



ANNUAL REPORT 2016

NSW DEPARTMENT OF EDUCATION

LETTER OF SUBMISSION TO MINISTERS

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

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

Dear Ministers

In compliance with the terms of the *Annual Reports (Departments) Act 1985*, the *Public Finance and Audit Act 1983* and Regulations under those Acts, I submit the 2016 NSW Department of Education Annual Report for your presentation to the NSW Parliament.

The report summarises our services, achievements and operational activities for 2016. 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 2016 and appendices as required by legislation.

Yours sincerely



Mark Scott AO
SECRETARY
NSW DEPARTMENT OF EDUCATION
May 2017

TABLE OF CONTENTS

Letter of submission to Ministers	2	Our priorities: At school	22
Table of contents	3	High expectations, closing the gaps	22
Secretary's foreword	4	Quality teaching and leadership	28
About us	5	New and better ways of doing business	31
Our vision	5	Into higher education, work and society	34
Our outcomes	5	Performance report: With Aboriginal people and communities	35
Our priorities	5	Our performance targets	35
Our students	5	Our priorities: With Aboriginal people and communities	36
Aboriginal people and communities	6	The NSW Government plan for Aboriginal affairs (OCHRE)	36
Our organisation	7	Culture and healing	37
Performance report: In early childhood	10	Leadership in government	37
Our performance targets	10	Growing NSW's first economy	37
Our priorities: In early childhood	11	Strengthening governance and capacity	38
High expectations, closing the gaps	11	Strengthening our foundations	38
Quality teaching and leadership	12	Financial statements	39
New and better ways of doing business	13	Financial highlights	39
Performance report: At school	14	Financial statements	41
Our performance targets	14	Appendices	67

SECRETARY'S FOREWORD

In 2016, we embedded our commitment to funding increases for NSW schools in line with the principles outlined in the Review of Funding for Schooling, the 'Gonski' review. We are using the additional resources to help overcome the disadvantage some students face and to support our education system to deliver equitable outcomes for all students – no matter where they go to school.

These evidence-based reforms have included the delivery of substantial funding inside the school gate, a sustained effort to lift the quality of teaching, an overhaul of the teacher remuneration system and a large funding boost to support student wellbeing.

We built on foundations laid five years ago to empower local decision-making in schools so that principals and their school communities can better meet the individual needs of students.

Literacy and numeracy skills provide the passport to success in life. These core skills equip our students to find fulfilling work or further study and participate in society. In 2016, we announced a new state Literacy and Numeracy Strategy with a continued focus on early intervention and more support in secondary schools to ensure NSW students have the essential skills they need for learning and in life.

Our responsibility to the young people of NSW starts in the early years of education. Increased funding in the early childhood education sector has offered greater opportunities for children to attend preschool for 600 hours in the year before they start school. Evidence tells us that students have improved educational outcomes later in life if they have had a quality early childhood education.

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.

Aboriginal Affairs has published the third annual report on OCHRE, which shows more Aboriginal school leavers are transitioning to further study or employment, more Aboriginal people are participating in government decision-making, and more Aboriginal businesses are supplying products and services to government.

A bright note in the year was when our annual Schools Spectacular made history, breaking the Guinness World Record for the world's largest amateur variety act, with 5,500 students from more than 500 schools sharing the stage at Qudos Bank Arena, Sydney Olympic Park, in November.

When children today leave school and enter the demanding world beyond, our success in education will be measured by their ability to live healthy, productive and fulfilling lives. In 2016, we reinforced the foundations for a transformative program of reform in education in NSW. We continue to build on these foundations in the years ahead.



Mark Scott AO
SECRETARY
NSW DEPARTMENT OF EDUCATION

ABOUT US

The Department of Education provides, funds and regulates education services for NSW students from early childhood to secondary school. We regulate and support the early childhood education sector. We deliver a world-class education to more than 781,000 students each year through our public schools and provide funding support to more than 413,000 students in non-government schools. We employ, develop and support teachers, leaders and other staff in public schools to deliver the best outcomes for students.

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

OUR VISION

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

Aboriginal people are determining their own futures.

OUR OUTCOMES

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

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

Aboriginal people have improved social, cultural and economic outcomes.

OUR PRIORITIES

We have high expectations for all and focus on closing gaps in achievement in areas of disadvantage. The NSW Premier's priorities for the state are to grow the economy, deliver infrastructure, protect the

vulnerable, as well as improve health, education and public services across NSW. Included in these is an 8 per cent increase in the proportion of students in the top two National Assessment Program: Literacy and Numeracy (NAPLAN) bands for reading and numeracy. The state priorities also include a 30 per cent increase in the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy.

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

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

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

OUR STUDENTS

Preschool children

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

In 2016, the department provided funding for 733 community-based preschools (including 46 mobile preschools), 2,712 long day care services and 174 vacation care services. The department was responsible for regulating more than 5,500 early childhood services across NSW. These services included 100 department-operated preschools.

Primary and secondary students

Our public schools provide an education for students from preschool through to Year 12. In 2016, more than 781,000 students were enrolled in 2,210 public schools. This represents about two-thirds of all NSW school students.

Our students reflect a diversity of cultural, linguistic and socioeconomic backgrounds from the inner city, outer suburbs of Sydney, regional centres, and rural and isolated communities across NSW.

ABORIGINAL PEOPLE AND COMMUNITIES

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

As at 2015, more than 225,300 Aboriginal people resided in NSW, representing 3 per cent of the NSW population and 30.9 per cent of the Aboriginal population in Australia. NSW's Aboriginal population is expected to grow to more than 282,900 by 2026. According to the 2011 census, 44.6 per cent of the NSW Aboriginal population lived in major cities, 33.7 per cent in inner regional areas, 17.2 per cent in outer regional areas, and 4.5 per cent in remote or very remote areas.

NSW public schools, 2016

2,210 TOTAL NUMBER OF SCHOOLS	113 SCHOOLS FOR SPECIFIC PURPOSES
1,608 PRIMARY SCHOOLS	65 CENTRAL/COMMUNITY SCHOOLS
401 SECONDARY SCHOOLS	23 ENVIRONMENTAL EDUCATION CENTRES

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.

NSW public school enrolments, 2016

781,430 TOTAL FULL-TIME AND PART-TIME PRIMARY AND SECONDARY STUDENTS	302,159 FULL-TIME SECONDARY STUDENTS
779,257 FULL-TIME PRIMARY AND SECONDARY STUDENTS	4,441 PRESCHOOL STUDENTS
477,098 FULL-TIME PRIMARY STUDENTS	2,173 PART-TIME SECONDARY STUDENTS
	707 CHILDREN IN EARLY INTERVENTION CLASSES

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 2016.

NSW public school student profile, 2016

400,548 MALE STUDENTS	56,581 ABORIGINAL STUDENTS
380,052 FEMALE STUDENTS	17,495 STUDENTS IN SUPPORT CLASSES
260,599 STUDENTS WITH A LANGUAGE BACKGROUND OTHER THAN ENGLISH	5,457 STUDENTS IN SCHOOLS FOR SPECIFIC PURPOSES

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, hence 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.

Student-to-teacher ratios in NSW public schools, 2016

14.3 OVERALL STUDENT-TO-TEACHER RATIO	12.5 SECONDARY STUDENT-TO-TEACHER RATIO
15.6 PRIMARY STUDENT-TO-TEACHER RATIO	

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 2016.

Source: Department of Education mid-year census.

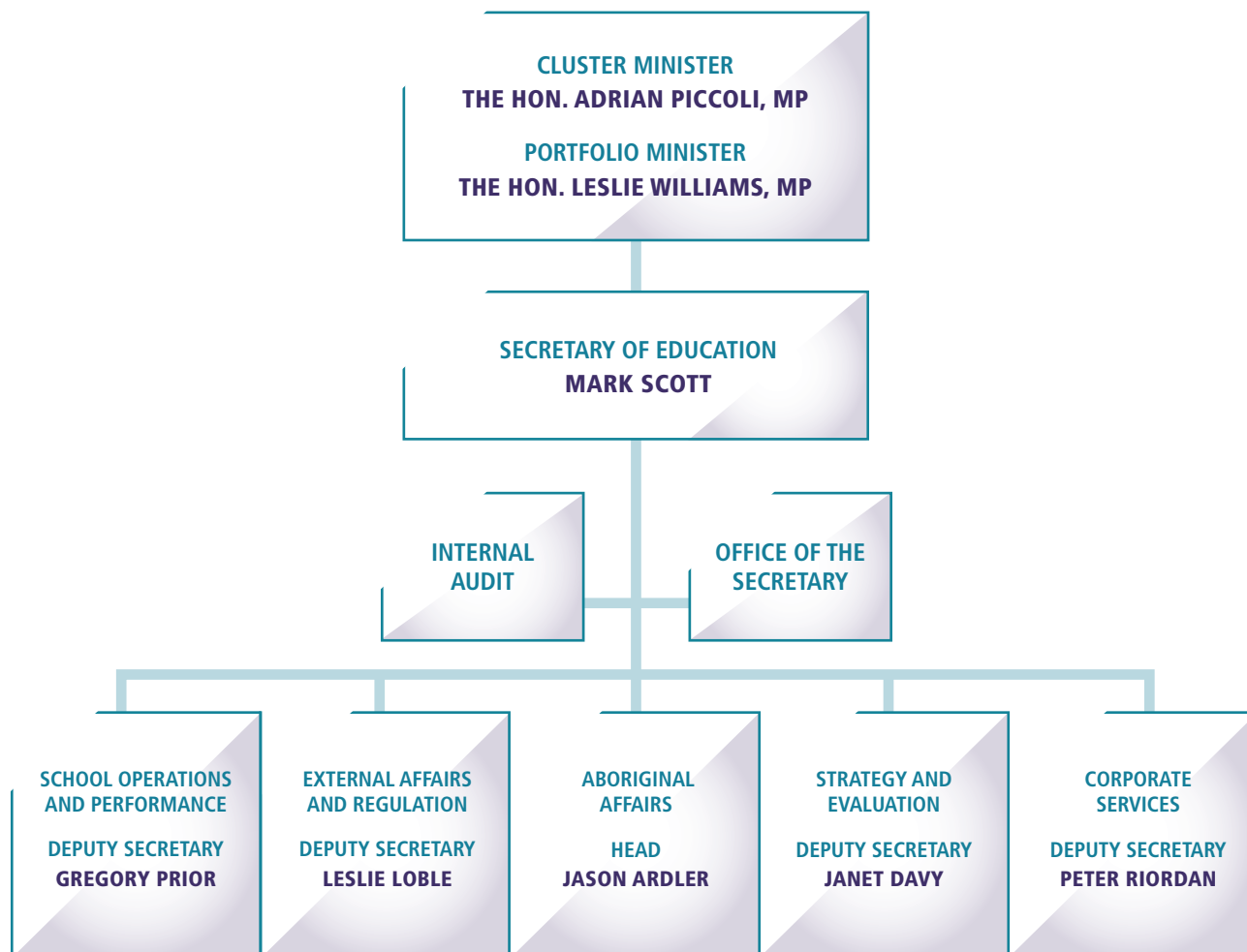
Note: Figures, except for total number of schools, are consistent with ABS Schools Australia (cat 4221.0) counting rules, and ratios are calculated using FTE students and teachers.

OUR ORGANISATION

The department

As at the end of December 2016, 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 2016



School Operations and Performance

School Operations and Performance runs the 2,210 public schools across NSW, helping young people grow into literate, numerate and well-educated citizens.

NSW public school students have access to a strong and differentiated curriculum, led by committed school leaders and delivered by quality teachers.

NSW public schools provide strong foundations in literacy and numeracy. The subject disciplines of English, mathematics, science, history and geography are supported by extensive technology, arts, languages and sports programs, which further develop and enrich students' knowledge and skills.

The division works to ensure that all students have opportunities to excel. It supports students with disability, those learning English as an additional language or dialect, Aboriginal education and training, regional communities and early childhood education. It works closely with key stakeholders including principals' associations, the Aboriginal Education Consultative Group, parents and citizens' associations, the Disability Council, and other organisations with interests in equity and access to education.

The division has also developed innovative partnerships with a number of tertiary institutions to help develop new approaches to teaching and learning.

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

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 Commonwealth and other jurisdictions and leads negotiations over funding arrangements. It is 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 regulates early childhood

services across the state and is responsible for funding preschool service providers as well as advising on early childhood policies and projects.

Aboriginal Affairs

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

Aboriginal Affairs also establishes policy frameworks and partnerships for Aboriginal economic prosperity; promotes effective Aboriginal community governance; and supports cultural identity, language revitalisation and community healing.

Aboriginal Affairs also supports the Minister in the effective administration of the *Aboriginal Land Rights Act 1983*.

Strategy and Evaluation

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

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

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

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

Corporate Services

Corporate Services supports the work of divisions and the delivery of high-quality teaching in schools by ensuring a skilled, productive workforce and efficient operating environment. The division is responsible for:

- recruiting and placing teachers, school administrative and support staff, as well as corporate staff, including best-practice systems for engaging contractors

- developing and negotiating industrial awards and agreements, as well as providing strategic industrial relations advice and analysis
- providing legal support and advice to schools and the wider department, and arranging for the department to be represented before a range of courts and tribunals
- investigating and managing employee conduct and performance issues
- coordinating the allocation, monitoring, reporting and management of financial resources across the department
- planning and delivering capital works, maintenance and infrastructure projects across the state
- ensuring value and efficiency in purchasing and compliance with procurement requirements
- identifying and providing information and communication technologies to students, teachers and staff in schools across the state, and supporting future approaches to teaching
- supporting schools and workplaces to achieve safe working and learning environments for students, staff and visitors
- providing high-level customer service to schools, corporate staff and vendors through the department's shared services environment, EDConnect
- providing specialist support to schools to protect our assets, as well as manage and recover from security-related incidents.
- determine the strategic direction of the department
 - define, guide and review corporate strategy related to election commitments, departmental and whole-of-government priorities
 - ensure the department is responsive to changing community needs and government priorities
- strategic management of the department's performance
 - monitor performance against the department's fiscal strategy
 - monitor the department's service delivery, including its whole-of-government priorities for policy and strategic direction
 - identify, monitor and control risks that may impact on the achievement of departmental objectives
 - consider and determine responses to evaluation findings
 - ensure adequate processes are in place to comply with legislative and financial management requirements
 - foster an appropriate corporate culture consistent with the NSW Public Service Commission's Ethical Framework and Code of Ethics and Conduct
- strategic oversight of key projects.

Internal Audit

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

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

Our governance structure

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

Members of the executive team

In 2016, the executive comprised the following members, who met on a fortnightly basis:

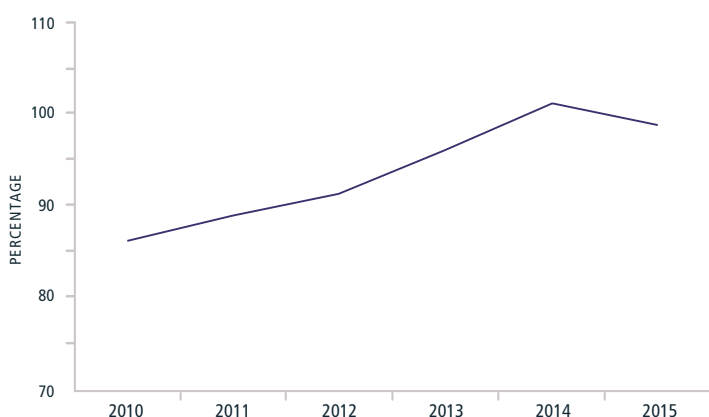
- Mark Scott AO, Secretary, (Chair) (BA, Dip Ed, MA (Syd); MPA (Harv); D.Litt (honoris causa) (Syd); D.Bus (honoris causa) (UNSW); FAICD; FRSN) [Sep-Dec]
- Dr Michele Bruniges AM, Secretary (Chair) (PhD Ed Measurement, MEd, Dip Ed Studies, Dip Teach) [Jan-Apr]
- Peter Riordan, Deputy Secretary, Corporate Services (MBA, MLLR, BCom) [A/Secretary Apr-Aug]
- Gregory Prior, Deputy Secretary, School Operations and Performance (MEd, BEd, Dip Teach)
- Janet Davy, Deputy Secretary, Strategy and Evaluation (MEd, BEd)
- Leslie Loble, Deputy Secretary, External Affairs and Regulation (MPA, BSc)
- Jason Ardler, Head of Aboriginal Affairs (BEd)
- Philip West, Chief Financial Officer (MCom, Grad Dip Bus, Dip Bus)

PERFORMANCE REPORT: IN EARLY CHILDHOOD

OUR PERFORMANCE TARGETS

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

Figure 1: Proportion of children enrolled in a preschool program in the year before full-time school, 2010 to 2015



Source: NSW progress reports under the National Partnership Agreement on Universal Access to Early Childhood Education. Notes: 2015 is the latest agreed figure for this measure. The NSW Government, Australian Bureau of Statistics (ABS) and Australian Government have undertaken recent improvements to data quality for subpopulation measures. As a result, some volatility in the headline data, which is not related to real fluctuations in participation, has led to figures of more than 100 per cent. Under the partnership agreement, performance was measured by the proportion of children enrolled in an early childhood education program in the year before school. The universal access target is associated with a 95 per cent benchmark, which was chosen because attendance at a preschool program is not compulsory.

As part of the National Partnership on Universal Access to Early Childhood Education, the NSW Government has committed to ensuring that children in the year before school have access to high-quality early childhood education. In 2015, 99.0 per cent of children were enrolled in a preschool program in the year before school. Aboriginal children, and vulnerable and disadvantaged children represented 4.6 per cent and 20.6 per cent of all children enrolled in an early childhood education program in NSW, respectively. In 2015, the proportion of these children enrolled in early childhood education in the year before school was 87 per cent and 86 per cent, respectively.

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

IN 2016, 1,187 SERVICES (23 PER CENT) WERE ASSESSED AND RATED, WHICH **EXCEEDS THE REQUIRED BENCHMARK.**

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

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

In 2016, 1,187 services (23 per cent) were assessed and rated, which exceeds the required benchmark.

Source: National Quality Agenda Information Technology System, January 2016. Notes: Under the National Quality Framework, services can be rated at one of five levels ranging from 'Significant improvement required' to 'Exceeding'. A sixth level, 'Excellent', is available on application to the national body, Australian Children's Education and Care Quality Authority.

OUR PRIORITIES: IN EARLY CHILDHOOD

HIGH EXPECTATIONS, CLOSING THE GAPS

Increasing access to preschool

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

Research shows that children who participate in this way are more likely to arrive at school equipped with the social, cognitive and emotional skills they need to engage in learning. The benefits endure well beyond primary school. Higher levels of educational attainment, economic participation and family wellbeing have all been linked to moderate levels of participation in early childhood education.

In 2016, the NSW Government announced the Start Strong funding scheme, allocating an additional \$115 million to support universal access to early childhood education in community preschools and long day care centres. This will help ensure that affordability is not a barrier for families with young children.

A new parent awareness campaign in 2016 – It Makes You Think – also promotes the benefits of participating in early childhood education to parents, and encourages them to enrol their child in an early education program in the year before school. Up to 90 per cent of a child's brain development occurs in the first five years of life, making it a critical window. The campaign website, startstrong.nsw.edu.au, provides an engaging tour of the developing brain of a child. It also presents key research facts, provides information about enrolling in services, and about how the Start Strong program funds early childhood education in NSW.

In 2016, the Preschool Disability Support Program provided targeted funding for more than 2,600 children with disability.

Giving young children the best start at school

In 2016, the department released a refined version of the NSW Transition to School Statement, with the aim of making it easier to use for early childhood educators, families and schools. The statement incorporates the recommendations of an evaluation conducted in 2015 by the Centre for Education Statistics and Evaluation, and will support further implementation across NSW.

Relationships between early childhood services, families and schools are crucial to ensure a positive transition to school. As part of the Multicultural Plan 2016-2018, eight schools engaged with the Beginning School Well initiative to support refugee children and their families as they start school.

The Best Start Kindergarten Assessment was conducted in all NSW public schools, involving 71,138 children and more than 3,700 teachers. This year, 93 per cent of Kindergarten students achieved Level 1 or higher on at least one aspect of the numeracy assessment and 78 per cent achieved Level 1 or higher on at least one aspect of the literacy assessment.

Targeted interventions supported students at risk of not achieving expected literacy and numeracy levels in the early years. The Targeted Early Numeracy initiative resulted in 116 new trainers and 29 lead trainers. More than 10,000 students participated in Reading Recovery, which was delivered by 1,106 teachers. With support from 111 trainers, 2,343 teachers implemented the Language, Learning and Literacy program.

In 2016, the department began developing the Regional and Remote Early Childhood Education Strategy and the Aboriginal Early Childhood Education Strategy, both of which aim to ensure all children are given the best possible start at school, regardless of their background or location. These are due to be finalised in 2017.

Implementing the National Quality Framework

The National Quality Framework aims to improve the quality and consistency of early childhood education across Australia through an integrated approach to the approval, quality assessment and compliance of services. This framework applies to more than 5,300 services in NSW, including long day care, preschool, family day care and outside of school hours care services.

The department accepted the recommendations of the NSW Auditor-General's performance audit report, Early childhood education, released in May 2016.

In 2016, the department cooperated with other jurisdictions to implement changes arising from the review of the National Quality Framework.

In addition, the department has been working with the NSW Department of Planning and Environment to align the state's planning system with the requirements of the *Education and Care Services National Law Act 2010* for the establishment of early childhood centres. The reforms will streamline local planning approval and national law approval processes, generating time and cost savings in setting up new child care centres, or expanding existing facilities. They will be implemented via local planning instruments and policies, which are expected to take effect in early to mid-2017.

At the end of 2016, the department had rated 84 per cent of the more than 5,300 services that fall within the scope of the National Quality Framework. NSW accounts for approximately 35 per cent of the early childhood sector in Australia, and has conducted the highest number of assessments and ratings nationally.

The department also monitors compliance with legislative requirements, investigates complaints and responds to incidents. In 2016, these activities involved more than 2,700 compliance visits to services, 30,000 telephone enquiries, 8,800 email enquiries and dealing with more than 3,900 applications and 16,600 notifications from approved service providers.

To ensure that quality remains a focus, the department has implemented a number of improvements. These include a structured methodology system for conducting assessments and ratings, streamlining approvals processes, and a new policy to improve safety and quality outcomes for children in outside of school hours care services on departmental school sites.

QUALITY TEACHING AND LEADERSHIP

Building the knowledge and skills of early childhood educators

The Rural and Remote Early Childhood Teaching Scholarship program, established in 2015, recognises the importance of having qualified teachers to deliver quality early childhood education. 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. Over the period 2016 to 2019, up to 30 scholarships are available each year, offering up to \$10,000 to assist with study costs. In 2016, the department awarded all 30 scholarships.

During 2016, the department developed 10 courses, registered by the Quality Teaching Council, to help maintain the accreditation of early childhood educators. The department worked with the NSW Education Standards Authority (NESA, formerly the Board of Studies, Teaching and Educational Standards [BOSTES]) and early childhood agencies to develop the Proficient Teacher Evidence Guide for Early Childhood Teachers.

To increase Aboriginal participation in early childhood education, the department engaged Ngroo Education through the 2015-16 Sector Development Program. Early childhood directors and educators received support and resources to help them engage Aboriginal communities and families. This included training on reducing barriers to access, building relationships with local Aboriginal communities and families, and mentoring by an Aboriginal Elder or community member.

NEW AND BETTER WAYS OF DOING BUSINESS

Reforming the funding of early childhood education

The additional \$115 million in funding that is available through Start Strong (as discussed on page 11) includes \$85 million for community preschools. The extra funding adds to the \$150 million already allocated under the Preschool Funding Model, making 600 hours of early childhood education more affordable for all families. It also includes \$30 million towards supporting the most disadvantaged children in long day care centres. This extra funding will remove most of the fees for Aboriginal children and children from disadvantaged backgrounds.

The Start Strong reform responds positively to the 2016 NSW Auditor-General's performance audit recommendation for a refined funding approach for the community preschool and long day care sector. The refined model better targets funding to vulnerable and disadvantaged children who need it most, while encouraging 600 hours of participation for all children in the year before school.

Under Start Strong, per-child base funding rates will increase across all socioeconomic bands, starting at \$4,250 and increasing to \$6,600 for services in the most disadvantaged areas. This means that the vast majority of services will see an increase to their funding in 2017, growing financial sustainability in the sector and ensuring that preschools continue to provide early childhood education to children across NSW.

Working in close partnership with Community Child Care Cooperative and Community Connections Solutions Australia, the department delivered a regional roadshow series on Start Strong across NSW during October and November. These information and training sessions were aimed at early childhood service providers.

Preschool Partnership Pilot

During 2016, the department implemented the Preschool Partnership Pilot. This initiative is part of the NSW Government's election commitment to provide additional support for public schools to partner with early childhood providers to co-locate facilities. The two pilots, which aim to identify opportunities for collaboration and connection, are located in Tamworth (Hillvue) and the inner west of Sydney.

The Hillvue Public School Early Learning Engagement Centre supports collaboration and connection between early childhood and primary school teachers and a range of community services. It aims to assist transition to school, using the Transition to School Statement, as well as promote the importance of attendance in quality preschool education.

The Inner West Virtual Community of Practice (IWVCoP) promotes a smooth transition to school by enhancing connections, strengthening collaboration and supporting continuity between early childhood services and schools. The IWVCoP also aims to foster a shared understanding of the importance of early learning between organisations.

In July 2016, the IWVCoP established an online forum to stimulate discussions on transition to school measures. It also aimed to share strategies to support vulnerable and disadvantaged communities, and trial the use of technology for recording and exchanging information in the transition to school process.

An advisory group, established in 2016, supports the IWVCoP. This group comprises academic practitioners; early childhood peak bodies and services; public, independent and Catholic primary schools; NSW Health; community health centres; local councils; and multicultural, refugee and other community services.

The department will evaluate both pilots in 2017.

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 fund is administered by the department and guided by a cross-sectoral steering committee, which includes representatives from the Catholic Education Commission NSW and the Association of Independent Schools of NSW.

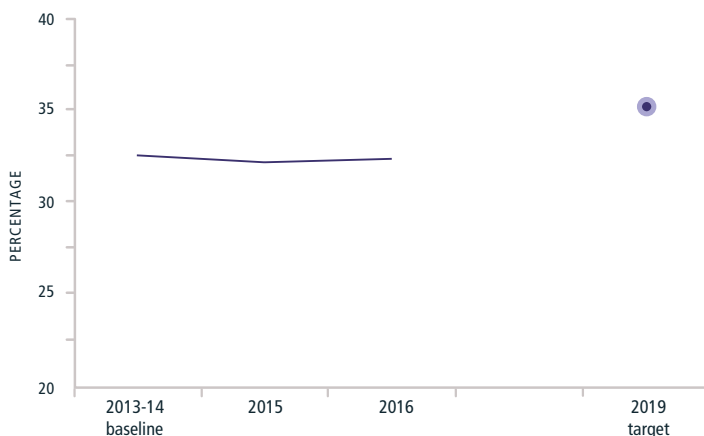
In 2016, schools without an outside of school hours care service were able to use the funding to create a new service. Schools and councils with an existing service were able to expand their service. Successful applicants presented a need for increasing the number of approved places and showed the potential to meet the regulator requirements for doing so, including the identification of a suitable site.

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 2.1: Overall proportion of students in the top two NAPLAN bands in reading and numeracy, 2016 compared to baseline



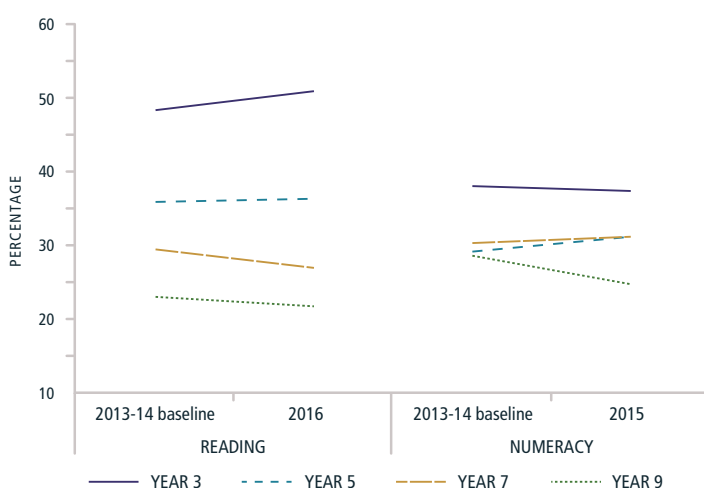
Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016. Note: The baseline is an average of 2013 and 2014 results.

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 2016, the overall proportion of NSW students achieving in the top two performance bands was 32.5 per cent. The 2016 result is consistent with previous years. It remains slightly below the 2013-14 baseline but slightly above the 2015 result.

NAPLAN top two band results are expected to improve over the next four years as NSW implements a range of educational and funding reforms. The target for 2019 is achievable.

Figure 2.2: Proportion of NSW students in Years 3, 5, 7 and 9 in the top two performance bands for reading and numeracy, 2016 compared to baseline



Source: ACARA, NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016. Note: The baseline is an average of 2013 and 2014 results.

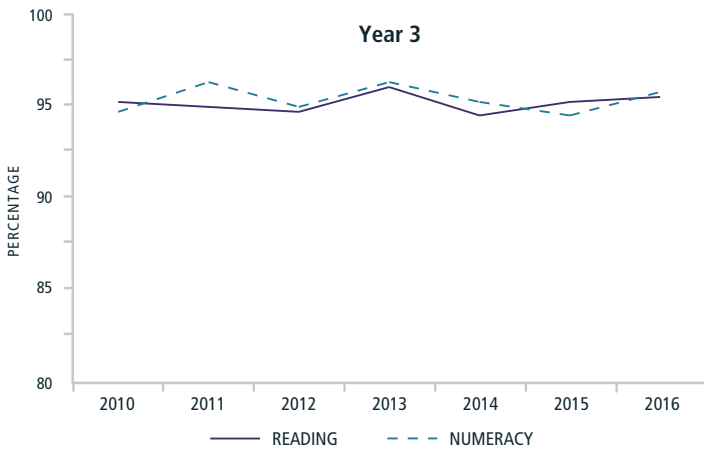
In 2016, the proportion of students in the top two reading bands was above the 2013-14 baseline for Year 3, similar to the baseline for Year 5, but below the baseline for Years 7 and 9.

For numeracy, the 2016 proportion of students in the top two bands was above the baseline for Years 5 and 7, similar to the baseline for Year 3, but 3.7 percentage points below the baseline for Year 9.

The changes between the baseline and 2016 results are within the bounds of previous year-to-year variation in the proportion of students in the top two NAPLAN bands, and largely reflect the pattern at the national level.

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

Figure 3.1: Proportion of NSW students in Year 3 at or above the national minimum standard for reading and numeracy, 2010 to 2016



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

For both reading and numeracy over the period 2010 to 2016, the proportion of NSW students at or above the national minimum standard showed no substantial change for all year levels.

Figure 3.2: Proportion of NSW students in Year 5 at or above the national minimum standard for reading and numeracy, 2010 to 2016

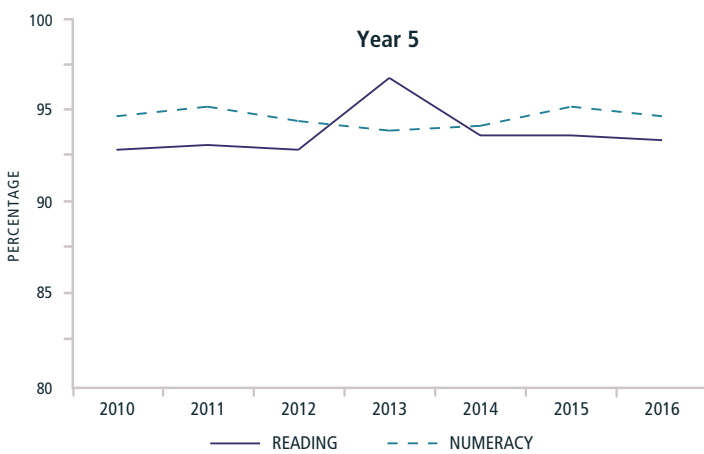


Figure 3.3: Proportion of NSW students in Year 7 at or above the national minimum standard for reading and numeracy, 2010 to 2016

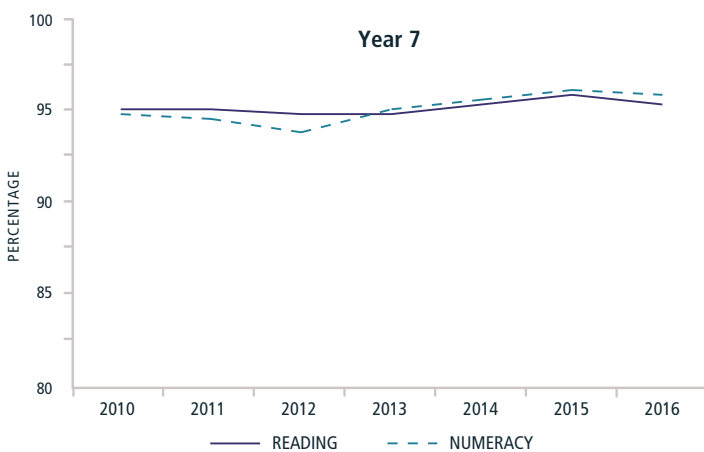
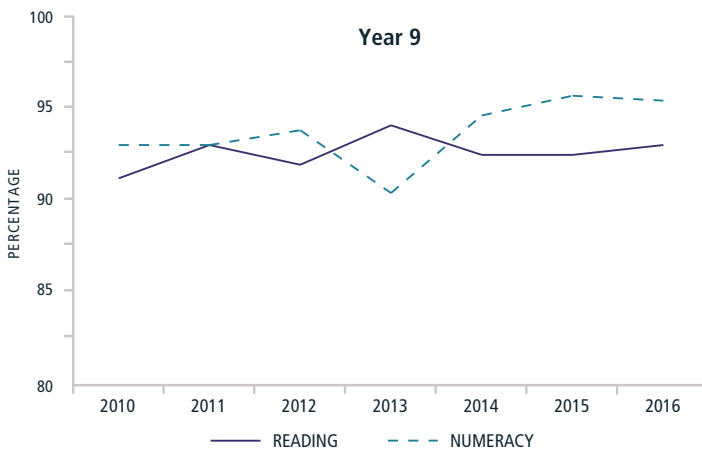


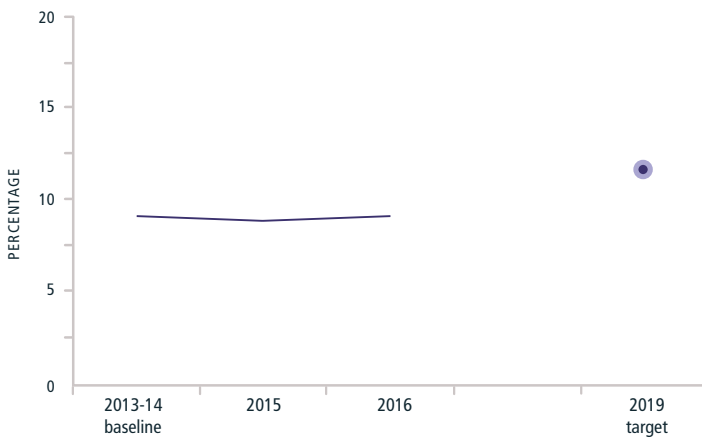
Figure 3.4: Proportion of NSW students in Year 9 at or above the national minimum standard for reading and numeracy, 2010 to 2016



Source: ACARA, NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016.

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

Figure 4: Overall proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy, 2016 compared to baseline



Source: ACARA, NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016. Note: The baseline is an average of 2013 and 2014 results.

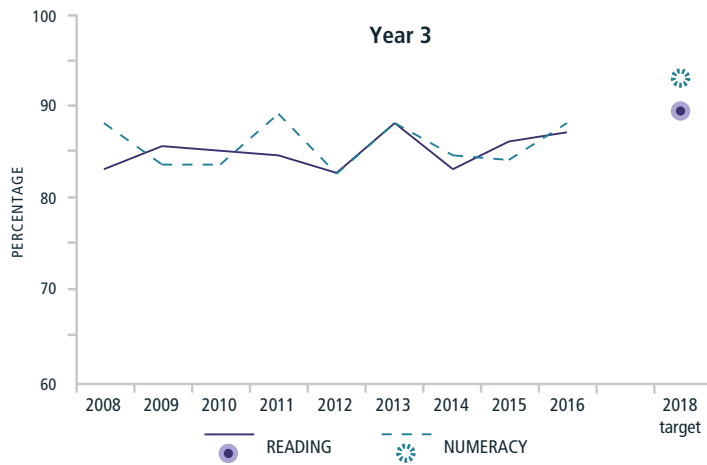
This target is a state priority for education.

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 2016, the overall proportion of Aboriginal students achieving in the top two performance bands was 9.1 per cent, equal to the 2013-14 baseline and up from 8.9 per cent in 2015.

NAPLAN top two band results for Aboriginal students are expected to improve over the next four years as NSW implements a range of educational and funding reforms, including a number of specific strategies for Aboriginal students. The target for 2019 is achievable.

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

Figure 5.1: Proportion of NSW Aboriginal students in Year 3 achieving at or above the national minimum standard in reading and numeracy, 2008 to 2016



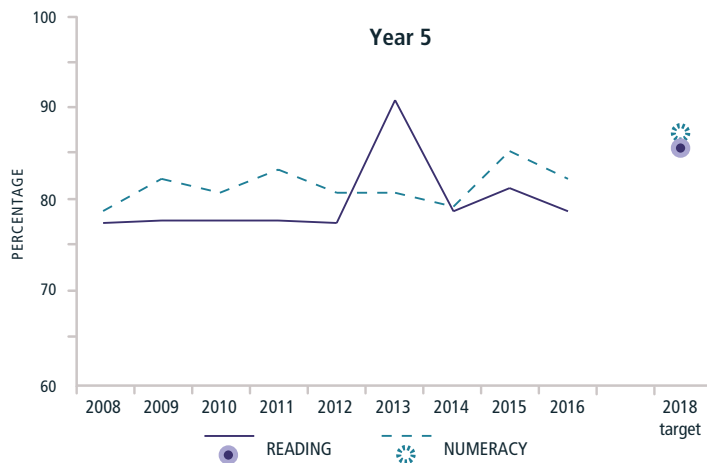
This is a Council of Australian Governments (COAG) target.

For reading, over the period 2008 to 2016, the proportion of NSW Aboriginal students meeting or exceeding the national minimum standard showed an increase for Year 3 and no statistically significant change for Years 5, 7 and 9.

There was no increase in the proportion of NSW non-Aboriginal Year 3 students meeting or exceeding the national minimum standard from 2008 to 2016 for reading. This contrasts to the increase in Year 3 reading for NSW Aboriginal students.

For numeracy, over the period 2008 to 2016, the proportion of NSW Aboriginal students meeting or exceeding the national minimum standard showed no statistically significant change for all year levels.

Figure 5.2: Proportion of NSW Aboriginal students in Year 5 achieving at or above the national minimum standard in reading and numeracy, 2008 to 2016



There was an increase in the proportion of NSW Aboriginal Year 3 students meeting or exceeding the national minimum standard for numeracy from 2015 to 2016. The 2016 proportion was similar to the proportion in 2008.

The 2016 reading and numeracy results are consistent with previous years' results and reflect the volatility in the underlying measures.

Figure 5.3: Proportion of NSW Aboriginal students in Year 7 achieving at or above the national minimum standard in reading and numeracy, 2008 to 2016

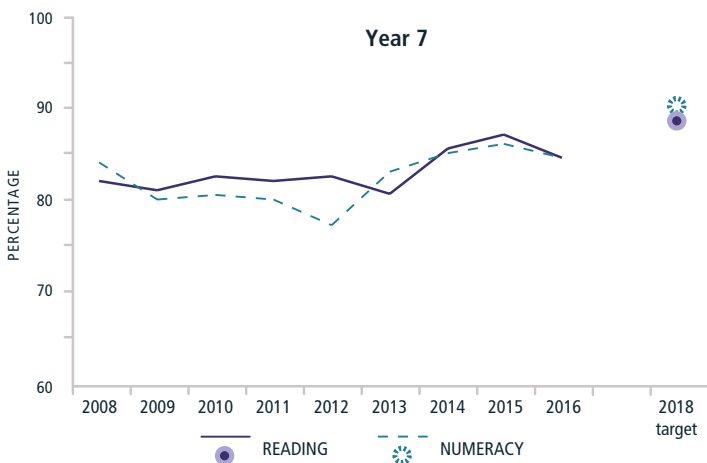
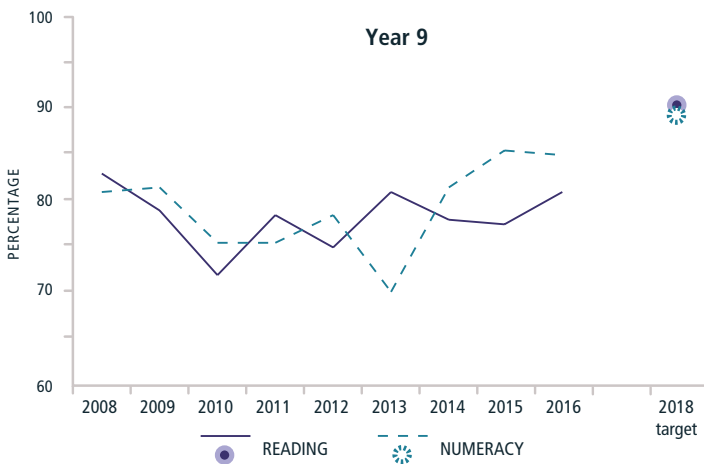


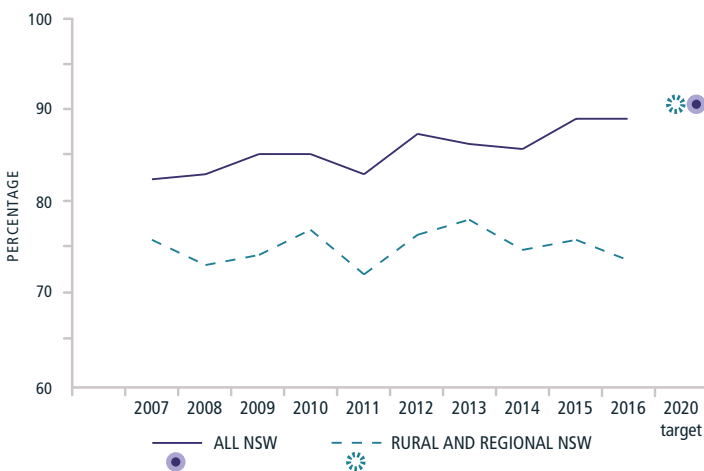
Figure 5.4: Proportion of NSW Aboriginal students in Year 9 achieving at or above the national minimum standard in reading and numeracy, 2008 to 2016



Source: ACARA, NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2016.

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

Figure 6: Proportion of 20-to-24-year-olds who have attained a Year 12 or AQF qualification at certificate III or above, 2007 to 2016



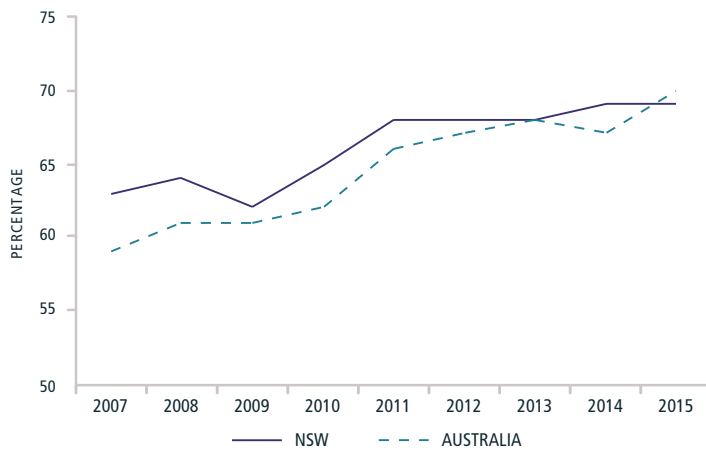
This is a COAG target.

The overall proportion of young people completing a Year 12 or Australian Qualifications Framework (AQF) qualification at certificate III or above increased to 88.6 per cent in 2016. The proportion of young people living in rural and regional NSW attaining an equivalent qualification decreased slightly in 2016 to 72.9 per cent.

Source: Australian Bureau of Statistics (ABS), Survey of Education and Work (cat. 6227.0). Notes: Rural and regional attainment data are calculated from a sample survey for which there is a known standard error. The ABS has advised that year-to-year fluctuations are to be expected because of sampling variability. Care needs to be taken with the interpretation of survey data as high standard errors can mean differences from year to year are not statistically significant. The ABS has re-based some NSW figures; the 2014 and 2015 NSW rates are therefore different from figures published in the 2015 Annual Report.

Improve Year 12 completion rates for students in disadvantaged areas

Figure 7: Year 12 completion rates for students living in low-socioeconomic areas, 2007 to 2015



Source: Productivity Commission, Report on Government Services (2017), Steering Committee for the Review of Government Service Provision. Note: 2016 data will be available in 2018.

Since 2007, the proportion of NSW students living in low-socioeconomic areas who have completed Year 12 has increased from 63 per cent to 69 per cent. Over the same period, the national average has increased to 70 per cent.

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

Figure 8.1: The gap in Year 12 or equivalent attainment for Aboriginal 20-to-24-year-olds, 2006 to 2016

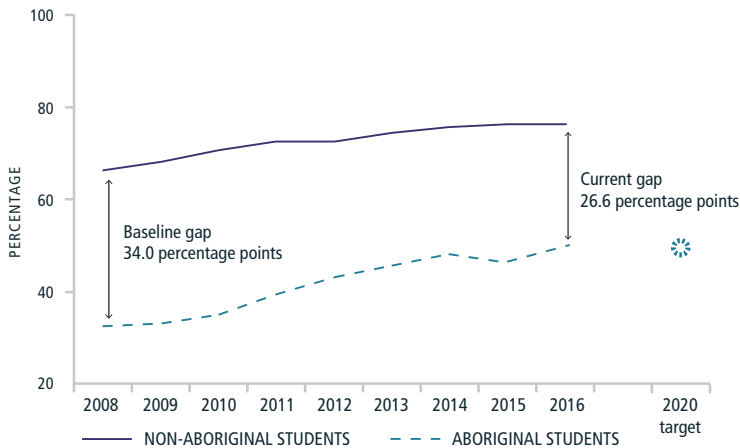


Sources: Aboriginal attainment rates are sourced from the five-yearly national Census of Population and Housing, ABS. The ABS is yet to release 2016 census data. All student attainment data are sourced from the annual ABS Survey of Education and Work (cat. 6227.0).

This is a COAG target.

In 2011, 55.9 per cent of young Aboriginal people had attained Year 12 or an equivalent qualification. While this is an increase of more than six percentage points between the 2006 and 2011 census collections, significant and sustained effort is required if we are to achieve the 2020 target of 66.8 per cent.

Figure 8.2: Year 7 to Year 12 apparent retention for Aboriginal and non-Aboriginal students, 2008 to 2016



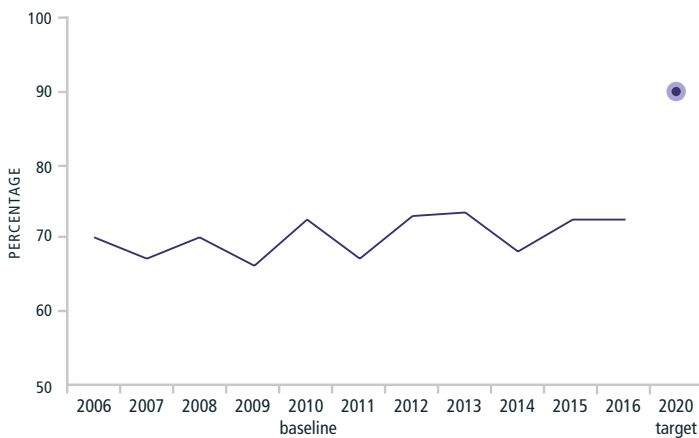
Source: ABS Schools Australia (cat. 4221.0). Notes: Apparent retention measures the extent to which students in NSW public schools progress to their final year of schooling. The term 'apparent' is used because the measurement is based on the total number of students in each year level compared to the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

Since the school-leaving age was raised to 17 in 2010, school retention rates have increased for all NSW students across Years 7 to 12. The retention rate for Aboriginal students increased from 32.2 per cent in 2008 to 48.4 per cent in 2014, then declined to 46.5 per cent in 2015. However, in 2016 the retention rate rose by 3 percentage points to 49.5 per cent.

The 2020 halving-the-gap target of 49.2 per cent was set in 2008. At this time the Aboriginal retention rate was 32.2 per cent and the non-Aboriginal retention rate was 66.2 per cent, giving a baseline gap of 34.0 percentage points. The 2020 target was set as 32.2 per cent plus 17 per cent (half of the baseline gap), assuming the retention rate for non-Aboriginal students would remain constant. The retention rates in 2016 for Aboriginal and non-Aboriginal students are 49.5 per cent and 76.1 per cent, respectively, giving a gap of 26.6 percentage points. As only around half of Aboriginal students remain at public schools until Year 12, the gap remains significant, with scope for further improvement.

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

Figure 9: Proportion of 15-to-19-year-old school leavers fully participating in education, training and/or employment, 2006 to 2016



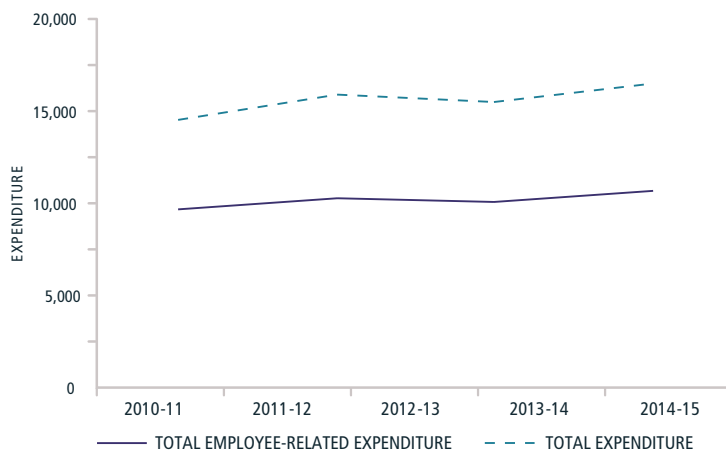
Source: ABS, Education and Work, Australia, (cat. 6227), additional data cubes. Note: Care needs to be taken with the interpretation of survey data as high standard errors can mean that differences from year to year are not significant.

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

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

Government recurrent expenditure per student in government schools

Figure 10.1: Government recurrent expenditure on staff per full-time equivalent (FTE) student in NSW Government schools, 2010-11 to 2014-15



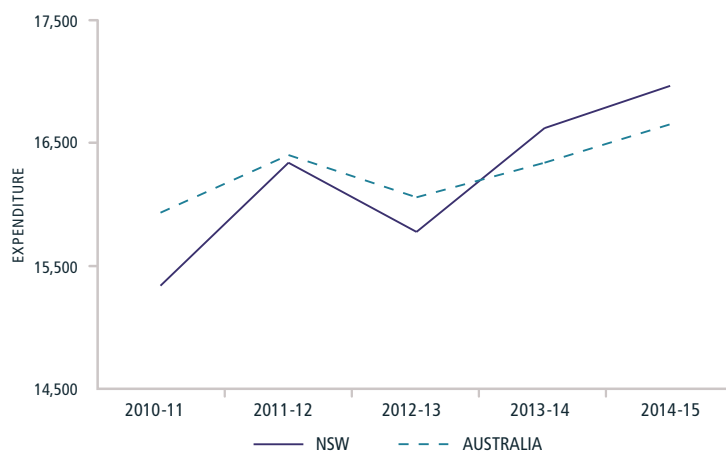
Source: Table 4A.13 2017, Tables 4A.14 2016, 2015 and 2014, and Table 4A.12 2013 Report on Government Services – Chapter 4 School Education. Note: Nominal values, expressed in dollars of the subject year.

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 2014-15.

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

Figure 10.2: Government recurrent expenditure per FTE student in NSW Government schools, 2010-11 to 2014-15



Source: Table 4A.11 2017 Report on Government Services – Chapter 4 School Education; Education Council NSSC financial collection (unpublished); Tables 4A.6-7. Notes: Expenditure includes user cost of capital and in-school and out-of-school expenditure. Expressed in dollars of the year 2014-15.

The 2016 Report on Government Services indicated that real expenditure per NSW public school student is increasing. In 2013-14 and in 2014-15, expenditure per FTE student in NSW public schools exceeded the Australian average.

OUR PRIORITIES: AT SCHOOL

HIGH EXPECTATIONS, CLOSING THE GAPS

School excellence

The School Excellence policy was released at the beginning of the 2016 school year, providing direction for schools to lead ongoing improvement through school planning, self-assessment, annual reports and external validation.

Underpinning this policy, the School Excellence Framework supports all NSW public schools in their pursuit of excellence by providing a clear description of the key elements of high-quality practice across learning, teaching and leading. Schools use the framework to make informed and consistent judgements about their progress and to incorporate any adjustments to their three-year school plan.

In 2016, the department introduced software designed to streamline planning and reporting processes. The new School Planning and Reporting Online (SPaRO) software provides an online integrated process for schools to efficiently plan, self-assess and report. The school annual report features a summary of the impact of key strategies, as well as the school's self-assessment of its progress using the School Excellence Framework.

The approach to school excellence includes an external validation of ongoing self-assessment practices. Beginning in 2016, an annual representative sample of 20 per cent of schools will undergo an external validation of their self-assessment using the School Excellence Framework. An independent panel comprising a principal, school leadership, and a peer principal leads this process. In 2016, 439 schools participated.

Ensuring the safety, welfare and wellbeing of our students

Following the release of the Wellbeing Framework for Schools in 2015, all public schools in NSW must develop a planned approach to support their students' wellbeing. The department developed a wellbeing self-assessment tool to help schools and their communities use the framework, which a small number of schools piloted during 2016. The resource will be available to all NSW public schools in 2017.

The Wellbeing Framework for Schools is complemented by Supported Students, Successful Students, a comprehensive package of support for public schools. Announced in 2015, this package invests \$167 million to increase counselling and wellbeing services in public schools across NSW.

In 2016, the department established an additional 236 school counselling positions in public schools across NSW, increasing the total from 790 to 1,026 positions.

The department has developed a school counselling employment pathway to employ school psychologists without teaching qualifications. To encourage psychology graduates to enter the school counselling service, the department offers a comprehensive package of rural and metropolitan scholarships.

The Supported Students, Successful Students package also provides \$4 million over four years to provide access to specialist counselling services for refugee students and their families who have experienced trauma. The department has established two state-wide teams to lead and manage this important work.

The package also includes \$51.5 million over four years for flexible funding, which is equivalent to 200 student support officer positions. During 2016, 381 schools received \$12.4 million, enabling school communities to choose wellbeing services that meet the needs of their students, including student support officers, classroom teachers supporting wellbeing, and community liaison officers.

An investment of \$15 million over four years will support the implementation of Positive Behaviour for Learning in public schools across NSW. This program supports schools to develop and implement a comprehensive whole-school approach to wellbeing. It also helps students develop the skills necessary to meet high standards for respectful, safe and engaged behaviour. Positive Behaviour for Learning teams have been established to support schools implementing this approach. In 2016, these teams delivered professional learning and support to more than 1,000 schools.

To further enhance what is already available in schools to support students and their families, the department's 21 networked specialist centres bring together health and wellbeing services to help schools support students with complex needs. Of these, 15 are located in regional, rural and remote locations.

Centre facilitators establish and maintain relationships between agencies, and build a sustainable network of specialist support services for schools. They allow other agencies to connect with the NSW Department of Education about complex matters.

The department's Child Wellbeing unit continues to build schools' capacity to respond to child protection concerns. In 2015-16, the unit responded to more than 13,830 contacts to facilitate appropriate responses for student safety, welfare and wellbeing. It worked in partnership with health, police, family and community services, and non-government organisations to identify students who were most at risk, and coordinated responses across agencies.

Supporting students with disability, learning and behavioural difficulties

More than 105,000 students enrolled in NSW public schools receive personalised learning and support because of disability. In 2016, the department allocated \$246 million to schools to support the additional learning needs of students under the Resource Allocation Model. This equity loading for low-level adjustment for disability provides schools with access to a specialist learning and support teacher, as well as flexible funding based on student need. In addition, the department provided targeted assistance for more than 8,160 students with disability in regular classes through the Integration Funding Support program.

In 2016, more than 2,860 specialist support classes were provided in regular schools and schools for specific purposes, supporting more than 21,500 students. The department worked with a stakeholder advisory group to look at the way schools establish these classes and how students access them. The group will use knowledge gained from this work to develop new approaches that enable greater flexibility and local management.

The department's specialist itinerant teachers supported more than 2,300 students with vision or hearing impairment. The Braille and Large Print Service continues to support more than 450 vision-impaired students.

All NSW public schools participated in the Nationally Consistent Collection of Data on students with disability in 2016, the second year of full implementation. This will further strengthen students' personalised learning and support. The department provides ongoing support for school staff through resources, targeted professional learning and helpdesk support.

In 2016, more than 5,730 staff completed 11,376 accredited training courses on the Disability Standards for Education. In addition, more than 3,000 teachers completed specialist accredited training courses in key areas of student need including autism, behaviour and dyslexia. A new course on personalised learning and support has been well received, with more than 1,800 completions since its release in late 2015.

Every Student, Every School continues to offer scholarships for teachers to undertake further tertiary study for teaching students with disability. Since 2012, 157 teachers have completed a master's degree through this program, and 108 teachers are currently enrolled.

The department is supporting the progressive rollout of the National Disability Insurance Scheme (NDIS) in NSW, which began on 1 July 2016. An NDIS Transition Team provides professional development to staff and helps to resolve operational issues affecting schools. The department is an active participant in NSW Government discussions on NDIS design and implementation.

The department welcomed the 2016 NSW Auditor-General's performance audit report, Supporting students with disability in NSW public schools. The department accepted all 13 audit recommendations and is working towards their implementation in accordance with the audit timeframes.

The Auditor-General has acknowledged the important reforms that are in progress to improve education for all students in NSW public schools and identified positive examples of ways in which students with disability are being supported in schools. The audit recommendations encourage the department to build on current reforms and further strengthen personalised learning and support for students with disability. This includes a new website – released in December 2016 – with improved information for parents about support for students with disability, as well as increasing the numbers of teachers completing relevant training, and exploring ways to meet the behavioural needs of students with disability.

Closing the gap in educational outcomes for Aboriginal students

During 2016, the department focused on closing the gap in education between Aboriginal students and the broader student population. Driving forces include the government's state priority to increase the proportion of Aboriginal students in the top two NAPLAN bands

for reading and numeracy by 30 per cent by 2019, the results of the Closing the Gap Prime Minister's Report 2016, and the department's ongoing commitment to the principles of the National Aboriginal and Torres Strait Islander Education Strategy 2015.

Every NSW public school with enrolled Aboriginal students receives targeted funding through the Resource Allocation Model. In 2016, the model's equity loading provided \$52.4 million to meet the learning needs of approximately 55,000 Aboriginal students in 1,997 NSW public schools. This included personalised learning support funding for more than 2,300 Aboriginal students in 701 schools identified as being at or below the national minimum standard in reading and numeracy. Individual sponsorship funding also provided tutoring and mentoring for more than 5,500 Aboriginal students in 398 schools in Years 11 and 12. Schools have also developed Personalised Learning Pathways plans with Aboriginal students, which contain mandatory literacy and numeracy components, and involve the parents and carers of Aboriginal students in their development.

The department continues to maintain its strong partnership with the NSW Aboriginal Education Consultative Group, the peak advisory community body for Aboriginal education matters in NSW. In 2016, this included collaborating on the coordination of three science, technology, engineering and maths (STEM) camps designed to encourage greater participation in STEM subjects. These were delivered in partnership with the NSW Aboriginal Education Consultative Group and the Chair of the Aboriginal and Torres Strait Islander Mathematics Alliance. In all, 235 Aboriginal students from across 68 NSW public schools attended the camps.

The department partners with the Clontarf Foundation to encourage male Aboriginal students in Years 7 to 12 who are at risk of not attending school to re-engage with education. The foundation aims to improve the education, life skills, wellbeing and employment prospects of Aboriginal boys. In 2016, approximately 1,380 students participated in this initiative.

Connected Communities

Connected Communities is an innovative strategy to improve educational and social outcomes, particularly for Aboriginal students but also for all young people. Implemented in 15 schools in 11 of the most complex communities in NSW, the strategy has made noticeable progress towards achieving its key deliverables and to ensure a high standard of education.

Since 2013, the department's Centre for Education Statistics and Evaluation has been evaluating the strategy, with the final report due in 2018. An interim evaluation report published in February 2016 indicates some early gains. These include a greater focus on Aboriginal language and culture, increased programs to support transition to school, local school reference groups in place at all schools, partnerships with local health services, and programs to encourage further learning or pathways to employment. The department has addressed all recommendations from the interim report.

The department has established transition centres at Coonamble and Taree high schools, as well as a Learning Centre at Boggabilla Central School, in conjunction with agency partners. These centres target students who are chronic non-attenders and those transitioning back into school from long-term absences.



A \$35 MILLION CAPITAL WORKS PROGRAM HAS DELIVERED SIGNIFICANT UPGRADES TO CONNECTED COMMUNITIES SCHOOLS.

In 2016, attendance for Aboriginal primary students in Connected Communities schools is 1.6 percentage points higher than the 2012 baseline. Over this period, the gap in attendance between primary students across Connected Communities schools and all primary students across NSW public schools has closed from 8.9 to 7.7 percentage points.

A \$35 million capital works program has delivered significant upgrades to Connected Communities schools. Moree East Public, Walgett Community College Secondary Campus and Brewarrina Central School now boast inspiring learning spaces that support 21st century education.

Figure 11: Aboriginal Language and Culture Nests, 2016

Language	Communities
North West Wiradjuri	Dubbo, Narromine, Peak Hill, Trangie, Gilgandra, Wellington and Mudgee
Gumbaynggirr	Coffs Harbour area and surrounds including the Clarence Valley, Glen Innes and Nambucca
Bundjalung	Lismore area and surrounds
Paakantji	Broken Hill, Wilcannia, Menindee, Bourke, Mildura and Coomealla
Gamilaraay/Yuwaalaraay/Yuwaalayaay	Lightning Ridge and surrounds including Moree, Walgett and Brewarrina

The department is currently implementing a healing and wellbeing model for Connected Communities schools to address current and past trauma for Aboriginal students. The model integrates support for staff, students and the local community. In 2016, the department consulted with school staff about the support they need to help students and to review schools' student welfare staffing needs. The department liaised with TAFE NSW about developing and delivering a certificate IV course in youth work, which is designed to help build the skill base and knowledge of Aboriginal community members working with Aboriginal youth and young children. This course will be implemented during 2017.

In 2016, the department focused on increasing interagency collaboration, facilitating interagency forums and consulting with Connected Communities schools to identify challenges and solutions, and to strengthen services for students and their families. In 2017, the department will continue to implement the healing and wellbeing model, and bolster local interagency support through initiating local service level agreements and consolidating the schools as service hubs.

Increasing access to Aboriginal languages

Through its Aboriginal Education Policy, the department works in partnership with the NSW Aboriginal Education Consultative Group and Aboriginal communities to implement Aboriginal languages programs in schools. Learning an Aboriginal language strengthens Aboriginal students' identity and pride. The stronger a student's cultural identity, the better they engage in learning.

The department encourages schools to partner with the local Aboriginal community and implement an Aboriginal language program as part of their school curriculum.

Aboriginal Language and Culture Nests operate within participating schools, providing Aboriginal students and their families with a continuous pathway of learning, from preschool to Year 12 and into tertiary education. They offer Aboriginal students a new opportunity to consider language teaching as a vocation.

The nests are integral to the department's efforts to increase access to Aboriginal languages, and form part of the NSW Government's OCHRE (opportunity, choice, healing, responsibility, empowerment) initiative. They provide communities with opportunities to revitalise, reclaim and maintain their languages in partnership with schools, TAFE NSW, universities and other community language programs.

The department contracts the NSW Aboriginal Education Consultative Group to manage and resource Keeping Place services, physical or virtual, for the nests. This involves establishing nest reference groups, which include members of local communities, to ensure that decisions about Aboriginal language teaching are community-driven, and to explore creative solutions about the sustainability of the Keeping Places.

By the end of 2016, 65 schools and educational facilities were engaged in the Aboriginal Language and Culture Nests, with more than 5,300 students learning an Aboriginal language.

Supporting students learning English as an additional language

In 2016, the Resource Allocation Model funded 896 full-time teaching positions, and provided \$24 million in flexible funding, to support approximately 156,000 students learning English as an additional language or dialect.

In 2015-16, the department allocated \$23.7 million to support newly arrived students, including more than \$2.3 million allocated to schools in 2016 as targeted funding to support 3,586 recently arrived refugee

students. In addition, more than 4,800 newly arrived students received intensive English tuition through the New Arrivals Program, intensive English centres and the Intensive English High School.

More than 2,100 teachers and staff in NSW public schools attended professional learning programs to help them meet the educational needs of students learning English as an additional language or dialect, and refugee students. Teacher networks continued to support teachers and leaders across the state. The department established two teacher networks in Holroyd and Fairfield to help teachers deliver refugee education. In addition, two new student support teams provided counselling services for schools and helped school counsellors support refugee students and their families.

Supporting students from rural, remote and disadvantaged communities

The department has been implementing the strategies in Rural and Remote Education: A blueprint for action for three years. The blueprint is a detailed plan to improve student learning in rural and remote public schools across NSW. The department's Centre for Education Statistics and Evaluation conducted a review of the actions, and published an interim report in October 2016.

The first Rural and Remote Education conference was held in Bathurst in May 2016 to support professional collaboration and conversations about teaching practice in rural and remote areas.

In 2016, Aurora College completed its second year of operation. The college is a partially selective school for students living in regional and rural NSW. Students connect with their teachers and classmates in timetabled lessons to complete core subjects in Years 7 to 10, and specialist subjects in Years 11 and 12, through a virtual learning environment. This comprises web-conferencing software, a learning management system, and a range of cutting-edge online communication and collaboration tools.

The close link between these technologies and the technology infrastructure available in public schools enables these students to connect with resources outside their community and provides for enhanced teaching, student understanding and engagement. Additional mentoring opportunities and master classes are key features of both the online and residential school programs.

Funding of \$60,000 from the Rural and Remote strategy meant that rural and remote schools were able to overcome the barriers of isolation and ensured strong representation at the science, technology, engineering and mathematics showcase in Sydney. In all, 56 teachers from 18 schools were part of the 400-strong attendance by industry representatives and teachers from all school sectors.

During 2016, the department worked with the Cross Border Commissioner to resolve or mitigate a range of difficulties that schools near the borders of Queensland, Victoria and the Australian Capital Territory face. One outcome is reducing red tape for interstate staff travel. Students in border communities now have better access to learning activities, and staff to professional learning. As a result of his involvement with the department's working group, the commissioner has included education-related issues in the memoranda of understanding between NSW and Queensland, and NSW and the Australian Capital Territory.

Improving basic literacy and numeracy standards

The department maintained its commitment to achieving the Premier's priority target to increase the proportion of NSW students in the top two NAPLAN bands by 2019.

The Early Action for Success strategy helps to improve the literacy and numeracy performance of students in the early years of school. In 2016, 310 schools took part in the strategy, with support from 225 instructional leaders. The schools regularly collect data and monitor progress against the department's literacy and numeracy continuums. Teachers and instructional leaders tailor learning programs for students.

In September 2016, the government announced the NSW Literacy and Numeracy Strategy 2017-2020, which commits an additional \$340 million to maintain the focus on early intervention for a further four years. From 2017, Early Action for Success will aim to improve student performance in Kindergarten to Year 2 by extending the focus on instructional leadership to 533 schools.

In 2016, the department provided professional learning opportunities for 137 school leadership teams across the state, building on knowledge of literacy and numeracy skills that underpin high performance in NAPLAN. The Bump It Up strategy identified the schools as having the greatest potential to improve student performance in reading and numeracy in the middle bands of NAPLAN.

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

In 2016, the department provided more than \$8.8 million to fund NSW-based, not-for-profit, non-government organisations and local government authorities to deliver targeted projects to school students in Years 6 to 11. Projects targeted students at risk of disengaging with learning or leaving school early.

Forty-five organisations worked with more than 225 partner schools to develop innovative ways to keep students engaged in learning and remain at school. The department also supported the six schools within NSW juvenile justice centres to help young people make successful transitions back into school or to other post-school options.

**THE DEPARTMENT
ALLOCATED \$2.9 MILLION
TO SUPPORT SCHOOL-
TO-WORK ACTIVITIES
FOR STUDENTS TO ESTABLISH
THE FOUNDATIONS FOR
FUTURE CAREER PATHWAYS.**

The department allocated \$2.9 million to support school-to-work activities for students to establish the foundations for future career pathways. To support students needing a more individualised approach, the department trained 52 teachers in 2016 to work as a transition adviser in their schools, bringing the total number of trained teachers to 427 since 2005. Advisers help at-risk students to engage with learning, plan their long-term goals and prepare for their transition from school.

To ensure students have access to different avenues for education and training, the department allocated \$50 million for students to undertake vocational education and training courses with external providers. In 2016, there were 384 school-based apprentices and 2,892 school-based trainees in public schools across NSW. Trade skills centres, trade training centres

and trade schools in more than 411 schools provided students with access to industry-standard training facilities.

In 2016, 15 service providers sourced quality work placements to ensure students completed their course requirements. The department's 'go2workplacement' online resource supported students in preparing for their placements and helped the host employers tailor placements to student interests. This was part of the 2015 government commitment of \$27 million over four years to fund the coordination of mandatory work placements for more than 40,000 public school students who enrol in vocational education and training courses as part of their Higher School Certificate.

Improving student attendance

In 2016, the department trained more than 96 home school liaison officers and Aboriginal student liaison officers to help schools, parents and students resolve chronic non-attendance issues. In addition, 53 officers from government and non-government schools completed Compulsory Schooling Conference Convenor training. This is a provision under the *Education Act 1990* as an option to deal with matters of chronic non-attendance of compulsory school age students.

Students in Years 10, 11 and 12 have shown notable improvements in their attendance since 2011. This indicates that initiatives introduced following the raising of the school-leaving age are having a positive impact.

In May 2016, the Centre for Education Statistics and Evaluation published the department's second annual survey of post-school destinations of senior secondary students. This report was developed in response to recommendations in the 2012 NSW Auditor-General's performance audit report, Impact of the raised school-leaving age. The centre has scheduled a third survey of the post-school destinations of students from the 2016 cohort for publication in 2017.

Also as a response to a recommendation in the Auditor-General's report, the department is responding to findings from the University of Melbourne's March 2016 report on the quality and appropriateness of career advice provided in public schools. The report drew on the university's literature review as well as surveys of 20 secondary school principals, and more than 1,400 students – primarily from Years 10 and 11. It identified positive aspects of current provision and made recommendations to enhance provision.

Physical activity in government schools

During 2016, the department continued its initiatives in response to the 2012 NSW Auditor-General's performance audit report, Physical Activity in Government Primary Schools. Schools are implementing the mandatory 150 minutes of physical activity per week for students from Kindergarten to Year 10. Practical and online professional learning courses have been conducted for more than 3,000 teachers.

The department is investigating options to report physical activity to parents. This will ensure that we address all actions associated with the report's recommendations.

The Premier's Sporting Challenge (PSC) encourages students to lead healthy and active lifestyles. The PSC tracker helped more than 340,000 participants record and track their personal activity history online. The representative school sport pathway provided opportunities for more than 180,000 students, and 1,389 primary schools offered the school swimming and water safety program.

The Physically Active Schools website provides schools with resources to implement quality physical activity. The website was viewed more than 5,000 times in 2016. The most accessed sections include teaching and learning resources and the NSW Physical Literacy continuum Kindergarten to Year 10.

QUALITY TEACHING AND LEADERSHIP

Strengthened initial teacher education

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

Professional experience agreements, established in 2015 with NSW-based initial teacher education providers, provide greater clarity and consistency in the placement process for both schools and universities. They have also strengthened communication and relationships. During 2016, the department updated these agreements to encompass professional experience internships. These provide

initial teacher education students with extended time in schools to refine and extend their teaching capacities before employment.

As part of the agreements, the department has established 23 professional experience hub schools to work with 12 partner universities to develop, demonstrate and share high-quality innovative professional practice. These schools will also participate with their university partners in initiatives under the national initial teacher education reform agenda.

Attracting and recruiting the highest-quality teachers

In 2016, 7,030 new applicants were approved to teach in NSW public schools and the department filled 3,626 classroom teacher positions. After the department appointed incentive transfers and Aboriginal employment applicants, schools filled 54 per cent of classroom teacher positions using their chosen recruitment method.

Under the GTIL reforms, to attract the best and brightest into teaching, the department offered 50 teach.Rural scholarships, 25 cadetships and 25 internships to applicants in 2016.

Incentive scholarships aim to attract high-quality graduates in their final year of study. In 2016, the department appointed nine mathematics, five science (physics), two technological and applied studies, and 16 special education teachers to NSW public schools. In addition, 73 teachers completed their sponsored training in mathematics, physics, school counselling, special education, English as an additional language or dialect and teacher librarianship.

Under Rural and Remote Education: A blueprint for action, the department offers further incentives to attract and retain teachers and school leaders in hard-to-staff schools. In 2016, the department used incentive transfers to appoint 74 classroom teachers, 16 executive staff and 13 principals.

The department awarded Teacher Education Scholarships to 250 new applicants, including 74 Aboriginal students. Since its introduction in 2002, the program has appointed 2,141 high-quality teachers, including 384 Aboriginal teachers, to areas of workforce need.

The department continued with its initiatives, initially introduced in 2015, to encourage more students to study mathematics and science at the highest possible level at school. Over four years, 320 public school teachers will have an opportunity to specialise in

THE DEPARTMENT AWARDED TEACHER EDUCATION SCHOLARSHIPS TO 250 NEW APPLICANTS, **INCLUDING 74 ABORIGINAL STUDENTS.**

mathematics and science, increasing the supply of highly trained teachers to schools across NSW. Each year, 80 scholarships are available to current teachers to become qualified mathematics and science teachers. In 2016, 109 applications were received, with 66 offers made to successful candidates.

The 2013 NSW Auditor-General's performance audit report, Management of casual teachers, examined the department's effectiveness at managing the supply, availability and performance of casual teachers. The report gave six key recommendations for process and system improvements to enlist and manage casual teachers. The department actioned four of these in 2015 and the remaining two in 2016. These involved monitoring a school's ability to access casual teachers, to determine whether they need additional assistance; and encouraging schools to provide feedback on the performance of casual teachers.

During 2016, the department analysed Casual.Direct requests from schools for casual teachers in 2015 to help identify 20 schools around the state with the least success in filling vacancies. Casual.Direct used this information to more closely monitor future requests to see if it could provide extra support or assistance to increase their future success rate.

The department surveyed 20 regular users of Casual.Direct – 10 metropolitan and 10 rural schools – to determine their attitudes towards the teacher feedback process. Approximately 50 additional schools, users and non-users of the system, also received the survey. Feedback indicated that most schools do not re-employ a casual teacher where performance has been a concern, which makes it difficult to collect evidence to manage performance issues.

In 2016, Casual.Direct revised the teacher registration process so that the department needs to approve registration. This makes it easier to refuse to allocate a teacher when schools have raised issues with their performance or conduct.

Accreditation and professional development for school teachers and principals

The department remains committed to teachers' and school leaders' professional development to enhance quality teaching, learning and leadership in all NSW public schools. From 2018, all teachers need to be accredited to teach in a NSW school. Teachers must also maintain their accreditation to successfully progress through standards-based remuneration.

From 2016, the department will pay newly employed, or re-employed, teachers according to their level of accreditation. As at end December 2016, the department has 44 teachers who have achieved Highly Accomplished accreditation, and 53 teachers with Lead Teacher accreditation.

Schools receive Beginning Teacher Support Funding to support eligible beginning teachers. The funding helps with teachers' performance and development, including their induction, professional development and achievement of accreditation at the level of Proficient Teacher. In 2016, more than 1,000 schools shared in approximately \$37 million – \$28 million for more than 2,000 permanent first-year teachers, and \$9 million for more than 2,000 permanent second-year teachers.

In 2016, the department enhanced the Strong Start, Great Teachers website, and released the Teaching Standards in Action website and the Leadership Pathways staff-only web page. Together, these resources help teachers and leaders at all career stages develop effective teaching and leadership practices in line with the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals.

The Strong Start, Great Teachers website provides schools with the necessary research-based information and advice to create customised, school-based induction programs for beginning teachers. It also supports beginning teachers with teaching strategies that are critical for success in their first years of teaching.

To provide clear and concise support for the teaching standards, the Teaching Standards in Action website clarifies and distils key messages and policy requirements about accreditation and teaching standards. It offers more than 100 hours of registered, standards-based professional development.

The Leadership Pathways web page offers aspiring and current school leaders a suite of professional development initiatives and resources. These include the NSW Public School Leadership and Management Credential, the Leadership Development Initiative and a range of online induction resources.

In November 2016, the department delivered MyPL – a streamlined, integrated system to record, monitor and support professional learning. It focuses on initial teacher education, entry into the teaching profession, developing and maintaining professional practice, professional development for corporate staff, and recognising and sharing outstanding practice across the department. MyPL is fully integrated with the NSW Education Standards Authority (NESA, formerly BOSTES) and supports the maintenance of teacher accreditation records and requirements.

During 2016, the previous MyPL@Edu and the new MyPL recorded 484,906 individual enrolments across 16,025 scheduled courses for professional learning. The new MyPL system will support the future professional development needs of all department staff.

Recognising and sharing excellence in teaching

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

The Australian Professional Standards for Teachers identify the professional competence expected of all teachers, who must maintain their accreditation to successfully progress through standards-based remuneration. Teachers first employed or re-employed in 2016 will be paid based on their accreditation status, with those achieving Highly Accomplished or Lead Teacher accreditation receiving a salary in excess of \$100,000.

Under Rural and Remote Education: A blueprint for action, NESA (formerly BOSTES) submission fees for Highly Accomplished and Lead Teacher accreditation are reimbursed for teachers who spent 75 per cent of their time completing their accreditation in a rural or remote school.

Local Schools, Local Decisions provides principals with more opportunities for recognising and rewarding excellence in teaching. The increased staffing

flexibility assists principals to engage teachers with higher-level accreditation to meet student needs, or create additional executive positions that support the achievements identified in the school plan.

Quality Teaching Rounds is an approach to teacher professional learning that brings together the benefits of small groups of teachers observing and reflecting on one another's practice (professional learning communities), instructional rounds and the Quality Teaching Framework.

In September 2016, the department released the findings of a randomised controlled trial conducted by the University of Newcastle, to investigate the impact of Quality Teaching Rounds on teacher quality. The findings demonstrated the value of the rounds as an effective professional learning activity for improving teaching quality, teacher morale, and teaching cultures across a range of schools and classroom settings. The department developed an online lesson observation tool and website to support their implementation.

The department continues to increase the level of collaboration and sharing of professional practice through Filmpond (formerly known as ClassMovies). The initiative aims to help schools share their work with colleagues and school communities through the production of short videos. In 2016, the department expanded the platform to allow individual schools to use it. By the end of the year, more than 300 schools had registered with Filmpond, sharing more than 23,000 films in the nine months to December 2016.

Implementing the NSW syllabuses for the Australian curriculum

The department develops and delivers professional learning resources to support schools as they implement the NSW syllabuses for the Australian curriculum in English, mathematics, science and technology, history and geography.

In 2016, in conjunction with the English Teachers Association, the department developed the English Textual Concepts website and resources. These help teachers design learning that focuses on quality teaching and learning practices for the English syllabus.

The department helped schools develop science, technology, engineering and mathematics (STEM) initiatives for Years 5 to 8. This included working with more than 800 teachers from schools across the state and providing an interactive resource, which includes examples of best practice.

NEW AND BETTER WAYS OF DOING BUSINESS

National Education Reform Agreement

During 2016, as part of the National Education Reform Agreement, the department delivered additional funding to public and non-government schools via a needs-based funding approach. The agreement provided an additional \$5 billion between 2014 and 2019. Of this, NSW committed \$1.8 billion and the Australian Government contributed \$3.3 billion.

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

This investment allowed the department to extend and accelerate the innovative reforms already under way throughout the state. These include Great Teaching,

Inspired Learning; Quality Teaching, Successful Students; Supported Students, Successful Students; Rural and Remote Education: A blueprint for action; and Connected Communities.

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

A key initiative of the NSW Government's Local Schools, Local Decisions reform is the implementation of the needs-based Resource Allocation Model (RAM) for allocating funding to NSW public schools. The model, which is fairer and more transparent, uses a base and loadings approach to fund public schools based on identified student and school need.

2016 represents the third year of additional Gonski/ National Education Reform Agreement funding to NSW public schools using the RAM methodology. The RAM delivers resources directly to schools, provides much greater flexibility and increases local decision-making ability.

Figure 12: Components of the Resource Allocation Model explained

1. TARGETED FUNDING

INDIVIDUAL
STUDENT
FUNDING

2. EQUITY LOADINGS

SOCIOECONOMIC BACKGROUND
ABORIGINAL BACKGROUND
ENGLISH LANGUAGE PROFICIENCY
LOW-LEVEL ADJUSTMENT FOR DISABILITY

3. BASE SCHOOL ALLOCATION

LOCATION
BASE OPERATIONAL
BASE STAFFING
BASE OTHER

In 2016, a per capita component was delivered as part of the base school allocation. This recognises the relative differences in the cost to educate our students within the current class-size policy. Schools have operational flexibility using this resource to meet local school needs. The four equity loadings – socioeconomic background, Aboriginal background, English language proficiency and low-level adjustment for disability – and the location loading continue to provide schools with additional resources to address student need.

Improving our school facilities and infrastructure

The department continued to improve its teaching and learning environments through capital works and asset acquisition programs. In 2015-16, we completed eight public school major works projects, with 17 major public school projects ongoing and a further 11 begun. Under the Commonwealth's Trade Training Centres Program, the department completed construction work for 41 projects on-budget.

To align with the Department of Planning and Environment's regions and districts, the department reviewed its asset planning approach and updated demographic projections.

The department continued to plan for and deliver major capital works projects announced under the Rebuilding NSW State Infrastructure Strategy 2014. We also completed our School Assets Strategic Plan in response to the NSW Government's commitment to invest \$1 billion of Rebuilding NSW funds in school infrastructure. Together, the School Assets Strategic Plan and funding from the Rebuilding NSW program will deliver the NSW Government's Innovative Education, Successful Students package. This will see new and upgraded schools designed as future-focused learning environments.

The Secondary Schools Renewal Program, which aims to improve the amenity and functionality of schools, has commenced. Nearly 60 high schools across NSW will benefit from the program. Construction works have been completed in three schools, and are planned or under way in the remaining schools.

The Educational Facilities Standards and Guidelines, launched in 2015, continue to enable the delivery of school facilities that will support learning into the future. As part of the Resource Efficiency Program, the department has entered into energy performance contracts for 10 of the highest energy-consuming

NSW public schools to increase their energy efficiency. These projects have seen a reduction in energy costs of \$430,000 per annum. This follows on from the success of 28 similar projects in 2015 that saw a reduction in energy costs of \$550,000 per annum.

Supporting technology and innovation in learning

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

As at December 2016, more than 2,000 schools have the Oliver library system installed and operating. This allows students to explore and discover resources from national and international collections as well as their local school catalogue.

The department continued to work with Education Services Australia to support students and teachers with high-quality digital resources. Services such as Scootle, Improve, the Language Learning Space and the Digital Technology hub continue to provide our teachers and students with innovative contemporary digital resources that enhance classroom learning.

Livestreaming lessons and educational experiences through the department's satellite education program continue to provide quality education to students in rural and isolated communities.

The department continued its work to improve the way science, technology, engineering and mathematics (STEM) is taught in our schools:

- The Stage 3 STEM project, which aimed to improve student learning and teacher pedagogy, has concluded. The 35 schools involved developed programs demonstrating innovative ways to integrate and differentiate learning in a contextual and authentic way.
- More than 300 primary teachers, industry and association representatives attended the Primary STEM Showcase, which featured presentations from schools that participated in the Stage 3 STEM project.
- The Stage 4 Integrated STEM project, which aimed to improve student learning by enabling secondary school teachers to evaluate teaching and learning practice, has concluded. In all, 27 programs

promoting an interdisciplinary approach to teaching STEM subjects were published on the department's STEM website. The programs illustrate the power of differentiated learning, which is responsive to student needs and community contexts.

- As part of the STEM Mentoring project, the STEM Action Schools conducted professional learning workshops involving 58 schools across NSW. The seven STEM Action Schools shared practice, built capacity among teachers and supported other schools in developing new STEM education programs.
- At the first STEM Secondary Schools, Business and Industry forum, more than 120 teachers, industry representatives and further education providers engaged in workshops to promote the development of community and industry partnerships for schools.
- More than 400 teachers and industry representatives attended the STEM Secondary Schools Showcase, featuring the work from the Integrated STEM project and STEM Action Schools. The NSW Chief Scientist and Engineer gave the keynote address.

During 2016, the department offered NSW public school teachers and executives a range of innovative teaching and learning opportunities. In all, 91 school groups visited the concept space at Australian Technology Park to explore learning space design.

The 2016 Schools of the Future pilot project provided an opportunity for 15 schools to design, implement and evaluate pedagogy, technologies and learning space to enhance learning and teaching. The Futures Learning unit offers teacher professional learning events and toolkits to model and build quality teaching practice on its website.

Improving administrative and information management systems

The department established the Learning Management and Business Reform (LMBR) program to replace a range of ageing, inefficient and increasingly unsupported legacy IT systems. Its aim is to deliver a suite of modern, fully integrated solutions to transform the way the department and schools operate, as well as enable a range of important reform initiatives.

In 2016, LMBR systems were successfully deployed to 871 additional schools, bringing the total number now using these systems to 1,100, or about half of all NSW public schools. The success of these deployments reflects the lessons applied from previous deployments,

along with direct input and validation of training and support materials by experienced school administrative and support staff and principals.

LMBR has adapted over time to meet legitimate variations to the program scope and requirements. This has ensured that the solutions remain fit-for-purpose and compliant with the changing policy environment.

The remaining deployments and the delivery of the human resources/payroll solution are on track for completion by the end of 2017.

The 2014 NSW Auditor-General's performance audit report, The Learning Management and Business Reform Program, assessed the department's progress in implementing the LMBR program, and also considered whether it will achieve expected benefits. This audit gave the department an opportunity to review the achievements of the program against the original expectations. The department accepted all eight recommendations in the audit report, with LMBR's governance groups progressively endorsing and addressing them.

Identifying productivity in the public sector

The 2015 NSW Auditor-General's performance audit report, Identifying productivity in the public sector, examined selected areas of government activity, such as primary and secondary school public education, to identify and assess changes in productivity.

During 2016, the department continued to embed the ongoing improvements the report recommended. This included implementing a sophisticated, value-added methodology to help measure the effectiveness of schooling in improving the learning outcomes of students, which takes into account the context of the school and its students. The department reports the same efficiency trends currently reported in the Report on Government Services (see Figures 10.1 and 10.2 on page 21 of this report).

Purchasing and procurement

During 2016, as part of its response to the 2014 NSW Auditor-General's performance audit report, Use of purchasing cards and electronic payment methods, the department implemented its Purchasing Card Program. Revised policy, guidelines, procedures and a new expense management system supported electronic acquittal of purchasing card transactions.

Purchasing cards are an alternative to traditional purchase-to-pay processes. They provide a flexible, efficient and cost-effective method of purchasing low-value, business-related goods and services. This means staff can spend less time on transaction processing. Other benefits of the program include shorter lead times for receipt of purchased goods, faster payments to suppliers, access to online purchasing alternatives and a secure alternative to petty cash.

The department has provided purchasing cards to schools and corporate offices progressively throughout 2016, as part of a staged rollout program and in alignment with the LMBR deployment to schools. Purchasing card numbers have increased from approximately 1,100 in February 2016 to more than 3,600 in December 2016, with an increase in total spend and transaction volumes using this payment method and a corresponding reduction in purchase orders and cheque payments.

The department began to implement new contract arrangements for mobile and fixed voice telephony services, following recommendations contained in the 2014 NSW Auditor-General's performance audit report, Making the most of government purchasing power – telecommunications. Significant benefits and savings have been realised in the areas of mobile data consolidation, mobile hardware rebate, inbound services and planning for future telecommunications development.

INTO HIGHER EDUCATION, WORK AND SOCIETY

Building an effective and coordinated tertiary education system

The department continues to support the development of innovative pathway programs leading to higher education qualifications. In collaboration with industry representatives, employers, and tertiary education providers, the department has developed pathway projects in aged care and new apprenticeship options. These will integrate vocational and higher education course content, with links to senior school courses and other entry points. The NSW Skills Board has provided funding for the pathway projects.

With direction and support from the department, the University of Newcastle developed a new Associate Degree of Integrated Care in Ageing in 2016. This links school-level vocational education and care

qualifications; certificate III-IV/diploma study; and bachelor-level study in nursing, allied health, and medicine. The qualification will create a new level of aged care worker with the ability to lead the shift to community and residential consumer directed models of care. The pathway has a strong focus on workplace learning, student support and enabling students from under-represented groups to gain higher-level qualifications. The first cohort of students will enter the pathway in 2017.

During 2016, the department worked with Training Services NSW to develop and trial two new apprenticeship models. This followed a 2015 scoping study into the feasibility of innovative apprenticeships incorporating higher education study:

- One model is largely a traditional apprenticeship, with higher education content gradually built in. On completion of their apprenticeship, an apprentice would also have partially completed a related higher education qualification and would have the option to progress onto further study.
- The other model addresses an emerging need in industry areas in which technological advances and innovation require higher-level trade-related qualifications. An apprentice would undertake a new kind of higher education course, integrating higher education knowledge and capabilities with advanced vocational skills and competencies. They would complete their apprenticeship with a bachelor-level qualification tailored to industry needs.

Two new apprenticeship pilot projects began in November 2016, with additional pilots to be considered in 2017. The department has contracted a consortium of universities and employers, led by the Master Builders Association of NSW, to deliver a three-stage apprenticeship-to-cadetship pathway. This will link a traditional trade qualification in carpentry, a diploma in project management and a bachelor degree in building supervision. The first cohort of students is expected to begin study in mid-2017.

The University of Newcastle is developing a new higher apprenticeship pathway with support from the Hunter Institute of TAFE, industry groups, and local engineering firms. The university will develop a tertiary apprenticeship program in electrical engineering, which integrates a certificate III in electrotechnology with a bachelor degree in engineering. Apprentices will undertake workplace learning, gaining invaluable industry experience. An initial cohort of apprentices is scheduled to be admitted in 2018.

PERFORMANCE REPORT: WITH ABORIGINAL PEOPLE AND COMMUNITIES

OUR PERFORMANCE TARGETS

Increase support for Aboriginal communities' participation in decision-making

During 2016, Aboriginal Affairs strengthened the Local Decision Making policy through:

- developing and operationalising cross-cultural partnership and collaboration principles that will enable measurement of the success of the relationships between government agencies and regional alliances
- hosting the Greater West Regional Alliance Local Decision Making forum in September 2016, led and attended by the three regional alliances of this region
- hosting the Local Decision Making Partnership and Collaboration Conference, which brought together more than 130 representatives from the NSW Government, Aboriginal regional alliances from across NSW and invited guests.

There are now seven regional alliances operating under Local Decision Making – an increase from six in 2015. These are:

Regional alliances under Local Decision Making	Area
Murdi Paaki Regional Assembly	Far West
Illawarra Wingecarribee Alliance Aboriginal Corporation	Illawarra South East
Regional Aboriginal Development Alliance	Far North Coast
Barang Regional Alliance	Central Coast
Three Rivers Regional Assembly	Central West
Northern Regional Aboriginal Alliance	New England North West
Tribal Wave Regional Assembly (new)	North Coast

Following this, Aboriginal Affairs also began negotiations with Illawarra Wingecarribee Alliance Aboriginal Corporation and the Three Rivers Regional Assembly to develop accords under Local Decision Making.

Increase partnerships for Aboriginal economic participation

'Growing NSW's first economy – a framework for Aboriginal economic prosperity' was released in 2016. The framework includes a number of targets for NSW Government in employing more Aboriginal people, using purchasing decisions to drive Aboriginal employment and business development in the private and non-government sectors, and supporting Aboriginal people to attain the education and skills necessary to participate successfully in the economy.

Aboriginal Affairs also entered into an Industry Based Agreement on business development with the Indigenous Chamber of Commerce. The new agreement aims to grow the rates of Aboriginal business ownership, entrepreneurship and employment by working with, and mentoring, Aboriginal businesspeople.

The agency also developed a policy framework for regional Industry Based Agreements. Regional agreements will be negotiated as part of future Local Decision Making accords. They will bring together Aboriginal regional alliances, the NSW Government, as well as industry and/or employers in Local Decision Making sites to negotiate and implement agreements that support the economic participation of Aboriginal people and communities.

Increase number of opportunities for cultural participation

Aboriginal Affairs has increased the number of opportunities for participation in cultural activities and events by delivering small grants to support more than 120 NAIDOC Week events across NSW. This is a 20 per cent increase from 2015.

In 2016, Aboriginal Affairs provided \$84,545 to support a range of significant regional cultural events including men's and family cultural gathering, Aboriginal cultural fishing gatherings and the Elders tent at Koori Knockout.

Aboriginal Affairs also supported Aboriginal language revitalisation through six community language projects. The Our Languages, Our Way program provided grants totalling \$159,756.

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.

In December 2016, Aboriginal Affairs published OCHRE: Three years on, which reports the achievements and lessons learned from the previous year, as well as sets out future priorities.

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

Since OCHRE was launched in April 2013, the NSW Government has spent \$94.1 million on products and services provided by Aboriginal businesses.

Figure 13: Participation in OCHRE initiatives in 2016

Initiative	Participation	
	2015	2016
Aboriginal students participating in opportunity hubs	1,102	1,690
School leavers transitioning into further study or employment through an opportunity hub	65%	73%
Employment and training opportunities banked with the hubs	120	236
Personal learning plans developed for students and linked to career plans	363	584
Students studying an Aboriginal language	3,679	5,166
Preschools, primary and secondary schools engaged in the Aboriginal Language and Culture Nests	35	60
Aboriginal public servants graduating from the Aboriginal Career and Leadership Development Program	44	83
Regional alliances under Local Decision Making	6	7 (+ 1 emerging)

In 2016, Aboriginal Affairs secured ethics approval from the Aboriginal Health and Medical Research Council to evaluate OCHRE. The Social Policy Research Centre at the University of NSW has begun a 10-year evaluation of four major initiatives under OCHRE. As part of this, Aboriginal Affairs and the University of NSW are supporting Aboriginal people involved in the major initiatives to set the measures of success and drive the evaluation in their communities. The agency has developed its regional staff's expertise to support the participation of local Aboriginal people.

Aboriginal Affairs has published a literature review to inform the OCHRE evaluation methodology and released the evaluation plan. Aboriginal communities can participate in the evaluation with support from the agency's communication and information resources. A dedicated area of the Aboriginal Affairs website was created in 2016 to provide Aboriginal communities with all available information about the OCHRE evaluation, including demographic profiles for all initiatives.

CULTURE AND HEALING

In 2016, the Minister for Aboriginal Affairs announced that NSW will become the first state in Australia to introduce landmark legislation to protect Aboriginal languages. Aboriginal Affairs has begun to develop a Bill that will explicitly recognise that Aboriginal people are the owners of their languages. Public consultations will take place in 2017.

This builds on Aboriginal Affairs' ongoing commitment to the revival of Aboriginal languages, having awarded six community language grants in 2016 through the Our Languages, Our Way program.

Aboriginal Affairs supported Aboriginal communities' participation in key cultural events, providing small grants for more than 120 NAIDOC week events across NSW.

Healing remains an important element of Aboriginal Affairs' strategic priorities, and in 2016, Aboriginal Affairs formed a partnership with the Healing Foundation to co-design OCHRE Healing Forums in conjunction with interested Aboriginal communities. Six sites were selected through an open expression-of-interest process, and the forums will be delivered during 2017.

Aboriginal Affairs has taken a leadership role in working across agencies to develop the NSW Government's response to the Inquiry into Reparations for the Stolen Generations. The working group has accepted the vast majority of the recommendations, including a reparations scheme for survivors of the Stolen Generations and the creation of a Stolen Generations Healing Fund to support healing activities.

LEADERSHIP IN GOVERNMENT

Aboriginal Affairs works with Aboriginal communities to promote their social, economic and cultural interests. The agency does this by advocating for change in four priority areas:

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

In 2016, Aboriginal Affairs secured NSW Government support across a number of priority reform areas. This included legislation to support and revitalise Aboriginal languages, as discussed in the previous section, and a reparations scheme to compensate members of the Stolen Generations alongside other supports that look to address the intergenerational trauma caused by the forced removal of Aboriginal children. The government has also released 'Growing NSW's first economy – a framework for Aboriginal economic prosperity' (discussed in the following section). Finally, the agency introduced a Bill of amendments to the NSW Aboriginal Land Rights Act in November 2016 to support the governance capacity of local Aboriginal land councils across NSW.

Aboriginal Affairs also delivered a number of research publications to inform policy development, including in the areas of Aboriginal identification, policy options and challenges for the NSW Aboriginal population, and income management.

GROWING NSW'S FIRST ECONOMY

Aboriginal Affairs works to increase Aboriginal participation in the economy through employment, business ownership and wealth creation. Growing NSW's first economy is the NSW Government's framework for Aboriginal economic prosperity. It focuses on jobs and employment, education and skills, and economic agency.

In 2016, Aboriginal Affairs worked with the NSW Department of Industry – Lands on the Aboriginal Land Agreement Negotiation Framework, which represents an important new chapter for Aboriginal land rights in NSW. Aboriginal Land Agreements can settle multiple land claims at the same time, rather than rely on the

current process of single determinations, and can incorporate transfers of land not subject to land claims. This provides flexibility for social, cultural and economic outcomes. The framework aims to ensure negotiations are fair and likely to succeed.

Work is under way to establish the Aboriginal Centre for Excellence in Western Sydney. This will be a world-class facility that supports young Aboriginal people as they progress to further education and work, recognising the importance of Aboriginal heritage and culture. In 2016, Aboriginal Affairs undertook a number of community consultations and completed an expression-of-interest process to gauge market capacity and interest to establish and operate the centre.

The agency used the resulting information to develop the request for proposal. This is the next stage of the procurement process, which closes in February 2017. Aboriginal Affairs anticipates that it will name the successful organisation by April 2017. The Aboriginal Centre for Excellence is on track to open in November 2018.

STRENGTHENING GOVERNANCE AND CAPACITY

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

Seven regional alliances now operate under this policy. Following the successful establishment of alliances, the agency has negotiated one accord with the Murdi Paaki Regional Assembly, which directs government and community effort on agreed priorities. It has also commenced accord negotiations with two regional alliances – the Illawarra Wingecarribee Alliance Aboriginal Corporation and the Three Rivers Regional Assembly.

In addition to implementing Local Decision Making, Aboriginal Affairs supports community governance and leadership capacity through other place-based initiatives across NSW, including:

- helping to establish a community-initiated local governance structure representing the interests of the Riverina Murray region

- convening a youth leadership group in the Shoalhaven region to foster the development of future community leaders
- supporting the local Aboriginal community to fully participate in government-led initiatives, such as building community resilience in Coledale and Bowraville
- supporting men's and women's groups throughout NSW to establish regional networks, enhancing their abilities to embrace healing and engage effectively with government in advocating for communities' healing needs
- facilitating stakeholder engagement to progress economic development opportunities across NSW.

STRENGTHENING OUR FOUNDATIONS

In 2016, Aboriginal Affairs actively worked to strengthen its internal governance through a range of initiatives including:

- developing terms of reference and business rules to support the Aboriginal Affairs Executive Committee
- establishing a program control group to monitor the Aboriginal Affairs' major projects and support cross-directorate collaboration
- implementing systems to provide key stakeholders with timely and accurate information.

Aboriginal Affairs is proud that around 60 per cent of staff identify as Aboriginal. During the year, the agency finalised the workforce development plan, and staff had the opportunity to participate in a number of development programs. These included the Certificate IV in Business Governance and the Emerging Leaders program.

The agency is also dedicated to providing a workplace that meets the needs of a diverse workforce and demonstrates commitment to inclusive practice. Aboriginal Affairs has implemented an induction process and seminar for all new starters in the agency, augmented by cultural awareness training. In addition, all Aboriginal Affairs staff received vicarious trauma counselling and training sessions in recognition of the issues they confront in supporting Aboriginal communities in NSW.

FINANCIAL STATEMENTS

FINANCIAL HIGHLIGHTS

The department's statement of comprehensive income for the year ended 30 June 2016 reports a net surplus of \$70 million, \$96 million lower than the initial budget estimates. Note 23 of the 2015-16 audited financial statements details the reasons for this variance.

The department's full-year capital expenditure for 2015-16 was \$405 million for works in progress and completed works.

Based on the combined operating and asset results above, NSW Treasury assessed the department as achieving its overall budget responsibilities in 2015-16.

Expenses

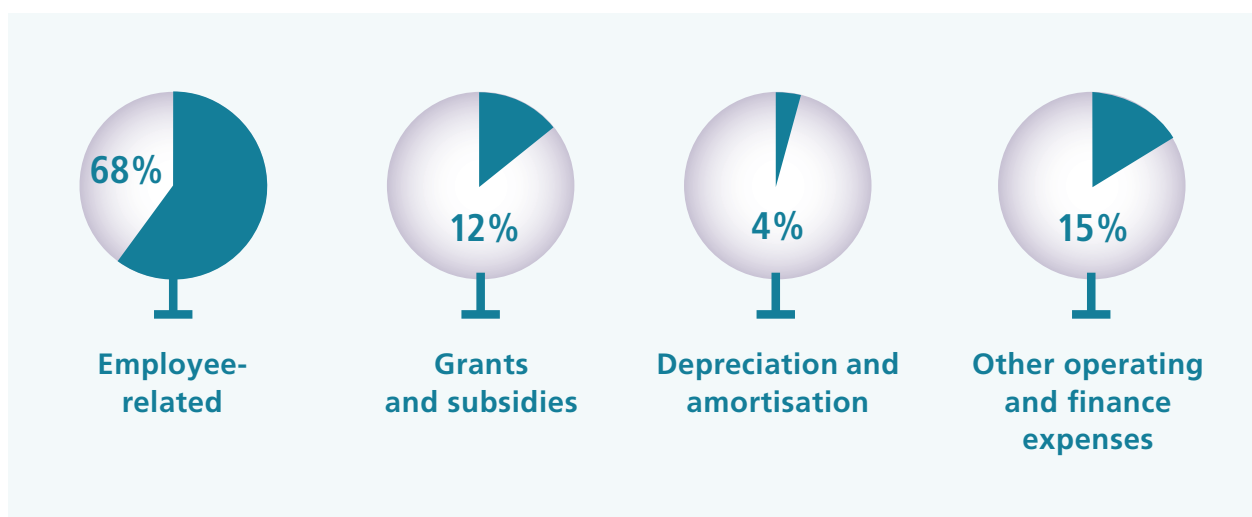
Approximately 68 per cent, or \$8.9 billion, of expenses incurred during 2015-16 were employee-related. The majority of these costs were salaries for teachers and other essential staff who support the delivery of education programs in NSW public schools.

For 2015-16, the other operating and finance expenses comprise approximately 15 per cent of total expenses, or almost \$2 billion. These expenses include approximately \$629 million in direct school operating expenses and \$365 million in maintenance-related expenses.

Grants and subsidies also supported the provision of education and related services, with more than \$1.6 billion provided in 2015-16. Grants and subsidies expenditure in 2015-16 was significantly lower than the previous year because the TAFE Commission and Multicultural NSW were transferred out of the Education Cluster.

Grants and subsidies continued to support the early childhood and non-government school sector, as outlined at Note 2d of the 2015-16 audited financial statements.

Figure 14: Expense by category for 2015-16



Note: Figures are subject to rounding.

Revenue

NSW Treasury provides most of the department’s revenue through recurrent (\$11.4 billion) and capital (\$337 million) appropriations. Together, these sources represent almost 90 per cent of the department’s total revenue in 2015-16.

The sale of goods and services, investment revenue, grants and contributions, and Crown-accepted employee benefits made up more than 6 per cent of the department’s total revenue in 2015-16.

Other revenue sources represent approximately 4 per cent of the department’s total revenue in 2015-16 and relate mostly to revenue generated by schools to support the delivery of education programs.

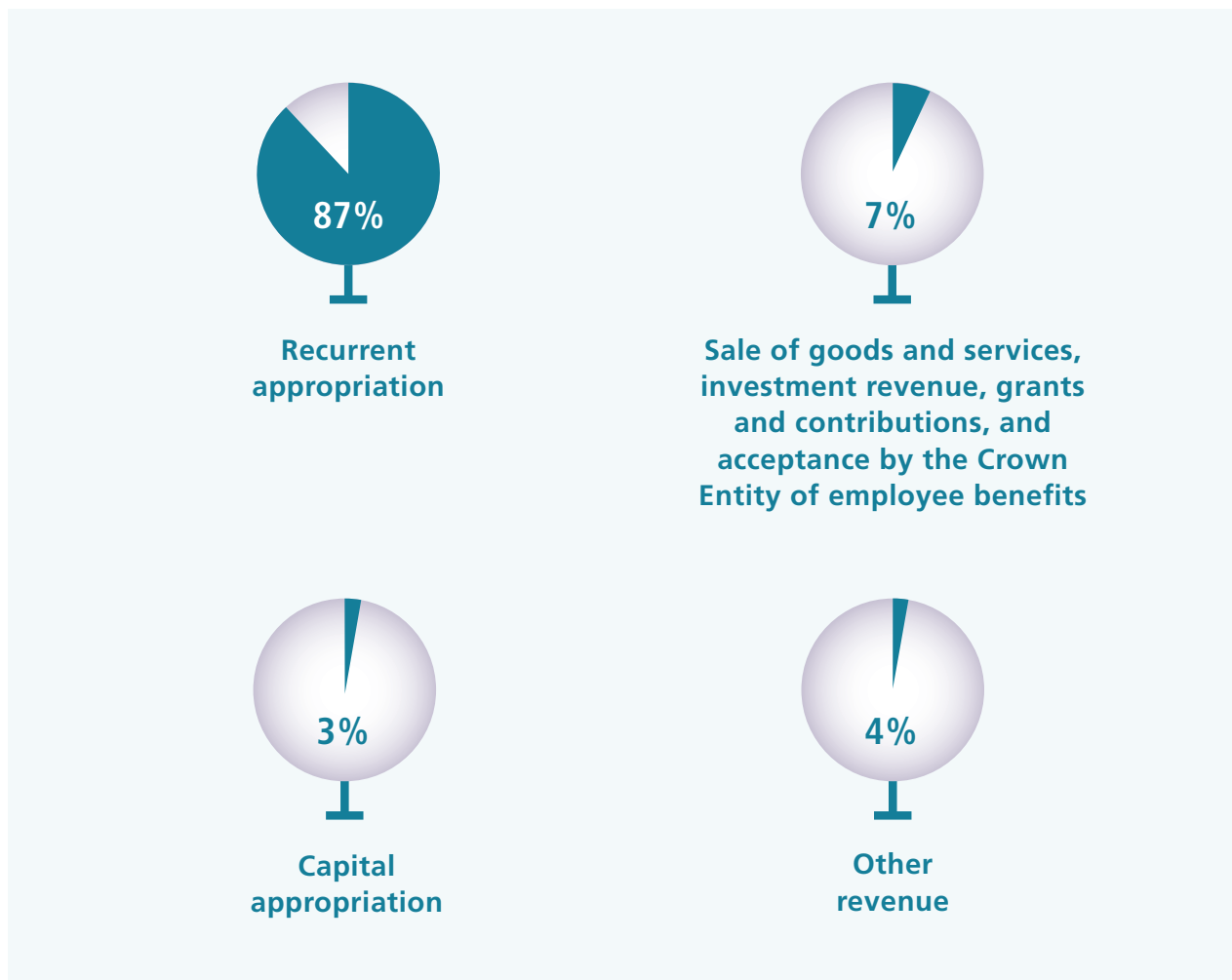
Note 3 of the 2015-16 audited financial statements details revenue sources for the department.

Net assets

The department’s net assets as at 30 June 2016 are \$22.3 billion. This comprises almost \$24 billion of total assets, partly offset by total liabilities of \$1.7 billion. The net assets included accumulated funds of \$13.8 billion and an asset revaluation reserve of \$8.5 billion.

See page 41 of this report for the audited financial statements for the NSW Department of Education for 2015-16.

Figure 15: Revenue sources for 2015-16



Note: Figures are subject to rounding.

DEPARTMENT OF EDUCATION

Financial Statements
For the year ended 30 June 2016

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 Financial Reporting Code for NSW General Government Sector Entities, 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
19 September 2016

DEPARTMENT OF EDUCATION

Financial Statements
For the year ended 30 June 2016

Contents

Independent Audit Report

Statement by the Secretary

Primary Financial Statements

Statement of Comprehensive Income

Statement of Financial Position

Statement of Changes in Equity

Statement of Cash Flows

Supplementary Financial Statements

Service Group Statements

Summary of Compliance with Financial Directives

Notes to and forming part of the Financial Statements

General

- Summary of Significant Accounting Policies
- Expenses Excluding Losses
- Revenue
- Gain/(Loss) on Disposal
- Other Gains/(Losses)
- Conditions on Contributions
- Service Groups of the Department

Current/Non-Current Assets

- Cash and Cash Equivalents
- Receivables
- Other Financial Assets
- Property, Plant and Equipment
- Intangible Assets
- Non-Current Assets (or Disposal Groups) Held for Sale
- Fair Value Measurement of Non-Financial Assets
- Restricted Assets

Current/Non-Current Liabilities

- Payables
- Borrowings
- Provisions
- Other

Equity

- Increase/(Decrease) in Net Assets from Equity Transfers

Others

- Commitments for Expenditure
- Contingent Liabilities and Contingent Assets
- Budget Review
- Reconciliation of Cash Flows from Operating Activities to Net Result
- Non-Cash Financing and Investing Activities
- Financial Instruments
- Events After the Reporting Period

1

DEPARTMENT OF EDUCATION

Start of Audited Financial Statements

Statement of comprehensive income for the year ended 30 June 2016

	Notes	Actual 2016 \$'000	Budget 2016 \$'000	Actual 2015 \$'000
Expenses excluding losses				
Operating expenses				
Employee related	2(e)	8,876,469	8,526,344	8,393,323
Other operating expenses	2(b)	1,950,819	1,970,107	1,954,619
Depreciation and amortisation	2(c)	549,612	525,978	550,290
Grants and subsidies	2(d)	1,621,334	1,734,690	3,011,020
Finance costs	2(e)	20,175	19,469	19,534
Total Expenses excluding losses		13,018,409	12,776,588	13,928,786
Revenue				
Recurrent appropriation	3(e)	11,363,450	11,388,453	12,113,950
Capital appropriation	3(e)	337,272	415,149	346,628
Sale of goods and services	3(b)	163,550	191,042	194,787
Investment revenue	3(c)	20,546	22,000	27,384
Grants and contributions	3(d)	81,410	505,268	108,496
Acceptance by the Crown, Entity of employee benefits and other liabilities	3(e)	588,927	388,847	539,153
Other revenue	3(f)	554,958	31,730	459,588
Personnel services revenue	3(g)	2,071	--	--
Total Revenue		13,112,184	12,942,489	13,789,988
Gain/(Loss) on disposal	4	(42,955)	--	(6,206)
Other gains/(losses)	5	19,258	--	(496)
		(23,697)	--	(6,702)
Net result	24	70,078	165,901	(145,500)
Other comprehensive income				
Items that will not be reclassified to net result				
Net increase/(decrease) in property, plant and equipment revaluation surplus	11	1,600,201	--	576,061
Total Other comprehensive income		1,600,201	--	576,061
TOTAL COMPREHENSIVE INCOME		1,670,279	165,901	430,561

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION

Statement of financial position as at 30 June 2016

	Notes	Actual 2016 \$'000	Budget 2016 \$'000	Actual 2015 \$'000
ASSETS				
Current Assets				
Cash and cash equivalents	8	937,646	760,230	775,263
Receivables	9	277,761	51,050	70,028
Other financial assets	10	17,166	13,597	18,628
		1,232,573	830,877	863,919
Non-current assets held for sale	13	284	356	779
Total Current Assets		1,232,857	831,233	864,698
Non-Current Assets				
Receivables	9	62	85	8,429
Property, plant and equipment	11			
- Land		7,520,154	7,555,119	7,537,030
- Buildings		14,697,661	13,205,546	13,285,307
- Plant and equipment		190,780	230,075	189,695
Total property, plant and equipment		22,408,595	20,990,740	21,022,032
Intangible assets	12	308,310	288,149	330,930
Total Non-Current Assets		22,716,967	21,278,974	21,361,391
Total Assets		23,949,824	22,110,207	22,226,089
LIABILITIES				
Current Liabilities				
Payables	16	483,486	241,207	527,889
Borrowings	17	146,827	146,850	6,046
Provisions	18	820,545	687,009	700,965
Other	19	15,128	46,949	26,907
Total Current Liabilities		1,465,986	1,122,015	1,261,807
Non-Current Liabilities				
Borrowings	17	168,745	168,678	316,573
Provisions	18	31,860	18,671	28,253
Other	19	1,413	3,533	2,473
Total Non-Current Liabilities		203,018	191,882	347,299
Total Liabilities		1,669,004	1,313,897	1,609,106
Net Assets		22,280,820	20,796,310	20,616,983
EQUITY				
Reserves		8,465,023	6,902,666	6,888,523
Accumulated funds		13,815,514	13,893,644	13,728,335
Amounts recognised in equity relating to assets held for sale	13	283	--	125
Total Equity		22,280,820	20,796,310	20,616,983

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION

Statement of cash flows for the year ended 30 June 2016

	Actual 2016 \$'000	Budget 2016 \$'000	Actual 2015 \$'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee related	(8,151,355)	(8,314,507)	(7,889,517)
Grants and subsidies	(1,756,271)	(1,734,030)	(3,138,653)
Finance costs	(20,175)	(19,469)	(19,534)
Other	(2,156,121)	(2,236,773)	(2,058,464)
Total Payments	(12,083,922)	(12,304,839)	(13,106,168)
Receipts			
Recurrent appropriation	11,337,602	11,388,453	12,122,746
Capital appropriation	351,075	415,149	346,628
Sale of goods and services	229,069	205,701	202,045
Interest received	30,625	24,321	32,147
Grants and contributions	81,370	497,716	90,127
Other	566,155	269,695	725,526
Total Receipts	12,595,896	12,801,035	13,519,219
NET CASH FLOWS FROM OPERATING ACTIVITIES	511,974	(496,196)	(413,051)
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of land and buildings and plant and equipment	61,615	29,457	2,650
Proceeds from sale of investments	1,462	--	3,548
Purchases of land and buildings, plant and equipment, and intangibles	(404,547)	(448,369)	(339,384)
Other	--	(7,237)	--
NET CASH FLOWS FROM INVESTING ACTIVITIES	(341,470)	(426,149)	(333,186)
CASH FLOWS FROM FINANCING ACTIVITIES			
Repayment of borrowings and advances	(6,046)	(6,067)	(5,781)
NET CASH FLOWS FROM FINANCING ACTIVITIES	(6,046)	(6,067)	(5,781)
NET INCREASE/(DECREASE) IN CASH	164,458	63,980	74,084
Opening cash and cash equivalents	775,263	696,250	1,125,561
Cash transferred out to other agencies	(2,075)	--	(424,382)
CLOSING CASH AND CASH EQUIVALENTS	937,646	760,230	775,263

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION

Statement of changes in equity for the year ended 30 June 2016

	Accumulated Funds \$'000	Revaluation Surplus \$'000	Asset for Sale Reserve \$'000	Total \$'000
Balance at 1 July 2015	13,728,335	6,888,523	125	20,616,983
Net result for the year	70,078	--	--	70,078
Other comprehensive income	--	1,600,201	--	1,600,201
Total other comprehensive income	70,078	1,600,201	--	1,670,279
Transactions with owners in their capacity as owners	(6,443)	--	--	(6,443)
Total transactions with owners in their capacity as owners	(6,443)	--	--	(6,443)
Transfers within equity	23,544	(23,701)	158	--
Balance at 30 June 2016	13,815,514	8,465,023	283	22,280,820
Balance at 1 July 2014	15,736,977	9,116,968	178	24,856,123
Net result for the year	(145,500)	--	--	(145,500)
Other comprehensive income	--	576,061	--	576,061
Total other comprehensive income	(145,500)	576,061	--	430,561
Transactions with owners in their capacity as owners	(1,901,486)	(2,806,646)	--	(4,708,132)
Total transactions with owners in their capacity as owners	(1,863,055)	(2,806,646)	--	(4,669,701)
Transfer within equity	(87)	140	(53)	--
Balance at 30 June 2015	13,728,335	6,888,523	125	20,616,983

The accompanying notes form part of these financial statements.

Supplementary Financial Statements

Service group statements for the year ended 30 June 2016

DEPARTMENT OF EDUCATION

DEPARTMENT'S EXPENSES AND INCOME	Service Group 1 ¹ Early Childhood Education Services			Service Group 2 ¹ Primary Education Services			Service Group 3 ¹ Secondary Education Services			Service Group 4 ¹ Non-Government Schools			Service Group 5 ¹ Vocational Education and Training		
	2016	2015	\$'000	2016	2015	\$'000	2016	2015	\$'000	2016	2015	\$'000	2016	2015	\$'000
Operating expenses	46,264	44,198	4,720,600	4,037,344	3,006,345	1,657	1,433	37,899							
Employee related	3,977	3,869	293,724	251,623	251,951	179	676	3,297							
Materials and supplies	254,581	196,234	116,078	63,376	20,827	1,061,167	419,842								
Depreciation and amortisation															
Grants and liabilities															
TOTAL EXPENSES EXCLUDING LOSSES	322,699	253,341	6,175,179	5,337,689	6,089,742	1,065,316	1,662,229	463,796							
Revenue ²															
Capital appreciation															
Sale of goods and services	38,315	4,445	67,693	57,642	8,054			1,802							
Grants and contributions	297	1,115	43,325	33,779	37,211	20,336		4,178							
Acceptance by the Crown (EBY) of employee benefits and other liabilities															
Provisional service revenue	1,000		266,611	257,722	213,615										
TOTAL REVENUE	396,612	5,742	418,048	394,244	348,815			43,782							
Gain/loss on disposal	(67)		(17,820)	(3,334)	(2,414)										
Other gains/(losses)	(283,064)	(248,020)	(5,765,310)	(5,338,163)	(6,054,139)	(4,739,873)	(1,093,310)	(1,052,229)							
NET RESULT															
Other Comprehensive Income															
Income/(Loss) on revaluation surplus															
Total Other Comprehensive Income															
TOTAL COMPREHENSIVE INCOME	(283,064)	(248,020)	(5,765,310)	(5,338,163)	(6,054,139)	(4,739,873)	(1,093,310)	(1,052,229)							

¹ The purpose of each service group are summarised in Note 7.
² Appropriations are made on a Departmental basis and not to individual service groups. Consequently, appropriations are included in the 'Net attributable' column. Cluster grant funding is also not attributed to individual service groups.

Supplementary Financial Statements

Service group statements for the year ended 30 June 2016

DEPARTMENT OF EDUCATION

DEPARTMENT'S EXPENSES AND INCOME	Service Group 6 ¹ Aboriginal Affairs			Service Group 7 ¹ Citizenship and Communities			Service Group 8 ¹ Cluster Grant Funding			Not Attributable			TOTAL		
	2016	2015	\$'000	2016	2015	\$'000	2016	2015	\$'000	2016	2015	\$'000	2016	2015	\$'000
Operating expenses	10,384	11,955		3,622									8,766,469	8,383,323	
Employee related	88	214		4									549,812	556,206	
Materials and supplies	1,759	1,258		30,406			100,346						1,621,334	3,811,029	
Depreciation and amortisation															
Grants and liabilities															
TOTAL EXPENSES EXCLUDING LOSSES	17,871	13,427		34,133			100,346						10,937,949	12,750,558	
Revenue ²															
Capital appreciation															
Sale of goods and services															
Grants and contributions	477	1,750		735									8,141,9	104,486	
Acceptance by the Crown (EBY) of employee benefits and other liabilities													539,153	586,927	
Provisional service revenue	(65)												2,071	4,618	
TOTAL REVENUE	412	1,750		735									13,115,184	13,789,288	
Gain/loss on disposal	(10)	(20)													
Other gains/(losses)	(17,448)	(14,897)		(5,434)			(106,346)						19,258	(4,086)	
NET RESULT															
Other Comprehensive Income															
Income/(Loss) on revaluation surplus															
Total Other Comprehensive Income															
TOTAL COMPREHENSIVE INCOME	(17,448)	(14,897)		(5,434)			(106,346)						13,391,931	13,785,202	

¹ The purpose of each service group are summarised in Note 7.
² Appropriations are made on a Departmental basis and not to individual service groups. Consequently, appropriations are included in the 'Net attributable' column. Cluster grant funding is also not attributed to individual service groups.

DEPARTMENT OF EDUCATION

Supplementary Financial Statements
Service group statements as at 30 June 2016

DEPARTMENTS' ASSETS AND LIABILITIES	Service Group 1 ¹ Allied		Service Group 2 ¹ Communities		Service Group 3 ¹ Funding		Not Attributable		TOTAL	
	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015
Current Assets										
Cash and cash equivalents	3,397	3,397							3,397	3,397
Other financial assets										
Non-current assets held for sale										
Total Current Assets	3,397	3,397							3,397	3,397
Non-Current Assets										
Property, plant and equipment	240	229							240	229
Intangible assets	104	108							104	108
Total Non-Current Assets	344	337							344	337
TOTAL ASSETS	3,741	3,734							3,741	3,734
Current Liabilities										
Payables	21,634	1,008							21,634	1,008
Provisions	273	1,001							273	1,001
Other										
Total Current Liabilities	21,907	2,009							21,907	2,009
Non-Current Liabilities										
Provision for long-term liabilities	7	54							7	54
Other										
Total Non-Current Liabilities	7	54							7	54
TOTAL LIABILITIES	21,914	2,063							21,914	2,063
NET ASSETS	1,827	1,671							1,827	1,671

¹The purposes of each service group are summarised in Note 7.

DEPARTMENT OF EDUCATION

Supplementary Financial Statements
Service group statements as at 30 June 2016

DEPARTMENTS' ASSETS AND LIABILITIES	Service Group 1 ¹ Education Services		Service Group 2 ¹ Services in Government		Service Group 3 ¹ Schools		Service Group 4 ¹ Non-government Schools		Service Group 5 ¹ Vocational Education and Training	
	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015
Current Assets										
Cash and cash equivalents	1,203	1,197	459,000	364,446	423,719	278,698	5	5		
Other financial assets			8,833	1,668	9,233	9,500				
Non-current assets held for sale										
Total Current Assets	1,203	1,197	467,833	366,114	432,952	288,203	5	5		
Non-Current Assets										
Property, plant and equipment	50,807	47,850	12,362,282	11,597,233	9,727,033	9,125,118				
Intangible assets										
Total Non-Current Assets	50,807	47,850	12,362,282	11,597,233	9,727,033	9,125,118				
TOTAL ASSETS	51,990	49,047	12,830,115	12,263,347	10,160,000	9,213,321	5	5		
Current Liabilities										
Payables	12,365	3,236	241,234	274,696	207,893	242,560	70	131		
Provisions	3,491	3,498	441,193	365,842	374,544	325,094	58	119		
Other										
Total Current Liabilities	15,856	6,734	682,427	640,538	582,437	567,654	128	250		
Non-Current Liabilities										
Provision for long-term liabilities	111	125	68,325	61,465	61,465	61,465	2	4		
Other			14,101	12,491	11,491	11,448				
Total Non-Current Liabilities	111	125	82,426	73,956	72,956	72,913	2	4		
TOTAL LIABILITIES	15,967	6,859	764,853	714,494	655,393	640,567	130	254		
NET ASSETS	35,943	42,188	12,065,262	11,548,853	9,504,607	8,572,764	(125)	(249)		

¹The purposes of each service group are summarised in Note 7.

DEPARTMENT OF EDUCATION

Summary of compliance with financial directives

	2016				2015			
	RECURRENT APPN \$'000	EXPENDITURE/ NET CLAIM ON CONSOLIDATED APPN FUND \$'000	CAPITAL APPN \$'000	EXPENDITURE/ NET CLAIM ON CONSOLIDATED APPN FUND \$'000	RECURRENT APPN \$'000	EXPENDITURE/ NET CLAIM ON CONSOLIDATED APPN FUND \$'000	CAPITAL APPN \$'000	EXPENDITURE/ NET CLAIM ON CONSOLIDATED APPN FUND \$'000
ORIGINAL BUDGET APPROPRIATION/ EXPENDITURE	11,386,453	11,818,729	415,149	337,274	12,432,057	12,113,811	381,329	346,628
• Appropriation Act								
• s2A PFAA – expenditure for functions between entities					(100,759)		(6,593)	
OTHER APPROPRIATIONS/ EXPENDITURE								
• Additional Appropriations								
• s2A PFAA – special appropriation								
• s2A PFAA – Advances	2,825	2,825			139	139		
• Section 22 – expenditure for certain works and services								
• s2B PFAA – Commonwealth specific purpose payments								
• Transfer (bottom line) to the Secretary for Section 22 Appn (Appropriation Act)			(1,200)					
Total Appropriations/ Expenditure/Net Claim on Consolidated Fund (for consolidated payments)	11,391,278	11,821,554	413,949	337,274	12,331,438	12,113,950	375,736	346,628
Amount drawn down against Appropriation		11,385,450		351,074		12,139,798		346,628
Liability to Consolidated Fund¹				13,808		25,848		

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

¹ This represents the difference between the "Amount drawn down against Appropriation" and the "Total Expenditure/Net Claim on Consolidated Fund".

DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2016

1. Summary of Significant Accounting Policies

(a) Reporting entity

The Department of Education (the Department) is a NSW government entity. The Department is a not-for-profit entity (as profit is not its principal objective) and it has no cash generating units. The reporting entity is consolidated as part of the NSW Total State Sector Accounts.

The Department includes the following main Divisions:

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

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

The *Administrative Arrangements (Administrative Charges – Public Service Agencies) Order (No 2) 2015* took effect on 1 July 2015 and had the following effects on the Department:

- change of name from Department of Education and Communities to Department of Education;
- transfer of the Office of Communities (except Aboriginal Affairs) to the Department of Family and Community Services; and
- transfer of State Training Services to the Department of Industry, Skills and Regional Development.

Additionally, the Adult Migrant English Service was transferred to the TAFE Commission effective from 1 July 2015.

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

These financial statements for the year ended 30 June 2016 have been authorised for issue by the Secretary on 19 September 2016.

(b) Basis of preparation

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

- applicable Australian Accounting Standards (which include Australian Accounting Interpretations);
- the requirements of the *Public Finance and Audit Act 1983* and *Public Finance and Audit Regulation 2013*; and
- the Financial Reporting Directions published in the Treasury Policy and Guidelines Paper TPP 15-04 "Financial Reporting Code for NSW General Government Sector Entities" or issued 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 management has made 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.

DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2016

1. Summary of Significant Accounting Policies (Continued)

(c) Schools' Finances

(i) Financial Transactions

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

As part of a major business reform, the Department has replaced its main financial system. This has been undertaken in a staged process and currently the Department's corporate areas and 426 schools have been transitioned to the new finance system.

The remaining schools' financial transactions are consolidated into the Department's financial statements based on the schools' November 2015 Statement of Receipts and Payments, recognition and elimination of all internal transactions between schools and other areas within the Department during the financial year and 30 June actual cash balances. The consolidation includes a degree of estimation and the transactions recognised for these schools in the financial statements are therefore imprecise.

(ii) Trust Funds

The schools hold money in Trust on behalf of third parties, such as charitable donations.

For the 426 schools that have been integrated into the Department's main financial system, the value of monies held on behalf of third parties by these schools is disclosed as both a restricted asset and a third party liability, refer Note 15.

For the remaining schools, the balance of third party monies is not consolidated into the Department's financial statements. The balance of third party monies held by these schools as at 30 June 2016 is estimated at \$42.7m (2015: \$45.9m).

(d) Statement of compliance

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

The accrual basis of accounting and all applicable accounting standards have been adopted with the exception of school financial transactions.

(e) Borrowing costs

Borrowing costs are recognised as expenses in the period in which they are incurred, in accordance with Treasury's Mandate to not-for-profit NSW General Government Sector agencies.

(f) Insurance

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

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

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

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

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.

13

DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2016

1. Summary of Significant Accounting Policies (Continued)

(h) Income recognition

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

(i) Parliamentary appropriations and contributions

Except as specified below, parliamentary appropriations and contributions from other bodies (including grants and donations) are recognised as income when the Department obtains control over the assets comprising the appropriations/contributions. Control over appropriations and contributions is normally obtained upon the receipt of cash.

Appropriations are not recognised as revenue in the following circumstances:

- Unspent appropriations are recognised as liabilities rather than revenue, as the authority to spend the money lapses and the unspent amount must be repaid to the Consolidated Fund. The liability is disclosed in Note 19 as part of 'Current Liabilities - Other'. The amount will be repaid and the liability will be extinguished in the next financial year.

(ii) Sale of goods

Revenue from the sale of goods is recognised as revenue when the Department transfers the significant risks and rewards of ownership of the assets.

(iii) Rendering of services

Revenue is recognised when the service is provided or by reference to the stage of completion (based on labour hours incurred to date).

(iv) Investment revenue

Interest revenue is recognised using the effective interest method as set out in AASB 139 *Financial Instruments: Recognition and Measurement*. Rental revenue from operating leases is recognised in accordance with AASB 117 *Leases* on a straight-line basis over the lease term.

(v) Grants and Contributions

Revenue from grants and contributions are generally recognised upon receipt.

(vi) Asset sales

The Department recognises sale of land and buildings upon final settlement except for those sales involving term instalment payments, which are recognised on exchange. Gains or losses on disposal of non-current assets are taken into account in determining the net result for the year.

(vii) Other revenue

Other revenues are recognised as they accrue.

(i) Assets

(i) Acquisitions of assets

Assets acquired are initially recognised at cost. 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.

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition.

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

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

14

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

1. **Summary of Significant Accounting Policies (Continued)**

- (i) *Assets (continued)*
- (ii) Capitalisation thresholds
Property, plant and equipment costing \$10,000 and above individually (or forming part of a network costing more than \$10,000) are capitalised. The threshold for intangibles is \$50,000. Capitalisation thresholds remain unchanged from the prior year.
 - (iii) Revaluation of property, plant and equipment
Physical non-current assets are valued in accordance with NSW Treasury Policy and Guidelines Paper TPP 14-01 "Valuation of Physical Non-Current Assets at Fair Value". This policy adopts fair value in accordance with AASB 13 Fair Value Measurement, AASB 116 Property, Plant and Equipment and AASB 140 Investment Property.

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

Fair value of property, plant and equipment is based on a market participants' perspective, using valuation techniques (market approach, cost approach, income approach) that maximise relevant observable inputs and minimise unobservable inputs. Refer Note 11 and Note 14 for further information regarding fair value.

Revaluations are made with sufficient regularity to ensure the carrying amount of each asset in the class does not differ materially from its fair value at reporting date. The Department conducts a comprehensive revaluation at least every three years for its land and buildings, where the market or income approach is the most appropriate valuation technique, and at least every five years when the replacement cost valuation technique is used. Previous comprehensive revaluations were completed at 31 March 2015 (land, based on the market approach); and 31 December 2012 (buildings, based on the replacement cost approach) and were based on external independent assessment.

Interim revaluations are conducted between comprehensive revaluations where cumulative changes to indicators suggest fair value may differ materially from carrying value. An interim management revaluation was completed at 31 March 2016.

Non-specialised assets with short useful lives are measured at depreciated historical cost, as an approximation for fair value. The Department has assessed that any difference between fair value and depreciated historical cost is unlikely to be material.

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

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

Revaluation increments are credited directly to revaluation surplus, except that, to the extent that an increment reverses a revaluation decrement in respect of that class of asset previously recognised as an expense in the net result, the increment is recognised immediately as revenue in the net result.

Revaluation decrements are recognised immediately as expenses in the net result, except that, to the extent that a credit balance exists in the revaluation surplus in respect of the same class of assets, they are debited directly to the 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.

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

1. **Summary of Significant Accounting Policies (Continued)**

- (i) *Assets (continued)*
- (iii) Revaluation of property, plant and equipment (continued)
2016 indexation of building asset values
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 NSW Treasury Policy and Guidelines Paper TPP 14-01 "Valuation of Physical Non-Current Assets at Fair Value", the Department determines the fair value of its building assets using the depreciated replacement cost method, as there is no market-based evidence of fair value.

The last comprehensive revaluation of the building assets class was done at 31 December 2012. An assessment of the buildings fair value at 31 March 2016 was undertaken which established that the carrying value differed materially from fair value. As a result the Department undertook an interim management revaluation of its buildings and infrastructure using an appropriate indexation measure, in accordance with accounting guidance from NSW Treasury Policy and Guidelines Paper TPP 14-01 "Valuation of Physical Non-Current Assets at Fair Value" and AASB 116 Property, Plant and Equipment. The Building Price Index (Enterprise Bargaining Agreement) (BPI (EBA)) was identified as the most appropriate indexation measure for this purpose and indicated a cumulative increase in indicators of 12.5% resulting in an increase to asset values at 31 March 2016 of \$1.6bn.

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

2013 revaluation of buildings

The 2013 revaluation of building assets was conducted as at 31 December 2012 using a mass valuation methodology and cost approach, consistent with the requirements of Australian Accounting Standards and NSW Treasury requirements. Under this methodology, the replacement cost of each building was calculated by determining the lowest cost in current prices, to replace the building with a modern equivalent to current facility standards, having regard to the building construction type and characteristics, the area of the structure, the specific functionality of the building's rooms and the locality of the property.

The depreciated replacement cost method applied assigns values to the specific components of building shell, fit-out, furniture, and site services for each School building and landscaping for each site. These components are then depreciated separately in accordance with the depreciation policy and useful lives of assets. The building shell components of buildings of State Heritage significance are not depreciated, in accordance with NSW Treasury policy.

The Department engaged qualified quantity surveyors from the then Office of Finance and Services to provide replacement cost details for school buildings at 31 December 2012. Tender documents, construction contracts and industry data were used to calculate the replacement cost rates. In addition, a sample of replacement cost rates were tested against replacement cost rates provided by independent external quantity surveyors. The Department evaluated the competencies, capabilities and objectivity of the valuation service providers prior to engagement.

A project team was formed to conduct the 2013 revaluation of buildings. The team was overseen by a steering committee comprising of senior representatives of the Department, NSW Treasury and the then Office of Finance and Services. The steering committee was responsible for oversight of all decisions related to the building revaluation. Additional oversight was provided by the Departments Audit and Risk Committee.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

1. Summary of Significant Accounting Policies (Continued)

(i) Assets (continued)

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

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

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

The expected useful life ranges for assets remained unchanged from 2015 and are listed below. The actual useful life may be greater than the expected useful life for building assets. The Department adopts a minimum remaining useful life of 10 years for building assets that have been revalued.

Asset	Expected Useful Life Range
Buildings	20 to 100 years
Leasehold Improvements	Term of the lease
Heritage Buildings	Indefinite
Plant and Equipment	3 to 15 years

(vi) Major inspection costs

When each major inspection is performed, the labour cost of performing major inspections for faults is recognised in the carrying amount of an asset as a replacement of a part, if the recognition criteria are satisfied.

(vii) Restoration costs

The estimated cost of dismantling and removing an asset and restoring the site is included in the cost of an asset, to the extent it is recognised as a liability.

(viii) Maintenance

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

(ix) Leased assets

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

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

1. Summary of Significant Accounting Policies (Continued)

(i) Assets (continued)

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

2015 revaluation of land

Qualified valuers were engaged through the then Office of Finance and Services to undertake valuations for School land and surplus sites as at 31 March 2015 consistent with the requirements of Australian Accounting Standards and NSW Treasury requirements.

The requirement for provision of service delivery by Schools imposes restrictions on the use of land and it is considered to have no feasible alternative use.

Therefore, School land has been valued at fair value based on existing use. The valuers used market evidence to determine the highest and best use land values and applied a discount factor averaging 19% to these values, to adjust for the restricted use of the land. The valuation estimates of land values are supported by market based sales evidence.

When School land becomes surplus it is then available for feasible alternative uses. In this case the sites are valued at fair value based on the highest and best use.

A project team was formed to conduct the 2015 revaluation of land. The team was overseen by a steering committee and project control group comprising of senior representatives of the Department. The steering committee and project control group was responsible for oversight of all decisions related to the land revaluation. Additional oversight was provided by the Department's Audit and Risk Committee.

An assessment of land assets fair value at 30 June 2016 was conducted by the Department and concluded that there has been no material movement in values.

(iv) 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 such as where the costs of disposal are material. Specifically, impairment is unlikely for not-for-profit entities given that AASB 136 mandates the recoverable amount test for non-cash generating assets or not-for-profit entities to the higher of fair value less costs of disposal and depreciated replacement cost, where depreciated replacement cost is also fair value.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

1. Summary of Significant Accounting Policies (Continued)

(i) Assets (continued)

(xii) Investments (continued)

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

The Hour-Glass Investment Facilities are designated at fair value through profit or loss as these financial assets are managed and their performance is evaluated on a fair value basis, in accordance with a documented risk management strategy, and information about these assets is provided internally on that basis to the Department's key management personnel.

The movement in the fair value of the Hour-Glass Investment Facilities incorporates distributions received as well as unrealised movements in fair value and is reported in the line item 'Investment revenue'.

- **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'. These investments are measured at amortised cost using the effective interest method. Changes are recognised in the net result for the year when impaired, derecognised or through the amortisation process.

- **Available-for-sale investments** - Any residual investments 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 investments are recognised in other comprehensive income until disposed or impaired, at which time the cumulative gain or loss previously recognised in other comprehensive income is recognised in the net result for the year. However, interest calculated using the effective interest method and dividends are recognised in the net result for the year.

Purchases or sales of investments under contract that require delivery of the asset within the time frame established by convention or regulation are recognised on the trade date i.e. the date the Department commits to purchase or sell the asset.

The fair value of investments that are traded at fair value in an active market is determined by reference to quoted current bid prices at the close of business on the statement of financial position date.

(xiv) Impairment of financial assets

All financial assets, except those measured at fair value through profit and loss, are subject to an annual review for impairment. An allowance for impairment is established when there is objective evidence that the Department will not be able to collect all amounts due.

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

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

Any reversals of impairment losses are reversed through the net result for the year, where there is objective evidence. However, reversals of impairment losses on 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.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

1. Summary of Significant Accounting Policies (Continued)

(i) Assets (continued)

(ix) Leased assets (continued)

Operating lease payments are recognised as an expense on a straight line basis over the lease term.

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

(x) 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.

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.

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.

The Department's intangible assets are amortised using the straight-line method over a period of three to 15 years.

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

(xi) Loans and receivables

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. These financial assets are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method, less an allowance for any impairment or receivables. Any changes are recognised in the net result for the year when impaired, derecognised or through the amortisation process.

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

(xii) Inventories

The Department holds inventory of teaching and resource materials that are consumed directly in the delivery of educational courses. Inventory is expensed as it is acquired. The Department does not capitalise inventories as holdings are high turnover items that are characterised by low stock levels that are not of a material nature.

(xiii) Investments

Investments are initially recognised at fair value plus, in the case of investments not at fair value through profit or loss, transaction costs. The Department determines the classification of its financial assets after initial recognition and, when allowed and appropriate, re-evaluates this at each financial year end.

DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2016

1. Summary of Significant Accounting Policies (Continued)

(i) Assets (continued)

(xv) Derecognition of financial assets and financial liabilities

A financial asset is 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 has 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 risk and rewards or transferred control, the asset is recognised to the extent of the Department's continuing involvement in the asset.

A financial liability is derecognised when the obligation specified in the contract is discharged or cancelled or expires.

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

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

(j) Liabilities

(i) Payables

These amounts represent liabilities for goods and services provided to the Department and other amounts. Payables are recognised initially at fair value, usually based on the transaction cost or face value. Subsequent measurement is at amortised cost using the effective interest method. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

(ii) Borrowings

Loans are not held for trading or designated at fair value through profit or loss and are recognised at amortised cost using the effective interest rate method. Gains or losses are recognised in the net result for the year on de-recognition.

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

(iii) 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 that there is no material liability to be recognised for financial guarantee contracts as at 30 June 2016 and at 30 June 2015. However, refer Note 22 regarding disclosures on contingent liabilities.

(iv) Employee benefits and other provisions

(a) Salaries and wages, annual leave, sick leave and on-costs

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

DEPARTMENT OF EDUCATION

Notes to the financial statements for the year ended 30 June 2016

1. Summary of Significant Accounting Policies (Continued)

(i) Liabilities (continued)

(iv) Employee benefits and other provisions (continued)

(a) Salaries and wages, annual leave, sick leave and on-costs (continued)

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 Treasury has confirmed that the use of an approach using nominal annual leave balance plus the annual accrual on the nominal liability (using 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 the Department's circumstances and has determined that the effect of discounting is immaterial to annual leave.

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.

(b) Long service leave and superannuation

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

Long service leave is measured at present value in accordance with AASB 119 Employee Benefits. This is based on the application of certain factors specified in NSW Treasury Circular TC15/09 to employees with five or more years of service using current rates of pay. These factors were determined based on actuarial review to approximate present value.

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

The superannuation expense for the financial year is determined by using the formulae specified in the Treasurer's Directions. The expense for certain superannuation schemes (i.e. Basic Benefit and First State Super) is calculated as a percentage of the employees' salary. 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.

The Crown Entity accepted liability for the defined benefit superannuation and long service leave for employees of the Adult Migrant English Service (AMES) effective from 26 August 2014 so that all employees within the Department are now consistently treated and funded for long service leave and defined benefit superannuation. Prior to that date, the liabilities of the Department relating to the AMES employees for long service leave and superannuation were disclosed separately.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

1. **Summary of Significant Accounting Policies (Continued)**

- (j) *Liabilities (continued)*
- (iv) Employee benefits and other provisions (*continued*)
- (c) 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 1 to the reporting date. The provision is reduced when teachers take annual leave and during student vacations. Related consequential on-costs, include payroll tax, workers' compensation insurance premiums and superannuation.
- (d) 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.
- (v) Other provisions
Other provisions exist 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.
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.
- In relation to provision for make good of building operating leases, the Department was applied an average discount rate of 1.62% for the year ended on 30 June 2016. (2015:2.45%).

(k) **Fair value hierarchy**

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. Where measuring fair values, valuation techniques are used to measure the fair value of observable inputs and unobservable inputs. Under AASB 13, the Department categorises, for disclosure purposes, the valuation techniques based on the inputs used in the valuation techniques as follows:

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

If the inputs used to measure the fair value of an asset or a liability might be categorised in different levels of the fair value hierarchy, then the fair value measurement is categorised in its entirety in the same level of the fair value hierarchy as the lowest level input that is significant to the entire measurement.

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 Note 14 and Note 26 for further disclosures regarding fair value measurements of financial and non-financial assets.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

1. **Summary of Significant Accounting Policies (Continued)**

- (j) *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 10(i)(ii).
- (ii) Accumulated funds
The category 'Accumulated Funds' includes all current and prior period retained funds.
- (iii) Other reserves
Separate reserve accounts are recognised in the financial statements only if such accounts are required by specific legislation or Australian Accounting Standards (e.g. revaluation surplus).
- (m) **Transfer to other agencies**
- (i) Equity transfer through administrative restructures
The transfer of net assets between agencies as a result of an administrative restructure, transfers of programs/functions and parts thereof between NSW public sector agencies and "equity appropriations" are designated or required by the Australian Accounting Standards to be treated as contributions by owners and recognised as an adjustment to Accumulated Funds. This treatment is consistent with NSW Treasury Policy and Guidelines Paper TPP 09-3 "Contributions by owners made to wholly-owned Public Sector Entities", AASB 1004 *Contributions* and Australian Accounting Interpretation 1038 *Contributions by Owners Made to Wholly-Owned Public Sector Entities*.
- Transfers arising from an administrative restructure involving not-for-profit and for-profit government agencies are recognised at the amount at which the assets and liabilities were recognised by the transferor immediately prior to the restructure. Subject to below, in most instances this will approximate fair value.
- All other equity transfers are recognised at fair value, except for intangibles. Where an intangible has been recognised at (amortised) cost by the transferor because there is no active market, the agency recognises the asset at the transferor's carrying amount. Where the transferor is prohibited from recognising internally generated intangibles, the agency does not recognise that asset.
- Details of changes to assets/liabilities of the Department related to the transfer out of the Office of Communities (except Aboriginal Affairs) to the Department of Family and Community Services and State Training Services to the Department of Industry, Skills and Regional Development are provided in Note 20(a). This transfer took effect on 1 July 2015.
- (ii) Transfers through business combination
The transfer of net assets between agencies as a result of business operational re-alignments between NSW public sector agencies are designated as business combination transaction under requirements of AASB 3 *Business Combinations*.
- Business combination transactions are recognised at the amounts at which the net assets were recognised by the transferee immediately prior to the transfers. Subject to below, in most instances this will approximate fair values at the transfer date.
- Contingent liabilities shall be recognised when a present obligation that arises from past events and its fair value can be measured reliably. Employee benefits are recognised and measured in accordance with AASB 119 *Employee Benefits*.
- Details of changes to assets/liabilities of the Department related to transfer out of the Adult Migrant English Service (AMES) to the TAFE Commission. This transfer took effect on 1 July 2015.
- (n) **Budgeted amounts**
The budgeted amounts are drawn from the original budgeted financial statements presented to Parliament in respect of the reporting period. Subsequent amendments to the original budget (e.g. adjustment for transfer of functions between entities as a result of Administrative Arrangements Orders) are not reflected in the budgeted amounts. Major variances between the original budgeted amounts and the actual amounts disclosed in the primary financial statements are explained in Note 23.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

2. Expenses Excluding Losses

	2016 \$'000	2015 \$'000
(a) Employee related expenses		
Salaries and wages (including annual leave) ¹	7,080,444	6,728,590
Superannuation – defined benefit plans	129,664	144,838
Superannuation – defined contribution plans	622,738	572,827
Long service leave	452,208	386,475
Workers' compensation insurance	105,066	120,273
Payroll tax and fringe benefit tax	453,906	429,807
Redundancy payments	16,036	10,513
Other	16,407	--
	8,876,469	8,393,323

¹ An amount of \$3.7m (2015: \$1.8m) for employee related expenses was capitalised during the year.

(b) Other operating expenses include the following:

	2016 \$'000	2015 \$'000
Auditor's remuneration ¹	1,204	1,216
- audit of the financial statements	271,929	265,746
Cleaning	2,075	338
Consultants	49,773	60,148
Contractors ²	190,888	236,763
Fees for services rendered ³	62,691	59,927
Internet and related expenses	53,117	50,787
Insurance	385,197	360,137
Maintenance ⁴	71,989	43,559
Minor stores, provisions, plant and computing	45,239	46,309
Operational lease rental expense	21,048	25,780
- minimum lease payments	7,740	18,054
Postage and telephone	628,559	603,288
Printing	17,100	20,842
School operating expenses	90,976	99,982
Travelling and sustenance	71,294	58,753
Utilities	1,950,819	1,954,619
Other	--	--

¹ The audit fees are disclosed based on services provided up to 30 June 2016. The engagement fee for the audit of 2015-16 financial statements is \$1.2m (2015: \$1.2m).

² An amount of \$17.6m as at June 2016 (2015: \$19.4m) for contractor expenses was capitalised during the year.

³ Other expenses include transfer out of AMES' net assets of \$7.8m (2015: Nil). Refer to Notes 1(a) and 1(m).

⁴ Reconciliation - Total maintenance

	2016 \$'000	2015 \$'000
Maintenance expense – contracted labour and other (non-employee related), as above	365,197	360,137
Total maintenance expenses included in Note 2(b)	365,197	360,137

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

1. Summary of Significant Accounting Policies (Continued)

- (o) *Comparative information*
- Except when an Australian Accounting Standard permits or requires otherwise, comparative information is presented in respect of the previous period for all amounts reported in the financial statements.
- (p) *Change in accounting policy, including new or revised Australian Accounting Standards*
- (i) Effective for the first time in 2015-16
- The accounting policies applied in 2015-16 are consistent with those of the previous financial year except the Department applies AASB 2015-3 *Amendments to Australian Accounting Standards arising from the Withdrawal of AASB 1031 Materiality for the first time in 2015-16*. There are no financial impacts on the Department's financial statements as a result of first-time adoption of this standard.
- In addition to the above, under Treasury Circular TC16-02 "Mandates of Options and Major Policy Decision under Australian Accounting Standards", NSW Treasury mandates all agencies to early adopt AASB 2015-7 *Amendments to Australian Accounting Standards – Fair Value Disclosures of Not-for-Profit Public Sector Entities*. The following disclosures are no longer required for 2015-16:
- quantitative information about significant unobservable inputs used in the fair value measurement;
 - a narrative description of the sensitivity of the fair value measurement to changes in unobservable inputs that may significantly impact on fair value; and
 - the amount of the total gains and losses for the period included in profit or loss that is attributable to the change in realised gains or losses relating to assets held at reporting date, and the profit and loss line items in which those unrealised gains or losses are recognised.
- There are no financial impacts on the Department's financial statements as a result of first-time adoption of AASB 2015-7.
- (ii) Issued but not yet effective
- NSW Public sector entities are not permitted to early adopt new Australian Accounting Standards, unless Treasury determines otherwise.
- The following new Australian Accounting Standards have not been applied and are not yet effective. Management cannot determine the actual financial impact of these Standards in the Department's financial statements in the period of their initial application.
- AASB 9 *Financial Instruments* (effective 2018-19);
 - AASB 15 *Revenue from Contracts with Customers* (effective 2017-18);
 - AASB 16 *Leases* (effective 2019-20);
 - AASB 1057 *Application of Australian Accounting Standards* (effective 2016-17);
 - AASB 2013-9 *Amendments to AAS - Conceptual Framework, Materiality and Financial Instruments regarding Part C - Financial Instruments* (effective 2017-18);
 - AASB 2014-1 *Amendments to AAS regarding Part E - Financial Instruments* (effective 2018-19);
 - AASB 2014-4 *Amendments to AAS - Clarification of Acceptable Methods of Depreciation and Amortization* (effective 2016-17);
 - AASB 2014-5 *Amendments to AAS arising from AASB 15* (effective 2017-18);
 - AASB 2014-7 *Amendments to AAS arising from AASB 9 (December 2014)* (effective 2018-19);
 - AASB 2014-8 *Amendments to AAS arising from AASB 9 (December 2014) – Application of AASB 9 (December 2009) and AASB 9 (December 2010)* (effective 2018-19);
 - AASB 2015-1 *Amendments to AAS - Annual Improvements to Australian Accounting Standards 2012-2014 Cycle* (effective 2016-17);
 - AASB 2015-2 *Amendments to AAS - Disclosure Initiative: Amendment to AASB 101* (effective 2016-17);
 - AASB 2015-6 *Amendments to AAS - Extending Related Party Disclosures to Not-for-Profit Public Sector Entities* (effective 2016-17); and
 - AASB 2015-8 *Amendments to AAS - Effective Date of AASB 15* (effective 2018-19).

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

	2016 \$'000	2015 \$'000
3. Revenue		
(a) Appropriations		
Recurrent appropriations		
Total recurrent draw-downs from NSW Treasury (per Summary of compliance)	11,363,450	12,139,798
Less: Liability to Consolidated Fund (per Summary of compliance)	--	(25,848)
	<u>11,363,450</u>	<u>12,113,950</u>
Comprising:		
Recurrent appropriations (per Statement of comprehensive income)	11,363,450	12,113,950
	<u>11,363,450</u>	<u>12,113,950</u>
Capital appropriations		
Total capital draw-downs from NSW Treasury (per Summary of compliance)	351,075	346,628
Less: Liability to Consolidated Fund (per Summary of compliance)	(13,803)	--
	<u>337,272</u>	<u>346,628</u>
Comprising:		
Capital appropriations (per Statement of comprehensive income)	337,272	346,628
	<u>337,272</u>	<u>346,628</u>
(b) Sale of goods and services		
Rendering of services	76,160	69,496
Course fees	760	615
Overseas student fees	76,872	68,780
Fees and charges	7,619	18,636
Other	2,139	37,260
	<u>163,550</u>	<u>194,787</u>
(c) Investment revenue		
Interest revenue from financial assets not at fair value through profit or loss	20,546	27,384
	<u>20,546</u>	<u>27,384</u>

28

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

	2016 \$'000	2015 \$'000
2. Expenses Excluding Losses (Continued)		
(c) Depreciation and amortisation expense		
Depreciation:		
Buildings and improvements	446,630	423,493
Plant and equipment	66,040	87,748
	<u>512,670</u>	<u>511,241</u>
Amortisation:		
Intangibles	36,942	39,049
	<u>549,612</u>	<u>550,290</u>
(d) Grants and subsidies		
Government sector:		
Grants to cluster agencies	106,346	1,205,774
Other	2,837	231,682
Non-Government school sector:		
Non-Government schools per capita payments	952,599	910,260
Interest subsidies	55,729	47,224
Supervisor subsidies	38,757	35,724
Other	909	577
Other sector:		
Early Childhood Education and Care	245,773	203,640
Grants for Vocational Education and Training	--	106,287
Assisted School Travel Program	137,898	126,575
Catholic Education Commission	--	23,540
The Association of Independent Schools	--	14,937
Other	80,486	104,800
	<u>1,621,334</u>	<u>3,011,020</u>
(e) Finance costs		
Interest expense from financial liabilities not at fair value through profit or loss	20,175	19,534
	<u>20,175</u>	<u>19,534</u>

27

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

6. Conditions on Contributions
Contributors can place restrictions on the application of funds to assist in ensuring that the intended outcomes of the particular program are met. Examples of such conditions are the requirement to provide annual acquittals of expenditure or to return funds at the end of a specific period.
In the 2015-16 financial year contributions amounting to \$21.0m (2015: \$31.8m) were received by the Department for programs where such conditions were in place.
Unspent funds from these contributions for 2015-16, including balances brought forward from prior years, totalled \$33.9m (2015: \$21.9m).

7. Service Groups of the Department
Following is a list of the Service Groups of the Department. In order to comply with the requirements of AASB 1052 *Disaggregated Disclosures*, financial details attributed by Service group are provided in the supplementary statements. Where financial details cannot be attributed to a particular Service group, they are assigned to the 'Not Attributable' column, in accordance with Treasury Policy and Guidelines Paper TPP 15-04. Appropriations are made to the Department rather than Service groups. Therefore appropriations are disclosed as 'Not Attributable'.

Service Group 1	Early Childhood Education Services
Objective(s)	To provide and regulate early childhood education and care, including preschools.
Service Group 2	Primary Education Services in Government Schools
Objective(s)	To staff and support 1,617 primary schools, 67 central schools and 114 schools for special purposes and environmental education centres to deliver quality education services that meet the diverse needs of all students.
Service Group 3	Secondary Education Services in Government Schools
Objective(s)	To staff and support 398 secondary schools and 23 environmental education centres to deliver quality education aimed at increasing the attainment of students and meeting their diverse needs.
Service Group 4	Non-Government Schools
Objective(s)	To provide funding to non-government schools to improve student learning outcomes and assist them to successfully complete Year 12 or VET equivalent.
Service Group 5	Vocational Education and Training
Objective(s)	In accordance with <i>Administrative Arrangements (Administrative Changes - Public Service Agencies) Order (No 2) 2015</i> , the functions of Vocational Education and Training were transferred to the TAFE Commission and the Department of Industry, Skills and Regional Development as at 1 July 2015. Objectives have been provided for prior year comparative purposes only. To develop and promote a quality education and training system that enhances skills for industry and individuals. The Smart and Skilled reforms of the NSW vocational education and training system, introduced and entitlement to government subsidised entry level training up to Certificate III from 1 January 2015.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

3. Revenue (Continued)	2016	2015
	\$'000	\$'000
(d) Grants and contributions		
Other Public Sector agencies	6,652	13,502
Commonwealth Government	17,308	24,209
Contributions of assets	40	16,746
Donations and industry contributions	57,410	54,041
	81,410	108,498

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

The following liabilities and/or expenses have been assumed by the Crown Entity or other government entities:
Superannuation – defined benefit
Long service leave
Payroll tax

(f) Other revenue	410,397	425,760
School generated revenue	144,561	33,828
Other	554,958	459,588
(g) Personnel services revenue	2,071	--
	2,071	--

4. Gain/(Loss) on Disposal

Property, plant and equipment
Written down value

Gain/(Loss) on disposal	(42,955)	(6,206)
	(42,955)	(6,206)

5. Other Gains/(Losses)

Disposal of non-current assets held for sale
Impairment of receivables

	23,448	(235)
	(4,190)	(261)
	19,258	(496)

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

7. Service Groups of the Department (Continued)

<p>Service Group 6 Objective(s)</p>	<p>Aboriginal Affairs</p> <p>To work in partnership with Aboriginal people to strengthen their capacity and increase their access to opportunities by implementing OCHBE (Opportunity, Choice, Healing, Responsibility, Empowerment) - the Government's plan for Aboriginal Affairs; establishing partnerships for economic development; supporting effective community governance; and strengthening cultural identity and language.</p>
<p>Service Group 7 Objective(s)</p>	<p>Citizenship and Communities</p> <p>In accordance with the <i>Administrative Arrangements (Administrative Changes - Public Service Agencies) Order (No 2) 2015</i>, this function was transferred to the Department of Family and Community Services on 1 July 2015.</p> <p>Objectives have been provided for prior year comparative purposes only.</p>
<p>Service Group 8 Objective(s)</p>	<p>Cluster Grant Funding</p> <p>To provide grant funding to the Board of Studies, Teaching and Educational Standards, which is an agency within the Education cluster.</p> <p>An administrative restructure took effect, which led to changes to the Education's cluster funding arrangements. From 1 July 2015, the Department only provides funding to the Board of Studies, Teaching and Educational Standards. In the previous year, the Department provided funding to Multicultural New South Wales and the YAFE Commission in addition to Board of Studies, Teaching and Educational Standard.</p>

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

8. Current Assets - Cash and Cash Equivalents

Cash at bank and on hand	2016 \$'000	2015 \$'000
	937,646	775,263
	<u>937,646</u>	<u>775,263</u>

For the purposes of the Statement of cash flows, cash and cash equivalents include cash at bank, cash on hand, short-term deposits and 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:

Cash and cash equivalents (per Statement of financial position)	937,646	775,263
Closing cash and cash equivalents (per Statement of cash flows)	<u>937,646</u>	<u>775,263</u>

Refer Note 26 for details regarding credit risk, liquidity risk and market risk arising from financial instruments.

9. Current/Non-Current Assets - Receivables

Current:		
Sale of goods and services	112,578	11,372
Less: Allowance for impairment	(9,781)	(5,742)
Personnel services receivable	72	--
Other debtors	146,392	30,966
Prepayments	27,090	21,953
Accrued income	1,410	11,489
	<u>277,761</u>	<u>70,028</u>
Non-Current:		
Other debtors	62	8,429
	<u>62</u>	<u>8,429</u>

Movement in the allowance for impairment:

Balance at 1 July	(5,742)	(6,561)
Other adjustments	--	892
Amounts written off during the year	167	190
Amounts recovered during the year	98	63
(Increase)/Decrease in allowance recognised in profit or loss	(4,304)	(326)
Balance at 30 June	<u>(9,781)</u>	<u>(5,742)</u>

Refer Note 26 for details regarding credit risk, liquidity risk and market risk arising from financial instruments.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

11. *Non-Current Assets – Property, Plant and Equipment (Continued)*

	Land \$'000	Buildings \$'000	Equipment \$'000	Plant and Equipment \$'000	Total \$'000
Year ended 30 June 2016					
Net carrying amount at start of year	7,537,030	13,285,307	199,695	199,695	21,022,032
Additions	16,275	316,739	57,198	57,198	390,212
Transfers to Assets held for sale	(30,038)	(7,633)	--	--	(37,672)
Disposals	--	(42,934)	(21)	(21)	(42,955)
Net revaluation ¹	7,388	1,592,813	--	--	1,600,201
Transfers through administrative restructures	(10,500)	--	(52)	(52)	(10,500)
Transfers to other government agencies	--	--	--	--	--
Depreciation expense	--	(446,630)	(66,040)	(66,040)	(512,670)
Net carrying amount at end of year	7,520,154	14,697,661	190,780	190,780	22,408,595

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

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

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

	Land \$'000	Buildings \$'000	Equipment \$'000	Plant and Equipment \$'000	Total \$'000
Year ended 30 June 2015					
Net carrying amount at start of year	7,676,772	17,311,180	269,401	269,401	25,257,353
Reclassification	3,577	(3,630)	53	53	--
Additions	47,429	237,513	70,099	70,099	355,041
Transfers to Assets held for sale	(1,048)	(970)	(29)	(29)	(2,047)
Disposals	(6)	(6,205)	(1)	(1)	(6,212)
Net revaluation ²	576,061	--	--	--	576,061
Transfers through administrative restructures	(764,127)	(3,828,566)	(52,080)	(52,080)	(4,644,773)
Transfers to other government agencies	(1,628)	(522)	--	--	(2,150)
Depreciation expense	--	(423,493)	(87,746)	(87,746)	(511,241)
Net carrying amount at end of year	7,537,030	13,285,307	199,695	199,695	21,022,032

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

² A comprehensive revaluation of land assets was undertaken for the year ended 30 June 2015. This process has resulted in an increase of \$576.1m in the carrying amount of land as well as the Asset Revaluation Surplus.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

10. *Current/Non-Current Assets – Other Financial Assets*

	2016 \$'000	2015 \$'000
Current:		
Held to maturity investments	17,166	18,628
	<u>17,166</u>	<u>18,628</u>

Refer Note 26 for details regarding credit risk, liquidity risk and market risk arising from financial instruments.

11. *Non-Current Assets – Property, Plant and Equipment*

	Land \$'000	Buildings \$'000	Equipment \$'000	Plant and Equipment \$'000	Total \$'000
At 1 July 2015 – fair value					
Gross carrying amount	7,537,030	26,469,721	747,786	747,786	34,754,537
Accumulated depreciation and impairment	--	(13,184,414)	(548,091)	(548,091)	(13,732,505)
Net carrying amount	7,537,030	13,285,307	199,695	199,695	21,022,032
At 30 June 2016 – fair value					
Gross carrying amount	7,520,154	29,980,776	499,360	499,360	38,000,290
Accumulated depreciation and impairment	--	(15,283,115)	(308,580)	(308,580)	(15,591,695)
Net carrying amount	7,520,154	14,697,661	190,780	190,780	22,408,595
At 1 July 2014 – fair value					
Gross carrying amount	7,676,772	32,903,456	864,970	864,970	41,465,198
Accumulated depreciation and impairment	--	(15,592,276)	(615,569)	(615,569)	(16,207,845)
Net carrying amount	7,676,772	17,311,180	269,401	269,401	25,257,353
At 30 June 2015 – fair value					
Gross carrying amount	7,537,030	26,469,721	747,786	747,786	34,754,537
Accumulated depreciation and impairment	--	(13,184,414)	(548,091)	(548,091)	(13,732,505)
Net carrying amount	7,537,030	13,285,307	199,695	199,695	21,022,032

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

12. Intangible Assets

	2016 \$'000	2015 \$'000
Software		
At 1 July		
Cost (gross carrying amount)	555,563	684,740
Accumulated amortisation and impairment	(224,633)	(256,727)
Net carrying amount	<u>330,930</u>	<u>428,013</u>
At 30 June		
Cost (gross carrying amount)	483,600	555,563
Accumulated amortisation and impairment	(175,290)	(224,633)
Net carrying amount	<u>308,310</u>	<u>330,930</u>
Year ended 30 June		
Net carrying amount at start of year	330,930	428,013
Additions (from internal development)	14,376	5,689
Transfers through administrative restructures	(54)	(63,733)
Amortisation expense	(36,942)	(39,049)
Net carrying amount at end of year	<u>308,310</u>	<u>330,930</u>

13. Non-Current Assets (or Disposal Groups) Held for Sale

Assets held for sale	
Land and buildings	284
	<u>284</u>
	779
	<u>779</u>
Amounts recognised in other comprehensive income relating to assets held for sale	
Property, plant and equipment asset revaluation increments/(decrements)	283
	<u>283</u>
	125
	<u>125</u>

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

Details regarding fair value measurement are disclosed in Note 14.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

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
2016				
Property (Note 11)	--	--	7,498,827	7,498,827
Land	--	--	14,445,377	14,445,377
Buildings	--	18,543	--	18,543
Residences	--	--	--	--
Non-current assets (or disposal groups) held for sale (Note 13)	--	284	--	284
	<u>--</u>	<u>18,827</u>	<u>21,944,204</u>	<u>21,963,031</u>

There were no transfers between Level 1 or 2 during the year.

	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total Fair Value \$'000
2015				
Property (Note 11)	--	--	7,523,965	7,523,965
Land	--	--	13,115,271	13,115,271
Buildings	--	21,249	--	21,249
Residences	--	--	--	--
Non-current assets (or disposal groups) held for sale (Note 13)	--	779	--	779
	<u>--</u>	<u>22,028</u>	<u>20,639,236</u>	<u>20,661,264</u>

There were no transfers between Level 1 or 2 during the year.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

16. Current Liabilities - Payables

	2016 \$'000	2015 \$'000
Accrued salaries, wages and on-costs	27,532	217,809
Creditors	260,344	187,541
Unearned revenue	34,490	28,886
Group payroll and fringe benefits tax	49,143	33,497
Other ¹	111,977	59,156
	483,486	527,889

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

¹ Includes GST payable to ATO, \$64.7m. Payables to other government agencies, \$19.3m and others: \$28m.

17. Current/Non-Current Liabilities - Borrowings

	2016 \$'000	2015 \$'000
Current:		
Privately Funded Projects Schools (Note 21(c))	6,327	6,046
Treasury Advances	140,500	--
	146,827	6,046
Non-Current:		
Privately Funded Projects Schools (Note 21(c))	169,745	176,073
Treasury Advances	--	140,500
	169,745	316,573
	316,572	322,619

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

	2016 \$'000	2015 \$'000
Current:		
Employee benefits and related on-costs:		
Annual leave	53,389	47,043
Teachers annual and non term leave	355,303	285,580
Payroll tax on annual leave	22,275	18,128
Annual leave on long service leave	85,884	78,104
Workers compensation on long service leave	20,449	18,596
Payroll tax on long service leave	116,125	105,606
Superannuation on long service leave	77,704	70,666
Superannuation on annual leave	38,320	30,883
Annual leave loading	38,121	38,955
Other	10,922	6,237
	819,492	695,798
Other Provisions:		
Make good (building leases)	1,053	1,167
	1,053	1,167
Total Provisions - Current	820,545	700,965

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

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.

Year ended 30 June 2016	Land \$'000	Buildings \$'000	Total Recurring Level 3 Fair Value \$'000
Fair value as at 1 July 2015	7,523,965	13,115,271	20,639,236
Additions	8,013	225,280	233,293
Net revaluation (Note 11)	7,388	1,592,513	1,600,201
Disposals	--	(41,899)	(41,899)
Depreciation expense	--	(438,282)	(438,282)
Transfers to Assets held for sale	(30,039)	(7,172)	(37,211)
Transfers to other government agencies	(10,500)	--	(10,500)
Other	--	365	365
Fair value as at 30 June 2016	7,498,827	14,445,377	21,944,204

Refer to Note 1(k) for the Department's policy for determining when transfers are deemed to have occurred.

Year ended 30 June 2015	Land \$'000	Buildings \$'000	Total Recurring Level 3 Fair Value \$'000
Fair value as at 1 July 2014	7,676,772	16,895,695	24,572,467
Reclassification	--	(53)	(53)
Additions	39,238	374,416	413,654
Net revaluation (Note 11)	576,061	--	576,061
Disposals	(6)	(6,211)	(6,211)
Depreciation expense	--	(6,205)	(6,205)
Transfers to Assets held for sale	(1,048)	(414,768)	(414,768)
Transfers through administrative restructures	(764,127)	(58)	(764,127)
Transfers to other government agencies	(1,628)	(3,732,993)	(4,497,120)
Other	(1,287)	(522)	(2,150)
Fair value as at 30 June 2015	7,523,965	13,115,271	20,639,236

Refer to Note 1(k) for the Department's policy for determining when transfers are deemed to have occurred.

15. Restricted Assets

As at 30 June 2016, the Department held \$5.5m (2015: \$6.3m) in an interest-bearing bank account for monthly service payments to the private service provider of 11 schools (2015: 11 schools). Only the private service provider can draw the funds held.

The Department also recognised \$2.3m (2015: \$1.6m) as monies held by schools on behalf of third parties. These funds include charitable donations and represent funds that are collected by schools on behalf of other organisations. The schools obtain no benefit from the funds.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

18. *Current/Non-Current Liabilities – Provisions (Continued)*

	2016 \$'000	2015 \$'000
Non-Current:		
Employee benefits and related on-costs:		
Payroll tax on long service leave	10,099	9,185
Annual leave on long service leave	7,468	6,792
Workers compensation on long service leave	1,778	1,617
Superannuation on long service leave	6,757	6,145
	<u>26,102</u>	<u>23,739</u>
Other Provision:		
Make good (building leases)	5,758	4,514
Total Provisions – Non Current	<u>31,860</u>	<u>28,253</u>
Aggregate employee benefits and related on-costs:		
Provisions – current	819,492	699,798
Provisions – non-current	26,102	23,739
Accrued salaries, wages and on-costs (Note 16)	27,532	217,809
	<u>873,126</u>	<u>941,346</u>
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:		
Make good (building leases)		
Carrying amount at the beginning of year	5,681	8,988
Additional provisions recognised	1,527	--
Amounts used	(3,307)	(3,307)
Carrying amount at end of year	<u>6,811</u>	<u>5,681</u>
The provision is the Net Present Value (NPV) of future liability for restoration.		
19. Current/Non-Current Liabilities - Other		
Current:		
Lease incentive	1,325	1,059
Liability to Consolidated Fund	13,803	25,848
	<u>15,128</u>	<u>26,907</u>
Non-Current:		
Lease incentive	1,413	2,473
	<u>1,413</u>	<u>2,473</u>

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

20. *Increase/(Decrease) in Net Assets from Equity Transfers*

(a) Equity transfers through administrative restructures

The following table discloses the increase/(decrease) in net assets relative to the Service Groups transferred out from the Department from 1 July 2015.

	2016 State Training Services \$'000	2016 Office of Communities \$'000	Total \$'000
Transferee Agency	5		
Service Groups		7	
Current Assets			
Cash and cash equivalents	--	(2,075)	(2,075)
Receivables	(5)	(397)	(402)
Total Current Assets	<u>(5)</u>	<u>(2,472)</u>	<u>(2,477)</u>
Non-Current Assets			
Plant and equipment	(23)	(29)	(52)
Total plant and equipment	(23)	(29)	(52)
Intangible assets	--	(54)	(54)
Total Non-Current Assets	<u>(23)</u>	<u>(83)</u>	<u>(106)</u>
Total Assets	<u>(28)</u>	<u>(2,555)</u>	<u>(2,583)</u>
Current Liabilities			
Payables	11	162	173
Provisions	5,431	785	6,216
Total Current Liabilities	<u>5,442</u>	<u>947</u>	<u>6,389</u>
Non-Current Liabilities			
Provisions	85	166	251
Total Non-Current Liabilities	<u>85</u>	<u>166</u>	<u>251</u>
Total Liabilities	<u>5,527</u>	<u>1,113</u>	<u>6,640</u>
Increase/(Decrease) in net assets	<u>5,499</u>	<u>(1,442)</u>	<u>4,057</u>
Represented by:			
Equity	5,499	(1,442)	4,057
Accumulated funds	5,499	(1,442)	4,057
TOTAL EQUITY	<u>5,499</u>	<u>(1,442)</u>	<u>4,057</u>

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

20. Increase/(Decrease) in Net Assets from Equity Transfers (Continued)

Description	2016	2015
	\$'000	\$'000
(b) Transfers to other government agencies		
Land and buildings	(10,500)	(2,150)
Total	<u>(10,500)</u>	<u>(2,150)</u>
Aggregate of (a) and (b)	4,057	(4,705,982)
Transfers through administrative restructures	(10,500)	(2,150)
Transfers to other government agencies	(6,443)	(4,706,132)
Total	<u>(16,443)</u>	<u>(4,706,132)</u>

21. Commitments for Expenditure

(a) Capital Commitments		
Aggregate capital expenditure contracted for at balance date and not provided for:		
Not later than one year	111,450	144,620
Later than one year and not later than five years	50,886	852
Total (including GST)	<u>162,336</u>	<u>145,472</u>
(b) Operating Lease Commitments		
Future non-cancellable operating lease rentals not provided for and payable:		
(i) Leased Properties		
Not later than one year	33,196	54,082
Later than one year and not later than five years	65,146	91,401
Later than five years	14,365	6,828
Total	<u>112,707</u>	<u>152,291</u>
(ii) Other		
Not later than one year	2,864	5,144
Later than one year and not later than five years	1,885	4,760
Later than five years	--	--
Total (including GST)	<u>4,749</u>	<u>9,904</u>
Total	<u>117,456</u>	<u>162,195</u>

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

20. Increase/(Decrease) in Net Assets from Equity Transfers (Continued)

Transferee Agency	2015			Total
	TAFE NSW	Office of Sport	Dept of Premier and Cabinet	
	\$'000	\$'000	\$'000	\$'000
Current Assets				
Cash and cash equivalents	(416,409)	(5,930)	--	(424,332)
Receivables	(55,003)	(7,206)	(55)	(63,881)
Total Current Assets	<u>(471,412)</u>	<u>(13,136)</u>	<u>(55)</u>	<u>(488,253)</u>
Non-Current Assets				
Receivables	(4,572)	(700)	--	(5,309)
Other financial assets	(446)	--	--	(446)
Property, plant and equipment				
- Land	(720,592)	(43,535)	--	(764,127)
- Buildings	(3,725,036)	(103,530)	--	(3,828,566)
- Plant and equipment	(37,542)	(14,538)	--	(52,080)
Total property, plant and equipment	<u>(4,483,170)</u>	<u>(161,603)</u>	<u>--</u>	<u>(4,644,773)</u>
Intangibles	(62,633)	(1,100)	--	(63,733)
Total non-current assets	<u>(4,550,821)</u>	<u>(163,403)</u>	<u>--</u>	<u>(4,714,261)</u>
Total Assets	<u>(5,022,233)</u>	<u>(176,539)</u>	<u>(55)</u>	<u>(5,202,524)</u>
Current Liabilities				
Payables	371,338	4,963	28	377,209
Provisions	109,193	4,671	94	116,447
Total Current Liabilities	<u>480,531</u>	<u>9,634</u>	<u>122</u>	<u>493,656</u>
Non-Current Liabilities				
Provisions	1,731	863	2	2,886
Total Non-Current Liabilities	<u>1,731</u>	<u>863</u>	<u>2</u>	<u>2,886</u>
Total Liabilities	<u>482,262</u>	<u>10,497</u>	<u>124</u>	<u>496,542</u>
Increase/(Decrease) in net assets	<u>(4,539,971)</u>	<u>(166,042)</u>	<u>69</u>	<u>(4,705,982)</u>
Represented by:				
Equity				
Reserves	(2,806,646)	--	--	(2,806,646)
Accumulated funds	(1,733,325)	(166,042)	69	(1,899,336)
TOTAL EQUITY	<u>(4,539,971)</u>	<u>(166,042)</u>	<u>69</u>	<u>(4,705,982)</u>

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

21. *Commitments for Expenditure (Continued)*

	2016 \$'000	2015 \$'000
(c) Public Private Partnership Project Commitments		
Minimum lease payment commitments in relation to finance leases payable as follows:		
Not later than one year	38,615	20,143
Later than one year and not later than five years	81,991	80,747
Later than five years	272,478	288,739
Minimum lease payments	393,084	389,629
Less: future finance charges	(217,012)	(207,510)
Present value of minimum lease payments	<u>176,072</u>	<u>182,119</u>
The present value of finance lease commitments is as follows:		
Not later than one year	6,327	6,046
Later than one year and not later than five years	28,424	27,157
Later than five years	141,321	148,916
	<u>176,072</u>	<u>182,119</u>
Classified as:		
Current (Note 17)	6,327	6,046
Non-current (Note 17)	169,745	176,073
	<u>176,072</u>	<u>182,119</u>

The total commitments for expenditure include GST input tax credits of \$61.2m (2015: \$63.4m) 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 Partnerships, refer Note 1(i)(ix).

22. *Contingent Liabilities and Contingent Assets*

Contingent liabilities

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

The Department is not aware of other known cases where the Department could be liable for material compensation payments relating to matters, which are the subject of litigation and that are not covered by the NSW Treasury Managed Fund.

Contingent assets

The Department is not aware of any other contingent assets.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

23. *Budget Review*

Net result

The Department's net result was \$86 million lower than the budget. The variance consists of increases in expenses of \$242 million and losses on disposals of \$24 million. These expense increases are offset by additional revenues of \$170 million.

The \$242 million increase in expense is primarily attributable to the following:

- a) \$190 million increase in operating lease expenses, primarily due to increase in actuarial valuation;
- b) \$81 million increase in 'other' non-current term leave provision;
- c) \$39 million increase in maintenance expenses;
- d) \$24 million increase in depreciation on assets; and
- e) \$113 million reduction for changes to timing of various grant payments.

The \$170 million increase in revenue was primarily attributable to the following:

- a) \$200 million increase in Crown acceptance of employee liabilities;
- b) \$103 million additional NSW Treasury Managed Fund (TMF) hindsight adjustment receipt;
- c) \$27 million decrease in sale of goods and services;
- d) \$17 million reduction in external grant receipts; and
- e) \$103 million reduction in government appropriations.

Assets and liabilities

Total assets have increased by \$1.8 billion against budget, primarily due to:

- a) Increased cash and receivables of \$402 million;
- b) Building assets revaluation increase of \$1.6 billion; and
- c) Reductions to assets from disposals.

Total liabilities have increased by \$355 million against budget, primarily due to:

- a) Increased payables of \$242 million; and
- b) Increased staff leave provisions of \$115 million.

24. *Reconciliation of Cash flows from Operating Activities to Net Result*

	2016 \$'000	2015 \$'000
Net cash used in operating activities	511,974	413,051
Depreciation and amortisation	(549,612)	(550,290)
Allowance for impairment	(4,190)	(261)
Decrease/(Increase) in provisions	(138,652)	(551)
Increase/(Decrease) in prepayments and other assets	203,958	1,892
Decrease/(Increase) in creditors	66,067	(20,627)
Net gain/(loss) on sale of plant and equipment	(19,507)	(6,441)
Donated assets	40	16,746
Other	--	981
Net result	<u>70,078</u>	<u>(145,500)</u>

25. *Non-cash Financing and Investing Activities*

Assets received by donation	40	16,746
Liabilities and expenses assumed by the Crown Entity	(633,269)	(539,153)
	<u>(633,229)</u>	<u>(522,407)</u>

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

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. The Department's deposits held with New South Wales Treasury Corporation (NSW TCorp) are guaranteed by the State.

Cash

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 11am unofficial cash rate, adjusted for a management fee to NSW Treasury. Interest is earned on school bank account balances at the Reserve Bank of Australia (RBA) cash rate. The NSW TCorp Hour-Glass cash facility is discussed in paragraph (d).

Receivables – trade debtors

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

The Department is not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors. Based on past experience, debtors that are not past due (2016: \$62.4m; 2015: \$2.1m) and less than six months past due (2016: \$39.7m; 2015: \$0.8m) are not considered impaired and together these represent (2016: 92%; 2015: 25.4%) of the total trade debtors. Most of the Department's debtors have a good credit rating.

The only financial assets that are past due or impaired are 'sales of goods and services' in the 'receivables' category of the Statement of Financial Position.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

26. Financial Instruments

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

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

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

(a) Financial instrument categories

	Notes	Category	Carrying Amount 2016 \$'000	Carrying Amount 2015 \$'000
Financial Assets Class:				
Cash and cash equivalent	8	N/A	937,646	775,263
Receivables ¹	9	Loans and receivables (at amortised cost)	212,596	31,950
Other financial assets	10	Loans and receivables (at amortised cost)	17,166	18,628
Financial Liabilities Class:				
Payables ²	16	Financial liabilities measured at amortised cost	394,034	451,473
Borrowings	17	Financial liabilities measured at amortised cost	140,500	140,500
Borrowings	17	Finance liability measured in accordance with AASB 117 and TPP 06-08	176,072	182,119

Notes

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

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

26. Financial Instruments (Continued)

(b) Credit risk (Continued)

Receivables – trade debtors (Continued)

	Total ^{3,4} \$'000	Past due but not impaired ^{3,4} \$'000	Considered impaired \$'000
2016			
< 3 months overdue	39,738	39,695	43
3 months – 6 months overdue	187	102	85
> 6 months overdue	10,374	1,175	9,199
2015			
< 3 months overdue	313	313	--
3 months – 6 months overdue	509	509	--
> 6 months overdue	8,483	2,741	5,742

Notes

³ Each column in the table reports 'gross receivables'.

⁴ The ageing analysis excludes statutory receivables, as these are not within the scope of AASB 7 and excludes receivables that are not past due and not impaired. Therefore, the 'total' will not reconcile to the receivables total recognised in the Statement of financial position.

(b) Liquidity risk

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

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

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

26. Financial Instruments (Continued)

(c) Liquidity risk (Continued)

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

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

	Weighted Average Effective Int. Rate	Interest Rate Exposure			Maturity Dates			
		Nominal Amount ⁵	Fixed Interest Rate	Variable Interest Rate	Non- interest bearing	< 1 yr	1-5 yrs	> 5 yrs
2016								
Payables:								
Accrued salaries, wages and oncosts	N/A	27,532	--	--	27,532	--	--	--
Creditors	N/A	366,502	--	--	366,502	--	--	--
Borrowings:								
Treasury advances	5.04%	140,500	140,500	--	--	140,500	--	--
Public Private Partnerships ⁶	8.41%	176,072	--	176,072	--	6,327	28,423	141,322
2015								
Payables:								
Accrued salaries, wages and oncosts	N/A	215,763	--	--	215,763	--	--	--
Creditors	N/A	235,710	--	--	235,710	--	--	--
Borrowings:								
Treasury advances	5.04%	140,500	140,500	--	--	140,500	--	--
Public Private Partnerships	8.07%	182,119	--	182,119	--	6,046	27,157	148,916

Notes

⁵ The amounts disclosed are the contractual undiscounted cash flows of each class of financial liabilities based on the earliest date on which the Department can be required to pay. The table includes both interest and principal cash flows and therefore will not reconcile to the statement of financial position.

⁶ Of the \$6.3m disclosed in the 2016 'Public Private Partnerships borrowings' time band <1 yr, the Department intends to pay \$1.6m in the first quarter of 2017.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

26. Financial Instruments (Continued)

(d) Market risk (continued)

Other price risk – TCorp Hour-Glass facilities
Exposure to other price risk primarily arises through the investment in the NSW TCorp Hour-Glass Investment Facilities, which are held for strategic rather than trading purposes. The Department has no direct equity investments. The Department holds units in the following Hour-Glass investment trusts:

Facility	Investment Sectors	Investment	2016 \$'000	2015 \$'000
Cash	Cash and money market instruments	Up to 1.5 years	--	4,369

The unit price of each facility is equal to the total fair value of net assets held by the facility divided by the number of units on issue for that facility. Unit prices are calculated and published daily.

NSW TCorp, as trustee for the above facility, is required to act in the best interest of the unit holders and to administer the trusts in accordance with the trust deeds. As trustee, NSW TCorp has appointed external managers to manage the performance and risks of each facility in accordance with a mandate agreed by the parties. NSW TCorp has also leveraged internal expertise to manage certain fixed income assets for the Hour-Glass facilities. A significant portion of the administration of the facilities is outsourced to an external custodian. Investment in the Hour-Glass facilities limits the Department's exposure to risk, as it allows diversification across a pool of funds, with different investment horizons and a mix of investments.

NSW TCorp provides sensitivity analysis information for each of the investment facilities, using historically based volatility information collected over a ten year period, quoted at two standard deviations (ie, 95% probability). The NSW TCorp Hour-Glass Investment facilities are designated at fair value through profit or loss and therefore any change in unit price impacts directly on profit (rather than equity). A reasonably possible change is based on the percentage change in unit price (as advised by NSW TCorp), multiplied by the redemption value as at 30 June each year for each facility (balance from Hour-Glass statement).

NSW TCorp Hour-Glass Investment - Cash facility	Change in unit price	Impact on profit/loss	
		2015 \$'000	2016 \$'000
	+/-1%	--	+/- 43

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

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 risks are primarily through interest rate risk on the Department's borrowings and other price risk associated with the investment in the NSW TCorp Hour-Glass Investment Facilities. 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 (ie, 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 2015. The analysis assumes that all other variables remain constant.

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

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

2016	Carrying Amount	\$'000			
		-1%	Profit	Equity	+1%
Financial assets:					
Cash and cash equivalents	937,646	(9,376)	9,376	(9,376)	9,376
Receivables	212,596	(2,126)	2,126	(2,126)	2,126
Other financial assets	17,166	(172)	172	(172)	172
Financial liabilities:					
Payables	384,034	(3,940)	3,940	(3,940)	3,940
Borrowings	316,572	(3,166)	3,166	(3,166)	3,166
2015					
Financial assets:					
Cash and cash equivalents	775,263	(7,753)	7,753	(7,753)	7,753
Receivables	31,950	(320)	320	(320)	320
Other financial assets	18,628	(186)	186	(186)	186
Financial liabilities:					
Payables	451,473	4,515	(4,515)	4,515	(4,515)
Borrowings	322,619	3,226	(3,226)	3,226	(3,226)

DEPARTMENT OF EDUCATION
Notes to the financial statements for the year ended 30 June 2016

26. Financial Instruments (Continued)

(e) Fair value measurement

(i) Fair value compared to carrying amount

Financial instruments are generally recognised at cost, with the exception of the NSW TCorp Hour-Glass facilities, which are measured at fair value. Except where specified below, the amortised cost of financial instruments recognised in the statement of financial position approximates the fair value, because of the short-term nature of many of the financial instruments. The following table details the financial instruments where the fair value differs from the carrying amount:

Fair value compared to carrying amount:

	2016		2015	
	Carrying Amount \$'000	Fair Value \$'000	Carrying Amount \$'000	Fair Value \$'000
NSW TCorp Hour-Glass Investment - Cash facility	--	--	4,369	4,369

(ii) Fair value recognised in the statement of financial position.

Financial assets at fair value	Level 1			Level 2			Level 3			Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000		
2016										
NSW TCorp Hour-Glass Investment - Cash facility	--	--	--	--	--	--	--	--	--	
2015										
NSW TCorp Hour-Glass Investment - Cash facility	--	--	4,369	--	--	--	--	--	4,369	

The table above only includes financial assets, as no financial liabilities were measured at fair value in the Statement of financial position.

There were no transfers between level 1 and level 2 during the year ended 30 June 2016 and 30 June 2015.

The value of the Hour-Glass Investments is based on the Department's share of the value of the underlying assets of the facility, based on the market value. All of the Hour-Glass facilities are valued using 'redemption' pricing.

27. Events after the Reporting Period

The Department is not aware of any events after the reporting period that have material impacts on the financial statements for the year ended 30 June 2016.

End of Audited Financial Statements

APPENDICES

Our people	68	Financial management	96
Human resources	68	Payment of accounts	96
Organisational structure	74	Establishment, change and closure of schools	98
Workforce diversity	75	Major capital works	99
Work health and safety	78	Land disposal	100
		Credit card certification	101
Public accountability	79	Controlled entities	102
Legislation and legal change	79	Risk management and insurance activities	102
Disability inclusion action plan	80	Grants	106
Carers charter	82		
Multicultural Policies and Services Program	82	Contact us	128
Complaints and feedback	85		
Public access to government information	86	Compliance checklist	129
Privacy and personal information protection	90		
Public interest disclosures	91		
Consultants	92		
Overseas travel	93		
Research and evaluation	94		

OUR PEOPLE

HUMAN RESOURCES

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

In June 2016, the department employed 88,851 full-time equivalent (FTE) staff. More than 73 per cent were teachers in NSW public schools.

Table 1: Number of full-time equivalent staff, 2013 to 2016

	30 June 2013	30 June 2014	30 June 2015	30 June 2016
Teachers (schools)	61,904	62,169	63,274	64,967
Educational support (schools)	18,176	18,507	18,917	20,303
Educational support (state and regional offices)	3,173	2,947	2,688	2,585
Corporate services (core and non-core)	2,052	2,053	997	996
Educational support (TAFE NSW)	3,896	3,611	0	0
Teachers (TAFE NSW)	9,642	8,853	0	0
Adult Migrant English Service and National Art School	20	20	16	0
Office of Communities	903	813	139	0
Total	99,766	98,973	86,031	88,851

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

Primary school teachers

Table 2: Teaching service staff – Primary teachers in NSW public schools, 2016

	Female			Male			Total	
	Number	% of total	% of total at this level	Number	% of total	% of total at this level	Number	% of grand total
Classroom teachers	16,408	78.5	84.2	3,077	67.0	15.8	19,485	76.4
Assistant principals	2,976	14.2	79.9	749	16.3	20.1	3,725	14.6
Deputy principals	454	2.2	80.4	111	2.4	19.6	565	2.2
Primary principals class 6	0	0.0	0.0	0	0.0	0.0	0	0.0
Primary principals class 5	8	<0.1	80.0	2	<0.1	20.0	10	<0.1
Primary principals class 4	35	0.2	52.2	32	0.7	47.8	67	0.3
Primary principals class 3	16	0.1	50.0	16	0.3	50.0	32	0.1
Primary principals class 2	11	0.1	61.1	7	0.2	38.9	18	0.1
Primary principals class 1	8	<0.1	80.0	2	<0.1	20.0	10	<0.1
Executive principals (Connected Communities)	3	<0.1	60.0	2	<0.1	40.0	5	<0.1
Teaching principals 1 – associate principal*	128	0.6	79.0	34	0.7	21.0	162	0.6
Teaching principals 2 – associate principal*	233	1.1	66.8	116	2.5	33.2	349	1.4
Principals level 1*	181	0.9	64.2	101	2.2	35.8	282	1.1
Principals level 2*	245	1.2	59.6	166	3.6	40.4	411	1.6
Principals level 3*	188	0.9	54.2	159	3.5	45.8	347	1.4
Principals level 4*	2	<0.1	16.7	10	0.2	83.3	12	<0.1
Principals level 5*	4	<0.1	40.0	6	0.1	60.0	10	<0.1
Total	20,900	100.0	82.0	4,590	100.0	18.0	25,490	100.0
Total primary principals	1,062	5.1	61.9	653	14.2	38.1	1,715	6.7
Total promoted	4,492	21.5	74.8	1,513	33.0	25.2	6,005	23.6

Source: NSW Public Sector Workforce Profile as at 30 June 2016. Notes: Teachers on leave without pay for 12 months or more at 30 June 2016 are not included in the table. *The new principal classification structure, which applies to all new principals from 2016, began in Term 1. There will continue to be an overlap of the previous and new structures, 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 from 2016. Total promoted includes all executive level positions within a school including principal, deputy and assistant principal, head teacher and Highly Accomplished Teacher.

Secondary school teachers

Table 3: Teaching service staff – Secondary teachers in NSW public schools, 2016

	Female			Male			Total	
	Number	% of total	% of total at this level	Number	% of total	% of total at this level	Number	% of grand total
Classroom teachers	10,716	80.0	60.5	6,997	75.4	39.5	17,713	78.1
Head teachers/district guidance officers	2,146	16.0	56.4	1,657	17.8	43.6	3,803	16.8
Deputy principals	344	2.6	47.3	384	4.1	52.7	728	3.2
Secondary principals class 2	40	0.3	39.2	62	0.7	60.8	102	0.4
Secondary principals class 1	39	0.3	42.9	52	0.6	57.1	91	0.4
Executive principals (Connected Communities)	3	<0.1	33.3	6	0.1	66.7	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*	1	<0.1	100.0	0	0.0	0.0	1	<0.1
Principals level 1*	0	0.0	0.0	0	0.0	0.0	0	0.0
Principals level 2*	3	<0.1	27.3	8	0.1	72.7	11	<0.1
Principals level 3*	26	0.2	45.6	31	0.3	54.4	57	0.3
Principals level 4*	64	0.5	47.4	71	0.8	52.6	135	0.6
Principals level 5*	14	0.1	48.3	15	0.2	51.7	29	0.1
Total	13,396	100.0	59.1	9,283	100.0	40.9	22,679	100.0
Total secondary principals	190	1.4	43.7	245	2.6	56.3	435	1.9
Total promoted	2,680	20.0	54.0	2,286	24.6	46.0	4,966	21.9

Source: NSW Public Sector Workforce Profile as at 30 June 2016. Notes: Teachers on leave without pay for 12 months or more at 30 June 2016 are not included in the table. *The new principal classification structure, which applies to all new principals from 2016, began in Term 1. There will continue to be an overlap of the previous and new structures, 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 from 2016. Total promoted includes all executive level positions within a school including principal, deputy and assistant principal, head teacher and Highly Accomplished Teacher.

Primary and secondary school teachers

Table 4: Teaching service staff – Primary and secondary teachers in NSW public schools, 2016

	Female			Male			Total	
	Number	% of total	% of total at this level	Number	% of total	% of total at this level	Number	% of grand total
Total teaching staff	34,296	100.0	71.2	13,873	100.0	28.8	48,169	100.0
Total principals	1,252	3.7	58.2	898	6.5	41.8	2,150	4.5
Total promoted	7,172	20.9	65.4	3,799	27.4	34.6	10,971	22.8

Source: NSW Public Sector Workforce Profile as at 30 June 2016. Notes: Teachers on leave without pay for 12 months or more at 30 June 2016 are not included in the table. Total promoted includes all executive level positions within a school including principal, deputy and assistant principal, head teacher and Highly Accomplished Teacher.

Part-time school teachers

Table 5: Part-time school teachers in NSW public schools, 2016

	Female			Male			Total		
	Number and % of total	FTE	Average FTE	Number and % of total	FTE	Average FTE	Total and %	FTE	Average FTE
Primary classroom teachers	11,123 92.0%	5,877.3	0.5	970 8.0%	537.6	0.6	12,093 100%	6,414.9	0.5
Primary promoted teachers	596 94.3%	378.1	0.6	36 5.7%	25.9	0.7	632 100%	404.0	0.6
Total primary	11,719 92.1%	6,255.4	0.5	1,006 7.9%	563.5	0.6	12,725 100%	6,818.9	0.5
Secondary classroom teachers	4,699 80.1%	2,706.8	0.6	1,167 19.9%	704.4	0.6	5,866 100%	3,411.2	0.6
Secondary promoted teachers	202 82.8%	134.6	0.7	39 16.2%	29.1	0.7	241 100%	163.7	0.7
Total secondary	4,901 80.3%	2,841.4	0.6	1,206 19.8%	733.5	0.6	6,107 100%	3,574.9	0.6
Grand total	16,620 88.3%	9,096.8	0.5	2,212 11.8%	1,297.0	0.6	18,832 100%	10,393.8	0.6

Source: NSW Public Sector Workforce Profile as at 30 June 2016. Notes: Teachers on leave without pay for 12 months or more at 30 June 2016 are not included in the table. Average FTE (rounded to one decimal place) is calculated by dividing the total FTE by the number of teachers. For example, 10,000 teachers engaged in part-time work held the equivalent of 5,000 positions. Average FTE = 5000/10000 = 0.5.

Human resources strategic planning

The department's Strategic Human Resources Plan 2012-2017 aligns human resources planning with both the departmental strategic plan and NSW Government priorities. Support tools, including the implementation guide, provide business units with guidance on ways to implement the plan.

People Matter Employee Survey

The People Matter Employee Survey is conducted annually by the Public Service Commission. It provides valuable insight into our workforce by enabling staff across the sector to offer feedback about workplace values and practices.

In 2016, the Education Cluster significantly increased its response rate, with approximately 35 per cent of all staff across the department responding compared to 20 per cent in 2014. The department received approximately 1,200 individual reports for schools and teams across the department, which it communicated to staff.

The department will continue to work on organisational responses to the survey, including projects on recruitment, complaints and bullying in 2017.

Government Sector Employment Act

The *Government Sector Employment Act 2013* (GSEA) commenced in February 2014. It is the centrepiece of a suite of reforms that provide the foundation for a modern, capable and high-performing workforce delivering excellent customer service and building rewarding careers.

Two areas of reform include changes to:

- the executive structure of the public service
- the employment arrangements and workforce management practices that apply more generally to non-executive employees of the department.

The GSEA enables staggered implementation dates and transition periods for some of the larger areas of change. The department has finalised new executive structures, and will finalise the transition for non-executive employees before the 23 February 2018 deadline.

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. The department is continuing to embed the framework across a range of workforce

management and professional development activities and ensure recruitment processes are compliant with the GSEA and are capability-focused. In 2016, the department updated and mapped role descriptions for the department's public sector employees to the capability framework.

The NSW Public Sector Performance Development Framework sets the approach for managing all aspects of employee performance. During 2016, the department continued to align existing performance management systems and processes with the framework, develop resources and update procedures to support the implementation. In addition, a number of performance and development schemes within the department apply to different categories of staff, including school teachers, executive and corporate staff.

During 2016, the department finalised the performance development process for non-teaching staff in schools. This will support the ongoing commitment to developing a skilled, engaged and professional workforce. In turn, this will ensure better outcomes for our students. This initiative will be implemented in 2017.

Flexible work practices

The department offers 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 and work-related adjustment needs for staff with disability.

During 2016, 60,292 staff (84.4 per cent of whom were women) accessed flexible work options, including permanent and temporary part-time work, job sharing, leave without pay and varying flexible hour arrangements. An additional 49,082 staff (78.0 per cent of whom were women) took short-term absences for family and community responsibilities.

Organisational change

In 2016, 78 staff accepted offers of voluntary redundancy. The department managed one forced redundancy in accordance with the government's Managing Excess Employees Policy. The department coordinated support for employees through a dedicated change coordination unit, as well as support to increase placement opportunities. Support for excess employees included development of individual redeployment plans and provision of case-management services to assist in the search for redeployment opportunities.

Leave administration

Directors and managers continued to work with staff towards reducing recreation leave balances to 30 days or less, in line with obligations in the relevant industrial instruments and legislation.

In 2016, the department's Human Resources directorate referred around 8,385 teachers to principals for review because they had taken more than five individual absences unsupported by medical certificates during 2015.

By the end of 2016, principals assessed 1.5 per cent of teachers as requiring further action. Where the principal determined it appropriate, they requested that staff provide a medical certificate for all future periods of sick leave taken in a 12-month period.

Staff performance and conduct

The department helped supervisors effectively manage the performance and conduct of staff through training, advice and improvement programs. During 2016, the Employee Performance and Conduct directorate investigated allegations of misconduct, including corrupt conduct, financial and academic fraud and maladministration, and child protection allegations.

Wages and salaries

Teachers, principals, executives and other related staff received an increase of 2.5 per cent, effective from January 2016, under the *Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2014*.

This award introduced a number of initiatives, two of which began in 2016:

- a new standards-based pay structure, which pays classroom teachers more when they achieve higher levels of professional accreditation, based on the Australian Professional Standards for Teachers
- a new principal classification structure, under which principal salary and classifications are no longer determined solely on student enrolments, but instead are linked to school budget allocations.

Chief education officers received an increase of 2.5 per cent, effective from January 2016, under the *Crown Employees (Chief Education Officers – Department of Education) Salaries and Conditions Award 2014*.

Public service and school administrative and support staff received an increase of 2.5 per cent, effective from July 2016, under the *Crown Employees (Public Sector – Salaries 2016) Award*.

Public service and senior executive service

The Statutory and Other Officers Remuneration Tribunal (SOORT) made its annual determination in relation to public service senior executive remuneration packages in July 2016. SOORT determined a 2.5 per cent increase for all public service senior executives, effective from July 2016.

Number of senior executive service officers

Tables 6 and 7 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 2015-16 was 0.75 per cent, compared to 0.68 per cent in 2014-15. Expenditure is based on the total annual base remuneration amount of an employee's substantive role.

Table 6: Number of public service senior executives employed in each band, as at 30 June 2014, 2015 and 2016

Band	30 June 2014		30 June 2015		30 June 2016	
	Female	Male	Female	Male	Female	Male
Band 4 (Secretary)	1	0	1	0	0	1
Band 3 (Deputy Secretary)	3	4	2	3	3	1
Band 2 (Executive Director)	20	19	14	12	11	13
Band 1 (Director)	*12	*22	101	113	**106	**89
Totals	36	45	118	128	120	104

Source: NSW Public Sector Workforce Profile, June 2016. *Data provided for 2014 did not include employees under senior officer grades 1 to 3 as transitional former senior executives within band 1. **As at census date, one senior officer and one senior executive services officer remained with remuneration within senior executive band 1. These staff members have been included in the band 1 figures.

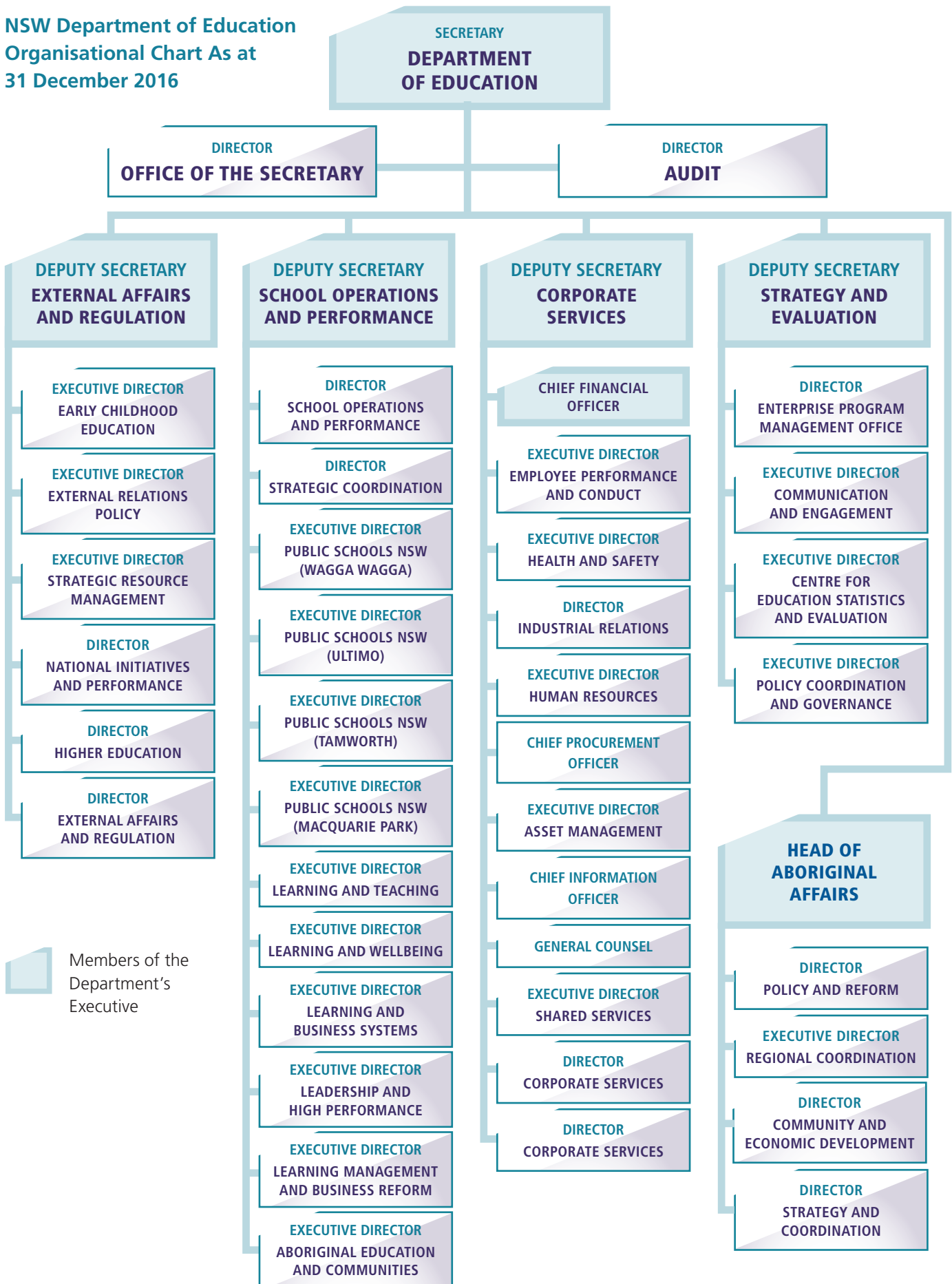
Table 7: Average remuneration for public service senior executives per band, as at 30 June 2014, 2015 and 2016

Band	Range* (\$)	Average remuneration		30 June 2016 (\$)
		30 June 2014 (\$)	30 June 2015 (\$)	
Band 4 (Secretary)	441,201-509,750	531,100	540,300	509,750
Band 3 (Deputy Secretary)	313,051-441,200	371,726	376,210	396,637
Band 2 (Executive Director)	248,851-313,050	261,871	266,852	282,027
Band 1 (Director)	174,500-248,850	**217,778	186,523	210,524

Source: NSW Public Sector Workforce Profile, June 2016. Notes: Average remuneration includes the amount payable as a recruitment allowance to approved executives in addition to remuneration within the band range. *Salary range is the band effective from 1 July 2015. Previous years were subject to different band levels. The ranges quoted are for total remuneration package. **Data provided for 2014 did not include employees under senior officer grades 1 to 3 as transitional former senior executives within band 1.

ORGANISATIONAL STRUCTURE

NSW Department of Education
Organisational Chart As at
31 December 2016



Members of the Department's Executive

WORKFORCE DIVERSITY

This section provides a summary of achievements of the department's 2016 workforce diversity programs and initiatives, including those specifically relating to the teaching service. The department promotes equal employment opportunities to all staff.

Workforce diversity refers to groups that tend to be under-represented in the workforce. This includes:

- women
- Aboriginal and Torres Strait Islander people
- people with disability
- people whose first language spoken as a child was not English.

Further to this definition, the department recognises that workforce diversity extends beyond the scope of these domains. Emerging research suggests factors such as socioeconomic background, diverse work experience, life experience, educational specialisation

and technical diversity to be significant contributors to the creation and promotion of diverse and vibrant workplaces. In 2016:

- women made up 77.4 per cent of the (permanent and temporary) workforce
- Aboriginal employees represented 3.7 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 0.8 per cent, while overall representation of people with disability in the workplace was 3.2 per cent (note, however, that data on the number of people with disability can be unreliable as employees may choose not to disclose information)
- people whose first language spoken as a child was not English made up 10.9 per cent of the workforce.

Strategic priorities

The department reports its 2016 achievements against the Workforce Diversity Plan 2012-2017, the Aboriginal Human Resources Development Plan 2012-2017 and NSW public sector workforce key performance indicators. These are highlighted in Table 8.

Current workforce

Table 8: Trends in representation of equal employment opportunity groups as a proportion of the total number of staff, 2012 to 2016

	NSW Government benchmark	2012	2013	2014	2015	2016
Women	50.0%	73.4%	74.1%	74.7%	76.9%	77.4%
Aboriginal people	2.6%	3.2%	3.2%	3.4%	3.6%	3.7%
People whose first language spoken as a child was not English	19.0%	11.2%	11.3%	11.4%	10.8%	10.9%
People with disability	N/A	3.5%	3.4%	3.2%	3.0%	3.2%
People with disability requiring adjustment at work	1.5%	1.0%	0.9%	0.8%	0.7%	0.8%
Total number of staff	-	101,644	101,563	100,964	92,023	95,332

Source: NSW Public Sector Workforce Profile as at 30 June each year. Notes: Figures up to 2014 include TAFE NSW and the Office of Communities (OoC). From 2015, figures do not include TAFE NSW and some former OoC agencies due to machinery-of-government changes. This primarily accounts for changes in the 2015 figure. From 2016, figures only include employees of the department. Representation of equal employment opportunity (EEO) groups is calculated as the estimated number of staff in each group divided by the total number of staff. These statistics, except those for women, have been weighted to estimate the representation of EEO groups in the workforce, where EEO survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Table 9: Trends in distribution of equal employment opportunity groups, 2012 to 2016

	NSW Government benchmark	2012	2013	2014	2015	2016
Women	100	92	92	92	91	92
Aboriginal people	100	77	80	80	80	82
People whose first language spoken as a child was not English	100	103	103	103	105	104
People with disability	100	98	98	98	98	98
People with disability requiring adjustment at work	100	104	104	104	104	104

Source: NSW Public Sector Workforce Profile as at 30 June each year. Notes: Figures up to 2014 include TAFE NSW and the Office of Communities (OoC). From 2015, figures do not include TAFE NSW and some former OoC agencies due to machinery-of-government changes. This primarily accounts for changes in 2015 figures. From 2016, figures only include employees of the department. A distribution index of 100 indicates that the centre of the distribution of the EEO groups across salary levels is equivalent to that of other staff. *Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than for other staff. The more pronounced this tendency, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels. A distribution index based on an EEO survey response rate of less than 80 per cent may not be completely accurate. The 2016 EEO survey response rate was around 76 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 has set its own date for achieving the target by 2017. In 2016, women held 51.1 per cent of senior roles. This positive trend is likely to continue, with the continuation of executive development programs for women, and the development of a new diversity plan during 2017.

During 2016, the department implemented a range of leadership development initiatives, including:

- encouraging and supporting women to participate in centrally coordinated leadership and executive development programs, such as the NSW Leadership Academy programs and the Springboard Women’s Development Program; in 2016, 25 women participated in the Springboard Development Program
- supporting the Women in Educational Leadership Network, an incorporated body that provides a forum for women in teaching and learning roles to develop leadership skills and progress their careers
- supporting flexible work arrangements for all employees, including those in leadership positions, to create a more supportive environment for those requiring flexible work options.

Focus on Aboriginal employees

The NSW Government target is for a 2.6 per cent representation of Aboriginal people in senior executive and leadership positions. Currently, the department employs more Aboriginal people in senior leadership positions than any other NSW department, with 27 people (2.2 per cent) in 2016, up from 18 (1.9 per cent)

in 2015. The department aims to increase this to 32 Aboriginal people (2.6 per cent) in senior leadership positions by 2025.

The Workforce Diversity Plan 2012-2017 target is also for a 2.6 per cent or higher representation rate of Aboriginal people across all levels of the department. At 3.7 per cent, the department continues to exceed this target.

The department actively supports the recruitment and retention of Aboriginal people through the use of identified positions and by providing a culturally safe workplace.

Within Aboriginal Affairs, 60 per cent of staff identify as Aboriginal or Torres Strait Islander. Most staff directly engaged in regional delivery with Aboriginal communities are Aboriginal and two-thirds of the Executive Committee are Aboriginal.

Both the department’s Strategic Human Resources Plan 2012-2017 and Aboriginal Human Resources Development Plan 2012-2017 recognise the importance and value of attracting, recruiting and retaining Aboriginal employees at all levels of the organisation including teachers and leaders in NSW public schools.

Achievements in 2016 included:

- establishing an Aboriginal Employment Team, which provides advice and support to Aboriginal employees and community members
- recruiting Aboriginal teachers into 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 1,170 Aboriginal teachers and leaders are currently in permanent employment

- providing mentoring, leadership and career aspiration programs for Aboriginal teachers, including the Aboriginal teacher leadership program; in 2016, more than 100 participants completed this program, with 17 currently studying
- providing 80 teacher education scholarships specifically for Aboriginal HSC and university students, as well as community members intending to enrol in university to train as either primary or secondary school teachers; 74 offers were accepted in 2016
- 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 recruitment and selection of Aboriginal staff.

Aboriginal Affairs provided leadership training and mentoring including through the emerging Aboriginal leaders program. The agency also provided a safe and inclusive workplace, providing cultural competency and vicarious trauma training, and completed a workforce development plan to support career development.

Focus on employees from non-English-speaking backgrounds

The NSW Government's goal is to achieve a 19 per cent representation of people whose first language as a child was not English, as well as members of racial, ethnic and ethno-religious minority groups across all levels. The diversity of the department's workforce allows it to deliver teaching and other services that meet the needs of a diverse NSW community.

In 2016, the department continued its initiatives to attract people from diverse backgrounds and perspectives into its workforce and to create pathways for them to progress their careers, including:

- providing curriculum and support materials to help overseas-trained teachers prepare for employment in NSW public schools; more than 100 candidates passed the Professional English Assessment Test
- supporting bilingual and community language teachers to undertake the Community Languages Teachers' Test; 33 teachers passed the test in 2016.

Focus on employees with disability

The NSW Government's target is for a 1.5 per cent or higher representation of people with disability requiring a workplace adjustment by 2017.

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 80 of this report).

Focus on young employees

The department recognises the value of a multigenerational workforce that provides a broad range of knowledge, skills and perspectives.

In 2016, the department supported two young employees to participate in the Public Service Commission's NSW Government Graduate Program. Over an 18-month period, graduates undertake the Diploma in Government course, as well as a structured mentoring program.

The department supports a Young Professionals Network for employees aged 34 years and under, providing an opportunity for professional development as well as a mechanism for networking within the department and across the public sector. Members attended events hosted by the Institute of Public Administration Australia NSW, providing an opportunity to network and strengthen ties with other professionals across government agencies. Events included the CEO and Young Professionals Breakfast as well as various professional development workshops aligned with the NSW Public Sector Capability Framework.

Equity and diversity awareness activities

The department promoted and celebrated a number of corporate events to raise diversity awareness and to encourage inclusive practices. These included Reconciliation Week, NAIDOC Week, Carers Week, World Refugee Week, International Women's Day, Harmony Day and International Day of People with Disability. Individual work areas and schools involved students and community members in the celebrations to raise awareness of equity and diversity issues.

Future directions

The GSEA provides an enhanced focus on workforce diversity across the NSW public sector and ensures that it is integrated into broader workforce planning processes.

In 2017, the department will continue to create a workplace that is fair and inclusive, and to promote a workforce that reflects the diversity of students, parents/carers and the NSW community, as outlined in the Workforce Diversity Plan.

WORK HEALTH AND SAFETY

Work health and safety performance

As part of the Safe, Healthy and Productive Workplaces Strategy 2016-2018, the department provided expanded services to schools. We continued to address emerging risks, better support school needs, as well as deliver holistic and integrated health and safety services.

During 2016, the department continued to implement strategies and initiatives to manage workers compensation risks and costs, including improved claims and injury management practices following the 2015 implementation of the revised case management model. In addition, the department enhanced the incident reporting system, streamlining the notification process to enhance reporting culture and improve services provided to manage workplace hazards and risks.

The department is committed to proactively managing health and safety risks in schools and other workplaces. During 2016, the Health and Safety directorate developed and implemented a number of strategic programs, including:

- introducing new procedures for first aid, including the option to have defibrillators in schools
- implementing a self-service training panel for schools on CPR and anaphylaxis

- delivering the seminar 'Exploring strategies to prevent and respond to the impact of youth suicide' an additional two times, with further seminars scheduled for 2017
- beginning a review of the chemical safety in schools package with other NSW educational sectors
- delivering a series of risk management workshops to inform the development of a consolidated training program.

Challenges and future directions

The department continues to develop high-quality and robust systems, work practices and processes. Combined with the increased health and safety capability and skills of our principals and workplace managers, the department is well placed to build and embed a strong safety culture and address the current and future health and safety needs of our schools and workplaces.

Prosecutions under the Work Health and Safety Act 2011

No prosecution action was taken against the department in 2016.

Table 10: Number of workers compensation claims, lost time and claims costs, 2011-12 to 2015-16

	2011-12	2012-13	2013-14	2014-15	2015-16
Total claims	6,137	5,916	4,862	4,327	4,172
Total hours paid	327,000	244,299	251,440	301,477	347,702
Number of claims with lost time	2,691	2,063	2,338	1,723	2,098
Number of rehabilitation cases	1,189	895	758	933	797
Insurer costs	\$3,870,875	\$3,320,252	\$2,772,134	\$3,734,208	\$3,261,899
Average cost per case	\$3,256	\$3,710	\$3,657	\$4,002	\$4,093

Source: Department of Education, Corporate Services. Notes: Figures provided for 2014-15 do not include TAFE NSW. The claim numbers reflect those reported within the financial year where a financial cost was incurred. The department has updated data originally provided for 2014-15 to reflect total hours paid for number of claims with lost time. icare (formerly SiCorp) provided the updated claims data.

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 2016.

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*
- *Board of Studies, Teaching and Educational Standards Act 2013*
- *Charles Sturt University Act 1989*
- *Education Act 1990*
- *Education (School Administrative and Support Staff) Act 1987*
- *Higher Education Act 2001*
- *Higher Education (Amalgamation) Act 1989*
- *Macquarie University Act 1989*
- *Moree and District War Memorial Educational Centre Act 1962*
- *Parents and Citizens Associations Incorporation Act 1976*
- *Saint Andrew's College Act 1998*
- *Sancta Sophia College Incorporation Act 1929*
- *Southern Cross University Act 1993*
- *Teacher Accreditation Act 2004*
- *Teaching Service Act 1980*
- *Universities Governing Bodies Act 2011*
- *University of New England Act 1993*
- *University of New South Wales Act 1989*
- *University of Newcastle Act 1989*
- *University of Sydney Act 1989*
- *University of Technology Sydney Act 1989*

- *University of Wollongong Act 1989*
- *Western Sydney University Act 1997*
- *Women's College Act 1902.*

The following Acts were amended during 2016:

- Section 3(s) of the *Regulatory Reform and Other Legislative Repeals Act 2015* repealed the *West Scholarships Act 1930*, previously administered by the Minister for Education, effective from 1 April 2016.
- The *Statute Law (Miscellaneous Provisions) Act (No 2) 2016* renamed the *University of Western Sydney Act 1997* as the *Western Sydney University Act 1997*, along with other minor amendments.
- The *Education and Teaching Legislation Amendment Act 2016* amended (effective from 1 January 2017) the *Board of Studies, Teaching and Educational Standards Act 2013*, the *Education Act 1990* and the *Teacher Accreditation Act 2004* to implement the recommendations from the 2016 Review of the Board of Studies, Teaching and Educational Standards (BOSTES). In particular, the amendments renamed and reconstituted BOSTES as the NSW Education Standards Authority and made other necessary changes to the organisation's governance and regulatory arrangements. The amendments renamed the *Board of Studies, Teaching and Educational Standards Act 2013* as the *Education Standards Authority Act 2013*.

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.*

The Local Government Amendment (Parliamentary Inquiry Recommendations) Bill 2016 NSW replaced references to 'county council' with 'regional joint authority' in those three Acts.

Aboriginal affairs

The Minister for Aboriginal Affairs administers the *Aboriginal Land Rights Act 1983*.

Judicial decisions

No judicial decisions involving the NSW Department of Education during 2016 had a significant new impact on its operations.

DISABILITY INCLUSION ACTION PLAN

The department is strongly committed to continuous improvement of its services and their accessibility for students, staff, parents and carers with disability. The Disability Inclusion Action Plan 2016-2020 was developed in consultation with a wide range of stakeholders, including employees with disability, parents and carers, disability and community groups, education groups, and principal representatives.

The plan sets out more than 40 actions for improving services across four focus areas. It complies with the requirements of the state *Disability Inclusion Act 2014*, and is consistent with the objectives of the national *Disability Discrimination Act 1992*.

Progress is on track against planned timeframes, and a summary of the department's achievements across these four focus areas in 2015-16 follows.

Developing positive community attitudes and behaviours towards people with disability

The department promotes and supports disability awareness and inclusive practices through key organisational strategies. Achievements in 2015-16 include:

- promoting the International Day of People with Disability and the NSW Don't Dis my Ability campaign on the department's intranet and Yammer network
- providing teachers with resources through SchoolBiz and the intranet to support inclusive practices and raise awareness about disability
- encouraging staff to attend the training workshop 'Upholding the rights of people with disability in policy and project work'
- consulting with the department's Disability Employee Network about the department's planned move to Parramatta.

To support the rollout of the National Disability Insurance Scheme (NDIS), the department developed and published new resources for schools and early childhood education and care sectors explaining the scheme and its benefits for participants.

More than 150 students with disability participated in the 2016 Schools Spectacular. A performance in Australian sign language involved a choir of more than 2,000 students, including approximately 30 students from rural and remote areas.

Creating more liveable communities for people with disability

The department continues to be an active member of the Australian Network on Disability, which supports organisations on ways to include people with disability in all aspects of business.

The department has engaged and supported Australian Disability Enterprises (ADE). It awarded contracts to two ADEs, Laerdal and Tools for Schools, and provided schools with information about HumanLogic, a social procurement organisation supporting ADEs. Another ADE, Flagstaff, provides business cards and inventory print to the department.

The Educational Facilities Standards and Guidelines, which apply to all new NSW public school facilities, exceed or meet Australian Standard 1428: Design for access and mobility. All room plans comply with the National Construction Code, and the national Disability (Access to Premises – Buildings) Standards 2010.

The department completed more than 220 access projects in school facilities for students with disability during 2015-16. These included installing lifts, access ramps, accessible toilets, high-visibility markings and bollards.

The department has improved the accessibility of information technology (IT) systems and services by including accessibility requirements in all procurement documents, a mandatory accessibility test phase for all new systems being built, and ongoing training for all applications development IT staff.

Achieving a higher rate of meaningful employment participation by people with disability through inclusive employment practices

The department established the Disability Employee Network in 2015 to provide input and feedback on organisational strategies and policies. Membership consists of 134 staff, and in 2016 a chairperson and deputy chairperson were appointed. Activities in 2015-16 included:

- conducting a facilitation skills workshop for members
- updating documentation for the assistive technology equipment program
- consulting on the Disability Inclusion Action Plan 2016-2020
- enabling communication with other experts in areas such as systems accessibility, communication and engagement, health and safety, and building accessibility.

The department is reviewing recruitment processes across all areas of employment, including teaching, school administrative support staff and public service employment. The review is focused on ensuring inclusion.

The department continues to provide support for employees with personal health conditions or disability, as well as illness or injury related to work. The Return to Work Program and Work Health and Safety Policy outline the department's commitment to reasonable adjustments.

The department helped Year 12 students with disability in NSW public schools transition to post-school employment, further education and training pathways. This included work with Family and Community Services and the National Disability Insurance Agency to facilitate an eligibility assessment for more than 1,450 students to inform individual planning for specialist disability support on leaving school.

Achieving more equitable access to mainstream services for people with disability through better systems and processes

In 2016, teachers and department staff completed more than 11,300 accredited training courses on the *Disability Discrimination Act 1992* and Disability Standards for Education 2005. Teachers completed more than 3,450 registered specialist professional

learning courses designed to build their knowledge, confidence and skills in meeting the needs of students with disability.

Teachers used the department's Personalised Learning and Support Signposting Tool to profile the strengths and learning needs of 3,319 students. The web-based tool helped inform teachers' planning and programming to meet student needs.

To reduce the time to respond to student needs, local educational services now manage applications for integration funding and itinerant teacher support. A stakeholder advisory group helped the department develop guiding principles to inform future planning for, and students' access to, specialist support classes in schools.

The department developed accessibility training and resources for staff across the department to meet the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines. Ongoing training ensures resources published on departmental web pages are accessible to people with disability.

An accessibility group on the department's Yammer network serves as a forum for staff seeking solutions and sharing information about the creation of accessible content. The department developed templates to help schools and corporate units produce compliant publications.

The department revised its complaints handling, which accommodates the needs of people with disability. Implemented from Term 1 2017, the new policy will enhance accessibility and focus on prompt local resolution. It also includes a provision to capture data about complaint issues.

The department is committed to increasing quality preschool program access for children with disability. We are reviewing current department-funded programs and the Minister for Early Childhood Education will consider recommendations for streamlining programs in early 2017.

The department also hosted a disability roundtable with early childhood educators, advocacy groups, government agencies, parents and carers. The roundtable identified and prioritised practical solutions to improve supports for children with disability in early childhood education settings.

CARERS CHARTER

The department's action plan to implement the *NSW Carers (Recognition) Act 2010* reflects the principles of the NSW Carers Charter in business activities. The department's internal website includes a dedicated page with information, online resources and useful links for staff who are carers or who work with people who have carer responsibilities.

In December 2016, the newly developed learning and wellbeing section of the department's website published information about young carers. It provides information and links to services for schools supporting students who are carers.

The department participates in the NSW Carers Strategy project management group and has established partnerships with Family and Community Services, NSW Railcorp, Carers NSW and other organisations to network and consult on policy and program development.

The department provides 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. During 2016, 60,292 staff accessed flexible work options. An additional 49,082 staff took short-term absences for family and community responsibilities. Staff with carer responsibilities also have access to the Employee Assistance Program, an independent, confidential and free professional counselling service to support employees' health and wellbeing.

The department continues to consider options to improve the collection of data on employees who are carers and ensure information is available for monitoring workplace initiatives and public reporting.

MULTICULTURAL POLICIES AND SERVICES PROGRAM

The department's Multicultural Plan 2016-2018 outlines the strategies implemented across learning and working environments that respond to the education needs of culturally diverse NSW. In NSW public schools, the Multicultural Education Policy provides the framework for activity outlined in the plan.

The Multicultural Policies and Services Program Report 2015-16 provides detailed information on the plan's progress. Highlights of the department's activities in 2016 follow.

Students learning English as an additional language or dialect

The department's objective is to ensure that teachers have the knowledge and skills to deliver high-quality teaching programs and services that meet the needs of students and clients from culturally diverse backgrounds.

- Schools received an equity loading for English language proficiency so they could meet the ongoing needs of students and help them successfully participate in school. In 2016, the department supported 156,000 students in 1,368 schools through a total of 896 full-time equivalent English as an additional language or dialect (EAL/D) teaching positions and \$24 million in flexible funding.
- More than 4,800 newly arrived students received intensive English language and transition support from intensive English centres, the Intensive English High School, as well as in primary and secondary schools.
- The New Arrivals Program allocated more than \$23 million to support newly arrived students.
- Approximately 1,700 teachers and staff attended registered EAL/D professional learning programs. This included facilitator training to enable experienced teachers to provide professional learning and education.
- The department developed professional learning to help teachers consistently assess students' English language proficiency and lead EAL/D education in schools.
- Seven EAL/D teacher mentors supported approximately 150 teachers of EAL/D, as well as newly arrived and refugee students in rural and regional schools.
- Local EAL/D teacher networks strengthened the expertise of teachers across the state.
- Approximately 12.8 full-time equivalent counsellors in intensive English Centres and the Intensive English High School provided support to newly arrived students, including refugees.
- Newly arrived students received support from 107 bilingual school learning support officers.
- Recently arrived, high-school-aged students at risk of disengaging from education completed 484 certificates and 572 statements of attainment in spoken and written English.
- More than 2,340 students enrolled in the HSC English as a Second Language course.

THE DEPARTMENT FUNDED 575 COMMUNITY PRESCHOOLS TO SUPPORT CHILDREN WITH LIMITED ENGLISH LANGUAGE PROFICIENCY, INCLUDING REFUGEE CHILDREN.

- The department funded 575 community preschools to support children with limited English language proficiency, including refugee children.

Refugee students

The department's objective 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.

- Overall, the department allocated \$2,320,846 to schools as targeted (individual student) funding to support 3,586 recently arrived refugee students.
- Refugee children and their families in nine school communities participated in the Beginning School Well program to facilitate successful transition to school.
- Refugee and newly arrived students in Years 8 to 12 developed self-esteem, as well as skills in social interaction, drama and literacy through the Multicultural Playwright Program.
- The department established two refugee teacher networks in Holroyd and Fairfield.
- Two new Refugee Student Support teams provided additional counselling services for schools and assisted school counsellors in supporting refugee students and their families.
- Approximately 480 teachers and staff members attended registered professional learning programs to help them meet the needs of refugee students.
- The department trained 66 facilitators to deliver professional learning for mainstream teachers of refugee students.

- The department established 15 new school-based Refugee Support Leader positions to support schools across NSW.
- Ready Arrive Work, a work readiness program, assisted 200 refugee students in 14 schools.
- Together with university, community and corporate partners, the department implemented mentoring and homework programs for refugee students, including Refugee Action Support, the LEAP Macquarie Mentoring Program, and Show Me the Way.
- More than 180 principals and executive staff from the Fairfield and Liverpool area attended the Refugee Education Expo and Conference to share expertise and models of best practice.
- The Inner West Virtual Community of Practice project began, with the aim of helping early childhood practitioners connect with families from refugee and culturally diverse backgrounds.

International students

The department's objective is to provide high-quality educational experiences for students from around the world wishing to enrol in a NSW Government school.

- International students from more than 68 countries enrolled in NSW public schools.
- The annual International Student Awards Ceremony recognised international students' academic achievements as well as their contributions to school and community.
- International Student Coordinators supported international students' enrolment and participation in schools.
- More than 300 teachers and principals attended professional learning to strengthen support for international students.

Languages education

The department's objective is to deliver high-quality teaching and learning programs that provide opportunities for students to study languages in a range of settings.

- Approximately 43,500 Kindergarten to Year 6 students in NSW public schools studied 32 community languages through the Community Languages Program.
- Approximately 3,500 students in Years 7 to 12 studied 24 community languages at the Saturday School of Community Languages.

- More than 33,000 Kindergarten to Year 12 students studied 54 community languages, which 263 community organisations delivered outside of school hours through the Community Languages Schools Program.
- Students learned Chinese language and culture through 13 Confucius Classrooms.
- Teachers attended workshops, conferences and professional learning programs to enhance their skills in languages including Modern Greek, Spanish, Chinese, French, Indonesian, Italian, Japanese and Korean.
- More than 30 bilingual and community language teachers taught 16 community languages after passing the Community Languages Teachers' Test.

Student wellbeing and community harmony

The department's objective is to provide opportunities to help all students achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

- In 2016, 11 advisers provided state-wide leadership and policy advice on anti-racism, multicultural, EAL/D and refugee education.
- The Henry Parkes Equity Resource Centre provided more than 27,600 resources to help schools deliver EAL/D and multicultural education programs.
- The department provided the Calendar for Cultural Diversity 2016, and accompanying online teachers' handbook, to all schools to promote intercultural understanding.
- A range of new multicultural education resources supported culturally inclusive teaching. These included education supplements in Scan, the department's online journal for educators and professional learning.
- A total of 2,043 students in Years 3 to 6, from 530 schools across the state, participated in the annual Multicultural Perspectives Public Speaking Competition to heighten awareness about cultural diversity and develop students' public speaking skills.
- Anti-racism contact officers in schools assisted with complaints of racism and the delivery of anti-racism education, and 564 teachers received training to become officers in 2016.
- The department developed a professional learning course, Facing Up to Racism, to build teachers' awareness of racism and their confidence in countering it.

Planning and evaluation

The department's objective is to provide an evidence base for the development and delivery of high-quality programs and services that meet the needs of a culturally diverse NSW.

- The department revised the Multicultural Education Policy to ensure ongoing responsiveness across culturally diverse school settings.
- The Census of Students from Language Backgrounds Other Than English (LBOTE) provided data on the number of LBOTE students enrolled in schools and the languages students, parents and carers speak at home.
- The EAL/D Annual Survey provided data on the number and needs of EAL/D students and informed resource allocation for schools.
- The EAL/D School Evaluation Framework helped schools evaluate the effectiveness of whole-school EAL/D student support.
- New guidelines require that schools' annual reports include school-based multicultural and anti-racism strategies, as well as the use of resources to support the development of students' English language proficiency.
- Joint research projects with universities informed educational delivery and focused on bystander racism, bilingual education, refugee education and assessing English language learners.

Communication, engagement and consultation

The department's objective is to promote positive community relations through consultation with key stakeholder groups, effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds, and the provision of opportunities for their active engagement in the life of the school.

- In 2016, 2,403 onsite and 3,193 telephone interpreters facilitated communication between schools and parents/carers who do not speak or understand English well, are deaf, or have a hearing or speech impairment.
- The department translated a range of documents, with more than 150 documents in 45 different languages available.
- Opening the School Gate, an online professional learning program, helped schools increase engagement by recently arrived families.

- Community liaison officers supported the participation of families from culturally diverse backgrounds in school activities and decision-making processes.
- The Engaging and Working with your School Community resource provided skills for aspiring principals in engaging culturally diverse communities.
- The Multicultural Education Advisory Group continued to provide advice on the education needs of a culturally diverse NSW.
- The Community Languages Schools Board provided ongoing, strategic advice to the NSW Minister for Education on policy concerning community languages schools.
- The department continued to participate on the NSW Government Immigration and Settlement Planning Committee to advise on migrant settlement issues.

COMPLAINTS AND FEEDBACK

During 2016, the department strengthened the way it handles and resolves complaints. The improvements followed extensive consultation with key stakeholders and align with broad policy reforms on complaint management.

The department's website provides access to information for people wanting to make a complaint or provide feedback. It includes information about the department's commitment to effective complaint handling, and about how and where to make a complaint. The website also provides information about confidentiality, making complaints anonymously and what complainants can expect after lodgement. It includes links to Human Rights Australia, the Anti-Discrimination Board and the NSW Ombudsman.

In 2016, the department began scoping planned measures for collecting data about numbers of complaints lodged and analysing complaints data to inform service improvement. These will be introduced during 2017 and 2018.

Early childhood education

The Early Childhood Education directorate is the statutory regulatory authority for the early childhood education sector in NSW. The sector comprises more than 5,500 services, which more than 450,000 children

attend. These include long day care, preschools, family day care, mobile and outside of school hours care services. The directorate receives complaints about services direct from parents as well as from the services themselves, which are obliged to notify the department of all complaints.

The directorate reviews all complaints to determine whether they require regulatory action. The majority of complaints and notifications relate to children's health and safety. Where complaints require further action, the directorate sends a direction to the service to amend an aspect of its procedures, followed by further monitoring. By the end of 2016, Early Childhood Education received 1,288 complaints.

Information from complaints helps the department 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 National Quality Agenda Information Technology System, designed and managed by the Australian Children's Education and Care Quality Authority (ACECQA), collects data for complaints. In collaboration with other states and territories, the department continues to work with ACECQA to improve the way the system gathers and reports data so that it can help to refine compliance strategies.

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. The department directs non-school-based complaints – such as policy-related matters, including work health and safety law or anti-discrimination policies, or legislation – to the relevant area.

Aboriginal Affairs

The department's Complaints Handling Policy Guidelines also cover 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 2016.

Accessing records held by the department

In compliance with the GIPA Act, the department makes information it holds available in several ways, including providing open-access information on the website.

The department's information guide is updated regularly and published on the website at www.dec.nsw.gov.au/about-us/information-access. It describes the structure and functions of the department, how these functions affect the public, information that is freely available and how to access other available information not published on the website. For details about applying for access to information, as well as links to relevant legislation and related agencies, visit the department's website. For further assistance, contact:

Manager, Information Access Unit
NSW Department of Education
Level 7, 35 Bridge Street
Sydney NSW 2000
Telephone: (02) 9561 8100
Facsimile: (02) 9561 1157
Email: iaunit@det.nsw.edu.au

Proactive release of government information

The department reviews its program for the proactive release of information annually in accordance with section 7(3) of the GIPA Act. Information is made publicly available, except where there is an overriding public interest against disclosure or where doing so imposes unreasonable additional costs on the department.

The department continually strives to provide the public with the most current information on topics relating to its operations. This reinforces the commitment to an open and transparent government system. Various types of information are proactively released in the

reporting period, such as strategies and plans, research and statistics. In 2016, the department added 26 new and updated documents to this webpage.

In addition, the Centre for Education Statistics and Evaluation publishes statistics, data and reports. It uploaded 37 new datasets on the NSW Education Datahub (data.cese.nsw.gov.au) for 2016 and updated 21 datasets with new data.

In December 2016, the department launched its new Policy Library at education.nsw.gov.au/policy-library. This improves and simplifies the way we provide the public with access to our policy documents. During the reporting period, the department added two new policies and updated 35 policies.

The department's disclosure log records formally released information that the department considers may be of interest to the general public. In 2016, it added 23 new matters to the log, which is published as part of the department's Agency Information Guide.

Access applications received and decided in 2016

The department completed 274 access applications. This includes withdrawn applications but not invalid applications. In all, 29 matters received in the previous reporting period were completed in 2016. The department received but did not complete 30 matters in 2016, and these have been carried forward to 2017.

During 2016, under Schedule 1 of the Act, the department refused 49 access applications, either wholly or partly, because the application was for access to information to which there is conclusive presumption of overriding public interest against disclosure. The department refused access in full five times, and in part 44 times, for this reason (see Table D).

In addition, the department refused access in full five times and in part 127 times for one or more identified public interest reasons because there was an overriding balance of public interest against disclosing the information (see Table E).

For data about completed access applications received by the department in 2016, see Tables 11 to 19 on the pages that follow (GIPA Regulation 2009, Schedule 2, Tables A to I). These tables comply with clause 7(d) and Schedule 2 of the GIPA Regulation 2009.

Table 11: Number of access applications by type of applicant and outcome* (completed and discontinued valid applications), 2016

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
Media	5	4	0	0	0	0	0
Members of Parliament	5	5	1	1	0	1	0
Private sector business	0	0	0	0	0	0	0
Not-for-profit organisations or community groups	1	3	0	0	0	0	0
Members of the public (application by legal representative)	21	63	0	10	0	0	0
Members of the public (other)	37	63	8	8	0	5	0
Total	69	138	9	19	0	6	0

Type of applicant	Application withdrawn (excluding invalid applications)	Invalid application withdrawn	Invalid never validated	Transferred to other agency	Total
Media		6	1	0	16
Members of Parliament		3	2	2	25
Private sector business		0	0	0	0
Not-for-profit organisations or community groups		0	0	0	4
Members of the public (application by legal representative)		10	2	7	115
Members of the public (other)		7	0	9	137
Total		26	5	18	297

Notes: The table above shows data for access applications completed or discontinued, including 29 applications received in the 2015 reporting year and completed or discontinued in 2016. More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision.

Table 12: Number of access applications by type of application and outcome, 2016

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
Personal information applications*	49	114	4	14	0	1	0
Access applications (other than personal information applications)	20	20	5	5	0	5	0
Access applications that are partly personal information applications and partly other	0	4	0	0	0	0	0

Type of application	Application withdrawn (excluding invalid applications)	Invalid application withdrawn	Invalid never validated	Transferred to other agency	Total
Personal information applications*		12	2	14	212
Access applications (other than personal information applications)		14	3	4	81
Access applications that are partly personal information applications and partly other		0	0	0	4

Notes: *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). More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision.

Table 13: Invalid applications, 2016

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)	60
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	60
Invalid applications received that subsequently became valid applications	37

Note: Invalid applications received in reporting year, including invalid applications carried forward from 2015.

Table 14: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 of the GIPA Act, 2016

TABLE D (GIPA Regulation 2009, Schedule 2)	
Consideration	Number of times consideration used
Overriding secrecy laws	0
Cabinet information	7
Executive council information	0
Contempt	2
Legal professional privilege	39
Excluded information	0
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	9
Ministerial code of conduct	0
Aboriginal and environmental heritage	0

Note: More than one public interest consideration may apply in relation to a particular access application and the department must record each such consideration (but only once per application).

Table 15: Other public interest considerations against disclosure: matters listed in table to section 14 of the GIPA Act, 2016

TABLE E (GIPA Regulation 2009, Schedule 2)	
Consideration	Number of occasions when applicant was not successful
Responsible and effective government	66
Law enforcement and security	6
Individual rights, judicial processes and natural justice	118
Business interests of agencies and other persons	8
Environment, culture, economy and general matters	0
Secrecy provisions	0
Exempt documents under interstate freedom of information legislation	0

Note: More than one public interest consideration may apply in relation to a particular access application and the department must record each such consideration (but only once per application).

Table 16: Timeliness, 2016

TABLE F (GIPA Regulation 2009, Schedule 2)	
Timeframe	Number of applications
Decided within the statutory timeframe (20 days plus any extensions)	293
Decided after 35 days (by agreement with applicant)	3
Not decided within time (deemed refusal)	1
Total	297

Table 17: Number of applications reviewed under Part 5 of the GIPA Act (by type of review and outcome), 2016

TABLE G (GIPA Regulation 2009, Schedule 2)				
Type of review	Decision varied	Decision upheld	s.93 Internal review recommended	Total
Internal review	6	1	N/A	7
Review by Information Commissioner*	0	6	7	13
Internal review following recommendation under section 93 of Act*	4	2	0	6
Review by NSW Civil and Administrative Tribunal	0	5	N/A	5
Total	10	14	7	31

Notes: Review applications completed in 2016. The department received 27 review applications in 2016, plus carried forward seven matters from 2015 and two from 2014. As at 31 December 2016, seven applications are awaiting review. This also applies to Table H. *The Information Commissioner does not have authority to vary decisions but can recommend under section 93 of the Act that the agency make an internal review decision. It completed six such reviews in 2016.

Table 18: Applications for review under Part 5 of the GIPA Act (by type of applicant), 2016

TABLE H (GIPA Regulation 2009, Schedule 2)	
Type of applicant	Number of applications for review
Applications by access applicants	31
Applications by persons to whom information the subject of access application relates (see section 54 of the Act)	0

Notes: Review applications completed in 2016. The department received 27 review applications in 2016, plus carried forward seven matters from 2015 and two from 2014. As at 31 December 2016, seven applications are awaiting review.

Table 19: Applications transferred to other agencies under Division 2, Part 4 of the GIPA Act (by type of transfer), 2016

TABLE I (GIPA Regulation 2009, Schedule 2)	
Type of transfer	Number of applications transferred
Agency-initiated transfers	7
Applicant-initiated transfers	0

PRIVACY AND PERSONAL INFORMATION PROTECTION

The department has reporting obligations under the *Privacy and Personal Information Protection Act 1998* as well as the *Health Records and Information Privacy Act 2002*.

The department publishes its Privacy Management Plan and other resources explaining how the department meets its obligations under privacy legislation on its website. The Legal Services directorate's intranet section provides staff with information about their obligations and rights in respect of privacy. Starting in 2016, the directorate includes a regular privacy update in the publication 'Hot Topics', which it publishes on its intranet section each term. In addition, the directorate conducts training/information sessions and provides a telephone advice service to staff.

Applications for internal review

In 2016, the department received 16 applications for internal review. Of these, four were from parents/carers on their own behalf and on behalf of their children who were students at NSW public schools, seven were submitted by parents/carers on behalf of a student, one involved a parent's personal information, and four were from employees. The department also investigated and self-reported an incident involving the inadvertent release of parent/carer information.

The department completed 20 internal reviews in the year. Seven were from one parent alleging privacy breaches in respect of her and her child's personal and health information. The department found no breach having occurred in four of these matters, and assessed three as not meeting the requirements of an internal review. It determined that the conduct identified in a further three applications did not breach a privacy protection principle, and four applications did not involve conduct relating to a privacy protection principle and did not meet the requirements of competent applications.

In the following six matters, the department found conduct to be in breach of a privacy or health protection principle.

- A parent's residential address was inadvertently released to an ex-partner when the school issued an invoice bearing the parent's address to the ex-partner. The school's electronic records system generated the invoice, which automatically included the residential parent's address. The school

subsequently implemented office procedures to prevent a repeat of this situation, and published an article in the 'Hot Topics' publication.

- An administrative error at a high school resulted in a large number of student reports being mailed to incorrect addresses. When the school discovered the error, it took immediate action to notify parents and request the documents be returned to the school or destroyed. While no internal review was requested, the department initiated its own investigation of the incident and notified the Privacy Commissioner.
- The department failed to apply sufficient safeguards to protect confidential information when a parent's residential address was accidentally disclosed by a classroom teacher to a class parent. The department offered the parent an apology but, as there was no evidence of any resulting damage, did not meet the parent's request for compensation.
- Students accessed a confidential report on another student from an unsecured store room. As a consequence of this security breach, the school developed and implemented procedures for handling confidential documents and information.
- The name and other identifying information of two students were entered onto two, third-party websites the school uses to enhance student learning, contrary to their parents' expressed wish that this not occur. The school contacted the websites and had the information removed, and the department worked with the parents to implement alternative ways for the two students to access the websites without the disclosure of their personal information.
- The department's practice of sharing personal details of newly appointed and retiring employees with the charity Stewart House without employee consent, was found to breach privacy protection principles. The department offered the employee who lodged the internal review an apology, and recommended the directorate review and alter current procedures to rectify this situation.

Applications for review by the NSW Civil and Administrative Tribunal

Six applications for external review were filed with the NSW Civil and Administrative Tribunal during 2016. Five were withdrawn and dismissed. The sixth is yet to be finalised.

PUBLIC INTEREST DISCLOSURES

All staff must report suspected unlawful, corrupt conduct, serious maladministration, or serious and substantial waste of public money. The department's policy establishes its commitment to support and protect staff who report wrongdoing.

The Public Interest Disclosures Internal Reporting Policy sets out the manner in which the department meets its 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 the department's Policy Library.

Key senior staff continue to undertake periodic training in relation to public interest disclosures, including training conducted by the NSW Ombudsman. A significant number of the department's nominated disclosure officers have participated in such training. During 2016, the department met the NSW Ombudsman's reporting requirements via its online reporting tool.

In 2016, 19 employees made 21 public interest disclosures.

Table 20: Number of public interest disclosures, 2016

	Corrupt conduct	Maladministration	Serious waste	GIPA contravention	Local government contravention	Total
Number of disclosures	21	0	0	0	0	21
Number of employees making a disclosure	19	0	0	0	0	19
Number of disclosures finalised	11	0	0	0	0	11

Source: Department of Education, Employee Performance and Conduct directorate.

CONSULTANTS

This section discloses the nature and purpose of consultants engaged by the department in 2016. This includes individuals or organisations engaged under contract to provide recommendations

and/or high-level specialist or professional advice to management. It does not include contractors, casual or temporary staff employed or engaged by the department. The department paid \$3,735,746 in consultants' fees in 2016.

Table 21: Payments to consultants for engagements greater than \$50,000, 2016

Name of consultant	Title of project	Purpose of consultancy	Actual cost (\$)
Deloitte Touche Tohmatsu	Integrated Corporate Shared Services – Implementation	Management services	1,831,787
Ernst & Young	SASP EY Treasury Review	Management services	54,448
Ernst & Young	SASP EY Validation and Model	Management services	232,534
KPMG	Early Childhood Education and Care Directorate Organisational Realignment Project	Organisational review	123,544
Mercer Consulting (Australia) Pty Ltd	Support and Development of Workforce Planning	Management services	50,923
Mercer Consulting (Australia) Pty Ltd	Rural and Remote	Management services	60,500
Nous Group Pty Ltd	Board of Studies, Teaching and Educational Standards Review	Management services	149,104
Nous Group Pty Ltd	Integrated Corporate Shared Services – Organisational Change	Management services	93,094
Paul and Webb Pty Ltd	Board of Studies, Teaching and Educational Standards Review	Management services	100,569
Social Policy Research Centre, University of New South Wales Australia	Independent evaluation of OCHRE initiatives	Organisational review	361,371
Space Logic Pty Ltd	Relocation to Parramatta	Organisational review	148,221
The Hackett Group Australia Pty Ltd	Corporate Services Strategy Development	Management services	54,978
Urbis Pty Ltd	Change management methodology for school cluster planning	Management services	74,709
William Loudon	Board of Studies, Teaching and Educational Standards Review	Management services	120,000
Total cost of consultancies greater than \$50,000			3,455,782

Source: Corporate Finance directorate. Notes: Figures are subject to rounding. Payments are inclusive of GST.

Table 22: Payments to consultants for engagements less than \$50,000, 2016

Purpose of consultancy	Total number of engagements	Total cost (\$)
Environmental	2	79,838
Management services	7	186,407
Training	1	13,719
Total cost of consultancies less than \$50,000		279,964

Source: Corporate Finance directorate. Notes: Figures are subject to rounding. Payments are inclusive of GST.

OVERSEAS TRAVEL

This section presents the number of overseas visits undertaken by officers and employees of the department and the main purpose of these visits.

Table 23: Number of overseas visits undertaken by officers and employees, 2016

Purpose of visit	Description	Number of visits			
		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	58 (1P) (12D)	3 (2D)	44	105
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	20	0	20
International student recruitment	Staff members who travel overseas to recruit inbound full-fee-paying international students to the NSW school sector	0	0	8	8
Market development and client engagement	Staff members who travel overseas for international marketing purposes, development of business relationships, engagement with clients and contract management	0	0	0	0
Professional scholarship programs	Staff members awarded scholarships to further their professional skills and knowledge	12 (12D)	0	0	12
Student excursions	Staff members who accompany students on excursions overseas to increase cultural understanding or attend commemoration ceremonies	13 (2P)	478 (3D)	0	491

Source: Shared Services, Business Services directorate. Notes: Figures within the brackets indicate the number of trips where a contribution to the cost was made by the department (D) or a private source (P).

RESEARCH AND EVALUATION

This section provides an overview of the department's research and evaluation projects.

Table 24: Research and evaluation projects, 2016

Name of research	Total life-of-project cost (\$)	Status/date to be completed
Aboriginal Community Water and Sewerage Program, independent review	248,950	March 2017
Aboriginal language revival and catalogue of revival programs literature review	76,716	April 2017
Acceptability and potential effects of implementing flexible learning spaces in primary and high school classrooms	30,160	Completed
Assessing English Language Learners	40,000	June 2017
Assessing non-cognitive attributes of prospective teachers using a situational judgement test	0*	Completed
Building Children's Linguistic Repertoire to Enrich English Learning	121,530	Completed
Careers Advice in Schools	127,953*	Completed
Classrooms of Possibility: Working with students from refugee backgrounds in mainstream classes	96,608*	June 2017
Cluster Management Trial Evaluation	3,000*	March 2017
Connected Communities Evaluation	200,000*	June 2018
Cooks Hill Campus of Newcastle High School Implementation of Big Picture Education	0*	Completed
Creating the Conditions for Collective Impact: Transforming the child serving system in disadvantaged communities	10,000*	Completed
Cross cultural collaboration	41,671	Completed
Cultivating Capability: Explicating critical psychosocial drivers of educational outcomes and wellbeing for high-ability Aboriginal students	120,000*	December 2017
Curriculum Transition Stages 3-4 Project	9,000	December 2017
Early Action for Success	38,673	Completed
Educational and Career Aspirations in the Middle Years of Schooling: Understanding complexity for increased equity	380,000*	Completed
Enhancing English Learning: Building on Cultural and Linguistic Repertoires	59,029	March 2017
Evaluation of Clontarf Academies in NSW public schools	15,000*	March 2017
Evaluative Thinking Toolkit	28,439	Completed
Great Teaching, Inspired Learning evaluation	500,000*	June 2018
Healthy Active Peaceful Playgrounds for Youth (HAPPY)	50,000	November 2017
High Value Add Schools research	5,000*	Completed
Improving Wellbeing through Student Participation in Schools	75,000*	December 2017
Income management and alternatives	58,772	Completed
Innovative Learning Environments and Teacher Change	260,000	June 2020
Integrated Science, Technology, Engineering and Mathematics (STEM) Stage 4 Project	12,500	Completed
Intensive Support to Schools evaluation	0*	February 2017
Internet-based Professional Learning to Promote Activity in Youth	280,000*	December 2019
Kids in Communities ARC Linkage project	16,500*	December 2017
Literacy and Numeracy Action Plan evaluation	872,600*	March 2017

Name of research	Total life-of-project cost (\$)	Status/date to be completed
Local Schools, Local Decisions evaluation	0*	December 2018
Longitudinal study on Fostering Effective Early Learning across the early years and school	up to 1.3 million*	2020
Low Socio-economic Status School Communities National Partnership: School External Partnerships	643,225	July 2017
Material Deprivation and Social Exclusion among young Australians – A child focus approach	0*	December 2017
Measuring economic returns to post-school education in Australia: Evidence from the 1981-2011 Australian censuses	23,067	Completed
National frameworks that describe the Aboriginal population	31,818	Completed
NSW Child Development Study	0*	December 2017
NSW Child Wellbeing Units – Contextual analyses, program logics and outcome measures (Australian Centre for Child Protection)	121,145	Completed
NSW Long Day Care Survey	102,023*	Completed
Obtaining Aboriginal community consent for research and evaluation activities	32,847	April 2017
OCHRE initiatives evaluation	602,686	June 2018
Primary online writing assessment research	80,760*	Completed
Professional Practice Framework for the School Counselling Service – Literature Review and Framework	42,000	April 2017
Physical activity for Everyone (PA4E1) – translational research of a trial of multi-component physical activity and healthy nutrition interventions in disadvantaged schools	0*	December 2018
Quality Interactions Study	99,700	Ongoing
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)	421,678*	June 2017
Rhetoric to Reality: Devolving decision-making to Aboriginal communities	0*	Completed
Riverina Access Program	13,000	Completed
Rural and Remote Education evaluation	500,000*	June 2018
Rural and Remote Teacher Attraction and Retention	30,000	Completed
Schools of the Future Evaluation Framework	29,500*	Completed
Special Religious Education/Special Education in Ethics	300,000	Completed
State of Education in NSW – 2016 report	0*	Completed
Standing up to Racism and Racial Bullying Among Australian School Students	120,000*	February 2019
Supported Students, Successful Students evaluation framework	30,000*	Completed
Survey of Secondary Students' Post-School Destinations, 2014–2017	2,058,564*	March 2018
The role of Aboriginal public servants in Aboriginal public policy evaluation and research	10,800	February 2017
The role of education in intergenerational economic mobility in Australia	70,300*	Completed
Thinking while Moving – Stage 3	35,000	December 2017
Trial of English as an additional language or dialect (EAL/D) for Aboriginal students	0*	Completed
Undertaking research and evaluation in Aboriginal public service contexts	35,901	April 2017
University of Melbourne Australian Research Council Linkage Project Innovative Learning Environments and Teacher Change	120,000*	June 2020
Viability of Remote Literacy and Psychology Assessments using Technology	111,200	December 2017
Workforce Planning	135,000	Completed
Workforce profile of the NSW teaching profession	0*	Completed

Notes: *Indicates there is also an in-kind contribution

FINANCIAL MANAGEMENT

PAYMENT OF ACCOUNTS

This section details the department's performance in paying accounts during the 2015-16 financial year, including details of action taken to improve performance in paying accounts.

As part of the staged implementation of SAP Finance, an additional 197 public schools have transitioned to the department's Finance Shared Service Centre. This is in addition to the 229 public schools included in 2015. The remaining NSW public schools are not included in these results.

The key issues affecting prompt processing of payments during the financial year include instances where vendors forward invoices to business units rather than directly to EDConnect, the department's Shared Service Centre, or where invoices do not reference a valid purchase order number. The department has encouraged vendors to direct invoices to the shared service centre with valid purchase order references.

In one instance during the financial year, the department paid penalty interest to a small business arising from late payment.

Table 25: Aged analysis at the end of each quarter (all suppliers), 2015-16

	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)
All suppliers					
September	481,114	5,782	1,883	124	136
December	336,902	6,462	103	22	36
March	375,170	4,267	448	359	26
June	441,880	2,997	556	92	152
Small business suppliers					
September	212	20	0	0	0
December	152	3	0	0	0
March	470	2	0	0	0
June	702	0	0	0	0

Table 26: Accounts paid on time within each quarter (all suppliers and small business suppliers), 2015-16

	Number of accounts due for payment	Dollar amount of accounts due for payment (\$'000)	Actual % of accounts paid on time (based on number of accounts) (%)	Actual % of accounts paid on time (based on \$ amount of accounts) (%)	Number of accounts paid on time
All suppliers					
September	53,928	489,039	97	97	52,069
December	55,420	343,525	96	97	53,431
March	50,868	380,270	96	99	48,999
June	56,977	445,677	98	99	55,590
Small business suppliers					
September	138	232	99	91	136
December	142	155	98	98	139
March	127	472	98	100	125
June	204	702	100	100	203
	Dollar amount of accounts paid on time (\$'000)	Number of payments for interest on overdue accounts	Interest paid on overdue accounts (\$)		
All suppliers					
September	473,911	1	28		
December	334,668	0	0		
March	374,940	0	0		
June	441,284	0	0		
Small business suppliers					
September	212	1	28		
December	152	0	0		
March	470	0	0		
June	702	0	0		

ESTABLISHMENT, CHANGE AND CLOSURE OF SCHOOLS

This section lists all public schools that have been newly established, closed or otherwise changed. During 2016, two schools were established, three schools were closed or merged and two schools changed their names.

Table 27: Establishment, closure and changes to schools and campuses, 2015

School name	ABS statistical area 4 grouping	Region	Date
New schools or campuses established			
Spring Farm Public School	Sydney – South West	South Western Sydney	27 January 2016
Anzac Park Public School	Sydney – North	Northern Sydney	27 January 2016
Schools or campuses re-opened			
None			
Schools or campuses closed or merged			
Murwillumbah South Infants School	North East NSW	North Coast	31 March 2016
Sunning Hill School	Sydney – West	South Western Sydney	1 July 2016
Burruga Public School	South West NSW	Western NSW	20 December 2016
Closures gazetted but not previously listed			
Numeralla Public School	South East NSW	Illawarra and South East	18 December 2015
Schools or campuses relocated			
None			
Schools or campuses with a name change			
Quandialla Public School (formerly Quandialla Central School)	South West NSW	Western NSW	27 January 2016
Whitton-Murrumbidgee Public School (formerly Whitton Public School)	South West NSW	Riverina	27 January 2016

Source: Department of Education, Centre for Education Statistics and Evaluation. Note: This table records the date at which changes in operational status became effective.

MAJOR CAPITAL WORKS

This section lists major works in progress, including the cost of those works to date and the estimated dates of completion. It also includes details of any significant delays, cancellations or cost overruns in major works.

Table 28: Major capital works, 2015-16

Project description and location	Expenditure 2015-16 (\$'000)	Estimated total cost (\$'000)	Completion date (actual or estimated)	Delays, cancellations or cost overruns
School facilities, upgrades and refurbishment – new work 2015-16				
Artarmon Public School upgrade	1,987	14,569	30/01/2018	-
Bardia Public School upgrade	875	28,001	27/06/2018	-
Bella Vista Public School (new school)	824	23,500	28/01/2020	Significant design changes required
Cherrybrook Technology High School upgrade	571	9,948	13/04/2018	-
Dubbo Networked Specialist School (new school)	422	9,192	30/01/2019	-
Homebush West Public School upgrade	898	20,078	20/07/2018	-
Narellan School (new school)	808	14,344	15/01/2018	-
O'Connell St Primary School Parramatta (previously known as Old Kings School)	2,395	40,000	31/01/2018	-
Rainbow St Public School upgrade	941	22,999	28/01/2019	-
Randwick Public School upgrade	562	9,300	28/01/2019	-
Rowland Hassall School relocation	1,641	12,994	16/06/2017	-
School facilities, upgrades and refurbishment – work in progress				
Bellevue Hill Public School upgrade	2,082	15,697	31/08/2017	Revised scope of works
Bourke St Public School upgrade	2,673	9,548	31/12/2016	Completed
Bowral Public School upgrade	2,892	4,422	31/10/2016	Completed
Brewarrina Central School upgrade	3,154	3,984	5/02/2016	Completed
Cairnsfoot School Relocation	15,094	21,927	5/12/2016	Completed
Denison College of Secondary Education, Bathurst High Campus upgrade	630	10,287	15/09/2016	Completed
Glenmore Park School – Fernhill	5,760	17,640	20/12/2016	Completed
Harbord Public School upgrade	4,835	13,447	30/01/2017	-
Hunter Sports High School upgrade	1,082	35,000	30/01/2019	Development of new masterplan
Lower North Shore Public School – Anzac Park (new school)	18,926	29,999	19/07/2016	Completed
Lucas Gardens School upgrade	8,464	17,051	27/01/2017	-
Manly Vale Public School upgrade	292	23,000	14/01/2019	Significant design changes required
Moree East Public School upgrade	10,233	16,284	18/11/2016	Completed
Mowbray Public School upgrade	14,486	22,924	3/06/2016	Completed

Project description and location	Expenditure 2015-16 (\$'000)	Estimated total cost (\$'000)	Completion date (actual or estimated)	Delays, cancellations or cost overruns
Narrabri Public School upgrade	1,717	2,075	11/08/2016	Completed
Parry School relocation	417	3,688	17/07/2015	Completed
Point Clare Public School upgrade	2,346	9,166	30/03/2017	-
Rutherford High School upgrade and Maitland Tutorial Central relocation	10,657	20,823	20/05/2016	Completed
Spring Farm Public School (new school)	8,433	14,938	3/05/2016	Completed
Ultimo Public School (new school)	1,148	42,000	20/12/2019	Change in school location
Walgett Community College High School upgrade	5,746	9,237	20/10/2016	Completed
Wentworth Point Public School upgrade	262	19,336	20/01/2018	DA consent and land acquisition issues
Wilton Public School upgrade	4,113	4,972	13/05/2016	Completed
Yeoval Central School upgrade	219	1,813	20/07/2015	Completed

LAND DISPOSAL

In 2016, the department did not dispose of any properties by means other than public auction or tender that had a value of more than \$5 million.

There were no businesses or family connections between buyers and departmental staff. Disposed properties were either surplus to the department's operational requirements or were compulsorily acquired by other authorities for purposes such as road widening. The net proceeds from the sale of surplus assets are used for the maintenance and upgrading of school facilities.

An application for access to documents concerning details of properties disposed of during the reporting year may be made in accordance with the *Government Information (Public Access) Act 2009*.

CREDIT CARD CERTIFICATION

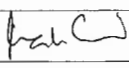


Purchasing Card Certification for year ended 31 December 2016

I certify that:

The Department of Education purchasing card policies and guidelines outline the requirements for the issue, usage and administration of purchasing cards. The rules are consistent with government policy, as outlined in relevant Treasurer's Directions and Treasury Circulars.

In accordance with Treasurer's Direction 205.01, it is certified that purchasing card use within the Department of Education has been in accordance with NSW Government requirements.

Name	Mark Scott
Position	Secretary, Department of Education
Signature	
Date	1.3.17

CONTROLLED ENTITIES

All of 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 its capacity to achieve its goals and objectives.

The department's enterprise risk management framework conforms to the International Standard for Risk Management (ISO: 31000) and complies with Treasury Policy Paper TPP 15-03, Internal Audit and Risk Management Policy for the NSW Public Sector.

The Secretary is ultimately responsible and accountable for risk management in the department. The Executive, the Enterprise Risk Management Group (ERMG) and the Audit and Risk Committee support the Secretary to ensure the department has an effective risk management framework in place.

The ERMG comprises senior representatives from all divisions throughout the department. Chaired by a Deputy Secretary, the group meets quarterly. It drives the promotion, implementation and improvement of risk management across the department.

The department's business continuity management framework is used to identify critical business functions and develop up-to-date plans for responding to unplanned disruptions. Business continuity plans document the requirements for continuing to provide essential services or have them restored as quickly as possible.

A continuous improvement approach ensures the department periodically reviews and updates its 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 2016, the department undertook the following activities:

- A review of the risk management framework identified opportunities for improvement. The department completed a number of improvements during the year, including reviewing and updating the policy and procedures documents and delivering additional risk training for staff.
- The department completed an internal audit of the business continuity management framework. The final report, released in October, identified several improvement opportunities. The department implemented some of these in 2016, including establishing a centralised system for monitoring annual reviews and testing of plans. Others are due for completion in 2017.

NSW Treasury provides budget-dependent agencies with incentivised funding to help meet the cost of contributions to the NSW Treasury Managed Fund, which provides cover for workers compensation, property, motor vehicle, liability and other risks. The department continues to perform well within the scheme and had overall surplus funding provided by Treasury within the reporting period.

Internal Audit and Risk Management Statement disclosure

TAB A

Internal Audit and Risk Management Attestation Statement for the 2015-2016 Financial Year for NSW Department of Education


I, Peter Riordan 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, 3 years from 2 February 2014
- Independent Member 1, Garry Dinnie, 8 years from 1 July 2009
- Independent Member 2, Christine Feldmanis, 8 years from 1 April 2010


Peter Riordan
A/SECRETARY
DEPARTMENT OF EDUCATION
August 2015


Department of Education contact officer:
Bill Middleton
DIRECTOR, AUDIT
Phone: (02) 9244 5150
Email: bill.middleton@det.nsw.edu.au

Internal audit

The department's Internal Audit directorate is responsible for internal audit assurance services and corruption prevention for the department and related agencies. In 2016, Internal Audit:

- undertook audits of 536 selected schools, focusing on high-risk areas – child protection, student attendance, work health and safety, assets management, and key financial and administrative operations
 - conducted enrolment audits in 212 schools
 - conducted business reviews of the student enrolment application, the Local Management and Business Reform (LMBR) budgeting and planning application and student administration and learning management (SALM) applications
 - was involved in deliberations and conducted reviews in relation to LMBR data migration interfaces, user acceptance testing, user training, change management and deployment of SAP finance and SALM applications to schools

- completed finance end-to-end control framework updates for the finance and payroll control environments
- enhanced the continuous audit regime with the ongoing development of computer-assisted audit techniques for the majority of SAP modules
- focused on SAP purchase-to-pay and revenue accounting functionality when performing continuous audits – in particular duplicate payments and integrity of SAP master data
- assessed the department's level of compliance with the Procurement Policy Framework, and to meet the department's procurement accreditation
- audited general and travel expense claims and corporate credit card expenditures
- conducted performance audits of energy efficiency in public schools, use of information technology to improve educational outcomes, Early Childhood Education, and Early Childhood Education's preschool disability support program
- reviewed key IT technology programs and processes, including web accessibility, application and infrastructure security, change management and the information security management system.

Audit and Risk Committee

The department's 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 its external accountability requirements.

The committee held seven meetings in 2016:

- 12 February
- 7 April
- 23 May
- 19 July
- 19 August
- 13 September
- 23 November.

Table 29: Attendance at Department of Education Audit and Risk Committee, 2016

Name	Title	Meetings attended
Jim Mitchell	Independent Chair	6
Christine Feldmanis	Independent member	7
Garry Dinnie	Independent member	7

Digital Information Security Annual Attestation Statement

**Digital Information Security Annual Attestation Statement
For the 2015-2016 Financial Year
for NSW Department of Education**

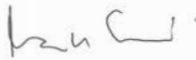
I, Mark Scott, am of the opinion that the NSW Department of Education had an Information Security Management System in place during the 2015-2016 financial year that is consistent with the Core Requirements set out in the NSW Government Digital Information Security Policy.

The controls in place to mitigate identified risks to the digital information and digital information systems of the NSW Department of Education are adequate.

Risks to the digital information and digital information system of the NSW Department of Education have been assessed with an independent ISMS certified in accordance with the NSW Government Digital Information Security Policy.

The NSW Department of Education has maintained certified compliance with *ISO 27001 Information technology - Security techniques - Information security management systems - Requirements* by an Accredited Third Party during the 2015- 2016 financial year.

Mr Mark Scott AO
SECRETARY, NSW DEPARTMENT OF EDUCATION



12 January 2017

DoE Contact Officer:

Stephen Loquet
CHIEF INFORMATION OFFICER
Phone – (02) 9302 7424
Fax – (02) 9302 7707

GRANTS

This appendix outlines the nature and purpose of each grant program and lists all grants the department disbursed under each program in 2015-16.

Grant program	Sum of grants, 2015-16 (\$)
Aboriginal Education Grants	1,744,500
Community Languages Grants	4,452,824
Cultural Grants	84,545
Early Childhood Education and Care Grants	182,497,340
Educational Support Grant Program	1,952,841
Intervention Support Grants: Young people with disabilities	27,988,429
Minister for Aboriginal Affairs Discretionary Grants	29,460
Miscellaneous Education Grants	920,006
NAIDOC Grants	197,349
National Partnerships, National Quality Agenda for Early Childhood Education and Care	2,258,000
National Partnerships, Helping Our Kids Understand Finances – Money Smart Teaching Project	100,911
National Partnerships, Literacy and Numeracy Action Plan	10,511,881
National Partnerships, National School Chaplaincy Programme	7,993,008
NSW Reconciliation Council	244,500
Our Languages, Our Way	159,756
Partnership agreements	189,600
Regional Conservatorium of Music Grants	6,465,090
Youth Assistance Strategies Grants	8,804,841
GRAND TOTAL	256,594,881

Note: Figures are subject to rounding.

Aboriginal Education Grants

Improving the educational and employment outcomes of young Aboriginal people.

Organisation	Amount (\$)
Clontarf Foundation	1,744,500
Total paid in 2015-16	1,744,500

Community Languages Grants

Supporting outside school hours programs for school-aged students to maintain and develop their background or heritage language.

Organisation	Amount (\$)
Academy of Chinese Culture Inc.	4,426
Afghan Australian Noor Association Inc.	40,467
Afghan Community Support Association of NSW Inc.	14,543

Organisation	Amount (\$)
Afghan Fajar Association Inc.	4,426
Akkademja Maltija Ta' NSW Inc.	1,897
Al Bayan School Inc.	9,737
Al Sadiq Inc.	28,074
Al-Aqsa Inc.	37,053
Al-Bayan Institute Inc.	29,465
Alfirdaus College Pty Ltd	2,500
Alhabib Arabic School Inc.	25,545
Al-Jaafaria Society Inc.	2,500
Al-Khair Incorporated Association	2,782
Al-Minia Charitable Association Ltd	15,428
Alsadeq Arabic Association Inc.	20,487
Ambassadors Multicultural Mission (International) Association Inc.	49,572
Amistad Latina-Spanish School Inc.	2,656
Andisheh Persian School	7,335
Arabic Education Society Inc.	7,335
Armenian General Benevolent Union Ltd	6,449
Artarmon Muslim Community Association Inc.	4,426
Ashabul Kahfi Language School Inc.	31,109
Asiana Centre Association	4,426
Association for Brazilian Bilingual Children's Development Inc.	9,864
Association of Illawarra Community Languages Schools Inc.	174,532
Assyrian Australian Association	26,557
Assyrian's Nation Association Inc.	8,346
Auburn Arabic School	20,992
Auburn Ataturk Primary School Inc.	20,234
Australian Afghan Hassanain Youth Association Inc.	15,302
Australian Beirut Charitable Association Inc.	30,856
Australian Chinese & Descendants Mutual Association Inc.	43,376
Australian Chinese Community Association of NSW	26,304
Australian Council for the Promotion of Chinese Language & Cultural Inc.	70,448
Australian Druze Community Inc. Ltd	7,588
Australian Hindu Multicultural Association Inc.	8,726
Australian Islamic Mission Inc.	25,418
Australian School of Arabic Inc.	9,990
Australian Taiwanese Friendship Association Inc.	13,911
Balar Malar Tamil Educational Association Inc.	33,765
Bangladesh Association of NSW	4,553
Bangladesh Society for Puja & Culture Inc.	4,047
Bangladesh Society of Sydney Inc.	7,082
Bidyalo Inc.	11,002
Blacktown Islamic Association Inc.	2,500
Bodhi Vietnamese Language School Inc.	9,611
Bonnyrigg School of Turkish Language & Culture	7,082
Buddharangsee Thai Community Language School Inc.	11,381
Bulgarian Cultural Social and Patriotic Association 'Rodina' Inc.	3,035
Cabramatta West Spanish School Inc.	3,162
Cambodian Australian Welfare Council of NSW Inc.	10,370
Campbelltown Bangla School Inc.	6,955
Carlingford Chinese Language School	9,358
Central Council of Croatian Ethnic Schools of NSW Inc.	33,891

Organisation	Amount (\$)
Chanh Phap Vietnamese Buddhist Youth Association of NSW Inc.	9,358
Chen Feng Chinese Language College Inc.	4,591
Cherrybrook Chinese Community Association Inc.	11,634
Chinese Australian Services Society Ltd	31,615
Chinese Catholic Community Inc.	17,451
Chinese Language & Literature Association	2,782
Cho Dae Korean Baptist Church Inc.	2,500
Clemton Park School Chinese Language and Culture Association Inc.	7,082
Co.As.It Italian Association of Assistance	39,456
Community Education and Services Centre Inc.	7,082
Cyprus Community of NSW Ltd	2,500
Czech and Slovak School of Sydney Inc.	3,667
Darfur Community Social & Cultural Association in NSW Inc.	12,140
Darr Al Nour Inc.	12,899
Datong Chinese School Eastern Suburbs Inc.	4,300
Datong Chinese School Inc.	46,664
De Nederlandse School De Kangoeroe Inc.	20,992
Der-Huy Chinese School Inc.	12,772
Disciples Church Joyful Korean Language School Inc.	5,564
Dundas Chinese School Inc.	5,058
Eastern Suburbs Russian School Inc.	6,449
Eastlakes Saturday Turkish School	6,576
Eastwood Tamil Study Centre Inc.	8,726
EFKS O Le Ola Faafouina St Marys Inc.	2,500
First Serbian Orthodox Church School Community St Sava	7,082
Forest Japanese School Inc.	6,070
Free Serbian Orthodox Church St John the Baptist	7,841
Gallipoli Education and Cultural Association Inc.	2,750
GDPT Bo Be Minh Quang The Vietnamese Buddhist Youth of NSW Australia Inc.	12,140
German Saturday School Sydney Inc.	4,553
Goulburn Chinese Language School Inc.	2,529
Grace Chinese Christian Church Ltd	6,829
Greek Community of Mascot & District Inc.	5,817
Greek Orthodox Archdiocese of Australia	38,191
Greek Orthodox Archdiocese of Australia Consolidated Trust Parish of St Nicholas Marrickville Church & Ethnic School	8,726
Greek Orthodox Church & Community St Gerasimo's Ltd	13,531
Greek Orthodox Community of Bankstown St Euphemia Ltd	8,220
Greek Orthodox Parish of Northern & Western Suburbs	14,796
Greek Orthodox Parish of St George Rose Bay	3,162
Greek Sunday School Canterbury and Surrounding Districts Inc.	2,150
Green Valley Languages and Arts School Inc.	10,623
Hamazkaine Armenian Educational and Cultural Society Regional Committee Inc.	30,983
Hanaro Korean School Inc.	3,794
Hanyulink Chinese Language School Inc.	10,749
Happy Chinese Language Association Inc.	9,737
Hellenic Centre For Language & Culture of Australia Inc.	18,210
Hellenic Orthodox Community of Kingsgrove Bexley North Beverley Hills & Districts Ltd	22,763
Hellenic Orthodox Parish & Community of Blacktown Districts Ltd	10,749

Organisation	Amount (\$)
Hornsby Chinese Education Centre Inc.	18,210
Hornsby Chinese Language and Culture School Inc.	44,135
Hornsby Japanese School Inc.	8,220
Hua Xia Chinese School Inc.	32,880
Hungarian School, Flemington Inc.	3,920
Hunter Parents & Teachers Association of Community Language Schools Inc.	149,924
Huyen Quang Buddhist Youth Association Inc.	7,335
Illawarra Burmese Language School	2,500
Illawarra Islamic Social Association Inc.	5,311
Illawarra Japanese School Inc.	1,770
Illawarra Persian Community Language School Inc.	2,403
Indo-Australia Bal Bharathi Vidyalaya-Hindi School Inc.	17,596
Indonesian Australian Community (Newcastle & Hunter Region) Inc.	2,500
International Youth Fellowship Inc.	1,897
Iqra'a College Inc.	2,500
Iranian Educational & Cultural Centre Inc.	6,449
Islamic Charity Projects Association Inc.	69,932
Islamic Women's Welfare Association Inc.	18,590
Japan Club of Sydney Inc.	24,154
Japanese Sunday School Inc.	10,370
Khmer Adventist Language School Association of New South Wales Inc.	7,967
Korean Catholic Language School Inc.	33,638
Korean Chaplaincy of Diocese of Parramatta	5,564
Lakemba Bangla School Inc.	6,070
Lao Community Advancement NSW Co-operative Ltd	3,794
Latin American School of the Inner West Inc.	2,529
Lindfield Korean School Inc.	27,442
Liverpool Polish Saturday School Inc.	6,449
Looyce Armenian School Inc.	3,541
MAAN Malay Australian Association of NSW Inc.	1,644
Macedonian School Council of NSW Inc.	18,687
Maltese Community Council of NSW Inc.	3,288
Maroubra Russian School Inc.	5,438
Marrickville West Turkish School	6,197
Matraville Saturday Turkish Ethnic School Inc.	2,656
Ming-Der Chinese School Inc.	59,436
Minghui School Inc.	5,564
Mkud Makedonski Biseri Inc.	2,500
Monaro Portuguese School Inc.	2,500
Moslem Alawy Society Inc.	14,037
Muslim Women Association	25,418
Nan Tien Temple	4,805
Nepean Turkish School Inc.	5,944
Newcastle Tamil Sangam Inc.	1,518
North Shore Japanese School Inc.	6,197
NSW Board of Jewish Education	19,222
NSW Federation of Community Language Schools Inc.	114,268
NSW Indo-China Chinese Association Inc.	51,722
NSW Japanese School Inc.	9,105
NSW Turkish Educational & Cultural Association Inc.	12,014
NSW Umit Uighur Language School	1,265
NSW Vinh Khang Chinese School Inc.	26,177
Orange Russian Language School Inc.	2,500
Parramatta Hanguel School Inc.	4,553
Parramatta Persian Primary & High School Inc.	3,541

Organisation	Amount (\$)
Pei Ji Chinese School Inc.	31,236
Pelangi Indonesia – Indonesian Language School Program	1,897
Phap Bao Buddhist Youth Language School Inc.	7,714
Polish Association in Wollongong Inc.	2,782
Polish Educational Society in NSW Inc.	10,876
Portuguese Community Schools of Sydney Inc.	5,817
Portuguese Esaa Inc.	3,414
Preserving the Arabic Language in Australia (PAL) Inc.	6,702
Qing Hua Chinese Language School Inc.	101,421
Queanbeyan Community Chinese Language School	1,518
Sabdama – Nepalese Language School Inc.	9,990
Sanare Church Inc.	2,500
School of Vedic Sciences (Aust) Inc.	8,438
Sikh Khalsa Mission Inc.	2,023
Sikh Mission Centre Sydney Inc.	3,541
South Asian Australian Association Inc.	2,500
South Coast Portuguese Association Ltd	2,023
Sri Guru Singh Sabah Sydney (The Sik Association of Sydney) Inc.	12,646
St Alexander Nevsky Russian School Inc.	19,601
St Andrew Bogolubsky Russian Ethnic School Inc.	4,426
St Andrew's Ukrainian Catholic Parish Lidcombe	6,829
St Charbel's Ethnic School	6,702
St George School of Russian Association Inc.	3,035
St George Serbian Orthodox Church – Cabramatta	11,381
St George Spanish School	3,794
St Lazarus Serbian Orthodox Church	11,887
St Nicholas Antiochian Orthodox Church	11,761
St Nicholas School of Russian Association Inc.	8,979
St Raphael's Greek Orthodox Parish of Liverpool & District Ltd	12,014
St Sava Serbian Orthodox Church School Building Fund (Flemington)	3,667
St Seraphim Russian Community School Hornsby Inc.	6,449
St Thomas The Apostle Chaldean Catholic Church	25,166
Sutherland Shire Chinese Language School Inc.	10,749
Swedish School In Sydney	16,693
SWS Children's Chinese School Association	4,426
Sydney Chinese Cultural and Language School	4,173
Sydney Chinese School Inc.	47,423
Sydney Elite Chinese School Inc.	28,959
Sydney Full Gospel Church	32,753
Sydney Juan Church in Australia Inc.	3,035
Sydney Korean Church Korean Language School Inc.	13,278
Sydney Latvian Society Ltd	2,656
Sydney Punjabi Society Inc.	3,035
Sydney Sae Soon Presbyterian Church Inc.	38,064
Sydney Saturday School of Japanese Inc.	35,029
Sydney Suomi Koulu/Sydney Finnish School Inc.	1,012
Sydney Yu Cai Chinese Language School Inc.	43,629
Syriac/Aramaic Language Centre Inc.	2,500
Tamil Civic Centre Inc.	4,300
Tamil Study Centre Homebush Inc.	30,856
Tamil Study Centre Mount Druitt	8,473
Thai Education Centre of Australia	6,702
The Arabic Australian Education Centre Inc.	18,843
The Association of Bhanin El Minieh Australian Arabic Community Welfare Centre Inc.	27,189

Organisation	Amount (\$)
The Australia Korean School Inc.	20,487
The Australian Arabic Association of Western Sydney Inc.	9,737
The Australian Association of All Nationalities of China Inc.	12,393
The Australian Chinese School Inc.	8,346
The Australian Confucius-Mencius Morality Society Inc.	4,553
The Australian Sikh Association Ltd	42,491
The Greek Orthodox Church and Society of the City of Greater Wollongong	6,197
The Greek Orthodox Community of NSW Ltd	75,679
The Greek Orthodox Parish & Community of Belmore & District All Saints Ltd	7,335
The Greek Orthodox Parish & Community of Burwood & District Saint Nectarios Ltd	7,615
The Greek Orthodox Parish and Community of Kogarah & District Resurrection of Christ	47,296
The Greek Orthodox Parish of South East Sydney Ltd Afternoon School	10,243
The Hellenic Orthodox Community of Parramatta and Districts	4,173
The Hills Chinese School Inc.	25,924
The Lebanese Arabic School Inc.	91,304
The Lebanese Moslem Association	118,493
The Polish School of Sydney Inc.	6,197
The Presbyterian Church New South Wales Property Trust	25,924
The Sinhalese Cultural Forum of New South Wales Australia Inc.	28,706
The Trustee for Imam Ali College	38,317
The Trustees of The Roman Catholic Church for The Diocese of Saint Maron Sydney	22,257
The Tue Thanh Viet Tu Alumni Association Australia Inc.	6,197
The Tzu-Chi Academy Australia Inc.	17,072
Tibetan Community of Australia (NSW) Inc.	14,864
Tibetan Community of Newcastle Inc.	2,500
Timor Chinese Association of NSW	5,185
Tongan Language School Inc.	3,920
Tripoli and Mena Association Ltd	14,922
UCA – Sydney Korean Church	8,599
United Ethnic Education Centre Inc.	6,070
Uniting Church Australia – Sydney Cheil Church	5,944
Uruguay School of Spanish Language Inc.	4,300
Victory Mandarin School Association Inc.	5,944
Vietnamese Community in Wollongong Inc.	4,932
Vietnamese Cultural Schools Association Inc.	255,070
Vietnamese Parents & Citizens Association Inc.	75,370
Vietnamese Parents Committee Green Valley Inc.	36,041
Vishva Hindu Parishad of Australia Inc.	17,451
Wentworthville Tamil Study Centre Inc.	55,895
Western Sydney Chinese School Inc.	8,852
Western Sydney Urdu School Inc.	5,817
Wollongong Russian Language School Inc.	2,500
Woo Ri Full Gospel Church Inc.	7,082
Yagoona Arabic School Inc.	20,613
Yiu Wah Chinese School Inc.	10,496
Total paid in 2015-16	4,452,824

Cultural Grants

Supporting a range of cultural festivals, events and activities that encourage Aboriginal cultural expression, increase community awareness and appreciation of Aboriginal culture and history, and help reconciliation between Aboriginal and non-Aboriginal communities.

Organisation	Amount (\$)
Aboriginal Disability Network Inc. – Western Sydney NAIDOC Awards	3,000
Aged and Community Services NSW & ACT – EORA Olympics	3,000
Dharawal Men's Aboriginal Corporation – Dharawal Men's Community Garden Contribution	1,000
Gunni Thakun Cultural Association Inc. – Upper Hunter Men's and Family Cultural Gathering	15,000
Mentors For Our Schools Inc. – Yakka Day event	2,000
Mogo Aboriginal Land Council – Aboriginal Fishing Rights Event	4,545
Orange Aboriginal Medical Service – Central West Women's Gathering	5,000
Orange Aboriginal Medical Service – Men's Gathering	3,000
Orange Aboriginal Medical Service – Regional Youth Project	9,000
Redfern All Blacks Rugby League Football Club Inc. –NSW Aboriginal Rugby League Knockout 2016	10,000
Wellington Aboriginal Corporation Health Service –Aboriginal Men's Health Forum	5,000
Yula-Punaal Education and Healing Aboriginal Corporation – Aboriginal Women's Summit 2015	14,000
Zakpage Pty Ltd – Ngaaru Nyami Water Women Documentary	10,000
Total paid in 2015-16	84,545

Early Childhood Education and Care Grants

Providing support for preschools, long day care, vacation care, occasional care, early childhood services, sector development and support for children with additional needs.

Organisation	Amount (\$)
3Bridges Community Inc.	15,370
Abbotsford Community Centre Inc.	7,511
Abbotsford Long Day Care Centre Inc.	35,254
Abercrombie Street Child Care Ltd	46,505
Aberdare Pre school Inc.	322,608
Aberdeen Pre-school Association Inc.	206,899
Adamstown Community Early Learning and Preschool Inc.	36,079
Adelong Preschool Inc.	169,652
Adventureland Preschool Inc.	157,561
Aid Migrants of Spanish Speaking (Amigoss) Co-operative Limited	22,088
Albury City Council	107,165
Albury Occasional Childcare And Early Learning Centre Association Inc.	83,027
Albury Pre-school Kindergarten Inc.	334,264
Alcheringa Preschool Association Inc.	257,452

Organisation	Amount (\$)
All Saints Preschool Albion Park Inc.	137,887
Alstonville Community Preschool Inc.	525,932
Amy Hurd Early Learning Centre Inc.	31,579
Anglicare Canberra and Goulburn	299,762
Annandale North Out of School Hours Care Association Inc.	9,498
Annette's Place Inc.	188,249
Anzac Village Preschool Association Inc.	182,572
Apostolic Church Australia Limited as The Operator of a Pbi	19,000
Arabic Australian Child Care Centre	31,683
Arden Anglican School	70,973
Ariah Park Preschool Association Inc.	119,238
Armidale and Region Aboriginal Cultural Centre and Keeping Place Inc.	10,219
Armidale Community Preschool Inc.	296,201
Armidale Ex-Services Memorial Club Ltd	28,164
Armidale Montessori Pre-school Inc.	94,954
Armidale Toy Library Inc.	25,479
Arncliffe Preschool Inc.	311,309
Arndu St Paul's Preschool	216,965
Ashfield Baptist Childcare Inc.	17,321
Ashmont Preschool Inc.	37,610
Auburn City Council	53,512
Austral Community Preschool Inc.	191,807
Australian Anatolian Community Services Co-op Ltd	41,690
Autism Spectrum Australia (Aspect)	84,939
Avalon School Parents & Citizens Association Inc.	12,262
Awabakal Ltd	353,059
Ballina Fox Street Preschool Inc.	301,499
Ballina River Street Children's Centre Inc.	370,771
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.	242,271
Bangalow Community Children's Centre Inc.	56,263
Bankstown Community Resource Group Inc.	217,633
Bankstown Handicapped Children's Centre Association (BHCCA) Inc.	39,892
Bankstown Montessori Association Inc.	109,144
Baradine Preschool Inc.	156,137
Barham Preschool Association Inc.	189,943
Barlu Kurli Preschool – Wilcannia	48,843
Barnardos Australia	48,785
Barraba Preschool Inc.	206,095
Bathurst Regional Council	74,221
Batlow Apple Tree Learning Centre Co-operative Ltd	29,575
Baulkham Hills Before and After School Care Centre Inc.	16,833
Baulkham Hills Preschool Kindergarten Inc.	189,316
Beacon Hill Community Kindergarten Association Ltd	182,277
Bega Preschool Association Inc.	430,688
Bega Valley Shire Council	622,793
Bellbird Preschool Inc.	490,740
Bellingen Preschool Inc.	265,975
Belmont North Preschool Inc.	247,757
Bendemeer Preschool Inc.	47,095
Bentley Community Preschool Inc.	75,197
Berala Jack & Jill Preschool Kindergarten Inc.	392,016
Beresfield Community Children's Education Centre	44,345

Organisation	Amount (\$)
Berkeley Vale Neighbourhood Centre Inc.	12,299
Berkeley Vale Preschool Kindergarten Inc.	361,911
Bermagui Pre School Co-operative Society Ltd	213,991
Berrigan Children's Centre Association Inc.	26,737
Berry Community Preschool Inc.	136,060
Betty Spears Child Care Centre Ltd	68,925
Bexley Jack & Jill Preschool Inc.	261,945
Big Fat Smile Group Ltd	1,690,266
Bilambil Community Preschool & OOSH Inc.	219,242
Binnaway Preschool Inc.	96,230
Binnowiee Kindergarten Co-operative Society Ltd	132,494
Biralee Preschool Finley Inc.	217,237
Birchgrove Community Association Ltd	59,008
Birrahlee Preschool Lane Cove Ltd	290,193
Birralee Longday Care Centre Inc.	40,825
Birrelee Multi-Functional Aboriginal Children's Service Aboriginal Corp	33,859
Birubi Point Community Preschool Association Inc.	164,865
Bishop Tyrrell Anglican College	140,839
Blackheath Area Neighbourhood Centre Inc.	5,633
Blackheath Kookaburra Kindergarten Inc.	208,465
Blacktown Anglican Child Care Centre Inc.	37,312
Blacktown Bunyip Inc.	200,995
Blacktown City Council	1,433,695
Blacktown South Children's Activities Centre Inc.	12,609
Bland Shire Council	459,243
Blaxland Preschool Kindergarten	260,202
Blayney Preschool Inc.	223,595
Bligh Park Community Services Inc.	15,255
Blinky Bill Portland Child Care Centre Inc.	170,364
Blue Gum Montessori Children's House	130,385
Blue Mountains Steiner School	93,384
Bolton Point Child Care Centre Inc.	36,648
Bombala Preschool Inc.	132,512
Bondi Beach Cottage Inc.	74,648
Boolaroo-Speers Point Community Kindergarten Inc.	292,416
Boorowa Preschool Centre Inc.	179,363
Botany Bay City Council	76,862
Bourke & District Children's Services Inc.	357,241
Bowraville Community Preschool Inc.	315,846
Boys' Town Engadine	12,000
Bradbury Preschool Kindergarten Association Inc.	369,761
Braidwood Preschool Association Inc.	195,073
Branxton Preschool Inc.	276,686
Brayside Community Preschool Inc.	371,856
Brewarrina Shire Council	16,351
Broken Hill Happy Day Preschool Kindergarten Inc.	364,002
Bronte Activity Centre Inc.	9,255
Budgewoi Halekulani Preschool Kindergarten Inc.	272,624
Bulahdelah Preschool Inc.	121,607
Bundarra Preschool Kindergarten Association Inc.	118,836
Bundeena Preschool	111,846
Bundgeam Preschool Inc.	91,567
Bungendore Preschool Association Inc.	187,238
Bunya Child Care Centre Inc.	34,525
Bunyip Preschool Harden Inc.	92,417
Burren Junction Preschool Association Inc.	74,006
Burrumbuttock Preschool Centre Inc.	99,371

Organisation	Amount (\$)
Burwood Neighbourhood Child Care Co-Operative Ltd	32,227
Byron Bay Preschool Inc.	466,461
Byron Shire Council	71,175
Cabarita Mortlake Kindergarten Association	154,301
Cabbage Tree Island EC	97,030
Cabramatta Community Centre Inc.	222,384
Calrossy Pre-school	145,260
Camden Community Connections Inc.	35,112
Camden Council	65,054
Camden Preschool Kindergarten Co-operative Ltd	223,301
Cameragal Montessori School	105,437
Campbell Page Ltd	169,469
Campbell Street Children's Centre Ltd	46,081
Campbelltown City Council	523,309
Campbelltown Community Preschool Inc.	278,575
Campbelltown Presbyterian Community Child Care Centre	35,056
Camperdown Child Care Centre	38,899
Canowindra Pre-school Kindergarten Inc.	229,435
Canterbury Children's Cottage Inc.	28,722
Canterbury City Council	255,636
Canterbury Community Child Care Centre Inc.	188,718
Cardiff Community Preschool Inc.	186,940
Cardiff Early Education & Care Centre Inc.	43,498
Carewest Ltd	1,289,582
Carinya Neighbourhood Children's Centre Inc.	93,964
Carlingford West Kindergarten Inc.	119,222
Carlingford West Out of School Hours Centre Inc.	16,833
Casino Baptist Church Christian Community Preschool	378,968
Castle Hill Preschool Kindergarten Inc.	165,135
Caterpillar House Occasional Child Care Association Inc.	85,854
Catherine Field Preschool Kindergarten Inc.	142,139
Catholic Education Office Diocese of Parramatta	917,787
CatholicCare	62,067
Cawongla Playhouse Inc.	125,371
Centacare – Catholic Family Services Diocese of Broken Bay	1,129,722
Centipede at Glebe School Inc.	24,649
Central Coast Community College	48,000
Central Shoalhaven Mobile Preschool Unit Inc.	315,144
Central West Family Support Group Inc.	4,961
Cessnock Multipurpose Children's Centre Ltd	124,571
Channon Children's Centre	65,264
Charlestown Child Care and Early Learning Centre Inc.	33,265
Chatswood Occasional Child Care Centre Inc.	63,721
Cherrybrook Community Preschool Inc.	85,342
Chester Hill Neighbourhood Centre Inc.	17,721
Children First Incorporated Growing Potential Ltd	401,938
Children's Services Community Management Ltd	384,460
Chillingham and Tyalgum Community Preschool Inc.	144,664
Chinese Australian Services Society Ltd	48,075
Christ Church Gladesville Preschool Kindergarten Inc.	245,204
Christ Church St Ives Preschool Inc.	121,981
City of Sydney Council	571,876
Clovelly Child Care Centre Inc.	39,782
Clovelly Out of School Care Inc.	8,406
Clunes Community Preschool Association Inc.	137,128
Coastwide Child & Family Services Inc.	51,175

Organisation	Amount (\$)
Cobar Mobile Children's Services Inc.	333,301
Cobar Preschool Association Inc.	337,108
Cobargo Preschool Inc.	173,592
Coffs Harbour Preschool Association Inc.	307,063
Coldstream Community Preschool Inc.	200,164
Coleambally Preschool Association Inc.	152,990
Collarenebri Preschool Inc.	113,615
Collaroy Plateau Community Kindergarten Inc.	171,711
Comboyne Community Preschool Kindergarten Inc.	62,440
Community Activities Lake Macquarie Inc.	8,437
Community Connections Solutions Australia Inc.	8,712
Community First Step	280,000
Como Preschool Kindergarten Association Inc.	175,815
Concord Kindergarten Association Inc.	202,431
Concord Occasional Childcare Services	49,132
Concord West-Rhodes Preschool Inc.	210,015
Condobolin Preschool Kindergarten Inc.	241,739
Connect Child and Family Services Inc.	180,283
Coogee Care Centre Inc.	4,332
Cooks Hill Community Preschool Inc.	107,652
Coolah Preschool Kindergarten Inc.	188,392
Coolamon Preschool Association Inc.	173,333
Coolamon Shire Council	68,418
Cooloon Children's Centre Inc.	34,263
Cooma Lambie Street Preschool Association Inc.	278,547
Cooma North Preschool Association Inc.	218,111
Coonamble Children's Services Inc.	22,411
Coonamble Preschool Association Inc.	267,149
Cooranbong Valley Community Preschool Inc.	89,856
Cootamundra Preschool Inc.	290,233
Coowarra Out of School Hours Care Service Inc.	8,869
Copmanhurst Preschool Inc.	70,362
Corowa Preschool Association Inc.	379,297
Country Women's Association of NSW Coraki Branch	201,047
Country Women's Association of NSW Nundle	91,782
Coutts Crossing Preschool Inc.	100,000
Cowra Early Childhood Services Co-operative Ltd	377,071
Cranbrook School	176,798
Cranebrook Community Preschool Inc.	184,517
Cranes Community Support Programs Ltd	337,306
Creating Links Co-operative Ltd	11,172
Crescent Head Community Preschool Inc.	131,610
Cringila Children's House Inc.	26,560
Cringila Community Co-operative Limited	288,839
Cronulla Preschool Kindergarten Inc.	240,651
Crookwell Neighbourhood Centre Inc.	100,322
Cudal Community Children's Centre Inc.	57,841
Cuddle Pie Early Childhood Learning Centre	37,119
Culburra & Districts Preschool Inc.	163,491
Culcairn Early Childhood Centre	169,718
Cumnock Village Preschool Inc.	98,674
Currambena School	63,924
Dalaigur Pre-school and Children's Services Association Inc.	460,765
Darlington Aftercare Association Inc.	9,240
Dawn Song Children's Centre Inc.	13,633
Delegate & District Preschool Inc.	37,506
Deniliquin Children's Centre Inc.	660,752
Denman Children's Centre Association Inc.	234,439

Organisation	Amount (\$)
Disability South West Inc.	17,286
Djanaba Occasional Care Service	44,923
Doonside Kindergarten Inc.	344,121
Dorrigo Preschool Association Inc.	198,396
Dover Heights Community Preschool Inc.	66,272
Drummond Park Preschool Association Inc.	127,355
Drummoyne Occasional Child Care Inc.	46,932
Drummoyne Preschool Kindergarten Inc.	159,608
Dubbo and District Preschool Kindergarten Inc.	667,655
Dubbo City Council	38,919
Dubbo Neighbourhood Centre Inc.	13,077
Dubbo West Preschool Inc.	646,115
Dunedoo Preschool Kindergarten Inc.	246,043
Dungog Community Preschool Kindergarten Inc.	198,237
Dunoon Preschool Inc.	142,824
Durrumbul Community Preschool Association Inc.	149,437
Early Childhood Australia (NSW) Inc.	32,038
East Lindfield Community Preschool Inc.	162,980
East Lismore Community Preschool Inc.	464,302
East Maitland Preschool Association Inc.	553,252
East Willoughby Preschool Inc.	72,949
Eastern Suburbs Montessori Association Ltd	103,057
Eastern Zone Gujaga Aboriginal Corporation	33,300
Eastlake Community Child Care Inc.	41,976
Eastwood Occasional Child Care Centre Inc.	42,908
Eden Creek Fairymount Preschool Inc.	227,177
Edgeworth Child Care Centre Inc.	35,820
Edgeworth Community Preschool Inc.	185,005
Elanora Heights Community Centre Preschool Cooperative Society Ltd	129,884
Elmore Vale Early Learning Centre Inc.	37,133
Elizabeth Chifley Memorial Pre-school	289,199
Elizabeth Macarthur Montessori Preschool Association Inc.	78,387
Elizabeth Street Extended Hours Preschool Inc.	18,471
Elonera Montessori School Elonera Ltd	74,768
Emanuel School	114,630
Emanuel Woollahra Preschool Inc.	118,283
Emmerick Street Community Preschool	33,083
Engadine Church of Christ Pre-school Kindergarten Inc.	103,470
Engadine Preschool Kindergarten Inc.	228,944
Erina Baptist Community Care Ltd	29,725
Ethnic Child Care Family & Community Services Co-operative Ltd	46,188
Eugowra Community Children's Centre Inc.	133,294
Eungai Preschool Inc.	104,594
Eurobodalla Shire Council	5,633
Euroka Children's Centre Inc.	36,159
Euston Preschool Association Inc.	162,857
Evans Head Preschool Association Inc.	401,925
Fairfield City Council	1,879,503
Fairfield Nursery School Inc.	32,955
Federal Community Children's Centre Inc.	9,337
Felton Street Early Learning Preschool Inc.	347,786
Filipino Community Co-operative Ltd	26,274
Flasca Inc.	11,288
Forbes Learning Ladder	55,865
Forbes Pre-school Kindergarten Co-op Ltd	456,585
Forest Hill Community Preschool Inc.	160,951

Organisation	Amount (\$)
Forest Hill Outside School Hours Care Inc.	11,432
Forestville Montessori School	173,747
Frederick Street Kindergarten Co-op Ltd	176,847
Gainmara Birrilee Preschool Association Inc.	332,459
Galloping Gumnut Mobile Children's Services Van Inc.	180,346
Galloway Children's Centre Inc.	39,179
Gamumbi Early Childhood Education Centre Inc.	34,415
Ganmain Pied Piper Preschool Inc.	78,599
Gilgandra Preschool Inc.	510,842
Girrawong Preschool Inc.	249,008
Girrinbai Community Preschool Inc.	207,296
Gladesville Occasional Child Care Centre Inc.	40,884
Glen Innes Preschool Inc.	549,223
Glenbrook Preschool Kindergarten Inc.	213,762
Glendale Early Education Centre Inc.	35,181
Glendore Child Care Centre Inc.	25,203
Glenreagh Preschool Inc.	135,420
Gloucester Preschool Inc.	360,663
Golden Valley Children's Learning Centre Inc.	34,425
Goodooga Preschool Inc.	79,921
Goonellabah Preschool Inc.	258,851
Gordon Community Preschool	239,636
Gorokan Preschool Inc.	560,587
Gosford City Council	158,736
Gosford Cubbyhouse Occasional & Long Day Care Centre Inc.	17,464
Gosford Preschool Inc.	310,219
Goulburn Preschool Association Inc.	301,276
Goulding Hill Preschool Inc.	210,999
Gowie NSW	177,751
Grace Lutheran Preschool	237,002
Granville Multicultural Community Centre Inc.	156,823
Grays Point Pre-school Kindergarten Association	102,137
Great Lakes Children's Centre Inc.	178,024
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	174,582
Greenhills Child Care Centre Inc.	35,958
Grenfell Preschool and Long Day Care Centre Inc.	306,553
Griffith Child Care Centre Inc.	407,393
Griffith East Preschool Inc.	474,227
Griffith Preschool Kindergarten Inc.	375,467
Griffith Wiradjuri Aboriginal Preschool Inc.	315,749
Gubi Gabun Children's Mobile Service Inc.	62,288
Gulgambone Pre-school Inc.	133,587
Gulgong Preschool Inc.	272,338
Gulpa Preschool Inc.	133,429
Gummaney Aboriginal Corporation	197,450
Gumnut Bowral Memorial Preschool Inc.	215,586
Gumnut Community Preschool Inc.	121,689
Gumnut Cottage Inc.	34,904
Gundagai Neighbourhood Centre Inc.	7,724
Gundagai Preschool Kindergarten Inc.	185,972
Gunnedah Baptist Community Preschool	359,810
Gunnedah Family & Children's Service Inc.	31,036
Gunnedah Preschool Kindergarten Association Inc.	456,200
Gunning & District Preschool Inc.	26,970
Guyra Shire Council	28,824
Gwydir District Mobile Pre School	402,469

Organisation	Amount (\$)
Gwydir Shire Council	180,980
Gyndarna Preschool	274,563
Haberfield Baptist Church Preschool Ltd	149,570
Hamilton Child Care Centre Inc.	27,250
Hamilton Community Preschool Inc.	180,320
Happy Days Kindergarten	158,263
Harbord Kindergarten Inc.	206,265
Hastings Pre School and Long Day Care Centre Inc.	32,936
Hawkesbury City Council	133,726
Hawkesbury Community Outreach Services Inc.	159,511
Hawkesbury Early Childhood Intervention Service Inc.	86,925
Hawkesbury River Child Care Inc.	40,390
Hay Mobile Children's Service Inc.	283,178
Hay Plains Childcare Centre Inc.	22,603
Hay Preschool Kindergarten Inc.	245,024
Heathdene Community Services Inc.	213,360
Henry Street Community Preschool	135,674
Henty Early Childhood Association Inc.	203,126
Hibiscus Children's Centre	187,010
Highfields Preparatory & Kindergarten School Ltd	127,766
Hills Montessori Society	93,069
Hillston Billylids Inc.	27,214
Hobartville Long Day Preschool Inc.	35,622
Holbrook Early Learning Centre Inc.	53,566
Holroyd City Council	274,468
Holroyd Parramatta Mobile Minders Inc.	115,439
Holsworthy Long Day & Occasional Care Centre Inc.	31,209
Holsworthy Preschool Parent's Association Inc.	186,906
Holy Trinity Preschool (Beacon Hill) Inc.	93,357
Hopepoint Preschool Centre	297,907
Hornsby Ku-Ring-Gai Montessori Society	20,038
Hornsby Shire Council	41,566
Howlong Preschool Association Inc.	205,446
Hunter Region Working Women's Group Ltd	45,380
Hunter Valley Grammar School	159,925
Hunters Hill Preschool Inc.	214,614
Hurstville City Council	36,199
Illawarra Aboriginal Corporation	191,899
Illawarra Area Child Care Ltd	408,041
Illawarra Christian School	245,899
Illawarra Disability Trust	10,768
Illawarra Multicultural Services Inc.	36,938
Illawarra Toy Library Association Inc.	123,899
Iluka Preschool Inc.	218,442
Inaburra Preschool	201,176
Infants Home Ashfield	337,427
Inner City Care Child Care Centre	40,106
Inner Sydney Montessori School	20,394
Integricare	1,432,448
Intereach Ltd	16,808
Inverell District Family Services Ltd	1,431,084
Ivanhoe Preschool Centre	60,259
Jacaranda Preschool Centre Inc.	275,767
Jack & Jill Preschool Association (Lithgow) Inc.	364,540
Jannali Preschool Kindergarten Inc.	142,166
Jarjum Centre Inc.	223,899
Jerilderie Preschool Kindergarten Inc.	112,156
Jesmond Community Preschool Association Inc.	269,760
Jesmond Early Education Centre Inc.	54,806

Organisation	Amount (\$)
Jindera Preschool Association Inc.	236,613
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.	524,927
Jumping Jacks Community Preschool Inc.	208,182
June RSL Memorial Preschool Inc.	464,075
Kangaroo Valley Preschool Inc.	112,943
Kapooka Early Childhood Centre Inc.	189,420
Kari Aboriginal Resource Inc.	12,290
Karingal Preschool Nelson Bay Inc.	186,026
Karuah Preschool	173,025
Katoomba Children's Cottage Inc.	41,629
Katoomba Leura Preschool Association Inc.	409,883
Katoomba Neighbourhood Centre Inc.	8,610
Keiraville Community Preschool Inc.	193,464
Kelly's Place Children's Centre	40,735
Kellyville Preschool Inc.	202,137
Kemblawarra Child & Family Centre Inc.	18,887
Kempsey Children's Services Co-operative Limited	207,474
Kempsey Respite Services Inc.	22,881
Kenthurst Before & After School Care Inc.	16,726
Kenthurst Preschool Kindergarten	196,159
Keymer Child Care Centre Inc.	50,025
Khancoban & District Children's Resource Centre – Toy Library	26,932
Khancoban and District Children's Resource Centre	56,372
Kiama Preschool Inc.	429,889
Kids Korner Combined Occasional Care Centre Inc.	34,149
Kids of The Castle Occasional Care Centre Inc.	53,242
Kidsafe NSW Inc.	90,117
Kidsnest – Crows Nest Occasional Child Care Centre Inc.	31,051
Killarney Vale Preschool Kindergarten Inc.	328,202
Kinburra Preschool Inc.	219,678
Kindamindi Co-op Ltd	60,902
Kindilan Early Childhood Centre Inc.	99,118
King Street Community Preschool East Maitland Inc.	213,366
Kingscliff Mini School Inc.	194,592
Kingstown Pre-School Inc.	36,402
Kinma School Kinma Ltd	77,459
Koala Child Care Centre – Sutherland Hospital Ltd	46,861
Kogarah City Council	195,536
Kogarah Community Services Inc.	5,636
Kogil Street Preschool Association Inc.	25,467
Koninderie Community Based Preschool Inc.	183,115
Kookaburra Korner Early Education Centre Inc.	40,862
Koolyangarra Preschool Aboriginal Corporation	428,210
Koorana Child & Family Services Inc.	715,525
Kootingal & District Preschool Inc.	280,817
Ku Children's Services	13,944,063
Kubby House Child Care Centre Inc.	14,372
Kulai Preschool Aboriginal Corporation	426,718
Kunghur Community Preschool Inc.	70,278
Ku-Ring-Gai Council	45,326
Kurnell Preschool Kindergarten Inc.	98,265
Kurrajong Waratah	3,000
Kurri Early Childhood Centre Inc.	69,523
Kurri Kurri and District Preschool Kindergarten Inc.	489,304

Organisation	Amount (\$)
Kurri Kurri Community Centre Inc.	7,881
Kyogle Preschool and Outside School Hours Care Association Inc.	213,558
Lachlan Shire Council Lachlan Council	113,694
Lady Game Community Kindergarten Inc.	122,401
Lake Cargelligo District Community Children's Centre Association Inc.	186,492
Lake Macquarie City Council	63,311
Lalor Park Preschool Kindergarten Association Inc.	272,817
Lane Cove Council	50,551
Lane Cove Occasional Child Care Inc.	53,368
Lane Cove Out of School Inc.	12,322
Lapstone Out of School Hours Inc.	13,611
Lapstone Preschool Kindergarten Association Inc.	221,783
Larool Preschool Inc.	138,504
Lawrence Community Preschool Inc.	85,775
Lawson Community Preschool Association Inc.	200,862
Learning Links	254,738
Leeton Pre-school Association Inc.	566,126
Leeton Shire Council	48,206
Leichhardt Municipal Council	104,632
Leichhardt Out of School Hours Care Inc.	10,933
Lennox Head Community Preschool Inc.	305,362
Lightning Ridge Preschool Centre Inc.	266,104
Lilly Pilly Community Preschool Inc.	282,943
Lindfield Montessori Society Inc.	36,612
Lismore Neighbourhood Centre Inc.	34,137
Lismore Parish Centre Preschool Inc.	249,001
Lismore Preschool Inc.	538,794
Little Bear Child Care Cottage Inc.	28,622
Little Yuin Pre-School Family Centre Aboriginal Corporation	147,103
Liverpool City Council	436,747
Liverpool Neighbourhood Connections Inc.	111,660
Lockhart Preschool Kindergarten Inc.	105,220
Long Flat Preschool Association Inc.	64,007
Long Jetty Preschool Inc.	338,081
Lower Bucca Community Preschool Inc.	136,096
Lower Hunter Children's Activity Van Association Inc.	317,254
Lower Macleay Preschool Inc.	318,891
Lyrebird Preschool Kindergarten Nowra East Inc.	415,796
Macarthur Multicultural Children's Services Association Inc.	60,724
Macarthur Preschool Kindergarten Association Inc.	265,491
Macedonian Orthodox Community Church St Petka Inc.	20,538
Macksville Preschool Childcare Centre Ltd	35,997
Macleay Community Preschool Inc.	234,105
Macquarie Hills Community Preschool Inc.	228,394
Macquarie Preschools Co-operative Ltd	398,019
Maitland Baptist Church Child Care Inc.	32,000
Maitland Child Care Centre Inc.	38,412
Maitland Nursery School Inc.	331,649
Malabar Occasional Child Care Centre Inc.	37,887
Malabar/Chifley Parent Co-operative Ltd	27,153
Mallee Family Care Inc.	57,016
Manilla Community Preschool Inc.	276,008
Manly Council	262,206
Manly Vale Community Kindergarten Inc.	114,890
Manly Warringah Montessori Society	79,751
Marayong House Neighbourhood Centre Inc.	102,070

Organisation	Amount (\$)
Marayong Pre-school Kindergarten Inc.	297,305
Maronite Sisters of The Holy Family St Maroun's Preschool	199,925
Maroubra Junction Before & After School Care Centre	8,171
Maroubra Neighbourhood Children's Centre Co-operative Ltd	25,925
Marrickville Council	638,287
Maryland Care & Early Education Centre Inc.	53,838
Maryland OOSH Inc.	17,372
Mater Dei	42,500
Mathoura Preschool Inc.	86,967
Mayfield Central Community Preschool Kindergarten Ltd	134,508
McGraths Hill Children's Centre Inc.	34,622
Medowie Community Preschool Inc.	165,300
Mendooran Pre-school Inc.	98,178
Menindee Children's Centre Inc.	156,921
Merindah Children's Centre Inc.	22,353
Merriwa Preschool Kindergarten Association Inc.	229,457
Merrydays Kindergarten Society Inc.	32,140
Merrylands Christian Preschool Association Inc.	402,295
Metford Child Care Centre Ltd	39,393
Mid Mountains Out of School Hours Service Inc.	5,636
Milton Ulladulla Preschool Association	257,004
Mindaribba Local Aboriginal Land Council	142,144
Minimbah Pre-school, Primary School Aboriginal Corporation	392,662
Minooka Preschool Centre Inc.	186,167
Miranda Kindergarten Association Inc.	332,217
Mission Australia	848,906
Mitchell Early Learning Centre Inc.	34,538
Mittagong Preschool Kindergarten Inc.	242,911
Moama & District Preschool Centre Inc.	285,359
Mobile Children's Services Association of NSW Inc.	32,924
Molong District Preschool Inc.	215,595
Monaro Early Intervention Service Inc.	25,567
Monaro Mobile Preschool Inc.	176,446
Moree Family Support Inc.	11,752
Moree Plains Shire Council	41,066
Moree Preschool Inc.	315,344
Moresby Park Preschool Inc.	255,200
Morriset & District Children's Centre Co-operative Ltd	26,302
Mortdale Community Services Inc.	57,295
Moruya Preschool Kindergarten Inc.	232,226
Mosman Municipal Council	54,094
Moulamein Preschool Inc.	68,728
Mount Druitt Church of Christ Child Care Centre Inc.	22,205
Mount Hutton Child Care Centre Inc.	32,755
Mount Sinai College	24,480
Mount Zion Board of Trustees	16,421
Mountain Community Children's Centre Inc.	60,664
Mountains Outreach Community Service Inc.	199,884
Mt Warning Community Pre-school Inc.	134,754
Mudgee Pre-School Kindergarten Co-operative Ltd	663,693
Mullumbimby Community Preschool Association Inc.	154,697
Muloobinba Aboriginal Corporation	168,702
Multi Purpose Allira Gathering Association Inc.	32,182
Mulwala Preschool Inc.	151,775
Murrin Bridge Preschool Association Inc.	229,481
Murrumbateman Early Childhood Centre Association Inc.	214,566

Organisation	Amount (\$)
Murrurundi Pre-school Inc.	93,999
Musicians Making a Difference Inc.	24,000
Muswellbrook Child Care Centre Inc.	27,881
Muswellbrook Preschool Kindergarten Inc.	873,333
Nabiac & District Preschool Association Inc.	141,478
Nambucca Heads Preschool Playcentre Ltd	241,469
Nana Glen Preschool Inc.	121,220
Nanima Preschool Association Inc.	331,796
Narooma Preschool Kindergarten Association Inc.	294,452
Narrabeen Community Kindergarten Inc.	170,011
Narrabri & District Community Aid Service Inc.	78,004
Narrandera Preschool Inc.	32,596
Narromine Preschool Kindergarten Inc.	610,348
Narwee Preschool Kindergarten Inc.	372,314
Network of Community Activities	18,469
New School of Arts Neighbourhood House Inc.	86,754
Ngallingnee Jarjum Tabulam & District Community Preschool Inc.	126,191
Ngayaamba Waluura Aboriginal Corporation	251,656
Nimbin Neighbourhood & Information Centre Inc.	11,423
Nimbin Pre-school and Childcare Association Inc.	224,481
Nimmitabel Preschool Inc.	63,033
Noah's Ark Centre of Shoalhaven Inc.	107,971
Noiseworks OOSH Inc.	12,039
Noogaleek Children's Centre	40,929
Nords Wharf Community Pre-school Inc.	99,902
Normanhurst West Community Preschool Inc.	81,541
North Brighton Preschool Inc.	188,661
North Epping Kindergarten Association Inc.	178,023
North Richmond Community Centre Inc.	5,635
North Rocks – Carlingford Casual Child Care Centre	48,445
North Rocks Preschool Inc.	217,937
North Ryde Community Preschool Inc.	282,679
North St Marys Neighbourhood Centre Inc.	460,392
North Sydney Council	27,849
Northcott Disability Services	1,031,854
Northern Beaches Montessori Association Inc.	42,299
Northside Baptist Pre-School Centre (Northbridge)	105,589
Northside Montessori School	98,950
Norwood Community Preschool Inc.	115,074
Nought to Five Early Childhood Centre Inc.	28,221
Nurruby Children's Services Inc.	34,840
Oberon Children's Centre Inc.	160,710
Ocean Shores Preschool Inc.	222,894
Old Bar Community Preschool Inc.	580,995
Ooranga Family Mobile Resource Unit Association Inc.	741,398
Open Arms Care Inc.	25,141
Orama Preschool Inc.	167,423
Orana Community Preschool Inc.	253,251
Orange City Council	242,830
Orange Preschool Kindergarten Ltd	321,300
Paddington Church Of Christ Kindergarten	30,676
Palm Beach War Memorial Kindergarten Inc.	100,814
Pambula Preschool Kindergarten Association Inc.	387,258
Parkes Early Childhood Centre Inc.	448,459
Parklands Community Preschool & Children's Centre Inc.	234,885
Parramatta City Council	169,781
Paterson Preschool Inc.	167,242
Pathways – Early Childhood Intervention Inc.	133,891

Organisation	Amount (\$)
PCYC – Bourke Police Citizens Youth Clubs NSW Ltd	6,717
PCYC – Lithgow Police Citizens Youth Clubs NSW Ltd	11,849
PCYC – Wagga Wagga Police Citizens Youth Clubs NSW Ltd	20,640
Peak Hill Preschool Kindergarten Inc.	162,741
Peninsula Community Centre Inc.	67,722
Pennant Hills War Memorial Children's Centre	228,354
Penrith City Council Children's Services	1,802,318
Penrith Community Aid Service Association Inc.	53,637
Periwinkle Children's Centre	172,670
Peter Pan Preschool & Kindergarten Tamworth Inc.	380,368
Peter Pan Preschool Wollongong Inc.	99,105
Peter Rabbit Community Preschool Inc.	62,440
Petersham Activities Centre for Children Inc.	11,261
Pied Piper Preschool Association – Wallerawang Inc.	276,301
Pinnaroo OOSH Inc.	9,239
Pippies Early Childhood Centre Inc.	37,735
Pius X Aboriginal Corporation	500,070
Playmates Cottage Child Care Centre Dubbo Inc.	38,919
Playtime Preschool Centre Inc.	228,423
Pleasant Hills Preschool Kindergarten Inc.	35,499
Ponyara Preschool Kindergarten Association Ltd	184,712
Port Macquarie Community Preschool Ltd	687,697
Port Macquarie Neighbourhood Centre Inc.	13,983
Port Stephens Council	173,056
Possums' Community Preschool Association Inc.	154,083
Possums' Corner Child Care Centre Inc.	35,173
Possums' Den Coffs Harbour Inc.	72,557
Pottsville Community Preschool Inc.	181,470
Pow Place Community Child Care Centre Ltd	34,766
Presbyterian Church of Australia in the State of New South Wales – Preschool	137,904
Presbyterian Social Services	117,348
Pretty Beach Community Preschool Inc.	185,246
Pymble Turrumurra Preschool Inc.	190,830
Queanbeyan and District Preschool Association Inc.	1,016,955
Quirindi Preschool Kindergarten Inc.	327,979
Rainbow Playhouse Preschool Inc.	141,980
Rainbow Preschool Association Inc.	895,776
Rainbow Street Childcare Centre Inc.	34,761
Randwick Open Care for Kids Inc.	35,336
Raymond Terrace Community Preschool Inc.	375,048
Raymond Terrace Early Education Centre Inc.	37,154
Reachout Mobile Resource Unit Inc.	50,427
Redhead Community Preschool Inc.	144,064
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 Pre-school Inc.	99,689
Richmond Preschool Kindergarten Association Inc.	284,970
Richmond Valley Care-Ring Association Inc.	44,829
Riverina Children's Activity Van Inc.	390,548
Riverside Preschool Inc.	153,345
Riverwood Community Centre Inc. Riverwood Community Centre Ltd	154,691
Rocky Hall Preschool Association Inc.	71,109
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.	112,136

Organisation	Amount (\$)
Rosebery Childcare Centre Inc.	33,576
Rosellas Community Preschool Inc.	320,378
Ross Circuit Preschool Centre Inc.	357,505
Rowena Preschool Inc.	39,774
Royal Institute for Deaf and Blind Children	444,932
Royal Society for the Welfare of Mothers and Babies	27,474
Rozelle Child Care Centre Ltd	68,769
Rylstone Kandos Preschool Inc.	275,474
S.H.A.R.E. Co-operative Society Limited	11,904
Salamander Bay Childcare Centre Inc.	52,127
Samaritans Foundation Diocese of Newcastle	221,329
Sans Souci Community Pre-school Association Inc.	409,088
Scone and District Pre-school Inc.	401,046
Scribbly Gum Dalai	160,448
SDN Child and Family Services Pty Ltd	35,850
SDN Children's Services	1,219,305
Seven Hills North P&C Association SHNOOSH Care	11,741
Share Care Inc.	15,657
SHINE for Kids Co-operative Limited	18,738
Shoalhaven Community Preschool Inc.	405,980
Singleton Council	215,067
Singleton Heights Preschool Inc.	429,140
Singleton Preschool Inc.	387,960
Snugglepot Day Care Centre Inc.	97,910
SOS Preschool Ltd	243,632
South Coast Medical Service Aboriginal Corporation	220,971
South West Rocks Pre-school Inc.	359,400
Southside Montessori Society	85,661
Springdale Heights Preschool Inc.	201,740
Springwood And District Preschool Kindergarten Association Inc.	276,323
Springwood Neighbourhood Centre Co-operative Ltd	9,185
St Andrew's Children's Neighbourhood Centre Inc.	15,129
St Andrew's Church Community Preschool Inc.	105,924
St Andrew's Kindergarten Abbotsford Inc.	187,116
St Anthony's Family Care	23,063
St Demiana & St Athanasious Coptic Orthodox Church	5,852
St Dunstan's Preschool Kindergarten Inc.	288,864
St George Preschool (Marsfield) Inc.	162,124
St Ives Occasional Care Inc.	49,387
St Ives Preschool Kindergarten Association	139,108
St John's North Ryde Preschool Association Inc.	242,331
St John's Preschool Ashfield Inc.	305,938
St Lukes Preschool	197,693
St Luke's Preschool Dapto Inc.	358,368
St Lukes Preschool Northmead	124,907
St Lukes Scone Grammar School Council	167,196
St Mark's Brighton-Le-Sands Preschool Kindergarten Inc.	114,934
St Mark's Child Care Centre Oakhurst Inc.	31,228
St Mark's Northbridge Kindergarten Inc.	139,180
St Mark's Pre-school Kindergarten Inc.	130,323
St Mark's Vacation Care Centre	11,222
St Mary and St Mena Vacation Care	1,403
St Mary's Child Care Centre Ltd	32,636
St Mary's Community Preschool Casino Inc.	320,233
St Marys District Baptist Church Out of School Hours Care St Clair	13,376
St Mary's North Tamworth Preschool Inc.	260,006
St Mary's Rainbow Preschool	174,633

Organisation	Amount (\$)
St Paul's Lutheran Kindergarten Inc.	20,390
St Peters Community Preschool Inc.	156,216
St Peters Preschool Ltd	230,291
St Peter's Preschool Tamworth Inc.	369,604
St Stephens Belrose Kindergarten Inc.	174,846
St Stephen's Preschool Kindergarten Inc.	173,935
St Thomas' Preschool Ltd	85,224
St Thomas' Rozelle Child Care Centre Inc.	29,801
St Vincent De Paul Society NSW	93,885
Strathfield One Stop Child Care Service Inc.	62,519
Stroud Neighbourhood Children's Co-operative Ltd	125,358
Stuarts Point Preschool Association Inc.	131,257
Styles Street Children's Community Long Day Care Centre Inc.	46,118
Sun Valley Preschool Kindergarten Inc.	94,119
Sunny Corner Toy Library Inc.	27,042
Surry Hills Neighbourhood Centre Inc.	46,319
Sutherland Shire Council	460,060
Swansea Community Cottage Inc.	36,149
Sydney Anglican Schools Corporation	309,608
Sydney Community College Ltd	8,800
Sydney Local Health District	32,538
Sydney Montessori School	103,815
Sydney University Settlement	23,318
Sylvanvale Industries	122,267
Tamworth Montessori Association Inc.	112,102
Tamworth Toy Library Inc.	12,343
Tarago Preschool Association Inc.	105,446
Taree & District Preschool Ltd	251,943
Tathra Children's Services Inc.	232,993
Tea Gardens Hawks Nest Preschool Kindergarten Inc.	100,909
Temora Preschool and Out of School Hours Inc.	438,411
Tenterfield Child Care Centre Inc.	31,793
Tenterfield Preschool Kindergarten Inc.	279,723
Terrey Hills Community Kindergarten Inc.	92,021
Thankakali Aboriginal Corporation	6,765
Tharawal Aboriginal Corporation	38,687
The Armidale Waldorf School Ltd	80,074
The Benevolent Society	53,727
The Children's House Montessori School	80,760
The Creativity Centre Inc.	16,922
The Cubbyhouse Preschool & Occasional Care Centre Inc.	49,886
The Entrance Preschool Kindergarten Association Inc.	19,413
The Factory Community Centre Inc.	219,697
The Grace Child Care Centre Inc.	74,998
The Greta Community Preschool Inc.	154,600
The Guardian Angel Preschool Kindergarten Inc.	19,420
The Gynea Nursery School and Kindergarten Co-operative Society Ltd	263,895
The Hills Community Kindergarten Inc.	215,313
The Hills Shire Council	218,140
The Jack & Jill Kindergarten	222,641
The John Wycliffe Christian Education Association Ltd	68,059
The Junction Works Ltd	53,696
The Killarney School Ltd	77,705
The Little School Preschool Inc.	93,947
The Mountain Preschool Lowanna Inc.	59,391
The Northern Nursery School Ltd	208,957
The Oaks Pre-School Kindergarten Co-operative Ltd	158,267

Organisation	Amount (\$)
The Point Preschool Inc.	66,090
The Rainbow Children's Centre Inc.	40,981
The Rock Preschool Inc.	139,786
The Scots School Albury	143,104
The Shepherd Centre	256,825
The Trangie Preschool Kindergarten Association Ltd	215,098
The Tumut Pre-School Co-operative Society Ltd	474,487
The University of New England	13,930
Thredbo Early Childhood Centre Inc.	18,241
Thurgoona Preschool Inc.	271,338
Tibooburra Multi Purpose Centre Inc.	82,940
Tocumwal Preschool Kindergarten Association Inc.	200,228
Tooleybuc Preschool Association Inc.	142,981
Toongabbie Before & After School Care & Vacation Care Inc.	9,267
Toongabbie Christian School Ltd	12,655
Tooraweenah Preschool Association Inc.	35,879
Toormina Community Preschool Inc.	294,592
Toronto Community Child Care Centre Inc.	37,842
Tottenham Pre-School Kindergarten Association Inc.	94,621
Toukley Preschool Kindergarten Inc.	329,585
Tower Pre School	53,087
Towri Aboriginal Corporation	29,057
Toxteth Kindergarten Inc.	17,024
Tregear Presbyterian Kindergarten	401,334
Trinity Preschool Orange Inc.	586,882
Trundle Children's Centre Inc.	74,660
Trustees of The Christian Brothers	127,026
Trustees Roman Catholic Church Diocese of Lismore-Family Services	352,575
Trustees Roman Catholic Church Diocese of Lismore-Laurieton	207,484
Tullamore Preschool & Child Care Centre Inc.	71,128
Tumbarumba Shire Council	60,443
Tunttable Falls Early Childhood Centre Inc.	101,454
Tweed Heads Community Preschool Inc.	120,550
Tweed Shire Vacation Care Inc.	21,450
U@MQ Ltd	53,986
Ulladulla Children's Centre Inc.	35,448
UnitingCare Burnside	2,990,868
Unitingcare NSW.ACT	2,285,429
University Of New South Wales	126,746
Upper Hunter Community Services Inc.	190,045
Upper Macleay Preschool Inc.	97,315
Uralla Preschool Kindergarten	269,704
Urana Shire Council	180,326
Uranquinty Preschool Association Inc.	59,576
Urunga Community Preschool Inc.	230,229
UTS Child Care Inc.	47,316
Valla Community Preschool Inc.	369,727
Valley Preschool Inc.	47,842
Vision Australia Ltd	61,076
Wagga Wagga East Before & After School Care Centre Inc.	6,183
Wakool Preschool Inc.	54,661
Walcha Council	308,774
Walgett Preschool and Long Day Care Centre Inc.	72,174
Walgett Shire Council	33,210
Wallsend Community Preschool	250,057
Wallum Community Preschool & Family Centre Inc.	274,070

Organisation	Amount (\$)
Wangi Peter Pan Kindergarten Inc.	318,253
Warialda Preschool Inc.	207,179
Warilla Baptist Preschool	250,727
Warners Bay Early Learning & Care Centre Inc.	47,074
Warragamba Preschool Inc.	282,162
Warren Preschool Kindergarten Inc.	464,898
Warren Shire Council	6,194
Warringah Council	299,173
Warrumbungle Shire Council	633,002
Wauchope Preschool Kindergarten Inc.	303,023
Waverley Community Out of School Care Centre Inc.	13,975
Waverley Council	112,014
Wee Waa & District Preschool Association Inc.	323,575
Weldon Children's Services	81,376
Wellington Community Children's Centre	419,419
Wentworth District Preschool Play Centre Inc.	151,333
Wentworth Falls Preschool Kindergarten Inc.	204,943
Werris Creek and District Preschool Association Inc.	212,511
Wesley Community Services Ltd	37,191
West Albury Preschool Centre Inc.	310,052
West Bathurst Pre-school Inc.	533,621
West Epping Preschool Association Inc.	250,301
West Ryde Neighbourhood Children's Centre Inc.	30,327
Western Plains Regional Council	12,975
Western Sydney Local Health District	12,283
Westlawn Preschool Inc.	230,297
Weston Community Preschool Inc.	255,365
Wilberforce Early Learning Centre Inc.	34,839
Wilberforce Preschool Kindergarten Inc.	127,289
Williamtown Preschool Inc.	125,289
Willoughby City Council	83,714
Willow Tree Preschool Inc.	69,660
Wilson's Creek Community Preschool Inc.	106,727
Windsor Preschool Association Inc.	323,726
Wingham District Pre-School Kindergarten Ltd	675,113
Winmalee Community Preschool Inc.	216,426
Wiradjuri Aboriginal Corporation Community & Child Care Centre	26,558
Wollondilly Shire Council	31,110
Wollongbar Community Preschool Inc.	198,442
Wollongong Unicentre Ltd	40,825
Wombat Occasional Care Centre Inc.	102,696
Woodbine Neighbourhood Centre Inc.	97,764
Woodenbong Preschool Kindergarten Inc.	127,705
Woodrising Natural Learning Centre Inc.	39,685
Woodville Community Service Inc.	33,296
Woolgoolga Child Care Centre Inc.	19,751
Woollahra Municipal Council	194,388
Woomera Aboriginal Corporation Albury	223,079
Woy Woy Peninsula Community Childcare Co-operative Society Ltd	121,118
Wunanbiri Preschool Inc.	289,495
Wyoming Community Centre Inc.	10,063
Wyong Preschool Kindergarten Association Inc.	502,726
Wyong Shire Council	178,648
Yalbilliga Boori Day Care Centre Aboriginal Corporation	32,924
Yamba Preschool Kindergarten Association Inc.	257,377
Yarrabin Outreach Inc.	422,835
Yarran Early Intervention Inc.	29,748

Organisation	Amount (\$)
Yarrunga Early Learning Centre Inc.	42,805
Yass Early Childhood Centre Association Inc.	338,204
Yass Montessori Preschool Inc.	237,406
Yawarra Community & Child Care Centre Ltd	24,115
Yenda Preschool Kindergarten Inc.	228,656
Yeoval Preschool Inc.	103,337
Young Child Care Centre Inc.	38,837
Young Men's Christian Association (YMCA) of Queanbeyan Inc.	15,362
Young Men's Christian Association of Sydney	56,885
Young Preschool Kindergarten Inc.	450,550
YWCA Hunter Region Inc.	13,893
Total paid in 2015-16	182,497,340

Note: Excludes program(s) where payments have been made to recipients on behalf of registered service providers.

Educational Support Grant Program

Funding non-profit organisations that demonstrate an outstanding contribution to the education sector across the state.

Organisation	Amount (\$)
Aurora Education Foundation Ltd	133,250
The Australian Children's Television Foundation	138,475
Council of Catholic School Parents	78,515
Dymocks Children's Charities Ltd	40,000
Early Childhood Intervention Australia (NSW Chapter) Inc.	10,000
Federation of Parents & Citizens Associations of NSW	367,770
Isolated Children's Parents' Association of NSW Inc.	50,328
Learning Difficulties Coalition of NSW Inc.	30,000
Learning Links	25,140
NSW Aboriginal Education Consultative Group Inc.	90,000
NSW Parents' Council Inc.	62,013
School Sport Australia Inc.	30,757
SPELD NSW Inc.	32,600
Talent Development Project Inc.	221,000
The Institute for Family Advocacy and Leadership Development Assn Inc.	32,993
Trustee of The Bill Crews Charitable Trust	600,000
Vision Australia Ltd	10,000
Total paid in 2015-16	1,952,841

Intervention Support Grants: Young people with disabilities

Delivering educational programs for children with disability.

Organisation	Amount (\$)
Aberdare Pre school Inc.	53,311
Aberdeen Pre-school Association Inc.	23,280
Adelong Preschool Inc.	31,246
Adventureland Preschool Inc.	16,140
Albury Pre-school Kindergarten Inc.	18,773

Organisation	Amount (\$)
Alcheringa Preschool Association Inc.	4,163
All Saints Preschool Albion Park Inc.	15,255
Alstonville Community Preschool Inc.	107,310
Anglicare Canberra and Goulburn	2,760
Annette's Place Inc.	10,541
Anzac Village Preschool Association Inc.	76,089
Arden Anglican School	17,802
Ariah Park Preschool Association Inc.	1,913
Armidale Community Pre-school Inc.	46,740
Armidale Montessori Pre-school Inc.	300
Arncliffe Preschool Inc.	12,983
Arndu St Paul's Preschool	77,735
Aspire Support Services Ltd	80,833
Austral Community Preschool Inc.	26,963
Autism Spectrum Australia (Aspect)	191,461
Awabakal Ltd	83,465
Ballina Fox Street Preschool Inc.	105,875
Ballina River Street Children's Centre Inc.	10,706
Bambi Kindergarten Association Inc.	17,498
Bankstown Montessori Association Inc.	1,560
Baradine Preschool Inc.	1,500
Barham Preschool Association Inc.	2,513
Barnardos Australia	27,943
Barraba Preschool Inc.	10,065
Bathurst Early Childhood Intervention Services Inc.	116,632
Baulkham Hills Preschool Kindergarten Inc.	25,366
Beacon Hill Community Kindergarten Association Ltd	29,967
Bega Preschool Association Inc.	35,303
Bega Valley Shire Council	69,007
Bellbird Preschool Inc.	20,070
Bellingen Preschool Inc.	22,965
Belmont North Preschool Inc.	38,786
Bendemeer Preschool Inc.	488
Bentley Community Preschool Inc.	19,665
Berala Jack & Jill Preschool Kindergarten Inc.	24,173
Beresfield Community Children's Education Centre	7,067
Berkeley Vale Preschool Kindergarten Inc.	70,193
Bermagui Pre School Co-operative Society Ltd	41,446
Berrigan Shire Council	5,608
Berry Community Preschool Inc.	20,637
Bexley Jack & Jill Preschool Inc.	67,556
Big Fat Smile Group Ltd	233,335
Bilambil Community Preschool & OOSH Inc.	45,876
Binnaway Preschool Inc.	4,478
Binnowiee Kindergarten Co-Operative Society Ltd	24,964
Biralee Preschool Finley Inc.	7,331
Birchgrove Community Association Ltd	12,151
Birrahlee Preschool Lane Cove Ltd	41,749
Birubi Point Community Preschool Association Inc.	24,499
Bishop Tyrrell Anglican College	27,450
Blackheath Kookaburra Kindergarten Inc.	17,179
Blacktown Bunyip Inc.	10,793
Blacktown City Council	122,928
Bland Shire Council	20,093
Blaxland Preschool Kindergarten	98,716
Blayney Preschool Inc.	34,410
Blinky Bill Portland Child Care Centre Inc.	2,040
Blue Gum Montessori Children's House	15,919
Blue Mountains Steiner School	6,825

Organisation	Amount (\$)
Bombala Preschool Inc.	23,191
Boolaroo-Speers Point Community Kindergarten Inc.	60,844
Boorowa Preschool Centre Inc.	2,790
Bourke & District Children's Service Inc.	19,643
Bowraville Community Preschool Inc.	9,789
Bradbury Preschool Kindergarten Association Inc.	66,409
Braidwood Preschool Association Inc.	17,213
Branxton Preschool Inc.	130,277
Brayside Community Preschool Inc.	31,380
Brighter Access Inverell Disability Services Inc.	37,972
Broken Hill Happy Day Preschool Kindergarten Inc.	27,495
Budgewoi Halekulani Preschool Kindergarten Inc.	118,818
Bulahdelah Preschool Inc.	23,104
Bundarra Preschool Kindergarten Association Inc.	6,495
Bundeena Preschool	4,076
Bundgeam Preschool Inc.	863
Bungendore Preschool Association Inc.	19,502
Bunyip Preschool Harden Inc.	5,513
Burren Junction Preschool Association Inc.	1,163
Burrumbuttock Preschool Centre Inc.	5,280
Byron Bay Preschool Inc.	116,981
Byron Shire Early Intervention Association Inc.	66,444
Cabarita Mortlake Kindergarten Association	10,550
Cabramatta Community Centre Inc.	7,740
Calrossy Pre-school	28,335
Camden Pre-School Kindergarten Co-operative Ltd	84,177
Cameragal Montessori School	12,523
Campbell Page Ltd	13,804
Campbelltown Community Preschool Inc.	74,259
Canowindra Pre-school Kindergarten Inc.	8,715
Canterbury Community Child Care Centre Inc.	17,321
Cardiff Community Preschool Inc.	16,036
Carewest Ltd	57,971
Carinya Neighbourhood Children's Centre Inc.	810
Carlingford West Kindergarten Inc.	2,520
Casino Baptist Church Christian Community Preschool	40,838
Castle Hill Preschool Kindergarten Inc.	17,490
Catherine Field Preschool Kindergarten Inc.	28,564
Catherine Sullivan Centre	58,988
Catholic Education Office Diocese of Parramatta	91,626
CatholicCare	154,851
CatholicCare, Diocese of Broken Bay	94,870
Cawongla Playhouse Inc.	17,966
Central Shoalhaven Mobile Preschool Unit Inc.	21,465
Cerebral Palsy Alliance	284,836
Cessnock Multipurpose Children's Centre Ltd	6,457
Channon Children's Centre	14,963
Cherrybrook Community Preschool Inc.	18,807
Children First Incorporated Growing Potential Ltd	95,236
Children's Services Community Management Ltd	46,880
Chillingham and Tyalgum Community Preschool Inc.	1,500
Christ Church Gladesville Preschool Kindergarten Inc.	44,055
Christ Church St Ives Preschool Inc.	46,133
City of Sydney Council	24,729
Clunes Community Preschool Association Inc.	24,641
Cobar Mobile Children's Services Inc.	1,650
Cobar Preschool Association Inc.	7,395
Cobargo Preschool Inc.	11,363
Coffs Harbour Preschool Association Inc.	52,744

Organisation	Amount (\$)
Coldstream Community Preschool Inc.	21,023
Coleambally Preschool Association Inc.	2,550
Collarenebri Preschool Inc.	1,313
Collaroy Plateau Community Kindergarten Inc.	14,633
Comboyne Community Preschool Kindergarten Inc.	4,073
Como Preschool Kindergarten Association Inc.	32,308
Concord Kindergarten Association Inc.	45,105
Concord West Rhodes Preschool Inc.	40,753
Condobolin Preschool Kindergarten Inc.	34,835
Connect Child and Family Services Inc.	83,126
Cooks Hill Community Preschool Inc.	19,411
Coolah Preschool Kindergarten Inc.	19,853
Coolamon Preschool Association Inc.	24,840
Coolamon Shire Council	11,018
Cooloon Children's Centre Inc.	3,000
Cooma Lambie Street Preschool Association Inc.	32,634
Cooma North Preschool Association Inc.	8,745
Coonamble Preschool Association Inc.	3,488
Cooranbong Valley Community Preschool Inc.	1,320
Cootamundra Preschool Inc.	17,025
Copmanhurst Preschool Inc.	9,585
Corowa Preschool Association Inc.	37,482
Country Women's Association of NSW Coraki Branch	130,293
Country Women's Association of NSW Nundle	2,588
Coutts Crossing Preschool Inc.	960
Cowra Early Childhood Services Co-operative Ltd	1,500
Cowra Special Needs Services Inc.	38,994
Cranbrook School	37,655
Cranebrook Community Preschool Inc.	20,318
Cranes Community Support Programs Ltd	197,880
Crescent Head Community Preschool Inc.	17,760
Cringila Community Co-operative Ltd	3,090
Cronulla Preschool Kindergarten Inc.	28,058
Crookwell Neighbourhood Centre Inc.	4,890
Cudal Community Children's Centre	6,098
Culburra & Districts Preschool Inc.	2,070
Culcairn Early Childhood Centre	36,585
Cumnock Village Preschool Inc.	3,420
Currambena School	12,290
Dalaigur Pre-school and Children's Services Association Inc.	177,418
Deniliquin Children's Centre Inc.	60,368
Denman Children's Centre Association Inc.	22,058
Doonside Kindergarten Inc.	68,723
Dorrigo Preschool Association Inc.	7,575
Dover Heights Community Preschool Inc.	3,255
Drummond Park Preschool Association Inc.	11,055
Drumroyne Preschool Kindergarten Inc.	42,353
Dubbo and District Preschool Kindergarten Inc.	129,316
Dubbo West Preschool Inc.	56,370
Dunedoo Preschool Kindergarten Inc.	52,787
Dungog Community Preschool Kindergarten Inc.	23,820
Dunoon Preschool Inc.	1,410
Durrumbul Community Preschool Association Inc.	17,033
Early Connections – Coffs Coast	138,016
Early Education (Earlyed) Inc.	288,639
Early Links Inclusion Support Service Inc.	167,545
Early Start	19,222
East Lake Community Child Care Centre Inc.	5,321

Organisation	Amount (\$)
East Lindfield Community Preschool Inc.	59,634
East Lismore Community Preschool Inc.	83,566
East Maitland Preschool Association Inc.	132,380
East Willoughby Preschool Inc.	5,565
Eastern Suburbs Montessori Association Ltd	4,466
Eden Creek Fairymount Preschool Inc.	83,781
Edgeworth Community Preschool Inc.	9,420
Elanora Heights Community Centre Preschool Cooperative Society Ltd	29,505
Elizabeth Chifley Memorial Pre-school	9,101
Elizabeth Macarthur Montessori Preschool Association Inc.	990
Elonera Montessori School Elonera Ltd	15,069
Emanuel School	4,706
Emanuel Woollahra Preschool Inc.	1,860
Emmerick Street Community Preschool	14,438
Engadine Church of Christ Pre-school Kindergarten Inc.	28,231
Engadine Preschool Kindergarten Inc.	113,950
Eugowra Community Children's Centre Inc.	4,778
Eungai Preschool Inc.	56,288
Euston Preschool Association Inc.	13,706
Evans Head Preschool Association Inc.	92,229
Fairfield City Council	308,579
Felton Street Early Learning Preschool Inc.	67,418
First Chance Inc.	204,981
Fit Kidz Foundation Ltd	15,323
Forbes Pre-school Kindergarten Co-op Ltd	36,195
Forest Hill Community Preschool Inc.	10,643
Forestville Montessori School	2,760
Frederick St Kindergarten Co-op Ltd	56,037
Gainmara Birrilee Preschool Association Inc.	3,825
Galloping Gumnut Mobile Children's Services Van Inc.	25,530
Gamumbi Early Childhood Education Centre Inc.	3,000
Ganmain Pied Piper Preschool Inc.	3,731
Gilgandra Preschool Inc.	39,893
Girrawong Preschool Inc.	23,370
Girrinbai Community Preschool Inc.	121,741
Glen Innes Preschool Inc.	21,675
Glen Innes Severn Council	16,041
Glenbrook Preschool Kindergarten Inc.	99,158
Glendore Child Care Centre Inc.	6,961
Glenreagh Preschool Inc.	4,148
Gloucester Preschool Inc.	27,293
Golden Valley Children's Learning Centre Inc.	3,000
Goodooga Preschool Inc.	788
Goonellabah Preschool Inc.	165,721
Gordon Community Preschool	57,601
Gorokan Preschool Inc.	104,925
Gosford Preschool Inc.	43,268
Goulburn & District Children's Services Association Inc.	48,968
Goulburn Pre-school Association Inc.	24,518
Goulding Hill Preschool Inc.	15,679
Grace Lutheran Preschool	29,325
Granville Multicultural Community Centre Inc.	1,680
Grays Point Pre-school Kindergarten Association	10,020
Great Lakes Children's Centre Inc.	2,100
Greenacre Church of Christ	35,574
Grenfell Preschool and Long Day Care Centre Inc.	17,516
Griffith Child Care Centre Inc.	31,913

Organisation	Amount (\$)
Griffith East Preschool Inc.	40,241
Griffith Preschool Kindergarten Inc.	12,113
Griffith Wiradjuri Aboriginal Preschool Inc.	3,413
Gulgambone Pre-school Inc.	21,380
Gulgong Preschool Inc.	4,125
Gulpa Preschool Inc.	13,950
Gummaney Aboriginal Corporation	2,190
Gumnut Bowral Memorial Preschool Inc.	21,195
Gumnut Community Preschool Inc.	33,411
Gundagai Preschool Kindergarten Inc.	34,749
Gunnedah Baptist Community Preschool	56,543
Gunnedah Family & Children's Services Inc.	40,994
Gunnedah Preschool Kindergarten Association Inc.	74,662
Gwydir District Mobile Pre School	4,425
Gwydir Shire Council	8,153
Gyndarna Preschool	4,148
Haberfield Baptist Church Preschool Ltd	19,605
Hamilton Child Care Centre Inc.	3,874
Hamilton Community Preschool Inc.	19,253
Happy Days Kindergarten	6,881
Harbord Kindergarten Inc.	30,405
Hastings Early Intervention Program Inc.	202,137
Hawkesbury City Council	1,290
Hawkesbury Community Outreach Services Inc.	7,185
Hawkesbury Early Childhood Intervention Service Inc.	75,154
Hay Mobile Children's Service Inc.	1,125
Hay Preschool Kindergarten Inc.	3,638
Heathdene Community Services Inc.	107,232
Henry Street Community Preschool	5,790
Henty Early Childhood Association Inc.	31,418
Hibiscus Children's Centre Inc.	1,980
Highfields Preparatory & Kindergarten School Ltd	17,427
Hills Montessori Society	5,783
Holroyd City Council	48,921
Holsworthy Preschool Parent's Association Inc.	10,215
Holy Trinity Preschool (Beacon Hill) Inc.	12,113
Hopepoint Preschool Centre	22,448
Horizon Early Childhood Intervention Service Inc.	79,367
Hornsby Shire Council	8,101
House With No Steps	181,189
Howlong Preschool Association Inc.	17,419
Hunter Prelude Early Intervention Centre Inc.	204,941
Hunter Region Working Women's Group Ltd	3,000
Hunter Valley Grammar School	12,668
Hunters Hill Preschool Inc.	46,331
Illawarra Aboriginal Corporation	2,190
Illawarra Area Child Care Ltd	28,511
Illawarra Christian School	29,386
Iluka Preschool Inc.	2,580
Inaburra Preschool	45,068
Infants Home Ashfield	37,606
Inner Sydney Montessori School	3,723
Integricare	132,718
Inverell District Family Services Ltd	75,831
Jacaranda Preschool Centre Inc.	66,877
Jack & Jill Preschool Association (Lithgow) Inc.	24,330
Jannali Preschool Kindergarten Inc.	9,293
Jarjum Centre Inc.	30,850
Jerilderie Preschool Kindergarten Inc.	1,425

Organisation	Amount (\$)
Jesmond Community Preschool Association Inc.	43,999
Jindera Preschool Association Inc.	11,775
Jumbunna Community Preschool & Early Intervention Centre Inc.	118,383
Jumping Jacks Community Preschool Inc.	17,228
June RSL Memorial Preschool Inc.	26,779
Kangaroo Valley Preschool Inc.	630
Kapooka Early Childhood Centre Inc.	43,313
Karingal Preschool Nelson Bay Inc.	30,023
Karuah Preschool	1,950
Katoomba Children's Cottage Inc.	9,126
Katoomba Leura Preschool Association Inc.	17,783
Keiraville Community Preschool Inc.	4,410
Kellyville Preschool Inc.	39,638
Kempsey Children's Services Co-operative Ltd	8,429
Kempsey Early Intervention Program Inc.	87,298
Kenthurst Preschool Kindergarten	49,197
Khancoban & District Children's Resource Centre	488
Kiama Pre-school Inc.	74,605
Killarney Vale Preschool Kindergarten Inc.	34,774
Kinburra Preschool Inc.	37,163
Kindilan Early Childhood Centre Inc.	5,281
King Street Community Preschool East Maitland Inc.	7,740
Kingscliff Mini School Inc.	36,225
Kinma School Kinma Ltd	1,770
Kogarah City Council	12,581
Koninderie Community Based Preschool Inc.	8,963
Koolyongarra Preschool Aboriginal Corporation	9,349
Koorana Child & Family Services Inc.	421,909
Kootingal & District Preschool Inc.	6,263
Ku Children's Services	2,171,211
Kulai Preschool Aboriginal Corporation	4,620
Kunghur Community Preschool Inc.	13,302
Kurnell Preschool Kindergarten Inc.	6,844
Kurrajong Waratah	510,614
Kurri Kurri and District Preschool Kindergarten Inc.	96,250
Kyogle Preschool and Outside School Hours Care Association Inc.	14,025
Lachlan Shire Council Lachlan Council	3,807
Lady Game Community Kindergarten Inc.	17,686
Lake Cargelligo District Community Children's Centre Association Inc.	3,113
Lalor Park Preschool Kindergarten Association Inc.	38,720
Lambing Flat Enterprises Ltd	27,461
Lapstone Preschool Kindergarten Association Inc.	45,860
Lapstone Pre-school Kindergarten Association Inc.	235,343
Larool Preschool Inc.	11,561
Lawrence Community Preschool Inc.	900
Lawson Community Preschool Association Inc.	14,318
Learning Links	102,264
Leeton Pre-school Association Inc.	31,084
Lennox Head Community Preschool Inc.	36,023
Lifestart Co-operative Ltd	518,943
Lightning Ridge Preschool Centre Inc.	3,000
Lilly Pilly Community Preschool Inc.	8,093
Lindfield Montessori Society Inc.	12,803
Lismore Parish Centre Preschool Inc.	16,050
Lismore Preschool Inc.	71,030
Little Yuin Pre-School Family Centre Aboriginal Corporation	1,125

Organisation	Amount (\$)
Liverpool City Council	44,376
Lockhart Preschool Kindergarten Inc.	1,988
Long Flat Preschool Association Inc.	1,463
Long Jetty Preschool Inc.	55,427
Lower Bucca Community Preschool Inc.	11,831
Lower Hunter Children's Activity Van Association Inc.	3,420
Lower Macleay Preschool Inc.	54,252
Lyrebird Preschool Kindergarten Nowra East Inc.	34,947
Macarthur Preschool Kindergarten Association Inc.	42,668
Macksville Preschool Childcare Centre Ltd	5,223
Maclean Community Preschool Inc.	14,655
Macquarie Hills Community Preschool Inc.	29,843
Macquarie Preschools Co-Operative Ltd	73,977
Maitland Nursery School Inc.	88,298
Manilla Community Preschool Inc.	32,724
Manly Council	16,796
Manly Vale Community Kindergarten Inc.	25,396
Manly Warringah Montessori Society	3,653
Manning & Great Lakes Early Intervention Inc.	115,982
Marayong Pre-school Kindergarten Inc.	53,921
Maronite Sisters of The Holy Family St Maroun's Preschool	2,490
Marrickville Council	43,339
Mater Dei	285,540
Mathoura Preschool Inc.	975
Mayfield Central Community Preschool Kindergarten Ltd	24,844
Medowie Community Preschool Inc.	45,804
Mendooran Pre-school Inc.	4,935
Menindee Children's Centre Inc.	3,731
Merindah Children's Centre Inc.	3,874
Merriwa Preschool Kindergarten Association Inc.	13,050
Merrydays Kindergarten Society Inc.	3,961
Merrylands Christian Preschool Association Inc.	18,570
Mikayla Children's Centre Inc.	7,835
Milton Ulladulla Preschool Association	2,850
Mindaribba Local Aboriginal Land Council	1,650
Minimbah Pre-school, Primary School Aboriginal Corporation	34,960
Minooka Preschool Centre Inc.	42,451
Miranda Kindergarten Association Inc.	72,439
Mission Australia	401,459
Mittagong Preschool Kindergarten Inc.	63,095
Moama & District Preschool Centre Inc.	24,465
Molong District Preschool Inc.	24,796
Monaro Early Intervention Service Inc.	78,805
Monaro Mobile Preschool Inc.	2,550
Moree Preschool Inc.	44,224
Moresby Park Preschool Inc.	19,845
Moriah War Memorial College Association	7,500
Moruya Preschool Kindergarten Inc.	12,990
Moulamein Preschool Inc.	2,783
Mount Hutton Child Care Centre Inc.	9,126
Mount Zion Board of Trustees	2,115
Mountains Outreach Community Service Inc.	3,000
Mt Warning Community Pre-school Inc.	5,400
Mudgee Pre-School Kindergarten Co-operative Ltd	61,191
Mullumbimby Community Preschool Association Inc.	5,700
Mulwala Preschool Inc.	17,228
Murrin Bridge Preschool Association Inc.	8,036

Organisation	Amount (\$)
Murrumbateman Early Childhood Centre Association Inc.	15,788
Murrurundi Pre-school Inc.	18,221
Muswellbrook Preschool Kindergarten Inc.	46,864
Nabiac & District Preschool Association Inc.	17,505
Nambucca Heads Preschool Playcentre Ltd	20,592
Nambucca Valley Children's Group Inc.	29,644
Nana Glen Preschool Inc.	11,250
Nanima Preschool Association Inc.	20,273
Narooma Preschool Kindergarten Association Inc.	4,463
Narrabeen Community Kindergarten Inc.	66,016
Narromine Preschool Kindergarten Inc.	49,590
Narwee Preschool Kindergarten Inc.	10,501
Ngallingnee Jarjum Tabulam & District Community Preschool Inc.	5,727
Ngayaamba Waluura Aboriginal Corporation	37,659
Nimbin Pre-school and Childcare Association Inc.	2,220
Nimmitabel Preschool Inc.	9,750
Noah's Ark Centre of Shoal Haven Inc.	99,751
Nords Wharf Community Pre-school Inc.	4,380
Normanhurst West Community Preschool Inc.	7,065
North Brighton Preschool Inc.	19,174
North Epping Kindergarten Association Inc.	17,379
North Rocks Preschool Inc.	34,395
North Ryde Community Preschool Inc.	40,151
North Shore Temple Emanuel	1,020
North St Marys Neighbourhood Centre Inc.	34,152
Northern Beaches Montessori Association Inc.	720
Northside Baptist Pre-School Centre (Northbridge)	11,269
Northside Montessori School	15,380
Norwood Community Preschool Inc.	25,178
Oberon Children's Centre Inc.	13,467
Ocean Shores Preschool Inc.	27,398
Old Bar Community Preschool Inc.	19,530
Ooranga Family Mobile Resource Unit Association Inc.	16,815
Open Armscare Inc.	3,099
Orama Preschool Inc.	1,950
Orana Community Preschool Inc.	16,943
Orana Early Childhood Intervention & Education Project Inc.	172,372
Orange and District Early Education Program	123,284
Orange Preschool Kindergarten Ltd	18,765
Paddington Church of Christ Kindergarten	5,321
Palm Beach War Memorial Kindergarten Inc.	2,340
Pambula Preschool Kindergarten Association Inc.	17,670
Parkes Early Childhood Centre Inc.	46,423
Parklands Community Preschool & Children's Centre Inc.	41,194
Paterson Preschool Inc.	16,395
Peak Hill Preschool Kindergarten Inc.	7,894
Pedal Early Childhood Intervention Service Inc.	78,440
Pennant Hills War Memorial Children's Centre	10,406
Penrith City Council Children's Services	136,143
Periwinkle Children's Centre	2,370
Peter Pan Preschool & Kindergarten Tamworth Inc.	34,969
Peter Pan Preschool Wollongong Inc.	6,953
Peter Rabbit Community Preschool Inc.	25,104
Pied Piper Preschool Association – Wallerawang Inc.	21,165
Pius X Aboriginal Corporation	8,963
Playability Inc.	38,096

Organisation	Amount (\$)
Playtime Preschool Centre Inc.	17,145
Pleasant Hills Preschool Kindergarten Inc.	675
Plumtree Children's Services Inc.	79,118
Ponyara Preschool Kindergarten Association Ltd	25,493
Port Macquarie Community Preschool Ltd	63,403
Port Stephens Council	1,680
Possums' Community Preschool Association Inc.	54,605
Possums' Den Coffs Harbour Inc.	660
Pottsville Community Preschool Inc.	22,879
Presbyterian Church of Australia in the State of New South Wales – Preschool	13,351
Presbyterian Social Services	24,543
Pretty Beach Community Preschool Inc.	8,513
Pymble Turramurra Preschool Inc.	33,030
Queanbeyan and District Preschool Association Inc.	94,871
Queanbeyan Children's Special Needs Group Inc.	53,816
Quirindi Preschool Kindergarten Inc.	44,685
Rainbow Playhouse Preschool Inc.	16,830
Rainbow Preschool Association Inc.	26,918
Raymond Terrace Community Preschool Inc.	24,510
Redhead Community Preschool Inc.	7,740
Richmond Hill Community Pre-school Inc.	20,116
Richmond Preschool Kindergarten Association Inc.	41,813
Riverina Children's Activity Van Inc.	4,800
Riverside Preschool Inc.	24,777
Riverwood Community Centre Inc.	1,500
Rocky Hall Preschool Association Inc.	713
Rosebank Community Preschool Inc.	1,140
Rosellas Community Preschool Inc.	41,292
Ross Circuit Preschool Centre Inc.	37,186
Rowena Preschool Inc.	375
Royal Institute for Deaf and Blind Children	987,435
Rylstone Kandos Preschool Inc.	3,855
Salamander Bay Childcare Centre Inc.	10,388
Sans Souci Community Pre-school Association Inc.	61,996
Scone and District Pre-school Inc.	40,429
Scribbly Gum Dalai	67,264
SDN Child and Family Services Pty Ltd	220,884
SDN Children's Services	145,200
Shoalhaven Community Preschool Inc.	62,384
Singleton Council	1,560
Singleton Heights Preschool Inc.	71,792
Singleton Preschool Inc.	17,686
Snugglepot Day Care Centre Inc.	18,281
SOS Preschool Ltd	77,464
South Coast Medical Service Aboriginal Corporation	32,940
South West Rocks Pre-school Inc.	16,995
Southern Cross University Children's Centre	5,789
Southside Montessori Society	990
Springdale Heights Preschool Inc.	38,930
Springwood and District Preschool Kindergarten Association Inc.	69,927
St Andrew's Church Community Preschool Inc.	2,070
St Andrew's Kindergarten Abbotsford Inc.	4,733
St Anthony's Family Care	52,258
St Dunstan's Preschool Kindergarten Inc.	67,595
St George Preschool (Marsfield) Inc.	24,080
St Ives Preschool Kindergarten Association	33,004
St John's North Ryde Preschool Association Inc.	23,851
St John's Preschool Ashfield Inc.	25,167

Organisation	Amount (\$)
St Lukes Preschool	48,045
St Luke's Preschool Dapto Inc.	64,531
St Lukes Preschool Northmead	20,318
St Mark's Brighton-Le-Sands Preschool Kindergarten Inc.	4,256
St Mark's Northbridge Kindergarten Inc.	19,858
St Mark's Pre-school Kindergarten Inc.	23,878
St Mary's Community Preschool Casino Inc.	3,750
St Mary's North Tamworth Preschool Inc.	13,485
St Mary's Rainbow Preschool	16,343
St Peters Community Preschool Inc.	21,414
St Peters Preschool Ltd	3,690
St Peters Preschool Tamworth Inc.	43,606
St Stephens Belrose Kindergarten Inc.	12,544
St Stephen's Preschool Kindergarten Inc.	59,056
St Thomas' Preschool Ltd	3,975
Stepping Stones Early Learning Ltd	12,535
Stroud Neighbourhood Children's Co-operative Ltd	1,950
Stuarts Point Preschool Association Inc.	3,195
Summerland Early Intervention Program	62,614
Sun Valley Preschool Kindergarten Inc.	9,806
Sutherland Shire Council	69,438
Sydney Anglican Schools Corporation	23,265
Sydney Montessori School	1,620
Sylvanvale Foundation	57,647
Tamworth Montessori Association Inc.	1,410
Tarago Preschool Association Inc.	720
Taree & District Preschool Ltd	34,868
Tathra Children's Services Inc.	23,910
Tea Gardens Hawks Nest Preschool Kindergarten Inc.	6,053
Temora Preschool and Out of School Hours Inc.	7,500
Tenterfield Preschool Kindergarten Inc.	12,279
Terrey Hills Community Kindergarten Inc.	1,950
The Armidale Waldorf School Ltd	960
The Children's House Montessori School	1,350
The Entrance Preschool Kindergarten Association Inc.	64,995
The Factory Community Centre Inc.	2,310
The Greta Community Preschool Inc.	15,315
The Gynea Nursery School and Kindergarten Co-operative Society Ltd	35,341
The Hills Community Kindergarten Inc.	50,225
The Jack & Jill Kindergarten	34,685
The John Wycliffe Christian Education Association Ltd	1,470
The Killarney School Ltd	6,150
The Little School Preschool Inc.	18,293
The Mountain Preschool Lowanna Inc.	450
The Northcott Society	47,000
The Northern Nursery School Ltd	41,598
The Oaks Pre-School Kindergarten Co-operative Ltd	21,439
The Point Preschool Inc.	1,710
The Rainbow Children's Centre Inc.	44,255
The Rock Preschool Inc.	14,760
The Scots School Albury	10,396
The Shepherd Centre	508,398
The Star Inclusive Early Childhood	86,647
The Toybox Centre Inc.	125,112
The Trangie Preschool Kindergarten Association Ltd	2,250
The Trustee of the Roman Catholic Church for the Dioceses of Lismore Catholic Parish of St Francis Xavier – St Anne's Long Day Care Centre	11,524

Organisation	Amount (\$)
The Tumut Pre-School Co-operative Society Ltd	28,145
Thurgoona Preschool Inc.	41,172
Tibooburra Multi Purpose Centre Inc.	263
Tocumwal Preschool Kindergarten Association Inc.	7,890
Tooleybuc Preschool Association Inc.	3,930
Tooraweenah Preschool Association Inc.	825
Toormina Community Preschool Inc.	3,540
Tottenham Pre-School Kindergarten Association Inc.	1,088
Toukley Preschool Kindergarten Inc.	24,150
Tower Pre School	570
Tregear Presbyterian Kindergarten	134,710
Trinity Preschool Orange Inc.	77,656
Trundle Children's Centre Inc.	375
Trustees of the Christian Brothers	46,644
Trustees of the Roman Catholic Church for the Diocese of Lismore	16,000
Trustees Roman Catholic Church Diocese of Lismore-Family Services	54,915
Trustees Roman Catholic Church Diocese of Lismore-Laurieton	9,660
Tullamore Preschool & Child Care Centre Inc.	863
Tunable Falls Early Childhood Centre Inc.	8,741
Tweed Heads Community Preschool Inc.	41,063
Tweed Valley Early Childhood Intervention Service Inc.	146,778
UnitingCare Burnside	204,930
Unitingcare NSW.ACT	313,527
Upper Macleay Preschool Inc.	2,745
Uralla Preschool Kindergarten	29,877
Urana Shire Council	3,323
Uranquity Pre School Association Inc.	7,523
Urunga Community Preschool Inc.	10,080
Valla Community Preschool Inc.	33,566
Valley Preschool Inc.	5,475
Vision Australia Ltd	193,233
Wakool Preschool Inc.	263
Walcha Council	23,108
Walgett Preschool and Long Day Care Centre Inc.	1,725
Wallsend Community Preschool	11,171
Wallum Community Preschool & Family Centre Inc.	21,657
Wangi Peter Pan Kindergarten Inc.	40,290
Warialda Preschool Inc.	12,255
Warilla Baptist Preschool	3,150
Warragamba Preschool Inc.	21,608
Warren Preschool Kindergarten Inc.	40,791
Warrumbungle Shire Council	14,979
Wauchope Preschool Kindergarten Inc.	22,433
Wee Waa & District Preschool Association Inc.	11,903
Wellington Community Children's Centre	40,962
Wentworth District Preschool Play Centre Inc.	18,878
Wentworth Falls Preschool Kindergarten Inc.	3,030
Werris Creek and District Preschool Association Inc.	16,253
West Albury Preschool Centre Inc.	19,444
West Bathurst Pre-school Inc.	61,726
West Epping Preschool Association Inc.	14,027
Westlawn Preschool Inc.	54,560
Weston Community Preschool Inc.	5,400
Wilberforce Preschool Kindergarten Inc.	13,185
Williamtown Preschool Inc.	3,960
Willow Tree Preschool Inc.	11,659

Organisation	Amount (\$)
Wilsons Creek Community Preschool Inc.	6,600
Windsor Preschool Association Inc.	19,617
Wingham District Pre-School Kindergarten Ltd	52,284
Winmalee Community Preschool Inc.	57,312
Wollongbar Community Preschool Inc.	8,040
Woodenbong Preschool Kindergarten Inc.	17,026
Woodrising Natural Learning Centre Inc.	10,233
Woollahra Municipal Council	19,924
Woomera Aboriginal Corporation Albury	7,275
Woy Woy Peninsula Community Childcare Co-operative Society Limited	18,954
Wunanbiri Preschool Inc.	3,000
Wyong Preschool Kindergarten Association Inc.	92,570
Yamba Preschool Kindergarten Association Inc.	47,411
Yarrabin Outreach Inc.	20,595
Yarran Early Intervention Service Inc.	299,757
Yass Early Childhood Centre Association Inc.	17,746
Yass Montessori Preschool Inc.	7,358
Yenda Preschool Kindergarten Inc.	6,304
Yeoval Preschool Inc.	21,113
Young Preschool Kindergarten Inc.	20,434
Total paid in 2015-16	27,988,429

Minister for Aboriginal Affairs Discretionary Grants

Supporting events and activities identified by regional staff and consistent with NSW Government policy and Aboriginal Affairs strategic directions.

Organisation	Amount (\$)
Aboriginal Employment Strategy Ltd	500
Arts North West Inc.	5,000
Kinchela Boys Home Aboriginal Corporation	9,600
Luminosity Youth Inc.	2,360
Walgett Aboriginal Connection	10,000
Wirringa Baiya Aboriginal Women's Legal Centre Inc.	2,000
Total paid in 2015-16	29,460

Miscellaneous Education Grants

Supporting non-government organisations that make outstanding contributions to educational outcomes in NSW.

Organisation	Amount (\$)
New South Wales Primary Principals' Association Inc.	191,086
NSW Secondary Principals' Council Inc.	178,613
Professional Teachers' Council, NSW	308,178
Stewart House	242,129
Total paid in 2015-16	920,006

NAIDOC Grants

Celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. NAIDOC Week is celebrated not only in Aboriginal communities but throughout Australia in schools, local councils and workplaces.

Organisation	Amount (\$)
Aboriginal Child Family & Community Care State Secretariat (NSW) Inc.	1,000
Aboriginal Medical Service Co-operative Ltd	1,500
Aged and Community Services NSW & ACT	3,000
Amaroo Local Aboriginal Land Council	3,000
Anaiwan Local Aboriginal Land Council	1,500
Anglicare NSW South, NSW West and ACT	1,000
Armajun Health Service Aboriginal Corporation	1,000
Armidale Dumaresq Council	3,000
Armidale Neighbourhood Centre Inc.	2,500
Arts North West Inc.	3,000
Awabakal Ltd	3,000
Bahtabah Local Aboriginal Land Council	3,000
Bankstown City Council	3,000
Bara Barang Corporation Ltd	2,000
Baradine Local Aboriginal Land Council	1,500
Barkindji Maraura Elders Environment Team Ltd	1,000
Barkuma Neighbourhood Centre Inc.	1,000
Barnardos Australia	800
Bathurst Local Aboriginal Land Council	2,000
Bega Aboriginal Education Consultative Group Inc.	500
Bega Local Aboriginal Land Council	2,500
Birrang Enterprise Development Company Ltd	3,000
Blacktown City Council	3,000
Brewarrina Local Aboriginal Land Council	500
Bunyah Local Aboriginal Land Council	1,000
Carriageworks Ltd	3,000
Catholic Parish of Our Lady of Lourdes – St Joseph's Primary School Wauchope	3,000
Chrysalis School for Rudolf Steiner Education Ltd	1,000
Community Junction Inc.	500
Coomealla Health Aboriginal Corporation	1,000
Coonabarabran Local Aboriginal Land Council	3,000
Coonamble Local Aboriginal Land Council	1,000
Cootamundra Creative Arts Inc.	1,000
Council of the City of Shellharbour	3,000
Cowra Information & Neighbourhood Centre Inc.	1,000
Cummeragunja Housing and Development Aboriginal Corporation	1,000
Dubbo Regional Council	1,000
Dubbo Regional Council on behalf of Dubbo Family Day Care	500
Dubbo Regional Council on behalf of Koori Interagency Network	3,000
Dungog Information and Neighbourhood Service Inc.	500
Durri Aboriginal Corporation Medical Service	1,000
Eden Local Aboriginal Land Council	2,000
Fairview Care Ltd	500
First Hand Solutions Aboriginal Corporation	3,000
Forbes Shire Council	2,000
Forster Local Aboriginal Land Council	3,000
Gilgandra Council	1,000
Gloucester Shire Council	500

Organisation	Amount (\$)
Goodstart Early Learning Ltd	500
Great Lakes Community Resources Inc. trading as Homebase Youth Service	2,000
Green Point Community Centre Inc.	2,000
Griffith Skills Training Centre Inc.	1,000
Guntawang Aboriginal Resources Inc.	500
Guthrie House Co-operative Ltd	975
Guyra Local Aboriginal Land Council	3,000
Guyra Neighbourhood Centre Inc.	500
Guyra Shire Council	500
Holy Family Catholic Primary School Parkes	500
Hunter Prelude Early Intervention Centre Inc.	500
Illawarra Aboriginal Corporation	3,000
Illawarra Koori Men's Support Group	1,000
James Sheahan Catholic High School – Orange	500
Katungul Aboriginal Corporation Community and Medical Services	3,000
Koori Kids Pty Ltd	3,000
Maari Ma Health Aboriginal Corporation on behalf of Broken Hill NAIDOC Committee	3,000
Maari Ma Health Aboriginal Corporation on behalf of Ivanhoe Central School	1,000
Menindee Local Aboriginal Land Council	1,000
Miyay Birray Youth Service Inc.	3,000
Muloobinba Aboriginal Corporation	1,000
Mungindi Local Aboriginal Land Council	3,000
NAIDOC Westlakes Inc.	3,000
Narrabri Shire Council	700
National Centre of Indigenous Excellence Ltd	3,000
Newcastle City Council	500
Nimbin Health and Welfare Association Inc.	2,000
Nyngan Local Aboriginal Land Council	1,500
Onerwal Local Aboriginal Land Council	1,500
Parkes and District Neighbourhood and Community Information Centre Inc.	3,000
Parkes Early Childhood Centre Inc.	500
Penrith City Council	3,000
Quakers Hill Primary School P&C Association	1,500
Redfern All Blacks Rugby League Football Club Inc.	3,000
Richmond PRA Ltd	1,000
Shoalhaven Community Development Ltd	3,000
Snowy River Shire Council	1,000
Southern Women's Group Inc.	1,000
Southern Youth and Family Services Ltd – Queanbeyan Youth Refuge	1,000
Souths Cares PBI Limited	1,000
St Mary's Central – Wellington	500
Tamworth Regional Council	3,000
Taree Indigenous Development and Employment Ltd	3,000
Tharawal Aboriginal Corporation	1,804
Tharawal Local Aboriginal Land Council	3,000
The Cancer Council NSW	2,000
The Diocese of Wagga Wagga as Trustee for Henschke Primary School Wagga Wagga	500
Thiyama-Li Family Violence Service Inc.	3,000
Tirkandi Inaburra Cultural and Development Centre Inc.	500
Tobwabba Aboriginal Medical Service	2,500
Trangie Local Aboriginal Land Council	1,000
Trustee of the Diocese of Wagga Wagga as Trustee for St Francis De Sales Regional College Leeton	500

Organisation	Amount (\$)
Trustees of the Roman Catholic Church for the Archdiocese of Canberra and Goulburn as Trustee for Carroll Catholic College Broulee	1,000
Trustees of the Roman Catholic Church for the Diocese of Wagga Wagga as Trustee for the Catholic Parish of Holy Trinity West Wagga Wagga	500
Tubba-Gah Aboriginal Corporation	500
Twofold Aboriginal Corporation	1,500
Upper Hunter Shire Council	3,000
Wagga Wagga City Council	3,000
Wakool Indigenous Corporation	500
Walla Mulla Family and Community Support Ltd	3,000
Wallsend Public School P&C Association	850
Wamba Wamba Local Aboriginal Land Council	750
Wanaruah Local Aboriginal Land Council	3,000
Weigelli Centre Aboriginal Corporation Inc.	1,000
Wellington Local Aboriginal Land Council	1,000
West Wyalong Local Aboriginal Land Council	500
Western Plains Regional Development Inc.	500
Wilcannia Local Aboriginal Land Council	1,000
Wollondilly Shire Council	845
Woomera Aboriginal Corporation Albury	1,000
Yaegl Local Aboriginal Land Council	875
Yamanda Aboriginal Association Inc.	500
Yenu Allowah Aboriginal Corporation	750
Total paid in 2015-16	197,349

National Partnerships, National Quality Agenda for Early Childhood Education and Care

Funding formal partnerships between NSW and the Australian Government under the National Quality Agenda.

Organisation	Amount (\$)
Australian Children's Education and Care Quality Authority	2,258,000
Total paid in 2015-16	2,258,000

National Partnerships, Helping Our Kids Understand Finances – Money Smart Teaching Project

Supporting the delivery of professional learning on Money Smart Teaching.

Organisation	Amount (\$)
Catholic Education Commission NSW	57,274
The Association of Independent Schools of New South Wales Ltd	43,637
Total paid in 2015-16	100,911

National Partnerships, Literacy and Numeracy Action Plan

Funding formal agreements between the Minister for Education, the Catholic Education Commission and Association of Independent Schools to support the participation of targeted Catholic and independent schools in the NSW Literacy and Numeracy Action Plan.

Organisation	Amount (\$)
Catholic Education Commission NSW	7,145,750
The Association of Independent Schools of New South Wales Ltd	3,366,131
Total paid in 2015-16	10,511,881

National Partnerships, National School Chaplaincy Programme

Supporting the emotional wellbeing of students and the school community through the provision of pastoral care. An Australian Government initiative.

Organisation	Amount (\$)
Albert Park Public School Parents & Citizens Association	5,000
Alstonville Religious Education Association Inc.	7,500
Anglican Church of Australia Wee Waa	15,000
Asquith Boys High School Parents & Citizens Association	7,500
Big Heart Big Vision Inc.	15,000
Cardiff Christian Education Board Inc.	7,500
Catholic Education Commission NSW	1,976,957
Catholic Diocese of Maitland-Newcastle	5,000
Central Coast Evangelical Church Inc.	12,338
Chester Hill Neighbourhood Centre Inc.	5,000
Christian City Church Carlingford Ltd	10,000
Christian City Church Kingscliff	5,000
Coastcare Inc.	7,500
Community Activities Lake Macquarie Inc.	20,000
Connect Christian Church Inc.	20,000
Dorrigo Public School P&C Association	5,000
Evans River K-12 School P&C Association	5,000
Fusion Australia Ltd	30,000
Generate Ministries Inc.	1,959,856
Gosford Area High School Christian Ministry Association Inc.	5,000
Great Lakes Education Christian Care Association Inc.	15,000
GWFC Chaplaincy Inc.	67,500
Hamilton Baptist Church Inc.	15,000
Hawkesbury Community Services	20,000
Kempsey High School Parents and Citizens' Association	7,500
Kiama Primary Parents & Citizens Association	7,500
Life Resources Centre Inc.	7,500
Macquarie Life Church Inc.	187,500
Nepean Community & Neighbourhood Services	30,000
Power to Change	51,000
Project Youth Inc.	10,000
Raymond Terrace Christian Education Association Inc.	7,500
Reach Community Initiatives Inc.	30,000
Reaching the Nations Christian Church Inc.	10,000
Real Inc.	15,000
Sapphire City Schools Ministry Inc.	60,097
Shirelive Ltd	7,500
St George Youth Services Inc.	5,000
St Mary's Community Care Inc.	7,500
Tamworth Chaplains Board Inc.	57,704
Tarrawanna PS P&C Association.	7,500
Terranora Public School P&C Association	7,500
The Association of Independent Schools of New South Wales Ltd	2,416,281
The Bush Church Aid Society of Australia	5,000
Warialda Public School P&C Association	10,000
Young Life Australia Inc.	15,000

Organisation	Amount (\$)
Your Dream Inc.	751,275
YWCA NSW	37,500
Total paid in 2015-16	7,993,008

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.	244,500
Total paid in 2015-16	244,500

Our Languages, Our Way

Supporting Aboriginal community ownership and participation in Aboriginal language revitalisation.

Organisation	Amount (\$)
Albury Wodonga Health Service Inc. on behalf of GiiLangyaldhaanygalang	15,500
Bularri Muurlay Nyanggan Aboriginal Corporation	30,000
Eden Local Aboriginal Land Council on behalf of Aboriginal Culture Centre Monaroo Bobberr Gudu	30,000
Glen Innes Local Aboriginal Land Council	25,000
Warra-li Resource Unit Inc.	29,256
Yarkuwa Indigenous Knowledge Centre Aboriginal Corporation	30,000
Total paid in 2015-16	159,756

Partnership agreements

Funding partnership agreements with Stolen Generation organisations to support governance, strategic development and priority projects.

Organisation	Amount (\$)
Coota Girls Aboriginal Corporation	90,000
Kinchela Boys Home Aboriginal Corporation	99,600
Total paid in 2015-16	189,600

Regional Conservatorium of Music Grants

Funding operations of conservatoriums to offer a comprehensive range of music-educational activities for students and community members.

Organisation	Amount (\$)
Association of NSW Regional Conservatoriums Inc.	70,000
Central Coast Conservatorium Inc.	414,042
Clarence Valley Conservatorium Inc.	349,575
Coffs Harbour Regional Conservatorium Ltd	371,796
Conservatorium Mid North Coast Inc.	119,122
Goulburn Regional Conservatorium Inc.	370,596
Gunnedah Conservatorium Inc.	203,419
Macquarie Conservatorium of Music Inc.	372,746
Mitchell Conservatorium Inc.	457,052
Murray Conservatorium Inc.	398,430
New England Conservatorium of Music Ltd	422,642
Northern Rivers Conservatorium Arts Centre Inc.	350,675
Orange Regional Conservatorium Inc.	393,870
Riverina Conservatorium of Music Ltd	419,552
South West Music Inc.	203,419
Tamworth Regional Conservatorium of Music Ltd	370,596
Upper Hunter Conservatorium of Music Inc.	392,920
Wollongong Conservatorium of Music Ltd	414,042
Young Regional School of Music Inc.	370,596
Total paid in 2015-16	6,465,090

Youth Assistance Strategies Grants

Developing programs designed to prevent youth from disengaging from educational opportunities.

Organisation	Amount (\$)
3Bridges Community Ltd	113,565
Access Community Group Ltd	170,281
Anglicare Canberra & Goulburn	115,186
Backtrack Youth Works Jobs Australia Enterprises Ltd	179,615
Bellambi Neighbourhood Centre Inc.	155,928
Break Thru People Solutions	52,384
Careers Network Inc.	212,940
Central Coast Community College	111,013
Coffs Coast Community College Inc.	152,573
Compact Inc.	139,691
Connect Northern Rivers Inc.	109,802
Coolamon Shire Council	95,103
Granville Multicultural Community Centre Inc.	157,042
Heaps Decent Ltd	50,858
HGT Australia Ltd	152,573
Information & Cultural Exchange Inc.	107,695
Kiama Community College Inc.	80,821
Maitland Youth Development Unit Inc.	151,019
Mid Coast Connect Inc.	137,315
Mission Australia	440,494
MTC Australia Ltd	1,208,324
Multicultural Communities Council of Illawarra Inc.	157,042
Murray Industry & Community Education Employment Partnership Inc.	149,174
Narrandera Christian Revival Crusade Inc.	71,190
National Aboriginal Sporting Chance Academy (Aboriginal Corporation)	157,371
Network for Educational Workplacement Inc.	152,411
NORTEC Employment & Training Ltd	141,639
Northern Beaches Business Education Network Inc.	311,303
Northern Rivers Social Development Council Ltd	156,253
OCTEC Ltd	267,045
Parramatta Schools Industry Partnership Inc.	35,773
Port Macquarie Community College Inc.	83,298
Rugby Youth Foundation Trust	82,898
Southern Region BEC CCIEP Inc.	410,669
Southern Youth & Family Services Ltd	314,349
St George Youth Services Inc.	136,618
The Parramatta College Inc.	97,980
The Trustee for the Salvation Army (NSW) Property Trust	207,014
Unitingcare NSW.ACT	138,252
Wentworth Shire Council	106,470
Wesley Mission	98,662
Western Student Connections Macquarie Darling Workplacement Inc.	463,964
Western Sydney Training & Education Centre Inc.	290,123
Youth Connections Inc.	289,140
Youth Express Association Inc.	150,701
YWCA NSW	241,280
Total paid in 2015-16	8,804,841

CONTACT US

The Department of Education is located at:

35 Bridge Street
Sydney NSW 2000

Phone: 1300 679 332

Office hours: 8:30am to 5pm

Website: dec.nsw.gov.au

Email address: DECinfo@det.nsw.edu.au

NSW public schools

The department operates more than 2,210 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

COMPLIANCE CHECKLIST

Requirement	Section	Page
Aims and objectives	About us	5
Annual report production costs	Back cover	131
Business and service hours	Contact us	128
Carers Charter	Public accountability	82
Charter	About us	5
Consultants	Public accountability	92
Consumer response	Public accountability	85
Controlled entities	Financial management	102
Credit card certification	Financial management	101
Digital information security policy	Financial management	105
Disability inclusion action plan	Public accountability	80
Employment statistics	Our people	68
Financial statements	Financial statements	41
Funds granted	Financial management	106
Government Information (Public Access) Act	Public accountability	86
Human resources	Our people	68
Identification of audited financial statements	Financial statements	41
Internal audit and risk management policy attestation	Financial management	103

Requirement	Section	Page
Land disposal	Financial management	100
Legal change	Public accountability	79
Letter of submission	Letter of submission	2
Management and activities	Performance reports	10; 14; 35
Management and structure	About us; Our people	7; 9; 74
Multicultural policies and services program	Public accountability	82
Office addresses and contact numbers	Contact us	128
Organisational charts	About us; Our people	7; 74
Overseas travel	Public accountability	93
Payment of accounts	Financial management	96
Privacy management	Public accountability	90
Research and evaluation	Public accountability	94
Risk management and insurance activities	Financial management	102
Senior executive service statistics	Our people	73
Summary review	About us; Performance reports	5; 10; 14; 35
Time for payment of accounts	Financial management	96
Website addresses	Contact us	128
Workforce diversity statistics	Our people	75
Workplace health and safety	Our people	78



Education

GPO Box 33
Sydney NSW 2001

Phone: 9561 8000

© April 2017
NSW Department of Education

ISSN: 2206-0170

The Department of Education
Annual Report 2016 is available on the
department's website: dec.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.