

| NSW Department of Education

Annual Report 2018

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Letter of submission to Ministers

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

The Hon. (Don) Donald Thomas Harwin, MLC
Minister for Aboriginal Affairs
52 Martin Place
Sydney NSW 2000

Dear Ministers,

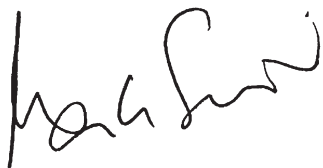
In compliance with the terms of the *Annual Reports (Departments) Act 1985*, the *Public Finance and Audit Act 1983* and Regulations under those Acts, I submit the 2018 NSW Department of Education Annual Report for your presentation to the NSW Parliament.

The report provides a summary of our services, achievements and operational activities for 2018. This provides the NSW Parliament, the NSW Government and the community with information on our performance over the past year.

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

In addition, the report contains the department's audited financial statements for the financial year ended 30 June 2018 and appendices as required by legislation.

Yours sincerely,



Mark Scott AO
Secretary
NSW Department of Education
May 2019

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Secretary's foreword

We launched our Strategic Plan 2018-2022 at the beginning of 2018. It challenges our schools and education system to place students at the centre of everything we do. Our purpose is to prepare children for rewarding lives as engaged citizens in a complex and dynamic society. Our vision is to be Australia's best education system – and one of the finest in the world.

These are lofty ambitions, but I am confident that we are putting the right strategies in place to make them happen. This has been a busy year and I am pleased to say that we are making good progress.

We are currently implementing the School Leadership Strategy, which is a big part of how we will help every student, every teacher, every leader and every school to improve every year. In 2018, we engaged more directors, educational leadership, and created a new school leadership role to provide principals with better guidance and practical support. In 2018, we established the School Leadership Institute, where we will train the next generation of school leaders. We reviewed our educational services area and focused on having the right support wrapped around schools, tailored to meet their specific needs.

We know that setting high expectations for all is the key to student success. In 2018, we continued to implement the Literacy and Numeracy Strategy 2017-2020. The aim of this new approach is to identify where every individual student is on the continuum, pay close attention to what they can do and decide the next step in their learning. We also provided support to schools as they implemented NSW syllabuses for the Australian curriculum. This included online and face-to-face professional learning. In rural and remote locations, we also provided dedicated virtual networks and local initiatives.

We know that success in school starts early, which is why we are very excited about a landmark expansion of the Start Strong program. From 2019, the department will extend funding to 3-year-old children in community preschools. This will make NSW the first state in Australia to provide all children with access to two years of preschool.

It's important to us that, once they get to school, every child is known, valued and cared for – and this needs to be the case all the way through to the end of high school. To guide that aspiration, we tasked three expert principals-in-residence with finding the best practice in the state. Together with our Centre for Education Statistics and Evaluation, they developed a digital toolkit that provides resources and support for schools.

To improve quality teaching in schools, we are increasing the number of teachers at Highly Accomplished and Lead teacher levels. In June 2018, the department held its first Highly Accomplished and Lead teacher forum. We have established a Mastery of Teaching Program. We are also working hard to lift the administrative burden from teachers and principals so they can focus on teaching and learning to improve student outcomes. In 2018, we've made significant progress, saving an estimated 280,000 hours per year across the department.

We developed a new strategy for supporting students with disability in our schools. We want to make sure we are supporting our most vulnerable students and our most complex learners with an inclusive strategy that is committed to diversity and ensures great opportunities for all.

Our work to improve the lives of Aboriginal people in NSW is ongoing through OCHRE (opportunity, choice, healing, responsibility, empowerment), the NSW Government's community-focused plan for Aboriginal affairs. The first independent evaluation of the plan supported our conviction that OCHRE is focusing on the outcomes that Aboriginal people in NSW believe are important.

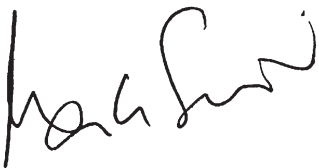
In 2018, we developed the Department of Education's first Reconciliation Action Plan, which we will launch in 2019. My vision is that the department, and each individual in it, shares a deep respect for Aboriginal and Torres Strait Islander peoples as Australia's First Nation Peoples.

Through our work on Education for a Changing World, we continued to focus on how to equip young people for a world that will be transformed

by technology. In 2018, we hosted a panel of academics, practitioners and business personalities to discuss the implications for education of artificial intelligence and other emerging trends. We also commissioned and launched a report on these themes, Future Frontiers Analytical Report: Preparing for the best and worst of times.

We are continuing to deliver on the NSW Government's significant investment in school infrastructure. Around \$6 billion over the next four years will provide more than 170 new and upgraded schools. There is \$847 million available for school maintenance over four years, along with \$500 million for the Cooler Classrooms program to provide air conditioning to schools.

Whether working from our new corporate home in Parramatta, our regional offices, or in one of more than 2,200 public schools across the state, we are determined to place children and young people at the centre of our system. We are working as one team in the service of our students.



Mark Scott AO
Secretary
NSW Department of Education

About us

Children and young people 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.

We are the largest provider of education in Australia, with responsibility for delivering high-quality public education to two-thirds of the NSW student population. Our public schools service the diverse range of communities across the state, enabling all children and young people to have access to quality education.

We respect and value Aboriginal people as Australia's First Nation Peoples. We also work closely with the non-government school and higher education sectors.

Our vision

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

Our purpose

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

Our goals

Our Strategic Plan 2018-2022 outlines the following goals:

1. All children make a strong start in life and learning and make a successful transition to school.
2. Every student is known, valued and cared for in our schools.
3. Every student, every teacher, every leader and every school improves every year.
4. Every student is engaged and challenged to continue to learn.
5. All young people have a strong foundation in literacy and numeracy; a deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.
6. All young people finish school well prepared for higher education, training and work.
7. Education is a great place to work and our workforce is of the highest calibre.
8. Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching.
9. Community confidence in public education is high.
10. Our education system reduces the impact of disadvantage.

The NSW Premier's priorities for the state are to grow the economy, deliver infrastructure, and protect the vulnerable, as well as to improve health, education and public services across NSW. The department is responsible for delivering the following two priorities:

- Increase the proportion of students in the top two National Assessment Program: Literacy and Numeracy (NAPLAN) bands for reading and numeracy by 8 per cent by 2019.
- Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30 per cent by 2019.

Our students

Preschool children

In 2018, the department funded 2,269 providers to deliver early childhood education services to children and families in NSW. This included increased funding to 738 community-based preschools (including 39 mobile preschools) under Start Strong.

Start Strong aims to ensure that all NSW children can participate in 600 hours of quality preschool education in the year before school. Since this program began, 600-hour enrolments have increased by more than 40 per cent, with participation by Aboriginal and low-income children increasing by 49 per cent. The department also supports children from vulnerable and disadvantaged communities to access early childhood education through a range of initiatives.

Primary and secondary students

Our public schools provide education for students from preschool through to Year 12. In 2018, more than 798,000 students were enrolled in 2,206 public schools. This represents about two-thirds of all NSW school students.

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

Table 1: NSW public school enrolments, 2018

Category	Number
Total full-time and part-time primary and secondary students	798,777
Full-time primary and secondary students	796,769
Full-time primary students	493,138
Full-time secondary students	303,631
Part-time secondary students	2,008
Preschool students	4,522
Children in early intervention classes	727

Note: The number of preschool students and children in early intervention classes is not included in the full-time primary and secondary enrolments total, consistent with Schools Australia 2018.

Table 2: NSW public school student profile, 2018

Category	Number
Male students	410,201
Female students	387,821
Students with a language background other than English	284,639
Aboriginal students	61,933
Students in support classes	18,687
Students in schools for specific purposes	5,664

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

Table 3: NSW public schools, 2018

Category	Number
Total number of schools	2,206
Primary schools	1,604
Secondary schools	401
Schools for specific purposes	113
Central/community schools	65
Environmental education centres	23

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

Table 4: Student-to-teacher ratios in NSW public schools, 2018

Category	Number
Overall student-to-teacher ratio	14.1
Primary student-to-teacher ratio	15.4
Secondary student-to-teacher ratio	12.3

Note: The number of preschool students and children in early intervention classes is not included in the primary student-to-teacher ratio, consistent with Schools Australia 2018.

Source for Tables 1 to 4: Department of Education mid-year census. Note for Tables 1 to 4: Figures, except for total number of schools, are consistent with ABS Schools Australia (cat 4221.0) counting rules, and ratios are calculated using FTE students and teachers.



Table 5: Enrolments of NSW public school students with a language background other than English, by language background, 2018

Category	Number
Indian languages	51,064
Chinese languages	44,741
Arabic	38,629
Vietnamese	16,758
Filipino/Tagalog	9,813
Samoan	8,497
Greek	8,416
Korean	8,387
Spanish	7,810
Italian	4,987
Indonesian	4,474
Tongan	4,382
Assyrian/Chaldean	4,335
Turkish	3,776
Macedonian	3,679
Thai	3,530
Japanese	3,527
French	3,188
German	3,102
Persian (excluding Dari)	3,059
Dari	3,025
Serbian	2,891
Russian	2,871
Khmer	2,695
Other language groups	34,896

Source: Department of Education Language Background Other Than English census 2018.

Aboriginal Affairs

Our vision is for Aboriginal people to be determining their own futures.

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

Aboriginal people and communities

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

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

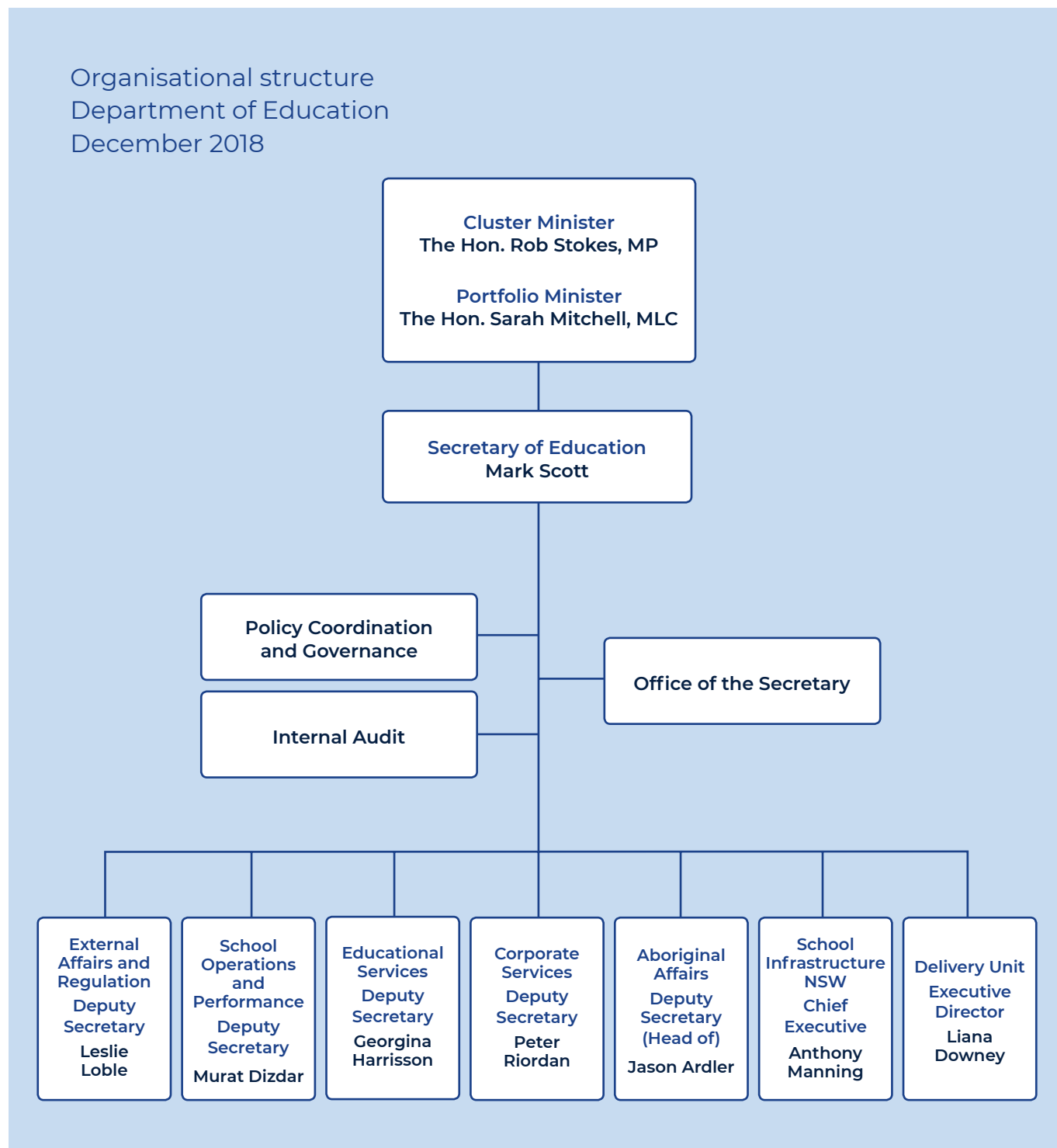
According to the 2016 census, 216,176 Aboriginal people resided in NSW, representing 3 per cent of the NSW population and one-third of the Aboriginal population in Australia. Close to 47 per cent of the NSW Aboriginal population were living in major cities including Sydney, Wollongong and Newcastle. Based on current estimates, the Aboriginal population in NSW is expected to grow to 283,000 by 2026.

Our organisation

The department

As at the end of December 2018, the department is structured as represented in this chart. The latest organisation chart is available on the NSW Department of Education website.

Organisational structure
Department of Education
December 2018





External Affairs and Regulation

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

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

School Operations and Performance

School Operations and Performance leads and directs more than 2,200 primary, secondary and specialist public schools across NSW.

It seeks to achieve the best possible outcomes for each school and student by focusing on strong professional relationships, instructional leadership and school performance. This is delivered by a state office directorate and six operational directorates. These work together with 110 directors, educational leadership, who each manage a principal network. The division also collaborates with other areas of the department and key external stakeholders.

The division implements key education reforms under the department's School Leadership Strategy. It provides support and services for schools in relation to local decision-making, strategic resourcing, school excellence, system registration, teacher quality and leadership induction, as well as professional learning for both teaching and non-teaching staff.

The new School Leadership Institute supports our system's current and future school leaders at key points in their career. We are establishing world-class, innovative, evidence-informed, future-focused leadership programs so our aspiring leaders can focus on the learning and growth of teachers and students in their schools.

School Operations and Performance also:

- leads the implementation of the School Excellence policy
- leads NSW Education Standards Authority (NESA) school/system registration for the department
- develops resource support for tailored, school-based induction
- implements the Australian Professional Standards for Teachers and accreditation processes in schools across the system
- approves and registers NESA-registered professional learning for the department and provides online registered professional learning at all levels
- leads processes and programs for identifying and using Highly Accomplished and Lead teachers
- designs and executes quality assurance processes to distribute more than \$9 billion of needs-based funding to schools
- provides 1:1 mentoring and coaching for all newly appointed first time principals and up to 20 per cent of experienced principals.

Educational Services

Educational Services delivers educational, policy and business services to support high-quality teaching and learning in all NSW public schools. It helps schools improve learning outcomes and student wellbeing.

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

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

The Centre for Education Statistics and Evaluation is Australia's first dedicated hub of education data and evaluation. It works across early childhood, schooling, training and higher education. The centre's core responsibilities are to:

- provide data analysis, information and evaluation that improve effectiveness, efficiency and accountability
- collect essential education data and provide a one-stop shop for information needs
- build capacity across the whole education sector so that everyone can make better use of data and evidence.

Corporate Services

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

The division works across the department to help deliver our strategic plan goals, putting children and young people at the centre. The division recruits and places teachers, school administrative and support staff, and corporate staff, as well as provides best-practice systems for engaging contractors. It develops and negotiates industrial awards and agreements, and provides strategic industrial relations advice and analysis.

It provides legal support and expert advice to schools and the wider department, and arranges for the department to be represented before a range of courts and tribunals. It also investigates and manages employee conduct and performance issues.

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

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

The division also delivers strategic communications, media relations, school and department websites, public school promotion and community engagement.



Aboriginal Affairs

Aboriginal Affairs works alongside Aboriginal people and communities in NSW to make sure their voices are heard and their interests represented in government. The agency leads and influences change in government to support the social, cultural and economic aspirations of Aboriginal people. The agency builds capacity and confidence: changing the way that government, community, service providers and other stakeholders think and work together to achieve positive outcomes. It leads the implementation and reporting on OCHRE (opportunity, choice, healing, responsibility, empowerment), the NSW Government's plan for Aboriginal affairs.

In line with the principles of OCHRE, Aboriginal Affairs advises other agencies about ways to work differently with Aboriginal communities – particularly encouraging the co-design and co-delivery of policies, programs and services with Aboriginal communities. This enables Aboriginal Affairs to work with NSW Government agencies to better coordinate Aboriginal policies, programs and funding across government, as well as identify synergies and the potential for collaboration that will lead to improved service delivery and outcomes.

The agency establishes policy and partnerships for Aboriginal economic prosperity, including through land and planning reforms. It promotes effective Aboriginal community governance and for Aboriginal voices to be heard within social policy reforms. It supports cultural identity, language revitalisation and community healing. The agency also works with stolen generations organisations to support healing and reparations for members of the Stolen Generations in NSW, including administering the Stolen Generations Reparations Scheme.

School Infrastructure NSW

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

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

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

Delivery Unit

The Delivery Unit drives stronger links between our policies, systems and objectives to help deliver improved student outcomes. The unit works across the department, providing support on prioritisation, implementation and impact measurement.

Each year, the directorate also provides targeted support to a small number of cross-divisional priorities. In 2018, these included improving outcomes for students with disability, improving our methodology for staffing schools and reducing the administrative burden on schools.

Policy Coordination and Governance

Policy Coordination and Governance supports the work of divisions and schools through policy management, cross-government coordination and advice on governance practices. It is the central point of contact for the department's divisions and Minister's Offices. It provides consistent, high-quality and timely advice, briefings, correspondence and support of parliamentary operations. It is responsible for corporate planning, performance reporting and enterprise risk management.

Internal Audit

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

Internal Audit also helps management improve the department's business performance. It maintains and circulates the fraud and corruption control policy and advises on internal controls over business functions and processes.

Our governance structure

The Executive is the strategic governing forum for the department and is responsible for:

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

Members of the Executive team

As at 31 December 2018, the Executive comprised the following members, who met weekly:

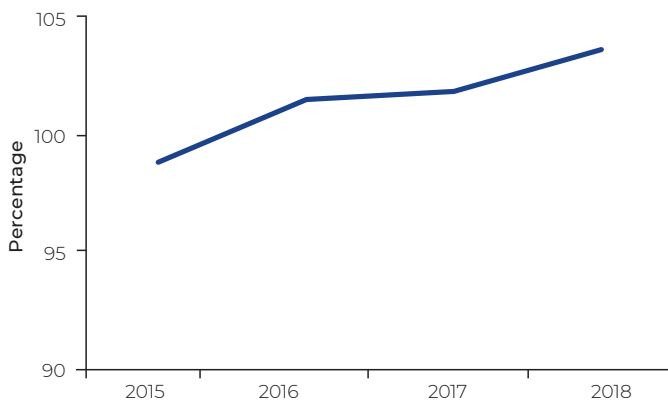
- Mark Scott, AO, Secretary (Chair) (DipEd, BA, MA, MPA, DLitt [honoris causa], DBus [honoris causa], DUniv [honoris causa], FAICD, FRSN)
- Jason Ardler, Deputy Secretary of Aboriginal Affairs (BEc)
- Murat Dizdar, PSM, Deputy Secretary, School Operations and Performance (BEd Hons)
- Jenny Donovan, Executive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

Performance report: In early childhood

Our performance targets

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

Figure 1: Proportion of children enrolled in a preschool program in the year before full-time school, 2015 to 2018



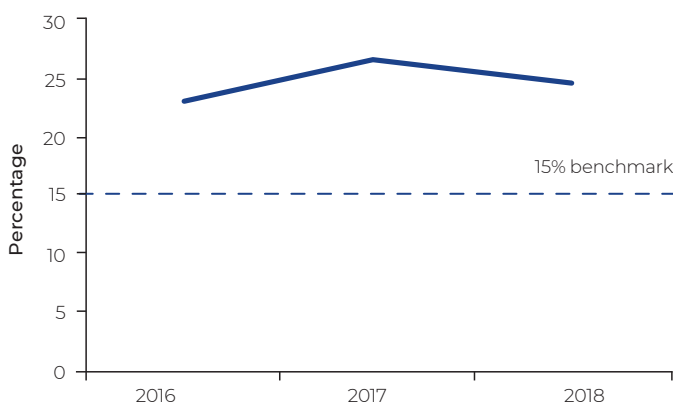
Source: Australian Bureau of Statistics Preschool Education Australia, 2018. Note: Some figures exceed 100 per cent due to a misalignment between the numerator and the denominator in the agreed methodology for calculating year before school participation rates under the Universal Access National Partnership Agreement.

The NSW Government is committed to ensuring that children in the year before school participate in high-quality early childhood education.

In 2018, NSW continues to exceed the target of 95 per cent for children enrolled in a preschool program in the year before school. The proportion of Aboriginal children enrolled in a preschool program in the year before school also continues to exceed 95 per cent. The proportion of disadvantaged children enrolled in a preschool program in the year before school exceeds 90 per cent.

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

Figure 2: Proportion of NSW early childhood education services assessed compared to annual benchmark, 2016 to 2018



Source: National Quality Agenda Information Technology System, December 2018. Note: Under the National Partnership on the National Quality Agenda for Early Childhood Education and Care – 2015-16 to 2017-18 (no longer in place) NSW was required to assess and rate 15 per cent of the number of services approved at 30 June 2015 in each subsequent calendar year.

The department regulates the operation of early childhood education services and is responsible for assessing and rating the quality of services approved under the *Children (Education and Care Services National Law Application) Act 2010*. During 2018, 1,282 services (24 per cent) were assessed and rated. NSW continues to exceed its target of 15 per cent.



Our priorities: In early childhood

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

Increasing access to preschool

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

Building on the record investment in early childhood education provided in the 2017-18 Budget, the NSW Government has allocated an additional \$197.8 million in funding over four years under Start Strong. Of this, the government has allocated \$42.1 million to creating additional community preschool places in areas of demand and need. In 2018, NSW became the first state in Australia to extend community preschool subsidies for all 3-year-olds.

The Start Strong reforms link needs-based funding to 600 hours of enrolment in quality early childhood education. Start Strong provides greater support to children who will benefit the most from increased participation, including Aboriginal children, and vulnerable and disadvantaged children from low-income families.

Since Start Strong's implementation, 600-hour enrolments in community preschools have increased significantly across NSW. Start Strong has continued to reduce daily fees. The average fee for all children in community preschools has decreased by 25 per cent. Participation of Aboriginal children and children from low-income families has increased by 49 per cent.

The department's Disability and Inclusion program began in 2018, providing targeted funding for more than 2,500 children in NSW community preschools. The program reflects the NSW Government's commitment to provide access to a quality preschool program for children with disability, on the same basis as their peers. It aligns with support arrangements available under the National Disability Insurance Scheme.

We implemented the Start Strong Pathways program in 2018. It provides educational supports for very young children before preschool enrolment, strengthens children's engagement within community-based and not-for-profit services, and promotes the importance of early childhood education to parents and carers.

The department launched the Aboriginal Families as Teachers program in 2018. It supports Aboriginal families to build a rich home learning environment, as well as promote active participation in early childhood education and support smooth school transition.

The Community Safety Net program aims to provide early education services in remote areas of NSW. With the support of the program, the Gidgee Preschool was established in 2018 in the remote community of Weilmoringle.



Implementing the National Quality Framework

The National Quality Framework aims to improve the quality of early childhood education and care services across Australia through an integrated approach to service approval, quality assessment and compliance. It applies to more than 5,400 services in NSW, including long day care, preschool, family day care and outside of school hours care services.

The National Quality Standard, which sits within the framework, sets a national benchmark for service quality. The department assesses and rates services against seven quality areas and gives them an overall rating based on these results. In 2018, we cooperated with other state and territory governments to implement the revised National Quality Standard.

At December 2018, the department had assessed and rated over 95 per cent of the more than 5,400 services under the National Quality Framework. NSW accounts for more than 34 per cent of Australia's early childhood sector.

We also monitor compliance with legislative requirements, investigate complaints and respond to incidents. In 2018, this involved more than 3,400 compliance visits to services, 40,900 telephone inquiries, 9,400 email inquiries and 3,600 applications.

In 2018, we introduced several support programs to improve the quality of services, including:

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

The department also launched a new online publication, *Spotlight on Quality*, which provides clear and accessible information to services on regulatory compliance.

The *Children (Education and Care Services) Supplementary Provisions Act 2011* was amended to increase consistency between services regulated under the Act and those regulated under the *Education and Care Services National Law*. Changes included discontinuing home-based and shopping-centre care as approved categories, and introducing a quality assessment and rating regime for occasional care and mobile services.

Making early childhood regulation more efficient and effective

During 2018, we worked with other state and territory regulatory authorities and the Australian Children's Education and Care Quality Authority to enhance the national IT system that supports the National Quality Framework implementation. These enhancements improved and streamlined application processes and improved the ability of regulatory authorities to monitor quality and compliance.

We also achieved further efficiencies through continuing to improve the quality of the family day care sector.

The number of family day care services decreased as we removed unsuitable providers from the sector. To help safeguard the sector's quality, we strengthened the approvals process and enhanced compliance and monitoring activities. This meant we could ensure the suitability of new owners and operators. This also led to the department cancelling the approval of 153 family day care services and refusing 98 applications for service approval, between 2016 and 30 June 2018.

The NSW Government worked closely with the Australian Government and other jurisdictions to improve the quality and compliance of the family day care sector, leading three of six national projects under the Council of Australian Governments Education Council. The council provides a forum through which state and territory governments can coordinate strategic policy on school education and early childhood development nationally. They can also share information and use resources collaboratively to address issues of national significance.

Building the knowledge and skills of early childhood educators

In 2018, the department provided learning and networking opportunities for early childhood educators in NSW public preschools. This professional development helped educators better understand their responsibilities under the National Quality Framework and included a strong focus on age-appropriate education.

We also launched the Early Childhood Education Workforce Strategy 2018-2022, which aims to promote early childhood education as an attractive and meaningful career. The strategy will help current and future educators obtain qualifications, as well as access relevant professional development.

In 2018, we awarded 38 scholarships under the Rural and Remote Early Childhood Teaching Scholarship program. The aim of the program is to help diploma-qualified educators working in community preschools and long day care services in rural and remote areas upgrade their qualifications and become early childhood teachers.

The department developed the Aboriginal Early Childhood Education Scholarships program to increase the number of Aboriginal early childhood teachers in NSW and further support children's access to inclusive and culturally appropriate education programs. In 2018, we awarded 13 scholarships of up to \$20,000 each. Following sector feedback, we engaged KU Children's Services and Community Connections Solutions Australia to deliver professional development opportunities to community preschools across NSW.

Before and After School Care Fund

The NSW Government created the \$20 million Before and After School Care Fund in 2015 to help establish up to 45,000 additional outside of school hours care places in government and non-government schools. The department administers the fund in partnership with Catholic Schools NSW and the Association of Independent Schools of NSW.

Under the fund, schools and local councils may apply for a grant of up to \$30,000 to establish a new outside of school hours care service or expand an existing service. From 2017, we also accepted applications from not-for-profit service providers operating outside school sites.

Between March 2015 and October 2018, more than 56,000 additional outside of school hours care places were created in NSW.

Transition to school

The department uses a range of strategies to ensure all children in NSW experience a successful transition to school. This includes tailored professional learning for teachers and school leaders based on local and international research, and helping schools develop transition programs that best suit their communities' needs.

We updated the Transition to School Statement to share information between early childhood education services and schools. The new statement provides clear links between the Early Years Learning Framework and the NSW curriculum.

The Beginning School Well early intervention initiative continued in 2018, supporting children from a refugee background in their transition to school. This program supported 140 refugee families in 14 schools across NSW. Schools reported increased parental participation in school activities, improved learning and engagement of children entering school, and enhanced cross-agency partnerships.

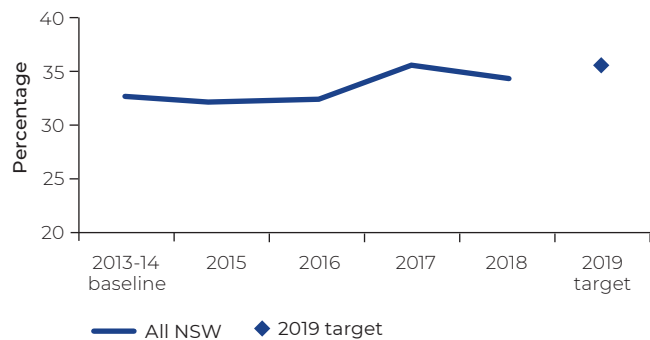
The department conducted the Best Start Kindergarten Assessment in all NSW public schools. In 2018, we trialled a revised assessment that provides more detailed information about children's literacy and numeracy skills in 531 government Early Action for Success schools and 96 supplementary schools.

Performance report: At school

Our performance targets

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

Figure 3.1: Overall proportion of NSW students in the top two NAPLAN bands for reading and numeracy, 2018 compared to baseline



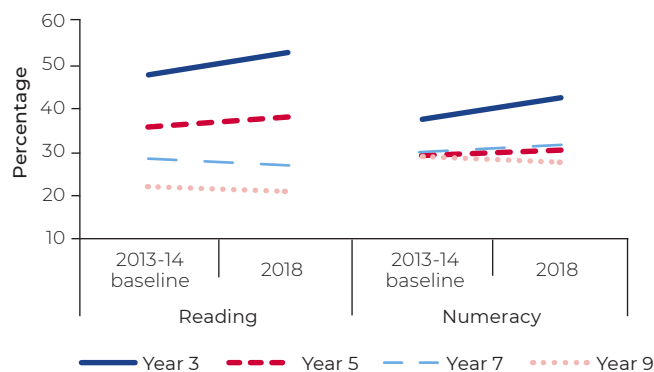
Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018. Note: The baseline is an average of 2013 and 2014 results.

This target is the Premier's priority for education.

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

In 2018, the overall proportion of NSW students achieving in the top two performance bands was 34.4 per cent. The 2018 result is 1.1 percentage points lower than in 2017 but exceeds the 2013-14 baseline by 1.7 percentage points. The 2019 target of 35.2 per cent is on track.

Figure 3.2: Proportion of NSW students in Years 3, 5, 7 and 9 in the top two performance bands for reading and numeracy, 2018 compared to baseline



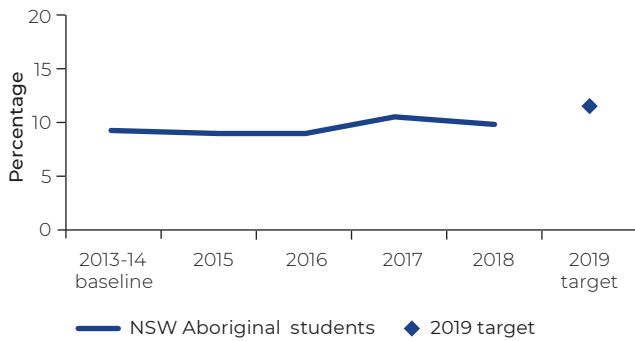
Source: ACARA, NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018. Note: The baseline is an average of 2013 and 2014 results.

In 2018, the proportion of students in the top two reading bands was above the 2013-14 baseline for Years 3 and 5. The improvement from the baseline was greatest for Year 3 reading, increasing by 6.1 percentage points from 48.1 to 54.2 per cent. Year 5 results improved by 3.2 percentage points. Years 7 and 9 declined slightly by 1.3 and 1.0 percentage points, respectively.

For numeracy, the 2018 proportion of students in the top two bands exceeded the 2013-14 baseline for Years 3, 5 and 7, but not Year 9. The improvement from the baseline was greatest for Year 3 numeracy, increasing by 4.1 percentage points from 37.8 to 41.9 per cent. Years 5 and 7 have improved by 1.8 and 0.9 percentage points, respectively, while Year 9 has declined slightly by 0.2 percentage points.

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

Figure 4: Overall proportion of NSW Aboriginal students in the top two NAPLAN bands for reading and numeracy, 2018 compared to baseline



Source: ACARA, NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018. Note: The baseline is an average of 2013 and 2014 results.

This target is a state priority for education.

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

In 2018, the overall proportion of Aboriginal students achieving in the top two performance bands was 9.8 per cent, a decrease of 0.6 percentage points from 2017, but an increase of 0.7 percentage points from the 2013-14 baseline.



Increase the proportion of regional and remote students in the top two NAPLAN bands for reading and numeracy

From 2016, the Australian Curriculum, Assessment and Reporting Authority (ACARA) has used the Australian Bureau of Statistics' Australian Statistical Geography Standard Remoteness Structure to report on NAPLAN performance by remoteness. As a result, the NAPLAN geolocation results obtained from 2016 onwards are not directly comparable to those of previous cycles.

Between 2016 and 2018, the proportion of regional and remote students achieving top two NAPLAN band results has improved for Year 3 reading and numeracy, Year 5 reading and Year 9 numeracy. However, it has declined slightly for Year 5 numeracy, Year 7 reading and numeracy, as well as Year 9 reading.

Figure 5.1: Proportion of regional and remote NSW students in Year 3 in the top two NAPLAN bands for reading and numeracy, 2016 to 2018

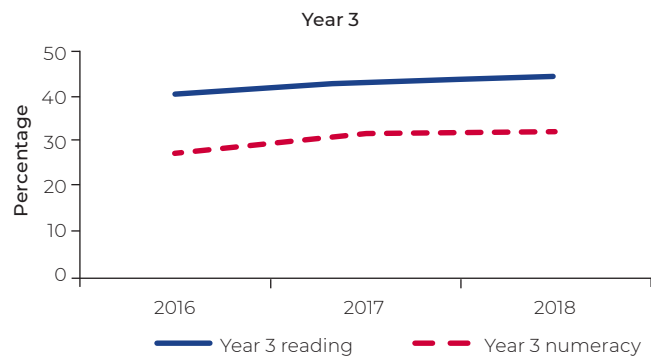


Figure 5.2: Proportion of regional and remote NSW students in Year 5 in the top two NAPLAN bands for reading and numeracy, 2016 to 2018

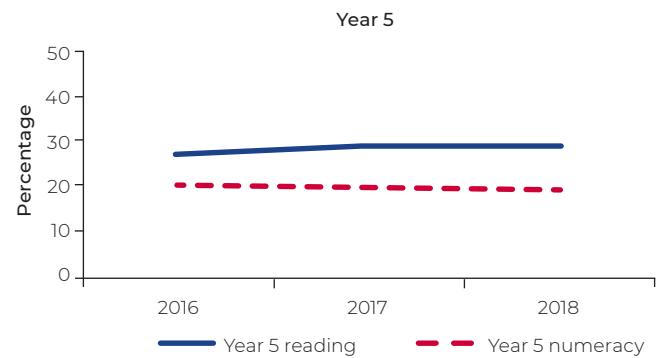


Figure 5.3: Proportion of regional and remote NSW students in Year 7 in the top two NAPLAN bands for reading and numeracy, 2016 to 2018

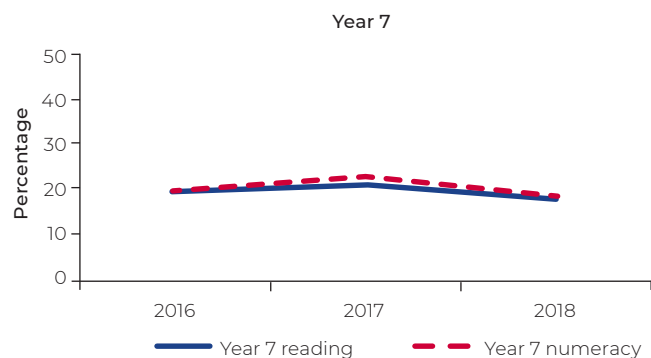
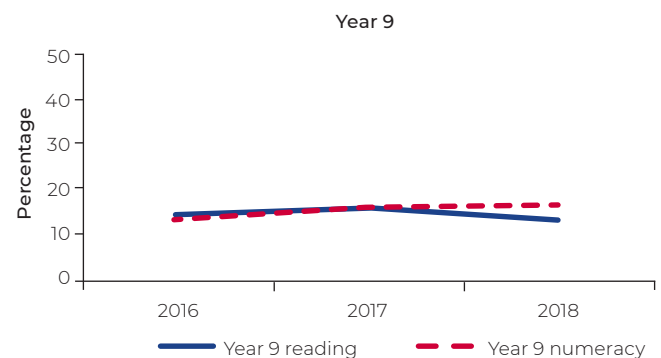


Figure 5.4: Proportion of regional and remote NSW students in Year 9 in the top two NAPLAN bands for reading and numeracy, 2016 to 2018



Source: ACARA, NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018.

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

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

Over the period 2010 to 2018, there has been a significant improvement in the proportion of NSW students at or above the national minimum standard for Year 5 reading and numeracy. For most other cohorts there have been small but non-significant improvements over time. With the exception of Year 7 reading, 2018 results were among the best achieved since 2010.

Figure 6.1: Proportion of NSW students in Year 3 at or above the national minimum standard for reading and numeracy, 2010 to 2018

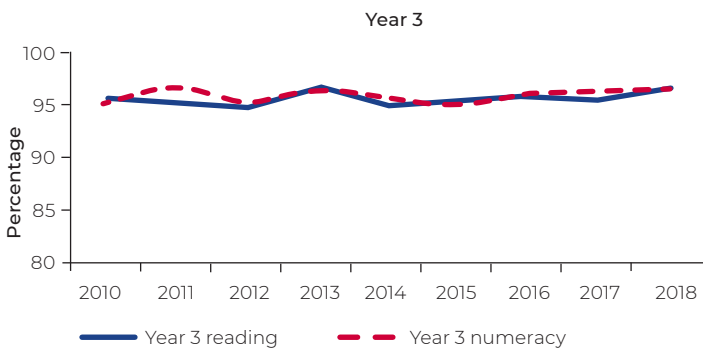


Figure 6.2: Proportion of NSW students in Year 5 at or above the national minimum standard for reading and numeracy, 2010 to 2018

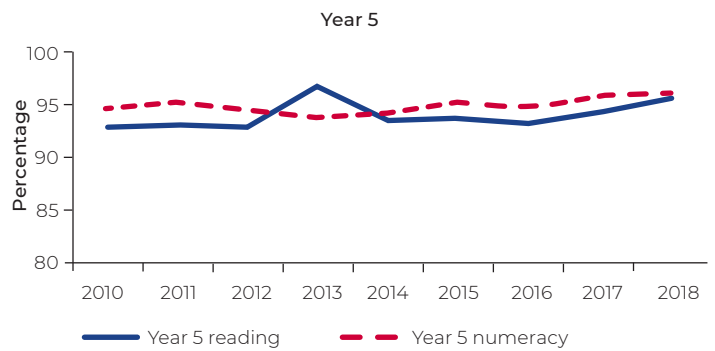


Figure 6.3: Proportion of NSW students in Year 7 at or above the national minimum standard for reading and numeracy, 2010 to 2018

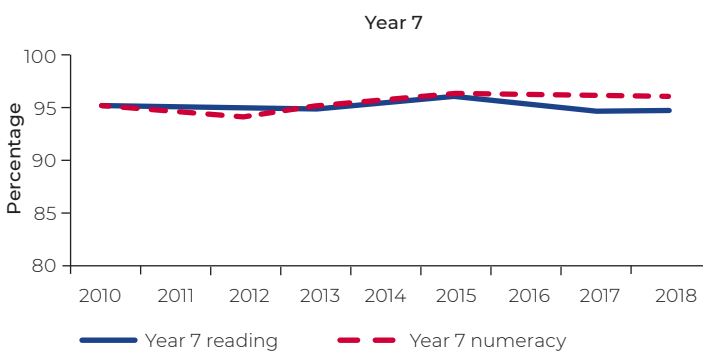
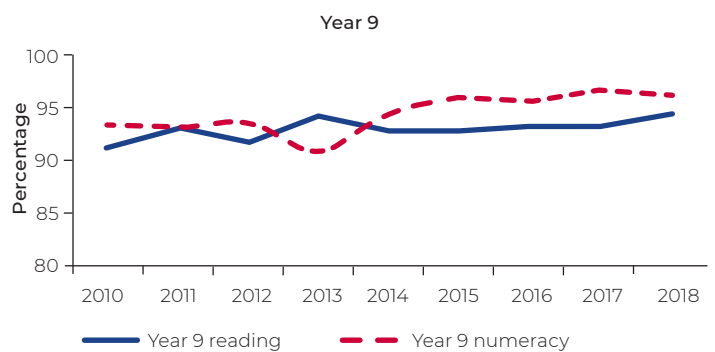


Figure 6.4: Proportion of NSW students in Year 9 at or above the national minimum standard for reading and numeracy, 2010 to 2018



Source: ACARA, NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018.



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

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

There have been a number of significant improvements in the proportion of NSW Aboriginal students meeting or exceeding the national minimum standards between 2008 and 2018. These have occurred for Year 3 reading, Year 5 reading and numeracy, and Year 9 numeracy. There was no significant change for Year 3 numeracy, Year 7 reading and numeracy, and Year 9 reading.

The 2018 reading and numeracy results are consistent with previous years' results and reflect the volatility in the underlying measures.

Despite the improvements noted, none of the eight targets for 2018 have been met, and the proportion of Aboriginal students at or above national minimum standard continues to lag that for non-Aboriginal students.

Figure 7.1: Proportion of NSW Aboriginal students in Year 3 achieving at or above the national minimum standard in reading and numeracy, 2008 to 2018

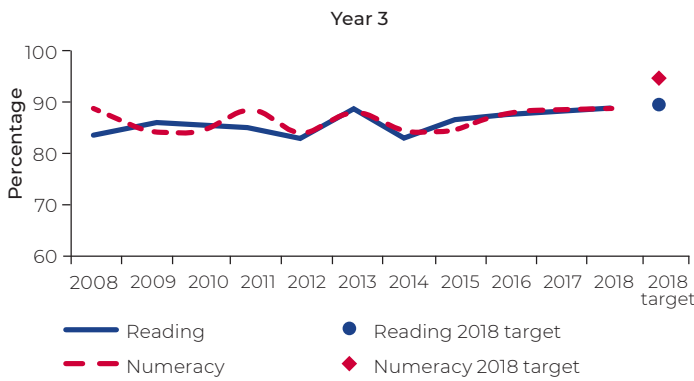


Figure 7.2: Proportion of NSW Aboriginal students in Year 5 achieving at or above the national minimum standard in reading and numeracy, 2008 to 2018

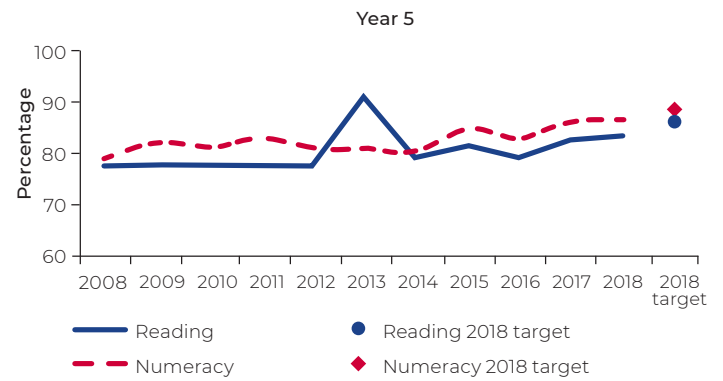


Figure 7.3: Proportion of NSW Aboriginal students in Year 7 achieving at or above the national minimum standard in reading and numeracy, 2008 to 2018

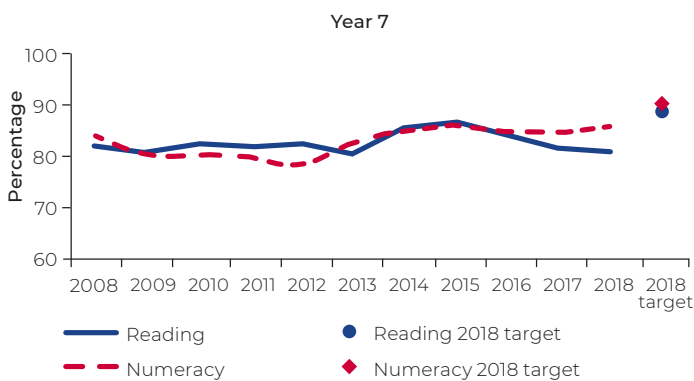
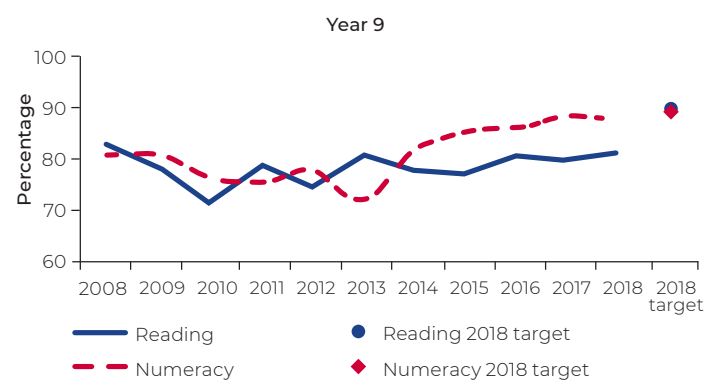


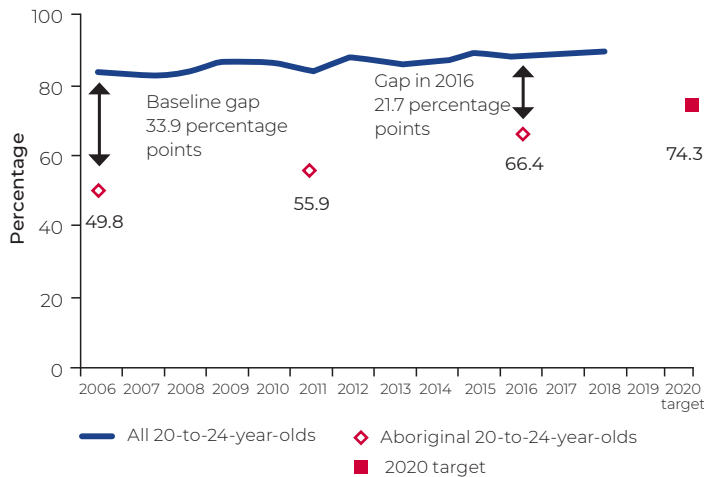
Figure 7.4: Proportion of NSW Aboriginal students in Year 9 achieving at or above the national minimum standard in reading and numeracy, 2008 to 2018



Source: ACARA, NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2018.

Halve the gap in Year 12 or equivalent attainment between Aboriginal and non-Aboriginal students by 2020

Figure 8.1: The gap in Year 12 or equivalent attainment for Aboriginal 20-to-24-year-olds, 2006 to 2018



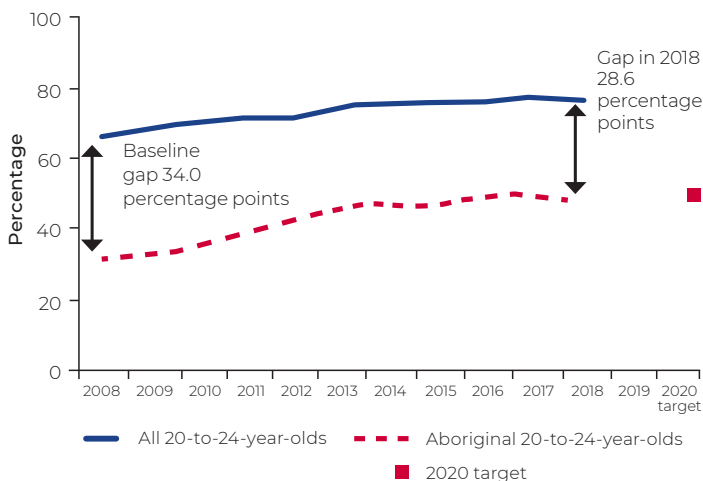
Sources: 2016 rates are sourced from the 2016 Census of Population and Housing, ABS, published in Productivity Commission, Report on Government Services (2018), Steering Committee for the Review of Government Service Provision. Inter-census data for all students are sourced from the annual ABS Survey of Education and Work (cat. 6227.0).

This is a COAG target.

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

The NSW COAG target for the percentage of young Aboriginal people with a Year 12 or equivalent qualification is 74.3 per cent by 2020.

Figure 8.2: Year 7 to Year 12 apparent retention for Aboriginal and non-Aboriginal students, 2008 to 2018



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

Since the school-leaving age was raised to 17 in 2010, school retention rates have increased for all NSW students across Years 7 to 12. The retention rate for Aboriginal students increased from 32.2 per cent in 2008 to 47.9 per cent in 2018, while the retention rate for non-Aboriginal students increased from 66.2 per cent to 76.5 per cent. This corresponds to a gap of 28.6 percentage points between Aboriginal and non-Aboriginal students in 2018.

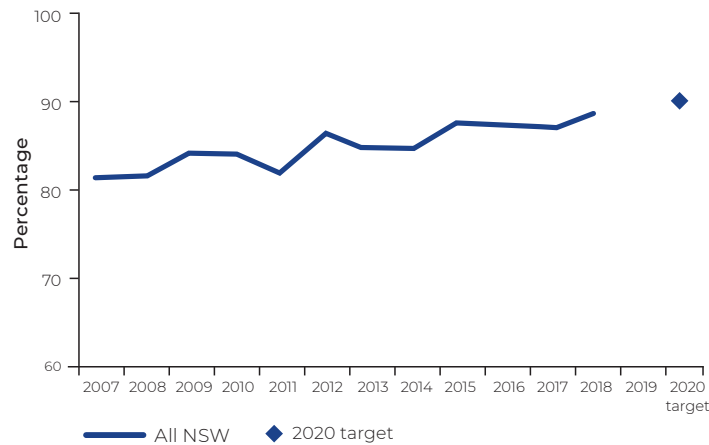
The 2020 halving-the-gap target of 49.2 per cent was set in 2008. At that time, the Aboriginal retention rate was 32.2 per cent and the non-Aboriginal retention rate was 66.2 per cent, giving a baseline gap of 34.0 percentage points. The 2020 target was set as 32.2 per cent plus 17 per cent (half of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

Since 2008, the gap has reduced from 34.0 percentage points to 28.6 percentage points in 2018. In 2018, the gap has widened slightly from the 2017 gap of 27.4 percentage points.



Increase the proportion of students with an HSC, Year 12 certificate or AQF certificate III and above

Figure 9: Proportion of 20-to-24-year-olds who have attained a Year 12 certificate or AQF qualification at certificate III or above, 2007 to 2018



This is a COAG target.

The overall proportion of young people completing a Year 12 or Australian Qualifications Framework (AQF) qualification at certificate III or above increased slightly from 87.5 per cent in 2017 to 89.1 per cent in 2018. The COAG target is 90 per cent by 2020.

Source: ABS, Survey of Education and Work (cat. 6227.0). Note: The ABS has advised that year-to-year fluctuations are to be expected because of sampling variability.

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

Figure 10: Proportion of 15-to-19-year-old school leavers fully participating in education, training and/or employment, 2010 to 2018



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

In 2018, 78.3 per cent of school leavers aged 15 to 19 were fully engaged in further education, training or work. This has improved by 6.0 percentage points since the 2010 baseline.

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

New and upgraded schools

In 2018, the department delivered two new schools and four school upgrades, and relocated one school. These developments provided 164 new teaching spaces and created more than 3,500 new student places.

Table 6: New schools, 2018

School name
O'Connell Street Public School
Wentworth Point Public School

Table 7: Upgraded schools, 2018

School name
Cherrybrook Technology High School
Coolah Central School
Killara Public School
St Clair High School

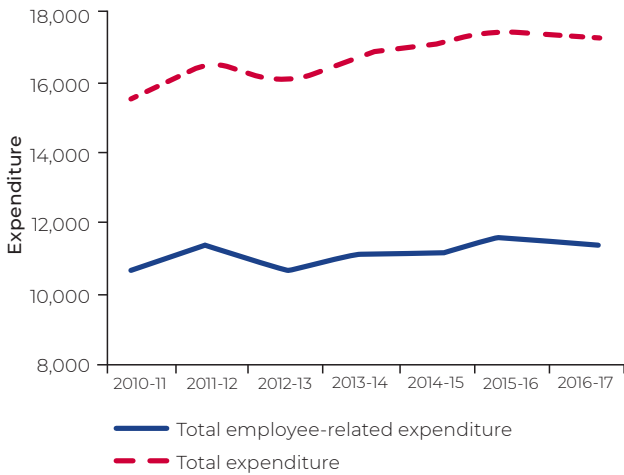
Table 8: Relocated schools, 2018

School name
NSW School of Languages



Government recurrent expenditure per student in government schools

Figure 11.1: Government recurrent expenditure on staff per full-time equivalent (FTE) student in NSW Government schools, 2010-11 to 2016-17



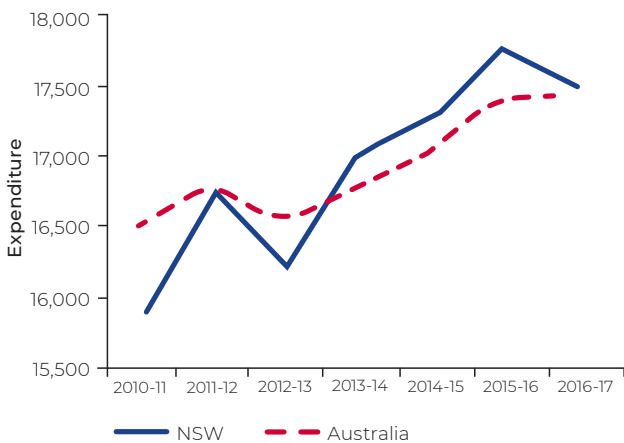
Source: Table 4A.15 2019 Report on Government Services – Chapter 4 School Education. Notes: Total expenditure includes user cost of capital as well as in-school and out-of-school expenditure. Expressed in dollars of the year 2016-17.

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

Data outlined in the Report on Government Services identified that the amount of employee-related expenditure per FTE student has increased over the period 2010-11 to 2016-17.

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

Figure 11.2: Government recurrent expenditure per FTE student in NSW Government schools, 2010-11 to 2016-17

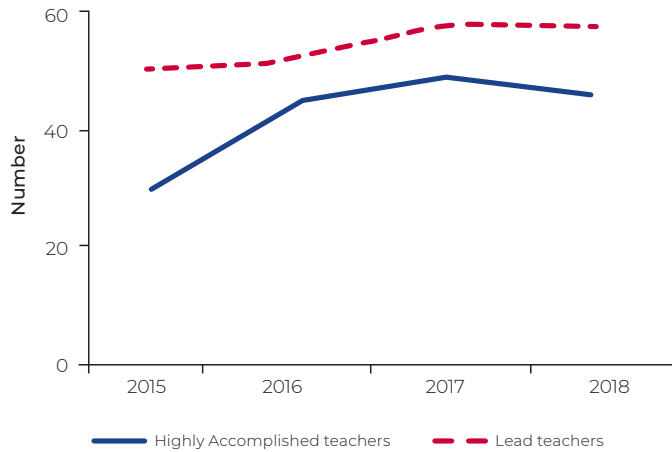


Source: Table 4A.15 2019 Report on Government Services – Chapter 4 School Education. Notes: Total expenditure includes user cost of capital as well as in-school and out-of-school expenditure. Expressed in dollars of the year 2016-17.

The 2019 Report on Government Services indicated that real expenditure per NSW public school student has increased in the period since 2010-11. In the period since 2013-14, expenditure per FTE student in NSW public schools has exceeded the Australian average.

Increase the number of teachers accredited at the Highly Accomplished and Lead teacher levels

Figure 12: Number of teachers accredited at Highly Accomplished and Lead teacher levels, 2015 to 2018



To improve quality teaching in schools, we aim to increase the number of teachers at Highly Accomplished and Lead teacher levels.

As at the end of 2018, the department employed 46 teachers accredited at the Highly Accomplished level, and 58 teachers at the Lead teacher level.

Source: NSW Department of Education report – Number of teachers accredited at Highly Accomplished and Lead teacher levels employed by the department as at 31 December 2018. Note: For 2018, the number of teachers reported as accredited at the higher levels only includes current employees.

Our priorities: At school

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

Ensuring the safety, welfare and wellbeing of our students

All public schools in NSW must show they have a formal plan to support their students' wellbeing. The Wellbeing Framework for Schools is complemented by a self-assessment tool and professional learning to help schools assess current wellbeing approaches.

The department also provides a range of resources and assistance to help schools meet their objectives.

Supported Students, Successful Students is a four-year \$167 million package, between 2015-16 and 2018-19, which has provided 236 additional school counselling positions and increased wellbeing services in public schools. In 2018, 381 schools with greater need received an additional \$16.7 million in flexible funding for wellbeing services. The funding enabled these school communities to choose services that best met their students' wellbeing needs. We established a further 55 school counselling positions in 2018.

We are helping schools implement the Positive Behaviour for Learning framework. In 2018, 36 dedicated positions supported schools directly. We also trained 1,326 schools (60 per cent of all NSW public schools) in this approach, helping them implement a whole-school approach to wellbeing.

Our Child Wellbeing Unit builds schools' capacity to respond to child protection concerns. In 2018, the unit responded to more than 22,500 contacts, an increase of approximately 26 per cent from 2017.

The unit works collaboratively with the Ministry of Health, the NSW Police Force, the department of Family and Community Services, as well as non-government organisations to respond to concerns about the safety, welfare and wellbeing of our students. To provide a more integrated service system, we expanded the co-location of our field assessment officers with School Services teams.

In 2018, following a transition program that started in 2017, all departmental employees in child-related roles now have a Working With Children Check and meet all the requirements.

The department released the updated Bullying of Students – Prevention and Response Policy in 2018. We provided support and resources for schools, teachers, students and parents through the NSW anti-bullying website. We also hosted an anti-bullying conference in Sydney, along with a number of regional workshops, for more than 1,100 staff, students, and parents and carers. This helped build participants' capacity to prevent bullying behaviour, with international experts sharing evidence-based practices on prevention.

In 2018, the department supported girls to be more active more often, updating our school uniform policy so that girls have the option to wear pants and shorts at school, not simply for sport.

The department set a Guinness World Record for the largest mental health awareness lesson. The livestreamed lesson reached more than 9,000 students and included information on building mental fitness, resilience and help-seeking behaviours.

Our state-wide specialist refugee student counselling support team worked with 104 schools, providing psychological support for refugee students. Targeted professional learning for 2,060 staff also increased their ability to support refugee students and their families.

In 2018, we trained 602 anti-racism contact officers to help schools implement anti-racism strategies. These officers play a critical role in ensuring students and staff are respected, valued and empowered to succeed in culturally inclusive and harmonious school settings.

We continued to roll out the Healthy School Canteen Strategy throughout 2018, contributing to the NSW Premier's priority to reduce childhood obesity by increasing the healthy food and drink choices available to our students. Schools are working hard to transition to healthy canteens.

The Royal Commission into Institutional Responses to Allegations of Child Sexual Abuse concluded in late 2017. In June 2018, the NSW Government formally responded to the final report, accepting all recommendations either outright or in principle. The NSW Education cluster is responsible for implementing 17 recommendations.

The department is leading the cluster response and is working closely with the NSW Education Standards Authority, with input from the non-government school sector and other affected organisations, to give effect to the commission's recommendations.

Every student is known, valued and cared for

In 2018, the department established a new priority program to identify and accelerate wellbeing practices across schools. Three principals-in-residence served for two school terms to gather learnings from their colleagues and develop solutions to share across the system. The principal team visited a range of schools and met with stakeholders to identify good practice in schools, as well as collect and capture school stories.

Together with the Secretary and the Deputy Secretary, School Operations and Performance, the principals-in-residence launched a digital toolkit on the department's intranet with their learnings. In 2019, we will encourage schools to tap into these resources, and to continue to share effective practice and key learnings.

To complement the research and digital toolkit, the department's Centre for Education Statistics and Evaluation produced a scoping paper and five case studies to demonstrate effective wellbeing practice in schools. This work is available to schools on the department's intranet.

In 2019, another three principals will join the department to build on the work commenced in this priority program.

School excellence

The School Excellence Policy provides direction for schools to lead ongoing improvement through school planning, self-assessment, annual reporting and external validation.

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

The external validation process authenticates schools' self-assessment practices using the School Excellence Framework. In 2018, 443 schools participated in this process. Participating schools provided evidence of their progress towards achieving excellence and had their submission validated by an independent panel including a principal, school leadership, as well as a peer principal. Schools identified the next steps to be taken in the self-assessment process to ensure ongoing, critical and purposeful processes that support the pursuit of excellence.

In 2018, 29 schools across eight principal networks participated in a pilot program designed to improve the registration process. The program provided leadership opportunities, professional collaboration and director, educational leadership oversight on the implementation of curriculum. This process satisfies the NSW Education Standards Authority's requirements. The authority inspected an additional 18 randomly selected schools with the improved registration process.



Every student, every teacher, every leader and every school improves every year

Improving student attendance

In 2018, the department trained 110 home school liaison officers, 26 Aboriginal student liaison officers and 30 school services staff to work with schools, parents and students to resolve chronic non-attendance issues. In addition, 48 officers from government and non-government schools completed compulsory schooling attendance conference convenor training. This is a provision under the *Education Act 1990* as an option to deal with matters of chronic non-attendance of compulsory school-age students.

We also began work with the NSW Department of Premier and Cabinet's Behavioural Insights Unit to update communication resources for schools and parents to improve school attendance rates.

Improving literacy and numeracy standards

NSW continues to meet and exceed the Premier's priority target to increase the proportion of NSW students in the top two NAPLAN bands by 8 per cent by 2019. In 2018, more than 173,000 students achieved a top two band result in reading and/or numeracy.

In 2018, the department began implementing the National Literacy and Numeracy Learning Progressions as part of our NSW Literacy and Numeracy Strategy 2017-2020. The progressions will help teachers identify students' learning needs so they can target their teaching. To support this, we provided professional learning to 11,000 teachers, including teaching phonics to students in Kindergarten to Year 2. We provided face-to-face professional learning for 2,263 teachers at 16 locations across NSW, with funding for two teachers from each primary school to attend.

Under the Early Action for Success strategy, which aims to improve students' literacy and numeracy performance, we are designing tools to help teachers record student learning and differentiate teaching strategies according to student need. In early 2018, we released Best Start Kindergarten Assessment and Planning Literacy and Numeracy software (PLAN2) tools to 668 public schools. PLAN2 is a software tool

developed for schools as a place to record student learning observations as they progress through the skills identified in the National Literacy and Numeracy Learning Progressions. The department also trialled the new Best Start Year 7 assessment in 44 public schools.

Our Bump It Up strategy provides additional support to schools identified as having the greatest potential to boost the performance of students achieving in the middle bands of NAPLAN in reading and numeracy. We continued to provide targeted support and professional learning to 137 Bump It Up schools and 530 Early Action for Success schools.

Reducing the administrative burden on schools

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

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

In 2018, we made significant progress across four areas:

- We improved planned rollouts to ensure they are fit for purpose, better coordinated and of higher quality.
- We removed unnecessary workload from schools by identifying unnecessary work, improving existing systems and streamlining processes where possible.
- We began implementing a schools-centred governance model to improve the quality and reduce the number of rollouts to schools. Fundamental to this is a department-wide change schedule, which improves visibility of all programs to allow better coordination and prioritisation.
- We began building the department's capability to consistently deliver change in a better way.

In 2018, we estimate we have saved 280,000 hours per year across the system. On average, that's 126 hours per school.

Supporting curriculum and assessment

The department delivered a range of professional learning to support schools as they implement NSW syllabuses for the Australian curriculum.

We supported teachers through online and face-to-face professional learning. In rural and remote locations, we provided dedicated virtual networks and local initiatives to complement professional learning. We delivered a wide range of teaching materials, resources and professional learning to build the capacity of primary and secondary teachers across all key learning areas. This support gave particular attention to implementing both new and existing syllabuses. We also provided curriculum materials for implementing new syllabuses for:

- Science and Technology Kindergarten to Year 6
- Science and Mathematics Years 11 and 12
- Technology (Mandatory) Years 7 and 8
- Languages in Kindergarten to Year 10 (Chinese, French, German, Indonesian, Italian, Japanese, Korean and Spanish)
- Personal Development, Health and Physical Education in Kindergarten to Year 10.

In 2018, the NSW Aboriginal Education Consultative Group (AECG) delivered culturally responsive professional learning – Healthy Culture Healthy Country – for principals and directors in NSW public schools. This increased their understanding of local Aboriginal culture and provided ideas to integrate this into local curriculum design.

In 2018, the department released the Life Ready mandatory course for public school students in Years 11 and 12, supported by online courses and teaching materials. This course aims to prepare and support senior students as they become more independent and gain more responsibilities. It offers opportunities for students to build their functional knowledge and skills in health and safety for life after school.

Increasing access to Aboriginal languages

The AECG is the peak body that leads work on Aboriginal languages in NSW. We partner with the AECG, as well as Aboriginal communities and organisations to implement Aboriginal languages programs. Learning an Aboriginal language strengthens Aboriginal students' identity and pride, giving them a solid foundation to engage and excel in learning. It also brings about a greater understanding and respect for Aboriginal people, their languages and their cultures for non-Aboriginal students.

Schools must partner with local Aboriginal communities before teaching an Aboriginal language. Parents and communities can negotiate with their school about including a local Aboriginal language in the school curriculum. This can happen either directly through the school planning consultation process or by having the local AECG advocate on their behalf.

Schools connected to an Aboriginal Language and Culture Nest also teach Aboriginal languages. Nests are a key initiative of OCHRE (opportunity, choice, healing, responsibility, empowerment), the NSW Government's community-focused plan for Aboriginal affairs. A nest is a network of communities bound together by their connection through an Aboriginal language. The five nests and their base schools are:

- Bundjalung (Lismore)
- Gamilaraay/Yuwaalaraay/Yuwaalayaay (Lightning Ridge)
- Gumbaynggirr (Coffs Harbour)
- North West Wiradjuri (Dubbo)
- Paakantji/Baarkintji (Wilcannia).



OCHRE committed \$1.6 million to this strategy from 2017 to 2019, with the AECG to lead this initiative across the five language nests. The department is also partnering with the AECG to establish two additional satellite language hubs for a cluster of schools in the Moree and Kempsey districts.

By mid-2018, the nest initiative resulted in 57 preschools, primary and secondary schools teaching Aboriginal languages, with the help of 44 tutors and teachers. A total of approximately 6,759 students – 2,214 Aboriginal students and 4,545 non-Aboriginal students – were learning an Aboriginal language.

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

In 2018, the department completed the first stage of a 10-year evaluation into OCHRE, looking at implementation issues and early outcomes of the Aboriginal Language and Culture Nests. In August 2018, Aboriginal leaders presented the communities' evidence to the NSW Government in Parliament. The government will issue a comprehensive response to the findings and recommendations from the independent evaluation in 2019.

Encouraging sport and physical activity

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

The department partnered with tertiary institutions to support teachers with research-supported professional learning. Online and practical professional development courses increased teacher capacity to deliver positive outcomes in physical activity. More than 4,000 teachers attended these courses in 2018.

The Premier's Sporting Challenge encourages students to lead healthy, active lifestyles. In 2018, 410,000 participants recorded their activity online. More than 220,000 students participated in the representative school sport pathway, and 110,000 students from 1,429 primary schools accessed the school swimming and water safety program.

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

We recognised 42 teachers with excellence or recognition awards in school sport and presented 285 students with Sporting Blue awards at regional and state level.

The School Sport web application was viewed more than 2.6 million times and the department's school sport social media platforms reach around 1,600 people per post. Both provide information for teachers, parents and carers on physical activity and sport.

The 2012 NSW Auditor-General's performance audit report, Physical activity in government primary schools, examined how the department manages physical activity in NSW Government primary schools. The department has addressed all recommendations of the report.

Supporting evidence-based practices in teaching and learning

In 2018, the Centre for Education Statistics and Evaluation launched a series of registered online professional learning courses. Examples of the courses include:

- what works best in schools to improve student outcomes
- best-practice anti-bullying interventions
- effective reading instruction
- cognitive load theory
- student wellbeing.

These courses help all educators engage with the evidence base and connect research to their practice. Since the launch, there have been more than 3,899 course completions.

The department is working with schools to improve their understanding of data to inform planning and teaching practices. We rolled out our capacity-building programs – including Using data with confidence, Evaluation capacity building and Unpacking Tell Them From Me – to help school leaders understand data literacy concepts, translate evidence into practice and evaluate the impact of their school plans.

The department's business intelligence system, Scout, is making student, school and community data available faster and on a wider variety of devices. Our Scout engagement team has supported school leaders to understand how they can best use Scout to inform decision-making processes. In 2018, teachers accessed Scout's NAPLAN results and ran more than 250,000 reports.

Education for a Changing World

In 2018, the Education for a Changing World initiative continued to shape and embed evidence-based reform, working closely with teachers, education professionals and experts to prepare students for success.

In 2018, the department published research papers from leading national universities and developed practical case studies and resources to support schools and educators.

The Catalyst Lab Innovation Program pilot gave schools the opportunity to expand their applied learning. The program finds and supports initiatives created by local school communities, with the aim of implementing these initiatives in schools across the state.

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

Supporting successful transitions to training, higher education and work

In 2018, the department provided a range of programs and initiatives to ensure young people are prepared for higher education, training and work.

The department provided more than \$9 million to 33 not-for-profit, non-government organisations and local government authorities to deliver targeted projects to students in Years 6 to 11. These projects supported more than 4,000 students at risk of disengaging from learning or leaving school early.

More than 145,000 students in Years 9 to 12 and almost a quarter of students in Years 7 and 8 participated in school-to-work programs. We engaged with industry bodies to improve career contacts, introduced student learning with entrepreneurs and supported rural primary and secondary school career education collaborations.

Careers advisers in schools advised students on career options, while transition advisers provided individualised support to help students transition successfully through and from school.

The department's Ready Arrive Work program helped more than 280 students from refugee backgrounds understand the world of work. Students visited iconic institutions to experience a wider range of career pathways.

Since 2015, we have allocated \$27 million for work placements for more than 40,000 public school students enrolled in HSC-level vocational education and training courses. In 2018, there were 405 school-based apprentices and 2,290 school-based trainees in public schools across NSW.

The department conducted research on the issue of high-achieving regional students transitioning to university at a lower rate than metropolitan students. In response to the findings, we developed a grant program with the university sector to develop innovative strategies to increase regional transition rates.

We are working with the Universities Admissions Centre to help government school students apply for Educational Access Schemes. The schemes aim to help students whose education was negatively affected during Years 11 or 12 receive an offer to university. In partnership with the NSW Secondary Principals' Council, we led a targeted communication strategy to raise principals' and careers advisers' awareness of these schemes. The centre implemented a new online application process, making it easier for students to apply.



The department continued to deliver the cross-government Pathways for the Future reform project. The project links schooling, vocational education and training (VET) and higher education data to track student pathways for the first time. This will increase our understanding of student training and education pathways, as well as the factors leading to student disengagement.

We continued to develop innovative tertiary pathways with funding from the NSW Skills Board. In 2018, two new models were available to students: higher apprenticeships and degree apprenticeships. These allow students to undertake work-integrated VET and higher education study in areas of high industry demand.

Education is a great place to work and our workforce is of the highest calibre

Attracting and recruiting the highest-quality teachers

In 2018, we approved 6,694 new applicants to teach in NSW public schools and filled 4,150 classroom teacher positions. After the department appointed incentive transfers and Aboriginal employment applicants, schools filled 59 per cent of classroom teacher positions using their chosen recruitment method.

The department and the University of Sydney continued to promote employment opportunities in our schools for the second cohort of primary science, technology, engineering and mathematics (STEM) specialists completing their course in 2018. Of the 22 primary STEM specialists, we appointed 12 to permanent teaching positions in NSW public schools for 2019.

In 2018, we continued to attract the best and brightest into teaching by offering a range of scholarships, cadetships and internships to applicants. We received 619 applications for teach.Rural scholarships, 116 for cadetships and 133 for internships. Following this, we offered successful applicants 60 teach. Rural scholarships, 17 cadetships and 30 internships.

In addition, 140 teachers completed sponsored training in mathematics, physics, engineering studies, special education (including hearing and vision), English as an additional language or dialect, careers and teacher librarianship in 2018.

The school counsellor sponsorship program supports qualified teachers to train as school counsellors and be appointed to areas of workforce need. In 2018, 61 teachers began training as school counsellors. An additional 36 teachers who completed their training will begin working as school counsellors from Term 1, 2019. A further 71 teachers were sponsored to train as school counsellors and will begin their studies in 2019.

In 2018, the department launched additional incentives and benefits to address and improve teacher availability and experience in rural and remote NSW public schools. These included:

- a one-off incentive payment of \$10,000 available to schools when successive merit selection attempts have been unable to provide a suitable candidate
- enhanced retention benefit of \$5,000 per annum for up to 10 years
- an option for temporary teachers in a school to be converted to permanent after 12 months at that school
- enhanced transfer options to a higher principal classification for principals completing a five-year term at a Connected Communities school.

Each year, we offer up to 300 Teacher Education Scholarships to new applicants, including up to 80 for Aboriginal students. We offered scholarships to 198 successful applicants for the 2019 program. Since its introduction in 2002, the program has led to the appointment of 2,608 high-quality teachers – including 482 Aboriginal teachers – to areas of workforce need.

The department continued to encourage more students to study mathematics and science at the highest possible level at school. The department has offered 80 scholarships each year over the past four years for public school teachers to specialise in mathematics and science. This will increase the supply of highly trained teachers. In 2018, we received 67 applications, with 17 offers made to successful candidates.

We are progressively delivering a range of actions to drive quality, continuous improvement and high standards across all the crucial stages of a teacher's career – from initial teacher education through to school leadership.

The current professional experience agreements with NSW universities and initial teacher education providers were extended for 2018. These agreements continue to provide greater clarity and consistency in the placement process for both schools and universities. They have also strengthened communication and relationships between schools and universities.

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

To help encourage future employment in rural and remote areas, the department helped teacher education students from metropolitan universities take their professional experience placements in rural and remote schools. In 2018, metropolitan teacher education students went to 12 schools across rural and remote locations in NSW.

To further encourage this, we collaborated with the Department of Premier and Cabinet's Behavioural Insights Unit. This innovative and successful project – Attracting quality teachers to rural and remote NSW public schools, a behavioural insights approach – was recognised as a 2018 finalist in the Prime Minister's Awards for Excellence in Public Sector Management.

Strengthening school leadership

The department released a renewed School Leadership Strategy in September 2017. This committed us to providing all school staff with quality leadership preparation and professional development.

In 2018, experts led a series of working groups to strengthen the induction curriculum for principals, deputy principals, assistant principals and head teachers. Participants included primary, secondary and teaching principals; representatives from professional associations; and directors, educational leadership from metropolitan, regional and rural schools. Three clear themes emerged from the workshops – instructional leadership, management skills and wellbeing – and we incorporated these into three new streams in the induction curriculum:

- Successful Leaders Program – supporting the development of instructional leadership capacity at all levels of leadership
- Tell Me More – a suite of professional learning opportunities to enhance school management skills
- Mindfulness Leadership Program – to support leader wellbeing.



As part of the Tell Me More stream of the induction program, we delivered online training and completed the Mindful Leaders trial. These sessions give participants tangible knowledge and understanding of policies and practices to effectively manage their schools. Mindfulness is a strategy to enhance principal wellbeing and effectiveness.

To build staff knowledge, skills and attributes so they can increase support for principals, the department undertook the following initiatives:

- We revised the resources on our professional learning website for school administrative and support staff as well as other non-teaching staff to better meet their current needs.
- To strengthen administrative leadership and capacity, we expanded the Excellence in School Administration coaching and mentoring program to include all school administrative managers.
- We developed professional development programs for business managers and aspiring business managers.

Accreditation and professional development for school teachers and principals

We are committed to the professional development of our teachers and school leaders. As at 1 January 2018, all teachers need to be accredited at Proficient level to teach in a NSW school. At the end of 2018, we employed 46 teachers with Highly Accomplished accreditation, and 58 teachers with Lead teacher accreditation.

In June 2018, we held our first Highly Accomplished and Lead teacher forum to publicly acknowledge these teachers as leaders of high-quality teaching practice. The forum was the first of its kind for the department and aimed to increase teacher interest around the higher levels of accreditation.

In 2018, the Secretary announced the Mastery of Teaching Program. This key strategy seeks to spread quality teaching practice in schools and networks across the state by systematically increasing the numbers of Highly Accomplished teachers.

In the second half of 2018, we initiated a pilot in two rural networks to identify candidates to enter the Mastery of Teaching Program. The rigorous identification process involved principal and director nomination of candidates, in-depth reflection on practice, and in-class observation. We will expand the pilot to 20 rural and regional networks in 2019.

In 2018, schools received more than \$65 million in professional learning funding to support the development and growth of teaching and non-teaching staff. We continued to maintain and enhance a series of websites to help teachers and leaders develop effective teaching and leadership practices in line with the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals.

Schools receive funding to support eligible beginning teachers' performance and professional development, including induction and accreditation. In 2018, the program supported nearly 5,000 eligible teachers in both permanent and temporary positions. The Strong Start, Great Teachers website provided schools with a research-based framework to create high-quality, school-based induction programs for beginning teachers.

The Teaching Standards in Action website provided accurate, up-to-date information about accreditation policy and procedures. It also contains a suite of NSW Education Standards Authority (NESA)-registered professional development courses with more than 100 hours of free learning. We updated and streamlined advice on accreditation requirements for teachers and school leaders.

In 2018, across the department the number of NESA-registered professional development courses was more than 580, nearly double since 2017. There has been a threefold increase in the number of schools seeking to have their courses registered, with a total of more than 390 requests in 2018. We also continued to use MyPL – a streamlined, integrated system to record, monitor and support professional learning for teachers, support staff and corporate staff. Data is synchronised daily with NESA to ensure that teachers satisfy accreditation requirements. In 2018, staff completed more than 710,000 courses, including more than 108,000 completions of mandatory child protection training for schools and corporate staff.

In 2018, the department's Leadership Development Initiative provided a structured program and a mentor to 50 school leaders and 87 aspiring leaders. This aimed to develop their instructional leadership capacity and help them work towards accreditation at the Highly Accomplished and Lead teacher levels.

We completed the induction program for directors, educational leadership in October 2018. The program consisted of 10 conferences over 12 months. It provided an extensive range of educational content, policy knowledge and skills to better prepare the directors to support principals in their roles

Recognising and sharing excellence in teaching

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

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

The department reimburses fees for Highly Accomplished and Lead teacher accreditation for teachers completing 75 per cent of their accreditation in a rural or remote school.

Local Schools, Local Decisions provides principals with more opportunities for recognising and rewarding teaching excellence. Staffing flexibility enables principals to hire teachers with higher-level accreditation to meet student needs or create additional executive positions to deliver priorities identified in the school plan.

We have a number of reward programs, awards, scholarships, fellowships and exchanges available to teachers. These programs recognise achievement, provide opportunities for research and study, and enable the exchange of ideas and knowledge nationally and internationally. We launched the Rural Experience Program in 2018, placing 17 teachers in identified rural schools. The program develops expertise in teaching and practice innovation across a wide range of curriculum, teaching specialisations and school settings throughout NSW.

The department raised the community profile of NSW public education, generating and placing positive news stories in mainstream and social media and on the department's website. In 2018, the Australian media published or broadcast more than 400 unique stories about excellence in NSW public schools. These stories documented student and school achievement, teaching and learning, curriculum, and human interest. The department's news hub, amplified via social media channels, published more than 100 news stories in these categories.

The department set up a connected content distribution network across more than 2,100 school websites and 900 Facebook pages, which supports the sharing of good practices. The department also serviced an average of 1.7 million unique visitors per month on our website (education.nsw.gov.au).

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

Improving our school facilities and infrastructure

In 2018, the department continued to build and upgrade schools through our capital works program. We awarded project contracts for \$1.5 billion, with a further \$450 million progressing through the tender process.

Work is also continuing on more than 170 new and upgraded schools to support communities across NSW. This included planning for 22 new and upgraded schools. See the appendices, starting on page 118 of this report, for major work projects.



To provide students with healthy and comfortable learning environments, the department began work on the \$500 million Cooler Classrooms program.

We launched the Share our Space pilot program in December 2017, providing communities with access to school playgrounds and sporting facilities outside of school hours. In 2018, the number of participating schools increased to more than 230 schools.

The department also introduced a new joint-use framework to enable communities to access school facilities. This delivered projects including Chatswood High School's synthetic sports field and Ballina Coast High School's four-court regional indoor sporting centre. In line with the 2017 NSW Auditor-General's performance audit report, Sharing school and community facilities, the department reviewed its Community Use of School Facilities policy to better support schools in sharing available facilities with the community.

The department continued to work through its maintenance program, worth \$847 million over four financial years (2017-18 to 2020-21). In 2017-18, this included delivering more than 47,000 maintenance works and completing more than 44,500 essential urgent repairs at NSW public schools. In addition, we undertook around 800 minor capital works – to the value of \$50 million – to improve facilities at NSW public schools. The 2017 Auditor-General's performance audit report, Planning for school infrastructure, assessed if we had fit-for-purpose student learning spaces when and where needed. In 2018, we finalised all recommendations except two, which are ongoing with updates provided quarterly.

We also launched the Asset Management Fast Track initiative, giving schools greater flexibility and choice to undertake common asset activities or works such as landscaping, painting and signage.

In 2018, School Infrastructure NSW and the NSW Government Architect developed and released the new Environmental Design in Schools guide.

Supporting technology and innovation in learning

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

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

In 2018, we set up a learning space at the EduTech international congress and expo. Visitors were able to see, touch and play with a wide range of tools and resources in use in our schools. Teachers and students from seven schools held demonstration lessons throughout the conference.

We also partnered with EdTechTeam to host the 2018 Google Summit at Rooty Hill High School. Teachers attended two days of classroom-focused professional learning in technology.

The department developed e-learning best practice guidelines, which identify effective learning design principles. As part of the development process, staff across the state had a greater opportunity to participate in professional learning opportunities on the new National Literacy and Numeracy Learning Progressions. In the second half of 2018, more than 3,500 teachers enrolled in the online course.

To support the new Technology (Mandatory) Years 7-8 syllabus, we delivered a coding course to more than 1,000 teachers. We provided each participating school with a class set of coding kits to help with implementation.

We worked with the tertiary sector to develop a series of resources for schools to support the syllabus, using technology in agriculture. These workshops developed GPS skills and understanding about its application in data collection. Teachers learn to analyse their own data and existing datasets to improve agricultural production.

In 2018, the department delivered professional learning to 2,096 NSW public school teachers to ensure students can thrive in an ever-changing world. Courses delivered future-focused learning skills, as well as teaching practice skills and capabilities, so that teachers can provide students with adaptable technical skills they can use in the future. We aim to extend these opportunities in 2019.

The 2017 Auditor-General's performance audit report, Information and communication technologies in schools for teaching and learning, identified a range of factors that reduce the effective use of technology in the classroom. These include ageing equipment and infrastructure, variable student access to devices, and variable teacher access to centrally provided devices for use outside the classroom.

In response, the department began developing a digital strategy in 2018 to address these areas. This is part of a broader future technology framework that focuses planning and service delivery on providing students with the necessary digital skills. The strategy will combine existing initiatives, such as Technology for Learning and Connecting Country Schools, with better use of evidence to improve plans and strategies. It will also include professional learning opportunities for teachers, and provide teaching resources that continually identify and develop the technology skills our students need.

Improving administrative and information management systems

We established the Learning Management and Business Reform (LMBR) program to transform the way we deliver a range of critical functions across the department.

The program delivered contemporary student administration and recording of wellbeing services, financial services, budgeting and forecasting tools, and a new human resources payroll system. The wellbeing services that can be recorded include student behaviour, court orders and student health plans.

We also delivered a single payroll system to both corporate areas and schools that replaced a number of systems. Some of these legacy systems were almost 30 years old and could no longer reliably support the department or our staff. In November 2018, the final release of our new payroll system went live to more than 100,000 school staff. It delivers fortnightly payments, worth more than \$7 billion a year, to almost 130,000 staff.

The department now has an efficient, paperless system that incorporates payroll, leave and personal management functions. This has improved the integration of human resources, finance and payroll processes across the department. The completion of the payroll project marked the end of the LMBR program, which officially closed in December 2018.

The department also delivered the enterprise Financial Planning Tool to help schools plan for staffing and operational expenditure. It provides schools with a user-friendly platform for financial management.



Community confidence in public education is high

National School Reform Agreement

In November 2018, NSW signed the new National School Reform Agreement, highlighting its commitment to delivering needs-based funding across all school sectors.

NSW will provide an additional \$6.4 billion to public schools from 2019 to 2027, bringing its total investment to \$148 billion for all schools over this period. This includes a 10-year, \$712 million Equity Fund for public schools starting from 2020.

Schools receive funding under the Schooling Resource Standard, which estimates the total public funding a school needs to meet the educational needs of its students. By 2029, all non-government schools will transition to receiving 100 per cent of the standard. The Australian Government will fund 80 per cent of the standard for non-government schools, and NSW will fund 20 per cent of it.

Under the new agreement, the department will work with education leaders, teachers and communities, key stakeholders such as the NSW Education Standards Authority and the non-government sector to implement national and state-based reforms. These reforms will build on existing efforts to improve student outcomes, strengthen teacher quality and equip students with the necessary skills to transition to further study or employment.

The 2018 NSW Auditor-General's performance audit report, Grants to non-government schools, includes recommendations to strengthen accountability requirements for non-government schools. The department is developing options for enhanced accountability and has implemented stronger assurance measures, while reducing the administrative burden on non-government schools. This is also in line with the Bilateral Agreement to harmonise administrative arrangements and strengthen accountability measures for non-government schools.

Parramatta relocation

In 2018, to give effect to the NSW Government's Decade of Decentralisation policy, the department began relocating staff to new premises at 105 Phillip Street, Parramatta.

At the end of 2018, we had relocated around 1,000 corporate staff from our Bridge Street, George Street, Bankstown and Blacktown offices to Parramatta. The move delivered world-class, fit-for-purpose office space for staff. It will also stimulate business and employment opportunities in Western Sydney.

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

We will relocate more than 800 staff from the department's Oxford Street office in 2019.

Allocating funding to NSW public schools

A key initiative of the NSW Government’s Local Schools, Local Decisions reform is the needs-based Resource Allocation Model (RAM) for allocating funding to NSW public schools. The model – recently awarded a Prime Minister’s Award for Excellence in Public Sector Management – is fair, evidence-based and transparent. Providing increased funding directly to schools enables certainty in school planning from year to year. Principals have the flexibility to make local decisions based on the specific needs of their students.

2018 is the fifth year we have used the RAM to allocate funding. The model uses a base and loadings approach, based on identified student and school need (see Figure 13). It takes into account factors such as socioeconomic background, Aboriginal background, English language proficiency and low-level adjustment for disability.

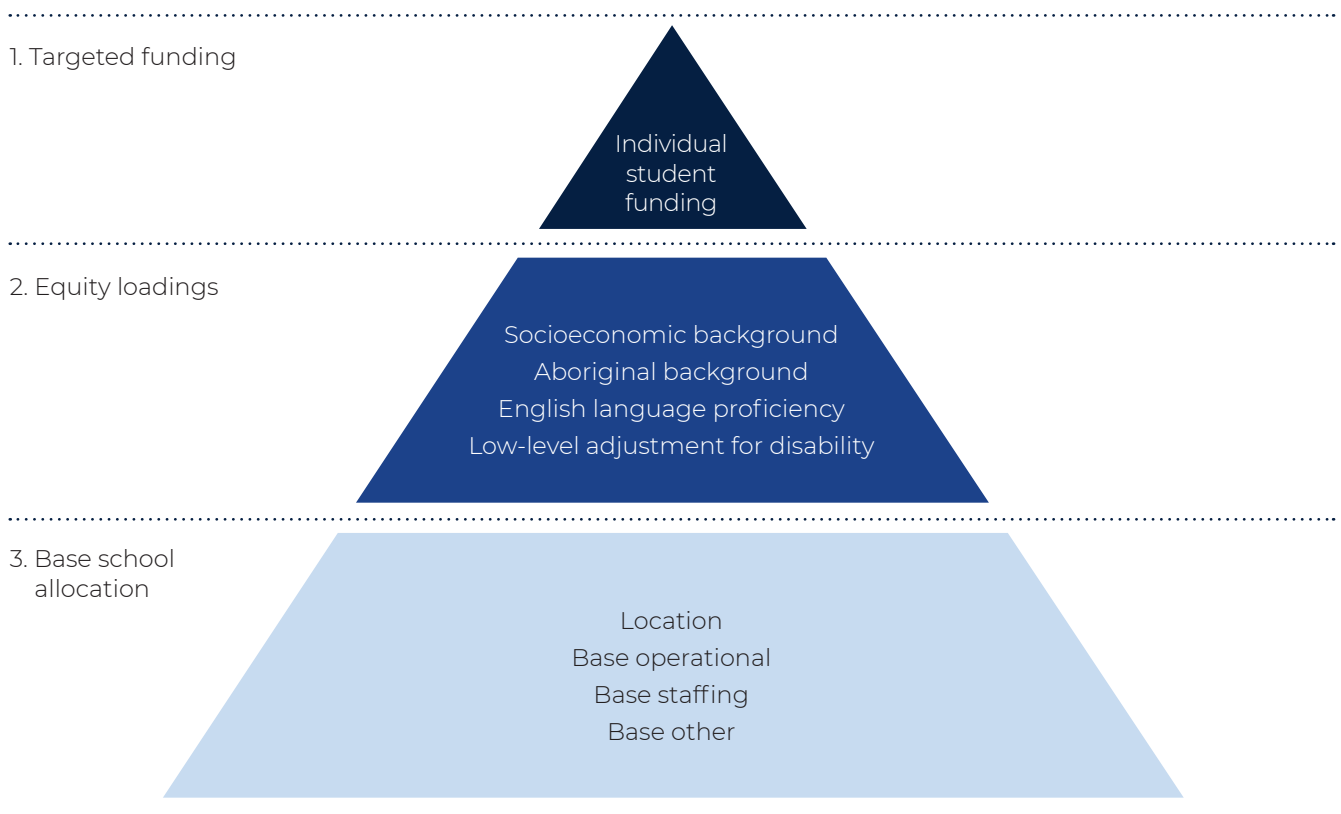
In 2018, NSW public schools received \$1.09 billion through the RAM to support students across the state, including students in every regular public school with additional learning and support needs.

This also included supporting:

- 391,000 students in 2,183 schools through the socioeconomic background loading
- 173,000 students in 1,476 schools through the English language proficiency loading
- 60,000 Aboriginal students in 2,022 schools through the Aboriginal background loading.

Schools used their 2018 School Budget Allocation Reports to develop their own budgets and allocate funding to deliver on the strategic directions identified in their school plans. As a result, schools are collaborating more closely with their school communities to use funds strategically to improve student learning and teacher quality.

Figure 13: Components of the Resource Allocation Model, 2018





Connected Communities

Our Connected Communities strategy aims to improve results for Aboriginal students by partnering with Aboriginal communities to keep students at school as well as provide programs that engage them in learning. It sends clear messages that Aboriginal culture is valuable and valued in our schools.

In 2018, the Centre for Education Statistics and Evaluation evaluated the Connected Communities strategy, which was implemented in 15 schools in rural and remote NSW. The report will be published in 2019.

Many Aboriginal community members and Elders are directly involved with schools through languages and culture programs. For example, Taree High School operates an Elder-in-residence program to collaborate and co-deliver Aboriginal culture, language, histories and contemporary issues programs to all students.

The \$8 million Healing and Wellbeing Initiative, along with the focus on language and culture, also had positive effects on the school environment. Students now see their schools as culturally responsive.

Based on the positive impact of the strategy, we have extended Connected Communities for a further five years in the existing 15 schools.

Our education system reduces the impact of disadvantage

Boosting educational outcomes for Aboriginal students

In 2018, the department allocated almost \$2.2 million for 13 learning centres across NSW. Learning centres deliver academic and cultural support to Aboriginal students in primary and secondary education. This aims to improve outcomes in attendance, engagement, retention and attainment of an HSC.

We also appointed 16 instructional leaders across 17 schools to improve teaching practice. This will help us meet the Premier's priority of increasing the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy. The department provided more than \$2.3 million for this initiative.

In 2018, we dedicated \$1.1 million to the early years education initiative Tunin' In, which helps Aboriginal parents and carers with children in preschool support their child's learning. We have engaged Aboriginal community engagement officers in 25 preschools.

We partnered with the NSW Aboriginal Education Consultative Group (AECG) in 2018 by funding a number of innovative projects targeting approximately 1,300 Aboriginal students. The AECG ran 13 camps in various key locations across the state. These included science, technology, engineering, arts and mathematics camps that were conducted in collaboration with the Aboriginal and Torres Strait Islander Mathematics Alliance; sports, health, opportunity, wellbeing; and On Country Language and Culture learning camps. The AECG also delivered Healthy Culture, Healthy Country workshops on culturally responsive curriculum design for approximately 400 departmental employees.

The department continued to fund the Clontarf Foundation's program to encourage at-risk Aboriginal high school boys to re-engage with education. By mid-2018, approximately 1,670 students in 27 schools were participating in the Clontarf program. Role Models and Leaders Australia continued to deliver a Girls Academy program for secondary students. In 2018, approximately 750 students in 13 schools or campuses participated.

We provided \$328,000 in human society and its environment (HSIE) grants to increase teacher capacity, knowledge and skills related to Aboriginal and Torres Strait Islander histories and cultures. This included programs for students in Kindergarten to Year 10, as well as Aboriginal Studies programs for students in Years 7 to 10. Communities of schools began producing digital resources for inclusion in HSIE curriculum resources.

Supporting students with disability, learning and behavioural difficulties

In 2018, the department provided adjustments or support for learning needs for more than 110,000 NSW students with disability in public schools. We allocated more than \$273 million to provide every regular school with specialist teacher time and flexible funding, supporting students needing low-level adjustments in class. In addition, the Integration Funding Support program allocated more than \$145 million for targeted assistance to more than 9,600 students in regular classes with moderate and high levels of need.

In 2018, more than 3,180 support classes in regular schools and schools for specific purposes helped more than 23,000 students. Specialist teachers supported more than 2,450 students with vision or hearing impairment.

The department began working with stakeholders to make it easier to access specialist education support services. We will begin testing the new process in 2019.

All NSW public schools continued to take part in the nationally consistent collection of data on students receiving an adjustment for disability. The data collection will inform recurrent Australian Government funding from 2018.

We continued to provide a range of professional learning for teachers. More than 5,700 school staff completed courses on the Disability Standards for Education this year. More than 3,440 staff also completed courses on key areas of student need, including autism, challenging behaviours and dyslexia.

We provide ongoing scholarships for teachers to gain a masters qualification to support students with disability. In 2018, 107 teachers were enrolled.

We provided more than 280 information and training sessions to help teachers, parents and carers understand the National Disability Insurance Scheme (NDIS) following its full rollout from July 2018. We also helped families resolve issues related to the NDIS implementation in schools. We used this work to inform our continuing cross-government work on NDIS design.

A key focus has been progressing outcomes of the NSW Legislative Council's 2017 inquiry, Education for students with a disability or special needs in New South Wales. The government released its response to the inquiry in March 2018, accepting all 39 recommendations and work is under way to implement the recommendations.

In response to the inquiry, the department consulted with parents, educators and disability experts to develop a shared strategy that addresses key recommendations. The Disability Strategy aims to transform education for students with disability by strengthening educational experiences and outcomes for students, and building the capacity of all teachers across our system to support students. This includes increasing resources and flexibility in how those resources are used in schools, more training and support, and improving families' experiences. We will release the Disability Strategy in 2019.

The Disability Strategy aims to transform education for students with disability by strengthening educational experiences and outcomes for students, and building the capacity of all teachers across our system to support students.



Supporting students from rural, remote and disadvantaged communities

Aurora College began operating in 2015 with 145 students in 45 schools using its virtual learning environment. In 2018, there were 260 students in 75 rural and remote public high schools. Aurora College also shared 37 classroom teachers with 24 other public schools across the state.

In 2018, the NSW Government recognised the school for its achievements, giving it the Premier's Award for Public Service in the category of Improving Education Results. Aurora offers classes in English, mathematics and science to gifted and talented students in Years 7 to 10 from rural and remote areas across NSW. Years 11 and 12 students in rural and remote communities may also apply to study one or more subjects with Aurora College.

In 2018, the department initiated key programs to build teacher capacity in rural communities. They included the HSC Rural and Remote Marking Program and the HSC Simulated Marking Program. We delivered training for 49 rural teachers in the HSC external marking processes jointly with the NSW Education Standards Authority. The HSC Simulated Marking program provided 54 teachers across three regional locations with skills to use the online marking software to assess HSC responses in English and biology.

In 2018, through rural and remote network initiatives, we distributed \$366,000 to 22 rural and isolated schools across NSW. This enabled the schools to develop ongoing networks between school community organisations and improve access to quality curriculum. For example, we funded the Walbundrie Small Schools Network to develop a mobile science, technology, engineering, arts and mathematics (STEAM) library that will cater for multi-stage learning across small schools in their local region.

The Rural and Remote Careers Education Initiative provided \$20,000 to six clusters of rural schools to implement a careers education program engaging with the Career Development Continuum Kindergarten to Year 12. In 2018, the department provided professional learning to each school to connect teachers with career education resources and project planning tools to support implementation at regular intervals.

Supporting students learning English as an additional language or dialect

In 2018, the department delivered 896 full-time teaching positions and approximately \$36 million in flexible funding to support approximately 173,000 students learning English as an additional language or dialect in 1,476 NSW public schools.

We allocated approximately \$34 million through the New Arrivals Program in 2017-18. This resource delivered intensive English language tuition and bilingual support to more than 5,300 newly arrived students and refugees in 670 schools. More than 3,700 students in the Intensive English High School and 14 intensive English centres received English tuition, orientation to schooling, and support to help settle them into school and participate in Australian society.

In 2018, the department directed \$2.9 million in targeted funding to support the learning, wellbeing and settlement needs of more than 4,500 recently arrived refugee students in 458 schools.

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

Performance report: With Aboriginal people and communities

Our performance targets

Increase support for Aboriginal communities' participation in decision-making

In 2018, Aboriginal Affairs:

- actioned the Local Decision Making Implementation Plan 2017-2020 to give effect to the vision, principles, priorities and strategies of the Local Decision Making Policy Framework
- coordinated negotiating two accords between the NSW Government and the Illawarra Wingecarribee Alliance Aboriginal Corporation, and the Three Rivers Regional Assembly
- coordinated negotiating the agreement between the NSW Government and the Murdi Paaki Regional Assembly to improve Aboriginal social housing outcomes in the Murdi Paaki region
- began accord negotiations with the Barang Regional Alliance (Central Coast) and the Northern Regional Aboriginal Alliance
- supported the NSW Coalition of Aboriginal Regional Alliances to build and strengthen the relationships needed to improve service delivery for Aboriginal people across NSW.

There are eight regional alliances operating under Local Decision Making. These are outlined in Table 9.

Table 9: Local Decision Making regional alliances

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

Increase opportunities for cultural participation

In 2018, Aboriginal Affairs provided more than \$250,000 to support a range of significant regional cultural events including healing and cultural camps, festivals and the Koori Knockout.

Aboriginal Affairs continued to support opportunities to participate in cultural activities and events by delivering small grants to support 123 NAIDOC Week events across NSW.



Our priorities: With Aboriginal people and communities

The NSW Government plan for Aboriginal affairs (OCHRE)

OCHRE (opportunity, choice, healing, responsibility, empowerment) is the NSW Government’s community-focused plan for Aboriginal affairs in NSW. Released in 2013, the plan has education, employment, governance, healing, culture and accountability at its heart. Aboriginal Affairs and its government, industry, non-government and tertiary partners are implementing OCHRE initiatives in partnership with Aboriginal communities across the state (see Table 10).

In December 2018, Aboriginal Affairs published OCHRE: Five years on, which is the NSW Government’s initial response to the first independent evaluation of OCHRE.

On 15 August 2018, Aboriginal leaders from across NSW presented the government with evidence from the first three years of OCHRE’s independent evaluation. The evaluation was positive about the implementation and early outcomes and its strong profile across communities. It also identified challenges for its continued growth and effectiveness. The

government will publish a comprehensive government response to the evaluation in mid-2019, including a plan to refresh OCHRE.

OCHRE’s success as a powerful symbol of the government’s commitment to co-designing policy solutions with Aboriginal communities has positioned the NSW Government as a national leader.

Aboriginal Affairs has been working with the Australian Government on its refresh of Closing the Gap. The agency supported the direction of this reform to consider issues of healing, language, culture revitalisation and refreshed service delivery targets.

The agency’s approach to co-designing the OCHRE evaluation with communities and its six-year research agenda, titled Transforming the relationship between Aboriginal people and the NSW Government, has attracted significant national attention after its launch in February 2018. During 2018, the agency held four research seminars to share the findings and promote research interests. This included 43 short films and voice recordings.

Table 10: Participation in OCHRE initiatives, 2017 and 2018

Initiative	2017	2018
Aboriginal students participating in opportunity hubs	2,291	2,317
Schools engaged with an opportunity hub	178	109
Employment and training opportunities banked with the hubs	403	401
Personal learning plans developed for students and linked to career plans	650	722
Students studying an Aboriginal language	6,379	6,759
Preschools, primary and secondary schools engaged in the Aboriginal Language and Culture Nests	67	57
Aboriginal public servants graduating from the Aboriginal Career and Leadership Development Program (cumulative since 2014)	120	132
Regional alliances under Local Decision Making	7 (+1 emerging)	7 (+ 1 existing Aboriginal Regional Governance Structure supported)

Culture and healing

The *Aboriginal Languages Act 2017* commenced in October 2017. Extensive community engagement ensured the Act was aligned with First Peoples' aspirations. NSW is the first state in Australia to enshrine in legislation the value and importance of language to our country's First Peoples and to the cultural heritage of NSW.

In 2018, under the Act's direction, Aboriginal Affairs began establishing an Aboriginal Languages Trust to coordinate local language activities, and develop and implement a five-year Aboriginal Languages Strategic Plan. The agency will complete this work in 2019.

To increase understanding of the impacts of trauma, Aboriginal Affairs supported one OCHRE Healing Forum in 2018 in partnership with the Healing Foundation and local Aboriginal communities. The forum also identified opportunities for government and communities to support healing at the local level.

In December 2016, in response to the Unfinished Business report to the NSW Parliament, the NSW Government announced a \$73 million Stolen Generations Reparations package. Central to this is the Stolen Generations Reparations Scheme, which officially began in July 2017. It provides payments of up to \$75,000 and funeral assistance to Stolen Generations survivors. As at December 2018, 377 survivors received payments directly from the reparations scheme, with \$28.3 million in reparations payments and \$2.5 million for funeral expenses.

In October 2018, a progress report was tabled in Parliament highlighting the work undertaken in the NSW Government's response to Unfinished Business. A key feature of the report was the inclusion of feedback from Stolen Generation survivors on the progress made to date, to ensure their voices continue to be heard and drive government to deliver on its commitments.

Growing NSW's first economy

Aboriginal Affairs takes a strengths-based approach to promoting economic prosperity for Aboriginal people in NSW. In collaboration with the Department of Finance, Services and Innovation, the agency established the Aboriginal Procurement Policy, which came into effect on 1 July 2018. The policy established a target of 3 per cent of all NSW Government domestic goods and services contracts being awarded to Aboriginal businesses by 2021. This will provide opportunities for Aboriginal businesses to grow and to increase Aboriginal employment.

The procurement policy permits government agencies to directly negotiate with Aboriginal businesses for contracts up to \$250,000 and requires agencies to consider opportunities for Aboriginal participation on contracts greater than \$10 million. In conjunction with the existing revised Aboriginal Participation in Construction policy, the new Aboriginal Procurement Policy aims to support an estimated 3,000 full-time equivalent employment opportunities for Aboriginal people through NSW Government procurement activities by 2021.

Aboriginal Affairs also collaborated across government to support improved economic outcomes for Aboriginal people. In 2018, the agency worked with the Department of Premier and Cabinet, and NSW Treasury to establish Australia's first social impact investment focused on Aboriginal economic development. This included ensuring a strong emphasis on the cultural capability of proponents, and effectively engaging Aboriginal community groups and individuals in designing services and programs established through the investment initiative.

During 2018, Aboriginal Affairs established the Aboriginal Centre for Excellence in Western Sydney. The agency worked with the community to ensure the centre met their needs and regularly met with the centre's Project Advisory Committee. The committee consists of eight dynamic young Aboriginal people from Western Sydney and was established to ensure the voices of community were heard throughout the centre's creation.



Aboriginal Affairs' focus throughout the entire establishment phase was the procurement of Aboriginal businesses. Kevin O'Brien, an Aboriginal architect, designed the centre and an Aboriginal building company, PSG Holdings, was commissioned to refurbish buildings at the old Whalan High School site. Aboriginal contractors, subcontractors and businesses were engaged to deliver design, building works, consultancy, rebranding and catering services.

In November 2018, the Minister for Aboriginal Affairs announced that the centre would be called Kimberwalli, a Darug word meaning 'many stars'. Listening to the voices of community was a key influence in renaming the centre.

Strengthening governance and capacity

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

The NSW Aboriginal Land Council and Aboriginal Affairs, the Registrar of the *Aboriginal Land Rights Act 1983*, continued working jointly to amend the Act. They aim to strengthen governance and build capacity in Local Aboriginal Land Councils, particularly in areas identified by the Report on the Statutory Review of the Act, which was completed in December 2017.

Aboriginal Affairs worked to build capacity in Local Aboriginal Land Councils to negotiate the settlement of land claims through Aboriginal Land Agreements under the Act.

The Department of Industry led an interagency governance committee to oversee this, which included Aboriginal Affairs, the Department of Premier and Cabinet, and the NSW Aboriginal Land Council.

Strengthening our foundations

In 2018, Aboriginal Affairs continued to support strong internal governance through a range of initiatives including:

- enhancing monitoring of the delivery of major projects, as well as support for cross-directorate collaboration
- supporting collaborative work practices through improved electronic records management
- increasing the focus on collaborative practice across the Aboriginal Affairs Executive.

Aboriginal Affairs is proud that more than 50 per cent of staff identify as Aboriginal or Torres Strait Islander. During 2018, it finalised workforce development plans. Staff had the opportunity to participate in a number of development programs, including leadership development.

The agency is also dedicated to providing a workplace that meets the needs of a diverse workforce and demonstrates commitment to inclusive practice. It continues to provide an induction process and seminar for all new starters in the agency. In 2018, work also began on developing an e-learning induction program to provide updated information to all staff regarding agency developments and achievements. The agency will complete this program in 2019.

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

Financial statements

Financial highlights

The department's statement of comprehensive income for the year ended 30 June 2018 reports a net result that was \$152.4 million lower than the original budget allocation set by NSW Treasury. The department's net result in 2017-18 is largely due to losses on disposal of non-current assets, as outlined in Note 4 of the financial statements. Further detail on factors impacting the department's net result are outlined in Note 23 of the financial statements.

The department's full-year capital expenditure for 2017-18 was \$844.3 million for works in progress and completed.

Based on the combined operating and capital expenditure results above, NSW Treasury assessed the department as achieving its overall budget responsibilities in 2017-18.

Expenses

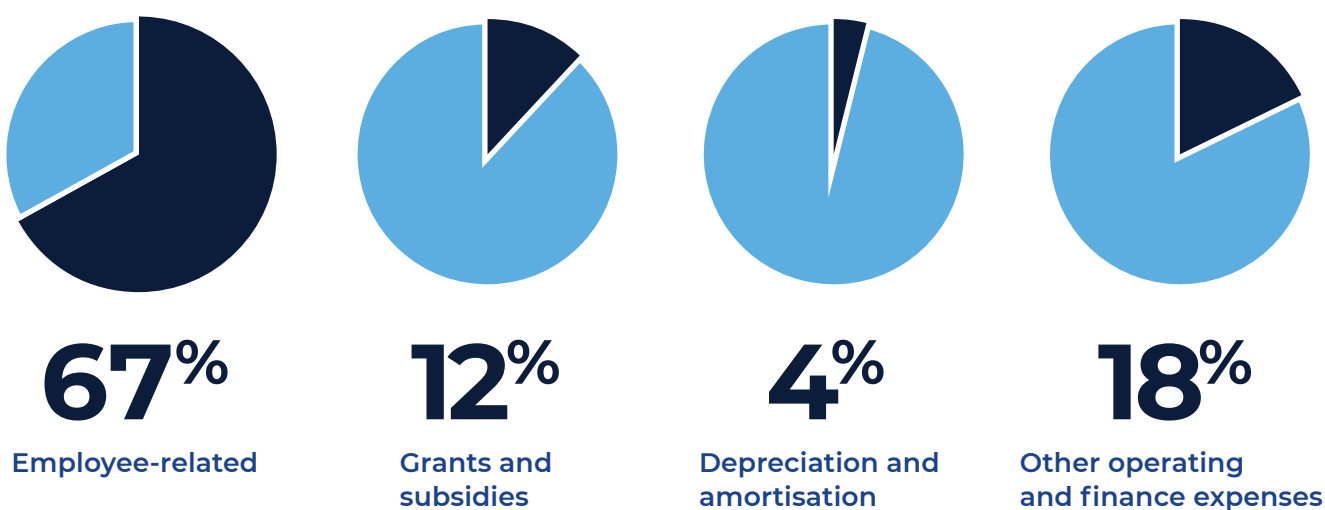
Approximately 67 per cent, or \$9.5 billion, of expenses incurred during 2017-18 were employee-related. The majority of these expenses were salaries for teachers and other essential staff who support the delivery of education programs in NSW public schools.

For 2017-18, the other operating and finance expenses comprised approximately 18 per cent of total expenses, at just over \$2.5 billion. These expenses included approximately \$288.2 million in cleaning expenses and \$697.3 million in maintenance-related expenses.

Grants and subsidies also supported the provision of education and related services, with almost \$1.7 billion provided in 2017-18.

Grants and subsidies continued to support the early childhood and non-government school sector, as outlined in Note 2d of the 2017-18 audited financial statements.

Figure 14: Expense by category for 2017-18



Note: Figures subject to rounding.



Revenue

NSW Treasury provides most of the department's revenue through appropriation, which totalled \$12.9 billion in 2017-18. This represented approximately 90 per cent of the department's total revenue in 2017-18.

The sale of goods and services, investment revenue, grants and contributions, Crown-accepted employee benefits and other revenue made up approximately 10 per cent of the department's total revenue in 2017-18.

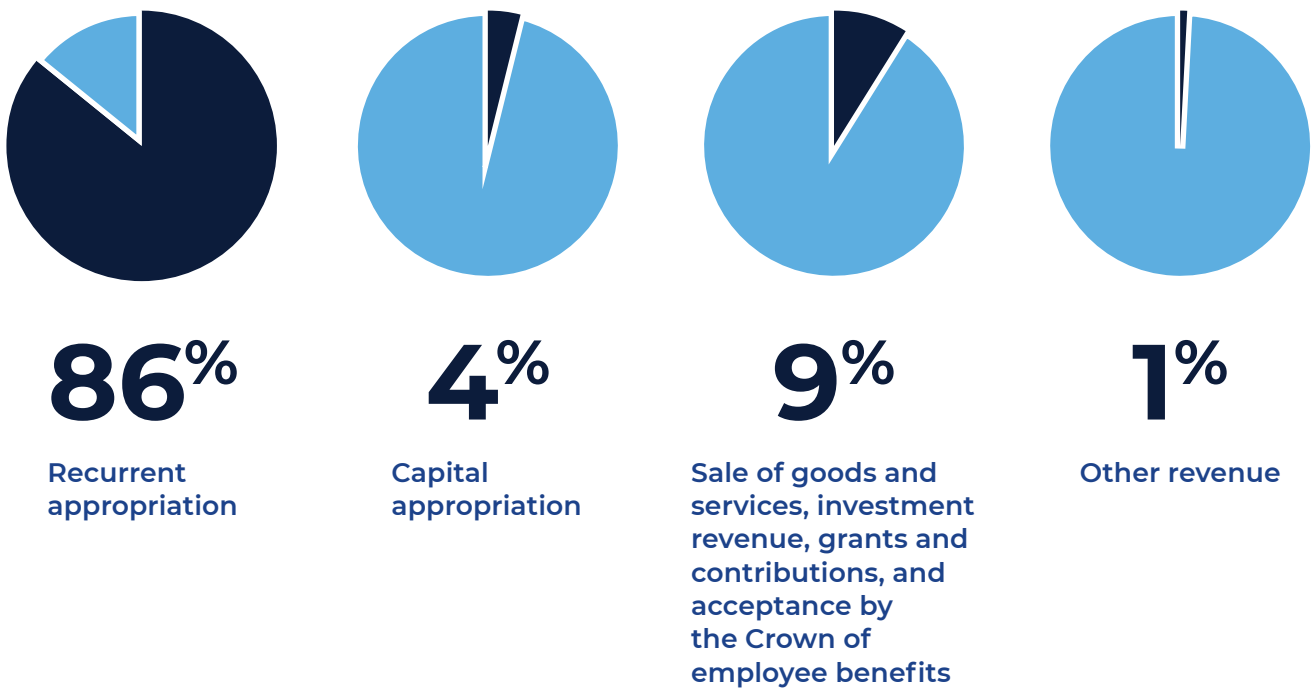
Note 3 of the 2017-18 audited financial statements provides details of revenue sources for the department.

Net assets

The department's net assets as at 30 June 2018 were \$30.5 billion. This comprised approximately \$32.5 billion of assets, partly offset by total liabilities of \$2.0 billion. The net assets were represented by accumulated funds of \$13.6 billion and an asset revaluation reserve of \$16.9 billion.

See page 50 of this report for the 2017-18 audited financial statements for the NSW Department of Education.

Figure 15: Revenue sources for 2017-18



Note: Figures subject to rounding.

Financial statements
For the financial year ended 30 June 2018

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INDEPENDENT AUDITOR'S REPORT

Department of Education

To Members of the New South Wales Parliament

Opinion

I have audited the accompanying financial statements of the Department of Education (the Department) which comprise the Statement of Comprehensive Income for the year ended 30 June 2018, the Statement of Financial Position as at 30 June 2018, 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 2018, 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' (APES 110).

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

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

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

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



Other Information

Other information comprises the information included in the Department's annual report for the year ended 31 December 2018, other than the financial statements and my Independent Auditor's Report thereon. The Secretary of the Department is responsible for the other information. At the date of this Independent Auditor's Report, the other information I have received 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.

The 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 except where the Department's operations will cease as a result of an administrative restructure.

Auditor's Responsibilities for the Audit of the Financial Statements

My objectives are to:

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

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

A description of my responsibilities for the audit of the financial statements is located at the Auditing and Assurance Standards Board website at www.ausab.gov.au/auditors_responsibilities/ar4.pdf. The description forms part of my auditor's report.

My opinion does not provide assurance:

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

Margaret Crawford
Auditor-General of NSW



September 2018
SYDNEY

DEPARTMENT OF EDUCATION

Start of audited financial statements
Statement of Comprehensive Income for the financial year ended 30 June 2018

	Notes	Actual 2018 \$'000	Budget 2018 \$'000	Actual 2017 \$'000
Continuing operations				
Expenses excluding losses				
Employee related expenses	2(e)	9,540,727	9,853,023	8,944,998
Operating expenses	2(b)	2,504,726	2,489,279	2,171,813
Depreciation and amortisation	2(c)	581,388	584,634	580,079
Grants and subsidies	2(d)	1,860,101	1,921,586	1,638,033
Finance costs	2(e)	16,455	12,515	24,133
Total expenses excluding losses		14,313,375	14,855,027	13,389,441
Revenue				
Appropriation	3(a)	12,802,300	13,905,399	11,981,420
Sale of goods and services	3(b)	469,054	166,235	404,076
Interest revenue	3(c)	10,885	22,084	15,650
Grants and other contributions	3(d)	234,442	428,579	94,314
Acceptance by the Crown Entity of employee benefits and other liabilities	3(e)	555,712	385,500	330,346
Other revenue	3(f)	176,154	71,084	301,192
Total revenue		14,338,527	14,976,801	13,126,998
Operating result				
Gains/(Losses) on disposal	4	(55,154)	--	(13,000)
Other gains/(losses)	5	(659)	--	(195)
Net result from continuing operations		(30,861)	121,774	(245,638)
Net result	24	(30,861)	121,774	(245,638)
Other comprehensive income				
Other comprehensive income not to be reclassified to the net result in subsequent periods				
Change in revaluation surplus of property, plant and equipment	11	8,501,575	--	34
Total other comprehensive income		8,501,575	--	34
TOTAL COMPREHENSIVE INCOME		8,470,914	121,774	(245,604)

The accompanying notes form part of these financial statements.

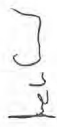
DEPARTMENT OF EDUCATION

Financial statements
For the financial year ended 30 June 2018

STATEMENT BY THE SECRETARY

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

- 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.
- The financial statements exhibit a true and fair view of the financial position and financial performance of the department; and
- I am not aware of any circumstances, which would render any particulars included in the financial statements to be misleading or inaccurate.



Secretary
Department of Education
17 September 2018

DEPARTMENT OF EDUCATION

Statement of Financial Position as at 30 June 2018

	Actual 2018 \$'000	Budget 2018 \$'000	Actual 2017 \$'000
ASSETS			
Current assets			
Cash and cash equivalents	8 928,154	703,390	1,099,099
Receivables	9 211,901	195,071	159,099
Other financial assets	10 1,140,055	909,862	2,504
Non-current assets held-for-sale	13 1,140,055	909,862	1,249,672
Total current assets	1,140,055	910,236	1,249,672
Non-current assets			
Receivables	9 53	62	62
Property, plant and equipment			
- Land and buildings	30,723,301	24,081,814	22,092,451
- Plant and equipment	243,810	216,066	168,157
Total property, plant and equipment	11 30,967,111	24,297,880	22,276,608
Intangible assets	12 350,581	299,898	325,444
Total non-current assets	31,317,745	24,597,650	22,604,114
Total assets	32,457,800	25,507,886	23,853,786
LIABILITIES			
Current liabilities			
Payables	16 616,455	429,833	495,714
Borrowings	17 147,439	6,841	147,129
Provisions	18 905,069	884,575	893,895
Other current liabilities	19 58,848	60,095	69,176
Total current liabilities	1,728,638	1,381,414	1,595,014
Non-current liabilities			
Borrowings	17 159,542	156,126	163,116
Provisions	16 40,173	47,124	33,147
Other non-current liabilities	19 32,475	1,413	26,453
Total non-current liabilities	225,192	204,663	222,716
Total liabilities	1,951,830	1,586,077	1,817,730
Net assets	30,505,970	23,911,809	22,035,056
EQUITY			
Reserves	16,917,451	10,339,048	8,452,343
Accumulated funds	13,588,519	13,572,761	13,582,713
Total equity	30,505,970	23,911,809	22,035,056

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION

Statement of Changes in Equity for the financial year ended 30 June 2018

	Notes	Accumulated funds \$'000	Asset revaluation surplus \$'000	Assets held-for-sale reserve \$'000	Total \$'000
Balance at 1 July 2017		13,582,713	8,452,343	--	22,035,056
Net result for the year		(30,661)	--	--	(30,661)
Other comprehensive income					
Net change in revaluation surplus of property, plant and equipment	11	--	8,501,575	--	8,501,575
Total other comprehensive income			8,501,575	--	8,501,575
Total comprehensive income for the year		(30,661)	8,501,575	--	8,470,914
Transactions with owners in their capacity as owners					
Increase/(Decrease) in net assets from equity transfers		--	--	--	--
Total transactions with owners in their capacity as owners		--	--	--	--
Transfers within equity					
Reserves transfers		36,467	(36,467)	--	--
Balance at 30 June 2018		13,588,519	16,917,451	--	30,505,970
Balance at 1 July 2016		13,816,514	8,465,023	283	22,280,820
Net result for the year		(245,638)	--	--	(245,638)
Other comprehensive income					
Net change in revaluation surplus of property, plant and equipment	11	--	34	--	34
Total other comprehensive income		--	34	--	34
Total comprehensive income for the year		(245,638)	34	--	(245,604)
Transactions with owners in their capacity as owners					
Increase/(Decrease) in net assets from equity transfers	20	(160)	--	--	(160)
Total transactions with owners in their capacity as owners		(160)	--	--	(160)
Transfer within equity					
Reserves transfers		12,987	(12,714)	(283)	--
Balance at 30 June 2017		13,582,713	8,452,343	--	22,035,056

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION

Statement of Cash Flows for the financial year ended 30 June 2018

	Actual 2018 \$'000	Actual 2017 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES		
Payments		
Employee related	(8,959,298)	(8,535,012)
Supplies of goods and services	(2,144,490)	(1,845,301)
Grants and subsidies	(1,950,224)	(1,820,724)
Finance costs	(16,014)	(20,052)
Other	(633,493)	(632,946)
Total payments	(13,500,369)	(12,853,025)
Receipts		
Appropriation	12,862,300	11,981,420
Sale of goods and services	404,511	480,742
Interest received	12,828	14,672
Grants and other contributions	207,691	83,030
Other	700,312	682,655
Total receipts	14,187,582	13,252,519
NET CASH FLOWS FROM OPERATING ACTIVITIES	687,213	627,484
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds from sale of land and buildings, plant and equipment, and intangibles	3,888	13,789
Proceeds from sale of financial assets	2,504	14,682
Purchases of land and buildings, plant and equipment, and intangibles	(844,256)	(492,165)
NET CASH FLOWS FROM INVESTING ACTIVITIES	(837,864)	(463,734)
CASH FLOWS FROM FINANCING ACTIVITIES		
Repayment of borrowings and advances	(10,264)	(8,327)
NET CASH FLOWS FROM FINANCING ACTIVITIES	(10,264)	(8,327)
NET INCREASE/(DECREASE) IN CASH	(160,915)	151,423
Opening cash and cash equivalents	1,285,059	937,636
CLOSING CASH AND CASH EQUIVALENTS	\$28,144	1,089,059

The accompanying notes form part of these financial statements.

25(b)

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

1. Summary of significant accounting policies

(a) Reporting entity

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

The department includes the following Divisions:

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

Effective on the 28 May 2016, Strategy and Evaluation ceased to be a standalone division within the department's organisational structure. The functions of the department relate to school education, early childhood education, aspects of higher education and Aboriginal Affairs. In the process of preparing the financial statements, all intra-agency transactions and balances have been eliminated.

These financial statements for the financial year ended 30 June 2018 have been authorised by the Secretary for issue on 17 September 2018.

(b) Basis of preparation

The department's financial statements are general-purpose financial statements, which have been prepared on an accruals basis and in accordance with:

- applicable Australian Accounting Standards (AAS) (which include Australian Accounting Interpretations);
- the requirements of the *Public Finance and Audit Act 1983*, and *Public Finance and Audit Regulation 2015*; and
- Financial Reporting Directions mandated by the Treasurer.

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

Judgements, key assumptions and estimations made by management are disclosed in the relevant notes to the financial statements. All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency.

(c) School finances

The department's financial statements include all school financial transactions.

As part of a major business reform, the department has replaced its main financial system. This was undertaken as a staged process and was completed in October 2017.

The value of monies held on behalf of third parties by schools is disclosed in these financial statements as both a restricted asset and a third party liability. Refer to Notes 15 & 16.

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

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

- (d) *Statement of compliance*
The financial statements and notes comply with Australian Accounting Standards, which include Australian Accounting Interpretations.
- (e) *Borrowing costs*
Borrowing costs consist of interest and other costs incurred in connection with the borrowing of funds. Borrowing costs are recognised as expenses in the financial year in which they are incurred, in accordance with Treasury's Mandate to not-for-profit NSW General Government Sector agencies.
- (f) *Insurance*
The department's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self-insurance for government agencies. The expense (premium) is determined by the Fund Manager based on past claims experience.
- (g) *Accounting for the Goods and Services Tax (GST)*
Income, expenses and assets are recognised net of the amount of GST, except that the:
 - amount of GST incurred by the department as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of an asset's cost of acquisition or as part of an item of expense; and
 - receivables and payables are stated with the amount of GST included.
 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.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

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

- (h) *Income recognition*
Income includes revenue and gains. Income is measured at the fair value of the consideration or contribution received or receivable. Details regarding the accounting policies for the recognition of income are discussed below.
 - (i) *Parliamentary appropriation and contributions*
Except as specified below, parliamentary appropriation and contributions from other bodies (including grants and donations) are recognised as revenue when the department obtains control over the assets comprising the appropriation/contributions. Control over appropriation and contributions is normally obtained upon the receipt of cash. Unspent appropriation is recognised as a liability rather than revenue, as the authority to spend the money lapses and the unspent amount must be repaid to the Consolidated Fund.
 - (ii) *Sale of goods*
Revenue from the sale of goods is recognised when the department transfers the significant risks and rewards of ownership of the goods, usually on delivery of the goods.
 - (iii) *Rendering of services*
Revenue from the rendering of services is recognised when the service is provided or by reference to the stage of completion (based on labour hours incurred to date).
 - (iv) *Grants and contributions*
Revenue from grants (other than contribution by owners) is recognised when the department obtains control over the contribution. The department is deemed to have assumed control when the grant is received or receivable. Contributions are recognised at their fair value. Contributions of services are recognised when and only when a fair value of those services can be reliably determined and the services would be purchased if not donated.
 - (v) *Interest revenue*
Interest revenue is recognised using the effective interest method. The effective interest rate is the rate that discounts the estimated future cash receipts over the expected life of the financial instrument or a shorter period, where appropriate, to the net carrying amount of the financial asset.
- Rental revenue arising from operating leases is accounted for on a straight-line basis over the lease term.
- (j) *Asset sales*
The department recognises sale of land and buildings upon final settlement. Gains or losses on disposal of non-current assets are taken into account in determining the net result for the financial year.
- (vi) *Other revenue*
Other revenue is recognised as earned.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

1. Summary of significant accounting policies (Continued)

- (i) Property, plant and equipment (continued)
- (ii) Depreciation of property, plant and equipment (continued)
The useful life ranges for assets are consistent with those in 2017 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	Useful Life Range
Buildings	20 to 105 years
Leasehold Improvements	Term of the lease
Heritage Buildings	Indefinite
Plant and Equipment	3 to 15 years

As part of the revaluation during the financial year (see Note 10(vi) 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 amendment of the useful life ranges for some asset components, however they still fall within the overall range for building assets.

- (iii) 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 Measurement, AASB 116 Property, Plant and Equipment and AASB 140 Investment Property.

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

Fair value of property, plant and equipment is based on a market participant's perspective, using valuation techniques e.g. (market approach, cost approach or income approach) that maximise relevant observable inputs and minimise unobservable inputs. Generally, school buildings are designed for a specific limited purpose. In most cases these buildings and the land on which they sit have no feasible alternative use. In accordance with TPP 14.01, the department determines the fair value of its building assets using the 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 and buildings, where market or income approach is the most appropriate valuation technique, and at least every five financial years where a replacement cost valuation technique is used.

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

During the financial year, comprehensive revaluations were completed at 31 March 2018 for land and building assets. A market approach was used for land, and a replacement cost approach for buildings. Both approaches were based on external independent assessments.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

1. Summary of significant accounting policies (Continued)

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

Fair value is the price that would be received to sell an asset in an orderly transaction between market participants at measurement date when payment for an asset is deferred beyond normal credit terms, its cost is the cash price equivalent, i.e. the deferred payment amount is effectively discounted over the period of credit.

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

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

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

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

- (vi) Maintenance
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.

- (vii) Depreciation of property, plant and equipment
Depreciation is provided for on a straight-line basis for all depreciable assets so as to write off the depreciable amount of each asset as it is consumed over its useful life. Depreciation rates are reviewed by the department annually.

All material identifiable components of assets are depreciated separately over their useful lives.
Land is not a depreciable asset. Certain heritage assets including heritage buildings may not have a limited useful life because appropriate curatorial and preservation policies are adopted. Such assets are not subject to depreciation. The decision not to recognise depreciation for these assets is reviewed annually.



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

1. Summary of significant accounting policies (Continued)

- (i) *Property, plant and equipment (continued)*
 - (iii) Impairment of property, plant and equipment
As a not-for-profit entity with no cash generating units, impairment under AASB 136 *Impairment of Assets*, is unlikely to arise. As property, plant and equipment is carried at fair value or an amount that approximates fair value, impairment can only arise in the rare circumstances where the costs of disposal are material.
 - The department assesses, at each reporting date, whether there is an indication that an asset may be impaired. If any indication exists, or when annual impairment testing of an asset is required, the department estimates the asset's recoverable amount. When the carrying amount of an asset exceeds its recoverable amount, the asset is considered impaired and is written down to its recoverable amount.
- As a not-for-profit entity, an impairment loss is recognised in the net result to the extent the impairment loss exceeds the amount in the net revaluation surplus for the class of asset.
- (j) *Leases*
A distinction is made between finance leases which effectively transfer from the lessor to the lessee substantially all the risks and rewards incidental to ownership of the leased assets, and operating leases under which the lessor does not transfer substantially all the risks and rewards.
Where a non-current asset is acquired by means of a finance lease, at the commencement of the lease term, the asset is recognised at fair value or, if lower, the present value of the minimum lease payments, at inception of the lease. The corresponding liability is established at the same amount. Lease payments are allocated between the principal component and the interest expense.
The department has 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 11/19 06-9 Accounting Policy Accounting for Privately Financed Projects.
Property, plant and equipment acquired under finance leases are depreciated over the asset's useful life. However if there is no reasonable certainty that the lessee entity will obtain ownership at the end of the lease term, the asset is depreciated over the shorter of the estimated useful life of the asset and the lease term.
- An operating lease is a lease other than a finance lease. Operating lease payments are recognised as an expense in the Statement of Comprehensive Income on a straight line basis over the lease term.
- (k) *Intangible assets*
The department recognises intangible assets only if it is probable that future economic benefits will flow to the department and the cost of the asset can be measured reliably. Intangible assets are measured initially at cost. Where an asset is acquired at no or nominal cost, the cost is its fair value as at the date of acquisition.
Intangible assets are subsequently measured at fair value only if there is an active market. As there is no active market for the department's intangible assets, the assets are carried at cost less any accumulated amortisation and impairment losses.
All research costs are expensed. Development costs are only capitalised when certain criteria are met.
The useful lives of intangible assets are assessed to be finite.
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 amortisation method for an intangible asset with a finite useful life are reviewed at least at the end of each financial year.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

1. Summary of significant accounting policies (Continued)

- (i) *Property, plant and equipment (continued)*
 - (iii) Revaluation of property, plant and equipment (continued)
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 current 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 condition of property assets. The remaining useful lives for room fitouts, hard landscaping and fencing have been amended, leading to 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 amount of depreciation expense recognised in the Statement of Comprehensive Income. 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.
 - Since the revaluations at March 2016, an assessment of land and buildings' fair value at 30 June 2018 was conducted by external independent assessors, and the department concluded that there has been no material movement in values.
 - The revaluation of land and building assets during the financial year resulted in a total increase of \$9.5b. The increase in land fair value of \$2.3b recognises market movements, particularly in the Sydney metropolitan areas and in coastal areas of NSW. The revaluation of building assets has resulted in a total increase of \$6.2b 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.
 - Revaluation increments are recognised in other comprehensive income and credited to asset revaluation surplus in equity. However, to the extent that an increment reverses a revaluation decrement in respect of the same class of asset previously recognised as a loss in the net result, the increment is recognised immediately as a gain in the net result. Revaluation decrements are recognised immediately in the net result, unless they reverse a revaluation increment in respect of the same class of asset. In such cases, 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 recorded. 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.
 - For assets that are valued using other valuation techniques, any balances of accumulated depreciation at the revaluation date are credited to the relevant asset accounts. Movements of these assets' net carrying amounts are then recorded as revaluation increments or decrements.
 - Where an asset that has previously been revalued is disposed of, any balance remaining in the asset revaluation surplus in respect of that asset is transferred to accumulated funds.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

1. Summary of significant accounting policies (Continued)

(l) Inventories

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

(m) Financial instruments

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

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

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

(i) Financial assets

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

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

• Financial assets at fair value through profit or loss

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

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

• Loans and receivables

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

• Held-to-maturity investments

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

1. Summary of significant accounting policies (Continued)

(n) Financial instruments (continued)

(i) Financial assets (continued)

• Available-for-sale financial assets

Financial assets that do not fall into any other category are accounted for as available-for-sale investments and measured at fair value. Gains or losses on available-for-sale financial assets are recognised in other comprehensive income until disposed or impaired, at which time the cumulative gain or loss previously recognised in other comprehensive income is recognised in the net result for the financial year. However, interest calculated using the effective interest method and dividends are recognised in the net result for the financial year.

• Impairment of financial assets

All financial assets, except those at fair value through profit or loss, are subject to annual review for impairment. Financial assets are considered to be impaired when there is objective evidence that, as a result of one or more events that occurred after the initial recognition of the financial asset, the estimated future cash flows have been affected.

For certain categories of financial assets, such as trade receivables, the department first assesses whether impairment exists separately for financial assets that are individually significant or collectively for financial assets that are individually significant. Assets are assessed for impairment on a collective basis if they were assessed not to be impaired individually.

For financial assets carried at amortised cost, the amount of the allowance for impairment, is the difference between the asset's carrying amount and the present value of estimated future cash flows, discounted at the original effective interest rate. The amount of the impairment loss is recognised in the net result for the financial year.

When an available-for-sale financial asset is considered to be impaired, the amount of the cumulative loss is removed from equity and recognised in the net result for the financial year, based on the difference between the acquisition cost (net of any principal repayment and amortisation) and current fair value, less any impairment loss previously recognised in the net result for that financial year.

Any reversals of impairment losses are reversed through the net result for the financial year, where there is objective evidence. However, reversals of impairment losses on an investment in an equity instrument classified as 'available-for-sale' must be made through the revaluation surplus. Reversals of impairment losses of financial assets carried at amortised cost cannot result in a carrying amount that exceeds what the carrying amount would have been, had there been no impairment loss.

(ii) Financial liabilities

Financial liabilities are classified as either 'at fair value through profit or loss' or 'at amortised cost'.

• Financial liabilities at fair value through profit or loss

Financial liabilities at fair value through profit or loss include financial liabilities 'held-for-trading' and financial liabilities designated upon initial recognition as at fair value through profit or loss.

Financial liabilities are classified as 'held-for-trading' if they are incurred for the purpose of repurchasing in the near term. Gains or losses on liabilities 'held-for-trading' are recognised in the net result.

Financial liabilities at fair value through profit or loss are stated at fair value, with any gains or losses arising on re-measurement recognised in the net result.



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

1. Summary of significant accounting policies (Continued)

(m) Financial instruments (continued)

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

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

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

(o) Employee benefits

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

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

Actuarial advice obtained by NSW Treasury has confirmed that using the nominal annual leave balance plus the annual leave entitlements accrued while taking annual leave (calculated using 7.9% [2017: 7.9%] of the nominal value of annual leave) can be used to approximate the present value of the annual leave liability. The department has assessed the actuarial advice based on its circumstances and has determined that the effect of discounting is immaterial to annual leave. All annual leave is classified as a current liability as the department does not expect to settle the liability within 12 months as the department does not have an unconditional right to defer settlement.

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

(p) Extended/long service leave and superannuation

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

Extended/long service leave 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 wage and salary levels, experience of employee departures, and periods of service. Expected future payments are discounted using the Commonwealth government bond rate at the reporting date.

An estimate of long service leave for casual teachers has been brought to account for the first time in 2017-18. This affects employee related expenses and 'acceptance by the Crown Entity of employee benefits and other liabilities', as these leave provisions are assumed by the Crown Entity. The department has not been able to obtain a satisfactory reliable estimate of the given data in 2017-18. In 2018-19, the department will continue to work with the relevant stakeholders to obtain the necessary data for the actuarial analysis and attendance patterns for casual staff. In preparing for the new payroll system, the department performed data analysis and applied management judgement to provide an estimate. This has been calculated to be less than 7% of the total extended and long service leave balances related to the department.

In March 2018, all corporate employees and staff in 32 schools migrated onto a new SAP Payroll system. All remaining employees will be migrated in 2018-19. The new system introduces increased system flexibility and support to the human resources and payroll functions. It also provides enhanced reporting capabilities and provides improved accuracy in accounting for employee related costs and provisions as well as enhanced reporting capabilities.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

1. Summary of significant accounting policies (Continued)

(m) Financial instruments (continued)

(k) Financial liabilities (continued)
Financial liabilities at amortised cost (including borrowings and trade payables)
Financial liabilities at amortised cost are initially measured at fair value, net of transaction costs. These are subsequently measured at amortised cost using the effective interest method, with interest expense recognised on an effective yield basis.

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.

Borrowings are financial liabilities at amortised cost. Gains or losses are recognised in the net result for the financial year on de-recognition of borrowings.

Financial lease liabilities are determined in accordance with AASB 117 Leases.

• Financial guarantees

A financial guarantee contract is a contract that requires the issuer to make specific payments to reimburse the holder for a loss it incurs because a specified debtor fails to make payment when due in accordance with the original or modified terms of a debt instrument.

Financial guarantee contracts are recognised as a liability at the time the guarantee is issued and initially recognised at fair value plus, in the case of financial guarantees not at fair value through profit or loss, directly attributable transaction costs, where material. After initial recognition, the liability is measured at the higher of the amount determined in accordance with AASB 137 Provisions, Contingent Liabilities and Contingent Assets and the amount initially recognised, less accumulated amortisation, where appropriate.

The department has reviewed its financial guarantees and determined there is no material liability to be recognised for financial guarantee contracts as at 30 June 2018. Refer to Note 22 regarding disclosures on contingent liabilities.

(l) De-recognition of financial assets and financial liabilities

A financial asset is de-recognised when the contractual rights to the cash flows from the financial assets expire, or if the department transfers the financial asset:

- where substantially all the risks and rewards have been transferred; or
- where the department had not transferred substantially all the risks and rewards, if the department has not retained control.

Where the department has neither transferred nor retained substantially all the risks and rewards or transferred control, the asset continues to be recognised to the extent of the department's continuing involvement in the asset, in that case the department also recognises an associated liability. The transferred asset and the associated liability are measured on a basis that reflects the rights and obligations that the department has retained.

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 de-recognised when the obligation specified in the contract is discharged, cancelled or expires. When an existing financial liability is replaced by another from the same lender on substantially different terms, or the terms of an existing liability are modified, such replacement or modification is treated as the de-recognition of the original liability and the de-recognition of a new liability. The difference in the respective carrying amounts is recognised in the net result.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

1. Summary of significant accounting policies (Continued)

(c) Employee benefits (continued)

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

Contributions to the defined contribution plans are expensed when incurred.

(ii) Teachers' annual and non term leave provision
Teachers' annual and non term leave provision is estimated based on the number of workdays from the start of school term one to the reporting date. The provision is reduced when teachers take annual leave during student vacations.

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

(d) Provisions

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

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

If the effect of the time value of money is material, the provision for make good of building operating leases are discounted at 1.70% for the financial year ended on 30 June 2018 (2017: 1.63%). 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.

(e) Equity and reserves

(i) Revaluation surplus

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

(ii) Accumulated funds

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

(iii) Other reserves

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

1. Summary of significant accounting policies (Continued)

(e) Equity and reserves (continued)

(iv) Transfers to other agencies. Equity transfer through administrative restructures
Transfer of net assets between agencies as a result of an administrative restructure, transfers of program/functions and parts thereof between NSW public sector agencies and equity appropriation' are designated or required by Australian Accounting Standards to be treated as contributions by owners and recognised as an adjustment to Accumulated funds. This is consistent with NSW Treasury Policy and Guidelines Paper TPP 06-3 'Contributions by owners made to wholly-owned Public Sector Entities', AASB 1004 Contributions, and AASB Interpretation 1038 Contributions by Owners Made to Wholly-Owned Public Sector Entities.

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

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

(f) Fair value measurement and hierarchy

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

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

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

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

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

2. Expenses excluding losses

	2018 \$'000	2017 \$'000
(a) Employee-related expenses		
Salaries and wages (including annual leave) ¹	7,653,483	7,442,384
Superannuation – defined benefit plans	92,727	108,766
Superannuation – defined contribution plans	717,021	619,389
Extended/Long service leave	457,811	215,630
Workers' compensation insurance	119,455	106,665
Payroll tax and Fringe benefit tax	487,849	439,607
Redundancy payments	1,198	4,037
Other	11,083	6,450
	9,540,727	8,344,588

¹ An amount of \$3.1m (2017: \$4.1m) for employee related expenses was capitalised during the financial year.

(b) Operating expenses include the following:

	2018 \$'000	2017 \$'000
Auditor's remuneration ¹	1,266	1,116
- audit of the financial statements	285,246	280,125
Cleaning	4,434	2,303
Consultants	108,411	77,502
Other contractors ²	193,028	189,483
Fees for services rendered	56,662	58,758
Internet and related expenses	54,112	54,276
Insurance	697,343	404,106
Maintenance ³	211,287	135,497
Minor stores, provisions, plant and computing		
Operating lease rental expense	43,643	42,300
- minimum lease payments	24,456	22,852
Postage and telephone	20,972	6,641
Printing		
School operating expenses	445,808	414,974
Assisted School Travel expenses ⁴	136,852	130,549
Printing and equipment expenses	25,748	25,748
Depreciable buildings	23,186	26,125
Traveling and subsistence	90,820	87,337
Utilities and water charges	41,424	185,118
Other	2,804,726	2,171,813

¹ The audit fees are disclosed based on services provided up to 30 June 2018. The engagement fee for the audit of 2017-18 financial statements is \$1.2m (2017: \$1.2m). In 2016-17, only \$1.1m was invoiced to the department.

² An amount of \$20.9m (2017: \$14.9m) for contractor expenses was capitalised during the financial year.

³ Reconciliation - Total maintenance
Maintenance expense – contracted labour and other
Total maintenance expenses included in Note 2(b).

⁴ Assisted School Travel expenses were classified as Grants and subsidies in 2016-17. There is no financial impact on the Statement of Comprehensive Income.

2018 \$'000	2017 \$'000
697,343	404,106
697,343	404,106

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

1. Summary of significant accounting policies (Continued)

(a) Budgeted amounts

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

(b) 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.

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

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

- (i) Effective for the first time in 2017-18.
- The accounting policies applied in 2017-18 are consistent with those of the previous financial year except for:
 - AASB 2016-2 Amendments to Australian Accounting Standards – Disclosure Initiative Amendments to AASB 107; and
 - AASB 2016-4 Amendments to Australian Accounting Standards – Recoverable Amount of non-cash-generating specialised assets of not-for-profit entities.

First-time adoption of the above new standards does not have any financial impact on the department's financial performance and position.

(ii) Issued but not yet effective

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

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

- AASB 9, AASB 2014-7 and AASB 2015-6, 2016-3 and 2016-7 regarding Revenue from Contracts with Customers;
- AASB 16 Leases;
- AASB 1059 Service Concessions Arrangements, Grants and
- AASB 2016-5 Amendments to Australian Accounting Standards – Australian Implementation Guidance for Not-for-Profit Entities.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

2. Expenses excluding losses (Continued)

(c) Depreciation and amortisation expense	2018	2017
	\$'000	\$'000
Depreciation:		
Buildings and improvements	528,723	485,262
Plant and equipment	32,093	51,413
	561,736	546,675
Amortisation:		
Intangibles	29,580	33,404
	591,365	580,079
(d) Grants and subsidies		
Government sector:		
Grants to cluster agencies	116,145	112,860
Other	9,925	15,664
	126,070	128,524
Non-Government school sector:		
Non-Government schools per capita payments	1,005,504	967,640
Interest subsidies	51,344	47,724
Supervisor subsidies	42,081	40,218
Other	51,095	35,558
	1,150,024	1,091,140
Other sector:		
Early Childhood Education and Care	302,281	288,024
Other	82,898	129,715
	385,179	417,739
	1,659,101	1,638,423
(e) Finance costs	16,455	24,136
Interest expense from financial liabilities not at fair value through profit or loss		

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

3. Revenue

(a) Appropriation

Summary of Compliance	2018		2017	
	Appropriation \$'000	Expenditure \$'000	Appropriation \$'000	Expenditure \$'000
Original Budget per the Appropriation Act	13,905,309	14,344,625	12,350,886	13,123,200
Other Appropriation/Expenditure	--	--	--	--
• Additional Appropriation	--	--	--	--
• Treasurer's Advance	--	--	--	--
• Section 22 - Expenditure for certain works and services	--	--	--	--
• Section 24 PFAA - Transfers of functions between entities	--	--	--	--
• Section 26 PFAA - Commonwealth specific purpose payments (per Section 27 of the Appropriation Act)	--	--	--	--
• Section 27 of the Appropriation Act	--	--	--	--
Total Appropriation/Expenditure	13,905,309	14,344,625	12,350,886	13,123,200
Net claim on Consolidated Fund (includes transfer payments) ¹		(12,982,300)		(11,981,420)
Less:		(1,462,325)		(1,141,760)
Appropriation revenue ²		--		--
Expenditure not claimed		--		--
Liability to Consolidated Fund ³		--		--
Reconciliation	2018		2017	
Recurrent \$'000	12,310,254		11,507,603	
Capital \$'000	592,046		473,617	
Appropriation cash drawn down				
Less:				
Liability to Consolidated Fund ¹				
Total Appropriation revenue per Statement of Comprehensive Income ²		12,892,300		11,981,420

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

² Under the Appropriation Act for the relevant financial year, agencies are appropriated with a single sum for each agency's services 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 cash drawn down' and the 'Appropriation revenue/Expenditure not claimed against Consolidated Fund'.

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

3. Revenue (Continued)

(b)	Sale of goods and services	2018 \$'000	2017 \$'000
	Reversals of services	315,366	258,477
	Overseas student fees	98,026	82,009
	Goods provided	29,907	18,393
	Fees and charges	19,667	15,262
	Other	36,083	23,545
		<u>495,054</u>	<u>404,076</u>
(c)	Interest revenue from financial assets not at fair value through profit or loss	10,865	15,650
(d)	Grants and other contributions	46,652	34,004
	School generated contributions	6,571	2,743
	Other public sector agencies	24,614	13,668
	Commonwealth Government	1,170	1,170
	Contributors of assets	156,188	41,189
	Donations and industry contributions	<u>234,442</u>	<u>54,314</u>
(e)	Acceptance by the Crown Entity of employee benefits and other liabilities. The following items have been assumed by the Crown Entity or other government agencies:		
	Superannuation – defined benefit	92,727	108,766
	Extended/Long service leave	457,811	215,030
	Payroll tax	5,174	5,950
		<u>555,712</u>	<u>330,346</u>
(f)	Other revenue	477	1,059
	Personnel services revenue	60,100	83,219
	Treasury Managed Fund Insurance recovery	113,577	216,574
	Miscellaneous revenue	<u>176,154</u>	<u>301,192</u>
4.	Gains/(Losses) on disposal	2018 \$'000	2017 \$'000
	Property, plant and equipment		
	Written down value	(35,154)	(13,000)
5.	Other gains/(losses)	2018 \$'000	2017 \$'000
	Disposal of non-current assets held for sale	(485)	(37)
	Impairment of receivables	(194)	(183)
		<u>(679)</u>	<u>(185)</u>

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

6. Program and service groups

(a)	Program groups: Descriptions
	The following is a list of the program groups of the department. In order to comply with the requirements of AASB 1052 <i>Disaggregated Disclosures</i> , financial details attributed by program groups are provided in the program group statements. Where financial details cannot be attributed to a particular program group, they are assigned to the 'Not Attributable' column, in accordance with NSW Treasury Policy Paper and Guidelines Paper 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 attributed financial details among five program groups for the first time in 2017-18. Program groups focus on the outcomes, that the department is expected to achieve, rather than focusing on the amounts spent and the services or outputs to be delivered.
	In 2016-17, the department attributed financial details among six service groups. Service groups were a collection of related services and outputs delivered by the department. Further details of service groups are provided in Note 6(i), Note 6(j) and Note 6(k).
	Program Group 1
	Early Childhood Education
	Objective(s)
	Provision and regulation of early childhood education and care, including preschools.
	Program Group 2
	Government Schools
	Objective(s)
	Staffing and support of 1,606 primary schools, 401 secondary schools, 65 central schools, 113 schools for special purposes and 23 environmental education centres, to deliver quality education services that meet the diverse needs of all students.
	Program Group 3
	Non-government Schools
	Objective(s)
	Funding to non-government schools to improve student learning outcomes and assist them to successfully complete Year 12 or Vocational Education and Training equivalent.
	Program Group 4
	Aboriginal Affairs
	Objective(s)
	Working in partnership with Aboriginal communities to promote social, economic and cultural well-being by implementing OCHRE (Opportunity, Choice, Healing, Responsibility, Empowerment). The Government's priority is to support Aboriginal community governance, strengthening cultural identity and language revitalisation efforts.
	Program Group 5
	Cluster Grants
	Objective(s)
	Grant funding to the NSW Education Standards Authority, which is an agency within the education cluster providing services related to school curriculum assessment, teaching and regulatory standards in NSW schools.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

6. Program and service groups (Continued)

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

	2018 \$'000	2018 \$'000	2018 \$'000	Total
Continuing operations				
Expenses excluding losses				
Employee-related expenses	57,560	9,487,010	14,694	9,540,727
Operating expenses	20,396	2,450,950	8,165	2,594,726
Depreciation and amortisation	4,314	598,877	225	591,366
Grants and subsidies	315,046	1,175,025	3,779	1,690,101
Finance costs	2	16,423	--	16,425
Transfer of assets	--	--	--	--
excluding losses	397,298	12,270,478	1,202,810	14,313,325
Revenue ¹	--	--	--	
Appropriation	2,313	486,709	4	12,862,300
Sale of goods and services	--	10,895	--	499,054
Investment revenue	873	232,899	17	10,895
Grants and contributions	--	--	--	234,442
Acceptance by the Crown Entity of employee benefits and other liabilities	--	178,178	--	555,712
Other revenue	(80)	916,648	10	176,154
Total revenue	3,096	13,416,012	--	14,338,527
Gain/(Loss) on disposal of other gain/(losses)	(305)	(54,785)	(8)	(55,154)
Net result from continuing operations	(209)	(11,796,251)	(1,202,808)	(13,000,000)
Net result	(209)	(11,796,251)	(1,202,808)	(13,000,000)
Other comprehensive income	--	--	--	
Change in revaluation surplus	--	--	--	
Total other comprehensive income	--	--	--	
TOTAL COMPREHENSIVE INCOME	(209)	(11,796,251)	(1,202,808)	(13,000,000)

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 also unlikely to be attributable to individual program groups.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

6. Program and service groups (Continued)

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

	2018 \$'000	2018 \$'000	2018 \$'000	2018 \$'000
Continuing operations				
Expenses excluding losses				
Employee-related expenses	57,560	9,487,010	1,453	14,694
Operating expenses	20,396	2,450,950	26,692	8,165
Depreciation and amortisation	4,314	598,877	--	225
Grants and subsidies	315,046	1,175,025	--	3,779
Finance costs	2	16,423	--	--
Transfer of assets	--	--	--	--
excluding losses	397,298	12,270,478	1,202,810	26,833
Revenue ¹	--	--	--	
Appropriation	2,313	486,709	4	29
Sale of goods and services	--	10,895	--	--
Investment revenue	873	232,899	17	653
Grants and contributions	--	--	--	--
Acceptance by the Crown Entity of employee benefits and other liabilities	--	178,178	--	--
Other revenue	(80)	916,648	10	80
Total revenue	3,096	13,416,012	10	791
Gain/(Loss) on disposal of other gain/(losses)	(305)	(54,785)	(8)	(75)
Net result from continuing operations	(209)	(11,796,251)	(1,202,808)	(26,147)
Net result	(209)	(11,796,251)	(1,202,808)	(26,147)
Other comprehensive income	--	--	--	
Change in revaluation surplus	--	--	--	
Total other comprehensive income	--	--	--	
TOTAL COMPREHENSIVE INCOME	(209)	(11,796,251)	(1,202,808)	(26,147)

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 also unlikely to be attributable to individual program groups.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

6. Program and service groups (Continued)

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

	2018 \$'000	Program Group 1 ¹ Early Childhood Education	Program Group 2 ¹ Government Schools	Program Group 3 ¹ Non-government Schools	Program Group 4 ¹ Aboriginal Affairs
ASSETS					
Current assets					
Cash and cash equivalents	--	670,897	--	--	--
Receivables	910	22,899	--	--	--
Other financial assets	--	--	--	--	--
Non-current assets					
Right-of-use	110	982,720	--	--	--
Total current assets					
Non-current assets					
Receivables	--	--	--	--	336
Property, plant and equipment	70,000	30,526,847	--	--	336
Intangible assets	--	--	--	105	--
Total non-current assets					
	70,000	30,526,847	--	105	--
Total assets					
	70,910	31,410,000	--	441	--
Current liabilities					
Payables	15,672	572,000	61	27,672	--
Borrowings	--	6,355	--	--	--
Provisions	3,852	689,846	91	272	--
Other	--	--	--	2,202	--
Total current liabilities					
	19,524	1,472,251	152	29,144	--
Non-current liabilities					
Borrowings	--	152,542	--	--	--
Provisions	169	38,942	4	12	--
Other	--	--	--	23,475	--
Total non-current liabilities					
	169	192,484	4	23,487	--
Total liabilities					
	19,723	1,670,235	156	52,631	--
NET ASSETS					
	51,227	29,748,865	(156)	(9,190)	--

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 2018

6. Program and service groups (Continued)

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

	2018 \$'000	Program Group 5 ¹ Cluster Grants	Not Attributable	2018 \$'000	Total \$'000
ASSETS					
Current assets					
Cash and cash equivalents	--	--	67,297	67,297	628,154
Receivables	--	--	188,125	188,125	211,901
Other financial assets	--	--	--	--	--
Non-current assets					
Right-of-use	--	--	243,292	243,292	1,140,025
Total current assets					
Non-current assets					
Receivables	--	--	53	53	53
Property, plant and equipment	--	--	370,868	370,868	30,897,111
Intangible assets	--	--	355,476	355,476	390,481
Total non-current assets					
	--	--	771,397	771,397	31,317,743
Total assets					
	--	--	980,799	980,799	32,457,900
Current liabilities					
Payables	--	--	--	--	615,450
Borrowings	--	--	14,094	14,094	147,439
Provisions	--	--	995	995	905,098
Other	--	--	5,445	5,445	38,243
Total current liabilities					
	--	--	19,527	19,527	1,726,230
Non-current liabilities					
Borrowings	--	--	--	--	152,542
Provisions	--	--	48	48	14,175
Other	--	--	9,020	9,020	32,475
Total non-current liabilities					
	--	--	9,048	9,048	225,192
Total liabilities					
	--	--	292,575	292,575	1,951,830
NET ASSETS					
	--	--	748,214	748,214	30,505,970

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 2018

6. Program and service groups (Continued)

(e) Service group statements: department's expenses and income

	2017	2017	2017	2017	2017	2017
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Service Group 1 Early Childhood Education Services						
Continuing operations						
Expenses excluding losses	46,026	4,755,472	4,131,478	1,786		
Employee-related expenses	40,163	1,982,179	822,742	5,166		
Operating expenses	4,070	310,037	206,668			
Depreciation and amortisation		118,200	51,873			
Grants and subsidies	206,856	12,285	11,143			
Finance costs						
Losses						
Total	307,018	6,202,006	5,383,106	1,145,601		
Service Group 2 Primary Education Services in Government Schools						
Revenue ¹						
Appropriation		122,078	104,804			
Sale of goods and services	177,084					
Investment revenue		8,413	7,227			
Grants and contributions	148	50,546	43,621			
Acceptance by the Crown Entity of employee benefits and other liabilities						
Other revenue	672	161,334	138,288			
Total revenue	177,884	342,390	294,900			
Gain/(Loss) on disposal of other gain/(losses)		(6,316)	(7,694)			
Net result from continuing operations	(208,891)	(5,920,146)	(5,095,698)	(1,145,601)		
Net result	(208,891)	(5,920,146)	(5,095,698)	(1,145,601)		
Other comprehensive income						
Change in revaluation surplus						
Total other comprehensive income						
TOTAL COMPREHENSIVE INCOME	(208,891)	(5,920,146)	(5,095,698)	(1,145,601)		

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

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

6. Program and service groups (Continued)

(d) Service groups: Descriptions

The following is a list of the service groups of the department, applied in 2016-17. In order to comply with the requirements of AASB 1052/Segmented Disclosures, financial details attributed by service groups are provided in the service group statements. Where financial details cannot be attributed to a particular service group, they are assigned to the 'Not Attributable' column. In accordance with NSW Treasury Policy Paper and Guidelines Paper TPP 18-01, Appropriation is made to the department rather than service groups. Therefore, appropriation is disclosed as 'Not Attributable'.

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

6. Program and service groups (Continued)

(e) Service group statements: departments' expenses and income (continued)

	2017 \$'000	Service Group 6 ¹ Cluster Grant Funding	2017 \$'000	Net Attributable	2017 \$'000	Total
Continuing operations						
Expenses excluding losses						
Employee-related expenses	11,729					8,644,988
Operating expenses	5,019					2,035,264
Depreciation and amortisation	14					588,079
Grants and subsidies	54,505	112,806				17,749,972
Finance costs						24,125
Other revenue						
Revenue ²	73,207	112,806				13,326,441
Revenue ²						
Appropriation				11,981,420		11,981,420
Sale of goods and services				404,076		404,076
Investment revenue				15,659		15,659
Grants and contributions				94,314		94,314
Acceptance by the Crown Entity						
of employee benefits and other						
liabilities				320,346		320,346
Other revenue	48			301,182		301,182
Total revenue	48			12,317,766		13,726,968
Other revenue						
Charged/losses on disposal						(13,000)
of other grants/losses						(195)
Net result from						
continuing operations	(73,216)	(112,806)		12,311,796		(245,630)
Net result	(73,216)	(112,806)		12,311,796		(245,630)
Other comprehensive						
income						
Change in revaluation surplus				34		34
Total other				34		34
comprehensive income				34		34
TOTAL COMPREHENSIVE						
INCOME	(73,216)	(112,806)		12,311,800		(245,606)

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

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

6. Program and service groups (Continued)

(f) Service group statements: departments' assets and liabilities

	2017 \$'000	Service Group 1 ¹ Early Childhood Education Services	2017 \$'000	Service Group 2 ¹ Primary Education Services in Government Schools	2017 \$'000	Service Group 3 ¹ Secondary Education Services in Government Schools	2017 \$'000	Service Group 4 ¹ Non-Government Schools
ASSETS								
Current assets								
Cash and cash equivalents				397,869		478,973		
Receivables	680			9,059		7,810		
Other financial assets				1,303		1,201		
Non-current assets								
Right-of-use	608			378,220		487,884		
Total current assets								
Non-current assets								
Receivables								
Property, plant and equipment	50,403			12,200,571		8,670,579		
Intangible assets								
Total non-current assets	50,403			12,200,571		8,670,579		
Total assets	51,083			12,668,791		10,159,560		
Current liabilities								
Payables	13,823			271,342		233,977		54
Borrowings				3,295		3,046		
Provisions	3,801			473,324		403,544		88
Other								
Total current liabilities	17,624			748,061		640,567		142
Non-current liabilities								
Borrowings						64,668		78,230
Provisions	138			17,823		15,132		3
Other								
Total non-current	138			102,709		63,362		3
liabilities								
Total liabilities	17,862			852,671		733,929		145
NET ASSETS	33,220			11,816,121		9,425,634		(145)

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

6. Program and service groups (Continued)

(f) Service group statements: department's assets and liabilities (continued)

	2017 \$'000	Service Group 9 ¹ Aboriginal Affairs	2017 \$'000	Service Group 6 ¹ Cluster Grant Funding	2017 \$'000	Not Attributable	2017 \$'000	Total
ASSETS								
Current assets								
Cash and cash equivalents								
Receivables								
Other financial assets								
Non-current assets								
Plant and equipment								
Intangible assets								
Total non-current assets								
Total assets								
Current liabilities								
Payables								
Borrowings								
Provisions								
Other								
Total current liabilities								
Non-current liabilities								
Borrowings								
Provisions								
Other								
Total non-current liabilities								
Total liabilities								
NET ASSETS								

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

7. Conditions on contributions

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

In 2017-18, contributions amounting to \$20.5m (2017: \$13.2m) were received by the department for programs where such conditions were in place.

Unspent funds from these contributions for 2017-18, including balances brought forward from prior financial years, totalled \$37.2m (2017: \$33.4m).

8. Current assets - Cash and cash equivalents

	2018 \$'000	2017 \$'000
Cash at bank and on hand	528,154	1,089,069

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

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

	2018 \$'000	2017 \$'000
Closing cash and cash equivalents (per Statement of Cash Flows)	528,154	1,089,069

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

9. Current/Non-current assets - Receivables

	2018 \$'000	2017 \$'000
Current:		
Sale of goods and services	89,072	46,738
Less: Allowance for impairment	(9,711)	(9,775)
Other debtors	106,582	79,988
Prepayments	25,949	38,719
Accrued income	9	2,449
211,901	159,099	
Non-current:		
Other debtors	53	62
211,954	159,161	

Movement in the allowance for impairment:

	2018 \$'000	2017 \$'000
Balance at 1 July	(9,775)	(9,781)
Amounts written off during the financial year	267	174
Amounts recovered during the financial year	410	27
(Increase)/Decrease in allowance recognised in profit or loss	(613)	(165)
Balance at 30 June	(9,711)	(9,775)

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

6. Program and service groups (Continued)

(f) Service group statements: department's assets and liabilities (continued)

	2017 \$'000	Service Group 9 ¹ Aboriginal Affairs	2017 \$'000	Service Group 6 ¹ Cluster Grant Funding	2017 \$'000	Not Attributable	2017 \$'000	Total
ASSETS								
Current assets								
Cash and cash equivalents								
Receivables								
Other financial assets								
Non-current assets								
Plant and equipment								
Intangible assets								
Total non-current assets								
Total assets								
Current liabilities								
Payables								
Borrowings								
Provisions								
Other								
Total current liabilities								
Non-current liabilities								
Borrowings								
Provisions								
Other								
Total non-current liabilities								
Total liabilities								
NET ASSETS								

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



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

10. Current assets – Other financial assets

Current:	2018	2017
Held-to-maturity investments	\$'000	\$'000
	--	2,504

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

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

2018	Land	Buildings	Plant and Equipment	Total
	\$'000	\$'000	\$'000	\$'000
At 1 July 2017 – fair value				
Gross carrying amount	7,514,814	30,228,649	545,511	38,888,974
Accumulated depreciation and impairment	--	(15,251,012)	(352,354)	(15,110,366)
Net carrying amount	7,514,814	14,977,637	186,157	22,678,608
At 30 June 2018 – fair value				
Gross carrying amount	8,868,790	34,252,104	634,683	44,755,577
Accumulated depreciation and impairment	--	(13,387,692)	(390,673)	(13,788,465)
Net carrying amount	8,868,790	20,864,511	243,810	30,957,111

2017

At 1 July 2016 – fair value	Land	Buildings	Plant and Equipment	Total
	\$'000	\$'000	\$'000	\$'000
Gross carrying amount	7,520,154	29,890,778	489,360	38,000,290
Accumulated depreciation and impairment	--	(15,283,115)	(305,980)	(15,591,695)
Net carrying amount	7,520,154	14,607,661	180,780	22,408,595
At 30 June 2017 – fair value				
Gross carrying amount	7,514,814	30,228,649	545,511	38,888,974
Accumulated depreciation and impairment	--	(15,251,012)	(352,354)	(15,110,366)
Net carrying amount	7,514,814	14,977,637	186,157	22,678,608

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

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

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

Financial year ended 30 June 2018	Land	Buildings	Plant and Equipment	Total
	\$'000	\$'000	\$'000	\$'000
Net carrying amount at start of financial year	7,514,814	14,577,637	186,157	22,278,608
Additions	16,682	686,886	99,478	807,024
Transfers to Assets held-for-sale	(689)	(3,684)	--	(4,353)
Transfers to other government agencies	--	--	--	--
Disposals	--	(65,107)	(47)	(65,154)
Net revaluation ¹	2,339,724	6,161,851	--	8,501,575
Reclassifications between asset types	(1,721)	2,434	(713)	--
Assets received by donation	--	1,197	--	1,197
Depreciation expense	--	(63,125)	(52,063)	(115,188)
Net carrying amount at end of financial year	9,868,790	20,864,511	243,810	30,957,111

¹ During the financial year the department conducted a comprehensive revaluation of land and building assets. Details are disclosed in Note 10(vii).

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

Reconciliation

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

Year ended 30 June 2017	Land	Buildings	Plant and Equipment	Total
	\$'000	\$'000	\$'000	\$'000
Net carrying amount at start of financial year	7,520,154	14,897,661	190,780	22,408,595
Additions	13,082	381,796	46,807	441,625
Transfers to Assets held-for-sale	(1,280)	(2,306)	--	(3,586)
Transfers to other government agencies	(160)	--	--	(160)
Disposals	--	(12,893)	(17)	(13,000)
Net revaluation	34	--	--	34
Reclassifications between asset types	(7,061)	7,061	--	--
Assets received by donation	--	1,710	--	1,710
Depreciation expense	--	(485,282)	(51,413)	(546,675)
Net carrying amount at end of financial year	7,514,814	14,577,637	186,157	22,278,608

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

12. Intangible assets

	2018 \$'000	2017 \$'000
Software		
At 1 July		
Cost (gross carrying amount)	534,138	483,600
Accumulated amortisation and impairment	(208,694)	(175,260)
Net carrying amount	325,444	308,310

At 30 June		
Cost (gross carrying amount)	597,392	534,138
Accumulated amortisation and impairment	(235,611)	(208,694)
Net carrying amount	360,581	325,444

Financial year ended 30 June		
Net carrying amount at start of financial year	325,444	308,310
Acquired	3,486	2,871
- internally developed	51,231	47,897
- acquired separately	(29,550)	(33,404)
Amortisation expense		
Net carrying amount at end of financial year	350,581	325,444

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

	2018 \$'000	2017 \$'000
Non-current assets (or disposal groups) held-for-sale		
Land and buildings		

The assets held-for-sale consist primarily of land and some buildings which have become surplus to the department's requirements. It is intended that these be disposed of by way of sale. Steps have been taken for this purpose and it is likely that the disposals will occur within the immediate financial year (1-2 months).

Land and buildings

There were no transfers between Level 1 or 2 during the financial year (2017: no transfers).
Refer to Note 1(i) for the definition of levels used in the department's valuation techniques.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

14. Fair value measurement of non-financial assets

(a) Fair value hierarchy

	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total fair value \$'000
Financial year ended 30 June 2018				
Property (Note 11)			9,868,790	9,868,790
Land			20,212,800	20,212,800
Buildings				
Residences		23,782		23,782
Non-current assets (or disposal groups) held-for-sale (Note 13)				
		23,782	30,081,590	30,105,372

	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total fair value \$'000
Year ended 30 June 2017				
Property (Note 11)			7,514,814	7,514,814
Land			14,298,988	14,298,988
Buildings				
Residences		16,635		16,635
Non-current assets (or disposal groups) held-for-sale (Note 13)				
		16,635	21,803,792	21,820,417

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

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



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

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

(b) Reconciliation of recurring Level 3 fair value measurements
The following table shows a reconciliation from the opening balances to the closing balances for Level 3 fair values.

	Land \$'000	Buildings \$'000	Total Recurring Level 3 \$'000
Fair value as at 1 July 2017	7,514,614	14,298,989	21,803,782
Reclassification	(1,721)	2,434	713
Additions	16,662	363,636	370,498
Net revaluation (Note 11)	2,339,724	6,193,091	8,492,815
Disposals	--	(54,722)	(54,722)
Depreciation expense	--	(528,629)	(528,629)
Transfers to Assets held-for-sale	(689)	(3,375)	(4,064)
Transfers to other government agencies	--	--	--
Other	--	1,197	1,197
Fair value as at 30 June 2018	9,868,790	20,212,900	30,081,690

Refer to Note 10) for recognising transfers between fair value hierarchy.

	Land \$'000	Buildings \$'000	Total Recurring Level 3 \$'000
Fair value as at 1 July 2016	7,495,827	14,445,377	21,944,204
Reclassification	14,286	26,910	41,176
Additions	13,082	324,138	337,200
Net revaluation (Note 11)	34	--	34
Disposals	--	(12,866)	(12,866)
Depreciation expense	--	(494,363)	(494,363)
Transfers to Assets held-for-sale	(11,215)	(1,959)	(13,171)
Transfers to other government agencies	(160)	--	(160)
Other	--	4,110	4,110
Fair value as at 30 June 2017	7,514,614	14,298,989	21,803,782

Refer to Note 10) for recognising transfers between fair value hierarchy.

15. Restricted assets

As at 30 June 2018, the department held \$4.2m (2017: \$4.8m) in an interest-bearing bank account for monthly service payments to the private service provider of 11 schools (2017: 11 schools). Only the private service provider can draw the funds held.

The department also recognised \$14.5m (2017: \$5.3m) as monies held by schools on behalf of third parties. These funds include charitable donations and represent funds that are collected by schools on behalf of other organisations.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

16. Current liabilities - Payables

	2018 \$'000	2017 \$'000
Accrued salaries, wages and on-costs	63,452	41,315
Creditors	452,047	355,865
Payroll and Fringe Benefits Tax	38,909	51,744
Other ¹	61,047	46,800
	615,455	495,714

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

¹ Includes cash received for jointly funded capital programs \$55.4m (2017: \$37.9m) and other third party holdings of \$4.3m (2017: \$2.8m).

17. Current/Non-current liabilities - Borrowings

	2018 \$'000	2017 \$'000
Current:	6,939	6,629
Privately Funded Projects Schools (Note 21 (g))	140,500	140,500
Treasurer's Advances	147,439	147,129
	294,878	294,258

Non-Current:

Privately Funded Projects Schools (Note 21 (g))	152,542	163,116
	152,542	163,116

Total Borrowings

	299,881	310,245
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Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 26.

18. Current/Non-current liabilities - Provisions

	2018 \$'000	2017 \$'000
Current:	67,539	58,388
Employee benefits and related on-costs:		
Annual leave	390,715	394,651
Teachers' annual and non term leave	23,427	24,625
Payroll tax on annual leave	101,675	84,589
Workers' compensation on extended/long service leave	22,103	20,140
Payroll tax on extended/long service leave	120,463	109,764
Superannuation on extended/long service leave	95,044	78,533
Superannuation on annual leave	40,009	43,107
Annual leave loading	98,940	56,240
Other	11,930	15,900
	901,260	860,937
Other Provisions:	3,711	3,058
Make good (building leases)		
	905,096	869,995

Total Provisions - Current

	905,096	869,995
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DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

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

	2018 \$'000	2017 \$'000
Non-Current:		
Employee benefits and related on-costs:		
Payroll tax on extended/long service leave	10,475	9,545
Annual leave on extended/long service leave	8,841	7,356
Workers compensation on extended/long service leave	1,922	1,751
Superannuation on extended/long service leave	8,274	6,856
Other provision:		
Make good (building leases)	29,512	25,308
	10,863	7,839
Total Provisions - Non-current	40,175	33,147
Aggregate employee benefits and related on-costs:		
Provisions - Current	601,385	880,897
Provisions - Non-current	23,572	23,316
Accrued salaries, wages and on-costs (Note 16)	60,452	43,141
	685,409	947,354

Movement in provisions (other than employee benefits):

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

	2018	2017
Make good (building leases)		
Carrying amount at the beginning of the financial year	10,897	6,811
Additional provisions recognised	3,477	4,086
Carrying amount at end of the financial year	14,374	10,897

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

19. Current/Non-current liabilities - Other liabilities

	2018 \$'000	2017 \$'000
Current:		
Lease incentive	1,173	1,060
Stolen Generations Reparations Scheme ¹	7,200	18,950
Unearned revenue ²	58,648	59,170
Non-Current:		
Lease incentive	9,000	353
Stolen Generations Reparations Scheme ¹	23,475	26,100
	32,475	26,453
Total Other liabilities	91,123	95,629

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

² Unearned revenue was classified as Current Payables in 2016-17. There is no financial impact on the Statement of Financial Position.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

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

	2018 \$'000	2017 \$'000
Transfers to other government agencies	-	(160)
Description:		
Land and buildings		

21. Commitments for expenditure

(a) Capital commitments

	2018 \$'000	2017 \$'000
Aggregate capital expenditure for the acquisition of capital work contracted for at balance date and not provided for:		
Within one financial year	602,156	227,740
Later than one financial year and not later than five financial years	110,503	31,617
	712,659	259,357

(b) Operating lease commitments

Department of Education as a lessee
Future minimum rentals payable under non-cancellable operating lease as at 30 June are, as follows:

	2018	2017
Within one financial year	44,679	34,250
Later than one financial year and not later than five financial years	146,449	71,837
Later than five financial years	147,027	76,798
Total (including GST)	338,155	182,885

(i) Other

	2018	2017
Within one financial year	4,862	4,686
Later than one financial year and not later than five financial years	6,976	6,981
Later than five financial years	-	-
Total (including GST)	11,868	11,227

Total Operating lease commitments (including GST)

	350,015	194,112
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DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

21. Commitments for expenditure (Continued)

(c) Public Private Partnership project commitments

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

	2018 \$'000	2017 \$'000
Within one financial year	21,276	20,869
Later than one financial year and not later than five financial years	86,223	83,603
Later than five financial years	234,510	255,773
Minimum lease payments	341,009	361,245
Less: Future finance charges	(151,529)	(161,500)
Present value of minimum lease payments	189,481	199,745
The present value of finance lease commitments is as follows:		
Within one financial year	6,939	6,629
Later than one financial year and not later than five financial years	31,430	29,142
Later than five financial years	121,412	133,974
	159,481	169,745
Classified as:		
Current (Note 17)	6,939	6,629
Non-current (Note 17)	152,542	163,116
	159,481	169,745

The total commitments for expenditure include GST input tax credits of \$49.7m (2017: \$71.6m) that are expected to be recovered from the Australian Taxation Office.

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

22. Contingent liabilities and contingent assets

(a) Contingent liabilities

A trade union has filed a major industrial case to the Industrial Relations Commission seeking an increase to the base of pay for relevant staff based on the equal remuneration principle. No hearing dates have been set for this matter as yet and it is likely to be a long and complex litigation process. The additional cost to the department of the trade union's claim which is dated from 1 July 2017, if awarded in full, will be significant.

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

(b) Contingent assets

The department does not have any contingent assets.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

23. Budget review

Net result

The Department's net result was \$152m lower than the budget for the financial year. The variance includes lower revenues of \$638m and increased asset disposals of \$65m, offset by lower expenses of \$542m.

The \$542m budget variance in expenses is primarily attributable to the following:

- a) \$37m decrease in other related expenses, consisting mainly of salaries, wages, superannuation, entitlements and other employee related costs
- b) \$261m decrease in grants and subsidies, consisting mainly of grants for early childhood education, non-government schools and strategic programs; and
- c) \$27m increase in operating expenses, consisting mainly of maintenance expenses and increased school operating expenses.

The \$638m budget variance in revenue is primarily attributable to the following:

- a) \$1,045m increase in other revenue, consisting mainly of match cash drawdown requirements;
- b) \$141m net increase in sale of goods and services, and grants and contributions, mainly for increased school activities and overseas student fees;
- c) \$170m increase in employee benefits and other liabilities accepted by the Crown Entity, consisting mainly of extended/long service leave; and
- d) \$105m increase in other revenue, consisting mainly of insurance recoveries and personnel services revenue.

Assets and liabilities

Total assets have increased by \$6,959, against budget for the financial year, primarily due to the following:

- a) increased property, plant and equipment of \$6,699b as a result of the revaluation of land and building assets;
- b) increased cash and receivables of \$242m as a result of higher cash receipts and timing differences with upcoming payments;
- c) increased intangible assets of \$51m due to additions.

Total liabilities have increased by \$565m against budget, primarily due to the following:

- a) increased provisions of \$140m, due to an increase in the liability for the finance system;
- b) increased borrowings of \$140m, due to an increase in the liability for the purchase of land;
- c) increased other liabilities of \$30m relating to new property lease arrangements.

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

	2018 \$'000	2017 \$'000
Net cash used in operating activities	687,213	621,484
Depreciation and amortisation	(591,368)	(590,079)
Allowance for impairment	(194)	(158)
Increase/(decrease) in provisions	(27,635)	(64,530)
Increase/(Decrease) in prepayments and other assets	53,793	(119,662)
Decrease/(increase) in creditors	(87,751)	(91,316)
Net gain/(loss) on sale of plant and equipment	(55,616)	(13,037)
Capital donated assets	1,197	1,710
Net result	(30,681)	(245,698)

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

25. Non-cash financing and investing activities

	2018 \$'000	2017 \$'000
(a) Non-cash financing and investing activities		
Contributions of assets	1,107	1,710
Privately Funded Projects Schools	11	118
	<u>1,208</u>	<u>1,828</u>

(b) Reconciliation of liabilities arising from financing activities
The only cash changes arising from financing activities during the financial year ended 30 June 2018 was \$10.3m (2017: \$6.3m) of repayments for borrowings.

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 procedures 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.

(e) Financial instrument categories

Class	Notes	Category	Carrying Amount	
			2018 \$'000	2017 \$'000
Financial assets:				
Cash and cash equivalents	8	N/A	928,154	1,089,089
Receivables ¹	9	Loans and receivables (at amortised cost)	122,730	92,526
Other financial assets	10	Held-to-maturity investments (at amortised cost)	--	2,504
Financial liabilities:				
Payables ²	16	Financial liabilities (at amortised cost)	571,570	440,542
Borrowings	17	Finance liability (in accordance with AASSB 117 and TPP 06-08)	140,500	140,500
Borrowings	17	Finance liability (in accordance with AASSB 117 and TPP 06-08)	159,481	169,745

Notes:

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

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

26. Financial Instruments (Continued)

(b) Credit risk

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

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

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

Cash and cash equivalents

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

Receivables - trade debtors

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

The department is not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors. Debtors that are not past due and are not considered impaired represent 84.0% (2017: 79.9%) of the total trade debtors. Most of the departments debtors have a good credit rating.

	2018 \$'000	2017 \$'000
Neither past due nor impaired	74,636	36,387
Past due but not impaired		
3 months overdue	3,078	638
3 - 6 months overdue	84	414
> 6 months overdue	212	150
	<u>4,834</u>	<u>1,200</u>
Impaired		
< 3 months overdue	11	85
3 months - 6 months overdue	26	149
> 6 months overdue	9,265	9,158
	<u>9,402</u>	<u>9,392</u>
Total Receivables - gross of allowance for impairment	89,072	46,979

Note:

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

26. Financial Instruments (Continued)

(c) Liquidity risk

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

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

The liabilities are recognised for amounts due to be paid in the future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in NSW Treasury Circular 1/12. For small business suppliers, where terms are not specified, payment is made not later than 30 days from date of receipt of a correctly rendered invoice. For other suppliers, if trade terms are not specified, payment is made no later than the end of the month following the month in which an invoice or a statement is received. For small business suppliers, where payment is not made within the specified time period, the department is deemed to be in breach of contract. The department's policy is to ensure that all suppliers are paid in full. The Secretary (or a person appointed by the Secretary of the department) may automatically pay the supplier's simple interest.

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

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

	Weighted average effective int. rate	Interest rate exposure			Maturity dates		
		Nominal amount ¹	Fixed interest rate	Variable interest rate bearing	< 1 yr	1-5 yrs	> 5 yrs
2018							
Payables:							
Accrued salaries, wages and on-costs	--	58,475	--	58,475	58,475	--	--
Creditors	--	513,094	--	513,094	513,094	--	--
Overdrafts:							
Treasurer's advances	5.04%	140,500	140,500	--	140,500	--	--
Public Private Partnerships ²	9.66%	159,481	--	159,481	6,939	31,130	121,412
2017							
Payables:							
Accrued salaries, wages and on-costs	--	41,315	--	41,315	41,315	--	--
Creditors	--	389,227	--	389,227	389,227	--	--
Overdrafts:							
Treasurer's advances	5.04%	140,500	140,500	--	140,500	--	--
Public Private Partnerships	9.21%	189,745	--	189,745	6,639	29,742	133,374

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

² Of the amount disclosed in the 2018 'Public Private Partnerships borrowings' line band 1-5 financial years, the department intends to repay \$3.5m (2017 \$3.2m) in the first quarter of 2018-19.

26. Financial Instruments (Continued)

(d) Market risk

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

The effect on profit and equity due to a reasonably possible change in risk variable is outlined in the information below. For interest rate risk and other price risk, a reasonably possible change in risk variable has been determined after taking into account the economic environment in which the department operates and the time frame for the assessment (i.e. until the end of the next annual reporting period). The sensitivity analysis is based on risk exposures in existence at the Statement of Financial Position date. The analysis is performed on the same basis as for 2017. The analysis assumes that all other variables remain constant.

Interest rate risk

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

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

	Carrying amount \$'000	-1%		+1%	
		Profit \$'000	Equity \$'000	Profit \$'000	Equity \$'000
2018					
Financial assets:					
Cash and cash equivalents	928,154	(6,282)	(9,282)	9,282	9,282
Receivables	122,730	(1,227)	(1,227)	1,227	1,227
Financial Liabilities:					
Payables	571,570	(5,716)	(5,716)	5,716	5,716
Borrowings	289,981	(3,000)	(3,000)	3,000	3,000
2017					
Financial assets:					
Cash and cash equivalents	1,069,069	(10,691)	(10,691)	10,691	10,691
Receivables	92,526	(925)	(925)	925	925
Other financial assets	2,504	(25)	(25)	25	25
Financial Liabilities:					
Payables	440,542	(4,405)	(4,405)	4,405	4,405
Borrowings	310,245	(3,102)	(3,102)	3,102	3,102

(e) Fair value measurement

Financial instruments are generally recognised at cost, with the exception of the NSW TCorp Hour-Glass facilities, which are measured at fair value. The department does not have deposits in these facilities for both financial years ended 30 June 2017 and 2018.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

27. Related party disclosures

(a) Compensation paid to Key Management Personnel

Key Management Personnel (KMP) are those persons having authority and responsibility for planning, directing and controlling the activities of the department, directly or indirectly. This includes the department's portfolio Ministers and members of the department's Executive.

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

	2018 \$'000	2017 \$'000
Employee benefits		
Short-term	4,078	2,799
Post-employment	--	--
Other long-term	1,000	1,270
Termination	--	--
Share-based payment	--	--
Total compensation	5,078	4,069

(b) Transactions with related parties

Related party transactions include transactions with other NSW government controlled entities, KMP of the department (as described above) and their close family members, Ministers and their close family members, and or entities in which KMP, Ministers or their close family members have a controlling interest.

(i) Transactions with NSW government controlled entities

The department transacted with a number of NSW government entities as part of its normal operations during the financial year.

Under the *Appropriation Act 2018*, the department received appropriation revenue of \$12,882,30m; (2017: \$11,981,42m) for recurrent services, capital works and debt repayment, from the Crown Entity. The department also transacted with the Crown Entity regarding recurring services and other employee benefits assumed by the Crown, amounting to \$655.7m (2017: \$550.34m) in the 2017-18 financial year. Refer to notes 3(b) and 3(c) for further disclosure regarding this revenue.

The department paid costs in relation to vocational education, training, and adult migrant education services provided by the TAFE Commission. The department also provided housed payment services to the Department of Industry and their sought reimbursements from it.

A number of transactions with NSW government entities also pertained to various grants, including the NSW Education Standards Authority, to support the accommodation for teachers in rural areas, the department provided grants to the Teacher Housing Authority of NSW. The department also received grants mainly from the Department of Family and Community Services.

Transactions occurred with the NSW Self Insurance Corporation throughout the financial year, in relation to insurance policies held by the department. The department also made payments to Sydney Water Corporation and Hunter Water Corporation for utilities. The department also transacted with the Department of Finance Services and Innovation in relation to vehicle leases, and with Government Property NSW in relation to leased properties.

(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.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2018

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 2018.

End of audited financial statements.

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Our people

Human resources

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

In June 2018, we employed 92,465 full-time equivalent (FTE) staff. Nearly 72 per cent were teachers in NSW public schools.

Table 11: Number of full-time equivalent staff, 2015 to 2018

Full-time equivalent staff	30 June 2015	30 June 2016	30 June 2017	30 June 2018
Teachers (schools)	63,274	64,967	65,714	66,487
Educational support (schools)	18,917	20,303	21,247	21,850
Educational support (state and operational offices)	2,688	2,585	2,491	2,690
Corporate services (core and non-core)	997	996	1,235	1,438
Adult Migrant English Service and National Art School	16	0	0	0
Office of Communities	139	0	0	0
Total	86,031	88,851	90,687	92,465

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. Office of Communities figures for 2015 include Multicultural NSW, and the Advocate for Children and Young People. Aboriginal Affairs, and Communities Policy and Programs were incorporated into the 2015 department figure. The increase in corporate services (core and non-core) data between 2016 and 2017 is because some records were previously coded under Educational support (state and operational offices). Data from 2016 onwards excludes Adult Migrant English Service, National Art School and Office of Communities as they are no longer reported under Department of Education.

Primary school teachers

Table 12: Teaching service staff – primary teachers in NSW public schools, 2018

Role type	Number (female)	% of total (female)	% of total at this level (female)	Number (male)	% of total (male)	% of total at this level (male)	Total number	% of grand total
Classroom teachers	17,178	78.7	84.3	3,200	69.9	15.7	20,378	77.2
Assistant principals	2,908	13.3	80.4	708	15.5	19.6	3,616	13.7
Deputy principals	613	2.8	85.4	105	2.3	14.6	718	2.7
Primary principals class 6	0	0.0	0.0	0	0.0	0.0	0	0.0
Primary principals class 5	2	<0.1	100.0	0	0.0	0.0	2	<0.1
Primary principals class 4	18	0.10	52.9	16	0.3	47.1	34	0.10
Primary principals class 3	7	<0.1	63.6	4	0.1	36.4	11	<0.1
Primary principals class 2	3	<0.1	60.0	2	<0.1	40.0	5	<0.1
Primary principals class 1	3	<0.1	75.0	1	<0.1	25.0	4	<0.1
Executive principals (Connected Communities)	5	<0.1	71.4	2	<0.1	28.6	7	<0.1
Teaching principals 1 – associate principal*	135	0.6	78.9	36	0.8	21.1	171	0.6
Teaching principals 2 – associate principal*	218	1.0	69.9	94	2.1	30.1	312	1.2
Principals level 1*	204	0.9	68.9	92	2.0	31.1	296	1.1
Principals level 2*	278	1.3	65.1	149	3.3	34.9	427	1.6
Principals level 3*	243	1.1	60.6	158	3.4	39.4	401	1.5
Principals level 4*	3	<0.1	18.8	13	0.3	81.3	16	0.1
Principals level 5*	0	0.0	0.0	0	0.0	0.0	0	0.0
Total	21,818	100.0	82.7	4,580	100.0	17.3	26,398	100.0
Total primary principals	1,119	5.1	66.4	567	12.4	33.6	1,686	6.4
Total promoted**	4,640	21.3	77.1	1,380	30.1	22.9	6,020	22.8

Source: NSW Public Sector Workforce Profile as at 30 June 2018. Notes: Teachers on leave without pay for 12 months or more at 30 June 2018 are not included in the table.

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

**Total promoted includes all executive-level positions within a school including principal, deputy principal and assistant principal. Principal, school leadership positions are excluded from 2018 as they are now assigned to a corporate unit. Before 2018, these positions were included in the promoted category under the school level they were allocated to.

Secondary school teachers

Table 13: Teaching service staff – secondary teachers in NSW public schools, 2018

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	10,444	78.7	61.2	6,614	75.5	38.8	17,058	77.4
Head teachers/district guidance officers	2,220	16.7	58.5	1,576	18.0	41.5	3,796	17.2
Deputy principals	394	3.0	53.5	343	3.9	46.5	737	3.3
Secondary principals class 2	28	0.2	44.4	35	0.4	55.6	63	0.3
Secondary principals class 1	28	0.2	46.7	32	0.4	53.3	60	0.3
Executive principals (Connected Communities)	5	<0.1	55.6	4	<0.1	44.4	9	<0.1
Teaching principals 1 – associate principal*	0	0.0	0.0	0	0.0	0.0	0	0.0
Teaching principals 2 – associate principal*	0	0.0	0.0	0	0.0	0.0	0	0.0
Principals level 1*	4	<0.1	80.0	1	<0.1	20.0	5	<0.1
Principals level 2*	9	0.1	52.9	8	0.1	47.1	17	0.1
Principals level 3*	35	0.3	39.3	54	0.6	60.7	89	0.4
Principals level 4*	97	0.7	54.8	80	0.9	45.2	177	0.8
Principals level 5*	4	<0.1	28.6	10	0.1	71.4	14	0.1
Total	13,268	100.0	60.2	8,757	100.0	39.8	22,025	100.0
Total secondary principals	210	1.6	48.4	224	2.6	51.6	434	2.0
Total promoted**	2,824	21.3	56.9	2,143	24.5	43.1	4,967	22.6

Source: NSW Public Sector Workforce Profile as at 30 June 2018. Notes: Teachers on leave without pay for 12 months or more at 30 June 2018 are not included in the table.

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

**Total promoted includes all executive-level positions within a school including principal, deputy principal, assistant principal and head teacher. Principal, school leadership positions are excluded from 2018 as they are assigned to a corporate unit. Before 2018, these positions were included in the promoted category under the school level they were allocated to.

Primary and secondary school teachers

Table 14: Teaching service staff – primary and secondary teachers in NSW public schools, 2018

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	35,086	100.0	72.5	13,337	100.0	27.5	48,423	100.0
Total principals	1,329	3.8	62.7	791	5.9	37.3	2,120	4.4
Total promoted*	7,464	21.3	67.9	3,523	26.4	32.1	10,987	22.7

Source: NSW Public Sector Workforce Profile as at 30 June 2018. Notes: Teachers on leave without pay for 12 months or more at 30 June 2018 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. Principal, school leadership positions are excluded from 2018 as they are assigned to a corporate unit. Before 2018, these positions were included in the promoted category under the school level they were allocated to.

Part-time school teachers

Table 15: Part-time school teachers in NSW public schools, 2018

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 number and %	Total FTE	Total average FTE
Primary classroom teachers	11,809 91.5%	6,285.3	0.5	1,090 8.4%	623.3	0.6	12,899 100%	6,908.6	0.5
Primary promoted teachers*	871 95.1%	550.1	0.6	45 4.9%	31.1	0.7	916 100%	581.2	0.6
Total primary	12,680 91.7%	6,835.4	0.5	1,135 8.2%	654.4	0.6	13,815 100%	7,489.8	0.5
Secondary classroom teachers	4,712 80.0%	2,745.4	0.6	1,179 20.0%	694.1	0.6	5,891 100%	3,439.6	0.6
Secondary promoted teachers*	238 85.3%	157.9	0.7	41 14.7%	26.3	0.6	279 100%	184.2	0.7
Total secondary	4,950 80.2%	2,903.3	0.6	1,220 19.8%	720.4	0.6	6,170 100%	3,623.8	0.6
Grand total	17,630 88.2%	9,738.8	0.6	2,355 11.8%	1,374.8	0.6	19,985 100%	11,113.6	0.5

Source: NSW Public Sector Workforce Profile as at 30 June 2018. Notes: Teachers on leave without pay for 12 months or more at 30 June 2018 are not included in the table. Principal, school leadership positions are excluded from 2018 as they are assigned to a corporate unit. Before 2018, these positions were included in the promoted category under the school level they were allocated to. Average full-time equivalent (FTE – rounded to one decimal place) is calculated by dividing the total FTE by the number of teachers. For example, 10,000 teachers engaged in part-time work held the equivalent of 5,000 positions. Average FTE = 5000/10000 = 0.5. *Promoted includes all executive-level positions within a school including principal, deputy principal, assistant principal and head teacher.

Human resources strategic planning

The department's Human Resources Strategic Intent 2018-2022 aligns human resources planning with both the department's Strategic Plan 2018-2022 and NSW Government priorities. Support tools, including the implementation guide, help business units implement the plan.

People Matter Employee Survey

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

In 2018, the Education Cluster achieved its highest participation rate since 2012. Almost 46 per cent of staff across the department responded to the survey, compared with 39 per cent in 2017. We received approximately 1,400 individual reports for departmental schools and teams, which we distributed directly to leaders in schools and education offices. This is a significant increase from 2017, in which we received approximately 1,200 reports.

The survey reported on nine headline themes in 2018. Of the nine, six of them have marginally improved, one remained steady and two slightly declined. As in 2017, employee development, change management and making improvements to meet future challenges continued to significantly affect overall employee engagement across the department.

The Public Service Commission has confirmed it will conduct the survey again in 2019. We will continue to work on our responses to staff feedback, including projects on recruitment, complaints, inclusion and positive workplaces.

The department will also establish an Executive Priority to make the department a great place to work, which will focus on improving employee engagement across a range of measures

Capability development

The NSW Public Sector Capability Framework describes the capabilities and associated behaviours expected of all NSW public sector employees, from entry-level to executive staff. We continue to use the framework across a range of workforce management and professional development activities, and ensure our recruitment processes are both compliant with the *Government Sector Employment Act 2013* and capability-focused.

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

In 2018, under the new Human Resources Strategic Intent 2018-2022, the department began to implement a range of leadership development activities.

Our executive leadership program, *Leading the Way*, aims to successfully position our executive leaders to deliver on the Strategic Plan 2018-2022 vision, to be Australia's best education system and one of the finest in the world. From February to July 2018, band 2 Executive Directors and band 3 Deputy Secretaries successfully participated in the program. To ensure that we continue to gain the benefits from this program, we developed an overall framework and strategy to support our senior employees' ongoing development.

The department also developed a version of the program to include director-level employees. Delivery of the program started in December 2018 and will continue during 2019.



Flexible work practices

We offer a wide range of flexible work practices to help staff balance their work and other responsibilities more effectively. This is also an important means to address work-life balance for staff with carer responsibilities, as well as work-related adjustment needs for staff with disability. In 2018, we implemented the Flexible Work Arrangements for Corporate Employees Policy and the Alternative Workplace Arrangements Procedure to support flexible work practices in corporate offices.

In 2018, 69,303 staff accessed flexible work options, including permanent and temporary part-time work, job sharing, leave without pay and varying flexible hour arrangements. An additional 52,312 staff took short-term absences for family and community responsibilities.

In addition to the department's ongoing flexible work policy implementation, we work with the Public Service Commission to design and deliver the commission's flexible working program of initiatives within the department. Our representatives are participating in and supporting a range of initiatives. We helped:

- design the Flexible Working Dashboard app (a combination of People Matter Employee Survey and Workforce Profile data), which we will use to support future flexible work projects
- evaluate a suitable and applicable job share register and will consider participating in a sector-wide pilot
- evaluate a Public Service Commission pilot of team-based design to uncover new and innovative ways of flexible working
- design the flex implementation readiness assessment, which captures additional flexible work data to that of the 2018 People Matter Employee Survey; in 2019, we will audit the department's use of this tool
- develop guides to support the change processes associated with flexible work.

Organisational change

We continued to support employees affected by organisational change through a dedicated workforce transition unit that maximises placement opportunities and retains talent in the department. In 2018, the department did not declare any staff excess, make offers of voluntary redundancy or make any employees forcibly redundant under the government's Managing Excess Employees Policy.

In early 2018, we appointed 110 new director, educational leadership positions. Of the 110, 65 were former director, public schools NSW positions and 45 were newly created. The increased number of directors reduces the director-to-principal ratio from 1:34 to 1:20, which will provide principals with greater access to departmental support and guidance. This will help ensure that principals are in the best possible position to provide effective local leadership.

In May 2018, the Secretary approved changes to the Strategy and Evaluation division, resulting in the deletion of the vacant Deputy Secretary, Strategy and Evaluation role and a change in reporting lines for the division's Public Service senior executive (PSSE) cohort (three band 2 PSSE and one band 1 PSSE). The existing reporting lines for the roles reporting to the division's PSSE cohort remained in place, resulting in a 'lift and shift' for the affected non-executive employees.

Also, in May 2018, we realigned the Centre for Education Statistics and Evaluation to better reflect its expanding role and functions in providing education research and evaluation for the department. This helps us understand where investment will have the most impact, allowing us to direct our resources so that students have the best opportunity to succeed.

The first NSW Government Sector Placement Strategy – the National Disability Insurance Scheme (NDIS) Workforce Mobility Pathway – concluded in June 2018. The 17-month program saw the redeployment of Department of Family and Community Services (FACS) employees, whose roles had been affected by the NDIS rollout, across the public service. This retained valued experience and capabilities within the government sector, as well as reduced recruitment and redundancy costs. The Department of Education championed the mobility pathway as a great source of talent, placing more employees than any other agency outside FACS.

Leave administration

In 2018, the rollout of our new payroll system meant that principals could easily access more comprehensive information about staff attendance, as well as tailor reports as required. We helped schools implement the new system, which enables them to produce individualised reports as needed.

The department has central reporting functionality in SAP so principals can now monitor their staff's leave usage in real time, resulting in schools requesting fewer SAP reports. Where schools requested SAP reports during 2018, the department referred 51 teachers to principals for review because they had taken more than five individual absences unsupported by medical certificates during the previous 12-month period.

By the end of 2018, principals assessed one of the 51 referred teachers as requiring further action. Where principals determined it appropriate, they requested that staff provide a medical certificate for all future periods of sick leave taken within the next 12-month period.

Staff performance and conduct

We helped supervisors effectively manage staff performance and conduct, providing a range of training, advice and improvement programs. We trialled the Teacher Performance Management and Improvement program from Term 1, 2018 to help school leaders manage performance. Principal feedback obtained through an evaluation indicated the program increased their confidence in dealing with employee performance. We will extend the program across NSW from Term 2, 2019 for two years and then conduct a further evaluation.

During 2018, the Employee Performance and Conduct directorate investigated allegations of misconduct, including corrupt conduct, financial and academic fraud and maladministration, and child protection allegations.

Wages and salaries

Teachers, principals, executives and other related staff received a salary increase of 2.5 per cent, effective from January 2018, under the *Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2017*.

Chief education officers received a salary increase of 2.5 per cent, effective from January 2018, under the *Crown Employees (Chief Education Officers – Department of Education) Salaries and Conditions Award 2018*.

Public service and school administrative and support staff received a salary increase of 2.5 per cent, effective from July 2018, under the *Crown Employees (Public Sector – Salaries 2017) Award*.

Contingent workforce

Following the 2017 NSW Auditor-General's performance audit report, Contingent workforce: management and procurement, the department completed all recommendations made in the report by 2018. The recommendations enhanced the department's approach to engaging and managing its contingent workforce to ensure resources meet business needs and deliver value for money. For example, hiring managers now record an assessment of the contingent worker's performance at the end of the engagement. Onboarding and exit guidelines on contingent workers now include specific requirements on engagement and release, with a clear focus on knowledge transfer.

Public service senior executives

The Statutory and Other Officers Remuneration Tribunal made its annual determination in relation to public service senior executive remuneration packages in August 2018. The tribunal determined a 2.5 per cent increase for all public service senior executives, effective from 1 July 2018.

Number of public service senior executive officers

Tables 16 and 17 detail the number of public service senior executives employed in each band and assigned to roles within the department. The percentage of total employee-related expenditure related to senior executives in 2017-18 was 0.77 per cent, compared with 0.61 per cent in 2016-17. Expenditure is based on the total remuneration package of an employee's substantive role.



Table 16: Number of public service senior executives employed in each band, as at 30 June 2016, 2017 and 2018

Band	30 June 2016 (female)	30 June 2016 (male)	30 June 2017 (female)	30 June 2017 (male)	30 June 2018 (female)	30 June 2018 (male)
Band 4 (Secretary)	0	1	0	1	0	1
Band 3 (Deputy Secretary)	3	1	3	2	2	3
Band 2 (Executive Director)	11	13	18	13	18	14
Band 1 (Director)	*106	*89	105	92	142	124
Totals	120	104	126	108	162	142

Source: NSW Public Sector Workforce Profile as at 30 June each year. Notes: *As at 2016 census date, one senior officer and one senior executive services officer still had remuneration within public service senior executive band 1. These were included in the band 1 figures. Recruitment to the new director, educational leadership roles in late 2017 resulted in an increase in public service senior executives from 30 June 2017 to 30 June 2018, as reported to the Public Service Commission in November 2018.

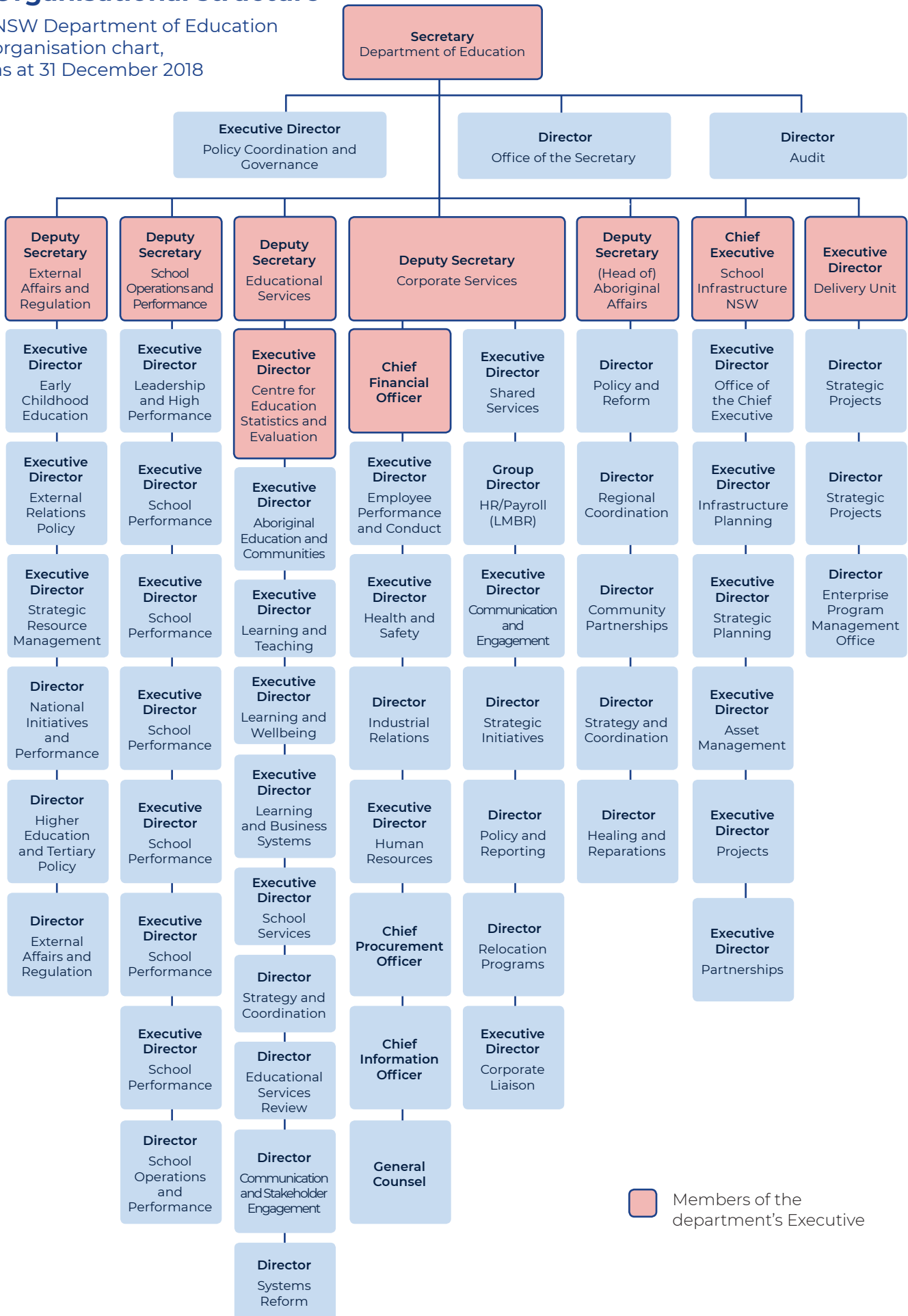
Table 17: Average remuneration for public service senior executives per band, as at 30 June 2016, 2017 and 2018

Band	Range* (\$)	30 June 2016 (\$)	30 June 2017 (\$)	30 June 2018 (\$)
Band 4 (Secretary)	463,551-535,550	509,750	560,000	574,000
Band 3 (Deputy Secretary)	328,901-463,550	396,637	402,447	425,382
Band 2 (Executive Director)	261,451-328,900	282,027	280,763	295,760
Band 1 (Director)	183,300-261,450	210,524	215,610	219,083

Source: NSW Public Sector Workforce Profile as at 30 June each year. 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 for each band is effective from 1 July 2017. Previous years were subject to different band levels. The ranges quoted are for the total remuneration package for each band.

Organisational structure

NSW Department of Education
organisation chart,
as at 31 December 2018



■ Members of the department's Executive



Workforce diversity

This section summarises our achievements in our 2018 workforce diversity programs and initiatives, including those specifically relating to the teaching service. We promote equal employment opportunities to all staff.

Workforce diversity refers to groups that tend to be under-represented in the workforce.

This includes:

- women
- Aboriginal people
- people with disability
- people whose first language spoken as a child was not English.

We also recognise that workforce diversity extends beyond this definition. Research suggests that socioeconomic background, diverse work experience, life experience, educational specialisation and technical diversity contribute significantly to creating and promoting diverse and vibrant workplaces.

In 2018:

- women made up 78.3 per cent of the (permanent and temporary) workforce
- Aboriginal employees represented 3.9 per cent of the workforce, exceeding the NSW Government benchmark of 2.6 per cent
- the representation of people with disability requiring workplace adjustment was 0.7 per cent, while overall representation of people with disability in the workplace was 3.0 per cent (note, however, the data on the number of people with disability can be unreliable as employees may choose not to disclose information)
- people whose first language spoken as a child was not English made up 11.2 per cent of the workforce.

Table 18 provides a comparison over time.

Table 18: Trends in representation of equal employment opportunity groups as a proportion of the total number of staff, 2014 to 2018

Group	NSW Government benchmark	2014	2015	2016	2017	2018
Women	50.0%	74.7%	76.9%	77.4%	77.8%	78.3%
Aboriginal people	2.6%	3.4%	3.6%	3.7%	3.8%	3.9%
People whose first language spoken as a child was not English	19.0%	11.4%	10.8%	10.9%	11.1%	11.2%
People with disability	N/A	3.2%	3.0%	3.2%	3.1%	3.0%
People with disability requiring adjustment at work	1.5%	0.8%	0.7%	0.8%	0.7%	0.7%
Total number of staff	N/A	100,964	92,023	95,332	97,076	99,256

Source: NSW Public Sector Workforce Profile as at 30 June each year. Notes: Figures for 2014 include TAFE NSW and the Office of Communities (OoC). From 2015, figures do not include TAFE NSW and some former OoC agencies due to machinery-of-government changes. This primarily accounts for changes in the 2015 figure. From 2016, figures only include employees of the department. Representation of equal employment opportunity (EEO) groups is calculated as the estimated number of staff in each group divided by the total number of staff. These statistics, except those for women, have been weighted to estimate the representation of EEO groups in the workforce, where EEO survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Strategic priorities

In 2018, the department launched a new Diversity and Inclusion Strategy 2018-2022, which aims to create a workforce that reflects the community we serve. The strategy has three priority areas:

- build an inclusive workforce through employee awareness, understanding and engagement
- attract, recruit, develop and retain a workforce that reflects the community we serve
- strengthen workforce data and evidence to inform sustainable decisions and initiatives.

Our areas of focus, included in the Diversity and Inclusion Strategy, are based on current workforce data and NSW Government priorities:

- Aboriginal people
- people with disability
- culturally and linguistically diverse people
- women in leadership
- male teachers.

The department recognises that diversity extends beyond these areas. Our strategies will also aim to foster a workplace with an inclusive culture, which extends beyond these to include age; carer responsibilities; marital status; lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+); educational level; life experience; and socioeconomic background.

Current workforce

Table 19: Trends in distribution of remuneration of equal employment opportunity groups, 2014 to 2018

Group	NSW Government benchmark	2014 index*	2015 index*	2016 index*	2017 index*	2018 index*
Women	100	92	91	92	92	92
Aboriginal people	100	80	80	82	82	83
People whose first language spoken as a child was not English	100	103	105	104	104	104
People with disability	100	98	98	98	99	98
People with disability requiring adjustment at work	100	104	104	104	105	106

Source: NSW Public Sector Workforce Profile as at 30 June each year. Notes: Figures for 2014 include TAFE NSW and the Office of Communities (OoC). From 2015, figures do not include TAFE NSW and some former OoC agencies due to machinery-of-government changes. This primarily accounts for changes in 2015 figures. From 2016, figures only include employees of the department. A distribution index of 100 indicates that the centre of the distribution of the equal employment opportunity (EEO) groups across salary levels is equivalent to that of other staff. *Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels. A distribution index based on an EEO survey response rate of less than 80 per cent may not be completely accurate. The 2015 EEO survey response rate was around 74 per cent.



Focus on women at work

The Premier's priority target is for a 50 per cent proportion of women in senior leadership positions by 2025. The department achieved the target by 2017.

In 2018, women held 54.9 per cent of senior roles. This positive trend is likely to continue, with our executive development programs for women and the implementation of the Diversity and Inclusion Strategy 2018-2022.

During 2018, we implemented a range of leadership development initiatives, including:

- encouraging and supporting women to participate in centrally coordinated leadership and executive development programs, such as the NSW Leadership Academy programs
- supporting the Women in Educational Leadership Network, an incorporated body that provides a forum for women in teaching and learning roles to develop leadership skills and progress their careers
- supporting flexible work arrangements for all employees, including those in leadership positions, to create a more supportive environment for those requiring flexible work options.

Focus on Aboriginal employees

As a NSW Government department, we adopt the Premier's priorities for diversity and inclusion. This includes doubling the number of Aboriginal and Torres Strait Islander people in senior leadership roles in the government sector by 2025.

The department's Diversity and Inclusion Strategy 2018-2022 commits to increasing the number of Aboriginal people in senior leadership roles to 3.0 per cent by 2025. We are currently on track to exceed our target in 2019 after achieving 3.0 per cent representation in 2018. The strategy also aims to maintain the trend growth rate of Aboriginal people to reach a 4.5 per cent representation across the department by 2022.

We actively support recruiting and retaining Aboriginal employees through the use of identified positions and by providing a culturally safe workplace. In 2018, we began developing the department's first Reconciliation Action Plan for corporate staff. The aim of this initiative is to advance reconciliation between Aboriginal and

non-Aboriginal people, and it includes a focus on making our department a culturally safe place to work. The plan will be launched in 2019.

Within Aboriginal Affairs, 60 per cent of staff identify as Aboriginal or Torres Strait Islander. Most staff directly engaged in regional delivery with Aboriginal communities are Aboriginal and two-thirds of the executive committee are Aboriginal.

The department's Strategic Plan 2018-2022 recognises the importance and value of attracting, recruiting and retaining Aboriginal employees at all levels of the organisation, including as teachers and leaders in NSW public schools.

Achievements in 2018 included:

- the Aboriginal Employment team offering ongoing advice and support to Aboriginal and non-Aboriginal employees and community members
- recruiting teachers of Aboriginal descent to permanent teaching positions through the staffing agreement between the department and the NSW Teachers Federation, which gives priority to employing Aboriginal teachers in NSW public schools – more than 1,307 teachers and leaders of Aboriginal descent are currently in permanent employment
- providing mentoring, leadership and career aspiration programs for teachers of Aboriginal descent, including the Leadership Program for Teachers of Aboriginal Descent – in 2018, more than 122 participants completed this program, with 12 continuing their studies
- providing 80 teacher education scholarships 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 – in 2018, 46 offers were verbally accepted with 38 Deeds of Agreement finalised
- delivering regional and community-based Yarn Up sessions across NSW, in consultation with Aboriginal communities, with the aim of promoting employment, career and recruitment pathways including identified positions in NSW public schools
- working in partnership with the Aboriginal Education Consultative Group to support recruiting and selecting Aboriginal staff.

Focus on employees from non-English-speaking backgrounds

The NSW Government's aim is to achieve a 19 per cent representation of people whose first language as a child was not English, as well as members of racial, ethnic and ethno-religious minority groups across all levels.

The department's Diversity and Inclusion Strategy 2018-2022 commits us to increasing the representation of culturally and linguistically diverse people.

The diversity of the department's workforce allows us to deliver teaching and other services that meet the needs of a diverse NSW community.

Focus on employees with disability

Our Diversity and Inclusion Strategy 2018-2022 includes a focus on employment of people with disability. It commits to the NSW public sector target as outlined in NSW Family and Community Services' plan, *Jobs for people with disability: A plan for the NSW public sector*. This plan aims to increase the number of people with disability employed across the NSW public sector from an estimated 2.7 per cent to 5.6 per cent by 2027. The department's strategy aligns activities and objectives with our Disability Inclusion Action Plan 2016-2020 to help us achieve this target.

For information on supporting employees with disability, see the report on the department's disability inclusion action plan, under the appendix on public accountability starting on page 94 of this report.

Focus on young employees

We recognise the value of a multigenerational workforce that provides a broad range of knowledge, skills and perspectives.

In 2018, we supported 13 young employees to participate in the Public Service Commission's NSW Government Graduate Program. Over an 18-month period, graduates undertake the Diploma in Government course, a structured mentoring program and rotations across various NSW Government agencies. We also successfully placed six graduates from the 2017 cohort into ongoing roles with the department.

We support a Young Professionals Network for employees aged 34 years and under, providing an opportunity for professional development as well as a mechanism for networking within the department and across the public sector. Members attended the CEO and Young Professionals Breakfast hosted by the Institute of Public Administration Australia NSW, which provided an opportunity to network and strengthen ties with other professionals across government agencies. The Young Professionals committee also hosted various professional development networking events including a morning tea and information session in conjunction with the NSW Government Get Healthy at Work initiative.

Equity and diversity awareness activities

We promoted and celebrated a number of corporate events to raise diversity awareness and to encourage inclusive practices. These included Reconciliation Week, NAIDOC Week, International Women's Day, Harmony Day, RUOK? Day and International Day of People with Disability.

To help develop our first Reconciliation Action Plan, raise awareness of the initiative and engage corporate staff, we held consultation forums, movie screenings provided by Reconciliation Australia, two-way broadcasts led by the Secretary, and a networking barbecue for Aboriginal and Torres Strait Islander staff.

Future directions

The Government Sector Employment Act enhances the focus on workforce diversity across the NSW public sector and ensures it is integrated into broader workforce planning processes.

The Diversity and Inclusion Strategy 2018-2022 commits to addressing aspects of diversity and inclusion specific to the needs of our workforce, which will help us create a workforce reflective of the community we serve.



Work health and safety

Work health and safety performance

In 2018, we continued to focus on innovative risk management through the ongoing implementation of our Safe, Healthy and Productive Workplaces Strategy 2016-2018. The strategy helps manage current and emerging workplace risks and hazards, prevents workplace injury, and facilitates sustainable return-to-work outcomes through a range of health and wellbeing-related initiatives and programs.

We continued to empower staff to commit to safe working and learning practices by building their knowledge and capability in health and safety matters. We also improved our support for staff returning to work following an injury or health condition.

In 2018, we:

- began developing our staff wellbeing framework to deliver an organisation-wide approach to staff wellbeing
- reviewed the department's Employee Assistance Program to tailor counselling services to our department
- developed specialist health and wellbeing programs, including workplace health programs as well as personal coaching for staff returning to work following an injury or illness

- launched Fitness Passport, a gym membership scheme providing discounted rates to employees and their families
- enhanced our Recovery at Work services and resources to better support workplace managers and staff returning to work following an injury or illness
- expanded the range of e-learning modules and face-to-face training to help our schools and workplaces create and support mentally healthy and safe working and learning environments.

Challenges and future directions

We anticipate that the health, safety and wellbeing programs we implemented in 2018 will continue to contribute to improved learning outcomes for students, as well as improve our return-to-work and workers compensation performance. Throughout 2019, we will continue to embed the objectives in SafeWork NSW's state-wide plan, NSW State Government Work Health and Safety Sector Plan, with our focus on injury prevention, wellbeing, and health and safety capability.

Prosecutions under the *Work Health and Safety Act 2011*

There was no prosecution action taken against the department in 2018.

Table 20: Number of workers compensation claims, lost time and claims costs, 2013-14 to 2017-18

Category	2013-14	2014-15	2015-16	2016-17	2017-18
Total claims	4,862	4,327	4,172	4,285	4,135
Total hours paid	251,440	301,477	347,702	417,728	484,211
Number of claims with lost time	2,338	1,723	2,098	2,269	2,307
Number of rehabilitation cases	758	933	797	951	914
Insurer costs	\$2,772,134	\$3,734,208	\$3,261,899	\$2,891,879	\$3,470,456
Average cost per case	\$3,657	\$4,002	\$4,093	\$3,041	\$3,797

Source: Department of Education, Corporate Services. Notes: Figures provided for 2014-15 onwards do not include TAFE NSW. The claim numbers reflect those reported within the financial year where a financial cost was incurred, or where the claim has yet to be finalised.

Public accountability

Legislation and legal change

This section sets out the Acts administered by the Minister for Education, the Minister for Early Childhood Education and the Minister for Aboriginal Affairs as at 31 December 2018.

It does not list subordinate legislation. For all Acts, Regulations and other statutory instruments, visit the NSW Government's legislation website (legislation.nsw.gov.au).

Education

The Minister for Education administers the following Acts:

- *Australian Catholic University Act 1990*
- *Charles Sturt University Act 1989*
- *Education Act 1990*
- *Education (School Administrative and Support Staff) Act 1987*
- *Education Standards Authority Act 2013*
- *Higher Education Act 2001*
- *Higher Education (Amalgamation) Act 1989*
- *Macquarie University Act 1989*
- *Parents and Citizens Associations Incorporation Act 1976*
- *Saint Andrew's College Act 1998*
- *Saint John's College Act 2018*
- *Sancta Sophia College Incorporation Act 1929*
- *Southern Cross University Act 1993*
- *Teacher Accreditation Act 2004*
- *Teaching Service Act 1980*
- *Universities Governing Bodies Act 2011*
- *University of New England Act 1993*
- *University of New South Wales Act 1989*
- *University of Newcastle Act 1989*

- *University of Sydney Act 1989*
- *University of Technology Sydney Act 1989*
- *University of Wollongong Act 1989*
- *Western Sydney University Act 1997*
- *Women's College Act 1902*

This section details amendments or updates to those Acts during 2018.

The following pieces of legislation amended the *Education Act 1990*:

- Schedule 4 of the *Teaching and Education Legislation Amendment (Employment) Act 2018* amended section 29(3) to allow the Secretary to determine the eligibility requirements for enrolment in an individual school rather than only a class of schools. It also inserted a new section 31A(7) to clarify that NSW is not breaching the *Anti Discrimination Act 1977* when imposing a fee on certain classes of overseas students who attend government schools.
- Schedule 1 of the *Statute Law (Miscellaneous Provisions) Act 2018* made minor amendments to
 - section 83K to replace the term 'Catholic Education Commission' with 'Catholic Schools NSW Limited'
 - section 109(1) to replace the word 'Authority' with 'Minister' as the Minister now decides applications for registration of non-government schools
 - section 109(2) to correct a reference to section 6(5) of the *Administrative Decisions Review Act 1997*.
- Schedule 1 of the *Statute Law (Miscellaneous Provisions) Act (No 2) 2018* made amendments to repeal section 83B(8) and insert new section 83C(5) to define certain financial accounting terminology prohibiting giving financial assistance to schools that operate for profit.



The *Teaching and Education Legislation Amendment (Employment) Act 2018* amended the *Teaching Service Act 1980*, the *Education (School Administrative and Support Staff) Act 1987* and the *Teacher Accreditation Act 2004*. The amendments modernise staff employment practices in NSW public schools. The department may now appoint teachers as well as school administrative and support staff as temporary employees for up to three years. The amendments also streamlined the approach to dealing with staff who abandon their employment.

Schedule 3 of the *Government Sector Finance Legislation (Repeal and Amendment) Act 2018* amended the *Education Standards Authority Act 2013* in relation to investing money into the Education Standards Authority Fund.

Schedule 6 of the *Statute Law (Miscellaneous Provisions) Act 2018* repealed the *Moree and District War Memorial Educational Centre Act 1962* with effect from 29 June 2018. The Minister for Education administered this Act before its repeal.

Early childhood education

The Minister for Early Childhood Education administers the following Acts:

- *Children (Education and Care Services National Law Application) Act 2010*
- *Children (Education and Care Services) National Law (NSW)*
- *Children (Education and Care Services) Supplementary Provisions Act 2011*.

Schedule 1 of the *Children (Education and Care Services) Supplementary Provisions Amendment Act 2018* amended the *Children (Education and Care Services) Supplementary Provisions Act 2011*. These amendments were not in force at 31 December.

Aboriginal affairs

The Minister for Aboriginal Affairs administers the following Acts:

- *Aboriginal Land Rights Act 1983*
- *Aboriginal Languages Act 2017*.

The following pieces of legislation amended the *Aboriginal Land Rights Act 1983*:

- Schedule 1 of the *Statute Law (Miscellaneous Provisions) Act 2018* amended section 36AA(11) of the *Aboriginal Land Rights Act 1983* to correct a drafting oversight. This had required the consent of the holder of any interest in Crown land (including licences or leases) to transfer that land to an Aboriginal Land Council under an Aboriginal Land Agreement (ALA) pursuant to section 36AA of the *Aboriginal Land Rights Act 1983*. The section had provided that the consent of the holder of any interest in such land was required to enable the transfer of the land under an ALA, even if the interest was not affected by the transfer. The requirement to negotiate consents would have made the negotiation of large and complex ALAs very resource intensive and possibly impracticable. The amendment qualifies section 36AA(11) by providing that the consent of the holder of an interest in Crown land that is the subject of a transfer under an ALA is not required if the interest is substantially unaffected by the transfer, or could have been lawfully terminated by the Crown Lands Minister without the holder's approval.
- Schedule 5.1 of the *Criminal Legislation Amendment (Child Sexual Abuse) Act 2018* amended section 79 to provide that a person must not be employed as a staff member of, or engaged as a consultant to, a Local Aboriginal Land Council if the person has been convicted of grooming a person for unlawful sexual activity with a child under the person's authority under section 66EC of the *Crimes Act 1900*.
- A minor amendment to section 125(3) made by the *Electoral Act 2017* took effect so that section 125(3) refers to section 225 of the *Electoral Act 2017* rather than section 161 of the *Parliamentary Electorates and Elections Act 1912*.

Judicial decisions

No judicial decisions involving the NSW Department of Education during 2018 had a significant impact on its operations.

Disability inclusion action plan

We developed the Disability Inclusion Action Plan 2016-2020 in consultation with a wide range of stakeholders, including employees with disability, disability groups, parents and carers, and principal representatives.

The plan complies with the requirements of the *Disability Inclusion Act 2014* and is consistent with the objectives of the national *Disability Discrimination Act 1992*. It sets out more than 40 actions for improving disability access and inclusion across four areas of focus.

Improving our service provision

We are committed to continuously improving our services and their accessibility for students, staff, parents and carers with disability.

In 2018, the department responded to the Legislative Council's 2017 Inquiry into education for students with a disability or special needs in New South Wales. We worked with key stakeholders – including families with lived experience of disability, educators and disability experts – to create a new disability strategy that will improve educational experiences and outcomes for students with disability. The strategy, due to be released in 2019, articulates our commitment to inclusive practices in education. It focuses on building teacher and school capacity, including increasing resources and flexibility, more training and support for teachers, and improving families' experiences of the education system.

We also responded to an internal review of the support we offer schools, principals and teachers to improve student outcomes, focusing on what we need to do differently. As a result, the department developed *Striving for Excellence: A plan to better support public schools*. The plan, developed in consultation with stakeholders, includes redesigning the way schools access specialist education support services for students. In 2019, we will engage with schools to develop and test a new process.

In 2018, we helped schools better support students with disability through a mix of professional development, online tools, supporting improved wellbeing and improving school facilities. We appointed 35 early childhood intervention services and other qualified providers to deliver a

capacity-building and support program for community preschools. We also employed 22 network specialist facilitators to help schools support students with complex needs.

We helped build the capacity of our school leaders by revising the student wellbeing module within the NSW public school leadership and management training to include guidance on personalised learning and support, and encourage school leaders to complete disability e-learning modules. We provided training for 321 school leaders on the Disability Standards for Education and supported a further 331 school leaders through accredited courses on key areas of student need.

The department provided \$5 million to implement Positive Behaviour for Learning to improve the learning and wellbeing of all students in all school settings. We provided training in 1,326 schools (60 per cent) and a team of 36 staff supported its implementation in schools. To help schools assess their planned approach to create teaching and learning environments that enable students to be healthy, happy, engaged and successful, we developed a Wellbeing Self-assessment Tool and provided professional learning. This tool sits under our Wellbeing Framework for Schools.

In 2018, we worked with principals, parents and carers, and school teams to deliver more than 250 projects to improve access to school facilities. This included installing lifts, ramps, accessible toilets, high-visibility markings and bollards. All new school facilities comply with our Educational Facilities Standards and Guidelines, which meet or exceed the applicable Australian design standards and construction codes for access and mobility.

We continued to support Year 12 students with disability in our public schools transition to post-school employment, and further education and training pathways. We worked with internal stakeholders and the National Disability Insurance Agency to refine planning and resources to help students access specialist post-school disability services. These services provide employment support, further education and training, community activities and independent living skills development.



Improving complaints handling

To ensure prompt and local resolution of complaints, we developed a Complaint Managers' Toolkit and revised the guidelines for parents, carers and students. The guidelines clarify the available assistance for people who need help to make a complaint and includes information about personalised support for student learning. We reorganised our website's complaints page and launched a subtitled video to explain the complaint process. The public can now raise complaints online, in person, by email, by phone or by mail. We also implemented a customer relationship management system to capture data about complaint issues and handling, which will help us improve our service.

Supporting employment opportunities and outcomes for people with disability

To strengthen inclusive employment practices and foster positive community attitudes, we implemented a range of initiatives:

- Our Disability Employee Network provided input to and feedback on organisational strategies and policies such as the Disability Inclusion Action Plan 2016-2020. The network co-designed elements of the Diversity and Inclusion Strategy 2018-2022.
- The new Diversity and Inclusion Strategy will help us build an inclusive workforce through employee awareness, understanding and engagement. It will also enable us to attract, recruit, develop and retain a workforce that reflects our communities. The department is committed to increasing the number of employees with disability to 5.6 per cent of our workforce by 2025. This aligns with the NSW plan, Jobs for people with disability: A plan for the NSW public sector, as well as our own Disability Inclusion Action Plan.
- We continued to review recruitment processes to ensure candidates with disability have a fair opportunity to demonstrate they are the best person for the job. We also continued to investigate opportunities for targeted recruitment.
- To provide resources and accessibility guidance for event holders and course designers, we published the Creating Inclusive Professional Learning Strategy. This will build our capacity to design and host accessible professional learning events that promote leadership development opportunities for people with disability.
- We provided professional learning to help workplace managers support employees requiring reasonable work adjustment due to disability, illness or related health conditions. In 2018, 289 employees completed the e-learning module and 221 attended 11 workshops.
- To remove barriers for recruiting and retaining people with disability, we worked with stakeholders to identify, adopt and implement accessibility standards for public procurement of ICT products.
- The department ensured that all in-house and vendor-purchased IT services and systems undergo a mandatory accessibility test phase.
- We collaborated with the Public Service Commission on the design of the sector-wide disability awareness e-learning modules for all employees and managers. The modules were implemented on MyPL, the department's online learning management platform.
- The department supports the employment of people with disability in the community by offering funding opportunities for Australian Disability Enterprises, which provide supported employment opportunities to people with disability. In 2017-18, we awarded two contracts with a total value of \$3 million. There was a significant increase in the number of enterprises that participated in tender events since last year.
- To ensure all employees learn how to develop accessible and inclusive web content, the department developed accessibility e-learning modules that provide guidance on implementing the Web Content Accessibility Guidelines 2.0 Level AA.

Promoting awareness and inclusive practices

To promote and support disability awareness for students and employees, and improve inclusive practices throughout the department, we implemented a number of initiatives:

- We published more than 50 online stories highlighting achievements of students and employees with disability, including the Shining Stars showcase, Schools Spectacular, Game Changer challenge winners and the world's biggest mental health awareness class.
- The department increased student participation in the Secretary for a Day program, from 20 students in 2017 to 35 in 2018. To encourage students with disability to participate, we ensured we made all related materials accessible.
- We held an International Day of People with Disability event hosted by the Disability Employee Network, which more than 100 staff attended. We also provided schools with information and resources to organise their own events.
- To celebrate difference and help create a positive workplace, we rolled out our Respect. Reflect. Reset. Initiative, which included resources and discussion points to guide employee discussions.
- To champion inclusion as business as usual, we extended the lead, disability employment position until the end of 2019.
- To help staff and stakeholders understand the role and purpose of the National Disability Insurance Scheme, we have run 780 professional development and information sessions since 2016. Of those, we held 280 sessions in 2018. We support this by providing accurate and engaging information for schools and early childhood education providers on our website.

Carers charter

Our action plan to implement the *NSW Carers (Recognition) Act 2010* also reflects the principles of the NSW Carers Charter in business activities. There is a dedicated page on our internal website with information, online resources and useful links for staff who are carers or who work with people who have carer responsibilities.

We continued to post information relating to young carers in the student wellbeing section of our website, and this page provides links to Carers NSW. It also provides information and links to support services for school communities. The Being a Carer, Being a Student, and Being a Kid resource is available for staff on our website. It provides information to support students who are young carers. We also promote the celebration of young carers through the national Young Carer Bursary Program via our internal SchoolBiz news platform.

The department is represented on the NSW Carers Strategy project management group. We have established partnerships with NSW Family and Community Services, Carers NSW and other organisations to network and consult on policy and program development.

We provide a number of flexible working options that staff with carer responsibilities are able to access, including part-time work, job sharing, leave without pay and varying flexible hour arrangements. In 2018, 52,312 employees took short-term leave for family and community responsibilities.

In 2018, we continued to embed our flexible work practices for corporate staff. This is in response to the Public Service Commission's intent to implement the Premier's commitment to making all public sector roles flexible on an 'if not, why not' basis by 2019. We continued to promote a range of resources to help corporate staff access flexible work arrangements. These are available on our internal website and include the Flexible Work Arrangements for Corporate Employees Policy, fact sheets and information relating to flexible work options.

Staff members with carer responsibilities can also access the Employee Assistance Program, an independent, confidential and free professional counselling service to support the health and wellbeing of employees. We continue to consider options to enhance support to carers by continuously re-evaluating our human resources policies and practices to ensure they remain in step with the *NSW Carers (Recognition) Act 2010*.



Multicultural Policies and Services Program

The Multicultural Plan 2016-2018 outlines the department's targets for meeting the education needs of a culturally diverse NSW. The following information provides a summary of our progress in 2018.

Students learning English as an additional language or dialect

We aim to ensure that teachers have the knowledge and skills to deliver high-quality teaching programs and services that meet the needs of students learning English as an additional language or dialect (EAL/D).

- In 2018, NSW public schools continued to provide targeted English language support to help EAL/D students, including intensive, on-arrival and ongoing support to enable successful participation at school.
- More than 1,300 EAL/D teacher specialists in schools and intensive English centres across the state provided English language tuition to EAL/D students.
- Schools received 896 full-time equivalent EAL/D teaching positions and \$36 million in flexible funding as equity loading for English language proficiency to support approximately 173,000 EAL/D students.
- More than 9,300 newly arrived students received intensive English and transition support, including approximately 3,700 students in intensive English centres and the Intensive English High School.
- Recently arrived high-school-aged students at risk of disengaging from education completed 226 certificates and 277 statements of attainment in spoken and written English courses.

- Seven EAL/D teacher mentors supported approximately 150 schools with newly arrived EAL/D students in rural and regional areas.
- Approximately 2,300 teachers attended registered EAL/D professional learning programs to help them meet the needs of their students. Teachers also participated in non-registered professional learning on a range of EAL/D topics.
- EAL/D teachers participated in local, specialist professional networks and online forums to strengthen their expertise.

Approximately 2,300 teachers attended registered EAL/D professional learning programs to help them meet the needs of their students.

Refugee students

Our aim is to ensure that teachers and school leaders have the knowledge and skills to deliver high-quality programs and services that meet the educational and settlement needs of refugee students and their families.

- In 2018, refugee students continued to receive a higher level of intensive English and transition support to meet their complex educational needs.
- Schools received \$2.9 million in targeted (individual student) funding to support more than 4,500 recently arrived refugee students.
- More than 100 school learning support officers (ethnic) across the state provided bilingual support to newly arrived refugee students.
- The Refugee Student Counselling Support Team worked directly with more than 283 schools to provide psychological support for refugee students, including 155 instances of complex case support and 30 individual projects.
- 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.
- Refugee children and families from 14 school communities in Western Sydney, Wollongong, Armidale and Newcastle participated in supported playgroups as part of the Beginning School Well program.
- We implemented Ready Arrive Work in 16 schools, providing work readiness information and support for 284 refugee students.
- More than 450 refugee students in 19 schools received assistance through Refugee Action Support Partnerships program, a joint initiative with the Australian Literacy and Numeracy Foundation, Western Sydney University, University of Sydney and Charles Sturt University.
- The LEAP Macquarie Mentoring Program, a partnership with Macquarie University, provided university student mentors to help refugee students in nine high schools plan post-school pathways.
- The Tertiary Pathways Project helped 58 refugee students from 32 schools access university pathways information and apply for targeted university scholarships.
- Eighteen Refugee Support Leaders worked with leaders and staff in more than 200 schools to meet the needs of more than 7,000 refugee students.
- More than 3,600 staff members attended professional learning programs to better meet the needs of students from refugee backgrounds.
- In partnership with the University of Technology Sydney, we published a report – the Classrooms of Possibility: Working with students from refugee backgrounds in mainstream classes – containing research into effective methods of teaching refugee students.

International students and temporary residents

We aim to provide high-quality educational experiences for students from around the world wishing to enrol in a NSW public school.

- International students from 65 countries enrolled in NSW public schools to gain an Australian study experience or to finish their school education.
- Teachers designated as international student coordinators supported international students in all aspects of school life including enrolment, attendance and wellbeing.
- Principals, teachers and administrative staff across the state participated in professional learning to strengthen support for international students.
- The International Students Award Ceremony recognised the academic achievements of international students and their contributions to school and the community.



Languages education

Our objective is to deliver high-quality teaching and learning programs that provide opportunities for students to study languages in a range of settings.

- More than 44,000 students studied 30 community languages through the Community Languages Program Kindergarten to Year 6.
- Through the Community Languages Schools Program, more than 36,000 students studied 62 community languages, delivered out of school hours by 305 community organisations.
- The Saturday School of Community Languages delivered 26 community language courses to more than 3,200 secondary students, from Year 7 to HSC level.
- The NSW School of Languages continued to provide languages education by distance to students in Years 9 to 12.
- Aboriginal Language and Culture Nests, and the Connected Communities Strategy supported the teaching of Aboriginal languages in schools across NSW.
- Language teachers across the state participated in a wide range of professional learning programs, conferences and professional networks to enhance their skills in delivering languages education, teaching specific languages and implementing new syllabuses.

Student wellbeing and community harmony

We aim to provide opportunities to help all students achieve equitable education and social outcomes, and participate successfully in our culturally diverse society.

- Anti-racism contact officers continued to promote anti-racism education and help schools respond to complaints. Trained facilitators supported new officers with professional learning.
- We published new online learning resources on Racism. No Way, the national anti-racism education website.

- More than 150 teachers completed the online Facing up to racism course and 28 teachers participated in a newly developed workshop of the same name.
- Up to 167 primary students participated in a trial bystander racism intervention program as part of the Speaking out Against Racism project, supported by the Australian Research Council.
- We developed three resources for schools to help promote intercultural understanding: the Calendar for Cultural Diversity 2018, Using picture books for intercultural understanding and Intercultural understanding through texts.
- We developed a new online course, Culturally inclusive teaching and learning, for beginning teachers.
- Facilitated by the City Country Alliance, 60 schools engaged in cultural exchange programs designed to build intercultural understanding by linking large, urban multicultural schools with small, remote schools.
- Nearly 2,000 students in Years 3 to 6 from more than 500 schools participated in the annual Multicultural Perspectives Public Speaking Competition. This program heightens awareness about cultural diversity and develops public speaking skills.
- Staff participated in Connecting to Country training, delivered in partnership with the NSW Aboriginal Education Consultative Group, to learn about Aboriginal cultures.
- The Henry Parkes Equity Resource Centre provided a wide collection of resources to help teachers meet the diverse needs of learners and their families.

Communication, engagement and consultation

Our aim is to promote positive community relations through effective consultation and communication with families from diverse cultural backgrounds, as well as provide opportunities for their active engagement in school.

- In 2018, 2,416 onsite and 3,629 telephone interpreters facilitated communication between schools, and parents and carers who do not speak or understand English well, are deaf, or have a hearing or speech impairment.
- The department continued to provide translated documents in 45 languages.
- Bilingual staff in schools continued to support communication with newly arrived students and families. This included school learning support officers (ethnic) and administrative staff members receiving a community language allowance.
- Community liaison officers helped families from culturally diverse backgrounds participate in school activities and decision-making processes. Specialist officers also helped government and non-government schools use the School Communities Working Together framework to promote social cohesion.
- We updated the Engaging and working with the community module in the School Leadership and Management Credential to support leaders and aspiring leaders.
- Staff participated in Connecting to Country and Healthy Culture: Healthy Country professional development, delivered in partnership with the NSW Aboriginal Education Consultative Group (AECG) to engender a great knowledge and understanding about Aboriginal histories, cultures and contemporary matters.
- The Secretary's Multicultural Education Advisory Group continued to advise the department on the education needs of a culturally diverse NSW.
- The Community Languages Schools Board continued to advise the Minister on policy concerning community languages schools.
- The department continued to work with the AECG through our formal partnership to meet the education needs of Aboriginal people and communities.

Complaints and feedback

The department is committed to improving customer service. We are implementing a range of initiatives to improve interactions and relationships with people in our communities.

Our Complaints Handling Policy and procedures promote the local resolution of issues to ensure a timely and targeted response. The School Community and Consumer Complaint procedure, available on our website (education.nsw.gov.au/policy-library/policies/complaints-handling-policy), outlines the process for a parent or community member to make a complaint. The internal Staff Complaint procedure outlines the staff processes when making and managing work-related complaints.

Between 2017 and 2018, the department implemented a range of initiatives to improve the way we manage complaints. These include supporting schools to improve the way they engage with school communities, introducing systems to capture the work involved in resolving complaints and making it easier for people to raise issues.

In 2018, the 110 directors, educational leadership, as well as staff within our Employee Performance and Conduct directorate, completed a certified complaint handling excellence program. We developed a sustainable education and training strategy for principals and school staff, to improve skills and confidence in complaint handling.

We continued to introduce new ways to provide information to school communities and consumers about the complaint process and what happens when a complaint is made. The department launched a video for parents and carers providing clear information about how to contact schools to ask questions, raise an issue or make a complaint or compliment. It focused on raising issues with schools at an early stage, so schools and families can work together to resolve them. This was well received by school communities.

We continued to provide opportunities for consumers and members of the community to provide us with direct feedback online. Feedback Assist, a widget that appears on the department's main websites, allows people to make a complaint or provide a compliment or suggestion.



In 2018, we received 1,085 pieces of feedback through Feedback Assist. These included 899 complaints, 121 suggestions, 53 compliments and 12 requests for information. Of the complaints, 436 related to the NSW Education Standards Authority, 252 to schools and 211 to other areas of the department, such as Early Childhood Education and Aboriginal Affairs. People raised concerns about operational issues or decisions, engaging with schools and other services, the department's websites, and the behaviour of staff and students.

While we manage and resolve most complaints locally, the department sometimes needs to escalate complaints that schools cannot resolve, or that relate to the decisions or behaviour of senior staff. In April 2018, we implemented a new system to centrally capture and report on these types of complaints. Previously, schools kept local records of these complaints. In 2018, we received 252 escalated complaints through Feedback Assist and 790 through the central system.

In 2018, we focused on introducing the new system and encouraging its adoption. In 2019, the department will work to improve data quality so that, over time, we can use this information to improve complaint handling.

Early childhood education

The Early Childhood Education directorate is the statutory regulatory authority for the NSW early childhood education sector. The sector comprises more than 5,700 services. These include long day care, preschools, family day care, mobile and outside of school hours care services. The directorate receives complaints about services direct from parents as well as from the services themselves.

Under the National Law, services must notify Early Childhood Education of any complaints they receive. The Australian Children's Education and Care Quality Authority collects notifications through its own National Quality Agenda Information Technology System.

We review all complaints to determine whether they require regulatory action. Most complaints and notifications relate to children's health and safety. Where complaints require further action, we direct the service to amend an aspect of its procedures, followed by further monitoring. By the end of 2018, we received 1,261 direct complaints via phone or email from complainants and 1,119 notifications of complaints from services. Many are duplicated because complainants usually notify both the service and the department about the same matter.

Information from complaints helps us continuously improve compliance strategies and informs the development of targeted campaigns, spot-checks on services or groups of services, communications with the sector and reporting.

The directorate receives complaints alleging regulatory breaches at services from a range of sources, including from surveys following assessment and rating visits, compliance visits and/or inspections, or investigations. Services can comment on assessment and rating reports at various stages, and can raise concerns through a review process. We deal with complaints from services or the public about directorate officers in line with the department's Complaints Handling Policy.

Complaints are just one feedback mechanism we use. Others include regular meetings with the department's Early Childhood Education Advisory Group and conducting twice yearly sector roadshows. The advisory group provides a forum for representatives of the early childhood education sector to advise the department on matters related to policy, funding and regulating early childhood education in NSW.

We held two roadshows in 2018. More than 2,300 participants from across the early childhood education sector attended the sessions and provided positive feedback.

NSW public schools

The department encourages parents, students, employees, suppliers and members of the public to contact schools in the first instance if they have a concern. Teachers, the school executive or the principal resolve most of these matters quickly and informally. We direct non-school-based complaints – such as policy-related matters, including work health and safety law, anti-discrimination policies, or legislation – to the relevant area.

Aboriginal Affairs

Our Complaints Handling Policy Guidelines also covers Aboriginal Affairs. The Deputy Ombudsman (Aboriginal Programs) monitors and assesses Aboriginal programs listed in the Regulations of the Ombudsman Act. The first program to be listed by the Deputy Ombudsman was OCHRE (opportunity, choice, healing, responsibility, empowerment), the NSW Government's community-focused plan for Aboriginal affairs.

Public access to government information

This section provides information about the operation of the *Government Information (Public Access) Act 2009* (GIPA Act) from 1 January to 31 December 2018.

Accessing departmental records

In compliance with the GIPA Act, we make information we hold available in several ways, including providing open-access information on our website.

We regularly update our information guide and publish it on our website (education.nsw.gov.au/about-us/rights-and-accountability/information-access). It describes the structure and functions of the department, how these functions affect the public, information that is freely available and how to access other available information not published on the website. For details about applying for access to information, as well as links to relevant legislation and related agencies, visit the department's website.

For further assistance, contact:

Manager, Information Access Unit
NSW Department of Education
Level 5, 105 Phillip Street
Parramatta NSW 2150
Telephone: (02) 7814 3525
Email: iaunit@det.nsw.edu.au

Proactive release of government information

The department reviews its program for the proactive release of information annually in accordance with section 7(3) of the GIPA Act. We make information publicly available, except where there is an overriding public interest against disclosure or where doing so imposes unreasonable additional costs on the department.

We continually strive to provide the public with the most current information on topics relating to our operations. This reinforces our commitment to an open and transparent government system. We proactively released various types of information in the reporting period – such as strategic plans, key statistics, reviews and reports – on our website (education.nsw.gov.au/about-us/strategies-and-reports).



In addition, our Centre for Education Statistics and Evaluation publishes statistics, data and reports on the NSW Education Datahub (data.cese.nsw.gov.au). At the end of 2018 there were 102 datasets, which incorporated 298 resources including documents and data in various accessible formats.

In November 2018, we published our new Diversity and Inclusion Strategy 2018-2022 on our website (education.nsw.gov.au/about-us/strategies-and-reports/our-strategic-plan/corporate-plans-and-strategies).

The department's policy library (education.nsw.gov.au/policy-library) provides the public with access to our policy documents. We updated 39 policies (including implementation and related documents) in 2018.

The department's disclosure log records formally released information that the department considers may be of interest to the general public. In 2018, we added 61 new matters to the log, which is published as part of our Agency Information Guide.

Access applications received and decided in 2018

The department completed 429 valid access applications, including 28 withdrawn matters and 32 matters received in 2017 that were completed in 2018. There were 37 completed invalid applications (see Table 21). The department received 438 applications in 2018. Of these, 41 matters were not completed in 2018 and were carried forward to 2019.

During 2018, under Schedule 1 of the Act, the department refused 34 access applications, either wholly or partly, because the application was for access to information to which there is conclusive presumption of overriding public interest against disclosure. The department refused access in full two times, and in part 32 times, for this reason (see Table 24).

In addition, the department refused access in full seven times and in part 249 times for one or more identified public interest reasons because there was an overriding balance of public interest against disclosing the information (see Table 25). For data about completed access applications we received in 2018, see Tables 21 to 29 on the pages that follow. These tables comply with clause 7(d) and Schedule 2 of the GIPA Regulation 2009.

Table 21: Number of access applications by type of applicant and outcome* (completed and discontinued valid applications), 2018**Table A (GIPA Regulation 2009, Schedule 2)**

Type of applicant	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn (excluding invalid applications)	Invalid application withdrawn	Invalid never validated	Transferred to other agency	Total
Media	9	12	0	2	0	1	0	6	0	1	0	31
Members of Parliament	13	5	2	1	0	2	0	7	1	0	0	31
Private sector business	0	1	0	0	0	0	0	0	2	0	0	3
Not-for-profit organisations or community groups	7	2	0	0	0	0	0	1	0	0	1	11
Members of the public (application by legal representative)	39	94	0	43	5	0	1	10	8	8	2	210
Members of the public (other)	48	74	7	15	1	4	0	4	5	12	2	172
Total	116	188	9	61	6	7	1	28	16	21	5	458

Notes: More than one decision can be made in respect of a particular access application. If so, the department must make a recording in relation to each such decision.
 *Applications completed or discontinued, including 32 applications received in 2017 reporting year and completed or discontinued in 2018.



Table 22: Number of access applications by type of application and outcome, 2018

Table B (GIPA Regulation 2009, Schedule 2)

Type of application	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn (excluding invalid applications)	Invalid application withdrawn	Invalid never validated	Transferred to other agency	Total
Personal information applications*	72	155	6	51	6	0	1	10	7	16	1	325
Access applications (other than personal information applications)	40	24	3	7	0	6	0	18	7	4	4	113
Access applications that are partly personal information applications and partly other	4	9	0	3	0	1	0	0	2	1	0	20

Notes: More than one decision can be made in respect of a particular access application. If so, the department must make a recording in relation to each such decision.
 *A personal information application is an access application for personal information (as defined in clause 4 of Schedule 4 to the Act) about the applicant (the applicant being an individual).

Table 23: Invalid applications, 2018

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)	115
Application is for excluded information of the agency (section 43 of the Act)	0
Application contravenes restraint order (section 110 of the Act)	0
Total number of invalid applications received	115
Invalid applications received that subsequently became valid applications	78

Note: Invalid applications received in 2018, including invalid applications carried forward from 2017.

Table 24: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 of the GIPA Act, 2018

Table D (GIPA Regulation 2009, Schedule 2)

Consideration	Number of times consideration used
Overriding secrecy laws	4
Cabinet information	4
Executive council information	0
Contempt	0
Legal professional privilege	25
Excluded information	1
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	0
Ministerial code of conduct	0
Aboriginal and environmental heritage	0

Note: More than one public interest consideration may apply in relation to a particular access application. If so, the department must record each such consideration (but only once per application).

Table 25: Other public interest considerations against disclosure: matters listed in table to section 14 of the GIPA Act, 2018

Table E (GIPA Regulation 2009, Schedule 2)

Consideration	Number of occasions when applicant was not successful
Responsible and effective government	85
Law enforcement and security	3
Individual rights, judicial processes and natural justice	160
Business interests of agencies and other persons	7
Environment, culture, economy and general matters	1
Secrecy provisions	0
Exempt documents under interstate freedom of information legislation	0

Note: More than one public interest consideration may apply in relation to a particular access application. If so, the department must record each such consideration (but only once per application).



Table 26: Timeliness, 2018

Table F (GIPA Regulation 2009, Schedule 2)

Timeframe	Number of applications
Decided within the statutory timeframe (20 days plus any extensions)	421
Decided after 35 days (by agreement with applicant)	4
Not decided within time (deemed refusal)	4
Total	429

Table 27: Number of applications reviewed under Part 5 of the GIPA Act (by type of review and outcome), 2018

Table G (GIPA Regulation 2009, Schedule 2)

Type of review	Decision varied	Decision affirmed	Total
Internal review	3	3	6
Review by Information Commissioner*	4	7	11
Internal review following recommendation under section 93 of the Act*	2	2	4
Review by NSW Civil and Administrative Tribunal	1	2	3
Total	10	14	24

Notes: Review applications completed in 2018. The department received 22 review applications in 2018 and carried forward six matters from 2017. As at 31 December 2018, four applications were awaiting review and carried forward to 2019. *The Information Commissioner does not have authority to vary decisions but can recommend under section 93 of the Act that the agency make an internal review decision. It completed four such reviews in 2018, which have been included as 'decision varied'.

Table 28: Applications for review under Part 5 of the GIPA Act (by type of applicant), 2018

Table H (GIPA Regulation 2009, Schedule 2)

Type of applicant	Number of applications for review
Applications by access applicants	24
Applications by persons to whom information the subject of access application relates (see section 54 of the Act)	0

Notes: Review applications completed in 2018. The department received 26 review applications in 2018 and carried forward six matters from 2017. As at 31 December 2018, four applications were awaiting review and carried forward to 2019.

Table 29: Applications transferred to other agencies under Division 2, Part 4 of the GIPA Act (by type of transfer), 2018

Table I (GIPA Regulation 2009, Schedule 2)

Type of transfer	Number of applications transferred
Agency-initiated transfers	5
Applicant-initiated transfers	0

Privacy and personal information protection

The department has reporting obligations under the *Privacy and Personal Information Protection Act 1998* (PPIP Act) as well as the *Health Records and Information Privacy Act 2002*.

Our website provides access to the Privacy Management Plan, Privacy Code of Practice and other resources explaining our legislative obligations. Staff can access further direction from the internal website, online and in face-to-face training, as well as from our Legal Services telephone advice service.

Applications for internal review

In 2018, the department received 14 applications for internal review. Of these, a parent or carer of a student in a NSW public school submitted nine applications, six related to the personal information of the parent or carer, and three to the personal information of the student. Former employees submitted two, current employees submitted two and a former trainee teacher submitted one.

We finalised 11 applications in 2018. Three did not meet the requirements of section 53 of the PPIP Act for a valid application, and four resulted in a finding of no breach. Of the remaining four complaints, the department's conduct was found to be in breach of one or more Information Protection Principles or Health Protection Principles. One applicant applied to the NSW Civil and Administrative Tribunal for external review of the department's conduct. This matter is ongoing.

Requests for access and amendment

The department received one application for access to and two requests for amendment of personal information under sections 14 and 15 of the PPIP Act, respectively. The department also received an application for internal review of the decision made in relation to one of the amendment applications noted above. The internal review was not yet finalised by the end of the reporting period.

Data breach notifications

We received four data breach notifications from within the department. The Legal Services directorate provided assistance and advice on risk mitigation, assessment of the impact on affected individuals and implementing action to mitigate the risk of future breaches. The data breaches were assessed as not 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 our website (education.nsw.gov.au/policy-library) and internal site. During 2018, the department began updating existing privacy bulletins and developing an online privacy e-learning module. The revised privacy bulletins will be available to the public and staff in early 2019. 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 staff must report suspected unlawful or corrupt conduct, serious maladministration, or serious and substantial waste of public money. The department's policy establishes our commitment to support and protect staff who report wrongdoing.

The Public Interest Disclosures Internal Reporting Policy sets out the manner in which we meet our obligations under the *Public Interest Disclosures Act 1994*. The Guidelines for the Management of Public Interest Disclosures set out the roles and responsibilities of staff in making and receiving public interest disclosures. Both the policy and guidelines are available via our Policy Library (education.nsw.gov.au/policy-library).

Senior staff continue to undertake periodic training on public interest disclosures. We also provided training to nominated disclosure officers in 2018.

During 2018, we met the NSW Ombudsman's reporting requirements via its online reporting tool. In all, 39 employees made a public interest disclosure.



Table 30: Number of public interest disclosures, 2018

Type of review	Corrupt conduct	Maladministration	Serious waste	GIPA contravention	Local government contravention	Total
Number of disclosures	32	7	0	0	0	39
Number of employees making a disclosure	32	7	0	0	0	39
Number of disclosures finalised*	28	3	0	0	0	31

Source: Department of Education, Employee Performance and Conduct directorate. Note: *Includes some matters reported before 2018.

Consultants

This section discloses the nature and purpose of consultants the department engaged in 2018.

Table 31: Payments to consultants for engagements greater than \$50,000, 2018

Name of consultant	Title of project	Purpose of consultancy	Actual cost (\$)
Bendelta	Bulk Principal Recruitment Design	Management services	158,368
Boston Consulting Group	Disability Strategy	Management services	1,082,574
Deloitte Touche Tohmatsu	Recruitment Blueprint	Engineering	400,291
Deloitte Touche Tohmatsu	EDConnect Service Intake Readiness	Management services	249,645
Deloitte Touche Tohmatsu	HR Business Architecture	Organisational review	250,000
Deloitte Touche Tohmatsu	Effectiveness and Efficiency Review	Organisational review	824,770
Deloitte Touche Tohmatsu	NSW Early Childhood Education Services Supply and Demand Study	Management services	54,642
Ernst & Young	Professional Learning Review	Organisational review	1,297,230
Ernst & Young	Review of Business as Usual Support for SAP and SALM Systems to Schools	Management services	164,627
Ipsos Public Affairs	Review on Use of Mobile Digital Devices in NSW	Organisational review	159,492
KPMG	Review of Early Childhood Education Fees	Management services	88,000
KPMG	Program and Change Management Advisory Support to 105 Phillip St. Relocation Program	Management services	300,905
KPMG	Culture, Behavioural Change and Communications	Management services	149,965
KPMG	Family Day Care Project 1 – Joined up Approval Process*	Management services	103,343
Learn Labs Global	Learn Labs	Training	63,250
PricewaterhouseCoopers	Operating Model Review	Management services	843,509
PricewaterhouseCoopers	Team Capacity Modelling	Management services	138,600
PricewaterhouseCoopers	Accounting Standards Implementation	Finance, accounting and tax	110,151
Social Policy Research Centre, University of New South Wales Australia	Independent evaluation of OCHRE initiatives	Organisational review	401,961
Treacle Consulting	Data Dashboard for Schools	Management services	230,927
Total cost of consultancies greater than \$50,000	N/A	N/A	7,072,250

Source: Department of Education, Corporate Finance directorate. Notes: Figures subject to rounding. Payments inclusive of GST. *Consultant engaged by the NSW Department of Education on behalf of the Education Council. Funding for the project has been provided by Education Council.

Table 32: Payments to consultants for engagements less than \$50,000, 2018

Purpose of consultancy	Total number of engagements	Total cost (\$)
Legal	1	12,521
Management services	3	106,194
Organisational review	6	143,628
Training	1	47,865
Total number of engagements	11	N/A
Total cost of consultancies less than \$50,000	N/A	310,209

Source: Department of Education, Corporate Finance directorate. Notes: Figures subject to rounding. Payments 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 33: Number of overseas visits undertaken by officers and employees, 2018

Purpose of visit	Description	Commercial or externally funded visits	Self- or community-funded visits	Department-funded visits	Total number of visits
Conferences and professional development	Staff members who travel overseas to attend and/or present at conferences or participate in study tours	10 (1D)	1	9	20
Educational exports	Staff members who travel overseas to manage partnerships, contracts, programs, quality assurance or assessment of students	0	0	0	0
Exchange programs	Staff members who travel overseas on a professional or teacher exchange program	0	25	0	25
International student recruitment	Staff members who travel overseas to recruit inbound full-fee-paying international students to the NSW school sector	0	0	23	23
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	16 (11D, 1P)	2	0	18
Student excursions	Staff members who accompany students on excursions overseas to increase cultural understanding or attend commemoration ceremonies	94 (4D, 23P)	248 (2D)	7	349

Source: Department of Education, Business Services directorate. Note: Figures within the brackets indicate the number of trips where the department (D) or a private source (P) made a contribution to the cost.

Research and evaluation

This section provides an overview of the department's research and evaluation projects.

Table 34: Research and evaluation projects, 2018

Name of research	Total life-of-project cost (\$)	Status/date to be completed
2006-16 Aboriginal population change in New South Wales	43,331	Completed
Approaches to developing cultural capability	59,000	July 2019
Assessing English Language Learners	46,480	July 2019
Building Numeracy Leadership program evaluation	29,800	March 2019
Burn to Learn	127,740	December 2021
Co-designing evaluations with Aboriginal communities	4,350*	Completed
Co-designing Minimal Data Sets with Aboriginal communities	22,000	April 2019
Co-designing the OCHRE evaluation – literature review and practice learning	0	Completed
Connected Communities Evaluation	393,035*	April 2019
CREATE-ing Pathways to child wellbeing, prosocial behaviour and school achievements in disadvantaged communities	150,000*	December 2020
Data skills and use pilot	0*	February 2019
Early childhood education quality service research	0*	Completed
Education for a Changing World: AI in the classroom	11,250	June 2019
Education for a Changing World: Coding and Computational Thinking: What is the Evidence?	15,000	Completed
Emerging Regulatory Issues Paper for the whole of the Early Childhood Education sector	55,500	Completed
English Stage 3-4 Programming and Assessment Project	9,000	August 2019
Enhancing English Learning: Building on cultural and linguistic repertoires	64,932	Completed
Evaluation of Catalyst Lab Innovation Program Pilot 2018	14,000	Completed
Evaluation of Clontarf Academies in NSW public schools	15,000*	Completed
Evaluation of Local Decision Making Accord making process	73,835	March 2019
Evaluation and research on sponsorship market in NSW Public Education sector	16,500	Completed
Families Research Project	163,610	Completed
Family Day Care Project 1: Joined up Approval Process	0*	Completed
Family Day Care Project 3: Evaluation of FDC Compliance Campaigns	0*	Completed
Family Day Care Project 5: Quality FDC Provider Incentive Strategy	0*	Completed
Great Teaching, Inspired Learning evaluation	500,000*	April 2019
How are school/business partnerships managed in Australian and New Zealand jurisdictions?	23,100	Completed

Note: *Indicates there is also an in-kind contribution.



Name of research	Total life-of-project cost (\$)	Status/date to be completed
How relationships between First Peoples and government are understood – key concepts and issues	20,000	May 2019
ICT and Writing Pedagogy research project	175,300*	February 2019
Improving student population and school enrolment forecasting methods	100,000	December 2019
Innovative Learning Environments and Teacher Change	260,000	June 2020
Intensive Support to Secondary Schools evaluation	0*	June 2020
Internet-based Professional Learning to Help Teachers Promote Activity in Youth (iPLAY)	280,000*	December 2019
Kids in Communities ARC Linkage project	16,500*	Completed
Literacy and Numeracy Action Plan Phase 2 evaluation	848,309*	September 2021
Local Schools, Local Decisions evaluation	0*	December 2019
Longitudinal study on Fostering Effective Early Learning across the early years and school	1,250,456*	Completed
Low Socioeconomic Status School Communities National Partnership: School external partnerships	643,225	April 2019
Low rates of transition to university for high achieving students in regional NSW	57,297	Completed
Macquarie University ARC Linkage Project: How do Schools Make Decisions about Supporting Students with Disability?	100,000*	June 2019
Material Deprivation and Social Exclusion among young Australians – a child focus approach	0*	Completed
Multi-criteria prioritisation for school infrastructure projects	90,000	Completed
MyPL evaluation	4,246,244	February 2020
Ngara Wumara: Cultivating Capability: Explicating critical psychosocial drivers of educational outcomes and wellbeing for high-ability Aboriginal students	405,000	January 2019
NSW Early Childhood Education (ECE) Services Supply and Demand Study	164,600	December 2019
OCHRE Accord Making evaluation	73,835	May 2019
OCHRE initiatives independent evaluation – Stage 1	602,686	Completed
OCHRE initiatives independent evaluation – Stage 2	602,686	May 2019
Physical activity for Everyone (PA4E1) – translational research of a trial of multi-component physical activity and healthy nutrition interventions in disadvantaged schools	0*	April 2019
Post-school outcomes of Vocational Education and Training (VET) programs for secondary students	0*	December 2019
Refugee Support Leadership Strategy	57,000	April 2021

Note: *Indicates there is also an in-kind contribution.

Name of research	Total life-of-project cost (\$)	Status/date to be completed
Research on preschool program participation for low-socioeconomic-status children	350,000	October 2020
Research on student engagement, wellbeing and effective teaching strategies (Tell Them From Me student survey, Partners in Learning parent survey, Focus on Learning teacher surveys)	822,744*	Completed
Review of Early Childhood Education Fees	130,607	December 2019
Rural and Remote Education evaluation	500,000*	June 2019
Rural and Remote primary STEM project	385,820	April 2019
Scan magazine evaluation	0*	December 2021
Schools of the Future evaluation	0*	June 2019
Standing up to racism and racial bullying among Australian school students	120,000	February 2019
Supervising Teachers' Application of the Graduate Standards to the Assessment of Professional Experience in Education	56,367*	April 2019
Supported Students, Successful Students evaluation	30,000*	December 2019
Survey of international student satisfaction levels with learning and living in Australia and the support they receive	0*	Completed
Survey of Secondary Students' Post-School Destinations, 2014-2017	2,218,182*	April 2019
Survey of Secondary Students' Post-School Destinations, 2018	460,398	October 2019
Targeted Early Numeracy (TEN) evaluation	146,928	December 2019
Teacher Performance Management and Improvement Trial evaluation	0*	Completed
Teacher success profile	149,900*	October 2020
Thinking while Moving – English	200,000	December 2020
Thinking while Moving – Maths – Stage 3	35,000	Completed
Trial and evaluation of revised Best Start Kindergarten Assessment	0*	Completed
Understanding Aboriginal polity in NSW	30,000	March 2019
University of Sydney Pilot Project Investigating EAL/D education in secondary science	102,960*	June 2019
YWCA Y-PEP child protection education program	90,000	December 2019

Note: *Indicates there is also an in-kind contribution.



Financial management

Payment of accounts

This section details our performance in paying accounts during the 2017-18 financial year, including details of action taken to improve performance in this area. As part of the staged implementation of SAP Finance, by October 2017 our finance shared service centre within EDConnect, serviced all NSW Government schools.

Issues affecting prompt processing of payments during the financial year include instances where vendors forward invoices to business units rather

than directly to EDConnect or where invoices do not reference a valid purchase order number. We have encouraged vendors to direct invoices to the shared service centre with valid purchase order references.

In six instances during the financial year, we paid penalty interest to a small business arising from late payment.

Table 35: Aged analysis at the end of each quarter (all suppliers), 2017-18

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	652,833	173,708	6,009	1,896	3,410
December	912,868	12,925	2,136	573	666
March	728,124	31,030	7,945	2,597	1,495
June	1,027,283	24,698	5,426	1,614	1,475

Note: Figures subject to rounding.

Table 36: Aged analysis at the end of each quarter (small business suppliers), 2017-18

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	4,755	210	20	0	0
December	5,739	201	28	18	10
March	3,774	329	70	13	25
June	5,250	387	70	21	29

Note: Figures subject to rounding.

Table 37: Accounts paid on time within each quarter (all suppliers), 2017-18

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 dollar 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	229,286	837,858	97	98	222,090	824,487	0	0
December	327,845	929,171	97	98	317,743	912,868	1	23
March	239,021	771,192	90	94	214,604	728,125	4	213
June	315,865	1,060,497	94	97	295,804	1,027,283	1	259

Note: Figures subject to rounding.

Table 38: Accounts paid on time within each quarter (small business suppliers), 2017-18

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 dollar 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	2,954	4,985	97	95	2,870	4,755	0	0
December	3,402	5,997	96	96	3,281	5,739	1	23
March	2,060	4,211	90	90	1,860	3,774	4	213
June	3,421	5,757	93	91	3,170	5,250	1	259

Note: Figures subject to rounding.



Establishment, change and closure of schools

This section lists all public schools that the department has newly established, closed or otherwise changed. During 2018, we established two schools, relocated two schools and changed the names of two schools. There were no schools closed or merged.

Table 39: New schools or campuses established, 2018

School name	ABS statistical area 4 grouping	Date
Southern Cross School of Distance Education	North East NSW	29 January 2018
Wentworth Point Public School	Sydney – West	29 January 2018

Table 40: Schools placed into recess, 2018

School name	ABS statistical area 4 grouping	Date
Oxley Island Public School	North East NSW	29 January 2018
Premer Public School	North West NSW	19 December 2018
Wollar Public School	South West NSW	19 December 2018

Table 41: Schools or campuses relocated, 2018

School name	ABS statistical area 4 grouping	Date
Aurora College	Sydney – North	28 May 2018
Central Sydney Intensive English High School	Sydney – Inner	29 January 2018

Table 42: Schools or campuses with a name change, 2018

School name	ABS statistical area 4 grouping	Date
Ballina Coast High School (formerly Ballina High School)	North East NSW	29 January 2018
Southern Cross Public School (formerly Southern Cross School)	North East NSW	29 January 2018

Source for tables 39 to 42: 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 in the 2017-18 financial year and the estimated dates of completion. It also includes details of any significant delays, cancellations or cost overruns in major works.

Table 43: School facilities, upgrades and refurbishment – new work 2017-18 and 2018-19

Project description and location	Expenditure 2017-18 (\$'000)	Completion date (actual or estimated)	Delays, cancellations or cost overruns
New major works to commence in 2017-18 and 2018-19	N/A	2022	N/A
Artarmon Public School (new school hall and play space)	0	2019	N/A
St Clair Innovation Centre (fire rebuild and upgrade)	9,921	2018	Completed

Table 44: School facilities, upgrades and refurbishment – work in progress

Project description and location	Expenditure 2017-18 (\$'000)	Completion date (actual or estimated)	Delays, cancellations or cost overruns
Ajuga School, Campbell House School and Glenfield Park School upgrade	815	2020	N/A
Artarmon Public School upgrade	12,818	2019	N/A
Arthur Phillip High School and Parramatta Public School (new schools)	44,782	2019	N/A
Auburn North Public School upgrade	330	2019	N/A
Ballina Coast High School (new school)	23,229	2019	N/A
Bardia Public School upgrade	13,768	2019	N/A
Bella Vista Public School (new school)	13,906	2019	N/A
Bellevue Hill Public School upgrade	830	2017	Completed
Belmont High School upgrade	445	2019	N/A
Bolwarra Public School upgrade	1,410	2019	N/A
Bourke Street Public School upgrade	113	2017	Completed
Cairnsfoot School relocation	65	2017	Completed
Cammeraygal High School Senior Campus (new school)	1,618	2019	N/A
Carlingford Public School upgrade	605	2020	N/A
Cecil Hills Public School upgrade	586	2020	N/A
Cherrybrook Technology High School upgrade	7,346	2018	Completed



Project description and location	Expenditure 2017-18 (\$'000)	Completion date (actual or estimated)	Delays, cancellations or cost overruns
Coolah Central School upgrade	1,832	2018	Completed
Dubbo Networked Specialist School (new school)	4,731	2019	N/A
Epping Public School upgrade	499	2020	N/A
Farrer Memorial Agricultural High School upgrade	2,208	2019	N/A
Finigan School of Distance Education (new school)	4,249	2019	N/A
Fort Street Public School upgrade	370	2021	N/A
Harbord Public School upgrade	23	2017	Completed
Homebush West Public School upgrade	9,898	2019	N/A
Human Resource and Payroll System for Schools	35,148	2018	N/A
Hunter School of Performing Arts upgrade	760	2019	N/A
Hunter Sports High School upgrade	29,387	2019	N/A
Hurlstone Agricultural High School (new school)	4,024	2021	N/A
Inner Sydney High School (new school)	3,101	2020	N/A
Lidcombe Public School upgrade	446	2019	N/A
Lindfield Learning Village (new school)	7,688	2019 & 2020*	N/A
Manly Vale Public School upgrade	14,364	2019 & 2020*	N/A
Marie Bashir Public School upgrade	4,574	2019	N/A
New Selective High School upgrade in Glenfield	3,672	2019	N/A
North Kellyville Public School (new school)	18,492	2019 & 2020*	N/A
O'Connell Street Public School (new school)	19,292	2018	Completed
Oran Park Public School upgrade	443	2020	N/A
Pottsville Beach Public School upgrade	2,361	2019	N/A
Prestons Public School upgrade	623	2020	N/A
Rainbow Street Public School upgrade	13,746	2019	N/A
Randwick Public School upgrade	2,704	2019	N/A
Rosehill Public School upgrade	477	2019	N/A
Rowland Hassall School relocation	1,041	2017	Completed
Russell Lea Public School (new school)	9,301	2019	N/A
Rutherford Public School upgrade	889	2019	N/A
Science Lab upgrade (NSW schools)	9,771	2018	Completed
Ultimo Public School (new school)	7,045	2020	N/A
Wamberal Public School upgrade	575	2020	N/A
Wentworth Point Public School (new school)	8,079	2018	Completed
William Stimson Public School upgrade	389	2019	N/A
Willoughby Girls High School upgrade	809	2020	N/A
Willoughby Public School upgrade	1,447	2020	N/A
Yandelora Public School	7,592	2019	N/A

Note: *This is a two-stage project.

Land disposal

In 2018, the department did not dispose of any properties by means other than public auction or tender that had a value of more than \$5 million

There were no businesses or family connections between buyers and departmental staff. Disposed properties were either surplus to our operational requirements or were compulsorily acquired by other authorities for purposes such as road widening. The net proceeds from the sale of surplus assets are used to maintain and upgrade school facilities.

An application for access to documents concerning details of properties disposed of during the reporting year may be made in accordance with the *Government Information (Public Access) Act 2009*.

Controlled entities

All the departments and statutory bodies listed in Schedules 2 and 3 of the *Public Finance and Audit Act 1983* prepare their own annual reports. The department does not have any controlled entities.

Risk management and insurance activities

The department is committed to developing, implementing and continually improving strategies to identify and manage risks that may affect our capacity to achieve our goals and objectives.

Our enterprise risk management framework 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.

Under NSW Treasury policy, the Secretary is ultimately responsible and accountable for risk management in the department and annually attests compliance with the core requirements of TPP15-03 to NSW Treasury. The department also seeks divisional attestations from each Deputy Secretary to support the Secretary's attestation to NSW Treasury, ensuring Executive accountability for implementing the framework across the department.

The framework ensures that the department identifies and analyses risks methodically and consistently to enable informed decision-making and support the department in achieving its outcomes. The Executive approves the department's policy and procedures, and reviews these periodically to ensure ongoing relevance and continuous improvement. The department also undertakes independent reviews to provide an independent quality assessment of the framework and identify opportunities to ensure continued alignment with industry best practice.

The Enterprise Risk Management Group (ERMG) supports the Executive and the Secretary to review and advise on our risk management framework and activities. The ERMG comprises senior departmental officials. The group meets quarterly and supports the promotion, implementation and improvement of risk management across the department.

The department maintains an enterprise risk management information system, and assigns accountabilities for identified risks, controls and treatments. The Executive monitors these risks. Risk management is included in performance agreements and the department provides regular risk reports to the ERMG, Executive, and the Audit and Risk Committee.

We use our business continuity management framework to identify critical business functions and develop up-to-date plans for responding to unplanned disruptions. Business continuity plans document the requirements for continuing to provide essential services or to restore them as quickly as possible.

A continuous improvement approach ensures we periodically review and update our policies, processes and procedures to reflect changes internally or externally, as well as contemporary best practice. In addition, we regularly train staff to enhance skills in this area.



During 2018, the department undertook the following activities:

- We improved our enterprise risk management framework, including introducing the divisional attestation process to drive Executive accountability for implementing the department's risk process, revising risk reports to support monitoring, reporting and decision-making, and delivering additional risk training for staff.
- We reviewed and updated our business continuity management supporting documents, including tools and templates to better support business units in developing and updating their business impact analysis and business continuity plans.
- We facilitated a department-wide business impact analysis to ensure arrangements are in place to maintain critical business functions during a disruptive event.
- We successfully tested our business continuity plans for extended power outage in response to the Department of Premier and Cabinet's request as part of the NSW Energy Security Taskforce recommendations.

Insurance activities

As a budget-dependent agency, the department is a mandatory member of the NSW Government's Treasury Managed Fund scheme in accordance with Treasury Circular TC12/12. The scheme provides cover for agency asset and liability exposures across workers compensation, property, motor vehicle, liability and other risks. The scale of the department's operations sees it remain one of the top five agencies within the scheme.

Internal audit

Our Internal Audit directorate is responsible for internal audit assurance services and the department's Corruption Prevention Policy. In 2018, Internal Audit:

- audited 245 selected schools, focusing on high-risk areas including student attendance, work health and safety, child protection, asset management, and key financial and administrative operations

- conducted desk audits of 150 schools, focusing on the high-risk areas of assets management and key financial operations
- conducted enrolment audits in 226 schools
- presented at 43 principal and school administrative staff forums
- conducted a number of audits – including Aboriginal Affairs and Office of the Registrar (*Aboriginal Land Rights Act 1983*), implementation of local school management and funding arrangements, EDConnect (finance and business services), delivery of major projects in the Capital Investment Plan, countering violent extremism, and implementation of Government Sector Employment reforms (senior executive structure)
- conducted business reviews of the management of English language proficiency data, the A-Z policy implementation tool and equipment in schools
- reviewed finance end-to-end control framework for the purchase to pay, assets, revenue accounting (accounts receivable) and purchasing card systems, as well as audits of purchasing cards, and general and travel expense claims
- progressed through control risk assessments of the newly implemented SAP human resources/payroll modules, including organisation management, personnel administration, time and leave, core and non-core payroll, and travel and expense claims
- reviewed master data controls for SAP finance systems, including vendors, assets and business partner master data records
- reviewed select key IT processes including cybersecurity, governance and quality management, and select key business information systems as well as conducted risk assurance reviews around major IT projects
- contributed to quality assurance by participating in governance groups in finance, resource allocation funding model, student administration and school systems.

Internal audit and risk management statement

TAB B

**Internal Audit and Risk Management Attestation Statement for the 2017-2018
Financial Year for NSW Department of Education**

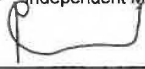
I, Mark Scott, am of the opinion that the NSW Department of Education has internal audit and risk management processes in operation that are, excluding the exceptions or transitional arrangements described below, compliant with the eight (8) core requirements set out in the *Internal Audit and Risk Management Policy for the NSW Public Sector TPP 15-03*, specifically:

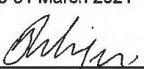
Core Requirements	For each requirement, please specify whether compliant, non-compliant, or in transition.
1: Risk Management Framework	
1.1 The agency head is ultimately responsible and accountable for risk management in the agency.	Compliant
1.2 A risk management framework that is appropriate to the agency has been established and maintained and the framework is consistent with AS/NZS ISO 31000:2009.	Compliant
2: Internal Audit Function	
2.1 An internal audit function has been established and maintained.	Compliant
2.2 The operation of the internal audit function is consistent with the International Standards for the Professional Practice of Internal Auditing.	Compliant
2.3 The agency has an Internal Audit Charter that is consistent with the content of the 'model charter'.	Compliant
3: Audit and Risk Committee	
3.1 An independent Audit and Risk Committee with appropriate expertise has been established.	Compliant
3.2 The Audit and Risk Committee is an advisory committee providing assistance to the agency head on the agency's governance processes, risk management and control frameworks, and its external accountability obligations.	Compliant
3.3 The Audit and Risk Committee has a Charter that is consistent with the content of the 'model charter'.	Compliant

Membership

The chair and members of the Audit and Risk Committee are:

- Independent Chair, Jim Mitchell, 2 February 2014 to 1 February 2019
- Independent Member, Christine Feldmanis, 1 April 2010 to 31 March 2018
- Independent Member, Todd Davies, 1 July 2017 to 30 June 2020
- Independent Member, Carol Holley, 1 April 2018 to 31 March 2021


 Mark Scott
 SECRETARY
 DEPARTMENT OF EDUCATION
 16 October 2018


 Department of Education contact officer:
 Mohua Mukherjee
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 Phone: (02) 9244 5150
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Audit and Risk Committee

Our Audit and Risk Committee consists of an independent chair and two independent members. The committee oversees and monitors the department’s governance, risk and control frameworks, as well as our external accountability requirements.

The committee held eight meetings (including one teleconference) in 2018:

- 20 February
- 26 March
- 20 April
- 31 May
- 19 July
- 23 August
- 13 September
- 29 November.

Table 45: Attendance at Department of Education Audit and Risk Committee, 2018

Name	Title	Meetings attended
Jim Mitchell	Independent Chair	7
Todd Davies	Independent member	8
Christine Feldmanis	Independent member	2
Carol Holley	Independent member	5

Note: Christine Feldmanis’ term as independent member expired on 2 April 2018. She was replaced by Carol Holley.

Digital information security attestation statement

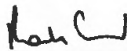
**Digital Information Security Annual Attestation Statement
For the 2017-2018 Financial Year
for NSW Department of Education**

I, Mark Scott, am of the opinion that NSW Department of Education had an Information Security Management System in place during the 2017-2018 financial year that is consistent with the Core Requirements set out in the NSW Government Digital Information Security Policy.

The controls in place to mitigate identified risks to the digital information and digital information systems of NSW Department of Education are adequate.

Risks to the digital information and digital information system of NSW Department of Education have been assessed with an independent ISMS certified in accordance with the NSW Government Digital Information Security Policy.

The NSW Department of Education has maintained certified compliance with *ISO 27001 Information technology - Security techniques - Information security management systems - Requirements* by an Accredited Third Party during the 2017-2018 financial year.



Mark Scott AO
SECRETARY, NSW DEPARTMENT OF EDUCATION
14 January 2019

DoE Contact Officer:

Stephen Loquet
CHIEF INFORMATION OFFICER
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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 2017-18.

Grant program	Sum of grants, 2017-18 (\$)
Aboriginal Education Grants	5,700,000
Aboriginal Regional Governance Structures Grants	79,000
Additional Support for Refugee Students in Non-Government Schools under the Syrian and Iraqi Humanitarian Intake	1,905,000
Community Languages Grants	5,163,868
Cultural Grants	90,428
Early Childhood Education Grants*	286,756,742
Educational Support Grants Program	2,490,595
Literacy and Numeracy Action Plan – Phase 2	15,725,000
Minister for Aboriginal Affairs and Minister for Early Childhood Education Discretionary Grants	46,500
Minister for Education Discretionary Grants	10,450
Miscellaneous Education Grants	243,661
NAIDOC Grants	199,975
National Partnerships, National Quality Agenda for Early Childhood Education and Care	1,963,000
National Partnership, National School Chaplaincy Programme	9,083,476
NSW Reconciliation Council	122,500
Partnership agreements, Healing	210,000
Partnership agreements, Stolen Generation organisations	766,494
Regional Conservatorium of Music Grants	6,901,982
Youth Assistance Strategies Grants	10,244,061
Grand total	347,702,732

Notes: Figures are subject to rounding. *Excludes program(s) where the department has made payments to recipients that are not a non-government community organisation. New measures to support children with disability and additional needs commenced 1 January, 2018. In line with this, all disability-related payments are included as 'Early Childhood Education Grants'.

Aboriginal Education Grants

Improving the education and employment outcomes of Aboriginal people.

Organisation	Amount (\$)
Clontarf Foundation	4,101,250
Role Models and Leaders Australia Ltd	1,598,750
Total paid in 2017-18	5,700,000

Aboriginal Regional Governance Structures Grants

Strengthening and supporting Aboriginal community leadership and governance to drive improved government service delivery and greater local accountability.

Organisation	Amount (\$)
Yarkuwa Indigenous Knowledge Centre Aboriginal Corp.	79,000
Total paid in 2017-18	79,000

Additional Support for Refugee Students in Non-Government Schools under the Syrian and Iraqi Humanitarian Intake

Supporting participating schools to provide additional educational support for newly arrived refugees from Syria and Iraq.

Organisation	Amount (\$)
The Association of Independent Schools of NSW Ltd	300,000
Catholic Education Commission NSW	1,605,000
Total paid in 2017-18	1,905,000

Community Languages Grants

Supporting outside of school hours programs for school-aged students to maintain and develop their background or heritage language.

Organisation	Amount (\$)
Academy of Chinese Culture Inc.	4,284
Afghan Australian Noor Association Inc.	39,206
Afghan Community Support Association of NSW Inc.	19,733
Afghan Fajar Association Inc.	4,803
Akkademja Maltija Ta' NSW Inc.	3,895
Al Bayan School Inc.	12,203
Al Ghadir Youth Association	2,500
Al Sadiq Inc.	32,066
Al-Aqsa Inc.	29,859
Al-Bayan Institute Inc.	34,143
Alfirdaus College Pty Ltd	22,848
Alhabib Arabic School Inc.	26,094
Al-Jaafariya Society Inc.	33,623
Al-Khair Inc Association	3,116
Al-Minia Charitable Association Ltd	7,010
Alsadeq Arabic Association Inc.	22,978
Ambassadors Multicultural Mission International Association Inc.	53,616
Amistad Latina' School of Spanish Inc.	4,284
Andisheh Persian School	9,347
Arabic Education Society Inc.	6,621
Armenian General Benevolent Union Ltd	6,361
Artarmon Muslim Community Association	6,491
Ashabul Kahfi Language School Inc.	32,325
Association for Brazilian Bilingual Children's Development Inc.	15,059
Association of Illawarra Community Languages Schools Inc.	137,773
Assyrian Australian Association	23,627



Organisation	Amount (\$)
Assyrian's Nation Association Inc.	12,852
Auburn Arabic School	17,396
Auburn Ataturk Primary School Inc.	10,126
Australia Children Learning Association Inc.	2,467
Australian Afghan Hassanain Youth Association Inc.	20,252
Australian Ataturk Cultural Centre Inc.	2,500
Australian Beirut Charitable Association Inc.	23,757
Australian Chinese & Descendants Mutual Association Inc.	47,904
Australian Chinese Community Association of New South Wales	28,301
Australian Council for the Promotion of Chinese Language & Culture Inc.	84,902
Australian Druze Community Inc. Ltd	7,659
Australian Hindu Multicultural Association	4,933
Australian Islamic Mission Inc.	17,656
Australian Kids Women Association Inc.	12,852
Australian School of Arabic Inc.	12,593
Australian Sikh Association Ltd	61,015
Australian Taiwanese Friendship Association Inc.	21,420
Australia-North Cyprus Friendship Association	3,116
Balakairali-Sydney Malayalee Kids Association Inc.	4,933
Balar Malar Tamil Educational Association Inc.	54,461
Bangladesh Association of NSW	6,491
Bangladesh Society for Puja & Culture Inc.	4,544
Bangladesh Society of Sydney Inc.	9,477
Bidyalyo Inc.	8,698

Organisation	Amount (\$)
Bodhi Vietnamese Language School Inc.	9,347
Bonnyrigg School of Turkish Language & Culture	7,010
Bosnian Ethnic School	7,919
Buddharangsee Thai Community Language School Inc.	16,098
Bulgarian Cultural Social and Patriotic Association Rodina	4,674
Cabramatta West Spanish School Inc.	3,505
Cambodian-Australian Welfare Council of NSW Inc.	10,905
Campbelltown Bangla School	5,712
Carlingford Chinese Language School	12,333
Central Coast Japanese Community Language School	4,024
Central Council of Croatian Ethnic Schools of NSW Inc.	17,915
Chanh Phap Vietnamese Buddhist Youth Association of New South Wales Inc.	8,438
Chen Feng Chinese Language College Inc.	9,087
Cherrybrook Chinese Community Association Inc.	17,526
Chinese Australian Services Society Ltd	40,763
Chinese Catholic Community Inc.	14,670
Chinese Language & Literature Association	2,207
Cho Dae Korean Baptist Church Inc.	10,126
Clemton Park School Chinese Language & Culture Association	5,972
Co-As-It Italian Association of Assistance	261,120
Community Education and Services Centre Inc.	4,024
Congregational Christian Church in Samoa	6,102
Croatian Catholic School Fra Rok Romac NSW Inc.	5,250
Cyprus Community of NSW Ltd	4,803
Czech and Slovak School of Sydney	4,024
Darfur Community Social & Cultural Association in NSW Inc.	8,179

Organisation	Amount (\$)
Darr Al Nour Inc.	8,568
Datong Chinese School Ashfield Inc.	51,149
Datong Chinese School Blue Mountains Inc.	2,500
De Nederlandse School De Kangoeroe Inc.	18,045
Der-Huy Chinese School Inc.	12,203
Disciples Church Joyful Korean Language School Inc.	5,842
Dundas Chinese School Inc.	6,361
Eastlakes Saturday Turkish School	7,140
Eastwood Tamil Study Centre Inc.	8,828
EFKS St Marys	4,544
Eine Kleine Deutsche Schule	649
First Serbian Orthodox Church School Community St Sava	9,996
Flamingo Education Inc.	2,500
Forest Japanese School Inc.	7,659
Free Serbian Orthodox Church St John the Baptist	8,179
Gallipoli Education and Cultural Association Inc.	6,880
GDPT Bo De Minh Quang The Vietnamese Buddhist Youth of NSW Australia Inc.	12,333
German Saturday School Sydney Inc.	6,102
Gosford Chinese Language School Inc.	10,386
Goulburn Chinese Language School	2,077
Greek Community of Mascot and District Inc.	7,010
Greek Orthodox Archdiocese of Australia	36,479
Greek Orthodox Archdiocese of Australia Consolidated Trust Parish of St Nicholas Marrickville	9,737
Greek Orthodox Church & Community St Gerasimo S Ltd	10,386
Greek Orthodox Parish & Community of Belmore & District All Saints Ltd	3,895
Greek Orthodox Parish and Community of Kogarah and District Resurrection of Christ	46,735

Organisation	Amount (\$)
Greek Orthodox Parish of Northern & Western Suburbs	9,477
Greek Orthodox Parish of St George Rose Bay	6,621
Greek Sunday School Canterbury and Surrounding Districts Inc.	2,596
Green Valley Language and Arts School Inc.	11,165
Hamazkaine Armenian Educational and Cultural Society Regional Committee	29,859
Hanaro Korean School Inc.	4,284
Hanyulink Chinese Language School Inc.	11,035
Happy Chinese Language Association Inc.	9,866
Harmony Russian School of Sydney Inc.	5,933
Hellenic Centre For Language & Culture of Australia Inc.	19,343
Hellenic Orthodox Community of Kingsgrove Bexley North Beverley Hills & Districts Ltd	19,473
Hellenic Orthodox Community of Parramatta and Districts	8,179
Hellenic Orthodox Parish and Community of Blacktown Districts Ltd	14,540
Hoodan-Noor (Guidance of The Light)	15,059
Hornsby Chinese Cantonese Language School Inc.	8,179
Hornsby Chinese Education Centre Inc.	31,416
Hornsby Chinese Language and Culture School Inc.	45,697
Hornsby Japanese School Inc.	10,645
Hua Xia Chinese Culture School	49,202
Hungarian School Flemington	5,452
Hunter Japanese Community School Inc.	4,933
Hunter Parents & Teachers Association of Community Languages Schools Inc.	135,757
Hunter Telugu Badi Inc.	2,500
Huyen Quang Buddhist Youth Association Inc.	8,698
Illawarra Burmese Language School	12,414
Illawarra Islamic Social Association Inc.	5,063
Illawarra Japanese School Inc.	1,947
Illawarra Kerala Samajam Inc.	2,750



Organisation	Amount (\$)
Illawarra Persian Language School	1,688
Indo-Australia Bal Bharati Vidyalaya – Hindu School Inc.	20,266
Indonesian Australian Community (Newcastle & Hunter Region) Inc.	519
Inner West Vietnamese Community Language School Inc.	2,500
International Youth Fellowship Inc.	2,596
Iranian Educational and Cultural Centre Inc.	10,515
Islamic Charity Projects Association Inc.	58,030
Islamic Women's Welfare Association	26,224
It.So.Well. – Italian Social Welfare Organisation of Wollongong	2,500
Japan Club of Sydney Inc.	30,897
Japanese Sunday School Inc.	9,347
Khmer Adventist Language School Association of New South Wales Inc.	7,789
Korean Catholic Language School Inc.	35,830
Korean Chaplaincy of Diocese of Parramatta	7,010
Lakemba Bangladesh School Inc.	4,544
Lao Community Advancement NSW Co-Op Ltd	5,452
Latin American School of the Inner West Inc.	2,986
Lindfield Korean School Inc.	28,431
Liverpool Polish Saturday School	4,024
Looyce Armenian School Inc.	4,414
Lotus Chinese Community Language School Inc.	2,500
MAAN Malay Australian Association of New South Wales Inc.	1,688
Macarthur Polish Saturday School Inc.	2,500
Macedonian School Council for NSW	21,940
Maltese Community Council of NSW Inc.	1,428
Maronite Eparchy of Australia	29,859
Maroubra Russian School Inc.	10,775
Marrickville West Turkish School	5,842

Organisation	Amount (\$)
Ming Der Chinese School	60,107
Minghui School Inc.	6,102
MKUD Makedonski Biseri	5,063
Monaro Portuguese School	3,895
Moslem Alawy Society Inc.	11,814
Muhammadi Welfare Association Inc.	15,578
Muslim Women Association	19,862
Nan Tien Temple	4,933
Nepean Turkish School Inc.	4,024
New South Wales Board of Jewish Education	18,824
New South Wales Federation of Community Language Schools Inc.	137,899
Newcastle Bangladeshi Community Inc.	2,077
Newcastle Sikh Association Inc.	2,500
Newcastle Tamil Sangam Inc.	1,817
North Shore Japanese School	8,568
Northern Beaches Spanish School	2,726
Northern Cyprus Turkish Association Inc.	2,500
Nova Ukrainian School Inc.	2,500
NSW Indo-China Chinese Association Inc.	49,072
NSW Japanese School Inc.	8,438
NSW Turkish Educational and Cultural Association Inc.	11,554
NSW Umit Uighur Language School	3,116
NSW Vinh Khang Chinese School Inc.	24,925
Om Rameshwar Association Inc.	2,500
Orange Russian Language School Inc.	1,558
Parramatta Hanguel School Inc.	5,842
Parramatta Persian Primary and High School Inc.	9,284
Pei Ji Chinese School Inc.	49,461
Pelangi Indonesia - Indonesian Language School Program	2,077
Phap Bao Buddhist Youth Language School Inc.	7,919
Pinoy Community Cultural Class	3,635

Organisation	Amount (\$)
Polish Association in Wollongong Inc.	3,116
Polish Association of Newcastle Inc.	1,817
Polish Educational Society	14,410
Portuguese Community Schools of Sydney Inc.	9,217
Portuguese ESAA Inc.	2,596
Preserving The Arabic Language in Australia (PAL) Inc.	11,165
Qing Hua Chinese Language School Inc.	106,452
Ruslingvo Inc.	13,242
Sabdamala – Nepalese Language School	19,862
Saint Andrew Bogolubsky Russian Ethnic School Inc.	4,154
Saint Charbel's Ethnic School	4,933
Sanare Church Inc.	5,712
School of Vedic Sciences (Australia) Inc.	12,333
Shine Chinese Community School Inc.	2,500
Sikh Khalsa Mission Inc.	3,505
Sikh Mission Centre Sydney Inc.	4,154
South Asian Australian Association	11,943
South Coast Chinese Language School	5,842
South Coast Portuguese Association Ltd	2,726
South Coast Tibetan Community Inc.	2,500
Sri Guru Singh Sabha (The Sikh Association of Sydney) Inc.	15,968
St George Serbian Orthodox Church – Cabramatta	10,645
St Alexander Nevsky Russian School Inc.	19,473
St Andrews Ukrainian Catholic Parish Lidcombe	7,530
St George School of Russian Association Inc.	4,284
St George Spanish School	4,544
St Lazarus Serbian Orthodox Church	12,593
St Nicholas Antiochian Orthodox Church	12,722
St Raphael's Greek Orthodox Parish of Liverpool and District Ltd	13,242

Organisation	Amount (\$)
St Sava Serbian Orthodox Church School Building Fund (Flemington)	4,414
St Seraphim Russian Community School Hornsby Inc.	10,126
St Thomas the Apostle Chaldean Catholic Church	20,252
Sutherland Shire Chinese Language School Inc.	10,386
Swedish School in Newcastle	1,947
Swedish School in Sydney Inc.	26,675
SWS Children's Chinese School Association	4,933
Sydney Cheil Church The Uniting Church in Australia	3,116
Sydney Chinese School Inc.	41,672
Sydney Elite Chinese School Inc.	28,690
Sydney Full Gospel Church	33,883
Sydney Grace Korean School Inc.	1,168
Sydney Juan Church In Australia Inc.	3,505
Sydney Korean Church Korean Language School Inc.	16,357
Sydney Korean Uniting Church	8,568
Sydney Latvian Society Ltd	3,116
Sydney Northwest Chinese School	2,500
Sydney Punjabi Society Inc.	4,154
Sydney Rotuman Community Inc.	2,500
Sydney Sae Soon Presbyterian Church Inc.	50,630
Sydney Saturday School of Japanese	38,946
Sydney Sino Star Chinese School Inc.	4,154
Sydney Suomi Koulu/Sydney Finnish School Inc.	2,986
Sydney Ya Cai Chinese Language School	36,479
Tamil Civic Centre Inc.	3,505
Tamil Study Centre Homebush Inc.	33,494
Tamil Study Centre Mount Druitt	13,891
Telugu Association Inc.	18,107
The Arabic Australian Education Centre Inc.	16,487



Organisation	Amount (\$)
The Association of Bhanin El-minieh – Australian Arabic Community Welfare Centre Inc.	28,820
The Australia Korean School Inc.	19,733
The Australian Arabic Association of Western Sydney Inc.	15,968
The Australian Association of All Nationalities of China	13,112
The Australian Chinese School Inc.	9,737
The Australian Confucius-Mencius Morality Society Inc.	4,803
The Fraternal Society of Tripoli Andmena Districts Ltd	20,252
The Greek Community of Newcastle Inc.	1,817
The Greek Orthodox Church and Society of The City of Greater Wollongong	5,582
The Greek Orthodox Church Community of Bankstown District St. Euphemia Ltd	9,607
The Greek Orthodox Community of New South Wales Ltd	72,050
The Greek Orthodox Parish & Community of Burwood & District Saint Nectarios Ltd	10,386
The Greek Orthodox Parish South East Sydney Ltd Afternoon School	11,424
The Gurdwara Singh Sabha Society Griffith (NSW) Inc.	2,500
The Hills Chinese School INC.	59,717
The Lebanese Arabic School	94,249
The Lebanese Moslem Association	118,655
The Polish School of Sydney Inc.	7,809
The Presbyterian Church New South Wales Property Trust	24,276
The Sinhalese Cultural Forum of New South Wales Australia Inc.	32,027
The Trustee for Imam Ali Arabic College	54,914
The Tzu-Chi Academy Australia Inc.	15,968
Tibetan Community of Australia (NSW) Inc.	10,905
Timor Chinese Association of NSW	5,063
Tongan Language School	2,337
Twich East Community Association NSW Inc.	7,919

Organisation	Amount (\$)
United Ethnic Education Centre Inc.	7,400
Victory Mandarin School Association Inc.	14,280
Vietnamese Association in Wollongong	4,284
Vietnamese Cultural Schools Association Inc.	229,781
Vietnamese Parents and Citizens Association Inc.	66,987
Vietnamese Parents Committee Green Valley Inc.	32,974
Vishva Hindu Parishad of Australia Inc.	26,094
Wentworthville Tamil Study Centre	64,650
Western Sydney Chinese School Inc.	7,789
Western Sydney Urdu School Inc.	8,568
Wollongong Mandarin Chinese School Inc.	4,803
Wollongong Russian Language School	1,428
Woo Ri Full Gospel Church Inc.	8,308
Yagoona Arabic School Inc.	16,747
Yiu Wah Chinese School Inc.	13,891
Total paid in 2017-18	5,163,868

Cultural Grants

Providing grants to promote and advance culture, language and healing priorities that align with Aboriginal Affairs' strategic plan.

Organisation	Amount (\$)
Baabayn Aboriginal Corp. – Healing Weekend Young Mums and Bubs Group	1,428
Barwon Aboriginal Corp. – National Indigenous Rugby League Championships	5,000
Gadigal Information Service Aboriginal Corp. – Yabun Festival	10,000
Miromaa Aboriginal Language and Technology Centre – Puliima Language Conference	25,000
Muurrbay Aboriginal Language and Culture Co-operative – Promotion of local languages	25,000
NSW Aboriginal Education Consultative Group Inc. – Dubbo Aboriginal Community Achievement Recognition Gathering	3,000
Redfern All Blacks Rugby League – NSW Aboriginal Rugby League Knockout	10,000
Tamworth Local Aboriginal Land Council – Yinarr Gamilaraay Women & Sisters Healing Camp	5,000
Wellington Aborigina Corp. Health Service – Young Women's Culture, Empowerment & Leadership Proposal	6,000
Total paid in 2017-18	90,428

Early Childhood Education Grants*

Providing support for preschools, long day care, vacation care, occasional care, early childhood services, sector development, and support for children with disability and additional needs.

Organisation	Amount (\$)
3Bridges Community Inc.	15,370
Abbotsford Community Centre Inc.	7,511
Abbotsford Long Day Care Centre Inc.	35,254
Abercrombie Street Child Care Ltd	46,505
Aberdare Preschool Inc.	452,798
Aberdeen Pre-School Association Inc.	278,192
Adamstown Community Early Learning and Preschool Inc.	36,079
Adelong Preschool Inc.	224,232
Adventureland Preschool Inc.	273,279
Aid Migrants of Spanish Speaking Co Operative Ltd	22,088
Albury City Council	107,165
Albury Occasional Childcare and Early Learning Centre Association Inc.	83,027
Albury Preschool Kindergarten Inc.	499,195
Alcheringa Preschool Association Inc.	299,008
All Saints Preschool Albion Park Inc.	308,790
Alstonville Community Preschool Inc.	571,238
Amy Hurd Child Care Centre Inc. Amy Hurd Early Learning Centre Inc.	31,579
Anglicare NSW South, NSW West and ACT	342,424
Annandale North Out of School Hours Care Association Inc.	9,498
Annette's Place Inc.	223,240
Anzac Village Preschool Association Inc.	374,831
Apostolic Church Australia Ltd	9,000
Arabic Australian Child Care Centre	15,842
Arden Anglican School	152,250
Ariah Park Preschool Association Inc.	148,330
Armidale & Region Aboriginal Cultural Centre & Keeping Place Inc.	10,219



Organisation	Amount (\$)
Armidale Community Preschool Inc.	470,858
Armidale Ex-Services Memorial Club	28,164
Armidale Montessori Preschool Inc.	72,289
Armidale Regional Council	28,824
Armidale Toy Library Association Inc.	31,848
Arncliffe Preschool Inc.	431,627
Arndu St Paul's Preschool	470,515
Ashfield Baptist Childcare Inc.	17,321
Ashmont Preschool Inc.	37,610
Aspire Support Services Ltd	61,762
Austral Community Preschool Inc.	292,035
Australian Turkish & Kurdish Community Services Co-operative Ltd	41,690
Autism Spectrum Australia (Aspect)	186,562
Avalon Montessori Association	115,732
Avalon School Parents & Citizens Association Inc.	12,262
Awabakal Newcastle Aboriginal Co-operative Ltd	725,791
Ballina Fox Street Preschool Inc.	492,945
Ballina River Street Children's Centre Inc.	459,606
Balmain Children's Centre Ltd	41,857
Balmain East Out of School Care Inc.	6,476
Balranald Early Learning Centre Inc.	37,487
Bambi Kindergarten Association Inc.	349,184
Bangalow Community Children's Centre Inc.	56,263
Bankstown Community Resource Group Inc.	314,738
Bankstown Montessori Association Inc.	133,880
Baradine Preschool Inc.	182,949
Barham Preschool Association Inc.	238,211
Barnardos Australia	60,850
Barraba Preschool Inc.	243,407
Bathurst Early Childhood Intervention Services Inc.	148,573
Bathurst Regional Council	74,221

Organisation	Amount (\$)
Batlow Apple Tree Learning Centre Co-operative Ltd	29,575
Baulkham Hills Before & After and Vacation Care	16,833
Baulkham Hills Preschool Kindergarten Inc.	357,772
Bayside Council	57,647
Beacon Hill Community Kindergarten Association Ltd	430,558
Bega Preschool Association Inc.	636,698
Bega Valley Shire Council	699,042
Bellbird Preschool Inc.	392,993
Bellingen Preschool Inc.	347,870
Belmont North Preschool Inc.	366,503
Bendemeer Preschool Inc.	153,720
Bentley Community Preschool Inc.	186,296
Berala Jack & Jill Preschool Kindergarten Inc.	556,777
Beresfield Community Children's Education Centre	47,361
Berkeley Vale Neighbourhood Centre Inc.	12,299
Berkeley Vale Preschool Kindergarten Inc.	496,761
Bermagui Preschool Co-Op Society	305,910
Berrigan Children's Centre Association Inc.	26,737
Berrigan Shire Council Intervention Support Program	6,033
Berry Community Preschool Inc.	276,881
Betty Spears Child Care Centre Ltd	68,925
Bexley Jack & Jill Preschool Inc.	540,370
Big Fat Smile Group Ltd	2,831,851
Bilambil Community Preschool & OOSH Inc.	323,668
Binnaway Pre-school Inc.	145,534
Binnowiee Kindergarten Co-Operative Society Ltd	297,206
Biralee Preschool Finley Inc.	306,017
Birchgrove Community Association	186,738

Organisation	Amount (\$)
Birralee Preschool Lane Cove Ltd	702,257
Birralee Longday Care Centre Inc.	40,825
Birralee Multi-Functional Aboriginal Children's Service Aboriginal Corp	33,859
Birubi Point Community Preschool Association Inc.	229,734
Bishop Tyrrell Anglican College	355,192
Blackheath Area Neighbourhood Centre Inc.	5,633
Blackheath Kookaburra Kindergarten Inc.	227,658
Blacktown Anglican Child Care Centre Inc.	37,312
Blacktown Bunyip Inc.	238,606
Blacktown City Council	2,110,740
Blacktown South Children's Activities Centre Inc.	12,609
Bland Shire Council	380,691
Blaxland Preschool Kindergarten	574,687
Blayney Preschool Inc.	314,580
Bligh Park Community Services Inc.	15,255
Blinky Bill Portland Child Care Centre Inc.	254,858
Blue Gum Montessori Children's House	269,019
Blue Mountains Steiner School Blue Mountains Waldorf School Ltd	115,650
Bolton Point Child Care Centre Inc.	36,648
Bombala Preschool Inc.	240,501
Bondi Beach Cottage Inc.	74,494
Boolaroo-Speers Point Community Kindergarten Inc.	486,743
Boorowa Early Education Centre Inc.	126,379
Boorowa Preschool Centre Inc.	30,251
Braidwood Preschool Association Inc.	260,850
Branxton Preschool Inc.	620,351
Brayside Community Preschool Inc.	431,268
Bourke & District Children's Services Inc.	487,805
Bowraville Community Preschool Inc.	509,858
Boys' Town Engadine	8,000
Bradbury Preschool Kindergarten Association Inc.	721,694

Organisation	Amount (\$)
Brewarrina Shire Council	16,351
Brighter Access Inverell Disability Services Inc.	49,697
Broken Hill Happy Day Preschool Kindergarten Inc.	539,891
Bronte Activity Centre Inc.	9,255
Budgewoi Halekulani Preschool Kindergarten Inc.	459,873
Bulahdelah Preschool Inc.	182,872
Bundarra Preschool Kindergarten Association Inc.	132,000
Bundeena/Maianbar Preschool	129,507
Bundgeam Preschool	149,300
Bungendore Preschool Association Inc.	302,482
Bunya Child Care Centre Inc.	34,525
Bunyip Preschool Harden Inc.	152,429
Burren Junction Pre-School Association Inc.	164,026
Burrumbuttock Preschool Centre Inc.	153,737
Burwood Neighbourhood Child Care Co-operative Ltd	32,227
Byron Bay Preschool Inc.	849,685
Byron Shire Council	71,175
Byron Shire Early Intervention Association Inc.	71,242
Cabarita Mortlake Kindergarten Association	344,115
Calrossy Anglican School	298,066
Camden Community Connections Inc.	35,112
Camden Council	65,054
Camden Preschool Kindergarten Co-operative Ltd	446,555
Cameragal Montessori School	195,975
Campbell Page Ltd	212,558
Campbell Street Children's Centre Ltd	46,081
Campbelltown City Council	504,872
Campbelltown Community Preschool Inc.	540,262
Campbelltown Presbyterian CCC Presbyterian Community Care Centre Campbelltown	17,528



Organisation	Amount (\$)
Camperdown Child Care Centre	38,899
Canowindra Preschool Kindergarten	438,663
Canterbury – Bankstown Council	63,909
Canterbury Children's Cottage Inc.	28,722
Canterbury City Council	191,727
Canterbury Community Child Care Centre	320,290
Captains Flat Community Preschool Association Inc.	146,976
Carcoola Children's Centre – LDC	7,981
Cardiff Community Preschool Inc.	278,555
Cardiff Early Education & Care Centre Inc.	43,498
Care Activities Inc.	4,725
Carinya Neighbourhood Children's Centre Inc.	106,407
Carlingford West Kindergarten Inc.	227,363
Carlingford West OOSH Centre Inc.	16,833
Casino Baptist Church Christian Community Preschool	522,155
Castle Hill Preschool Kindergarten	384,006
Castlecrag Montessori School	68,000
Caterpillar House Occasional Child Care Association Inc.	85,854
Catherine Field Preschool Kindergarten Inc.	301,638
Catherine Sullivan Centre	81,124
Catholic Education Office Diocese Of Parramatta CEDP	1,568,653
CatholicCare	63,447
CatholicCare Sydney Ltd	166,039
Cawongla Playhouse Inc.	153,747
Centacare – Catholic Family Services Diocese of Broken Bay	1,420,469
Centipede At Glebe School Inc.	24,649
Central Coast Community College	24,000
Central Coast Council	337,384

Organisation	Amount (\$)
Central Shoalhaven Mobile Preschool Unit Inc.	346,781
Central West Family Support Group Inc.	4,961
Cerebral Palsy Alliance	35,936
Cessnock Multipurpose Children's Centre Ltd	132,111
Channon Children's Centre	155,080
Charlestown Child Care & Early Learning Centre Inc.	33,265
Chatswood Occasional Child Care Centre Inc.	63,721
Cherrybrook Community Preschool Inc.	198,030
Chester Hill Neighbourhood Centre Inc.	17,721
Children First Inc.	9,049
Children First Inc. Growing Potential Ltd	689,492
Children's Services Community Management Ltd	604,834
Chillingham and Tyalgum Community Preschool Inc.	304,316
Chinese Australian Services Society Ltd	48,075
Christ Church Gladesville Preschool Kindergarten Inc.	516,516
Christ Church St Ives Preschool Inc.	229,435
Church Of England Children's Homes Burwood Weldon Children's Services	81,376
City of Sydney Council	725,847
Clovelly Child Care Centre Inc.	39,782
Clovelly Out of School Care	8,406
Coleambally Preschool Association Inc.	196,228
Clunes Community Preschool Association Inc.	214,266
Coast Community Connections Ltd	6,149
Coast Services Group Ltd	34,699
Coastwide Child & Family Services Inc.	51,175
Cobar Mobile Children's Services Inc.	335,800
Cobar Preschool Association Inc.	533,587
Cobargo Preschool Inc.	211,949
Coffs Harbour Preschool Association Inc.	486,830

Organisation	Amount (\$)
Coldstream Community Preschool Inc.	207,228
Collarenebri Preschool Inc.	132,000
Collaroy Plateau Community Kindergarten	404,693
Comboyne Community Preschool Kindergarten Inc.	132,000
Community Activities Lake Macquarie Inc.	3,712
Community First Step Fairfield Community Resource Centre	282,007
Community Links Wollondilly Inc.	60,724
Como Preschool Kindergarten Association Inc.	334,295
Concord Kindergarten Association Inc.	468,886
Concord Occasional ChildCare Services	49,132
Concord West-Rhodes Preschool Inc.	424,036
Condobolin Preschool Kindergarten Inc.	279,549
Connect Child and Family Services Ltd	213,984
Coogee Care Centre	996
Cooks Hill Community Preschool Inc.	203,982
Coolah Preschool Kindergarten Inc.	251,690
Coolamon Preschool Association Inc.	229,759
Coolamon Shire Council	132,000
Cooloom Children's Centre Inc.	37,280
Cooma Lambie Street Pre-School Association Inc.	393,715
Cooma North Preschool Assoc Inc.	347,268
Coonamble Children's Services Inc.	22,411
Coonamble Preschool Association Inc.	471,140
Cooranbong Valley Community Preschool Inc.	112,250
Cootamundra Preschool Inc.	450,338
Coowarra Out of School Hours Care Service Inc.	8,869
Copmanhurst Preschool Inc.	150,846
Core Community Services Ltd	265,251

Organisation	Amount (\$)
Corowa Preschool Association Inc.	513,702
Coutts Crossing Preschool Inc.	155,519
Cowra Early Childhood Services Co-operative Ltd-Mobile Services	383,433
Cowra Special Needs Services Inc.	52,570
Cranbrook School	333,023
Cranebrook Community Preschool Inc.	260,349
Cranes Community Support Programs Ltd	670,751
Creating Links Co-operative Ltd	11,172
Crescent Head Community Preschool Inc.	347,754
Cringila Children's House Ltd	26,560
Cringila Community Co-operative	291,016
Cronulla Preschool Kindergarten Inc.	483,204
Crookwell Neighbourhood Centre Inc. – Mobile Children Services	137,650
Cudal Community Children's Centre	150,570
Cuddle Pie Early Childhood Learning Centre	19,837
Cuddle Pie Early Childhood Learning Centre Cuddle Pie Pre School & Day Care	27,839
Culburra & Districts Preschool Inc.	257,882
Culcairn Early Childhood Centre	172,850
Cumberland Council	363,699
Cumnock Village Preschool Inc.	261,765
Currambena School Currambena Ltd	126,223
CWA – Coraki Branch Country Women's Association of NSW	324,669
CWA – Nundle Country Women's Association of NSW	135,700
Dalaigur Preschool & Children's Services Association Inc.	793,606
Darlington Aftercare Association Inc.	2,125
Dawn Song Children's Centre Inc.	13,633
Delegate & District Preschool Inc.	164,896
Deniliquin Children's Centre Inc.	853,709
Denman Children's Centre Association Inc.	377,724
Disability South West Inc.	17,286



Organisation	Amount (\$)
Djanaba Occasional Care Service	44,923
Doonside Kindergarten Inc.	645,942
Dorrigo Preschool Association Inc.	225,466
Dover Heights Community Preschool Inc.	119,050
Drummond Park Preschool Association Inc.	198,653
Drummoyne Occasional Child Care Inc.	46,932
Drummoyne Preschool Kindergarten Inc.	407,828
Dubbo & District Preschool Kindergarten Inc.	1,383,654
Dubbo Neighbourhood Centre Inc.	13,077
Dubbo West Preschool Inc.	907,149
Dunedoo Preschool Kindergarten Inc.	371,837
Dungog Community Preschool Kindergarten Inc.	349,448
Dunoon Preschool Inc.	181,416
Durrumbul Community Preschool Association Inc.	271,762
Early Childhood Australia NSW Inc.	32,038
Early Connections – Coffs Coast Inc.	149,033
Early Education (EarlyEd) Inc.	557,237
Early Links Inclusion Support Service Inc.	221,194
Early Start	16,891
East Lindfield Community Preschool Inc.	381,614
East Lismore Community Preschool Inc.	651,278
East Maitland Preschool Association Inc.	1,035,170
East Willoughby Preschool Inc.	138,240
Eastern Suburbs Montessori Association Ltd	137,718
Eastern Zone Gujaga Aboriginal Corp	33,300
Eastlake Community Child Care Inc.	41,976

Organisation	Amount (\$)
Eastwood Occasional Child Care Centre Inc.	42,908
Eden Creek Fairymount Preschool Inc.	264,832
Edgeworth Child Care Centre Inc.	35,820
Edgeworth Community Preschool Inc.	310,130
Elanora Heights Community Centre Preschool Cooperative Society Ltd	270,073
Elermore Vale Early Learning Centre Inc.	37,133
Elizabeth Chifley Memorial Preschool	398,615
Elizabeth Macarthur Montessori Preschool Association Inc.	76,235
Elizabeth Street Extended Hours Preschool Inc.	18,471
Elonera Montessori School Elonera Ltd	112,820
Emanuel School	191,128
Engadine Church of Christ Preschool Kindergarten	207,998
Engadine Preschool Kindergarten Inc.	457,013
Erina Baptist Community Care Ltd	29,725
Ethnic Child Care Family & Community Services Co-op Ltd	46,188
Eugowra Community Children's Centre Inc.	132,000
Eungai Preschool Inc.	184,194
Eurobodalla Shire Council	5,633
Euroka Children's Centre Inc.	36,159
Euston Preschool Association Inc.	113,635
Evans Head Preschool Association Inc.	645,799
Fairfield City Council	3,193,100
Fairfield Nursery School Inc.	32,955
Federal Community Children's Centre Inc.	44,726
Federation Council	173,326
Felton Street Early Learning Preschool Inc.	556,051
Filipino Community Co-operative Ltd	26,274
First Chance Inc.	214,012
Fit Kidz Foundation Ltd	67,508
FLASCA Inc.	11,288

Organisation	Amount (\$)
Forbes Learning Ladder Forbes Childcare Centre Inc.	55,865
Forbes Preschool Kindergarten Co-Op Ltd	1,063,128
Forest Hill Community Preschool Inc.	200,063
Forest Hill Outside School Hours Care Inc.	11,433
Forestville Montessori School (The Peninsula Montessori Association Ltd)	222,700
Gainmara Birrilee Preschool Association Inc.	398,631
Galloping Gumnut Mobile Children's Services Van Inc.	185,816
Galloway Children's Centre Inc.	39,179
Gamumbi Early Childhood Education Centre Inc.	34,415
Ganmain Pied Piper Preschool	133,877
Georges River Council Hurstville Branch	432,104
Gilgandra Preschool Inc.	609,972
Girrawong Preschool Inc.	261,083
Girrinbai Community Preschool Inc.	477,749
Gladesville Occasional Child Care Centre Inc.	40,884
Glen Innes Preschool Inc.	604,534
Glen Innes Reachout Mobile Resource Unit Inc.	50,427
Glen Innes Severn Council	21,717
Glenbrook Preschool Kindergarten Inc.	408,500
Glendale Early Education Centre Inc.	35,181
Glendore Child Care Centre Inc.	25,203
Glenreagh Preschool Inc.	154,503
Gloucester Preschool Inc.	519,599
Golden Valley Children's Learning Centre Inc.	35,933
Goodooga Preschool Inc.	132,000
Goonellabah Preschool Inc.	824,600

Organisation	Amount (\$)
Gordon Community Preschool	545,957
Gorokan Preschool Inc.	806,649
Gosford Preschool Inc.	521,367
Gosford Regional Community Services Inc.	10,063
Goulburn & District Children's Services Association Inc.	62,451
Goulburn Preschool Association Inc.	525,273
Goulding Hill Preschool Inc.	415,055
Cowrie NSW	177,751
Grace Lutheran Preschool Lutheran Church of Australia Queensland District	296,976
Grays Point Preschool Kindergarten Association	192,298
Great Lakes Children's Centre Inc.	291,675
Greek Orthodox Archdiocese of Australia Consolidated Trust Greek Welfare Centre NSW	22,395
Greek Orthodox Community of NSW Ltd	48,181
Greenacre Church of Christ	294,643
Greenhills Child Care Centre Inc.	35,958
Grenfell Preschool and Long Day Care Centre Inc.	348,743
Griffith Child Care Centre Inc.	713,247
Griffith East Preschool Inc.	846,366
Griffith Preschool Kindergarten Inc.	612,464
Griffith Wiradjuri Aboriginal Preschool Inc.	350,500
Cubi Gabun Children's Mobile Service Inc.	62,288
Culargambone Preschool	195,641
Culgong Preschool Inc.	424,220
Gulpa Preschool Inc.	175,908
Gummyaney Aboriginal Corp.	323,746



Organisation	Amount (\$)
Gumnut Bowral Memorial Preschool Inc.	301,776
Gumnut Community Preschool Inc.	206,340
Gumnut Cottage Inc.	34,904
Gundagai Neighbourhood Centre Inc.	7,724
Gundagai Preschool Kindergarten Inc.	317,673
Gunnedah Baptist Community Preschool	1,047,656
Gunnedah Family & Children's Service Inc.	65,048
Gunnedah Preschool Kindergarten Association Inc.	713,966
Gwydir Mobile Children's Service	98,867
Gwydir District Mobile Pre School	296,602
Gwydir Shire Council	301,105
Gynea Nursery School & Kindergarten Co-Op Society Ltd	594,842
Gyndarna Preschool	233,651
Hamilton Child Care Centre Inc.	30,267
Hamilton Community Preschool Inc.	277,527
Happy Days Kindergarten Management Committee Happy Days Kindergarten Society Inc.	297,872
Harbord Kindergarten Inc.	464,658
Hastings Early Intervention Program Inc.	221,022
Hastings Pre School and Long Day Care Centre Inc.	32,936
Hawkesbury City Council	140,438
Hawkesbury Community Outreach Services Inc.	159,326
Hawkesbury Early Childhood Intervention Service Inc.	210,162
Hawkesbury River Child Care Inc.	40,390
Hay Mobile Children's Service Inc.	435,714
Hay Plains Childcare Centre Inc.	22,603
Hay Preschool Kindergarten Inc.	196,751
Heathdene Community Services Inc.	410,869
Henry Street Community Preschool	233,379

Organisation	Amount (\$)
Henty Early Childhood Association Inc.	291,273
Hibiscus Children's Centre	246,967
Highfields Preparatory & Kindergarten School Ltd	285,054
Hills Montessori Society	377,080
Hillston Billylids Inc.	27,214
Hobartville Long Day Preschool Inc.	35,622
Holbrook Early Learning Centre Inc.	53,566
Holroyd Parramatta Mobile Minders Inc.	115,439
Holsworthy Long Day & Occasional Care Centre Inc.	31,209
Holsworthy Preschool Parent's Association Inc.	367,100
Hopepoint Preschool Centre	454,400
Hornsby Ku-ring-gai Montessori Society	20,038
House With No Steps	372,238
Howlong Preschool Association Inc.	268,413
Hunter Prelude Early Intervention Centre Inc.	221,711
Hunter Region Working Women's Group Ltd	48,397
Hunter Valley Grammar School	322,224
Hunters Hill Preschool Inc.	499,323
Illawarra Aboriginal Corp.	284,137
Illawarra Area Child Care Ltd	623,520
Illawarra Christian School Illawarra Association for Christian Parent-Controlled Education	409,326
Illawarra Multicultural Services Inc.	36,938
Illawarra Toy Library Association Inc.	123,899
Iluka Preschool Inc.	185,860
Inaburra Preschool	394,977
Infants Home Ashfield	350,040
Inner City Care Child Care Centre Inner City Care (Darlinghurst) Ltd	40,106
Inner Sydney Montessori Association	6,033
Integricare	2,204,809
Intereach Ltd	16,808
Inverell District Family Services Ltd	1,797,190
Jacaranda Preschool Centre Inc.	685,952

Organisation	Amount (\$)
Jack & Jill Preschool Association (Lithgow) Inc.	564,606
Jannali Preschool Kindergarten Inc.	312,314
Jarjum Centre Inc.	277,344
Jerilderie Preschool Kindergarten Inc.	132,000
Jesmond Community Preschool Association Inc.	424,425
Jesmond Early Education Centre Inc.	54,806
Jindera Preschool Association Inc.	319,845
Joey's Pouch Early Years Educational & Preschool Centre Inc.	31,991
Jumbunna Children's Centre Ltd	47,862
Jumbunna Community Preschool & Early Intervention Centre Inc.	1,237,238
Jumping Jacks Community Preschool Inc.	430,699
June RSL Memorial Preschool Inc.	451,324
Kangaroo Valley Preschool Inc.	138,678
Kapooka Early Childhood Centre Inc.	377,094
KARI Aboriginal Resource Inc.	12,289
Karingal Preschool Nelson Bay Inc.	281,667
Karuah Preschool	267,419
Katoomba Children's Cottage Inc.	44,646
Katoomba Leura Preschool Association	624,178
Katoomba Neighbourhood Centre Inc.	8,610
Keiraville Community Preschool Kindergarten	340,096
Kelly's Place Children's Centre	40,735
Kellyville Preschool Inc.	418,278
Kemblawarra Child & Family Centre Inc.	18,887
Kempsey Children's Services Co-Op Ltd	384,288
Kempsey Early Intervention Inc.	130,533
Kempsey Respite Services Inc.	22,881
Kenthurst Before & After School Care Inc.	16,726
Kenthurst Preschool Kindergarten	465,110
Khancoban Toy Library-ECP	20,199
Kiama Preschool Inc.	806,828
Kids Korner Combined Occasional Care Centre Inc.	34,149
Kids of the Castle Occasional Care Centre Inc.	53,242

Organisation	Amount (\$)
Kidsafe NSW Inc.	90,117
Kidsnest – Crows Nest Occasional Child Care Centre Inc.	31,051
Killarney Vale Preschool Kindergarten Inc.	481,142
Kinburra Preschool Inc.	476,412
Kindamindi Co-Op Ltd	28,809
Kindilan Early Childhood Centre Inc.	99,118
King Street Community Preschool East Maitland Inc.	352,579
Kingscliff Mini School Inc.	395,876
Kingstown Pre-School Inc.	151,160
Kinma School Kinma Ltd	156,131
Koala Child Care Centre – Sutherland Hospital Ltd	46,861
Kogarah Community Services Inc.	5,636
Kogil Street Preschool Association Inc.	25,467
Koninderie Community Based Preschool Inc.	306,458
Kookaburra Korner Early Education Centre Inc.	40,863
Koolyangarra Preschool Aboriginal Corp.	472,860
Koorana Child & Family Services Inc.	1,389,428
Kootingal & District Preschool Inc.	461,462
Ku Children's Services	23,018,583
Kubby House Child Care Centre Inc.	14,372
Kulai Preschool Aboriginal Corp.	587,400
Kunghur Community Preschool Inc.	178,383
Ku-ring-gai Council	45,326
Kurnell Preschool Kindergarten Inc.	149,272
Kurrajong Waratah	509,149
Kurri Early Childhood Centre Inc.	69,523
Kurri Kurri and District Preschool Kindergarten Inc.	786,407
Kurri Kurri Community Centre Inc.	7,881
Kyogle Preschool & Outside School Hours Care Association Inc.	401,301



Organisation	Amount (\$)
Lachlan Shire Council	161,399
Lady Game Community Kindergarten Inc.	290,511
Lake Cargelligo District Community Children's Centre Association Inc.	214,590
Lake Macquarie City Council	63,311
Lalor Park Preschool Kindergarten Association Inc.	598,345
Lambing Flat Enterprises Ltd	32,403
Lane Cove Municipal Council	50,551
Lane Cove Occasional Child Care Inc.	53,368
Lane Cove Out of School Inc.	12,322
Lapstone Out of School Hours Inc.	13,611
Lapstone Preschool Kindergarten Association Inc.	492,964
Larool Preschool Inc.	307,117
Lawrence Community Preschool Inc.	144,595
Lawson Community Preschool Association Inc.	354,504
Learning Links	639,557
Leeton Preschool Association Inc.	828,253
Leeton Shire Council	48,206
Leichhardt Out of School Hours Care Inc.	10,932
Lennox Head Community Preschool Inc.	560,763
Lifestart Co-operative Ltd	623,365
Lifetime Connect Inc.	46,365
Lightning Ridge Preschool Centre Inc.	260,073
Lilly Pilly Community Preschool Inc.	456,559
Lindfield Montessori Society Inc.	52,633
Lismore Neighbourhood Centre Inc.	34,136
Lismore Parish Centre Preschool Inc.	381,480
Lismore Centre Preschool Inc.	812,586
Little Bear Child Care Cottage Inc.	28,622
Little Yuin Preschool Aboriginal Corp	216,865
LiveBetter Services Ltd	1,398,206
Liverpool City Council	622,495
Liverpool Neighbourhood Connections Inc.	101,323

Organisation	Amount (\$)
Lockhart Preschool Kindergarten	134,050
Long Flat Pre-School Association Inc.	147,000
Long Jetty Preschool Inc.	575,360
Lower Bucca Community Preschool Inc.	256,424
Lower Hunter Children's Activity Van Association Inc.	356,018
Lower Macleay Preschool Inc.	455,029
Lyrebird Preschool Kindergarten Nowra East Inc.	651,155
Macarthur Preschool Kindergarten Association Inc.	466,700
Macedonian Orthodox Community Church St Petka Inc.	20,538
Macksville Preschool Childcare Centre Ltd	37,505
Maclean Community Preschool Inc.	351,778
Macquarie Hills Community Preschool Inc.	240,542
Macquarie Preschools Co-Operative Ltd	823,081
Maitland Baptist Church Child Care Inc.	32,000
Maitland Child Care Centre Inc.	38,412
Maitland Nursery School Inc.	703,087
Malabar Occasional Child Care Centre Inc.	37,887
Malabar/Chifley Parents Co-operative Ltd	27,153
Mallee Family Care Inc.	55,155
Manilla Community Preschool Inc.	442,438
Manly Vale Community Kindergarten Inc.	287,760
Manly Warringah Montessori Society	199,467
Manning & Great Lakes Early Intervention Inc.	141,449
Marayong House Neighbourhood Centre Inc.	102,070
Marayong Preschool Kindergarten	626,908
Maronite Sisters of the Holy Family	43,184
Maronite Sisters of the Holy Family St Maroun's Preschool	213,029
Maroubra Junction Before & After School Care	8,171
Maroubra Neighbourhood Children's Centre Co-Operative Ltd	25,925

Organisation	Amount (\$)
Marrickville Council	701,216
Maryland Care & Early Education Centre Inc.	53,838
Maryland OOSH Inc.	17,372
Mater Dei	278,532
Mathoura Pre-School Inc.	133,500
McGraths Hill Children's Centre Inc.	34,622
Medowie Community Preschool Inc.	319,598
Mendooran Preschool Inc.	158,363
Menindee Children's Centre	208,677
Merindah Children's Centre Inc.	28,637
Merriwa Preschool Kindergarten Association Inc.	258,696
Merrydays Kindergarten Society Inc.	32,140
Merrylands Christian Preschool Association Inc.	759,709
Metford Child Care Centre Ltd	39,393
Mid Mountains Out of School Hours Service Inc.	5,636
Mikayla Children's Centre Inc.	6,679
Milton Ulladulla Preschool Association	323,234
Mindaribba Local Aboriginal Land Council	126,300
Minimbah Preschool Aboriginal Corp	474,355
Minooka Preschool Centre Inc.	411,253
Miranda Kindergarten Association Inc.	628,020
Mission Australia	1,749,954
Mitchell Early Learning Centre Inc.	34,538
Mittagong Preschool Kindergarten Inc.	605,518
Moama & District Preschool Centre Inc.	349,251
Molong District Preschool Inc.	276,465
Monaro Early Intervention Service Inc.	84,801
Monaro Mobile Preschool Inc.	169,446
Moree Plains Shire Council	41,066
Moree Preschool Inc.	587,439
Moresby Park Preschool Inc.	326,503
Moriah War Memorial College Association	6,033

Organisation	Amount (\$)
Morisset & District Children's Co-operative Ltd	26,302
Mortdale Community Services Inc. Jubilee Community Services Inc.	4,986
Moruya Preschool Kindergarten Inc.	324,592
Mosman Municipal Council	54,094
Moulamein Preschool Inc.	133,485
Mount Hutton Child Care Centre Inc.	40,296
Mountain Community Children's Centre	60,664
Mountains Outreach Community Service Inc.	196,449
Mt Druitt Church of Christ Child Care Centre	22,205
Mt Warning Community Preschool Inc.	248,903
Mudgee Preschool Kindergarten Co-Op Ltd	1,146,322
Mullumbimby Community Preschool Association Inc.	215,911
Muloobinba Aboriginal Corp.	304,170
Multi Purpose Allira Gathering Association Inc.	32,182
Mulwala Preschool Inc.	197,003
Murrin Bridge Preschool Association Inc.	274,290
Murrumbateman Early Childhood Centre Association Inc.	207,657
Murrurundi Community Preschool	165,129
Musicians Making a Difference Inc.	6,600
Muswellbrook Child Care Centre Inc.	27,881
Muswellbrook Preschool Kindergarten Inc.	1,289,485
Nabiac & District Preschool Association Inc.	192,927
Nambucca Heads Preschool Playcentre Ltd	319,453
Nana Glen Preschool Inc.	166,084
Nanima Preschool Association Inc.	415,518
Narooma Preschool Kindergarten Association Inc.	526,282
Narrabeen Community Kindergarten Inc.	407,223
Narrabri & District Community Aid Service Inc.	78,004
Narrandera Preschool Inc.	32,596



Organisation	Amount (\$)
Narromine Preschool Kindergarten Inc.	786,095
Narwee Preschool Kindergarten Inc.	590,458
New School Of Arts Neighbourhood House Inc.	86,754
Ngallingnee Jarjum Tabulam & District Community Preschool Inc.	144,759
Ngayaamba Waluura Aboriginal Corp.	399,880
Nimbin Neighbourhood & Information Centre Inc.	11,423
Nimbin Pre School & Childcare Assn Inc.	211,673
Nimmitabel Preschool Inc.	132,000
Noah's Ark Centre of Shoal Haven Inc.	207,336
Noiseworks OOSH Inc.	12,039
Noogaleek Children's Centre	40,929
Nords Wharf Community Preschool	132,000
Normanhurst West Community Preschool Inc.	145,303
North Brighton Preschool Inc.	279,036
North Epping Kindergarten Assoc Inc.	403,692
North Richmond Community Centre Inc.	5,635
North Rocks Preschool Inc.	420,993
North Ryde Community Preschool Inc.	575,662
North St Marys Neighbourhood Centre Inc.	605,261
North Sydney Council	27,849
Northcott Disability Services	542,639
Northern Beaches Council	168,553
Northern Beaches Council Warringah Branch	626,291
Northern Beaches Montessori Association Inc.	109,977
Northside Baptist Preschool Centre (Northbridge)	231,664
Northside Montessori School	158,120
Norwood Community Preschool Inc.	234,863
Nought to Five Early Childhood Centre Inc.	28,221
Nurruby Children's Services Inc.	34,840
Oberon Children's Centre Inc.	234,060

Organisation	Amount (\$)
Ocean Shores Preschool Inc.	381,327
Old Bar Community Preschool Inc.	737,565
Ooranga Family Mobile Resource Unit Association Inc.	781,711
Open Arms Care Inc.	25,141
Orama Preschool Inc.	282,560
Orana Community Preschool Inc.	441,579
Orana Early Childhood Intervention & Education Project Inc.	191,376
Orange City Council	242,830
Orange District Early Education Program Inc.	138,692
Orange Preschool Kindergarten Ltd	495,144
Outback Mobile Resource Unit Inc.	145,984
Palm Beach War Memorial Kindergarten Inc.	159,706
Pambula Preschool Kindergarten Association Inc.	545,581
Parkes Early Childhood Centre Inc.	684,339
Parklands Community Preschool & Children's Centre Inc.	517,716
Parramatta City Council	171,193
Paterson Preschool Inc.	184,627
Pathways – Early Childhood Intervention Inc.	474,031
PCYC – Bourke Police Citizens Youth Clubs NSW Ltd	39,206
Peak Hill Preschool Kindergarten Inc.	150,119
PEDAL Early Childhood Intervention Service Inc.	67,795
Peninsula Community Centre Inc. Coast Community Connections Ltd	26,874
Pennant Hills War Memorial Children's Centre	555,525
Penrith City Council Children's Services	2,467,561
Periwinkle Children's Centre	274,513
Peter Pan Preschool & Kindergarten Tamworth Inc.	614,200
Peter Pan Preschool Wollongong Inc.	153,375
Peter Rabbit Community Preschool Inc.	133,953
Petersham Activities Centre for Children Inc.	10,743
Pied Piper Preschool Association – Wallerawang Inc.	477,862

Organisation	Amount (\$)
Pinnaroo OOSH Inc.	9,239
Pippies Early Childhood Centre Inc.	37,735
Pius X Aboriginal Corp.	443,175
Playability Inc.	41,021
Playmates Cottage Child Care Centre Dubbo Inc.	38,919
Playtime Preschool Centre Inc.	345,637
Pleasant Hills Preschool Kindergarten Inc.	132,000
Plumtree Children's Services Inc.	70,725
Ponyara Preschool Kindergarten Association Ltd	323,933
Port Macquarie Community Preschool Ltd	1,067,859
Port Macquarie Neighbourhood Centre Inc.	13,983
Port Stephens Council	173,056
Possums Community Preschool Association Inc.	318,624
Possums' Corner Child Care Centre Inc.	35,173
Possums' Den Coffs Harbour Inc.	100,175
Pottsville Community Preschool Inc.	397,521
POW Place Community Child Care Centre Ltd	34,766
Presbyterian Church of Australia in the State of NSW	183,725
Presbyterian Community Care Centre Campbelltown	17,528
Presbyterian Social Services	213,154
Pretty Beach Community Preschool Inc.	304,337
Puggles Children's Service Van-LDC	7,130
Pymble Turramurra Preschool Inc.	451,912
Queanbeyan and District Preschool Association Inc.	1,657,853
Queanbeyan Children's Special Need Group Inc.	78,940
Quirindi Preschool Kindergarten Inc.	534,226
Rainbow Playhouse Preschool Inc.	240,302
Rainbow Preschool Association Inc.	1,240,256
Rainbow Street Childcare Centre Inc.	34,761
Randwick Open Care For Kids Inc.	35,336

Organisation	Amount (\$)
Raymond Terrace Community Preschool Inc.	434,838
Raymond Terrace Early Education Centre Inc.	37,155
Redhead Community Preschool Inc.	278,432
Resource & Toy Library Broken Hill & Far Western Region Inc.	112,490
Revesby Now 'N' Then Occasional Child Care Centre Inc.	36,404
Richmond Before & After Care Association Inc.	11,473
Richmond Hill Community Preschool	241,448
Richmond Preschool Kindergarten Association Inc.	595,939
Richmond Valley Care-Ring Association Inc.	44,829
Riverina Children's Activity Van Inc.	432,548
Riverside Preschool Inc.	333,970
Riverwood Community Centre Inc.	25,551
Rocky Hall Preschool Association Inc.	132,000
Rooty Hill Outside of School Hours Care Centre Inc.	6,765
Rose Bay Out of School Care Centre Inc.	5,635
Rosebank Community Preschool Inc.	161,223
Rosellas Community Preschool Inc.	501,683
Ross Circuit Preschool Centre Inc.	569,282
Royal Institute for Deaf and Blind Children	1,948,878
Royal Society for the Welfare of Mothers & Babies	27,474
Rozelle Child Care Centre Ltd	68,769
Rylstone Kandos Preschool Inc.	331,231
Salamander Bay Childcare Centre Inc.	56,652
Samaritans Foundation Diocese of Newcastle	221,329
Sans Souci Community Preschool Association Inc.	614,452
Scone & District Preschool Inc.	554,159
Scribbly Gum Dalai Dalaigur Preschool & Children's Services Association Inc.	333,239
SDN Child & Family Services Pty Ltd	261,621
SDN Children's Services	1,511,729



Organisation	Amount (\$)
Seven Hills North P&C Association SHNOOSH Care	11,741
SHARE Co-operative Society Ltd	11,904
Shine for Kids Co-op Ltd	18,738
Shoalhaven Community Preschool Inc.	630,815
Singleton Council	208,067
Singleton Heights Preschool Inc.	791,015
Singleton Preschool Inc.	627,897
Snowy Valleys Council	184,065
Snugglepot Day Care Centre Inc.	109,975
SOS Preschool Ltd	564,840
South Coast Medical Service Aboriginal Corp.	223,941
Southern Cross University Children's Centre	1,508
Southside Montessori Society	134,905
Springdale Heights Preschool Inc.	910,354
Springwood and District Preschool Kindergarten Association Inc.	410,267
Springwood Neighbourhood Centre Co-operative Ltd	9,185
St Andrews Church Community Preschool Inc.	171,705
St Andrew's Kindergarten Abbotsford Inc.	252,647
St Anthony's Family Care	56,242
Mission Connect Ltd - St Clair OOSH	13,376
St Demiana & St Athanasious Coptic Orthodox Church	1,346
St Dunstan's Preschool Kindergarten Inc.	521,118
St George Preschool (Marsfield) Inc.	313,457
St Ives Occasional Care	49,387
St Ives Preschool Kindergarten Association	401,451
St James Kindergarten Inc.	176,295
St John's North Ryde Preschool Association Inc.	478,615
St John's Preschool Ashfield Inc.	524,022
St Luke's Preschool	384,060
St Luke's Preschool Dapto Inc.	660,368
St Luke's Preschool Northmead	146,990

Organisation	Amount (\$)
St Luke's Scone Grammar School Council	439,249
St Mark's Brighton-le-Sands Preschool Kindergarten Inc.	288,619
St Mark's Child Care Centre Oakhurst Inc.	31,228
St Mark's Northbridge Kindergarten Inc.	299,754
St Mark's Preschool Kindergarten	264,898
St Mark's Vacation Care Centre	11,222
St Mary's Child Care Centre Ltd	32,636
St Mary's Community Preschool Casino Inc.	493,851
St Mary's North Tamworth Preschool Inc.	411,070
St Mary's Rainbow Preschool Anglican Parish of Wagga Wagga	346,731
St Paul's Lutheran Kindergarten Inc.	20,390
St Peters Community Preschool Inc.	296,824
St Peters Preschool Ltd	402,601
St Peter's Preschool Tamworth Inc.	741,429
St Stephen's Belrose Kindergarten Inc.	299,378
St Stephens Preschool Kindergarten Inc.	393,533
St Thomas' Preschool Ltd	136,960
St Thomas Rozelle Child Care Centre Inc.	29,801
Stepping Stones Early Learning Ltd	6,033
Strathfield One Stop Child Care Service Inc.	62,519
Stroud Neighbourhood Children's Co-Op Inc.	187,808
Stuarts Point Preschool Association Inc.	181,726
Styles Street Children's Community Long Day Care Centre Inc.	46,118
Suwn Valley Preschool Kindergarten	224,020
Sunny Corner Toy Library Inc.	27,042
Surry Hills Neighbourhood Centre Inc.	46,319
Sutherland Shire Council	539,488
Swansea Community Cottage Inc.	36,149
SWR (South West Rocks) Pre School Inc.	366,958

Organisation	Amount (\$)
Sydney Anglican Schools Corp.	855,617
Sydney Montessori School Sutherland Shire Montessori Society	107,078
Sydney University Settlement	23,318
Sylvanvale Foundation	15,108
Sylvanvale Industries Sylvanvale Foundation	122,267
Tamworth Montessori Association Inc.	175,596
Tamworth Toy Library Inc.	12,343
Tarago Preschool Association Inc.	147,000
Taree & District Preschool Ltd	312,577
Tathra Children's Services Inc.	317,746
Tea Gardens Hawks Nest Preschool Kindergarten Inc.	198,554
Temora Preschool and Out of School Inc.	498,545
Tenterfield Child Care Centre Inc.	31,793
Tenterfield Preschool Kindergarten Inc.	392,470
Terrey Hills Community Kindergarten Inc.	201,790
Thankakali Brokerage – Thankakali Aboriginal Corp.	1,556
Tharawal Aboriginal Corp.	38,687
The Armidale Waldorf School Ltd	157,636
The Benevolent Society	53,727
The Children's House Montessori School	102,410
The Creativity Centre Inc.	16,923
The Cubbyhouse Preschool & Occasional Care Centre Inc.	49,886
The Dubbo Christian Parent Controlled School Association Ltd	158,257
The Entrance Preschool Kindergarten Association Inc.	471,678
The Factory Community Centre Inc.	255,360
The Grace Child Care Centre Inc.	74,998
The Greta Community Preschool Inc.	244,119
The Guardian Angel Preschool Kindergarten Inc.	19,420
The Hills Community Kindergarten Inc.	533,558

Organisation	Amount (\$)
The Hills Shire Council	182,172
The Illawarra Disability Trust	10,768
The Jack & Jill Kindergarten	487,728
The John Wycliffe Christian Education Association Ltd	145,460
The Junction Works Ltd	53,696
The Killarney School Ltd	159,755
The Little School Preschool Inc.	231,842
The Mountain Preschool Lowanna Inc.	166,176
The Northern Nursery School Ltd	439,830
The Oaks Preschool Kindergarten Co-operative Ltd	421,222
The Point Preschool Inc.	150,650
The Rainbow Children's Centre Inc.	45,506
The Rock Preschool Inc.	148,815
The Scots School Albury	279,328
The Shepherd Centre For Deaf Children	952,796
The Star Inclusive Early Childhood	104,392
The Tower Preschool Inc. Building Fund	148,243
The Toybox Centre Inc.	142,426
The Trangie Preschool Kindergarten Association Ltd	224,146
The Trustees of The Roman Catholic Church for the Diocese of Lismore	635,210
Thredbo Early Childhood Centre Inc.	18,241
Thurgoona Preschool Inc.	449,097
Tocumwal Preschool Kindergarten Association Inc.	206,276
Tooleybuc Preschool Association Inc.	173,390
Toongabbie Before & After School Care & Vacation Care Inc.	9,267
Toongabbie Christian School Ltd	12,655
Tooraweenah Preschool Association Inc.	154,000
Toormina Community Preschool Inc.	461,504
Toronto Community Child Care Centre Inc.	37,842
Tottenham Preschool Kindergarten Association Inc.	166,671



Organisation	Amount (\$)
Toukley Preschool Kindergarten Inc.	506,522
Towri Aboriginal Corp.	29,057
Toxteth Kindergarten Inc.	17,024
Tregear Presbyterian Kindergarten	906,846
Trinity Preschool Orange Inc.	1,006,965
Tripoli And Mena Association Ltd	15,842
Trundle Children's Centre Inc.	108,315
Trustees Roman Catholic Church Diocese of Lismore-St Francis X – Catholic Parish of St. Francis Xavier Ballina, St Anne's Long Day Care Centre	6,679
Trustees of the Christian Brothers	287,285
Trustees Roman Catholic Church Diocese Of Lismore – St Agnes Parish Port Macquarie	10,557
Tumut Preschool Co-Op Society	615,949
Tunable Falls Early Childhood Centre Inc.	147,610
Tweed Heads Community Preschool Inc.	186,973
Tweed Shire Vacation Care Inc.	21,450
Tweed Valley Early Childhood Intervention Service Inc.	165,120
U@MQ Ltd	53,986
Ulladulla Children's Centre Inc.	35,448
Unitingcare (NSW/ACT)	63,343
Unitingcare Burnside (NSW/ACT)	9,024,199
University of New England	13,930
University of New South Wales	126,746
Upper Hunter Community Services Inc.	190,045
Upper Macleay Preschool Inc.	154,000
Uralla Preschool Kindergarten	392,481
Uranquinty Preschool Association Inc.	159,206
Urunga Community Preschool Inc.	307,160
UTS Child Care Inc.	47,316
Valla Community Preschool Inc.	648,803
Valley Preschool Inc.	138,376
Vision Australia Ltd	59,422

Organisation	Amount (\$)
Wagga Wagga East Before & After School Care Centre Inc.	4,761
Wakool Preschool Inc.	134,200
Walcha Council	479,818
Walgett Preschool and Long Day Care Centre Inc.	47,286
Walgett Shire Council	33,210
Wallsend Community Preschool	472,810
Wallum Community Preschool & Family Centre Inc.	421,211
Wangi Peter Pan Kindergarten Inc.	556,524
Warialda Preschool Inc.	340,849
Warilla Baptist Preschool	490,330
Warners Bay Early Learning & Care Centre Inc.	47,074
Warragamba Preschool Inc.	513,833
Warren Preschool Kindergarten Inc.	498,265
Warren Shire Council	6,194
Warrumbungle Shire Council	772,678
Wauchope Preschool Kindergarten Inc.	562,400
Waverley Council	112,014
Waverley Community Out of School Care Centre Inc. (WCOOSC) Inc.	13,975
Wee Waa & District Preschool Association Inc.	353,483
Wellington Community Children's Centre	387,800
Wentworth District Preschool Play Centre Inc.	158,528
Wentworth Falls Preschool Kindergarten Inc.	232,817
Werris Creek and District Preschool Association Inc.	187,225
Wesley Community Services Ltd	37,191
West Albury Preschool Centre Inc.	633,791
West Bathurst Preschool	885,701
West Epping Preschool Association Inc.	435,852
West Ryde Neighbourhood Children's Centre	30,327
Western Plains Regional Council	38,919
Western Sydney Local Health District	12,283
Westlawn Preschool Inc.	292,772

Organisation	Amount (\$)
Weston Community Preschool Inc.	272,250
Wilberforce Early Learning Centre Inc.	34,839
Wilberforce Preschool Kindergarten Inc.	237,764
Williamtown Preschool Inc.	248,600
Willoughby City Council	72,365
Willow Tree Preschool Inc.	146,051
Wilson's Creek Community Preschool Inc.	163,410
Windsor Preschool Association Inc.	391,121
Wingham District Pre-School Kindergarten Ltd	809,885
Winmalee Community Preschool Inc.	337,927
Wiradjuri Aboriginal Corp. Community & Child Care Centre	26,558
Wollondilly Shire Council	31,110
Wollongbar Community Preschool Inc.	324,752
Wollongong UniCentre Ltd	40,825
Wombat Occasional Care Centre Inc.	102,696
Woodbine Neighbourhood Centre Inc.	97,764
Woodenbong Preschool Kindergarten Inc.	168,439
Woodrising Natural Learning Centre Inc.	45,718
Woolgoolga Child Care Centre Inc.	19,751
Woollahra Municipal Council	485,685
Woomera Aboriginal Corp Albury	291,150
Wunanbiri Preschool Inc.	393,619
Woy Woy Peninsula Community Child Care Co-Operative Society Ltd	139,212
Wyong Preschool Kindergarten Association	862,908
Yalbillinga Boori Day Care Centre Aboriginal Corp.	32,924
Yamba Preschool Kindergarten Association Inc.	413,213
Yarrabin Outreach Inc. Nyngan Preschool Inc.	640,993
Yarran Early Intervention Inc.	29,748
Yarrunga Early Learning Centre Inc.	42,805

Organisation	Amount (\$)
Yass Early Childhood Centre Association Inc.	405,017
Yass Montessori Preschool Inc.	241,024
Yawarra Community & Child Care Centre Ltd	24,115
Yenda Preschool Kindergarten Inc.	370,851
Yeoval Preschool Inc.	155,213
YMCA of Queanbeyan Inc.	15,362
Young Child Care Centre Inc.	38,837
Young Men's Christian Association of Sydney	18,799
Young Preschool Kindergarten Inc.	501,240
Young Preschool Kindergarten Inc.	82,135
YWCA Hunter Region Inc.	13,893
Total paid in 2017-18	286,756,742

Note*: New measures to support children with disability and additional needs commenced 1 January, 2018. In line with this, all disability-related payments are included as 'Early Childhood Education Grants'.



Educational Support Grants Program

Supporting non-profit organisations demonstrating an outstanding contribution to educational outcomes in NSW.

Organisation	Amount (\$)
Aurora Education Foundation Ltd	133,250
Council of Catholic School Parents	62,013
Federation of Parents & Citizens Associations of NSW	376,964
Isolated Children's Parents Association of NSW Inc.	51,586
Learning Difficulties Coalition of NSW Inc.	30,000
Learning Links	27,840
NSW Aboriginal Education Consultative Group Inc.	92,250
NSW Parents Council Inc.	78,515
NSW Primary Principals' Association Inc.	410,000
NSW Secondary Principals' Council Inc.	410,000
Professional Teachers' Council; NSW	308,178
School Administrative & Support Staff Professional Association (NSW) Inc.	29,142
SPELD NSW Inc.	38,367
Talent Development Project Inc.	250,000
The Australian Children's Television Foundation	140,840
The Institute for Family Advocacy & Leadership Development Assn Inc.	38,650
Vision Australia Ltd	13,000
Total paid in 2017-18	2,490,595

Literacy and Numeracy Action Plan – Phase 2

Improving the literacy and numeracy of students in Kindergarten to Year 2 in the most disadvantaged and underperforming schools in NSW.

Organisation	Amount (\$)
The Association of Independent Schools of NSW Ltd	5,100,000
Catholic Schools NSW Ltd	10,625,000
Total paid in 2017-18	15,725,000

Minister for Aboriginal Affairs and Minister for Early Childhood Education Discretionary Grants

Enabling the Minister to provide grants to support the delivery of priority programs and activities.

Organisation	Amount (\$)
Baabayn Aboriginal Corp.	5,000
Glen Crump, Moree Reconciliation Group	5,000
Griffith Aboriginal Medical Service	10,000
Murwillumbah Community Centre	5,000
Possums Community Preschool	5,000
Tharawal Local Aboriginal Land Council	1,500
Toys Changes Lives	5,000
Wilcannia Men's Group	10,000
Total paid in 2017-18	46,500

Minister for Education

Discretionary Grants

Enabling the Minister to provide grants to support the delivery of priority programs and activities.

Organisation	Amount (\$)
Mooreland PS P&C Association	3,450
National Youth Science Forum	2,000
Wagga School Leaders Program (Committee for Wagga Inc.)	5,000
Total paid in 2017-18	10,450

Miscellaneous Education Grants

Supporting non-government organisations that make outstanding contributions to educational outcomes in NSW.

Organisation	Amount (\$)
Stewart House	243,661
Total paid in 2017-18	243,661

NAIDOC Grants

Celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC Week is celebrated not only in Aboriginal communities but throughout Australia in schools, local councils and workplaces.

Organisation	Amount (\$)
Aboriginal Child, Family and Community Care State Secretariat (AbSec)	1,000
Armajun Health Service Aboriginal Corp.	1,000
Armidale Aboriginal Health Services Inc.	1,000
Awabakal Ltd	3,000
Baabayan Aboriginal Corp.	1,400
Bahtabah Local Aboriginal Land Council	2,000
Barnardos Australia	2,000
Bathurst Local Aboriginal Land Council	3,000
Bega Local Aboriginal Land Council	3,000
Blacktown City Council	2,000
Blue Mountains Aboriginal Culture & Resource Centre	2,500
Bodalla Local Aboriginal Land Council	1,000
Bonalbo Central School P&C Association	1,000
Bourke and District Children's Service Inc.	2,000
Breakthru	2,500
Bundjalung Elders Council Aboriginal Corp.	500
Bunyah Local Aboriginal Land Council	1,000
Campbelltown City Council	2,500
Canterbury Bankstown Council	3,000
Carriageworks Ltd	2,000
Catholic Parish of St Agnes Port Macquarie – St Agnes' Primary School	1,000
Catholic Parish of St Agnes Port Macquarie – St Joseph's Regional College	500
Cessnock City Council	1,500
Co Operative for Aborigines Ltd	2,000
Coonamble Local Aboriginal Land Council	3,000
Cootamundra Health Care Co-op Ltd	750
Cowra Information & Neighbourhood Centre Inc.	2,000



Organisation	Amount (\$)
Dharawal Men's Aboriginal Corp.	500
Dubbo and District Preschool Kindergarten Inc.	750
Dubbo Family Day Care	750
Dubbo Regional Council on behalf of Dubbo Aboriginal Community Working Party	2,000
Dubbo Regional Council on behalf of Dubbo Koori Interagency Network	2,000
Dubbo Regional Council on behalf of Leader in Development	1,000
Dunedoo & District Development Group Inc.	750
Dunghutti Elders Council (Aboriginal Corp.) RNTBC	1,000
Far West Community Legal Centre Ltd on behalf of Broken Hill NAIDOC Committee	3,000
First Nations Rainbow Aboriginal and Torres Strait Islander Corp.	1,000
Gilgandra Shire Council	3,000
Griffith City Council	500
Gummaney Aboriginal Corp.	750
Gwydir Shire Council	1,000
Hastings Secondary College Port Macquarie Campus P&C Association on behalf of Hastings Secondary College	750
Hay Aboriginal Corp. Community Working Party	2,500
Holy Family Catholic Primary School	750
Holy Family Catholic Primary School – Bathurst	750
Holy Family Catholic Primary School – Parkes	750
Hunter Prelude Early Intervention Centre Inc.	500
Illawarra Aboriginal Corp.	3,000
Illawarra Koori Men's Support Group	1,000
Kanwal Public School P&C Association	1,000
Kiama Municipal Council	3,000
Kiray Putjung Aboriginal Corp.	500
Kurrachee Cooperative Society	1,000

Organisation	Amount (\$)
Kurranulla Aboriginal Corp.	2,500
La Salle Academy – Lithgow	1,000
LEAD Professional Development Association Inc.	800
Leeton and District Local Aboriginal Land Council	2,500
Lismore City Council	1,000
Lyrebird Pre-school Kindergarten Nowra East	800
Macquarie University	500
Mary Help of Christians Parish Primary School	750
Mid Richmond Neighbourhood Centre Inc.	1,500
Mindaribba Local Aboriginal Land Council	3,000
Mirring Aboriginal Corp.	2,000
Miyay Birray Youth Service Inc. on behalf of Moree Aboriginal Land Council	2,500
Miyay Birray Youth Service Inc. on behalf of Moree Aboriginal Interagency	2,500
Mt St Patrick Primary School, Murwillumbah	750
Muloobinba Aboriginal Corp.	2,500
Murrin Bridge Aboriginal Health Service Inc. on behalf of Murrin Bridge Aboriginal Health Service	3,000
Westlakes NAIDOC	3,000
Narromine Community Skills Project Inc.	1,500
Narromine Local Aboriginal Land Council	1,000
National Centre of Indigenous Excellence	2,000
Ngulingah Local Aboriginal Land Council	1,500
Ngunnawal Aboriginal Corp.	1,000
Nimbin Health and Welfare Association Inc. on behalf of Nimbin Aged Care and Respite Services	2,000
Nyngan Local Aboriginal Land Council	3,000
Onerwal Local Aboriginal Land Council	1,000
Orange Aboriginal Corp. Health Service	3,000

Organisation	Amount (\$)
Parke & District Neighbourhood & Community Information Centre Inc.	3,000
Penrith City Council	3,000
Pius X Aboriginal Corp.	1,225
Red Bend Catholic College	2,000
Roman Catholic Church as Trustee for St. Michael's Primary School	750
Saint Mary's Infants	750
Samaritans Foundation Diocese of Newcastle	1,500
Shellharbour City Council	3,000
South Coast Medical Service Aboriginal Corp. on behalf of Shoalhaven NAIDOC Committee	3,000
South West Rocks Aboriginal Corp.	1,000
St Joseph's Wauchope	1,000
St Lawrence's Catholic Primary School	750
St Mary's Catholic School – Wellington	1,000
St Philomena's Primary School – Bathurst	750
Surry Hills Neighbourhood Centre	500
Tamworth Regional Council	3,000
The Diocese of Wagga Wagga as Trustee for Henschke Primary School	750
The Red Room Company	500
Tilba District Chamber of Commerce Inc. on behalf of Gulaga Reconciliation Group	500
Trustees of Edmund Rice Education Australia	500
Trustee of the Roman Catholic Church as trustee for Assumption School – Bathurst	750
Trustees of The Roman Catholic As Trustee for St Johns Primary Dubbo	750
Trustees Roman Catholic as Trustee for St Brigid's Catholic Primary School Coonamble	750
Twofold Aboriginal Corp.	3,000
Tyalla P&C Association	750

Organisation	Amount (\$)
Ulladulla Local Aboriginal Land Council	3,000
Uniting (NSW/ACT)	3,000
Unkya Local Aboriginal Land Council on behalf of St Patrick's Primary School, Macksville	750
Wagga Wagga City Council on behalf of Wagga Wagga NAIDOC Committee	3,000
Walgett Local Aboriginal Land Council	3,000
Walhallow Aboriginal Corp.	3,000
Waverley Council	1,000
Weave Youth and Community Services Inc.	1,000
Weigelli Centre Aboriginal Corp.	1,000
Weilwan Local Aboriginal Land Council	2,000
Wellington Information and Neighbourhood Services Inc.	1,000
Western Plains Regional Development Inc.	3,000
Winanga-Li Aboriginal Child and Family Centre Inc. on behalf of Gunnedah NAIDOC Committee	1,500
Woomera Aboriginal Corp.	3,000
Wunanbiri Pre-school Inc.	1,000
Yalbillanga Boori Day Care Centre Aboriginal Corp.	2,000
YMCA of Sydney Youth and Community Services Inc.	500
Young Mobile Play Activities	1,500
Youth Off The Streets Ltd	3,000
Total paid in 2017-18	199,975



National Partnerships, National Quality Agenda for Early Childhood Education and Care

Supporting the delivery of educational programs for children with disability.

Organisation	Amount (\$)
Australian Children's Education and Care Quality Authority	1,963,000
Total paid in 2017-18	1,963,000

National Partnerships, National School Chaplaincy Programme

Supporting the emotional wellbeing of students and the school community through the provision of pastoral care. An Australian Government initiative.

Organisation	Amount (\$)
Albert Park Public School P&C Association	7,500
Alstonville Religious Education Association Inc.	10,000
Anglican Church of Australia Wee Waa	20,000
Association of Independent Schools of NSW	2,416,281
Big Heart Big Vision Inc.	20,000
Catholic Diocese of Maitland-Newcastle	20,000
Catholic Schools NSW	1,976,957
Chester Hill Neighbourhood Centre Inc.	10,000
Christian City Church Carlingford Ltd	20,000
Christian City Church Kingscliff	12,500
Coastcare Inc.	7,500
Community Activities Lake Macquarie Inc.	50,000
Connect Christian Church Inc.	40,000
Dorrigo Public School P&C Association	7,500
EV Church Ltd	12,750

Organisation	Amount (\$)
Evans River K-12 School P&C Association	10,000
Fusion Australia Ltd	61,500
Generate Ministries	2,363,388
Gosford Area High School Christian Ministry Association Inc.	12,750
Great Lakes Education Christian Care Association Inc.	20,000
Gurehlgam Corp. Ltd	2,500
GWFC Chaplaincy Inc.	80,000
Hawkesbury Community Services	20,250
Kempsey High School Parents and Citizens Association	10,000
Kiama Primary Parents & Citizens Association	10,000
Life Resources Centre Inc.	10,000
Macquarie Life Church Inc.	293,500
Nepean Community & Neighbourhood Services	30,000
Power to Change	60,500
Project Youth Inc.	20,000
Raymond Terrace Christian Education Association Inc.	10,000
Reach Community Initiatives Inc.	50,000
Reaching the Nations Christian Church Inc.	20,000
Religious Education Association of Lismore REAL Inc.	30,000
Sapphire City Schools Ministry Inc.	100,000
Shirelive Ltd	10,000
St George Youth Services Inc.	10,000
St Mary's Community Care Inc.	10,000
Tamworth Chaplains Board	120,000
Tarrawanna Public School P&C Association	12,500
Terranora Public School P&C Association	10,000
The Bush Church Aid Society of Australia	10,000
Warialda Public School P&C Association Inc.	20,000
Young Life Australia Inc.	20,500
Your Dream Inc.	965,100
YWCA NSW	50,000
Total paid in 2017-18	9,083,476

NSW Reconciliation Council

Building relationships between Aboriginal and non-Aboriginal people in NSW, increasing the profile of NAIDOC Week and Reconciliation Week, and promoting awareness of initiatives such as healing that support reconciliation.

Organisation	Amount (\$)
NSW Reconciliation Council Inc.	122,500
Total paid in 2017-18	122,500

Partnership agreements, Healing

Supporting OCHRE healing forums that were co-designed with communities, including capacity building for healing and trauma-informed priorities.

Organisation	Amount (\$)
Aboriginal and Torres Strait Islander Healing Foundation Ltd	210,000
Total paid in 2017-18	210,000

Partnership agreements, Stolen Generation organisations

Supporting governance, strategic development and priority projects of the Stolen Generation organisations. Supporting the transition to reparations funding, as identified in the Unfinished Business Report.

Organisation	Amount (\$)
Aboriginal and Torres Strait Islander Healing Foundation on behalf of Coota Girls	230,000
Baptist Churches of NSW & Act on behalf Children of Bomaderry Aboriginal Children's Home	144,000
Kinchela Boys Home Aboriginal Corp.	377,000
Stolen Generation Council of NSW & ACT Inc.	15,494
Total paid in 2017-18	766,494

Regional Conservatorium of Music Grants

Funding operations of conservatoriums to offer a comprehensive range of music-educational activities for students and community members.

Organisation	Amount (\$)
Clarence Valley Conservatorium Inc.	563,736
Coffs Harbour Regional Conservatorium Ltd	656,867
Conservatorium Mid North Coast Inc.	129,328
Goulburn Regional Conservatorium Inc.	405,393
Gunnedah Conservatorium	220,936
Macquarie Conservatorium of Music Inc.	377,475
Mitchell Conservatorium Inc.	465,653
Murray Conservatorium Inc.	465,653
New England Conservatorium of Music Ltd	465,653
Northern Rivers Conservatorium Arts Centre Inc.	405,392
Riverina Conservatorium of Music Ltd	684,785
South West Music Inc.	274,635
Tamworth Regional Conservatorium of Music Ltd	283,552
Upper Hunter Conservatorium of Music Inc.	388,643
Wollongong Conservatorium of Music Ltd	708,888
Young Life Australia Inc.	405,393
Total paid in 2017-18	6,901,982



Youth Assistance Strategies Grants

Developing programs designed to prevent youth from disengaging from educational opportunities.

Organisation	Amount (\$)
3Bridges Community Ltd	50,700
Byron Youth Service Inc.	156,224
Community Junction Inc.	206,604
Compact Inc.	314,549
Granville Multicultural Community Centre Inc.	197,100
Highlands Community Centres Inc.	73,927
Kiama Community College Inc.	76,059
Marist Youth Care Ltd	32,310
Mid Coast Connect Inc.	143,738
MTC Australia Ltd	1,292,900
Multicultural Communities Council of Illawarra Inc.	157,537
Narrandera Christian Revival Crusade Inc.	152,100
NORTEC Employment & Training Ltd	304,200
Northern Beaches Business Education Network Inc.	723,835
Northern Rivers Social Development Council Ltd	304,200
NovaSkill	152,100
OCTEC Ltd	149,764
One Vision Productions Ltd	197,100
Parramatta Schools Industry Partnership Inc.	90,173
Pathfinders Ltd	309,017
Penrith Skills for Jobs Ltd	109,735
Port Macquarie Community College Inc.	57,567
Queanbeyan Enterprise Centre Inc.	894,349
St George Youth Services Inc.	339,113
SydWest Multicultural Services	54,602
The Trustee for Creating Chances Trust	101,400
Uniting (NSW/ACT)	160,541

Organisation	Amount (\$)
Western Student Connections	479,424
Western Sydney Training & Education Centre Inc	448,960
Workers Educational Association – Hunter	349,200
Youth Express Association Inc.	156,354
Youth off the Streets Ltd	222,076
Youthconnections.com.au	297,186
YWCA Australia	500,000
YWCA NSW	989,417
Total paid in 2017-18	10,244,061

Contact us

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NSW public schools

The department operates more than 2,200 schools across NSW.

Addresses and contact details for all public schools are available on the website (education.nsw.gov.au/school-finder).

Aboriginal Affairs

Website: aboriginalaffairs.nsw.gov.au

Contact details for Aboriginal Affairs regional offices: aboriginalaffairs.nsw.gov.au/contact



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The Department of Education Annual Report 2018 is available on the department's website: education.nsw.gov.au.

The department will make the report available in other formats on request.

The department has not incurred any external costs in producing the report.

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