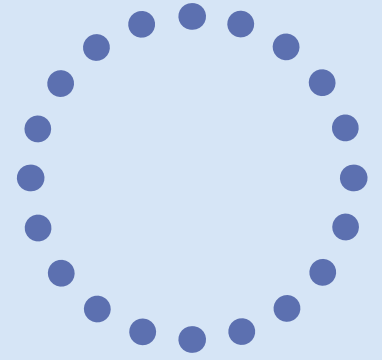




| NSW Department of Education

Annual Report 2020





Letter of submission to the 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 2020 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 2020. 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, and skills and higher education.

The report also contains the department's audited financial statements for the financial year ended 30 June 2020 and appendices as required by legislation.

Under the School Excellence Policy, NSW public schools report to their communities and the department in their annual report. Annual reports for individual schools are available on their websites and are published by the end of Term 1 of the following school year.

Yours sincerely

Mark Scott AO
Secretary
NSW Department of Education
23 April 2021

Table of contents

Letter of submission to Ministers	1	Our support services	37
Secretary's foreword	3	School performance and student outcomes	37
2020 – An extraordinary year	5	Teaching quality	38
Assisting bushfire affected schools and communities	5	School leadership	41
Supporting schools and students affected by COVID-19	5	Technology and systems support for schools	42
Looking forward	7	Infrastructure for growth and contemporary learning	45
About us	9	Great place to work	47
Our vision	9	Financial management, governance and accountability	48
Our purpose	9	Financial statements	51
Premier's Priorities	10	Financial highlights	51
Our goals	10	Expenses	51
Our students	11	Revenue	52
Our outcomes, targets and priorities	12	Net assets	52
Early childhood education	12	Appendices	88
Academic achievement	15		
Wellbeing	19		
Attainment and independence	22		
Equity	26		
Skills and higher education	32		



Secretary's foreword

Last year I began the foreword to our annual report by reflecting on the challenges we faced in 2019 – drought, bushfires, floods and the emerging threat of COVID-19. While the drought has finally broken, 2020 has nevertheless been a year of unprecedented challenge.

Our department has a broad brief, and we have worked hard to support our students and their communities – from our littlest learners in preschools and early childhood services, through schools and up to post-school education. Early childhood education was one of the very few sectors that maintained on-site operations through the entire year – recognising a truly essential service. Our schools shifted with incredible speed to learning from home and then almost as rapidly back into the classroom. Our skills and training services have delivered fee-free training courses for school leavers, young people and job seekers, as well as supported the community more broadly with free infection prevention and control training.

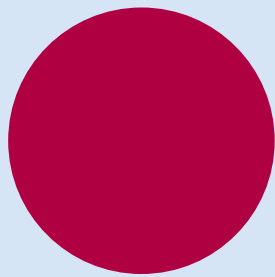
Responding to COVID-19 has been a remarkable challenge. The lockdown period, in particular, has really highlighted the work that goes on in schools every day and the absolutely central role that schools and education play in our communities. Our 3 objectives in responding to the pandemic were continuity of quality education; ensuring every student is known, valued and cared for; and keeping schools safe and clean. We set the bar high – we knew from the outset that these objectives would be difficult to meet – and so we're proud of how schools delivered.

The NSW Curriculum Review was released this year, and we now have a plan in place to reform the curriculum for students from Kindergarten to Year 12. The new curriculum will build strong foundations in literacy and numeracy, give teachers more time to teach the essentials, and better prepare Year 11 and 12 students for future work or study. All essential improvements for our students.

This year we also launched a Mathematics Strategy, which supports teaching and learning in NSW public schools, helping students develop the mathematical skills and understanding they need to succeed in life.

In the early childhood space, the Quality Ratings Initiative, announced last year, has driven quality improvement and promoted the value of early childhood education and school-aged care. More than 2,400 services chose to join the initiative by October 2020, before the rollout to all services. We also rolled out the program for free preschool at record speed to support the sector and families.

It has been an honour to lead Education NSW in this incredible year. Our mission is to make sure that every student is equipped to lead a rewarding life as an engaged citizen in our rapidly changing and complex society.



At the other end of the learning journey, the Smart and Skilled NSW Quality Framework is cementing the expectation that vocational education and training quality will exceed the minimum standards and focus on best practice. The Skilling for Recovery initiative is boosting employment options for young people in a post-COVID-19 economy by providing more than 100,000 fee-free training places to reskill, retrain and redeploy with in-demand skills. Skills like manufacturing and engineering, design, construction, community services and health, information technology, and transport and logistics.

It has been an honour to lead Education NSW in this incredible year. Our mission is to make sure that every student is equipped to lead a rewarding life as an engaged citizen in our rapidly changing and complex society. The challenges of 2020 have highlighted how vital this work is – how important for our individual students but also how essential for our communities and society. This year has also drawn attention to the many strengths we bring to that mission – including our ability to shift our ways of working with incredible pace as well as the purposeful dedication and professionalism of our people. We are well placed to continue the important work needed in school improvement and skills reform.

Mark Scott AO
Secretary
NSW Department of Education



2020 – An extraordinary year

It is hard to overstate the enormity of the challenges the NSW Department of Education faced last year, nor the stresses we endured – together with the communities we serve.

The COVID-19 pandemic immediately followed one of the worst bushfire events in this state's history and widespread flooding events throughout the state. The department and our schools have been responding to a succession of crises since August 2019.

The department always puts the needs of children, students and learners first. Our public schools, alongside our support for the early childhood education and vocational education and training (VET) sectors, provided surety and reassurance amid a backdrop of swirling uncertainty.

We needed to be agile and responsive to emerging needs. We adapted our priorities, processes and ways of working to ensure our care and dedication to educational delivery did not waver. Every initiative was aimed at keeping students safe, well and focused on their learning. Despite our best efforts, some disruptions were impossible to avoid.

Our public schools, alongside our support for the early childhood education and vocational education and training sectors, provided surety and reassurance amid a backdrop of swirling uncertainty.

Assisting bushfire-affected schools and communities

The 2019-20 bushfire season was unprecedented in its intensity and scale. More than 250 schools were affected, with some schools burnt to the ground, others damaged and many evacuated.

The department established a dedicated directorate in February 2020 to support schools, staff and students affected by the fires. We worked with affected schools and government agencies to deliver sustainable systems and operational practices for bushfire relief. The Bushfire Relief Strategy will direct the department's approach to improving the preparedness, reliance and response of our learning communities to natural disasters in the future, while keeping our staff and students safe and maintaining continuity of learning.

We continue to partner with Resilience NSW and other government agencies to respond to the recommendations outlined in the NSW Bushfire Inquiry and Royal Commission into National Natural Disaster Arrangements.

Supporting schools and students affected by COVID-19

In March 2020, the Premier encouraged parents to keep their children at home where possible, and within a week more than 90% of students were learning remotely. The circumstances of the pandemic required schools to implement an entirely new model of educational delivery – almost overnight.

The department worked closely with NSW Health and other agencies to ensure schools and school communities were provided with timely and accurate advice. A centralised online location was established at the start of the pandemic to provide a single, reliable source of information for schools.



To support the transition to remote learning, we established the Learning from Home Hub, which evolved into the department's largest online repository of resources for staff, students, parents and carers. It provided access to more than 5,000 high-quality curriculum support materials, professional learning, wellbeing and operational advice. By the end of 2020, it had 3.7 million page views, 845,000 users and more than 500,000 downloads globally. Resources were shared with Catholic Schools NSW, the Association of Independent Schools NSW and other jurisdictions. At its peak, 30,000 teachers engaged in 25 virtual staffrooms to collaborate and share information and resources.

A new online HSC Hub brought together lessons, practice exams and video lectures to help the class of 2020 overcome the disruptions caused by COVID-19. During the year, the HSC Hub had more than 54,000 users and more than 380,000 page views. We also partnered with ReachOut Australia to develop the StayHealthyHSC initiative to support students during this stressful time.

When a case of COVID-19 was reported, the department closed the school and organised an environmental clean. On average, schools required to cease operations due to a positive confirmed case of COVID-19 were non-operational for one day.

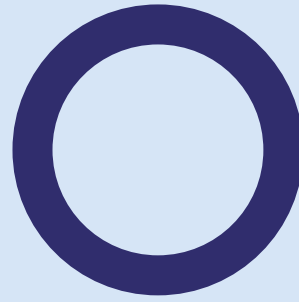
We worked closely with NSW Health, the State Emergency Operations Centre and the Australian Government to ensure the best possible measures were in place to protect the health of our staff and provide parents with confidence that schools would be clean and safe places for their children. We strengthened infection control procedures and guidance for schools and staff; supported schools to prevent the transmission of COVID-19 in their communities; and provided additional support for vulnerable staff, students with disability, students attending boarding schools and border communities.

We distributed more than 6 million items of hygiene and safety products to schools, including from a distribution hub set up at the TAFE Chullora site. Additional supplies were distributed to HSC venues through the examination period. More than 8.4 million cleaning hours were completed, an increase of more than 2.3 million cleaning hours compared with 2019.

The department aimed to deliver an equitable response to the pandemic across the state. Schools remained open to any student needing to attend throughout the lockdown. We ordered additional devices, dongles and modems across the network so students could connect to online learning materials from remote areas of the state, or where they did not have access to devices at home. We also supported more than 550 students at risk of educational disadvantage through the Student Support Coordination initiative and online counselling.

We prepared for the rollout of the \$337 million COVID Intensive Learning Support Program, beginning in Term 1 2021. This program will deliver targeted literacy and numeracy tuition for students in need, reducing the effects of 2020's disruptions.

Between July and December 2020, the department's COVID-19 website received more than 684,000 page visits (including 358,000 views of staff pages and 313,000 views of the public advice for families pages). Other channels included regular messages from senior management, situation reports to all directors and principals, and social media posts.



The state's success in suppressing COVID-19 and moving into the recovery phase of the pandemic provided an opportunity to reflect on our response, and identify the innovative practices we should retain. For instance, the rapid development and delivery of online and remote learning can be translated and embedded into regular school settings. This can especially benefit our students in the state's rural and remote communities – supported by our efforts to close the technology access gap.

While the threat of COVID lockdowns never entirely disappeared, a return to relative normalcy in the second half of 2020 allowed us to focus on post-pandemic recovery and stimulus.

For additional information regarding the department's response to the COVID-19 pandemic from January 2020 to July 2020, refer to the department's Lessons from the COVID-19 pandemic report at education.nsw.gov.au/covid-19/lessons-from-the-covid-19-pandemic.

Looking forward

We recognise that the outstanding efforts and dedication on show during 2020 are not enough to guarantee long-term success. The hard work of our teachers, principals and school support staff needs to be supported by a shared accountability for lifting educational standards.

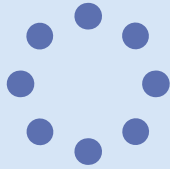
To achieve this, we realigned our corporate executive, enabling more effective and efficient delivery of our ambitious school improvement and skills reform agenda. The new streamlined organisational structure ensures clear single points of accountability for:

- delivering improvement for every student, every teacher, every leader and every school, every year
- reshaping what is taught in our classrooms to deliver on curriculum reform
- preparing our students for the transition to work and the fast-emerging needs of tomorrow in a post-COVID-19 economy through our skills and training system.

The renewed focus of the School Success Model announced in December 2020 will provide schools with access to better tools and targeted support.

We will continue to learn from schools that are seeing sustained improvement – and translate those experiences into schools with similar community and learning environments. With targets in every school, we will have clear benchmarks for school success, the capacity to pinpoint challenges that need our attention, and the opportunity to celebrate improvement and achievements.





By listening to school feedback, we will push harder to declutter the administrative tasks that bog us down, meaning school-based staff are freed up to focus on their students. These efforts will be supported by an ongoing transformation of our support services, aimed at delivering swifter, easier help for all.

We accept that many of the services we currently provide for schools and the public need to be improved – and our reforms for the year ahead aim to make our support services faster, easier and more intuitive. We are also urgently working to meet the challenges of recruiting, retaining, and better supporting our teacher workforce – especially in our remote, rural and regional communities.

Learning is very much a lifelong experience that does not end at the school gate. Education is a series of ongoing lessons that continue beyond school into vocational and higher education, and the years of lifelong learning required for a highly skilled and adaptive workforce.

In the year ahead, we will be focusing on reforming the state's vocational education and training sector to ensure that NSW remains competitive, and that VET is a beneficial and desirable option for young people. A key principle of these reforms will be bringing schools, VET and higher education together – and realise the full benefits of having each of these portfolios within one department.

By putting the learner's needs at the centre of all of our decisions – and by focusing our efforts on school improvement, skills reform, post-school pathways and better support services – we are confident we can rise above the challenges of the past year to become the best education system in Australia, and one of the finest in the world.

By putting the learner's needs at the centre of all of our decisions ... we can rise above the challenges of the past year to become the best education system in Australia, and one of the finest in the world.



About us



The NSW 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.

We respect and value Aboriginal people as Australia's First Nation Peoples.

Children, young people and adult learners are at the centre of all our decision-making:

- We ensure young children get the best start in life by supporting and regulating the early childhood education sector.
- Our public schools serve the diverse range of communities across the state, enabling all children and young people to have access to quality education.
- We work closely with the non-government school sector to ensure the delivery of high-quality and equitable education for all students.
- We build pathways for lifelong learning. We support the delivery of a skilled and employable workforce for NSW through vocational education and training as well as higher education.



Our vision

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



Our purpose

To prepare our learners for rewarding lives as engaged citizens in a complex and dynamic society.





Premier's Priorities

The NSW Premier has outlined 2 priorities for education in NSW:



Increase the proportion of public school students in the top 2 NAPLAN bands (or equivalent) for literacy and numeracy by 15% by 2023, including through statewide rollout of Bump It Up.



Increase the proportion of Aboriginal students attaining Year 12 by 50% by 2023, while maintaining their cultural identity.

Our goals

Our goal is to **ensure every student is engaged and challenged to continue to learn**, and **every student, every teacher, every leader and every school improves every year**.

We are committed to delivering the following outcomes:



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



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.



Attainment and independence: All young people finish school well prepared for higher education, training and work.



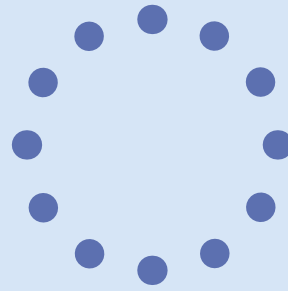
Equity: Our education system reduces the impact of disadvantage.



Skills and higher education: All learners gain the skills they need to be employable and adaptable as they contribute to the productivity and prosperity of NSW.

To support these outcomes, we are also committed to the following:

- Our infrastructure meets the needs of a growing population and enables future-focused learning and teaching.
- Our workforce is engaged and high performing.
- The community has confidence in public education.
- All schools and staff receive high-quality support delivered efficiently and effectively.



Our students



Preschool children

In 2020, the department funded approximately 740 community-based preschools (including 38 mobile preschool contracts) and more than 2,650 long day care services under Start Strong. This aims to make 600 hours of preschool participation in the 2 years before school more affordable. We also regulated more than 5,700 early childhood services across NSW.



Primary and secondary students

Our public schools provide education for students from preschool through to Year 12. In 2020, more than 810,000 students were enrolled in 2,215 public schools. This represents about two-thirds of all NSW school students.



NSW Government-funded vocational education and training students

During 2020, 44,065 apprenticeship and traineeship contracts were approved and 23,654 were completed. Smart and Skilled training providers reported 165,798 student commencements and a completion rate of 61%.

Our outcomes, targets and priorities



Early childhood education

The department works to ensure the delivery of quality early childhood education in NSW for children from birth up to and including school age. Our goal is to ensure all children make a strong start in life and learning and make a successful transition to school.

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 2 years of early childhood education makes, particularly for children from disadvantaged backgrounds.

The events of 2020 affected preschool enrolments and attendance. Early childhood education services had to make substantial changes in the context of less face-to-face contact and families experiencing increased stress. They needed to make substantial changes to processes and procedures to manage risks and ensure the health and safety of their staff and the young children in their care.

In 2020, we shifted our focus to providing guidance for services to help them prepare for, prevent and manage an outbreak of COVID-19, and delivering fee relief for families and funding certainty for the NSW preschool sector to respond to the impact of pandemic.

Enrolment in early childhood education programs

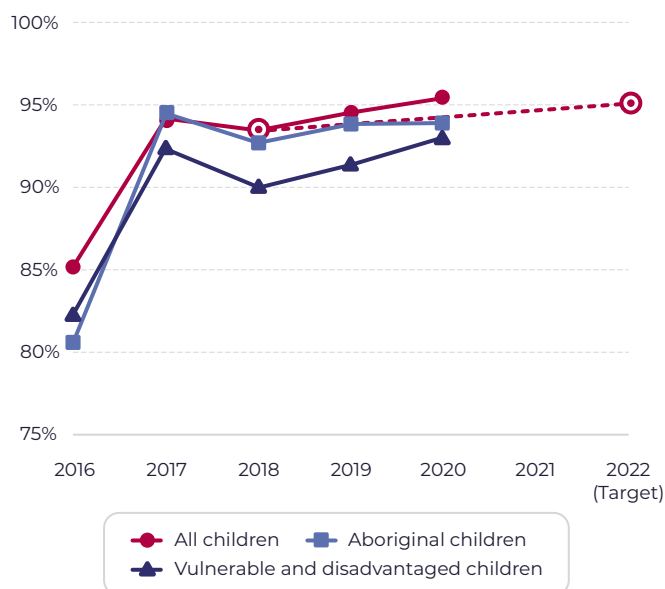
Target Increase the proportion of NSW children enrolled in an early childhood education program for at least 600 hours in the year before school to 95% by 2022.

This target is consistent with benchmarks under the National Partnership Agreement on Universal Access to Early Childhood Education.

In 2020, 95.3% of enrolled children were enrolled in a quality early childhood education program for 600 hours in the year before school. This is the state's highest-ever result against this indicator and is exceeding our target for 2022.

Enrolments for 600 hours for Aboriginal children increased to 93.9%, while enrolments for 600 hours for vulnerable and disadvantaged children increased to 93.0%.

Figure 1: Proportion of enrolled children enrolled for 600 hours in a preschool program in the year before school



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

Increasing access to preschool

The NSW Government remains committed to ensuring all children in NSW participate in 600 hours of quality preschool education in the year before school, no matter where they live or what their circumstances are.

The 2020-21 Budget allocated more than \$667 million to early childhood education, which includes support for key programs to improve access for NSW children. In April 2020, the NSW Government announced up to \$51 million of funding for the COVID-19 free preschool program. In November 2020, the NSW Government announced the extension of this funding with up to \$120 million to support approximately 700 government-funded community preschools and 38 mobile services in 2021.

The Start Strong reforms link needs-based funding to 600 hours of enrolment in quality early childhood education. Start Strong provides enhanced support to Aboriginal children, children with a disability and additional needs, as well as vulnerable and disadvantaged children from low-income families. The Start Strong Pathway Program funds community-based services to provide educational support for young children before preschool enrolment. It helps strengthen children's engagement within these services and promotes the importance of early childhood education to parents and carers.

Capital works grants aimed to increase the number of 600-hour community preschool places available in areas of need and demand. The department also continued to provide opt-in, fixed-term contracts for mobile preschools. The contracts support sustainable and improved service delivery, particularly in regional and remote areas of NSW. The Start Strong Community Safety Net Program continued to help establish services in very remote communities, including Louth Preschool which opened in April 2020.

The department continued to support the Disability and Inclusion Program, aligned with the National Disability Insurance Scheme. It seeks to ensure children with disability and additional needs can participate in a preschool program on the same basis as their peers.

The Community Grants Program supported the participation of Aboriginal children and children from low-income families and provided transport initiatives for Aboriginal community preschools. The department continued to deliver the Aboriginal Families as Teachers and Ninganah No More programs to enhance engagement of Aboriginal children in early childhood education. In 2020, we commenced the development of the Aboriginal Children's Early Childhood Education Strategy in collaboration with the new Aboriginal Early Childhood Education Advisory Group.

Transition to school

A positive start to school is important and depends on everyone working together to make it happen. Our schools run orientation programs to familiarise children and families with their local school before they start Kindergarten. We also work with the early childhood education sector on transition to school initiatives so children make a strong start in life and learning.

In 2020, the Minister launched a suite of resources to support teachers and children to navigate the transition to 'big school'. This included research on how successful transition helps improve children's educational and social outcomes, activity ideas and a special picture book for parents and carers: *Daisy's First Day*.

The department launched the 'Strong and successful start to school' transition guidelines to support schools plan, implement and evaluate effective practices.

The transition to school statement is a practical tool for capturing children's prior-to-school learning and development to facilitate a strong and positive start to Kindergarten. The department developed a new digital version to provide a more seamless, integrated way to share this information directly with a child's school. It was piloted with more than 100 early childhood education services and 90 schools.



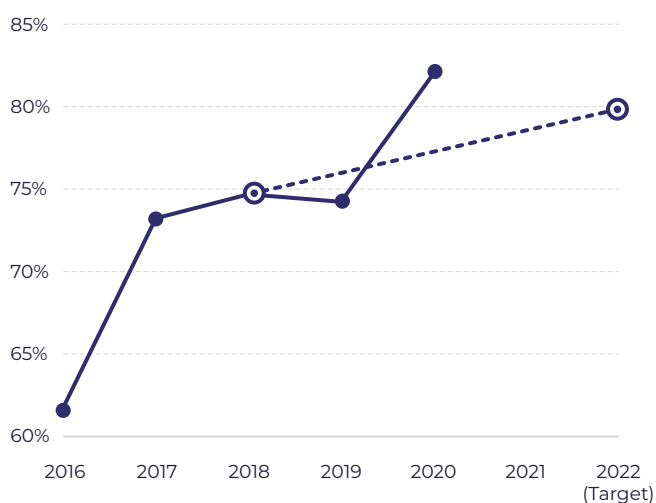
Excellence in early childhood education services

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

The National Quality Framework aims to improve the quality of early childhood education services across Australia. It applies to more than 5,700 services in NSW including long day care, preschool, family day care, outside of school hours care, occasional care and mobile services. The National Quality Standard (NQS) sets the national benchmark for early childhood education services and includes 7 quality areas that reflect important outcomes for children. The department assesses and rates NSW services against the NQS, including a rating for each quality area and an overall rating based on these results.

We continued to work with providers to improve the quality of early childhood education services across NSW this year. The percentage of approved services rated as meeting or exceeding the NQS increased to 81.7% by the end of 2020. This is exceeding our target for 2022.

Figure 2: Proportion of NSW early childhood education services rated as meeting or exceeding the National Quality Standard



Source: Australian Children's Education and Care Quality Authority Q4 Snapshots. Note: Includes services rated as excellent.

Delivering more efficient and effective regulation

The department suspended some operational activities, including assessment and rating visits to services, during the peak of the pandemic. We amended practices to ensure we could conduct regulatory activity in a COVID-safe way. Nonetheless, by December 2020 the department had assessed and rated more than 93% of all NSW approved services under the National Quality Framework (NQF). We also continued to monitor compliance with legislative requirements, investigate complaints and respond to incidents.

The department completed 7,388 service visits during 2020 – more than any other year on record. During the peak of the COVID-19 crisis, the department phoned more than 5,000 services to provide support and advice.

We refined the self-assessment tool to support assessment and rating of services across NSW. More than 50% of services are now opting to use the new tool. This is improving service quality, service satisfaction and efficiency, as well as boosting confidence in authorised officers undertaking assessment and rating. All services across NSW received new family-friendly certificates with an easy-to-understand graphic of quality ratings.

To help services meet expected standards under the NQF, the department delivered workshops on emergency preparedness, supporting children's health, mental health and networking sessions as part of a \$13 million quality improvement initiative.

The department took action against poor-quality and unscrupulous providers, with 1,736 compliance actions including 22 prohibitions and the cancellation of 14 services in 2020. We continued to work with NSW Police and the Australian Government Department of Education, Skills and Employment to combat poor-quality and fraudulent family day care providers.

Building the knowledge and skills of early childhood educators

Developing and maintaining a sustainable, highly qualified workforce is crucial to ensuring children get the best start in life.

The department's Early Childhood Education Workforce Strategy 2018-2022 describes how we are promoting early childhood education as an attractive career, and how we drive the development of a skilled and stable workforce by providing support for early childhood teachers and educators.

In 2020, we delivered a suite of professional development initiatives through the Sector Development Program and offered scholarships for eligible applicants undertaking bachelor degree-level study in 2021.

NSW also committed a further \$6 million to extend the Quality Support Program delivered by the Australian Children's Education and Care Quality Authority (ACECQA). This offers free professional development and support for quality improvement in services assessed as working towards the NQS.

In 2021, we will refresh our approach to the workforce strategy, ensure initiatives and supports are responsive to the sector and address any emerging COVID-related challenges.

Academic achievement

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. While literacy and numeracy skills are explicitly taught in English and mathematics, the teaching of discipline-specific literacy and numeracy is a core responsibility of every teacher across all key learning areas from Kindergarten to Year 12.

Our goal is to ensure 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.

Impact of COVID-19 on NAPLAN

NAPLAN assessments were cancelled in 2020 due to the disruption to schools caused by COVID-19. The decision was made by consensus at the Council of Australian Government Education Council to allow schools to focus on the wellbeing of students and transition to online learning.

The department provided optional reading and numeracy check-in assessments for students in Years 3, 5 and 9 to assess student progress following learning from home. Participation rates were high, with 88% of Year 3, 86% of Year 5, and 61% of Year 9 students completing one or more check-in assessments. These assessments delivered results in around 2 days and were accompanied by teaching strategies enabling teachers to focus on the best next steps for students.

System-level results from assessments showed that students were generally performing in August to October 2020 at the same levels seen in May. This indicated students had fallen approximately 3 to 4 months behind in Year 3 reading and 2 to 3 months behind in Year 5 reading and numeracy as well as Year 9 numeracy. The Year 3 numeracy results were higher than previous NAPLAN results, which meant these students were at a similar level to previous years.¹

¹ While most of the assessments were successfully scaled and equated to NAPLAN scales, caution should be used when interpreting these results due to differences between the 2 assessments and larger uncertainty in scaled check-in results. Year 9 reading could not be equated due to test design differences.

In November 2020, the NSW Government announced the \$337 million COVID Intensive Learning Support Program. This small-group tuition will help students in need catch up on learning and re-engage in literacy and numeracy during the 2021 school year.

Public school students in the top 2 NAPLAN bands for reading and numeracy

Target Increase the proportion of public school students in the top 2 NAPLAN bands for literacy and numeracy by 15% by 2023.

The NSW Premier's Priority for education equates to lifting the proportion of students in the top 2 bands to an average of 36.4% from the 2017-18 baseline of 31.6%.

In 2019, 32.2% of students were achieving in the top 2 NAPLAN bands for reading and numeracy.²

Students achieving growth in reading and numeracy

Target Increase the proportion of NSW public school students achieving expected growth in reading and numeracy to an average of 66.4% by 2022.

This measure describes the growth achieved by students in the years between NAPLAN assessments, and helps schools to better understand student progress and provide targeted support. The target has been set to improve upon the highest results achieved in previous years. In 2019, 56.4% of students were achieving expected growth in reading and numeracy.³

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 to an average of 87.9% by 2022.

This target has been set to position NSW as among the best-performing jurisdictions in Australia. In 2019, 79.5% of students were achieving above the national minimum standard (top 4 NAPLAN bands) for reading and numeracy.⁴

Improving literacy and numeracy outcomes

The NSW Government's Literacy and Numeracy Strategy commits NSW schools to focus on explicit teaching and high expectations for all students.

In 2020, the department expanded its literacy and numeracy professional learning offering by more than 86 courses. On-demand professional learning, learning packages and evidence-based resources supported teachers to maintain a focus on explicit teaching in literacy and numeracy while students were learning from home.

The department introduced new assessments, mapped to progressions, to support teachers to monitor students' literacy and numeracy development. The Phonics Screening Check helps teachers to understand how students are progressing in phonics and will be mandatory for Year 1 students from 2021. The phonological awareness diagnostic assessment tells teachers how students are progressing in the 5 sub-skills of phonological awareness.

²⁻⁴ Education Ministers cancelled NAPLAN in 2020 due to the COVID-19 pandemic, so comparative data is not available for 2020. The latest performance against these indicators is published in the department's 2019 annual report.

The department provided resources and professional learning for schools to support students to achieve the HSC minimum standard of literacy and numeracy. Of Year 12 students eligible for an HSC, 98.7% achieved the minimum standard in 2020.

Under the Early Action for Success strategy, the department provided a suite of professional learning for instructional leaders and school teams. These courses support teachers to deliver differentiated teaching and targeted interventions.

Instructional leaders worked with at-risk Kindergarten to Year 2 students across 527 public schools. As a result, there has been an increase in those students moving out of the bottom 2 bands for NAPLAN and some increase in progression into the top 2 bands.

The Literacy and Numeracy Strategy 2017-2020 was extended for a further 12 months to the end of 2021. The department will build on the current strategy and identify ongoing evidence-based priorities for schools to lift the literacy and numeracy performance of students at all stages of their learning. This will include improving universal access to reading and numeracy resources and best practice guidance for school leaders, and better targeting intensive support for schools that need it.

For further information on how we are building a stronger foundation for improved outcomes, refer to School-level target-setting, planning and accountability on page 37.

Delivering the NSW Mathematics Strategy

Strengthening the focus on mathematics in our education system is about preparing young people for life and work in the 21st century. The development of mathematical and related reasoning, analytical thinking, communicating and problem-solving skills will provide today's students with solid foundations to succeed in an evolving world. The NSW Mathematics Strategy outlines the department's approach to strengthening mathematics teaching and learning.

The Mathematics Growth Team is part of the department's Best in Class teaching unit, and worked across a network of 30 schools to increase the use of evidence-based materials, tools and practices.

The teach.MathsNOW scholarship program is designed to attract the mathematics teachers of tomorrow and strengthen the mathematics teaching workforce. The first cohort of secondary scholarship recipients commenced their studies and paraprofessional placements in schools in 2020. Thirty primary schools have also been selected to undertake a 2-year mathematics specialist teacher initiative to commence in 2021. These teachers will join the 30 graduate primary teachers with a mathematics specialisation already working in schools.

The #MathsTrainsBrains campaign and mathematics ambassadors were launched in October 2020. A resource hub, Everyday Maths, aimed to involve parents and carers in their children's mathematics learning and showcased how mathematics is used every day.

The NSW Education Standards Authority (NESA) is piloting an HSC course for students who would not typically have chosen to study mathematics, and need further opportunities to develop numeracy skills. The first cohort of the new course focusing on everyday mathematics completed their studies in 2020. This has been well received by teachers and students, and more schools are participating in subsequent cohorts.

Recent results in the Trends in International Mathematics and Science Study showed that NSW performance in Year 4 mathematics as well as Year 8 mathematics and science has improved since 2015 and is now equal first with other jurisdictions.



Supporting curriculum and assessment

The department delivers support for curriculum implementation through professional learning; subject-specific expert advice; and teaching, learning and assessment resources. In 2020 the department established 14 virtual staffrooms for teachers across NSW. These are led by curriculum advisers, enabling teachers to access the latest expert advice on curriculum implementation.

In 2020, the department supported syllabus implementation by providing:

- a primary curriculum hub featuring quality Kindergarten to Year 6 curriculum resources and professional learning
- professional learning for teachers of creative arts, HSIE, English, PDHPE, languages, mathematics, and science and technology
- child protection education resources aligned with the NSW PDHPE K-10 syllabus
- support materials for the new NSW Aboriginal Studies 7-10 syllabus commencing implementation in 2021.

All students, regardless of background or personal circumstances, require access to learning programs that meet their learning needs. Our commitment to high expectations for all students includes high potential and gifted students. During 2020, schools engaged with professional learning and planning to commence implementation of the High Potential and Gifted Education Policy. Mandatory implementation of the policy in all NSW public schools will align with the 2021-2024 school planning cycle.

The NSW Curriculum Review initiated a reform agenda to develop a new curriculum for NSW students from Kindergarten to Year 12 by 2024. This was the first comprehensive review of the NSW school curriculum in 3 decades and the recommendations will help shape the new curriculum, identifying priorities for the early, middle and later years of schooling.

The review recognised that there is too much clutter in most syllabuses. In line with the department's commitment to reducing the administrative burden on schools, the implementation of the new curriculum will give teachers and students more time to focus on the key learning areas necessary for a deeper understanding of core concepts. It will also support the department's focus on post-school pathways by linking school-based subjects to employment and study options.

The department is working closely with NESA to ensure public schools are well supported to implement the new curriculum. Support will be aligned with NSW syllabus outcomes and demonstrate how schools can apply evidence-based practice for improved student outcomes.



Wellbeing

Our schools provide safe and engaging learning environments, supporting strong learning outcomes as well as healthy and successful students. Schools have an important role in student wellbeing and mental health, and school communities need to be confident there will always be someone students can turn to for help. Our focus on wellbeing goes beyond the welfare needs of individual students and aims for all students to be happy, active and productive contributors to the school and society in which they live. Our goal is to ensure that every student is known, valued and cared for in our schools.

In response to the bushfires, floods and COVID-19 pandemic, our department and school staff worked tirelessly to protect the health, safety and wellbeing of our students. United in crisis, we were able to work quickly and effectively to deliver solutions and additional support.

Students' sense of belonging, expectations and advocacy at school

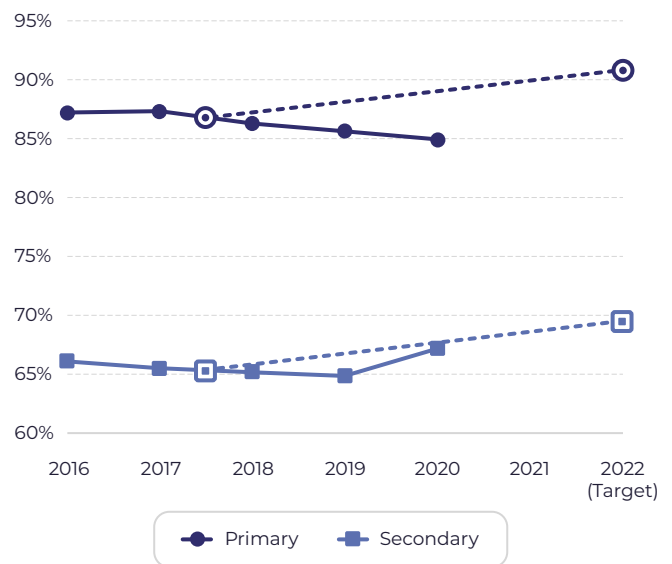
Target Increase the proportion of NSW public school students reporting a sense of belonging, expectations for success and advocacy at school to 91% (primary students) and 69% (secondary students) by 2022.

Students who experience a positive sense of belonging at school have improved overall wellbeing and mental health, and are more likely to achieve long-term academic success. Students who feel that the adults in their school are acting in their best interests and that they are challenged to do their best at school have improved learning outcomes. They are also more likely to have increased interest and motivation in lessons, greater attendance, more positive school behaviours and a higher likelihood of completing school.

The Tell Them From Me survey helps the department track students' and parents' experience of their school. This target has been set as a 4 percentage point improvement in the proportion of students reporting they feel supported by and connected to their school.

In 2020, 85.0% of primary school students and 67.3% of secondary students reported a sense of belonging, expectations for success and advocacy at school. This represents a decrease of 1.8 percentage points for primary students and an improvement of 1.9 percentage points for secondary students since the 2017-18 baseline.

Figure 3: Proportion of NSW public school students reporting a sense of belonging, expectations for success and advocacy at school



Source: Tell Them From Me (TTFM) student survey, NSW public schools. Notes: The baseline is the average of 2017 and 2018 survey data. Data for this target is based on TTFM student survey data, Term 1. 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. Secondary school data is for students in Years 7 to 12.

Protecting the mental health and wellbeing of our students

The NSW Wellbeing Framework for Schools describes our commitment to creating quality learning opportunities for children and young people, as well as strengthening their cognitive, physical, social, emotional and spiritual development. The department continued to provide a range of initiatives to support wellbeing in schools, including Schools as Community Centres, the National Chaplaincy Program, the Student Wellbeing Support Program and flexible funding programs.

The department is committed to supporting the mental health and wellbeing of every student in every NSW public school. We continued to promote student mental health and increasing access to evidence-based prevention programs that will build the resilience of our students. Our school counsellors and school psychologists work every day with teachers, learning and support teams, and parents and carers to provide counselling, assessment and intervention services.

The department continued to deliver the NSW Government's \$88 million mental health and wellbeing package. This initiative will provide 100 additional school counselling positions and 350 additional student support officers so every high school will have access to 2 dedicated positions. The department is also partnering with Beyond Blue and headspace to deliver best practice prevention and early intervention in mental health support for students.

To address the recommendations of the 2019 NSW Auditor-General's performance audit report, *Wellbeing of secondary students*, the department has partnered with leading mental health organisations to deliver evidence-based wellbeing programs for students and professional learning for staff. The department also developed a self-assessment tool integrating the School Excellence Framework with the NSW Wellbeing Framework for Schools.

Supporting positive student behaviour

Effective behaviour support must ensure the safe inclusion and participation of all of our students. This includes students with complex, challenging and unsafe behaviours while maintaining the physical and psychological safety of all students and staff.

Our schools continued to implement a range of behaviour support and management strategies. In response to the increasingly complex and challenging demands on our teachers and school staff, the department released a draft Student Behaviour Strategy for public consultation. The final strategy will be launched in 2021 and accompanied by targeted support to vulnerable student cohorts. This will support and be supported by our Disability Strategy and the NSW Curriculum Review.

Protecting vulnerable children and young people

Our Child Wellbeing Unit builds schools' capacity to respond to child protection concerns. In 2020, the unit responded to more than 34,430 contacts, an increase of approximately 36% from 2019. The unit works collaboratively with NSW Health, NSW Police, the Department of Communities and Justice, and non-government organisations to respond to concerns about our students' safety, welfare and wellbeing.

Out of home care (OOHC) change funding is short-term streamlined funding for students entering or in statutory OOHC, to reduce the effect of changes on their learning, wellbeing or access to the curriculum. Since the introduction of the program in 2019, funding to support students in OOHC has tripled, and we have strengthened communication pathways between OOHC agencies and the department.

The department continued to implement recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse. Mandatory child protection training for staff focused on recognising and responding to suspected sexual abuse of children and young people, reflecting the royal commission's findings.

The department delivered a new training course to help teachers minimise risks during the period of online learning during the COVID-19 lockdown. It helped teachers identify concerns that may arise for students, follow procedures for reporting, respond to suspected risks and support student wellbeing.

Encouraging sport and physical activity

COVID-19 significantly affected organised school sport and physical activity in 2020. Activities continued where safe and feasible, and schools were encouraged to support student participation in physical activity in the home environment.

The department developed an online learning program, GetActive@Home, to support primary school students learning from home. In 2020, more than 450,000 participants recorded their activity through the Premier's Sporting Challenge, which encourages students to lead healthy, active lifestyles. An interactive program, Race Around Australia, was successfully trialled in 45 schools and will be available to all schools in 2021.

The School Sport web application was viewed more than one million times by more than 200,000 users. The School Sport Facebook page following increased by 38%, with each post reaching 3,500 users, providing valuable information for teachers, parents and carers on physical activity and sport.

We provided opportunities for 1,800 students with disability to participate in sport days, and 57,000 students from 840 primary schools accessed the school swimming and water safety program.

The department partnered with tertiary institutions to deliver research-supported professional learning, increasing the capacity of 517 teachers to achieve positive outcomes in physical activity.

The representative school sport pathway was cancelled due to the COVID-19 pandemic. We plan to resume a full calendar in 2021.

Attendance at school

Target Increase the proportion of NSW public school students attending school at least 90% of the time to 82% (primary) and 70% (secondary) by 2022.

Regular school attendance has a significant influence on educational outcomes, positive peer relationships, and the development of social skills essential for life during and after school. Conversely, absentee children are at greater risk of poorer academic performance and leaving school early. These targets have been set to position NSW among the best-performing jurisdictions in Australia.

In 2019, 78.5% of primary students and 64% of secondary students were reported as attending school at least 90% of the time. This was a decrease of 0.9 percentage points for primary students and 0.5 percentage points for secondary students since the 2018 baseline.⁵

The department monitored student attendance throughout the COVID-19 lockdown. While most students transitioned successfully back to face-to-face learning, some students may have found it more difficult to re-engage in school. This was especially true of students with anxiety, students with disability or who have difficulty regulating their behaviour, and young people from families affected by COVID-19.



⁵ Source: NSW Department of Education, attendance data collection. Notes: The baselines for this target are Semester 1 2018. This target is modelled using Semester 1 data, not for the whole year. In Semester 1 2020, 73.9% of students in Years 1 to 6 and 68.2% of students in Years 7 to 10 were recorded as attending 90% or more of the time. However, NSW student attendance data in 2020 was not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for 7 weeks from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. There was some evidence of varied marking practices as schools adjusted to the COVID-19 lockdown. Some schools recorded higher attendance rates while others recorded markedly lower rates.

Improving student attendance

In 2020, the department developed and implemented a range of strategies to help schools improve attendance following the return to face-to-face learning. The Attendance Matters resources for schools provided access to policy, resources and planning tools and outlined staff responsibilities for improving attendance.

We commenced an innovative attendance pilot program in 180 public schools across the state, focusing on school factors influencing attendance. The program aims to establish strong foundations for improving attendance by strengthening school attendance procedures, monitoring attendance data and raising expectations. Early results from the pilot are showing a significant increase in the proportion of students in participating schools attending 90% of the time.

We continued to help schools work with families and stakeholders to resolve non-attendance issues. The department provided online professional development for 110 home school liaison officers, 26 Aboriginal student liaison officers and their managers.

In 2020, 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 6,438 active individual students. Home school liaison officers also worked with schools to implement 2,681 school-based strategies to support regular student attendance.

Additionally, home school liaison officers undertook roll checks to identify and provided practical strategies for schools to support students who did not return following the COVID-19 lockdown.

We also extended funding to 32 organisations delivering the Links to Learning community grants program to the end of 2020. This program supports children and young people who are at risk of disengaging from learning to remain at school. Delivery of the program was affected by COVID-19 and restrictions on non-essential visitors to school sites. The program is being reviewed to evaluate the impact of the program on engagement and student learning and wellbeing outcomes.

Attainment and independence

Our goal is to ensure that all young people finish school well prepared for higher education, training and work. Young people who have completed Year 12 have a broader range of post-school options and a greater likelihood of continuing with further education or training, as well as engaging in the workforce.

The Higher School Certificate (HSC) is the highest educational award in NSW schools and provides a foundation for students wishing to pursue higher education. The public school system supports as many students as possible to attain this internationally recognised credential and seeks to ensure all students possess the skills, values and knowledge to be independent lifelong learners.

The department provides several patterns of study and a wide range of subjects to students in Years 11 and 12, depending on their post-school goals. These include the Board Developed and Board Endorsed courses, including vocational education and training (VET) courses – with disability provisions for students who need them – as well as Life Skills courses for students with intellectual disability. We also provide resources to students and parents to support them through the HSC itself.

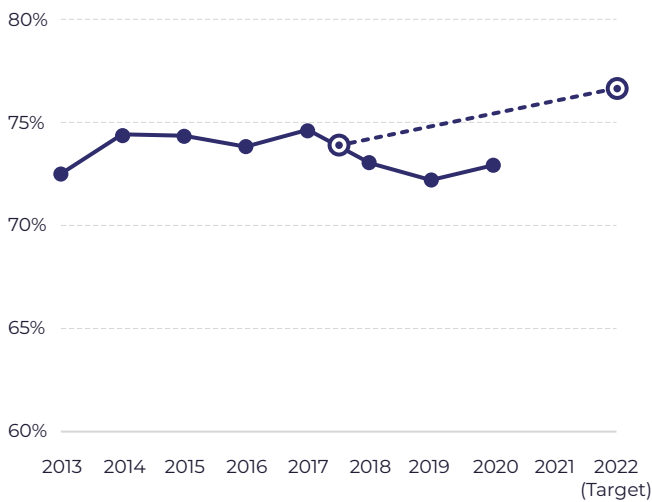


Students continuing to Year 12

Target Increase the proportion of NSW public school students continuing to Year 12 to 76.7% by 2022.

This target reflects our commitment to increasing student progression from Year 10 to Year 12 in line with the National Youth Participation Requirement. The apparent retention rate has been relatively stable since 2014 and was 73% in 2020.

Figure 4: Apparent retention rate of NSW public school students in Years 10 to 12



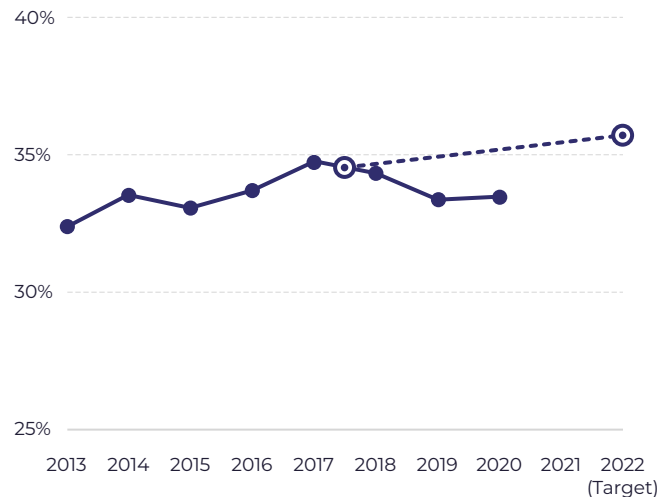
Source: NSW Department of Education, Mid-year Census. Notes: The baseline for this measure is calculated as the average across 2017 and 2018. Apparent retention measures the percentage of students enrolled in Year 12, compared with Year 10 enrolments 2 years previously. Apparent retention rates are affected by students who have moved interstate or gone to a private school. From 2020, retention rates published by national agencies such as ABS and Productivity Commission will differ from this report due to differences in methodology.

Students achieving in the top 2 HSC achievement bands

Target Increase the proportion of NSW public school students' HSC results in the top 2 achievement bands to 35.7% by 2022.

This target reflects our goal to improve the performance of NSW public schools in the HSC against defined standards. The proportion of students with HSC results in the top 2 bands has been relatively stable since 2014 and was 33.5% for the 2020 cohort.

Figure 5: Proportion of NSW public school students' HSC results in the top 2 achievement bands



Source: NSW Department of Education, HSC results. Notes: The baseline for this measure is calculated as the average across 2017 and 2018.



Supporting students through the HSC

The department continued to support teachers to increase the proportion of young people completing their HSC. Schools also continued to assist students in meeting the new HSC minimum standard for literacy and numeracy requirement.

While 2020 was a challenging year for all of our students, we worked to make sure HSC students especially had as much support as possible.

The department launched an HSC Hub that provides on-demand resources that teachers can provide to their students to help them prepare for their exams. The HSC Hub included new and existing curriculum resources and support materials, lectures, online demonstrations, assessment resources and video lessons aligned to the syllabuses to bolster existing course work.

We put processes in place to ensure that all 2020 HSC students had access to the platform and no student was disadvantaged. Solutions included devices and dongles or allowing students in very remote locations access to school facilities. Year 12 students were allowed to keep devices right up until the completion of their HSC exams to ensure they had ongoing access to support from their teacher and the HSC Hub.

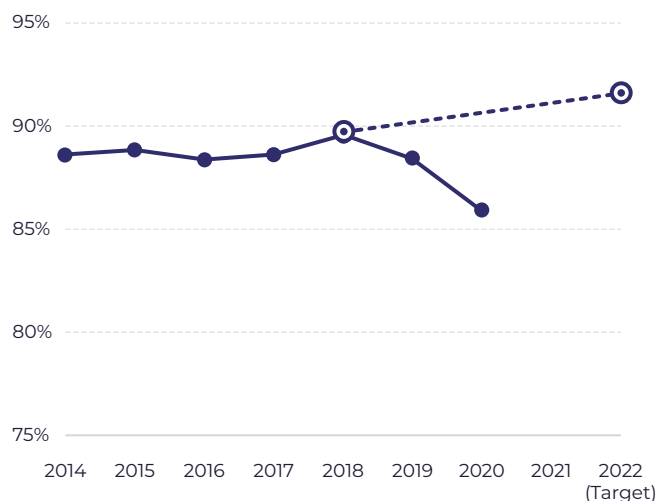
School leavers continuing into education, training or work

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

The NSW Post-School Destinations and Experiences Survey allows the department to identify trends in post-school education, training and employment destinations of secondary school students in NSW. The survey also provides critical information on the factors driving students' engagement, retention, educational achievements and pathway choices. This target has been set to position NSW as the best-performing jurisdiction in Australia.

The proportion of recent school leavers participating in higher education, training or work remained relatively stable until 2018, but has seen a decline in recent years from the 2018 baseline of 89.6% to 86% in 2020.

Figure 6: Estimated proportion of all NSW school leavers participating in education, training or work



Source: NSW Post-School Destinations and Experiences Survey. Includes all recent public and non-government school leavers, both Year 12 completers and those who left school before completing Year 12. Note: The baseline for this measure is 2018.

Building pathways for lifelong learning

The department provides a range of programs and initiatives to ensure young people are prepared for higher education, training and work. This includes the School to Work Program; school-based apprenticeships and traineeships; and programs specifically targeting Aboriginal, refugee students and young people at risk of disengaging from education.

The School to Work Program supported students through the secondary years of schooling by providing opportunities to explore career futures, plan transition pathways, build connections and networks, and participate in vocational learning. Students in our public schools continued to be supported by a dedicated team of careers and transition advisers, and almost all secondary schools provided work readiness training and opportunities for students to participate in workplace learning.

Around one-third of all NSW public school students in Years 11 and 12 studied VET courses. These courses support students' engagement, achievement and employability and are important in lifting school retention rates through to Year 12. We know that young people who undertake VET in schools programs are 50% more likely to be in full-time employment 5 years after leaving school than those who do not.

School-based apprenticeships and traineeships (SBATs) continued to be available to all NSW high school students in Years 10, 11 and 12. They allowed students to commence an apprenticeship or complete a traineeship while at school. SBATs combine paid work, training and school, and lead to an industry-recognised national qualification that may also contribute towards the ATAR. At the end of 2020, there were around 2,300 students in SBATs in NSW.

The department consulted with TAFE NSW and the NSW Education Standards Authority (NESA) to identify 20 new online VET courses to be delivered by TAFE NSW as part of the HSC. The nationally accredited VET20 courses will be available for Year 11 and 12 students in every public high school by 2022. Courses will contribute to HSC, ATAR and VET accreditation. TAFE NSW has developed a prototype for the courses, and training product development is currently under way.

The Educational Pathways Pilot Program improves careers advice, boosts vocational pathways (particularly SBATs), and supports disengaged and disadvantaged young people to engage with tertiary education and work. Phase 1 of the pilot was rolled out to 24 schools across the North Coast and South West Sydney in 2020, and will continue to 2023. In 2020 a suite of 10 unique initiatives reached up to 19,000 students. More than 246 students participated in a SBAT (a threefold increase in enrolments), and 562 students took part in a 10-week industry taster program with TAFE NSW.

The Summer Skills Program was launched in November 2020 and ends in February 2021. The program offered 2020 school leavers up to 4,000 free training places to help them find their feet.

Our Regional Industry Education Partnership (RIEP) Program connects students and the world of work. RIEP officers across NSW improved access to industry-validated career information and provided opportunities for school students to participate in structured career activities with employers. The program helps students understand the skills needed for local jobs and motivates them to plan their future careers. In 2020 the program delivered 23,128 industry opportunities for students. More than 400 employers engaged in the program in 2020, and created 286 SBATs.

In 2020 the Productivity Bootcamp Program was launched in Campbelltown to develop a range of practical skills to get young people job ready across the construction industry and other trades. In 2020, 18 young people completed the program.

The department is building specialist training facilities at 2 schools in Western Sydney and the North Coast. Students will be able to take vocation-based subjects and specialised training, gain vocational qualifications while studying the HSC, and gain practical experiences and opportunities from industry and business.

The Regional Transitions to University project aimed to close the gap between regional and metropolitan students transitioning to higher education. The resources – delivered throughout 2020 by a group of 3 universities – were designed to help regional students navigate the transition to university, especially after a gap year.

Opportunity Hubs aim to provide Aboriginal young people with the confidence and knowledge to follow a pathway from school into further education or employment. In 2020 the Opportunity Hubs engaged with 1,492 Aboriginal students in 127 public and non-government schools, brokered 91 employment and training opportunities, and supported 40 school leavers transitioning to further study or employment.

The Educational Pathways Data Project aims to inform our pathway programs. The first phase linked data on approximately 3.5 million NSW young people over the period 1996 to 2016. These insights will help us better support young people to find meaningful work and engage in lifelong education. It will also help identify drivers of regional participation in higher education.

Equity

Our goal is for an education system that reduces the impact of disadvantage – and we are ensuring that all students in NSW have access to quality education regardless of who they are or where they live.

We are committed to improving the educational outcomes and wellbeing of Aboriginal students so that they excel and achieve in every aspect of their education. We are equally committed to increasing knowledge and understanding of the histories, cultures and experiences of the First Peoples of Australia.

The department is continuing to build a more inclusive education system, one where all students feel welcomed and are learning to their fullest capability. Around 16% of NSW public school students receive adjustments or personalised learning and support related to a disability, and around 97% of these students learn in mainstream public schools. Our teachers in mainstream and specialist settings across the state are working with students with disability to achieve remarkable outcomes – and we continue to improve the system so it meets the needs of all our students.

We are renewing our focus on improving outcomes and support for children and young people in regional and remote NSW, and closing the gap for our most disadvantaged students and communities.

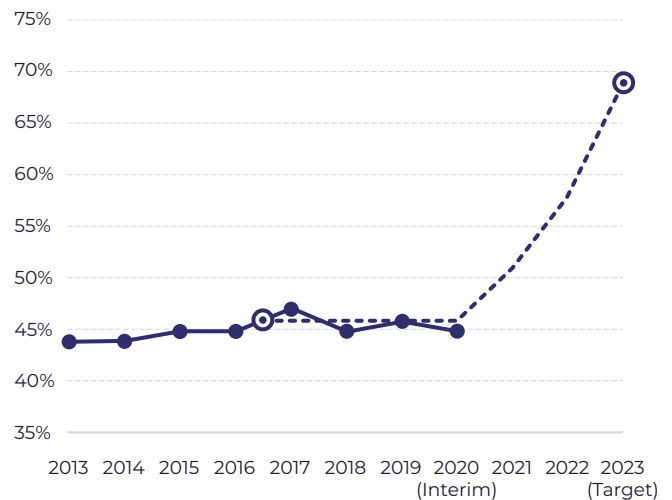
We regularly monitor performance data for our key targets, focusing on our most disadvantaged cohorts and students in need: Aboriginal students, students from low-socioeconomic-status backgrounds, rural and remote students, and students with disability.

Aboriginal students attaining the HSC

Target Increase the proportion of Aboriginal students attaining Year 12 by 50% by 2023, while maintaining their cultural identity.

The NSW Premier's Priority for young Aboriginal people is equivalent to raising the proportion of students attaining their Higher School Certificate (HSC) from the 2016-17 baseline of 46% to 69% by 2023. Interim results for 2020 indicate 45% of Aboriginal students in NSW have achieved the HSC, which is similar to previous years. This figure may increase slightly once students who take an additional year to complete their HSC are included.

Figure 7: Proportion of NSW Aboriginal students attaining the HSC



Source: NSW Education Standards Authority and NSW Department of Education. Note: 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 2020 are interim. A number of these students will complete their HSC over 3 years, which will be captured as revisions. This figure may change once students who take an additional year to complete their HSC are included. In 2019 the interim result was 45%, but the final result was 46%. The baseline for this measure is an average of 2016 and 2017 results.

Supporting Aboriginal students to attain their HSC

Working towards Aboriginal students attaining their final school qualifications at the same rate as non-Aboriginal students is an important part of fostering equality of opportunity for Aboriginal people, and supporting the National Agreement on Closing the Gap. To achieve this, it is imperative we work with Aboriginal communities, and accompany curriculum with language and culture to ensure young people maintain their cultural identity.

The department is working closely with the NSW Coalition of Aboriginal Peak Organisations (CAPO), which includes the NSW Aboriginal Education Consultative Group Incorporated (AECG), on initiatives to improve culturally responsive teaching practices, ensure more students complete Year 12 and support post-school transitions. We worked closely with the CAPO on 6 co-designed initiatives. In 2020, we established 4 initiatives, with a further 2 planned for implementation in 2021.

In 2020, 16 Aboriginal Learning and Engagement Centres supported more than 3,000 Aboriginal students across 17 campuses.

In partnership with the AECG, the cultural engagement and goal-setting program Pirru Thangkuray provided support to 230 Aboriginal students across 16 high schools, delivering cultural mentoring, goal setting and coaching.

Turning Policy into Action and Aboriginal Culture and History professional learning was delivered across secondary schools in 2020, informed by local cultural knowledge.

Twenty Aboriginal school-based trainees commenced in Term 4. Additionally, a one-week immersive hospitality program was piloted for Aboriginal students in 3 remote secondary schools, receiving outstanding feedback from all stakeholders.

Aboriginal public school students in the top 2 NAPLAN bands for reading and numeracy

Target Increase the proportion of Aboriginal students in NSW public schools in the top 2 NAPLAN bands for reading and numeracy to an average of 15% by 2022.

In NSW public schools, the percentage of Aboriginal students in the top 2 NAPLAN bands remains substantially lower than that for non-Aboriginal students. The department is committed to reducing the impact of disadvantage in our schools and has set targets to position NSW among the best-performing jurisdictions in Australia. The proportion of Aboriginal students in the top 2 NAPLAN bands for reading and numeracy was 10.3% in 2019.⁶

Boosting educational outcomes for Aboriginal students

In 2020 the department and AECG launched the Walking Together, Working Together Partnership Agreement 2020-2030. This further strengthens our alliance to improve staff cultural knowledge, relationships between communities and schools and improve student outcomes.

The department contracts the NSW AECG to deliver educational camps for Aboriginal students as well as Connecting to Country and Healthy Country, Healthy Culture professional learning. Camps focused on topics such as science, technology, engineering and mathematics, sports, health, opportunity, wellbeing, and on-country language and culture. Camps and professional learning were postponed due to COVID-19 and rescheduled for 2021.

⁶ Education Ministers cancelled NAPLAN in 2020 due to the COVID-19 pandemic, so comparative data is not available for 2020. The latest performance against these indicators is published in the department's 2019 annual report.

The Clontarf Foundation's mentoring program for male Aboriginal high school students supported more than 3,000 students across 48 school sites. Role Models and Leaders Australia continued to deliver a Girls Academy mentoring and support program for female Aboriginal secondary students, supporting 836 students across 13 school sites.

The Aboriginal education leadership module was written in consultation with the Secondary Principals' Council, Primary Principals' Association and the AECG. It will be included in the Leadership and Management Credential professional learning units from 2021, ensuring Aboriginal education is a priority for aspiring school leaders.

The Aboriginal education statewide staffroom provided a place for collaboration, professional learning and expert support for all staff across NSW, attracting more than 1,100 members during 2020.

Sixteen schools (11 primary and 5 secondary) from 5 operational directorates have been allocated an instructional leader (Aboriginal education). These instructional leaders focused on improving teaching and learning practices, increasing teachers' capacity to engage Aboriginal students in learning, and delivering tailored interventions in literacy and numeracy. Data shows varying levels of success, with 4 schools showing an uplift in literacy and numeracy results in Years 3 and 5.

Before beginning to teach an Aboriginal language, each school partners with local Aboriginal communities and consults with parents and the local Aboriginal Education Consultative Group.

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, each school partners with local Aboriginal communities and consults with parents and the local AECG.

The department's Aboriginal Language and Culture Nests are integral to efforts to increase access to Aboriginal languages, and form part of the NSW Government's community-focused plan for Aboriginal affairs in NSW, OCHRE: opportunity, choice, healing, responsibility, empowerment. Each nest is a network of communities bound together by their connection to an Aboriginal language. The department engaged the AECG to support Aboriginal Language and Culture Nests implementation in:

- Bundjalung
- Gamilaraay/Yuwaalaraay/Yuwaalayaay
- Gumbaynggirr
- North West Wiradjuri
- Paakantji.

A Dunghutti satellite nest was created in 2020, with initial community meetings held about establishing a Gomeroi satellite nest in 2021. By late 2020, 99 schools and educational facilities engaged in the nests, up from 57 at the end of 2019.

Work continued throughout 2020 to provide stability of employment for Aboriginal language tutors as recommended by recent OCHRE evaluations.

The department encourages schools to partner with local Aboriginal communities to implement an Aboriginal language program, and secondary schools continue to implement the Aboriginal Languages Stage 6 Content Endorsed Course Syllabus for students in Years 11 and 12.

Funding has been allocated to conduct the Early Years Aboriginal Languages Program in 14 departmental preschools and to pilot a program to create career pathways in Aboriginal languages for Aboriginal students from Year 9 onwards in 2021.



Connected Communities

The Connected Communities Strategy is an OCHRE initiative that currently operates in 16 schools in regional and remote areas of NSW. The strategy positions schools as community hubs. It uses a unique governance structure at a school to broaden the influence of the local community and school leadership to play a role in the delivery of key services from government and non-government agencies, supporting children and young people from birth, through school and into further training, study and employment. A key focus is to provide holistic learning underpinned by local Aboriginal culture.

The department's evaluation of the strategy was released in 2020. It found Connected Communities is showing promising results and has the potential to deliver further positive outcomes for students and communities. Community, school and stakeholder information sessions were delivered to newly selected schools in 2020, with more planned for 2021.

The socioeconomic gap in the top 2 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 2 NAPLAN bands for reading and numeracy to an average of 34.5% by 2022.

In NSW public schools, the proportion of low-socioeconomic-status students in the top 2 NAPLAN bands remains substantially lower than that of high-socioeconomic-status students. The department is committed to reducing the impact of disadvantage in our schools, and has set targets to position NSW as among the best-performing jurisdictions in Australia.

In 2019, the gap between the highest- and lowest-socioeconomic-status students in the top 2 NAPLAN bands was 42.4%.⁷

Reducing the impact of disadvantage

More than half of the students in NSW public schools are from a low-socioeconomic background. Disadvantaged students often face additional educational challenges, including school attendance, academic achievement, engagement in school and access to learning materials and experiences at home. By reducing the gap in educational outcomes between low- and high-socioeconomic-status students, we can help to break the cycle of disadvantage in NSW.

The department is supporting schools to plan for and implement evidence-based initiatives through their Strategic Improvement Plans (SIPs) – initiatives that reflect the specific needs of their students, including students from low-socioeconomic backgrounds. Schools receive an additional equity loading to meet the additional learning needs of students from low-socioeconomic backgrounds – and schools are expected to account for the impact on students and their learning through the SIP.

The Early Action for Success program provides instructional leadership to more than 500 primary and central schools with a high proportion of low-socioeconomic-status families.

In 2020 at the system level, we focused specifically on students in rural and remote communities; students with disability; and students affected by bushfires, floods and the COVID-19 pandemic.

⁷ Education Ministers cancelled NAPLAN in 2020 due to the COVID-19 pandemic, so comparative data is not available for 2020. The latest performance against these indicators is published in the department's 2019 annual report.

Supporting students from rural and remote communities

Despite many inroads being made in recent years under our Rural and Remote Education blueprint, students in the country still do not have the same opportunities and outcomes compared to their city peers. To renew our focus on regional, rural and remote education, we developed a new strategy, which will be implemented from 2021. The department is considering system-level targets for rural and remote students in line with the objectives of the strategy, for publication in future editions of the annual report.

In 2020, the Rural and Remote Network Initiatives program provided grants totalling \$411,000 to develop networks that extend and enrich the curriculum in 22 rural primary and secondary schools.

The Rural Learning Exchange pilot commenced in Term 3 2020 to support teachers, expand the opportunities of students and grow professional learning networks in rural communities. The pilot is directly engaging 55 students, 15 teachers and 9 schools in agriculture, biology, mathematics standard and English standard to come together as a learning cohort following a common curriculum. Under the pilot, 4 professional networks have been established, supporting 523 teachers.

More than 6,100 schools and 185,000 students participated in the department's virtual excursions program providing opportunities for students in rural schools to attend events with the best of the world's museums, galleries and other organisations. Facilitated by access to new video learning platforms, this program saw a threefold increase in participation from 2019.

In 2020 the department engaged the Gonski Institute for Education and the University of NSW School of Education to undertake a research project into rural and regional education. High-quality, independent research will identify what can assist schools in regional and rural settings to improve educational outcomes. The project is due to be completed mid-2021.

The Looking Through our Window photo competition celebrated the unique and diverse people, places and spaces of rural and remote education. We received 180 entries from 129 schools across the state, with 54% of entries from small schools. The winning schools shared \$25,000 in prize money, with students determining how the funds will be used to improve their learning environment.

Supporting students learning English as an additional language

Our public schools reflect their communities with our students and staff coming from a diverse range of cultural, linguistic and religious backgrounds. We are committed to building a diverse and inclusive learning environment that benefits all students including those from language backgrounds other than English.

In 2020, the department delivered a total of \$151.5 million – including 1,000 full-time teaching positions and \$42 million in flexible funding – to support more than 200,000 students learning English as an additional language or dialect (EAL/D) in 1,621 schools.

We allocated more than \$25 million through the New Arrivals Program in 2019-20. In 2020 this resource delivered intensive English language tuition and bilingual support to 4,693 newly arrived students, including refugees. More than 2,000 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 2020, the department directed an additional \$3.5 million in targeted funding to support the learning, wellbeing and settlement needs of more than 5,000 recently arrived refugee students in 445 schools.



Approximately 2,500 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 4,500 staff members completed professional learning to build their capacity in meeting the needs of EAL/D students including those from refugee backgrounds.

In 2020, we also established the EAL/D statewide staffroom to provide support and professional learning for 1,700 members.

Supporting students with disability and additional learning and support needs

In 2020, more than 135,000 students across NSW received adjustments to their learning because of disability and additional learning and support needs. More than 80% of these students attended mainstream classes. To help schools better support our students, the department:

- allocated more than \$294 million to every mainstream school for specialist teacher time and flexible funding to support low-level adjustments for disability
- provided more than \$240 million in targeted funding to more than 11,000 students with moderate and high levels of need in mainstream classes
- provided specialist teachers supporting more than 2,600 students with vision or hearing impairment
- provided personalised and specialised learning for more than 25,200 students in around 3,600 support classes in mainstream schools and schools for specific purposes (SSPs)
- transitioned to remote learning for 8 courses supporting teachers and schools to meet the needs of students with disability and additional learning needs
- implemented the Specialist Allied Health Scheme, a pre-qualified panel that streamlines school access to specialist therapy services.

The department's Disability Strategy sets out our vision for a more inclusive education system. In 2020, we implemented several key initiatives under the strategy, including:

- welcoming the first cohort of 160 successful scholarship recipients who commenced a Master's Degree in inclusive/special education
- successfully piloting a new professional learning course on trauma-informed practice, with 1,400 participants from 128 schools completing the first 2 modules and more than 650 participants completing modules 3 and 4
- delivering training on the strategy to more than 2,220 non-teaching staff in schools
- delivering a new online inclusive learning support hub to make it easier for parents and carers to find information on how to access support
- mandating Disability Standards for Education training for all school leaders by the end of January 2021.

The 2020 Disability Strategy progress report is available on the department's website at education.nsw.gov.au/disability-progress-report.

Additionally, the department released its Inclusive Education Statement for students with disability, furthering its commitment to building a more inclusive education system for students with disability in every NSW public school.



Skills and higher education

The department is focused on fostering a vibrant, sustainable and high-performing vocational and higher education sector. We support lifelong learning to improve economic, employment and social outcomes. Our goal is that all learners gain the skills they need to be employable and adaptable, and contribute to the productivity and prosperity of NSW.

We recognise that the state's vocational education and training (VET) system must become more modern and flexible to support lifelong learning and the increasingly dynamic labour market of the 21st century. While the progress of reform in 2020 was affected by the need to address workforce challenges created by COVID-19, we continued to put the foundations in place for significant skills reform in future years.



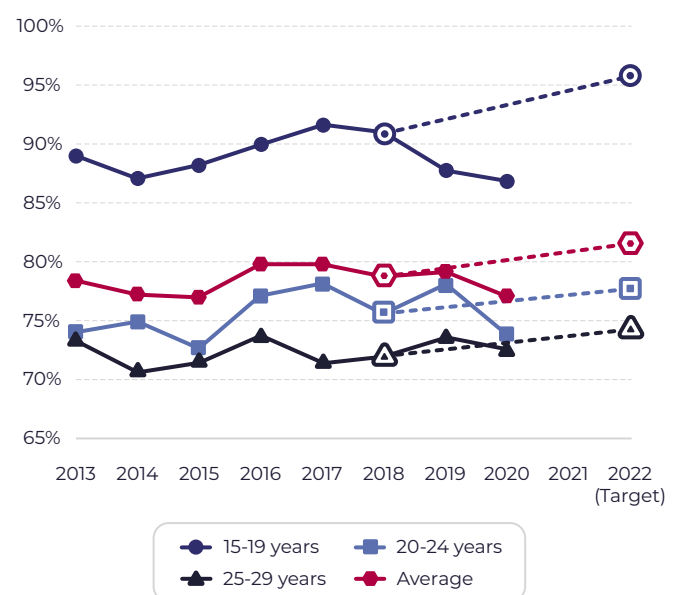
Engagement in training, higher education and employment

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% by 2022.

Engagement in training, higher education and employment is critical to economic productivity, community prosperity and individual wellbeing. Youth disengagement carries significant risk of alienation from social and professional opportunities and an increase in welfare dependence. Young people experiencing disadvantage, young parents and carers, and those who did not finish high school are less likely to be in employment, education or training. The ambitious target for 2022 has been set to position NSW as the best-performing jurisdiction in Australia.

In 2020, an average of 77.1% of young people were engaged in education, training or employment. This is a decrease of 1.6 percentage points since the 2018 baseline.

Figure 8: 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. Note: '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 3 cohorts. The baseline for this measure is 2018.

Employer satisfaction with vocational education and training

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% by 2022.

Monitoring employers' satisfaction with training as a way of meeting their skill needs helps assess whether the state's training system and programs are meeting NSW industry needs.

In 2019, an average of 77.4% of employers reported they were satisfied with vocational education and training. Employer satisfaction has declined slightly in recent years. National data shows the primary reason behind the decrease in satisfaction is due to perceived poor quality or low standards of training.⁸



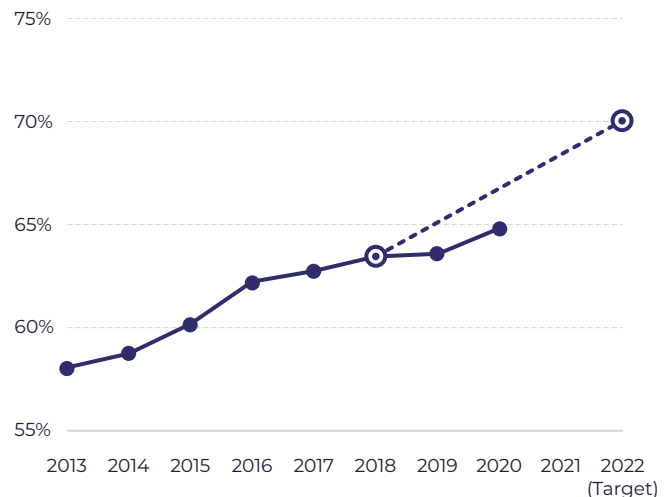
Post-school qualifications

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

Research shows NSW's future workforce demand is for skills at qualification levels Certificate III and above. This is in line with recent projections at the national level, which state almost 90% of new jobs created in the labour market by 2023 will require education and training beyond school, while only a small proportion will not require formal qualifications. Achieving this target would make NSW the most qualified state in Australia, and help prepare our citizens for the highly skilled jobs of the future.

In 2020, 64.8% of the NSW working age population held qualifications of Certificate III level or above. This is an increase of 1.3 percentage points since our 2018 baseline.

Figure 9: 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. The baseline for this measure is 2018.

⁸ Source: National Centre for Vocational Education Research (NCVER) Survey of Employer Use and Views of the VET System. Note: The survey is conducted every 2 years and the next update is due in 2021.

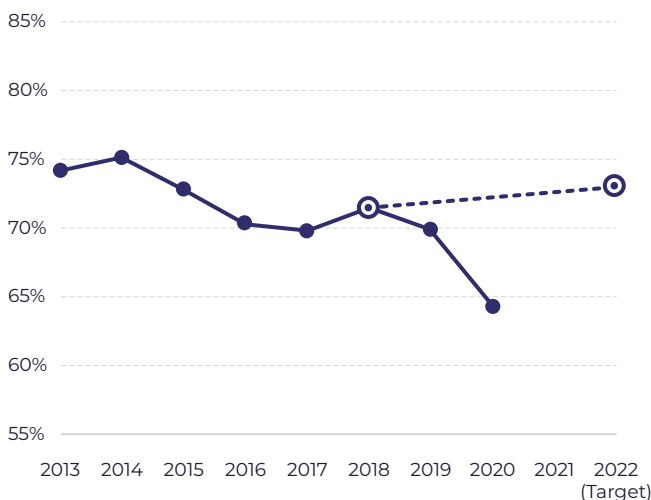
Employment outcomes for vocational education and training graduates

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

Government-funded training needs to deliver the skills and capabilities needed for improved economic participation for people in NSW. Insights from our NSW Student Outcomes Survey show completion of a qualification and field of education studied are highly correlated with a good employment outcome, and these are areas the department can influence through more sophisticated market management and improved consumer information. Achieving this target would put NSW ahead of comparable states on the employability of its VET graduates.

In 2020, 64.3% of government-funded VET graduates were employed after training, a decrease of 7.1 percentage points from the 2018 baseline. Many factors contribute to the likelihood of gaining employment after VET, including the broader economic landscape and student characteristics.

Figure 10: Proportion of government-funded VET graduates in NSW who are employed after training



Source: NCVER Government-funded student outcomes. Note: This covers graduates only, not subject completers. Data is current as at the end of May of the survey year. The baseline for this measure is 2018.

Increasing participation in high-quality vocational education and training

The department funds and manages the Smart and Skilled contestable training market in NSW. Students can choose government-subsidised training through TAFE NSW or other approved private and community training providers. The NSW Government also funds TAFE NSW to provide training in key qualifications at Certificate IV and above and 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. We review and optimise the NSW Skills List to focus on high-quality, in-demand qualifications that achieve better post-training outcomes for students. As a result, 38 qualifications have been (or are planned to be) removed from the list. In 2020, we conducted a review of the NSW Quality Framework under which Smart and Skilled is established. It specified strong student outcomes as a critical element of provider quality, along with examples of best practice.

The department also 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 investment in infrastructure to boost the number of skilled construction workers and create pathways to employment. In December 2020, there were 18 projects across NSW with skill development and diversity targets in place.

To promote the benefits of VET, we hosted the annual NSW Training Awards, recognising outstanding achievement.

The LifeLauncher digital platform provides students with information about their prospective careers and related tertiary education qualifications to choose the best pathway to them.

The NSW VET Student Outcomes Snapshots were released to the public in December 2020. The snapshots of provider performance focused on employment and personal benefits for learners.

To prioritise public funds towards student outcomes, this information is being used in financial allocation decisions for the Skilling for Recovery package, and will be extended into general funding allocations and contracting arrangements

Skilling for Recovery and JobTrainer National Partnership Agreement

Skilling for Recovery is the NSW Government's economic response to the COVID-19 pandemic. Research commissioned by the NSW Skills Board in April 2020 estimated at least 65,000 displaced workers would not return to employment by June 2021 without immediate government intervention.

The NSW Government committed almost \$160 million to match Commonwealth JobTrainer funding. More than 100,000 fee-free and low-fee training places are available through the JobTrainer National Partnership Agreement.

Skilling for Recovery provides fee-free training places in areas of identified skills need for NSW job seekers and young people. It helps displaced workers access information on skilling and employment options and bespoke workforce development programs. It also uses regional employment brokers to connect industry and trainers with job seekers.

Research commissioned by the NSW Skills Board in April 2020 estimated at least 65,000 displaced workers would not return to employment by June 2021 without immediate government intervention.

The program is being actively monitored and evaluated. Its key performance indicators include the number of training places delivered, student and employer satisfaction, and employment outcomes.

Key achievements for 2020 included:

- establishing the Service NSW COVID Assistance Finder and Skills Line Concierge pilot
- raising awareness through a targeted campaign
- offering short courses for 2020 school leavers through the Summer Skills Program, including 636 enrolments as at December 2020.

Supporting those experiencing disadvantage to make a successful transition into work

We manage training and employment initiatives to improve participation and achievement rates of disadvantaged people.

Our Regional VET Pathways program funds providers to deliver career advice, mentoring, training and employment brokerage services to 15-to-19-year-olds disengaged from education, training or work. In 2020, Regional VET Pathway assisted 2,268 clients, with 1,599 of these clients re-engaging in school, training or employment.

Smart, Skilled and Hired supported young people experiencing multiple and complex barriers to find and maintain employment. The program concluded in 2020, after successfully supporting 6,507 young people into employment between 2015 and October 2020.

The Refugee Employment Support Program has engaged with more than 8,000 refugees and asylum seekers in Western Sydney and the Illawarra to find sustainable and skilled employment.

The 2020/21 round of the Elsa Dixon Aboriginal Employment Program subsidised 131 Aboriginal employees in public service agencies or local government authorities.

Supporting higher education

In 2020 the NSW Government has committed \$10 million towards the cost of building the Australia-first Indigenous Residential College at University of Technology Sydney, expected to open in 2025-26.

The Waratah Research Network was attended by senior representatives from across government and members of the NSW Deputy Vice-Chancellors (Research) Committee. Achievements in 2020 included launching Waratah Research, sharing high-impact case studies, improving reporting on research and development, and implementing the Waratah Grants model for research funding.

Our Strategic Research Fund aims to improve collaboration and translation of innovative research using the Waratah Grants model. The department committed more than \$1.9 million in 2020-21 towards projects improving social and educational outcomes for people and communities in NSW. An additional \$1 million will fund postgraduate Waratah Scholarships at each of the 10 NSW public universities.

NSW has committed \$8 million from 2020 to 2023 to deliver 5 new Country Universities Centres. In 2020 the department approved the first 3 centre locations in Parkes, Kempsey and Ulladulla. The Parkes centre officially opened to students in November 2020.

Bilateral and national agreements to support skilling and employment outcomes

The National Agreement for Skills and Workforce Development (NASWD) is the primary funding agreement between the Australian Government, and states and territories for the skills sector. In 2019-20, NSW received \$491.8 million in Australian Government funding under this agreement.

In July 2020, the Australian Government, states and territories signed the Heads of Agreement for Skills Reform to implement immediate reforms to the sector and negotiate a new National Skills Agreement in 2021. The National Skills Agreement will replace the NASWD.

The National Partnership on the Skilling Australians Fund is an agreement between the Australian Government, NSW, and other states and territories aimed at creating additional apprenticeships and traineeships. NSW received \$105.1 million in funding under this agreement in 2019-20.





Our support services

School performance and student outcomes

To become Australia's best education system, the department is implementing reforms to enable all students to aspire and achieve; close attainment gaps for our disadvantaged students; and equip students with the skills and knowledge they need to prepare for rewarding lives as engaged citizens in a complex and dynamic society.

Our goal is that every student, every teacher, every leader and every school improves every year.

School-level target-setting, planning and accountability

In 2020, the NSW Auditor-General and the Centre for Education Statistics and Evaluation (CESE) published evaluations of the department's Local Schools, Local Decisions policy.

The Auditor-General's performance audit report, *Local Schools, Local Decisions: Needs-based equity funding*, found that while the previous policy was effective in assisting the transition to school-level decision-making, the department did not have sufficient oversight of how schools were using needs-based funding to improve student outcomes.

CESE's evaluation noted that the policy had a positive impact on schools' ability to make local, context-specific decisions, but recommended schools be accountable for the decisions they make to target school and student outcomes and the department better support schools by continuing to identify what is already known about 'what works best', cataloguing ways that schools should spend their funding in the most effective ways to improve student outcomes.

The School Success Model was announced in December 2020 to ensure the right balance between autonomy, accountability and support for schools. It sets clearer expectations for school and system leaders, and allows the department to offer better support to the schools that need it the most. At its heart lies an understanding that principals, directors, educational leadership (DELs), the Executive and the Secretary all have responsibilities to deliver the best education to each public school student in NSW.

The department worked with schools to set aspirational targets, benchmarked against similar schools. This means all schools can be recognised for high performance, regardless of their context. School-level targets include literacy, numeracy and Aboriginal student HSC attainment in support of the Premier's Priorities, with additional targets for student growth, attendance, wellbeing, equity and pathways.

School-level targets will be included in each school's Strategic Improvement Plan from 2021. While system leaders will be held accountable for ensuring schools across NSW meet their targets, they will also have individual targets, such as reducing the administrative burden for principals and teachers.

The model will use evidence from different aspects of school performance to direct and tailor support for schools more effectively, considering the size and complexity of the NSW school system. Schools where improvement outcomes are more challenging to attain will receive strengthened support and direction. This will include looking at whether teaching practices and learning programs reflect evidence-based best practice, as well as exploring whether a school's unspent additional funding might be better used on providing extra staff in an area of educational need.



We revised the School Excellence Policy to better align the school planning and external validation cycle. External validation has been enhanced as part of the School Excellence cycle, maximising opportunities for independent input into each school's self-assessment.

DELs provide oversight and support, and new school planning arrangements will provide a clearer focus for school improvement and accountability conversations. Progress against these objectives will inform regular discussions between principals and DELs. Outcomes will be published in schools' annual reports.

Targeted support for schools

The department continued to work with school leaders to provide targeted support throughout the year. The level, type and duration of the support varied according to the specific professional learning needs of each school. In 2020, a total of 642 schools received tailored support across 29 topics.

An agreement of service co-created between the school, the DEL and the department outlined the specific professional learning to be provided over an agreed timeframe. It focused on building the capacity of teachers to deliver effective evidence-based teaching and learning practice.

In 2020, the department developed additional quality-assured resources aligned to school priorities to provide a consistent and research-driven approach to school improvement. New resources included Building Effective Learning and Support teams, and Trauma Informed Practice. The department reviewed and updated Formative Assessment, and Classroom Management Fundamentals and Differentiation.

Of the schools that have completed their agreements, 83% reported a strong increase in staff capacity to embed high-quality sustainable practice.

The majority of agreements of service concluded at the end of 2020 as the department transitions to a new approach under the School Success Model. The department's initial focus will be on supporting schools to boost reading and numeracy.

Teaching quality

The major in-school influence on student achievement is quality teaching. The department continues to strengthen the quality of teaching across NSW schools through the provision of high-impact professional learning, evidence-based teaching resources, strong programs and initiatives in priority areas, as well as consistent performance and development processes.

The department provided \$94 million in additional staffing resources in 2020 to enhance the quality of teaching and professional practice through the Quality Teaching, Successful Students initiative. This staffing entitlement is provided to all NSW public schools with primary students enrolled to ensure that all primary students benefit from high-quality, evidence-based practices that best meet the full range of student needs.

The allocation was used to:

- release school leaders to establish collaborative practices in the school, or across neighbouring schools, allowing teachers to work together and learn from one another by observing and discussing how they develop lesson plans and assessment tasks
- release school leaders to establish mentoring and coaching practices to help an individual teacher in a specific area such as classroom management
- employ a specialist in an area where teachers need support, such as literacy or numeracy
- provide comprehensive and focused support for teachers during accreditation.

Improving teaching quality across our system continues to be a strong focus and will enable us to achieve our targets for improved student wellbeing, academic performance, independence and equity outcomes.

Evidence-based best practice

The department is committed to embedding high-impact teaching practice, and ensuring the development of all staff is a core component of school improvement. In 2020 we successfully launched several initiatives to spread best practice in our schools.

The Best in Class program aims to leverage the expertise of outstanding teachers in our system, in collaboration with other educational experts and academic partners, to build rich, evidence-based professional learning and to scale it effectively across the state. In 2020, the Best in Class teachers shared their practice and supported more than 1,500 teachers across more than 390 schools in NSW, delivering professional learning across several initiatives including the HSC strategy, NSW Mathematics Strategy, Mathematics Growth Team, general capabilities through curriculum, and parent-community learning ecosystems.

Professional learning was redeveloped and rapidly moved to online learning at the end of April 2020 to continue to support schools and teachers during the COVID-19 lockdown.

In November 2020, after significant stakeholder consultation, a revised professional learning policy was released that specifies a cycle of continuous professional learning for principals, executive, teachers and non-school based teachers. It is aligned to the Performance and Development Framework, which focuses on deepening teaching practice for ongoing growth in student learning. It is aligned to the High Impact Professional Learning model and the department's What Works Best research, and it supports the implementation of school Strategic Improvement Plans.

The Catalyst Lab upskilled and supported teams across the department with design thinking methods – tackling problems such as improving reporting to parents and environmental sustainability. The team of teachers and innovation specialists collaborated with schools and subject matter experts to develop and release Edumap and Uppley. Edumap helps teachers create, find, and deliver quality applied-learning programs. Uppley facilitates the integration of thinking and working skills into curriculum delivery.

The department also has key programs of work to identify Highly Accomplished and Lead Teacher candidates and leverage their expertise for systemic improvement.

High-quality teacher attraction and retention

In 2020, the department approved 8,420 new applicants to teach in NSW public schools, with a further 2,530 awaiting final transcripts to finalise applications. We also filled 3,784 classroom teacher positions. After the department appointed incentive transfers and Aboriginal employment applicants, schools filled 65% of classroom teacher positions using their chosen recruitment method.

NSW public schools are experiencing growth in student enrolments, particularly primary and support students. To meet this demand, the department is projected to hire an additional 5,300 teachers by 2023, bringing the total number of teachers in public schools to the highest in the state's history. This will exceed the NSW Government's 2019 election commitment.

The department is developing a 10-year strategy to ensure a future supply of highly skilled and committed teachers across NSW, prioritising high-impact initiatives where we need them most. This strategy will be a critical enabler for the department in running an effective school system and lifting student outcomes.

In 2020, we attracted the best and brightest into teaching by offering a range of scholarships and retraining sponsorships to bolster supply in targeted subjects and regions. We received 634 applications for teach.Rural scholarships in 2020, with all 60 available scholarships awarded.

All teachers in a permanent position at a rural or remote school continued to qualify for a rural teacher incentive between \$20,000 and \$30,000, depending on the school's remoteness. All experienced teachers in a permanent position at an eligible school qualified for a \$10,000 experienced teacher benefit, payable for up to 5 years. In 2020, 1,107 teachers received the rural teacher incentive and 775 of those teachers also qualified for the experienced teacher benefit.

In 2020, 35 teachers were placed as part of the Rural Experience Program.

In 2020, 72 teachers completed sponsored training in mathematics, physics, engineering studies, special education (including hearing and vision), English as an additional language or dialect (EAL/D), careers, and teacher librarianship. A further 28 teachers completed training in special education (including hearing and vision) as part of the Inclusive Practice in Education Scholarship.

The department's new standards for incoming teachers to public schools were fully implemented in 2020, including minimum grade point average standards for students who commenced studies in teacher education from 2019. An evidence-based Teacher Success profile is now part of the assessment process to be approved to teach in NSW public schools.

Schools receive funding to support eligible beginning teachers' performance and professional development, including induction and accreditation. In 2020, the Beginning Teacher Support Funding Program supported 4,250 eligible teachers in permanent and temporary positions. The Strong Start, Great Teachers website provided schools with a research-based framework to create high-quality induction programs for these teachers.

The department's reward programs, awards, scholarships, fellowships and exchanges recognise teacher achievement, provide opportunities for research and study, and enable the exchange of ideas and knowledge nationally and internationally.

In 2020, the department continued to deliver on the recommendations from the 2019 Auditor-General's performance audit report, *Supply of secondary teachers in STEM-related disciplines*, including:

- offering 50 teach.MathsNOW scholarships to successful applicants
- doubling the financial support package for teachers wishing to retrain in a STEM-related subject through the Teach and Learn Scholarship program
- appointing 33 teachers who retrained in a STEM-related subject into permanent positions as they become available
- appointing 78 scholars who completed an initial teacher education qualification in a STEM-related subject into permanent positions as they became available
- facilitating priority practicum placements for STEM scholars
- supporting the STEM Professional Experience Hub School for pre-service teachers who need professional experience placements
- improving our workforce planning model.



Improvement for every teacher

An effective performance and development process in every school supports our commitment to students, parents and carers for quality teachers in each classroom.

The 2019 NSW Auditor-General's performance audit report, *Ensuring teaching quality in NSW public schools*, recommended changes to the Performance and Development Framework, including strengthening the quality of observations of teaching practice. In December 2020, the department and the NSW Teachers Federation released a joint survey of teachers, supervisors and principals to investigate practice surrounding observations.

Development of comprehensive support resources and training for teachers, leaders and supervisors is also under way. These resources will enable the successful implementation of the performance and development process, amplify the practice of outstanding teachers, and deepen teaching practice for improved and equitable outcomes for students.

School leadership

School leadership is the second most powerful driver of student outcomes after teaching quality. A highly effective principal can raise the achievement of a typical student by up to 7 months of learning in a single school year. Effective leadership is even more critical to success in complex and disadvantaged schools.⁹

School Leadership Institute

The School Leadership Institute is responsible for developing high-level leadership capabilities, using evidence-informed and future-focused programs to support school leaders at all stages of their career.

The rigorous Aspiring Principals Leadership Program is for leaders willing to commit to the challenge and seeking principalship. In 2020 there were 207 participants in the program, with 63 joining since 2019. Successful participants earn 50% towards a Master of Educational Leadership with the University of Wollongong.

An advisory board, comprising key stakeholders and international experts on educational leadership development, guides the work of the School Leadership Institute, including induction and development programs.

Effective inductions for principals and school leaders

The department continued to support newly appointed school leaders and principals so they can grow into effective leaders.

In 2020, the School Leadership Institute ran induction conferences for middle leaders, deputy principals and principals. More than 385 middle leaders took part in the first online induction with e-learning and webinars, including the department's Disability Strategy; leading for improved Aboriginal learning outcomes; and expectations of leading, teaching and learning.

In February 2020, 130 newly appointed first-time principals and long-term relieving principals attended the Principal Induction Conference to focus on the importance of leadership in teacher improvement and student learning outcomes. In March, 141 staff attended the Deputy Principal Induction Conference.

Leadership development

The Aboriginal Teacher Leadership Initiative (ATLI) is focused on teaching and leadership positions in schools. The ATLI conducted a summit for 35 Aboriginal principals and delivered 2 Aboriginal leadership webinars. An Aboriginal teaching leadership survey collected 587 teacher and executive responses. We developed a draft Aboriginal Teacher Workforce and Leadership Development Strategy discussion paper to further progress this initiative.

⁹ Branch G.F., Hanushek E.A., Rivkin S.G. (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

A new Rural and Remote Leadership Development Program was launched at the end of 2020. This program involved 11 full-day online leadership seminars and 7 webinars delivered to 53 school leaders, 24 mentors and 40 supervisors across rural, remote and very remote NSW schools.

In Term 3 2020, the Growing Great Leaders Program was adapted and delivered online. The group of 97 principals and 12 principal facilitators participated in highly evaluated leadership learning to develop student-centred leadership by embedding evidence-informed theory into practice.

Technology and systems support for 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.

Across key support services such as IT, HR, finance, legal and asset management, the department aims to deliver high-quality services that are easy to engage with and deliver quick outcomes to principals, teachers and school administrative staff. Many of these services are delivered primarily through our shared service centre, EDConnect.

In 2020, the department commenced a program of work to transform the delivery of these support services and ensure the department continues to provide consistent, customer-focused and high-class operational services for schools and staff while resolving inefficiencies and clarifying accountabilities. The program will look to better leverage technology and implement improved self-service support. This first phase of this program will be delivered throughout 2021.

By embedding a culture of customer service that is well understood and achieved through a combination of the simplification of processes, automation, and a well-defined service catalogue, schools can expect efficient and effective services, minimised administrative burden, and improved satisfaction with the department's services.

Reduced administrative burden

We are committed to working to ensure school time is focused on what matters most – leading, teaching and supporting students.

The department has a dedicated team to drive reductions in the administrative burden on schools. The program includes embedding a school-centric delivery approach across the department. This approach aims to ensure solutions meet school needs, are coordinated across the department, and avoid unnecessary duplication of effort.

To date, the program has saved an estimated one million hours across the system – equivalent to 105 hours per principal, 10 hours per teacher and 25 hours per school administration staff each year.

Key improvements delivered in 2020 include:

- pre-filling 60% of the sections of the annual school report
- delivering single sign-on to remove multiple login steps and an access management app to reduce the steps required to provide system access to staff
- reducing the number of steps in the staff recruitment process
- digitising and streamlining overseas student management
- digitising the enrolment process
- enhancing the planning and prioritisation processes to manage the impact of changes released to schools.

In 2021, there will be a strengthened focus on reducing the administrative burden for schools in support of the new School Success Model. We will set ambitious targets for a reduction in administrative burden for school staff. Longer-term savings will be delivered by simplifying the school budget and improving system-wide reporting.

Strong financial management support for schools

During 2020, we continued to improve financial management systems, processes and capability.

In early 2020, an enhanced enterprise Financial Planning Tool (eFPT) reporting suite was delivered. Built in consultation with schools, the suite helps schools to monitor budget performance and to make informed staffing and operational expenditure decisions. One-to-one support was provided to help schools create budget plans for the 2020 school year.

The Financial Management Optimisation program, working in consultation with schools, focused on improving budget performance, streamlining financial management processes, supporting engagement with school users and building capacity to manage system changes more effectively. A support program and dedicated coaching assisted schools with significant underspends to maximise their resources to achieve student learning outcomes, while also giving insights into school budget challenges.

We will continue the ongoing budget simplification for schools, providing greater certainty on school annual funding allocations, consolidating program funding allocations for schools and streamlining the budget process. The program will reduce the administrative burden on schools, particularly in areas where there is little discretion; further consolidate and simplify school financial processes; and integrate systems, while ensuring schools maintain flexibility and accountability of resources.

The One Finance project continued to improve responsiveness for schools and the department's corporate areas by streamlining customer service lines and implementing system tools to manage queries.

Communication and trust

During 2020, the department was an instrumental and trusted voice in keeping disparate school communities informed during the bushfires and COVID-19 crisis, and ensuring students could learn from home during the lockdown.

Our communication channels now connect us to 1.7 million citizens across more than 2,200 schools through a dedicated website for each school, social channels for most schools and the School Updates app, which saw 120,000 downloads in 2020. This connected network meant we could activate 24/7 localised messaging from a central location to ensure communities were informed with correct, up-to-date information within minutes of government decision-making. The department's network was recognised at the 2020 Australian Government Digital Awards for most outstanding government platform.

Several important digital hubs launched in 2020 including Everyday Maths for parents and carers, StayHealthyHSC, Learning from Home, Disability, and Summer Skills/JobTrainer. These hubs were delivered as part of successful behavioural campaigns aimed at improving student outcomes.

The department also uplifted the quality and reach of visual communications with the introduction of live streaming and the Schools Video platform – also awarded at the 2020 Australian Government Digital Awards for most outstanding use of emerging technology.

The result of these collective network improvements has been a 33% growth in year-on-year users – taking our total digital footprint to 30 million unique users.

It was also a year for student initiatives. The department launched the Student Voices program and the first Minister's Student Council, promoting greater student participation in decision-making to shape their educational experiences. The NSW Game Changer Challenge was delivered digitally for the first time, with 3 times the number of schools competing compared to last year.

In 2020, the Australian media published or broadcast more than 63,000 stories mentioning NSW public schools in a positive light. These stories documented student and school achievement, teaching and learning, curriculum and human interest.

Technology and innovation in learning

The department's Schools Digital Strategy 2019 – 2026 is a 7-year roadmap to create connected, collaborative, digitally enabled schools in an increasingly connected world.

Principals and teachers are looking to digital solutions to reduce the administrative burden of old paper-based processes. Improved digitisation will allow teachers to focus on student learning and welfare, and free up school leaders to focus on higher-value work. The strategy will improve digital literacy and efficacy in public schools. It embraces the digital revolution to enable individual learning for every student in every classroom.

The drought, bushfires and COVID-19 pandemic made it clear that schools need to be digitally equipped for continuity of learning. The strategy provides guidelines and supports every school to develop a digital action plan to suit their Strategic Improvement Plans.

The strategy is based on 3 pillars to drive digital implementation by:

- decluttering and simplifying processes and content
- supporting quality teaching through increased access to high-quality educational resources and professional learning
- engaging learners, parents and carers while embedding eSafety, wellbeing and improved learning outcomes.

The Rural Access Gap program is the first stage of the Schools Digital Strategy and aims to ensure rural schools match their metropolitan counterparts. It will target more than 1,000 remote schools to provide greater access to quality teaching. This will save time for teachers by streamlining processes, and simplifying access to instructional resources and professional support.

The Rural Access Gap program will result in:

- rural and remote schools benefiting from stronger, more responsive and reliable distance education platforms, including high-performance web conferencing and collaboration tools
- students having modern, connected and constructive learning spaces equipped to support engaged, personalised learning.
- teachers accessing the development, support and resources they need to integrate digital tools within the learning environment
- support staff having school management tools to minimise manual tasks and maximise time to focus on student outcomes.



Infrastructure for growth and contemporary learning

School Infrastructure NSW (SINSW) drives the planning, procurement, construction and maintenance of our facilities to meet the needs of a growing population and enable future-focused learning and teaching while helping foster better educational outcomes for students. Our vision is to deliver the very best infrastructure so the NSW public education system is one of the finest in the world.

The NSW Government's infrastructure program features funding for a wide range of projects. This includes more than \$1.4 billion in new schools infrastructure funding for new and upgraded schools as part of a larger \$7.7 billion package for education and skills infrastructure.

Major capital works

The department's infrastructure program represents the largest investment in public education in the history of NSW. Over the next 4 years, \$7 billion is being invested to deliver more than 200 new and upgraded schools to support communities across NSW. This includes progressing the NSW Government's 40 election commitment projects, in addition to the major works programs announced as part of the NSW Government's COVID-19 Recovery Plan, such as the \$60 million Regional Roof Upgrade Program.

In early 2020, catastrophic bushfires affected supply chains for some projects, as well as the ability of contractors to travel safely to work sites. The COVID-19 pandemic also resulted in several short-term site closures. The disruptions were particularly evident at sites located near state borders, with staff and contractors caught up in travel restrictions. While these challenges resulted in minor delays for some projects, the department's agile and flexible response ensured the continued achievement of project milestones.

A third and enduring challenge continuing to surface across the department's infrastructure projects is the identification and removal of previously unidentified asbestos-containing materials. Identification of asbestos necessitates a series of additional requirements focused on the safe removal and disposal of contaminated materials. To avoid program delays and remove asbestos safely and promptly, the department took steps including initiating after-hours and weekend work.

Cooler classrooms, learning spaces and libraries

To meet community expectations and improve learning outcomes, the department continued to deliver the \$500 million, 5-year Cooler Classrooms 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. Other schools had the opportunity to apply for inclusion in the program.

To date, more than 2,500 learning spaces and 185 libraries have been equipped with air-conditioning, fresh air ventilation and smart controls.

School facilities and infrastructure

2020 presented SINSW with unique challenges to the delivery of services to improve our school facilities and infrastructure. Despite bushfires, storms and the impacts of COVID-19, the department continued its extensive infrastructure program, delivering 51 new and upgraded schools throughout the year. This included Arthur Phillip High School in Parramatta – the state's first high-rise school, encompassing 17 storeys and designed with an emphasis on future-focused learning.



Infrastructure planning has been ongoing, with 76 of 103 business cases completed and 24 approved by NSW Treasury. SINSW has a pipeline of projects and school communities for business case development for 2021 and beyond. SINSW currently has 29 joint-use projects at different stages of discussion.

SINSW has also continued delivering improvements, expansion and maintenance across the state. Key highlights include:

- clearing the maintenance backlog of 274,541 maintenance line items
- completing 1,917 minor capital works projects
- responding to 50,125 emergency call-outs.

In early November 2020, SINSW submitted its Strategic Asset Management Plan and Asset Management Plans to Treasury as required by the Government's Asset Management Policy for the NSW Public Sector.

Since its inception in 2017, 489 schools across NSW have participated in the Share Our Space program over the holidays, with 72 schools participating 5 or more times. Share Our Space has provided NSW students and families with access to 875 hectares of open space – equivalent to 1,244 football fields, 958 sports courts, 292 ovals and 368 play areas.

Share Our Space did not run during the autumn, winter and spring school holidays due to COVID-19. During the 2020-21 summer school holidays, 200 schools participated to broaden community access to recreation and open spaces, while practising social distancing and adhering to COVID-safe requirements.

The Sustainable Schools Grants program offers funding up to \$15,000 to deliver practical sustainability-focused projects that link to the NSW curriculum. In 2020, 194 schools were awarded almost \$2.5 million to build gardens, buy recycling infrastructure and run education programs.

Funding for the Schools Renewable Energy Infrastructure Pilot Project was announced as part of the 2020-21 Budget. The pilot project will assess the benefits and costs of the large-scale deployment of solar photovoltaic systems, batteries and demand response initiatives in NSW public schools.

Outside of school hours care

In 2020, the department continued to deliver the NSW Government's \$120 million Before and After School Care (BASC) Commitment to increase access for government primary school students.

We worked with schools, parents and providers to ensure continuity of care during the COVID-19 pandemic:

- Since March 2020, the department has supported 834 schools and services to meet the BASC needs of their communities.
- There was an increase of 49 BASC services and 7,506 student places in the 12 months ending 2 December 2020.
- The department suspended tenders and license fees during the height of the pandemic to provide relief to providers.
- More than \$25 million has been allocated to manufacture and install outside of school hours care (OOSHC) hubs at 47 schools across NSW.
- The department released tenders for 2 pilot Group of Schools models in Murwillumbah and the Southern Highlands, with services expected to be established in early 2021.
- The Infrastructure Fund awarded more than \$1.6 million to create 1,986 additional BASC places.

The Service NSW Vacation Care Finder went live in April 2020, improving the ability of families to locate providers. Since December 2019, the BASC and Vacation Care finders were accessed more than 65,000 times.

The 2019 OOSHC waiver policy has led to an additional 2,178 places across NSW. The regulatory authority balances applications for waivers from BASC space requirements with the health and safety of children in care.

During 2020, the department increased consultation with industry groups and school communities to inform future initiatives and support the sector to recover and grow.

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 of excellence, equity, accountability, trust, integrity and service are detailed in our Strategic Plan and are aligned to our vision to be a world-class education system.

To achieve this aspiration, we need to ensure our people are living our values every day. Our values act as a guide and checkpoint for how we go about our work and make our decisions. They form the foundation of what it's like to work for the department and what we expect of one another.

The Great Place to Work program continued in 2020 with a focus on our 4 workstreams, identified from the 2019 People Matter Employee Survey (PMES) results:

- embedding our values and behaviours
- improving our people leaders
- improving our performance and development conversations
- fostering a respectful workplace.

The Great Place to Work program is about creating positive and high-performing workplaces where our people bring their best self to work. 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.

Everyday values

We are working to clearly define, communicate and embed our values and their corresponding behaviours. Adherence to values is included in performance agreements and routine discussions between managers and staff.

In 2020, we grew our champion community, aiming to have a champion in every business unit and office across NSW. Our champions promote and model our values, collect feedback, keep their areas updated on our progress, and help to innovate and co-design new ways to embed our values. We developed our Everyday Values Toolkit of resources to bring our values to life in our teams.

Action from feedback

During 2020, we followed through on our commitment to demonstrate we are listening to feedback from the annual PMES and pulse surveys. We held more than 50 webinars for people leaders and staff to support working from home during COVID-19. The webinars covered wellbeing, managing remote teams, performance and development, and respectful workplaces.

Recognition and awards

In 2020, we launched our virtual local recognition initiative, co-designed by our champions, to recognise where our staff and teams are living our values. With most corporate staff working from home, recognition was more important than ever. The Secretary's Living Our Values Awards were hosted virtually in 2020, and were a testament to our strength and ability to adapt and perform despite this year's challenges.

We continued discovering and sharing insights and stories from across the department about recognition, local initiatives and people making a positive impact on organisational culture.



Financial management, governance and accountability

The department continued to adapt our planning, budgeting and reporting arrangements to respond to the challenges of 2020, as well as our new organisational structure and governance arrangements. Despite these challenges, the department continued to align its funding to support improved student and business outcomes.

Strategic planning and budgeting

The NSW Government is committed to improving investment decision-making by focusing on outcomes. Under outcome budgeting, funding considerations move away from traditional outputs (such as a new school) and towards the outcome citizens care about (for example, giving our children the best chance of success). Outcome budgeting embeds richer policy discussions before funding is allocated through the budget process, resulting in more evidence-based decisions.

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.

We are progressively aligning our budget groups with our outcomes and priorities in the Strategic Plan and Outcome and Business Plan prepared as part of the State Budget process. This cultural change will continue to evolve with:

- ongoing reviews of all operational and program spending
- ongoing outcomes-based reporting to Treasury
- continued integration of the outcomes framework and the annual zero-based-budgeting process.

To operationalise outcome budgeting, the department continues to refine its strategic planning processes. Implementation in 2020 was affected by delays to the State Budget, the COVID-19 pandemic and organisational changes. Our strategic planning, investment and delivery framework remains focused on:

- placing the needs of schools, children and young people at the centre of all decision-making
- improving student and business outcomes
- ensuring the efficient and effective use of public resources to maximise student and business outcomes
- using evidence of what works to inform new priorities
- ensuring performance is closely monitored and drives ongoing improvement
- coordinating and align priorities and targets across the department and our schools
- embedding innovation and risk management into the planning process.

Needs-based funding for schools

Consistent with national reforms, the department has been leading the implementation of a needs-based, sector-blind funding model across all NSW schools, including non-government schools. The model is based on the Schooling Resource Standard (SRS), which is an estimate of how much government funding a school requires to meet the educational needs of its students. This ensures funding is distributed fairly, transparently, and efficiently across public and non-government school sectors.

Under the SRS funding model, the NSW Government is responsible for funding 20% of the total SRS for non-government schools and the Australian Government funds 80%.

In 2020, the department continued the transition to funding non-government schools at 20% of their SRS by 2029. The transition includes redistribution within the sector on a needs basis. Non-government schools funded below 20% of their SRS will meet this target by 2023, while schools funded above 20% of their SRS are on track to meet this target by 2029.

Needs-based funding is delivered to government schools via the Resource Allocation Model (RAM). The RAM ensures a fair, efficient and transparent allocation of the state public education budget for every school.

In 2020, \$1.25 billion was delivered to schools through the 7 RAM loadings – the equity loadings (socioeconomic background, Aboriginal background, English language proficiency and low-level adjustment for disability) and the base loadings of location, per capita and professional learning.

The memoranda of understanding (MoU) to strengthen accountability for non-government schools with Catholic Schools NSW and the Association of Independent Schools NSW came into effect in January 2020. These agreements are in response to the 2018 Auditor-General's performance audit report, *Grants to non-government schools*. They also deliver on a commitment under the Bilateral Agreement between NSW and the Commonwealth on Quality Schools Reform to implement stronger accountability for non-government schools that receive state funding.

Supported by an implementation plan, we completed a number of the actions in the MoU in 2020, including:

- enhanced enrolment assurance processes
- reporting on student outcomes measured by targets in the National Schools Reform Agreement
- ensuring school systems have implemented a needs-based methodology for their distribution of funding for schools.

Aligning with Commonwealth funding provided opportunities to streamline schools' reporting obligations and reduce the administrative burden. For example, NSW ceased its biannual enrolment census in 2019 and now uses Australian Government enrolment data. NSW also harmonised its categories of acceptable use of recurrent funding and definition of a funding system with the Australian Government. In addition to streamlining obligations on non-government schools, this enables the department to leverage existing financial audits.

National School Reform Agreement funding

NSW is a party to the National School Reform Agreement, and 2020 was the second year of implementation. In 2020 all NSW school funding continued to transition to the agreed share of the SRS. At the time of signing the agreement, NSW committed to an additional \$6.4 billion to government schools from 2019 to the end of 2027 (on top of already budgeted amounts) and transitioning funding to non-government schools to 20% of the SRS by 2029.

The department continued to implement agreed national policy initiatives and state-based reforms, adjusting where necessary in response to the disruption of COVID-19. NSW worked closely with national, state and territory governments; education stakeholders; government and non-government schools; and national ministerial companies to ensure consistent engagement across the stages of the reform's development.

In 2020, NSW submitted its first annual progress report on state-based reforms, available to the public on the Australian Government's website.

NSW continued to engage with the National School Resourcing Board, making a public submission to the Review of Regional Schooling Resource Standards Loadings. The board provides independent oversight on Australian school funding and its recommendations inform Australian Government decision-making.

Purchasing and procurement

The department introduced a dedicated intranet probity page for staff to address the 2019 Auditor-General's compliance audit report, *Engagement of probity advisers and probity auditors*, as well as NSW Procurement Policy Framework requirements. This contains valuable resources on probity for staff, including guidelines for procurement, terms of engagement for probity practitioners and procurement project roles and responsibilities.

The department's contract and vendor management guide was updated to better reflect and prescribe the processes required to address risk and performance validation methods. The guide's requirements will be included within subsequent contracts, and therefore will become an in-contract requirement. These updates occurred alongside changes to the department's contract management plans.

As a consequence of COVID-19, the department was required to carry out several emergency procurements. Most of these were completed before the implementation of the new contract and vendor management guide. Due to their emergency nature, contracts contained limited key performance indicators and contract management conditions.





Financial statements

Financial highlights

The department's statement of comprehensive income for the year ended 30 June 2020 reports a net result \$98 million lower than the original budget allocation set by NSW Treasury. The variance includes lower revenue of \$134 million and unbudgeted losses of \$101 million. This is offset by savings excluding losses of \$137 million, as outlined in Note 23 of the financial statements.

The department's full-year capital outgoings for 2019-20 were \$2.1 billion for works in progress and those completed.

Based on the combined operating expenses and capital outgoings above, NSW Treasury assessed the department as achieving its overall budget responsibilities in 2019-20.

Expenses

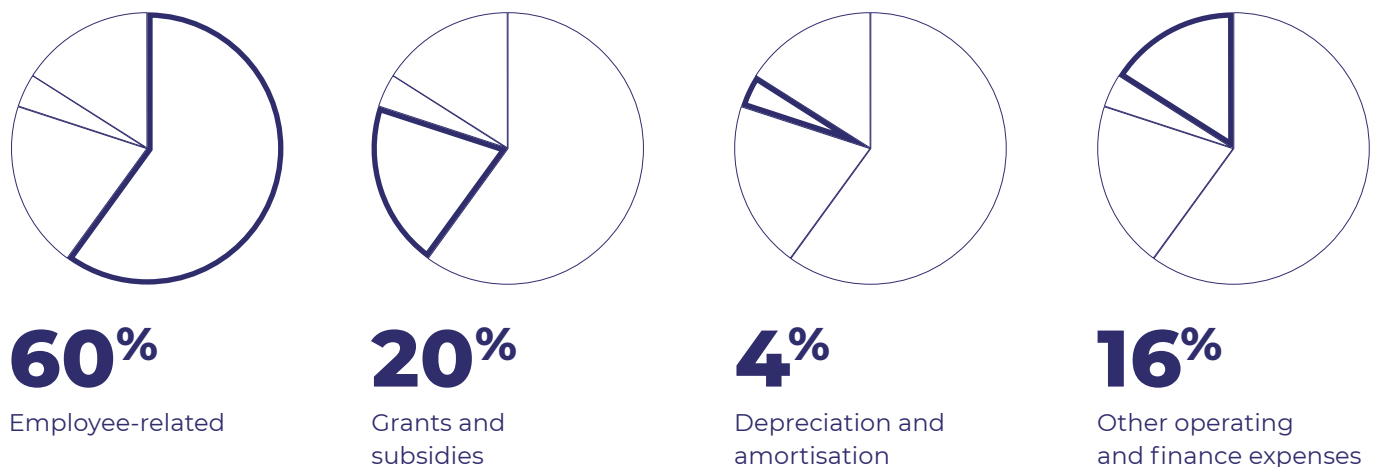
Approximately 60% (\$10.8 billion) of expenses incurred during 2019-20 were employee-related. The majority of these expenses were salaries for teachers and other essential staff who supported the delivery of education in NSW public schools.

For 2019-20, the other operating and finance expenses comprised approximately 16% of total expenses, at more than \$2.9 billion. These expenses included approximately \$332.7 million in cleaning expenses and \$775 million in maintenance-related expenses.

Grants and subsidies also supported the provision of education and related services, with more than \$3.5 billion provided in 2019-20.

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

Figure 11: Expenses by category for 2019-20



Note: Figures subject to rounding.



Revenue

NSW Treasury provides most of the department's revenue through appropriation, which totalled \$18.2 billion in 2019-20. This represented approximately 93% of the department's total 2019-20 revenue.

The sale of goods and services, interest revenue, grants and contributions, Crown-accepted employee benefits and other revenue made up approximately 7% of the department's total revenue in 2019-20.

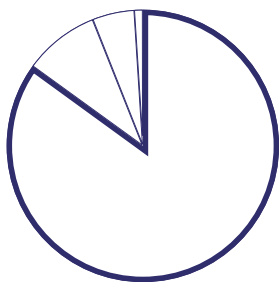
Note 3 of the financial statements provides details of revenue sources for the department.

Net assets

The department's net assets as at 30 June 2020 were \$32.3 billion. This comprised approximately \$35.2 billion of assets and was offset by total liabilities of \$2.9 billion. The net assets were represented by accumulated funds of \$15.4 billion and an asset revaluation reserve of \$16.9 billion.

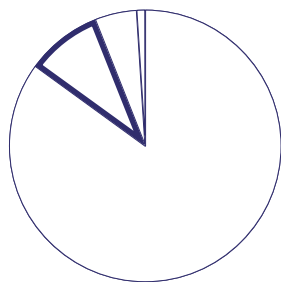
Refer to page 53 of this report for the audited financial statements for the NSW Department of Education for 2019-20.

Figure 12: Revenue by category for 2019-20



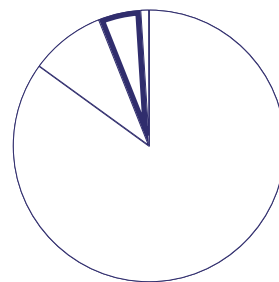
85%

Recurrent appropriation



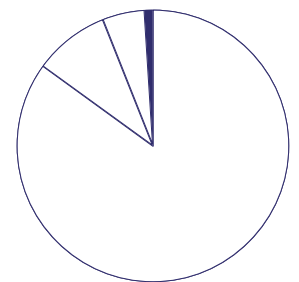
9%

Capital appropriation



5%

Sale of goods and services, investment revenue, grants and contributions, and acceptance by the Crown of employee benefits



1%

Other revenue

Note: Figures subject to rounding.

Financial statements
For the financial year ended 30 June 2020

Contents

Independent Audit Report
Statement by the Secretary
Primary Financial Statements
Statement of Comprehensive Income
Statement of Financial Position
Statement of Changes in Equity
Statement of Cash Flows

Notes to the financial statements

General

1. Summary of significant accounting policies
2. Expenses excluding losses
3. Revenue
4. Gains/(Losses) on disposal
5. Other gains/(losses)
6. Program groups
7. Conditions and restrictions on revenue of not-for-profit entities

Current/Non-current assets

8. Cash and cash equivalents
9. Receivables
10. Contract assets and liabilities
11. Property, plant and equipment
12. Leases
13. Intangible assets
14. Fair value measurement of non-financial assets
15. Restricted assets

Current/Non-current liabilities

16. Payables
17. Borrowings
18. Provisions
19. Other liabilities

Equity

20. Equity

Others

21. Commitments for expenditure
22. Contingent liabilities and contingent assets
23. Budget review
24. Reconciliation of cash flows from operating activities to net result
25. Non-cash financing and investing activities
26. Financial instruments
27. Related party disclosures
28. Events after the financial year



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 year ended 30 June 2020, the Statement of Financial Position as at 30 June 2020, the Statement of Changes in Equity and the Statement of Cash Flows, for the year then ended, notes comprising a Summary of significant accounting policies and other explanatory information.

In my opinion, the financial statements:

- give a true and fair view of the financial position of the Department as at 30 June 2020, 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 45E 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 (including Independence Standards)' (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.

Key Audit Matters

Key audit matters are those matters that, in my professional judgement, were of most significance in my audit of the financial statements for the year ended 30 June 2020. These matters were addressed in the context of my audit of the financial statements as a whole, and in forming my opinion thereon, I do not provide a separate opinion on these matters.

Key Audit Matter

How my audit addressed the matter

Employee related expenses

In 2019-20 the Department reported \$10.8 billion in employee expenditure. I considered this to be a key audit matter because of the:

- financial significance of the balance
- geographical spread of the Department's workforce
- high volume of transactions processed by its information systems
- the size and complexity of the remuneration structures, including the diversity and number of industrial awards affecting remuneration, work hours, rates and allowances, and other conditions of employment.

Key audit procedures included the following:

- evaluated and tested the design, implementation and operational effectiveness of key controls over payroll processes and systems
- obtained personnel records for a sample of employees and agreed their recorded employment details, including relevant award types and conditions in calculating the payroll costs.

The subclassification of employee related expenses is presented in Note 2a of the financial statements.

Implementation of AASB 16 'Leases'

The Department adopted new Australian Accounting Standard AASB 16 'Leases' for the first time in 2019-20. The Department has:

- right-of-use assets of \$422.1 million and lease liabilities of \$774.3 million at 30 June 2020
- a \$35.5 million impairment loss against its right-of-use assets in 2019-20.

I considered this to be a key audit matter because:

- right-of-use assets and lease liabilities are financially significant to the Statement of Financial Position
- the recognition and measurement of leases including lease payments, lease extension options, discount rates, and impairment involved significant management judgements and assumptions
- of the extent of leasing information that impacts on the complete and accurate recognition and measurement of leases.

A description of the key assumptions and judgements is disclosed in Note 12 of the financial statements.

Key audit procedures included the following:

- evaluated the design and implementation of key controls over leases processes and systems
- tested the completeness, validity and accuracy of lease data in the lease calculations
- reviewed the reasonableness of methodologies, management judgements and assumptions in the lease calculations including impairment calculations
- tested the mathematical accuracy of the lease calculations including impairment
- assessed the adequacy of the financial statement disclosures against the requirements of applicable Australian Accounting Standards and NSW Treasurer's Directions.

Other Information

The Department's annual report for the year ended 30 June 2020 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 reviewed comprises 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.

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: https://www.aasb.gov.au/auditors_responsibilities/ar6.pdf.

The description forms part of my auditor's report.



DEPARTMENT OF EDUCATION

Financial statements
For the financial year ended 30 June 2020

STATEMENT BY THE SECRETARY

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

1. The accompanying financial statements have been prepared in accordance with the provisions of the *Public Finance and Audit Act 1983*, the *Public Finance and Audit Regulation 2015* and the Treasurer's Directions,

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

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

 Digitally signed
by Mark Scott
Date: 2020.10.01
13:50:57 +10:00

Secretary
NSW Department of Education
1 October 2020

The scope of my audit does not include, nor 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 New South Wales

7 October 2020
SYDNEY

DEPARTMENT OF EDUCATION

Start of audited financial statements
Statement of Comprehensive Income for the financial year ended 30 June 2020

	Notes	Actual 2020 \$'000	Budget 2020 \$'000	Actual 2019 \$'000
Expenses excluding losses				
Employee related expenses	2(a)	10,798,221	10,914,883	10,478,834
Operating expenses	2(b)	2,535,487	2,654,058	2,768,365
Depreciation and amortisation	2(c)	755,009	757,594	706,263
Grants and subsidies	2(d)	3,634,902	3,846,224	1,803,322
Finance costs	2(e)	28,601	19,799	20,710
Other expenses		600	613	600
Total expenses excluding losses		18,055,820	18,193,171	15,778,094
Revenue				
Appropriation	3(a)	18,165,548	18,085,930	14,500,000
Sale of goods and services	3(b)	--	--	484,240
Sale of goods and services from contracts with customers	3(b)	386,434	675,078	--
Interest revenue	3(c)	5,613	17,830	18,622
Grants and other contributions	3(d)	318,432	353,435	414,449
Acceptance by the Crown Entity of employee benefits and other liabilities	3(e)	394,285	349,762	846,334
Other revenue	3(f)	158,771	81,261	133,016
Total revenue		19,428,083	19,563,246	16,387,680
Operating result				
Gains/(Losses) on disposal	4	(42,825)	--	(41,060)
Other gains/(losses)	5	(68,078)	--	(788)
Net result	24	1,277,980	1,370,075	567,688
TOTAL COMPREHENSIVE INCOME		1,272,380	1,370,075	567,688

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION

Statement of Financial Position as at 30 June 2020

	Notes	Actual 2020 \$'000	Budget 2020 \$'000	Actual 2019 \$'000
ASSETS				
Current assets				
Cash and cash equivalents	8	926,658	892,710	897,972
Receivables	9	274,700	254,710	134,347
Contract assets	10	2,112	--	--
Assets held for sale		--	250	--
Total current assets		1,203,470	1,147,670	1,032,319
Non-current assets				
Receivables	9	--	53	51
Property, plant and equipment	11 & 12	32,959,762	33,172,391	31,673,690
- Land, buildings and improvements		223,114	327,278	163,228
- Plant and equipment		33,192,876	33,499,669	31,836,918
Total property, plant and equipment		33,416,090	33,826,947	32,003,846
Intangible assets	13	360,981	232,335	434,587
Right-of-use assets under leases	12	422,082	--	--
Total non-current assets		33,985,989	33,732,057	32,271,566
Total assets		35,189,459	34,879,727	33,303,875
LIABILITIES				
Current liabilities				
Payables	16	777,461	661,695	647,703
Contract liabilities	10	45,619	--	--
Borrowings	17	185,519	175,899	147,762
Provisions	18	1,180,371	913,389	1,101,991
Other current liabilities	19	35,944	43,920	70,067
Total current liabilities		2,224,914	1,794,913	1,967,522
Non-current liabilities				
Borrowings	17	574,151	316,409	146,061
Provisions	18	52,592	41,175	49,740
Other non-current liabilities	19	--	32,613	33,383
Total non-current liabilities		626,743	390,197	228,184
Total liabilities		2,851,657	2,185,110	2,195,707
Net assets		32,337,752	32,694,617	31,108,168
EQUITY				
Reserves		16,883,877	16,917,451	16,900,963
Accumulated funds		15,453,875	15,777,166	14,207,215
Total equity	20	32,337,752	32,694,617	31,108,168

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION

Statement of Changes in Equity for the financial year ended 30 June 2020

	Notes	Accumulated funds \$'000	Asset revaluation surplus \$'000	Total \$'000
Balance at 1 July 2019		14,207,215	16,900,953	31,108,168
Net result for the year		1,272,360	--	1,272,360
Total comprehensive income for the year		1,272,360	--	1,272,360
Transactions with owners in their capacity as owners				
Increase/(decrease) in net assets from equity transfers	20	(42,776)	--	(42,776)
Total transactions with owners in their capacity as owners		(42,776)	--	(42,776)
Transfers within equity				
Reserves transfers		17,076	(17,076)	--
Balance at 30 June 2020		15,453,875	16,883,877	32,337,752
Balance at 1 July 2018		13,696,519	16,917,451	30,613,970
Net result for the year		567,698	--	567,698
Total comprehensive income for the year		567,698	--	567,698
Transactions with owners in their capacity as owners				
Increase/(decrease) in net assets from equity transfers	20	34,500	--	34,500
Total transactions with owners in their capacity as owners		34,500	--	34,500
Transfer within equity				
Reserves transfers		16,498	(16,498)	--
Balance at 30 June 2019		14,207,215	16,900,953	31,108,168

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION

Statement of Cash Flows for the financial year ended 30 June 2020

	Notes	Actual 2020 \$'000	Budget 2019 \$'000	Actual 2019 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Payments		(10,273,658)	(10,491,515)	(9,424,739)
Employees related		(3,293,469)	(2,715,021)	(2,681,635)
Supplies of goods and services		(3,709,226)	(3,846,224)	(1,985,482)
Grants and subsidies		(31,241)	(19,799)	(20,710)
Finance costs		(226,732)	(234,502)	(456,427)
Other		(17,534,316)	(17,307,061)	(14,548,992)
Total payments		18,201,478	18,085,860	14,500,000
Receipts		324,637	643,009	532,523
Appropriation		5,688	17,830	10,547
Sale of goods and services		334,403	349,233	395,880
Interest received		815,700	321,539	725,032
Grants and other contributions		18,681,806	18,417,501	16,183,892
Other		2,147,590	2,110,440	1,633,000
Total receipts	24	(2,090,171)	(2,225,600)	(1,659,892)
NET CASH FLOWS FROM OPERATING ACTIVITIES		(2,076,903)	(1,930,369)	(1,659,024)
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds from sale of property, plant and equipment, and intangibles		13,268	285,112	868
Proceeds from sale of financial assets		--	--	--
Purchases of property, plant and equipment, and intangibles		(2,076,903)	(1,930,369)	(1,659,024)
NET CASH FLOWS FROM INVESTING ACTIVITIES		(1,963,635)	(1,645,257)	(1,658,156)
CASH FLOWS FROM FINANCING ACTIVITIES				
Repayment of borrowings and advances	17(b)	(7,494)	(42,338)	(7,158)
Payment of principal portion of lease liabilities	17(b)	(34,507)	--	--
NET CASH FLOWS FROM FINANCING ACTIVITIES		(42,001)	(42,338)	(7,158)
NET INCREASE/(DECREASE) IN CASH AND CASH EQUIVALENTS		28,686	137,734	(30,182)
Opening cash and cash equivalents		897,972	754,976	928,154
CLOSING CASH AND CASH EQUIVALENTS	8	926,658	892,710	897,972

The accompanying notes form part of these financial statements.

1. **Summary of significant accounting policies**

(a) **Reporting entity**

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

These financial statements for the financial year ended 30 June 2020 have been authorised by the Secretary for issue on 1 October 2020.

(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 the Australian Accounting Standards (AAS) (which include Australian Accounting Interpretations):

- application 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.

Despite the department having negative net current assets, management considers that the department remains a going concern as it receives its funding under appropriation from the Consolidated Fund. Appropriation for each financial year is set out in the annual Appropriation Act for that year. Due to COVID-19, the State Budget and related 2020-21 Appropriation Act has been delayed and is expected to be passed in late 2020. On 1 July 2020, the State Treasurer has authorised Ministers to spend specified amounts from Consolidated Fund. This authorisation is current from 1 July 2020 until the earlier of 31 December 2020 (or another day prescribed by the regulations) or expiry of the 2020-21 annual Appropriation Act. This is supported by Schedule 2, Part 2, section 6 of the COVID-19 *Legislation Amendment (Emergency Measures - Treasurer) Act 2020* No 6 where it states that the State Treasurer may authorise payments for this purpose must not exceed, in total, an amount equivalent to 75% of the amount appropriated under the Appropriation Act 2019 adjusted for consumer price as provided by regulations made for the purposes of section 4.1(4)(b) of the *Government Sector Finance Act 2016*.

(c) **School finances**

The department's financial statements include all NSW public schools' financial transactions. Transactions that occur among the corporate office and various NSW public schools are estimated in this financial report. The department's accounting policies are adopted consistently across the corporate office and NSW public schools.

(d) **Statement of compliance**

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

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

(e) **Accounting for the Goods and Services Tax (GST)**

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

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.

(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.

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

The accounting policies applied in 2019-20 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 2019-20**

The department applied AASB 15 *Revenue from Contracts with Customers*, AASB 1059 *Income of Not-for-Profit Entities*, and AASB 10 *Leases* for the first time. The nature and effect of the changes as a result of adoption of these new accounting standards are described below.

Several other amendments and interpretations apply for the first time in 2019-20, but do not have an impact on the financial statements of the department:

- AASB 2017-1 *Amendments to Australian Accounting Standards – Transfers of Investment Property, Annual Improvements 2017-2019 Cycle and Other Amendments*
- AASB 2017-6 *Amendments to Australian Accounting Standards – Prepayment Features with Negative Compensation*
- AASB 2017-7 *Amendments to Australian Accounting Standards – Long-term Interests in Associates and Joint Ventures*
- AASB 2018-1 *Amendments to Australian Accounting Standards – Annual Improvements 2015-2017 Cycle*
- AASB 2018-2 *Amendments to Australian Accounting Standards – Plan Amendment, Curtailment or Settlement*
- AASB 2018-5 *Amendments to Australian Accounting Standards – Derecognition of AASB 1059*
- AASB 2019-9 *Amendments to Australian Accounting Standards – Right-of-Use Assets of Not-for-Profit Entities*.

AASB 15 *Revenue from Contracts with Customers*

AASB 15 supersedes AASB 111 *Construction Contracts* and AASB 118 *Revenue* and related Interpretations. It applies, with limited exceptions, to all revenue arising from contracts with customers. AASB 15 establishes a five-step model to account for revenue arising from contracts with customers and requires that revenue be recognised at an amount that reflects the consideration to which the department expects to be entitled in exchange for transferring goods or services to a customer.

AASB 15 requires entities to exercise judgement, taking into consideration all of the relevant facts and circumstances when applying each step of the model to contracts with their customers. The standard also specifies the accounting for the incremental costs of obtaining a contract and the costs directly related to fulfilling a contract. In addition, the standard requires relevant disclosures.

In accordance with the transition provisions in AASB 15, the department has adopted AASB 15 retrospectively with the cumulative effect of initially applying the standard recognised at the date of initial application, i.e. 1 July 2019. The department has used the transitional practical expedient permitted by the standard to reflect the aggregate effect of all of the modifications that occur before 1 July 2018 when:

- identifying the satisfied and unsatisfied performance obligations
- determining the transaction price, the satisfied and unsatisfied performance obligations
- assessing whether the contract is within the scope of the standard
- assets acquired significantly less than fair value are not required to be remeasured.

The impact of applying the above practical expedients has not had a material effect on the financial statements.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

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 2019-20 (continued)

The effect of adopting AASB 15 is as follows:

Impact on the Statement of Comprehensive Income (increase/(decrease)):

Revenue	Notes	Adoption of AASB 15 30 Jun 2020 \$'000	Without adoption of AASB 15 30 Jun 2020 \$'000	Impact of AASB 15 30 Jun 2020 \$'000
Sale of goods revenue from contracts with customers	3(b)	26,651	26,651	--
Products and materials		21,624	21,624	--
Canteen sales		5,027	5,027	--
Livestock and produce		50,076	50,076	--
Rendition of services revenue from contracts with customers	3(b)	90,343	90,343	--
Overseas student fees		78,043	78,043	--
Excursions		34,660	34,660	--
Hire of facilities		69,807	69,807	--
Sports & extra-curricular activities		54,122	54,122	--
Subject contributions		24,544	24,544	--
Proportional school accommodation and meals		338,356	338,356	--
Other services rendered		13,283	13,283	--
Grants and other contributions	3(f)	13,283	13,283	--
Other grants with sufficiently specific performance obligations		9,175	9,175	--
Commissions		27,013	27,013	--
Miscellaneous revenue		30,184	30,184	--
Net result		429,911	429,911	--

Impact on the Statement of Financial Position (increase/(decrease)):

Assets	Notes	Adoption of AASB 15 30 Jun 2020 \$'000	Without adoption of AASB 15 30 Jun 2020 \$'000	Impact of AASB 15 30 Jun 2020 \$'000
Contract assets	10	2,112	2,112	--
Contract liabilities	10	(45,619)	(45,619)	--

The adoption of AASB 15 did not have an impact on Other Comprehensive Income and the Statement of Cash Flows for the financial year.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

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 2019-20 (continued)

AASB 1058 Income of Not-for-Profit Entities

AASB 1058 replaces most of the existing requirements in AASB 1004 Contributions. The scope of AASB 1004 is now limited mainly to contributions by owners (including parliamentary appropriation that satisfies the definition of a contribution by owners), administrative arrangements and liabilities of government agencies assumed by other government agencies.

AASB 1058 applies to revenue with a donation component, i.e. transactions where the consideration to acquire an asset is significantly in excess of its fair value. The scope of AASB 1058 is limited to the recognition of revenue from the application of the residual approach, meaning that the department first applies other applicable Australian Accounting Standards (e.g. AASB 1004, AASB 15, AASB 16, AASB 9, AASB 8, AASB 137) to a transaction before recognising revenue.

Not-for-profit entities need to determine whether a transaction is/contains a donation (accounted for under AASB 1058) or a contract with a customer (accounted for under AASB 15).

AASB 1058 requires recognition of receipt of an asset, after the recognition of any related amounts in accordance with other Australian Accounting Standards, as follows:

- the obligation under the transfer is satisfied, for transfers to enable the department to acquire or construct a recognisable non-financial asset that will be controlled by the department
- immediately, for all other revenue within the scope of AASB 1058.

In accordance with the transition provisions in AASB 1058, the department has adopted AASB 1058 retrospectively with the cumulative effect of initially applying the standard at the date of initial application, i.e. 1 July 2019. The department has adopted the practical expedient in AASB 1058 whereby existing assets acquired for consideration significantly less than their fair value principally to enable the department to further its objectives, are not restated to their fair value.

The effect of adopting AASB 1058 is as follows:

Impact on the Statement of Comprehensive Income (increase/(decrease)):

Revenue	Notes	Adoption of AASB 1058 30 Jun 2020 \$'000	Without adoption of AASB 1058 30 Jun 2020 \$'000	Impact of AASB 1058 30 Jun 2020 \$'000
Acceptance by the Crown Entity of employee benefits and other liabilities	3(e)	75,047	75,047	--
Superannuation - defined benefit		315,205	315,205	--
Extended/Long service leave		4,033	4,033	--
Payroll Tax		384,285	384,285	--
Grants and other contributions	3(f)	148,204	148,204	--
Grants with sufficiently specific performance obligations		68,282	68,282	--
School generated contributions		45,161	45,161	--
Contributions of assets		247	247	--
Donations and industry contributions		42,955	42,955	--
Other revenue	3(f)	305,149	305,149	--
Fundraising		15,985	15,985	--
Net result		715,419	715,419	--

The adoption of AASB 1058 change did not have an impact on Other comprehensive income, the Statement of Financial Position and the Statement of Cash Flows for the financial year.

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 2019-20 (continued)

AASB 16 Leases
AASB 16 supersedes AASB 117 Leases. Interpretation 4 Determining Whether an Arrangement contains a Lease, Interpretation 115 Operating Leases – Incentives and Interpretation 127 Evaluating the Substance of Transactions Involving the Legal Form of a Lease. The standard sets out the principles for the recognition, measurement, presentation and disclosure of leases and requires lessees to recognise most leases on the balance sheet.

Lessor accounting
Lessor accounting under AASB 16 is substantially unchanged from AASB 117. Lessors will continue to classify leases as either operating or finance leases using similar principles as in AASB 117. Therefore, AASB 16 does not have a significant impact for lessors where the department is the lessor.

Lessee accounting
AASB 16 requires the department to account for all leases under a single on-balance sheet model similar to the accounting for finance leases under AASB 117. As the lessee, the department recognises a lease liability and right-of-use asset at the inception of the lease. The lease liability is measured at the present value of the future lease payments, discounted using the interest rate implicit in the lease, or the lessee's incremental borrowing rate if the interest rate implicit in the lease cannot be readily determined. The corresponding right-of-use asset is measured at the value of the lease liability adjusted for lease payments before inception, lease incentives, initial direct costs and estimates of costs for dismantling and removing the asset or restoring the site on which it is located.

The department has adopted the partial retrospective option in AASB 16, where the cumulative effect of initially applying AASB 16 is recognised on 1 July 2019 and the comparatives for the year ended 30 June 2019 are not restated.

In relation to leases that had previously been classified as 'operating leases' under AASB 117, a lease liability is recognised at 1 July 2019 at the present value of the remaining lease payments, discounted using the lessee's incremental borrowing rate, at the date of initial application. The weighted average lessee's incremental borrowing rate applied to the lease liabilities on 1 July 2019 was 2.20%.

The corresponding right-of-use asset is initially recorded on transition at an amount equal to the lease liability, adjusted by the amount of any prepaid or accrued lease payments relating to that lease recognised in the Statement of Financial Position as at 30 June 2019. The exception is right-of-use assets that are subject to accelerated depreciation. These assets are measured at their fair value at 1 July 2019.

For leases previously classified as finance leases the department recognised the carrying amount of the lease asset and lease liability immediately before transition as the carrying amount of the right-of-use asset and the lease liability at the date of initial application. The measurement principles of AASB 16 are only applied after that date. The department did not have any finance leases at 30 June 2019.

The department elected to use the practical expedient to expense lease payments for lease contracts that, at their commencement date, have a lease term of 12 months or less and do not contain a purchase option (short-term leases), and lease contracts for which the underlying asset is valued at \$10,000 or under when new (low-value assets).

- In applying AASB 16 for the first time, the department has used the following practical expedients permitted by the standard:
- not reassess whether a contract is, or contains, a lease at 1 July 2019, for those contracts previously assessed under AASB 117 and Interpretation 4
 - applying a single discount rate to a portfolio of leases with reasonably similar characteristics
 - relying on its previous assessment on whether leases are onerous immediately before the date of initial application as an alternative to performing an impairment review
 - not recognise a lease liability and right-of-use asset for short-term leases that end within 12 months of the date of initial application
 - applying the initial direct costs from the measurement of the right-of-use asset at the date of initial application
 - using hindsight in determining the lease term where the contract contained options to extend or terminate the lease.

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 2019-20 (continued)

The effect (increase/decrease) of adopting AASB 16 as at 1 July 2019 is as follows:

	\$'000
Assets	(20,089)
Property, plant and equipment	453,180
Right-of-use assets	438,074
Liabilities	(7,758)
Other current liabilities	(19,610)
Other non-current liabilities	464,442
Borrowings	438,074
Total liabilities	--
Equity	360,427
Accumulated funds	(724)
	(9,104)
	(357)
	107,210
	464,442

The lease liabilities as at 1 July 2019 can be reconciled to the operating lease commitments as of 30 June 2019, as follows:

	\$'000
Operating lease commitments as at 30 June 2019 (GST included)	415,281
(Less): GST included in operating lease commitments	(37,589)
Operating lease commitments as at 30 June 2019 (GST excluded)	377,692
Impact of weighted average incremental borrowing rate as at 1 July 2019 (2.20%)	(8,265)
Discounted operating lease commitments as at 1 July 2019	369,427
(Less): commitments relating to short-term leases	(724)
(Less): prepaid leases	(9,104)
Add: lease payments re-assessed as lease contracts	(357)
Add: lease payments relating to renewal periods not included in operating lease commitments as at 30 June 2019	107,210
Lease liabilities as at 1 July 2019	464,442

(ii) Issued but not yet effective

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

AASB 1059 Service Concessment Arrangements: Grantors is effective for financial reporting periods commencing on or after 1 January 2020. Therefore, for the department, AASB 1059 will be effective from 1 July 2020. Based on the department's assessment, it is expected that the first-time adoption of AASB 1059 will not have a material impact on the transactions and balances recognised in the financial statements for the year ending 30 June 2021.

Upon the implementation of AASB 1059, NSW Treasury is expected to revoke TFP 06-9 Accounting Policy: Accounting for Privately Financed Projects for the financial year ending 30 June 2021. Based on the Department's assessment, it is expected the impact of the revocation is immaterial.

Several other new Australian Accounting Standards have not been applied and are not yet effective:

- AASB 17 Insurance Contracts
- AASB 2018-5 Amendments to Australian Accounting Standards – Deferral of AASB 1059
- AASB 2018-6 Amendments to Australian Accounting Standards – Definition of a Business
- AASB 2018-7 Amendments to Australian Accounting Standards – Definition of Material
- AASB 2018-1 Amendments to Australian Accounting Standards – References to the Conceptual Framework
- AASB 2018-2 Amendments to Australian Accounting Standards – Impairment of Assets
- AASB 2018-3 Amendments to Australian Accounting Standards – Impairment of Financial Instruments
- AASB 2018-4 Amendments to Australian Accounting Standards – Interest Rate Benchmark Reform
- AASB 2018-7 Amendments to Australian Accounting Standards – Disclosure of GFS Measures of Key Fiscal Aggregates and GAAP/GFS Reconciliations.

The department has assessed there to be no material impact of these Standards in the period of initial application.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

1. Summary of significant accounting policies (continued)
(b) Administrative restructures

On 31 March 2019, the NSW Premier announced a new cabinet to reflect the direction of the newly re-elected government. In response to the announcement, the 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 took effect on 1 July 2019.

The transfer of net assets between entities as a result of an administrative restructure, transfers of programs/functions and parts thereof between entities controlled by the ultimate parent is designated or required by Accounting Standards to be treated as contributions by or to the transferee entity. The transfer is consistent with AASB 1004 *Contributions and AASB 1038 Contributions by Owners Made to Wholly Owned Public Sector Entities*.

Transfers arising from an administrative restructure involving not-for-profit entities and for-profit government entities are recognised at the amount at which the asset was recognised by the transferor immediately prior to the restructure. In most instances this will approximate fair value.

Refer to Note 6 for the effect of the administrative restructure on program group reporting and refer to Note 20(p) for the net impact on the department's Statement of Financial Position.

(i) Impacts and assessment of COVID-19 pandemic

The first case of COVID-19 was reported to the World Health Organisation as an unknown virus in late December 2019. After that the global infection rate increased dramatically throughout 2020. It caused uncertainty for the global economy, including NSW. Whilst the initial effects were being felt predominantly by the travel industry and education providers, the impact is now considerably broader and is creating significant uncertainty for supply chains and the global economy. This uncertainty is creating risk to organisations that they may not have encountered previously.

At the time of completion of the 2019-2020 financial statements, the department has concluded an assessment of the impacts from COVID-19, including the following elements:

State context

The department is a going concern. Despite delays in passing the *Appropriation Act 2020* and the delivery of the 2020-2021 State Budget, the department continues to receive up to an equivalent of 75% of 2019-2020 appropriation from Consolidated Fund. Refer to Note 10 for more details.

Internal control environment

The existing internal control environment continues to operate effectively amid COVID-19 and the resulting shift to remote work. The department created a COVID-19 taskforce with representatives from various business units to holistically address the risks of COVID-19. Established systems, processes, policies and procedures, segregation of duties, independent monitoring and review, ethical culture, awareness of corrupt conduct and existing systems continue to allow staff to report corrupt conduct without fear of reprisal collectively continuing to reduce the risk of fraud and corruption, including in a remote work environment.

Carrying values of property, plant and equipment

The department has conducted an assessment of the carrying values of its property, plant and equipment. The department is a not-for-profit entity and the carrying values are determined in accordance with AASB 158. The carrying values are based on the fair value of its 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. Refer to Note 11 for more details.

Working from home and technology as a solution

Due to the COVID-19 pandemic, from Friday, 27 March 2020, all corporate staff within the department began working from home until further notice. School-based staff also worked from home for a short period in terms 1 and 2. Staff that provided critical functions that could not be delivered remotely were provided exemptions on a case-by-case basis. Since then, the department has adapted in a number of ways to continue to deliver services to the community:

- Providing an intranet landing page for all documents and resources relating to working from home amid COVID-19;
- Producing a quick reference guide on best practice for cyber security, especially whilst working from alternative locations; the period;
- Producing documents and webinars for managers and employees on how to manage their responsibilities from home during the period;
- Developing a COVID-19 taskforce;
- Investing heavily in IT infrastructure, including hardware and software; and
- Publishing guidelines on digital approvals via email or through the use of digital signatures; and
- Various webinars and resources were made available to staff through the 'A-ClearPlace-to-Work' initiative.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

1. Summary of significant accounting policies (continued)
(i) Impacts and assessment of COVID-19 pandemic (continued)

The department continues to invest and strengthen its digital infrastructure (e.g. providing staff with laptops and mobile phones with network connectivity) to support digital processes and workflows and further support staff members to work from remote sites.

Allowance for expected credit losses

In 2019-20, COVID-19 may have caused detriment to the financial performance and financial position of the department's debtors. As such, forward-looking factors have been considered to make judgements about future expected credit losses. The department observed a significant increase in the number of debtors who are in arrears. This is supported by the Australian Bureau of Statistics and the increasing unemployment rate in Australia, as published by Statista when assessing the allowance for expected credit losses. Refer to Note 28(d) for more details.

Leases and licensing arrangements

The department acts as a lessor for a small number of leases, primarily used for community purposes such as sporting activities. The department's asset management units review applications on a case-by-case basis. During the year, the department has not offered any rent-free periods or concessions to lessees through the COVID-19 pandemic.

As a lessee, the department has not received any concessions or rent-free periods on accommodation, motor vehicle, or other leases.

The department also hires out facilities under licensing arrangements, generally for early childhood services, care centres and uniform shops. During the year, the Minister for Education and Early Childhood Learning approved fee waivers to relevant customers in goodwill until school term 2 2020. The department has recognised an expense of \$8.5 million.

Employee-related systems and processes

The department has considered the effects of COVID-19 on employee-related systems and processes. Items considered are:

- Jobkeeper allowance: The department as a government entity is not entitled to this allowance;
- Employment guarantee for casual teachers: The department has released a policy to guarantee employment for casual teachers for the next 12 months. The department has released 10,000 jobkeeper allowances to casual teachers. The department will continue to review the department's commitment to continue engaging casual teachers and support staff throughout the pandemic, regardless of whether there is reduced demand and school activity;
- Long service leave: On 24 March 2020, NSW Parliament passed temporary laws which created greater flexibility for employers and workers to access long service leave in advance during the ongoing COVID-19 crisis. These laws include special provisions that state that during the prescribed pandemic period, a worker stood down without pay by an employer as a direct or indirect result of the COVID-19 pandemic will continue to accrue long service leave. The department has special provisions in place which allow employees to access long service leave for up to 20 days of special leave for employees absent from the workplace as a result of COVID-19. This leave applies to ongoing, temporary and casual employees and is available pro rata based on individual employee work structure. The value of special leave paid by the department is not material and was not disclosed separately in the financial statements.

Budgetary impacts

The department monitored the budgetary impacts of COVID-19 throughout 2019-20 and continues to do so. Refer to Note 25 for more details.

The department continues to closely monitor the COVID-19 outbreak and has put in place regular communication mechanisms to staff members and students to manage these impacts. This includes regular interaction with government and public health officials at the highest levels. The department continues to implement mitigating actions to ensure there is minimal disruption to the normal operations of the department and public schools.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

2. Expenses excluding losses

(a) Employee related expenses	2020 \$'000	2019 \$'000
Salaries and wages (including annual leave) ¹	8,694,037	8,204,887
Superannuation – defined benefit plans	75,046	110,271
Superannuation – defined contribution plans	818,772	757,599
Extended/Long service leave	315,206	730,181
Workers' compensation insurance	173,834	141,239
Payroll Tax and Fringe Benefits Tax	542,933	527,077
Redundancy payments	1,986	1,260
Other	1,000	1,000
	<u>10,938,221</u>	<u>10,478,854</u>

¹ An amount of \$5.3m (2019: \$4.2m) for employee related expenses was capitalised during the financial year.

(b) Operating expenses

	2020 \$'000	2019 \$'000
Auditor's remuneration: ¹		
audit of the financial statements	1,986	1,977
consultants	332,739	275,773
other contractors ²	4,503	4,469
Expenses relating to short-term leases and leases of low-value assets ³	174,244	148,879
Fees for services rendered	285,309	273,888
Internet and telephone	66,416	64,782
Insurance	86,845	58,590
Maintenance ⁴	775,046	657,740
Other (includes legal, rental expense, postage, minimum lease payments)	351,045	344,596
Postage	11,220	8,952
Printing	31,291	28,285
School operating expenses	432,502	455,922
Assisted School Travel expenses	146,591	141,770
Training and development expenses	48,897	51,851
Demountable building services	34,338	36,905
Utilities and water charges	66,733	59,844
Other	38,035	38,454
	<u>2,838,487</u>	<u>2,788,365</u>

¹ The audit fees are disclosed based on services provided up to 30 June 2020. The engagement fee for the audit of 2019-20 financial statements is \$1.3m (2019: 19: \$1.3m).

² An amount of \$38.3m (2019: 19: \$28.1m) for contractor expenses was capitalised during the financial year.

³ These expenses also include non-lease components of lease contracts, including management fees, cleaning and maintenance.

⁴ Reconciliation - Total maintenance expenses
Maintenance expense – contracted labour and other
Total maintenance expenses included in Note 2(b)

Recognition and measurement

	2020 \$'000	2019 \$'000
Maintenance expenses	775,046	657,740
	<u>775,046</u>	<u>657,740</u>

Maintenance expenses
Day-to-day servicing costs 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 11 and 13 for more details).

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

2. Expenses excluding losses (continued)

(b) Operating expenses (continued)

Recognition and measurement (continued)

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

Leases available up to 30 June 2019

Operating leases
Up to 30 June 2019, operating lease payments are recognised as an operating expense in the Statement of Comprehensive Income on a straight-line basis over the lease term. An operating lease is a lease other than a finance lease.

Leases available from 1 July 2019

From 1 July 2019, the department recognises the lease payments associated with the following types of leases as an expense on a straight-line basis:

- Leases that meet the definition of short-term, i.e. where the lease term at commencement of the lease is 12 months or less. This excludes leases with a purchase option.
- Leases of assets that are valued at \$10,000 or under at commencement.

The department does not have any leases with variable lease payments.

(c) Depreciation and amortisation expense

	2020 \$'000	2019 \$'000
Depreciation of assets owned by the department	620,709	580,091
Buildings and improvements	15,772	24,023
Plant and equipment	604,937	623,114
Depreciation of right-of-use assets under leases		
Land	110	--
Buildings and improvements	37,719	--
Plant and equipment	7,189	--
	45,018	--
Amortisation		
Intangibles	73,513	83,148
	<u>755,009</u>	<u>706,263</u>

Refer to Notes 11, 12 and 13 for recognition and measurement policies on amortisation and depreciation.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

2. *Expenses excluding losses (continued)*

	2020 \$'000	2019 \$'000
(d) Grants and subsidies		
Government sector	1,537,900	126,800
Grants to cluster agencies	22,705	31,797
Other	1,680,285	185,897
Non-Government schools sector		
Non-Government schools per capita payments	1,179,625	1,106,623
Parental subsidies	40,076	20,720
Supplier subsidies	23,643	20,650
Other	1,243,341	1,204,664
Other sector		
Early Childhood Education and Care	388,622	357,911
Skilled and employable workforce	283,717	--
Conservatoriums and music centres	10,221	9,886
Links to Learning program	5,955	9,105
Other	731,275	400,081
	<u>3,534,902</u>	<u>4,803,322</u>
(e) Finance costs	2020 \$'000	2019 \$'000
Expenses from lease liabilities	10,166	--
Interest expense from financial liabilities at amortised cost	19,522	19,441
Total interest expense	29,688	19,441
Movement in make good provision (building leases) recognised in the Statement of Comprehensive Income	(1,087)	1,289
	<u>28,601</u>	<u>20,730</u>

Recognition and measurement

Finance costs consist of interest and other costs incurred in connection with the borrowing of funds. Finance costs are recognised as an expense in the period in which they are incurred, in accordance with Treasury's mandate to non-for-profit NSW General Government Sector entities.

3. **Revenue**

Recognition and measurement
Until 30 June 2019, revenue is recognised in accordance with AASB 111 *Construction Contracts*, AASB 118 *Revenue and AASB 1004 Contributions*.

From 1 July 2019, revenue is recognised in accordance with the requirements of AASB 15 *Revenue from Contracts with Customers* or AASB 1058 *Income of Not-for-Profit Entities*, dependent on whether there is a contract with a customer defined by AASB 15. Revenue from Contracts with Customers. Comments regarding the accounting policies for the recognition of revenue are throughout Note 3.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

3. *Revenue (continued)*

Summary of Compliance	2020 \$'000		2019 \$'000	
	Appropriation	Expenditure	Appropriation	Expenditure
Original Budget per the Appropriation Act	18,085,890	18,050,785	35,105	14,838,776
Other Appropriation/Expenditure:				
• Additional Appropriation	--	--	--	--
• Treasury Services	--	--	--	--
• Section 9 GSF Act / 24 PF/AA - Transfers of functions between entities	5,360	5,360	--	--
• Section 4.11 GSF Act / 28 PF/AA - Commonwealth specific purpose payments	6,819	6,819	--	--
• Section 4.13 GSF Act - Eligency of Government / Section 22 PF/AA - expenditure for certain works and services	103,400	102,575	825	--
• Eligency of Government (per Section 25(2) of the Appropriation Act)	--	--	--	--
• Any transfers (per Section 25(3) of the Appropriation Act)	--	--	--	--
Total Annual Appropriation / Expenditure / Net claim on				
Annual Appropriation (includes transfer payments)	18,201,478	18,165,548	35,930	14,838,776
Annual Appropriation - against Annual Appropriation - ¹ against Annual draw down ¹	18,201,478	18,201,478	--	14,500,000
Liability for Lapsed Appropriation ²		35,930		--
² Comprising:				
Transfer payments		--		--
Equity appropriation		--		--
Appropriation revenue (per Statement of Comprehensive Income)		18,185,548		14,500,000
**Appropriation revenue (per Statement of Comprehensive Income):	2020 \$'000	2019 \$'000		
Recurrent	16,458,197	13,184,000		
Capital	1,707,351	1,316,000		
	<u>18,165,548</u>	<u>14,500,000</u>		
Movement of Section 4.7 GSF Act deemed appropriation:	2020 \$'000	2019 \$'000		
Opening balance	--	--		
Recognition of past deemed appropriation	897,972	--		
Accordance with section 4.7(4)(e) Add: additions of deemed appropriation	1,489,896	1,884,890		
Less: expenditure charged against deemed appropriation	(1,465,010)	(1,084,890)		
Closing balance	<u>926,658</u>	<u>--</u>		

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, the department is appropriated with a single sum for its services comprising recurrent services, capital works and debt repayment. For annual financial reporting purposes, total Appropriation continues to be dissected 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

The department receives its funding under appropriation from the Consolidated Fund. Appropriation for each financial year is set out in the annual Appropriation Act for that year. Due to COVID-19, the State Budget and related 2020-21 Appropriation Act has been delayed and is anticipated to be tabled in Parliament on 17 November 2020. However, pursuant to section 4.10 of the Government Sector Finance Act 2018, the State Treasurer has authorised Ministers to spend specified amounts from Consolidated Fund. This authorisation is current from 1 July 2020 until the earlier of 31 December 2020 (or another day prescribed by the regulations) or the day on which the Appropriation Act 2020-21 is passed by Parliament. The State Treasurer may authorise payments for this purpose must not exceed, in total, an amount equivalent to 75% of the amount appropriated under the Appropriation Act 2019 (adjusted for consumer prices as provided by regulations made for the purposes of section 4.10(4)(a) of the Government Sector Finance Act 2018).

Except as specified below, appropriation is recognised as revenue when the department obtains control over the assets comprising the appropriation. Control over appropriation is normally obtained upon the receipt of cash.

Appropriation is not recognised as revenue in the following circumstances:

- passed to the department but not yet received as a liability with the authority to spend the money (leases and the unspent amount is not controlled by the department.
- The liability is disclosed in Note 19 as part of 'Other liabilities'. The liability will be extinguished next financial year through the next annual Appropriations Act.

After AASB 15 and AASB 1058 became effective on 1 July 2019, the treatment of appropriation remained the same, because appropriation does not contain an enforceable sufficiently specific performance obligation as defined by AASB 15.

3. Revenue (continued)

(b) Sale of goods and services from contracts with customers/Sale of goods and services

	2020 \$'000	2019 \$'000
AASB 15 Revenue from Contracts with Customers		
Sale of goods revenue from contracts with customers	26,851	--
Products and materials	21,624	--
Livestock and produce	1,693	--
50,078		
Rendering of services revenue from contracts with customers		
Overseas student fees	90,343	--
Excursions	78,943	--
Hire of facilities	34,680	--
Sports & extra-curricular activities	68,607	--
Subject contributions	34,122	--
Agricultural school accommodation and meals	5,640	--
Other services rendered	24,541	--
358,356		
AASB 118 Revenue		
Goods provided	--	54,278
Rendering of services	--	302,419
358,356		
Other		
Overseas student fees	--	92,650
Fees and charges	--	18,618
Other	--	15,675
127,243		
386,434		484,240

Recognition and measurement

Until 30 June 2019

Revenue from 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.

Rendering 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).

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

3. Revenue (continued)

(b) Sale of goods and services from contracts with customers/Sale of goods and services (continued)

Recognition and measurement (continued)

From 1 July 2019

Sale of goods

Revenue from sale of goods is recognised as when the department satisfies a performance obligation by transferring the promised goods. The department sells various goods including uniforms, learning materials, canteen food and beverages, and livestock and produce. The department typically satisfies its performance obligations when control of the goods is transferred to the customer in exchange for consideration at the transaction price. The payments are typically due immediately when the customer purchases the goods.

Revenue from these sales is recognised based on the price specified in the contract, and revenue is only recognised to the extent that it is highly probable that a significant reversal will not occur. No element of financing is deemed present as the sales are made with a short credit term. No volume discount or warranty is provided on the sale.

Rendring of services

Revenue from rendering of services is recognised when the department satisfies the performance obligation by transferring the promised services. The department renders services including provision of excursions, hire and rental of products or facilities, administration, and international student education. The department typically satisfies its performance obligations when the promised services are provided to customers. Revenue from rendering services is recognised in the accounting period in which the services are rendered. Payments are typically due 30 days after issuing an invoice upon providing the service. In 2019-20, the department tracked payments to suppliers and contractors to provide relief from cash flow burdens. Refer to Note 20(9) for more information.

The revenue is measured at the transaction price agreed under the contract. No element of financing is deemed present as the payments are due when the service is provided, or within a short timeframe. Refer to Note 10 for the disclosure of the aggregate amount of the transaction price allocated to performance obligations that are unsatisfied (or partially unsatisfied) at the end of the reporting period, and when the department expects to recognise the unsatisfied portion as revenue.

	2020 \$'000	2019 \$'000
(c) Interest revenue	5,613	10,622

(c) Interest revenue

Interest revenue from financial assets at amortised cost

Recognition and measurement

Interest revenue

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 impaired asset (i.e. after deducting the loss allowance for expected credit losses).

Rental revenue

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

3. Revenue (continued)

(d) Grants and other contributions

From 1 July 2019

Other public sector agencies

Revenue from grants is recognised when the department obtains control over the funds. The department is deemed to have assumed control when the grant is received or receivable. Contributions are recognised at their fair value. Contributions of services are recognised when and only when a fair value of those services can be reliably determined and the services would be purchased if not donated. Refer to Note 7 for more details.

Revenue from grants with sufficiently specific performance obligations is recognised as when the department satisfies a performance obligation by transferring the promised services. The department promises to provide educational services as agreed with the Department of Home Affairs, and the Department of Infrastructure, Transport, Cities and Regional Development. The department typically satisfies its performance obligations when it provides educational services. The payments are typically due quarterly.

Revenue from these grants is recognised based on the grant amount specified in the funding agreement/funding approval, and revenue is only recognised to the extent that it is highly probable that a significant reversal will not occur. The total funding amount in the funding agreement is recognised over the period of the funding approval. No element of financing is deemed present as funding payments are usually received in advances or shortly after the relevant obligation is satisfied.

Refer to Note 10 for transaction price allocated to the performance obligations that have not been satisfied at the end of the financial year and when it is expected to be recognised as revenue.

Revenue from grants without sufficiently specific performance obligations is recognised when the department obtains control over the granted assets (e.g. cash).

Acceptance by the Crown Entity of employee benefits and other liabilities
The following liabilities and/or expenses have been assumed by the Crown Entity:
Superannuation benefit
Extended/Long service leave
Payroll Tax

	2020 \$'000	2019 \$'000
Other public sector agencies	46,181	48,716
School generated contributions	--	278,314
Commonwealth Government	--	25,295
Contributions of assets	247	18,048
Donations and industry contributions	42,855	43,106
Grants without performance obligations:		
- Grants with other public sector agencies	88,898	--
- Grants from external parties	1,474	--
Grants with performance obligations:		
- non-financial asset to be controlled by the department:		
- Rerest NSW grants	148,504	--
- Other grants with sufficiently specific performance obligations:		
- Grants with other public sector agencies	13,283	--
	318,832	414,419

Recognition and measurement

From 1 July 2019

From 1 July 2019

Revenue from grants with sufficiently specific performance obligations is recognised as when the department satisfies a performance obligation by transferring the promised services. The department promises to provide educational services as agreed with the Department of Home Affairs, and the Department of Infrastructure, Transport, Cities and Regional Development. The department typically satisfies its performance obligations when it provides educational services. The payments are typically due quarterly.

Revenue from these grants is recognised based on the grant amount specified in the funding agreement/funding approval, and revenue is only recognised to the extent that it is highly probable that a significant reversal will not occur. The total funding amount in the funding agreement is recognised over the period of the funding approval. No element of financing is deemed present as funding payments are usually received in advances or shortly after the relevant obligation is satisfied.

Refer to Note 10 for transaction price allocated to the performance obligations that have not been satisfied at the end of the financial year and when it is expected to be recognised as revenue.

Revenue from grants without sufficiently specific performance obligations is recognised when the department obtains control over the granted assets (e.g. cash).

Acceptance by the Crown Entity of employee benefits and other liabilities
The following liabilities and/or expenses have been assumed by the Crown Entity:
Superannuation benefit
Extended/Long service leave
Payroll Tax

	2020 \$'000	2019 \$'000
Other public sector agencies	75,947	110,271
School generated contributions	315,205	730,191
Commonwealth Government	--	25,295
Contributions of assets	4,033	4,872
Donations and industry contributions	384,285	845,334

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

	2020 \$'000	2019 \$'000
3. Revenue (continued)		
(f) Other revenue		
Commissions	3,175	3,792
Reserves from breached agreements	24,458	2,489
Fundraising	15,895	19,347
Treasury Managed Fund Insurance recovery	88,136	13,818
Miscellaneous revenue	27,016	83,850
	<u>158,771</u>	<u>133,306</u>
4. Gains/(Losses) on disposal		
	2020 \$'000	2019 \$'000
Property, plant and equipment		
Gross carrying value	103,835	113,168
Less: accumulated depreciation	(47,742)	(71,737)
Written down value	56,093	41,431
Less: proceeds from disposal	13,258	860
Total gains/(losses) on disposal of property, plant and equipment	<u>(42,835)</u>	<u>(40,583)</u>
Intangible assets		
Gross carrying value	--	69,201
Less: accumulated amortisation	--	(68,694)
Written down value	--	517
Less: proceeds from disposal	--	--
Total gains/(losses) on disposal of intangible assets	<u>--</u>	<u>(617)</u>
Total gains/(losses) on disposal	<u>(42,835)</u>	<u>(41,080)</u>

23

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

	2020 \$'000	2019 \$'000
5. Other gains/(losses)		
(Increase)/Decrease in allowance for expected loss:		
- Trade receivables from sale of goods and services		
and from contracts with customers	(809)	(738)
- other receivables	(22,000)	--
- contract assets	(2)	--
Gains/(Losses) on early exit of leases	5	--
Impairment losses on right-of-use assets under leases	(35,472)	--
	<u>(58,076)</u>	<u>(738)</u>
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.		

Accounting Policies and events giving rise to impairment losses are disclosed in the following notes:

- Trade receivables and contract assets - Notes 9 and 10
- Property, plant and equipment - Notes 11 and 12
- Intangible assets - Note 13
- Leases - Note 12.

24

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

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 to 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-18-01. 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 Transformation initiatives and requirements, the department developed and implemented a new program group structure for the financial year ended 30 June 2020. The department is confident 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
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 Group 1: Government Schools
Program Group 2: Non-government Schools

Outcome 2

Best start in life for young children
Regulating and overseeing the delivery of accessible and high quality early childhood education services.

Program Group 3: Early Childhood Education

Outcome 3

Equipping teachers with the best skills for educating our young people
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 4: Cluster Grants

Outcome 4

Skilled and employable workforce
Contributing to job growth by delivering a highly skilled workforce that meets current and future requirements of NSW businesses and industry, including the activities of TAFE NSW.

Program Group 5: Skills Development Programs for Employment

Outcome 4 and the associated program group were transferred into the NSW Department of Education from the NSW Department of Industry on 1 July 2019 as part of the Machinery of Government Changes. Refer to Note 20 for more information.

Outcome 5

Empowering Aboriginal communities
Transforming the relationship between Aboriginal people and the NSW Government through the delivery of Opportunity, Choice, Healing, Responsibility, Empowerment (OCHRE). This will establish partnerships for economic prosperity, support effective Aboriginal community governance and strengthen cultural identity and language.

Program Group 6: Aboriginal Affairs

Outcome 5 and the associated program group were transferred out from the NSW Department of Education to NSW Department of Premier and Cabinet on 1 July 2019 as part of the Machinery of Government changes. Refer to Note 20 for more information.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

6. Program groups (continued)

(b) Program group statements: department's expenses and income

	Outcome 1 Program Group 1 Government Schools		Outcome 2 Program Group 2 Non-government Schools		Outcome 3 Program Group 3 Early Childhood Education		Outcome 4 Program Group 4 Cluster Grants	
	2020 \$'000	2019 \$'000	2020 \$'000	2019 \$'000	2020 \$'000	2019 \$'000	2020 \$'000	2019 \$'000
Expenses excluded losses								
Employee expenses	10,874,863	10,383,724	2,350	2,004	73,337	63,895	--	--
Operating expenses	2,975,531	2,702,952	25,771	20,410	21,584	23,904	--	--
Depreciation and amortisation	749,074	700,801	6	6	5,474	5,694	--	--
Grants and subsidies	180,263	81,848	1,243,768	1,229,529	394,144	359,052	36,767	128,800
Finance costs	28,513	20,702	1	1	54	7	--	--
Other expenses	600	600	--	--	--	--	--	--
Total expenses excluding losses	14,498,824	13,990,527	1,271,926	1,257,943	464,688	450,552	36,767	128,800
Revenue¹								
Appropriation	--	--	--	--	--	--	--	--
Sale of goods and services	--	481,819	--	--	--	2,500	--	--
Sale of goods and services from contracts with customers	385,227	--	--	--	1,138	--	--	--
Interest revenue	5,013	10,022	--	--	--	--	--	--
Grants and other contributions	283,128	411,775	--	56	33,688	21,153	--	--
Government grants and other income	--	--	--	--	--	--	--	--
Other income	135,672	132,733	22,011	--	676	232	--	--
Total revenue	899,640	1,037,069	22,011	56	36,513	4,692	--	--
Operating result								
Gains/losses on disposal	(42,411)	(40,623)	(6)	(6)	(237)	(223)	--	--
Other gains/(losses)	(35,714)	(693)	(23,925)	(23,925)	(235)	(110)	--	--
Net result	(103,765,339)	(12,386,279)	(1,271,926)	(1,257,943)	(469,549)	(449,469)	(36,767)	(128,800)
TOTAL COMPREHENSIVE INCOME	(103,765,339)	(12,386,279)	(1,271,926)	(1,257,943)	(469,549)	(449,469)	(36,767)	(128,800)

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.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

6. Program groups (continued)

(b) Program group statements: department's expenses and income (continued)

	Outcome 4		Outcome 5		Outcome 6		Total
	2020	2019	2020	2019	2020	2019	
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Program Group 5¹							
Skills Development Programs for Employment ²	2020	2019	2020	2019	2020	2019	2020
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Expenses excluding losses							
Employee related expenses	47,877	10,111	10,789,271	10,478,934	10,789,271	10,478,934	21,268,205
Operating expenses	15,001	10,098	2,859,497	2,708,305	2,859,497	2,708,305	5,567,502
Depreciation and amortisation	455	278	756,009	706,263	756,009	706,263	1,462,272
Grants and subsidies	1,891,919	7,056	3,334,902	1,893,322	3,334,902	1,893,322	5,229,224
Finance costs	33	--	28,801	20,710	28,801	20,710	49,511
Other expenses	--	--	--	--	--	--	--
Total expenses excluding losses	1,765,685	42,552	18,055,850	15,778,954	18,055,850	15,778,954	33,834,804
Revenue³							
Appropriation	--	--	18,165,548	14,500,000	18,165,548	14,500,000	32,665,548
Sale of goods and services	--	54	--	--	--	--	54
Sale of goods and services from contracts with customers	88	--	586,434	--	586,434	--	586,434
Interest revenue	1,606	498	5,013	10,023	5,013	10,023	16,540
Grants and other contributions	--	--	318,432	414,469	318,432	414,469	632,901
Revenue from the sale of property or employee benefits and other liabilities	412	--	394,265	845,334	394,265	845,334	1,239,599
Other revenue	--	50	--	158,771	158,771	133,015	291,786
Total revenue	2,098	570	18,658,833	16,346,334	18,658,833	16,346,334	35,005,167
Operating result							
General (losses) on disposal	(171)	--	--	--	--	--	(171)
Other gains/(losses)	(1,233)	(198)	--	--	--	--	(1,431)
Net result	(1,765,685)	(42,198)	16,893,153	16,346,334	16,893,153	16,346,334	33,236,487
TOTAL COMPREHENSIVE INCOME	(1,765,685)	(42,198)	16,893,153	16,346,334	16,893,153	16,346,334	33,236,487

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.

³ Outcome 4 and the associated program group was transferred into the department from the former NSW Department of Industry on 1 July 2019 as part of the Machinery of Government changes.

⁴ Outcome 5 and the associated program group was transferred out from the department to the NSW Department of Premier and Cabinet on 1 July 2019 as part of the Machinery of Government changes.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

6. Program groups (continued)

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

	Outcome 1		Outcome 2		Outcome 3		Outcome 4 ¹	
	2020	2019	2020	2019	2020	2019	2020	2019
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Program Group 1¹								
Government Schools	2020	2019	2020	2019	2020	2019	2020	2019
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Program Group 2¹								
Non-government Schools	2020	2019	2020	2019	2020	2019	2020	2019
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Program Group 3¹								
Early Childhood Education	2020	2019	2020	2019	2020	2019	2020	2019
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Program Group 4¹								
Cluster Grants	2020	2019	2020	2019	2020	2019	2020	2019
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
ASSETS								
Current assets								
Cash and cash equivalents	869,483	842,507	--	--	--	--	--	--
Receivables	28,642	14,487	1,180	577	--	--	--	--
Contract assets	389	--	1,714	--	--	--	--	--
Assets held for sale	--	--	--	--	--	--	--	--
Total current assets	898,514	857,004	1,714	677	--	--	--	--
Non-current assets								
Property, plant and equipment	--	--	--	--	--	--	--	--
- Land, buildings and improvements	32,400,456	31,220,031	--	--	74,500	72,028	--	--
- Plant and equipment	223,114	163,229	--	--	--	--	--	--
Total property, plant and equipment	32,713,570	31,383,260	--	--	74,500	72,028	--	--
Intangible assets	420,354	20	--	--	--	1,112	--	--
Right-of-use assets under leases	--	--	26	--	--	--	--	--
Total non-current assets	33,133,924	31,383,280	26	79,881	74,500	73,140	--	--
Total assets	34,032,438	32,240,284	1,740	79,881	74,500	73,140	--	--
LIABILITIES								
Current liabilities								
Payables	617,988	807,074	77	64	18,671	16,493	--	--
Contract liabilities	25,314	--	4	--	15,251	--	--	--
Borrowings	44,857	7,262	2	--	69	--	--	--
Provisions	1,169,624	1,056,396	119	111	5,055	4,738	--	--
Other non-current liabilities	--	--	--	--	--	--	--	--
Total current liabilities	1,918,683	1,740,686	198	176	39,056	21,222	--	--
Non-current liabilities								
Borrowings	572,890	145,081	26	--	1,151	--	--	--
Provisions	52,071	49,452	5	5	220	209	--	--
Other non-current liabilities	--	--	--	--	--	--	--	--
Total non-current liabilities	624,961	194,533	31	5	1,371	209	--	--
Total liabilities	2,543,644	1,935,219	229	181	40,427	21,431	--	--
Net assets	31,488,794	30,305,065	1,511	1,697	34,073	51,709	--	--

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

6. Program groups (continued)

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

	Outcome 4 Program Group 5 ¹ Skills Development Programs for Employment ²		Outcome 5 Program Group 6 ¹ Aboriginal Affairs ³		Not Attributable	Total
	2020 \$'000	2019 \$'000	2020 \$'000	2019 \$'000		
ASSETS						
Current assets						
Cash and cash equivalents	--	--	57,175	55,605	--	112,780
Receivables	1,482	--	243,386	118,278	--	244,864
Contract assets	--	--	--	--	2,112	2,112
Assets held for sale	--	--	--	--	--	--
Total current assets	1,482	--	290,561	173,883	2,112	466,758
Non-current assets						
Property, plant and equipment	--	--	--	51	--	51
Intangible assets	20,145	--	374,502	381,295	--	755,947
Right-of-use assets under leases	20,145	--	340	581,295	--	641,580
Other non-current assets	148	--	380,833	434,457	--	815,238
Total non-current assets	40,438	--	715,375	816,047	--	1,271,860
Total assets	41,920	--	1,005,936	989,930	2,112	1,739,998
LIABILITIES						
Current liabilities						
Payables	80,950	--	28,172	--	--	109,122
Contract liabilities	4,720	--	--	--	--	4,720
Borrowings	61	--	140,500	140,500	--	140,661
Provisions	5,292	--	1,262	1,078	--	7,632
Other non-current liabilities	--	--	18,520	45,297	--	63,817
Total current liabilities	91,023	--	188,454	187,375	--	366,852
Non-current liabilities						
Borrowings	714	--	--	--	--	714
Provisions	235	--	15	61	--	311
Other non-current liabilities	--	--	9,480	--	--	9,480
Total non-current liabilities	949	--	9,495	61	--	10,505
Total liabilities	92,972	--	197,949	248,376	--	449,357
Net assets	(50,952)	--	(803,513)	(768,446)	2,112	(1,264,357)

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

² Outcome 4 and the associated program group was transferred into the department from the former NSW Department of Industry on 1 July 2019 as part of the Machinery of Government changes.

³ Outcome 5 and the associated program group was transferred out from the department to the NSW Department of Premier and Cabinet on 1 July 2019 as part of the Machinery of Government changes.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

6. Program groups (continued)

(d) Program group statements: inward transfer of program group

Outcomes 4 and the associated program group was transferred into the NSW Department of Education from the former NSW Department of Industry as a consequence of administrative arrangements with effect from 1 July 2019. The following summarises the expenses and income recognised by the former NSW Department of Industry (2018-19). Refer to Note 20(b) for details regarding transfer of assets and liabilities.

	NSW Department of Industry 2018-19 \$'000
Training Services NSW	
Expenses excluding losses	--
Employees related expenses	36,094
Operating expenses	15,781
Depreciation and amortisation	131
Grants and subsidies	614,429
Finance costs	--
Other expenses	--
Total expenses excluding losses	666,435
Revenue	
Appropriation	--
Sale of goods and services	647
Income from contracts with customers	--
Interest revenue	25
Government contributions	3,708
Assistance by the Crown Entity of employees	2,839
Benefits and other liabilities	1,051
Total revenue	8,270
Operating result	
Gain/(Loss) on disposal	(5)
Other gains/(losses)	--
Net result	(660,125)
TOTAL COMPREHENSIVE INCOME	(660,125)

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

7. **Conditions and restrictions on revenue of not-for-profit entities**

Contributors can place restrictions on the application of funds to assist in ensuring that the intended outcomes of the particular program are met. For example, such conditions are the requirement to provide annual equities or expenditure or to return funds at the end of a specific period.

In 2019-20, contributions amounting to \$72.5m (2018-19: \$42.8m) were received by the department for programs where such conditions were in place.

Unspent funds from these contributions for 2019-20, including balances brought forward from prior financial years, totalled \$110.2m (2019-19: \$95.3m).

8. **Current assets - Cash and cash equivalents**

	2020 \$'000	2019 \$'000
Cash at bank and on hand	926,658	897,972

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:

	2020 \$'000	2019 \$'000
Cash and cash equivalents (per Statement of Financial Position)	926,658	897,972
Closing cash and cash equivalents (per Statement of Cash Flows)	926,658	897,972

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

9. **Current/Non-current assets - Receivables**

	2020 \$'000	2019 \$'000
Current		
Trade receivables from contracts with customers	27,143	--
Sale of goods and services	--	14,677
Other receivables	148,755	94,764
	175,898	109,441
Less: Allowance for expected credit loss:		
- Trade receivables from contracts with customers	(1,206)	--
- Other receivables	(31,016)	(698)
	(32,222)	(1,396)
Total expected credit loss		
Prepayments	131,124	33,821
Accrued revenue	--	1,059
	274,700	134,317
Non-current		
Other receivables	--	51
Total Receivables	274,700	134,388

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

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

	2020 \$'000	2019 \$'000
Movement in the allowance for expected credit loss		
Balance at the beginning of the financial year	(8,984)	(8,711)
Amounts written off during the financial year	202	369
Amounts recovered during the financial year	130	149
Amounts transferred (in/out) due to administrative restructures (Increase)/Decrease in allowance recognised in net result	51	--
GST movement on allowance recognised in net result	(114)	(788)
Balance at the end of the financial year	(9,225)	(9,081)

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

Recognition and measurement

All regular way purchases or sales of financial asset are recognised and derecognised on a trade date basis. Regular way means the purchase or sale 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

The department holds 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.

Impairment

The department recognises an allowance for expected credit losses (ECLs) for all debt financial assets not held at fair value through profit or loss. ECLs are based on the difference between the contractual cash flows and the cash flows that the department expects to receive, discounted at the original effective interest rate.

For trade receivables, the department applies a simplified approach in calculating ECLs. The department recognises a loss allowance based on lifetime ECLs at each reporting date. The department has established a provision matrix based on its historical ECLs experience for trade receivables, adjusted for forward looking factors specific to the receivable.

10. **Contract assets and liabilities**

	2020 \$'000	1 Jul 2019 adjusted AASB 15 \$'000
Contract assets - current	2,114	--
Less: Impairment allowance	(2)	--
Contract liabilities - current	45,819	64,193
	45,819	64,193
Contract receivables (included in Note 9)	27,443	14,677

Recognition and measurement

Contract assets relate to the department's right to consideration in exchange for goods transferred to customers or works completed, but not yet billed at the end of the financial year. The balance of contract assets at 30 June 2020 was impacted by the timing of payments relating to rendering other services from contracts with customers against services provided in accordance with performance obligations.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

10. *Contract assets and liabilities (continued)*

Recognition and measurement (continued)

Contract assets are recognised in advance from customers in respect of international and overseas student revenue. The balance of contract liabilities at 30 June 2020 was impacted by the amount of international student enrolments. The department satisfies its performance obligation providing educational services to these students, typically recognising revenue each month.

	2020 \$'000
Revenue recognised that was included in the contract liability balance (adjusted for AASB 15) at the beginning of the financial year	54,133
Revenue recognised from performance obligations satisfied in previous periods	--
Revenue recognised from performance obligations from contracts with customers	7,981

The transaction price allocated to the remaining performance obligations relates to grants and other contributions that have sufficiently specific performance obligations. The full amount of \$8.0 million is expected to be recognised as revenue in 2020-21 financial year when the department satisfies its performance obligation.

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

(a) *Total Property, plant and equipment*

	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
2020				
At 1 July 2019 – fair value				
Gross carrying amount	10,026,663	35,569,219	577,216	46,173,130
Accumulated depreciation and impairment	--	(13,922,222)	(413,900)	(14,336,222)
Net carrying amount ²	10,026,663	21,646,997	163,316	31,836,976
2019				
At 30 June 2020 – fair value				
Gross carrying amount	10,019,253	37,432,617	652,476	48,104,348
Accumulated depreciation and impairment	--	(14,492,180)	(429,394)	(14,921,474)
Net carrying amount ²	10,019,253	22,940,437	223,114	33,182,876
At 1 July 2018 – fair value				
Gross carrying amount	9,688,790	34,252,104	634,683	44,755,577
Accumulated depreciation and impairment	--	(13,397,593)	(350,672)	(13,798,465)
Net carrying amount	9,688,790	20,854,511	284,011	30,867,311
At 30 June 2019 – fair value				
Gross carrying amount	10,026,663	35,569,219	577,216	46,173,130
Accumulated depreciation and impairment	--	(13,922,222)	(413,900)	(14,336,222)
Net carrying amount	10,026,663	21,646,997	163,316	31,836,976

¹ The value of work in progress for Buildings and Improvements is \$1.5b; (2018-19: \$1.0b) and Plant and Equipment is \$186.0m; (2018-19: \$190.2m).

² The net carrying amount of public private partnership schools project assets included in Buildings and Improvements is \$321.2m; (2018-19: \$327.6m).

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

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

(a) *Total Property, plant and equipment (continued)*

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

	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Financial year ended 30 June 2020				
Net carrying amount at start of financial year	10,026,663	21,646,997	163,328	31,836,978
Disposal of non-current assets	(9,104)	(10,891)	--	(20,089)
Initial application of AASB 10 ¹	4,150	1,878,574	78,193	2,056,976
Purchases of assets	--	--	--	--
Contributions (to)/from other government agencies (Note 20(a))	--	--	--	--
Transfers due to administrative restructures (Note 20(b))	--	(313)	(102)	(415)
Deposits	(3,495)	(52,558)	(42)	(56,095)
Net realisation (surpluses)/deficits (assets) recognised in other gains/(losses) – Note 5)	--	--	--	--
Reclassifications between asset types	1,000	(543)	(601)	(144)
Assets received by donation	--	37	210	247
Depreciation expense	--	(620,709)	(15,772)	(636,479)
Net carrying amount at end of financial year	10,019,253	22,940,509	223,114	33,182,876

	Land \$'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	9,888,790	20,854,511	243,810	30,987,111
Purchases of assets	103,289	1,434,062	101,810	1,639,261
Contributions (to)/from other government agencies (Note 20(a))	34,500	--	--	34,500
Disposals	(172)	(40,864)	(395)	(41,431)
Net realisation (surpluses)/deficits (assets) recognised in other gains/(losses) – Note 5)	--	--	--	--
Reclassifications between asset types	2,580	(1,621)	(158,425)	(157,457)
Assets received by donation	17,697	--	351	18,048
Depreciation expense	--	(599,091)	(24,023)	(623,114)
Net carrying amount at end of financial year	10,026,663	21,646,997	163,328	31,836,978

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

¹ Finance lease assets relating to public private partnership schools projects recognised under TPP 05-6 are specifically excluded. AASB 16 Leases does not apply to these assets in 2019-20.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

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

(b) Property, plant and equipment held and used by the department

2020	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
At 1 July 2019 – fair value				
Gross carrying amount	10,025,846	36,557,904	577,197	46,160,947
Accumulated depreciation and impairment	--	(13,911,809)	(413,990)	(14,325,799)
Net carrying amount	<u>10,025,846</u>	<u>22,646,095</u>	<u>163,207</u>	<u>32,835,148</u>
At 30 June 2020 – fair value				
Gross carrying amount	10,018,406	37,398,309	652,396	48,069,111
Accumulated depreciation and impairment	--	(14,481,145)	(429,357)	(14,910,502)
Net carrying amount	<u>10,018,406</u>	<u>22,917,164</u>	<u>223,039</u>	<u>33,158,609</u>

Reconciliation

A reconciliation of the carrying amount of each class of property, plant and equipment held and used by the department at the beginning and end of the current financial year is set out below.

Financial year ended 30 June 2020	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Net carrying amount at start of financial year	10,025,846	21,025,795	103,207	31,154,848
Purchases of assets	4,159	1,975,562	76,132	2,085,853
Disposals to other government	--	--	--	--
Disposals to other government	--	--	--	--
Transfers due to administrative restructures (Note 20(a))	(3,495)	(313)	(102)	(410)
Disposals	--	(52,556)	(42)	(56,099)
Net revaluation increments/(decrements) (impairment losses) (recognised in other gains/losses) - Note 5	--	--	--	--
Reclassifications between asset types	1,000	(543)	(801)	(144)
Assets received by donation	--	620,157	247	620,404
Net carrying amount at end of financial year	<u>10,027,510</u>	<u>22,928,146</u>	<u>223,039</u>	<u>33,178,695</u>

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

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

(c) Property, plant and equipment where the department is a lessor under operating leases

2020	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
At 1 July 2019 – fair value				
Gross carrying amount	847	31,615	22	32,484
Accumulated depreciation and impairment	--	(10,415)	--	(10,415)
Net carrying amount	<u>847</u>	<u>21,200</u>	<u>22</u>	<u>23,070</u>
At 30 June 2020 – fair value				
Gross carrying amount	847	34,308	92	35,247
Accumulated depreciation and impairment	--	(10,963)	(7)	(10,970)
Net carrying amount	<u>847</u>	<u>23,345</u>	<u>75</u>	<u>24,267</u>

Reconciliation

A reconciliation of the carrying amount of each class of property, plant and equipment subject to a lease at the beginning and end of the current financial year is set out below.

Financial year ended 30 June 2020	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Net carrying amount at start of financial year	847	21,200	21	23,070
Purchases of assets	--	2,108	71	2,179
Disposals	--	(650)	(7)	(657)
Net carrying amount at end of financial year	<u>847</u>	<u>23,344</u>	<u>75</u>	<u>24,266</u>

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

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

Recognition and measurement (continued)

Acquisition of property, plant and equipment

Property, plant and equipment are initially measured at cost and subsequently revalued at fair value less accumulated depreciation and impairment. Cost is the amount of cash or cash equivalents paid or the fair value of the other consideration given to acquire the asset, less any trade discounts and other reductions. 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 20).

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

When 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 present value of the expected cost for the restoration or cost of dismantling of an asset after its use is included in the cost of the respective asset if the recognition criteria for a provision are met (for details on the make good provision of leases, refer to Note 18).

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 recognise depreciation for these assets is reviewed annually.

The useful life ranges for assets are consistent with those in 2018-19 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 revalued.

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

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

Recognition and measurement (continued)

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 class. This has resulted in an extension of the useful life ranges for some asset components, however they still fall within the overall range for building assets.

Finance leases acquired by lessees (Under AASB 117 until 30 June 2019)

Until 30 June 2019, AASB 117, Lease, distinguished between finance leases that effectively transfer from the lessor to the lessee and operating leases. Ownership of the leased assets, and operating leases under which the lessor does not transfer substantially all the risks and rewards.

Property, plant and equipment at 30 June 2018 includes non-current assets acquired under finance leases only. The assets are recognised at fair value or, if lower, the present value of the minimum lease payments, at the inception of the lease. Property, plant and equipment does not include amounts in respect of operating leases.

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 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.

Right-of-use assets acquired by lessees (under AASB 16 from 1 July 2019)

From 1 July 2019, AASB 16 Lessees requires a lessee to recognise a right-of-use asset for most leases. The department has elected to present right-of-use assets separately in the Statement of Financial Position.

Therefore, at that date property, plant and equipment recognised under leases previously treated as finance leases under AASB 117 are now recognised as right-of-use assets. The AASB 16 amendments do not require the department to separate the item together with the right-of-use assets arising from leases previously treated as operating leases under AASB 117.

Further information on leases is contained at Note 12.

Subsequent to the adoption of AASB 16, the department, as a lessee, recognises a right-of-use asset at cost and a corresponding lease liability at the lease commencement date. Right-of-use assets that do not meet the definition of investment property are included in Property, Plant and Equipment under the corresponding asset categories. The department does not have any right-of-use assets that meet the definition of investment property. Further information on right-of-use assets is contained in Note 12.

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 risks associated with being inoperable or under-repair. The highest and best use is determined by government. In the absence of government, the highest and best use is determined by the highest and best use of the asset. The highest and best use is the use that is most probable, given the facts and circumstances, and where there is no restriction on use or where there is a feasible alternative use, where there are no restrictions on use or where there is a feasible alternative use, where there is a feasible alternative use.

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

Recognition and measurement (continued)

Each asset 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. Generally, school buildings are designed for a specific limited purpose. In most cases these buildings and the land on which they sit have no feasible alternative use. In accordance with TRP 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 14 for further information regarding fair value.

Revaluations are made with sufficient regularity to ensure the carrying amount of each asset in the class does not differ materially from its fair value at reporting date. The department conducts a comprehensive revaluation at least every three 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 revaluation was completed at 31 March 2018 for land and building 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 carrying value. Since the previous comprehensive revaluations were completed at March 2018, the Department has conducted interim revaluations of buildings and improvements' fair value at 30 June 2020 and 30 June 2019 and concluded that there has been no material movement.

The residual values, useful lives and methods of depreciation of property, plant and equipment are reviewed each financial year. As part of the revaluation during the previous financial year, the department has improved the fair value estimates of building assets, by incorporating information from its property life cycle costing process conducted during 2017, which individually assessed the current useful lives of building assets. The department has also improved the accuracy of its depreciation rates by conducting a more accurate assessment of their written down values. This information was previously not available and the department relied on age and useful life assumptions to estimate the written down value of building assets. This new information has resulted in increases to the written down values for these asset components, compared with previous assumptions. 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 in the 2017-18 financial year resulted in a total increase of \$9.5b. The increase in fair value is primarily due to the revaluation of the Sydney metropolitan areas and in coastal areas of NSW. The valuation of building assets has declined a total of \$2.2b 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.

For other assets valued using other valuation techniques, any balances of accumulated depreciation at the revaluation date in respect of those assets are credited to the asset accounts to which they relate. The net asset accounts are then increased or decreased by the revaluation increments or decrements.

Revaluation increments are recognised in other comprehensive income and credited to asset revaluation surplus in equity. However, to the extent that revaluation increments are recognised in respect of the same class of asset previously recognised as a loss in the net result, the net result is not impacted in the current period. Revaluation increments are recognised in the net result immediately as a loss in the net result, except to the extent that it offsets an existing revaluation surplus on the same class of assets, in which case, the decrement is debited directly to the asset revaluation surplus. As a not-for-profit entity, revaluation increments and decrements are offset against one another within a class of non-current assets, but not otherwise.

When revaluing non-current assets using the cost approach, the gross amount and the related accumulated depreciation are separately related. 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 related to the revalued amount of the asset.

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

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

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

Recognition and measurement (continued)

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 of impairment exists, the carrying amount of the asset is compared to its 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, nor exceed the carrying amount that would have been determined, net of depreciation, had no impairment loss been recognised for the asset in prior years. Such reversal is 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.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

12. Leases (continued)

(a) The department as a lessee (continued)

Lease liabilities (continued)

The following amounts were recognised in the Statement of Comprehensive Income for the year ended 30 June 2020 in respect of leases where the department is the lessee:

	2020	2019
Depreciation expense of right-of-use assets	46,018	179,689
Interest expense on lease liabilities*	1,036	1,036
Lease expense for leases of low-value assets*	4,200	4,200
Total amount recognised in the Statement of Comprehensive Income	<u>63,509</u>	<u>184,925</u>

The department had total cash outflows for leases of \$53.0m in the 2016-20 financial year.

*These expenses will not reconcile to the lease expenses reported in Note 2(b) as these do not include non-lease components of lease contracts, such as management fees, cleaning and maintenance.

Future minimum lease payments under non-cancellable operating leases as at 30 June 2019 are, as follows:

	2019	2018
Within one year	57,540	57,540
Later than one year and not later than five years	179,689	179,689
Later than five years	182,022	182,022
Total (including GST)	<u>419,251</u>	<u>419,251</u>
Less: GST recoverable from the Australian Taxation Office	<u>(137,450)</u>	<u>(137,450)</u>
Total (excluding GST)	<u>281,801</u>	<u>281,801</u>

Future minimum lease payments under non-cancellable public private partnership schools projects are as follows:

	2020	2019
Within one year	22,038	21,589
Later than one year and not later than five years	89,323	86,389
Later than five years	1,06,342	216,604
Total (including GST)	<u>306,703</u>	<u>324,582</u>
Less: GST recoverable from the Australian Taxation Office	<u>(27,852)</u>	<u>(29,415)</u>
Total (excluding GST)	<u>278,851</u>	<u>295,167</u>

The reconciliation between the total future minimum lease payments for public private partnership schools projects and their present value as at 30 June 2019 are as follows:

	2020	2019
Total minimum lease payments (including GST)	306,703	324,581
Less: future finance charges	(151,873)	(171,259)
Present value of minimum lease payments	<u>154,830</u>	<u>153,322</u>

Leases at significantly below-market terms and conditions principally to enable the department to further its objectives of use of land for playing fields, and for school buildings and mountables, and access ways to school grounds. The leased assets have conditions requiring them to be used by the department to support educational purposes. These assets account for a small portion of the similar assets the department is using to provide educational services to students. Therefore, there is no significant impact on the department's operations.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

12. Leases (continued)

(a) The department as a lessee (continued)

Recognition and measurement (under AASB 16 from 1 July 2019)

The department assesses at contract inception whether a contract is, or contains, a lease. That is, if the contract conveys the right to control the use of an identified asset for a period of time in exchange for consideration.

The department recognises lease liabilities to make lease payments and right-of-use assets representing the right to use the underlying assets, except for short-term leases and leases of low-value assets.

Right-of-use assets

The department's right-of-use assets at the commencement date of the lease (i.e. the date the underlying asset is available for use). Right-of-use assets are initially measured at the amount of initial measurement of the lease liability (refer to below), adjusted by any lease payments made at or before the commencement date and lease incentives, any initial direct costs incurred, and estimated costs of dismantling and removing the asset or restoring the site.

The right-of-use assets are subsequently measured at cost. They are depreciated on a straight-line basis over the shorter of the lease term and the estimated useful lives of the assets, as follows:

- Land 2 to 99 years
- Buildings and improvements: 1 to 99 years
- Plant and equipment 3 to 5 years.

If ownership of the leased asset transfers to the department, at the end of the lease term or the cost reflects the exercise of a purchase option, depreciation is calculated using the estimated useful life of the asset.

The right-of-use assets are also subjected to impairment. 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 for 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 impaired and its carrying amount is reduced to its recoverable amount. An impairment loss is recognised 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, nor exceed the carrying amount that would have been determined, net of depreciation, had no impairment loss been recognised for the asset in prior years. Such reversal is recognised in the net result.

Lease liabilities

At the commencement date of the leases, the department recognises lease liabilities measured at the present value of lease payments to be made over the lease term. Lease payments include:

- fixed payments, less any lease incentives receivable;
- variable lease payments that depend on an index or a rate;
- amounts expected to be paid under residual value guarantees;
- exercise price of a purchase option, if the lessee is reasonably certain to exercise the option; and
- payments of penalties for terminating the lease, if the lease term reflects the department exercising the option to terminate.

Variable lease payments that do not depend on an index or a rate are recognised as expenses (unless they are incurred to produce inventories) in the period in which the event or condition that triggers the payment occurs.

The lease payments are discounted using the interest rate implicit in the lease. If that rate cannot be readily determined, which is generally the case for the department's leases, the lessee's incremental borrowing rate is used, being the rate that the department would have to pay to borrow the funds necessary to obtain an asset of similar value to the right-of-use asset in a similar economic environment, with similar terms, security and conditions. The incremental borrowing rates are determined by TCorp and vary depending on the lease term. Refer to Note 26 for the weighted-average interest rate as at 30 June 2020.

After the commencement date, the amount of lease liabilities is increased to reflect the accretion of interest and reduced for the lease payments made. In addition, the carrying amount of lease liabilities is remeasured if there is a modification, a change in the lease term, a change in the lease payments (e.g. changes to future payments resulting from a change in an index or rate used to determine such lease payments) or a change in the assessment of an option to purchase the underlying asset.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

12. Leases (continued)
(a) The department as a lessee (continued)
Recognition and measurement (under AASB 16 from 1 July 2019) (continued)

The department's lease liabilities are included in borrowings.
Short-term leases and leases of low-value assets
The department applies the short-term lease recognition exemption to its short-term leases of machinery and equipment (i.e., those leases that have a lease term of 12 months or less from the commencement date and do not contain a purchase option). It also applies the exemption to leases of low-value assets. For these leases, the department recognises lease payments on a straight-line basis over the lease term.
Leases that have significantly below-market terms and conditions principally to enable the department to further its objectives
The initial and subsequent measurement of right-of-use assets under leases at significantly below-market terms and conditions that are entered into principally to enable the department to further its objectives is same as normal right-of-use assets. They are measured at cost, subject to impairment.

These right-of-use assets are depreciated on a straight-line basis over the shorter of the lease term and the estimated useful lives of the assets, subject to impairment. They are not subject to revaluation.
Recognition and measurement (under AASB 17 until 30 June 2019)
The determination of whether an arrangement is (or contains) a lease is based on the substance of the arrangement at the inception of the lease. The arrangement is, or contains, a lease if fulfilment of the arrangement is dependent on the use of a specific asset or assets and the arrangement conveys a right to use the asset (or assets), even if that asset (or those assets) is not explicitly specified in an arrangement.

Until 30 June 2019, a lease was classified at the inception date as a finance lease or an operating lease. A lease that transferred substantially all the risks and rewards incidental to ownership to the department was classified as a finance lease.

Where a non-current asset was acquired by means of a finance lease, at the commencement of the lease, the asset was recognised at its fair value or, if lower, at the present value of the minimum lease payments. The corresponding liability was established at the same amount. Lease payments were apportioned between finance charges and reduction of the lease liability so as to achieve a constant rate of interest on the remaining balance of the liability. Finance charges were recognised in finance costs in the Statement of Comprehensive Income.

Property, plant and equipment acquired under finance leases were depreciated over the useful life of the assets. However, if there is no reasonable certainty that the department would obtain ownership by the end of the lease term, the asset was depreciated over the shorter of the estimated useful life of the asset and the lease term.

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

- (b) The department as a lessor
The department's properties are leased under operating lease agreements with rentals payable as per the terms and conditions of the lease agreement. Lease agreements for some contracts include CPI increases, but there are no other variables lease payments that depend on an index or rate.
Although the department is exposed to changes in the residual value at the end of the current leases, the entity typically enters into new operating leases and therefore will not immediately realise any reduction in residual value at the end of these leases. Expectations about the future residual values are reflected in the fair value of the properties.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

12. Leases (continued)
(b) The department as a lessor (continued)

Recognition and measurement - lessor for operating lease

Future minimum rentals receivable (undiscounted) under non-cancellable operating leases as at 30 June are, as follows:

	2020 \$'000	2019 \$'000
Within one year	254	288
Later than one year and not later than five years	132	234
Two to three years	77	132
Three to four years	53	77
Four to five years	53	53
Later than five years	158	211
Total (excluding GST)	707	1,003

Recognition and measurement - lessor for operating lease
The department's operating lease revenue arising is accounted for on a straight-line basis over the lease term and is included in revenue in the Statement of Comprehensive Income due to its operating nature. Initial direct costs incurred in negotiating and arranging an operating lease are added to the carrying amount of the underlying asset and recognised over the lease term on the same basis as rental revenue. Contingent rents are recognised as revenue in the period in which they are earned.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

13. *Intangible assets*

	2020 \$'000	2019 \$'000
Software		
At 1 July		
Cost (gross carrying amount)	685,884	587,392
Accumulated amortisation and impairment	(251,277)	(236,011)
Net carrying amount	<u>434,607</u>	<u>350,381</u>
At 30 June		
Cost (gross carrying amount)	705,731	685,884
Accumulated amortisation and impairment	(320,277)	(236,011)
Net carrying amount	<u>380,881</u>	<u>434,607</u>
Financial year ended 30 June		
Net carrying amount at start of financial year	434,607	350,381
Additions:		
- internally developed	10,195	2,407
- acquired separately	9,624	7,603
Transfers due to administrative restructures (Note 20(b))	(50)	--
Disposals received by donation	--	--
Disposals	--	(617)
Reclassifications between asset types	144	157,467
Amortisation expense	(73,513)	(63,149)
Net carrying amount at end of financial year ¹	<u>380,881</u>	<u>434,607</u>

¹ The value of work in progress for Software is \$12.4m (2019: \$19.25m).

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 no or nominal cost but is not measured at fair value, the asset is measured at fair value if there is no active market. Where there is no active market for the department's intangible assets, the assets are carried at cost less any accumulated amortisation and impairment losses.

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

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

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.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

14. *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 transfer the liability takes place through 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 in the valuation techniques as follows:

- Level 1 – quoted prices in active markets for identical assets/liabilities that the department can access at the measurement date.
- Level 2 – inputs other than quoted prices included within Level 1 that are observable, either directly or indirectly.
- 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.

Previously, the department did not include work in progress for Buildings and Improvements in the fair value hierarchy. From 1 July 2019, the department has included work in progress for Buildings and Improvements under level 3 within the fair value hierarchy. The comparative information has been updated to reflect this.

(a) *Fair value hierarchy*

	Financial year ended 30 June 2020			Financial year ended 30 June 2019		
	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000
Land	--	--	10,019,353	--	--	10,019,353
Buildings and Improvements	--	--	22,920,744	--	--	22,920,744
Residences	--	19,765	19,765	--	--	19,765
		<u>19,765</u>	<u>32,939,867</u>			<u>32,939,867</u>
Total fair value			\$'000			\$'000
Land	--	--	10,026,693	--	--	10,026,693
Buildings and Improvements	--	--	21,625,417	--	--	21,625,417
Residences	--	21,580	21,580	--	--	21,580
		<u>21,580</u>	<u>31,652,110</u>			<u>31,652,110</u>
Total fair value			\$'000			\$'000

(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 are based on the best available information and the department's specific estimates. If all significant inputs required to determine the fair value of an instrument are 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 uses the following valuation techniques, 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
- court decisions.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

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

(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 \$'000	Buildings and Improvements \$'000	Recurring Level 3 \$'000	Total Recurring Level 3 \$'000
Fair value as at 1 July 2019	10,026,663	21,025,417	31,652,110	
Disposals	(9,104)	(10,881)	(20,085)	
Initial application of AASB 16			1,862,488	
Purchases of assets	4,159	1,978,329	1,982,488	
Contributions (to)/from other government agencies (Note 20(a))	--	259	259	
Transfers due to administrative restructures (Note 20(b))	(3,405)	(313)	(3,718)	
Disposals	(5,405)	(62,211)	(67,616)	
Reclassification between asset types	1,000	(943)	57	
Assets received by donation	--	7	7	
Depreciation expense	--	(619,250)	(619,250)	
Other changes	--	--	--	
Fair value as at 30 June 2020	10,019,213	22,320,744	32,339,957	
				Total Recurring Level 3 \$'000
Fair value as at 1 July 2019	8,068,760	20,830,729	30,699,489	
Purchases of assets	103,288	1,164,018	1,267,306	
Contributions (to)/from other government agencies (Note 20(a))	34,500	--	34,500	
Disposals	(172)	(40,119)	(40,291)	
Reclassification between asset types	2,589	(1,621)	968	
Depreciation expense	--	(597,590)	(597,590)	
Assets received by donation	17,697	--	17,697	
Fair value as at 30 June 2020	10,026,663	21,025,417	31,052,080	

15. Restricted assets

As at 30 June 2020, the department held \$5.4m (2018-19: \$4.2m) in an interest-bearing bank account for monthly service payments to the private service provider of 11 schools. Only the private service provider can draw the funds held.

The department also recognised \$14.8m (2018-19: \$14.7m) 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.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

16. Current liabilities - Payables

	2020 \$'000	2019 \$'000
Accrued salaries, wages and on-costs	140,775	68,055
Creditors	586,465	533,330
Payroll Tax and Fringe Benefits Tax	43,027	38,852
Other ¹	7,184	7,450
	777,451	647,703

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

¹ Includes other third party holdings of \$5.3m (2018-19: \$5.7m).

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 liabilities are subsequently measured at amortised cost using the effective interest method. Gains and losses are recognised when the liabilities are derecognised as well as through the amortisation process.

17. Current/Non-current liabilities - Borrowings

	2020 \$'000	2019 \$'000
(a) Current		
Public private partnership schools projects (Note 21(b))	7,594	7,292
Treasurers Advances	140,500	140,500
Lease liability (see Note 12)	3,222	3,222
	151,316	151,014
Non-current		
Public private partnership schools projects (Note 21(b))	137,238	145,081
Lease liability (see Note 12)	436,515	445,061
	573,753	590,142
Total Borrowings	725,069	741,156

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

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 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 06-5: 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

The only cash changes arising from financing activities during the financial year ended 30 June 2020 was \$7.5m (2018-19: \$7.2m) of repayments for public private partnership schools projects and \$34.5m of repayments of the principal portion for lease liabilities.

18. *Current/Non-current liabilities - Provisions*

	2020 \$'000	2019 \$'000
Current		
Current provisions expected to be settled within 12 months		
Employee benefits and related on-costs		
Annual leave	51,304	41,216
Annual and non term leave (Vacation leave)	508,432	448,287
Payroll Tax on annual leave	30,035	26,673
Annual leave on extending/long service leave	128,225	122,474
Workers' compensation on extending/long service leave	1,470	1,470
Superannuation on extending/long service leave	149,548	145,105
Superannuation on annual leave	117,593	114,489
Superannuation on annual leave	52,205	45,692
Annual leave loss/ing	82,722	56,464
Other	28,634	55,304
	1,155,138	1,082,275
Other provision		
Make good (building leases)	1,344	2,555
Current provisions expected to be settled beyond 12 months		
Annual leave	20,782	14,929
Payroll Tax on annual leave	1,133	814
Superannuation on annual leave	1,974	1,418
	23,889	17,161
Total provisions - current	1,180,971	1,101,891
Non-current:		
Employee benefits and related on-costs:		
Payroll Tax on extending/long service leave	13,004	12,618
Annual leave on extending/long service leave	10,976	10,650
Workers' compensation on extending/long service leave	2,386	2,316
Superannuation on extending/long service leave	10,270	9,894
Superannuation on extending/long service leave	36,636	35,548
Other provision		
Make good (building leases)	15,956	14,192
Total provisions - non-current	62,692	49,740
Aggregate employee benefits and related on-costs		
Provisions - Current	1,179,027	1,099,436
Provisions - Non-current	36,636	35,548
Accrued salaries, wages and on-costs (Note 16)	140,775	69,255
	1,356,438	1,204,239

Movements in provisions (other than employee benefits), are set out below:

	2020 \$'000	2019 \$'000
Make good (building leases)		
Carrying amount at the beginning of the financial year	16,747	14,374
Net increase/(decrease) in provision due to administrative restructures	413	--
Additional provisions recognised	1,35	1,103
Unused amounts reversed	(3,548)	(3,932)
Unwinding/change in the discount rate	(461)	--
Carrying amount at end of the financial year	17,300	16,747

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

18. *Current/Non-current liabilities - Provisions (continued)*

	2020 \$'000	2019 \$'000
Recognition and measurement		
Provisions are measured at the best estimate of the amount required to settle the liability at the end of the reporting period, taking into account the risks and uncertainties surrounding the liability.		
Salaries and wages, annual leave and sick leave		
Salaries and wages (including non-monetary benefits) and paid sick leave that are expected to be settled wholly within 12 months after the end of the period in which the employees render the service are recognised and measured at the undiscounted amounts of the benefits.		
Annual leave is not expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related service. As such, it is required to be measured at present value in accordance with AASB 119 - Employee benefits (although short-cut methods are permitted).		
Annual leave is not expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related service. As such, it is required to be measured at present value in accordance with AASB 119 - Employee benefits (although short-cut methods are permitted).		
Actuarial advice obtained by NSW Treasury has confirmed that using the nominal annual leave balances plus the annual leave entitlements obtained while taking annual leave (calculated using 7.9% (2018: 19.7.59%) of the nominal value of annual leave) can be used to approximate the present value of the annual leave liability. The department has assessed the actuarial advice based on the department's circumstances and has determined that the effect of discounting is immaterial to annual leave. All annual leave is classified as a current liability even where the department does not expect to settle the liability within 12 months as the department does not have an unconditional right to alter settlement.		
Unused non-vesting sick leave does not give rise to a liability as it is not considered probable that sick leave taken in the future will be greater than the benefits accrued in the future.		
Extended/Long service leave and superannuation		
The department's liabilities for extending/long service leave and defined benefit superannuation are assumed by the Crown Entity. The department's liabilities for extended/long service leave and defined benefit superannuation are assumed by the Crown Entity. The non-monetary revenue item described as 'Acceptance by the Crown Entity of employee benefits and other liabilities'.		
Extended leave for permanent and long term temporary employees is measured at the present value of expected future payments to be made in respect of services provided up to the reporting date. Consideration is given to certain factors based on actuarial review, including expected future wages and salary levels, experience of employee departures, and periods of service. Expected future payments are discounted using Commonwealth Government bond rate at the reporting date.		
An estimate of long service leave for casual employees was brought to account for the first time in 2017-18. This affected employee related expenses and acceptance by the Crown Entity of employee benefits and other liabilities, as these leave provisions are accounted for by the Crown Entity. Long service leave for casual employees is measured at the present value of expected future payments to be made in respect of services provided up to the reporting date. Consideration is given to certain factors based on actuarial review, including expected future wages and salary levels, experience of employee departures, and periods of service. Expected future employment systems, including service breaks. Expected future payments are discounted using the Commonwealth Government bond rate at the reporting date.		
The superannuation expense for the financial year is determined by using the formulae specified in the relevant Treasurer's Directions. The expense for certain superannuation schemes (i.e. State Super) is calculated as a percentage of the employee's salary. For the State Super (Superannuation Scheme), the expense is calculated as a multiple of the employee's superannuation contributions. Employer's contributions to the defined contribution plans are expensed when incurred.		
Annual and non term leave (Vacation leave) provision		
Teachers and School Administrative and Support Staff accrue vacation leave from the start of school term one and exhaust their entitlement by the last day of the term four school vacation. Their entitlement at the reporting date is calculated according to their eligibility, number of days they are on duty up to the reporting date and relevant industrial conditions. The provision balance at the reporting date is calculated based on the vacation leave entitlement accrued at the rates of pay of eligible staff and deducting any vacation leave taken during school vacations since school term one.		
Contingential on-costs		
Contingential on-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.		

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

18. *Current/non-current liabilities - Provisions (continued)*

Recognition and measurement (continued)

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 the department 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 proposal with the relevant authority, including 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 0.24% for the financial year ended on 30 June 2020 (2019-19: 1.0%). 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.

19. *Current/non-current liabilities - Other liabilities*

	2020 \$'000	2019 \$'000
Current:		
Lease incentive	--	2,434
Stolen Generations Reparations Scheme ¹	--	13,500
Unearned revenue ²	--	54,133
Liabilities under transfers to acquire or construct non-financial assets to be controlled by the department	--	--
Liability for lapsed appropriation drawn down	35,950	--
Other	11	--
	<u>35,944</u>	<u>70,067</u>
Non-current:		
Lease incentive	--	23,833
Stolen Generations Reparations Scheme ¹	--	9,450
Liabilities under transfers to acquire or construct non-financial assets to be controlled by the department	--	33,393
	<u>35,944</u>	<u>103,450</u>

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 previously managed this Scheme on behalf of the NSW Government. From the 1 July 2019, the responsibility of managing the Scheme was transferred out to the NSW Department of Premier and Cabinet as part of the equity transfer of Aboriginal Affairs NSW.

² From 2019-20, the transactions that previously made up unearned revenue are contract liabilities under AASB 15 Revenue from Contracts with Customers (refer to Note 10).

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

20. *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, including those that relate to equity transfers.

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).

(a) **Contributions to/from other government agencies**

Description	2020 \$'000	2019 \$'000
Land ¹	--	34,500

¹ In 2019-19, the department received a parcel of land from Property NSW as an equity transfer in accordance with AASB 1004 Contributions and Interpretation 1038 Contributions by Owners Made to Wholly-Owned Public Sector Entities.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

20. Equity (continued)

(b) Transfers due to administrative restructures

On 31 March 2019, the 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 took effect on 1 July 2019 and had the following effects on the department:

Program group	Transfer in Training Services \$'000	Transfer out Aboriginal Affairs \$'000	Net impact of administrative restructure \$'000
Outcome	4	5	1
	5	6	1
ASSETS			
Current assets			
Receivables	6,222	--	6,222
Total current assets	6,222	--	6,222
Non-current assets			
Buildings and improvements	296	(609)	(313)
Plant and equipment	222	(324)	(102)
Intangible assets	--	(65)	(65)
Total non-current assets	518	(998)	(471)
Total assets	6,740	(998)	5,751
LIABILITIES			
Current liabilities			
Payables	50,145	--	50,145
Provisions	5,523	(1,621)	3,902
Other current liabilities	17,535	(13,500)	4,035
Total current liabilities	73,203	(15,121)	58,082
Non-current liabilities			
Provisions	311	(416)	(105)
Other non-current liabilities	--	(9,450)	(9,450)
Total non-current liabilities	311	(9,866)	(9,555)
Total liabilities	73,514	(24,987)	48,527
Net assets	(66,774)	23,998	(42,776)
EQUITY			
Accumulated funds	(66,774)	23,998	(42,776)
Total equity	(66,774)	23,998	(42,776)

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

20. Equity (continued)

(c) 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 appropriation' 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 1004 Contributions and Australian Interpretation 1038 Contributions by Owners Made to Wholly-Owned Public Sector Entities.

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

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

21. Commitments

(a) Capital commitments

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

	2020 \$'000	2019 \$'000
Within one financial year	819,195	1,476,823
Later than one financial year and not later than five financial years	374,526	129,798
Total (including GST)	1,193,721	1,606,621

The total commitments for expenditure include GST input tax credits of \$106.5m (2019-19: \$196.0m) that are expected to be recovered from the Australian Taxation Office.

(b) Public Private Partnership Schools projects commitments

Future minimum lease payments under non-cancellable public-private partnership schools projects are available in Note 12(a).

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

22. *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 2020.

(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 2020.

23. *Budget review*

The budgeted amounts are drawn from the original budget statements presented to Parliament in respect of the financial year and arranged on a basis consistent with the presentation and classification of the corresponding financial statements. Subsequent amendments to the original budget (e.g. new policies) 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 \$80m unfavourable to the budget for the financial year. The variance includes lower revenue of \$134m, together with unbudgeted losses of \$101m, offset by savings from expenses excluding losses of \$137m.

The \$137m saving in total expenses excluding losses is primarily attributable to the following:

- Employee related expenses are \$17m lower, primarily due to savings on teaching staff salaries.
- Operating expenses are \$284m higher than budget, primarily due to \$105m spent on programs where funds were carried forward from previous financial years. This was primarily due to the impact of COVID-19 on the department's operating expenses. Furthermore, the operating expenses for the department have increased due to the impacts of COVID-19 and natural disasters. Many of these costs are covered by the department's insurance policies.
- Grants and subsidies expenses are \$31m favourable to budget. The department normally provides grant funding to organisations in parallel with the timing of the associated programs being delivered. Due to the impact of COVID-19, many of the programs delivered by the grant recipients have been delayed, including non-government schools' capital projects, and TAFE teaching programs. As such, the department has delayed payment of grants and subsidies.

Revenue is lower than budgeted by \$134m, which is primarily attributable to the following:

- Appropriation is \$80m higher as a result of supplementary funding that was approved after the budget was published, including \$80m in extra provision for cleaning (\$50m for the department and \$30m for cluster agencies), \$5m to manage additional COVID-19 related activities, and \$25m in extra provision for COVID-19 related activities funded from the Commonwealth Government, as announced in the 2019-20 Mid-Year Economic and Fiscal Outlook (MYEFO).
- Sale of goods and services is \$30m lower than budgeted. This is driven primarily due to a reduction in school-based revenue as a result of restricted activities through the pandemic. Sales of goods and services revenue forgone includes from excursions, subject contributions, school sport and extra-curricular activities.
- Other revenue is \$78m higher than budgeted, in part due to larger than usual revenue from insurance recoveries. Various assets of the department were damaged in 2019-20 due to bushfires and floods. As such, the department has lodged claims with its insurer and received significant insurance recoveries above budget.

Losses on disposal and other losses totalling \$101m are driven by assets written off due to obsolescence and damage from natural disasters, in addition to the impairment of right-of-use assets under leases.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

23. *Budget review (continued)*

Assets and liabilities

Total assets have increased by \$310m against budget for the financial year, primarily due to the following:

- Total current assets are \$56m higher than budget due to prepayments of grants to TAFE for programs that have suffered delays due to COVID-19. Furthermore, contract assets are new on adoption of AASB 15 Revenue from Contracts with Customers. The budget for contract assets is included within the budget for receivables.
- Total non-current assets are \$254m above budget, primarily due to capitalisation of leases on adoption of AASB 16 Leases. Furthermore, this is partly offset by delayed non-financial asset acquisition and construction as a result of COVID-19.

Total liabilities have increased by \$687m against budget, primarily due to the following:

- Current provisions are \$297m above budget. Due to COVID-19, the department has noted that employees used significantly less of their leave entitlements than previous years. Furthermore, on 3 September 2019, staff under the *Crown Employees (School Administrative and Support Staff) Award*, were awarded an 11% pay increase back-dated to 1 July 2019. As such, the department re-valued these employees' leave entitlements.

- Total borrowings are \$207m above budget mainly due to the adoption of AASB 16 Leases, which resulted in future lease payments being capitalised and presented in the Statement of Financial Position.

Cash Flows

- The department has received supplementary appropriation to fund additional activities that have arisen due to COVID-19. This has increased the department's total cash inflows and outflows, but does not significantly impact the closing cash balance.

- The department also expected to sell some of its property, plant and equipment in 2019-20 to the value of \$256m. However, delays in sales have produced less inflows than expected. As a result, the department also delayed purchases of property, plant and equipment.

- The department's expenditure on the repayment of lease liabilities was higher than originally budgeted for. The department did not receive any COVID-19 concessions on lease payments in 2019-20.

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

	2020	2019
	\$ '000	\$ '000
Net cash used in operating activities	2,147,500	1,635,000
Depreciation and amortisation expense	(755,009)	(709,293)
Allowance for expected credit loss	(22,340)	(273)
Increase/(Decrease) in other gains and losses for right-of-use assets under leases	(38,487)	--
Decrease/(Increase) in payables and other liabilities	(46,619)	(42,107)
Decrease/(Increase) in contract liabilities	(77,285)	(218,946)
Increase/(Decrease) in provisions	14,147	(76,861)
Change in other non-current assets	1,112	1,112
Net gain/(loss) on disposal of property, plant and equipment	(42,825)	(40,563)
Net gain/(loss) on disposal of intangible assets	--	(67)
Contributed assets	247	18,048
Net result	1,272,380	567,888

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

25. *Non-cash financing and investing activities*

	2020 \$'000	2019 \$'000
Contributed assets		52,548
Capital accruals	247	(2,762)
Transfer of property, plant and equipment and intangibles due to administrative restructures	(7,170)	--
Recognition of right-of-use assets and associated lease liabilities	(471)	--
Public private partnership schools projects	42,755	--
	<u>6</u>	<u>7</u>
	<u>49,387</u>	<u>49,792</u>

26. *Financial instruments*

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

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

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

(a) *Financial instrument categories*

Class	Notes	Category	Carrying Amount at 30 June 2020 \$'000	Carrying Amount at 30 June 2019 \$'000
Financial assets:				
Cash and cash equivalents	8	N/A	920,658	897,872
Receivables ¹	9	Amortised cost	80,889	17,613
Contract assets ²	10	Amortised cost	2,112	--
Financial liabilities:				
Payables ³	16	Amortised cost	733,513	604,287
Borrowings - Treasurer's Advances	17	Amortised cost	140,500	140,500
Borrowings - PPP schools projects	17	Amortised cost (in accordance with TPP 06-3)	144,650	152,323
Borrowings - Lease liabilities	17	Amortised cost (in accordance with AASB 16)	474,340	--

Notes:

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

² While contract assets are also not financial assets, they are explicitly included in the scope of AASB 7 *Financial Instruments: Disclosures* for the purpose of the credit risk disclosures.

³ 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 2020

26. *Financial Instruments (continued)*

(b) *Derogation 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 asset expire, or if the department transfers its rights to receive cash flows 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 or transferred control, the asset continues to be recognised to the extent of the department's continuing involvement in the asset. In that case, the department also recognises an associated liability. The carrying amount of the 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 legally enforceable right to offset 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 allowance for impairment).

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

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

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 will not 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. Although interest is earned on daily bank balances at the monthly average NSW TCoop 11am unofficial cash rate, NSW Treasury retains this revenue and does not pass it onto the department. Interest is earned on schools' bank account balances at the Reserve Bank of Australia (RBA) cash rate. This revenue is retained in the schools' bank account.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

26. Financial Instruments (continued)

(d) Financial risks (continued)

(i) Credit risk (continued)

Accounting policy for impairment of trade receivables and other financial assets

Receivables - trade receivables, contract assets and lease receivables

All trade receivables, contract assets and lease receivables are recognised at the amounts receivable at balance date. Collectability of trade receivables, contract assets and lease receivables 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 credit loss rate for trade receivables, contract assets and lease receivables. This approach does not include a significant financing component, and as such this simplified approach is applied. AASB 9 requires the department to calculate the expected credit loss and apply this to the department's unimpaired trade receivables.

To measure the credit losses, trade receivables and contract assets and lease receivables have been grouped based on shared credit risk characteristics and the days past due.

The expected credit 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, and contract assets and lease receivables. In 2019-20, the department reviewed macro-economic data published by the Australian Bureau of Statistics for indications of economic deterioration in NSW and Australia. The department used the Australian unemployment rate and NSW business revenue projections to make judgments about the change in expected loss rates for trade receivables, contract assets and lease receivables as a result of COVID-19.

Trade receivables, contract assets and lease receivables 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 receivables and contract assets and lease receivables as at 30 June 2020 and 1 July 2019 was determined as follows:

30 June 2020	Current				Total
	< 3 months	3 - 6 months	> 6 months	82.35%	
Expected credit loss rate	3.15%	0.73%	3.85%		N/A
Estimated total gross carrying amount (\$'000)	4,885	5,885	1,064	352	12,286
Expected credit loss (\$'000)	156	44	42	200	632
30 June 2019	Current				Total
	< 3 months	3 - 6 months	> 6 months	56.84%	
Expected credit loss rate	1.08%	5.11%	13.45%		N/A
Estimated total gross carrying amount (\$'000)	7,651	1,346	291	659	9,917
Expected credit loss (\$'000)	84	69	35	388	556

Note:

The ageing analysis excludes statutory receivables and prepayments, 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 and the Contract Assets total in Note 10.

The department is not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors as at 30 June 2020 and 2019. 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 2020

26. Financial Instruments (continued)

(d) Financial risks (continued)

(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 continuously manages risk through monitoring future cash flows and maturities planning to ensure adequate holding of high quality liquid assets. The objective is to maintain a balance between continuity of funding and flexibility through the use of overdrafts, loans and other advances.

During the current and prior year, there were no defaults on any 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 payable to suppliers are recognised when the department receives an invoice. The department's exposure to credit risk from all business suppliers, where terms are not specified, payment is made no later than 30 days from date of receipt of a correctly received invoice. For other suppliers, if trade terms are not specified, payment is made no later than the end of the month following the month in which an invoice or a statement is received. For small business suppliers, where payment is not made within the specified time period, simple interest must be paid automatically unless an existing contract specifies otherwise. For payments to other suppliers, the Secretary (or a person appointed by the Secretary of the department) may automatically pay the supplier simple interest.

In response to the economic environment amid the COVID-19 pandemic, the NSW Treasurer and NSW Minister for Finance and Small Business jointly issued a media release on 31 March 2020, outlining the Government's commitment to fast-track payment of supplier and contract invoices to help businesses maintain their cash flow. To the extent that cash reserves have been available, the department has subsequently paid all valid invoices in advance of the regular 30 day payment terms.

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 effective int. rate	Nominal interest amount ¹	Fixed interest rate	Variable interest rate	Non-interest bearing	< 1 yr	1-5 yrs	> 5 yrs
2020								
Payables:								
Accrued salaries, wages and on-costs	--	130,854	--	--	130,854	130,854	--	--
Creditors	--	593,659	--	--	593,659	593,659	--	--
Borrowings:								
Treasurer's Advances	5.04%	140,500	140,500	--	--	140,500	--	--
Lease liabilities	2.21%	800,808	600,808	--	--	46,138	197,969	387,704
Public-private partnership schools	11.18%	306,703	--	306,703	--	22,039	88,323	186,342
2019								
Payables:								
Accrued salaries, wages and on-costs	--	63,501	--	--	63,501	63,501	--	--
Creditors	--	640,786	--	--	640,786	540,786	--	--
Borrowings:								
Treasurer's Advances	5.04%	140,500	140,500	--	--	140,500	--	--
Public-private partnership schools	10.53%	323,561	--	323,561	--	21,568	86,389	215,604

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.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2020

27. **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 in Note 27(a)) 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 2019*, the department received appropriation revenue of \$15.2b (2019-19: \$14.5b) for recurrent expenditure. The department also received \$1.5b (2019-19: \$1.5b) for recurrent expenditure in relation to the COVID-19 pandemic. The department also received \$1.5b (2019-19: \$1.5b) for extended and long service leave and other employee benefits assumed by the Crown, amounting to \$384m (2019-19: \$845m). Refer to notes 3(a) and 3(e) for further information. In addition, the department received \$148m in arrears from the Crown Entity for approved and completed capital works under the *Restart NSW Fund Act 2011*. Also, the department received from the Crown Entity \$4m in funding from the Digital Restart Fund. Lastly, the department had cash receipts totalling \$50m in stimulus from the Crown Entity to supplement the department and its stakeholders during the COVID-19 pandemic.

The department incurred costs and provided grants in relation to vocational education training (VET) and adult migrant education fees provided to the department by the Department of Communities and Justice. The department also provided grants to the NSW Skills Board for additional grants paid to the TAFE Commission on the departments behalf and \$1m for property to the NSW Skills Board on the departments behalf. In addition, the department provided grants to the Department of Planning, Industry and Environment for VET in Schools (\$8m).

A number of transactions with NSW government entities also pertained to various grants, including payment of cluster grants and other payments to the NSW Education Standards Authority (\$128m). The department also received grants mainly from the Department of Communities and Justice (\$8m) and Department of Planning, Industry and Environment (\$5m).

Transactions occurred with the NSW Self Insurance Corporation (id \$177m) throughout the year, primarily in relation to insurance cover held by the department. The department also received \$1.5b (2019-19: \$1.5b) for extended and long service leave and other employee benefits assumed by the Crown, amounting to \$384m (2019-19: \$845m). The department transacted with Property NSW in relation to leased properties (\$85m), and the Department of Planning, Industry and Environment in relation to maintenance (\$237m).

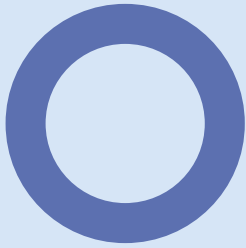
(ii) **Other related party transactions**

There were no material transactions with the department's Executive, their close family members or entities over which they or their close family members have a controlling interest.

28. **Events after the financial year**

The department is not aware of any events after the financial year that have material impacts on the financial statements for the year ended 30 June 2020.

End of audited financial statements.



Appendices

Profile – NSW public schools	89	Financial management	130
Profile – VET in NSW	91	Payment of accounts	130
Our people	92	Establishment, change and closure of schools	132
Organisational structure	92	Major capital works	133
Members of the Executive	96	Land disposal	140
Human resources	97	Controlled entities	140
Workforce diversity	105	Risk management and insurance activities	140
Work health and safety	108	Internal audit and risk management statement	142
Public accountability	110	Audit and Risk Committee	143
Legislation and legal change	110	Digital information security and cyber security attestation statement	144
Disability Inclusion Action Plan	111	Grants	145
Carers charter	113	Contact us	188
Multicultural Policies and Services Program	113	NSW public schools	188
Complaints and feedback	116	Compliance checklist	189
Public access to government information	118		
Privacy and personal information protection	122		
Public interest disclosures	123		
Consultants	123		
Overseas travel	125		
Research and evaluation	126		

Profile – NSW public schools

This section provides data on our public schools including the number of schools and student diversity.

Table 1: NSW public school enrolments, 2020

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 2020. 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 2: NSW public school student profile, 2020

Category	Number
Male students	417,675
Female students	392,402
Students with a language background other than English	302,099
Aboriginal students	66,829
Students in support classes	20,460
Students in schools for specific purposes	5,780

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

Table 3: NSW public schools, 2020

Category	Number
Total number of schools	2,215
Primary schools	1,607
Secondary schools	402
Schools for specific purposes	116
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 4 or more continuous weeks, and therefore excludes environmental education centres, some schools for specific purposes and the Open High School. A multi-campus college is reported by the ABS as one school, but campuses are reported individually here.

Table 4: Student-to-teacher ratios in NSW public schools, 2020

Category	Number
Overall student-to-teacher ratio	14.9
Primary student-to-teacher ratio	16.0
Secondary student-to-teacher ratio	13.4

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 2020.

Source for Tables 1 to 4: Department of Education mid-year census. Note for Tables 1 to 4: Figures, except for the 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 5: Enrolments of NSW public school students with a language background other than English, by language, 2020

Category	Number
Indian languages	61,049
Chinese languages	46,564
Arabic	41,342
Vietnamese	17,067
Filipino/Tagalog	10,275
Samoan	8,503
Korean	8,417
Spanish	8,138
Greek	7,619
Assyrian/Chaldean	4,924
Tongan	4,592
Italian	4,530
Indonesian	4,519
Thai	3,857
Turkish	3,790
Japanese	3,717
Dari	3,547
Macedonian	3,497
French	3,330
Persian (excluding Dari)	3,300
German	3,208
Russian	3,008
Other language groups	43,306

Source: Department of Education Language Background Other Than English census, 2020.



Profile – VET in NSW

Table 6: Smart and Skilled student profile, 2020

Category	Number
Commencements	169,647
Completions	54,074
Male students	74,646
Female students	95,682
Aboriginal students	17,085
Students with a disability	14,651
Students living in a regional area	32,490
Students living in a remote area	12,997

Notes: Figures in this table reflect enrolments under Smart and Skilled. Individual students may have had multiple enrolments in 2020.

Table 7: Smart and Skilled provider profile, 2020

Category	Enrolments	Number of providers
TAFE	90,895	1
Private	72,507	298
Adult and community education	6,245	31

Table 8: Apprentices and trainees profile, 2020

Category	Number
Contracts approved	44,065
Completions	23,657
Male students	27,746
Female students	16,318

Notes: Figures in this table reflect individual training contracts.

Source for Tables 6 to 8: Integrated Vocational Education and Training System, 2020.

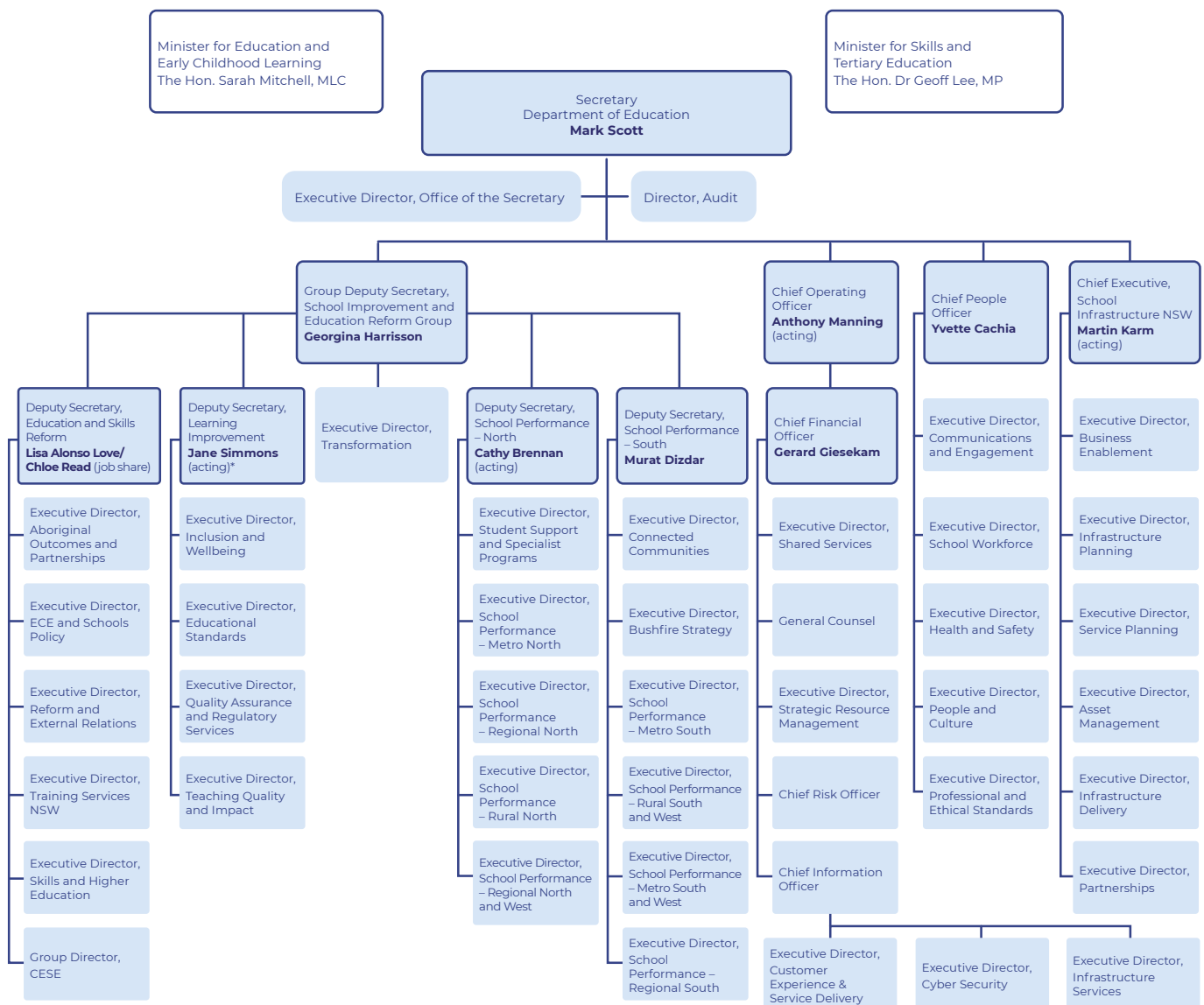
Our people

Organisational structure

The new structure of the department was implemented on 21 September 2020. The changes are detailed on page 101. This section includes detail relevant to divisions of the department under the new structure.

As at the end of December 2020, the department was structured as represented in this chart. The latest organisational chart is available on the NSW Department of Education website.

Figure 13: Organisational structure, Department of Education, as at 31 December 2020



Members of the department's Executive

*Jane Simmons left the role of Acting Deputy Secretary, Learning Improvement on 22 December 2020.

School Improvement and Education Reform Group

The School Improvement and Education Reform (SIER) Group coordinates the department's enterprise-wide transformation agenda, including driving key school improvement priorities. SIER monitors and reports on the most important and complex departmental targets and strategies including Premier's Priorities, the school improvement agenda and skills reform. The group's work also includes corporate and delivery planning and support.

SIER comprises the Education and Skills Reform, Learning Improvement, School Performance – North, and School Performance – South divisions, as well as the Transformation Office.

Education and Skills Reform

The Education and Skills Reform (ESR) division drives innovation, reform and policy development based on strategic analysis and evaluation, aligned with external relations for the whole Education system. ESR delivers critical programs to improve outcomes in early childhood, schooling and skills. This includes driving the Skilling for Recovery program and the broader skills reform agenda.

Responsibilities also include:

- securing national and state funding for education services
- distributing funding to non-government schools and preschool providers
- promoting high-quality standards for early childhood education
- driving a whole-of-department focus on Aboriginal outcomes including raising Year 12 completion rates for Aboriginal students.

Learning Improvement

Learning Improvement works collaboratively across the department and non-government sectors to support schools to improve outcomes for every student. The division is responsible for ensuring the youngest children get the best start in life by supporting and regulating the early childhood education and care sector. It is also responsible for the development and delivery of evidence-based programs to improve educational standards and the quality of teaching and learning in all NSW public schools. It does this by:

- monitoring, supporting and regulating the early childhood education and outside of school hours care sector in NSW and ensuring continuous improvement in quality
- working to ensure the sector optimises the safety, wellbeing, learning, growth and development of children in the early to middle years
- maximising access, inclusion and wellbeing of all students through the oversight of relevant policies and by commissioning programs or strategic partnerships with other agencies and service providers
- leading curriculum reform for the department, in collaboration with NSW Education Standards Authority
- supporting teachers to achieve high professional standards in the delivery of curriculum, assessment and reporting
- developing evidence-based programs, professional learning and instructional resources in partnership with schools, teachers and leaders.

Transformation Office

The Transformation Office coordinates the department's agenda for delivering school improvement and skills reform, including oversight of the Premier's Priorities. The directorate works to track and report progress of the department's system-level targets and provides a common approach to how we deliver business-critical projects and programs to lift school performance and student outcomes.

Teams in the directorate partner with business units across the department to identify and prioritise the issues needing to be tackled to:

- reach targets
- design the right interventions
- deliver the changes for schools and students
- ensure the department's work has a positive impact.

School Performance (North and South)

The two School Performance divisions lead and direct the operations of more than 2,200 NSW public schools. They aim to maximise the academic achievements of all students and create a culture of success, learning and a desire to achieve – underpinned by innovative, adaptive and supportive strategies to support quality teaching and educational leadership at the school level.

The divisions are responsible for the achievement of excellence in educational leadership, as well as professional practice and school performance in preschools; infants, primary, secondary, central and community schools; specialist and comprehensive schools; schools for specific purposes; and intensive English and environmental education centres.

School Performance – North

School Performance – North is responsible for 4 School Performance directorates:

- Metropolitan North
- Regional North
- Regional North and West
- Rural North.

The division also has responsibility for statewide student services, including:

- arts, sports and initiatives
- Assisted School Travel Program (operations)
- child wellbeing and mental health services
- community languages and international programs
- delivery support.

School Performance – South

School Performance – South is responsible for 4 School Performance directorates:

- Metropolitan South
- Metropolitan South and West
- Regional South
- Rural South and West.

The division is also responsible for delivering the Bushfire Relief Strategy, Connected Communities and strategic school improvement.

Operations Group

The Operations Group is responsible for providing high-quality services and support to the Education system. This includes:

- ensuring the cluster makes the best use of our resources to improve education outcomes for children and young people
- making sure schools and the department have the right technology to support the delivery of education and simplifying administrative processes
- providing information, support and advice to schools and corporate staff through EDConnect, our shared service centre, and promoting consistent and effective operational practices
- supporting, promoting and enabling good governance, risk management frameworks, controls assurance, and fraud and corruption services
- delivering simple, strategic and customer-centred legal advice and representation to schools and the department, which enables the department to focus on improved educational outcomes.

People Group

The People Group is responsible for ensuring educational outcomes through support and development of staff. This work includes:

- driving human resources and workforce strategy, including developing better technology for our human resources functions
- strengthening school leadership and boosting the supply of high-quality teachers
- leading work across communications as well as health and safety
- driving accountability through professional and ethical standards
- ensuring that the department is a high-performing organisation and a great place to work.

School Infrastructure NSW

School Infrastructure NSW is the department's centre of excellence for infrastructure planning, delivery and asset management. It is responsible for delivering the NSW Government's 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 by managing office accommodation
- leads work to expand before and after school care places for children across NSW
- 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.

Office of the Secretary

The office supports the work of the Secretary as well as the department's relationships with key stakeholders outside of the department, to help meet strategic objectives across the Education cluster. This includes:

- providing secretariat support for Executive
- supporting ministerial offices and responding to Cabinet and other government business
- responding to media enquiries and correspondence, helping to share outcomes from across the Education portfolio.

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.

Members of the Executive

As at 31 December 2020, 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)
- Lisa Alonso Love, Deputy Secretary, Education and Skills Reform (job share) (BSocSc GCPP EMPA)
- Chloe Read, Deputy Secretary, Education and Skills Reform (job share) (MA [Hons] MComp)
- Cathy Brennan, Deputy Secretary, School Performance – North (Acting) (Dip T [ECE] BEd [ECE] MEdAdmin ProfCert Instructional Leadership)
- Yvette Cachia, Chief People Officer (BEd GDEd GDACG GDLP MAc LLB [Hons] MAPP [completing 2021])
- Murat Dizdar, PSM, Deputy Secretary, School Performance – South (BEd Hons)
- Gerard Giesekam, Chief Financial Officer (BCom FCPA)
- Georgina Harrison, Group Deputy Secretary, School Improvement and Education Reform Group (BSc)
- Martin Karm, Chief Executive, School Infrastructure NSW (Acting), (BA MURP)
- Anthony Manning, Chief Operating Officer (Acting)

The following changes were made to the Executive during 2020:

- Cathy Brennan joined the Executive from 20 July 2020.
- Yvette Cachia joined the Executive from 30 November 2020.
- Murat Dizdar's previous title was Deputy Secretary, School Operations and Performance.
- Liana Downey, Deputy Secretary, Strategy and Delivery (BA BSc [Math] MBA) and Peter Riordan PSM CF, Deputy Secretary, Corporate Services (BCom MBA MLLR) were members of the Executive until 24 July 2020.

- Martin Graham (BA MA MPP[Hon]) joined the Executive as A/Deputy Secretary, Education Futures and Governance on 14 April 2020 and was A/Deputy Secretary, Education and Skills Reform from 20 July 2020 until 6 December 2020.
- Georgina Harrison's previous titles were Deputy Secretary, Educational Services (until 16 February 2020) and Deputy Secretary, People and System Performance (between 17 February 2020 and 19 July 2020).
- Martin Karm joined the Executive from 27 August 2020.
- Leslie Loble, Deputy Secretary, Education Futures and Governance (BSc MPA) was a member of the Executive until 3 July 2020.
- Anthony Manning was Chief Executive, School Infrastructure NSW until 27 August 2020.
- Deidre Mulkerin, Deputy Secretary, People and Culture (GCM BSocWk) was a member of the Executive until 14 February 2020.
- Mary Ann O'Loughlin, AM, Deputy Secretary, Skills and Higher Education (BA [Hons] GD [Econs] GAICD) was a member of the Executive until 3 July 2020.
- Chloe Read and Lisa Alonso Love joined the Executive as A/Deputy Secretary, Educational Services on 2 March 2020; were appointed A/Chief People Officer on 20 July 2020; and commenced as Deputy Secretary, Education and Skills Reform on 30 November 2020.
- Jane Simmons PSM (BMusEd MEdAdmin) was A/Deputy Secretary, Learning Improvement between 20 July 2020 and 22 December 2020.
- David Withey (BA [Hons]) was A/Chief Operating Officer from 13 July 2020 to 26 August 2020 on secondment from NSW Treasury.

Human resources

This section provides data on the number of staff we employed, commentary on our personnel policy and practices, and movement in wages. In June 2020, we employed 99,702 full-time equivalent (FTE) staff. Approximately 70% were teachers in NSW public schools.

Table 9: Number of full-time equivalent staff, 2017 to 2020

Full-time equivalent staff	30 June 2017	30 June 2018	30 June 2019	30 June 2020
Teachers (schools)	65,714	66,487	66,801	69,335
Educational support (schools)	21,247	21,850	23,170	24,732
Corporate and educational support (state and regional offices)	3,726	4,128	4,865	5,635
Total	90,687	92,465	94,836	99,702

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. Due to Machinery of Government changes, data from 2020 excludes Aboriginal Affairs and now includes Training Services NSW. Previous annual reports reported separate figures for Educational support (state and regional offices) and Corporate services (core and non-core). These figures have been combined under Corporate and educational support (state and regional offices).

Primary school teachers

Table 10: Full-time teaching service staff – primary teachers in NSW public schools, 2020

Role type	Female			Male			Grand total	
	Number	% of total	% of total at this level	Number	% of total	% of total at this level	Total number	% of grand total
Classroom teachers	18,091	73.8	82.9	3,737	68.9	17.1	21,828	72.9
Assistant principals	4,180	17.1	81.4	953	17.6	18.6	5,133	17.2
Deputy principals	946	3.9	83.8	183	3.4	16.2	1,129	3.8
Primary principals class 6	0	0.0	0.0	0	0.0	0.0	0	0.0
Primary principals class 5	1	<0.1	100.0	0	0.0	0.0	1	<0.1
Primary principals class 4	6	<0.1	60.0	4	0.1	40.0	10	<0.1
Primary principals class 3	2	<0.1	40.0	3	0.1	60.0	5	<0.1
Primary principals class 2	2	<0.1	66.7	1	<0.1	33.3	3	<0.1
Primary principals class 1	1	<0.1	100.0	0	0.0	0.0	1	<0.1
Executive principals*	5	<0.1	55.6	4	0.1	44.4	9	<0.1
Teaching principals 1 – associate principal**	370	1.5	74.3	128	2.4	25.7	498	1.7
Teaching principals 2 – associate principal**	9	<0.1	90.0	1	<0.1	10.0	10	<0.1
Principals level 1**	327	1.3	74.7	111	2.0	25.3	438	1.5
Principals level 2**	279	1.1	66.4	141	2.6	33.6	420	1.4
Principals level 3**	262	1.1	63.7	149	2.7	36.3	411	1.4
Principals level 4**	16	0.1	59.3	11	0.2	40.7	27	0.1
Principals level 5**	0	0.0	0.0	0	0.0	0.0	0	0.0
Total	24,497	100.0	81.9	5,426	100.0	18.1	29,923	100.0
Total primary principals	1,280	5.2	69.8	553	10.2	30.2	1,833	6.1
Total promoted***	6,406	26.2	79.1	1,689	31.1	20.9	8,095	27.1

Source: NSW Public Sector Workforce Profile as at 30 June 2020. Notes: Teachers on leave without pay for 12 months or more at 30 June 2020 are not included in the table. *Executive principals are predominantly based in Connected Community schools. **The new principal classification structure began in Term 1 2016 and applied 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.

Secondary school teachers

Table 11: Full-time teaching service staff – secondary teachers in NSW public schools, 2020

Role type	Number (female)	% of total (female)	% of total at this level (female)	Number (male)	% of total (male)	% of total at this level (male)	Total number	% of grand total
Classroom teachers	10,660	75.8	60.7	6,898	74.3	39.3	17,558	75.2
Head teachers/district guidance officers	2,609	18.5	60.6	1,695	18.3	39.4	4,304	18.4
Deputy principals	545	3.9	55.6	435	4.7	44.4	980	4.2
Secondary principals class 2	15	0.1	39.5	23	0.2	60.5	38	0.2
Secondary principals class 1	19	0.1	47.5	21	0.2	52.5	40	0.2
Executive principals*	6	<0.1	54.5	5	0.1	45.5	11	<0.1
Principals level 1**	45	0.3	52.9	40	0.4	47.1	85	0.4
Principals level 2**	11	0.1	47.8	12	0.1	52.2	23	0.1
Principals level 3**	44	0.3	44.4	55	0.6	55.6	99	0.4
Principals level 4**	106	0.8	54.6	88	0.9	45.4	194	0.8
Principals level 5**	11	0.1	44.0	14	0.2	56.0	25	0.1
Total	14,071	100.0	60.2	9,286	100.0	39.8	23,357	100.0
Total secondary principals	257	1.8	49.9	258	2.8	50.1	515	2.2
Total promoted***	3,411	24.2	58.8	2,388	25.7	41.2	5,799	24.8

Source: NSW Public Sector Workforce Profile as at 30 June 2020. Notes: Teachers on leave without pay for 12 months or more at 30 June 2020 are not included in the table. *Executive principals are predominantly based in Connected Community schools. **The new principal classification structure began in Term 1 2016 and applied 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.

Primary and secondary school teachers

Table 12: Full-time teaching service staff – primary and secondary teachers in NSW public schools, 2020

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	38,568	100.0	72.4	14,712	100.0	27.6	53,280	100.0
Total principals	1,537	4.0	65.5	811	5.5	34.5	2,348	4.4
Total promoted*	9,817	25.5	70.7	4,077	27.7	29.3	13,894	26.1

Source: NSW Public Sector Workforce Profile as at 30 June 2020. Notes: Teachers on leave without pay for 12 months or more at 30 June 2020 are not included in the table. *Total promoted includes all executive-level positions within a school including principal, deputy principal, assistant principal and head teacher.

Table 13: Part-time school teachers in NSW public schools, 2020

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	11,371 (93.16%)	6,019.3	0.5	835 (6.84%)	442.5	0.5	12,206 (100%)	6,461.8	0.5
Primary promoted teachers*	1,229 (95.05%)	790.2	0.6	64 (4.95%)	33.1	0.5	1,293 (100%)	823.2	0.6
Total primary	12,600 (93.34%)	6,809.5	0.5	899 (6.66%)	475.5	0.5	13,499 (100%)	7,285.0	0.5
Secondary classroom teachers	4,681 (80.29%)	2,607.3	0.6	1,149 (19.71%)	628.9	0.5	5,830 (100%)	3,236.2	0.6
Secondary promoted teachers*	395 (82.81%)	221.7	0.6	82 (17.19%)	27.6	0.3	477 (100%)	249.3	0.5
Total secondary	5,076 (80.48%)	2,829.0	0.6	1,231 (19.52%)	656.5	0.5	6,307 (100%)	3,485.5	0.6
Grand total	17,676 (89.25%)	9,638.5	0.5	2,130 (10.75%)	1,132.0	0.5	19,806 (100%)	10,770.5	0.5

Source: NSW Public Sector Workforce Profile as at 30 June 2020. Notes: Teachers on leave without pay for 12 months or more at 30 June 2020 are not included in the table. 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 = 5,000/10,000 = 0.5.

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

Personnel policies and practices

People Matter Employee Survey

The NSW 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 culture, values and practices.

In 2020, the department achieved a response rate of 28% (approximately 26,000 responses), down from 45.8% in 2019.

The survey reported on 19 key topics in 2020. Of these, 12 improved and the rest remained steady or slightly decreased. As in 2019, learning and development ranked as the highest key driver of employee engagement across the department. New questions relating to risk and innovation, job satisfaction and customer service also proved instrumental to engagement.

The Public Service Commission confirmed it will conduct the survey again in 2021. We will continue to work on our responses to staff feedback with a focus on staff engagement and creating a culture of high performance.

Capability development

The department's Performance and Development Unit was created to specifically address the performance and development of school staff. The department's School Leadership Institute provides leadership induction and development programs to build the capabilities of school leaders at each stage of their career.

The 2019 Auditor-General's performance audit report, *Ensuring teaching quality in NSW public schools*, recommended changes to the Performance and Development Framework, including strengthening the quality of observations of teaching practice. In December 2020, the department and the NSW Teachers Federation released a joint survey of teachers, supervisors and principals to investigate practice surrounding observations. We are developing comprehensive support resources for teachers, leaders and supervisors to enable successful implementation of the performance and development process, and designing capability sessions to further support the rollout of these resources.

To support successful performance and development for school based non-teaching staff, the Professional Learning for Non-Teaching Staff team provided virtual sessions and development programs such as the principal-led 20-week Enhanced Capacity program. This was designed to develop individualised learning plans for all non-teaching staff in schools to reach their full potential.

We created virtual development initiatives in response to the COVID-19 pandemic. Corporate staff were provided access to curated online resources through a new bespoke online learning platform called the Corporate Learning Centre.

We continued to implement a range of activities to build and develop leadership capability across the Public Sector Senior Executive workforce. The Leading the Way Executive Leadership program was completed by a total of 248 executives, with the final group accessing a virtual redesigned version of the workshops and activities. We continued to build change management capability by offering a Leading for Transformation series of webinars and establishing an online Leadership Toolkit. Ongoing evaluation will inform our development strategies going forward.

Flexible work practices

The department offered a wide range of flexible work practices to help corporate staff balance their work and other responsibilities more effectively including part-time work, job sharing, leave without pay and flexible working hours.

In 2020, most corporate staff moved to full-time remote working due to the COVID-19 pandemic. Although this was challenging, staff embraced the change and reported higher levels of engagement and job satisfaction with no reported impacts on productivity. We harnessed these new ways of working with a revised Flexible Work Arrangements for Corporate Employees Policy which modernises work practices for corporate staff.

The department uses a principles-driven approach to flexible working. The new policy focuses on how we work rather than where and moves away from prescriptions and restrictions. This empowers teams to adopt flexible work practices to fit with their operational requirements and helps our staff to balance their professional and personal lives.

Supporting resources are available on the intranet to help managers make the best decisions and empower employees to request the flexibility they need.

Organisational change

We continued to support employees affected by organisational change through a dedicated workforce transition team to maximise placement opportunities and retain talent in the department.

In 2020, the department declared 6 employees excess, resulting in 6 offers of voluntary redundancy. Of these, 5 offers were accepted and one employee chose redeployment. No employees were made forcibly redundant.

In March 2020, School Infrastructure NSW completed its implementation of an approved organisational change. It affected more than 570 non-executive roles, and the new structure resulted in an increase of 197 full-time equivalent (FTE) staff. The increase was required to deliver the NSW Government's unprecedented investment in new and upgraded schools, attract staff with the necessary capabilities and experience, drive efficiency, create certainty for staff, and increase the capability of the workforce.

In May 2020, Early Childhood Education completed its separation into two business areas – Quality Assurance and Regulatory Services, and Policy and Programs. The separation will allow the regulatory area to focus on compliance and quality improvement, while the policy and programs area will take a more active and collaborative role in supporting services.

In June 2020, Health and Safety completed its implementation of an approved organisational change. It affected 240 non-executive roles, and the new structure resulted in an increase of 63 FTE. The new structure and service delivery model will support the department in delivering its strategic plan and meeting health and safety, legislative, and compliance requirements.

In October 2020, Legal Services commenced consultation with staff regarding a proposed realignment. Key recommendations from an external review of the structure include improved structural alignment and debt-recovery functions.

In November 2020, the Kimberwalli team from Aboriginal Affairs in the Department of Premier and Cabinet completed its transfer into the department. It included 9 non-executive roles. This transfer recognised Kimberwalli, an Aboriginal centre for excellence, as a critical partner in Aboriginal education projects. The move will improve alignment of services and programs.

In June 2020, the Secretary announced a corporate executive realignment to streamline the organisational structure, ensure clear single points of accountability for delivery and enable closer engagement with external stakeholders. The new structure was designed to enable more effective and efficient delivery of school improvement and skills reform to build the workforce of the 21st century.

The existing 4 divisions of Education and Futures Governance, School Operations and Performance, Skills and Higher Education, and People and System Performance (comprising three sub-divisions of People and Culture, Strategy and Delivery, and Educational Services) were deleted and replaced. The new groups are titled School Improvement and Education Reform Group (comprising of sub-groups titled Education and Skills Reform, School Performance – North, School Performance – South and Learning Improvement) and People Group, respectively. The existing Corporate Services division was renamed Operations Group, and a review of this division is in progress.

All Public Service Senior Executive roles in the affected divisions, including the direct executive reports to the Secretary in the Office of the Secretary, were deleted and a new executive structure was designed. The executive director, school performance and director, educational leadership (DEL) roles in School Performance groups were not affected during the restructure. The majority of roles have been filled using mobility provisions following a rigorous placement process, and remaining vacancies are being filled through external recruitment.

Leave administration

The SAP HR payroll system enables schools to access comprehensive information about staff attendance, as well as tailored reports as required. The payroll system holds more than 12 months of leave records to help principals more effectively monitor staff absences and take appropriate action.

The payroll system enables principals to monitor their staff's leave usage in real time, resulting in schools requesting fewer reports on staff leave. During 2020, the department helped 14 principals review leave for staff who had taken more than 5 individual absences unsupported by medical certificates during the previous 12-month period.

By the end of 2020, principals assessed 14 teachers as requiring further action. Where principals determined it appropriate, staff were requested to provide a medical certificate for all future periods of sick leave taken within the next 12-month period.

The department completed a review of the processes to manage and review staff leave records. The processes were provided to schools at the beginning of Term 4 2020. The sick leave report is now part of the Scout suite of reports; 72 principals and 6 DELs accessed the report in 2020.

Staff performance and conduct

In 2020, the Professional and Ethical Standards directorate received 3,694 conduct reports and completed 515 investigations of misconduct, including corrupt conduct, financial and academic fraud and maladministration, and child protection allegations. Online tools and resources have been put in place to support managers in addressing conduct issues early and effectively in the workplace.

The department is committed to a modern, high-performing workforce. Underperforming staff are managed in accordance with structured procedures developed in consultation with the NSW Teachers Federation and the Public Service Association.

The department provides support for school principals so they can focus on leading teaching and learning, and approach teacher performance with greater confidence and competence.

To help principals and DELs better manage teaching quality, each operational area had a field team of experienced school leaders to provide shoulder-to-shoulder support. These teams were part of the Teacher Performance Management and Improvement (TPMI) project, and have supported more than 970 cases of underperformance since it was trialled in 2018.

Since the implementation of the TPMI project, approximately 24% (237) of teachers improved without the need to move to a formal program and around 13% (130) of teachers separated from the department. TPMI has supported approximately one-quarter of the state with 26% of schools and 20% of DELs receiving case support. TPMI have developed the capability and confidence of many principals and DELs by assisting them with addressing underperformance through explicit performance management processes.

Professional and Ethical Standards provided further advice and case management assistance to principals, DELs and senior officers to address employee underperformance.

In 2020:

- 76 improvement programs were commenced (40 permanent teachers, 6 school executives, one principal, 19 temporary staff, 3 school administration and support staff, and 7 non-executive corporate staff)
- 67 improvement matters were finalised, and 57 employees separated from the department as a result of poor performance
- 337 TPMI cases commenced:
 - 61 staff separated from their employment, retired or ceased their temporary employment before moving to a formal improvement program
 - 121 did not progress to a formal improvement program as a result of improvement
 - 8 executives, including principals, voluntarily regressed before commencing an improvement program.

Wages, salaries or allowances

School administrative and support staff received a salary increase of 2.5%, effective from 1 July 2020, under the *Crown Employees (School Administrative and Support Staff) Award 2019*.

Teachers, principals, school executives and other related staff received a salary increase of 2.5%, effective from January 2020, under the *Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2020*.

Chief education officers received a salary increase of 2.5%, effective from January 2020, under the *Crown Employees (Chief Education Officers – Department of Education) Salaries and Conditions Award 2020*.

Following the NSW Government's announcement in May 2020 of a wage pause, the public sector salaries case was heard by the Full Bench of the Industrial Relations Commission (IRC). In November 2020, the IRC awarded an increase to salaries and allowances of 0.3% for industrial instruments expiring between 1 July 2020 and 30 June 2021. This increase will apply to corporate staff covered by the *Crown Employees (Public Sector – Salaries 2019) Award* and will be retrospectively applied to 1 July 2020.

Public Service Senior Executives

The Statutory and Other Offices Remuneration Tribunal (SOORT) determined no increase in the range of remuneration packages provided to Public Service Senior Executive (PSSE) officers with effect from 1 July 2020. The SOORT also determined no increase in the range of remuneration packages applicable to senior executives who are subject to the Chief and Senior Executive Service determination, with effect from 1 July 2020.

The NSW Public Service Senior Executive Remuneration Management Framework has been updated to reflect the SOORT determination.

Number of Public Service Senior Executive officers

Tables 14 and 15 detail the number of PSSE officers employed in each band and assigned to roles within the department. The percentage of total employee-related expenditure related to senior executives in 2019-20 was 0.66%, compared with 0.72% in 2018-19. Expenditure is based on the total remuneration package of an employee's substantive role.

Table 14: Number of PSSE employed in each band, as at 30 June 2018, 2019 and 2020

Band	2018 (female)	2018 (male)	2019 (female)	2019 (male)	2020 (female)	2020 (male)
Band 4 (Secretary)	0	1	0	1	0	1
Band 3 (Deputy Secretary)	2	3	3	4	5	3
Band 2 (Executive Director)	18	14	22	12	23	12
Band 1 (Director)	142	124	137	126	131	121
Totals	162	142	162	143	159	137

Source: Establishment data extracted from i-Series as at 30 June 2020.

Table 15: Average remuneration for PSSE per band, as at 30 June 2018, 2019 and 2020

Band	Range* (\$)	2018 (\$)	2019 (\$)	2020 (\$)
Band 4 (Secretary)	487,051-562,650	574,000	588,360	599,000
Band 3 (Deputy Secretary)	345,551-487,050	425,382	415,392	431,362
Band 2 (Executive Director)	274,701-345,550	295,760	295,207	290,358
Band 1 (Director)	192,600-274,700	219,083	222,607	216,384

Source: The NSW Public Service Senior Executive Remuneration Management Framework and SAP remuneration report as at 30 June 2020.
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 2019. The ranges quoted are for total remuneration package for each band.

Workforce diversity

This section summarises the department's 2020 achievements in building a diverse workforce embedded in an inclusive culture. Our culture:

- is underpinned by our Diversity and Inclusion Strategy 2018-2022
- recognises all staff have an active part to play
- incorporates inclusive design in our thinking and responses to our new ways of working.

Table 16: Trends in representation of equal employment opportunity groups as a proportion of the total number of staff, 2016 to 2020

Group	NSW Government benchmark	2016	2017	2018	2019	2020
Women	50%	77.4%	77.8%	78.3%	78.2%	78.2%
Aboriginal people	3.0%	3.7%	3.8%	3.9%	3.9%	3.7%
People whose first language spoken as a child was not English	N/A	10.9%	11.1%	11.2%	11.5%	10.8%
People with disability	5.6%	3.2%	3.1%	3.0%	3.0%	2.6%
People with disability requiring adjustment at work	N/A	0.8%	0.7%	0.7%	0.6%	0.5%
Total number of staff	-	95,332	97,076	99,256	108,031	107,777

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%. The total number of staff is based on a headcount of permanent and temporary employees. NSW Government benchmarks are employment targets set under either the 2019-2025 Aboriginal Employment Strategy or under Premier's Priority diversity targets.

Table 17: Trends in distribution of equal employment opportunity groups, 2016 to 2020

Group	NSW Government benchmark	2016 index*	2017 index*	2018 index*	2019 index*	2020 index*
Women	100	92	92	92	92	93
Aboriginal people	100	82	82	83	84	89
People whose first language spoken as a child was not English	100	104	104	104	103	104
People with disability	100	98	99	98	97	99
People with disability requiring adjustment at work	100	104	105	106	107	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 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 the EEO group is less concentrated at lower salary levels. A distribution index based on an EEO survey response rate of less than 80% may not be completely accurate. The 2020 EEO survey response rate was 81%.

Diversity and Inclusion Council

To improve the governance and coordination of diversity and inclusion initiatives in 2020, the Diversity and Inclusion Council expanded its terms of reference to incorporate all related, whole-of-department initiatives including the Disability and Inclusion Strategy, Reconciliation Action Plan, Disability Inclusion Action Plan, and Multicultural Plan. Council members include Public Service Senior Executive representatives from across the department, subject matter experts and the employee diversity networks.

In 2020, the council oversaw:

- a diversity and inclusion narrative that brings together the rich array of programs and articulates the common core messaging
- agreement on celebrating significant cultural or internationally recognised days as an opportunity for the department to demonstrate its commitment to diversity and inclusion, build awareness and understanding, and recognise our people
- the review and extension of the department's Disability Inclusion Action Plan for 2 years (2021 to 2023)
- support of our 3 staff diversity networks:
 - Aboriginal Staff Network
 - Disability Employee Network
 - Pride in Education for the department's lesbian, gay, bisexual, transgender, intersex, queer/questioning and asexual/aromantic (LGBTIQ+) staff.

In 2020 the council published internally the Australian Network on Disability's Access and Inclusion Index benchmark report outlining areas of strength and opportunities to improve. The council committed all divisions to developing plans to implement the recommendations outlined in the report. This work will inform the development and prioritisation of 2021 strategic initiatives to attract and retain people with disability.

Women at work

Women made up 56.4% of senior leadership roles across the department in 2020. We have met the Premier's Priority target for women in leadership and are on track to achieve the department's target for the representation of women in senior leadership roles of 60% by 2025. In some areas we are substantially exceeding the target – for example, 81.4% of assistant principal roles and 83.8% of deputy principal roles in primary education are held by women.

In 2020, the department:

- encouraged and supported women to participate in centrally coordinated leadership and executive development programs, such as the NSW Leadership Academy programs
- supported the Women in Educational Leadership Network, an incorporated body which provides a forum for women in teaching and learning roles to develop leadership skills and progress their careers.

Aboriginal employees

Aboriginal employees represented 3.7% of our staff and 2.6% of our senior leadership roles in 2020.

In 2020, the department:

- continued to implement the department's first Reconciliation Action Plan for corporate staff – aiming to advance reconciliation between Aboriginal and non-Aboriginal people, and focusing on making our department a culturally safe place to work
- supported career development for Aboriginal people in leadership roles, through programs including the Aboriginal Career and Leadership Development Program and the leadership program for teachers of Aboriginal descent
- provided ongoing advice, advocacy and support to Aboriginal and non-Aboriginal employees and community members through the Aboriginal Programs team
- delivered focused, individual case-managed support for Aboriginal staff

- recruited 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 1,532 teachers and leaders of Aboriginal descent are currently in permanent employment
- supported 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 Programs team supported newly recruited staff, mentoring and career development opportunities
- funded aspirant Aboriginal employees to undertake professional development and leadership opportunities
- funded a special leave initiative to support Aboriginal SAS staff who wish to undertake studies to become a teacher
- delivered virtual Yarn Up sessions across NSW, in consultation with schools and Aboriginal communities, to promote employment, career and recruitment pathways including identified positions in NSW public schools
- developed and delivered workshops to provide support, professional development and leadership opportunities for Aboriginal staff
- worked in partnership with the NSW Aboriginal Education Consultative Group to support the recruitment of Aboriginal people.

The department also provided 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 2019 application and assessment process where 81 applications were received, 13 applicants were offered scholarships and commenced study in 2020. Through the 2020 application and assessment process, 90 applicants were considered for scholarships for study commencing in 2021.

Employees with disability

People with disability made up 2.6% of the department's workforce in 2020. We recognise additional work is required to achieve the Premier's Priority target of 5.6% by 2025. In 2020, the department:

- enabled the Lead for Disability Employment and Inclusion to provide ongoing advice, advocacy and support to staff with disability
- undertook a review of the teacher recruitment process to identify and remove barriers to attracting and retaining staff with disability
- created and published advice on the implementation of Australian Standard AS EN 301 549: Accessibility requirements suitable for public procurement of ICT products and services
- hosted 8 professional online workshops on creating inclusive documents, reaching more than 1,000 staff
- created an online resource hub to support staff to create, curate and procure inclusive digital products
- supported staff to be more inclusive in their practices through the provision of strategic advice on inclusive design and accessibility
- published guides on personalising technology and hosting inclusive meetings to support the wide range of visual, hearing, cognitive and physical needs of attendees and encourage different perspectives and authentic participation

The department also promoted the Public Sector Commission's disability awareness e-learning module for employees, in conjunction with events for Global Accessibility Awareness Day, Age of Inclusion and International Day for People with Disability. Since the module was launched, 8,706 employees have completed the module and 1,221 managers have enrolled. Course completions increased by 20% in 2020.

Culturally and linguistically diverse staff

Staff whose first language spoken as a child was not English represented 10.8% of the department's workforce in 2020.

Data on staff diversity collected through a voluntary survey indicated (as at June 2020) 8.1% of women in leadership positions were from a racial, ethnic or ethno-religious minority group and 8.3% first spoke a language other than English as a child.

In 2020, the department:

- promoted Harmony Day and encouraged schools and workplaces to host local events
- created and published advice to staff on hosting inclusive meetings.

Work health and safety

In 2020 we focused on ensuring the safety and continuity of education for our students during the COVID-19 pandemic, which immediately followed one of the worst bushfire events in NSW history and widespread flooding events throughout the state.

The delivery of comprehensive, practical health and safety programs and services played a vital role in protecting and supporting our schools and workplaces. Of particular note were strong risk management and infection control procedures, activation of the emergency planning and response system, and increased student and staff support services to minimise disruption to teaching and learning.

Despite the disruption of these major events, the department continued to provide risk management, workplace health management and compliance services to provide safe working and learning environments in our schools and workplaces.

In 2020, the department:

- conducted a comprehensive review of the bushfire management program to identify opportunities to strengthen the program following the unprecedented 2019-20 season – schools in bushfire-prone locations were provided on the ground support in preparing them for the coming season, with all schools across the state having access to new and updated resources, professional learning in emergency planning and access to services supporting recovery in the local school community
- responded to the COVID-19 pandemic – for details, refer to page 5.
- built upon staff wellbeing initiatives implemented in 2019 by updating and refreshing the Respectful Workplaces program, supporting staff and leaders in our schools and workplaces to create and maintain positive and respectful workplaces, contributing to a positive safety culture
- tailored student risk management programs including distributing asthma reliever medication for all school first aid kits and providing professional learning to support asthma management in schools, in consultation with NSW Health and key subject matter experts
- piloted new risk management resources in schools under the safety risk management framework to support injury prevention and the development of quality risk management plans – with plans to roll out the program to all NSW public schools in 2021.



Challenges and future directions

Throughout 2020 we delivered evidence-based health and safety programs and services to strengthen risk management practices, provide a healthy workforce, and minimise disruption to school operations to build a strong safety culture to support continuity of education.

A key focus in 2021 will be to review and implement recommendations of the NSW Bushfire Inquiry and the Royal Commission into Natural National Disaster Arrangements.

Table 18: Number of workers compensation claims, lost time and claims costs, 2015-16 to 2019-20

Category	2015-16	2016-17	2017-18	2018-19	2019-20
Total claims	4,172	4,285	4,135	4,880	4,121
Total hours paid	347,702	417,728	484,211	547,407	538,932
Number of claims with lost time	2,098	2,269	2,307	2,531	2,460
Number of rehabilitation cases	797	951	914	1,203	1,380
Insurer costs	\$3,261,899	\$2,891,879	\$3,470,456	\$4,687,555	\$5,934,542
Average cost per case	\$4,093	\$3,041	\$3,797	\$3,897	\$4,300

Source: The department's fund manager, Allianz Insurance Ltd.

Prosecutions under the *Work Health and Safety Act 2011*

There were no prosecutions under the *Work Health and Safety Act 2011* in 2020.

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 2020.

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 2020.

The *Children's Guardian Act 2019* amended the following Acts:

- Section 5 of the *Children (Education and Care Services National Law Application) Act 2010* to update a cross-reference
- Section 26C of the *Education Act 1990* to update a reference to the Department of Communities and Justice
- Section 47 of the *Education Act 1990* to update a cross-reference.

These amendments commenced on 1 March 2020.

The *Education Amendment (School Safety) Act 2017* commenced on 14 May 2020 and amended the *Education Act 1990* to allow for non-attendance directions to be issued to students where there is a significant risk the student will engage in serious violent conduct. Section 35 of the *Education Act 1990* was amended to clarify that the discipline can extend to student conduct outside of school premises or outside of school hours.

The *Statute Law (Miscellaneous Provisions) Act 2020* amended the following Acts:

- Section 83B of the *Education Act 1990* to provide that financial assistance for non-government school children may be paid to an approved system authority, within the meaning of the Australian Education Act 2013 of the Commonwealth, or to a person or body approved by the Minister for Education and Early Childhood Learning. A consequential amendment was also made to section 83J of the *Education Act 1990*.
- Section 24B of the *Teacher Accreditation Act 2004* to correct a cross-reference.

These amendments commenced on 11 December 2020.

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*
- *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.*

There were no amendments to those Acts during 2020.

Judicial decisions

No judicial decisions involving the department during 2020 were made that had any significant impact on its operations.

Disability Inclusion Action Plan

The department's Disability Inclusion Action Plan 2016-2020 (DIAP) was developed 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 across 4 areas of focus.

The department's current DIAP was extended for 2 years (2021 to 2023) due to COVID-19-related delays to anticipated amendments to the NSW *Disability Inclusion Act 2014* and the development of a new National Disability Strategy. It is now governed by the department's Diversity and Inclusion Council (refer to page 106).

The DIAP was updated to include:

- our commitments in response to the 2017 NSW Legislative Council's inquiry, Education of students with a disability or special needs in NSW
- the Diversity and Inclusion Strategy (2018-2022)
- the Disability Strategy for Education
- the departmental response to the Australian Network on Disability's benchmark report into its Access and Inclusion Index.

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.

The Disability Strategy sets out our vision for a more inclusive education system. In 2020, the department implemented several key initiatives and delivered more than two-thirds of its immediate focus areas under the strategy. The department also identified and commenced new pieces of work to drive strong educational and wellbeing outcomes for students with disability in NSW public schools. The 2020 Disability Strategy progress report is available on the department's website at education.nsw.gov.au/disability-progress-report.

Our achievements in 2020 included:

- expanding the range of evidence-based professional learning for school staff
- testing innovative ideas to improve outcomes for students with disability with 30 public schools and 2 government preschools
- improving access to school facilities by installing lifts, accessible toilets and high-visibility markings and bollards
- delivering accredited courses to more than 2,000 staff on key areas of student need, including autism, challenging behaviours and dyslexia
- rolling out a training course on Personalising Learning with Technology to more than 1,900 staff, helping them choose and implement supportive technology
- training more than 1,100 staff on supporting student wellbeing and mental health.

For more information on how we supported students with disability and additional learning and support needs refer to page 31.

Employment opportunities and outcomes for people with disability

In 2020, we implemented a range of initiatives to achieve higher rates of meaningful employment participation by people with disability.

In 2020 we:

- reviewed the teacher recruitment process to ensure accessible information and application processes
- worked with the Australian Network on Disability to benchmark our performance against its Access and Inclusion Index, including identifying areas of strength and opportunities to improve
- established a new disability employment and inclusion position to provide subject matter expertise and guidance on workforce matters, and champion inclusion as a 'business as usual' practice
- continued to collaborate with government agencies, non-government organisations and the private sector to strengthen employment outcomes for people with disability
- published an implementation strategy for embedding accessibility requirements in the procurement of information and communications technology
- continued to work with the Disability Employee Network on workforce issues and initiatives to support people with disability in the workplace.

Awareness and inclusive practices

In 2020, we implemented a range of initiatives to promote and support disability awareness for students and employees and improve inclusive practices throughout the department.

In 2020, we hosted 10 'drop-in' sessions for principals and directors, educational leadership on the new Inclusive Education Statement and what it means for their inclusive practices.

For details on how we supported disability awareness among staff, refer to page 107.

Carers charter

Our action plan to implement the *NSW Carers (Recognition) Act 2010* 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 Child Protection Health and Mental Wellbeing team leads support for young carers at school, which is an element of the NSW Carers Strategy 2020-2030. We worked with Carers NSW to update the resource Being a Carer, Being a Student, and Being a Kid. The revised resource and related information is available through the department's website at education.nsw.gov.au/young-carers.

Carers NSW also presented at inductions for school counselling staff to raise awareness about young carers and provide resources.

The department provides flexible working options for staff with carer responsibilities, including part-time work, job sharing, leave without pay and flexible working hours. As a result of the COVID-19 pandemic, most of the department's corporate employees were able to adapt and work productively from home. The lessons learnt provided us with an evidence base to modernise flexible work practices for all corporate staff, particularly staff members with carer responsibilities.

A range of resources were developed to help employees access flexible work and working from home while caring for a child or other dependent. These resources are available on our internal website and include the revised Flexible Work Arrangements for Corporate Employees Policy, procedures and other 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 Program

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 2020.

For information about women from culturally diverse backgrounds in leadership roles, refer to page 105.

English as an additional language or dialect education

- In 2020, more than 1,300 English as an additional language or dialect (EAL/D) teacher specialists provided targeted English language support to help students successfully participate at school.
- About 4,500 newly arrived students received intensive English and transition support, including 2,195 students in intensive English centres and the Intensive English High School.
- We allocated 1,000 full-time equivalent EAL/D teaching positions to schools.
- More than \$151 million of equity loading paid to schools for EAL/D programs, including \$42 million in flexible funding provided as equity loading for English language proficiency to provide support to approximately 189,000 students.
- Six teacher mentors provided specialist professional support to teachers of newly arrived EAL/D students in approximately 190 rural and regional schools.

- More than 2,750 teachers attended professional learning programs to enhance their capacity to meet their students' needs. Of these:
 - 204 teachers completed the EAL/D Orientation course
 - 337 teachers completed the Teaching English Language Learners course
 - 932 teachers completed the Using the EAL/D Learning Progression course.
- Five school teams completed the Leading EAL/D education program.
- EAL/D teachers participated in more than 30 specialist local professional networks and forums to strengthen their practice.
- More than 2,000 students enrolled in the HSC EAL/D English course.

Targeted support for refugee students

- In 2020, refugee students were provided with intensive English and transition support to meet their complex educational needs.
- Targeted funding for individual students totalling more than \$3.5 million helped support nearly 5,400 recently arrived refugee students.
- The Refugee Student Counselling Support Team worked directly with about 100 schools to provide psychological support for students with refugee experiences across NSW (including 20 regional visits and more than 500 consultations to support complex cases, and 110 professional learning sessions to support staff working with refugee students and their families).
- 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.
- A modified Ready Arrive Work program was delivered in 5 schools, providing work readiness information and support for 96 refugee students.

- The department partnered with Macquarie University to deliver a modified version of the LEAP (Learning, Education Aspiration, Participation) Macquarie Mentoring Program in 2020. Together we created a series of online videos and resources that we distributed to 19 high schools.
- More than 350 staff members completed professional learning programs on meeting the needs of students from refugee backgrounds.

Education programs for international students and temporary residents

- In 2020, 3,349 international students from 58 countries enrolled in 283 public schools to gain an Australian study experience or to finish their school education. Approximately 15,000 temporary residents from 137 countries enrolled across 1,303 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.
- DE International continued to offer professional learning to principals, teachers and administrative staff to strengthen support for international students and temporary residents.
- DE International supported international students who were unable to return to school in 2020 due to travel restrictions. Targeted support was provided to Year 12 students to enable them to complete their Higher School Certificate. DE International worked with NESAC and NSW Trade and Investment China to offer the 2020 HSC exams in Shanghai.
- The International Students Award Ceremony recognised the academic achievements of international students and their contributions to their schools and communities.



Languages education

- In 2020, almost 44,000 students studied 30 community languages in 137 primary schools, through the Community Languages Program, Kindergarten to Year 6.
- Through the Community Languages Schools Program, approximately 38,000 students studied 62 community languages, delivered outside of school hours by more than 300 community organisations in about 600 locations.
- 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 by distance education to students in Years 9 to 12.
- The Aboriginal Language and Culture Nests initiative continued to support the teaching of Aboriginal languages across some NSW public schools. Other schools worked with their local community to establish and implement an Aboriginal language program using their school budget allocation. Aboriginal languages and cultural studies were taught at all Connected Communities schools.
- Language teachers across the state participated in a wide range of professional learning programs, conferences and professional networks. These enhanced their skills in delivering languages education, teaching specific languages and implementing new syllabuses.

Student wellbeing and community harmony programs

- In 2020, 520 school-based Anti-Racism Contact Officers were trained to perform their role and help schools respond to complaints. An additional 4 tutors were trained to deliver this training.
- The department published new online learning resources on Racism. No Way, the national anti-racism education website.
- The department produced the 2021 Calendar for Cultural Diversity to assist schools in fostering intercultural understanding, community harmony and social inclusion.
- More than 1,000 students in Years 3 to 6 participated in the annual Multicultural Perspectives Public Speaking Competition. This program aims to heighten awareness about cultural diversity and develop public speaking skills. It was delivered online in 2020.
- The Henry Parkes Equity Resource Centre provided a wide collection of resources to help teachers meet the diverse needs of learners and their families – both at school and while learning from home.

Communication, engagement and consultation with communities

- In 2020, 965 onsite or online interpreters and 5,289 telephone interpreters facilitated communication between schools, and parents and carers from non-English-speaking backgrounds or who have a hearing or speech impairment.
- The department provided translated documents in 35 languages, including 26 new documents related to the COVID-19 pandemic.
- School-based bilingual staff, including 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.

- Twenty-four participants, including school leaders and community staff, completed the Engaging Culturally Diverse Communities course to help them build effective partnerships with families and local communities.
- The School Leadership and Management Credential for leaders and aspiring leaders included training in engaging and working with the community.
- The Secretary's Multicultural Education Advisory Group continued to advise the department on the education needs of a culturally diverse NSW.
- The department continued to work with the NSW Aboriginal Education Consultative Group through our formal partnership to meet the educational needs of Aboriginal people and communities.

Supporting school communities during COVID-19

During the COVID-19 pandemic, the department implemented additional strategies, as required, to support students' access to high-quality education. These included:

- maintaining regular contact with newly arrived students and families to support student learning and wellbeing
- providing students with computers and internet access
- extending intensive English language and transition support
- providing translated information in community languages for parents and carers
- implementing partnerships with local agencies to support vulnerable students and families.

Complaints and feedback

The department is committed to improving customer service. In 2020 we continued to support a range of initiatives to improve the way we received and responded to complaints and feedback.

Our Complaints Handling Policy and procedures promoted the local resolution of issues to ensure a timely and effective response. A guide for parents, carers and students and the School Community and Consumer Complaints Procedure outline how to make a complaint and the way we will manage complaints (education.nsw.gov.au/your-feedback).

Information about the complaint process and how to raise issues with schools is available in accessible formats, including a short video, and we are working on translating this information to languages other than English. The Staff Complaint Procedure guides staff when identifying and managing workplace issues.

We know students achieve better educational outcomes when schools and families work together to support students and resolve issues. The department encourages parents, carers, families and school communities to raise issues directly with the school where possible. Families can contact us in other ways such as by phone, in person, in writing, through our online complaint form or the NSW Government's Feedback Assist widget, including to raise issues outside school hours.

Regardless of how we receive feedback, we encourage people to resolve issues locally where possible, as the people closest to the situation are often in the best position to address any concerns. Most complaints are referred to the relevant school or area where they can be managed locally and informally. In many situations, a phone call or email is effective in resolving issues or concerns.

We continued to help staff enhance their skills and confidence in complaint handling. In 2020, we introduced additional resources for teaching and non-teaching staff when managing complaints, and reviewed professional learning materials for principals and aspiring principals. The department also focused on strategies to support schools in managing complex complaints and complaints relating to students with disability.

In 2020, we received 2,893 pieces of feedback through our digital channels – 2,363 through the online complaint form and 530 through Feedback Assist. This represents a 34% increase when compared with the same period last year. Of the feedback received, 1,946 matters related to schools, 131 to the NSW Education Standards Authority and 816 to other areas of the department. 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. People also raised concerns about the department’s response to COVID-19, including concerns about student and staff safety, learning from home, and the impact of restrictions implemented in response to the pandemic.

While we manage and resolve most complaints locally, the department escalates complaints schools cannot resolve, or matters related to the decisions or behaviour of senior staff. In 2020, we received a further 2,519 complaints about schools which we recorded in the central system and escalated to directors, educational leadership and other senior staff to resolve. An additional 108 requests for information, 22 compliments and 6 suggestions were recorded in the central system by network offices.

Of the 4,601 total pieces of feedback recorded about public schools, 4,289 (93%) were complaints, 161 (4%) were inquiries, and 151 (3%) were suggestions or compliments.

In 2020, we continued to support staff in using the feedback and complaints system and worked to improve data quality so we can use this information to improve complaint handling.

Early childhood education

As the NSW Regulatory Authority for early childhood education and care services, we regulate more than 5,700 services across the state. These include long day care, preschools, family day care, outside of school hours care, and mobile and occasional care services. The sector includes privately owned and operated entities, not-for-profits and local council-managed services.

Complaints may come to us from a variety of sources including families, members of the public, service centre staff, or volunteers of early childhood education and care services. Some complaints are lodged directly with us as the regulatory authority, while others are reported to the service. In addition to effectively managing the complaint at the service level, under the *Children (Education and Care Services) National Law*, services must notify the regulatory authority of any complaints they may receive.

All complaints are reviewed in line with the department’s overarching Complaints Handling Policy to diagnose the issue and determine the appropriate response. Complaints falling within the regulatory scope are dealt with in accordance with established protocols. Depending on the complaint issue, our response may involve support and monitoring activities or implementation of appropriate compliance tools, including suspensions or cancellations of services for more serious complaints.

In 2020, we received a total of 922 direct complaints via phone or email, representing a 21.8% reduction on 2019 – likely caused by COVID-19-related disruptions and some service closures.

A total of 1,329 notifications of complaints were received from services, many of which were duplicates of direct complaints.

Complaints are just one feedback mechanism we use to inform continuous improvement. Others include regular consultative platforms such as the Early Childhood Education Advisory Group and twice-yearly whole of sector roadshows. More than 1,000 participants from across the sector attended the September 2020 online roadshow sessions and provided valuable feedback.

To further strengthen our regulatory functions and capabilities, a comprehensive review of our end-to-end complaint handling approach is planned for 2021. The project will standardise how non-regulatory-related complaints are recorded, reported and managed to ensure alignment to the department’s overarching complaint handling system and enable an even stronger evidence base, informing business improvements and supporting excellence in customer service standards.

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.

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 2020.

Access to 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.

We are responsible for facilitating access to information about all business areas within the department's portfolio including Smart and Skilled (smartandskilled.nsw.gov.au), Vocational Education and Training (vet.nsw.gov.au) and Training Services NSW (training.nsw.gov.au).

Proactive release of government information

The department reviews its program for the proactive release of information annually in accordance with section 7(3) of the GIPA Act. 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 the most 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.

Our Centre for Education Statistics and Evaluation publishes statistics, data and reports on the NSW Education Data Hub at data.cese.nsw.gov.au.

In 2020, we reviewed our program for proactive release and updated 57 datasets on the Data Hub. At the end of 2020, there were 87 datasets available in various accessible formats.

The department's policy library, at education.nsw.gov.au/policy-library, provides the public with access to our policy documents. In 2020, we updated 83 policies (including implementation and related documents) and published 2 new policies.

The department's disclosure log records formally released information the department considers may be of interest to the general public. In 2020, we added 44 new matters to the log, which is published as part of our Agency Information Guide.

Access applications received and decided in 2020

For data about completed access applications received in 2020 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.

Additionally, the department responded to 16 Orders for Papers from the Legislative Council during the reporting year 2020.

Table 19: Number of access applications by type of applicant and outcome (completed and discontinued valid applications), 2020
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	8	1	3	1	0	0	4	0	0	2	28
Members of Parliament	1	2	1	0	0	3	0	2	0	1	4	14
Members of the public (application by legal representative)	54	199	2	201	7	1	0	7	11	18	0	500
Members of the public (other)	36	128	4	25	5	8	1	10	1	15	2	235
Not-for-profit organisations or community groups	4	2	2	1	1	1	0	0	0	0	0	11
Private sector business	0	2	1	0	0	0	0	1	0	0	0	4
Total	104	341	11	230	14	13	1	24	12	34	8	792

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. Includes 94 applications received in the 2019 reporting year and completed or discontinued in 2020.

Table 20: Number of access applications by type of application and outcome, 2020
TABLE B (GIPA Regulation 2009, Schedule 2)

Type of application	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm 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*	68	293	3	217	10	6	1	13	12	27	0	650
Access applications (other than personal information applications)	31	42	7	10	4	7	0	11	0	5	8	125
Access applications that are partly personal information applications and partly other	5	6	1	3	0	0	0	0	0	2	0	17

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 applications, 2020
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)	135
Application is for excluded information of the agency (Section 43 of the Act)	0
Application contravenes restraint order (Section 110 of the Act)	1
Total number of invalid applications received	136
Invalid applications received that subsequently became valid applications	90

Note: Invalid applications received in reporting year including invalid applications carried forward from 2019.

Table 22: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 of the GIPA Act, 2020

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	0
Legal professional privilege	31
Excluded information	2
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	53
Ministerial code of conduct	0
Aboriginal and environmental heritage	0
Information about complaints to Judicial Commission	0
Information about authorised transactions under <i>Electricity Network Assets (Authorised Transactions) Act 2015</i>	0
Information about authorised transactions under <i>Land and Property Information NSW (Authorised Transaction) Act 2016</i>	0
Information provided to High Risk Offenders Assessment Committee	0

Note: More than one public interest consideration may apply in relation to a particular access application and, 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 table to Section 14 of the GIPA Act, 2020

TABLE E (GIPA Regulation 2009, Schedule 2)

Consideration	Number of times consideration used
Responsible and effective government	168
Law enforcement and security	0
Individual rights, judicial processes and natural justice	321
Business interests of agencies and other persons	11
Environment, culture, economy and general matters	0
Secrecy provisions	0
Exempt documents under interstate freedom of information legislation	0

Note: More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application).

Table 24: Timeliness, 2020

TABLE F (GIPA Regulation 2009, Schedule 2)

Timeframe	Number of applications
Decided within the statutory timeframe (20 days plus any extensions)	748
Decided after 35 days (by agreement with applicant)	4
Not decided within time (deemed refusal)	7
Total	759

Table 25: Number of applications reviewed under Part 5 of the GIPA Act (by type of review and outcome), 2020

TABLE G (GIPA Regulation 2009, Schedule 2)

Type of review	Decision varied	Decision upheld	Total
Internal review	13	3	16
Review by Information Commissioner*	21	8	29
Internal review following recommendation under Section 93 of Act	9	8	17
Review by NSW Civil and Administrative Tribunal	0	8	8
Total	43	27	70

Notes: Review applications completed in 2020. As at 31 December 2020, 18 review applications (not counted in the above table) were carried forward to 2021. *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 21 such reviews in 2020, which have been included as 'decision varied'.

Table 26: Applications for review under Part 5 of the GIPA Act (by type of applicant), 2020

TABLE H (GIPA Regulation 2009, Schedule 2)

Type of applicant	Number of applications for review
Applications by access applicants	45
Applications by persons to whom information the subject of access application relates (refer to Section 54 of the Act)	8

Note: Personal and non-personal review applications received in 2020.

Table 27: Applications transferred to other agencies under Division 2, Part 4 of the GIPA Act (by type of transfer), 2020

TABLE I (GIPA Regulation 2009, Schedule 2)

Type of transfer	Number of applications transferred
Agency-initiated transfers	8
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*.

Privacy internal reviews

In 2020, the department received 16 applications for internal review. Of these, 8 were submitted by a parent or carer of a student in a NSW public school, 5 related to the personal information of the parent or carer and 3 involved the student's personal information. We received 5 applications from former employees and 3 from current employees.

In 2020, we finalised 17 internal reviews. Of these, 12 resulted in a finding of no breach of an Information Protection Principle or Health Privacy Principle. The department was found to have inadvertently disclosed a parent's email address to another parent in one review and the parent received a written apology. We did not accept 2 applications based on insufficient information and 2 were withdrawn.

External review by NSW Civil and Administrative Tribunal

In 2020, 7 applications for external review of the department's findings were filed with the NSW Civil and Administrative Tribunal (NCAT). Of these, 2 matters were settled, one was withdrawn, 2 are ongoing and 2 proceeded to hearing with a finding in favour of the department.

BWY v Secretary, Department of Education [2020] NSWCATAD 208 (24 August 2020) – BWY was a teacher on leave without pay from a NSW high school and engaged in secondary employment with a company that supplied teaching resources to schools. The applicant alleged the principal of the school at which she was previously employed disclosed her personal information in discussions with a company representative. The Tribunal held that information the principal shared with the company was an expression of the principal's opinion about the impact of BWY's previous conduct on staff and students at the school and, as it was not reduced to writing, was not held by the department or subject to the use or disclosure information protection principles.

EFL v Secretary, Department of Education [2020] NSWCATAD 239 (24 September 2020) – These proceedings dealt with the preliminary question of whether student information collected in a survey conducted by a third party involved personal information. It explored whether EFL's child could be identified from aggregated data provided to the school from the survey administrator. The Tribunal was satisfied that information collected and then aggregated and non-aggregated responses were sufficiently de-identified by the exclusion of demographic data so as not to be about an individual. It was also satisfied that student responses could not be traced back to an individual or linked with other information enabling the identification of a student. The Tribunal found that conduct the subject of the application did not involve any personal information and it was unable to take any further action.

Requests for access and amendment of personal information

The department received 2 applications for amendment of personal information under Section 15 of the PPIP Act. In both matters, the relevant business area decided not to alter the information as requested and the applicants requested an internal review of the decision. The original decision was upheld in both instances. One applicant has applied to NCAT for external review of the decision.

Data breach notifications

There was a large increase in the number of data breach notifications following the introduction of the department's Data Breach Response Plan and mandatory data breach preparedness training. In 2020, 112 notifications were recorded on the electronic data breach register, 72 were resolved, 10 are ongoing, 8 notifications did not involve a breach and 17 require further data from the notifier for actioning. 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. Legal Services 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 how 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 2020.

During 2020, we met the NSW Ombudsman's reporting requirements via its online reporting tool. In all, 44 employees made a public interest disclosure.

Table 28: Number of public interest disclosures, 2020

Type of review	Corrupt conduct	Maladministration	Serious waste	GIPA contravention	Local government contravention	Total
Number of disclosures	42	4	0	0	0	46
Number of employees making a disclosure	40	4	0	0	0	44
Number of disclosures finalised*	27	1	0	0	0	28

Source: Department of Education, Professional and Ethical Standards. Note: *Includes some matters reported before 2020.

Consultants

This section discloses the nature and purpose of consultants the department engaged in 2020.

Table 29: Payments to consultants for engagements less than \$50,000, 2020

Purpose of consultancy	Total number of engagements	Total cost (\$)
Finance, accounting or tax	1	39,645
Management services	9	285,728
Organisational review	4	92,914
Training	1	21,175
Total	15	439,462

Source: Department of Education, Finance. Note: Figures are subject to rounding. Payments are inclusive of GST.

Table 30: Payments to consultants for engagements greater than \$50,000, 2020

Name of consultant	Title of project	Purpose of consultancy	Actual cost (\$)
Barbara Billington – Generator Talent Group	Consultancy services to baseline function and project work within the Disability Learning and Support Team	Management services	50,702
Barry McGaw	NAPLAN Review	Organisational review	132,000
Boardroom Partners	Review of Community Languages Schools Board	Organisational review	71,500
Claire Wyatt-Smith	NAPLAN Review	Organisational review	66,066
Deloitte Touche Tohmatsu	Longer-term teacher supply strategy	Management services	489,198
Encompass Consulting Services	Transformation portfolio and governance	Management services	381,126
Ernst & Young	Rapid teacher supply strategy	Management services	248,581
Forbes Consulting Services	HR strategy projects	Information technology	125,400
Hofmeyr Consulting	Transformation plan	Organisational review	61,600
KPMG	DoE risk management strategy	Management services	121,250
Learning First	Study of critical thinking teaching across NSW schools	Training	204,600
Nous Group	Cultural change project	Organisational review	60,500
Partners in Performance	Strategic benchmarking – review of Corporate Services	Organisational review	410,827
Pindara Consulting	Independent review of Human Capital Management program	Organisational review	104,500
PricewaterhouseCoopers	Executive realignment	Organisational review	397,179
Quantium	Evaluation – Smart, Skilled and Hired's Youth Employment Program	Management services	88,000
Salinger Privacy	Privacy reviews of the Tell Them From Me (TTFM) Survey	Legal	56,100
Societal Consulting	Staffing methodology review	Management services	285,318
Societal Consulting	Literacy and Numeracy Strategy consolidation	Organisational review	148,830
Spencer Maurice (Silverspan)	Target operating model for human resources	Organisational review	420,748
Urbis	Evaluation – Disability Sector Scale-Up program	Management services	125,506
WAVE Design	Human Capital Management Phase 2 – Customer Design	Information technology	332,814
William Loudon	NAPLAN Review	Organisational review	68,063
WorkScience	Chemical Safety in Schools	Management services	70,891
Total cost of consultancies greater than \$50,000	N/A	N/A	4,521,299

Source: Department of Education, Finance. Note: 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, 2020

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	2 (2P)	0	3	5
Educational exports	Staff members who travel overseas to manage partnerships, contracts, programs, quality assurance or assessment of students	0	0	1	1
Exchange programs	Staff members who travel overseas on a professional or teacher exchange program	0	18	0	18
International student recruitment	Staff members who travel overseas to recruit inbound full-fee-paying international students to the NSW school sector	0	0	1	1
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	1	0	0	1
Student excursions	Staff members who accompany students on excursions overseas to increase cultural understanding or attend commemoration ceremonies	4 (4P)	10 (5D, 4P)	0	14

Source: Department of Education, Business Services. Note: Figures within the brackets indicate the number of trips where a contribution to the cost was made by the department (D) or a private source (P).

Research and evaluation

This section provides an overview of the department's research and evaluation projects.

Table 32: Research and evaluation projects, 2020

Name of research	Total life-of-project cost (\$)	Status/date to be completed
Aboriginal Families as Teachers program evaluation	46,900	Completed
Academy Professional Learning	90,000	January 2021
Accessible survey and arts-based methods for students with high support needs trial	260,000	April 2021
AgSkilled	62,700	Completed
Arthur Phillip High and Parramatta Public Schools	34,000	Completed
Assessment for complex learners trial	2,000,000*	2021
Burn to Learn	127,740	December 2021
Bushfire Relief Strategy	540,000	June 2021
Chemical Safety Research Project	64,450	Completed
Community Engagement for Enhanced Learning – Behavioural Insights Services	338,920	May 2021
Complexity	0*	Completed
Compressed curriculum evaluation	0*	June 2021
Connected Communities evaluation	393,035*	Completed
Cost-benefit analysis framework update	36,240	January 2021
CREATE-ing Pathways to child wellbeing, prosocial behaviour and school achievements in disadvantaged communities	150,000	December 2021
Curriculum design through general capabilities	450,430	December 2022
Data skills and use pilot	0*	Completed
Disadvantage, disability and the NSW vocational education and training system	500,000	Completed
Early Childhood Education COVID-19 Learnings research	107,111*	April 2021
Early Childhood Outcomes (EChO) program	146,600	December 2022
Edumap and Uppley – evaluation	0*	January 2021
Edumap and Uppley – research	0*	Completed
Effective practices for EAL/D student learning	61,920*	Completed

Name of research	Total life-of-project cost (\$)	Status/date to be completed
Effective reading professional learning evaluation	0*	Completed
Effectiveness of postvention initiatives in NSW high schools evaluation	333,060	April 2021
Equity-based loadings (Smart and Skilled)	0*	Completed
Examining the role of the school professional experience coordinator in the NSW Department of Education's Professional Experience Hub School Program	112,200	April 2021
Field-based child wellbeing assessment officer roles evaluation	99,000*	June 2023
Great Teaching, Inspired Learning evaluation	500,000*	February 2021
High Potential and Gifted Students with Disability Research with the University of Wollongong	70,000	July 2021
HSC Strategy research and improvement (Western Sydney University)	300,000	December 2021
HSC Strategy research The Australian Centre for Social Innovation (TACSI)	95,995	Completed
HSC teacher hub	0*	April 2021
Improving student population and school enrolment forecasting methods	27,000	Completed
Innovative Learning Environments and Teacher Change ARC Linkage Project (University of Melbourne)	380,000*	Completed
Innovative procurement theories to optimise education per cost of school (Queensland University of Technology)	0*	2021
Intensive support to secondary schools evaluation	0*	April 2021
Internet-based Professional Learning to Help Teachers Promote Activity in Youth (iPLAY)	280,000	November 2021
Language, Learning and Literacy (L3) qualitative review	0*	Completed
Literacy and Numeracy Action Plan Phase 2 evaluation	848,309*	September 2021
Literacy Program Evidence Review	0*	Completed
Literature Review on Support for Students with Disability	150,000	Completed
Local Schools, Local Decisions evaluation	0*	Completed
Location-based loadings (Smart and Skilled)	0*	Completed
Mathsburst evaluation	0*	January 2022
MyPL evaluation	0*	January 2021
Ninganah No More program evaluation	46,900	Completed
NSW critical thinking project	186,000	Completed

Name of research	Total life-of-project cost (\$)	Status/date to be completed
NSW Mathematics Strategy evaluation	0*	December 2025
NSW mobile preschools: future funding arrangements	300,000	March 2021
NSW preschool assessment study: review of formative assessment practices in early childhood settings	148,021*	Completed
Parents and community partnerships research	130,595	Completed
Pathways for the future – reform project – Phase 1 (pilot)	200,000*	December 2021
Post-occupancy evaluation of schools for specific purposes (new learning environments)	123,788	June 2021
Post-school outcomes of vocational education and training programs for secondary students	0*	Completed
Principal survey 2020	0*	Completed
Professional learning for teachers regarding students with disability and additional needs	60,000	Completed
Quality Teaching Rounds and COVID-19 research	198,000*	January 2021
Quality Teaching Rounds evaluation	1,000,000*	October 2023
Quality Teaching, Successful Students (QTSS) evaluation	0*	2021
Quantify new benefits for school capital investments	76,912	Completed
Refugee Employment Support Program	15,000	Completed
Refugee support leadership strategy	57,000	Completed
Regional industry education partnerships	160,000	June 2024
Research on preschool program participation for low-socioeconomic-status children	317,540	February 2022
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)	206,634	2021
Review of Pivot pilot	0*	Completed
Rural and Remote Education evaluation	500,000*	Completed
School Leadership Institute – Aboriginal Research Program	20,000	Completed
School Leadership Institute – Aspiring Principals Leadership Program	11,449	Completed
School Leadership Institute – Middle Leader Development Program	7,633	Completed
School Leadership Institute – Webinar Series: Leading in Challenging Times	85,000	Completed
Skills awareness campaign tracking	49,650	April 2021



Name of research	Total life-of-project cost (\$)	Status/date to be completed
SPACES – investigating the effects of flexible learning spaces compared to traditional classrooms in primary and high schools: a longitudinal study (University of Wollongong)	47,148*	December 2022
State Law reform to mirror the National Quality Framework (formerly Children’s Services Regulatory Law Reform Program)	0*	June 2022
Supported Students, Successful Students – flexible funding for wellbeing	0*	Completed
Supported Students, Successful Students – positive behaviour for learning evaluation	0*	February 2021
Supported Students, Successful Students – school counselling service evaluation	0*	Completed
Supported Students, Successful Students –refugee student counselling support team process evaluation of	0*	Completed
Supporting the Disability Strategy (University of Technology Sydney)	218,210	2021
Survey of Secondary Students’ Post-School Destinations, 2019	705,711	Completed
Survey of Secondary Students’ Post-School Destinations, 2020	753,625	May 2021
Targeted Early Numeracy evaluation	146,928*	April 2021
Teacher performance management and improvement trial evaluation – Phase 2	0*	Completed
Teacher success profile	149,000*	October 2021
Vocational education and training delivery to secondary students Review	0*	Completed
Working towards the National Quality Standard – quality support program stage 2 evaluation	0*	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 2019-20 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.

During 2019-20, the department began initiatives to improve payment performance and will continue this momentum and reform into 2021, including:

- movement of 10 retail suppliers to purchasing card only, with suppliers to be added in 2021
- continuing to encourage the use of purchasing cards for purchases from small business suppliers
- using consolidated invoice processing for contracted suppliers and high-volume vendors, with 5 suppliers already using consolidated billing.

We no longer pay penalty interest to small businesses due to the Faster Payment term policy and change of payment terms from 20 to 5 days.

Table 33: Aged analysis at the end of each quarter (all suppliers), 2019-20

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	1,566,554	23,558	20,095	1,123	1,754
December	1,289,646	19,442	5,007	1,910	1,885
March	1,253,162	62,782	7,141	3,331	1,135
June	1,347,389	20,991	8,603	2,459	1,842

Note: Figures subject to rounding.

Table 34: Aged analysis at the end of each quarter (small business suppliers), 2019-20

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	33,234	1,325	182	63	11
December	32,582	862	185	307	63
March	41,710	1,387	447	281	26
June	42,173	1,312	228	106	33

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), 2019-20

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	294,105	1,613,083	95	97	280,686	1,566,554	0	0
December	287,603	1,317,891	97	98	277,638	1,289,646	0	0
March	256,429	1,327,550	92	94	235,672	1,253,162	0	0
June	192,478	1,381,284	97	98	185,974	1,347,389	0	0

Note: Figures subject to rounding.

Table 36: Accounts paid on time within each quarter (small business suppliers), 2019-20

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	19,159	34,815	96	95	18,315	33,234	0	0
December	17,753	33,999	96	96	17,082	32,582	0	0
March	15,541	43,850	93	95	14,511	41,710	0	0
June	12,209	43,852	97	96	11,854	42,173	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, change and closure of schools

This section lists all public schools that have been newly established, closed or otherwise changed. During 2020, we established 6 schools, placed 4 schools into recess, relocated one school and changed the name of 7 schools. No schools were closed or merged.

Table 37: New schools or campuses established, 2020

School name	ABS statistical area 4 grouping	Date
Gledswood Hills Public School	Sydney-South West	28 January 2020
Inner Sydney High School	Sydney-Inner	28 January 2020
Jordan Springs Public School	Sydney-North West	20 July 2020
Oran Park High School	Sydney-South West	28 January 2020
Smalls Road Public School	Sydney-North	28 January 2020
South Creek School	Sydney-West	28 January 2020

Table 38: Schools placed in to recess, 2020

School name	ABS statistical area 4 grouping	Date
Doubtful Creek Public School	North East NSW	18 December 2020
Euchareena Public School	South West NSW	25 September 2020
Jerangle Public School	South East NSW	18 December 2020
Nowendoc Public School	North West NSW	18 December 2020

Table 39: Schools or campuses relocated, 2020

School name	ABS statistical area 4 grouping	Date
Arthur Phillip High School	Sydney-West	7 May 2020

Table 40: Schools or campuses with a name change, 2020

School name	ABS statistical area 4 grouping	Date
Callaghan College Jesmond Senior Campus (formerly Callaghan College Jesmond Campus)	Central Coast, Newcastle	1 March 2020
Callaghan College Waratah Campus (formerly Callaghan College Waratah Technology Campus)	Central Coast, Newcastle	1 March 2020
Kamay Botany Bay Environmental Education Centre (formerly Botany Bay Environmental Education Centre)	Sydney-South	1 February 2020
Rutherford Technology High School (formerly Rutherford High School)	North West NSW	1 March 2020
Snowy Valleys School (formerly Gadara School)	South West NSW	1 April 2020
Wyong High School (formerly Wyong Technology High School)	Central Coast, Newcastle	1 March 2020
Yudi Gunyi School (formerly Green Square School)	Sydney-Inner	1 January 2020

Source for Tables 37 to 40: Department of Education, Centre for Education Statistics and Evaluation. Note: These tables record the date at which changes became effective.

Major capital works

This section lists major works in progress, including the cost of those works to date and the estimated dates of completion. It also includes details of any significant delays, cancellations or cost overruns in major works.

Table 41: Major capital works, 2019-20

Project description and location	Project cost to 30 June 2020 (cost to date) (\$'000)	Completion date (actual or estimated)	Delays, cancellations or cost overruns*
Ajuga School, Campbell House School and Glenfield Park School upgrades	16,431	2021	N/A
Alexandria Park Community School (new school)	75,377	2022	N/A
Armidale Secondary College upgrade (Armidale and Duval high schools)	84,522	2021	N/A
Artarmon Public School upgrade	23,867	2019	Completed
Arthur Phillip High School and Parramatta Public School (new schools)	297,037	2020	Opened 2020. Final stage completion due 2021.
Ashbury Public School upgrade	3,771	2020	Completed
Ashtonfield Public School upgrade	1,953	2021	N/A
Auburn North Public School upgrade	11,757	2019	Completed
Ballina Coast High School (new school)	58,795	2019	Completed
Bangalow Public School upgrade	207	TBA	N/A
Banksia Road Public School upgrade	6,615	2020	N/A
Bankstown North Public School upgrade	2,943	2022	N/A
Bardia Public School upgrade	44,434	2019	Completed
Barramurra Public School (new primary school in Catherine Field)	9,120	2021	N/A
Bella Vista Public School (new school)	49,079	2019	Completed
Belmont High School upgrade	19,033	2019	Completed
Bexhill Public School upgrade	204	TBC	N/A
Bletchington Public School	847	TBC	N/A
Bolwarra Public School upgrade	11,741	2019	Completed
Braidwood Central School upgrade	2,725	2021	Completion date revised

Project description and location	Project cost to 30 June 2020 (cost to date) (\$'000)	Completion date (actual or estimated)	Delays, cancellations or cost overruns*
Brooke Avenue Public School upgrade	393	2022	N/A
Brookvale Public School upgrade	3,163	2020	N/A
Budawang School (relocation)	577	TBC	N/A
Bungendore High School (new school)	187	TBC	N/A
Byron Bay Public School upgrade	12,458	2020	Completed
Callaghan Campus Jesmond Campus upgrade	17,290	2020	N/A
Canley Vale High School upgrade	19,763	2020	N/A
Canterbury South Public School upgrade	5,996	2022	Completion date revised
Carlingford Public School upgrade	20,936	2020	Completed
Carlingford West Public School upgrade	43	TBC	N/A
Cecil Hills Public School upgrade	15,815	2019	Completed
Central Sydney Intensive English High School (relocation)	29,690	2019	Completed
Chatswood Public School and High School upgrade	9,488	2023	N/A
Claremont Meadows Public School upgrade	9,737	2019	Completed
Coffs Harbour Public School upgrade Cooler Classrooms	6,953	2019	Completed
Cooler Classrooms	135,390	Ongoing	N/A
Cranebrook High School (New Learning Cranebrook Centre)	140	TBC	N/A
Croydon Public School upgrade	6,512	2021	N/A
Curl Curl North Public School upgrade	38,559	2021	N/A
Dapto Public School upgrade	2,294	2021	N/A
Darlington Public School upgrade	2,376	2023	N/A
Denham Court Public School (Leppington new primary school)	8,275	2021	N/A
Denistone East Public School upgrade	9,463	2019	Completed
Eastwood Public School upgrade	164	TBC	N/A
Edmondson Park (new primary school)	90	TBC	N/A
Engadine High School upgrade	236	2021	N/A

Project description and location	Project cost to 30 June 2020 (cost to date) (\$'000)	Completion date (actual or estimated)	Delays, cancellations or cost overruns*
Epping (new primary school)	608	2023	N/A
Epping Public School upgrade	19,549	2020	Completed
Epping West Public School upgrade	458	2023	N/A
Estella Public School (new school)	9,502	2020	N/A
Excelsior Public School upgrade	17,517	2020	Completed
Fairvale High School upgrade	8,617	2021	N/A
Finigan School of Distance Education (new school)	16,853	2019	Completed
Fort Street Public School upgrade	5,319	2023	Completion date revised
Galungara Public School (Alex Avenue new primary school)	28,317	2021	N/A
Gledswood Hills Public School (new school)	34,932	2020	Completed
Glenmore Park High School upgrade	137	2021	N/A
Glenwood High School upgrade	185	TBC	N/A
Googong (new primary school)	67	TBC	N/A
Greenwich Public School upgrade	31,148	2020	Completed
Greystanes Public School upgrade	12,596	2021	N/A
Gwynneville Public School upgrade	13,938	2020	Completed
Harrington Park Public School upgrade	3,865	2022	N/A
Hastings Secondary College	1,213	2022	N/A
Homebush West Public School upgrade	24,611	2019	Completed
Hurlstone Agricultural High School upgrade – Stage 1	16,985	2019	Completed
Hurlstone Agricultural High School upgrade – Stage 2 and upgrades for agricultural education in NSW	9,255	TBA	N/A
Hurstville Public School upgrade	8,807	2020	Completed
Ingleburn High School upgrade	8,197	2019	Completed
Inner Sydney High School (new school)	88,567	2020	Opened 2020. Final stage completion due 2021.
James Fallon High School upgrade	4,813	2020	N/A
Jamison High School upgrade	120	2021	N/A

Project description and location	Project cost to 30 June 2020 (cost to date) (\$'000)	Completion date (actual or estimated)	Delays, cancellations or cost overruns*
Jannali East Public School upgrade	58	2021	N/A
Jerrabomberra (new high school)	124	2023	N/A
Jindabyne Education Precinct (Jindabyne Central School upgrade/Jindabyne High School upgrade – Stage 2)	2,759	2023	Delayed
John Palmer Public School upgrade	190	TBC	N/A
Jordan Springs Public School (new school)	48,907	2020	N/A
Karabar High School upgrade	8,283	2020	Completed
Kent Road Public School upgrade	24,816	2021	Completion date revised
Killara High School upgrade	14,605	2020	Completed
Killarney Heights Public School upgrade	6,202	2020	N/A
Kingscliff High School upgrade	2,577	2021	N/A
Kingscliff Public School upgrade	2,996	2021	N/A
Kingswood High School upgrade – Stage 1/Stage 2	4,456	2020/2021	N/A
Ku-ring-gai High School upgrade	12,963	2020	N/A
Kyeemagh Public School upgrade	2,614	2021	N/A
Lake Cathie Public School upgrade	5,319	2021	Completion date revised
Lennox Head Public School upgrade	1,915	2021	N/A
Lidcombe Public School upgrade	16,179	2020	Completed
Lindfield Learning Village – Stage 1	59,235	2019	Completed
Lindfield Learning Village – Stage 2	369	2022	N/A
Liverpool electorate (new primary school)	1,612	2023	N/A
Liverpool West Public School	1,888	2023	N/A
Mainsbridge School (new school through relocation)	10,752	2021	N/A
Manly Vale Public School upgrade	51,980	2020	Completed
Marsden Park (new primary school)	6,943	2021	N/A
Marsden Road Public School upgrade	9,302	2019	Completed
Meadowbank Education and Employment Precinct (new schools)	20,210	2021	Completion date revised

Project description and location	Project cost to 30 June 2020 (cost to date) (\$'000)	Completion date (actual or estimated)	Delays, cancellations or cost overruns*
Merrylands Public School upgrade	10,600	2019	Completed
Millthorpe Public School upgrade	712	TBC	N/A
Milperra Public School upgrade	48	TBC	N/A
Mona Vale Public School upgrade	1,046	TBC	N/A
Monaro High School upgrade	10,480	2021	Completion date revised
Mosman High School upgrade	1,812	TBC	N/A
Mulgoa Rise Glenmore Park (new primary school)	302	TBC	N/A
Murrumbateman (new primary school)	46	2023	N/A
Murrumbidgee Regional High School upgrade	8,596	2021	Completion date revised
Muswellbrook South Public School upgrade	30	TBC	N/A
Nepean Creative and Performing Arts High School upgrade	111	2022	N/A
Newcastle East Public School upgrade	8,258	2020	Completed
North Kellyville Public School (new school)	45,897	2019	Completed
North Rocks Public School upgrade	13,839	2020	Completed
North Sydney Public School upgrade	1,089	TBA	N/A
Nulkaba Public School upgrade	13,759	2019	Completed
Old Bar Public School upgrade	8,631	2019	Completed
Oran Park High School (new school)	79,030	2020	Completed
Oran Park Public School upgrade	14,673	2020	Completed
Parramatta West Public School upgrade	7,758	2021	N/A
Passfield Park School upgrade	0	2022	N/A
Pendle Hill High School upgrade	1,040	2022	N/A
Pendle Hill Public School upgrade	17,491	2020	Completed
Penrith Lakes (new environmental education centre)	272	2021	N/A
Penrith Public School upgrade	9,599	2019	Completed
Penshurst Public School upgrade	29,145	2021	N/A
Penshurst West Public School upgrade	10,151	2020	Completed

Project description and location	Project cost to 30 June 2020 (cost to date) (\$'000)	Completion date (actual or estimated)	Delays, cancellations or cost overruns*
Picton High School upgrade	53,228	2022	N/A
Porters Creek Public School (Warnervale new primary school)	2,383	2021	N/A
Prestons Public School upgrade	10,560	2019	Completed
Quakers Hill East Public School upgrade	12,842	2019	Completed
Queanbeyan East Public School upgrade	11,449	2019	Completed
Queanbeyan High School upgrade	14,483	2020	Completed
Queanbeyan West Public School upgrade	59	2021	N/A
Rainbow Street Public School upgrade	34,481	2019	Completed
Richmond High School upgrade	282	2019	Completed
Riverbank Public School upgrade	19,082	2020	Completed
Riverstone High School upgrade	22,066	2020	Completed
Rosehill Public School upgrade	17,287	2019	Completed
Russell Lea Public School (new school)	32,562	2019	Completed
Rutherford Public School upgrade	19,116	2019	Completed
Samuel Gilbert Public School upgrade	5,063	2022	Completion date revised
Schofields Public School upgrade	31,836	2020	N/A
Smalls Road Public School (new school)	46,036	2020	Completed
Speers Point Public School upgrade	9,793	2020	Completed
St Ives High School upgrade	11,731	2020	N/A
St Ives North Public School upgrade	16,653	2020	N/A
Stanwell Park Public School upgrade	61	2021	N/A
Sydney Olympic Park (new high school)	2,698	2023	Completion date revised
Tallawong (new primary school)	357	TBA	N/A
Tamworth Public School upgrade	7,754	2020	N/A
Terrigal Public School upgrade	11,390	2019	Completed
Teven-Tintenbar Public School upgrade	86	2021	N/A
Tirriwirri School (new Queanbeyan school for specific purposes)	4,838	2021	N/A

Project description and location	Project cost to 30 June 2020 (cost to date) (\$'000)	Completion date (actual or estimated)	Delays, cancellations or cost overruns*
Tweed Heads South Public School upgrade	2,456	2021	N/A
Tweed River High School upgrade	2,455	2021	N/A
Ultimo Public School (new school)	57,012	2020	Completed
Waitara Public School upgrade	36,594	2020	Completed
Wamberal Public School upgrade	18,315	2020	Completed
Wangi Wangi Public School upgrade	11,441	2020	Completed
Wauchope Public School upgrade	13,307	2020	Completed
Wentworth Point Public School (new school)	20,810	2018	Completed
Wentworthville Public School upgrade	8,812	2021	N/A
West Ryde Public School upgrade	16,198	2020	Completed
Westfields Sports High School upgrade	24,718	2020	Completed
William Stimson Public School upgrade	16,636	2020	Completed
Willoughby Girls High School upgrade	15,444	2020	Completed
Willoughby Public School upgrade	31,674	2020	Completed
Wollongong Public School upgrade	13,778	2020	Completed
Yagoona Public School upgrade	18,031	2020	Completed
Yandelora School (new school)	21,750	2019	Completed
Yass High School Multi-Purpose Hall upgrade	146	2021	N/A
Yass High School upgrade	8,265	2020	Completed
Yawarra Community School (new school)	19,665	2019	Completed
Young High School upgrade	4,458	2022	N/A

Source: School Infrastructure NSW. Note: The cost to date is project expenditure until the end of 2019-20 financial year. Dates listed are physical completion dates. Final costs can occur after the school is ready for use by students and staff.

Land disposal

In 2019-20, the department disposed of 22 Wentworth Street, Manly to Royal Far West for \$8,685,000 (GST exclusive) through direct discussions. The disposal was derived from a contractual obligation under the existing lease between the parties.

The department did not dispose of any other properties by means other than public auction or tender that had a value of more than \$5 million. There were no business or family connections between buyers and departmental staff.

Disposed properties were either surplus to the department's operational requirements or were 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 2021, the department will ensure compliance with the revised TPP20-08 Internal Audit and Risk Management Policy for the General Government Sector.

In accordance with NSW Treasury policy, the Secretary annually attests compliance with the core requirements of TPP15-03. The department also seeks attestations from each deputy secretary and executive director to support the Secretary's attestation, ensuring management 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 and meets quarterly to support the promotion, implementation and improvement of risk management across the department. In 2021, we will revise the risk operating model to strengthen alignment with the 3 lines model in TPP20-08, enhancing risk management accountability at all levels within 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. Following the last independent review by Internal Audit in 2019, the department is continuing to drive its risk improvement agenda. In 2020, the Executive endorsed our enterprise risk profile and risk appetite statement. The department has prioritised formalising, embedding and devolving risk capability in its risk improvement roadmap to ensure the department's risk maturity is suitable to the size, scale and significance of our operations.

During 2020, a new Fraud Prevention team was established within the Chief Risk Office to ensure the department's fraud control framework is current and meets government requirements. A refreshed Corruption and Fraud Control Plan was developed and lists key improvement strategies to strengthen the second line of support to the department. Several key policies and procedures were also updated along with refreshed e-learning resources to improve understanding and support ethical decision-making.

We use our business continuity management framework to identify critical 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. As the COVID-19 pandemic introduced many challenges for the department, including delivering critical functions remotely, a review was undertaken to assess the effectiveness of our business continuity planning arrangements. Following the review, the department prioritised an improvement program to enhance our ongoing preparedness to 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.

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 TC20-05 (which supersedes TC12/12).

The scheme provides cover for asset and liability exposures across workers compensation, property, motor vehicle, liability and other risks. The scale of the department's operations sees it remain one of the top 5 member 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 2020, Internal Audit:

- audited approximately 300 schools, focusing on student attendance, work health and safety, child protection, management of assets and equipment, and key financial and administrative operations
- completed a mix of assurance and advisory services, covering cross-divisional processes, frameworks, operational areas as well as compliance obligations – many of which have not been audited before
- updated the annual audit planning process and implemented cross-divisional workshops to support effective planning for internal audits with multiple stakeholders
- implemented a new audit methodology and follow up
- improved rigour on follow-up processes, resulting in improved awareness of risks and controls and increased collaboration within the department as a direct result of audits undertaken
- closed out recommendations earlier, resulting in a more rapid implementation of controls
- improved risk management and focused attention on controls optimisation through a joined-up approach to resolving several recommendations for framework audits
- raised awareness and support for risk management through audit work, collaboration with management and through Audit and Risk Committee (ARC) secretariat services
- significantly improved ARC secretariat services and reshaped the work plan to support strengthened governance
- contributed to quality assurance and governance by participating in governance groups in finance, systems and project areas.

Internal audit and risk management statement

Internal Audit and Risk Management Attestation Statement for the 2019-2020 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 31000:2018. | 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, Todd Davies, appointed February 2019, term expires in January 2024
- 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 2023


Mark Scott
SECRETARY
DEPARTMENT OF EDUCATION
October 2020

Digitally signed
by Mark Scott
Date: 2020.10.07
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Audit and Risk Committee

The department’s Audit and Risk Committee (ARC) consists of an independent chair and 3 independent members. The committee oversees and monitors our governance, risk and control frameworks, as well as our external accountability requirements.

In 2020, the committee held 9 meetings including additional special meetings to review early close and the financial statements.

All members have completed written conflict of interest declarations and confidentiality agreements.

Table 42: Attendance at Department of Education Audit and Risk Committee, 2020

Name	Title	Meetings attended
Todd Davies	Independent Chair	9
Carol Holley	Independent Member	9
Ken Gallacher	Independent Member	9
John Gordon	Independent Member	9

Digital information security and cyber security attestation statement

Cyber Security Annual Attestation Statement for the 2019-2020 Financial Year for NSW Department of Education.

I, Mark Scott, am of the opinion that NSW Department of Education, continued working towards maturity in the management of cyber security risks, in a manner consistent with the Mandatory Requirements set out in the NSW Government Cyber Security Policy.

Governance is in place to manage continuing cyber security maturity and initiatives of the NSW Department of Education.

Risks to the information and systems of the NSW Department of Education are being progressively assessed and managed with the initial focus on the most critical information and systems within the impacts of COVID-19 in this reporting period. *

There exists a current cyber incident response plan for the NSW Department of Education which has been tested during the reporting period.

The NSW Department of Education has an Information Security Management System (ISMS) in place.

The NSW Department of Education has undertaken the following to continuously improve the management of cyber security governance and resilience:

- The Technology Steering Group with executive business representatives contributes to, and oversees, the program of cyber security maturity and uplift.
- Annual identification of crown jewels from across the Department.
- Documented roles and responsibilities for all requirements of the Cyber Security Policy.



Mark Scott AO
Secretary, Department of Education
3 September 2020

This attestation covers the following agencies:

NSW Department of Education

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 2019-20.

Table 43: Overview of grant programs, 2019-20

Grant program	Sum of grants, 2019-20 (\$)
Aboriginal Education Grants	12,879,230
Adult and Community Education Infrastructure	2,288,630
Adult and Community Education Program	23,914,218
Before and After School Care Grants	608,479
Community Languages Grants	5,492,204
Compact Subset of Infrastructure Skills Legacy Program	2,305,296
Early Childhood Education and Care Grants*	349,365,916
Educational Pathways Pilot Program	82,720
Educational Support Grants	741,551
Group Training Organisations	2,325,740
Industry Participation and Support Program	1,944,254
K-6 Languages Grants	217,508
Links to Learning Community Grants	8,150,714
Literacy and Numeracy Action Plan – Phase 2	15,725,000
Minister for Education and Early Childhood Learning Discretionary Grants	95,986
Miscellaneous Education Grants	5,384,450
National Partnership – National School Chaplaincy Program	6,160,744

Grant program	Sum of grants, 2019-20 (\$)
NSW Youth Work Awards	160,000
Productivity Bootcamp	250,000
Refugee Employment Support Program	4,569,282
Regional Conservatorium of Music Grants	7,451,035
Regional Industry Education Partnership	608,712
Regional Skills Relocation Grant	63,518
Regional VET Pathways	1,601,246
RSL and Schools Remember Anzac Service	10,000
Smart, Skilled and Hired	19,364,442
Special Education Grant-In-Aid	150,075
Strengthen Community Languages Schools	1,956,337
Training NSW Programs	125,000
VET in Schools Consortium – Non-Government	3,067,381
Youth Employment Strategy – Illawarra	150,000
Grand Total	477,209,668

Notes: Figures are subject to rounding. *Excludes program(s) where payments have been made to recipients on behalf of registered service providers.

Aboriginal Education Grants

Providing workplace mentoring, improving access to employment and training, and creating business opportunities for Aboriginal people.

Table 44: Aboriginal Education Grants, 2019-20

Organisation	Amount (\$)
Aboriginal Employment Strategy Ltd	430,652
Bamara Pty Ltd	396,875
Booroongen Djugun Ltd	118,000
Campbell Page Ltd	118,000
Clontarf Foundation	5,856,250
Enterprise & Training Company Ltd	354,000
Griffith Skills Training Centre Inc	1,431,656
Illawarra Aboriginal Corp – Warrigal Employment	236,000
Jobs Australia Enterprises Ltd	236,000
MTC Australia Ltd	529,341
NSW Indigenous Chamber of Commerce Inc	118,000
Role Models & Leaders Australia Ltd	1,876,250
Souths Cares PBI Ltd	325,187
Tamworth Local Aboriginal Land Council	381,019
The Illawarra ITeC Ltd	118,000
Ungooroo Aboriginal Corp	236,000
VERTO Ltd	118,000
Total paid in 2019-20	12,879,230

Adult and Community Education Infrastructure

Maintaining and refurbishing physical premises.

Table 45: Adult and Community Education Infrastructure, 2019-20

Organisation	Amount (\$)
ACE Community Colleges Ltd	71,875
Albury Wodonga Community College Ltd	65,154
Byron Region Community College Inc	70,242
Camden Haven Community College Inc	71,806

Organisation	Amount (\$)
Central Coast Community College	71,756
City East Community College Inc	71,850
Coffs Coast Education & Training Organisation	71,374
Community College-Northern Inland Inc	71,874
Guyra Adult Learning Association Inc	71,875
Hornsby Ku-Ring-Gai Community College Inc	71,828
Kiama Community College Inc	71,849
Macarthur Community College Inc	71,874
Macquarie Community College	71,875
Murwillumbah Adult Education Centre Inc	71,595
Nepean Community College Inc	71,875
North Coast Community College Inc	71,875
Northern Beaches Community College Ltd	71,735
Penrith Skills for Jobs Ltd	71,875
Port Macquarie Community College Inc	71,425
Riverina Community College Ltd	70,776
Robinson Education Centre Ltd	71,875
Sydney Community College Ltd	71,875
Tamworth Community College Inc	71,845
The Deaf Society	71,875
The Eurobodalla Adult Education Centre Inc	71,875
The Parramatta College Inc	71,865
Tomaree Community College Inc	71,875
Tuggerah Lakes Community College Ltd	71,786
VERTO Ltd	71,875
Western Riverina Community College Inc	71,875
Workers Educational Association - Hunter	71,875
Workers Educational Association – Illawarra	71,746
Total paid in 2019-20	2,288,630

Adult and Community Education Program

Delivering training and support that cannot be effectively addressed through Smart and Skilled programs, up to and including Certificate III level.

Table 46: Adult and Community Education Program, 2019-20

Organisation	Amount (\$)
ACE Community Colleges Ltd	1,157,232
Albury Wodonga Community College Ltd	327,556
Byron Region Community College Inc	766,424
Camden Haven Community College Inc	768,850
Central Coast Community College	1,328,578
City East Community College Inc	483,906
Coffs Coast Education & Training Organisation	582,191
Community College-Northern Inland Inc	1,150,149
Community Colleges Australia Ltd	142,934
Guyra Adult Learning Association Inc	238,067
Hornsby Ku-Ring-Gai Community College Inc	329,366
Kiama Community College Inc	947,621
Macarthur Community College Inc	555,763
Macquarie Community College	1,016,590
Murwillumbah Adult Education Centre Inc	449,856
Nepean Community College Inc	908,964
North Coast Community College Inc	695,666
Northern Beaches Community College Ltd	355,446
Penrith Skills for Jobs Ltd	155,424
Port Macquarie Community College Inc	797,639
Riverina Community College Ltd	1,119,597
Robinson Education Centre Ltd	538,741

Organisation	Amount (\$)
St George & Sutherland Community College Inc	533,184
Sydney Community College Ltd	416,843
Tamworth Community College Inc	781,646
Tenterfield Community College Inc	24,000
The Deaf Society	372,913
The Eurobodalla Adult Education Centre Inc	662,859
The Parramatta College Inc	714,646
Tomaree Community College Inc	430,668
Tuggerah Lakes Community College Ltd	718,178
VERTO Ltd	1,749,438
Western Riverina Community College Inc	485,431
Workers Educational Association – Hunter	1,620,036
Workers Educational Association – Illawarra	587,816
Total paid in 2019-20	23,914,218

Before and After School Care Grants

Providing access to services across the state, encouraging innovative solutions and clearing waiting lists in areas of high demand and greatest need.

Table 47: Before and After School Care Grants, 2019-20

Organisation	Amount (\$)
Asquith Community After School Care Centre	27,866
Bilgola Plateau Public School P&C Association	29,000
Childcare Australia United Ltd	15,000
Coogee Care Centre Inc	30,000
Crookwell Neighbourhood Centre Inc	29,991
Epping Before & After School Care Association	30,000

Organisation	Amount (\$)
Fairfield Community Resource Centre	29,144
Galloping Gumnut Mobile Children's Services Van Inc (Perthville Out of School Hours Care)	15,000
Gowrie NSW	15,000
Jubilee Community Services Inc	30,000
LiveBetter Community Services	15,000
Lower Hunter Children's Activity Van Association Inc	15,000
Manly West P&C Association	30,000
Petersham Activities Centre for Children Inc	30,000
Police Citizens Youth Clubs NSW Ltd	30,000
Ramsgate Out of School Hours Centre Inc	28,000
The After School Klub Pty Ltd	30,000
The Nanyima Centre Inc	30,000
The Uniting Church in Australia Property Trust (NSW)	30,000
Uki Out of School Hours Centre	6,000
West Pymble Out of School Care Inc	29,478
WTK OSHC	30,000
Young Men's Christian Association	54,000
Total paid in 2019-20	608,479

Community Languages Grants

Supporting outside-of-school-hours programs for school-aged students to maintain and develop their background or heritage language.

Table 48: Community Languages Grants, 2019-20

Organisation	Amount (\$)
Academy of Chinese Culture Inc	2,656
Afghan Australian Noor Association Inc	34,932
Afghan Community Support Association of NSW Inc	27,095

Organisation	Amount (\$)
Afghan Fajar Association Inc	5,977
Akkademja Maltija Ta' NSW Inc	4,782
Al Aqsa Inc	32,541
Al Bayan School Inc	15,407
Al Ghadir Youth Association	8,500
Al Sadiq Inc	18,595
Al-Bayan Institute Inc	43,963
Alfirdaus College Pty Ltd	22,579
Alhabib Arabic School Inc	25,634
Al-Jaafaria Society Inc	32,807
Al-Khair Inc Association	3,055
Al-Minia Charitable Association Ltd	10,626
Alsadeq Arabic Association Inc	24,173
Ambassadors Multicultural Mission (International) Association Inc	61,496
Amistad Latina Spanish School Inc	8,633
Andisheh Persian School	11,290
Ao Yu Chinese Language School Inc	2,500
Arabic Education Society Inc	5,977
Arabic Privet College Australia	2,500
Armenian General Benevolent Union Ltd	5,313
Artarmon Muslim Community Association	11,423
Asanteman Australia (NSW) Inc	2,789
Ashabul Kahfi Language School Inc	32,010
Association for Brazilian Bilingual Children's Development Inc	14,743
Association of Illawarra Community Languages Schools Inc	106,618
Assyrian Australian Association	30,681
Assyrian's Nation Association Inc	12,352
Auburn Arabic School Inc	10,891
Auburn Ataturk Primary School Inc	8,766



Organisation	Amount (\$)
Australia Children Learning Association Inc	3,055
Australia North Cyprus Friendship Association	3,321
Australian Afghan Hassanian Youth Association Inc	22,712
Australian Ataturk Cultural Centre Inc	13,149
Australian Beirut Charitable Association Inc	32,142
Australian Chinese and Descendants Mutual Association Community Ltd	48,346
Australian Chinese Community Association of NSW	36,393
Australian Council for the Promotion of Chinese Language and Cultural Inc	128,968
Australian Druze Community Inc Ltd	6,774
Australian Hindu Multicultural Association	6,774
Australian Islamic Mission Inc	20,056
Australian Kids Women Association Inc	21,118
Australian Malayalee Islamic Association – NSW	8,547
Australian Marathi Vidyalaya Inc	13,946
Australian Peace Association Inc	2,500
Australian School of Arabic Inc	14,345
Balakairali-Sydney Malayalee Kids Association Inc	7,969
Balar Malar Tamil Educational Association Inc	77,848
Bangladesh Association of NSW	6,243
Bangladesh Society for Puja and Culture Inc	4,914
Bangladesh Society of Sydney Inc	7,305
Bantal Pulaar Community Group Australia Inc	3,719
Bhanin Association Australia Inc	25,634

Organisation	Amount (\$)
Bodhi Vietnamese Language School Inc	10,493
Bosnian Ethnic School	7,977
Boya College of Language and Culture Inc	2,500
Buddharangsee Thai Community Language School Inc	13,946
Bulgarian Cultural Social and Patriotic Association Rodina	5,313
Cabramatta West Spanish School Inc	3,321
Cambodian Australian Welfare Council of NSW Inc	10,227
Campbelltown Bangla School	5,578
Carlingford Chinese Language School	12,884
Central Coast Japanese Community Language School	3,852
Central Council of Croatian Ethnic Schools of NSW Inc	44,495
Centre for Indian Languages and Arts – Hindi	2,500
Centre for Indian Languages and Arts – Telugu	2,500
Chanh-Phap Vietnamese Buddhist Youth Association of NSW Inc	6,774
Chen Feng Chinese Language College Inc	14,477
Cherrybrook Chinese Community Association Inc	19,392
Chinese Australian Services Society Ltd	71,192
Chinese Catholic Community Inc	15,274
Chinese Language and Literature Association	1,461
Cho Dae Korean Baptist Church Inc	9,696
Clemton Park School Chinese Language and Cultural Association	5,844
CNA – Italian Australian Services and Welfare Centre Inc	2,922
Co.As.It. Italian Association of Assistance	36,658

Organisation	Amount (\$)
Community Education and Services Centre Inc	3,719
Congregational Christian Church in Samoa	6,774
Cringila Arabic School Inc	16,821
Cyprus Community of NSW Ltd	6,774
Czech and Slovak School of Sydney	4,782
Daar Al Wafa Australian Association Inc	16,071
Datong Chinese School Ashfield Inc	76,239
De Nederlandse School de Kangoeroe Inc	19,392
Der-Huy Chinese School Inc	12,219
Deutschstunde	2,500
Disciples Church Joyful Korean Language School Inc	7,438
Dundas Chinese School Inc	6,907
Eastwood Tamil Study Centre Inc	13,548
Edmondson Park Bardia Nepalese Community Inc	2,500
EFKS St Marys	5,578
Eine Kleine Deutsche Schule	1,328
Escuela Latinoamericana Central Oeste (Latin American School of the Inner West) Inc	2,922
First Serbian Orthodox Church School Community St Sava	10,758
Flamingo Education Inc	4,250
Forest Japanese School Inc	8,500
Gallipoli Education and Cultural Association Inc	11,555
GDPT Bo De Minh Quang – The Vietnamese Buddhist Youth of NSW Australia Inc	11,821
German Saturday School Sydney Inc	7,305
Gosford Chinese Language School Inc	10,227
Gosford Korean School Inc	1,328

Organisation	Amount (\$)
Greek Orthodox Archdiocese of Australia	35,330
Greek Orthodox Archdiocese of Australia Consolidated Trust Parish of St Nicholas Marrickville	14,079
Greek Orthodox Parish of Northern and Western Suburbs	8,633
Greek Orthodox Parish of St George Rose Bay	7,704
Green Valley Languages and Arts School Inc	9,430
Hamazkaine Armenian Educational and Cultural Society Regional Committee	30,549
Hanaro Korean School Inc	5,180
Hanyulink Chinese Language School Inc	13,016
Happy Chinese Language Association Inc	9,165
Harmony Russian School of Sydney Inc	4,914
Hellenic Centre for Language and Culture of Australia Inc	12,618
Hellenic Orthodox Community of Kingsgrove Bexley North Beverly Hills and Districts Ltd	14,212
Hellenic Orthodox Parish and Community of Blacktown Districts Ltd	17,267
Hoodan-Noor (Guidance of the Light)	18,993
Hornsby Chinese Cantonese Language School Inc	10,094
Hornsby Chinese Education Centre Inc	39,846
Hornsby Chinese Language and Culture School Inc	49,011
Hornsby Japanese School Inc	8,633
Hua Xia Chinese Culture School	80,648
Hungarian School Sydney	4,383
Hunter Chinese Language School Inc	6,110
Hunter Japanese Community School Inc	3,321
Hunter Parents and Teachers Association of Community Languages Schools Inc	130,046



Organisation	Amount (\$)
Hunter Telugu Badi Inc	1,859
Huyen Quang Buddhist Youth Association Inc	11,423
IAFA NSW Inc	2,258
Illawarra Burmese Language School	6,852
Illawarra Karen Language School Inc	5,789
Illawarra Spanish School Inc	2,500
Imam Ali Ltd	74,645
Indo-Aust Bal Bharathi Vidyalaya – Hindi School Inc	25,978
Indonesian Australian Community (Newcastle and Hunter Region) Inc	664
Inner Journey Ministry Inc	2,500
Inner West Vietnamese Community Language School Inc	15,540
International Buddhist Association of Australia Inc	5,313
International Youth Fellowship Inc	2,789
Iranian Educational and Cultural Centre Inc	10,227
Islamic Charity Projects Association Inc	74,246
Islamic Community Milli Gorus Wollongong Inc	4,516
Islamic Women's Welfare Association	43,831
Japan Club of Sydney Inc	39,580
Japanese Sunday School Inc	10,227
Khmer Adventist Language School Association of NSW Inc	8,766
Korean Catholic Language School Inc	41,440
Lakemba Bangla School Inc	5,047
Lao Community Advancement NSW Co-op Ltd	8,633
Lao Oz Inc	2,500
Lindfield Korean School Inc	30,017
Liverpool Polish Saturday School	3,985

Organisation	Amount (\$)
Looyce Armenian School Inc	3,985
Lotus Chinese Community Language School Inc	5,047
MAAN Malay Australian Association of NSW Inc	1,992
Macarthur Polish Saturday School Inc	5,313
Macarthur Youth Malayalee Association (MYMA)	2,500
Macedonian Educational and Cultural Association 11th October of Shellharbour Inc	2,922
Macedonian Orthodox Community of the City of Greater Wollongong 'Saint Dimitrija Solunski'	4,782
Macedonian School Council for NSW	26,962
Maltese Community Council of NSW Inc	2,922
Mandi Yehya Youhanna	7,836
Maroubra Russian School Inc	13,149
Marrickville West Turkish School	3,453
Matrville Saturday Turkish Ethnic School Inc	2,125
McAfee Language School Inc	2,500
Ming-Der Chinese School Inc	72,918
Minghui School Inc	5,977
MKUD Makedonski Biseri	7,438
ML Language & Culture School Australia Inc	2,500
Monaro Portuguese School	1,594
Moslem Alawy Society Inc	7,438
Muhammadi Welfare Association Inc	15,938
Nepean Turkish School Inc	5,180
Newcastle Arabic School Inc	13,149
Newcastle Bangladeshi Community Inc	3,055
Newcastle Korean Language School	1,195
Newcastle Tamil Sangam Inc	3,321
North Shore Japanese School	12,352

Organisation	Amount (\$)
Northern Beaches Spanish School	2,391
Nova Ukrainian School Inc	7,047
NSW Board of Jewish Education	18,860
NSW Federation of Community Language Schools Inc	149,578
NSW Indo-China Chinese Association Inc	42,901
NSW Japanese School Inc	10,227
NSW Turkish Educational and Cultural Association Inc	10,360
NSW Umit Uighur Language School	2,391
NSW Vinh Khang Chinese School Inc	13,946
Om Rameshwar Association Inc	13,946
Onhamsung Australia Inc	2,500
Orange Russian Language School Inc	797
Paadasala Malayalam Educational Association Inc	2,500
Pacific Communities Centre Inc	2,500
Parramatta Arabic School Inc	2,500
Parramatta Hanguel School Inc	8,633
Parramatta Persian Primary and High School Inc	5,180
Pei Ji Chinese School Inc	27,759
Penrith Korean Language School Inc	2,500
Phap Bao Buddhist Youth Language School Inc	7,969
Pinoy Community Cultural Class	4,250
Polish Association of Newcastle Inc	3,586
Polish Educational Society	15,274
Polish School of Sydney Inc	11,024
Portuguese Community Schools of Sydney Inc	9,563
Portuguese ESAA Inc	2,391
Preserving the Arabic Language in Australia (PAL) Inc	10,094
Qing Hua Chinese Language School Inc	111,702

Organisation	Amount (\$)
Queanbeyan Chinese Language School Inc	2,125
Rooyesh Farsi Language School Inc	2,500
Ruslingvo Inc	10,360
Russian School of Newcastle	3,321
Sabdamala – Nepalese Language School	25,634
Saint Charbel's Ethnic School	7,438
School of Vedic Sciences (Aust) Inc	19,923
Shine Chinese Community School Inc	14,743
Sikh Khalsa Mission Inc	8,899
Simran House Inc	2,500
South Asian Australian Association	20,321
South Coast Chinese Language School	7,305
South Coast Portuguese Association Ltd	3,188
South Coast Tibetan Community Inc	1,195
Spanish & Latin American Community Organisation Inc	2,500
Sri Guru Singh Sabah Sydney (The Sikh Association Sydney) Inc	14,743
St Alexander Nevsky Russian School Inc	19,126
St Andrew Bogolubsky Russian Ethnic School Inc	4,250
St Andrews Ukrainian Catholic Parish Lidcombe	7,172
St George School of Russian Association Inc	2,258
St George Serbian Orthodox Church – Cabramatta	12,751
St George Spanish School	4,250
St John the Baptist Serbian Orthodox Parish and Church Community	6,375
St Lazarus Serbian Orthodox Church	11,024
St Mary's Antiochian Orthodox Church of the Dormition Mount Pritchard Inc	2,500
St Nicholas Antiochian Orthodox Church	13,813



Organisation	Amount (\$)
St Raphael's Greek Orthodox Parish of Liverpool and District Ltd	8,633
St Sava Serbian Orthodox Church School Building Fund (Flemington)	3,719
St Seraphim Russian Community School Hornsby Inc	11,688
St Thomas the Apostle Chaldean Catholic Church	23,775
Sutherland Shire Chinese Language School Inc	14,212
Swedish School In Newcastle	1,859
Swedish School in Sydney	14,876
SWS Children's Chinese School Association	5,578
Sydney Chinese School Inc	42,502
Sydney Elite Chinese School Inc	36,924
Sydney Full Gospel Church Properties Inc	29,752
Sydney Grace Korean School Inc	2,524
Sydney Juan Church in Australia Inc	4,117
Sydney Korean Church Korean Language School Inc	12,352
Sydney Latvian Society Ltd	2,656
Sydney Next Church Inc	3,852
Sydney Northwest Chinese School	14,212
Sydney Punjabi Society Inc	3,852
Sydney Rotuman Community Inc	1,461
Sydney Sae Soon Presbyterian Church Inc	51,003
Sydney Saturday School of Japanese	38,916
Sydney Sino Star Chinese School Inc	8,368
Sydney Suomi Koulu/Sydney Finnish School Inc	4,914
Sydney Yu Cai Chinese Language School Inc	46,221

Organisation	Amount (\$)
Tamil Civic Centre Inc	2,922
Tamil Study Centre Homebush Inc	29,619
Telugu Association Inc	13,813
Thamil Study Centre Mt Druitt	16,470
The Arabic Australian Education Centre Inc	13,149
The Australia Korean School Inc	19,392
The Australian Arabic Association of Western Sydney Inc	18,196
The Australian Association of All Nationalities of China	15,540
The Australian Chinese School Inc	13,016
The Australian Confucius Mencius Morality Society Inc	4,383
The Australian Sikh Association Ltd	61,761
The Australian Taiwanese Friendship Association Inc	25,634
The Greek Community of Mascot and District Inc	4,250
The Greek Orthodox Church and Community St Gerasimos Ltd	9,430
The Greek Orthodox Church and Society of the City of Greater Wollongong	6,774
The Greek Orthodox Church Community of Bankstown District St Euphemia Ltd	20,189
The Greek Orthodox Community of NSW Ltd	54,191
The Greek Orthodox Parish and Community of Belmore and Districts All Saints Ltd	5,047
The Greek Orthodox Parish and Community of Burwood and District Saint Nectarios Ltd	15,806
The Greek Orthodox Parish and Community of Kogarah and District Resurrection of Christ	36,924
The Greek Orthodox Parish of South East Sydney	13,149

Organisation	Amount (\$)
The Gurdwara Singh Sabha Society Griffith (NSW) Inc	2,789
The Hellenic Orthodox Community of Parramatta and Districts	10,360
The Hills Chinese School Inc	110,241
The Lebanese Arabic School	97,091
The Lebanese Moslem Association	105,990
The Presbyterian Church NSW Property Trust	29,486
The Sabian Mandaean Association in Australia Ltd	6,774
The Sinhalese Cultural Forum of NSW Australia Inc	32,010
The Trustees of the Roman Catholic Church for the Diocese of Saint Maron Sydney	31,986
The Tzu-Chi Academy Australia Inc	15,673
The West Ryde Huizhi Chinese School Inc	2,500
Tibetan Children's School of Newcastle and Hunter Region Inc	1,727
Tibetan Community of Australia (NSW) Inc	16,024
Tongan Language School	1,461
Tripoli and Mena Association Ltd	23,376
Twich East Community Association NSW Inc	11,555
UCA – Sydney Korean Church	13,347
United Subcontinental Languages Schools of NSW Inc	2,500
Victory Mandarin School Association Inc	19,790
Vietnamese Association in Wollongong	4,649
Vietnamese Cultural Schools Association Inc	213,575
Vietnamese P&C Association Inc	62,691
Vietnamese Parents Committee Green Valley Inc	33,213

Organisation	Amount (\$)
Vishva Hindu Parishad of Australia Inc	22,579
Wananchi Newcastle Inc	1,195
Wentworthville Tamil Study Centre	74,778
Western Sydney Chinese School Inc	9,297
Western Sydney Urdu School Inc	14,610
Wollongong Mandarin Chinese School Inc	6,375
Wollongong Russian Language School	2,258
Woo Ri Full Gospel Church Inc	5,977
Yagoona Arabic School Inc	16,603
Yiu Wah Chinese School Inc	20,056
Total paid in 2019-20	5,492,204

Compact Subset of Infrastructure Skills Legacy Program

Repurposing the remaining expenditure within the Infrastructure Skills Legacy Program (ISLP) budget to support part qualifications for the ISLP and supporting disaster recovery for communities affected by drought, fire and flood.

Table 49: Compact Subset of Infrastructure Skills Legacy Program, 2019-20

Organisation	Amount (\$)
Australian Constructors Association Ltd	200,000
Civil Contractors Federation NSW Ltd	485,000
Housing Industry Association Ltd	195,000
Master Builders Association of NSW Pty Ltd	170,500
Master Plumbers & Mechanical Contractors Association of NSW	258,009
Motor Traders' Association of NSW	199,360
National Electrical and Communications Association NSW Branch	200,000
NSW Business Chamber Ltd	200,000
Supporting and Linking Tradeswomen Inc	197,427
The Australian Industry Group	200,000
Total paid in 2019-20	2,305,296

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.

Table 50: Early Childhood Education and Care Grants, 2019-20

Organisation	Amount (\$)
3Bridges Community Ltd	15,370
Abbotsford Community Centre Inc	7,511
Abbotsford Long Day Care Centre Inc	27,627
Abercrombie Street Child Care Ltd	43,253
Aberdare Preschool Inc	530,556
Aberdeen Preschool Association Inc	332,296
Adamstown Community Early Learning and Preschool Inc	38,002
Adelong Preschool Inc	359,694
Adventureland Preschool Inc	315,660
Albury City Council	472,739
Albury Occasional Childcare and Early Learning Centre Association Inc	90,670
Albury Preschool Kindergarten Inc	612,700
Albury Toy Library	3,605
All Saints Preschool Albion Park Inc	285,107
Alstonville Community Preschool	671,669
Amigoss Preschool and Long Day Care Co-Operative Ltd	31,024
Amy Hurd Early Learning Centre Inc	35,790
Anglican Parish of Wagga Wagga	435,234
Anglican Schools Corp	807,642
Anglicare NSW South NSW West and ACT	396,242
Annandale North Out of School Hours Care Association Inc	9,498
Annettes Place Inc	174,151

Organisation	Amount (\$)
Anzac Village Preschool Association Inc	517,952
Arden Anglican School	137,991
Ariah Park Preschool Association Inc	197,780
Armidale & Region Aboriginal Cultural Centre & Keeping Place Inc	10,400
Armidale Community Preschool Inc	594,112
Armidale Montessori Preschool Inc	87,552
Armidale Regional Council	91,183
Armidale Toy Library Association Inc	25,479
Arncliffe Preschool Inc	468,589
Arndu St Pauls Preschool	492,062
Ashfield Baptist Childcare Inc	17,321
Austral Community Preschool Inc	341,116
Australian Anatolian Community Services Co-Op Ltd	34,677
Autism Spectrum Australia (Aspect)	660,000
Avalon Montessori Association	93,423
Avalon Public School P&C Association Inc	12,262
Awabakal Ltd	953,208
Ballina Fox Street Preschool Inc	518,297
Balmain Children's Centre Ltd	41,857
Balranald Early Learning Centre Inc	28,806
Bambi Kindergarten Association Inc	25,295
Bangalow Community Children's Centre	48,132
Bankstown Community Resource Group Inc	675,087
Bankstown Montessori Association Inc	101,246
Baptist Church Casino Christian Community Preschool	613,330
Baradine Preschool Inc	237,138
Barham Preschool Association Inc	247,496
Barnardos Australia	170,268

Organisation	Amount (\$)
Barraba Preschool Inc	246,703
Bathurst Early Childhood Intervention Service Inc	139,240
Bathurst Regional Council	259,554
Batlow Apple Tree Learning Centre Co-Operative Ltd	29,412
Baulkham Hills Preschool Kindergarten Inc	381,353
Bayside Council	495,090
Beacon Hill Community Kindergarten Association Ltd	422,760
Bega Preschool Association Inc	800,644
Bega Valley Shire Council	942,463
Bellbird Preschool Inc	451,750
Bellingen Preschool Inc	366,259
Belmont North Preschool Inc	345,461
Belong Blue Mountains Inc	9,372
Bendemeer Preschool Inc	165,145
Bentley Community Preschool Inc	151,254
Berakah Christian Education Ltd	391,750
Berala Jack & Jill Preschool Kindergarten Inc	592,911
Beresfield Community Childrens Education Centre	172,957
Berkeley Vale Neighbourhood Centre Association Inc	12,299
Berkeley Vale Preschool Kindergarten Inc	679,958
Bermagui Preschool Co-Operative Society Ltd	379,567
Berrigan Children's Centre Association Inc	13,369
Berry Community Preschool	263,790
Betty Spears Child Care Centre Ltd	68,925
Bexley Jack and Jill Preschool Inc	565,583



Organisation	Amount (\$)
Big Fat Smile Group Ltd	2,336,761
Bilambil Community Preschool & OOSH Inc	518,134
Binnaway Preschool Inc	137,928
Binnowiee Kindergarten Co-Operative Society Ltd	344,429
Biralee Preschool Finley Inc	176,862
Birchgrove Community Association Ltd	195,987
Birralee Preschool Lane Cove Ltd	767,557
Birralee Longday Care Centre Inc	37,972
Birrelee Multi-Functional Aboriginal Children's Service Aboriginal Corp	36,930
Birubi Point Community Preschool Association Inc	241,257
Bishop Tyrrell Anglican College	454,373
Blackheath Area Neighbourhood Centre Inc	5,633
Blackheath Kookaburra Kindergarten Inc	421,499
Blacktown Anglican Child Care Centre Inc	18,656
Blacktown Area Community Centres Inc	117,260
Blacktown Bunyip Inc	259,729
Blacktown City Council	4,490,066
Blacktown South Childrens Activities Centre Inc	15,011
Bland Shire Council	498,731
Blaxland Preschool Kindergarten	670,541
Blayney Preschool Inc	281,159
Bligh Park Community Services Inc	15,255
Blinky Bill Early Learning Portland Inc	294,475
Blue Gum Montessori Preschool	324,132
Blue Mountains City Council	68,250
Bogan Shire Council	77,842

Organisation	Amount (\$)
Bolton Point Child Care Centre Inc	38,136
Bombala Preschool Inc	241,414
Bondi Beach Cottage Inc	74,607
Boolaroo-Speers Point Community Kindergarten Inc	544,143
Boorowa Early Education Centre Inc	60,468
Bourke & District Children's Services	447,103
Bowraville Community Preschool Inc	688,572
Bradbury Preschool Kindergarten Association Inc	735,060
Braidwood Preschool Association Inc	363,619
Branxton Preschool Inc	581,329
Brayside Community Preschool Inc	538,895
Brewarrina Shire Council	50,603
Broken Hill Happy Day Preschool Kindergarten Inc	707,732
Bronte Before and After School Care Inc	9,255
Budgewoi Halekulani Preschool Kindergarten Inc	558,595
Bulahdelah Preschool	232,072
Bularri Muurlay Nyanggan Aboriginal Corp	110,110
Bundarra Preschool Kindergarten Association Inc	147,890
Bundeena Preschool	139,139
Bungendore Preschool Association Inc	375,348
Bunjum Aboriginal Early Childhood and Family Services Pty Ltd	10,000
Bunya Child Care Centre Inc	34,525
Bunyip Preschool Harden Inc	159,803
Burren Junction Preschool Association Inc	170,147
Burrumbuttock Preschool Centre Inc	161,020

Organisation	Amount (\$)
Burwood Neighbourhood Child Care Co-Op Ltd	36,114
Byron Bay Preschool Inc	912,215
Byron Shire Council	298,537
Cabarita Mortlake Kindergarten Association	418,744
Cabonne Shire Council	60,991
Calrossy Preschool	353,803
Camden Community Connections	74,907
Camden Preschool Kindergarten Co-Operative Ltd	510,923
Cameragal Montessori School	518,929
Campbell Page Ltd	547,574
Campbell Street Children's Centre Ltd	23,041
Campbelltown City Council	1,012,252
Campbelltown Community Preschool Inc	563,096
Camperdown Child Care Centre	29,450
Canowindra Preschool Kindergarten Inc	351,261
Canterbury Children's Cottage Inc	16,614
Canterbury Community Child Care Centre	343,625
Canterbury-Bankstown Council	832,055
Captains Flat Community Preschool Association Inc	164,714
Cardiff Community Preschool Inc	314,180
Care Activities Inc	9,034
Carinya Neighbourhood Children's Centre Inc	122,186
Carlingford West Kindergarten	216,687
Carlingford West Out of School Hours Centre Inc	16,833
Cass Care Ltd	56,014
Castle Hill Preschool Kindergarten Inc	401,609

Organisation	Amount (\$)
Castlecrag Montessori School Inc	81,806
Caterpillar House Occasional Childcare Association Inc	85,854
Catherine Field Preschool Kindergarten Inc	365,864
Catholic Education Office Diocese of Parramatta	2,026,944
Catholiccare Diocese of Broken Bay	1,539,936
Catholiccare Wilcannia-Forbes Ltd	180,000
Cawongla Playhouse Inc	155,055
Centipede at Glebe School Inc	24,649
Central Coast Council	1,191,353
Central Shoalhaven Mobile Preschool Unit	482,995
Central West Family Support Group Inc	5,717
Cessnock Multipurpose Children's Centre Ltd	111,220
Chabad House of The North Shore Ltd	20,000
Channon Children's Centre	161,819
Charlestown Child Care and Early Learning Centre Inc	36,633
Chatswood Occasional Childcare Centre Inc	63,721
Cherrybrook Community Preschool Inc	186,281
Chester Hill Neighbourhood Centre Inc	17,721
Children's Services Community Management Ltd	696,447
Chillingham and Tyalgum Community Preschool Inc	315,687
Chinese Australian Services Society Ltd	11,865
Christ Church Gladesville Preschool Kindergarten Inc	661,762
Christ Church St Ives Preschool Inc	86,504
City of Canada Bay Council	405,641
City of Parramatta Council	775,541



Organisation	Amount (\$)
Clovelly Child Care Centre Inc	39,089
Clovelly Out of School Care	8,406
Clunes Community Preschool Association Inc	234,162
Coast Services Group Ltd	67,722
Coastwide Child and Family Services Inc	51,175
Cobar Mobile Children's Services Inc	443,342
Cobar Preschool Association Inc	469,700
Cobar Shire Council	91,361
Cobargo Preschool Inc	190,490
Coffs Harbour Preschool Association Inc	627,326
Coldstream Community Preschool Inc	308,144
Coleambally Preschool Association Inc	256,831
Collarenebri Early Childhood Education Centre Inc	50,559
Collaroy Plateau Community Kindergarten	382,213
Comboyne Community Preschool Kindergarten Inc	157,683
Community Junction Inc	709,515
Community Links Wollondilly Inc	214,967
Como Preschool Kindergarten Association Inc	416,220
Concord Kindergarten Association	448,039
Concord Occasional Childcare Services	49,132
Concord West Rhodes Preschool Inc	507,425
Condobolin Preschool Kindergarten Inc	878,402
Connect Child & Family Services Ltd	546,886
Coogee Care Centre Inc	4,332
Coogee South Out of School Care Centre Inc	10,000
Cooks Hill Preschool Inc	218,358
Coolah Preschool Kindergarten Inc	310,871

Organisation	Amount (\$)
Coolamon Preschool Association Inc	344,919
Coolamon Shire Council	261,954
Cooloon Children's Centre Inc	31,880
Cooma Lambie Street Preschool Association Inc	484,832
Cooma North Preschool Association Inc	441,537
Coonamble Childrens Serv Inc	11,206
Coonamble Preschool Association Inc	672,179
Cooranbong Valley Community Preschool Inc	186,732
Cootamundra Preschool Inc	437,159
Coowarra Out of School Hours Care Service Inc	8,869
Copmanhurst Preschool Inc	152,320
Core Community Services Ltd	393,807
Corowa Preschool Association Inc	478,050
Council of the Municipality of Woollahra	1,322,134
Counterpoint Community Services Inc	303,861
Country Womens Association of NSW	425,605
Coutts Crossing Preschool Inc	157,515
Cowra Early Childhood Services Co-Operative Ltd	438,846
Cranbrook School	372,304
Cranebrook Community Preschool Inc	479,732
Cranes Community Support Programs Ltd	409,657
Creativity Services Ltd	16,922
Crescent Head Community Preschool	350,604
Cringila Childrens House Inc	33,089
Cronulla Preschool Kindergarten Inc	574,589
Crookwell Neighbourhood Centre Inc	188,582
Cudal Community Children's Centre	129,200
Cuddle Pie Preschool & Day Care Centre	38,560

Organisation	Amount (\$)
Culburra & Districts Preschool Inc	221,312
Culcairn Early Childhood Centre	177,507
Cumberland Council	1,843,512
Cumnock Village Preschool Inc	238,243
Currambena Ltd	171,838
Dalaigur Preschool and Children's Services Aboriginal Corp	1,089,941
Darlington Aftercare Association Inc	7,115
Dawn Song Children's Centre Inc	13,633
Delegate & District Preschool Inc	167,466
Deniliquin Childrens Centre Inc	841,341
Denman Childrens Centre Association Inc	414,188
Disability South West Ltd	20,288
Doonside Kindergarten Inc	599,295
Dorrigo Preschool Association Inc	233,212
Dover Heights Community Preschool Inc	151,761
Drummond Park Preschool Association	242,302
Drummoyne Occasional Child Care Inc	46,932
Drummoyne Preschool Kindergarten Inc	414,913
Dubbo and District Preschool Kindergarten Inc	1,592,589
Dubbo Neighbourhood Centre Inc	13,077
Dubbo Regional Council	213,822
Dubbo West Preschool Inc	1,066,773
Dunedoo Preschool Kindergarten Inc	408,463
Dungog Community Preschool Kindergarten Inc	414,009
Dunoon Preschool Inc	221,290
Durrumbul Community Preschool Inc	290,942
Early Childhood Australia (NSW) Inc	32,038
Early Education (EarlyEd) Inc	281,571

Organisation	Amount (\$)
East Lindfield Community Preschool Inc	479,210
East Lismore Community Preschool Inc	743,959
East Maitland Preschool Association Inc	960,706
East Willoughby Preschool Inc	221,622
Eastern Suburbs Montessori Association Ltd	331,074
Eastern Zone Gujaga Aboriginal Corp	34,600
Eastlakes Community Child Care Centre Inc	40,988
Eastwood Occasional Child Care Centre Inc	42,908
Eden Creek Fairymount Preschool Inc	280,596
Edgeworth Child Care Centre Inc	17,910
Edgeworth Community Preschool Inc	342,847
Elanora Heights Community Centre Preschool Co-Operative Society Ltd	422,481
Elermore Vale Early Learning Centre Inc	25,125
Elizabeth Chifley Memorial Preschool	444,650
Elizabeth Macarthur Montessori Preschool Association Inc	129,690
Elizabeth Street Extended Hours Preschool Inc	29,236
Elonera Ltd	150,125
Emanuel School	351,309
Emmanuel Anglican College Council	7,727
Engadine Church of Christ Preschool Kindergarten	127,515
Engadine Preschool Kindergarten Inc	508,672
Erina Baptist Community Care Ltd	34,863
Ethnic Community Services Co-Operative Ltd	306,613
Eugowra Community Childrens Centre Inc	151,032
Eungai Preschool Inc	300,691



Organisation	Amount (\$)
Eurobodalla Shire Council	86,726
Euroka Children's Centre Inc	38,080
Evans Head Preschool Association Inc	764,273
Fairfield City Council	4,745,728
Fairfield Community Resource Centre	280,000
Fairfield Nursery School	16,478
Federal Community Childrens Centre Inc	48,888
Federation Council	383,985
Felton Street Community Preschool Inc	446,057
Filipino Community Co-Operative Ltd	33,137
Firstchance Inc	155,020
FLASCA Inc	11,288
Forbes Child Care Centre Inc	47,933
Forbes Preschool Kindergarten Co-Op	1,387,541
Forest Hill Community Preschool Inc	229,629
Forest Hill Outside School Hours Care Inc	11,432
Gainmara Birrilee Preschool Association	339,729
Galloping Gumnut Mobile Children's Services Van Inc	245,066
Galloway Children's Centre Inc	39,590
Gamumbi Early Childhood Education Centre Inc	37,171
Ganmain Pied Piper Preschool	187,978
Georges River Council	1,220,063
Gilgandra Preschool Inc	1,154,507
Girrawong Preschool Inc	358,182
Girrinbai Community Preschool Inc	464,436
Gladesville Occasional Child Care Centre Inc	40,884
Glen Innes Preschool Association Inc	745,568
Glen Innes Reachout Mobile Resource Unit Inc	60,330

Organisation	Amount (\$)
Glen Innes Severn Council	26,141
Glenbrook Preschool Kindergarten Inc	480,000
Glendale Early Education Centre Inc	37,316
Glendore Child Care Centre Inc	22,602
Glenorie Preschool Kindergarten Association Inc	10,000
Glenreagh Preschool Inc	158,958
Gloucester Preschool Inc	456,624
Gol Gol Preschool Association Inc	428,180
Golden Valley Childrens Learning Centre Inc	36,303
Goodooga Preschool Inc	135,990
Goodstart Early Learning Ltd	994,077
Goodstart Early Years Ltd	26,600
Goonellabah Preschool Inc	828,765
Gordon Community Preschool	667,811
Gorokan Preschool Inc	1,115,689
Gosford Cubbyhouse Occasional/Long Day Child Care Centre Inc	8,354
Gosford Preschool Inc	545,613
Gosford Regional Community Services Inc	10,063
Goulburn Preschool Association Inc	520,771
Goulding Hill Preschool Inc	435,232
Gowrie NSW	224,987
Grays Point Preschool Kindergarten Association	193,630
Great Lakes Childrens Centre Inc	267,061
Greater Hume Shire Council	206,028
Greater West Childcare Ltd	13,376
Greek Orthodox Archdiocese of Australia Consolidated Trust Greek Welfare Centre NSW	30,550
Greenhills Child Care Centre Inc	36,782

Organisation	Amount (\$)
Grenfell Preschool and Long Day Care Centre Inc	369,165
Griffith Child Care Centre Inc	603,246
Griffith East Preschool Inc	1,051,553
Griffith Preschool Kindergarten Inc	1,044,173
Griffith Wiradjuri Aboriginal Preschool Inc	374,315
Growing Potential Ltd	686,253
Guardian Angel Preschool Kindergarten Inc	29,460
Gubi Gabun Children's Mobile Service Inc	63,032
Gulargambone Preschool Inc	730,715
Gulgong Preschool Inc	448,692
Gulpa Preschool Inc	210,544
Gummyaney Aboriginal Corp	333,285
Gumnut Bowral Memorial Preschool Inc	323,047
Gumnut Community Preschool Inc	224,725
Gumnut Cottage Inc	36,647
Gundagai Neighbourhood Centre Inc	7,724
Gundagai Preschool Kindergarten Inc	247,713
Gunnedah Baptist Child Care Association Ltd	879,910
Gunnedah Family and Children's Services Inc	28,219
Gunnedah Preschool Kindergarten Association Inc	723,742
Gunning & District Preschool Inc	26,970
Gwydir District Mobile Preschool	506,719
Gwydir Shire Council	317,626
Gyndarna Preschool	349,146
Hamilton Child Care Centre Inc	33,125
Hamilton Community Preschool Inc	280,892
Happy Kids Kindergarten Ltd	9,390

Organisation	Amount (\$)
Harbord Kindergarten Inc	600,501
Harrison St Early Education Inc	41,749
Hastings Preschool and Long Day Care Centre Inc	26,468
Hawkesbury City Council	151,059
Hawkesbury Community Outreach Services Inc	215,816
Hawkesbury Early Childhood Intervention Service Inc	86,925
Hawkesbury River Child Care Inc	40,390
Hay Mobile Childrens Service Inc	337,235
Hay Plains Childcare Centre Inc	11,302
Hay Preschool Kindergarten Inc	290,794
Heathdene Community Services Inc	374,348
Henry Street Community Preschool	256,529
Henty Early Childhood Association Inc	252,564
Hibiscus Childrens Centre	229,370
Highfields Preparatory & Kindergarten School Ltd	546,354
Hills Montessori Society	418,777
Hillsong Child Care Ltd	18,820
Hillston Billylids Inc	24,817
Hobartville Long Day Preschool Inc	37,051
Holbrook Early Learning Centre Inc	107,096
Holroyd Parramatta Mobile Minders Inc	115,439
Holsworthy Long Day & Occasional Child Care Centre Inc	23,605
Holsworthy Preschool Parents Association	421,591
Holy Family Services	10,000
Hopepoint Preschool Centre	583,947
Hornsby Ku-Ring-Gai Montessori Society	20,019
Howlong Preschool Association Inc	294,483



Organisation	Amount (\$)
Hunter Region Working Women's Group Ltd	42,690
Hunter Valley Grammar School	606,239
Hunters Hill Preschool Inc	554,732
Illawarra Aboriginal Corp	325,652
Illawarra Area Child Care Ltd	527,647
Illawarra Association for Christian Parent-Controlled Education	561,500
Illawarra Multicultural Services Inc	43,974
Illawarra Toy Library Association Inc	138,469
Iluka Preschool Inc	203,192
Inaburra Preschool	622,000
Infants Home Ashfield	364,430
Inner City Care (Darlinghurst) Ltd	40,053
Inner West Council	2,654,199
Inspire Child Care Foundation Ltd	10,000
Inspire College Wagga Inc	10,000
Integricare	2,519,315
Intereach Ltd	16,808
Inverell District Family Services Ltd	2,361,486
Jacaranda Preschool Centre Inc	683,477
Jack & Jill Preschool Association (Lithgow) Inc	696,741
Jannali Preschool Kindergarten Inc	382,613
Jarjum Centre Inc	435,830
Jerilderie Preschool Kindergarten Inc	149,347
Jesmond Community Preschool Association Inc	501,514
Jesmond Early Education Centre Inc	46,943
Jindera Preschool Association Inc	335,737
Joey's Pouch Early Years Educational and Preschool Centre Inc	35,823
Jubilee Community Services Inc	5,986

Organisation	Amount (\$)
Jumbunna Childrens Centre Ltd	53,491
Jumbunna Community Preschool & Early Intervention Centre Inc	1,219,700
Jumping Jacks Community Preschool Inc	462,609
June Preschool Inc	482,420
June Shire Council	19,500
Kangaroo Valley Preschool	145,990
Kapooka Early Childhood Centre Inc	350,748
KARI Ltd	12,290
Karingal Preschool Nelson Bay Inc	348,413
Karuah Preschool	309,274
Katoomba Childrens Cottage Inc	40,815
Katoomba Leura Preschool	767,904
Keiraville Community Preschool Inc	436,136
Kelly's Place Childrens' Centre	30,745
Kellyville Preschool Inc	425,413
Kemblawarra Child & Family Centre Inc	10,000
Kempsey Childrens Services Co-Op	451,073
Kenthurst Before and After School Care Inc	16,726
Kenthurst Preschool Kindergarten	537,812
Keymer Child Care Centre Inc	25,013
Kiama Preschool Inc	803,000
Kids Korner Combined Occasional Care Centre Inc	34,149
Kids of the Castle Occasional Care Centre Inc	53,242
Kidsafe NSW Inc	90,117
Kidsnest – Crows Nest Occasional Care Inc	31,051
Killarney Vale Preschool Kindergarten Inc	554,031
Kinburra Preschool Inc	421,716

Organisation	Amount (\$)
Kindamindi Co-Op Ltd	14,405
Kindilan Early Childhood Centre Inc	99,118
King Street Community Preschool East Maitland Inc	341,722
Kingscliff Mini School Inc	420,924
Kingstown Preschool Inc	135,990
Kinma Ltd	173,196
Koala Child Care Centre – Sutherland Hospital Ltd	46,861
Kogarah Community Services Inc	5,636
Koninderie Community Based Preschool Inc	333,606
Kookaburra Korner Early Education Centre Inc	40,431
Koolyangarra Preschool Aboriginal Corp	557,262
Koorana Child & Family Services Ltd	1,696,915
Koorlingal Casual Childcare Centre Inc	10,000
Kootingal and District Preschool Inc	543,026
KU Children's Services	26,726,227
Kubby House Child Care Centre Inc	7,186
Kulai Preschool Aboriginal Corp	624,923
Kunghur Community Preschool Inc	145,990
Ku-Ring-Gai Council	380,119
Kurnell Preschool Kindergarten Inc	237,334
Kurri Early Childhood Centre	34,762
Kurri Kurri & District Preschool Kindergarten	892,764
Kurri Kurri Community Services Ltd	7,881
Kyogle Preschool and Outside Schools Hours Care Association Inc	431,423
Lachlan Council	253,298
Lady Game Community Kindergarten Inc	284,352

Organisation	Amount (\$)
Lake Cargelligo District Community Children's Centre Association Inc	228,181
Lake Macquarie City Council	150,052
Lalor Park Preschool Kindergarten Association Inc	525,518
Lane Cove Municipal Council	222,693
Lane Cove Occasional Child Care Inc	53,368
Lane Cove Out of School Inc	12,322
Lapstone Preschool Kindergarten Association Inc	100,658
Larool Preschool Inc	360,160
Lawrence Community Preschool Inc	164,333
Lawson Community Preschool Association Inc	411,472
Learning Links	1,014,098
Leeton Preschool Association Inc	1,354,741
Leeton Shire Council	261,930
Leichhardt Out of School Hours Care	10,933
Lennox Head Community Preschool Inc	558,594
Liberty Church of Christ	351,070
Lifestart Co-Operative Ltd	486,032
Lifetime Connect Ltd	139,228
Lightning Ridge Preschool Centre Inc	135,990
Lilly Pilly Community Preschool Inc	455,757
Lindfield Montessori Society Inc	75,723
Lismore Parish Centre Preschool Inc	387,604
Lismore Preschool Inc	1,305,075
Little Bear Child Care Cottage Inc	14,311
Little Yuin Preschool Family Centre Aboriginal Corp	208,979
LiveBetter Services Ltd	1,987,429
Liverpool City Council	1,327,077



Organisation	Amount (\$)
Liverpool Neighbourhood Connections Inc	101,323
Liverpool Plains Shire Council	85,396
Lockhart Preschool Kindergarten Inc	170,280
Lockhart Shire Council	23,253
Long Flat Preschool Association Inc Long Flat Preschool	151,547
Long Jetty Preschool Inc	583,410
Lower Bucca Community Preschool Inc	283,039
Lower Hunter Children's Activity Van Association Inc	448,979
Lower Macleay Preschool Inc	331,832
Lutheran Church of Australia Queensland District	710,347
Lutheran Church of Australia Victorian District	152,074
Lyrebird Preschool Kindergarten Nowra East Inc	588,185
Maari Ma Health Aboriginal Corp	115,000
Macarthur Diversity Services Initiative Ltd	119,684
Macarthur Preschool Kindergarten Association Inc	544,065
Macedonian Orthodox Community Church St Petka Inc	10,269
Mackillop Family Services Ltd	243,472
Macksville Preschool Childcare Centre Ltd	27,999
Macleay Community Preschool Inc	371,253
Macquarie Hills Community Preschool Inc	326,202
Macquarie Preschools Co-Operative Ltd	824,680
Maitland Baptist Church Child Care Ltd	32,000
Maitland Child Care Centre Inc	25,633
Maitland Nursery School Inc	812,105

Organisation	Amount (\$)
Malabar/Chifley Parent Co-Operative Ltd	32,585
Mallee Family Care Ltd	62,607
Management Committee Happy Days Kindergarten Society Inc	231,626
Manildra Preschool Early Learning Centre Inc	56,219
Manilla Community Preschool Inc	454,737
Manly Vale Community Kindergarten Inc	279,404
Manly Warringah Montessori Society	248,321
Marayong Preschool Kindergarten	691,950
Maronite Sisters of the Holy Family Child Care Centre	31,592
Maroubra Neighbourhood Children's Centre Co-Operative Ltd	25,925
Maryland Child Care Centre Inc	46,105
Maryland OOSH Inc	17,372
Mater Dei	305,845
Mathoura Preschool Inc	139,017
Mcgraths Hill Children's Centre Inc	37,251
Medowie Community Preschool Inc	388,793
Meeting House Inc	61,676
Mendooran Preschool Inc	151,233
Menindee Preschool Association	212,125
Merindah Children's Centre Inc	31,177
Merriwa Preschool and Activity Centre Inc	319,564
Merrydays Kindergarten Society Inc	36,070
Merrylands Christian Preschool Association Inc	673,283
Metford Child Care Centre Ltd	34,496
Mid Mountains Out of School Hours Service Inc	5,636
Mid-Western Regional Council	29,250

Organisation	Amount (\$)
Milton-Ulladulla Preschool Association Inc	418,973
Mindaribba Local Aboriginal Land Council	122,199
Minimbah Preschool, Primary School Aboriginal Corp	375,136
Minooka Preschool Centre Inc	438,710
Miranda Kindergarten Association Inc	731,233
Mission Australia	2,098,372
Mitchell Early Learning Centre Inc	37,215
Mittagong Preschool Kindergarten Inc	605,918
Moama and District Preschool Centre Inc	406,210
Molong District Preschool Inc	440,604
Monaro Early Intervention Service Inc	75,164
Monaro Mobile Preschool Inc	200,879
Moree Plains Shire Council	164,702
Moree Preschool Inc	640,193
Moresby Park Preschool Inc	285,792
Morisset & District Children's Centre Co-Operative Ltd	33,151
Moruya Preschool Kindergarten Inc	424,488
Mosman Municipal Council	32,640
Mother's Love Early Education & Childcare Service Ltd	10,000
Moulamein Preschool Inc	144,936
Mount Hutton Child Care Centre Inc	32,755
Mount Zion War Memorial Kindergarten	10,000
Mountain Community Childrens Centre Inc	50,332
Mountains Outreach Community Service	239,702
Mt Warning Community Preschool Inc	292,041
Mudgee Community Preschool Inc	1,175,907

Organisation	Amount (\$)
Mullumbimby Community Preschool Association Inc	167,807
Muloobinba Aboriginal Corp	287,859
Multi Purpose Allira Gathering Association Inc	8,046
Mulwala Preschool Inc	233,879
Murrin Bridge Preschool Association	459,743
Murrumbateman Early Childhood Centre Association Inc	218,459
Murrurundi Preschool Inc	159,870
Muswellbrook Child Care Centre Inc	33,941
Muswellbrook Preschool Kindergarten Inc	1,317,902
Nabiac & District Preschool Association Inc	219,043
Nambucca Heads Preschool Playcentre Ltd	301,283
Nana Glen Preschool Inc	221,947
Nanima Preschool Association Inc	418,571
Narooma Preschool Kindergarten Association	506,544
Narrabeen Community Kindergarten Inc	464,486
Narrabri & District Community Aid Service Inc	84,425
Narrabri Preschool Association Inc	32,734
Narrandera Preschool Inc	33,059
Narromine Preschool Kindergarten Inc	865,142
Narwee Preschool Kindergarten Inc	625,474
Ngallingnee Jarjum Tabulam & District Community Preschool Inc	358,748
Ngayaamba Waluura Aboriginal Corp	422,908
Nimbin Neighbourhood & Information Centre Inc	11,423
Nimbin Preschool & Childcare Association Inc	206,593



Organisation	Amount (\$)
Nimmitabel Preschool Inc	145,990
Noah's Ark Centre of Shoalhaven Inc	363,008
Noiseworks OOSH Inc	12,039
Noogaleek Childrens Centre	20,465
Nords Wharf Community Preschool Inc	135,990
Normanhurst West Community Preschool Inc	134,165
North Brighton Preschool Inc	447,365
North Epping Kindergarten Association Inc	442,038
North Richmond Community Centre Inc	5,635
North Rocks Preschool Inc	465,712
North Ryde Community Preschool Inc	626,156
North Sydney Council	57,099
Northern Beaches Council	2,400,723
Northern Beaches Montessori Association	134,265
Northern Rivers Community Gateway Inc	115,000
Northside Baptist Preschool Centre (Northbridge)	217,939
Northside Montessori Society	368,382
Norwood Community Preschool Inc	298,201
Nought to Five Early Childhood Centre Inc	23,350
Nurruby Childrens Services Inc	36,950
Nyngan Preschool Inc	609,270
Oberon Childrens Centre Inc	487,386
Ocean Shores Preschool Inc	335,011
Old Bar Community Preschool Inc	684,894
One Tree Community Services Inc	7,098
Ooranga Family Mobile Resource Unit Association Inc	985,360
Open Arms Care Inc	25,141

Organisation	Amount (\$)
Orama Preschool Inc	284,285
Orana Community Preschool Inc	444,936
Orana Early Childhood Intervention & Education Project Inc	25,048
Orange Christian Schools Ltd	393,550
Orange City Council	794,410
Orange District Early Education Program	160,180
Orange Preschool Kindergarten Ltd	576,347
Palm Beach War Memorial Kindergarten	175,639
Pambula Preschool Kindergarten Association Inc	618,256
Parkes Early Childhood Centre	680,812
Parkes Shire Council	48,750
Parklands Community Preschool & Children's Centre Inc	639,785
Paterson Valley Community Preschool Inc	210,100
Peak Hill Preschool Kindergarten Inc	178,735
Pennant Hills War Memorial Children's Centre Association Inc	616,097
Penrith City Council	6,100,610
Periwinkle Children's Centre	298,855
Peter Pan Preschool Kindergarten – Tamworth Inc	665,034
Peter Pan Preschool Wollongong Inc	178,002
Peter Rabbit Community Preschool Inc	163,215
Petersham Activities Centre for Children	10,743
Pied Piper Preschool Association (Wallerawang) Inc	719,988
Pinnaroo Out of School Hours Inc	9,239
Pippies Early Childhood Centre	27,680
Pius X Aboriginal Corp	436,343
Playgroup NSW Inc	1,002,298

Organisation	Amount (\$)
Playmates Cottage Childcare Centre Dubbo Inc	23,160
Playtime Preschool Centre Association Inc	436,520
Pleasant Hills Preschool Kindergarten Inc	136,296
Plumtree Children's Services Ltd	643,127
Police Citizens Youth Clubs NSW Ltd	49,076
Ponyara Preschool Kindergarten Association Ltd	377,196
Port Macquarie Community Preschool Ltd	1,218,097
Port Macquarie Neighbourhood Centre Inc	14,120
Port Stephens Council	603,742
Possums Cnr Child Care Centre Inc	35,173
Possums Community Preschool Association Inc	319,098
Possums' Den Coffs Harbour Inc	121,567
Pottsville Community Preschool Inc	331,151
Pow Place Community Child Care Centre Ltd	17,383
Presbyterian Church of Australia in the State of NSW	254,604
Presbyterian Community Care Centre Campbelltown	17,528
Presbyterian Social Services	169,754
Pretty Beach Community Preschool Inc	349,236
Proprietor Bundgeam Preschool Inc	155,990
Pymble Turramurra Preschool Inc	432,153
Queanbeyan and District Preschool Association Inc	1,884,435
Queanbeyan Childrens Special Needs Group Inc	180,000
Queanbeyan-Palerang Regional Council	29,250
Quirindi Preschool Kindergarten Inc	635,817

Organisation	Amount (\$)
Rainbow Playhouse Preschool Inc	272,577
Rainbow Preschool Association Broken Hill Inc	1,237,180
Rainbow St Child Care Centre Inc	27,381
Randwick City Council	115,689
Randwick Open Care for Kids Inc	37,075
Raymond Terrace Community Preschool Inc	558,235
Raymond Terrace Early Education Centre Inc	38,577
Redhead Community Preschool Inc	219,677
Resource & Toy Library Broken Hill & Western Region Inc	112,490
Richmond Before & After School Care Association Inc	11,473
Richmond Hill Community Preschool	245,515
Richmond Preschool Kindergarten Association Inc	686,642
Richmond Valley Care-Ring Association Inc	34,075
Riverina Childrens Activity Van Inc	408,820
Riverside Preschool Inc	357,730
Riverwood Community Centre Ltd	23,179
Rocky Hall Preschool Association Inc	155,990
Rose Bay Out of School Care Centre Inc	5,635
Rosebank Community Preschool Inc	155,210
Rosebery Child Care Centre Inc	16,788
Rosellas Community Preschool Inc	533,953
Ross Circuit Preschool Inc	798,150
Royal Institute for Deaf and Blind Children	559,605
Royal Society for the Welfare of Mothers & Babies	32,834
Rylstone Kandos Preschool Inc	360,009



Organisation	Amount (\$)
SHARE Co-Operative Society Ltd	11,904
Saint Marks Vacation Centre	12,367
Salamander Bay Child Care Centre Inc	45,313
Samaritans Foundation Diocese of Newcastle	323,298
Sans Souci Community Preschool Association Inc	878,980
Scone & District Preschool Inc	689,043
SDN Child and Family Services Pty Ltd	1,438,780
SDN Children's Services	1,667,408
Shearwater The Mullumbimby Steiner School Ltd	515,003
Shine for Kids	18,738
Shoalhaven City Council	48,750
Shoalhaven Community Preschool Inc	635,890
Singleton Council	442,718
Singleton Heights Preschool Inc	1,008,140
Singleton Preschool Inc	835,306
Snowy Mountains Care and Early Learning Centre Inc	9,853
Snowy Valleys Council	397,908
Snugglepot Day Care Centre Inc	97,910
SOS Preschool Inc	637,475
South Coast Medical Service Aboriginal Corp	166,687
Southern Cross University Children's Centre	10,000
Southern Youth and Family Services Ltd	334,533
Southside Montessori Society	80,983
Springdale Heights Preschool Inc	617,374
Springwood and District Preschool Kindergarten Association Inc	435,677
Springwood Neighbourhood Centre Co-Operative Ltd	9,185

Organisation	Amount (\$)
St Agnes' Assist	105,033
St Andrews Church Community Preschool Inc	138,319
St Andrews Kindergarten Abbotsford Inc	248,711
St Anthony's Family Care	11,532
St Demiana Vacation Care	3,979
St Dunstan's Preschool Kindergarten Inc	582,522
St Faith's Anglican Church of Australia Narrabeen	10,000
St George Preschool (Marsfield) Inc	296,752
St Ives Occasional Care Inc	49,387
St James Kindergarten Inc	210,378
St Johns North Ryde Preschool Association Inc	481,346
St John's Preschool Ashfield Inc	649,854
St Lukes Preschool	641,786
St Lukes Preschool Dapto Inc	755,805
St Lukes Scone Grammar School Council	491,375
St Marks Brighton Le Sands Preschool Kindergarten Inc	327,148
St Marks Child Care Centre Oakhurst Inc	15,614
St Marks Northbridge Kindergarten Inc	320,881
St Marks Preschool Kindergarten	275,082
St Maroun's Preschool	229,434
St Mary's Child Care Centre Ltd	16,318
St Mary's Community Preschool Casino Inc	548,295
St Marys North Tamworth Preschool Inc	489,348
St Paul's Lutheran Kindergarten Inc	12,925
St Peters Community Preschool Inc	285,666
St Peters Preschool Tamworth Inc	494,305
St Peters Preschool Ltd	428,267
St Stephens Belrose Kindergarten Inc	371,119

Organisation	Amount (\$)
St Stephens Preschool Kindergarten Inc	471,773
St Thomas Preschool Ltd	170,244
St Ives Preschool Kindergarten Association	411,387
St Nics' Christian Preschool Inc	10,000
Strathfield One Stop Child Care Service Inc	31,260
Stroud Neighbourhood Children's Co-Operative Ltd	259,515
Stuarts Point Preschool Association Inc	182,679
Styles Street Children's Community Long Day Care Centre	46,118
Sun Valley Preschool Kindergarten	312,262
Sunny Corner Toy Library Inc	27,042
Surry Hills Neighbourhood Centre Inc	46,319
Sutherland Shire Council	2,134,231
Sutherland Shire Family Services Inc Djanaba Occasional Care Service	44,923
Swansea Community Cottage Inc	36,149
SWR Preschool	525,203
Sydney Montessori School Ltd	125,415
Sydney Montessori Society	139,598
Sydney University Settlement	23,318
Sylvanvale Foundation	112,641
Tamworth Montessori Association Inc	256,686
Tamworth Regional Council	111,959
Tarago Preschool Association Inc	145,990
Taree & District Preschool Ltd	458,897
Tathra Children's Services Inc	287,354
Tea Gardens Hawks Nest Preschool Kindergarten Inc	273,258
Temora Preschool and Out of School Hours Inc	437,146
Tenterfield Child Care Centre Inc	35,897

Organisation	Amount (\$)
Tenterfield Preschool Kindergarten Inc	348,764
Terrey Hills Community Kindergarten Inc	213,702
Tharawal Aboriginal Corp	65,169
The Andrew Fairfield-Smith Trust & the Senanja Trust	8,878
The Armidale Waldorf School Ltd	163,396
The Council of Camden	113,804
The Council of the City of Sydney	1,207,992
The Cubbyhouse Preschool & Occasional Care Centre Inc	55,335
The Disability Trust	10,768
The Entrance Preschool Kindergarten Association Inc	640,120
The Grace Child Care Centre Inc	52,399
The Greek Orthodox Community of NSW Ltd	48,181
The Greta Community Preschool Inc	280,687
The GyMEA Nursery School and Kindergarten Co-Operative Society Ltd	654,812
The Hills Community Kindergarten Inc	495,598
The Hills Shire Council	816,075
The Jack & Jill Kindergarten	521,810
The John Wycliffe Christian Education Association Ltd	171,660
The Junction Works Ltd	56,924
The Killarney School Ltd	191,117
The Little School Preschool Inc	250,222
The Mountain Preschool Lowanna Inc	185,994
The New School of Arts Neighbourhood House Inc	74,447
The Northern Nursery School Ltd	465,210
The Oaks Preschool Kindergarten Co-Operative Ltd	441,971
The Outback Mobile Resource Unit Inc	152,982



Organisation	Amount (\$)
The Peninsula Montessori Association Ltd	118,727
The Point Preschool Inc	226,359
The Rainbow Childrens Centre Inc	44,031
The River Street Childrens Centre	510,074
The Rock Preschool Inc	203,430
The Rozelle Child Care Centre Ltd	54,345
The Scots School Albury	324,684
The Shepherd Centre – for Deaf Children	1,003,541
The Tamworth Toy Library Inc	26,717
The Tower Preschool Inc Building Fund	160,340
The Trangie Preschool Kindergarten Association Ltd	276,772
The Trustee for CatholicCare Sydney Trust	63,447
The Trustees of the Roman Catholic Church for the Diocese of Lismore	593,692
The University of New England	23,160
Thredbo Early Childhood Centre Inc	18,241
Thurgoona Preschool Inc	500,091
Tocumwal Preschool Kindergarten Association Inc	303,820
Tooleybuc Preschool Association Inc	170,545
Toongabbie Before & After School Care & Vacation Care Inc	9,267
Toongabbie Christian College Ltd	12,655
Tooraweenah Preschool Association Inc	145,740
Toormina Community Preschool Inc	506,617
Toronto Community Child Care Centre Inc	38,711
Tottenham Preschool Kindergarten Association Inc	158,050
Toukley Preschool Kindergarten Inc	573,962
Towri Aboriginal Corp	33,605

Organisation	Amount (\$)
Tregear Presbyterian Kindergarten	869,495
Trinity Preschool Orange Inc	1,140,956
Tripoli and Mena Association Ltd	23,731
Trundle Children's Centre Inc	106,975
Tumut Preschool Co-Operative Society	744,909
Tunable Falls Early Childhood Centre Inc	145,990
Tweed Heads Community Preschool Inc	196,475
U@Mq Ltd	44,473
Ulladulla Childrens' Centre Inc	25,724
United Way Australia	50,000
Uniting (NSW/ACT)	11,349,693
University of New South Wales	145,108
UOW Pulse Ltd	18,138
Upper Hunter Community Services Inc	190,045
Upper Hunter Shire Council	195,996
Upper Macleay Preschool Inc	173,978
Uralla Preschool Kindergarten	364,435
Uranquity Preschool Association Inc	154,855
Urunga Community Preschool Inc	301,341
UTS Child Care Inc	52,201
Valla Community Preschool Inc	625,647
Valley Preschool Inc	174,619
Wagga Wagga City Council	39,000
Wagga Wagga East Before & After School Care Centre Inc	6,183
Wakool Preschool Inc	148,296
Walcha Council	473,256
Walgett Preschool Kindergarten Inc	97,874
Walgett Shire Council	33,210
Wallsend Community Preschool	517,327

Organisation	Amount (\$)
Wallum Community Preschool & Family Centre Inc	558,095
Wangi Peter Pan Kindergarten Inc	707,160
Warialda Preschool Inc	324,919
Warilla Baptist Church Preschool	503,585
Warners Bay Early Learning and Care Centre Inc	42,879
Warragamba Preschool Inc	602,169
Warragamba Silverdale Neighbourhood Centre Inc	9,884
Warren Preschool Kindergarten Inc	526,104
Warren Shire Council	6,194
Warrumbungle Shire Council	836,023
Wauchope Preschool Kindergarten Inc	638,436
Waverley College	369,351
Waverley Community Out of School Care Centre Inc	13,975
Waverley Council	994,528
Wee Waa & District Preschool Association Inc	393,656
Weldon Children's Services	81,376
Wellington Community Childrens Centre	547,580
Wentworth District Preschool Playcentre Inc	256,371
Wentworth Falls Preschool Kindergarten Inc	205,233
Werris Creek and District Preschool Association Inc	227,582
Wesley Community Services Ltd	37,191
West Albury Preschool Centre Inc	670,231
West Bathurst Preschool Inc	846,374
West Epping Preschool Association Inc	454,116
West Ryde Neighbourhood Childrens Centre	35,104
Western Sydney University Early Learning Ltd	108,210

Organisation	Amount (\$)
Westlawn Preschool Inc	344,176
Weston Community Preschool Inc	316,914
Wilberforce Early Learning Centre Inc	34,019
Wilberforce Preschool Kindergarten Inc	232,656
Williamtown Preschool Inc	202,686
Willoughby City Council	444,546
Willow Tree Preschool Inc	145,990
Wilson's Creek Community Preschool Inc	145,065
Winanga-Li Aboriginal Child and Family Centre Inc	186,676
Windsor Preschool Association Inc	479,160
Wingecarribee Shire Council	74,844
Wingham Preschool Ltd	1,166,815
Winifred West Schools Ltd	199,666
Winmalee Community Preschool Inc	419,758
Wiradjuri Aboriginal Corp Community & Childcare Centre	13,279
Wollondilly Shire Council	108,438
Wollongbar Community Preschool Inc	370,459
Wombat Occasional Child Care Inc	102,696
Woodbine Neighbourhood Centre Inc	103,603
Woodenbong Preschool Kindergarten Inc	156,408
Woodrising Natural Learning Centre Inc	39,843
Woodville Alliance Ltd	69,155
Woolgoolga Child Care Centre Inc	9,876
Woomera Aboriginal Corp Albury	307,136
Woy Woy Peninsula Community Childcare Co-Operative Society Ltd	175,376
Wunanbiri Preschool	433,333
Wyong Preschool Kindergarten Association Inc	915,897
Yalbillinga Boori Day Care Centre Aboriginal Corp	35,589



Organisation	Amount (\$)
Yamba Preschool Kindergarten Association Inc	459,503
Yarran Early Intervention Services Inc	283,712
Yarrunga Early Learning Centre Inc	41,392
Yass Early Childhood Centre Association Inc	384,749
Yass Montessori Preschool	241,804
Yawarra Community & Child Care Centre Ltd	32,058
Yenda Preschool Kindergarten Inc	510,066
Yeoval Preschool Inc	152,890
Young Child Care Centre Inc	39,419
Young Mens Christian Association of Queanbeyan Inc	15,362
Young Preschool Kindergarten	603,577
YWCA Canberra	9,979
YWCA Hunter Region Inc	13,893
Total paid in 2019-20	349,365,916

Educational Pathways Pilot Program

Helping students transition to vocational education and training at early stages.

Table 51: Educational Pathways Pilot Program, 2019-20

Organisation	Amount (\$)
Creatively Presented Pty Ltd	7,720
Reignited	75,000
Total paid in 2019-20	82,720

Educational Support Grants

Providing payments to non-profit organisations that demonstrate an outstanding contribution to the Education sector across the state.

Table 52: Educational Support Grants, 2019-20

Organisation	Amount (\$)
Australian Children's Television Foundation	152,583
Council of Catholic School Parents	82,490
NSW Parents Council Inc	65,152
NSW Primary Principals Association Inc	220,663
NSW Secondary Principals Council Inc	220,663
Total paid in 2019-20	741,551

Group Training Organisations

Supporting those who undertake pre-apprenticeship training, with additional funding for apprenticeship completions.

Table 53: Group Training Organisations, 2019-20

Organisation	Amount (\$)
Apprentices Trainees Employment Ltd	73,750
Apprenticeships Are Us Ltd	194,960
ARC Group Training Ltd	119,920
Australian Training Company Ltd	113,120
Central Coast Group Training Ltd	57,200
HGT Australia Ltd	131,690
Hospitality Training Network Ltd	74,900
Housing Industry Association Ltd	61,800
Hume Employment Service Ltd	25,440
HunterNet Group Training Ltd	25,540
HVTC Pty Ltd	144,600
Macarthur Group Training Ltd	41,500

Organisation	Amount (\$)
Master Builders Association of NSW Pty Ltd	156,000
Master Plumbers & Mechanical Contractors Association of NSW	122,300
MIGAS Ltd	42,700
MPGTC Pty Ltd	27,000
My Freight Career Pty Ltd	100,000
NECA Training Pty Ltd	162,430
Programmed Skilled Workforce Ltd	17,000
Riverina Group Training and Employment Ltd	41,200
Skillset Ltd	123,420
Sydney Training and Employment Ltd	126,970
Tabma Workforce & Career Development Pty Ltd	30,900
The Electrotechnology Industry Group Training Company Ltd	30,000
The Trustee for Recruitment Solutions Group Australia Trust	153,800
WPC Group Ltd	127,600
Total paid in 2019-20	2,325,740

Industry Participation and Support Program

Supporting industry bodies to promote vocational education and training (VET) and provide inputs to design more effective trainings.

Table 54: Educational Support Grants, 2019-20

Organisation	Amount (\$)
ACFIPS Arts Communications Finance Industries and Property Services Ltd	169,615
Australian Industry Standards Ltd	123,367
Automotive Training Board (NSW)	166,295
Community Colleges Australia Ltd	182,000

Organisation	Amount (\$)
Forestworks Ltd	88,375
Independent Tertiary Education Council Australia	50,000
Manufacturing Industry Skills Council	192,834
NSW Agrifood Industry Training Advisory Body Ltd	130,205
NSW Community Services & Health Industry Training Advisory Body Inc	132,204
NSW Utilities and Electrotechnology Industry Training Advisory Body Ltd	91,655
Property & Financial Services Industry Testing & Assessment Centre Pty Ltd	146,122
Resources and Infrastructure NSW ITAB Ltd	86,356
SkillsIQ Ltd	215,226
The Group Training Association of NSW & ACT	170,000
Total paid in 2019-20	1,944,254

K-6 Languages Grants

Grants to community organisations to conduct language programs in NSW Government primary schools.

Table 55: K-6 Languages Grants, 2019-20

Organisation	Amount (\$)
Co.As.It. Italian Association of Assistance	217,508
Total paid in 2019-20	217,508

Links to Learning Community Grants

Delivering targeted projects to compulsory aged (Year 6 to Year 11) students at risk of disengaging from learning and/or at risk of leaving school early.

Table 56: Links to Learning Community Grants, 2019-20

Organisation	Amount (\$)
2Connect Youth & Community Inc	298,394
3Bridges Community Ltd	52,785
Byron Youth Service Inc	132,743
Community Junction Inc	167,966
Compact Inc	332,974
Granville Multicultural Community Centre Inc	157,925
HGT Australia Limited	138,594
Highlands Community Centres Inc	75,318
Kiama Community College Ltd	159,617
Macquarie Darling Work Placement Inc	474,062
Mid Coast Connect Inc	64,280
Mid North Coast Community College Ltd	86,314
MTC Aus Pty Ltd	1,095,475
Multicultural Communities Council of Illawarra Ltd	165,917
Narrandera CRC	74,691
Northern Beaches Business Education Network Inc	666,984
Northern Rivers Social Development Council Ltd	299,167
OCTEC Ltd	129,026
One Vision Productions Ltd	113,657
Parramatta Schools Industry Partnership Inc	54,837
Pathfinders Ltd	174,745
Penrith Skills for Jobs Ltd	95,756
Queanbeyan Enterprise Centre Inc	969,133

Organisation	Amount (\$)
SydWest Multicultural Services	52,785
The Trustee for Creating Chances Trust	100,762
Uniting (NSW/ACT)	139,990
Western Sydney Training & Education Centre Inc	484,566
Workers Educational Association – Hunter	278,096
Youth Express Association Inc	157,099
Youth Off The Streets Ltd	74,970
YouthConnections.com.au	421,649
YWCA Australia	460,437
Total paid in 2019-20	8,150,714

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.

Table 57: Literacy and Numeracy Action Plan – Phase 2, 2019-20

Organisation	Amount (\$)
Catholic Schools NSW Ltd	10,625,000
The Association of Independent Schools of NSW Ltd	5,100,000
Total paid in 2019-20	15,725,000

Minister for Education and Early Childhood Learning Discretionary Grants

Enabling the Minister to make one-off grant payments that promote and support priority programs and activities.

Table 58: Minister for Education and Early Childhood Learning Discretionary Grants, 2019-20

Organisation	Amount (\$)
Avalon Chapman-Mackay	1,500
Blair Talbot	3,000
Carinya Early Childhood Centre	6,336
Central Coast Mentoring Network Inc	15,000
Coonabarabran Aero Club	6,000
Fern Bay Public School P&C	1,000
Gloucester High School P&C Association	10,000
Iluka Preschool Inc	1,950
Newcastle East Public School P&C Association	11,000
Science Teachers' Association of NSW Inc	12,000
St Joseph's Primary School	1,000
The Hills School P&C	6,000
UN Youth NSW Inc	1,200
Wee Waa High School P&C	20,000
Total paid in 2019-20	95,986

Miscellaneous Education Grants

Supporting non-government organisations working with the department to improve educational outcomes in NSW.

Table 59: Miscellaneous Education Grants, 2019-20

Organisation	Amount (\$)
Australian Olympic Committee	500,000
Batyr Australia Ltd	271,600
FoodBank NSW & ACT Ltd	1,080,000
Kinchela Boys Home Aboriginal Corp	163,200
Life Education NSW Ltd	754,000
MacKillop Family Services Ltd	180,000
National Aboriginal and Torres Strait Islander Principals Association	10,000
Smiling Mind Pty Ltd	800,000
Stewart House	1,625,650
Total paid in 2019-20	5,384,450

National Partnership – National School Chaplaincy Program

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.

Table 60: National Partnership – National School Chaplaincy Program, 2019-20

Organisation	Amount (\$)
2Connect Youth & Community Inc	5,070
Albert Park Public School P&C Association	5,000
Alstonville Religious Education Association Inc	5,070
Anglican Church of Australia Wee Waa	5,070
Big Heart Big Vision Inc	7,605
Catholic Schools NSW Ltd	2,182,827



Organisation	Amount (\$)
Chester Hill Neighbourhood Centre Inc	2,535
Christian City Church Carlingford Ltd	5,070
Christian City Church Kingscliff	5,070
CoastCare Inc	2,535
Community Activities Lake Macquarie Inc	12,675
Connect Christian Church Inc	10,140
Dorrigo Public School P&C Association	2,535
EV Church Ltd	5,070
Evans River K-12 School P&C Association	2,535
Fusion Australia Ltd	15,210
Generate Services Ltd	651,495
Gosford Area High School Christian Ministry Association Inc	5,070
Great Lakes Education Christian Care Association Inc	7,605
GWFC Chaplaincy Inc	20,280
Kempsey High School P&C Association	5,070
Kiama Primary P&C Association	5,070
Life Resources Centre Inc	5,070
Macquarie Life Church Inc	131,820
Nepean Community & Neighbourhood Services	7,605
Power to Change	11,154
Project Youth	10,140
Raymond Terrace Christian Education Association Inc	5,070
Reach Community Initiatives Inc	22,815
Reaching the Nations Christian Church Inc	5,070
Religious Education Association of Lismore REAL Inc	10,140
Sapphire City Schools Ministry Inc	32,955
Shirelive Ltd	5,070

Organisation	Amount (\$)
Strong Nation Community Services Inc	2,535
Tamworth Chaplains Board Inc	30,420
Tarrawanna Public School P&C Association	2,535
The Association of Independent Schools of NSW Ltd	2,667,899
The Bush Church Aid Society of Australia	2,535
Young Life Australia Inc	7,605
Your Dream Inc	231,699
Total paid in 2019-20	6,160,744

NSW Youth Work Awards

Celebrating the exceptional work of youth services and youth workers in NSW.

Table 61: NSW Youth Work Awards, 2019-20

Organisation	Amount (\$)
Bara Barang Corp Ltd	160,000
Total paid in 2019-20	160,000

Productivity Bootcamp

Providing training to increase job skills and employability for young persons.

Table 62: Productivity Bootcamp, 2019-20

Organisation	Amount (\$)
Productivity Bootcamp Pty Ltd	250,000
Total paid in 2019-20	250,000

Refugee Employment Support Program

Addressing refugees' and asylum seekers' challenges in finding long-term skilled employment opportunities.

Table 63: Refugee Employment Support Program, 2019-20

Organisation	Amount (\$)
Settlement Services International Ltd	4,569,282
Total paid in 2019-20	4,569,282

Regional Conservatorium of Music Grants

Offering a wide range of music education, training, performance and engagement opportunities for schools, students and community members in regional, rural and remote areas, by catering for learners, performers and audiences of all ages, interests and abilities.

Table 64: Regional Conservatorium of Music Grants, 2019-20

Organisation	Amount (\$)
Central Coast Conservatorium of Music Inc	499,609
Clarence Valley Conservatorium Inc	403,054
Coffs Harbour Regional Conservatorium Ltd	403,054
Gunnedah Conservatorium	239,810
Hume Conservatorium of Music Ltd	466,332
Macquarie Conservatorium of Music Inc	433,660
Mitchell Conservatorium Inc	466,332
Murray Conservatorium Inc	499,609
New England Conservatorium of Music Ltd	499,609
Orange Regional Conservatorium Inc	433,660
Riverina Conservatorium of Music Ltd	499,609
South West Music Inc	403,054

Organisation	Amount (\$)
Tamworth Regional Conservatorium of Music Ltd	433,660
The Northern Rivers Conservatorium Arts Centre Inc	433,660
Upper Hunter Conservatorium of Music Inc	433,660
Wollongong Conservatorium of Music Ltd	499,609
Young Regional School of Music Inc	403,054
Total paid in 2019-20	7,451,035

Regional Industry Education Partnership

Strengthening connections between local industry and secondary school communities and helping students plan their future career pathways.

Table 65: Regional Industry Education Partnership, 2019-20

Organisation	Amount (\$)
Accommodation Association of Australia Inc	45,100
Careers Advisers Association of NSW & ACT Inc	30,000
Central Coast Group Training Ltd	18,000
Collier & Miller Pty Ltd	19,500
Edutech Australia Pty Ltd	26,620
Entropolis Pty Ltd	6,000
Fairfield Business Education Partnership Inc	69,070
Forest Industry Council Southern NSW Inc	23,000
Girledworld Pty Ltd	9,750
HR Culture Pty Ltd	13,980
KCNK Media Pty Ltd	1,818
Kropka Enterprise Pty Ltd	2,200
Macarthur Workplace Learning Program Inc	4,545



Organisation	Amount (\$)
Macquarie Darling Work Placement Inc	14,300
Maroba	1,200
Mid Coast Connect Inc	58,500
Phronesis Entrepreneurial Education Pty Ltd	43,160
Regional Development Australia – Mid North Coast	7,500
Reignited	113,019
Smart Training and Consulting Group Pty Ltd	3,800
St Nicholas Early Education	40,000
Supporting and Linking Tradeswomen Inc	17,100
The Australian Industry Group	18,750
The Frank Team Pty Ltd	5,000
The Riverina Anglican College	6,800
The Western Sydney Business Connection Inc	10,000
Total paid in 2019-20	608,712

Regional Skills Relocation Grant

Increasing the availability of skilled and experienced workers for businesses setting up in, relocating to, or existing in regional NSW.

Table 66: Regional Skills Relocation Grant, 2019-20

Organisation	Amount (\$)
Flip Screen Australia Pty Ltd	7,004
Peter's Refrigeration & Air Conditioning Pty Ltd	5,797
Sikorsky Aircraft Australia Ltd	40,430
The Trustee for Aerospace Training Services Trust	6,269
United Pacific Engineering Pty Ltd	4,018
Total paid in 2019-20	63,518

Regional VET Pathways

Supporting 15-to-19-year-olds not in study or in a job to find pathways into education, training and work. The initiative offers services to re-engage young people and help them pursue careers.

Table 67: Regional Skills Relocation Grant, 2019-20

Organisation	Amount (\$)
Careers Network Inc	285,694
Connect Northern Rivers Inc	338,676
Mid Coast Connect Inc	427,273
NSW Agrifood Industry Training Advisory Body Ltd	49,402
NSW Utilities and Electrotechnology Industry Training Advisory Body Ltd	39,684
Queanbeyan Enterprise Centre Inc	258,501
Skillset Ltd	202,016
Total paid in 2019-20	1,601,246

RSL and Schools Remember Anzac Service

Contribution towards costs of the 2020 RSL and Schools Remember Anzac Service.

Table 68: RSL and Schools Remember Anzac Service, 2019-20

Organisation	Amount (\$)
The Returned Services League of Australia	10,000
Total paid in 2019-20	10,000

Note: In 2018-19, \$10,000 was paid to The Returned Services League of Australia for the RSL and Schools Remember Anzac Service but was not reported in the previous annual report.

Smart, Skilled and Hired

Supporting young people's long-term employment prospects, and expanding the workforce to help businesses leverage growing demand in 2 key sectors of the NSW economy – disability and construction.

Table 69: Smart, Skilled and Hired, 2019-20

Organisation	Amount (\$)
Australia Care Pty Ltd	413,676
Backtrack Youth Works Ltd	256,500
Batyr Australia Ltd	510,340
BEST Employment Ltd	253,706
Bullinah Aboriginal Health Service Ltd	150,848
Campbell Page Ltd	60,342
Centre for Disability Studies Ltd	129,232
Community Resources Ltd	162,500
CPB Contractors Pty Ltd	750,000
Cullunghutti Aboriginal Child and Family Centre Aboriginal Corp	86,802
Dabba-Malang Yirren	15,460
Dubbo Regional Council	300,000
Education Services International Supply Group Pty Ltd	170,660
Galambila Aboriginal Corp	439,358
Home Care Heroes Pty Ltd	18,450
Housing Plus	122,353
Job Futures Ltd	1,518,698
Joblink Plus Ltd	247,719
Kinchela Boys Home Aboriginal Corp	636,632
Koioop Connect Pty Ltd	361,406

Organisation	Amount (\$)
Koorimunication	19,436
Kurranulla Aboriginal Corp	356,139
MacKillop Family Services Ltd	347,290
MAX Solutions Pty Ltd	1,574,985
MTC Australia Ltd	1,198,809
Novita Children's Services	296,875
NSW Business Chamber Ltd	261,091
Orange Local Aboriginal Land Council	110,200
Reignited	11,450
Roberts Co (NSW) Pty Ltd	225,000
Royal Far West	200,850
Serendipity (WA) Pty Ltd	2,840,872
South Coast Womens Health & Welfare Aboriginal Corp	83,776
Summer Foundation Ltd	131,580
Sunnyfield	992,727
SYC Ltd	971,414
Sydney Region Aboriginal Corp	256,309
Test Pilot Pty Ltd	244,364
The Northcott Society	279,660
The Trustee for The Salvation Army (Victoria) Property Trust	469,268
Twofold Aboriginal Corp	58,821
Ungooroo Aboriginal Corp	328,714
Wentworth Community Housing Ltd	258,891
Woodville Alliance Ltd	349,040
Yep Careers Pty Ltd	51,264
Yerin Aboriginal Health Services Ltd	315,000
Yourtown	525,935
Total paid in 2019-20	19,364,442

Special Education Grant-In-Aid

Funding specific projects that provide support for parents regarding the education of their children with disability or learning difficulties.

Table 70: Special Education Grant-In-Aid, 2019-20

Organisation	Amount (\$)
Learning Difficulties Coalition of NSW Inc	30,000
Learning Links	28,015
SPELD NSW Inc	39,015
The Institute for Family Advocacy & Leadership Development Association Inc	39,030
Vision Australia Ltd	14,015
Total paid in 2019-20	150,075

Strengthen Community Languages Schools

Providing professional development courses and teaching resources.

Table 71: Strengthen Community Languages Schools, 2019-20

Organisation	Amount (\$)
3LS Creative Centre Inc	1,600
Academy of Chinese Culture Inc	3,941
Afghan Australian Noor Association Inc	14,700
Akkademja Maltija Ta' NSW Inc	3,200
Al Aqsa Inc	18,400
Al Bayan School Inc	2,750
Al Sadiq Inc	6,400
Al-Bayan Institute Inc	20,000
Alfirdaus College Pty Ltd	9,083
Alhabib Arabic School Inc	7,200
Al-Jaafaria Society Inc	10,488
Al-Khair Inc Association	2,400

Organisation	Amount (\$)
Al-Minia Charitable Association Ltd	3,200
Alsadeq Arabic Association Inc	11,200
Ambassadors Multicultural Mission (International) Association Inc	44,772
Amistad Latina Spanish School Inc	8,000
Andisheh Persian School	5,600
Ao Yu Chinese School Inc	4,000
Arabic Education Society Inc	800
Arabic Privet College Australia	1,417
Armenian General Benevolent Union Ltd	6,400
Artarmon Muslim Community Association	4,000
Association for Brazilian Bilingual Children's Development Inc	10,224
Association of Illawarra Community Languages Schools Inc	800
Assyrian Australian Association	11,200
Auburn Arabic School Inc	4,000
Auburn Ataturk Primary School Inc	3,068
Australia Children Learning Association Inc	800
Australian Afghan Hassanian Youth Association Inc	4,000
Australian Ataturk Cultural Centre Inc	3,200
Australian Beirut Charitable Association Inc	13,600
Australian Chinese and Descendants Mutual Association Community Ltd	12,600
Australian Chinese Community Association of NSW	18,400
Australian Council for the Promotion of Chinese Language and Cultural Inc	43,200
Australian Druze Community Inc Ltd	4,000
Australian Hindu Multicultural Association	7,200
Australian Islamic Mission Inc	8,014

Organisation	Amount (\$)
Australian Kids Women Association Inc	10,400
Australian Malayalee Islamic Association – NSW	2,400
Australian Marathi Vidyalaya Inc	7,200
Australian Peace Association Inc	7,188
Australian School of Arabic Inc	3,200
Balakairali-Sydney Malayalee Kids Association Inc	4,850
Balar Malar Tamil Educational Association Inc	52,800
Bangladesh Association of NSW	1,600
Bangladesh Society for Puja and Culture Inc	1,600
Bangladesh Society of Sydney Inc	800
Bantal Pulaar Community Group Australia Inc	800
Bhanin Association Australia Inc	6,400
Bodhi Vietnamese Language School Inc	5,600
Bosnian Ethnic School Inc	3,149
Boya College of Language and Culture Inc	1,600
Buddharangsee Thai Community Language School Inc	8,924
Bulgarian Cultural Social and Patriotic Association Rodina	2,400
Cabramatta West Spanish School Inc	1,600
Cambodian Australian Welfare Council of NSW Inc	3,802
Campbelltown Bangla School	2,400
Carlingford Chinese Language School	6,400
Central Coast Japanese Community Language School	1,751
Central Council of Croatian Ethnic Schools of NSW Inc	16,305
Centre for Indian Languages and Arts – Hindi	800
Centre for Indian Languages and Arts – Telugu	800

Organisation	Amount (\$)
Chanh-Phap Vietnamese Buddhist Youth Association of NSW Inc	5,600
Chen Feng Chinese Language College Inc	7,200
Cherrybrook Chinese Community Association Inc	9,440
Chinese Australian Services Society Ltd	24,000
Chinese Language and Literature Association	1,600
Cho Dae Korean Baptist Church Inc	4,800
Clemton Park School Chinese Language and Cultural Association	3,200
CNA – Italian Australian Services and Welfare Centre Inc	2,400
Co.As.It. Italian Association of Assistance	19,200
Congregational Christian Church in Samoa	6,400
Cyprus Community of NSW Ltd	800
Czech and Slovak School of Sydney	4,000
Daar Al Wafa Australian Association Inc	9,399
Datong Chinese School Ashfield Inc	17,550
De Nederlandse School de Kangoeroe Inc	15,245
Deutschstunde	3,200
Disciples Church Joyful Korean Language School Inc	5,600
Dundas Chinese School Inc	7,000
Eastwood Tamil Study Centre Inc	6,400
Edmondson Park Bardia Nepalese Community Inc	800
Eine Kleine Deutsche Schule	800
First Serbian Orthodox Church School Community St Sava	2,399
Flamingo Education Inc	4,000
Forest Japanese School Inc	6,175
Gallipoli Education and Cultural Association Inc	1,600



Organisation	Amount (\$)
GDPT Bo De Minh Quang – The Vietnamese Buddhist Youth of NSW Australia Inc	4,800
German Saturday School Sydney Inc	4,404
Gosford Chinese Language School Inc	4,800
Greek Orthodox Archdiocese of Australia	5,600
Greek Orthodox Archdiocese of Australia Consolidated Trust Parish of St Nicholas Marrickville	800
Greek Orthodox Parish of Northern and Western Suburbs	3,500
Greek Orthodox Parish of St George Rose Bay	800
Green Valley Languages and Arts School Inc	4,695
Hamazkaine Armenian Educational and Cultural Society Regional Committee	23,200
Hanaro Korean School Inc	4,000
Hanyulink Chinese Language School Inc	8,000
Happy Chinese Language Association Inc	1,600
Harmony Russian School of Sydney Inc	6,400
Hellenic Centre for Language and Culture of Australia Inc	8,800
Hellenic Orthodox Community of Kingsgrove Bexley North Beverly Hills and Districts Ltd	11,200
Hoodan-Noor (Guidance of the Light)	2,400
Hornsby Chinese Cantonese Language School Inc	1,344
Hornsby Chinese Education Centre Inc	7,983
Hornsby Chinese Language and Culture School Inc	12,125
Hornsby Japanese School Inc	7,200
Hua Xia Chinese Culture School	9,600
Hungarian School Sydney	3,200
Hunter Chinese Language School Inc	3,850

Organisation	Amount (\$)
Hunter Japanese Community School Inc	4,800
Hunter Telugu Badi Inc	800
Huyen Quang Buddhist Youth Association Inc	4,800
IAFA NSW Inc	3,779
Illawarra Arabic Academy Inc	4,000
Illawarra Burmese Language School	800
Illawarra Karen Language School Inc	800
Illawarra Spanish School Inc	2,400
Imam Ali Ltd	15,301
Indo-Aust Bal Bharathi Vidyalaya – Hindi School Inc	6,550
Inner Journey Ministry Inc	2,400
Inner West Vietnamese Community Language School Inc	2,450
International Buddhist Association of Australia Inc	3,200
International Youth Fellowship Inc	5,600
Islamic Charity Projects Association Inc	18,400
Islamic Community Milli Gorus Wollongong Inc	2,400
Islamic Women's Welfare Association	16,000
Japan Club of Sydney Inc	13,240
Japanese Sunday School Inc	6,700
Khmer Adventist Language School Association of NSW Inc	2,400
Korean Catholic Language School Inc	12,380
Lakemba Bangla School Inc	2,400
Lao Community Advancement NSW Co-op Ltd	4,000
Lao Oz Inc	800
Lindfield Korean School Inc	20,000
Liverpool Polish Saturday School	2,780
Looyce Armenian School Inc	4,000

Organisation	Amount (\$)
Lotus Chinese Community Language School Inc	3,200
MAAN Malay Australian Association of NSW Inc	1,600
Macarthur Polish Saturday School Inc	1,850
Macarthur Youth Malayalee Association (MYMA)	800
Macedonian Educational and Cultural Association 11th October of Shellharbour Inc	800
Macedonian School Council of NSW	12,160
Maltese Community Council of NSW Inc	1,500
Maroubra Russian School Inc	6,390
Marrickville West Turkish School	1,596
Matrville Saturday Turkish Ethnic School Inc	799
McAfee Language School Inc	800
Ming-Der Chinese School Inc	22,379
Minghui School Inc	4,000
MKUD Makedonski Biseri	749
ML Language & Culture School Australia Inc	800
Monaro Portuguese School	800
Muhammadi Welfare Association Inc	7,845
Nepean Turkish School Inc	1,600
Newcastle Arabic School Inc	2,382
Newcastle Bangladeshi Community Inc	800
Newcastle Korean Language School	1,623
North Shore Japanese School	6,700
Northern Beaches Spanish School	800
Norwest Chinese Community School Inc	15,200
Nova Ukrainian School Inc	5,417
NSW Board of Jewish Education	7,200
NSW Indo-China Chinese Association Inc	28,000

Organisation	Amount (\$)
NSW Japanese School Inc	5,500
NSW Turkish Educational and Cultural Association Inc	4,800
NSW Umit Uighur Language School	800
NSW Vinh Khang Chinese School Inc	5,600
Om Rameshwar Association Inc	2,956
Onhamsung Australia Inc	4,000
Orange Russian Language School Inc	1,480
Pacific Communities Centre Inc	3,200
Parramatta Arabic School Inc	7,200
Parramatta Hanguel School Inc	6,400
Parramatta Persian Primary and High School Inc	4,000
Pei Ji Chinese School Inc	6,159
Penrith Korean Language School Inc	2,318
Phap Bao Buddhist Youth Language School Inc	3,000
Pinoy Community Cultural Class	1,600
Polish Association of Newcastle Inc	2,400
Polish Educational Society	11,808
Polish School of Sydney Inc	9,600
Polish School Wollongong Inc	1,600
Portuguese ESAA Inc	800
Preserving the Arabic Language in Australia (PAL) Inc	4,000
Qing Hua Chinese Language School Inc	16,560
Queanbeyan Chinese Language School Inc	3,200
Rooyesh Farsi Language School Inc	1,600
Ruslingvo Inc	4,740
Russian School of Newcastle	1,600
Sabdamala – Nepalese Language School	8,000
Saint Charbel's Ethnic School	2,400
School of Vedic Sciences (Aust) Inc	12,000



Organisation	Amount (\$)
Shine Chinese Community School Inc	9,600
Sikh Khalsa Mission Inc	800
South Asian Australian Association	9,101
South Coast Chinese Language School	4,000
South Coast Portuguese Association Ltd	800
South Coast Tibetan Community Inc	1,600
Spanish & Latin American Community Organisation Inc	800
Sri Guru Singh Sabah Sydney (The Sikh Association Sydney) Inc	3,200
St Alexander Nevsky Russian School Inc	9,600
St Andrew Bogolubsky Russian Ethnic School Inc	2,448
St Andrews Ukrainian Catholic Parish Lidcombe	6,400
St George School of Russian Association Inc	3,200
St George Serbian Orthodox Church – Cabramatta	2,400
St George Spanish School	1,600
St John the Baptist Serbian Orthodox Parish and Church Community	800
St Lazarus Serbian Orthodox Church	4,800
St Mary's Antiochian Orthodox Church of the Dormition Mount Pritchard Inc	3,200
St Raphael's Greek Orthodox Parish of Liverpool and District Ltd	3,200
St Sava Serbian Orthodox Church School Building Fund (Flemington)	800
St Seraphim Russian Community School Hornsby Inc	10,307
St Thomas the Apostle Chaldean Catholic Church	5,600
Sutherland Shire Chinese Language School Inc	4,800
Swedish School in Newcastle	2,400
Swedish School in Sydney	10,925

Organisation	Amount (\$)
SWS Children's Chinese School Association	1,600
Sydney Chinese School Inc	16,800
Sydney Elite Chinese School Inc	12,000
Sydney Full Gospel Church Properties Inc	21,600
Sydney Grace Korean School Inc	4,000
Sydney Korean Church Korean Language School Inc	5,600
Sydney Latvian Society Ltd	3,072
Sydney Next Church Inc	3,900
Sydney Northwest Chinese School	4,000
Sydney Punjabi Society Inc	1,600
Sydney Rotuman Community Inc	2,177
Sydney Sae Soon Presbyterian Church Inc	21,000
Sydney Saturday School of Japanese	9,549
Sydney Sino Star Chinese School Inc	3,200
Sydney Suomi Koulu/Sydney Finnish School Inc	5,520
Sydney Yu Cai Chinese Language School Inc	4,200
Tamil Study Centre Homebush Inc	10,250
Telugu Association Inc	8,000
Thamil Study Centre Mt Druitt	9,600
The Arabic Australian Education Centre Inc	8,271
The Australia Korean School Inc	6,400
The Australian Arabic Association of Western Sydney Inc	2,400
The Australian Association of All Nationalities of China	8,000
The Australian Chinese School Inc	7,000
The Australian Sikh Association Ltd	9,600
The Australian Taiwanese Friendship Association Inc	19,200

Organisation	Amount (\$)
The Greek Community of Mascot and District Inc	1,600
The Greek Orthodox Church and Community St Gerasimos Ltd	1,245
The Greek Orthodox Church and Society of the City of Greater Wollongong	1,600
The Greek Orthodox Church Community of Bankstown District St Euphemia Ltd	4,000
The Greek Orthodox Community of NSW Ltd	25,600
The Greek Orthodox Parish and Community of Belmore and Districts All Saints Ltd	2,259
The Greek Orthodox Parish and Community of Burwood and District Saint Nectarios Ltd	8,807
The Greek Orthodox Parish and Community of Kogarah and District Resurrection of Christ	20,800
The Gurdwara Singh Sabha Society Griffith (NSW) Inc	1,600
The Hellenic Orthodox Community of Parramatta and Districts	5,600
The Hills Chinese School Inc	17,600
The Lebanese Arabic School	19,400
The Lebanese Moslem Association	37,600
The Presbyterian Church NSW Property Trust	17,600
The Sabian Mandaean Association in Australia Ltd	3,844
The Sinhalese Cultural Forum of NSW Australia Inc	30,695
The Trustees of the Roman Catholic Church for the Diocese of Saint Maron Sydney	13,555
The Tzu-Chi Academy Australia Inc	8,800
The West Ryde Huizhi Chinese School Inc	3,200

Organisation	Amount (\$)
Tibetan Children's School of Newcastle and Hunter Region Inc	2,400
Tibetan Community of Australia (NSW) Inc	5,550
Tongan Language School	4,000
Tripoli and Mena Association Ltd	6,400
Twich East Community Association NSW Inc	872
UCA – Sydney Korean Church	4,488
Victory Mandarin School Association Inc	11,200
Vietnamese Association in Wollongong	3,192
Vietnamese Cultural Schools Association Inc	37,600
Vietnamese P&C Association Inc	32,000
Vietnamese Parents Committee Green Valley Inc	14,400
Vishva Hindu Parishad of Australia Inc	11,200
Wananchi Newcastle Inc	800
Wentworthville Tamil Study Centre	24,000
Western Sydney Chinese School Inc	1,300
Western Sydney Urdu School Inc	4,000
Wollongong Mandarin Chinese School Inc	2,400
Wollongong Russian Language School	984
Yagoona Arabic School Inc	5,600
Yiu Wah Chinese School Inc	9,600
Total paid in 2019-20	1,956,337

Training NSW Programs

Establishing new learning programs or identifying VET training needs.

Table 72: Training NSW Programs, 2019-20

Organisation	Amount (\$)
Civil Contractors Federation NSW Ltd	20,000
Police Citizens Youth Clubs NSW Ltd	105,000
Total paid in 2019-20	125,000

VET in Schools Consortium – Non-Government

Supporting professional development of VET teachers in non-government schools.

Table 73: VET in Schools Consortium – Non-Government, 2019-20

Organisation	Amount (\$)
Catholic Schools NSW Ltd	1,790,177
The Association of Independent Schools of NSW Ltd	1,277,204
Total paid in 2019-20	3,067,381

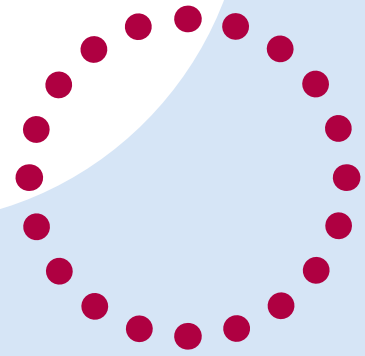
Youth Employment Strategy – Illawarra

Providing comprehensive support and guidance to ensure young people are connected with the right skills and qualifications needed to secure jobs in the Illawarra region.

Table 74: Youth Employment Strategy – Illawarra, 2019-20

Organisation	Amount (\$)
NSW Business Chamber Ltd	150,000
Total paid in 2019-20	150,000

Contact us



The Department of Education is located at:

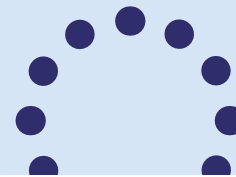
105 Phillip Street
Parramatta NSW 2150
Phone: 1300 679 332
Office hours: 8:30 am to 5 pm
Website: education.nsw.gov.au

NSW public schools

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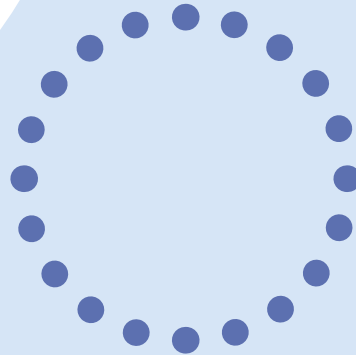
The department operates more than 2,200 schools across NSW. Addresses and contact details for all public schools are available on the website at education.nsw.gov.au/school-finder.

Compliance checklist



Requirement	Section	Page
Aims and objectives	About us	9
Annual report production costs	Back cover	Back cover
Business and service hours	Contact us	188
Carers charter	Public accountability	113
Charter	About us	9
Consultants	Public accountability	123
Consumer response	Public accountability	116
Controlled entities	Financial management	140
Digital information security policy	Financial management	144
Disability inclusion action plan	Public accountability	111
Economic factors	2020 – An extraordinary year; Our support services; Financial statements	5, 45, 61
Employment statistics	Our people	97
Financial statements	Financial statements	51
Funds granted	Financial management	145
<i>Government Information (Public Access) Act 2009</i>	Public accountability	118
Human resources	Our people	97
Identification of audited financial statements	Financial statements	53
Internal audit and risk management policy attestation	Financial management	142
Land disposal	Financial management	140
Legal change	Public accountability	110
Letter of submission	Letter of submission	1
Management and activities	Our outcomes, targets and priorities; Our support services	12, 37
Management and structure	Our people	92

Requirement	Section	Page
Multicultural policies and services program	Public accountability	113
Office addresses and contact numbers	Contact us	188
Organisational charts	Our people	92
Overseas travel	Public accountability	125
Payment of accounts	Financial management	130
Public interest disclosures	Public accountability	123
Privacy management	Public accountability	122
Research and evaluation	Public accountability	126
Risk management and insurance activities	Financial management	140
Senior executive service statistics	Our people	104
Summary review	About us; Our outcomes, targets and priorities; Our support services	9, 12, 37
Time for payment of accounts	Financial management	130
Website addresses	Contact us	188
Workforce diversity statistics	Our people	105
Workplace health and safety	Our people	108



The Department of Education Annual Report 2020 is available on the department's website: [education.nsw.gov.au](https://www.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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 @NSWEducation
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