Government schools per capita payments

Interest subsidies

Supervisor subsidies

Other

Other sector

Early Childhood Education and Care

Other

	2019 \$ '000	2018 \$ '000
Government sector	126,800	116,145
Grants to cluster agencies	31,737	29,869
Other*	155,597	136,014
Non-Government school sector	1,106,623	1,005,594
Non-Government schools per capita payments	57,261	51,344
Interest subsidies	20,230	42,081
Supervisor subsidies	20,550	51,095
Other	1,204,684	1,150,024
Other sector	367,011	303,281
Early Childhood Education and Care	82,150	71,921
Other	440,091	375,182
	4,803,332	4,671,220

* Refer to Note 10 for information about presentation of comparative information.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

2. Expenses excluding losses (continued)

(e) Finance costs

Interest expense from financial liabilities at amortised cost

Unwinding of discount on provisions

19,441

1,208

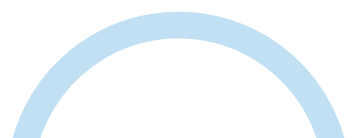
20,649

10,014

1,421

11,435

Recognition and measurement
Finance costs consist of interest and other costs incurred in connection with the borrowing of funds. Finance 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 entities.



3. Revenue

Recognition and measurement
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 throughout Note 3.

(b) Appropriation

Summary of Compliance	2019		2018	
	Appropriation \$'000	Expenditure \$'000	Appropriation \$'000	Expenditure \$'000
Original Budget per the Appropriation Act	14,838,776	16,215,042	13,905,309	14,344,625
Other Appropriation/Expenditure				
• Additional Appropriation	-	-	-	-
• Treasurer's Advances	-	-	-	-
• Section 22 PFAA - Expenditure for certain works and services	-	-	-	-
• Section 24 PFAA - Transfers of financial resources to other agencies	-	-	-	-
• Section 26 PFAA - Commonwealth specific purpose payments	-	-	-	-
• Transfers to/from another agency (per Section 27 of the Appropriation Act)	-	-	-	-
Total Appropriation/Expenditure	14,838,776	16,215,042	13,905,309	14,344,625
Appropriation drawn down ¹ (includes transfer payments) ¹	14,500,000	-	-	12,882,300
Liability for unspent appropriation drawn down¹				

Reconciliation

	2019		2018	
	Recurrent \$'000	Capital \$'000	Recurrent \$'000	Capital \$'000
Appropriation drawn down	13,184,000	1,316,000	12,310,254	552,046
Liability for unspent appropriation drawn down ¹	-	-	-	-
Total Appropriation revenue per Statement of Comprehensive Income²		14,500,000		12,862,300

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 Act for the relevant financial year, agencies are appropriated with a single sum for each agency's services commencing on 1 July. This sum is then apportioned to each agency for annual financial reporting purposes. Total Appropriation continues to be disclosed between Recurrent and Capital in this note.

³ This represents the difference between the 'Appropriation drawn down' and the 'Expenditure/Net Claim on Consolidated Fund'.

3. Revenue (continued)

(a) Appropriation (continued)

Recognition and measurement

Parliamentary appropriation and contributions from other bodies (excluding grants and donations) are recognised as revenue when the Department obtains control over the assets comprising the appropriation/contributions. Control over appropriation and contributions is normally obtained upon the receipt of cash.

Appropriation is not recognised as revenue in the following circumstances:
 • 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.

	2019 \$'000	2018 \$'000
(b) Sale of goods and services		
Renting of services *	302,419	308,539
Overseas student fees	92,950	98,028
Goods provided	14,200	14,200
Fees and charges	18,618	19,627
Other *	15,675	13,173
	463,240	492,637

Recognition and measurement

Sale of goods
 The sale of goods is recognised as revenue when the Department transfers the significant risks and rewards of ownership of the goods, usually on delivery of the goods.

Renting of services

Revenue from 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).

	2019 \$'000	2018 \$'000
(c) Interest revenue		
Interest revenue from financial assets at amortised cost	10,622	10,865

Recognition and measurement

Interest revenue is calculated by applying the effective interest rate to the gross carrying amount of a financial asset, except for financial assets that subsequently become credit-impaired. For financial assets that become credit-impaired, the effective interest rate is applied to the amortised cost of the financial asset (i.e. after deducting the loss allowance for expected credit losses).

* Refer to Note 10) for information about presentation of comparative information.



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

3. **Revenue (continued)**

	2019 \$'000	2018 \$'000
(d) Grants and other contributions		
School generated contributions	48,716	45,652
Other public sector agencies *	278,314	18,078
Government grants	2,078	2,078
Contributions of assets	18,048	1,137
Donations and industry contributions *	43,106	44,903
	414,262	234,442

Recognition and measurement
Revenue from grants (other than contribution by covers) is recognised when the Department obtains control over the funds. The Department is deemed to have assumed control when the grants 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. Refer to Note 7 for more details.
* Refer to Note 10 for information about presentation of comparative information.

(e) **Acceptance by the Crown Entity of employee benefits and other liabilities.**
The following liabilities and/or expenses have been assumed by the Crown Entity:

	2019 \$'000	2018 \$'000
Superannuation—defined benefit	110,271	92,227
Extended/long service leave	730,191	497,811
Payroll tax	845,334	553,712
(f) Other revenue *		
Commissions	3,792	4,448
Recoveries from breached agreements	2,469	1,985
Fundraising	19,347	21,245
Professional services revenue	13,818	60,100
Treasury Managed Fund Insurance recovery	93,589	94,175
Miscellaneous revenue	133,015	182,351

* Refer to Note 10 for information about presentation of comparative information.

4. **Gains/(losses) on disposal**

	2019 \$'000	2018 \$'000
Property, plant and equipment		
Gross carrying value	113,168	189,798
Less: accumulated depreciation	(71,461)	(139,242)
Written down value	41,707	50,556
Less: proceeds from disposal	868	3,889
Total gains/(losses) on disposal of property, plant and equipment	(40,563)	(55,619)
Intangible assets		
Gross carrying value	517	--
Written down value	(517)	--
Total gains/(losses) on disposal of intangible assets	--	--
Total gains/(losses) on disposal	(41,080)	(55,619)

Recognition and measurement
Impairment losses may arise on non-financial assets held by the Department from time to time. Accounting for impairment losses is dependent upon the individual asset (or group of assets) subject to impairment.

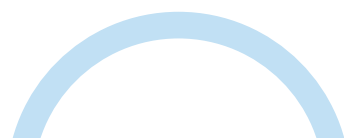
DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

5. **Other gains/(losses)**

	2019 \$'000	2018 \$'000
Impairment losses on financial assets - receivables	(788)	(154)
Recognition and measurement		
Refer to Note 9 for information about impairment losses on receivables.		
6. Program groups		

(a) **Program groups: Descriptions**
The following is a list of the outcomes of the Department and the key program groups related to each outcome. In order to comply with the requirements of AASB 1052 *Disaggregated Disclosures*, financial details attributed by program groups are provided in the program group statements. Where financial details cannot be attributed to a particular program group, they are assigned to the 'Not Attributable' column, in accordance with NSW Treasury Policy Paper and Guidelines TPP 19-01. Appropriation is made to the Department rather than program groups. Therefore, appropriation is disclosed as 'Not Attributable'.
To align with NSW Treasury's Financial Management Trust Benefits initiatives and requirements, the Department developed and attributed financial details across five program groups for the first time in 2017-18. Program groups focus on the outcomes that the Department is expected to achieve, rather than focusing on the amounts spent and the services or outputs to be delivered.

Outcome 1	Educational foundations for success
Description	Providing a high standard of education for children and young people through the State's public school system, and through providing support to non-government schools.
Program Groups	Program group 1: Government Schools Program group 2: Non-government Schools
Outcome 2	Best start in life for young children
Description	Regulating and overseeing the delivery of accessible and high quality early childhood education services.
Program Group	Program group 3: Early Childhood Education
Outcome 3	Equipping teachers with the best skills for educating our young people
Description	Improving teacher quality in New South Wales through the regulation and accreditation of school and early childhood teachers by the New South Wales Education Standards Authority (NESA).
Program Group	Program group 4: Cluster Grants
Outcome 4	Empowering Aboriginal communities
Description	Transforming the relationship between Aboriginal people and the NSW Government through the delivery of Opportunity, Choice, Healing, Responsibility, Empowerment (OCHRE). This will establish partnerships to improve prosperity, support effective Aboriginal community governance and strengthen cultural identity and language.
Program Group	Program group 5: Aboriginal Affairs



6. Program groups (continued)
(b) Program group statements: Department's expenses and income

	Outcome 1				Outcome 2				Outcome 3			
	Program Group 1* Government Schools	Program Group 2* Non-government Schools	Program Group 3* Early Childhood Education	Program Group 4* Cluster Grants	2019	2018	2019	2018	2019	2018	2019	2018
Expenses excluding leases	\$90	\$300	\$100	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300
Employee benefits	10,933,724	9,467,010	2,004	1,500	63,895	57,560	19,181	19,181	19,181	19,181	19,181	19,181
Operating expenses ¹	2,702,563	2,477,425	254,10	483,768	22,904	4,314	3,832	3,832	3,832	3,832	3,832	3,832
Depreciation and amortisation	700,901	586,827	5,084	4,314	5,084	4,314	3,832	3,832	3,832	3,832	3,832	3,832
Grants and subsidies ²	81,846	54,028	1,221,328	1,143,445	38,832	343,133	126,800	126,500	126,500	126,500	126,500	126,500
Finance costs	20,793	16,653	---	---	7	2	---	---	---	---	---	---
Other expenses	600	600	---	---	---	---	---	---	---	---	---	---
Total expenses including lease	13,960,377	11,542,240	1,237,443	1,133,656	440,982	424,100	126,800	126,800	126,800	126,800	126,800	126,800
Revenue ³	---	---	---	---	---	---	---	---	---	---	---	---
Appropriation	481,679	490,541	---	---	2,307	2,294	---	---	---	---	---	---
Sale of goods and services	10,622	10,865	---	---	---	---	---	---	---	---	---	---
Interest revenue	411,975	252,299	58	17	2,153	973	---	---	---	---	---	---
Other income	---	---	---	---	---	---	---	---	---	---	---	---
Accruals by the Crown Entity of employee benefits and other liabilities	---	---	---	---	---	---	---	---	---	---	---	---
Other revenue	132,733	182,343	---	---	232	81	---	---	---	---	---	---
Total revenue	1,227,609	916,643	58	16	4,692	3,094	---	---	---	---	---	
Grants (costs) on disposal	(60,953)	(58,293)	(8)	(8)	(203)	(300)	(11)	(11)	(11)	(11)	(11)	
Other (part)itions	(888)	(150)	---	---	110	---	---	---	---	---	---	
Net result	(12,806,279)	(11,681,110)	(1,237,864)	(1,133,630)	(446,483)	(421,464)	(126,800)	(126,800)	(126,800)	(126,800)	(126,800)	
Other comprehensive income	---	---	---	---	---	---	---	---	---	---	---	
Income	---	---	---	---	---	---	---	---	---	---	---	
Other comprehensive surplus	---	---	---	---	---	---	---	---	---	---	---	
Total other comprehensive income	---	---	---	---	---	---	---	---	---	---		
TOTAL COMPREHENSIVE INCOME	(12,806,279)	(11,681,110)	(1,237,864)	(1,133,630)	(446,483)	(421,464)	(126,800)	(126,800)	(126,800)	(126,800)	(126,800)	

¹ The descriptions of each program group are summarised in Note 6(a).

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

* Refer to Note 1(f) for information about presentation of comparative information.

6. Program groups (continued)
(b) Program group statements: Department's expenses and income (continued)

	Outcome 1				Outcome 2				Outcome 3			
	Program Group 1* Aboriginal Affairs	Program Group 2* Aboriginal Affairs	Program Group 3* Aboriginal Affairs	Program Group 4* Aboriginal Affairs	2019	2018	2019	2018	2019	2018	2019	2018
Expenses excluding leases	\$90	\$300	\$100	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300
Employee benefits	10,933,724	9,467,010	2,004	1,500	63,895	57,560	19,181	19,181	19,181	19,181	19,181	19,181
Operating expenses ¹	2,702,563	2,477,425	254,10	483,768	22,904	4,314	3,832	3,832	3,832	3,832	3,832	3,832
Depreciation and amortisation	700,901	586,827	5,084	4,314	5,084	4,314	3,832	3,832	3,832	3,832	3,832	3,832
Grants and subsidies ²	81,846	54,028	1,221,328	1,143,445	38,832	343,133	126,800	126,500	126,500	126,500	126,500	126,500
Finance costs	20,793	16,653	---	---	7	2	---	---	---	---	---	---
Other expenses	600	600	---	---	---	---	---	---	---	---	---	---
Total expenses including lease	13,960,377	11,542,240	1,237,443	1,133,656	440,982	424,100	126,800	126,800	126,800	126,800	126,800	126,800
Revenue ³	---	---	---	---	---	---	---	---	---	---	---	---
Appropriation	481,679	490,541	---	---	2,307	2,294	---	---	---	---	---	---
Sale of goods and services	10,622	10,865	---	---	---	---	---	---	---	---	---	---
Interest revenue	411,975	252,299	58	17	2,153	973	---	---	---	---	---	
Other income	---	---	---	---	---	---	---	---	---	---	---	---
Accruals by the Crown Entity of employee benefits and other liabilities	---	---	---	---	---	---	---	---	---	---	---	---
Other revenue	132,733	182,343	---	---	232	81	---	---	---	---	---	---
Total revenue	1,227,609	916,643	58	16	4,692	3,094	---	---	---	---	---	
Grants (costs) on disposal	(60,953)	(58,293)	(8)	(8)	(203)	(300)	(11)	(11)	(11)	(11)	(11)	
Other (part)itions	(888)	(150)	---	---	110	---	---	---	---	---	---	
Net result	(12,806,279)	(11,681,110)	(1,237,864)	(1,133,630)	(446,483)	(421,464)	(126,800)	(126,800)	(126,800)	(126,800)	(126,800)	
Other comprehensive income	---	---	---	---	---	---	---	---	---	---	---	
Income	---	---	---	---	---	---	---	---	---	---	---	
Other comprehensive surplus	---	---	---	---	---	---	---	---	---	---	---	
Total other comprehensive income	---	---	---	---	---	---	---	---	---	---		
TOTAL COMPREHENSIVE INCOME	(12,806,279)	(11,681,110)	(1,237,864)	(1,133,630)	(446,483)	(421,464)	(126,800)	(126,800)	(126,800)	(126,800)	(126,800)	

¹ The descriptions of each program group are summarised in Note 6(a).

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

* Refer to Note 1(f) for information about presentation of comparative information.



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

6. Program groups (continued)

(c) Program group statements: Department's assets and liabilities (continued)

	Subtotal ¹					
	Program Group 1* Aboriginal Affairs		Not Attributable		Total	
	2019 \$'000	2018 \$'000	2019 \$'000	2018 \$'000	2019 \$'000	2018 \$'000
ASSETS						
Current assets						
Cash and cash equivalents	--	--	55,405	97,207	897,972	928,164
Receivables	--	--	119,273	159,125	154,347	211,901
Total current assets	--	--	174,678	256,332	1,052,319	1,140,065
Non-current assets						
Property, plant and equipment	--	--	61	61	61	61
Intangible assets	346	336	391,285	379,868	31,038,918	30,887,411
Other non-current assets	130	105	43,427	50,470	434,597	359,201
Total non-current assets	476	441	815,793	729,399	32,271,056	31,247,449
Total assets	476	441	990,471	985,731	33,303,375	32,487,514
Current liabilities						
Provision ¹	201,22	27,079	--	--	647,703	618,937
Borrowings	--	--	140,900	140,570	147,782	147,439
Provisions [*]	331	272	1,211	995	1,101,991	994,504
Other current liabilities	13,500	7,200	65,897	51,449	79,087	85,448
Total current liabilities	42,953	35,551	198,378	192,943	1,967,233	1,726,328
Non-current liabilities						
Borrowings	--	--	--	--	148,061	162,242
Provisions	15	12	69	48	49,749	49,779
Other non-current liabilities	9,450	23,479	23,933	0,000	33,383	32,479
Total non-current liabilities	9,465	23,491	23,992	8,048	228,194	224,500
Total liabilities	52,418	59,042	222,370	201,991	2,195,427	1,950,828
NET ASSETS	(5,942)	(18,197)	768,101	783,740	31,107,948	30,536,686

¹ The descriptions of each program group are summarised in Note 6(p).
* Refer to Note 1(f) for information about presentation of comparative information.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

6. Program groups (continued)

(c) Program group statements: Department's assets and liabilities

	Subtotal ¹				Subtotal ²		Subtotal ³	
	Program Group 1* Government Schools		Program Group 2* Non-government Schools		Program Group 3* Early Childhood Education		Program Group 4* Cluster Grants	
	2019 \$'000	2018 \$'000	2019 \$'000	2018 \$'000	2019 \$'000	2018 \$'000	2019 \$'000	2018 \$'000
ASSETS								
Current assets								
Cash and cash equivalents	842,997	870,897	--	--	--	910	--	--
Receivables	14,497	22,865	--	--	577	910	--	--
Total current assets	857,494	893,762	--	--	577	910	--	--
Non-current assets								
Property, plant and equipment	31,383,329	30,525,847	--	--	--	--	--	--
Intangible assets	--	--	--	--	72,028	70,900	--	--
Total non-current assets	31,383,329	30,525,847	--	--	72,028	70,900	--	--
Total assets	32,240,823	31,419,609	--	--	72,605	71,810	--	--
Current liabilities								
Provision ¹	692,024	972,201	64	61	18,480	18,976	--	--
Borrowings	7,202	6,939	--	--	--	--	--	--
Provisions [*]	1,005,599	899,895	111	91	4,739	3,991	--	--
Other current liabilities	--	--	--	--	--	--	--	--
Total current liabilities	1,704,925	1,879,035	175	152	21,222	13,967	--	--
Non-current liabilities								
Borrowings	145,091	102,242	--	--	--	--	--	--
Provisions	49,452	39,242	5	4	209	199	--	--
Other non-current liabilities	--	--	--	--	--	--	--	--
Total non-current liabilities	194,543	141,484	5	4	209	199	--	--
Total liabilities	1,899,468	1,970,519	180	156	21,431	14,166	--	--
NET ASSETS	30,341,355	29,749,090	(180)	(156)	51,174	57,644	--	--

¹ The descriptions of each program group are summarised in Note 6(q).
* Refer to Note 1(f) for information about presentation of comparative information.



7. Contributions on contributions

Contributions 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 2018-19, contributions amounting to \$42.8m (2017-18: \$20.5m) were received by the Department for programs where such conditions were in place.

Unspent funds from these contributions for 2018-19, including balances brought forward from prior financial years, totalled \$69.5m (2017-18: \$37.2m).

8. Current assets - Cash and cash equivalents

	2019	2018
	\$'000	\$'000
Cash at bank and on hand	887,972	928,154

For the purpose of the Statement of Cash Flows, cash and cash equivalents includes cash at bank, cash on hand, short-term deposits (net of any outstanding bank overdraft). The Department does not invest surplus cash.

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:

	2019	2018
	\$'000	\$'000
Cash and cash equivalents (per Statement of Financial Position)	887,972	928,154
Overstated cash and cash equivalents (per Statement of Cash Flows)	1,069	9
	<u>889,041</u>	<u>928,163</u>

Details regarding credit risk, liquidity risk and market risk arising from financial instruments are disclosed in Note 24.

9. Current/Non-current assets - Receivables

	2019	2018
	\$'000	\$'000
Current		
Sale of goods and services	14,877	89,072
Less: Allowance for impairment	(9,426)	(8,711)
Other debtors	94,764	106,582
Prepayments	33,821	25,949
Accrued revenue	1,069	9
	<u>134,347</u>	<u>211,901</u>
Non-current		
Other debtors	51	53
	<u>134,398</u>	<u>211,954</u>

Movement in the allowance for expected credit losses:

Balance at 1 July 2018	(8,711)
Amounts restated through opening accumulated funds	(8,711)
Balance at 1 July 2019 under AASB 9	366
Amounts written off during the financial year	149
(Increase)/Decrease in allowance recognised in profit or loss	(789)
Balance at 30 June 2019 under AASB 9	<u>(9,095)</u>

9. Current/Non-current assets - Receivables (continued)

	2018
	\$'000
Movement in the allowance for impairment	
Balance at 1 July under AASB 139	(9,775)
Amounts written off during the financial year	207
(Increase)/Decrease in allowance recognised in profit or loss	(613)
Balance at 30 June under AASB 139	<u>(10,181)</u>

Details regarding credit risk of trade debtors that are neither past due nor impaired are disclosed in Note 24.

Recognition and measurement

All regular way purchases or sales of financial asset are recognised and derecognised 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.

Receivables are initially recognised at fair value plus any directly attributable transaction costs. Trade receivables that do not contain a significant financing component are measured at the transaction price.

Subsequent measurement, under AASB 9 (from 1 July 2018)

The Department trade receivables with the objective to collect the contractual cash flows and therefore measures them at amortised cost using the effective interest method, less any impairment. Changes are recognised in the net result for the year when impaired, derecognised or through the amortisation process.

Subsequent measurement, under AASB 139 (for comparative period ended 30 June 2018)

Subsequent measurement was at least cost the effective interest method, less any impairment. Changes are recognised in the net result for the year when impaired, derecognised or through the amortisation process.

Impairment under AASB 9 (from 1 July 2018)

Receivables are subject to an annual review for impairment. These 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.

The Department first assesses whether impairment exists individually for receivables that are individually significant, or collectively for those that are not individually significant. Further, receivables are assessed for impairment on a collective basis if they were assessed not to be impaired individually.

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.

Any reversals of impairment losses are reversed through the net result for the year, if objectively related to an event occurring after the impairment was recognised. Reversals of impairment losses cannot result in a carrying amount that exceeds what the carrying amount would have been had there not been an impairment loss.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

10. 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 previous financial year is set out below:

	Land Improvements \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Financial year ended 30 June 2018				
Net carrying amount at start of financial year	7,514,814	14,577,637	186,157	22,278,608
Additions	16,062	695,886	90,476	907,024
Transfers to/from other government agencies	(689)	(68,771)	(47)	(69,907)
Net revaluation increments/decrements ¹	2,339,724	6,161,851	(47)	8,501,573
Reclassifications between asset types	(1,172)	2,434	(713)	--
Assets received by donation	--	1,197	--	1,197
Depreciation expense	--	(629,723)	(32,053)	(661,786)
Net carrying amount at end of financial year	9,865,790	20,654,511	243,810	30,877,111

Details regarding fair value measurement of property, plant and equipment are disclosed in Note 12.
¹ During 2017-18, the Department conducted a comprehensive revaluation of land and building assets. Details are disclosed under 'Recognition and measurement policy for Revaluation of property, plant and equipment' within this note.

Recognition and measurement
 Acquisition of property, plant and equipment
 Property, plant and equipment are initially measured at cost and subsequently revalued at fair value less accumulated depreciation. The fair value is determined using the market approach, which involves comparing 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. 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 (see also assets transferred as a result of an equity transfer - Note 18).

Capitalisation threshold
 Property, plant and equipment costing \$10,000 and above individually (or forming part of a network costing more than \$10,000) are capitalised. The capitalisation threshold remains unchanged from the previous financial year.

Major inspection costs
 Where a major inspection is performed, its cost is recognised in the carrying amount of the property, plant and equipment as a replacement if the recognition criteria for property, plant and equipment are satisfied. The cost must be directly attributable to bringing the asset to the location and condition necessary for it to be capable of operating in the manner intended by management. The Department did not have any major inspection costs meeting the criteria for recognition.

Restoration costs
 The carrying amount of the expected cost for the restoration or cash of decommissioning of an asset after its use is included in the cost of the restorative asset if the recognition criteria for a provision are met (for details on the major provision of operating assets, refer to Note 16).

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

10. Non-current assets – Property, plant and equipment

	Land Improvements \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
2019				
At 1 July 2019 – fair value				
Gross carrying amount	9,865,790	34,252,104	634,083	44,751,977
Accumulated depreciation and impairment	--	(13,397,693)	(390,873)	(13,788,566)
Net carrying amount	9,865,790	20,854,511	243,810	30,877,111
At 30 June 2019 – fair value				
Gross carrying amount	10,026,693	35,656,210	577,216	46,259,119
Accumulated depreciation and impairment	--	(13,622,222)	(443,600)	(14,065,822)
Net carrying amount	10,026,693	21,446,987	133,223	31,633,913
2018				
At 1 July 2017 – fair value				
Gross carrying amount	7,514,814	30,938,640	646,511	39,100,965
Accumulated depreciation and impairment	--	(15,751,012)	(369,354)	(16,110,366)
Net carrying amount	7,514,814	14,577,637	186,157	22,278,608
At 30 June 2018 – fair value				
Gross carrying amount	9,865,790	34,252,104	634,083	44,751,977
Accumulated depreciation and impairment	--	(13,397,693)	(390,873)	(13,788,566)
Net carrying amount	9,865,790	20,854,511	243,810	30,877,111

The value of work in progress for Buildings and Improvements is \$1.6b (2017-18: \$617.0m) and Plant and Equipment is \$130.2m (2017-18: \$195.0m).

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

	Land Improvements \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Financial year ended 30 June 2019				
Net carrying amount at start of financial year	9,865,790	20,854,511	243,810	30,877,111
Additions	103,289	1,434,062	101,810	1,639,281
Transfers to/from other government agencies	34,500	--	--	34,500
Disposals	(172)	(40,864)	(395)	(41,431)
Net revaluation increments/decrements	--	(1,621)	(159,425)	(161,046)
Reclassifications between asset types [*]	2,589	--	--	2,589
Assets received by donation	17,697	(599,091)	351	(481,043)
Net carrying amount at end of financial year	10,026,693	21,446,987	133,223	31,633,913

Details regarding fair value measurement of property, plant and equipment are disclosed in Note 12.

^{*} Reclassifications between asset types include reclassifications to and from intangible assets (refer to Note 11).

10. Non-current assets – Property, plant and equipment (continued)

Recognition and measurement (continued)

Depreciation of property, plant and equipment
Except for certain non-depreciable assets, depreciation is provided for on a straight-line basis 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 depreciate depreciation for these assets is reviewed annually.

The useful life ranges for assets are consistent with those in 2017-18 and are listed below. The actual useful life may be greater than the useful life for building assets. The Department adopts a minimum remaining useful life of 10 years for building assets that have been reviewed.

Assets	Useful Life Range
Buildings	Indefinite
Leasehold Improvements	Indefinite
Heritage Buildings	Indefinite
Plant and Equipment	3 to 15 years

As part of the revaluation during the previous financial year (see 'Revaluation of property, plant and equipment' in this note for further details), the useful life ranges and remaining useful lives were reviewed for asset components within the building assets for an amendment of the useful life ranges for some asset components, however they still fall within the overall range for building assets.

Finance 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 its fair value or, if lower, the present value of the minimum lease payments, at the 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 earlier 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 in accordance 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.

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 feasible higher restricted alternative use.

10. Non-current assets – Property, plant and equipment (continued)

Recognition and measurement (continued)

Revaluation of property, plant and equipment is based on a market participant's perspective, using valuation techniques e.g. (market approach, cost approach or income approach) that maximise relevant observable inputs and minimise unobservable inputs. The Department uses the market approach for most assets, except for certain heritage buildings where the market approach may have no feasible alternative use. In accordance with TPP 14-01, the Department determines the fair value of its building assets using the replacement cost method, as there is no market-based evidence of fair value. Refer to Note 12 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 financial years for land, where the market or income approach is the most appropriate valuation technique, and at least every five financial years for buildings and improvements, where a replacement cost valuation technique is used.

The last comprehensive evaluation was completed at 31 March 2018 for land and buildings assets. A market approach was used for land, and a replacement cost approach for buildings and improvements. Both approaches 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 the last comprehensive revaluation. Such interim revaluations were conducted at 30 June 2018, the Department conducted an interim management revaluation assessment of land, buildings and improvements' fair value at 30 June 2019 and concluded that there has been no material movement.

The residual values, useful lives and methods of depreciations of property, plant and equipment are reviewed each financial year. As part of the revaluation process, the Department has conducted the Department's useful life cycle costing process during 2017, which individually assessed the current condition of property assets. The remaining useful lives for room fit outs, hard landscaping and fencing have been amended, leading to a more accurate assessment of their written down values. The information was previously not available and the Department relied on age and useful life assumptions to estimate the written down value of building assets. The new information has allowed the Department to update its useful life assumptions for room fit outs, hard landscaping and fencing. Assumptions for the asset components of building shells, external services and soft landscaping have not changed.

The useful life ranges have also been informed by independent information from the life cycle costing process, resulting in a refinement of useful lives for room fit-outs by usage type, an increase to the useful lives for hard landscaping, and a reduction of the useful lives for fencing assets.

The revaluation of land, building and improvement assets during the previous financial year resulted in a total increase of \$8.5b. The increase in land fair value of \$2.3b recognises market movements, particularly in the Sydney metropolitan area and in coastal areas of NSW. The revaluation of building assets has resulted in a total increase of \$62b in fair value, primarily due to improved information on the condition of room fit-out, hard landscaping and fencing assets.

Non-specialised plant and equipment 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.

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 to the extent that it offsets an existing revaluation surplus on the same class of asset. 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.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

11. Intangible assets (continued)

Recognition and measurement (continued)

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.

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

Intangible assets are tested for impairment where an indicator of impairment exists. If the recoverable amount is less than its carrying amount, the carrying amount is reduced to recoverable amount and the reduction is recognised as an impairment loss.

12. Fair value measurement of non-financial assets

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 settle the liability is entered into by a 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.

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 into three levels, as follows:

- Level 1 – quoted (unadjusted) 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.
- 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.

(a) Fair value hierarchy

Financial year ended 30 June 2019

	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total fair value \$'000
Land	–	–	10,035,683	10,035,683
Buildings and improvements	–	–	20,068,683	20,068,683
Residences	–	21,580	–	21,580
	–	21,580	30,095,296	30,116,879

Financial year ended 30 June 2018

	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total fair value \$'000
Land	–	–	9,888,790	9,888,790
Buildings and improvements	–	–	20,212,800	20,212,800
Residences	–	23,729	–	23,729
	–	23,729	30,081,590	30,105,322

There were no transfers between Level 1 or 2 during the financial year (2017-18: no transfers).

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

10. Non-current assets – Property, plant and equipment (continued)

Recognition and measurement (continued)

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. Since property, plant and equipment is carried at fair value or an amount that approximates fair value, impairment can only arise in rare circumstances such as where the costs of disposal are material.

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 revaluation surplus for the class of asset.

After an impairment loss has been recognised, it is reversed only if there has been a change in the assumptions used to determine the asset's recoverable amount. The reversal is limited so that the carrying amount of the asset does not exceed its recoverable amount. However, a reversal of an impairment loss is not recognised in net result and is treated as a revaluation increase. However, to the extent that an impairment loss on the same class of asset was previously recognised in net result, a reversal of that impairment loss is also recognised in net result.

11. Intangible assets

Software	2019 \$'000	2018 \$'000
At 1 July	–	–
Cost (gross carrying amount)	587,332	534,138
Accumulated amortisation and impairment	(238,811)	(208,694)
Net carrying amount	350,581	325,444

At 30 June	685,864	587,332
Cost (gross carrying amount)	(251,277)	(238,811)
Accumulated amortisation and impairment	–	–
Net carrying amount ¹	434,587	350,581

Financial year ended 30 June

Net carrying amount at start of financial year	350,581	325,444
Additional amortisation/depreciated - acquired separately	2,407	3,488
Disposals	7,808	51,231
Reclassifications between asset types*	(517)	–
Amortisation expense	157,457	(29,580)
Net carrying amount at end of financial year ¹	484,587	350,581

¹ The value of work in progress for Software is \$10.2bn (2017-18: \$126.0m).

Recognition and measurement

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.

The capitalisation threshold for intangible assets is \$50,000. The capitalisation threshold remains unchanged from the previous financial year.

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. Where an asset is acquired at a cost other than its fair value, the asset is measured at its fair value as at the market. If there is no active market for the Department's intangible assets, the assets are carried at cost less any accumulated amortisation and impairment losses.

* Reclassifications between asset types include reclassifications to and from Property, Plant and Equipment assets (refer to Note 10).

12. Fair value measurement of non-financial assets (continued)

(b) Valuation techniques, inputs and processes

The fair value of non-financial assets that are not traded in an active market is determined using valuation techniques. These techniques include the use of market evidence, such as recent prices of similar assets, to determine the fair value of an instrument or observable, the instruments are included in Level 2. If one or more of the significant inputs is not based on observable market data, the instrument is included in Level 3.

The best evidence of fair value is current prices in an active market for similar assets. Where such information is not available, the Department considers information from a variety of sources, including:

- independent advice from external professional valuers;
- recent prices of similar assets in less active markets, adjusted to those differences;
- market evidence with consideration made for condition, location, comparability, restriction, etc.; and
- cost decisions.

(c) 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 Improvements \$'000	Buildings and Improvements \$'000	Total Recurring Level 3 \$'000
Fair value as at 1 July 2018	9,888,790	20,212,800	30,081,590
Reclassification	2,589	(1,621)	968
Additions	103,289	495,133	598,422
Net revaluation increments/decrements (Note 10)	--	--	--
Disposals	(172)	(40,119)	(40,291)
Depreciation expense	--	(97,930)	(97,930)
Assets received from government agencies	34,600	--	34,600
Assets received by donation	17,697	--	17,697
Fair value as at 30 June 2019	10,026,993	20,065,003	30,092,296

	Land Improvements \$'000	Buildings and Improvements \$'000	Total Recurring Level 3 \$'000
Fair value as at 1 July 2017	7,614,814	14,288,968	21,883,782
Reclassification	(1,721)	2,434	713
Additions	16,662	353,636	370,298
Net revaluation increments/decrements (Note 10)	2,339,729	6,733,091	8,492,815
Disposals	(89)	(1,000)	(911)
Depreciation expense	--	(628,629)	(628,629)
Transfers (to)/from other government agencies	--	--	--
Other	--	1,197	1,197
Fair value as at 30 June 2018	9,888,790	20,212,800	30,081,590

13. Restricted assets

As at 30 June 2019, the Department held \$4.2m (2017-18: \$4.2m) in an interest-bearing bank account for monthly service payments to the private service provider of 11 schools (2017-18: 11 schools). Only the private service provider can draw the funds held.

The Department also recognised \$14.7m (2017-18: \$14.5m) 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.

14. Current liabilities - Payables

	2019 \$'000	2018 \$'000
Accrued salaries, wages and on-costs ¹	68,055	63,614
Creditors	530,330	452,047
Superannuation and Fringe Benefits Tax	30,000	29,000
Other ²	2,466	61,047
	647,733	615,617

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 24.

¹ Includes other third party holdings of \$5.7m (2017-18: \$4.3m).

Recognition and measurement

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.

Payables are financial liabilities at amortised cost, initially measured at fair value, net of directly attributable transaction costs. These are subsequently measured at amortised cost using the effective interest method. Gains and losses are recognised net result when the liabilities are derecognised as well as through the amortisation process.

15. Current/Non-current liabilities - Borrowings

	2019 \$'000	2018 \$'000
(a) Current		
Privately Funded Projects Schools (Note 19(c))	7,282	6,939
Treasurer's Advances	140,500	140,500
	147,782	147,439
Non-Current		
Privately Funded Projects Schools (Note 19(c))	146,051	152,242
	146,051	152,242
Total Borrowings	293,833	299,681

Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 24.

Recognition and measurement

Borrowings classified as financial liabilities at amortised cost are initially measured at fair value, net of directly attributable transaction costs. These are subsequently measured at amortised cost using the effective interest method. Gains and losses are recognised in net result when the liabilities are derecognised as well as through the amortisation process.

The Department has earlier entered into two Public Private Partnership projects for construction, design, finance and operation of schools. These projects are accounted for in accordance with NSW Treasury Policy Paper TPP 06-5 Accounting Policy/Accounting for Privately Financed Projects.

The Department has not designated any financial liabilities at fair value through profit or loss.

(b) Changes in liabilities arising from financing activities

Financing activities during the financial year ended 30 June 2019 was \$7.2m (2017-18: \$10.3m) of repayments for borrowings.

¹ Refer to Note 10 for information about presentation of comparative information.

16. Current/Non-current liabilities - Provisions (continued)

Recognition and measurement (continued)

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.

Other 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 1.0% for the financial year ended on 30 June 2019 (2017-18: 1.7%). 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.

17. Current/Non-current liabilities - Other liabilities

	2019 \$'000	2018 \$'000
Current:		
Contingent liability	2,434	1,173
Stolen Generations Reparations Scheme ¹	13,500	7,200
Unsettled revenue	54,133	50,275
	70,067	58,648
Non-Current:		
Lease incentive	23,933	9,000
Stolen Generations Reparations Scheme ¹	3,329	2,672
	103,450	91,123

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. From the 1 July 2019, the responsibility of managing the Scheme will be transferred to the Department of Premier and Cabinet as part of the equity transfer of Aboriginal Affairs. Refer to Note 26 for further details.

18. Equity

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 11.

Accumulated funds

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

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).

18. Equity (continued)

Transfers (to)/from other government agencies

Description	2019 \$'000	2018 \$'000
Land	34,500	--

Equity transfers - Recognition and Measurement

The transfer of net assets between government agencies as a result of an administrative restructure, transfers of programs/functions and parts thereof between NSW public sector entities and equity appropriator is designated or required by Australian Accounting Standards to be treated as contributions by owners and recognised as an adjustment to 'Accumulated funds'. This treatment is consistent with AASB 104 Contributions and Australian Interpretation 1058 Contributions by Owners Made to Proprietary Public Sector Entities.

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

The Department did not transfer net assets as a result of an administrative restructure, transfers of programs/functions and parts thereof with other NSW agencies during 2018-19 and 2017-18.

All other equity transfers are recognised at fair value, except for intangibles. Where an intangible has been recognised at fair value, the transferee is required to recognise the carrying amount. Where the transferee is prohibited from recognising internally generated intangibles, the Department does not recognise that asset.

19. Commitments for expenditure

(a) Capital commitments

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

	2019 \$'000	2018 \$'000
Within one financial year	1,476,823	602,156
Later than one financial year and not later than five financial years	128,796	110,503
Total (including GST)	1,605,619	712,659

(b) Operating lease commitments

Department of Education as a lessee

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

Later than one financial year and not later than five financial years	49,385	44,679
Later than five financial years	155,742	146,449
Later than five financial years	182,022	147,027
Total (including GST)	387,149	338,155

(ii) Other

Later than one financial year	5,028	4,892
Later than five financial years and not later than five financial years	7,910	6,976
Later than five financial years	--	--
Total (including GST)	12,638	11,868

Total Operating lease commitments (including GST)

	399,785	350,015
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DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

18. Commitments for expenditure (continued)
(c) Public Private Partnership project commitments

The Department is currently engaged in two Public Private Partnership projects for the construction of schools and related facilities. These projects were entered into in March 2003 and February 2000 respectively.

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

	2019 \$'000	2018 \$'000
Within one financial year	21,568	21,276
Later than one financial year and not later than five financial years	86,389	85,223
Later than five financial years	215,604	234,510
Minimum lease payments	323,561	341,009
Less: Future finance charges	(17,293)	(181,529)
Present value of minimum lease payments	152,232	159,481
Within one financial year	7,262	6,839
Later than one financial year and not later than five financial years	32,584	31,130
Later than five financial years	112,477	121,412
	152,323	159,481

The present value of finance lease commitments is as follows:

	2019 \$'000	2018 \$'000
Current (Note 15)	7,262	6,839
Non-current (Note 15)	145,061	152,642
	152,323	159,481

The total commitments for expenditure include GST input tax credits of \$196,000m (2017-18: \$49,760m) that are expected to be recovered from the Australian Taxation Office.

The operating lease commitments are generally with respect to equipment [refer to Note 2(b)].

20. Contingent liabilities and contingent assets

(a) Contingent liabilities

The Department is not aware of any contingent liabilities that are financially material for the purposes of financial statements at 30 June 2019.

(b) Contingent assets

The Department is not aware of any contingent assets that are financially material for the purposes of financial statements at 30 June 2019.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

21. Budget review

The budgeted amounts are drawn from the original budgeted financial statements presented to Parliament in respect of the financial year. 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 financial statements are explained below.

Net result

The Department's net result was \$27m favourable to the budget for the financial year. The variance includes higher revenues of \$160m, offset by higher expenses of \$91m and increased asset disposals of \$41m.

The \$91m budget variance in expenses is primarily attributable to the following:

- a) Employee related expenses are \$528m higher primarily due to present value annual adjustment as a consequence of actuarial assessment centrally organised by NSW Treasury. This has the flow-on effects on relevant employee benefit oncosts.
- b) Operating expenses are \$401m lower primarily due to lower schools' operating expenses.
- c) Depreciation and amortisation expenses are \$48m higher than budget primarily due to depreciation expense charged against assets after using capitalised.

The \$160m budget variance in revenue is primarily attributable to the following:

- a) Acceptance by the Crown Entity of employee benefits is \$460m higher due to present value annual adjustment as a consequence of actuarial assessment centrally organised by NSW Treasury.
- b) Appropriation is \$330m lower due to carry forwards of funding to future reporting periods.

Assets and liabilities

Total assets have decreased by \$1,404b against budget for the financial year, primarily due to the following:

- a) Property, plant and equipment is \$1,645b lower primarily due to lower additions than expected.

Total liabilities have increased by \$567m against budget, primarily due to the following:

- a) Current provisions are \$235m higher primarily due to employee benefit on-costs related to present value annual adjustment as a consequence of actuarial assessment centrally organised by NSW Treasury. These on-costs are not included in the budget.
- b) Borrowings are \$137m higher due to extension of repayment on Treasurer's advances.
- c) Current payables are \$178m higher due to accrued expenses at end of the financial year.

Cash flows

Closing cash and cash equivalents are \$131m higher primarily due to timing of net cash inflows related to operating activities. In particular, this relates to receipts of refunds of Input Tax Credits, receipts of schools revenue and contributions and hindsight adjustment of insurance premiums.

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

	2019 \$'000	2018 \$'000
Net cash used in operating activities	1,655,000	680,020
Depreciation and amortisation	(706,283)	(591,369)
Allowance for impairment	(218,273)	64
Current provisions	(318,679)	(29,461)
Increase/(Decrease) in receivables	(78,681)	72,708
Increase/(Decrease) in payables	(42,107)	(114,295)
Net gain/(loss) on sale of plant and equipment	(40,583)	(56,618)
Net gain/(loss) on sale of intangible assets	(517)	--
Capital donated assets	18,048	1,197
Net result	357,638	(30,651)



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

23. Non-cash financing and investing activities

	2019 \$'000	2018 \$'000
Contributions of assets Privately Funded Projects Schools	18,048	1,197
	11	11
	<u>18,059</u>	<u>1,208</u>

24. 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 on the risk management framework to identify and analyse the risks that the Department, its entities and its operations are exposed to, to set the 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

As at 30 June 2019, under AASB 139

Class	Notes	Category	Carrying Amount at 30 June \$'000
Financial assets:			
Cash and cash equivalents	8	N/A	897,972
Receivables ¹	9	Amortised cost	17,613
Financial liabilities:			
Payables ²	14	Amortised cost	604,287
Borrowings	15	Amortised cost	140,500
Borrowings	15	Amortised cost (in accordance with AASB 117 and TPP 05-08)	152,233

Notes:

¹ Excludes statutory payables and prepayments (i.e. not within scope of AASB 7 Financial Instruments Disclosures).

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

24. Financial instruments (continued)

(a) Financial instrument categories (continued)

As at 30 June 2018, under AASB 139 (comparative period)

Class	Notes	Category	Carrying Amount at 30 June \$'000
Financial assets:			
Cash and cash equivalents	8	N/A	928,154
Receivables ¹	9	Loans and receivables (at amortised cost)	122,730
Financial liabilities:			
Payables ²	14	Financial liabilities (at amortised cost)	571,731
Borrowings	15	Financial liabilities (in accordance with AASB 117 and TPP 05-08)	140,500
Borrowings	15	Financial liabilities (in accordance with AASB 117 and TPP 05-08)	159,481

Notes:

¹ Excludes statutory payables and prepayments (i.e. not within scope of AASB 7 Financial Instruments Disclosures).

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

The Department determines the classification of its financial assets and liabilities after initial recognition and, when allowed and appropriate, re-evaluates this at end of each financial year.



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

24. Financial instruments (continued)

(f) Financial risks (continued)

(i) Credit risk (continued)

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.

From 1 July 2019, the Department applied the AASB 9 simplified approach to measuring expected credit losses which uses a lifetime expected loss allowance for trade debtors. The Department's trade debtors are considered to be of low credit risk and therefore the simplified approach is applied. AASB 9 requires the Department to calculate the expected credit loss (ECL) and apply this to the Department's unimpaired trade receivables.

To measure the expected credit losses, trade receivables have been grouped based on shared credit risk characteristics and the days past due. The expected loss rates are based on historical observed loss rates. The historical loss rates are adjusted to reflect current and forward-looking information on macroeconomic factors affecting the ability of the customers to settle the receivables.

Trade debtors are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include, amongst others, a failure to make contractual payments for a period of greater than 180 days past due.

The loss allowance for trade debtors as at 30 June 2019 and 1 July 2018 (on adoption of AASB 9) was determined as follows:

30 June 2019	Current	< 3 months	3 - 6 months	> 6 months	Total
Estimated total gross carrying amount at default (\$'000)	7,651	1,346	261	659	9,917
Expected credit loss (\$'000)	84	69	35	368	556

Note:

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

The Department is not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors as at 30 June 2019. Debtors that are not past due and are not considered impaired represent 75.45% of the total trade debtors. Most of the Department's debtors have a good credit rating.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

24. Financial instruments (continued)

(b) Derecognition of financial assets and financial liabilities

A financial asset (or, where applicable, a part of a financial asset) or part of a group of similar financial assets) is derecognised when the contractual rights to the cash flows from the financial assets expire, or if the Department transfers its rights to receive cash flow from the asset or has assumed an obligation to pay the received cash flows in full without material delay to a third party under a 'pass-through' arrangement, and either:

- the Department has transferred substantially all the risks and rewards of the asset; or
- the Department has transferred control but neither transferred nor retained substantially all the risks and rewards of the asset.

When the Department has transferred its rights to receive cash flows from an asset or has entered into a pass-through arrangement, it evaluates if, and to what extent, it has retained the risks and rewards of ownership. Where the Department has neither transferred nor retained substantially all the risks and rewards of 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.

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.

A financial liability is derecognised when the obligation specified in the contract is discharged or 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 an exchange or modification is treated as the derecognition of the original liability and the recognition of a new liability. The difference in the respective carrying amounts is recognised in the net result.

(c) 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.

(d) Financial risks

(i) 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 allowances 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.

The Department considers a financial asset in default when contractual payments are 180 days past due. However, in certain cases, the Department may also consider a financial asset to be in default when internal or external information indicates that the Department is unlikely to receive the outstanding contractual amounts in full before taking into account any credit enhancements held by the Department.

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.



24. Financial instruments (continued)
(d) Financial risks (continued)

(i) Credit risk (continued)
For the comparative period 30 June 2018, the ageing analysis of trade debtors is as follows:

	2019 \$'000	2018 \$'000
Neither past due nor impaired	11,075	74,838
Past due but not impaired		
< 3 months overdue	1,344	3,928
3 months to 6 months overdue	317	644
> 6 months overdue	653	212
	2,314	4,834
Impaired		
< 3 months overdue	145	11
3 months to 6 months overdue	1,059	9,265
> 6 months overdue	1,238	9,402
	14,677	88,072

Total Receivables - gross of allowance for impairment

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

The Department was not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors as at 30 June 2018. Debtors that were not past due and were not considered impaired represented 84.0% of the total trade debtors. Most of the Department's debtors had a good credit rating.

(i) Liquidity risk

Liquidity risk is the risk that the Department will be unable to meet its payment obligations when they fall due. The Department controls its liquidity risk by ensuring that it has sufficient liquid assets to meet its obligations. The Department has a policy of maintaining 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 borrowings. 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 specified, payment is made not later than 30 days from date of receipt of a correct invoice. For other suppliers, where terms are not specified, payment is made not later than 30 days from 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 (or a person appointed by the Secretary of the Department) may automatically pay the supplier simple interest.

24. Financial instruments (continued)
(e) Financial risks (continued)

(i) Liquidity risk (continued)
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)

	Interest rate exposure			Maturity dates		
	Weighted average int. rate	Nominal amount ¹	Fixed interest rate	Variable interest rate	Non-interest bearing	
2019						
Payables:						
Accrued salaries, wages and on-costs	--	63,501	--	--	63,501	--
Creditors	--	540,786	--	--	540,786	--
Employers' superannuation	--	140,500	140,500	--	--	--
Treasurer's advances	5.04%	140,500	140,500	--	--	--
Public Private Partnerships	10.53%	152,323	--	152,323	--	7,262
						32,584
						112,477
2018						
Payables:						
Accrued salaries, wages and on-costs [*]	--	58,637	--	--	58,637	--
Creditors	--	513,084	--	--	513,084	--
Borrowings:						
Treasurer's advances	5.04%	140,500	140,500	--	--	--
Public Private Partnerships	9.88%	159,481	--	159,481	--	6,339
						31,130
						121,412

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.

^{*} Refer to Note 10 for information about presentation of comparative information.



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

24. Financial instruments (continued)
(d) Financial risks (continued)

(iii) 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 financial instruments are primarily cash, trade debtors, trade payables and other current liabilities and do not contain derivatives or other financial instruments. 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 reporting period). The analysis is performed on the same basis as for 2018-19. The analysis assumes that all other variables remain constant.

Interest rate risk
Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. Exposure to interest rate risk arises primarily through the Department's interest bearing liabilities. This includes the Department's cash and cash equivalents, trade debtors, trade payables and other current liabilities. The Department has available-for-sale financial instruments of fair value through profit or loss, at fair value through comprehensive income or 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 financial years). The basis will be reviewed annually and amended where there is a structural change in the level of interest rate volatility.

The following table demonstrates the sensitivity to a reasonably possible change in interest rates:

	2019	2018
	\$'000	\$'000
Net result *	-1%	+1%
Equity *	(7,456)	7,456
	(7,456)	7,456
	(7,687)	7,687

(e) Fair value measurement

(i) Fair value compared to carrying amount
Fair value is the price that would be received to sell an asset or settle 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.

There is no difference between the fair value and carrying amount of the Department's financial instruments during 2018-19 and 2017-18.

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 did not have deposits in these facilities for both financial years ended 30 June 2018 and 30 June 2019.

* Refer to Note 1(f) for information about presentation of comparative information.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2019

24. Financial instruments (continued)
(e) Fair value measurement (continued)

(i) Fair value recognised in the Statement of Financial Position
Management assessed that cash, trade debtors, trade payables and other current liabilities approximate their fair value, largely due to the short-term maturities of these instruments.

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 Fair Value Measurement, the Department categorises, for disclosure purposes, the valuation techniques based on the inputs used in the valuation techniques as follows:

- Level 1 – inputs that are quoted prices 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.
- 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.

The Department did not have financial assets at fair value in 2018-19 and 2017-18.

25. Related party disclosures

(e) Compensation paid to Key Management Personnel

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.

Compensation details for the portfolio Ministers are reported in the NSW General Government and Total State Sector's financial statements. Total compensation for the Department's Executive is set out below.

	2019	2018
	\$'000	\$'000
Employee benefits	4,121	4,078
Short-term	--	--
Post-employment	1,206	1,000
Other long-term	--	--
Termination	--	--
Share-based payment	--	--
Total compensation	5,327	5,078



25. Related party disclosures (continued)

(b) Transactions with related parties

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.

(i) Transactions with NSW government controlled entities

The Department transacted with a number of NSW government entities as part of its normal operations during the financial year. Under the *Appropriation Act 2018*, the Department received appropriation revenue of \$14.5b (2017-18: \$12.9b) for recurrent services, capital works and debt repayment, from the Crown Entity. The Department also transacted with the Crown Entity (2017-18: \$595.7m). The Department also received grants mainly from the Department of Family and Community Services (\$10m) and Transport for NSW.

The Department incurred costs in relation to vocational education, training and adult migrant education services provided by the TAFE Commission (\$36m). The Department also provided grants to the Department of Industry for vocational education and training in schools.

A number of transactions with NSW government entities also pertained to various grants, including the NSW Education Standards Authority (\$136m). To support the accommodation for teachers in rural areas, the Department provided grants to the Teacher Housing Authority of NSW (\$11m).

Transactions occurred with the NSW Staff Insurance Corporation (\$16m) throughout the financial year. In relation to insurance cover for the Department, the Department transacted with the NSW Staff Insurance Corporation for the financial year. The Department also transacted with the Department of Finance Services and Innovation (\$17m) in relation to vehicle leases, and with Property NSW (\$44m) in relation to leased properties.

During the year, there was an equity transfer of land from Property NSW to the Department for future educational use, refer to Note 18.

(ii) Other related party transactions

There were no transactions with KMP of the Department or their close family members, Ministers or their close family members; or entities in which KMP, Ministers or their close family members have a controlling interest.

26. Events after the financial year

(i) School Administrative and Support Staff claim for pay equity
On 13 November 2018, NSW Education (the Commission) held a public hearing about the pay equity package for School Administrative and Support (SAS) Staff. The Commission determined that the package satisfies the equal remuneration principle and agreed to its taking effect from 1 July 2019. The determination provides a one-off pay rise to SAS Staff, amends their employment classifications, recruitment and work practices. The Department has quantified the financial impact on its financial statements for the year ended 30 June 2019 and concludes that the impact will not be material.

26. Events after the financial year (continued)

(i) Administrative Arrangements (Administrative Changes - Public Service Agencies) Order 2019
On 31 March 2019, NSW Premier announced a new cabinet to reflect the direction of the newly re-elected government. In response to the announcement, State Governor with the advice of the Executive Council authorised the making of *Administrative Arrangements (Administrative Changes - Public Service Agencies) Order 2019* on 2 April 2019. The Order will take effect on 1 July 2019 and has the following effects on the Department:

Transfer out

- Aboriginal Affairs from the Department to the Department of Premier and Cabinet. The financial impact on total assets will be \$0.47m and the impact on total liabilities will be \$24.3m. The impact of the first-time adoption of AASB 16 Leases for Aboriginal Affairs is not material to the Department.

Transfer in

- Training Services NSW from the Department of Industry, Skills and Regional Development to the Department, with a \$5,04m impact on total assets and a \$23.96m impact on total liabilities. The impact of the first-time adoption of AASB 16 Leases for Training Services NSW is not material to the Department.
- Technical and Further Education Commission (TAFE NSW) from the Industry Cluster to the Education Cluster; and
- NSW Skills Board from the Industry Cluster to the Education Cluster.

TAFE NSW and NSW Skills Board will be distinct from the Department. Training Services NSW will be part of the Department. The above mentioned Administrative Changes do not result in any impact on the Department's financial statements for the year ended 30 June 2019.

End of audited financial statements.





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NSW public schools

This section provides data on our public schools including number of schools and student diversity.

Table 3: NSW public school enrolments, 2019

Category	Number
Total full-time and part-time primary and secondary students	806,261
Full-time primary and secondary students	804,563
Full-time primary students	495,738
Full-time secondary students	308,825
Part-time secondary students	1,698
Preschool students	4,316
Children in early intervention classes	725

Notes: 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 2019. Total full-time and part-time primary and secondary students are calculated by headcount. Part-time students are counted as one regardless of their study load.

Table 4: NSW public school student profile, 2019

Category	Number
Male students	414,676
Female students	390,997
Students with a language background other than English	293,594
Aboriginal students	64,693
Students in support classes	19,650
Students in schools for specific purposes	5,737

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 5: NSW public schools, 2019

Category	Number
Total number of schools	2,209
Primary schools	1,605
Secondary schools	399
Schools for specific purposes	115
Central/community schools	67
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 6: Student-to-teacher ratios in NSW public schools, 2019

Category	Number
Overall student-to-teacher ratio	15.6
Primary student-to-teacher ratio	16.8
Secondary student-to-teacher ratio	13.9

Notes: 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 2019. The department transitioned to a new payroll system in a phased rollout during the 2018 calendar year. This system provides stricter controls and validation over the way casual and temporary teachers are engaged. This improved the information available to distinguish and therefore better identify those teachers that should be included as 'generally active' in schools.

Source for Tables 3 to 6: Department of Education mid-year census. Note for Tables 3 to 6: 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.

Table 7: Enrolments of NSW public school students with a language background other than English, by language, 2019

Category	Number	Category	Number
Indian languages	56,306	Turkish	3,795
Chinese languages	45,123	Thai	3,681
Arabic	39,793	Japanese	3,641
Vietnamese	16,854	Macedonian	3,618
Filipino/Tagalog	10,074	French	3,303
Samoan	8,398	Dari	3,254
Korean	8,318	German	3,182
Greek	8,004	Persian (excluding Dari)	3,114
Spanish	7,985	Russian	2,953
Italian	4,747	Serbian	2,806
Assyrian/Chaldean	4,515	Khmer	2,758
Indonesian	4,500	Other language groups	36,380
Tongan	4,442		

Source: Department of Education Language Background Other Than English census, 2019.



Our people

Organisational structure

The department

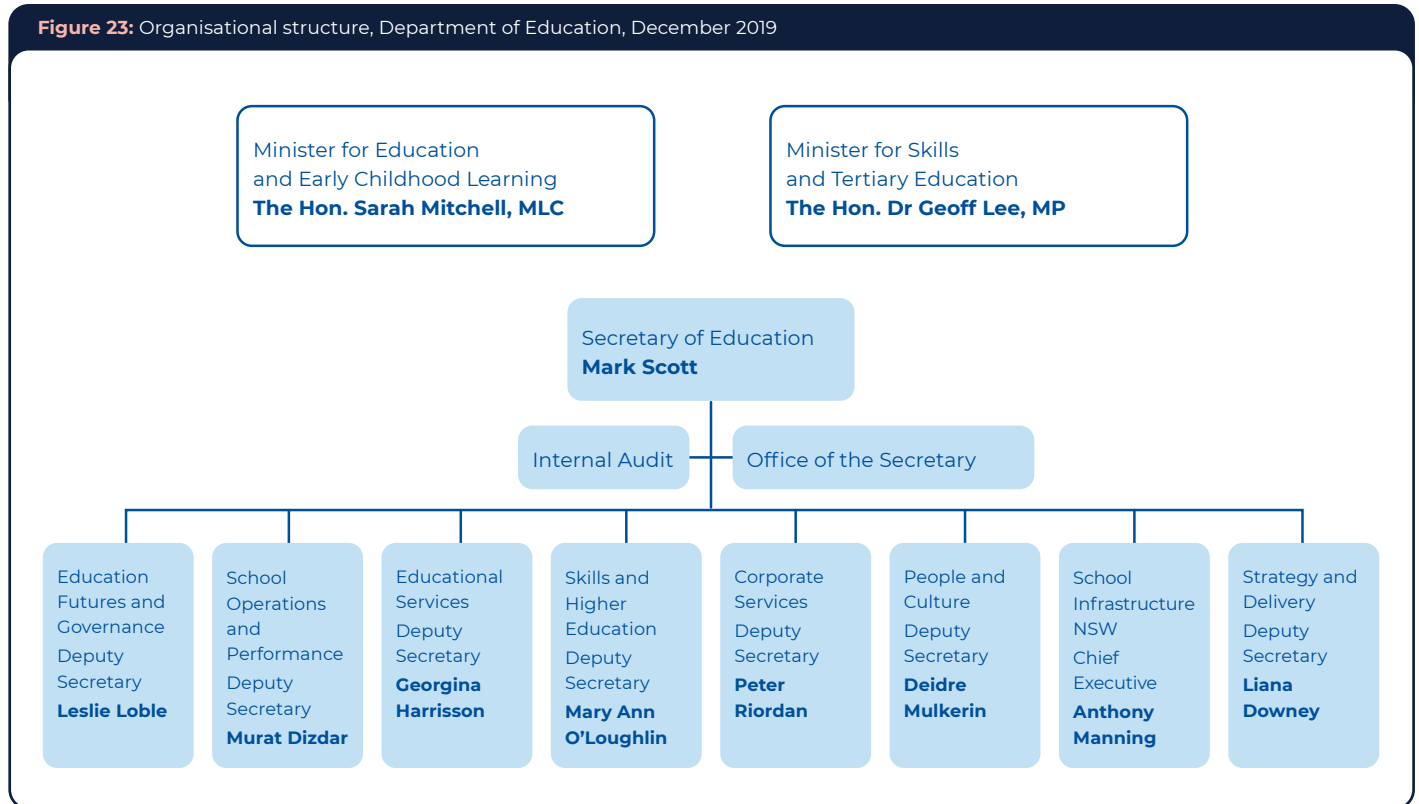
As at 1 July 2019, machinery-of-government changes resulted in the following changes to the department:

- Aboriginal Affairs transferred to the NSW Department of Premier and Cabinet
- vocational and skills functions transferred from the NSW Department of Industry.

As a result, this annual report includes detail relevant to Aboriginal Affairs up to 30 June 2019 only. This annual report also includes detail relevant to Skills and Higher Education for the period 1 July 2019 to 31 December 2019.

As at the end of December 2019, the department is structured as represented in this chart. For a more detailed version, see page 110 of this report. The latest organisational chart is available on the NSW Department of Education website.

Figure 23: Organisational structure, Department of Education, December 2019



Education Futures and Governance

Education Futures and Governance 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, and promoting high-quality standards for early childhood education.

Education Futures and Governance:

- contributes to initiatives that prepare students for productive and successful futures
- develops and coordinates NSW Government policy on national issues in education and early childhood education, supporting Ministers in strategic discussions with the Australian Government and other jurisdictions and leading negotiations over funding arrangements
- 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
- regulates early childhood services across the state
- provides funding to preschool service providers
- advises on early childhood policies and projects.

School Operations and Performance

School Operations and Performance leads and directs 2,209 primary, secondary and specialist public schools across NSW.

It seeks to achieve the best possible outcomes for each school and student by focusing on strong professional relationships, instructional leadership and school performance. This is delivered by a state office directorate and six operational directorates. These work together with 110 directors, educational leadership, who each manage a principal network. The division also collaborates with other areas of the department and key external stakeholders.

The division implements key education reforms under the department's School Leadership Strategy. It supports and provides services for schools in relation to local decision-making, strategic resourcing, school excellence, system registration, teaching quality and leadership induction, as well as professional learning for both teaching and non-teaching staff.

The School Leadership Institute supports our system's current and future school leaders at key points in their career. We have established world-class, innovative, evidence-informed, future-focused leadership programs so our aspiring leaders can focus on the learning and growth of teachers and students in their schools.

School Operations and Performance:

- leads the implementation of the School Excellence Policy
- leads NSW Education Standards Authority (NESA) school/system registration for the department
- develops resource support to improve school-based inductions for new staff
- implements the Australian Professional Standards for Teachers and Accreditation processes in NSW public schools
- approves and registers NESA-registered professional learning for the department and provides online registered professional learning at all levels
- leads processes and programs for identifying and using Highly Accomplished and Lead teachers
- designs and executes quality assurance processes to distribute more than \$9 billion of needs-based funding to schools
- provides one-on-one mentoring and coaching for all newly appointed first-time principals and up to 20 per cent of experienced principals.

Educational Services

Educational Services helps all NSW public schools with the policies, services and support to improve student outcomes.

Educational Services helps teachers build and extend their skills and knowledge to enable students to learn and achieve. The division helps schools access services and resources to meet the individual learning needs of students.

Educational Services:

- works directly with schools to tailor support to drive school improvement based on data
- works with schools to ensure that Aboriginal students feel connected to their culture and are able to thrive
- provides user-friendly systems and tools to reduce schools' administrative burden, leaving them free to focus on students
- sets policy, and helps policy makers and educators make evidence-based decisions as well as evaluate our impact on students
- advises and provides services to teachers and leaders to help keep students safe, healthy and happy in our schools
- provides data analysis, information and evaluations that improve effectiveness, efficiency and accountability
- collects essential education data and provides a platform for school leaders and teachers to access data, through the Centre for Education Statistics and Evaluation
- builds capacity across the education sector so that everyone can make better use of data and evidence
- provides expert advice on professional learning for all career stages of teachers.

Skills and Higher Education

The Skills and Higher Education division was established on 1 July 2019, bringing responsibility for post-school education into the department. The division supports vocational education and training (VET), higher education, upskilling and lifelong learning to improve economic, employment and social outcomes for individuals to contribute to the productivity of NSW.

The division manages the government-funded contestable VET market, directs government subsidies to the state's skills needs, and regulates apprenticeships and traineeships. The division intervenes in 'thin' markets where numbers of students are too low to attract training providers, or to support those experiencing disadvantage to access training and employment. This work plays a significant role in improving participation in VET and in the workforce, including that of Aboriginal people and communities. It also drives achievement of skills and diversity targets in NSW Government infrastructure projects.

Skills and Higher Education:

- works across the state through nine regional offices, actively engaging with schools, training organisations, local industries, employers and Aboriginal communities to facilitate pathways from education into meaningful and sustainable work
- leads research and data projects to understand these pathways better and identify opportunities for reform
- engages with the higher education sector on policy, programs and initiatives to harness the state's world-leading research institutions to support the requirements of industry and our changing economy
- supports the NSW Skills Board and the Waratah Research Network
- maintains strong connections with NSW universities, including through the NSW Vice-Chancellors' Committee
- works on national skills issues, including negotiations with the Australian Government on funding, policy and operational issues.

Corporate Services

Corporate Services supports the work of the department, providing well-informed, accurate and timely advice and decisions. The division puts students at the centre by collaborating and co-designing with key stakeholders to deliver the right solutions to support all parts of the learning journey – from early childhood through to primary and secondary schooling, as well as pathways through vocational and higher education.

The division helps prepare our students for new technologies, jobs of the future and lifelong learning. It challenges and finds new and better ways to deliver our current and new services in environments characterised by constant and rapid change.

Corporate Services:

- delivers transactional and support services through the department's shared service centre, EDConnect, which also provides first-level advisory support to all departmental staff, prospective teachers, suppliers and other external customers about finance, business services, human resources, information technology and procurement
- empowers schools and the department to use sound financial management to achieve objectives by delivering financial strategic services, advice, guidance and support
- develops and negotiates industrial awards and agreements, as well as provides strategic industrial relations advice and analysis to schools and the wider department
- provides digital, information and communication technology core services to students, teachers and corporate staff
- provides legal support and expert advice to schools and the wider department and arranges for the department to be represented before courts and tribunals
- provides support and expert advice in relation to procurement policy, strategy, tenders and contracting.

People and Culture

People and Culture was established on 1 July 2019. The creation of a specific division to focus on the key issues that affect staff in the system is a recognition of the scale and significance of the workforce in education. The division leads the transformation of the department's key people-related services, including in the areas of human resources, health and safety, and employee performance and conduct.

People and Culture:

- supports the delivery of high-quality teaching in schools by ensuring a skilled, high-calibre workforce and efficient operating environment
- works across the department to help deliver our strategic plan goals by putting children and young people at the centre as well as supporting the department to be a great place to work
- recruits and places teachers, school administrative and support staff, and corporate staff, as well as provides best-practice systems for engaging contractors
- works with and for all departmental areas to help them provide safe working and learning environments
- supports the health, safety and wellbeing of staff and students
- provides our schools and workplaces with incident notification and support when incidents arise, workplace health management and risk management services, as well as strategic health and safety program delivery.

The division's Employee Performance and Conduct unit supports schools to deliver effective services to students and school communities by implementing responsive and effective systems to investigate misconduct and take appropriate disciplinary action. It also provides advice and support to address underperformance, promotes effective complaint handling practice, and analyses data from consumer complaints.

School Infrastructure NSW

School Infrastructure NSW, a centre of excellence for infrastructure planning, delivery and asset management, is responsible for delivering the NSW Government's record investment in education infrastructure.

School Infrastructure NSW:

- drives the service, planning, procurement and construction of school facilities to meet changes in population growth, to accommodate new ways of teaching and learning, and to help foster better educational outcomes for students
- ensures school-based assets are regularly renewed and maintained
- supports the department through managing office accommodation
- works closely with school communities; the NSW Department of Planning, Industry and Environment; Infrastructure NSW; and the Greater Sydney Commission to deliver public education infrastructure where and when it is needed.

Strategy and Delivery

Strategy and Delivery boosts the department's capacity to deliver improved student outcomes, while ensuring the provision of efficient and effective government services.

Strategy and Delivery:

- leads the development and delivery of an evidence-based, department-wide strategy to improve student outcomes
- communicates and engages effectively with students, parents and carers, communities, staff and government to improve student outcomes and enhance confidence in public education
- ensures mechanisms and systems, including appropriate risk mitigation and fraud prevention, support effective and efficient government service delivery

- delivers special projects, including improving outcomes for students with disability, improving our methodology for staffing schools, reducing the administrative burden on schools, and overseeing the implementation of technology reforms to improve human resource processes and systems
- leads the delivery of corporate planning and performance reporting
- coordinates high-quality advice, briefings and correspondence to Ministers, ensuring the department's advice and positions are accurately reflected to government in a timely manner.

Internal Audit

Internal Audit supports the department to achieve its objectives, providing appropriate risk-based assurance and advice.

Internal Audit:

- provides independent, objective assurance and consulting services to add value and improve the department's operations
- provides a systematic, disciplined approach to evaluating and improving the effectiveness of risk management, control and governance processes
- provides independent and objective review and advisory services.

These services improve the integrity of financial and operational controls by testing whether these controls and business processes are operating efficiently, effectively and ethically.

Aboriginal Affairs

On 1 July 2019 the responsibility of Aboriginal Affairs transferred to the NSW Department of Premier and Cabinet. Aboriginal Affairs works alongside Aboriginal people and communities in NSW to make sure their voices are heard and their interests represented in government.

Aboriginal Affairs:

- leads and influences change in government to support the social, cultural and economic aspirations of Aboriginal people
- builds capacity and confidence by changing the way that government, community, service providers and other stakeholders think and work together to achieve positive outcomes
- establishes policy and partnerships to support Aboriginal economic prosperity, including land and planning reforms
- promotes effective Aboriginal community governance and for Aboriginal voices to be heard within social policy reforms
- supports cultural identity, language revitalisation and community healing
- 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
- leads the implementation, evaluation and public reporting on OCHRE (opportunity, choice, healing, responsibility, empowerment), the NSW Government's plan for Aboriginal affairs.

In line with the principles of OCHRE, Aboriginal Affairs advises other agencies about ways to work differently with Aboriginal communities, particularly encouraging the co-design and co-delivery of policies, programs and services with Aboriginal communities.

This enables Aboriginal Affairs to work with NSW Government agencies to better coordinate Aboriginal policies, programs and funding across government, as well as identify synergies and the potential for collaboration that will lead to improved service delivery and outcomes. This has included influencing the direction of the Closing the Gap refresh with the Australian Government.

Our governance structure

The Executive is the strategic governing forum for the department and is responsible for:

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

Members of the executive team

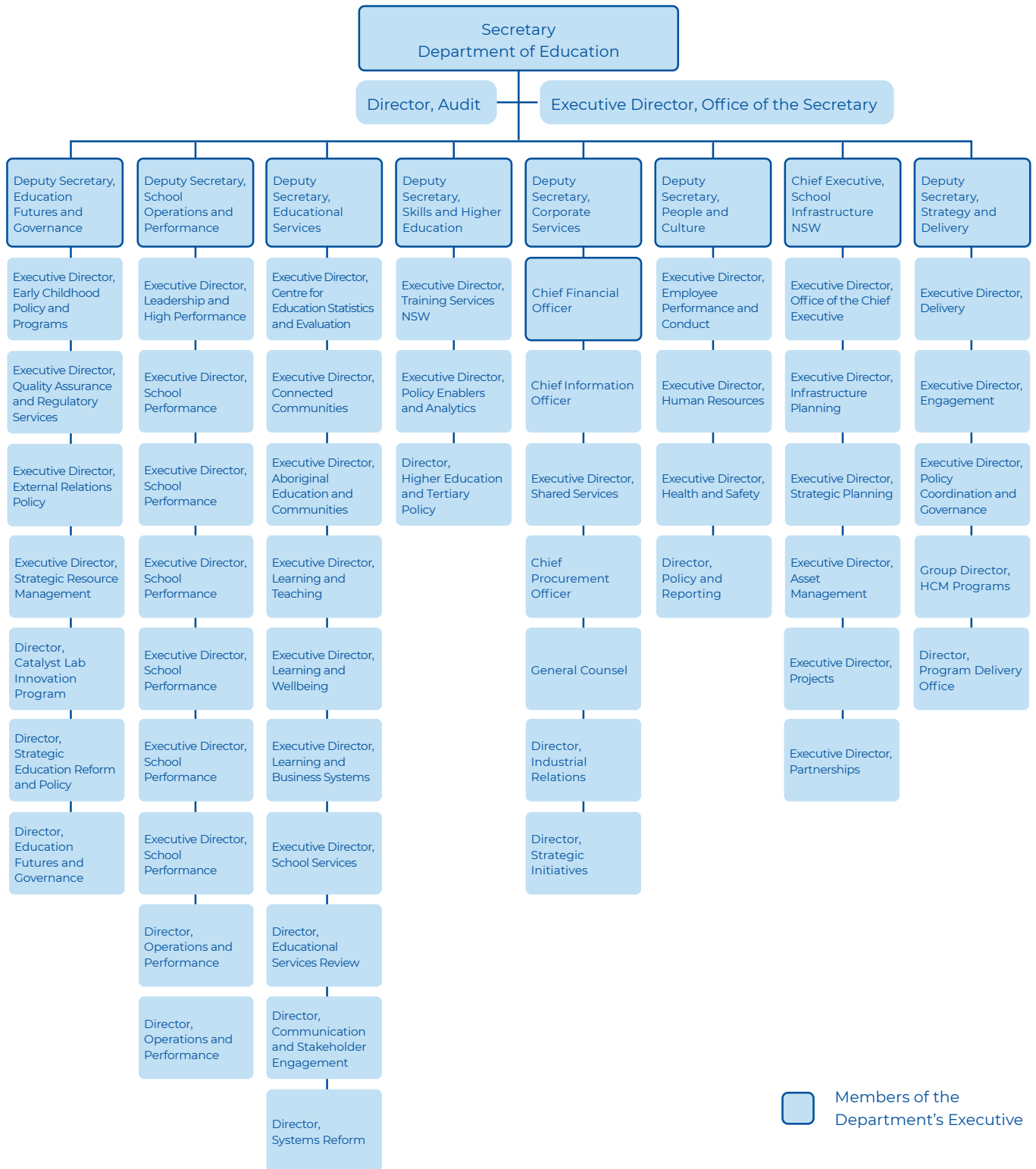
As at 31 December 2019, the Executive comprised the following members:

- Mark Scott, AO, Secretary (Chair) (DipEd, BA, MA, MPA, DLitt [honoris causa], DBus [honoris causa], DUniv [honoris causa], FAICD, FRSN)
- Murat Dizdar, PSM, Deputy Secretary, School Operations and Performance (BEd Hons)
- Liana Downey, Deputy Secretary, Strategy and Delivery (BA, BSc [Math], MBA)
- Gerard Gieseckam, Chief Financial Officer (BCom, FCPA)
- Georgina Harrison, Deputy Secretary, Educational Services (BSc)
- Leslie Loble, Deputy Secretary, Education Futures and Governance (BSc, MPA)
- Anthony Manning, Chief Executive, School Infrastructure NSW
- Deidre Mulkerin, Deputy Secretary, People and Culture (BSocWk, GradCertManagement)
- Mary Ann O'Loughlin, AM, Deputy Secretary, Skills and Higher Education (BA Hons, Grad Dip [Econs], GAICD)
- Peter Riordan, PSM, CF, Deputy Secretary, Corporate Services (BCom, MBA, MLLR).

The following changes were made to the Executive during 2019:

- Jason Ardler, Deputy Secretary of Aboriginal Affairs (BEc) was a member of the Executive until 30 June 2019.
- Deidre Mulkerin and Mary Ann O'Loughlin joined the Executive from 1 July 2019.
- Dr Jenny Donovan, Executive Director, Centre for Education Statistics and Evaluation (DipEd, BA, MA Hons, PhD) was a member of the Executive until April 2019 (currently on secondment to ACARA).
- Liana Downey's previous title was 'Executive Director, Delivery Unit'.

Figure 24: Detailed organisational structure, Department of Education, as at 31 December 2019



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 2019, we employed 94,836 full-time equivalent (FTE) staff. Approximately 70 per cent were teachers in NSW public schools.

Table 8: Number of full-time equivalent staff, 2016 to 2019

Full-time equivalent staff	30 June 2016	30 June 2017	30 June 2018	30 June 2019
Teachers (schools)	64,967	65,714	66,487	66,801
Educational support (schools)	20,303	21,247	21,850	23,170
Educational support (state and regional offices)	2,585	2,491	2,690	3,205
Corporate services (core and non-core)	996	1,235	1,438	1,660
Total	88,851	90,687	92,465	94,836

Source: NSW Public Sector Workforce Profile, as at 30 June each year. Notes: Includes full-time equivalent permanent, temporary and casual staff. Due to rounding, figures may not add up to the totals shown.

Primary school teachers

Table 9: Teaching service staff – primary teachers in NSW public schools, 2019

Role type	% of total at this level			% of total at this level			Total number	% of grand total
	Number (female)	% of total (female)	(female)	Number (male)	% of total (male)	(male)		
Classroom teachers	17,161	73.7	83.4	3,423	67.3	16.6	20,584	72.5
Assistant principals	3,973	17.1	81.2	918	18.0	18.8	4,891	17.2
Deputy principals	831	3.6	83.4	166	3.3	16.6	997	3.5
Primary principals class 6	0	0.0	0.0	0	0.0	0.0	0	0.0
Primary principals class 5	25	0.1	89.3	3	0.1	10.7	28	0.1
Primary principals class 4	12	0.1	60.0	8	0.2	40.0	20	0.1
Primary principals class 3	3	<0.1	60.0	2	<0.1	40.0	5	<0.1
Primary principals class 2	3	<0.1	100.0	0	0.0	0.0	3	<0.1
Primary principals class 1	1	<0.1	100.0	0	0.0	0.0	1	<0.1
Executive principals (Connected Communities)	5	<0.1	71.4	2	<0.1	28.6	7	<0.1
Teaching principals 1 – associate principal*	373	1.6	74.0	131	2.6	26.0	504	1.8
Teaching principals 2 – associate principal*	6	<0.1	85.7	1	<0.1	14.3	7	<0.1
Principals level 1*	363	1.6	74.8	122	2.4	25.2	485	1.7
Principals level 2*	264	1.1	64.2	147	2.9	35.8	411	1.4
Principals level 3*	258	1.1	62.8	153	3.0	37.2	411	1.4
Principals level 4*	8	<0.1	42.1	11	0.2	57.9	19	0.1
Principals level 5*	0	0.0	0.0	0	0.0	0.0	0	0.0
Total	23,286	100.0	82.1	5,087	100.0	17.9	28,373	100.0
Total primary principals	1,321	5.7%	69.5%	580	11.4%	30.5%	1,901	6.7%
Total promoted**	6,125	26.3%	78.6%	1,664	32.7%	21.4%	7,789	27.5%

Source: NSW Public Sector Workforce Profile as at 30 June 2019. Notes: Teachers on leave without pay for 12 months or more at 30 June 2019 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 principal and assistant principal. Principal, school leadership positions are excluded from 2018 onwards as they are now assigned to a corporate unit. Before 2018, these positions were included in the promoted category under the school level they were allocated to.

Secondary school teachers

Table 10: Teaching service staff – secondary teachers in NSW public schools, 2019

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	9,759	74.8	60.5	6,377	73.0	39.5	16,136	74.1
Head teachers/district guidance officers	2,498	19.2	60.1	1,659	19.0	39.9	4,157	19.1
Deputy principals	529	4.1	55.7	421	4.8	44.3	950	4.4
Secondary principals class 2	20	0.2	41.7	28	0.3	58.3	48	0.2
Secondary principals class 1	21	0.2	43.8	27	0.3	56.3	48	0.2
Executive principals (Connected Communities)	6	<0.1	50.0	6	0.1	50.0	12	0.1
Principals level 1*	49	0.4	49.0	51	0.6	51.0	100	0.5
Principals level 2*	10	0.1	50.0	10	0.1	50.0	20	0.1
Principals level 3*	38	0.3	41.3	54	0.6	58.7	92	0.4
Principals level 4*	102	0.8	54.5	85	1.0	45.5	187	0.9
Principals level 5*	10	0.1	45.5	12	0.1	54.5	22	0.1
Total	13,042	100.0	59.9	8,730	100.0	40.1	21,772	100.0
Total secondary principals	256	2.0	48.4	273	3.1	51.6	529	2.4
Total promoted**	3,283	25.2	58.3	2,353	27.0	41.7	5,636	25.9

Source: NSW Public Sector Workforce Profile as at 30 June 2019. Notes: Teachers on leave without pay for 12 months or more at 30 June 2019 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 principal, assistant principal, and head teacher. Principal, school leadership positions are excluded from 2018 as they are assigned to a corporate unit. Before 2018, these positions were included in the promoted category under the school level they were allocated to.

Primary and secondary school teachers

Table 11: Teaching service staff – Primary and secondary teachers in NSW public schools, 2019

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	36,328	100.0	72.4	13,817	100.0	27.6	50,145	100.0
Total principals	1,577	4.3	64.9	853	6.2	35.1	2,430	4.8
Total promoted*	9,408	25.9	70.1	4,017	29.1	29.9	13,425	26.8

Source: NSW Public Sector Workforce Profile as at 30 June 2019. Notes: Teachers on leave without pay for 12 months or more at 30 June 2019 are not included in the table. *Total promoted includes all executive-level positions within a school including principal, deputy and principal, assistant principal, and head teacher. Principal, school leadership positions are excluded from 2018 onward as they are assigned to a corporate unit. Before 2018, these positions were included in the promoted category under the school level they were allocated to.

Part-time school teachers

Table 12: Part-time school teachers in NSW public schools, 2019

Role type	Number and % of total (female)	Full-time equivalent (FTE) (female)	Average FTE (female)	Number and % of total (male)	FTE (male)	Average FTE (male)	Total and %	Total FTE	Total Average FTE
Primary classroom teachers	11,727 (92.62%)	6,032.4	0.5	934 (7.38%)	481.5	0.5	12,661 (100%)	6,513.9	0.5
Primary promoted teachers*	1,510 (91.96%)	860.1	0.6	132 (8.04%)	56.0	0.4	1,642 (100%)	916.1	0.6
Total primary	13,237 (92.55%)	6,892.5	0.5	1,066 (7.45%)	537.6	0.5	14,303 (100%)	7,430.0	0.5
Secondary classroom teachers	5,065 (78.77%)	2,741.7	0.5	1,365 (21.23%)	703.0	0.5	6,430 (100%)	3,444.7	0.5
Secondary promoted teachers*	502 (76.76%)	252.2	0.5	152 (23.24%)	56.4	0.4	654 (100%)	308.7	0.5
Total secondary	5,567 (78.59%)	2,994.0	0.5	1,517 (21.41%)	759.4	0.5	7,084 (100%)	3,753.4	0.5
Grand total	18,804 (87.92%)	9,886.4	0.5	2,583 (12.08%)	1,297.0	0.5	21,387 (100%)	1,1183.4	0.5

Source: NSW Public Sector Workforce Profile as at 30 June 2019. Notes: Teachers on leave without pay for 12 months or more at 30 June 2019 are not included in the table. Principal, school leadership positions are excluded from 2018 onwards as they are assigned to a corporate unit. Before 2018, these positions were included in the promoted category under the school level they were allocated to. Average full-time equivalent (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 = 5000/10000 = 0.5. *Promoted includes all executive-level positions within a school including principal, deputy principal, assistant principal, and head teacher.

Human resources strategic planning

The department's Human Resources Strategic Intent 2018-2022 aligns human resources planning with both the department's Strategic Plan 2018-2022 and NSW Government priorities. Support tools, including the implementation guide, help business units implement the plan.

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.

In 2019, the Education cluster achieved its highest participation rate since 2012. There was 45.8 per cent of staff across the department that responded to the survey, compared with 45.5 per cent in 2018. We received approximately 1,500 individual reports for departmental schools and teams, which we distributed directly to leaders in schools and education offices. This is an increase from 2018, in which we received approximately 1,400 reports.

The survey reported on nine headline themes in 2019. Of the nine, eight of them have improved with the ninth remaining steady. As in 2018, employee development and resolving grievances and questions related to diversity and inclusion significantly affected the overall employee engagement across the department.

The Public Service Commission has confirmed it will conduct the survey again in 2020. We will continue to work on our responses to staff feedback through the Great Place to Work executive priority that was introduced to focus on improving employee engagement across a range of measures.

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 align professional learning and development strategies to the framework, and ensure our recruitment processes are both compliant with the *Government Sector Employment Act 2013* 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 implementation.

In 2019, under the Human Resources Strategic Intent 2018-2022, we continued to implement a range of leadership development activities to build and develop leadership capability across the Public Sector Senior Executive workforce. Following the band 2 completion of the Leading the Way Executive Leadership program, band 1 directors are participating in a similar program. The majority of directors will have completed the program by June 2020. Ongoing evaluation will inform our core leadership and people manager capability development strategies going forward.

With the implementation of a department-wide induction framework and program in April 2019, all new employees joining the department receive a consistent and welcoming introduction to their new workplace. The program equips all new starters with the required information, tools and resources to enable them to thrive in their new roles.

Flexible work practices

The NSW Government committed to making all roles flexible on the basis of 'if not, why not' by 2019. Flexible work has been identified as a key enabler for meeting the Premier's Priority to drive public sector diversity. 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 2019, we continued to implement the Flexible Work Arrangements for Corporate Employees Policy to support flexible work practices in corporate offices. In 2019, more than 1,800 employees have transitioned to an agile work environment located at 105 Phillip Street in Parramatta. Equipped with technology to enable working in an agile work environment or from an alternate location, this cohort of corporate employees has significantly increased their flexibility.

In 2019, 58,736 staff accessed flexible work options, including permanent and temporary part-time work, job sharing, leave without pay and varying flexible hour arrangements. An additional 56,316 staff took short-term absences for family and community responsibilities.

In the 2019 People Matter Employee Survey, 74 per cent of corporate staff indicated they were satisfied with their ability to access and use flexible working arrangements. This is compared with the NSW Government benchmark of 59 per cent. Responding to the same question, 40 per cent of teachers and 44 per cent of all public school staff (non-teaching staff and executives) indicated satisfaction.

Table 13: Staff satisfaction of their ability to access and use flexible working arrangements

Department staff	Satisfied with flexible working arrangements (%)
Corporate staff	74
Teachers	40
All public schools (non-teaching staff and executives)	44

Source: NSW People Matter Employee Survey which was open to all employees across the NSW public sector from 30 May 2019 to 28 June 2019

In addition to the department's ongoing flexible work policy implementation, we work with the Public Service Commission to design and deliver the commission's flexible working program of initiatives within the department. Our representatives are participating in and supporting a range of initiatives, including:

- We evaluated a suitable and applicable job sharing e-solution to assist corporate employees to locate, identify and establish other like-minded individuals who might be a suitable job sharing partner.
- The department developed, co-designed and implemented the Flex Implementation Tracker, which captures additional flexible work data to that of the 2018 People Matter Employee Survey. This tool provides the department an opportunity to review the maturity level of flexible work as either in an ad hoc, consolidated or embedded stage in comparison to other departments.
- Together with the Department of Customer Service's Behavioural Insights Unit and the Public Service Commission, we conducted a behavioural insights trial using a randomised control methodology. The trial involved the testing of behaviourally informed evidence-based messages about flexible work via email to middle managers across the sector. These insights, once collated, will be used to improve public policy around flexible work and ultimately the lives of the people of NSW.
- We developed, co-designed and implemented frequently asked questions, toolkits and guides on skill development, change readiness and conversation guides for managers and employees associated with flexible work.

Organisational change

We continued to support employees affected by organisational change through a dedicated Workforce Transition Unit that maximises placement opportunities and retains talent in the department.

In 2019, the department declared six employees excess, resulting in six offers of voluntary redundancy. Five offers were accepted and one employee chose redeployment. We made one employee forcibly redundant, having been declared excess in September 2015, under the government's Managing Excess Employees Policy. The Workforce Transition Unit also received 21 requests to help with priority assessments, the process of allowing excess employees within the NSW Public Service to match to vacant roles prior to external advertising.

At the start of 2019, we established a team to support the professional learning of all non-teaching staff with an interim commencing structure of 11 roles. Following consultation, feedback and evaluation, including a gap analysis, we revised the 11 existing roles and created an additional eight roles to support the needs of the team commencing June 2019.

In April 2019, the Executive approved the One Finance proposal to realign the Corporate Finance directorate and the Schools Finance directorate into a new, combined Finance directorate. Following consultation, implementation of the new Finance structure commenced in September 2019, aiming to improve budget management, consolidate roles and structures, and simplify responsibility for delivery of finance services. The new structure includes 19 additional roles including two Public Service Senior Executive (PSSE) roles: Director, Financial Strategy (ongoing) and Director, Finance Excellence (term).

In May 2019, the department continued to develop the functions of the Centre for Education Statistics and Evaluation (CESE) following its realignment in 2018. The School Policy and Information Management team moved intact from the Learning and Business Systems directorate within the Educational Services division, to CESE. This change provides better coordination of research and evaluation activities across the department.

Following the NSW state election, a number of machinery-of-government changes came into effect on 1 July 2019. The department established the Skills and Higher Education division when the responsibility for parts of post-school education transferred from the former Department of Industry (now the Department of Planning, Industry and Environment). This resulted in the transfer of 12 PSSE roles into the department. In addition, the Aboriginal Affairs agency, including seven PSSE roles and 175 non-executive roles, transferred to the Department of Premier and Cabinet.

To align with the timing of the machinery-of-government changes, the Secretary approved several divisional-level changes to the department's structure, which came into effect on 1 July 2019. The Deputy Secretary, Skills and Higher Education, PSSE band 3 role heads up the new Skills and Higher Education division. The new division comprises Skills and Training Services NSW (post-school) employees, as well as the existing Higher Education and Tertiary Policy directorate employees who transferred internally from the former External Affairs and Regulation division. This change had no impact on existing employee numbers.

External Affairs and Regulation and its associated Deputy Secretary, Public Service Senior Executive band 3 role, was retitled to the Education Futures and Governance division. The new name better reflects the mission and core business of Education Futures and Governance post the machinery-of-government changes and the internal realignment.

The department divided Corporate Services into two separate divisions – Corporate Services and People and Culture – to help provide the best possible support to students, teachers and corporate staff. This change had no impact on existing employee numbers.

In July 2019, School Infrastructure NSW commenced consultation with staff regarding a proposed realignment. Following a review of the structure completed in partnership with Mercer, we created additional roles and seven new PSSE roles to support the NSW Government's significant investment in public education infrastructure. The realignment also affected 26 existing PSSE roles, of which 19 roles were amended and seven will be deleted. The new structure will drive efficiency, create certainty for staff and increase the capability of our workforce. It is also designed to attract staff with the necessary capabilities and experience. This structure will come into effect in early 2020.

Also in July 2019, School Operations and Performance and Educational Services commenced a review of selected functions and services to better align the focus of teams who support schools and students while building the capabilities of teaching and non-teaching staff. This review is ongoing into 2020, with no major role or structural changes in 2019.

In September 2019, the Secretary approved a realignment of functions across the Strategy and Delivery division to deliver our student-focused strategies. This included two new PSSE band 1 roles, as well as four significantly amended PSSE band 1 roles. A PSSE band 2 role was created from existing budget allocation. The realignment will take effect in early 2020 with the possibility of further role and structural changes.

In November 2019, the Secretary approved the creation of a new PSSE band 1 role and the significant amendment of three PSSE band 1 roles in the Information Technology directorate, resulting from an internal review. There are likely to be more changes in the directorate in 2020, as the department continues to implement the conclusions of the internal review.

Leave administration

In 2019, the department supported schools implementing the new payroll system we rolled out in 2018. The system enables schools to easily access more comprehensive information about staff attendance, as well as tailor reports as required. The payroll system now holds more than 12 months of leave records, which will help principals more effectively monitor staff absences and take appropriate action.

The new payroll system has improved reporting functionality so that principals can monitor their staff's leave usage in real time, resulting in schools requesting fewer reports on staff leave. During 2019, the department helped 36 principals review leave for staff who had taken more than five individual absences unsupported by medical certificates during the previous 12-month period.

By the end of 2019, principals assessed 12 teachers as requiring further action. Where principals 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.

The department is reviewing the process for the management and review of staff leave records and will advise schools on monitoring leave in early 2020.

Staff performance and conduct

The department helped supervisors effectively manage staff performance and conduct, providing a range of training, advice and improvement programs. The Teacher Performance Management and Improvement program was extended across the state from Term 2 2019 to help school leaders manage performance. This program will continue in 2020.

In 2019, the Employee Performance and Conduct directorate received 759 matters and completed 687 investigations of misconduct, including corrupt conduct, financial and academic fraud and maladministration, and child protection allegations.

Wages and salaries

The *Crown Employees (School Administrative and Support Staff) Award 2019* came into effect on 13 September 2019 and provided approximately 18,000 school administrative and support staff with a pay rise of 11 per cent backdated to 1 July 2019. Those staff will receive two further pay increases in line with the Government Wages Policy in 2020 and 2021. The Award resulted from the settlement of the Public Service Association's pay equity claim on behalf of this group of staff.

The new Award includes a contemporary classification structure as well as changes to recruitment and work practices, such as greater flexibility for ordinary hours of work for schools and staff. Under the Award, schools now have the flexibility to employ a school administration manager or a business manager, or both roles.

Teachers, principals, school executives and other related staff received a salary increase of 2.5 per cent, effective from January 2019, under the *Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2017*.

Chief education officers received a salary increase of 2.5 per cent, effective from January 2019, under the *Crown Employees (Chief Education Officers – Department of Education) Salaries and Conditions Award 2018*.

Corporate staff received a salary increase of 2.5 per cent, effective from July 2019, under the *Crown Employees (Public Sector – Salaries 2019) Award*.

Public service senior executives

The Statutory and Other Officers Remuneration Tribunal made its annual determination in relation to Public Service Senior Executive remuneration packages in August 2019. The tribunal determined a 2.5 per cent increase for all Public Service Senior Executives, effective from 1 July 2019.



Number of public service senior executive officers

Tables 14 and 15 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 2018-19 was 0.72 per cent, compared with 0.77 per cent in 2017-18. Expenditure is based on the total remuneration package of an employee's substantive role.

Table 14: Number of Public Service Senior Executives employed in each band, as at 30 June 2017, 2018, 2019

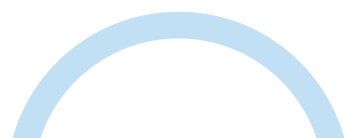
Band	30 June 2017 (female)	30 June 2017 (male)	30 June 2018 (female)	30 June 2018 (male)	30 June 2019 (female)	30 June 2019 (male)
Band 4 (Secretary)	0	1	0	1	0	1
Band 3 (Deputy Secretary)	3	2	2	3	3	4
Band 2 (Executive Director)	18	13	18	14	22	12
Band 1 (Director)	105	92	142	124	137	126
Totals	126	108	162	142	162	143

Source: Establishment data extracted from i-Series as at 30 June 2019. Note: Consistent with the November 2018 report to the Public Service Commission, the large increase in PSSE roles from 30 June 2017 to 30 June 2018 almost completely comprises the bulk recruitment of the role of director, educational leadership in late 2017.

Table 15: Average remuneration for public service senior executives per band, as at 30 June 2017, 2018 and 2019

Band	Range* (\$)	30 June 2017 (\$)	30 June 2018 (\$)	30 June 2019 (\$)
Band 4 (Secretary)	475,151-548,950	560,000	574,000	588,350
Band 3 (Deputy Secretary)	337,101-475,150	402,447	425,382	415,392
Band 2 (Executive Director)	268,001-337,100	280,763	295,760	295,207
Band 1 (Director)	187,900-268,000	215,610	219,083	222,607

Source: NSW Public Sector Workforce Profile and SAP remuneration report as at 30 June 2019. Notes: Average remuneration includes the amount payable as an allowance (for example, temporary assignments) to approved executives in addition to remuneration within the band range. Salary range is the band effective from 1 July 2018. The ranges quoted are for total remuneration package for each band.



Workforce diversity

This section summarises the department's achievements in the 2019 workforce diversity and inclusion programs and initiatives, including those specifically relating to the teaching service. We promote equal employment opportunities for all staff.

We recognise that diversity encompasses the richness of our backgrounds and includes factors such as gender, age, culture, disability, carer responsibilities, marital status, gender identity and sexual orientation, educational level, life experience, geographic location and socioeconomic background.

Our aim of attracting and retaining the best staff is built upon the foundation of an inclusive workplace where people of diverse backgrounds are able to bring their best selves to work and do their best for the students and communities we serve. The department's Diversity and Inclusion Strategy 2018-2022 outlines our approach to achieving this. The strategy is informed by our current workforce data, NSW Government priorities and a desire to better reflect the community we serve. As such, it embeds the Premier's Priority to build a world-class public service by 2025 through:

- having 50 per cent of senior leadership roles held by women
- increasing the number of Aboriginal people in senior leadership roles
- ensuring 5.6 per cent of government sector roles are held by people with disability.

The Disability and Inclusion Strategy has three priority areas:

- build an inclusive workforce through employee awareness, understanding and engagement
- attract, recruit, develop and retain a workforce that reflects the community we serve
- strengthen workforce data and evidence to inform sustainable decisions and initiatives.

As at 31 December 2019, the department's workforce consisted of the following:

- Women made up 55 per cent of senior leadership roles across the organisation. In some levels of leadership, such as assistant principal (primary), women represented 81 per cent of roles. We have met the Premier's Priority for this diversity group and are on track to achieve the department's own target for the representation of women in senior leadership roles to 60 per cent by 2025.
- Aboriginal employees represented 2.6 per cent of our senior leadership roles. Overall, Aboriginal people make up 3.9 per cent of our staff. We are on trend to achieve a 4.5 per cent representation rate across the department by 2025.
- The representation of people with disability was 3.0 per cent of the department's workforce. We recognise that additional work is required to achieve a 5.6 per cent representation rate by 2025.
- Department staff from culturally and linguistically diverse backgrounds consistently identify as having higher levels of job satisfaction of between 3 and 5 per cent above the average on the Public Service Commission's People Matter Employee Survey.



Table 16: Trends in representation of equal employment opportunity groups as a proportion of the total number of staff, 2015 to 2019

Group	NSW Government benchmark	2015	2016	2017	2018	2019
Women	50%	76.9%	77.4%	77.8%	78.3%	78.2%
Aboriginal people	3.3%	3.6%	3.7%	3.8%	3.9%	3.9%
People whose first language spoken as a child was not English	23.2%	10.7%	10.9%	11.1%	11.2%	11.5%
People with disability	5.6%	3.0%	3.2%	3.1%	3.0%	3.0%
People with disability requiring adjustment at work	N/A	0.7%	0.8%	0.7%	0.7%	0.6%
Total number of staff	N/A	92,023	95,332	97,076	99,256	108,031

Source: NSW Public Sector Workforce Profile as at 30 June each year. Notes: 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.

Strategic priorities

In 2019, we established a Diversity and Inclusion Council to help improve the department’s ability to implement the Diversity and Inclusion Strategy. The council serves as the central coordination and consultation point for all diversity-related workforce management undertakings. Council members include representatives from the department’s employee diversity networks and Public Sector Senior Executive.

We supported the ongoing growth of existing staff diversity networks including:

- Aboriginal Corporate Staff Network, which aims to provide an opportunity for our Aboriginal corporate staff to connect, share and support each other
- Disability Employee Network, which provides a shared voice for staff with disability and advocates for a barrier-free workplace

- Young Professionals Network, which aims to develop and support members by providing access to professional development and career pathway opportunities for corporate staff aged 34 and under.

We also supported the establishment of a new network, Pride in Education, to provide a visible, positive, inclusive and safe environment for the department’s lesbian, gay, bisexual, transgender, intersex, queer and asexual (LGBTIQA+) staff.



Current workforce

Table 17: Trends in distribution of equal employment opportunity groups, 2015 to 2019

Group	NSW Government benchmark	2015 index*	2016 index*	2017 index*	2018 index*	2019 index*
Women	100	91	92	92	92	92
Aboriginal people	100	80	82	82	83	84
People whose first language spoken as a child was not English	100	105	104	104	104	103
People with disability	100	98	98	99	98	97
People with disability requiring adjustment at work	100	104	104	105	106	107

Source: NSW Public Sector Workforce Profile as at 30 June each year. Notes: *A distribution index of 100 indicates that the centre of the distribution of the equal employment opportunity (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 is the case 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. The 2019 EEO survey response rate was 76 per cent.

Focus on women at work

In 2019, women held 55 per cent of senior roles. This positive trend has continued since we implemented a range of workforce initiatives to foster a culture supportive of female employment and women in leadership, including:

- encouraging and supporting women to participate in centrally coordinated leadership and executive development programs, such as the NSW Leadership Academy programs
- encouraging and supporting women to participate in centrally coordinated leadership and executive development programs, such as the NSW Leadership Academy programs
- supporting the participation of 40 employees in the Springboard Women's Development Program, a program developed in partnership with the Institute of Public Administration Australia NSW and Fly Consulting that aims to support and develop skills and attributes necessary for women to progress their career path and effectively take on leadership roles within the department and across the NSW public sector
- 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.

Focus on Aboriginal employees

As a NSW Government department, we adopt the Premier's priorities for diversity and inclusion. This includes doubling the number of Aboriginal and Torres Strait Islander people in senior leadership roles in government by 2025.

We continue with the commitment of increasing the number of Aboriginal people in senior leadership roles to 3.0 per cent by 2025 through our Diversity and Inclusion Strategy 2018-2022. In 2019, Aboriginal employees represented 2.6 per cent of our senior leadership roles. The strategy also aims to maintain the trend growth rate of Aboriginal people to reach a 4.5 per cent representation across the department by 2022. Overall, Aboriginal people made up 3.7 per cent of our staff in 2019.

In 2019, we launched the department's first Reconciliation Action Plan for corporate staff. The aim of this initiative is to advance reconciliation between Aboriginal and non-Aboriginal people, and it includes a focus on making our department a culturally safe place to work.

We supported career development for Aboriginal people in leadership roles, through a range of programs including the Aboriginal Career and Leadership Development Program and the leadership program for teachers of Aboriginal descent.

Achievements in 2019 included:

- the Aboriginal Employment team providing ongoing advice, advocacy 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 1,429 teachers and leaders of Aboriginal descent are currently in permanent employment
- supporting an initiative arising from the Aboriginal Education Review to support the designation of school administrative and support (SAS) staff positions for Aboriginal people in schools with significant Aboriginal student enrolments – the Aboriginal Employment team provided newly recruited Aboriginal SAS staff with support, mentoring and career development opportunities
- funding aspirant Aboriginal employees to undertake professional development and leadership opportunities
- providing up to 80 teacher education scholarship opportunities specifically for Aboriginal HSC and university students, as well as for community members intending to enrol in university to train as either primary or secondary school teachers – following the 2018 application and assessment process where 75 applications were received, 12 Aboriginal applicants were offered scholarships and commenced study in 2019. Through the 2019 application and assessment process, 81 Aboriginal applicants were considered for scholarships for study commencing in 2020
- 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 and providing advice on how to apply for departmental positions
- working in partnership with the NSW Aboriginal Education Consultative Group to support recruiting and selecting Aboriginal staff.

Focus on employees with disability

We also support the Premier's Priorities for diversity and inclusion by increasing the representation of people with disability employed across the NSW public sector from an estimated 2.7 per cent to 5.6 per cent by 2025. Our Disability Inclusion Action Plan 2016-2020 will help us achieve this target.

In 2019, the department:

- hosted a department-wide Global Accessibility Awareness Day event and developed a website with resources to build awareness and capacity in creating barrier-free digital communications
- held an International Day of People with Disability event, hosted by the Disability Employee Network, to improve disability awareness and celebrate our diverse community – more than 160 staff attended and it was live-streamed to 35 sites across the department
- implemented and promoted disability awareness e-learning modules for all staff and managers – 5,361 staff and 1,119 managers enrolled in the module
- continued to collaborate with the Public Service Commission to identify behavioural barriers and enablers to the promotion and retention of people with disability – this will inform future, whole-of-government information and resources on the attraction, development and retention of people with disability.

Focus on young employees

In 2019, we supported 22 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, a structured mentoring program and rotations across various NSW Government agencies. We also successfully placed 10 graduates from the 2018 graduate cohort into ongoing roles with the department.

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. In 2019, members participated in events which aligned with the Young Professional Network's 2019 vision 'Growing in personal attributes – How to foster resilience, integrity and motivation in your role at the department'.

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, International Women's Day, Harmony Day, RUOK? Day and International Day of People with Disability.

Future directions

The Government Sector Employment Act 2013 enhances the focus on workforce diversity across the NSW public sector and ensures it is integrated into broader workforce planning processes.

The Diversity and Inclusion Strategy 2018-2022 commits to addressing aspects of diversity and inclusion specific to the needs of our workforce, which will help us create a workforce that reflects the community we serve.

Work health and safety

Work health and safety performance

In 2019, we implemented the priorities and objectives of the NSW Government Work Health and Safety Sector Plan and continued to support the safety and wellbeing of our staff and students by delivering innovative and practical health and safety programs.

These programs help manage new and emerging risks in our schools, changes in our workers compensation portfolio and prevention of workplace injury with a focus on strategic initiatives to improve risk management and return-to-work outcomes to provide safe working and learning environments. We continued to improve our support for staff returning to work following an injury, illness or health condition.

In 2019, the department:

- launched the department's staff wellbeing framework 'Being Well' to deliver an organisation-wide approach to staff wellbeing to ensure staff are aware of the services available to help manage their personal wellbeing, as well as support colleagues
- introduced an enhanced Employee Assistance Program, 'Supporting You' that includes additional and tailored services for employees such as personal support, leadership support, new teacher support, rural and remote support, special education support, and professional development support
- increased the delivery of training programs for schools on emergency management as well as supporting employees with work-related and personal health conditions to better recover at work

- enhanced incident notification and support services by providing centralised access to work, health and safety advice and workplace health support services
- supported the NSW bushfire emergency response under the NSW Emergency Management arrangements to ensure the safety of our staff, students and school communities
- developed new and expanded e-learning modules that are focused on improving student health
- began developing new support services tailored for the health and wellbeing needs of employees, which are anticipated to commence mid-2020.

Challenges and future directions

Throughout 2019, we continued to embed the objectives of SafeWork NSW's statewide plan and of the NSW State Government Work Health and Safety Sector Plan. As part of the department's ongoing commitment to health and safety, we developed a new service model to increase on-the-ground support for schools and strengthen the delivery of programs to manage risk and workplace health management, as well as support schools to respond to incidents and emergencies.

Through the delivery of this model in 2020, we will continue to strengthen the safety culture, build health and safety capability, and improve recovery at work and wellbeing so that learning outcomes remain the department's focus.

Prosecutions under the Work Health and Safety Act 2011

No prosecutions under this Act were taken against the department in 2019.

Table 18: Number of workers compensation claims, lost time and claims costs, 2014-15 to 2018-19

Category	2014-15	2015-16	2016-17	2017-18	2018-19
Total claims	4,327	4,172	4,285	4,135	4,880
Total hours paid	210,077	347,702	417,728	484,211	547,407
Number of claims with lost time	1,723	2,098	2,269	2,307	2,531
Number of rehabilitation cases	933	797	951	914	1,203
Insurer costs	\$3,734,208	\$3,261,899	\$2,891,879	\$3,470,456	\$4,687,555
Average cost per case	\$4,002	\$4,093	\$3,041	\$3,797	\$3,897

Source: The department's fund manager, Allianz Insurance Ltd.



Public accountability

Legislation and legal change

This section sets out the Acts administered by the Minister for Education and Early Childhood Learning and the Minister for Skills and Tertiary Education as at 31 December 2019 and the Minister for Aboriginal Affairs as at 30 June 2019.

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 and Early Childhood Learning

The Minister for Education and Early Childhood Learning 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*
- *Education Act 1990*
- *Education (School Administrative and Support Staff) Act 1987*
- *Education Standards Authority Act 2013*
- *Parents and Citizens Associations Incorporation Act 1976*
- *Teacher Accreditation Act 2004*
- *Teaching Service Act 1980*.

This section details amendments or updates to those Acts during 2019.

Schedule 1 [1]-[33] of the *Children (Education and Care Services) Supplementary Provisions Amendment Act 2018* commenced on 27 May 2019, amending the *Children (Education and Care Services) Supplementary Provisions Act 2011* as follows:

- Sections 7, 10, 16, and 32 to 35 in Parts 2 and 5 of the Act were repealed as they had become redundant with the extension of the National Law Alignment provisions to state-regulated education and care services.
- Section 14A concerning service waivers and temporary waivers was inserted to allow a state-regulated education and care service to apply for a service or temporary waiver as a result of requirements and regulations under the National Law.
- Section 27A was inserted to make specific variations in relation to the approved learning framework, education and care service staff qualifications and entry to unapproved education and care service premises.
- Section 27B was inserted to align the administrative fees payable by providers of state-regulated education and care services, the same as those payable by providers of other education and care services under the National Law.

- Sections 3 and 4 omitted and inserted some definitions. Section 8 of the Act omitted the term 'certified' from Section 8(2) and inserted the term 'nominated'. Section 9 was amended to include another offence pertaining to advertising or holding out. It states that a person must not advertise that they are willing to provide a state-regulated education and care service where an application for the required provider approval or service approval is pending, unless it is made clear that the service will be provided only after any such approval has been granted.
- The legislation also amended Section 20 and 21 by inserting and omitting some terms. Section 20 was amended to omit the term 'supervisor certificate', as it was redundant. Section 21 was amended to include or exclude certain provisions of the National Law from applying to state-regulated education and care services.
- Sections 24, 26, 28 and 36 were also amended to omit redundant terms; to alter the reference to the Regulatory Authority to align with the National Law, to clarify references to matters that relate only to the national scheme and to amend the provision for the making of regulations.
- Sections 6, 15, 27 and Part 3 Division 4 of the Act were substituted to apply the objectives and guiding principles of the National Law to the provision of state-regulated education and care services; to provide for NSW mobile and occasional education and care services to be assessed and rated in the same way as other education and care services under the National Law; and to apply the National Quality Standard and National Quality Framework to NSW mobile and occasional education and care services.

Schedule 1.9 of the *Statute Law (Miscellaneous Provisions) Act (No 2) 2018* commenced on 8 January 2019 and amended the *Education Act 1990*. Section 83B(8) was repealed. Previously, Section 83B(8) permitted the Minister to review the operation of Section 83B dealing with financial and other assistance in respect of non-government school children. Schedule 1.9 of the amending instrument omitted Section 83B(8) as the Minister is no longer reviewing the operation of the Section.

Skills and Tertiary Education

The Minister for Skills and Tertiary Education administers the following Acts:

- *Apprenticeship and Traineeship Act 2001*
- *Australian Catholic University Act 1990*
- *Charles Sturt University Act 1989*
- *Higher Education Act 2001*
- *Higher Education (Amalgamation) Act 1989*
- *Macquarie University Act 1989*
- *Saint Andrew's College Act 1998*
- *Saint John's College Act 2018*
- *Saint Paul's College Act 2018*
- *Sancta Sophia College Incorporation Act 1929*
- *Skills Board Act 2013*
- *Southern Cross University Act 1993*
- *Technical and Further Education Commission Act 1990*
- *Technical Education Trust Funds Act 1967*
- *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*
- *Vocational Education and Training (Commonwealth Powers) Act 2010*
- *Western Sydney University Act 1997*
- *Women's College Act 1902*.

This section details amendments or updates to those Acts during 2019.

The *Universities Governing Bodies Act 2011* was repealed by Schedule 3 to the *Statute Law (Miscellaneous Provisions) Act 2019 No 1* with effect from 1 August 2019.

Schedule 2.32 of the *Statute Law (Miscellaneous Provisions) Act (No 2) 2018* amended Section 6 of the *Saint John's College Act 2018* with regard to the Council of College. Section 6(6) now states the council is to have regard to gender diversity in appointing persons under subsection (2)(e).

Section 30C of the *Interpretation Act 1987* repealed Section 18 of the *Saint Paul's College Act 2018* as the purpose of that Section was to repeal certain Saint Paul's College Acts and by-laws to refine the legislation.

The *Universities Governing Bodies (Western Sydney University) Order 2019* amended the *Western Sydney University Act 1997* to adopt the standard governing body provisions adopted by all other Universities within NSW. These amendments followed a governing body resolution made by the Board of Trustees of the Western Sydney University. Specific amendments included:

- Schedule 1[1] amended Section 3, adding definitions for the deputy president and president of the Academic Senate, as well as general staff.
- Schedule 1[2] inserted Part 3, Division 1 to determine 'The Board of Trustees' division within the Act.
- Schedule 1[2] substituted Section 10 of the Act to include some definitions concerning the Board of Trustees.
- Schedule 1[2] inserted Sections 10A to 10I of the Act setting out the Board of Trustees of the University and all of its functions, such as the size of the board, qualifications and term of office.
- Schedule 1[3] repealed Section 12 of the Act, which previously dealt with the constitution of the board.
- Schedule 1[4] inserted the Part 3, Division 2 heading to determine 'Other officers and bodies' under the Act.

- Schedule 1[5] to [8] amended Section 38 of the Act. The Section now only applies to the Chancellor and Deputy Chancellor. Subsection 4 removed the term 're-elected' and Subsection 6 dealing with the maximum single term of office for a position only to include the Chancellor and Deputy Chancellor.
- Schedule 1[9] to [11] amended Section 41 of the Act. Subsection 1 allows by-laws to be made by any authority or officer of the University to make rules except for matters referred to in specific sections. Subsection 1A states the rules the board is empowered to make rules for.
- Schedule 1[12] to [17] repealed Schedule 1 of the Act. Previously Schedule 1 of the Act dealt with a member of the board's term of office. This was repealed as it is now set out under Section 10I of the Act.
- Schedule 1[18] amended Schedule 4 of the Act to insert Part 8 'Provisions consequent on adoption of standard governing body provisions'. These provisions are concerned with adoption of standard governing body provisions under the *Universities Governing Bodies Act 2011*.

Aboriginal Affairs

For the period of 1 January 2019 to 1 April 2019, the former Minister for Aboriginal Affairs administered the following Acts:

- *Aboriginal Land Rights Act 1983 No 42*
- *Aboriginal Languages Act 2017 No 51*

Responsibility for administering these Acts transferred to the Premier on 2 April 2019 and was then subsequently transferred to the Special Minister for the Public Service and Employee Relations, Aboriginal Affairs, and the Arts on 1 May 2019.

Judicial decisions

No judicial decisions involving the department during 2019 were made which had any significant impact on its operations.

Disability inclusion action plan

The department developed the Disability Inclusion Action Plan 2016-2020 in consultation with a range of stakeholders, including employees with disability, disability groups, parents and carers, and principal representatives.

The plan complies with the requirements of the *NSW 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 access and inclusion for people with disability across four areas of focus.

Improving our service provision

We strive to build an inclusive education system where children with disability can thrive academically; develop good physical, mental and emotional health; and gain the skills to live a fulfilling, independent life post-school.

Our Disability Strategy, released in February 2019, supports this vision. It focuses on the allocation of more resources and flexibility to support the best outcomes for each student with disability while using data to monitor and improve learning, wellbeing and independence. It focuses on more training and support for teachers and school-based staff and ensuring families feel supported and that our processes are transparent and straightforward. Our progress is set out in the Progress Report: Improving outcomes for students with disability 2019, which is available on our website education.nsw.gov.au.

In 2019 we strengthened support for our students by:

- investing in leaders, teachers and other support staff through professional development about supporting students with disability
- helping teachers choose and use assistive technology with the new 'personalising learning with technology' course
- providing training to more than 1,370 NSW public schools to implement Positive Behaviour for Learning

- launching the Disability Strategy Innovation Program to provide schools with dedicated funding to test innovative ways to improve the learning and wellbeing of students with disability
- improving the experience of families of our students with disability.

Students moving from mainstream primary school to a support class in high school are now able to apply in Year 5 instead of Year 6. This means students will know sooner what school they will go to and have more time to plan. We also made it easier for students to continue to receive targeted funding support when they move from primary to high school, which benefitted more than 800 students in 2019.

In 2019, we made progress with improving our services and their accessibility for students, staff, parents and carers with disability:

- We launched a new innovation program, which will provide funding to improve the learning and wellbeing of students with disability.
- Students moving from a mainstream primary school to a support class in high school can now apply in Year 5, so they know what school they will attend earlier and have more planning time.
- The Integrated Funding Support program no longer requires a new application when students transition from primary to secondary school.
- We introduced an online complaints form and are also piloting a Facebook virtual assistant to enable parents and carers to provide feedback and make a complaint. School websites have a direct link to information on the main Education website about complaints, compliments or suggestions. Our back-to-school resources include more information about contacting the department about an issue or concern.
- Our Guide to making a complaint includes information about the support available during the complaint process, such as having a support person to advocate and tips for effective complaints.

- We made the Complaint Managers' Toolkit easier to use so staff are able to fully support families and students with disability to make a complaint. It includes information for staff about accessibility, support persons and advocates and managing complex complaints.
- We continue to focus on professional learning for all staff in relation to effective complaint handling.
- We began a pilot program using 3D printing technology to create a library of 3D models and objects designed to be held and touched by blind and vision-impaired people in school. These 3D models can be used across the curriculum, including in science, art, geography and history.
- We delivered more than 342 projects to improve access to school facilities in line with agreed support plans, including installing lifts, ramps, accessible toilets, high-visibility markings and bollards. New school facilities comply with Educational Facilities Standards and Guidelines, which meet or exceed Australian design standards and construction codes for access and mobility.
- We continued to support our Year 12 students with disability to transition to post-school employment, further education and training pathways. We worked with internal and external stakeholders including the National Disability Insurance Agency to refine planning and resources that help students access specialist post-school disability services.
- We invited the Disability Employee Network to be a foundation member of the council to provide internal stakeholder voice and insights.
- We implemented and promoted an 'if not, why not' approach to flexible work for corporate staff as a means of removing barriers to the attraction and retention of people with disability.
- We collaborated with the Public Service Commission to develop and promote whole-of-government strategies for recruiting people with disability into non-executive roles using rule 26 of the *Government Sector Employment (General) Rules 2014*, enabling a flexible and coordinated pathway to employment in the government sector.
- We contributed to the development of inclusive, whole-of-government strategies to increase participation at work by providing subject matter expertise and guidance to the Public Service Commission on workplace design and embedding accessibility requirements into information and communication technology procurement.
- We developed collaborative partnerships across the NSW Public Service Commission, NSW Department of Customer Service, NSW Department of Communities and Justice, and the NSW Business Chamber Disability Advisory Group.
- We continued to promote accessibility e-learning modules that guide all employees to develop accessible and inclusive digital content – implementing the Web Content Accessibility Guidelines 2.0 Level AA. We have recorded almost 6,000 completions as at 31 December 2019, with 1,525 of these in 2019.

Supporting employment opportunities and outcomes for people with disability

To strengthen inclusive employment practices and foster positive community attitudes, we implemented a range of initiatives in 2019:

- We established a Diversity and Inclusion Council to improve the department's ability to implement both the Diversity and Inclusion Strategy 2018-2022 and the Disability Inclusion Action Plan. The council serves as the central coordination and consultation point for all diversity-related workforce management undertakings.

Promoting awareness and inclusive practices

To promote and support disability awareness for students and employees, and improve inclusive practices throughout the department, the department implemented a range of initiatives. In 2019, we:

- continued the lead, disability employment position to provide subject matter expertise and guidance on workforce matters and champion inclusion as a 'business as usual' practice
- fostered collaboration and knowledge sharing between our workforce-focused and schools-focused teams to enable consistent delivery of effective practices and initiatives to build inclusion and meet our disability-related goals.

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, including to Carers NSW, for staff who are carers or who work with people who have carer responsibilities.

The Student Engagement and Interagency Partnerships team leads work around support for young carers at school, which is an element of the NSW Carers Strategy 2020-2030. We are updating the resource – Being a Carer, Being a Student, and Being a Kid – in consultation with Carers NSW. The revised resource will be available through the department website in Term 1 2020. Young Carers NSW regularly presents at inductions for school counselling staff to raise awareness about young carers and provide resources for support.

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 2019, 56,316 employees took short-term leave for family and community responsibilities.

In 2019, we continued to embed our flexible work practices for corporate staff. This is in response to the Public Service Commission's intent to implement the Premier's commitment to making all public sector roles flexible on an 'if not, why not' basis by 2019. We continued to promote a range of resources to help corporate staff access flexible work arrangements. These are available on our internal website and include the Flexible Work Policy, fact sheets and information relating to flexible work options.

Staff members with carer responsibilities can also 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 aligned with the *NSW Carers (Recognition) Act 2010*.

Multicultural policies and services

The department's Multicultural Plan 2019-2022 outlines our targets for meeting the needs of our culturally diverse school communities. The following information provides a summary of progress in 2019.

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 learning English as an additional language or dialect (EAL/D).

- In 2019, NSW public schools provided targeted English language support to help EAL/D students, including intensive, on-arrival and ongoing support to enable successful participation at school.
- More than 1,300 EAL/D teacher specialists in schools and intensive English centres provided English language tuition to EAL/D students.
- Schools received 896 full-time equivalent EAL/D teaching positions and \$37 million in flexible funding as equity loading for English language proficiency to support approximately 180,000 EAL/D students.

- Nearly 9,500 newly arrived students received intensive English and transition support, including nearly 3,600 students in intensive English centres and the Intensive English High School.
- Seven EAL/D teacher mentors supported approximately 180 schools with newly arrived EAL/D students in rural and regional areas.
- Nearly 2,300 teachers attended EAL/D professional learning programs to enhance their capacity to meet their students' needs. Of these, 118 teachers completed the EAL/D Orientation course, 396 teachers completed the Teaching English Language Learners (TELL) course and 524 teachers completed the Using the EAL/D Learning Progression course. Twenty-seven additional TELL facilitators were trained.
- Fourteen school teams completed the Leading EAL/D education program.
- Thirty-one local, specialist professional networks and online forums strengthened EAL/D teachers' expertise.
- More than 2,000 students enrolled in the EAL/D HSC course.

Refugee students

Our aim is to ensure that our 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.

- In 2019, refugee students continued to receive a high level of intensive English and transition support, including bilingual support, to meet their complex educational needs.
- Targeted (individual student) funding totalling almost \$2.7 million helped 419 schools support nearly 4,000 recently arrived refugee students.
- The Refugee Student Counselling Support Team worked directly with more than 320 schools to provide psychological support for refugee students, including support for more than 200 complex cases and 140 specific counselling initiatives. More than 30 visits to regional settlement areas of Albury, Wagga Wagga, Newcastle, Coffs Harbour, Armidale and

Wollongong helped school staff better engage with members of their new refugee communities and work collaboratively with other services.

- Specialist counsellors (12.8 full-time equivalent) in intensive English centres and the Intensive English High School continued to support the transition of refugee and other newly arrived, high-school-aged students.
- More than 150 refugee children and families from 15 school communities participated in supported playgroups as part of the Beginning School Well program, which aims to support refugee families who have young children under school age through the provision of a quality early childhood experience.
- We delivered Ready Arrive Work in 26 schools, providing work readiness information and support for 451 refugee students.
- More than 300 refugee students in 15 schools received assistance from 180 tutors through Refugee Action Support Partnerships program, a joint initiative with the Australian Literacy and Numeracy Foundation, Western Sydney University, University of Sydney and Charles Sturt University.
- The LEAP Macquarie Mentoring Program, a partnership with Macquarie University, provided 101 university student mentors to help 227 refugee students in 12 high schools plan post-school pathways.
- The Tertiary Pathways Project helped 58 refugee students from 32 schools access information about university pathways and apply for targeted university scholarships. In 2019, nine students received scholarships.
- Nineteen Refugee Support Leaders worked with leaders and staff in more than 218 schools to meet the needs of more than 10,000 refugee students.
- More than 3,360 staff members completed professional learning programs to better meet the needs of students from refugee backgrounds.
- In partnership with the University of Technology Sydney, we published professional learning resources based on findings from the research – Classrooms of Possibility: Working with students from refugee backgrounds in mainstream classes.

International students and temporary residents

We aim to provide high-quality educational experiences for international students, bring international perspectives to classrooms, and build students' cross-cultural understanding and global citizenship skills through the delivery of a strong international student program.

- In 2019, 4,500 international students from 62 countries enrolled in more than 300 NSW public schools to gain an Australian study experience or to finish their school education.
- Approximately 15,920 temporary resident students from 138 countries enrolled across 1,202 public schools.
- Teachers designated as international student coordinators supported international students in all aspects of school life including enrolment, attendance and wellbeing. The coordinators ensured compliance with legislative obligations for the enrolment of international students.
- More than 600 principals, teachers and administrative staff participated in professional learning to strengthen support for international students and temporary residents.
- The International Students Award Ceremony recognised the academic achievements of international students and their contributions to school and the community.

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.

- In 2019, more than 44,800 students studied 30 community languages in 139 primary schools, through the Community Languages Program Kindergarten to Year 6.
- Through the Community Languages Schools Program, more than 37,000 students studied 62 community languages, delivered out of school hours by 315 community organisations.
- The Saturday School of Community Languages delivered 26 community language courses to more than 3,200 secondary students, from Year 7 to HSC level.
- The NSW School of Languages continued to provide languages education by distance to students in Years 9 to 12.
- The Aboriginal Language and Culture Nests initiative supported the teaching of Aboriginal languages across NSW public schools. Schools work with their local community to establish and implement an Aboriginal language program using their school budget allocation. The teaching and learning of Aboriginal languages and cultural studies is mandatory at Connected Communities schools.
- Language teachers across the state participated in a wide range of professional learning programs, conferences and professional networks to enhance their skills in delivering languages education, teaching specific languages and implementing new syllabuses.

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.

- In 2019, training was provided to anti-racism contact officers to perform their role and help schools respond to complaints.
- We published new online learning resources on Racism. No Way, the national anti-racism education website.
- More than 370 teachers enrolled in the online Facing Up to Racism course and 40 teachers participated in a workshop of the same name.
- We distributed the 2020 Calendar for Cultural Diversity to more than 2,000 schools and education settings to assist schools in fostering intercultural understanding, community harmony and social inclusion.
- Facilitated by the City Country Alliance, 60 schools engaged in cultural exchange programs designed to build intercultural understanding by linking large, urban multicultural schools with small, remote schools. In addition, more than 150 students from 25 schools participated in a student leadership summit to build intercultural understanding.
- Nearly 2,000 students in Years 3 to 6 from 525 schools participated in the annual Multicultural Perspectives Public Speaking Competition. This program heightens awareness about cultural diversity and develops public speaking skills.
- Up to 52 students from 24 schools participated in the Multicultural Playwright Program. For the first time, this event was held at a regional centre at Coffs Harbour as well as in Sydney. Each group performed to a live audience of more than 100 people. The final performances were also live-streamed to the 28 home countries of the participating students.
- The Henry Parkes Equity Resource Centre provided a wide collection of resources to help teachers meet the diverse needs of learners and their families.

Communication, engagement and consultation

Our aim is to promote positive community relations through effective consultation and communication with families from diverse cultural backgrounds, as well as provide opportunities for their active engagement in school. In 2019:

- 2,405 onsite and 4,080 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
- the department provided translated documents in 35 languages, with translations in 10 new languages developed
- bilingual school learning support officers and staff receiving a community language allowance continued to support communication with newly arrived students and families
- community liaison officers facilitated social cohesion in schools and helped families from culturally diverse backgrounds participate in school activities and decision-making processes
- up to 88 participants – including principals, other executive, administrative staff and community liaison officers – completed the Engaging Culturally Diverse Communities course, to help them build effective partnerships with families and communities from culturally diverse backgrounds
- the School Leadership and Management Credential included training in engaging and working with the community to support leaders and aspiring leaders in schools
- the Secretary's Multicultural Education Advisory Group continued to advise the department on the education needs of a culturally diverse NSW
- the Community Languages Schools Board continued to advise the Minister on policy concerning community languages schools
- the department continued to work with the NSW Aboriginal Education Consultative Group through our formal partnership to meet the education needs of Aboriginal people and communities.

Complaints and feedback

The department is committed to giving our customers a positive experience and is continuing to support a range of initiatives to improve the way we respond to complaints and feedback.

Our Complaints Handling Policy and procedures promote the local resolution of issues to ensure a timely and targeted response. The Guide for parents, carers and students and the School Community and Consumer Complaints procedure, available on our website, outline how to make a complaint and the way we will manage complaints ([education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions](https://www.education.nsw.gov.au/about-us/rights-and-accountability/complaints-compliments-and-suggestions)). This information is also available in accessible formats, including a short video, which outlines the complaint process and provides information about how best to approach schools. The internal Staff Complaint Procedure guides staff when making and managing work-related complaints.

We know that students achieve better educational outcomes when schools and families work together to support students and resolve issues. The department encourages a collaborative and local approach to resolving complaints from parents, carers, families and community members. This means that, where possible, parents and carers should raise issues directly with schools. Most complaints are referred to schools so they can be resolved quickly at the local level.

We recognise that sometimes families need to raise an issue outside school hours or prefer to contact us in other ways. In 2019, the department introduced an online complaint form and a Facebook virtual assistant, which provides additional ways for people to contact us. These small changes mean that it is easier for parents, families and community members to raise issues, as they no longer need to print, complete and send a form

and can provide more information to support their complaint at a time and in a way that suits them.

We continued to help staff enhance their skills and confidence in complaint handling. In 2019 we introduced additional resources for teaching and non-teaching staff to use when managing complaints, piloted further training for the directors, educational leadership, and reviewed the professional learning material for principals and aspiring principals. The new resources focus on strategies to manage complex complaints and restore relationships with families.

In 2019, we received 2,167 pieces of feedback through our digital channels; 1,505 through the online complaint form and 662 through the NSW Government's Feedback Assist widget. Of these, 1,258 related to schools, 325 to the NSW Education Standards Authority, and 583 to other areas of the department, such as Early Childhood Education. People raised concerns about operational issues or decisions, engaging with schools and other services, the department's websites, and the behaviour of staff and students.

While we manage and resolve most complaints locally, the department sometimes needs to escalate complaints that schools cannot resolve, or that relate to the decisions or behaviour of senior staff. In April 2018, we implemented a system to centrally capture and report on these types of complaints. Previously, school operations kept local records of these complaints. In 2019, we received a further 2,489 complaints about schools that we recorded in the central system and escalated to directors, educational leadership and other senior staff to resolve.

Of the 3,718 total pieces of feedback recorded in relation to public schools, 3,320 (89 per cent) were complaints, 248 (7 per cent) were inquiries, and 150 (4 per cent) were suggestions or compliments.

In 2019, we have continued to support staff in using the feedback and complaints system and have worked to improve data quality so that, over time, we can use this information to improve complaint handling.

Early childhood education

As the NSW regulatory authority, the Early Childhood Education directorate regulates more than 5,500 early childhood education and care services across the state. These include long day care, preschools, family day care, mobile and outside of school hours care services.

The department may receive complaints from families, staff members or volunteers of education and care services. Under the *Children (Education and Care Services) National Law*, services must also notify the regulatory authority of any complaints they receive.

All complaints received by the department are reviewed in line with the department's Complaints Handling Policy to determine the appropriate regulatory response. Regulatory responses can range from support and monitoring activities to the use of compliance tools, suspensions or cancellations.

In 2019, we received a total of 1,178 direct complaints via phone or email, representing a 6.6 per cent reduction on 2018. A total of 1,258 notifications of complaints were received from services, many of which are duplicates of direct complaints.

The nature of the complaints received provides us with important information to inform future policy and regulatory decisions. In 2019, the department introduced a dedicated High Risk Hub to improve the responsiveness to complaints and established a specialist Family Day Care team to increase the focus on the health, safety and wellbeing of children in family day care schemes.

In addition to increased regulatory response, we introduced a number of targeted sector support initiatives to help services better understand and meet the expectations of the National Quality Standard. This helps ensure services deliver quality improvement and improved outcomes for children with guidance from the department as the NSW regulatory authority.

Complaints are just one feedback mechanism used by the department to inform continuous improvement. Others include meetings with the department's Early Childhood Education Advisory Group and twice-yearly sector roadshows. More than 2,200 participants from across the sector attended 2019's roadshow sessions and provided valuable feedback.

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, anti-discrimination policies, or legislation – to the relevant area.

Skills and higher education

The department requires all training providers contracted under government-funded programs to put in place consumer protection measures including a complaint resolution process. The Smart and Skilled Consumer Protection Policy outlines the complaints process for Smart and Skilled and is published on the Training Services NSW website at training.nsw.gov.au/smartandskilled/contract_policy.html.

Training Services NSW provides dispute resolution services for apprentices, trainees and employers as part of the regulation of the apprenticeship and traineeship system.

In addition, our Training Services NSW and Smart and Skilled website provide a channel for feedback and complaints through the NSW Government's Feedback Assist widget.

Aboriginal Affairs

Until 30 June 2019, our Complaint Handling Policy and procedures also covered Aboriginal Affairs. The Deputy Ombudsman (Aboriginal Programs) monitors and assesses Aboriginal programs listed in the regulations of the *Ombudsman Act 1974*. 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 2019.

Accessing departmental records

In compliance with the GIPA Act, information we hold is available in several ways, including through open-access information on our website.

We regularly update our information guide and publish it on our website at education.nsw.gov.au/about-us/rights-and-accountability/information-access. Our information guide 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.

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. Our policy is to 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 aim to provide the public with current information on topics relating to our operations. We are committed to open and transparent government. 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 NSW Education Datahub at data.cese.nsw.gov.au.

In 2019, on reviewing the department's program for proactive release, we updated 76 datasets on the Datahub. At the end of 2019, there were 88 datasets available in various accessible formats.

In July 2019, three additional websites were added to the Department of Education portfolio: Smart and Skilled (smartandskilled.nsw.gov.au), Vocational Education and Training (vet.nsw.gov.au) and Training Services NSW (training.nsw.gov.au). As a result, the department is responsible for requests to release information in relation to those areas of the sector.

The department's policy library, at education.nsw.gov.au/policy-library, provides the public with access to our policy documents. We updated 31 policies (including implementation and related documents) in 2019.

The department's disclosure log records formally released information that the department considers may be of interest to the general public. In 2019, we added 60 new items to the log, which is published as part of our Agency Information Guide.

Access applications received and decided in 2019

For data about completed access applications received in 2019 refer to Tables 19 to 27 on the following pages. These tables comply with clause 7(d) and Schedule 2 of the GIPA Regulation 2009.

Table 19: Number of access applications by type of applicant and outcome* (completed and discontinued valid applications), 2019
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 or deny whether information is held	Application withdrawn (excluding invalid applications)	Invalid application withdrawn	Invalid never validated	Transferred to other agency	Total
Media	9	7	4	2	0	1	0	6	0	2	0	31
Members of Parliament	7	2	2	4	0	1	0	2	0	0	0	18
Private sector business	5	0	0	0	0	0	0	2	2	3	0	12
Not-for-profit organisations or community groups	8	4	2	5	0	0	0	0	1	3	0	23
Members of the public (application by legal representative)	57	104	2	105	1	3	0	9	2	14	2	299
Members of the public (other)	38	94	7	18	1	9	1	10	2	14	2	196
Total	124	211	17	134	2	14	1	29	7	36	4	579

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 40 applications received in 2018 reporting year and completed or discontinued in 2019.

Table 20: Number of access applications by type of application and outcome, 2019
Table B (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 or deny whether information is held	Application withdrawn (excluding invalid applications)	Invalid application withdrawn	Invalid never validated	Transferred to other agency	Total
Personal information applications*	82	179	9	108	1	6	0	11	3	17	2	418
Access applications (other than personal information applications)	41	20	8	21	1	7	1	18	4	16	2	139
Access applications that are partly personal information applications and partly other	1	12	0	5	0	1	0	0	0	3	0	22

Note: *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 21: Invalid access applications, 2019
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)	133
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	133
Invalid applications received that subsequently became valid applications	90

Note: Invalid applications received in 2019, including invalid applications carried forward from 2018.

Table 22: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 of the GIPA Act, 2019
Table D (GIPA Regulation 2009, Schedule 2)

Consideration	Number of times consideration used
Overriding secrecy laws	0
Cabinet information	6
Executive council information	0
Contempt	2
Legal professional privilege	33
Excluded information	5
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	26
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. If so, each such consideration is to be recorded (but only once per application).

Table 23: Other public interest considerations against disclosure: matters listed in the Section 14 table of the GIPA Act
Table E (GIPA Regulation 2009, Schedule 2)

Consideration	Number of times consideration used
Responsible and effective government	112
Law enforcement and security	2
Individual rights, judicial processes and natural justice	196
Business interests of agencies and other persons	8
Environment, culture, economy and general matters	3
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. If so, each such consideration is to be recorded (but only once per application).

Table 24: Timeliness, 2019
Table F (GIPA Regulation 2009, Schedule 2)

Timeframe	Number of applications
Decided within the statutory timeframe (20 days plus any extensions)	530
Decided after 35 days (by agreement with applicant)	5
Not decided within time (deemed refusal)	4
Total	539

Table 25: Number of applications reviewed under Part 5 of the GIPA Act (by type of review and outcome), 2019

Table G (GIPA Regulation 2009, Schedule 2)

Type of review	Decision varied	Decision affirmed	Total
Internal review	2	4	6
Review by Information Commissioner*	6	8	14
Internal review following recommendation under Section 93 of Act*	5	0	5
Review by NSW Civil and Administrative Tribunal	1	6	7
Total	14	18	32

Notes: Review applications completed in 2019. The department received 32 review applications in 2019, with four matters carried forward from 2018. As at 31 December 2019, nine applications were awaiting review and carried forward to 2020. *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 six such reviews in 2019, which have been included as 'decision varied'.

Table 26: Applications for review under Part 5 of the GIPA Act (by type of applicant), 2019

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 2019. The department received 32 review applications in 2019, with four matters carried forward from 2018. As at 31 December 2019, nine applications were awaiting review and carried forward to 2020.

Table 27: Applications transferred to other agencies under Division 2, Part 4 of the GIPA Act (by type of transfer), 2019

Table I (GIPA Regulation 2009, Schedule 2)

Type of transfer	Number of applications transferred
Agency-initiated transfers	4
Applicant-initiated transfers	0

Privacy and personal information protection

The department has reporting obligations under the *Privacy and Personal Information Protection Act 1998* (PPIP Act) 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 and in face-to-face training, as well as from our Legal Services telephone advice service.

Applications for internal review of personal information

In 2019, the department received 13 applications for internal review. Of these, a parent or carer of a student in a NSW public school submitted eight applications; four of these related to the personal information of the parent or carer, and four related to the student's personal information. One application was received from a former employee and four from current employees.

We finalised 12 applications in 2019. Nine resulted in a finding of no breach of an Information Protection Principle or Health Privacy Principle. Of the remaining three applications, the department's conduct was found to be in breach of one or more principles:

- A school staff member disclosed the contents of a parent's email to a group of students and, in a separate incident, released student external test results to a class of students before notifying individuals of their results. In response to the breach, the principal spoke to the staff member concerned about handling personal information, ceased the school's practice of communicating external test results to classes and advised parents about how personal information relating to external tests will be shared with the external provider and within the school.
- A former employee's personal information, including employee ID number, name, date of birth, PO Box address, tax file number and start date of service, was sent to a superannuation fund due to a clerical error where their personal information was assigned to a new employee. The applicant requested external review at the NSW Civil and Administrative Tribunal, where the matter was resolved through a mediated settlement.
- A parent alleged that a school's collection of student photographs from the school photographer and the school's intention to hold the photographs indefinitely breached the *Privacy and Personal Information Protection Act 1998*. In response to this incident, the department published an article in the online school communication, SchoolBiz, addressing the appropriate collection, use and disclosure of student photographs. The school's staff were encouraged to undertake online privacy awareness training through the Legal Services portal.

In 2019, four applications for external review were filed with the NSW Civil and Administrative Tribunal. One proceeded to hearing where the tribunal ordered that no further action be taken, one matter settled at mediation and the other two are ongoing. A further matter that commenced in 2018 was dismissed.

Requests for access to or amendment of personal information

The department received no applications for access to or amendment of personal information under Sections 14 and 15 of the PPIP Act, respectively. The department finalised an internal review of a decision made in 2018 not to alter information pursuant to Section 15 of the PPIP Act and found there was no breach.

Data breach notifications

We received nine data breach notifications in 2019. The Legal Services directorate provided assistance and advice on risk mitigation and assessment of the impact on affected individuals. No data breaches were assessed as likely to result in serious harm.

Privacy Management Plan, policies and practices

The department's Privacy Management Plan, Privacy Code of Practice, and other resources addressing rights and obligations under privacy legislation are published on public and internal websites. The department published revised privacy bulletins to these websites during 2019. The department's Data Breach Response Plan advanced to the stage where it will be trialled early in 2020. The Legal Services directorate offers privacy training and advice to all staff as part of its legal presentation program and telephone advice service.

Public interest disclosures

All employees of the department must report suspected unlawful or 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 (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 2019.

During 2019, we met the NSW Ombudsman's reporting requirements via its online reporting tool. In all, 60 employees made a public interest disclosure.

Table 28: Number of public interest disclosures, 2019

Type of review	Corrupt conduct	Maladministration	Serious waste	GIPA contravention	Local government contravention	Total
Number of disclosures	55	7	0	0	0	62
Number of employees making a disclosure	53	7	0	0	0	60
Number of disclosures finalised*	35	3	0	0	0	38

Source: Department of Education, Employee Performance and Conduct directorate. Note: *Includes some matters reported before 2019.

Consultants

This section discloses the nature and purpose of consultants the department engaged in 2019.

Table 29: Payments to consultants for engagements greater than \$50,000, 2019

Name of consultant	Title of project	Purpose of consultancy	Actual cost (\$)
Academy Xi	Way of Working (WoW) Framework	Management services	148,797
Academy Xi	Walk in My Shoes (WIMS) Programs	Management services	86,900
Australian Catholic University North Sydney	NAPLAN Review – A review of the National Assessment Program – Literacy and Numeracy	Management services	54,054
Bendelta	Training Strategy and Learning Roadmap	Management services	150,115
Cast Professional Services	Resourcing Curriculum Changes	Management services	82,056
Cultural Perspectives Group	Review of Aboriginal Families as Teachers Program and Ninganah No More Program	Management services	65,450
Dawson James	Outside of School Hours (OOSH) Stage 1 and 2	Training	51,370
Deloitte Touche Tohmatsu	NSW Early Childhood Education Services Supply and Demand Study	Management services	110,000
Deloitte Touche Tohmatsu	Review of early childhood education Legacy Grants Programs to improve education early childhood education and care outcomes	Management services	986,590
Ernst & Young	SAP Strategy and Roadmap	Information technology	495,000
Ipsos Public Affairs	Review on use of Mobile Digital Devices in NSW Schools	Organisational review	68,354
KPMG	Risk Assessment Framework	Management services	143,935
KPMG	Schools Digital Strategy	Management services	692,175
KPMG	Overview of Health Facilities Guidelines	Organisational review	100,843
KPMG	University Stocktake	Management services	112,255
Mercer Consulting (Australia)	The Workforce Strategy – NSBTS Position Description Review	Organisational review	58,573
Nous Group	Independent Assessment	Organisational review	103,371
O'Connor Marsden & Associates	Non-Government Schools Audit and Investigation Program	Legal	54,363
PricewaterhouseCoopers	Accounting Standards Implementation	Finance, accounting or tax	170,592
PricewaterhouseCoopers	Health and Safety Directorate – Cultural Health Check	Organisational review	104,718
PricewaterhouseCoopers	Smart, Skilled and Hired Phase II Business Case	Management services	66,700

Name of consultant	Title of project	Purpose of consultancy	Actual cost (\$)
Societel Consulting	Learning and Wellbeing Project	Management services	433,730
Societel Consulting	Disability Strategy planning and implementation	Management services	273,460
The Australian Centre for Social Innovation	Access Request Redesign	Management services	164,450
The Customer Experience Coach	Cirrus – Hybrid Cloud Transition Program	Information technology	491,086
The Hackett Group Australia	Corporate Services Delivery Project – One Finance	Organisational review	96,600
University of Melbourne	Review of Vocational Education and Training Delivered to Secondary Students	Management services	157,298
University of Sydney	Senior Leader Training Program	Training	226,687
Urbis	School Communities Working Together Evaluation	Management services	142,430
Urbis	Refugee Employment Support Program	Organisational review	55,861
WAVE Design	Human Capital Management Phase 2	Information technology	1,344,631
William Louden	NAPLAN Review – A review of the National Assessment Program – Literacy and Numeracy	Management services	55,688
Young's List and Mark Tedeschi AM QC	Review of Employee Performance and Conduct	Organisational review	469,755
Total cost of consultancies greater than \$50,000	N/A	N/A	7,817,887

Notes: Figures are subject to rounding. Payments are inclusive of GST.

Table 30: Payments to consultants for engagements less than \$50,000, 2019

Purpose of consultancy	Total number of engagements	Total cost (\$)
Legal	1	301
Management services	13	337,846
Organisational review	4	159,546
Training	2	23,650
Total	20	521,343

Notes: Figures are subject to rounding. Payments are inclusive of GST.

Overseas travel

This section presents the number of overseas visits undertaken by our officers and employees and the main purpose of these visits.

Table 31: Number of overseas visits undertaken by officers and employees, 2019

Purpose of visit	Description	Number of commercial or externally funded visits	Number of self- or community-funded visits	Number of visits funded by the department	Total number of staff
Conferences and professional development	Staff members who travel overseas to attend and/or present at conferences or participate in study tours	19 (7D,3P)	2 (2D)	9	30
Educational exports	Staff members who travel overseas to manage partnerships, contracts, programs, quality assurance or assessment of students	0	0	0	0
Exchange programs	Staff members who travel overseas on a professional or teacher exchange program	0	14	0	14
International student recruitment	Staff members who travel overseas to recruit inbound full-fee-paying international students to the NSW school sector	14	0	0	14
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	12 (11D)	0	24	36
Student excursions	Staff members who accompany students on excursions overseas to increase cultural understanding or attend commemoration ceremonies	108 (23D, 77P)	18 (7D)	36	162

Source: Department of Education, Business Services directorate. Notes: Figures within the brackets indicate the number of trips the department (D) or a private source (P) contributed to the cost.

Research and evaluation

This section provides an overview of the department's research and evaluation projects.

Table 32: Research and evaluation projects, 2019

Name of research	Total life-of-project cost (\$)	Status/date to be completed
Aboriginal languages and wellbeing – study	12,000	July 2020
Adult and community education community service obligation program review	30,000	Completed
Agreement making – media study	34,200	July 2020
Approaches to developing cultural capability	59,000	July 2020
Assessing English Language Learners	46,480	Completed
Assessment for complex learners trial	2,000,000*	2021
Autism spectrum disorder and mental health prevalence research	39,000	Completed
Bilingual Best Start Kindergarten Assessment research	27,788	Completed
Building Numeracy Leadership program evaluation	29,800	Completed
Burn to Learn	127,740	2021
Co-designing evaluations with Aboriginal communities	4,350*	Completed
Co-designing minimal data sets with Aboriginal communities	22,000	April 2020
Co-designing the OCHRE evaluation – literature review and practice learning	0*	Completed
Compressed curriculum	0*	September 2020
Connected Communities evaluation	393,035*	March 2020
CREATE-ing Pathways to child wellbeing, prosocial behaviour and school achievements in disadvantaged communities	150,000	December 2020
Data skills and use pilot	0*	April 2020
Day design acoustic post occupancy evaluation	10,000	Completed
Design for manufacture and assembly – Meadowbank case study	82,700	Completed
Desktop evaluation of Start Strong (Deloitte)	27,100	Completed
Disadvantage, disability and the NSW vocational education and training system	500,000	March 2020
Education for a Changing World: AI in the classroom	11,250	Completed
Effective practices for EAL/D student learning	61,920*	March 2020

Note: *Indicates there is also an in-kind contribution.

Name of research	Total life-of-project cost (\$)	Status/date to be completed
Effective reading professional learning evaluation	0*	March 2020
English Stage 3-4 Programming and Assessment Project	250,000	December 2020
Evaluation of Aboriginal Families as Teachers program (CIRCA)	46,900	February 2020
Evaluation of maths strategy	1,243,604*	December 2025
Evaluation of Ninganah No More program (CIRCA)	46,900	February 2020
Great Teaching, Inspired Learning evaluation	500,000*	May 2020
How relationships between First Peoples and government are understood – key concepts and issues	20,000	Completed
ICT and Writing Pedagogy research project	175,300	Completed
Improving student population and school enrolment forecasting methods - stage 1	27,000	Completed
Independent evidence review to inform the development of a student behaviour strategy	293,032	Completed
Innovative learning environments and teacher change – Australian Research Council Linkage project	120,000*	Completed
Intensive support to secondary schools evaluation	0*	June 2020
Internet-based Professional Learning to Help Teachers Promote Activity in Youth (iPLAY)	280,000	2020
Landscape review study	83,780	Completed
Language, Learning and Literacy (L3) qualitative review	0*	May 2020
Literacy and Numeracy Action Plan Phase 2 evaluation	848,309*	September 2021
Local Schools, Local Decisions evaluation	0*	August 2020
Low Socioeconomic Status School Communities National Partnership: School external partnerships	643,225	Completed
Macquarie University ARC Linkage Project: How do Schools Make Decisions about Supporting Students with Disability	100,000	Completed
Modelling and analysis of solar and battery storage in NSW public schools	45,000	Completed
MyPL evaluation	4,246,244	August 2020
Ngara Wumara: Cultivating Capability: Explicating critical psychosocial drivers of education outcomes and wellbeing for high-ability Aboriginal students	414,000	Completed
NSW early childhood education services supply and demand study	164,600	Completed

Note: *Indicates there is also an in-kind contribution.

Name of research	Total life-of-project cost (\$)	Status/date to be completed
NSW preschool assessment study: review of formative assessment practices in early childhood settings	148,021*	June 2020
NSW public schools energy productivity	500,000	Completed
OCHRE Accord Making evaluation	73,835	Completed
OCHRE initiatives independent evaluation – Stage 1	602,686	Completed
OCHRE initiatives independent evaluation – Stage 2	602,686	June 2022
Passive house design for schools	19,600	Completed
Pathways for the future – reform project – Phase 1	200,000*	June 2020
Post-school outcomes of vocational education and training programs for secondary students	0*	March 2020
Qualitative research and analysis of students with complex needs	32,900	Completed
Quality Teaching Rounds evaluation	1,000,000*	October 2023
Refugee support leadership strategy	0*	February 2020
Research on preschool program participation for low-socioeconomic-status children	317,540	November 2020
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)	106,566	2021
Review of Early Childhood Education Fees	130,607	Completed
Rural and Remote Education evaluation	500,000*	March 2020
Rural and Remote primary STEM Project	337,656	Completed
Scan magazine evaluation	0*	Completed
Schools of the Future evaluation	0*	Completed
Standing up to racism and racial bullying among Australian school students	120,000	Completed
Supervising Teachers' Application of the Graduate Standards to the Assessment of Professional Experience in Education	31,137	Completed
Supported Students, Successful Students evaluation	30,000*	May 2020
Supported Students, Successful Students – flexible funding for wellbeing	0*	March 2020
Supported Students, Successful Students – school counselling service evaluation	0*	March 2020
Survey of Secondary Students' Post-School Destinations, 2014-2017	2,218,182*	Completed

Note: *Indicates there is also an in-kind contribution.

Name of research	Total life-of-project cost (\$)	Status/date to be completed
Survey of Secondary Students' Post-School Destinations, 2018	460,398	Completed
Targeted Early Numeracy evaluation	146,928	March 2020
Teacher performance management and improvement trial evaluation – Phase 2	0*	June 2020
Teacher success profile	149,000*	October 2021
Thinking while Moving - English	200,000	Completed
Understanding Aboriginal polity in NSW	30,000	March 2020
University of Sydney Pilot Project Investigating EAL/D education in secondary science	102,960	Completed
Vocational education and training delivery to secondary students Review	157,298	February 2020
Waste audits and resource recovery for NSW public schools – Erskine Park High School case study	35,363	Completed
YWCA Y-PEP child protection education program	4,000,000	Completed

Note: *Indicates there is also an in-kind contribution.



Financial management

Payment of accounts

This section details our performance in paying accounts during the 2018-19 financial year, including details of action taken to improve performance in this area. Issues affecting prompt processing of payments during the financial year include a significant number of instances where invoices do not reference a valid purchase order number. In 2019-20, the department will look at initiatives to improve payment performance such as:

- transitioning retail suppliers to purchasing card only
- encouraging the use of purchasing card for purchases from small business suppliers
- using consolidated invoice processing for contracted suppliers and high-volume vendors.

In eight instances during the financial year, we paid penalty interest to a small business arising from late payment.

Table 33: Aged analysis at the end of each quarter (all suppliers), 2018-19

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	1,177,719	23,611	3,981	1,984	1,434
December	870,765	17,502	2,794	1,126	5,852
March	971,471	63,392	8,715	2,188	1,654
June	1,361,781	26,929	4,681	2,303	4,035

Note: Figures subject to rounding.

Table 34: Aged analysis at the end of each quarter (small business suppliers), 2018-19

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	6,183	738	62	21	18
December	15,166	884	168	18	20
March	18,397	2,288	337	141	122
June	25,002	861	139	72	10

Notes: Figures subject to rounding. The reporting of small business suppliers is in accordance with the definitions and requirements for small business as prescribed in the NSW Treasury Circular 11/12 Payment of Accounts.

Table 35: Accounts paid on time within each quarter (all suppliers), 2018-19

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	292,814	1,208,729	96	97	279,697	1,177,719	0	0
December	271,181	898,037	95	97	258,638	870,764	8	322
March	282,340	1,047,420	79	93	221,760	971,471	0	0
June	316,090	1,399,728	94	97	298,696	1,361,780	0	0

Note: Figures subject to rounding.

Table 36: Accounts paid on time within each quarter (small business suppliers), 2018-19

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	3,444	7,021	93	88	3,208	6,182	0	0
December	15,958	16,256	94	93	14,999	15,166	8	322
March	17,324	21,287	86	86	14,942	18,397	0	0
June	18,992	26,086	95	96	18,070	25,003	0	0

Notes: Figures subject to rounding. The reporting of small business suppliers is in accordance with the definitions and requirements for small business as prescribed in the NSW Treasury Circular 11/12 Payment of Accounts.

Establishment, closure and change of schools

This section lists all public schools that have been newly established, closed or otherwise changed. During 2019, we established nine schools, closed or merged four schools, placed two schools into recess, relocated one school and changed the name of one school.

Table 37: New schools or campuses established, 2019

School name	ABS statistical area 4 grouping	Date
Armidale Secondary College	North West NSW	29 January 2019
Bayanami Public School	Sydney-West	29 January 2019
Bella Vista Public School	Sydney-North West	29 January 2019
Finigan School of Distance Education	South East NSW	29 January 2019
Lindfield Learning Village	Sydney-North	29 January 2019
Murrumbidgee Regional High School	South West NSW	29 January 2019
North Kellyville Public School	Sydney-North West	29 January 2019
Yandelora School	Sydney-South West	29 January 2019
Yawarra Community School	North West NSW	29 January 2019

Table 38: Schools or campuses closed or merged, 2019

School name	ABS statistical area 4 grouping	Date
Armidale High School	North West NSW	29 January 2019
Duval High School	North West NSW	29 January 2019
Griffith High School	South West NSW	29 January 2019
Wade High School	South West NSW	29 January 2019

Table 39: Schools placed into recess, 2019

School name	ABS statistical area 4 grouping	Date
Cabramurra Public School	South West NSW	20 December 2019
Mingoola Public School	North West NSW	29 July 2019

Table 40: Schools or campuses relocated, 2019

School name	ABS statistical area 4 grouping	Date
Central Sydney Intensive English High School	Sydney-Inner	16 May 2019

Table 41: Schools or campuses with a name change, 2019

School name	ABS statistical area 4 grouping	Date
Kyeemagh Public School (formerly Kyeemagh Infants School)	Sydney-South	29 January 2019

Source for Tables 37 to 41: 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 2019 may also have been reported as closed in a previous annual report. NSW School of Languages relocated in July 2018 but was not reported in the previous Annual Report.

Major capital works

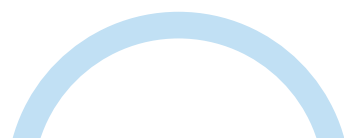
This section lists major works in progress, including the cost of those works to date and the estimated dates of completion. It also includes details of any significant delays, cancellations or cost overruns in major works.

Table 42: Major capital works, 2018-19

Project description and location	Project cost to 30 June 2019 (cost to date) (\$'000)	Completion date (actual or estimated)	Delays, cancellations, variations or cost overruns
Ajuga School, Campbell House School and Glenfield Park School upgrade	2,981	2021	Completion date revised
Alex Avenue Schofield Public School (new school)	15,007	2021	N/A
Alexandria Park Community School (new school)	21,142	2022	N/A
Armidale Secondary School upgrade	27,033	2021	N/A
Artarmon Public School upgrade	23,557	2019	Completed
Arthur Phillip High School and Parramatta Public School (new schools)	188,324	2020	Completion date revised
Ashbury Public School upgrade	387	2020	N/A
Ashtonfield Public School upgrade	728	2021	N/A
Auburn North Public School upgrade	9,827	2019	N/A
Ballina Coast High School	53,584	2019	Completed
Banksia Road Public School upgrade	416	2020	N/A
Bankstown North Public School upgrade	1,081	2022	N/A
Bardia Public School upgrade	36,778	2019	Completed
Bayanami Public School – formerly known as O’Connell Street Public School (new school)	40,041	2018	Completed
Belmont High School upgrade	8,369	2019	N/A
Bella Vista Public School (new school)	48,167	2019	Completed
Bellevue Hill Public School	8,369	2017	Completed
Bolwarra Public School upgrade	11,406	2019	Completed
Bourke Street Public School upgrade	9,125	2017	Completed
Braidwood Central School upgrade	1,391	2020	N/A
Brookvale Public School upgrade	142	2020	N/A
Byron Bay Public School upgrade	4,636	2020	N/A
Callaghan College Jesmond Campus upgrade	4,393	2020	N/A



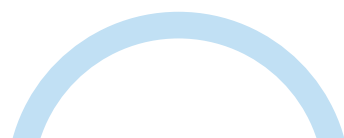
Project description and location	Project cost to 30 June 2019 (cost to date) (\$'000)	Completion date (actual or estimated)	Delays, cancellations, variations or cost overruns
Cammeraygal High School Senior Campus (new school)	20,519	2019	Completed
Canley Vale High School upgrade	5,672	2020	N/A
Canterbury South Public School (new school)	2,550	2021	N/A
Carlingford Public School upgrade	10,001	2020	N/A
Catherine Field (new primary school)	1,957	2021	N/A
Cecil Hills Public School upgrade	8,435	2019	N/A
Central Sydney Intensive English High School (new school)	29,232	2019	Completed
Chatswood Education Precinct (Chatswood Public School and Chatswood High School upgrade)	3,319	2023	N/A
Cherrybrook Technology High School upgrade	10,951	2018	Completed
Claremont Meadows Public School upgrade	9,340	2019	Completed
Coffs Harbour Public School upgrade	3,660	2019	N/A
Coolah Central School	2,053	2018	Completed
Cooler Classrooms	54,685	Various	N/A
Croydon Public School upgrade	1,998	2021	N/A
Curl Curl North Public School upgrade	7,990	2021	N/A
Dapto Public School upgrade	806	2021	N/A
Darlington Public School upgrade	894	2023	Completion date revised
Denistone East Public School upgrade	6,917	2019	N/A
Epping Public School upgrade	10,521	2020	N/A
Excelsior Public School upgrade	6,926	2020	N/A
Fairvale High School upgrade	6,240	2021	N/A
Farrer Memorial Agricultural High School upgrade	11,186	2019	Completed
Finigan School of Distance Education (new school)	15,946	2019	Completed
Fort Street Public School upgrade	1,981	2022	Completion date revised
Gledswood Hills Public School (new school)	13,087	2019	N/A
Greenwich Public School upgrade	6,364	2020	N/A
Greystanes Public School upgrade	11,175	2021	N/A



Project description and location	Project cost to 30 June 2019 (cost to date) (\$'000)	Completion date (actual or estimated)	Delays, cancellations, variations or cost overruns
Gwynneville Public School upgrade	6,225	2020	N/A
Harrington Park Public School upgrade	1,726	2022	N/A
Homebush West Public School upgrade	24,617	2019	Completed
Hunter School of Performing Arts High School upgrade	11,745	2019	Completed
Hunter Sports High School upgrade	44,544	2019	Completed
Hurlstone Agricultural High School (new school)	7,209	TBA	Scope revised and forecast completion date TBA
Hurlstone Agricultural High School upgrade (upgrade in Glenfield)	16,154	2019	Completed
Hurstville Public School upgrade	1,227	2020	N/A
Ingleburn High School	7,872	2019	Completed
Inner Sydney High School (new school)	32,820	2020	N/A
James Fallon High School upgrade	638	2020	N/A
Jindabyne Central School upgrade	1,669	TBA	N/A
Jordan Springs (new primary school)	15,212	2020	N/A
Karabar High School upgrade	936	2020	N/A
Kent Road Public School upgrade	7,880	2020	N/A
Killara High School upgrade	3,381	2020	N/A
Killarney Heights Public School upgrade	1,341	2020	N/A
Kingscliff High School upgrade	192	2021	N/A
Kingscliff Public School upgrade	209	2021	N/A
Kingswood High School upgrade	361	2020	N/A
Ku-ring-gai High School upgrade	1,863	2020	N/A
Kyeemagh Public School	1,396	2021	N/A
Lake Cathie Public School upgrade	1,015	2020	N/A
Lennox Head Public School upgrade	1,199	2021	Completion date revised
Leppington (new primary school)	2,305	2021	N/A
Lidcombe Public School upgrade	7,124	2019	N/A



Project description and location	Project cost to 30 June 2019 (cost to date) (\$'000)	Completion date (actual or estimated)	Delays, cancellations, variations or cost overruns
Lindfield Learning Village (new school) Stage 1	56,210	2019	Completed
Liverpool West Public School upgrade	500	2023	Completion date revised
Mainsbridge School (new school)	2,884	2020	N/A
Manly Vale Public School upgrade	39,920	2019 and 2020	N/A
Marie Bashir Public School upgrade	6,849	2019	Completed
Marsden Park (new primary school)	1,762	2021	N/A
Marsden Road Public School upgrade	5,936	2019	N/A
New schools in Meadowbank Education and Employment Precinct	14,201	2021	N/A
Merrylands Public School upgrade	7,314	2019	N/A
Monaro High School	2,273	2020	N/A
Murrumbidgee Regional High School (new school) (New high school model for Griffith) (formerly referred to as Griffith High School and Wade High School upgrade)	1,606	2020	N/A
Murwillumbah East Public School upgrade	151	2022	Completion date revised
Murwillumbah High School upgrade	204	2023	Completion date revised
New Environmental Education Centre (Penrith Lakes EEC) (new school)	65	2021	N/A
New primary school in the Wagga Wagga region	1,971	2020	N/A
New school in the Liverpool region	85	2023	Completion date revised
Newcastle East Public School upgrade	2,587	2020	N/A
North Kellyville Public School (new school)	45,158	2019	Completed
North Rocks Public School upgrade	2,709	2020	N/A
NSW School of Languages (relocation)	15,670	2018	Completed
Nulkaba Public School upgrade	12,679	2019	N/A
Old Bar Public School upgrade	4,674	2019	N/A
Oran Park High School (new school)	22,177	2020	N/A
Oran Park Public School upgrade	7,051	2020	N/A



Project description and location	Project cost to 30 June 2019 (cost to date) (\$'000)	Completion date (actual or estimated)	Delays, cancellations, variations or cost overruns
Parramatta West Public School upgrade	4,379	2021	N/A
Pendle Hill High School upgrade	54	2021	N/A
Pendle Hill Public School upgrade	6,671	2020	N/A
Penrith Public School upgrade	7,570	2019	Completed
Penshurst West Public School upgrade	1,320	2020	N/A
Picton High School upgrade	23,996	2021	N/A
Pottsville Beach Public School upgrade	13,659	2019	Completed
Prestons Public School upgrade	3,116	2019	Completed
Quakers Hill East Public School upgrade	7,680	2019	N/A
Queanbeyan East Public School upgrade	8,017	2019	N/A
Queanbeyan High School upgrade	1,183	2020	N/A
Queanbeyan School for Specific Purposes upgrade	1,237	2021	N/A
Rainbow Street Public School upgrade	33,959	2019	Completed
Randwick Public School upgrade	10,008	2019	Completed
Richmond High School upgrade	6,098	2019	Completed
Riverbank Public School upgrade	7,038	2020	N/A
Riverstone High School upgrade	9,511	2020	N/A
Rosehill Public School upgrade	13,027	2019	N/A
Russell Lea Public School (new school)	29,132	2019	Completed
Rutherford Public School upgrade	8,436	2019	N/A
Samuel Gilbert Public School upgrade	1,809	2021	N/A
Schofields Public School upgrade	7,181	2020	N/A
Smalls Road Public School (new school)	20,241	2020	N/A
Speers Point Public School upgrade	2,792	2020	N/A
St Clair High School upgrade	17,340	2018	Completed
St Ives High School upgrade	2,063	2020	N/A
St Ives North Public School upgrade	4,180	2020	N/A
Sydney Olympic Park (new high school)	1,030	TBA	N/A



Project description and location	Project cost to 30 June 2019 (cost to date) (\$'000)	Completion date (actual or estimated)	Delays, cancellations, variations or cost overruns
Tamworth Public School upgrade	1,670	2020	N/A
Terrigal Public School upgrade	5,203	2019	N/A
Tweed Heads South Public School upgrade	203	2021	Completion date revised
Tweed River High School	200	2021	Completion date revised
Ultimo Public School (new school)	27,489	2020	N/A
Waitara Public School upgrade	10,965	2020	N/A
Wamberal Public School upgrade	5,768	2020	N/A
Wangi Wangi Public School upgrade	1,472	2020	N/A
Warnervale (new primary school)	1,072	2021	N/A
Wauchope Public School upgrade	5,564	2020	N/A
Wentworth Point Public School (new school)	19,141	2018	Completed
Wentworthville Public School upgrade	2,021	2021	N/A
West Ryde Public School upgrade	2,986	2020	N/A
Westfields Sports High School upgrade	3,642	2020	N/A
William Stimson Public School upgrade	9,006	2020	Completion date revised
Willoughby Girls High School upgrade	7,252	2020	N/A
Willoughby Public School upgrade	11,131	2020	N/A
Wilton Junction (new school)	206	2021	N/A
Wollongong Public School upgrade	5,156	2020	N/A
Yagoona Public School upgrade	7,188	2020	N/A
Yandelora School (new school)	21,362	2019	Completed
Yass High School upgrade	873	2020	N/A
Yawarra Community School (Dubbo Networked Specialist School and Public School) (new school)	15,155	2019	Completed
Young High School library upgrade	1,539	2021	N/A

Source: School Infrastructure NSW. Note: The cost to date is project expenditure until the end of 2018-19 financial year. Department of Education annual reports prior to 2019 have presented major capital works costs by financial year.



Land disposal

In 2018-19, the department 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 the department's 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*.

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 continues to develop, implement and improve strategies to identify and manage risks that might affect the achievement of our goals.

Our enterprise risk management framework is consistent with the international standard, ISO 31000 Risk Management, and the NSW Treasury Policy Paper, TPP15-03 Internal Audit and Risk Management Policy for the NSW Public Sector.

In accordance with NSW Treasury policy, the Secretary annually attests compliance with the core requirements of TPP15-03. The department also seeks divisional attestations from each Deputy Secretary to support the Secretary's attestation, ensuring Executive accountability for implementing the framework across the department.

The Enterprise Risk Management Group supports the Executive and the Secretary to review and advise on our risk management framework and activities. The group comprises senior departmental officials. It meets quarterly and supports the promotion, implementation and improvement of risk management across the department.

The risk framework is regularly reviewed by the department and independently by Internal Audit to ensure compliance with requirements and that it continues to address the department's needs. The last independent review by Internal Audit in 2019 confirmed that the department's framework meets Treasury requirements, but there was scope to improve risk maturity to better suit the size and complexity of the department. The department has prioritised developing a risk management strategy and implementation plan in 2020 to enhance maturity. We propose a centre of excellence approach to build risk capability across the department and support the central risk team.

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 restoring them as quickly as possible.

In 2019, the department activated an annual rolling review program for business continuity plans, ensuring plans are reviewed, tested and updated every year. This will ensure that the department can maintain critical functions following a disruptive event.

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.

Insurance activities

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 and other risks. The scale of the department's operations sees it remain one of the top five agencies within the scheme.

Internal Audit

Internal Audit supports the department to achieve its objectives by providing appropriate risk-based assurance and advisory services.

In 2019, Internal Audit:

- audited 508 schools, focusing on areas including student attendance, work health and safety, child protection, management of assets and equipment, and key financial and administrative operations
- conducted enrolment audits in 130 schools
- conducted risk and controls assessments of SAP HR/payroll modules and reviewed integrity controls for SAP finance master data, including vendor, asset and equipment and business partner master data records
- contributed to quality assurance and governance by participating in various governance groups in finance, systems and projects areas
- conducted a risk-based internal audit program covering various areas across the department
- updated the annual audit planning process and implemented cross-divisional workshops to support effective planning for internal audits with multiple stakeholders.

Internal audit and risk management statement

Internal Audit and Risk Management Attestation Statement for the 2018-2019 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

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 |

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 |

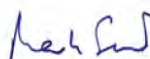
Audit and Risk Committee

- | | |
|--|-----------|
| 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, appointed February 2014, term expired in February 2019
- Independent Chair, Todd Davies, appointed February 2019, term expires in January 2024
- Independent Member, Todd Davies, appointed July 2017, term expired January 2019
- Independent Member, Carol Holley, appointed April 2018, term expires March 2021
- Independent Member, John Gordon, appointed February 2019, term expires January 2022
- Independent Member, Ken Gallacher, appointed March 2019, term expires February 2020



Mark Scott
SECRETARY
DEPARTMENT OF EDUCATION
30 September 2019



Department of Education contact officer:
Mohua Mukherjee
DIRECTOR, AUDIT
Phone: (02) 7814 3252



Audit and Risk Committee

The department's Audit and Risk Committee consists of an independent chair and three independent members. The committee oversees and monitors our governance, risk and control frameworks, as well as our external accountability requirements.

Two new members commenced in 2019: John Gordon in February and Ken Gallacher in March.

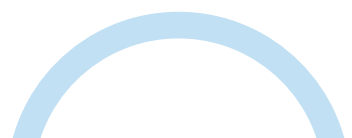
In 2019, the committee held eight meetings and additional special meetings to review early close and the financial statements.

All members have completed written conflict of interest declarations and confidentiality agreements.

Table 43: Attendance at Department of Education Audit and Risk Committee, 2019

Name	Title	Meetings attended
Todd Davies	Independent Chair	8
Carol Holley	Independent Member	7
Ken Gallacher	Independent Member	7
John Gordon	Independent Member	8

Note: Jim Mitchell's term as Chair ended on 1 February 2019 and Todd Davies's term as Chair started on 2 February 2019 for a term of 5 years.



Digital information security and cyber security attestation statement

Digital Information Security and Cyber Security Annual Attestation Statement for the 2018-2019 Financial Year for Department of Education

I, Mark Scott, am of the opinion that NSW Department of Education has managed cyber security risks for critical information assets and services identified in a manner consistent with the minimum controls set out in the NSW Digital Information Security Policy and is working towards maturity to the Mandatory Requirements of the NSW Government Cyber Security Policy for systems managed under the Scope of Applicability within the Information Technology Directorate, as the central information technology service provider for the Department.

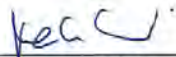
Risks to the information and systems within the NSW Department of Education's Information Technology Directorate's ISMS have been assessed and are continuously managed.

An independent certification of the ICT services under the Department's Information Technology Directorate's Information Security Management System has been undertaken against ISO/IEC 27001.

With the expanded requirements of the Cyber Security Policy, the Department will extend the scope to include critical information and services beyond those managed by its Information Technology Directorate in future reporting periods.

Governance is in place to manage the cyber security maturity and initiatives of NSW Department of Education. This governance will be reviewed to reflect the breadth and scope of operations across the Department and implementation of its digital strategy.

Mark Scott AO
SECRETARY, NSW DEPARTMENT OF EDUCATION


20 December 2019

Notes:

1. TAFE NSW and NSW Education Standards Authority (NESA) reported separately through the publication of their attestations in their annual reports.
2. Aboriginal Affairs was part of the Department of Education until 30 June 2019.

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 2018-19.

Grant program	Sum of grants, 2018-19 (\$)
Aboriginal Communities Waste Management Program	56,568
Aboriginal Communities Water and Sewerage Program	340,480
Aboriginal Education Grants	9,697,500
Aboriginal Regional Governance Structures Grants	94,000
Additional Support for Refugee Students in Non-Government Schools under the Syrian and Iraqi Humanitarian Intake	795,000
Before and After School Care Grants	1,176,153
Community Languages Grants	5,154,581
Cultural Grants	273,000
Early Childhood Education Grants*	307,201,087
Educational Support Grants Program	2,560,877
Industry-based Agreement Grants	400,000
Literacy and Numeracy Action Plan – Phase 2	15,725,000
Local Decision Making – Regional Alliances	2,792,625
Minister for Aboriginal Affairs and Minister for Early Childhood Education Discretionary Grants	229,284
Minister for Education Discretionary Grants	305,645
Miscellaneous Education Grants	517,316
NAIDOC Grants	195,690
National Partnership – National School Chaplaincy Programme	9,088,338
NSW Reconciliation Council	245,000
Online safety programs in schools	366,097
Partnership Agreements – Stolen Generation organisations	1,436,605
Regional Conservatorium of Music Grants	7,242,854
Youth Assistance Strategies Grants	10,164,766
Grand total	376,058,466

Notes: Figures are subject to rounding. *Excludes program(s) where payments have been made to recipients that are not a non-government community organisation.

Aboriginal Communities Waste Management Program

Supporting Local Aboriginal Land Councils participating in the Aboriginal Communities Waste Management Program through the provision of technology grants to strengthen program management and engagement capacity.

Organisation	Amount (\$)
Amaroo Local Aboriginal Land Council	2,632
Armidale Local Aboriginal Land Council	1,505
Baryulgil Local Aboriginal Land Council	2,632
Brungle Tumut Local Aboriginal Land Council	2,632
Coffs Harbour and District Local Aboriginal Land Council	5,263
Dareton Local Aboriginal Land Council	2,632
Forster Local Aboriginal Land Council	1,656
Jali Local Aboriginal Land Council	2,632
Jerrinja Local Aboriginal Land Council	2,632
Jubullum Local Aboriginal Land Council	1,656
Kempsey Local Aboriginal Land Council	4,288
Moree Local Aboriginal Land Council	3,312
Muli Muli Local Aboriginal Land Council	2,632
Murrwarri Local Aboriginal Land Council	1,656
Murrin Bridge Local Aboriginal Land Council	1,656
Nambucca Heads Local Aboriginal Land Council	2,632
Purfleet Taree Local Aboriginal Land Council	2,632
Toomelah Local Aboriginal Land Council	2,632
Walgett Local Aboriginal Land Council	3,312
Walhallow Local Aboriginal Land Council	2,632
Wilcannia Local Aboriginal Land Council	3,312
Total paid in 2018-19	56,568

Aboriginal Communities Water and Sewerage Program

Providing a pathway for water utilities to employ and train Aboriginal people to support and improve service delivery for the Aboriginal Communities Water and Sewerage Management Program.

Organisation	Amount (\$)
Betteridge & Sons Plumbing	81,757
Bourke Shire Council	86,054
Brewarrina Shire Council	86,614
Walcha Council	86,055
Total paid in 2018-19	340,480

Aboriginal Education Grants

Improving the educational and employment outcomes of young Aboriginal people.

Organisation	Amount (\$)
Clontarf Foundation	7,872,500
Role Models and Leaders Australia Ltd	1,825,000
Total paid in 2018-19	9,697,500

Aboriginal Regional Governance Structures Grants

Strengthening and supporting Aboriginal community leadership and governance to drive improved government service delivery and greater local accountability.

Organisation	Amount (\$)
Illawarra Wingecarribee Alliance Aboriginal Corp – Eurobodalla Aboriginal Alliance	15,000
Yarkuwa Indigenous Knowledge Centre – Riverina Murray Regional Alliance	79,000
Total paid in 2018-19	94,000

Additional Support for Refugee Students in Non-Government Schools under the Syrian and Iraqi Humanitarian Intake

Supporting participating schools to provide additional educational support for newly arrived refugees from Syria and Iraq.

Organisation	Amount (\$)
Catholic Schools NSW Ltd	595,000
The Association of Independent Schools of NSW Ltd	200,000
Total paid in 2018-19	795,000

Before and After School Care Grants

Supporting the creation of additional before and after school care places in the community.

Organisation	Amount (\$)
Australian Anatolian Community Services Co-Op Ltd	21,132
Catholic Schools NSW Ltd	836,200
Liverpool City Council	30,000
Moree Family Support Inc.	27,764
Police Citizens Youth Clubs NSW Ltd	146,986
The Association of Independent Schools of New South Wales Ltd	54,173
Tomaree Community College Inc.	30,000
Uniting (NSW/ACT)	29,898
Total paid in 2018-19	1,176,153

Community Languages Grants

Supporting outside-of-school-hours programs for school-aged students to maintain and develop their background or heritage language.

Organisation	Amount (\$)
Ab2 Cd-Association for Brazilian Bilingual Children's Development Inc.	13,552
Academy of Chinese Culture Inc.	3,421
Afghan Australian Noor Association Inc.	35,655
Afghan Community Support Association of NSW Inc.	23,814
Afghan Fajar Association Inc.	5,658
Akkademja Maltija Ta' NSW Inc.	4,737
Al Aqsa Inc.	31,051
Al Bayan School Inc.	14,341
Al Ghadir Youth Association	4,605
Al Sadiq Inc.	16,973
Al-Bayan Institute Inc.	36,840
Alfirdaus College Pty Ltd	18,420
Alhabib Arabic School Inc.	24,998
Al-Jaafaria Society Inc.	30,787
Al-Khair Inc. Association	2,500
Al-Minia Charitable Association Ltd	9,999
Alsadeq Arabic Association Inc.	22,235
Ambassadors Multicultural Mission International Association Inc.	54,733
Amistad Latina – Spanish School Inc.	5,263
Andisheh Persian School	11,183
Arabic Education Society Inc.	7,763
Armenian General Benevolent Union Ltd	5,394

Organisation	Amount (\$)
Artarmon Muslim Community Association	8,947
Asanteman Australia (NSW) Inc.	2,500
Ashabul Kahfi Language School Inc.	31,182
Association of Illawarra Community Languages Schools Inc.	123,645
Assyrian Australian Association	28,419
Assyrian's Nation Association Inc.	15,262
Atc Life Centre Ltd	2,500
Auburn Arabic School	13,289
Auburn Ataturk Primary School Inc.	12,499
Australia Children Learning Association Inc.	3,684
Australian Afghan Hassanian Youth Association Inc.	20,525
Australian Ataturk Cultural Centre Inc.	9,605
Australian Beirut Charitable Association Inc.	31,577
Australian Chinese & Descendants Mutual Association Inc.	46,970
Australian Chinese Community Association of New South Wales	32,103
Australian Council for the Promotion of Chinese Language & Cultural Inc.	105,124
Australian Druze Community Inc. Ltd	9,341
Australian Hindu Multicultural Association	4,737
Australian Islamic Mission Inc.	16,446
Australian Kids Women Association Inc.	16,183
Australian Malayalee Islamic Association – NSW	2,500
Australian School of Arabic Inc.	13,025
Australia-North Cyprus Friendship Association	3,684
Balakairali-Sydney Malayalee Kids Association Inc.	8,815

Organisation	Amount (\$)
Balar Malar Tamil Educational Association Inc.	72,890
Bangladesh Association of NSW Inc.	6,052
Bangladesh Society For Puja & Culture Inc.	4,079
Bangladesh Society of Sydney Inc.	8,289
Bantal Pulaar Community Group Australia Inc.	2,631
Bodhi Vietnamese Language School Inc.	10,394
Bosnian Ethnic School	6,973
Buddharangsee Thai Community Language School Inc.	15,788
Bulgarian Cultural, Social and Patriotic Association Rodina	5,263
Cabramatta West Spanish School Inc.	4,342
Cambodian-Australian Welfare Council of NSW	10,394
Campbelltown Bangla School	6,315
Carlingford Chinese Language School	12,368
Central Coast Japanese Community Language School	5,789
Central Council of Croatian Ethnic Schools of NSW Inc.	29,472
Chanh-Phap Vietnamese Buddhist Youth Association of NSW Inc.	7,894
Chen Feng Chinese Language College Inc.	13,420
Cherrybrook Chinese Community Association Inc.	19,999
Chinese Australian Services Society Ltd	54,602
Chinese Catholic Community Inc.	14,210
Chinese Language & Literature Association	2,105
Cho Dae Korean Baptist Church Inc.	11,315
Clemton Park School Chinese Language & Culture Association	5,263

Organisation	Amount (\$)
CO AS IT Italian Association of Assistance	44,471
Community Education and Services Centre Inc.	4,473
Congregational Christian Church in Samoa	6,315
Cringila Arabic School Inc.	9,078
Cyprus Community of NSW Ltd	6,973
Czech and Slovak School of Sydney	4,737
Darfur Community Social & Cultural Association in NSW Inc.	7,894
Darr Al Nour Inc.	8,289
Datong Chinese School Ashfield Inc.	63,548
Datong Chinese School Blue Mountains Inc.	1,579
Daum Korean School	2,500
De Nederlandse School De Kangoeroe Inc.	17,499
Der-Huy Chinese School Inc.	11,183
Disciples Church Joyful Korean Language School Inc.	6,579
Dundas Chinese School Inc.	7,368
Eastlakes Saturday Turkish School	6,052
Eastwood Tamil Study Centre Inc.	8,420
Efks St Marys Inc.	4,473
Eine Kleine Deutsche Schule	1,184
First Serbian Orthodox Church School Community St Sava	9,736
Flamingo Education Inc.	2,631
Forest Japanese School Inc.	8,420
Gallipoli Education and Cultural Association Inc.	9,868
GDPT Bo De Minh Quang the Vietnamese Buddhist Youth of NSW Australia Inc.	10,394
German Saturday School Sydney Inc.	7,368
Gosford Chinese Language School Inc.	8,552

Organisation	Amount (\$)
Gosford Korean School Inc.	2,500
Greek Community of Mascot and District Inc.	4,210
Greek Orthodox Archdiocese of Australia	36,971
Greek Orthodox Archdiocese of Australia Trust Parish of St Nicholas of Marrickville	11,578
Greek Orthodox Church & Community St Gerasimo S Ltd	8,157
Greek Orthodox Parish & Community of Belmore & District All Saints Ltd	4,342
Greek Orthodox Parish & Community of Kogarah & District Resurrection of Christ	39,866
Greek Orthodox Parish of Northern and Western Suburbs	8,026
Greek Orthodox Parish of St George Rose Bay	6,973
Green Valley Languages and Arts School Inc.	10,789
Hamazkaine Armenian Educational & Cultural Society Regional Committee	31,972
Hanaro Korean School Inc.	3,158
Hanyulink Chinese Language School Association Inc.	13,552
Happy Chinese Language Association Inc.	10,789
Harmony Russian School of Sydney Inc.	8,237
Hellenic Centre for Language and Culture of Australia Inc.	15,920
Hellenic Orthodox Community of Kingsgrove Bexley North Hills & Districts Ltd	18,157
Hellenic Orthodox Community of Parramatta and Districts	10,920
Hellenic Orthodox Parish and Community of Blacktown Districts Ltd	13,815
Hoodan-Noor (Guidance of the Light)	16,315
Hornsby Chinese Cantonese School Inc.	8,157
Hornsby Chinese Education Centre Inc.	33,419

Organisation	Amount (\$)
Hornsby Chinese Language and Culture School Inc.	44,471
Hornsby Japanese School Inc.	9,341
Hua Xia Chinese Culture School	73,232
Hungarian School Sydney	4,737
Hunter Chinese Language School Inc.	3,158
Hunter Japanese Community School Inc.	3,816
Hunter Parents & Teachers Association of Community Languages Schools Inc.	139,792
Hunter Telugu Badi Inc.	1,842
Huyen Quang Buddhist Youth Association Inc.	9,605
Illawarra Burmese Language School	2,763
Illawarra Japanese School Inc.	1,579
Illawarra Karen Language School Inc.	2,500
Illawarra Kerala Samajam Inc.	5,131
Indo-Aust Bal Bharati Vidyalaya-Hindi School Inc.	21,367
Inner West Vietnamese Community Language School Inc.	6,973
International Buddhist Association Of Australia Co-Operative Ltd	3,816
International Youth Fellowship Inc.	2,631
Iranian Educational and Cultural Centre Inc.	11,183
Islamic Charity Projects Association Inc.	68,153
Islamic Women's Welfare Association	42,366
Japan Club of Sydney Inc.	35,129
Japanese Sunday School Inc.	10,657
Khmer Adventist Language School Association of NSW Inc.	8,420
Korean Catholic Language School Inc.	41,708
Lakemba Bangladesh School Inc.	5,921

Organisation	Amount (\$)
Lao Community Advancement NSW Co-Op Ltd	5,921
Latin American School of the Inner West Inc.	3,684
Lindfield Korean School Inc.	28,288
Liverpool Polish Saturday School	3,816
Looyce Armenian School Inc.	4,737
Lotus Chinese Community Language School Inc.	6,184
MAAN Malay Australian Association of NSW Inc.	1,579
Macarthur Polish Saturday School Inc.	3,947
Macedonian School Council for NSW	29,077
Maltese Community Council of NSW Inc.	2,631
Mandi Yehya Youhanna	6,052
Marco Polo Italian Language School	2,500
Maronite Eparchy of Australia	35,129
Maroubra Russian School Inc.	13,815
Marrickville West Turkish School	5,131
Matraville Saturday Turkish Ethnic School Inc.	2,368
Ming Der Chinese School	70,258
Minghui School Inc.	6,184
MKUD Makedonski Biseri	6,447
Monaro Portuguese School	1,447
Muhammadi Welfare Association Inc.	15,788
Muslim Women Association	9,868
Nepean Turkish School Inc.	4,342
New South Wales Board of Jewish Education	17,762
New South Wales Federation of Community Language Schools Inc.	147,703
Newcastle Bangladeshi Community Inc.	2,631
Newcastle Korean Language School	1,184
Newcastle Tamil Sangam Inc.	2,500

Organisation	Amount (\$)
North Shore Japanese School	10,526
Nova Ukrainian School Inc.	3,552
NSW Indo-China Chinese Association Inc.	44,076
NSW Japanese School Inc.	9,736
NSW Turkish Educational and Cultural Association Inc.	12,368
NSW Umit Uighur Language School	3,421
NSW Vinh Khang Chinese School Inc.	13,025
Om Rameshwar Association Inc.	9,341
Orange Russian Language School Inc.	1,184
Parramatta Hanguel School Inc.	7,894
Parramatta Persian Primary and High School Inc.	6,052
Pei Ji Chinese School Inc.	23,683
Pelangi Indonesia – Indonesian Language School Program	1,710
Phap Bao Buddhist Youth Language School Inc.	9,078
Pinoy Community Cultural Class	4,079
Polish Association in Wollongong Inc.	1,710
Polish Association of Newcastle Inc.	1,710
Polish Educational Society	13,683
Portuguese Community Schools of Sydney	8,815
Portuguese ESAA Inc.	2,368
Preserving the Arabic Language in Australia (Pal) Ltd	14,078
Qing Hua Chinese Language School Inc.	110,519
Ruslingvo Inc.	14,210
Russian School of Newcastle	2,500
Sabdamala – Nepalese Language School	17,104
Saint Charbel's Ethnic School	5,263
Sanare Church Inc.	1,447

Organisation	Amount (\$)
School of Vedic Sciences (Aust) Inc.	16,315
Scots All Saints College	30,130
Serbian Orthodox Church St Nicholas Blacktown	2,500
Shine Chinese Community School Inc.	10,262
South Asian Australian Association	19,999
South Coast Chinese Language School	5,789
South Coast Portuguese Association Ltd	2,895
South Coast Tibetan Community Inc.	1,447
Sri Guru Singh Sabha the Sikh Association of Sydney Inc.	15,788
St Alexander Nevsky Russian School Inc.	19,472
St Andrew Bogolubsky Russian Ethnic School Inc.	4,342
St Andrews Ukrainian Catholic Parish Lidcombe	7,499
St George School of Russian Association Inc.	2,368
St George Serbian Orthodox Church – Cabramatta	11,710
St George Spanish School	4,473
St John the Baptist Serbian Orthodox Parish and Church Community	7,368
St Lazarus Serbian Orthodox Church	11,315
St Nicholas Antiochian Orthodox Church	13,683
St Raphael's Greek Orthodox Parish of Liverpool and District Ltd.	13,683
St Sava Serbian Orthodox Church School Building Fund (Flemington)	3,552
St Seraphim Russian Community School Hornsby Inc.	12,104
St Thomas the Apostle Chaldean Catholic Church	26,182
Sutherland Shire Chinese Language School Inc.	11,973

Organisation	Amount (\$)
Swedish School in Newcastle	2,631
Swedish School in Sydney	16,841
SWS Childrens Chinese School Association	5,131
Sydney Chinese School Inc.	42,497
Sydney Elite Chinese School Inc.	35,787
Sydney Full Gospel Church	31,051
Sydney Grace Korean School Inc.	2,368
Sydney Korean Church Korean Language School Inc.	18,157
Sydney Latvian Society Ltd	3,552
Sydney Northwest Chinese School	9,473
Sydney Punjabi Society Inc.	3,552
Sydney Rotuman Community Inc.	13,026
Sydney Sae Soon Presbyterian Church Inc.	43,155
Sydney Saturday School of Japanese	39,471
Sydney Sino Star Chinese School Inc.	6,973
Sydney Suomi Koulu/Sydney Finnish School Inc.	5,000
Sydney Yedam Full Gospel Church Inc.	2,500
Sydney Yu Cai Chinese Language School	45,129
Tamil Civic Centre Inc.	2,895
Tamil Study Centre Homebush Inc.	31,182
Tamil Study Centre Mount Druitt	16,973
Telugu Association Inc.	9,078
The Arabic Australian Education Centre Inc.	14,341
The Association of Bhanin El-Minieh – Australian Arabic Community Welfare Centre Inc.	28,156
The Australia Korean School Inc.	19,472
The Australian Arabic Association of Western Sydney Inc.	16,052

Organisation	Amount (\$)
The Australian Association of All Nationalities of China	14,736
The Australian Chinese School Inc.	9,999
The Australian Confucius-Mencius Morality Society Inc.	5,000
The Australian Sikh Association Ltd	54,865
The Australian Taiwanese Friendship Association Inc.	22,498
The Greek Orthodox Church and Society of the City of Greater Wollongong	6,579
The Greek Orthodox Community of NSW Ltd	64,469
The Greek Orthodox Parish & Community of Bankstown District St. Euphemia Ltd	18,289
The Greek Orthodox Parish and Community of Burwood and District Saint Nectarios Ltd	13,025
The Greek Orthodox Parish of South East Sydney Ltd Afternoon School	11,973
The Gurdwara Singh Sabha Society Griffith (NSW) Inc.	3,684
The Hills Chinese School Inc.	82,626
The Lebanese Arabic School	93,152
The Lebanese Moslem Association	109,466
The Polish School of Sydney Inc.	9,999
The Sabian Mandaeen Association in Australia Ltd	6,842
The Sinhalese Cultural Forum of New South Wales Inc.	30,524
The Trustee for Imam Ali Arabic College	67,759
The Tzu-Chi Academy Australia Inc.	13,815
Tibetan Children's School of Newcastle and Hunter Region Inc.	2,500
Tibetan Community of Australia (NSW) Inc.	10,920
Timor Chinese Association of NSW	5,000
Tongan Language School	1,447

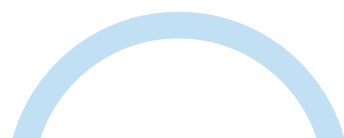


Organisation	Amount (\$)
Tripoli and Mena Association Ltd	19,604
Twich East Community Association NSW Inc.	9,341
United Ethnic Education Centre Inc.	6,710
Victory Mandarin School Association Inc.	18,551
Vietnamese Association in Wollongong	6,052
Vietnamese Cultural Schools Association Inc.	225,379
Vietnamese Parents and Citizen Association Inc.	57,759
Vietnamese Parents Committee Greenvally Inc.	35,261
Vishva Hindu Parishad of Australia Inc.	23,419
Wananchi Newcastle Inc.	2,500
Wentworthville Tamil Study Centre	72,495
Western Sydney Chinese School Inc.	8,947
Western Sydney Urdu School Inc.	7,894
Wollongong Mandarin Chinese School Inc.	6,579
Wollongong Russian Language School	2,105
Woo Ri Full Gospel Church Inc.	7,763
Yagoona Arabic School Inc.	19,078
Yiu Wah Chinese School Inc.	18,551
Total paid in 2018-19	5,154,581

Cultural Grants

Promoting and advancing culture, language and healing priorities that align with the Aboriginal Affairs NSW strategic plan.

Organisation	Amount (\$)
Albury Wodonga Aboriginal Health Service Inc. – Albury Aboriginal Men's Shed	10,000
Birpai Local Aboriginal Land Council – Womens Festival	5,000
Campbelltown City Council – Community Awards Night	2,000
Coffs Harbour Arts Council – WOW Women of the World Coffs Harbour	6,000
Coffs Harbour City Council – Maintenance & Upkeep Colleen Walker-Craig Memorial	10,000
Darkinjung Local Aboriginal Land Council – Art exhibition & Market Day	2,000
Dharawal Men's Aboriginal Corp – Community Touch Football	2,500
Eurobodalla Sporting Community Aboriginal Corp – Language Program	8,000
Gadigal Information Service Aboriginal Corp – Yabun Festival	10,000
Grafton Ngerrie Local Aboriginal Land Council – Djinders Aboriginal Women's Group	5,000
Gurehlgam Corp Ltd – Cultural Camp	5,000
Jubullum Local Aboriginal Land Council – Jubullum Men's Group Camp	5,000
La Perouse United Junior Rugby League Football Club – A Healthy Rivalry event	2,500
Link-Up (NSW) Aboriginal Corp – Cooee Festival	10,000
Metropolitan Local Aboriginal Land Council – Elders Dinner	6,000
MiiMi Aboriginal Corp – Bowraville Memorial Cup	10,000



Organisation	Amount (\$)
MiiMi Aboriginal Corp – Walker-Craig Family Healing Project	66,000
Mirring Aboriginal Corp – Natural Resources Forum	2,000
Moringa Aquaculture Aboriginal Corp – Cultural Fishing Project	5,000
Murdi Paaki Services Ltd – Murdi Paaki Women's Gatherings	20,000
Muurrbay Aboriginal Language & Cultural Co-operative Ltd – Aboriginal Language project	25,000
Nambucca Shire Council – Maintenance & Upkeep of Bowraville Memorials	20,000
South East Arts (NSW) Inc. – Giiyong Festival	6,000
Tenterfield Shire Council – Maintenance & Upkeep Clinton Speedy-Duroux Memorial	10,000
Wellington Aboriginal Corp Health Service – National Indigenous Rugby League Championship	10,000
Wellington Aboriginal Corp Health Service – National Indigenous Touch Football Carnival	10,000
Total paid in 2018-19	273,000

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 Ltd	15,370
Abbotsford Community Center Inc.	7,511
Abbotsford Long Day Care Centre Inc.	35,254
Abercrombie Street Child Care Ltd	46,505
Aberdare Pre School Inc.	549,224
Aberdeen Pre-School Association Inc.	294,543
Adamstown Community Early Learning and Preschool Inc.	36,079
Adelong Pre School Inc.	273,215
Adventureland Preschool Inc.	312,506
Albury City Council	107,165
Albury Occasional Childcare and Early Learning Centre Association Inc.	83,027
Albury Pre School Kindergarten Inc.	617,265
Albury Toy Library	2,704
All Saints Pre-School Albion Park Inc.	349,439
Alstonville Community Preschool	689,186
Amigoss Preschool and Long Day Care Co-Operative Ltd	22,088
Amy Hurd Early Learning Centre Inc.	31,579
Anglican Parish of Wagga Wagga	441,527
Anglican Schools Corporation	699,847
Anglicare NSW South NSW West and ACT	363,968
Annandale North Out of School Hours Care Association Inc.	9,498
Annettes Place Inc.	257,615

Organisation	Amount (\$)
Anzac Village Pre School Association Inc.	452,883
Arden Anglican School	123,587
Ariah Park Pre School Association Inc.	182,584
Armidale & Region Aboriginal Cultural Centre & Keeping Place Inc.	10,219
Armidale Community Pre-School Inc.	607,827
Armidale Ex-Services Memorial Club Ltd	28,164
Armidale Montessori Pre-School Inc.	62,783
Armidale Regional Council	28,824
Armidale Toy Library Association Inc.	25,479
Arncliffe Pre School Inc.	463,506
Arndu St Pauls Pre School	468,657
Ashfield Baptist Childcare Inc.	17,321
Austral Community Preschool Inc.	291,572
Australian Anatolian Community Services Co-Op Ltd	40,580
Autism Spectrum Australia (Aspect)	495,000
Avalon Montessori Association	55,294
Avalon Public School Parents' and Citizens' Association Inc.	12,262
Awabakal Ltd	809,288
Ballina Fox Street Preschool Inc.	549,108
Balmain Children's Centre Ltd	41,857
Balmain East Out of School Care	6,476
Balranald Early Learning Centre Inc.	37,487
Bambi Kindergarten Association Inc.	459,254
Bangalow Community Children's Centre	56,263
Bankstown Community Resource Group Inc.	532,272
Bankstown Montessori Association Inc.	165,254
Baptist Church Casino Christian Community Pre School	491,432

Organisation	Amount (\$)
Baradine Preschool Inc.	165,428
Barham Pre School Association Inc.	232,659
Barnardos Australia	190,085
Barraba Pre-School Inc.	191,195
Bathurst Early Childhood Intervention Service Inc.	104,430
Bathurst Regional Council	54,284
Batlow Apple Tree Learning Centre Co-Operative Ltd	29,575
Baulkham Hills Preschool Kindergarten Inc.	379,612
Bayside Council	76,862
Beacon Hill Community Kindergarten Association Ltd	420,223
Bega Pre-School Association Inc.	730,440
Bega Valley Shire Council	652,871
Bellbird Pre-School Inc.	392,751
Bellingen Pre School Inc.	376,466
Belmont North Pre-School Inc.	351,770
Belong Blue Mountains Inc.	8,610
Bendemeer Pre School Inc.	153,520
Bentley Community Preschool Inc.	174,033
Berala Jack & Jill Pre-School Kindergarten Inc.	569,062
Beresfield Community Childrens Education Centre	44,345
Berkeley Vale Neighbourhood Centre Association Inc.	12,299
Berkeley Vale Pre-School Kindergarten Inc.	655,110
Bermagui Pre School Co-Operative Society Ltd	279,124
Berrigan Children's Centre Association Inc.	26,737
Berry Community Pre-School Inc.	312,127
Betty Spears Child Care Centre Ltd	68,925

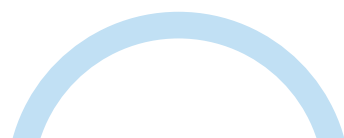
Organisation	Amount (\$)
Bexley Jack & Jill Pre-School Inc.	492,563
Big Fat Smile Group Ltd	2,317,634
Bilambil Community Pre-School & Oosh Inc.	590,805
Binnaway Preschool Inc.	145,560
Binnowee Kindergarten Co-Operative Society Ltd	337,928
Biralee Pre School Finley Inc.	294,753
Birchgrove Community Association Ltd	161,661
Birralee Preschool Lane Cove Ltd	813,528
Birralee Longday Care Centre Inc.	40,825
Birrelee Multi-Functional Aboriginal Children's Service Aboriginal Corp	33,859
Birubi Point Community Preschool Association Inc.	254,058
Bishop Tyrrell Anglican College	396,571
Blackheath Area Neighbourhood Centre Inc.	5,633
Blackheath Kookaburra Kindergarten Inc.	322,962
Blacktown Anglican Child Care Centre Inc.	37,312
Blacktown Area Community Centres Inc.	102,070
Blacktown Bunyip Inc.	315,421
Blacktown City Council	2,140,692
Blacktown South Childrens Activities Centre Inc.	12,609
Bland Shire Council	310,861
Blaxland Pre-School Kindergarten	666,201
Blayney Pre-School Inc.	380,480
Bligh Park Community Services Inc.	15,255
Blinky Bill Portland Child Care Centre	273,011
Blue Gum Montessori Preschool	241,366
Bolton Point Child Care Centre Inc.	36,648
Bombala Pre School Inc.	204,449

Organisation	Amount (\$)
Bondi Beach Cottage Inc.	74,576
Boolaroo-Speers Point Community Kindergarten Inc.	555,112
Boorowa Early Education Centre Inc.	102,462
Bourke & District Children's Services	384,595
Bowraville Community Preschool Inc.	583,213
Bradbury Pre School Kindergarten Association Inc.	740,497
Braidwood Pre-School Association Inc.	347,611
Branxton Preschool Inc.	661,099
Brayside Community Preschool Inc.	548,439
Brewarrina Shire Council	13,311
Broken Hill Happy Day Preschool Kindergarten Inc.	712,852
Bronte Before and After School Care Inc.	9,255
Budgewoi Halekulani Pre School Kindergarten Inc.	517,826
Bulahdelah Pre School	196,809
Bularri Muurlay Nyanggan Aboriginal Corporation	112,060
Bundarra Preschool Kindergarten Association Inc.	164,021
Bundeena Pre School	177,374
Bungendore Pre School Association Inc.	377,142
Bunya Child Care Centre Inc.	34,525
Bunyip Pre School Harden Inc.	236,567
Burren Junction Pre-School Association Inc.	159,227
Burrumbuttock Pre School Centre Inc.	147,107
Burwood Neighbourhood Child Care Co Op Ltd	32,227
Byron Bay Pre School Inc.	843,128
Byron Shire Council	71,175



Organisation	Amount (\$)
Cabarita Mortlake Kindergarten Association	358,171
Calrossy Pre School	294,298
Camden Pre-School Kindergarten Co-Operative Ltd	486,660
Cameragal Montessori School	210,205
Campbell Page Ltd	460,508
Campbell Street Children's Centre Ltd	46,081
Campbelltown City Council	502,002
Campbelltown Community Preschool Inc.	638,686
Camperdown Child Care Centre	38,899
Canowindra Pre-School Kindergarten Inc.	442,234
Canterbury Children's Cottage Inc.	28,722
Canterbury Community Child Care Centre	339,187
Canterbury-Bankstown Council	255,636
Captains Flat Community Preschool Association Inc.	155,823
Cardiff Community Pre School Inc.	297,882
Care Activities Inc.	8,437
Carinya Neighbourhood Children's Centre Inc.	145,874
Carlingford West Kindergarten	231,024
Carlingford West Out of School Hours Centre Inc.	16,833
Castle Hill Pre School Kindergarten Inc.	399,934
Castlecrag Montessori School Inc.	79,433
Caterpillar House Occasional Childcare Association Inc.	85,854
Catherine Field Preschool Kindergarten Inc.	335,783
Catholic Education office Diocese of Parramatta	1,663,319
Catholiccare Diocese of Broken Bay	1,371,313
Catholiccare Wilcannia-Forbes Ltd	181,800
Cawongla Playhouse Inc.	151,320

Organisation	Amount (\$)
Centipede At Glebe School Inc.	24,649
Central Coast Council	337,384
Central Shoalhaven Mobile Pre-School Unit	447,259
Central West Family Support Group Inc.	4,961
Cessnock Multipurpose Children's Centre Ltd	124,571
Channon Children's Centre	136,320
Charlestown Child Care and Early Learning Centre Inc.	33,265
Chatswood Occasional Childcare Centre Inc.	63,721
Cherrybrook Community Pre School Inc.	197,685
Chester Hill Neighbourhood Ctr Inc.	17,721
Children's Services Community Management Ltd	722,524
Chillingham and Tyalgum Community Preschool Inc.	306,326
Chinese Australian Services Society Ltd	48,075
Christ Church Gladesville Pre-School Kindergarten Inc.	598,397
Christ Church St Ives Pre School Inc.	350,544
City of Parramatta Council	171,193
Clovelly Child Care Centre Inc.	39,782
Clovelly Out of School Care	8,406
Clunes Community Preschool Association Inc.	222,580
Coast Services Group Ltd	67,722
Coastwide Child and Family Services Inc.	51,175
Cobar Mobile Children's Services Inc.	449,770
Cobar Pre School Association Inc.	577,965
Cobargo Pre School Inc.	191,003
Coffs Harbour Pre-School Association Inc.	519,426
Coldstream Community Pre School Inc.	317,435
Coleambally Pre School Association Inc.	210,993



Organisation	Amount (\$)
Collaroy Plateau Community Kindergarten	389,880
Comboyne Community Pre School Kindergarten Inc.	136,320
Community Junction Inc.	668,097
Community Links Wollondilly Inc.	191,587
Como Pre School Kindergarten Association Inc.	379,325
Concord Kindergarten Association	460,098
Concord Occasional Childcare Services	49,132
Concord West Rhodes Preschool Inc.	464,799
Condobolin Pre School Kindergarten Inc.	406,442
Connect Child & Family Services Ltd	225,293
Cooks Hill Preschool Inc.	189,679
Coolah Pre-School Kindergarten Inc.	309,368
Coolamon Pre School Association Inc.	266,585
Coolamon Shire Council	153,183
Cooloon Children's Centre Inc.	34,263
Cooma Lambie Street Pre-School Association Inc.	437,797
Cooma North Pre-School Association Inc.	405,210
Coonamble Childrens Serv Inc.	22,411
Coonamble Pre School Association Inc.	444,458
Cooranbong Valley Community Preschool Inc.	125,523
Cootamundra Pre-School Inc.	508,718
Coowarra Out of School Hours Care Service Inc.	8,869
Copmanhurst Pre-School Inc.	162,248
Core Community Services Ltd	297,353
Corowa Pre School Association Inc.	561,392
Council of the Municipality of Marrickville	521,814
Council of the Municipality of Woollahra	472,243
Counterpoint Community Services Inc.	240,671

Organisation	Amount (\$)
Country Womens Association of NSW	490,929
Coutts Crossing Pre School Inc.	146,494
Cowra Early Childhood Services Co-Operative Ltd	482,081
Cranbrook School	356,355
Cranebrook Community Pre-School Inc.	349,296
Cranes Community Support Programs Ltd	458,864
Creating Links (N.S.W.) Ltd	11,172
Creativity Inc.	16,922
Crescent Head Community Pre School	246,989
Cringila Childrens House Inc.	26,560
Cringila Community Co-Operative Ltd	218,074
Cronulla Preschool Kindergarten Inc.	574,075
Crookwell Neighbourhood Centre Inc.	206,526
Cudal Community Children's Centre	348,014
Cuddle Pie Pre School & Day Care Centre	37,119
Culburra & Districts Preschool Inc.	243,190
Culcairn Early Childhood Centre	203,451
Cumberland Council	307,552
Cumnock Village Pre School Inc.	255,394
Currambena Ltd	132,649
Dalaigur Preschool and Childrens Services Association Inc.	1,429,563
Dawn Song Children's Centre Inc.	13,633
Delegate & District Pre School Inc.	159,936
Deniliquin Childrens Centre Inc.	896,391
Denman Childrens Centre Association Inc.	331,221
Disability South West Ltd	17,286
Doonside Kindergarten Inc.	620,378
Dorrigo Preschool Association Inc.	221,599
Dover Heights Community Preschool Inc.	129,688

Organisation	Amount (\$)
Drummond Park Pre-School Association	277,389
Drummoyne Occasional Child Care Inc.	46,932
Drummoyne Pre-School Kindergarten Inc.	419,427
Dubbo and District Preschool Kindergarten Inc.	1,581,011
Dubbo Regional Council	38,919
Dubbo West Preschool Inc.	1,024,726
Dunedoo Preschool Kindergarten Inc.	311,285
Dungog Community Pre-School Kindergarten Inc.	394,311
Dunoon Pre-School Inc.	195,536
Durrumbul Community Preschool Inc.	279,587
Early Childhood Australia (NSW) Inc.	32,038
Early Education (Earlyled) Inc.	211,178
East Lindfield Community Preschool Inc.	382,780
East Lismore Community Pre-School Inc.	825,597
East Maitland Pre-School Association Inc.	981,988
East Willoughby Pre School Inc.	177,135
Eastern Suburbs Montessori Association Ltd	184,475
Eastern Zone Gujaga Aboriginal Corporation	33,300
Eastlakes Community Child Care Centre Inc.	41,976
Eastwood Occasional Child Care Centre Inc.	42,908
Eden Creek Fairymount Pre-School Inc.	263,357
Edgeworth Child Care Centre Inc.	35,820
Edgeworth Community Pre-School Inc.	346,837
Elanora Heights Community Centre Preschool Co-Operative Society Ltd	412,653
Elernmore Vale Early Learning Centre Inc.	37,133
Elizabeth Chifley Memorial Pre-School	429,792
Elizabeth Macarthur Montessori Pre School Association Inc.	84,715

Organisation	Amount (\$)
Elizabeth Street Extended Hours Pre-School Inc.	18,471
Elonera Ltd	84,611
Emanuel School	236,282
Engadine Church of Christ Pre School Kindergarten	195,064
Engadine Pre School Kindergarten Inc.	501,173
Erina Baptist Community Care Ltd	29,725
Ethnic Community Services Co-Operative Ltd	241,095
Eugowra Community Childrens Centre Inc.	142,320
Eungai Pre School Inc.	177,439
Eurobodalla Shire Council	5,633
Euroka Children's Centre Inc.	36,159
Euston Pre School Association Inc.	108,522
Evans Head Pre-School Association Inc.	709,135
Fairfield City Council	3,975,944
Fairfield Community Resource Centre	280,000
Fairfield Nursery School	32,955
Federal Community Childrens Centre Inc.	46,126
Federation Council	222,776
Felton Street Community Preschool Inc.	563,825
Filipino Community Co-Operative Ltd	26,274
Firstchance Inc.	155,270
Flasca Inc.	11,288
Forbes Child Care Centre Inc.	55,865
Forbes Pre School Kindergarten Co-Op	1,335,000
Forest Hill Community Pre School Inc.	252,113
Forest Hill Outside School Hours Care Inc.	11,432
Gainmara Birrilee Preschool Association	387,280
Galloping Gumnut Mobile Children's Services Van Inc.	210,365

Organisation	Amount (\$)
Galloway Children's Centre Inc.	39,179
Gamumbi Early Childhood Education Centre Inc.	34,415
Ganmain Pied Piper Pre School	144,120
Georges River Council	440,306
Gilgandra Preschool Inc.	634,738
Girrawong Pre-School Inc.	277,406
Girrinbai Community Pre School Inc.	550,528
Gladesville Occasional Child Care Centre Inc.	40,884
Glen Innes Pre-School Association Inc.	719,690
Glen Innes Reachout Mobile Resource Unit Inc.	70,461
Glenbrook Pre-School Kindergarten Inc.	424,177
Glendale Early Education Centre Inc.	35,181
Glendore Child Care Centre Inc.	25,203
Glenreagh Pre School Inc.	160,749
Gloucester Pre-School Inc.	487,596
Gol Gol Preschool Association Inc.	370,673
Golden Valley Childrens Learning Centre Inc.	34,425
Goodooga Pre-School Inc.	141,320
Goonellabah Pre-School Inc.	834,586
Gordon Community Preschool	574,990
Gorokan Preschool Inc.	1,032,520
Gosford Pre-School Inc.	508,863
Gosford Regional Community Services Inc.	10,063
Goulburn Pre-School Association Inc.	559,343
Goulding Hill Pre School Inc.	427,416
Gowrie NSW	177,751
Grays Point Pre School Kindergarten Association	172,737
Great Lakes Childrens Centre Inc.	297,673

Organisation	Amount (\$)
Greater West Childcare Ltd	13,376
Greek Orthodox Archdiocese of Australia consolidated Trust Greek Welfare Centre NSW	22,395
Greenhills Child Care Centre Inc.	35,958
Grenfell Preschool and Long Day Care Centre Inc.	396,090
Griffith Child Care Centre Inc.	790,743
Griffith East Pre School Inc.	984,539
Griffith Pre-School Kindergarten Inc.	679,086
Griffith Wiradjuri Aboriginal Preschool Inc.	370,316
Growing Potential Ltd	640,899
Guardian Angel Preschool Kindergarten Inc.	19,420
Cubi Gabun Children's Mobile Service Inc.	62,288
Gulargambone Pre School Inc.	222,353
Gulgong Pre School Inc.	436,110
Gulpa Pre-School Inc.	171,626
Gummyaney Aboriginal Corporation	236,360
Gumnut Bowral Memorial Preschool Inc.	324,372
Gumnut Community Preschool Inc.	262,440
Gumnut Cottage Inc.	34,904
Gundagai Neighbourhood Centre Inc.	7,724
Gundagai Preschool Kindergarten Inc.	346,662
Gunnedah Baptist Child Care Association Ltd	763,194
Gunnedah Family and Children's Services Inc.	31,036
Gunnedah Preschool Kindergarten Association Inc.	693,427
Gunning & District Pre-School Inc.	26,970
Gwydir District Mobile Pre School	508,067
Gwydir Shire Council	282,498
Gyndarna Pre School	259,939
Hamilton Child Care Centre Inc.	27,250

Organisation	Amount (\$)
Hamilton Community Preschool Inc.	268,996
Harbord Kindergarten Inc.	586,088
Harrison St Early Education Inc.	43,498
Hastings Pre School and Long Day Care Centre Inc.	32,936
Hawkesbury City Council	146,203
Hawkesbury Community Outreach Services Inc.	221,272
Hawkesbury Early Childhood Intervention Service Inc.	86,925
Hawkesbury River Child Care Inc.	40,390
Hay Mobile Childrens Service Inc.	337,093
Hay Plains Childcare Centre Inc.	22,603
Hay Pre School Kindergarten Inc.	224,223
Heathdene Community Services Inc.	424,187
Henry Street Community Pre School	219,227
Henty Early Childhood Association Inc.	295,786
Hibiscus Childrens Centre	168,439
Highfields Preparatory & Kindergarten School Ltd	317,598
Hills Montessori Society	273,362
Hillston Billylids Inc.	27,214
Hobartville Long Day Preschool Inc.	35,622
Holbrook Early Learning Centre Inc.	104,898
Holroyd Parramatta Mobile Minds Inc.	144,299
Holsworthy Long Day & Occasional Child Care Centre Inc.	31,209
Holsworthy Pre School Parents Association	407,912
Hopepoint Preschool Centre	454,597
Hornsby Ku-Ring-Gai Montessori Society	20,038
Howlong Preschool Association Inc.	530,927

Organisation	Amount (\$)
Hunter Region Working Women's Group Ltd	45,380
Hunter Valley Grammar School	364,953
Hunters Hill Pre School Inc.	576,042
Illawarra Aboriginal Corporation	250,549
Illawarra Area Child Care Ltd	638,889
Illawarra Association for Christian Parent-Controlled Education	692,114
Illawarra Multicultural Services Inc.	36,938
Illawarra Toy Library Association Inc.	123,899
Iluka Pre School Inc.	169,760
Inaburra Preschool	559,286
Infants Home Ashfield	337,427
Inner City Care (Darlinghurst) Ltd	40,106
Inner West Council	195,059
Integricare	2,132,154
Intereach Ltd	16,808
Inverell District Family Services Ltd	1,970,896
Jacaranda Pre-School Centre Inc.	749,440
Jack & Jill Pre-School Association (Lithgow) Inc.	703,637
Jannali Pre School Kindergarten Inc.	379,471
Jarjum Centre Inc.	312,443
Jerilderie Pre School Kindergarten Inc.	141,320
Jesmond Community Pre School Association Inc.	458,768
Jesmond Early Education Centre Inc.	54,806
Jindera Pre School Association Inc.	352,318
Joey's Pouch Early Years Educational and Preschool Centre Inc.	31,991
Jubilee Community Services Inc.	4,986
Jumbunna Childrens Centre Ltd	47,862

Organisation	Amount (\$)
Jumbunna Community Pre-School & Early Intervention Centre Inc.	1,082,400
Jumping Jacks Community Preschool Inc.	432,279
June Preschool Inc.	525,265
Kangaroo Valley Pre School	144,420
Kapooka Early Childhood Centre Inc.	465,397
Kari Ltd	12,290
Karingal Pre-School Nelson Bay Inc.	298,177
Karuah Pre School	328,205
Katoomba Childrens Cottage Inc.	41,629
Katoomba Leura Preschool	690,337
Keiraville Community Pre-School Inc.	385,883
Kelly's Place Childrens' Centre	40,735
Kellyville Preschool Inc.	432,358
Kempsey Childrens Services Co-Op	461,582
Kenthurst Before and After School Care Inc.	16,726
Kenthurst Pre-School Kindergarten	522,471
Keymer Child Care Centre Inc.	50,025
Kiama Preschool Inc.	832,231
Kids Korner Combined Occasional Care Centre Inc.	34,149
Kids of the Castle Occasional Care Centre Inc.	53,242
Kidsafe New South Wales Inc.	90,117
Kidsnest – Crows Nest Occasional Care Inc.	31,051
Killarney Vale Pre-School Kindergarten Inc.	561,913
Kinburra Pre-School Inc.	477,412
Kindamindi Co-Op Ltd	28,809
Kindilan Early Childhood Centre Inc.	99,118
King Street Community Pre-School East Maitland Inc.	378,594
Kingscliff Mini School Inc.	346,989

Organisation	Amount (\$)
Kingstown Pre-School Inc.	143,320
Kinma Ltd	105,139
Koala Child Care Centre – Sutherland Hospital Ltd	46,861
Kogarah Community Services Inc.	5,636
Koninderie Community Based Pre-School Inc.	293,910
Kookaburra Korner Early Education Centre Inc.	40,862
Koolyangarra Pre-School Aboriginal Corporation	538,380
Koorana Child & Family Services Ltd	1,373,975
Kootingal & District Pre-School Inc.	522,577
Ku Children's Services	25,916,929
Kubby House Child Care Centre Inc.	14,372
Kulai Pre School Aboriginal Corporation	608,840
Kunghur Community Preschool Inc.	142,920
Ku-Ring-Gai Council	37,197
Kurnell Pre School Kindergarten Inc.	163,673
Kurri Early Childhood Centre	69,523
Kurri Kurri & District Pre School Kindergarten	835,564
Kurri Kurri Community Services Ltd	7,881
Kyogle Pre-School and Outside Schools Hours Care Association Inc.	423,348
Lachlan Council	265,776
Lady Game Community Kindergarten Inc.	309,738
Lake Cargelligo District Community Children's Centre Association Inc.	201,373
Lake Macquarie City Council	85,695
Lalor Park Preschool Kindergarten Association Inc.	539,029
Lane Cove Occasional Child Care Inc.	53,368
Lane Cove Out of School Inc.	12,322

Organisation	Amount (\$)
Lapstone Pre School Kindergarten Association Inc.	417,364
Larool Pre-School Inc.	409,585
Lawrence Community Preschool Inc.	145,720
Lawson Community Pre-School Association Inc.	359,957
Learning Links	933,776
Leeton Preschool Association Inc.	1,027,190
Leeton Shire Council	48,206
Leichhardt Municipal Council	75,613
Leichhardt Out of School Hours Care	10,933
Lennox Head Community Pre School Inc.	551,375
Liberty Church of Christ	282,817
Lifestart Co-Operative Ltd	364,524
Lifetime Connect Inc.	190,671
Lightning Ridge Pre-School Centre Inc.	208,368
Lilly Pilly Community Pre-School Inc.	452,952
Lindfield Montessori Society Inc.	74,409
Lismore Parish Centre Pre School Inc.	392,652
Lismore Pre-School Inc.	931,830
Little Bear Child Care Cottage Inc.	28,622
Little Yuin Preschool Family Centre Aboriginal Corporation	223,139
Livebetter Services Ltd	1,659,014
Liverpool City Council	578,297
Liverpool Neighbourhood Connections Inc.	101,323
Lockhart Pre School Kindergarten Inc.	159,959
Long Flat Preschool Association Inc. Long Flat Pre School	158,854
Long Jetty Pre School Inc.	600,308
Lower Bucca Community Pre-School Inc.	265,006

Organisation	Amount (\$)
Lower Hunter Children's Activity Van Association Inc.	444,881
Lower Macleay Pre-School Inc.	409,091
Lutheran Church of Australia Queensland District	285,380
Lutheran Church of Australia Victorian District	116,717
Lyrebird Pre-School Kindergarten Nowra East Inc.	614,495
Maari Ma Health Aboriginal Corporation	116,800
Macarthur Diversity Services Initiative Ltd	89,763
Macarthur Preschool Kindergarten Association Inc.	519,130
Macedonian Orthodox Community Church St Petka Inc.	20,538
Mackillop Family Services Ltd	165,430
Macksville Pre-School Childcare Centre Ltd	35,997
Macleay Community Pre-School Inc.	394,093
Macquarie Hills Community Pre-School Inc.	380,495
Macquarie Pre-Schools Co-Operative Ltd	727,924
Maitland Child Care Centre Inc.	38,412
Maitland Nursery School Inc.	824,490
Malabar Chifley Parents Coop	27,153
Malabar Occasional Child Care Centre Inc.	18,943
Mallee Family Care Inc.	55,155
Management Committee Happy Days Kindergarten Society Inc.	343,519
Manilla Community Pre-School Inc.	421,451
Manly Vale Community Kindergarten Inc.	309,922
Manly Warringah Montessori Society	254,078
Marayong Pre School Kindergarten	654,529
Maronite Sisters of the Holy Family Child Care Centre	281,469

Organisation	Amount (\$)
Maroubra Junction Before & After School Care Centre	8,171
Maroubra Neighbourhood Children's Centre Co-Operative	25,925
Maryland Child Care Centre Inc.	53,838
Maryland Oosh Inc.	17,372
Mater Dei	208,877
Mathoura Pre-School Inc.	142,420
Mcgraths Hill Children's Centre Inc.	34,622
Medowie Community Pre School Inc.	353,177
Mendooran Pre-School Inc.	141,720
Menindee Pre School Association	243,205
Merindah Childrens Centre Inc.	22,353
Merriwa Preschool and Activity Centre Inc.	373,148
Merrydays Kindergarten Society Inc.	32,140
Merrylands Christian Pre School Association Inc.	661,066
Metford Child Care Centre Ltd	39,393
Mid Mountains Out of School Hours Service Inc.	5,636
Milton-Ulladulla Pre-School Association Inc.	350,126
Mindaribba Local Aboriginal Land Council	146,012
Minimbah Preschool Aboriginal Corp	529,887
Minooka Pre School Centre Inc.	435,683
Miranda Kindergarten Association Inc.	691,622
Mission Australia	1,913,861
Mitchell Early Learning Centre Inc.	34,538
Mittagong Pre-School Kindergarten Inc.	651,765
Moama & District Pre School Centre Inc.	453,556
Molong District Pre School Inc.	670,583
Monaro Early Intervention Service Inc.	66,355
Monaro Mobile Pre-School Inc.	192,340

Organisation	Amount (\$)
Moree Plains Shire Council	41,066
Moree Pre-School Inc.	744,635
Moresby Park Pre-School Inc.	281,604
Morriset & District Children's Centre Co-Operative Ltd	26,302
Moruya Pre School Kindergarten Inc.	370,950
Mosman Municipal Council	54,094
Moulamein Pre School Inc.	140,320
Mount Hutton Child Care Centre Inc.	32,755
Mountain Community Childrens Centre Inc.	60,664
Mountains Outreach Community Service Inc.	243,936
Mt Druitt Church of Christ Child Care Centre	22,205
Mt Warning Community Pre School Inc.	259,454
Mudgee Pre-School Kindergarten Co-Operative Ltd	1,117,627
Mullumbimby Community Preschool Association Inc.	201,650
Muloobinba Aboriginal Corporation	434,979
Multi Purpose Allira Gathering Association Inc.	32,182
Mulwala Pre-School Inc.	275,396
Murrin Bridge Preschool Association	278,290
Murrumbateman Early Childhood Centre Association Inc.	228,230
Murrurundi Pre-School Inc.	167,280
Muswellbrook Child Care Centre Inc.	27,881
Muswellbrook Pre-School Kindergarten Inc.	1,443,917
Nabiac & District Pre School Association Inc.	194,042
Nambucca Heads Pre-School Playcentre Ltd	316,865
Nana Glen Preschool Inc.	216,105
Nanima Pre School Association Inc.	427,038

Organisation	Amount (\$)
Narooma Pre School Kindergarten Association	495,434
Narrabeen Community Kindergarten Inc.	413,123
Narrabri & District Community Aid Service Inc.	78,004
Narrabri Pre School Association Inc.	25,467
Narrandera Pre School Inc.	32,596
Narromine Pre-School Kindergarten Inc.	832,189
Narwee Pre-School Kindergarten Inc.	605,579
New School of Arts Neighbourhood House Inc.	86,754
Ngallingnee Jarjum Tabulam & District Community Preschool Inc.	576,402
Ngayaamba Waluura Aboriginal Corporation	417,417
Nimbin Neighbourhood & Information Centre Inc.	11,423
Nimbin Pre School & Childcare Association Inc.	205,870
Nimmitabel Pre School Inc.	156,000
Noah's Ark Centre of Shoalhaven Inc.	372,541
Noiseworks Oosh Inc.	12,039
Nords Wharf Community Pre School Inc.	140,120
Normanhurst West Community Pre School Inc.	135,292
North Brighton Pre School Inc.	335,086
North Epping Kindergarten Association Inc.	414,794
North Richmond Community Centre Inc.	5,635
North Rocks Pre School Inc.	462,278
North Ryde Community Pre-School Inc.	582,992
North Sydney Council	27,849
Northern Beaches Council	1,011,972
Northern Beaches Montessori Association	90,036
Northern Rivers Community Gateway Inc.	101,270

Organisation	Amount (\$)
Northside Baptist Pre-School Centre (Northbridge)	241,807
Northside Montessori Society	213,457
Norwood Community Pre School Inc.	277,900
Nought To Five Early Childhood Centre	28,221
Nurruby Childrens Services Inc.	34,840
Nyngan Preschool Inc.	553,506
Oberon Childrens Centre Inc.	336,200
Ocean Shores Preschool Inc.	380,876
Old Bar Community Pre School Inc.	687,039
Ooranga Family Mobile Resource Unit Association Inc.	978,877
Open Arms Care Inc.	25,141
Orama Pre-School Inc.	327,562
Orana Community Pre School Inc.	459,535
Orana Early Childhood Intervention & Education Project Inc.	18,786
Orange City Council	242,830
Orange District Early Education Program	120,135
Orange Pre-School Kindergarten Ltd	601,274
Palm Beach War Memorial Kindergarten	175,700
Pambula Pre-School Kindergarten Association Inc.	566,004
Parkes Early Childhood Centre	765,977
Parklands Community Preschool & Children's Centre Inc.	513,582
Paterson Valley Community Pre-School Inc.	269,768
Peak Hill Pre School Kindergarten Inc.	170,503
Pennant Hills War Memorial Children's Centre Association Inc.	585,546
Penrith City Council	2,646,071

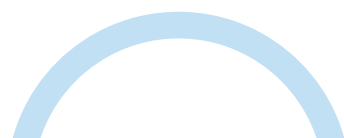
Organisation	Amount (\$)
Periwinkle Children's Centre	294,999
Peter Pan Pre-School and Kindergarten – Tamworth Inc.	711,187
Peter Pan Pre-School Wollongong Inc.	201,927
Peter Rabbit Community Pre School Inc.	177,099
Petersham Activities Centre for Children	10,743
Pied Piper Pre School Association (Wallerawang) Inc.	457,960
Pinaroo Out of School Hours Inc.	9,239
Pippies Early Childhood Centre	37,735
Pius X Aboriginal Corporation	462,141
Playgroup NSW Inc.	751,723
Playmates Cottage Childcare Centre Dubbo Inc.	38,919
Playtime Pre-School Centre Association Inc.	426,411
Pleasant Hills Preschool Kindergarten Inc.	141,320
Plumtree Children's Services Ltd	659,013
Police Citizens Youth Clubs NSW Ltd	32,490
Ponyara Pre-School Kindergarten Association Ltd	373,424
Port Macquarie Community Pre-School Ltd	1,144,223
Port Macquarie Neighbourhood Centre Inc.	13,983
Port Stephens Council	232,566
Possums Corner Child Care Centre Inc.	35,173
Possums Community Pre School Association Inc.	294,496
Possums' Den Coffs Harbour Inc.	126,855
Pottsville Community Preschool Inc.	385,238
Pow Place Community Child Care Centre Ltd	34,766
Presbyterian Church of Australia in the State of NSW	175,861

Organisation	Amount (\$)
Presbyterian Community Care Centre Campbelltown	35,056
Presbyterian Social Services	224,481
Pretty Beach Community Preschool Inc.	331,403
Proprietor Bundgeam Pre-School Inc.	151,000
Pymble Turramurra Pre-School Inc.	431,680
Queanbeyan and District Pre-School Association Inc.	1,650,184
Queanbeyan Childrens Special Needs Group Inc.	135,000
Quirindi Pre-School Kindergarten Inc.	634,523
Rainbow Playhouse Pre School Inc.	255,059
Rainbow Preschool Association Broken Hill Inc.	1,244,981
Rainbow St Child Care Centre Inc.	34,761
Randwick Open Care for Kids Inc.	35,336
Raymond Terrace Community Preschool Inc.	506,110
Raymond Terrace Early Education Centre Inc.	37,154
Redhead Community Pre School Inc.	227,512
Resource & Toy Library Broken Hill & Western Region Inc.	112,490
Revesby Now 'N' Then Occasional Child Care Centre Inc.	27,303
Richmond Before & After School Care Association Inc.	11,473
Richmond Hill Community Pre School	215,103
Richmond Preschool Kingergarten Association Inc.	700,366
Richmond Valley Care-Ring Association Inc.	44,829
Riverina Children's Activity Van Inc.	434,325
Riverside Preschool Inc.	339,761
Riverwood Community Centre Ltd	25,551
Rocky Hall Pre School Association Inc.	146,320



Organisation	Amount (\$)
Rosebank Community Preschool Inc.	155,449
Rosebery Child Care Centre Inc.	33,576
Rosellas Community Preschool Inc.	541,550
Ross Circuit Pre School Inc.	742,342
Royal Institute for Deaf and Blind Children	969,007
Royal Society for the Welfare of Mothers & Babies	27,474
Rylstone Kandos Preschool Inc.	372,018
SHARE Co-operative Society Ltd	11,904
Saint Marks Vacation Centre	11,222
Salamander Bay Child Care Centre Inc.	52,127
Samaritans Foundation Diocese of Newcastle	340,619
Sans Souci Community Pre School Association Inc.	691,206
Scone & District Preschool Inc.	702,288
SDN Child and Family Services Pty Ltd	1,464,652
SDN Children's Services	1,570,060
Seven Hills North Public School P & C Association Shnoosh Care	11,741
Shearwater the Mullumbimby Steiner School Ltd	470,044
Shine for Kids Co-Operative Ltd	18,738
Shoalhaven Community Pre School Inc.	687,043
Singleton Council	231,756
Singleton Heights Pre-School Inc.	1,110,227
Singleton Pre-School Inc.	749,347
Snowy Valleys Council	223,695
Snugglepot Day Care Centre Inc.	97,910
SOS Preschool Inc.	659,674
South Coast Medical Service Aboriginal Corporation	248,010

Organisation	Amount (\$)
Southern Youth and Family Services Ltd	76,515
Southside Montessori Society	124,278
Springdale Heights Pre School Inc.	677,957
Springwood and District Pre School Kindergarten Association Inc.	407,962
Springwood Neighbourhood Centre Co-Operative Ltd	9,185
St Andrews Church Community Pre School Inc.	161,996
St Andrews Kindergarten Abbotsford Inc.	239,076
St Anthony's Family Care	23,063
St Dunstan's Pre-School Kindergarten Inc.	537,132
St George Preschool (Marsfield) Inc.	308,817
St Ives Occasional Care Inc.	49,387
St James Kindergarten Inc.	196,719
St Johns North Ryde Preschool Association Inc.	512,876
St John's Pre School Ashfield Inc.	532,253
St Lukes Pre-School	461,599
St Lukes Preschool Dapto Inc.	720,935
St Lukes Scone Grammar School Council	477,309
St Marks Brighton Le Sands Pre School Kindergarten Inc.	382,642
St Marks Child Care Centre Oakhurst Inc.	31,228
St Marks Northbridge Kindergarten Inc.	306,357
St Marks Pre School Kindergarten	300,075
St Mary's Child Care Centre Ltd	32,636
St Mary's Community Pre School Casino Inc.	522,684
St Marys North Tamworth Pre-School Inc.	448,751
St Paul's Lutheran Kindergarten Inc.	20,390
St Peters Community Preschool Inc.	300,542



Organisation	Amount (\$)
St Peters Pre School Tamworth Inc.	619,022
St Peters Pre-School Ltd	496,060
St Stephens Belrose Kindergarten Inc.	304,315
St Stephens Pre School Kindergarten Inc.	480,568
St Thomas Preschool Ltd	168,694
St Thomas Rozelle Pre School Kindergarten	22,351
St. Ives Pre-School Kindergarten Association	408,326
Strathfield One Stop Child Care Service Inc.	62,519
Stroud Neighbourhood Children's Co-Operative Ltd	169,978
Stuarts Point Pre School Association Inc.	168,845
Styles Street Children's Community Long Day Care Centre Inc.	46,118
Sun Valley Pre School Kindergarten	188,411
Sunny Corner Toy Library Inc.	27,042
Surry Hills Neighbourhood Centre Inc.	46,319
Sutherland Shire Council	460,060
Sutherland Shire Family Services Inc. Djanaba Occasional Care Service	44,923
Swansea Community Cottage Inc.	36,149
SWR (south west rocks) Pre School	360,479
Sydney Montessori School Ltd	86,990
Sydney Montessori Society	95,823
Sydney University Settlement	23,318
Sylvanvale Foundation	139,734
Tamworth Montessori Association Inc.	208,135
Tarago Pre-School Association Inc.	157,120
Taree & District Pre-School Ltd	394,914
Tathra Children's Services Inc.	302,495
Tea Gardens Hawks Nest Pre School Kindergarten Inc.	210,057

Organisation	Amount (\$)
Temora Preschool and Out of School Hours Inc.	561,759
Tenterfield Child Care Centre Inc.	31,793
Tenterfield Pre School Kindergarten Inc.	421,392
Terrey Hills Community Kindergarten Inc.	218,515
The Armidale Waldorf School Ltd	183,401
The Benevolent Society	40,295
The Council of Camden	65,054
The Council of The City of Sydney	865,266
The Cubbyhouse Pre-School & Occasional Care Centre Inc.	49,886
The Disability Trust	10,768
The Dubbo Christian Parent Controlled School Association Ltd	153,720
The Entrance Pre School Kindergarten Association Inc.	528,308
The Grace Child Care Centre Inc.	74,998
The Greek Orthodox Community of New South Wales Ltd	48,181
The Greta Community Pre-School Inc.	253,125
The Gynea Nursery School and Kindergarten Co-Operative Society Ltd	608,697
The Hills Community Kindergarten Inc.	503,184
The Hills Shire Council	182,172
The Jack & Jill Kindergarten	526,960
The John Wycliffe Christian Education Association Ltd	132,636
The Junction Works Ltd	53,696
The Killarney School Ltd	172,495
The Little School Pre School Inc.	285,171
The Mountain Pre School Lowanna Inc.	175,756
The Northern Nursery School Ltd	516,113

Organisation	Amount (\$)
The Oaks Pre-School Kindergarten Co-Operative Ltd	375,004
The Outback Mobile Resource Unit Inc.	150,304
The Peninsula Montessori Association Ltd	158,813
The Point Pre School Inc.	185,977
The Rainbow Childrens Centre Inc.	51,256
The River Street Childrens Centre	569,627
The Rock Pre School Inc.	203,684
The Rozelle Child Care Centre Ltd	68,769
The Scots School Albury	308,541
The Shepherd Centre – for Deaf Children	540,895
The Tamworth Toy Library Inc.	27,136
The Tower Pre School Inc. Building Fund	154,112
The Trangie Pre-School Kindergarten Association Ltd	279,586
The Trustee for Catholic Care Sydney Trust	63,447
The Trustees of the Roman Catholic Church for the Diocese of Lismore	838,573
The University of New England	13,930
Thredbo Early Childhood Centre Inc.	18,241
Thurgoona Preschool Inc.	538,362
Tocumwal Pre School Kindergarten Association Inc.	222,907
Tooleybuc Pre-School Association Inc.	178,526
Toongabbie Before & After School Care & Vacation Care Inc.	9,267
Toongabbie Christian College Ltd	12,655
Tooraweenah Pre-School Association Incorporated	155,863
Toormina Community Preschool Inc.	523,656
Toronto Community Child Care Centre Inc.	37,842
Tottenham Pre-School Kindergarten Association Inc.	169,276

Organisation	Amount (\$)
Toukley Pre-School Kindergarten Inc.	518,151
Towri Aboriginal Corporation	29,057
Toxteth Kindergarten Inc.	17,024
Tregear Presbyterian Kindergarten	926,327
Trinity Preschool Orange Inc.	1,108,353
Tripoli and Mena Association Ltd	31,683
Trundle Children's Centre Inc.	125,850
Tumut Pre School Co-Operative Society	753,153
Tunable Falls Early Childhood Centre Inc.	289,745
Tweed Heads Community Pre-School Inc.	209,043
Tweed Shire Vacation Care Inc.	21,013
U@MQ Ltd	53,986
Ulladulla Childrens' Centre Inc.	35,448
United Way Australia	37,500
Uniting (NSW/ACT)	9,641,130
University of New South Wales	126,746
UOW Pulse Ltd	40,825
Upper Hunter Community Services Inc.	190,045
Upper Macleay Pre-School Inc.	140,320
Uralla Pre School Kindergarten	421,148
Urinquity Pre School Association Inc.	157,993
Urunga Community Preschool Inc.	309,739
UTS Child Care Inc.	47,316
Valla Community Preschool Inc.	614,932
Valley Preschool Inc.	153,856
Wagga Wagga East Before & After School Care Centre Inc.	6,183
Wakool Pre School Inc.	142,320
Walcha Council	452,347
Walgett Pre School Kindergarten Inc.	89,600

Organisation	Amount (\$)
Walgett Shire Council	33,210
Wallsend Community Pre School	473,110
Wallum Community Preschool & Family Centre Inc.	501,337
Wangi Peter Pan Kindergarten Inc.	686,807
Warialda Pre-School Inc.	311,305
Warilla Baptist Church Pre-School	486,115
Warners Bay Early Learning and Care Centre Inc.	47,074
Warragamba Pre School Inc.	604,152
Warren Pre School Kindergarten Inc.	671,486
Warrumbungle Shire Council	746,221
Wauchope Pre School Kindergarten Inc.	565,239
Waverley College	283,911
Waverley Community Out of School Care Centre Inc.	13,975
Waverley Council	112,014
Wee-Waa & District Pre-School Association Inc.	460,300
Weldon Children's Services	81,376
Wellington Community Childrens Centre	562,311
Wentworth District Pre School Playcentre Inc.	147,393
Wentworth Falls Pre-School Kindergarten Inc.	258,199
Werris Creek and District Pre-School Association Inc.	263,132
Wesley Community Services Ltd	37,191
West Albury Pre-School Centre Inc.	663,464
West Bathurst Preschool Inc.	786,113
West Epping Pre-School Association Inc.	441,383
West Ryde Neighbourhood Childrens Centre	30,327
Western Sydney Local Health District	12,283

Organisation	Amount (\$)
Westlawn Pre-School Inc.	326,170
Weston Community Pre School Inc.	292,741
Wilberforce Early Learning Centre Inc.	34,839
Wilberforce Pre-School Kindergarten Inc.	224,817
Williamtown Pre-School Inc.	244,298
Willoughby City Council	72,365
Willow Tree Pre School Inc.	156,986
Wilson's Creek Community Preschool Inc.	136,320
Winanga-Li Aboriginal Child and Family Centre Inc.	55,000
Windsor Pre School Association Inc.	587,977
Wingham District Pre-School Kindergarten Ltd	937,887
Winifred West Schools Ltd	79,358
Winmalee Community Preschool Inc.	401,820
Wiradjuri Aboriginal Corporation Community & Childcare Centre	26,558
Wollondilly Shire Council	31,110
Wollongbar Community Preschool Inc.	315,124
Wombat Occasional Child Care Inc.	102,696
Woodbine Neighbourhood Centre Inc.	97,764
Woodenbong Pre School Kindergarten Inc.	140,320
Woodrising Natural Learning Centre Inc.	39,685
Woodville Alliance Ltd	33,296
Woolgoolga Child Care Centre Inc.	19,751
Woomera Aboriginal Corporation Albury	357,015
Woy Woy Peninsula Community Child Care Co-Operative Society Ltd	164,408
Wunanbiri Pre-School	308,978
Wyong Preschool Kindergarten Association Inc.	905,747

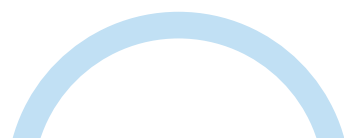


Organisation	Amount (\$)
Yalbillinga Boori Day Care Centre Aboriginal Corp	32,924
Yamba Preschool Kindergarten Association Inc.	431,172
Yarran Early Intervention Services Inc.	227,658
Yarrunga Early Learning Centre Inc.	42,805
Yass Early Childhood Centre Association Inc.	440,827
Yass Montessori Pre-School	267,044
Yawarra Community & Child Care Centre Ltd	24,115
Yenda Preschool Kindergarten Inc.	437,427
Yeoval Pre School Inc.	162,656
Young Child Care Centre Inc.	38,837
Young Mens Christian Association of Queanbeyan Inc.	15,362
Young Pre School Kindergarten	699,367
YWCA Hunter Region Inc.	13,893
Total paid in 2018-19	307,201,087

Educational Support Grant Program

Providing payments to non-profit organisations demonstrating an outstanding contribution to the Education sector across the state.

Organisation	Amount (\$)
Aurora Education Foundation Ltd	133,250
Council of Catholic School Parents	80,478
Federation of Parents and Citizens Associations of NSW	376,964
Isolated Children's Parents' Association of NSW Inc.	51,586
Learning Difficulties Coalition of NSW Inc.	30,000
Learning Links	28,015
NSW Aboriginal Education Consultative Group Inc.	92,250
NSW Parents Council Inc.	63,563
NSW Primary Principals' Association Inc.	425,375
NSW Secondary Principals' Council Inc.	425,375
Professional Teachers' Council NSW	315,882
School Administrative & Support Staff Professional Association (NSW) Inc.	29,142
SPELD NSW Inc.	39,015
Talent Development Project Inc.	275,000
The Australian Children's Television Foundation	141,937
The Institute for Family Advocacy and Leadership Development Association Inc.	39,030
Vision Australia Ltd	14,015
Total paid in 2018-19	2,560,877



Industry-based Agreement Grants

Supporting the implementation of Industry-based Agreements to strengthen economic prosperity in Aboriginal communities across NSW.

Organisation	Amount (\$)
Multi Purpose Allira Gathering Association Inc. – Three Rivers Regional Assembly	150,000
Illawarra Wingecarribee Alliance Aboriginal Corp	150,000
NSW Indigenous Chamber of Commerce Inc.	100,000
Total paid in 2018-19	400,000

Literacy and Numeracy Action Plan – Phase 2

Improving the literacy and numeracy of Kindergarten to Year 2 students in the most disadvantaged and underperforming schools in NSW.

Organisation	Amount (\$)
Catholic Schools NSW Ltd	10,625,000
The Association of Independent Schools of NSW Ltd	5,100,000
Total paid in 2018-19	15,725,000

Local Decision Making – Regional Alliances

Strengthening and supporting Aboriginal Regional Alliances to participate in Local Decision Making with the aim of improving government service delivery and local accountability.

Organisation	Amount (\$)
Multi Purpose Allira Gathering Association Inc. – Three Rivers Regional Assembly	422,500
Amaroo Local Aboriginal Land Council – Northern Regional Aboriginal Alliance	422,500
Barang Regional Alliance Ltd	422,500
Bularri Muurlay Nyanggan Aboriginal Corp – Tribal Wave Regional Alliance	336,625
Illawarra Wingecarribee Alliance Aboriginal Corp	422,500
Murdi Paaki Services Ltd – Murdi Paaki Regional Assembly	422,500
RMRA Enterprises Pty Ltd – Riverina Murray Regional Alliance	343,500
Total paid in 2018-19	2,792,625

Minister for Aboriginal Affairs and Minister for Early Childhood Education Discretionary Grants

Enabling the Minister to make one-off grant payments that promote and support priority programs and activities.

Organisation	Amount (\$)
ANZAC Village Preschool Association Inc.	5,000
Apollo House Education Centre Inc.	10,000
Australian Indigenous Oztag Association	10,000
Barwon Aboriginal Corp	5,000
Bundara Preschool Kindergarten Association Inc.	5,000
Centaur Primary School Parents and Citizens Association	3,000
Coolamon Shire Council	13,000
Cooma North Pre-school Association Inc.	11,029
Darren J Keed	2,000
Djijagan Dhanbaan Inc.	3,157
Grafton Ngerrie Local Aboriginal Land Council	7,500
Holsworthy Preschool Parents Association	5,000
Macleay Options Inc.	20,000
Moombahlene Local Aboriginal Land Council	10,000
Moree Reconciliation Group	5,000
Murwillumbah Community Centre Inc.	10,000
Narrandera Bidgee Boxing Inc.	5,000
National Indigenous Human Rights Awards	5,000
No Limit Management Pty Ltd	7,000
Old Bar Beach Pirates Rugby League Club Inc.	5,000
Pied Piper Pre School Association (Wallerawang) Inc.	10,000

Organisation	Amount (\$)
Pottsville Beach Primary School P&C Association	10,000
Rainbow Cottage Early Learning Centre	11,500
Robert B Walker Funerals Pty Ltd	920
Taree YMCA	750
United Way Australia	30,000
Walhallow Local Aboriginal Land Council	3,999
Werin Aboriginal Corporation	429
Wreck Bay Football Club Inc.	10,000
YWCA Australia	5,000
Total paid in 2018-19	229,284

Minister for Education Discretionary Grants

Enabling the Minister to make grants for the provision of support or services within the Education portfolio.

Organisation	Amount (\$)
A.J Clark & L.R Clark	10,000
Active Ventures Pty Ltd	1,000
Avalon Montessori School	25,000
Ballina Christian Education Association Ltd	1,600
Be Centre Foundation Ltd	10,000
Campion College Pty Ltd	5,000
Cootamundra Drought Relief	3,000
CTQ Management Consulting Pty Ltd	4,800
Giant Steps Sydney Ltd	25,000
Glenquarry P&C	1,400
GyMEA Technology High School P&C Association	49,000
Hastings Secondary College Westport Campus	860

Organisation	Amount (\$)
Kaldor Public Art Projects	25,000
Monte Sant' Angelo Mercy College Ltd	5,000
Mosman Church of England Preparatory School Ltd	4,290
Mulwala Public School P&C	545
New School of Arts Neighbourhood House Inc.	20,000
Newbridge Heights Public School	4,000
Paint the Town REaD Ltd	5,000
Pedestrian Council of Australia Ltd	10,000
Rainbow Club Australia Inc.	9,250
St Aloysius College	5,000
Stand Tall – The Event Ltd	20,000
Stephanie Munro	9,400
Sydney Catholic Schools	5,000
Sydney Jewish Museum	25,000
The Diocese of Wagga Wagga Atf St Annes Primary School North Albury	20,000
The Lab Grafton	1,500
Total paid in 2018-19	305,645

Miscellaneous Education Grants

Supporting non-government organisations that make outstanding contributions to educational outcomes in NSW.

Organisation	Amount (\$)
Kinchela Boys Home Aboriginal Corporation	270,000
Stewart House	247,316
Total paid in 2018-19	517,316

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 – AbSec NAIDOC Family Fun Day	1,000
Aboriginal Child Family & Community Care State Secretariat NSW – Wilcannia Community Event	500
Aboriginal Child Family & Community Care State Secretariat NSW – Menindee Community Event	500
Aboriginal Medical Service Co-Operative Ltd	1,500
All Sustainable Futures Inc.	1,800
Armajun Aboriginal Health Service Corp	3,000
Awabakal Ltd	3,000
Baabayn Aboriginal Corp	3,000
Bahtabah Local Aboriginal Land Council	3,000
Bara Barang Corp Ltd	2,000
Bega Local Aboriginal Land Council	3,000
Bega Valley Shire Council	500
Birrang Enterprise Development Co Ltd	3,000
Bodalla Local Aboriginal Land Council	1,500
Bourke & District Children's Services	500
Brewarrina Shire Council	2,000
Broken Hill Local Aboriginal Land Council	3,000
Canterbury – Bankstown Council	3,000
Co Operative For Aborigines Ltd	500
Coomealla Health Aboriginal Corp	3,000

Organisation	Amount (\$)
Coonabarabran Local Aboriginal Land Council	1,000
Coonamble LALC	3,000
Cootamundra-Gundagai Regional Council	2,000
Cowra Information & Neighbourhood Centre Inc.	3,000
Cullunghutti Aboriginal Child and Family Centre Inc.	3,000
Deniliquin Local Aboriginal Land Council	1,000
Diocese of Maitland-Newcastle Catholic Schools Office – Awabakal Culture, Identity and Heritage	700
Diocese of Maitland-Newcastle Catholic Schools Office - Our Lady of Lourdes Catholic Primary School	500
Diocese of Maitland-Newcastle Catholic Schools Office – School Celebrations	500
Diocese of Wagga Wagga as Trustee for St Joseph's School Leeton	500
Dubbo Regional Council – Dubbo Aboriginal Community Working Party	2,000
Dubbo Regional Council – Dubbo Koori Interagency Network	2,000
Eden Community Access Centre Inc.	1,000
Eurobodalla Shire Council	500
Fairhaven Services Ltd	500
Far West Community Legal Centre Ltd	500
First Nations Rainbow Aboriginal and Torres Strait Islander Corp	1,000
Gadigal Information Service Aboriginal Corp	1,000
Gilgandra Council	1,000
Forster Neighbourhood Centre Inc.	2,900
Gudjagang Ngara li-dhi Aboriginal Corp	1,000
Gunida Gonyah Aboriginal Corp	3,000

Organisation	Amount (\$)
Gunnedah Shire Council	2,000
Gurehlgam Corp Ltd	3,000
Guthrie House Co-Operative Inc.	1,000
Homebase Youth Service	2,500
Hunter Multicultural Communities Inc.	500
Illawarra Aboriginal Corp	2,000
Illawarra Aboriginal Medical Service Aboriginal Corp	1,800
Illawarra Koori Men's Support Group	1,000
James Sheahan Catholic High School – Orange	500
Jarrah House	1,000
Katungul Aboriginal Corp Community & Medical Services	3,000
Kiama Preschool Inc.	500
Kooloora & Soldiers Settlement Community Centres Inc.	500
Kurrachee Co-operative Society Ltd	1,500
Kurrannya Aboriginal Corp	3,000
Lead Professional Development Association Inc.	500
LeaderLife Ltd	1,000
Leeton and District Local Aboriginal Land Council Inc.	3,000
LiveBetter Services Ltd	500
Liverpool Local Aboriginal Education Consultative Group	1,500
MacKillop Family Services Ltd – Weilmoringle Public School NAIDOC BBQ	500
MacKillop Family Services Ltd – Brewarrina NAIDOC Community Gathering Day and Mural Workshop	1,000
MacKillop Family Services Ltd – Lightning Ridge Community Festival	1,000

Organisation	Amount (\$)
Marrickville Public School P&C Association	500
Metropolitan Local Aboriginal Land Council	3,000
Mindaribba Local Aboriginal Land Council	3,000
Mingaan Wiradjuri Aboriginal Corp	1,000
Mingaletta Aboriginal & Torres Strait Islander Corp	2,900
Miyay Birray Youth Service Inc. on behalf of Moree Aboriginal Interagency	3,000
Muloobinba Aboriginal Corp	2,000
NAIDOC Westlakes	3,000
NAISDA Ltd	1,190
Narromine Community Skills Project – Narromine Community NAIDOC Week	2,000
Narromine Community Skills Project – Kids and Families Cultural Experience	500
Narromine Local Aboriginal Lands Council	1,000
Ngumbaay Indigenous Corp	1,000
Nimbin Health & Welfare Association Inc.	3,000
Nowra Local Aboriginal Land Council	1,000
Nungera Co-Operative Society Ltd	3,000
Nyngan Local Aboriginal Land Council	3,000
Orange Aboriginal Education Consultative Group Inc.	2,000
Orange Aboriginal Medical Service	2,000
Parkes & District Neighbourhood and Community Information Centre Inc.	500
Peak Hill Preschool Kindergarten Inc.	900
Pejar Local Aboriginal Land Council	1,500
Penrith City Council	3,000
Purfleet Taree Local Aboriginal Land Council	3,000
Queanbeyan-Palerang Regional Council	2,500

Organisation	Amount (\$)
Redfern All Blacks Rugby League Football Club Inc.	3,000
Sacred Heart Catholic Primary School Boggabri	500
Shoalhaven City Council	3,000
Souths Cares PBI Ltd	1,000
St Bernard's Catholic Primary School Batemans Bay	500
St Brigid's Primary School Coonamble	500
St Laurence's Infants Dubbo	500
St Mary's Infants Dubbo	500
St Michael's School Dunedoo	500
St Philomena's School – Bathurst	500
St Raphael's Central School – Cowra	500
Surry Hills Neighbourhood Centre Inc.	500
Tamworth Regional Council	3,000
The Council of Camden	800
The Red Room Company Ltd	1,200
The Westhaven Association	500
Tilba District Chamber of Commerce Inc.	500
Tirkandi Inaburra Cultural & Development Centre Inc.	1,500
Tobwabba Aboriginal Medical Centre	1,000
Towri Aboriginal Corp	500
Trangie Local Aboriginal Land Council	2,000
Twofold Aboriginal Corp	3,000
Ulladulla Local Aboriginal Land Council	3,000
Unanderra Figtree Area Residents Association	2,000
Unkya Local Aboriginal Land Council	500
Waddi Housing and Advancement Corp Ltd	1,000
Walbanga Aboriginal Education Consultative Group	500

Organisation	Amount (\$)
Walhallow Aboriginal Corp	1,500
Walhallow Local Aboriginal Land Council	1,500
Warren Macquarie Local Aboriginal Land Council	500
Weigelli Centre Aboriginal Corp Inc.	1,000
Western Plains Regional Development Inc.	2,000
Wingecarribee Shire Council	500
Women's Legal Service NSW	500
Wunanbiri Pre-school	500
Yarrabin Outreach Inc.	500
Yenu Allowah Aboriginal Corp	1,500
Total paid in 2018-19	195,690

National Partnership – National School Chaplaincy Programme

Supporting the emotional wellbeing of students in Australian schools by providing pastoral care services and strategies that support the emotional wellbeing of the broader school community.

Organisation	Amount (\$)
Alstonville Religious Education Association Inc.	17,710
Anglican Church of Australia Wee Waa	20,210
Big Heart Big Vision Inc.	27,815
Bush Church Aid Society of Australia	10,105
C3 Church Carlingford	20,210
Catholic Diocese Of Maitland-Newcastle	10,070
Catholic Schools NSW Ltd	2,004,692
Chester Hill Neighbourhood Centre Inc.	10,105
Christian City Church Kingscliff	17,710
Coastcare Inc.	10,105

Organisation	Amount (\$)
Community Activities Lake Macquarie Inc.	58,130
Connect Christian Church Inc.	40,420
Dorrigo Public School P&C Association	12,605
EV Church Ltd	17,710
Evans River K-12 School P&C Association	10,105
Fusion Australia Ltd	60,630
Generate Services Ltd	2,406,964
Great Lakes Education Christian Care Association Inc.	27,815
GWFC Chaplaincy Inc.	78,340
Hawkesbury Community Services	10,105
Insight Central Coast	17,710
Kempsey High School Parents and Citizens Association	7,570
Kiama Primary Parents & Citizens Association	7,570
Life Resources Centre Inc.	17,710
Macquarie Life Church Inc.	134,320
Nepean Community & Neighbourhood Services	30,315
Power to Change	54,046
Project Youth Inc.	15,140
Raymond Terrace Christian Education Association Inc.	17,710
Reach Community Initiatives Inc.	80,945
Reaching the Nations Christian Church Inc.	20,210
Real Inc.	37,920
Sapphire City Schools Ministry Inc.	123,865
Shirelive Ltd	17,710
St George Youth Services Inc.	17,710
St Paul's College Ltd	65,910
Tamworth Chaplains Board Inc.	121,260
Tarrawanna Public School P&C Association	10,105

Organisation	Amount (\$)
Terranora Public School P&C Association	5,035
The Association of Independent Schools of NSW Ltd	2,450,179
Warialda Public School P&C Association	5,000
Young Life Australia Inc.	27,815
Your Dream Inc.	918,527
YWCA Australia	12,500
Total paid in 2018-19	9,088,338

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 2018-19	245,000

Online safety programs in schools

Delivering online safety programs by providers that have been certified, approved or recognised by the Children's eSafety Commissioner.

Organisation	Amount (\$)
Catholic Schools NSW Ltd	233,951
The Association of Independent Schools of NSW Ltd	132,146
Total paid in 2018-19	366,097

Partnership agreements – Stolen Generation organisations

Supporting governance, strategic development and priority projects of the organisations and their transition to reparations funding identified in the Unfinished Business Report.

Organisation	Amount (\$)
Aboriginal and Torres Strait Islander Healing Foundation on behalf of Coota Girls	430,000
Baptist Churches of NSW & ACT on behalf of Children of Bomaderry Aboriginal Children's Home	350,000
Kinchela Boys Home Aboriginal Corp	350,000
University of Sydney	25,000
Uniting (NSW/ACT)	281,605
Total paid in 2018-19	1,436,605

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 (\$)
Association of NSW Regional Conservatoriums Inc.	20,000
Central Coast Conservatorium Inc.	487,934
Clarence Valley Conservatorium Inc.	397,553
Coffs Harbour Regional Conservatorium Ltd	497,553
Goulburn Regional Conservatorium Inc.	426,168
Gunnedah Conservatorium	237,099
Macquarie Conservatorium of Music Inc.	397,553

Organisation	Amount (\$)
Mitchell Conservatorium Inc.	487,934
Murray Conservatorium Inc.	487,934
New England Conservatorium of Music Ltd	487,934
Northern Rivers Conservatorium Arts Centre Inc.	426,168
Orange Regional Conservatorium Inc.	426,168
Riverina Conservatorium of Music Ltd	487,934
South West Music Inc.	237,099
Tamworth Regional Conservatorium of Music Ltd	397,553
Upper Hunter Conservatorium of Music Inc.	426,168
Wollongong Conservatorium of Music Ltd	487,934
Young Regional School of Music Inc.	426,168
Total paid in 2018-19	7,242,854

Youth Assistance Strategies Grants

Developing programs designed to prevent youth from disengaging from educational opportunities.

Organisation	Amount (\$)
3Bridges Community Ltd	51,000
Byron Youth Service Inc.	148,304
Community Junction Inc.	186,630
Compact Inc.	320,122
Granville Multicultural Community Centre Inc.	152,709
Highlands Community Centres Inc.	71,255
Kiama Community College Inc.	165,062
Mid Coast Connect Inc.	76,948
Mid North Coast Community College Ltd	58,377

Organisation	Amount (\$)
MTC Australia Ltd	1,220,449
Multicultural Communities Council of Illawarra Inc.	169,773
Narrandera Christian Revival Crusade	15,262
Nortec Employment and Training Ltd	91,800
Northern Beaches Business Education Network Inc.	719,753
Northern Rivers Social Development Council Inc.	294,135
Novaskill	148,984
Octec Ltd	132,459
One Vision Productions Ltd	123,437
Parramatta Schools Industry Partnership Inc.	64,299
Pathfinders Ltd	302,909
Penrith Skills for Jobs Ltd	97,878
Port Macquarie Community College Inc.	17,372
Queanbeyan Enterprise Centre Inc.	861,003
St George Youth Services Inc.	294,005
Sydney West Multicultural Services	52,177
The Trustee for Creating Chances Trust	102,000
Uniting (NSW.ACT)	153,149
Western Student Connections	444,898
Western Sydney Training and Education Centre Inc.	465,426
Workers Educational Association - Hunter	308,612
Youth Express Association Inc.	163,875
Youth off the Streets Ltd	584,254
Youthconnections.com.au	394,232
YWCA Australia	1,311,407
YWCA NSW	400,811
Total paid in 2018-19	10,164,766

Contact us

The Department of Education is located at:

105 Phillip Street
Parramatta NSW 2150

Phone: 1300 679 332
Office hours: 8:30am to 5:00pm
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.

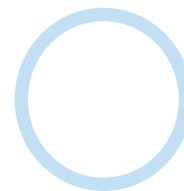
Aboriginal Affairs

Website: aboriginalaffairs.nsw.gov.au

Contact details for Aboriginal Affairs regional offices: aboriginalaffairs.nsw.gov.au/contact

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The NSW Department of Education Annual Report 2019 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.

We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

Say hello

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education.nsw.gov.au

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