



NSW Department of Education

Annual Report 2022

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Acknowledgement of Country

We acknowledge the Ongoing Custodians of the lands where we work and the places in which we live.

We celebrate Aboriginal and/or Torres Strait Islander peoples' unique cultural and spiritual relationship to Country, and their rich contribution to Australia.

We pay respect to Ancestors and Elders past and present; and recognise the important role that education has in walking alongside the leaders of the future.

The department recognises that by acknowledging our past, we are laying the groundwork for a future that embraces all Australians; a future based on mutual respect and shared responsibility.

Letter of submission to the Ministers

The Hon. Prue Car, MP
Deputy Premier
Minister for Education and Early Learning
Minister for Western Sydney
52 Martin Place
Sydney NSW 2000

The Hon. Tim Crakanthorp, MP
Minister for Skills, TAFE and Tertiary Education
Minister for the Hunter
52 Martin Place
Sydney NSW 2000

Dear Ministers,

I am pleased to submit the NSW Department of Education's 2022 Annual Report for your presentation to the NSW Parliament. It has been prepared in accordance with the *Annual Reports (Departments) Act 1985* and the *Annual Reports (Departments) Regulation 2015*.

The report provides a summary of our services, achievements and operational activities for 2022. This provides the NSW Parliament, the NSW Government and the community with information about our performance during the 2022 calendar year.

It encapsulates our services in early childhood education, public schools, and skills and higher education.

The report also contains the department's audited financial statements for the financial year ended 30 June 2022 and appendices as required by legislation.

NSW public schools report to their communities and the department in their school annual reports. The school annual reports are available on their websites and are published by the end of Term 1 of the following school year.

Yours sincerely

Murat Dizdar
A/Secretary
NSW Department of Education



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Secretary's foreword



This year, we anticipated some respite or a relative return to normality after the ongoing turmoil of the pandemic and natural disasters during the previous 2 years.

While that wasn't to be, I was encouraged by how the education sector responded to the challenges of more floods, and virulent COVID-19 and flu strains, which upended school communities across NSW in 2022.

The department's staff worked with a quiet fervour in the first months of the year to ensure the continued education for the students of NSW. We procured and distributed COVID-19 rapid antigen tests for our students and staff that enabled schools to provide the rest of the state with a much-needed confidence boost by opening on day 1 of Term 1. Our school staff then endured a year of logistical complexity responding to increased student and staff absences.

I extend an enormous thanks to everyone for their efforts during 2022, particularly in maintaining, and even lifting, our education standards. The department's agility and resilience this year was outstanding. Of special note are our school staff in flood-affected regions of NSW, particularly the Northern Rivers, who excelled by delivering steady and improving NAPLAN outcomes for students across the region.

While the department and school communities dealt with these challenges, we also progressed major policies and improved our service delivery. Our work to lift student attainment in the HSC, while closing equity gaps, remained a focus. The department's school improvement focus was also notable, bringing greater clarity to our collaborative efforts to improve outcomes for students and provide targeted support for schools with identified needs.

I'm especially pleased with how the department progressed important reforms and policy work while dealing with such external pressures in 2022.

At the moment, we can't quantify what effect our seminal investment in early childhood and introduction of a universal pre-school year of education will have on generations of NSW students. We know it will make a real difference to the lives of our littlest learners – and their teachers – across the state. I know the work to get it to its launch this year was significant and remains a credit to the department's agility.

This year we launched a number of important strategies and policies to increase teacher supply, address student behaviour and develop our ways of working. Our ability to achieve our objectives now has greater clarity thanks to our Business and Outcome Plan 2022-2023.

Crucial to our objectives is consultation. The department's work in engagement and listening, including the formalising of a Student and Parent Experience directorate, was particularly pleasing, as was our work advocating for our Aboriginal students, students with disability, and students in areas of disadvantage.

I'm honoured to lead the NSW Department of Education and witness the excellent work and dedication of so many people to improve outcomes for the children and learners of this state. Our school communities are vital and our workforce's contribution to the health and future of NSW through these communities was displayed brightly in 2022.

Readers should note that this report details the department's work for the period 1 January to 31 December 2022. Following the NSW State Election in March 2023, some of the programs outlined in this report will have changed to reflect the priorities of the new government.

A handwritten signature in black ink, appearing to read 'M. Dizdar'.

Murat Dizdar
A/Secretary
NSW Department of Education





2022: Year in review

Public education remained central to recovering communities in 2022 while we lifted standards and offered hope for even better student outcomes ahead due to a number of key reforms.

This decade continues to deliver challenges, which the department overcame this year, continuing high-quality education under often extreme circumstances across the state. In 2022, education in NSW excelled at preparing our early childhood, primary, secondary and tertiary learners for rewarding lives as engaged citizens.

A hopeful start before the rain

The spectre of COVID-19 still lingered this year, with the added complication of a virulent flu season. Arguably, 2022 was a more complicated logistical endeavour for public education than previous years, with 840,000 teacher sick days to cover, a 40% increase (or 245,000 days) on 2019. Merely opening schools on day 1 of Term 1 was a major achievement, with department staff working around the clock sourcing and distributing millions of rapid antigen tests, face masks and mosquito repellent.

Our pandemic resources included a COVID-smart plan to start the year, followed by a winter plan, the continuation of our COVID Taskforce, and establishment of COVID-smart protocols for our HSC students. We extended the COVID Intensive Learning Support Program in 2022 with an additional \$383 million investment. An evaluation of the program revealed student confidence and engagement improved by 80%, and student motivation and attitude towards school improved by 77% and 69%, respectively.

To respond to the flu outbreak, the department employed more than 400 retired staff in a temporary or casual capacity and made available more than 750 accredited teachers working in corporate or non-school based roles to support backfilling in schools.

The joy of a new school year subsided quickly in some regions during February as rains swamped the state. This year, 573 schools were non-operational for a period due to severe storms or floods. This doesn't include schools that remained operational under minimal supervision while isolated by floodwaters. The School Infrastructure NSW team worked tirelessly to inspect, clean and remediate schools to ensure students could return to face-to-face learning as soon as possible. We:

- installed more than 130 temporary demountable buildings;
- moved 11 schools on 18 occasions to connect students with their communities;
- completed remediation works at more than 50 schools; and
- delivered more than 25 community information sessions.

In the Richmond and Wilson Rivers region, 4 primary schools on the banks of the rivers were severely damaged. The following week, when floodwaters started to recede, these schools commenced operation on alternative sites, hosted by a home school. East Ballina and Alstonville Public Schools, and Evans River Community School provided wonderful support by hosting Cabbage Tree Island, Empire Vale, Broadwater, Woodburn and Wardell Public School students and teachers. The department allocated \$67 million recovery funds for Northern Rivers and North Coast schools. The remediation and repair work at 7 schools progressed into 2023.

Incredibly, 8 flood-impacted schools achieved top 2 Band NAPLAN growth from 2021 to 2022: The Rivers Secondary College Lismore, Lismore Public School, Ballina Coast High School, Coraki Public School (which was used as an evacuation centre), Evans River Community School, Empire Vale Public School, and Murwillumbah Public School and Murwillumbah High School. Evans River Community School, which also hosted 2 displaced schools on site, maintained its status at 20% in the top 2 NAPLAN bands.

Outcomes in our public schools across NSW held strong. NAPLAN results improved in many areas thanks to the sustained efforts of teachers and school leaders across multiple years—a remarkable result compared to other countries that have experienced serious learning loss. And 67,327 students across the state completed their HSC this year.

Overall, our 2022 NAPLAN results showed students in NSW continued to perform above the national average, ranking in the top three jurisdictions by mean scores in all domains, for all year levels, except in Year 9 Reading (4th). NSW also ranked first, or equal first, in Spelling, Grammar and Punctuation, and Numeracy for Years 3-9, Writing for Year 3 and Reading for Year 7.



Life-changing education

The department's ability to provide better outcomes for the students of NSW was aided by a record budget. This year we secured a record investment in public school students across NSW through a direct investment of \$10.93 billion in 2023, as set out in the annual School Budget Allocation Report (SBAR).

Education's importance in the 2022 NSW Budget was boosted by a historic investment in early childhood education that will improve children's lives for generations to come.

The Early Years Commitment announced in June is a seminal change to education in NSW, a \$15.9 billion commitment over 10 years to support early childhood education and care, child development and women's economic participation. It marks an evidence-based and long-term focus on improving outcomes for every child in NSW, underpinned by the key initiatives of a pre-Kindergarten year of playground learning for all NSW children by 2030, and the Childcare and Economic Opportunity Fund.

The Early Years Commitment has 4 building blocks: reducing the cost of early childhood education for working families; increasing access to early childhood education for more children; enhancing education, health and social service support for children; and attracting and retaining teachers and educators.

It acknowledges overwhelming evidence that the first 5 years of a child's life are crucial and during this transformational time all children, with the right support, can be put on a path toward lifelong learning success.

This year, we launched the new Early Childhood Outcomes division to lead and transform learning and monitoring. The Brighter Beginnings program began its suite of preschool developmental checks. We provided new VET scholarships worth \$23.5 million to a record number of more than 5,500 aspiring early childhood educators. The Early Childhood Education Scholarships Program and the Aboriginal and/or Torres Strait Islander Early Childhood Education Scholarships Program were launched to attract and retain early childhood staff. We established the state's first early childhood education Aboriginal Language hub, on Gumbaynggirr Country, working with the Bellingen, Clarence Valley, Coffs Harbour and Nambucca Valley local governments, and increased funding for the Aboriginal early childhood program, Getting On Track In Time (GOT IT!).

Success begets success

The department's School Success Model approach to sharing improved outcomes stepped up another level in 2022, with 100 schools completing strategic support in literacy and numeracy, and more support provided in Term 4 than ever before. The Universal Resources Hub has become a useful tool for teachers and generated its own podcast. This Australian-first time-saving tool provides teacher access to a full suite of high-quality, sequenced curriculum resources to assist with lesson planning. It is another initiative in our continued focus on easing the workload burden on teachers. The department also established an integrated program team to transition 10,000 teachers and support staff from temporary to permanent roles.

This year, among other Quality Time initiatives, we streamlined HSC paperwork, improved mandatory training, and began the Modernising the Workforce pilot, which is building more efficient work practices at schools bolstered by additional administrative staff through operational improvements.

Beyond saving time to allow teachers to teach, we appreciate the supply of teachers is also fundamental for better learning outcomes. A healthy education system requires quality educators.

The Teacher Supply Strategy progressed strongly in 2022 with a number of new programs, including the Mathematics Teacher Retraining Program and Grow Your Own Teacher Training program helping school support staff and new school leavers to move into teaching careers.

We established the Riverina Teaching Hub Program, in partnership with the University of New South Wales, which gives aspiring Riverina teachers on-the-job training in local public schools while studying their education degree. Our first cohort of mid-career change teachers began their education careers. The launch of a media campaign featuring teachers from public schools encouraged people to pursue a rewarding career in teaching. We also began consultation and development of the Rewarding Excellence in Teaching program, which aims to provide new, higher paid roles for outstanding teachers under a plan by leading educational expert Professor John Hattie.

Curriculum reform is vital to ensure our learners are prepared for rewarding lives in a complex and dynamic society. For the first time since 1989, the K-12 curriculum is being reformed and updated. This year, teachers received additional release time from face-to-face teaching to support the roll-out of the new school curriculum. We prepared for the implementation of new K-2 English and Mathematics curricula in 2023, consulted on the new Science and Technology syllabuses, and launched a new Aboriginal language syllabus.

Beyond responding to the effects of floods, School Infrastructure NSW continued to build, refresh and renovate our schools for modern learning and meeting the growing needs of NSW. We added 23 new schools in the school building program, with more than \$1 billion invested in these projects. A new partnership with the construction sector also allows quicker delivery of high-quality schools through the new pavilion model.

The \$500 million Cooler Classrooms program continued installing air-conditioning and improving ventilation. To date, more than 7,300 learning spaces and more than 480 libraries have been equipped with air-conditioning, fresh air ventilation and smart controls. And 3 public schools in south-west Sydney began a pilot for a shared intake area to maximise the use of the local school facilities.

Our ability to progress with purpose is led by strong and consultative policy development and implementation. The introduction of The Way We Do Policy this year educated and aligned department staff on innovative, evidence-based policy development. This year, that included the introduction of important policies for schools: the Student Behaviour Strategy; Inclusive, Engaging and Respectful Schools Policy; and the Restrictive Practices Reduction and Elimination Policy.

Our policy development and ability to provide better outcomes for students can only be attained through consultation and listening to students, schools and their communities. The Voice of Schools initiative continued successfully, with the new Minister's Student Council, known as the DOVES (Department of Student Voices in Education and Schools), inspiring a national initiative. The Minister for Education expanded the program by inducting 14 teachers from diverse backgrounds and schools from all sectors across NSW to form a new Minister's Teachers' Advisory Group. A new Ambassador Schools Principal Advisory Group was also formed to provide advice on evidence-based ways to lift student outcomes while our new Student and Parent Experience directorate sought to understand and act on what matters to learners, parents and carers. More broadly, the department's stakeholder engagement increased greatly this year, as we became closer to our learners and parents through reference groups, P&C meetings, webinars, consultations and more purposeful structure to our dealings with the sector.

The health and wellbeing of our students and staff remains paramount. We deployed 87 new School Wellbeing Nurses in approximately 300 rural, regional and metropolitan schools this year and provided free menstrual hygiene products for public schools.

During 2022, we expanded the Educational Pathways Program to an additional 121 high schools, leading to demonstrable increases in awareness and engagement with VET and the 8 initiatives available to participating schools. The National Centre for Vocational Education and Research (NCVER) report also showed NSW recorded a 9.3% increase in the number of apprentices and trainees in training, compared to 2021. This result led the nation, with more than 115,000 apprentices and trainees in training in NSW.

The booming influence of technology delivering core services across our entire department and into schools was the basis of our new Digital Strategy. As we learn from and adapt new educational technology and trends from across the globe to provide world class education, the Digital Strategy clarifies our strategic priorities and path to transformation, while developing NSW education's already vast and complex IT ecosystem.

Among other digital initiatives, we launched an Australian-first cyber security course for secondary students, developed collaboratively with industry experts and Cyber Security NSW, and launched a new app for parents. During 2022, the Rural Access Gap program continued to bridge the digital divide between rural and remote schools and their metropolitan counterparts. Now in its second year, the program is delivering infrastructure upgrades and building digital proficiency in school staff and students at more than 1,000 rural and remote schools across NSW. The program enables digital classrooms with upgrades to internet connectivity and learning spaces, as well as improved access to student and teacher devices. School support is provided by a funded digital classroom officer over four terms.

On the industrial front, we negotiated salary increases for all our major staff groups, through new awards for SASS, Teachers Award and the Public Sector Salaries.



The future

The work of the department and our staff was recognised externally in a number of ways. The Student Assessment Online Reporting Team won the Premier's Award in the Highest Quality Education category, for its nimble response to possible learning impairment during lockdowns: check-in assessment to enable student learning. The Learning from Home team earned an honourable mention in the Recovery and Resilience category of the Premier's Awards for its Learning from Home: A Crisis Solution. The Game Changer Challenge was recognised with a 2022 Mumbrella Publish Award.

The resilience, dedication and creativity of our staff ensured 2022 was not just a year of recovery for NSW education but one of progression and improvement. Our mission to be Australia's best education system and one of the finest in the world advanced strongly with evidence-based policy development and disciplined implementation. Our results in 2022 showed we are improving student outcomes and preparing our learners for rewarding lives as engaged citizens in a complex and dynamic society.

About us

We acknowledge, respect and value Aboriginal people as the Traditional Custodians of the land on which we live, learn and work.

The Department of Education delivers quality education and training services for a lifelong learning journey for the people of New South Wales, through the Early Childhood Education and Care (ECEC) sector, government and non-government schools, and the Vocational Education and Training sector. We support accessible, equitable and inclusive education and training to equip learners with the knowledge and skills to contribute to the future of the NSW economy.

Children, young people and adult learners are central to our decision-making.

The department's Strategic Plan 2018-2023 outlines the department's direction and priorities for the continued delivery of high-quality education in this state. The strategic plan was extended to the end of 2023 to allow all sectors to focus on learning continuity in response to COVID-19 and natural disasters.

The department's strategic direction and policies align to the state outcomes for education:

Best start in life for young children

Educational foundations for success (Wellbeing, Equity, Academic achievement, and Attainment and Independence)

Skilled and employable workforce.

Our vision



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

Our purpose



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

Premier's Priorities

The department is responsible for delivering the Premier's focus areas and state outcomes. The NSW Premier has 14 priorities representing the government's desire to enhance the quality of life of the people of NSW.

Two priorities aim to deliver the highest-quality education by lifting education standards:





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

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

Our goals

Our goal is to ensure every student is engaged and challenged to continue to learn, and every student, every teacher, every leader and every school improves every year. Under the School Success Model, all schools will set local measures focused on HSC achievement, attendance, growth in reading and numeracy, phonics screening, wellbeing and pathways for school leavers.

We aim to deliver the following:

-  **Early childhood education:** All children make a strong start in life and learning and make a successful transition to school and are set for ongoing education success.
-  **Wellbeing:** Every student is known, valued and cared for in our schools.
-  **Academic achievement:** All young people have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens.
-  **Equity:** Our education system reduces the impact of disadvantage.
-  **Attainment and independence:** All young people finish school well prepared for higher education, training and work.
-  **Skills and higher education:** All learners gain the skills they need to be employable and adaptable and contribute to the productivity and prosperity of NSW.

In order to deliver those goals, we also aim to ensure:

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





Outcome and Business Plan 2022-23

Our students



Preschool children

During 2022, the department funded approximately 700 community-based preschools and more than 3,000 long day care services under Start Strong, which provides access to affordable, quality preschool for 600 hours in the 2 years before school. The department also funded approximately 35 mobile preschool services. Additionally, the department provided 131 preschool classes in 101 NSW public schools and regulated more than 5,600 early childhood services across NSW.



Primary and secondary students

Our public schools provide education for students from preschool through to Year 12. In 2022, more than 790,000 students were enrolled in 2,209 public schools.



Apprentices and trainees

During 2022, 63,503 apprenticeship and traineeship contracts were approved and 30,529 completed.

Our Outcome and Business Plan describes the outcomes and targets we're working together to achieve, and how we organise and allocate our resources to deliver on our 2018-2023 Strategic Plan.

The department delivers three state outcomes that recognise the learning journey from building the foundations for learning in early childhood, through teaching and learning in schools and into lifelong learning for a highly skilled and adaptive workforce.

<p>Best start in life for young children</p>	<p>Educational foundations for success</p>	<p>Skilled and employable workforce</p>
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The Outcome and Business Plan meets Treasury requirements to outline:

- department outcomes and how we will achieve them, including ongoing programs of work that support outcome achievement and reform priorities for implementation over the next 12 to 24 months
- additional performance indicators for reporting to Treasury as part of the department's Quarterly Performance Report
- how measures related to Aboriginal and/or Torres Strait Islander people have been improved in alignment with new National Agreement on Closing the Gap
- how customer experience related measures are embedded
- how the department has assessed program and operational funding to more clearly understand the relationship between current investments and the achievement of outcomes.

The department has mapped a high-level overview of how our ongoing programs of work and reforms map to state and department outcomes. The outcomes map shows how the department's recurrent and capital budget maps to the 3 State outcomes. Underlying these outcomes are system supports for school infrastructure, people and operations.

Outcome map

Best start in life for young children

Budget: \$1.1bn, plus \$1.2m capital

Educational foundations for success

Budget: \$18.7bn, plus \$2.7bn capital

High quality standards for NSW schools (NESA)

Budget: \$226.8m, plus \$2.3m capital

Skilled and employable workforce (DoE and TAFE)

Budget: \$2.8 bn, plus \$320.6m capital

Focus and priorities

Early childhood education



- Start Strong
- Quality Support Program
- REAL Program
- Regulatory Response Strategy
- Sector Development Program
- Preschool reform
- Affordable preschool
- Brighter beginnings
- Sustainable and skilled workforce
- Affordable and Accessible Childcare and Economic Participation Fund
- Universal pre-Kindergarten
- System stewardship
- Out of school hours program

Public schools – Wellbeing



- Child protection
- Attendance policy
- Out of home care
- Behaviour
- Mental health and wellbeing
- Child safe action plan
- Attendance program
- Student behaviour strategy
- Expanding school day program

Public schools – Academic achievement



- STEM and other learning programs
- Literacy and numeracy Five Priorities
- Curriculum implementation
- NSW Mathematics Strategy
- Assessment
- HSC
- Literacy and numeracy /School needs and support
- COVID Intensive Learning Support
- Curriculum reform
- Best practice/Ambassador schools

Public schools – Equity



- Assisted school travel program
- Language and multicultural students
- Rural and remote education strategy
- Disability strategy
- Connected Communities Strategy
- Aboriginal and/or Torres Strait Islander student support*
- School Success Model

* Note. There are many programs and reform priorities captured under this category

Public schools – Attainment and independence



- Educational Pathways programs TAFE Launchpad
- Elsa Dixon Aboriginal Employment Grant
- K-12 Career Learning Framework
- School based apprenticeships and traineeships
- ATAR and HSC reform

Skills and higher education



- VET Teacher Training and Professional Learning
- Work Placement
- National and local skills reform
- Government-funded training
- Apprenticeships & traineeships
- Targeted programs and support
- The Skills Hub
- NSW IAT
- Careers NSW
- Women in Construction
- Skills reform agenda
- Trade pathways program
- Extended access to VET loans
- Data and response to skills shortage areas
- Microcredentials

Student Success

Outcome indicators

- ECE enrolment
- National Quality Standards

- Sense of belonging
- Attendance 90%

- Top 2 NAPLAN & HSC bands
- Reading & numeracy

- Aboriginal students
- Low SES students

- Year 12 completion
- School leavers in higher education, training and work

- Fully engaged
- Employer satisfaction
- Certificate III or above
- Post-VET employment

Enablers and support

School infrastructure

- Deliver new school infrastructure
- Value for money infrastructure
- Utilising school assets
- Satisfaction and suitability

People

- Maintenance
- Disability access
- Digitalisation
- Sustainability

Operations

- Teacher supply
- Teaching quality and school leadership
- Ensuring a safe and healthy place to work and learn
- Human capital management

Enablers and support

- Engaged and high performing workforce
- Principal success
- Workforce planning
- Staff capability
- Quality Time
- Change and enablement
- Communication and engagement
- EDConnect
- Schools Digital Strategy
- Technology

- Service experience
- Quality time: innovation and system improvement
- Quality time: enabling digital reform
- Digital Strategy

Our priorities, targets and results

Early childhood outcomes

The Department of Education is committed to every child in NSW having access to a quality early childhood education in the years before school, giving them the best start in life and a successful transition to school.

In our first 2,000 days, from pre-natal to age 5, the brain develops rapidly, and we learn faster than any other time. Children in quality early childhood education programs are more likely to arrive at school with the social, cognitive and emotional skills needed for learning, indicating participation in a preschool program during the 2 years before school makes a positive and lasting difference in a child's development.

A number of challenging circumstances, including the ongoing COVID-19 response and floods, affected communities across NSW in 2022. Early childhood education and care services managed frequent changes to the provision of quality education and care for children, and delivered innovative practices to support families, communities and each other through this period. We adapted processes and procedures to manage risk and ensure the health and wellbeing of staff and children in the early childhood education and care community.

In 2022, the NSW Government announced the historic investment of \$15.9 billion over the next ten years for The Early Years Commitment. The centrepiece of the Early Years Commitment is investing \$5.8 billion to introduce a pre-Kindergarten year, in the year before primary school, for every child by 2030. Universal pre-Kindergarten will ensure every child in NSW has access to an affordable, high-quality play-based early learning program, up to five days a week, in the year before school. The department is dedicated to

transforming early childhood education and care and changing the future for children and families across the state. In 2022, the department:

- commenced face-to-face and online consultations across the state on the Early Years Commitment to ensure it meets the needs of every child in NSW
- opened expressions of interest to participate in initial universal pre-Kindergarten pilots in 2023. The EOI was open to eligible early childhood education and care services and providers in Mt Druitt, Wagga Wagga, Kempsey-Nambucca and Bourke-Cobar-Coonamble and Department of Education preschools across NSW. The department will work closely with participating services and providers to design and trial features of Pre-Kindergarten that will work for schools, families, the early childhood education and care sector and communities
- launched study sites for Brighter Beginnings, in partnership with NSW Ministry of Health, to deliver health and development checks for children in preschool programs
- rolled out an increased scholarships program and launched a new Early Childhood Careers microsite to provide current and prospective educators with a 'one-stop-shop' to find information they need
- committed to, and designed, the funding framework to implement the Affordable Preschool initiative, providing fee relief for families and children in preschool. Sector-wide consultation informed the program development and redesign of the Start Strong programs, combining the Affordable Preschool initiative and Preschool Reform Agreement to improve the quality and affordability of preschool programs in NSW.

Additionally, the Childcare and Economic Opportunity Fund was legislated in October 2022. The fund, with its investment of \$5 billion over 10 years, aims to target known barriers to families accessing quality and affordable early childhood education and care across NSW.



Enrolment in early childhood education and care programs

Target

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

This target is consistent with benchmarks under the National Partnership Agreement on Universal Access to Early Childhood Education and the Preschool Reform Agreement. We are committed to ensure all children across the state can participate in 600 hours of quality preschool education in the years before school, no matter where they live or their circumstances.

Participation in early childhood education for 600 hours in the year before school has increased to 96.6% with over 100,200 NSW children enrolled. This is the state's highest-ever result against this indicator and exceeded our target for 2022 of 95%. It represents an increase of 0.4 percentage points compared with 2021.

Participation of Aboriginal and/or Torres Strait Islander children has increased to 95.6%, which exceeded our target of 95%.

Participation rates of children experiencing vulnerability and disadvantage in early childhood education has increased to 95.1%, which exceeded our target of 95% for the first time.

Table 1: The proportion of enrolled children enrolled in the YBFS in quality early childhood education programs for 600 hours:

Children enrolled	2017	2018	2019	2020	2021	2022
All Children	94.1%	93.5%	94.5%	95.3%	96.1%	96.6%
Aboriginal and Torres Strait Islander Children	94.4%	92.7%	93.8%	93.9%	95.5%	95.6%
Vulnerable & Disadvantaged Children	92.4%	90.0%	91.4%	93.0%	94.4%	95.1%

The Early Years Commitment – building on strong and sustained commitment to early childhood education in NSW

The \$15.9 billion Early Years Commitment will build on the department’s strong and sustained commitment to early childhood education.

The Start Strong program is a key initiative to support preschool education for all children. In 2021-22, the NSW Budget allocation included \$150 million to deliver the Start Strong Free Preschool program for community and mobile preschools in 2022. This program funding was in addition to funding provided under Start Strong and mobile preschool funding arrangements.

During 2022, we redesigned the Start Strong program to meet the objectives of both the Affordable Preschool initiative and Preschool Reform Agreement (PRA) to provide affordable quality preschool to children and their families. The Start Strong Capital Works program improves access to preschool by creating additional preschool places in areas of need and demand across the state.

The revised 2022/23 Start Strong Capital Works Grants Program includes an expanded eligibility criteria and targeted capital investment in areas of highest need to deliver the remaining preschool places. The Aboriginal and/or Torres Strait Islander Children’s Early Childhood Education Strategy – First Steps awarded more than \$1m in grants through the Ninganah No More program to increase Aboriginal languages in early childhood education and NSW’s first ECEC Aboriginal Languages Hub. Additionally, the Aboriginal Families as Teachers program encouraging participation in early childhood education continued successfully.

The Disability and Inclusion Program provides funding and support to community preschools to enable children with disability or additional needs to participate in a quality early childhood education program on the same basis as their peers. More than 2,900 children were funded through High Learning Support Needs in 2022.

Supporting the transition to school for children and families

Starting school is a major milestone for children and their families. The transition between learning environments can be challenging and exciting. A large body of global evidence suggests a successful transition helps improve children’s educational and social outcomes.

The department works with the early childhood education and care sector and schools on transition to school initiatives, so children experience a strong start to their school journey.

The department’s Transition to School Statement is completed by a child’s early childhood teacher or educator and highlights a child’s development, outlines their strengths, emerging skills, interests and learning styles. This is passed on to their Kindergarten teacher, who then uses the information to plan for, and support, the child to settle into their new school environment.

In 2022, the Transition to School Statement questions were updated to strengthen the links between the child’s learning and development outcomes in early childhood education and care and their learning at school. The department also gave early childhood services and schools access to the Transition to School Digital Statement following trials with early childhood services to create and send digital Transition to School Statements directly to schools. The digital statement is encouraged as the preferred method for all Department of Education preschools, community preschools and long day care services.



Excellence in early childhood education services

Target

Increase the proportion of NSW early childhood education services rated as meeting or exceeding the National Quality Standard to 87% by 2023.

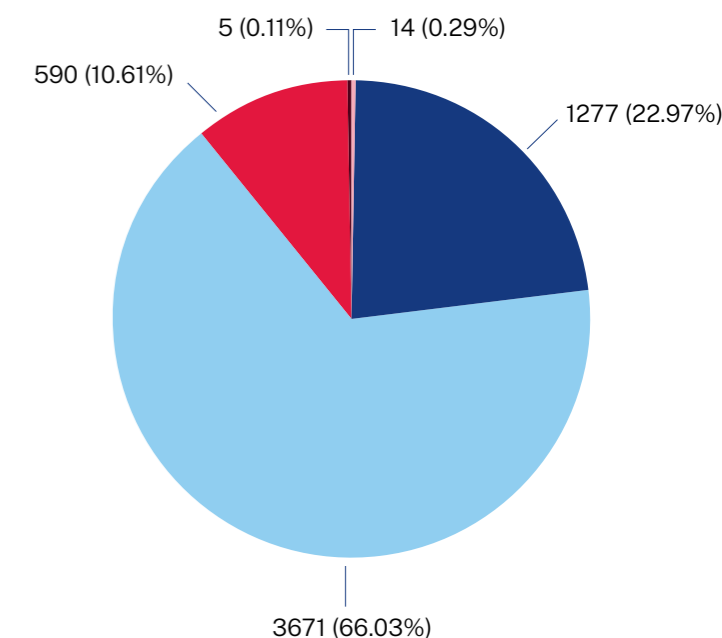
The National Quality Framework (NQF) aims to improve the quality of early childhood education services across Australia. It applies to more than 5,900 services in NSW including long day care, preschool, family day care, outside of school hours care, occasional care and mobile services.

The National Quality Standard (NQS) sets the national benchmark for early childhood education services and includes 7 quality areas that reflect important outcomes for children. The department assesses and rates NSW services against the NQS, including a rating for each quality area and an overall rating based on these results.

In 2022, the department exceeded its target to improve the quality of early childhood education services across NSW. Approved and suspended services rated as meeting or exceeding the NQS was 89.3% in December 2022 (an increase of 2.9 percentage points from December 2021), 2.3 percentage points higher than the target of 87%.

This success is attributable through the regulatory activity and support provided, including the promotion of self-assessment as part of the Assessment and Rating process, and the Working Towards Quality Support Program with the Australian Children’s Education and Care Quality Authority (ACECQA).

Total approved and suspended services by service rating as at 31/12/2022



Service rating

- Excellent
- Exceeding NQS
- Meeting NQS
- Working towards NQS
- Significant improvement required

Becoming a world-class regulator

The department is committed to working in collaboration with services to raise quality and ensure safety requirements are met. The department also strives to refine its own operations as it builds its reputation as a world-class regulator, guided by the Ministerial Statement of Expectations, which establishes clear expectations for regulation and continuous improvement of the department.

In 2022, the department assessed and rated more than 16.5% of all NSW approved services under the NQF and completed 7752 service visits. We continued monitoring compliance with legislative requirements, investigating complaints and responding to incidents. In 2022, this resulted in 2626 compliance actions, including 30 prohibition notices. Throughout 2022, the department provided support and advice to services, educators and families via more than 30,000 telephone calls to the Information and Enquiries line.

The Regulatory Empowerment and Learning (REAL) Program was launched to improve regulatory capabilities and decision-making of NSW Regulatory Authority staff and ensure consistent and effective regulation of the early childhood education sector. The program provides staff with a formal framework of learning, professional development, and transferable regulatory skills to recognise the value of a professional regulatory workforce.

The department also implemented its first Regulatory Priority Program, with a focus on safe sleep and rest. The program supports providers and educators to ensure children are safe, healthy and protected from harm and risks associated with sleep and rest by improving awareness and maintaining compliance with all sleep and rest regulatory requirements.

Throughout 2022, the department provided the sector with other quality improvement and professional development support, in collaboration with experts and industry peak bodies, including:

- Regulatory Guidance Notes on Safe Transportation and Arrival of Children Attending ECEC services, Creating Child Safe Environments for Family Day Care and Children's Safe Sleep and Rest;
- a Quality Support Program for services rated Working Towards;
- a monthly Quality and Compliance in Practice newsletter to support best practice;
- safe sleep and rest training resources; and
- safe transportation of children training and resources.

Supporting children and families for the best possible start in life and learning

As part of the Early Years Commitment, the NSW Government is investing \$376.5 million across 4 years to expand Brighter Beginnings to help give every child, everywhere in NSW the best start in life.

Brighter Beginnings offers parents and carers more support for children's development, including health and development checks for children in preschool programs and more culturally safe services for Aboriginal and/or Torres Strait Islander families and children.

Brighter Beginnings brings government agencies together with education, health and social service professionals. Partner agencies include:

- Aboriginal Affairs
- Department of Communities and Justice
- Department of Customer Service
- Department of Education
- Department of Premier and Cabinet
- Department of Regional NSW
- Multicultural NSW
- NSW Health.

Brighter Beginnings programs implemented by other agencies, with support from the department, include the expansion of Pregnancy Family Conferencing, building six new Aboriginal Child and Family Centres across NSW, the digitisation of the Blue Book, and the expansion of the Sustaining NSW Families maternal health home visiting program.

Supporting continuous improvement for early childhood educators

As part of the Early Years Commitment, the NSW Government is investing \$281.6 million over 4 years in a package of measures to attract more staff to the early childhood education and care sector, retain current teachers and educators, and provide more opportunities for existing workers to upskill. More than 18,000 current and future professionals will benefit from this investment.

In 2022, we rolled out a turbocharged scholarships program with a total of 933 scholarships awarded to scholars under the Early Childhood Education Scholarships Program, including 45 scholarships to applicants who identified as Aboriginal and/or Torres Strait Islander. These scholarships, worth up to \$25,000 per student, were available to students studying a bachelor-level qualification. Through the Early Childhood Inclusive Education Scholarships Program, 76 scholars were awarded a scholarship worth up to \$20,000 to help ECTs undertake a master's or a graduate diploma to develop specialised skills and knowledge to support children with disability and additional needs.

In November, we launched the ECEC Vocational Education and Training (VET) Scholarships Program. For the first time, students studying Certificate III or Diploma qualifications can apply for a scholarship worth up to \$5,000, to offset everyday costs associated with studying. Together, these scholarship programs will attract and retain early childhood education professionals during the next 4 years.

The department also commenced sector engagement to inform the development of a retention plan to support existing and experienced ECEC sector workforce. Diversity and inclusion are at the forefront of the design of the plan being developed with inputs from a range of sector experts, including current teachers and educators, service providers, Aboriginal and/or Torres Strait Islander representatives and peak bodies. The ECEC Workforce Retention Plan includes a range of initiatives to encourage those working in early childhood education to stay in the sector. The plan seeks to alleviate pressures on the existing workforce and prevent further shortages.

In 2022, the department also began consultation on the development of a Cultural Safety Framework across the early childhood education and care sector to support the sector to deliver culturally safe environments for Aboriginal and/or Torres Strait Islander children and their families. The framework is part of the department's commitment to the First Steps Aboriginal Children's Early Childhood Education Strategy 2021-2025.

The department also supported sector development by providing 33 free online roadshow sessions on a range of topics including safe sleep and rest, critical reflection and asthma and allergies. More than 26,000 people registered for the events.

Delivering sustainable funding programs to support the early childhood sector

The landmark Early Years Commitment included the passage of the Childcare and Economic Opportunity Fund Bill in October 2022, which guarantees a \$5 billion fund to foster innovation and growth and address early learning service gaps in NSW during the decade.

Start Strong remains the key NSW Government funding program to support all children in NSW to participate in 600 hours of preschool education in the years before school, no matter where they live or what their circumstances are.

Throughout 2022, the department worked to develop systems and processes to support delivery of the \$840 million investment in preschool announced at the end of 2021, which represents Commonwealth funding through the Preschool Reform Agreement and NSW investment to support its implementation.



Academic achievement

Literacy and numeracy form the foundations students need for deep learning across the curriculum and the development of skills essential to everyday life.

Our goal is to ensure all young people have:

- a strong foundation in literacy and numeracy
- deep content knowledge
- confidence in their ability to learn, adapt and be responsible citizens.

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

Target

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

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

The proportion of NSW public school students achieving results in the top 2 NAPLAN bands has increased since 2016, reaching 32.4% in 2022. This result is a slight decline (0.6 percentage points) from the 2021 result but reflects consistent achievement given the challenging operating environment and direct and indirect effects of COVID-19.

While 2022 NSW government schools' results are below the expected trajectories of our ambitious system KPIs, the department remains committed to our goal that every student improves every year and we have a range of programs in place to drive improvement.

We continue to develop and deliver strategies and programs aimed at lifting literacy and numeracy standards, including the 5 priorities for literacy and numeracy, and the School Success Model.

The School Success Model is our evidence-led approach to improve outcomes of students every year in our schools. The model focuses on 2 central objectives:

1. providing higher quality support to schools based on students' needs
2. sharing accountability for lifting student success across everyone in the department while improving our capability to do so.

The COVID Intensive Learning Support Program phase 2 was released and supported positive student engagement and learning progress, upskilling of teaching staff, and data-informed understanding of student learning needs.

We've created more than 1350 full-time equivalent Assistant Principal, Curriculum and Instruction positions across the state to support a whole-school approach to improving students' literacy and numeracy skills.

We launched an online Universal Resources Hub with quality-assured and evidence-based literacy and numeracy resources for teachers. Staff from almost every NSW public school (98%) had visited the hub by the end of 2022.



Students achieving growth in reading and numeracy

Target

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

Analysis of final 2021 NAPLAN data is the same as the preliminary data, showing 55.9% of NSW public school students achieved expected growth in reading and numeracy. This is 10.4 percentage points below the target of 66.4%.

It should be noted growth in results for reading across the system saw 30% of schools achieve their 2022 target in 2021. Reading results in Year 3-5 indicate this cohort is on track to meet the target this year. There has also been some growth in Year 3-5 numeracy. Both reading and numeracy results for Year 7-9 have declined.

The immediate focus is targeted recovery from COVID-19 (including learning loss) and maintaining the government's improvement agenda across all public schools.

The COVID Intensive Learning Support Program (CILSP) delivered significant investment to support students who need further reading and numeracy support. This program is based on research that demonstrates small-group tuition is highly effective in getting students back on track. The CILSP was renewed this year with additional funding, targeting students experiencing the most disadvantage and greatest learning loss.

Other reform priorities contributing to reading and numeracy targets include the Reading and Numeracy reform and the curriculum reforms. These priorities provide data-driven insights that build on programs established under the School Success Model.

Through the School Success Model, the department provides improved support for schools—especially those that need it most. All public schools are committed to individualised reading and numeracy targets in their school's Strategic Improvement Plan (SIP), which show the steps they are taking to improve learning outcomes. This includes the implementation of data-informed, targeted learning and instruction.

The Year 1 Phonics check was rolled out to primary schools, and ongoing check-in assessments provide leading indicators of progress, rapid insight into student learning, and guide schools implementing their improvement plans.

Students above the national minimum standard for reading and numeracy

Target

Increase the proportion of NSW public school students above the national minimum standard for reading and numeracy to an average of 87.9% by 2022.

NAPLAN data shows the proportion of NSW public school students above the national minimum standard for reading and numeracy is at an average of 78.7% which is 9.2 points below the 2022 target of 87.9%.

We will continue to develop and deliver strategies and programs aimed at lifting literacy and numeracy standards across NSW public schools, such as the literacy and numeracy 5 priorities, and the School Success Model.

There are more than 1350 full-time equivalent Assistant Principal, Curriculum and Instruction positions to support a whole school approach to improving students' literacy and numeracy skills. We launched an online Universal Resources Hub with quality-assured and evidence-based literacy and numeracy resources for teachers.

While 2022 NSW government schools' results are below the expected trajectories of our ambitious system KPIs, the department remains committed to our goal that every student improves every year and we have a range of programs to drive improvement.

Improving literacy and numeracy

The NSW Government is committed to improving literacy and numeracy outcomes from preschool right through to Year 12.

The department is implementing a system-wide approach that puts greater focus on what works best for students, using evidence-led principles aligned to the School Success Model. The 5 priorities of literacy and numeracy ensure all schools are supported with an ongoing focus on literacy and numeracy development.

The 5 priorities for improving literacy and numeracy are:

1. A whole school approach to literacy and numeracy achievement from preschool to Year 12
2. School leadership focused on improving student literacy and numeracy
3. All teachers use effective practices to improve student literacy and numeracy outcomes through curriculum
4. Schools and systems use data to inform literacy and numeracy improvement
5. Families are supported as partners in their children's literacy and numeracy development.

An ongoing government investment of \$249 million annually supports these ongoing priorities. This support includes universal assistance for all schools with teaching resources, professional learning, diagnostic assessments and new specialist roles in literacy and numeracy.

In 2022, through a phased approach, we introduced new Assistant Principal, Curriculum and Instruction roles, which will be in place at more than 1,760 public schools with a P-6 student enrolment from 2023. The Assistant Principal, Curriculum and Instruction provides high level support and guidance to enhance teacher growth and development in literacy and numeracy and strengthen schoolwide instructional capabilities across the curriculum.

We supported NSW schools to transition to version 3 of the National Literacy and Numeracy Learning Progressions from Term 1, 2023, in alignment with curriculum reform. These learning progressions describe the trajectory of literacy and numeracy skill development, and support teachers to identify student needs and target teaching in response. The new version reflects updates to the evidence base for literacy and numeracy development and provides better support to schools for driving student learning progress.

In 2022, the department also offered more than 85 literacy and numeracy professional learning courses. We launched a new Lead Learners suite offering 8 self-paced courses, with additional courses being developed. This learning series supports educational leaders to strengthen their expertise of evidence-based literacy and numeracy concepts in preparation for leading practice improvement in schools.

The department introduced an additional numeracy assessment, Multiplicative Thinking, to assist teachers to further support and monitor students' numeracy learning. This expands the Interview for Student Reasoning numeracy assessments suite to now include number and place value, additive thinking and multiplicative thinking. The Year 1 Phonics Screening Check, which helps teachers understand how students are progressing in phonics, has been mandatory for Year 1 since 2021.

On-demand diagnostic assessments, phonics and phonological awareness, are available to assess students in any year group at any time. We expanded these support teachers to target teaching based upon students' literacy and numeracy learning needs. All assessments are mapped to the National Literacy and Numeracy Learning Progressions.

The department provided resources and professional learning for schools to support students to achieve the HSC minimum standard for literacy and numeracy. The professional learning builds the capacity of teachers and leaders to support students to meet the HSC minimum standard in reading, writing and numeracy. Schools can access approximately 100 online resources for literacy and numeracy teaching in Stages 5 and 6, aligned to the skills assessed in the HSC minimum standard online tests.

The department developed a Universal Resources Hub to support schools' use of evidence-based teaching practice. This includes more than 340 curated quality-assured reading and numeracy teaching resources. For example, reading and numeracy guides for Kindergarten to Year 2 and Years 3 to 8 explain the evidence base for effective teaching practice and define the roles of leaders, teachers and students in improving reading and numeracy. Since the hub's launch, these resources have been accessed more than 1.4 million times by 28,000 teachers across 2,173 schools.

Delivering the NSW Mathematics Strategy

The NSW Mathematics Strategy continues to improve and enable high-quality teaching of mathematics, improving student engagement and driving more positive attitudes of mathematics.

This year, we appointed 24 new graduate primary teachers with a mathematics specialisation in NSW public schools, totalling 74 appointed since the initiative began. This takes us to a total of 74 appointments since the initiative began and we're on track to deliver the targeted 100.

In 2022, we permanently appointed 19 additional secondary mathematics teachers after they completed the Secondary teach.MathsNOW scholarship program, making a total of 24 appointments to date. The program is designed to attract and strengthen the secondary mathematics teaching workforce and is scheduled to offer a further 80 scholarships in 2023.

The department developed new and updated evidence-based professional learning courses and resources, aligned with the new mathematics curriculum to support teachers and leaders of mathematics. This includes the new Assistant Principals, Curriculum and Instruction and the 36 primary mathematics specialist teachers (PMST), who are also continuing their 2-year mathematics mentorship program.

We deployed mathematics growth team trainers in 11 high schools and one central school across rural, regional and metropolitan NSW to change mathematical teaching practices. The trainers supported 266 teachers, 42 schools, including a network of schools from their base schools, supporting 266 teachers.

In its first year, more than 1900 Year 11 students commenced the numeracy course. This is in addition to more than 3000 students participating in the successful 3-year pilot run by the NSW Education Standards Authority (NESA).

The Maths Trains Brains campaign finished the year with a summer holiday mini-burst following the successful third burst in May, where 87% of parents and carers who had seen the campaign intended to make some kind of a positive change in relation to mathematics and their child.

The Centre for Education Statistics and Evaluation (CESE) continued its evaluation activities measuring the effectiveness and impact of the strategy's initiatives for evidence-based decision-making and future planning.

Supporting curriculum and assessment

The department provides NSW Government schools with comprehensive support for implementation of the NSW curriculum, including:

- advice about curriculum and assessment
- professional learning
- evidence-based teaching and learning resources.

The department mobilised a range of critical support for schools to implement new syllabuses after the release of the NESA curriculum reform timeline.

The new syllabus ‘support packages’ the department provided for teacher use include: a suite of microlearning professional learning modules; teaching and learning resources; sample scope and sequences; units of work; and sample assessments. These resources are flexible and adaptable to local contexts, to allow teachers to best meet the needs of their students. The publication of each new syllabus by NESA brings a progressive release of these support packages, all of which will be made available on the department’s website. The range of microlearning modules build teacher capability in syllabus implementation and course-specific pedagogy by deepening understanding of inclusive planning principles when developing the curriculum, to optimise learning for every student.

The Accelerated Adopters project, also supports curriculum reform. The program supported 396 primary schools across NSW with implementation of the English and mathematics K-2 syllabuses in 2022 and has informed the shape of support for curriculum reform in the years ahead.

Curriculum Reform Communities (CRC) support schools to engage with and enact the implementation of new syllabuses. The 71 CRC across NSW include more than 1200 schools and 1500 school coordinators who attend meetings and access support each term. CRC share information about the curriculum reform process, provide access to curriculum support materials and build capacity of teachers and their schools to lead curriculum change. CRC facilitate collaboration within and between schools.

The department continues to support NESA’s Teacher Expert Networks (TENs) initiative. In 2022, we inducted 24 CRC leaders as TENs teachers, increasing the department’s representation to 85. TENs teachers assisted user testing of draft syllabuses, as well as feedback on associated resources. This year, the department was instrumental in the development of the cross-sector Letter of Agreement, which supported teachers across all sectors to work collectively on TENs projects.

Providing syllabus and curriculum advice and resources to school leaders has aided effective curriculum implementation. This support included advice on school planning, leading collaboration for school improvement, research toolkits and syllabus specific key information for school leaders. These resources include overarching guidance, suggested activities to lead curriculum change, reflective questions and role specific advice. We also provided school development day curriculum reform information, in addition to drop-in sessions for principals, with 1063 participants.

Prior to their release in 2021-22, draft NSW syllabuses were reviewed as part of the ‘Have your say’ public consultation period. The feedback was informed by teachers through consultation sessions, surveys, and from internal stakeholders. The department hosted information sessions on behalf of NESA as part of the consultation process and these were well attended by teachers. On average, 140 teachers attended each session.

Virtual statewide staffrooms enhance and amplify communication and information sharing, with more than 28 staffrooms servicing over 70,000 members. Statewide staffrooms provide forums for expert curriculum advice, resources and professional learning for teachers in NSW public schools.

The department supported the delivery of Department Approved Elective (DAE) courses to meet the requirements for additional studies in Stage 5 from 2022. These courses include international studies, iSTEM, big history, philosophy, psychology, and critical thinking. The DAE courses webpage includes support material, such as course documents, sample scope and sequences, teaching and learning resources, assessment advice, professional learning and key information for school leaders.

The department continued to provide extensive support for teachers using current syllabus documents, curriculum material and related policies to ensure learning for all students remains continuous while curriculum reform is underway. As part of the department’s policy review cycle, we’re reviewing curriculum-focused policies, including Controversial Issues in Schools, to provide principals, teachers and the community with best practice and evidence-based understanding of working in partnership with parents and carers.

Wellbeing

Our goal is to ensure every student is known, valued and cared for in our schools. The department focused on students’ safety, health and mental wellbeing as our school communities continued to experience multiple and simultaneous natural disasters and the effects of the COVID-19 pandemic during 2022. Our constant focus on providing safe and engaging learning environments is underpinned by initiatives to boost our student wellbeing workforce, strengthen student behaviour supports, and increase student participation.

The department commenced a coordinated program of work, under the Transformation of Wellbeing Services, to improve the wellbeing outcomes of students. The program aims to drive a child-focused, and a whole-of-school wellbeing approach, supported by whole-of-system support.

The department aims to increase prevention and early intervention approaches, with a focus on primary-aged children. To gauge how primary school students are tracking in relation to their wellbeing post-pandemic, the department commenced work with the Murdoch Children’s Research Institute to conduct a Primary School Wellbeing Pulse Survey (K-6). This initial survey, trialled in a small number of schools in Term 4 2022, will inform the scalability of the survey to more NSW primary public schools and provide insights schools need to make decisions about best supporting student wellbeing.

This work will help build a strong evidence base on student engagement and wellbeing and inform priority focus areas during the next few years.

Students’ sense of belonging, expectations and advocacy

Target

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

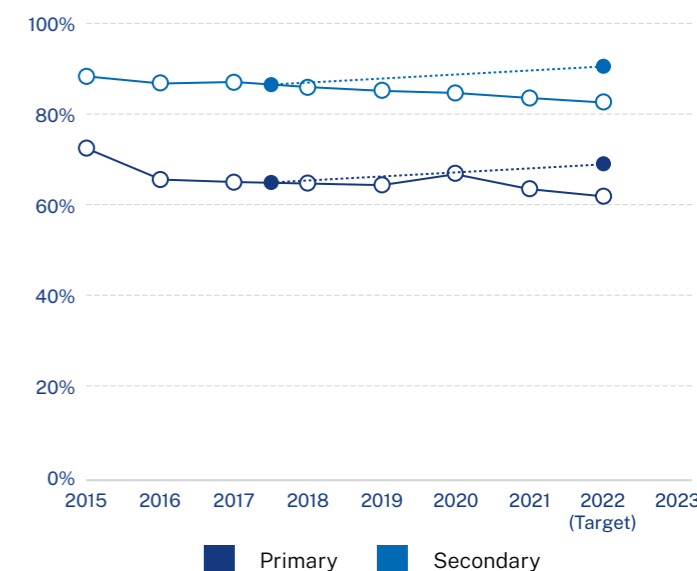
In 2022, 83.1% of primary students and 62.4% of secondary students reported positive engagement at school. However, student engagement appears to be declining and is now at its lowest level since 2015. The decline is a global trend exacerbated by COVID-19.

As outlined in the School Excellence Framework, all schools are expected and supported to implement whole-school approaches to student wellbeing, a school-wide culture of high expectations and a shared sense of responsibility for student engagement. Under the School Success Model, all schools set targets and prepare a Strategic Improvement Plan, which outlines the steps they will take to improve outcomes and work towards these targets.

The Wellbeing Framework for Schools supports schools to create a planned approach to wellbeing using evidence-based strategies that are strength-based, preventative and focus on early intervention. The department provides universal resources, professional learning and services to help schools plan their approach to student wellbeing. The department also provides targeted specialist support services through school counsellors and psychologists, student support officers, wellbeing nurses and mental health providers. The Student Behaviour Strategy sets out the department’s approach to supportive and inclusive learning environments for students. Resources, guidance and professional learning include a strong focus on practical approaches to building positive relationships and behaviours.

The department’s student voices channel provides a forum to students to share opinions and access to resources to support student engagement. The Minister’s Student Council, known as DOVES (Department of Student Voices in Education and Schools), works with the Secretary and senior leaders in policy development and highlighting issues of concern to students.

Figure 1: Proportion of NSW public school students reporting a sense of belonging, expectations for success and advocacy at school



Protecting student mental health and wellbeing

The department continues to build a wellbeing workforce supporting its students' wellbeing and mental health. It comprises more than 2,000 dedicated staff, including the school counselling service, the National School Chaplaincy Program, student support officers, behaviour specialists and wellbeing nurses.

In 2022, the department progressed delivery of the NSW Government's 2019 mental health and wellbeing package, which will provide every public high school with a full-time school counsellor allocation and a full-time student support officer by June 2023.

The department continues to partner with leading mental health organisations to provide schools with programs supporting students' mental health and boosting the skills of school staff to support student wellbeing. This includes providing access to students to the Coolkids Online anxiety intervention program, and supporting students impacted by recent natural disasters through the Season for Growth and Stormbirds programs.

Following a 2020 NSW Government funding commitment of \$46.8 million, the department partnered with NSW Health to identify school locations for an additional 100 wellbeing nurse positions. As at December 2022, 88 of these additional wellbeing nurses commenced in schools. When fully recruited in 2023, these positions will provide services to 403 NSW public schools.

In response to the increasing prevalence of anxiety in young children, the department initiated the development of a universal Anxiety Prevention Program to support students from preschool to Year 6. This program will establish a shared understanding of anxiety and develop resources, strategies and tools for students, staff, parents and carers to lessen its impact.

The department developed flexi-hubs for 3 south-western and western Sydney schools for further development and implementation from 2023. These flexi-hubs will provide tailored spaces that can be shared and used flexibly by community organisations and government agencies partnering with schools to offer wrap-around learning and wellbeing support services for students and their families.

To support schools select evidence-based, high-quality programs, the department is establishing a Student Wellbeing external programs (SWep) catalogue of quality-assured programs across a range of priority wellbeing themes.

More than 60 Student Wellbeing external programs were quality assured by expert panels, with the first collection of programs focusing on behaviour, sense of belonging and resilience made available for schools in late 2022. The SWep catalogue supports and strengthens students' wellbeing. For schools directly, it:

- supports improved wellbeing, learning and life outcomes for students;
- reduces administrative burden in sourcing, reviewing and establishing a contract with program providers;
- removes guesswork by offering evidence-based programs;
- guarantees a fixed price supporting school decisions on investing funding allocations;
- increases confidence when introducing a program into the school; and
- supports the delivery of their Strategic Improvement Plan.

Building positive student behaviour

The Student Behaviour Strategy continues to deliver on its three priority areas: practice, support, and ongoing improvement and system reform. The student behaviour policy and procedures were released publicly in Term 1, 2022 and implemented from Term 4, 2022. The key policy change is a clear shift towards a more positive behaviour approach to support students across the care continuum.

In 2022, the department further strengthened system supports to aid schools with behaviour support and management, including providing:

- 32 new behaviour specialists to join the 36 behaviour specialists already recruited in 2021. Behaviour specialists support schools and empower educators to build sustainable preventative systems and positive behaviour practices in schools. In Term 4, 2022, 28 more behaviour specialist positions were advertised with an additional 16 staff joining the team.

- 86 new deputy principal, assistant principal, inclusion and support positions in schools with 7 or more support classes
- 5 new inclusive education coordinators to support schools embed and sustain an inclusive culture for students across the state
- a suite of professional learning relating to positive behaviour explicitly designed for delivery support staff and school-based staff.

We've made it easier for schools to access the advice and support available through the delivery support team with the introduction of the Team Around a School model, which is a coordinated system-wide approach that uses the skills and expertise of specialist staff to support schools with a dedicated team. There are 28 teams across NSW and each is linked to specific principal networks to ensure all schools have access to specialist staff.

This year, we introduced universal, guided and targeted tiered behaviour support to schools through the School Success Model. This included the first tranche of behaviour support, delivered to 20 schools during 2022 (10 primary and 10 secondary schools). During Semester 2, 20 universal behaviour resources were added to the Universal Resources Hub, in addition to the 200 inclusive practice resources released at the beginning of 2022.

Under the Student Behaviour Strategy, the department continued to deliver the Perfect Presence Pilot Program, which is aimed at supporting students at risk of disengagement. The program contracts external providers to work with schools to co-design tailored programs that providers deliver to targeted cohorts of students. The pilot currently delivers to 25 principal networks. We commenced an evaluation of the pilot this year.

The department also worked with the Department of Communities and Justice to co-commission support for local community providers to work with 15 schools across the state, providing behaviour and early intervention support for children, young people, families and schools. This approach responds to the need, identified in the Student Behaviour Strategy, for continuity of support for vulnerable students, both in and out of school settings.

Protecting the vulnerable

In February 2022, changes to the *Children's Guardian Act 2019* introduced the Child Safe Scheme, which requires certain child-related organisations to implement the 10 Child Safe Standards recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse. The department, as a prescribed agency under the scheme, is developing a child safe action plan to raise community awareness, build organisational capability and implement the standards to ensure child safety.

Our Child Wellbeing Unit builds our capacity to respond to child protection concerns. In 2022, the department's Child Wellbeing Unit received 42,752 contacts. This is a 23.5% increase on 2021. The unit collaborates with NSW Health, NSW Police, the Department of Communities and Justice, and non-government organisations to alleviate concerns about our students' safety, welfare and wellbeing.

Out-of-home care (OOHC) change funding for students entering, or in, statutory OOHC aims to reduce the effect of disruption to their learning, wellbeing or access to the curriculum. OOHC funding in 2022 supported 3,337 students from preschool to Year 12. The OOHC Education Pathway continues to build communication between agencies and the department.

Each year all department staff are required to complete updated child protection training to ensure they're aware of their mandatory reporting obligations, as well as strategies and resources available to assist supporting children at risk of harm. This year, our child protection update focused on recognising and responding to children who exhibited problematic or harmful sexualised behaviours.

Encouraging active lifestyles

More than 700,000 students experienced representative sporting opportunities, with over 65 NSW Primary Schools Sports Association and NSW Combined High Schools Sports Association events hosted in NSW. This year, the School Sport Unit live streamed 22 events, capturing more than 358,000 views.

The department offered the Premier's Sporting Challenge to all NSW public schools to promote increased participation in sport and physical activity; 420,972 students from 1,375 schools participated.

The School Sport Unit provided resources, professional learning and mentoring to improve student wellbeing. The Sport and Physical Activity: School Health Check is an evidence-based tool, guiding schools in systematically implementing a whole-school approach to sport and physical activity.

The department provided opportunities for 8,000 students with disability to participate in inclusive sport and physical activity events. The 10th annual state-wide boccia competition included 166 schools, and 219 schools participated in the inaugural state-wide ten-pin bowling competition.

In 2022, support and leadership in policy and guidelines were essential to restart school, inter-school and representative sport. The School Sport Unit's Yammer community engaged schools with posts about planning for school swimming carnivals to comply with department COVID-safe advice.

School Swimming and Water Safety provided opportunities for more than 106,000 students from 1,300 primary schools, Schools for Specific Purposes and Intensive English Centres. The School Sport Unit also supported more than 200 high schools with water safety education in Stage 4.

Encouraging participation in the arts

The department offered diverse opportunities in dance, drama, music, visual arts, debating, public speaking, spelling, literary arts and special events to more than 64,000 students and 11,300 teachers. An additional 625,000 students benefitted from access to online learning materials.

A hybrid model of delivery using digital technology enabled more equitable access to arts programs, significantly supporting learning and wellbeing outcomes. The 60 online regional finals for the Premier's Spelling Bee enabled equitable access to all students.

With a focus on using the arts to support student wellbeing, the Arts Unit used the Minister's Arts Recovery Grants funding opportunities to directly support the wellbeing of multiple students and school communities.

We also provided targeted support for the wellbeing of impacted communities through other specialist activities, including the Resilience Arts Program – Hamilton, and the Creating the Magic Tour, in which more than 210 students and 30 teachers participated in high quality arts experiences.

The Arts Unit collaborated with a broader group of representatives from Schools for Specific Purposes, metropolitan and rural schools and with CESE, for the first Arts for Learning and Wellbeing Summit.

The Connections Showcase celebrated the creativity of more than 260 students with disability and continued our focus on inclusivity and fostering equity. The Combined Public Schools Signing Choir, featuring students with Auslan experience from metropolitan, regional and rural areas, performed at the Sydney Town Hall as part of Primary Proms.

Attendance at school

Target

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

The attendance level (proportion of students attending over 90% of the time) for primary students, Years 1-6, declined by 25.8 percentage points from 77.8% in 2021 to 52% in 2022. The target attendance level is 82%. The attendance level for secondary students (Year 7-10) declined by 18.6 points from 59.6% in 2021 to 41% in 2022, with a target of 70% attendance.

School attendance in Semester 1 2022 declined due to the impact of the COVID-19 Omicron variant and high influenza season, and floods in certain regions.

The department supports increasing these metrics through the School Success Model. The model provides high quality, evidence-led support to lift attendance and wellbeing. Every school has a Strategic Improvement Plan outlining the steps it will take to achieve the target.

Friday is the most significant day of non-attendance in a week. A focus on attendance on Friday is starting to shift positively with an increase in attendance since Term 1 2022.

An Improving Attendance Program is a reform priority for the department, which has a number of initiatives to uplift attendance, including;

- needs-based attendance resources
- raising parent and carer awareness through the 'Every Day Matters' campaign
- improving data and insights to support schools.

In addition, home school liaison officers support students where non-attendance is more chronic or the causes more complex.

The department will continue to work to address the complex and varied factors that influence student attendance rates and levels.



Improving student attendance

The ongoing effects of the COVID-19 pandemic and NSW flood emergencies significantly affected overall student attendance in 2022.

The department provided support to schools and interventions to lift attendance by creating a positive environment for engagement and learning. Initiatives to bolster attendance included universal, guided and strategic supports aligned to the School Success Model, and improved attendance and absence data and insights to support schools to better understand and support students. In 2022, the department worked with 128 schools to provide guided support and 14 schools to provide strategic support for improved attendance. Attendance resources on the Universal Resources Hub were viewed 7,757 times. 1,478 school staff completed online professional learning designed to build their capacity to support student attendance. The department also launched the 'Every Day Matters' media campaign in October 2022 to raise parent, carer, and community awareness of the importance of attendance. The campaign shows consistent attendance improves student outcomes, increases career options, and helps students build relationships and confidence.

Aboriginal attendance officers and home school liaison officers continued to assist schools to identify and address attendance concerns as students returned to school after learning from home. The Home School Liaison Program responded to public school requests to address non-attendance and non-enrolment issues, as well as requests from non-government schools to identify students whose enrolment destination was unknown. In 2022, across NSW, Home School Liaison Program officers worked collaboratively with schools to implement 8,520 individual interventions supporting regular attendance at school.



Attainment and independence

We aim to ensure all young people finish school well prepared for higher education, training and work. Research shows students who complete Year 12 progress into a more diverse range of education, training or work options.

Students continuing to Year 12

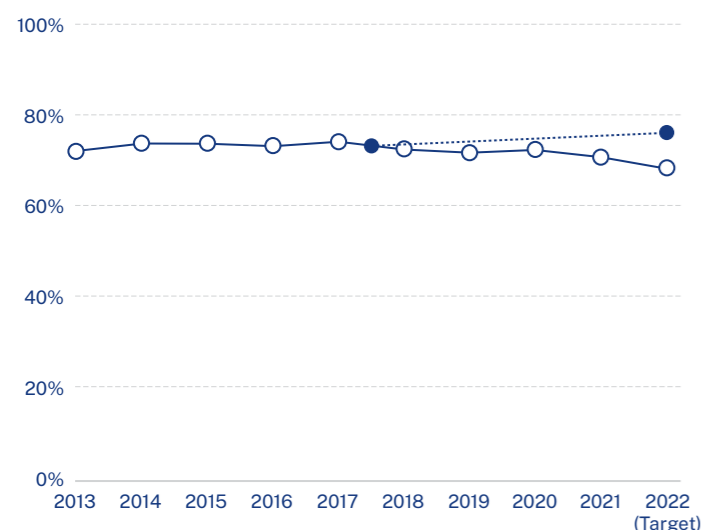
Target

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

The Apparent Retention Rate (ARR) at state level can vary annually as a result of differences in migrations (into and out of the state), and students transferring into and out of government schools. COVID-19 affected migrations into NSW and across the school system, therefore impacting ARR.

The department is scoping a Retention Program to understand influential factors and early interventions that drive improvements in Student Apparent Retention Rates. These interventions include inflight programs improving attendance, NAPLAN attainment, belonging/engagement and career/pathways plans for students.

Figure 2: Apparent Retention Rate of NSW public school students in Years 10 to 12



Students achieving in the top 2 HSC achievement bands

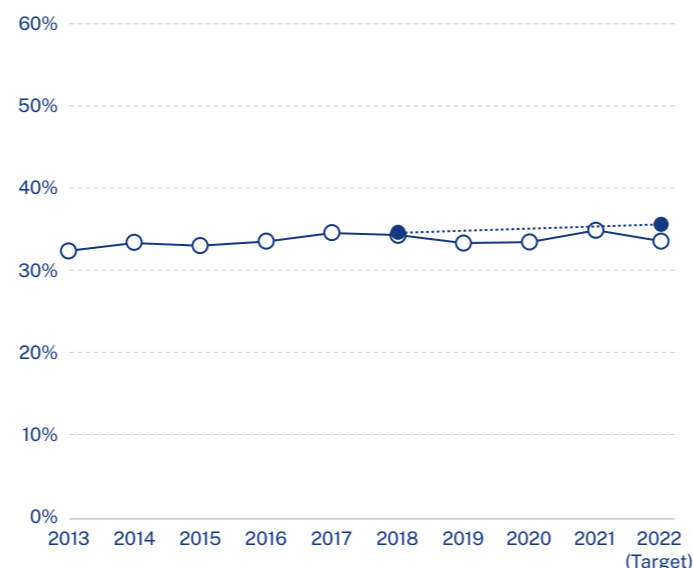
Target

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

The department continues to support HSC teachers to respond to curriculum changes, provide professional learning, teaching and learning resources and advice to teachers.

As part of the curriculum reform, comprehensive support to schools is provided, along with professional learning for the stage 6 syllabus. Ongoing scoping and evaluation ensure resources maintain a strong focus on evidence-based practice and are linked to school need. Students in the top two achievement bands are currently at 55,651 out of 165,061 (33.7%), which fell under the 2022 target of 35.7% by 3,276 students.

Figure 3: Proportion of NSW public school students' HSC results in the top 2 achievement bands



Supporting HSC students

The department's HSC Hub, created in 2020, was updated in 2022 and provides on-demand resources for teachers to assist with exam preparation. It includes curriculum resources and support materials, lectures, online demonstrations, assessment resources and video lessons aligned to the syllabuses, bolstering existing course work.

The HSC Common Start program provides funds for newly created Year 12 extension classes. Funds are used to support the HSC teacher and/or students.

Paths from school to education, training or work

Target

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

Current performance shows the ambitious target to be among the best performing jurisdictions in Australia is likely to be achieved.

Recent school leavers in higher education, training or work for 2022 is currently at 91.7% (increased by 1.2 points on 2021), which is 0.1% above the 2022 target of 91.6%. There are currently 81,694 recent school leavers in higher education training or work, out of 89,080. The number of recent school leavers who have not entered higher education, training or work is 7,386.

The 2028 target is 93.6% and current performance is 1.9 percentage points from this target, meaning 1,685 more school leavers are needed to reach this target.

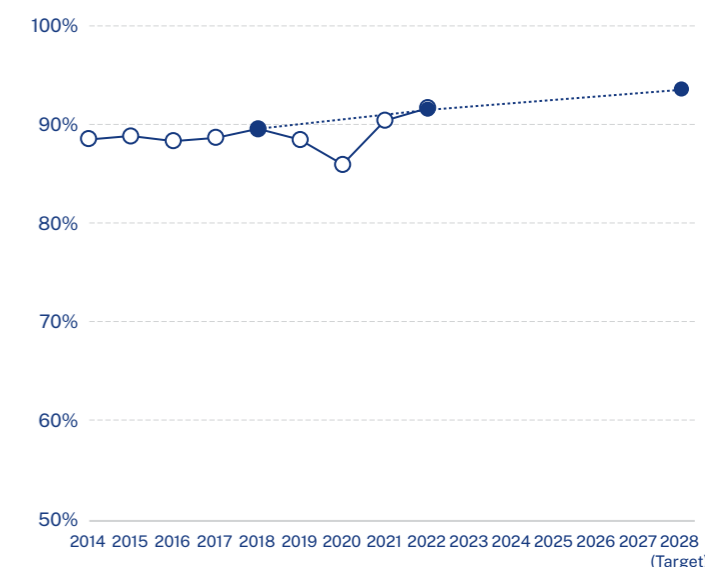
Secondary schools provide work readiness training and opportunities for students to participate in workplace learning. The department supports this through a range of programs and initiatives to ensure young people are prepared for higher education, training and work.

The department will increase the uptake of school-based apprenticeships and traineeships (SBATs) in NSW public schools. To increase the number of students undertaking apprenticeships and traineeships, the department:

- promotes SBATs to students, employers, parents and schools
- provides support to students and schools through SBAT coordinators
- facilitates and coordinates the completion of official Training Plans
- liaises with NSW industries to secure employers willing to take on SBATs.

The Educational Pathways Program delivers a range of support for students and schools designed to facilitate experiential and practical engagement with vocational pathways, including SBATs.

Figure 4: Estimated proportion of all NSW school leavers participating in education, training, or work



Building lifelong learning pathways

The department prepares young people for lifelong learning and rewarding lives as engaged citizens of a dynamic society through a number of programs that prepare students for further education, training and careers. They include school-based apprenticeships and traineeships (SBATs), university transition programs, work placement coordination, and programs specifically targeting Aboriginal students, refugee students and young people at risk of disengaging from education.

Our Regional Industry Education Partnerships (RIEP) Program connects students with their future employment needs. RIEP officers across NSW improve access to industry-validated career information and allow school students to participate in structured career activities with employers. The program helps students understand the skills required for local jobs and motivates them to plan their future careers.

SBATs remain available for all NSW high school students in Years 10, 11 and 12, allowing students to start an apprenticeship or complete a traineeship at school. SBATs combine paid work, training and school. They lead to an industry-recognised national qualification that may also contribute towards the ATAR.

The Pathways for the Future Program consolidates de-identified background, education and employment data on 3.5 million young people in NSW to provide valuable information on paths taken and study choices. The program builds a robust evidence base and will help develop tools and insights for students, parents and carers, and career advisers to make informed decisions about future study, work and training options. A new program extends the age range, covering ages 11 to 67, to better understand students' lifelong learning with data also updated to year 2020.

The Educational Pathways Program provides improved careers guidance, boosts vocational pathways – particularly SBATs – and helps disengaged and disadvantaged young people engage with tertiary education and work. The program pilot was established in 24 schools across the North Coast and south-west Sydney in 2020 and this year we expanded the program to 145 schools.

The department's Collaboration and Innovation Fund (CIF) supports a range of projects that aim to reduce inequities during students' transition to university. Across 2021 and 2022, the CIF funded projects aimed at preparing young people for lifelong learning, including:

- The UNE Academy, which prepares First Nation learners for higher education
- UNSW's Start @ Uni, which aims to address the academic skills gap between high school and university students from regional and remote areas by producing student and staff toolkits
- UTS's Startups Program, expanded to develop a suite of micro-credentials for high school students
- STEM classes at UTS and in community settings through expansion of the UTS Wanago program for students from public, independent and Catholic schools.





Equity

Our goal is an education system that reduces the impact of disadvantage and a workforce that is engaged and feels they belong. All NSW students should have access to quality education, regardless of who they are or where they live.

We want to increase the knowledge and understanding of Aboriginal histories, culture and experience to ensure every Aboriginal child and young person achieves at their maximum potential.

This aims to build a more inclusive education system, one where every student is known, valued and cared for. We want to create environments in which all students are learning to their fullest capability.

The implementation of the Inclusive, Engaging and Respectful Schools policy ensures the most vulnerable students are protected and given equal opportunities to attend school and access learning.

Our desire to improve outcomes and support for children and young people in regional, rural and remote NSW is underpinned by our Rural and Remote Education Strategy 2021-2024.

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

Aboriginal students attaining the HSC

Premier's Priority target

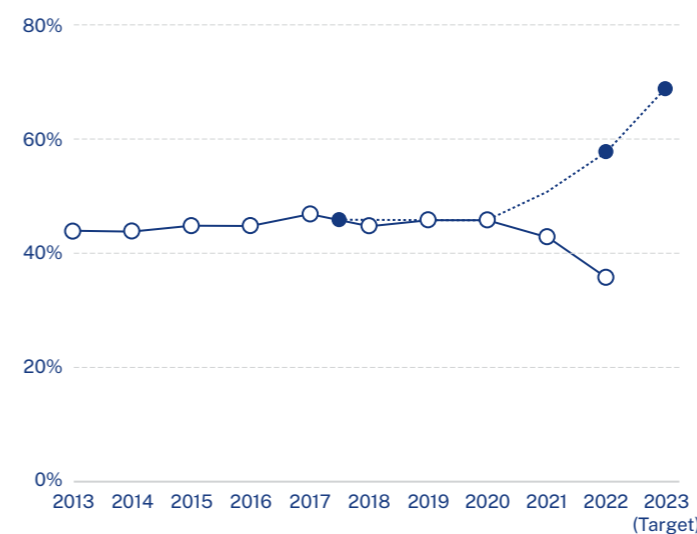
Increase the proportion of Aboriginal students attaining Year 12 by 50% by 2023, while maintaining their cultural identity.

In 2022, interim results show 38% of Aboriginal students attained their HSC, a decrease from 43% in 2021. This figure may increase slightly once students who take an additional year to complete their HSC are included. It is likely the impacts of COVID-19 contributed to a lower retention of students and an increase in the numbers of students exiting school to pursue alternate pathways.

To support Aboriginal and/or Torres Strait Islander students attain a HSC, the department is focused on student attendance and retaining students to HSC completion. This work includes identifying Aboriginal and/or Torres Strait Islander students with low attendance patterns and those at risk of exiting school prior to completion.

The department enhanced the focus on Aboriginal student retention and the delivery of personalised learning pathways, with data on every student's attendance rate and targeted school and community responses to prevent disengagement during Year 11 and Year 12. This required schools to extend the use of personalised approaches to teaching and learning, as well as advice on subject choices and careers.

Figure 5: Proportion of NSW Aboriginal students attaining the HSC



Since the Premier's Priority was announced, the department has worked with the NSW Coalition of Aboriginal Peak Organisations (NSW CAPO) and other government agencies to co-design and implement a series of new initiatives to support this target. These include:

- Pirru Thangkurray, a culturally appropriate engagement goal setting and mentoring program
- Aboriginal Learning and Engagement Centres (AL&ECs) – providing tutorial and assessment support
- locally tailored culture and policy immersion professional learning
- integrating Aboriginal history and culture into professional learning
- Aboriginal histories and Culture at the centre of curriculum delivery (Gorokan HS)
- Community Connectors – supporting students at risk of disengaging from school.

AL&ECs in targeted secondary schools also contribute to improved outcomes for Aboriginal students. Early indicators from AL&ECs show promising results, with more participating students reporting they feel good about their culture when they are at school, and teachers have a good understanding of their culture compared to their peers. Numerous schools are now self-funding an AL&EC, suggesting secondary school principals and leaders hold confidence in the way the centres support Aboriginal and/or Torres Strait Islander students.

Supporting Aboriginal students attain their HSC

To increase the proportion of Aboriginal students attaining a HSC by 50% by 2023, while maintaining cultural identity, the department continued to work with the NSW Coalition of Aboriginal Peak Organisations (CAPO) and NSW Aboriginal Education Consultative Group Inc. (AECG).

A pilot Aboriginal-centred teaching and learning program, supported by the NSW AECG and co-designed by the Mura Bulbi Local AECG and the department, engaged 340 Year 7-8 students. This initiative received a Secretary's Award in 2022 in the category Outstanding School Initiative.

Professional learning to implement the Aboriginal Education Policy, Turning Policy into Action has been delivered to 7,879 school staff. Aboriginal Histories and Culture professional learning has also been delivered to 12,240 department staff under this priority. These professional learning results include the 47 schools with higher numbers of Aboriginal and/or Torres Strait Islander students and all other schools seeking to improve their approach to working effectively with Aboriginal and/or Torres Strait Islander students and communities.

The NSW AECG continued to deliver Pirru Thangkurray to over 305 students in 20 secondary schools and delivered 38 workshops, including 34 online, for STEM, sports, health, wellbeing, language and culture, re-engagement and home learning, and building teacher capacity.

The department worked closely with 52 schools implementing strategies to increase Aboriginal student retention and attendance. To further support schools, under the School Success Model, 29 Aboriginal education universal resources were launched. Strategic School Support also commenced in 15 schools. Aboriginal Learning and Engagement Centres provided support to more than 2,600 Aboriginal students across 32 schools. The department worked with individual schools to set school-level targets. All schools prepare a Strategic Improvement Plan, which outlines the steps they will take to improve learning outcomes, and work towards these targets.

Community Connectors in Orange, Tamworth and Bega supported 209 Aboriginal Year 10-12 students at risk of disengagement from school. To promote the benefits of a HSC and provide students and families with information to support school completion rates, the My Future, My Culture, My Way campaign launched in 2022, reaching 4.3 million people across social media, television and radio. This campaign celebrates the success of Aboriginal and/or Torres Strait Islander students on their way to successful post HSC outcomes. The Clontarf Foundation mentored 276 young Aboriginal men in Year 12 across 45 NSW public school sites. The National Aboriginal Sporting Chance Academy (NASCA) mentored 63 young Aboriginal women in Year 12.

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

Target

Increase the proportion of Aboriginal students in NSW public schools in the top 2 NAPLAN bands for reading and numeracy from an average of 10% to an average of 15% by 2022.

NAPLAN 2022 data shows the proportion of Aboriginal students in NSW public schools in the top two NAPLAN bands for reading and numeracy reached an average of 10.4%, which is a 0.6 point decrease compared to 2021's 11%. This represents a modest improvement on the baseline performance but 4.6 points below the target of 15%.

We will continue to develop and deliver strategies and programs aimed at lifting literacy and numeracy standards across NSW public schools, such as the 5 priorities for literacy and numeracy, and the School Success Model.

The COVID Intensive Learning Support Program phase 2 was released and supports positive student engagement and learning progress, upskilling of teaching staff, and data-informed understanding of student learning needs.

Across the state we created more than 1,350 full-time equivalent Assistant Principal, Curriculum and Instruction positions, to support a whole school approach to improving students' literacy and numeracy skills.

The department works closely with the NSW Coalition of Aboriginal Peaks (NSW CAPO) and across government to implement a series of initiatives including Aboriginal Learning and Engagement Centres, Aboriginal Language and Culture Nests and professional learning for school staff through the Aboriginal EAL/D Hub and Instructional Leader program that will also support progress towards this target.

Boosting results for Aboriginal students

The Clontarf Foundation mentored 3,401 young Aboriginal men in 51 NSW public school sites. In September 2022, the National Aboriginal Sporting Chance Academy (NASCA) mentored 749 young Aboriginal women in 11 NSW public schools. By the end of the year, NASCA Academies operated at 11 NSW public school sites.

The department launched 'Let's take the first step together', a professional learning module for staff; 90,129 staff completed this training by the end of 2022.

In addition, more than 4,400 department staff completed Aboriginal-focused professional learning in 2022, including Integrating Aboriginal Culture into Teaching and Learning, and Turning Policy into Action.

The Aboriginal English as a language and/or dialect (EAL/D) online professional learning program has seen more than 2,560 individual ebooks completed.

Kimberwalli, Aboriginal Centre for Excellence, in western Sydney delivered 419 programs in 2022.

Increasing access to Aboriginal languages

Early Childhood Outcomes

The department is committed to delivering the Early Childhood Education (ECE) First Steps Strategy. The target of 50% of Aboriginal children in ECE to have access to an Aboriginal language program by 2025 is supported by the Ninganah No More program.

In 2022, the Ninganah No More program evolved into 2 separate funding streams: providing grants to individual service providers and support for establishing Aboriginal language hubs.

Twenty-six community-controlled organisations received grant funding in 2022, resulting in 1,000 children learning an Aboriginal language in ECE settings across NSW.

The Gumbaynggirr Aboriginal language hub launched in 2022, coordinating language teaching into 17 Early Childhood Education Services, reaching more than 434 children.

Schools

The department, in partnership with the NSW AECG and Aboriginal communities, brings Aboriginal languages programs to schools. Before a school begins to teach an Aboriginal language, it partners with its local Aboriginal community and consults with parents and their local AECG to ensure it reflects the local community priorities and values. Work continues with the Aboriginal Languages Trust, TAFE NSW, Aboriginal Affairs NSW and NESA.

The Aboriginal Language and Culture Nest program is the department's flagship initiative for Aboriginal language teaching. A Nest is a network of communities bound by their connection to an Aboriginal language. The initiative is part of the NSW Government's community-focused plan for Aboriginal affairs in NSW: OCHRE (opportunity, choice, healing, responsibility, empowerment).

The NSW AECG is the contracted service provider, covering 7 Nest areas across NSW:

- Bundjalung
- Dunghutti (satellite nest)
- Gamilaraay/Yuwaalaraay/Yuwaalayaay
- Gomeroi (satellite nest)
- Gumbaynggirr
- North West Wiradjuri
- Paakantji.

Approximately 1,500 students in 24 schools participated in the Nest program in 2022. More than 25,000 students have participated since the program commenced in 2014.

The Preschool Aboriginal Languages Program provided funding to departmental preschools with a high proportion of Aboriginal students. Around 1,000 students at 16 preschools received localised lessons in 2022.

Other work being conducted includes Yarn Ups with Aboriginal communities outside Nest areas and the progression of a pilot program to provide career pathways qualifications for Aboriginal students from Year 9.

Strengthening Connected Communities

The Connected Communities Strategy operates in 33 schools in regional, remote and metropolitan areas of NSW. It establishes schools as community hubs and boasts a unique school-level governance structure that broadens the influence of the local community and school leadership to collaborate delivering key services from government and non-government agencies. Each location's Strategic Improvement Plan emphasises the support of children from the early years of learning through school and into further training, study and employment. A key focus is a holistic learning approach underpinned by local Aboriginal culture.

We fully implemented the strategy in all 33 schools this year. The department developed and implemented a strategy to increase in-built staffing and enhance executive provision in each of the 33 Connected Communities schools. The model provides opportunities for teachers and executives to deeply engage in meaningful professional learning to strengthen educational leadership capabilities as well as devote quality time with parents/carers and students in the development of student Personalised Learning Plans.

An evaluation regarding the expansion of the Connected Communities Strategy is underway conducted by the Centre for Education Statistics and Evaluation (CESE), in partnership with the University of Newcastle, who will build on the evaluation work undertaken by CESE in 2014 and tabled in 2020.

The socioeconomic gap in the top 2 NAPLAN bands for reading and numeracy

Target

Reduce the gap between the highest-and lowest-socioeconomic-status students in NSW public schools in the top 2 NAPLAN bands for reading and numeracy to an average of 34.5% by 2022.

2022 NAPLAN data shows a slight improvement at 42.2%, compared to 2021's 42.7%, in the gap between the highest and lowest socio-economic status students in NSW public schools in the top two bands for reading and numeracy. The gap is still 7.7 points above the 2022 target of 34.5%. The distance from target is greater for numeracy (10.6%) than reading (4.8%).

The COVID Intensive Learning Support Program was extended for the 2022 school year. Initial program evaluation shows intensive support, such as small group tuition, supports improved student engagement, confidence, motivation and learning progress; as well as the upskilling of teaching staff, and data-informed understanding of student learning needs.

The introduction of the Regional, Rural and Remote Education Policy Unit has been integral to ensuring this outcome is achieved at both a program and strategy level. This includes working with teams across the department to refine program activities, test policy design and inform literacy and numeracy objectives so they account for different communities and school types.

Reducing the impact of disadvantage

Distance Education

The department provides distance education for preschool to Year 12 students living in NSW who are isolated or whose special circumstances prevent them from attending school. Single subjects may also be accessed by registered schools to allow flexibility and breadth of curriculum offerings to meet the minimum requirements for Stage 5 and Stage 6.

Distance education operates 4 preschool classes for isolated students or those who do not have access to early childhood education services in their community.

In 2022, the preschool provision aligned to 2 distance education schools:

- Broken Hill School of the Air
- Dubbo School of Distance Education.

The department invested in increased capacity and a public awareness campaign to encourage enrolment in distance education early education.

English as an additional language or dialect (EAL/D)

While learning English as an additional language is not in itself a disadvantage, high numbers of EAL/D learners are enrolled in schools located in some low socio-economic communities. Many EAL/D learners are from refugee backgrounds. Schools receive an English language proficiency equity loading to meet the additional learning needs of EAL/D learners. Schools are expected to account for the impact on students and their learning through their Strategic Improvement Plans.

Through the EAL/D Leadership Strategy, 30 EAL/D Education Leaders provide support and advice to schools across 25 principal networks. Teachers of EAL/D students are also supported to address students' development of English language proficiency through resources and professional learning. Some professional learning and resources are delivered through the EAL/D Statewide Staffroom, which had 3,100 members by the end of the year.

Anti-Racism Policy

The department's Anti-Racism Policy aims to ensure all students are treated fairly and able to participate equitably in schools. Every school is required to have an anti-racism contact officer who assists the principal in leading anti-racism education and resolving complaints of racism in the school community. In 2022, the department introduced mandatory training to ensure all staff were able to identify their responsibility to recognise and counter racism in schools (88% of staff completed the training by December 2022). The Anti-Racism in Action (ARiA) program involving teacher professional learning to deliver lessons which build upstander responses to racism, was rolled out in 29 primary schools across the state. We provided support for school staff to address incidents of racism through online professional learning platforms including webinars and discussion forums.

COVID Online Intensive Learning Support Program

In 2022, as part of the COVID Intensive Learning Support Program the department delivered live online small group tuition sessions to students in high priority staffing areas. More than 7600 targeted literacy and numeracy lessons were delivered to 760 K-12 students across south-western Sydney and rural and remote NSW.

Selective Education Program

In July, the department introduced the Equity Placement Model to address the disadvantage some student groups experience accessing selective high schools and opportunity classes (selective education).

The 2018 Review of Selective Education Access found unintended barriers in the application process may deter educationally disadvantaged students, Aboriginal students, students with disability, and rural and remote students. The new placement model holds up to 20% of places at each school for high potential and gifted students from these 4 equity groups.

For selective high school placement in 2023, 8.7% of places were offered to students within the equity groups through the new scheme, with an acceptance rate of 94%. In opportunity classes, 11% of places were offered to students within equity groups, with 90% acceptance for 2023 placement. Ongoing activities seek to increase the percentage of offers being made (up to the full 20%) by increasing the awareness of selective education and reducing other barriers for disadvantaged students.

Supporting regional, rural and remote students

Improving learning outcomes for students in regional, rural and remote communities remains a priority for the department. In 2022 the Rural and Remote Education Strategy (2021-2024) entered its second year, maintaining its focus on delivery across 4 key areas: people, practice, participation and partnerships.

Through the strategy the department works towards its vision to ensure every child in regional NSW has access to the same quality of education as their metropolitan peers.

Recruitment of staff to the newly established Regional, Rural and Remote Education Policy Unit throughout the year is an important step forward. The unit takes a whole-of-system approach to embed change and drive outcomes. This means working across the department to ensure the needs of regional, rural and remote learning communities are being accounted for in program and policy decisions.

Development of the Rural Assurance Framework this year was a key piece of work, essential for improving the evidence base for regional, rural and remote communities. The framework will enable the department to increase its focus on governance, ensuring policy and programs are fit-for-purpose for rural and remote contexts. Ongoing engagement is a fundamental component of the framework, critical to ensuring the voice of our schools, communities and stakeholders is being heard and reflected in decision-making across the department.

Throughout 2022 many schools across regional NSW were affected by natural disasters. The Regional, Rural and Remote Education Policy unit has worked closely with these school communities to ensure they get the support they need as they recover.

Enabling students learning English as an additional language

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

In 2022, the department delivered a total of \$165 million, including 1,000 full-time teaching positions and \$50 million in flexible funding, to support more than 196,000 students learning English as an additional language or dialect (EAL/D) in 1,581 schools.

We allocated more than \$19.7 million through the New Arrivals Program this year. In 2022 this resource delivered intensive English language tuition and bilingual support to 6,275 newly arrived students, including 704 refugees in 670 schools. More than 2,663 students in the Intensive English High School and 15 intensive English centres received English tuition, orientation to schooling, as well as support to help settle them into school and participate in Australian society. The department also directed an additional \$2.7 million in targeted funding to support the learning, wellbeing and settlement needs of more than 4,000 recently arrived refugee students.

Approximately 4,400 teachers and leaders accessed on-demand and facilitated professional learning to help them meet the educational needs of EAL/D students. EAL/D teachers participated in more than 40 specialist local professional networks and forums to strengthen their practice.

Empowering students with disability and additional learning and support needs

In 2022, more than 188,000 students across NSW received adjustments to their learning because of disability and additional learning and support needs. Most (86%) students with disability learn in mainstream classes, 11% in support classes in mainstream schools and 3% learn in schools for specific purposes.

To help schools better support our students, the department:

- allocated more than \$303 million for specialist learning; including more than 1,780 learning and support teachers and a flexible funding allocation to every mainstream school
- allocated more than \$300 million in Integration Funding Support for more than 15,400 students enrolled in mainstream classes who have confirmed disability and moderate-to-high support needs
- assigned more than 2,000 staff to work with schools to support student learning and wellbeing including: specialist teachers supporting more than 3,162 students with vision or hearing impairment; assistant principals learning and support; learning and support teachers, support teacher transition; inclusive education coordinators; and NDIS coordinators
- provided personalised and specialised learning for more than 30,000 students in more than 4,000 support classes in mainstream schools and schools for specific purposes
- continued to provide advice, professional learning and resources for NSW public schools on the interface between school education and the National Disability Insurance Scheme. This included the release of a new website resource, Supporting Aboriginal families to engage with the National Disability Insurance Scheme (NSW)
- continued to refine and develop resources for parents and carers to support students and engage with their school through the Inclusive Learning Support hub.
- continued remote and face to face delivery of 9 specialist courses that build the capacity of staff to support students with disability. More than 1,300 staff completed the courses this year
- continued to support the delivery of tailored professional learning that builds understanding of our obligation to students with disability under the Disability Standards for Education 2005. 4,659 department staff completed the training between 1 January and 25 November 2022.

The department's Disability Strategy sets our vision for a more inclusive education system. In 2022, we implemented several key initiatives under the strategy including:

- releasing policies to support the inclusion and engagement of students:
 - Inclusive Education Policy for students with disability
 - Restrictive Practices Framework and Restrictive Practices Reduction and Elimination Policy and Procedures
- increasing resourcing with investment of \$14 million for dedicated leadership roles to support the inclusion, learning and wellbeing of students with disability in schools that have 7 or more support classes
- improving the way schools are supported and funded to best meet the needs of students with disability by:
 - introducing a new methodology for low-level-adjustment for disability (LLAD) equity loading to ensure school resourcing will better reflect school efforts to make adjustments for students with disability
 - expanding integration funding support to support children with disability in department preschools
 - building the capacity and capability of teachers through investment in evidence-based resources and tools to support students with complex needs.
- development of an Outcomes Framework for students with disability. A comprehensive tool to understand the outcomes of students with disability, the Outcomes Framework shows how the department will monitor progress across high-level domains: learning growth, wellbeing and independence.

The 2022 Disability Strategy progress report is available on the department's website.



Skills and higher education

Education begins before school and continues well beyond. We prepare the children of NSW for the next step in their skills and training through vocational education and training (VET) and higher education.

We deliver a skilled and employable NSW workforce for the growth and benefit of all by giving students tools for lifelong learning, inquiry and enjoyment.

Our goal is all learners gain the skills they need to be employable and adaptable as they contribute to NSW's productivity and prosperity.

Engagement in training, higher education and employment

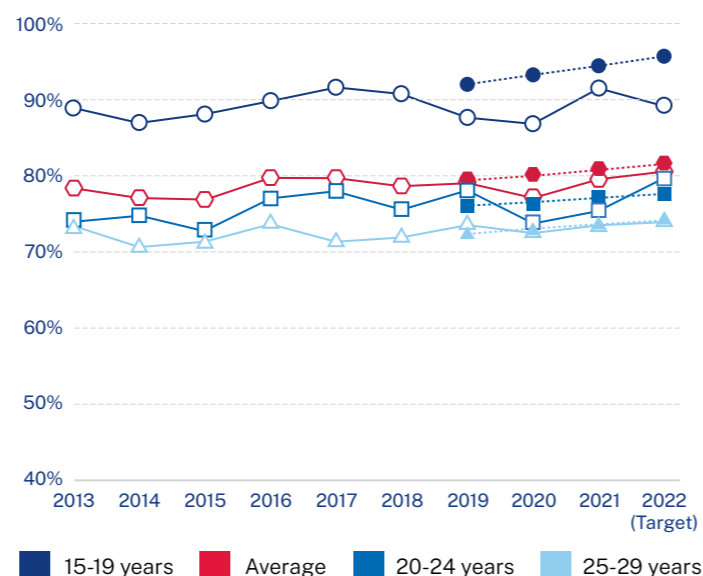
Target

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

The department has increased its already strong focus on supporting young people to engage with quality education and training opportunities. Through the national and local skills reform, the department aims to improve outcomes for learners through subsidies, better engagement with sectors and harnessing major infrastructure. In addition to the ongoing management of funded training under Smart and Skilled, the department has co-funded in NSW the Commonwealth's JobTrainer program, which aims to improve the employment prospects for, in particular, 16-24 year olds through increased provision of fee free training.

JobTrainer also funded an extension of the Regional VET Pathways program, which supports disengaged youth aged 15-19 to re-engage in education, or training or transition to employment.

Figure 6: Proportion of 15-to-29-year-olds in NSW who are fully engaged in employment or study



Engagement of young people (15-29 years) increased since 2021 yet has fallen 1% below the 2022 target.

Young people engaged in employment or study in 2022 is 80.6% (increase of 1% from last year) with 1.244M people engaged out of 1.543M people. Performance by age group:

- 15-19 years: 89.4% engaged, another 30,521 young people short of target
- 20-24 years: 79.8% engaged, which achieved its target with 10,632 people higher than target
- 25-29 years: 74.1% engaged another 1,202 young people short of target.



Employer satisfaction with vocational education and training

Target

Increase the proportion of NSW employers satisfied with VET as a way of meeting their skill needs to 81.2% by 2022.

Employer satisfaction has declined slightly in recent years. National-level data shows the primary reason behind the decrease in satisfaction is due to perceived quality of training.

In 2021, 77.4% of employers are satisfied with VET training to meet skill needs, which is 3.8% below target.

The department is undertaking further work to understand how views differ by type of employer and training provider, among other factors. The department continues to work with other jurisdictions on improving the quality of the national training system, and strengthening assurance and monitoring of Smart and Skilled providers.

The department works to align VET delivery with industry and employer needs through funding Industry Trade Advisory Bodies, skills brokers partnerships with employers to promote training opportunities aligned to skilling needs, and the delivery of bespoke workforce development programs for employers.

Post-school qualifications

Target

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

The working age population with Certificate 3 Qualifications or higher for 2022 is at 66.2% (a decline of 1.3 points from 2021), with 3.170M people with Certificate 3 Qualifications or higher, out of 4.786M people.

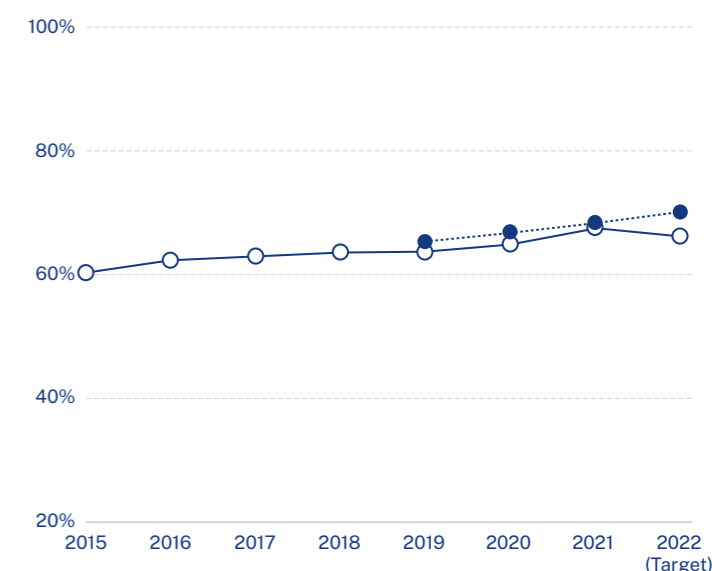
The department funds and manages the Smart and Skilled contestable training market in NSW and undertakes continuous improvement by reviewing and optimising our pricing methodology and the NSW Skills List. Through a number of programs and partnerships with industry, the department aims to ensure apprenticeship and traineeship pathways meet industry skill needs and support individual learners and their employers to achieve their qualifications.

In addition to Smart and Skilled, the department delivered NSW JobTrainer, which offered more than 285,000 fee free training places for eligible NSW citizens to gain skills in Australia's growing industries as the workforce looks to reskill, retrain and redeploy in a post COVID-19 economy.

The department works with Infrastructure NSW on a program to increase the number of women in construction. It aims to have 15% of women in non-traditional roles by 2030. The program will introduce women to full and short courses in construction, manufacturing and engineering, and transport and logistics.

The Trade Pathways Program addresses skills shortages through the establishment of more pathways to trades for leaders, especially for women and mature age workers.

Figure 7: Proportion of 20-to-64-year-old population in NSW with Certificate III level qualifications or above



Source: Australian Bureau of Statistics, Education and Work. % here refers to the difference between two percentages (percentage point change).

Employment outcomes for vocational education and training graduates

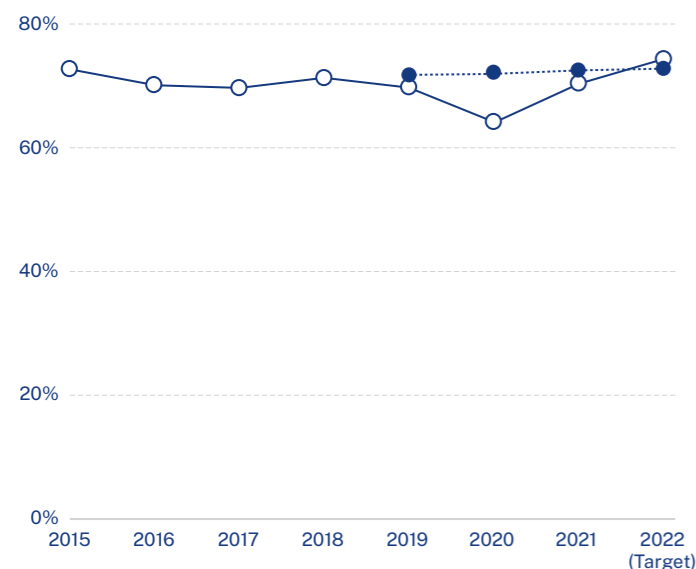
Target

Increase the proportion of NSW government-funded VET graduates who are employed after training to 73% by 2022.

In 2022, the proportion of graduates employed after training has recovered well after the effects of COVID-19, increasing 3.9 points from 2021 to 74.4%, which is 1.4% above the target for 2022.

Through Careers NSW, the department supports learners' transition into careers, enabling improved workforce participation outcomes and creating a new industry-led, blended model of education and training through the establishment of Institutes of Applied Technology (IAT). Skilling for Recovery programs, such as Skills Brokers and Workforce Development, generate re-skilling and upskilling opportunities creating employment outcomes.

Figure 8: Proportion of government-funded VET graduates in NSW who are employed after training



Increasing participation in high-quality vocational education and training

The department funds and manages the Smart and Skilled contestable training market for foundation skills and Certificate II to Advanced Diploma qualifications in NSW. It also funds short courses that address locally identified industry and employer needs and support jobseekers into employment and workers to upskill or retrain. Students can choose government-subsidised training through TAFE NSW or other approved private and community training providers. The NSW Government also funds TAFE NSW to provide training in key qualifications at Certificate IV and above and meet its community service obligations fee-free initiatives, such as Job Trainer and the Agile Skilled Workforce supported training participation rates in 2022.

In late 2022, the department opened applications for Registered Training Organisations to become contracted Smart and Skilled providers. We received more than 800 applications, with contracts expected to be announced in 2023.

Smart and Skilled is regularly evaluated, including by the NSW Auditor-General, and is continuously improved. The department regularly reviews the NSW Skills List to ensure it remains targeted to industry demand and delivers strong outcomes for students. Consequently, 84 qualifications were removed from the list since a review of the Skills List in 2020.

In 2022, following a review of low-performing qualifications, the department added delivery conditions to a further 8 qualifications. The department also adds qualifications twice per year by assessing stakeholder applications against eligibility criteria, including industry demand and employment results, before recommending relevant additions to the Skills List. In 2022, the department added 10 qualifications to the Skills List.

Employment outcomes for vocational education and training graduates increased the proportion of NSW government-funded VET graduates who are employed after training to 73% by 2022. Targeted government-funded training needs to deliver the skills and capabilities required for the improved economic participation of people in NSW. Insights from our NSW Student Outcomes Survey in 2021 showed completion of a qualification and field of education studied highly correlated with a good employment outcome. The department can influence these areas through more

sophisticated market management and improved consumer information. Achieving this target would put NSW ahead of comparable states on the employability of its VET graduates.

In 2022, the department undertook its second annual performance assessment of Smart and Skilled providers, looking at their student results from the 2021 Student Outcomes Survey. We invited the best-performing providers to apply to be classified as a high-performing provider and awarded a 3-year contract, rather than the usual one-year rolling contract. Performance assessments also influence funding allocations to providers, steering more funding towards better-performing providers for students.

Encouraging training during a pandemic

JobTrainer was a major economic response to the COVID-19 pandemic. The program was designed to provide fee-free training places, fully funded by the NSW and Australian Governments, for NSW job seekers and young people in areas where skills are needed.

The program responded rapidly to provide skills in priority industries and extend eligibility to key cohorts through active engagement with industry and local communities across NSW.

The JobTrainer program was extended to deliver an additional 103,000 training places by December 2022. The Australian Government recognised, by October, the program achieved its goals, both for overall enrolment and targeted industries.

We're evaluating the outcomes and impact of the program to inform continuous improvements for VET delivery in NSW.

At the conclusion of the enrolment period on 31 December 2022, JobTrainer had more than 285,000 enrolments in free training places. Evidence showing the success and reach of the program includes:

- 96.5% of learners who reported an outcome stated that they achieved their main goal for training
- 84.2% of learners who reported an outcome stated that they were satisfied or very satisfied with their training

- almost one third of learners are from culturally and linguistically diverse backgrounds
- women account for 57% of all JobTrainer NSW enrolments
- 38% of all students enrolled in JobTrainer NSW courses are young people aged 17-24 years
- almost half the enrolments are in locations outside the greater Sydney area.

Providing opportunities for those experiencing disadvantage

The department manages training and employment initiatives to improve participation and achievement for people experiencing disadvantage.

Our Get Back in the Game (GBIG) program funds providers to deliver career advice, mentoring, training and employment brokerage services to 15-19-year-olds disengaged from education, training or work. Since 2016, over 7,000 young people have been supported into education or employment.

The Youth Employment Social Impact Program (YESIP) was established to support youth employment through social enterprises and social impact organisations. In June 2021, the department entered into 2-year contracts with 3 service providers: yourtown (operating in Western Sydney), BackTrack Works (operating in Armidale and Tenterfield), and Whitelion Youth Agency (operating in Western Sydney).

YESIP is an opportunity to test and learn from a new way of approaching social impact investment. The program allocates funding across multiple smaller scale programs to enable comparison of outcome and cost effectiveness between different programs and business models.

Aboriginal Initiatives in 2022 included:

- Elsa Dixon Aboriginal Employment Grant – 168 school-based trainee positions for Aboriginal people in public service and local government agencies were funded across NSW in 2021-22, with more than 200 positions committed for 2022-23.
- Opportunity Hubs – engaged with more than 2,188 Aboriginal students to coordinate and broker links with schools, employers, training providers, support services and Aboriginal communities. This year, more than 12,096 Aboriginal and/or Torres Strait Islander participants engaged in events hosted and brokered by the Opportunity Hubs.
- 6 Barranggirra providers have delivered culturally appropriate mentoring to 478 Aboriginal and/or Torres Strait Islander learners to support retention and completion of training and improved post-training employment outcomes. Of these, 250 mentoring outcomes included the completion of school-based outcomes, traineeships or apprenticeships and part qualifications.

Supporting higher education

The NSW Higher Education Strategy, harnesses the higher education sector's contribution to NSW across 5 priority areas to:

1. develop and broaden post-school options to foster lifelong learning
2. ensure wider participation in quality higher education
3. drive job growth, skills and innovation
4. strengthen collaborations to bolster research outcomes
5. position NSW globally by reinvigorating and diversifying international education and engagement.

Since its launch, a range of innovative and collaborative projects being delivered by both sectors has generated significant progress. The department's Collaboration and Innovation Fund supports the strategy through grants for innovative university-led projects that address the strategy's priorities and NSW Government education outcomes.

In 2022, the department supported 18 university-led projects totalling \$17.4 million through the Collaboration and Innovation Fund, including for technology, innovation and entrepreneurship skills, innovative curriculum design and delivery, equity, and place-based projects.

The department established the Joint Committee on ATAR Reform with key representatives from NSW Education Standards Authority, NSW universities, and the Universities Admissions Centre. The committee's work resulted in the removal of course categorisation in the calculation of the ATAR, which will support student choice in senior secondary school and broaden opportunities for post school study, training, and work.

As part of the Premier's Priority to improve outcomes for Aboriginal students, the department invested in Australia's first Indigenous Residential College at University of Technology Sydney. It is expected to open in 2025-26.

The department's Strategic Research Fund grants leverage universities' research expertise and collaboration to deliver against NSW Government education priorities. The department awarded competitive grants to 17 projects which will support outcomes in the department's Strategic Plan.

Country Universities Centres will deliver 5 new regional study hubs across the state, with an \$8 million investment from NSW Government. The centres in Parkes, Kempsey and Ulladulla are operational, and the Cowra centre is scheduled to open in 2023. The department approved the location for the final centre in Mudgee.

Improving skills and employment partnerships

The National Agreement for Skills and Workforce Development (NASWD) is the primary funding agreement between the Australian Government, and states and territories for the skills sector. In 2021-22, NSW received \$500.9 million in Australian Government funding under this agreement.

Additionally, the Australian Government and NSW negotiated a 12-month interim funding agreement for training to commence in January 2023. This will provide \$164 million to deliver NSW fee-free places in agreed areas of priority.

Negotiation of the terms and reforms under a longer term 5-year National Skills Agreement will progress. This is intended to replace the NASWD.



Our support services

The department has a focus that every member of the NSW school community has the support needed to be the best they can be. This support is tailored and takes many forms, including the physical or online facilities a student uses.

Our emphasis on literacy and numeracy led to steady NAPLAN results in 2022. The department's increased resources supporting teachers and school leaders and building infrastructure will produce long-lasting benefits.

School performance and student results

The School Success Model (SSM) is our plan for improving schools across the system. It drives how we support our staff on-the-ground, prioritise clear actions and build resilience and success in a period of change and recovery.

Different evidence-based initiatives designed to improve the quality of education comprise the SSM so every student benefits from the best teaching and learning the NSW public education system can offer.

It drives a system-wide focus on student success by equipping every school with quality support to track real gains in student improvement over time. It develops our school leaders so they are ready to drive excellence, best practice and build a positive learning environment for students. It supports successful teachers to understand and feel confident in their teaching practice and continue to learn new skills.

Targeted support for schools

One of the School Success Model's objectives is supporting all schools with the quality resources and targeted support they need to help every student achieve their potential. The School Success Model brings together school data, quality-assured evidence-based resources and specialist staff to work with school staff to improve the wellbeing and academic achievement of every student.

Depending on the needs of each school, 3 types of system support are available to schools to address identified improvement needs in target areas including literacy, numeracy, attendance, behaviour, Aboriginal students HSC attainment and financial management:

- universal support – self-service, evidence-based and quality-assured learning and school improvement resources available to all schools online
- guided support – targeted guidance aligned to specific focus areas for each individual school
- strategic support – intensive and customised support for schools requiring more hands-on assistance from specialists to support growth.

A key aspect of the strategic support program is the way it is co-diagnosed and co-designed with schools. Consequently, it focuses on:

- using system and school data to identify focus areas for improvement,
- supporting teachers in their use of the resources and tools in their classroom context, and
- monitoring and evaluating the impact of the strategic support on teaching practice and student learning outcomes.

School-level targets, planning and accountability

The School Success Model is designed to support continuous improvement as part of our school planning process and year-on-year growth. It is the support model schools use when seeking to improve their practice outlines in the School Excellence Framework. Schools' Strategic Improvement Plan (SIP) are a requirement under the School Excellence Policy and outline the key initiatives that each school will undertake to improve student learning.

Every SIP includes a strategic direction on student growth and attainment. School planning and external validation cycles are aligned to SIPs, bringing greater rigour to the review of school performance. Progress against improvement measures outlined in the SIP are published in each school's annual report.

As part of the SSM, a range of ambitious targets have been set for schools and the system, building upon the NSW Premier's Priorities in education and reflecting our shared commitment to improvement. A number of these targets were extended to 2023, in recognition of the significant disruptions faced by schools during 2021 and 2022.

Literacy and numeracy

In 2022, 81 schools received strategic support in reading and numeracy. An additional 431 schools engaged in guided support in reading and numeracy, and 117 schools engaged in guided support for improving attendance. We evaluate and refine the support provided to schools to ensure every student benefits from the very best teaching methods.

Strategic school support in reading and numeracy provides intensive support to improve teaching capability. Identified schools work through a customised intervention co-designed with school leaders, which may include a 10-15-week improvement partnership, to reach negotiated targets in specific areas. This specialist support led to significant improvements in teachers' knowledge, driving improved literacy and numeracy results for students.

The 2022 NAPLAN results provide confidence future learning loss can be recovered through effective teaching practice and support. Preliminary analysis of NAPLAN 2022 data showed:

- 32.4% of NSW government school students achieved a top 2 band result in the average of reading and numeracy, a decrease of 0.6 percentage points compared to 2021
- Year 5 reading improved its top 2 band results by 0.9 percentage points from 2021 to 2022 (38.8% to 39.7%), while other year levels results were similar to 2021
- numeracy results in the top 2 band results in Years 3 and 5 fell from 2021 to 2022: Year 3 decreased by 2.2 percentage points (38.5% to 36.3%), while Year 5 decreased by 3.0 points (31.8% to 28.8%). Year 7 improved slightly and exceeded its 2022 top 2 bands target for numeracy by 0.2 percentage points, the 31.8% exceeding the target of 31.6%
- the proportion of Aboriginal students in NSW Government schools achieving a top 2 band result decreased by 0.6 percentage points to 10.4%
- 54.9% of Aboriginal students achieved top 4 band results, 1.1 points lower than 2021 (56.0%).



Table 2: Percentage of students in top 2 NAPLAN bands, reading and numeracy

Domain	Cohort	2017-2018 baseline	2021	2022 preliminary	2022 compared with baseline	2022 compared with 2021
Reading	Year 3	48.5%	53.3%	52.9%	4.4pp	-0.4pp
Reading	Year 5	35.6%	38.8%	39.7%	4.1pp	0.9pp
Reading	Year 7	25.9%	26.5%	26.2%	0.3pp	-0.3pp
Reading	Year 9	20.3%	21.0%	21.3%	1.0pp	0.3pp
Numeracy	Year 3	39.8%	38.5%	36.3%	-3.5pp	-2.2pp
Numeracy	Year 5	29.5%	31.8%	28.8%	-0.7pp	-3.0pp
Numeracy	Year 7	27.9%	31.6%	31.8%	3.9pp	0.2pp
Numeracy	Year 9	25.3%	22.4%	21.9%	-3.4pp	-0.5pp
Average	N/A	31.6%	33.0%	32.4%	0.8pp	-0.6pp

Source: NSW Department of Education, NAPLAN results 2017 to 2019; Australian Curriculum, Assessment and Reporting Authority (ACARA), NAPLAN results 2021 as at August 2021. Notes: The baseline is an average of 2017 and 2018 results. NAPLAN data was delayed this year due to the COVID-19 pandemic so this analysis is based on preliminary data. Education Ministers cancelled NAPLAN in 2020 due to COVID-19, so comparative data is not available for 2020.

COVID Intensive Learning Support Program

The NSW Government responded to learning loss during the COVID-19 pandemic by committing \$720 million in 2021-2022 to the COVID Intensive Learning Support Program (COVID ILSP) for all NSW public schools serving highly disadvantaged students. This program builds on evidence showing intensive small-group tuition delivered by trained educators is effective supporting and rapidly accelerating student learning.

The COVID ILSP team provided ongoing support and guidance to executive directors, directors educational leadership, principals, and school staff - both face to face and virtually - to ensure program fidelity and maximum program benefits. By the end of the year, the program employed more than 6,900 educators to deliver 42,353 small tuition groups, consisting of 210,142 student placements across 1,940 schools.

The program provided much-needed intensive learning support to students and also opened different options for schools to recruit staff to provide support for students and their classroom teachers. By December, 23.9% of workforce educators were student learning support officers who have access to additional training to support the delivery of the program in schools. Allied health providers, such as speech therapists, were in 20 schools and 16 schools used approved external tuition companies.

The department's Online Tuition Program provided end to end support and tuition to 24 schools in rural, remote and larger schools in high priority staffing areas. Some schools recruited pre-service teachers to deliver the program; feedback from these tutors confirmed the specific training and opportunity for real life teaching with small groups of students was invaluable. These options enhance a school's workforce capability and strengthening their capacity to support student learning.

Schools reported learning gains for targeted students in both literacy and numeracy. Initial evaluation insights show the COVID ILSP delivered benefits beyond its original aims, with improvements in confidence and willingness to seek support, engagement, and motivation. Parents and carers also reported student benefits, including increased confidence and concentration.

The success of the program resulted in the NSW Government extending the 2022 program funding into 2023 to assist schools provide targeted, intensive small-group tuition for identified students with the greatest learning needs following disruptions during 2022.

NSW is leading the way in small group tuition, by contributing to the evidence base into 'what works' at a national and international level.

Glendale Technology High School

The school used COVID ILSP funding to support a head teacher student improvement role. The head teacher created a COVID ILSP team in the school and leveraged the existing school learning and support processes for referrals and identification of students suitable for inclusion in the COVID ILSP.

The school implemented 2 programs:

- a literacy program – students from Years 7-10 were withdrawn from regular classes to participate in intensive learning in a small group environment with explicit teaching, learning and feedback
- a numeracy program – lessons ran during normal timetabled maths lessons so the whole school timetable was not impacted. Existing school data was analysed to decide which classes to target and which students within these classes to focus on for this approach. A numeracy tutor was allocated to each targeted group to provide support.

Educators used PLAN2 to monitor growth. The program resulted in a high percentage of students moving approximately 2 indicators in the progressions. Data and celebration walls are used and displayed for all staff.

Woy Woy South Public School

The COVID ILSP supported 16 groups of students with 8 focus areas, each with a literacy and/or numeracy focus.

The school delivered the program to students (Years K-6) with the greatest need, in line with the School Vision and Strategic Directions. An individual plan was developed for each student based on their identified strengths and needs. Student observations were recorded as part of each learning cycle and used to create learning goals and growth, with achievements recorded on PLAN2 and in an individual student plan.

The school used ongoing formative assessments to monitor student progress using the literacy and numeracy progressions and had great gains in growth.

Educators delivering small group tuition keep a learning support plan for each student, which is saved and shared at fortnightly meetings with teachers and communicated to parents.

Oran Park High School

The school engaged pre-service teachers to deliver intensive small group tuition in literacy and numeracy, to targeted students in years 7-10. These educators worked closely with teachers to provide tailored assistance to selected students.

The aim of the program was to build core skills and connect content to the curriculum and real-world contexts. This approach for small group tuition benefitted both the students, by building rapport with the educators and engaging them in their learning, and the educators, who developed skills in preparation for a rewarding career as a teacher.

Attendance

The department provides a tiered framework of support to schools and interventions to lift attendance by creating a positive environment for engagement and learning.

In 2022, under the School Success Model, 14 schools received strategic support in attendance. An additional 117 schools engaged in guided support in attendance. The support provided to schools will be evaluated and refined over time to ensure every student benefits from the very best systems and process to support attendance.

In October, the department launched a media campaign, 'Every Day Matters', to raise parent, carer, and community awareness of the importance of attendance. The campaign explains consistent attendance improves student outcomes, increases career options, and helps students build relationships and confidence.

Teaching quality

Teaching quality is the biggest in-school influence on student achievement. The department continues to strengthen the quality of teaching across NSW schools by providing evidence-based resources, high-impact professional learning, and consistent performance and development processes in priority areas.

School workforce

The department is engaging and building strong relationships with future teachers.

Schools host observation visits and professional experience placements for teacher education students who are preparing to become teachers. A network of specialist hub schools leads the provision of high-quality professional experience placements across networks of schools supporting teacher education students. The department works in partnership with universities to support teacher education programs and research. This strengthens relationships between schools and universities to ensure the effective preparation of graduate teachers.

In 2022, the department granted approval to teach in NSW public schools to 9,485 accredited teachers. All prospective teachers granted approval to teach built new connections to the department as their employer of choice through a series of initiatives aimed at building their capabilities and their confidence as they begin their careers.

We shared online newsletters, webinars and teaching and learning resources in 2022 with more than 70% of the cohort engaged with these new initiatives. We developed a bespoke relationship management approach for Initial Teacher Education scholarship recipients. The approach aims to strengthen the scholars' engagement and interaction with the department during their study and into their early teaching careers. Scholars receive individual communication, in addition to a range of personal and professional support.

Schools received funding to support the performance and professional development of eligible beginning teachers, including induction and accreditation.

The Beginning Teacher Support Funding program supported 4,205 eligible teachers in permanent and temporary positions during 2022.

The department's Strong Start Great Teachers initiative provided a research-based framework for supporting schools to provide quality school-based induction. The resource provides information, advice, and ideas for schools to create customised, locally responsive induction programs. We aim to increase the awareness and useability of this framework to support a consistent induction experience for beginning teachers across NSW public schools.

The department developed a beginning teacher information hub, which continues to be expanded, providing teachers with a 'one-stop shop' where they can easily access essential information related to their induction and the teaching profession.

We also developed a dedicated hub for mentors of beginning teachers. Its suite of tools and resources supports beginning teachers in their first 2 years of teaching. We continue leveraging the expertise of our mentor community of practice to help explore opportunities to strengthen mentoring practices.

The department is building upon the expertise of teachers currently accredited at Highly Accomplished and Lead (HALT) level to expand the knowledge of teacher quality across the system. The accreditation policy and procedures were updated to reflect NESA's revised Highly Accomplished and Lead Teacher Accreditation policy, launched in May 2022. This provides valuable support to teachers as they reach higher levels of accreditation. The new modular approach to applications, with regular feedback from assessors, streamlines the process while also maintaining the rigour of a comprehensive assessment of a teacher's practice. The department has 96 trained HALT assessors, providing feedback to applicants and increasing understanding of teacher quality.

We introduced 5 priorities for improving literacy and numeracy, including a strengthened focus on literacy and numeracy leadership in schools. By the end of 2022, more than 1,370 full time equivalent new Assistant Principal, Curriculum and Instruction positions supported more than 1,760 public schools with P-6 student enrolments. Two phases of recruitment took place in 2022, with around 80% of positions filled.

The Assistant Principal, Curriculum and Instruction role provides high-level support and guidance for teacher growth and development in literacy and numeracy and strengthens schoolwide instructional capabilities across the curriculum.

Evidence-based practices

The department identifies and scales evidence-based practices at a classroom, school and system level. In 2022, we delivered several successful initiatives further improving quality teaching and leadership in our schools.

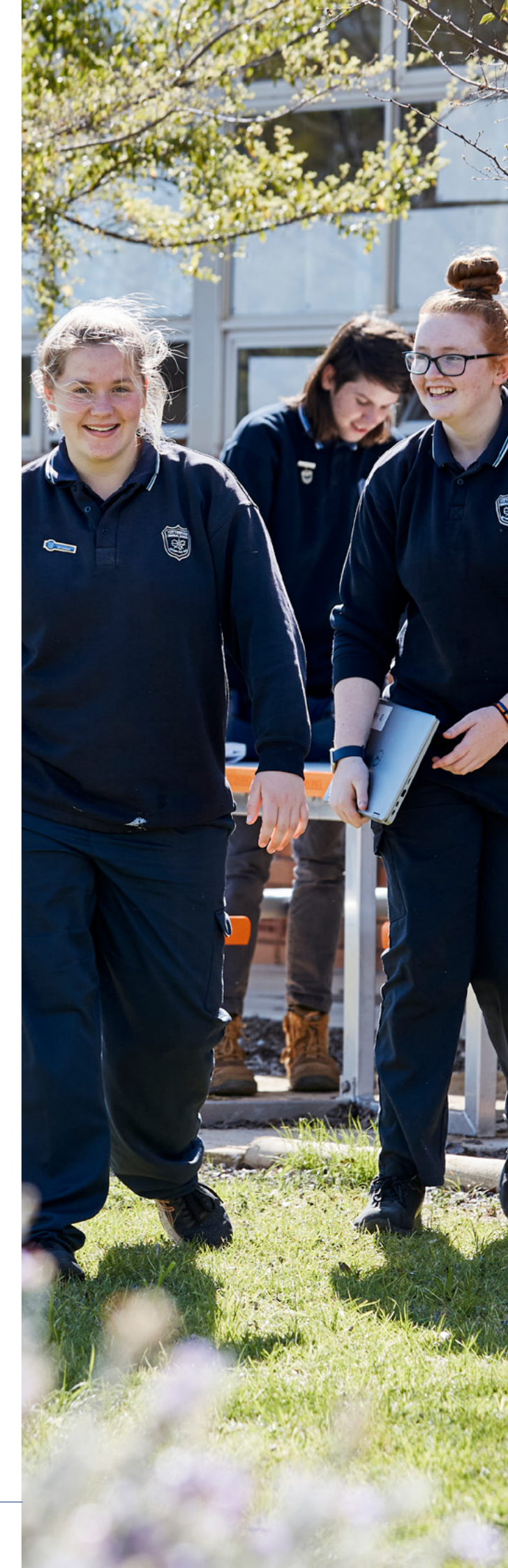
The Best in Class program built rich, evidence-based professional learning by leveraging the expertise of outstanding teachers. In 2022, the 78 Best in Class teachers shared their practice and supported more than 3,700 teachers from more than 460 schools in NSW. Professional learning was delivered across several initiatives including HSC, writing in secondary and mathematics.

In the HSC Strategy, schools with high engagement in HSC Professional Learning demonstrated a greater lift in HSC outcomes than those with lower participation.

The Ambassador Schools program is a key initiative of the School Success Model, which builds a robust evidence base of effective practices and processes from a range of diverse schools to share across the system. The program selected 10 high-performing schools achieving significantly above similar schools across a range of measures.

A rigorous research approach seeks to identify effective practices that enhance student and learning outcomes and identify contributing factors that act as enablers or barriers to the successful and sustained implementation of effective practices.

The Ambassador Schools Research Centre (ASRC) leads the research, headed by the University of New South in collaboration with the University of Canberra and Charles Sturt University. The ASRC has collected extensive data including teacher, student and parent surveys, interviews with teachers and principals and observations and shadowing sessions.



Attracting and retaining high-quality teachers

The Teacher Supply Strategy is a comprehensive, evidence-based strategy to grow the supply of teachers, particularly those qualified in science, technology, engineering and mathematics, and in locations where they are needed the most.

An investment of \$125 million over 4 years to 2025 supports the delivery of a range of initiatives under the strategy. It bolstered our existing successful pipeline of teachers and will deliver 3,700 teachers with suitable qualifications placed in locations of need during the next 10 years.

Although the strategy's rollout was in its early stages in 2022, we successfully delivered a number of initiatives, including pilot programs, increased incentive payments, and expanded eligibility criteria for a range of scholarships and programs.

We continued to work to boost the overall supply of teachers. More than 400 people were shortlisted for participation in the Recruitment Beyond NSW program, with the first teachers teaching in schools from Term 4 2022. In 2022, 50 inaugural FASTstream participants commenced in schools in Term 1 2022. As part of the Teachers in the Field Classroom Cover Stream, 326 schools joined the program in 2022 and 78 schools were confirmed to have received support with 17 teachers in place at the end of Term 4 2022.

To encourage more teachers to train in high-need and specialist areas, 32 participants worked as paraprofessionals in NSW public schools as part of the Mid-Career Transition to Teaching Program in 2022.

Delivery of the 2021 Rural and Remote Incentives Review continued. In 2022, the department invested more than \$20 million in teacher housing in priority areas, including heating and cooling more than 100 homes. A wellbeing pilot program to support teachers relocate to regional, rural and remote areas commenced in Term 4 2022.

The Attraction to Teaching campaign is a key initiative under the Teacher Supply Strategy, supporting the strategy by communicating the benefits of teaching as a career option, and the various pathways available for a lifelong career in education. We researched how to make teaching more attractive and how to underpin campaigns to promote the teaching profession and attract teachers to where they are needed most. This built on experience from other jurisdictions such as the UK and Victoria, as well as from other sectors, of targeted awareness raising and marketing campaigns to attract people to teach, with a focus on in-demand subjects and locations.

We launched the campaign on 28 October 2022 to coincide with World Teacher's Day. It featured across a range of channels, including radio, social, digital and out of home media, and showcased the stories of talented teachers within NSW public schools, highlighting how teaching enabled them to unlock a number of opportunities within, and outside, the classroom.

The campaign supplemented the department's existing teacher attraction activities, including delivery of targeted presentations to potential teachers (including high school students, university students and career changers), attendance at state and national careers events, ongoing Teach NSW digital and social media advertising to support recruitment initiatives and employment opportunities, and engagement with the broader education sector via industry publications and community events.

In 2022, the department granted approval to teach in NSW public schools to 9,485 accredited teachers and we filled 8,648 classroom teacher positions. After the department appointed incentive transfers, nominated transfers and Aboriginal employment applicants, schools filled 54% of classroom teacher positions using their chosen recruitment method. We continued to attract high quality candidates to teaching by offering a range of scholarships and retraining sponsorships designed to boost supply in targeted subjects and regions. We received 464 applications for teach.Rural scholarships in 2022, with 40 teach.Rural scholars completing studies and commencing employment as a teacher in a rural or remote NSW public school.

This year, 48 teachers completed sponsored training in mathematics, physics, engineering studies, special education (including hearing and vision), English as an additional language or dialect (EAL/D), careers, and teacher librarianship. A further 76 teachers completed training in special education (including hearing and vision) as part of the Inclusive Practice in Education Scholarship.

The department also continued delivering the recommendations from the 2019 Auditor-General's performance audit report, Supply of Secondary Teachers in STEM-related Disciplines. In 2022, we:

- offered 26 teach.MathsNOW scholarships to successful applicants
- appointed 6 teachers who retrained in a STEM-related subject to permanent positions as they became available
- appointed 82 scholars who completed an initial teacher education qualification in a STEM-related subject to permanent positions as they became available
- facilitated priority practicum placements for STEM scholars.

Improving every teacher

The department supports the ongoing improvement of student outcomes through the development of a skilled, effective and professional teaching workforce with the operation of the Performance and Development Framework (PDF).

The department continued developing comprehensive support for the implementation of the current PDF in response to the 2019 NSW Auditor-General's performance audit report, Ensuring Teaching Quality in NSW public schools. We published the support material online, aligning with the phases of the performance and development cycle. Comprehensive guidance and practical resources are available for teachers and executive staff, such as templates, examples of observable practices, process protocols, and conversation guides. This support material was developed with extensive consultation and collaboration with advisors across the system and tested and validated with a small-scale group of school-based staff.

The department empowers teachers and principals through a seamless accreditation experience that underpins their performance, growth and development. Accreditation is the means by which teaching practice is aligned to the Australian Professional Standards for Teachers, which define teaching quality. The department also developed a new professional planning tool (Q+), accreditation report in SCOUT and updated, streamlined accreditation policy and procedures to simplify and encourage teacher engagement with accreditation activities.

Encouraging the best

The Rewarding Excellence in Teaching reform announced in August focuses on recognising excellence in classroom teaching and strengthening teaching practice across NSW public schools. To achieve this, the department explores options to create a stronger classroom teaching career pathway that rewards highly effective teaching practice and seeks to make the profession more attractive to those considering a teaching career.





School leadership

School leaders play a vital role providing every student in NSW public schools a great education and the best start in life. They significantly affect classroom results, guide teacher development, and lead engagement with their school community. Developing the leadership skills and capabilities of school staff is crucial reaching our goal of being the finest education system in Australia, as well as ensuring a future supply of effective, committed school leaders.

School Leadership Institute

The School Leadership Institute (SLI) provides leadership development programs and support for current and future school leaders at key points in their career. It offers world-class, evidence-informed and future-focused leadership programs for our school leaders.

The School Leadership Development Strategy, released in December 2021, guides the current and future work of the SLI. The strategy invests in great leadership, from early career teachers to experienced principals, that helps lift student achievement.

The SLI Development Continuum underpins all the institute's programs. It articulates opportunities for leadership learning through inter-related career stages, from teacher leaders to principalship. At each stage, learning focuses on developing skills, capabilities and mindsets to enhance leadership effects. This lets leaders expand their sphere of leadership influence on the learning of teachers and students across NSW public schools.

An advisory board, including internationally recognised experts and representatives of key stakeholders, offers valuable insights into leadership development and induction programs in NSW. The SLI also refers to the expertise of other international experts.

The best start for principals and school leaders

The department supports newly appointed school leaders with induction conferences for middle leaders (assistant principals and head teachers), deputy principals and principals. The conferences orientate leaders to their new role and develops their leadership skills.

In 2022, 985 assistant principals and head teachers completed the Middle Leader Induction Conference, which included 4 e-learning modules, as well as seminars on the department's disability strategy, leading for improved Aboriginal learning outcomes, leading performance and improvement, and expectations of leading teaching and learning.

Also in 2022, 110 newly appointed first-time principals and long-term relieving principals attended the Principal Induction Conference to focus on the importance of leadership in teacher improvement and student learning outcomes. In addition, 94 deputy principals attended the Deputy Principal Induction Conference.

Developing our school leaders

This year the SLI engaged with more than 9,600 current and future school leaders across NSW through our leadership induction conferences, development programs and online resources.

Key achievements this year included the launch of the new Middle Leadership Development Program for 211 assistant principals and head teachers, supported by 53 experienced principals and deputy principals as facilitators. This is the largest middle leadership program in the Southern Hemisphere and was co-delivered with the University of Wollongong and the University of Newcastle.

We also launched the new Principal Leadership Learning program in 2022. It offered webinars and guided discussion sessions with global and national educational and leadership experts. Our new Principal Leadership Hub provides a central source of information and resources on leadership for every departmental principal.

We also released a comprehensive new online Learning Resource for Principals. It collates current national and international research and evidence informed practices to support school leaders to enhance their leadership capabilities.

It explores 4 core leadership principles fundamental to teaching and school leadership and 10 key drivers of leadership effectiveness. The learning resource includes academic papers, short videos, frameworks, strategies and reflective questions and links to further leadership resources.

There is now a system-wide approach to identifying and developing potential future school leaders with the release of our School Leadership Identification Framework (SLIF) in Term 4 2022. Based on extensive teacher leadership research, the SLIF recognises the importance of teacher leaders across NSW public schools and provides a collection of professional learning resources to support teacher leadership identification and development.

The first 50 participants in the new FASTstream program started their placements in schools in Term 1 2022.

The SLI continued offering our Senior Leadership – Aspiring Principals Leadership Program (SL-APLP) in 2022, with 51 participants in Cohort 7 and 58 in Cohort 8. An evaluation report into the SL-APLP conducted by the University of Wollongong found more than half the participants in the first cohort now principals. We also continued offering our Growing Great Leaders program for newly appointed principals with 121 principals and 25 facilitators participating in 2022.





Student and parent experience

The department established a new Student and Parent Experience directorate in late 2021. It drives the department-wide experience strategy with a vision to understand and act on what matters to learners, parents and carers.

The directorate supports the department to listen to, and understands, the needs of learners, parents and carers in order to design and deliver high quality educational experiences that lead to improved outcomes for all learners. It partners with organisations including the Federation of Parents and Citizens Associations of New South Wales (P&C Federation NSW), the Department of Communities and Justice, and the Advocate for Children and Young People to create effective practices to support students, parents and carers.

Resolving complaints and acting on feedback is essential to ensure learners, parents and carers have a positive experience at school or in their learning environment. The Student and Parent Experience directorate leads a feedback and complaints resolution function, working with schools and across the department to enhance capabilities to manage complaints effectively as well as supporting families who wish to access advocacy and other supports.

New framework underpins parent and carer engagement

Research consistently shows student learning outcomes improve when parents are engaged in their child's education. In September, the department released a new Parent and Carer Engagement Framework that sets the vision for how the department works in partnership with parents and carers for the benefit of students and learners. The framework reflects what matters to parents when they engage with schools and can be used to identify what's working well as well as opportunities for improvement.

Key partnerships to support students, parents and carers

In 2022, the department increased its funding to P&C Federation NSW in recognition of the pivotal role parents and communities play in students' success at school. The P&C Federation NSW will receive \$1.6 million over 2 years. The funding enables the organisation to support more than 1,800 local P&C associations across the state to further strengthen partnerships with school communities and benefit students. The funding also helped establish a new parent and carers engagement program.

New approach to feedback and complaints

Ensuring feedback and concerns are acted on and resolved effectively is essential to ensure students, parents and carers have a positive experience at school. Students achieve better outcomes when schools and families collaborate to support students and resolve issues.

The department encourages parents, carers, students and school communities to raise issues directly with schools where possible.

Following a review of the department's complaints process in 2021, new initiatives were implemented in 2022. A new Feedback and Complaints Resolution team was established in the Student and Parent Experience directorate to lead testing of a new complaints management process. We evaluated the test and learn phase and a scaled rollout will be implemented based on the findings.

Additionally, the team established access to an alternative dispute resolution service. It also worked with schools and across the department to enhance capabilities to manage complaints effectively.

Operational support

Transformation of Support Services

The department's Transformation of Support Services program drives improvements and integration of end-to-end services across the Operations, People and Infrastructure divisions. We are making our support services easy for students, schools and corporate staff to access and use, delivering value through better service design and management, and improving agility by adopting innovative and best practice approaches.

Implementation started in 2022 with the commencement of new services designed around the needs of schools and the creation of a Voice of Schools function to ensure we engage broadly, systematically and regularly with our school workforce on new policies and programs.

Voice of Schools

The Voice of Schools (VoS) program provides a framework to capture the school voice and make it central to the way we improve services, develop policy and evaluate projects. Voice of Schools will provide a platform for corporate staff to engage directly with school colleagues for research, industry insights and the broader engagement with current and future initiatives. It is also intended to facilitate corporate staff to better support our school colleagues and provide customer-centric, streamlined communication channels, whilst reducing administrative burdens on schools' colleagues.

Achievements so far include receiving more than 500 expression of interest forms from schools, establishing interim intranet page artefacts, and developing the VoS Blueprint & Playbook Lite for initiative owners.

Technology and systems support

The Operations Group supports improved student outcomes by setting the strategic direction for operational, service and digital excellence across the department, continuously improving our foundational processes and systems, and designing and delivering enhanced services for the specific needs of our school and corporate workforces.

Quality Time

The Quality Time program continues to simplify, modernise and reduce administrative practices and processes and improve services that support school staff to focus on what matters most: leading, teaching and supporting students.

Quality Time, a key pillar of the School Success Model, seeks to ensure time spent outside the classroom supports better school operations and student outcomes.

The Master Schedule identified opportunities to improve how the department prioritises, packages, delivers, and communicates change, reforms or support to schools. In 2022, we started scrutinising all routine business as usual (BAU) activity and its impact on schools. We undertook a “clearing the decks” approach that minimised the volume and impact of change in schools and reduced the communications to schools.

In July, the department released the Quality Time mid-year Update, which provided a progress report against the Quality Time Action Plan. The update incorporated extensive staff and stakeholder feedback and outlined new initiatives being explored for delivery beyond the 2022 target of a 20 percent reduction in administrative workload for school staff. We also added a student and staff support focus area.

By year’s end, the Quality Time program had met and exceeded its time savings targets, saving about 50 hours for teachers, 71 hours for school based non-teaching staff and more than 200 hours for principals.

Time-saving examples include:

- rollout of K-2 curriculum resources on the Universal Resource Hub, in addition to reading and numeracy resources
- changing accreditation requirements in consultation with the NSW Education Standards Authority (NESA) to remove duplicated processes
- streamlining data collection, including the digitisation of forms and streamlining HSC monitoring paperwork and processes
- migrating files to cloud storage for easy and efficient access from anywhere, which is particularly helpful during natural disasters or pandemic
- simplifying school budget processes to save principals’ time
- streamlined and bundled internal communications, including principal toolkits to help schools communicate critical information to their communities
- employing additional Asset Service Officers to manage school grounds and infrastructure.

However, the department recognised the impact of the Quality Time actions was not felt in schools. Our workforce told us they felt their workload was too high and our educators were being taken away from the classroom by administrative tasks. In response, we established the Operational Improvement for School Success pilot, aiming to remove, reallocate and redesign administrative processes within schools. The pilot trialled new ways of working to identify how we can streamline administrative processes and practices and explored how we can modernise our support staff workforce to improve school operations. This started with an additional 200 full time equivalent hired in the pilot schools to test how work taken off teachers or principals can be allocated to appropriately skilled support staff. This initiative will run through 2023 and will inform our operational excellence strategy.

The department will continue to identify new areas that can be eradicated, simplified and streamlined to reduce workload, save time for our school staff and contribute to the efficient and effective running of schools across the state.

Strong school financial management support

Work continued in 2022 to further the new policy introduced in 2021 that emphasised to all schools that today’s funds are for today’s students.

We enhanced school budget management skills with training webinars held in Terms 1, 2 and 3 that targeted the ways in which schools can better understand their available budget, progress, and management options to maximise use of their allocated funds.

Throughout 2022, we co-designed a simpler way of budgeting, through ‘test-and-learn’ cycles with 44 schools. This included removing accounting processes from the management of entitlement staffing (approx. 80% of the budget allocation per school) and shifting schools’ budget focus to the use of flexible funds to deliver their improvement plans, and on filling entitlement positions rather than payroll transactions. We provided these schools with new releases of their financial planning tool and gathered valuable school insights through the year, making adjustments to the final product.

As a result of the test and learn approach, in Term 4 2022 we delivered a simplified budget planning process for all NSW public schools, including enhancements to their financial planning tool. This simplification in planning included pre-populated staffing data and converting the staffing entitlement currency to Full Time Equivalents, shifting the focus to school positions and filling them to operate the school. Supporting this implementation was considerable focus on uplifting school knowledge and skills through dedicated webinar training sessions, enhanced query management model and a comprehensive communication plan. More than 3,800 school staff involved in school budgets attended the detailed training sessions.



Communication and trust

The department continued to strengthen its communication capability and build trust with school communities throughout 2022, by ensuring timely and clear communications of disruptions to learning from COVID-19 and natural disasters.

A focus on cross-government communication also enabled faster and more accurate advice to schools and communities, including partnerships across the education and skills sector in response to key initiatives and emergency management.

Our efforts to better equip our school and corporate leaders with knowledge and skills to embed strong strategic communication within their business continued through the development of standard documentation, toolkits and templates, resulting in reduced administrative burdens on staff.

We supported schools to improve their own communication efforts with the creation of more than 30 principal communication toolkits and other resources for topics ranging from COVID-19 settings to changes to school development days and enrolment intake areas.

To better support communication within the department, we restructured the Internal and Corporate Communication team into two units: Internal Communication and Strategic Communication. This approach focused attention on further strengthening internal channels while also allowing for dedicated communication support for the department's priority projects.

The quality and reach of internal communication continued to grow, with a 15.5% increase in membership on the department's Yammer platform. Improvements to the staff noticeboard included posting 1,209 news articles and 5,261 job expressions of interest in 2022.

In November 2022, the Communication and Engagement team expanded to include a separate unit focused on early childhood education. This unit produced a range of newsletters, media releases, and social media posts aimed at raising awareness of the importance of access to quality early childhood education and care across the community and sector.

The Media unit fielded more than 15,000 calls from school and corporate leaders seeking advice. The Learning Improvement division (23.5%) and People Group (26%) continued to attract the most media attention, while School Performance North and South (51%) and Education and Skills Reform (23%) were the biggest sources of proactive news stories.

Throughout 2022, NSW Education received more than 161,000 mentions in Australian media. Among these were 780 positive stories pitched by the Media unit and responses to more than 850 media enquiries (an increase of 9% on 2021 for both). These stories documented student and school achievements, teaching and learning reforms, and curriculum developments.

The department launched several new and repeat campaigns in 2022, including JobTrainer, Skills NSW, Education Week, Careers NSW, #MathsTrainsBrains, #StayHealthyHSC, Parent App and School Attendance. We launched #EdWeek22 on 1 August with a series of live and curated videos featuring a diverse and inspiring set of NSW schools, teachers, and students, generating over 2 million views.

Our audience continued to grow across Facebook, Instagram, Twitter and LinkedIn, with a combined audience of 370,000 generating almost 65 million impressions over 2,848 posts and stories. New strategies for Twitter and LinkedIn used these platforms to their greatest potential and reconnected with our corporate and teacher audiences.

A revamp of our social media toolkit helped us better support school staff who look after more than 1,600 school Facebook pages with a total audience of 610,000 parents and carers across NSW.

Community engagement

The department's stakeholders comprise parents, carers, students, advocates, not-for-profit organisations and research institutes, as well as peak bodies and membership organisations representing principals and teaching staff, administrative and corporate staff, and Aboriginal and/or Torres Strait Islander students.

We engage daily with our stakeholders, delivering meaningful consultation, authentic feedback and primary research with stakeholder groups that contributes to policy development. During 2022, the Engagement and Corporate Reporting unit continued to build capability on best-practice stakeholder engagement across the department, enabling shared and transparent conversations, better relationship management, and state-wide face-to-face or virtual consultations.

We continued to demonstrate our commitment to creating inclusive communication with our Aboriginal and/or Torres Strait Islander communities by establishing a communication team focused on Aboriginal outcomes and equity. Since its establishment, the team supported 'On Country' training in partnership with the NSW AECG for more than 271 corporate and PSSE staff. They also delivered and maintained the ongoing 'My Future, My Culture, My Way' campaign, which demonstrated the power of Aboriginal voices in telling their own stories of success.

In Early Childhood Education, we hosted 33 online webinars with 27,191 attendees on topics including Brighter Beginnings, critical reflection, safe sleep, cultural safety and workforce development.

The Game Changer Challenge returned to a live grand final for the first time since 2019. The challenge was very successful, increasing rural and regional team registrations to 52% in 2022 (an increase from 45% in 2021). Feedback from participants was positive, with 85% of students and 100% of teachers surveyed indicating they would like to participate in 2023. The Game Changer Challenge was awarded Event or Virtual Event of the Year at the 2022 Mumbrella Publish Awards.

Education Week in 2022 featured a short film festival showcasing 24 short films created by students across the state through the department's Film By initiative. A series of profile videos released during Education Week performed strongly, with a profile of Goodooga Central School's transition-to-work program reaching more than 159,000 views.

In 2022, the Business Engagement unit provided policy advice to internal and external stakeholders in more than 140 requests relating to the Commercial Arrangements, Sponsorships and Donations policy.

In September, the Minister for Education and Early Learning inducted 14 teachers from diverse backgrounds and schools from all sectors across NSW to form a new Teachers' Advisory Group. The group met twice in 2022.

The Minister's 27-member student-led council, DOVES (the Department of Student Voices in Education and Schools), built on the success of its first year and met regularly throughout 2022 with the Minister and senior department staff to advocate for inclusive and positive change for NSW students.



The Rural Access Gap (RAG) program earned a Highly Commended Award in the 2022 Premier's Awards, for Highest Quality Education Program. In 2022, the Rural Access Gap program:

- funded more than 500 school-nominated digital classroom officers to receive mentoring and help adopt the new technology
- delivered more than 19,000 devices to students and 16,000 to teachers at RAG program schools
- upgraded connectivity and learning spaces in eligible schools
- released more than \$13 million to schools to support further enhancements to learning spaces, funded through the Schools Digital Infrastructure Fund
- continued to expand the Universal Resources Hub, with more than 70,000 active users accessing quality-controlled resources
- supported school administrative and support staff digitising forms and processes to improve the way we communicate with parents and carers
- enhanced the way parents pay schools online, and launched the NSW Education Parent App, which has more than 180,000 users
- prepared more than 750 schools to successfully manage periods of hybrid learning by moving their files online
- engaged with principals and teachers to grow digital capabilities by integrating digital tools into teaching.

Administration Marketplace Panel for Schools

The new Administration Marketplace is a shopfront for schools to access third-party school administration products that have been fully evaluated by the department and will save time and effort for schools.

Launched in November 2022, the marketplace is conveniently located on the department's intranet so school representatives can browse and select specialised school administration products based on their individual needs and local circumstances. The marketplace provides schools with a simplified purchasing process and removes the need for them to individually manage contracts directly with suppliers. It encourages competition between suppliers, resulting in continuous product innovation and cost savings for NSW schools.

The new marketplace panel also ensures products are compliant with NSW Government contractual terms and implements appropriate/mandatory cyber security and data-protection controls. The standardisation of support and service levels from suppliers allows the department to closely monitor and manage service quality on behalf of NSW schools and the parent/carers community.

Digital Strategy

The Digital Strategy, endorsed in June 2022, provides an overarching direction for the department's transformation into a modern hybrid-education system enabled by technology, data and services.

The strategy extends across three horizons: shaping, improving and evolving the way we deliver digital education and services. Each horizon will be realised through the execution of initiatives delivered under six strategic investment pillars:

- cyber secure
- data-driven insights
- equitable access
- evolved learning
- seamless services
- simplified IT.

While the Digital Strategy is a blueprint for the future, it will continually adapt to the changing requirements across the department. To remain a living document, the strategy will be reviewed quarterly and refreshed annually.





Infrastructure for growth and contemporary learning

School Infrastructure NSW (SINSW) oversees the planning, procurement, construction and maintenance of our education facilities. Our focus is enabling best practice learning and teaching and meeting the needs of a growing population while producing better results for students. We aim to deliver the very best infrastructure, so the NSW public education system is the best in the country and one of the finest globally.

In 2022, the NSW Government invested \$8.6 billion across the next 4 years to deliver 160 new and upgraded schools for communities across NSW. This investment is critical for growing enrolments and ensuring every school-aged child has access to high quality education facilities locally. SINSW delivered 25 new and upgraded schools in 2022.

This year, we responded to more than 55,500 reactive maintenance tasks and progressed more than 200,000 planned maintenance tasks across more than 25,000 buildings and 9.4 million m² of building space, supporting over one million users per day. SINSW responded promptly supporting recovery from the North Coast floods, which impacted more than 80 schools, with 17 schools suffering significant or major impacts.

In 2022, we continued to strengthen the whole-of-asset lifecycle approach to our assets, according to transitional arrangements under NSW Treasury's Asset Management Policy (TPP19-07). SINSW continued to develop leading systems and approaches in order to ensure timely, evidence-based maintenance of our school assets. The department is on track to reach full compliance with TPP19-07 by July 2024, in line with transitional arrangements under the Policy.

Infrastructure delivery update

The department's current school infrastructure program is the largest investment in public education in the history of NSW. This includes progress on the NSW Government's 23 projects announced in the 2022 budget.

SINSW delivered more than 500 new classrooms, 18 halls, 9 libraries and 17 covered outdoor learning areas for more than 20,000 students, in projects that supported more than 5,000 jobs across NSW. This included 19 upgraded schools and 6 new schools: the Porters Creek Public School, Alexandria Park Community School and Kyeemagh Public School redevelopments, and the Passfield Park School, Meadowbank Public School and Marsden High School relocations.

The department's delivery of new and upgraded schools amid the disruption caused by COVID-19, record breaking annual rainfall and flooding in northern NSW and western Sydney, was a notable achievement in 2022. While the majority of projects are back on track or complete, the construction industry remains challenged by these events and their impact on the supply chain and manufacturing, together with workforce constraints. We overcame many of these challenges through the development of mitigation strategies and revised scheduling to minimise the impact upon delivery to schools.

This year we continued to seek opportunities to achieve greater efficiencies through innovation by delivering modern school buildings and driving positive change that will create a sustainable market in modern methods of construction (MMC).

A key achievement was engaging with a range of industry partners under an expression of interest to improve outcomes through greater collaboration, risk sharing and integration. Following a successful trial at Fern Bay Public School, more than 20 projects will be delivered under the model. MMC enables school capacity to be more responsive to local demographics and housing developments. School communities also benefit from faster delivery and reduced construction-related disruptions.

Cooler classrooms, learning spaces and libraries

The \$500 million, 5-year Cooler Classrooms program continued installing air-conditioning and improving fresh air ventilation in permanent classrooms and libraries.

More than 7,500 learning spaces and more than 490 libraries have been equipped with air-conditioning, fresh air ventilation and smart controls to end of 2022.

All permanent learning spaces and libraries in schools that experience a mean maximum January temperature of 30 degrees and above will be air-conditioned.

School facilities and infrastructure

SINSW advanced a range of joint-use agreements with stakeholders, including local councils and sporting organisations, to develop facilities that can be shared by schools and their communities. Highlights include more than \$10 million committed through community use grants to improve sporting facilities across Ku-Ring-Gai High School, The Hills Sports High School, Matraville Sports High School and Endeavour Sports High School, and partnerships with local government on new builds and major upgrades progressing to the delivery of integrated and positive outcomes for local communities ensuring schools are at the centre of community.

SINSW also continued to deliver on its strategy for sharing school facilities outside school hours. Share Our Space gives communities access to open space, sports courts and play areas during the school holidays. Since the program's inception in 2017, more than 900 schools have participated, with 296 schools participating more than 5 times. Share Our Space also unlocked 1,929 hectares of open space, including 1,234 sports courts, 1,331 ovals and 455 play equipment areas.

During the 2022-23 summer school holidays, more than 800 schools participated in the program, the highest number to date. More than 20 free community activities, including a range of all ability sports, were also delivered during the 2022-23 summer school holidays.

During 2022, participating schools hosted more than 77 free activities in collaboration with the department, including the sports, arts, and health and wellbeing units. The Share Our Space team also collaborated with external parties including not-for-profits like PCYC, local government and other government agencies such as Regional NSW and the NSW Office of Sport, Cricket NSW, Basketball NSW, Hockey NSW, AFL, and others. In 2022, more than 1,000 young people and their families participated in the free activities, including sports, dance, gem hunting, laughing yoga, family fun days, and activities for young people and families with disabilities.

Building lifelong learning pathways

Our Infrastructure Pathways programs aim to attract young people into the infrastructure industry. Since it began in 2020, SINSW has provided a path into the industry for Year 12 school leavers. The traineeship targets 50% female, 15% Aboriginal and/or Torres Strait Islander and regional youth participants.

In 2022, SINSW co-delivered the 2022 Girls in Property Week, with 234 female students from 14 schools across Sydney, the Illawarra and Port Macquarie participating in the program. We held the third annual CEO for a Day event in our George Street office, where 23 senior students from NSW public schools heard from the SINSW Chief Executive and met leaders from across SINSW. The School Infrastructure Cadetship was launched this year, with cadets commencing in 2023. This new program delivers another carer pathway for young people undertaking university of vocational studies into the infrastructure sector.

Care outside school hours

The department improved before and after school care (BASC) for NSW families in delivering the NSW Government's \$235 million election commitment. We continue to look for innovative ways we can support families requiring care for students outside of school hours. In 2022, we focused on improving access to care for remote and regional communities.

The BASC program collaborates with school communities, providers, and peak bodies to deliver out of school hours care to families across the state and support the viability of the sector. Among our achievements this year, we:

- improved access to care delivering a net increase of 215 BASC services and 18,020 BASC places on NSW Government schools since July 2019
- increased the number of BASC services (more than 920, up from 833 services this time last year) in operation on NSW Government Schools
- created an additional 3,836 BASC places through the OSHC space waiver policy
- launched the BASC Voucher program, offering families a \$500 voucher per child to cover the cost of BASC. Families claimed more than 260,000 vouchers, worth \$131 million in free care for children.
- developed the alternative care program to support schools in remote and regional areas where a standard BASC service would not be viable. This program is currently rolled out for an initial 27 schools with indicated demand for at least one child.
- launched Round 2 of the Out of School Hours Care (OSHC) Hub program, which delivers 45 purpose-build demountables onto school sites to improve access to OSHC services.
- launched two new grant programs; the Development Grant and Innovation Grant, aimed at encouraging and supporting projects designed to increase the viability of an approved service
- updated our OSHC tender documentation, to better support providers to submit high quality applications.

Licencing

A core priority in 2022 was improving and aligning our licencing processes for OSHC, preschool canteen, community use and uniform operators that operate on government school sites.

We reviewed our licencing and tender documentation to improve tendering processes and reduce the administrative burden for schools while onboarding of these services. We currently manage:

- 516 canteen licences
- 240 uniform licences
- 948 OSHC licences
- 101 preschool licences
- 30 community use licences.

To support services significantly affected by the COVID-19 pandemic, we granted conditional 2-year licence extensions for all the above, on top of existing licence agreements. These extensions were progressed in consultation with schools. In addition, a new tendering and licencing process was designed and implemented to reduce the administrative burden on schools with out of hours community use arrangements in place.

Workplace culture

Our workplace culture affects everything we do and cascades down to influence the values and behaviour of all students in the NSW education system. The department aspires to a culture of high performance, positivity, engagement and inclusion across a diverse and satisfied workforce. We trust our strong workplace culture will inspire students to realise the ongoing benefits of lifelong learning across all facets of their lives.

Guiding a strong culture

Corporate culture guides the performance of an organisation. The department's strategic planning identified an engaged and high-performing workforce as crucial for implementing a strategy. Our leaders role model our corporate culture and all staff are encouraged to ensure they play an active role living our desired values and behaviour. The department's values of excellence, equity, accountability, trust, integrity and service are detailed in our strategic plan and drive our vision of being a world-class education system.

Our Ways of Working

Our aspiration to create an engaged and high-performing workforce is supported by our 6 critical shifts, which drive the cultural changes we need to achieve and deliver our student outcomes. The 6 critical shifts are:

1. courage
2. agility
3. accountability
4. clarity
5. disciplined delivery
6. learning.

Adopting these shifts contributes to improving employee engagement that drives organisational improvement.

The critical shifts are brought to life through Our Ways of Working, a set of practical behaviours and actions that ensure everything we do drives improvements for our students and school community.

To showcase the essential behaviours and actions within the department, we identified individuals and teams bringing the Ways of Working to life and featured them in the Staff Storytelling series.

We shared their stories and experiences on living the 'critical shifts', including inspiring experiences and challenges to learn from, through podlets, articles and videos. To encourage this cultural change, we continued to develop and support our champion community, which promotes and models these behaviours within the department.

Recognition and awards

The department used the local, virtual feedback and recognition toolkit to recognise staff and teams living our values. The annual Secretary's Awards celebrate corporate staff who actively create and contribute to an engaged and high performing workforce in service of success for our learners. In the last 12 months, teams and individuals across the department have risen to exceptional challenges to support our schools to ensure the best outcomes for learners of all ages. We also recognised our high performing young professionals and this year introduced a new Diversity and Inclusion Champion category.

We recognised our school workforce with various local leader-led initiatives and formal awards that specifically note the significant contributions of our teachers and school workforce.

We also improved our learning, listening and sharing insights across the department concerning recognition initiatives that celebrate people positively affecting organisational culture and capability.

Action from feedback

The annual People Matter Employee Survey (PMES) guides the department on where improvements are required to support our workforce and drive student success.

In 2022, the following areas were identified for organisation-wide action:

- wellbeing
- learning and development
- recognition.

We provided department leaders with tailored reporting and tools to develop action plans for their areas of responsibility. New 'speak up' resources were launched alongside the PMES results to support staff to freely share their voice and allow leaders to facilitate open and honest conversations.

Financial management, governance and accountability

The department continued to adapt our planning, budgeting and reporting arrangements to respond to the unique challenges of 2021, as we adjust to our new organisational structure and governance arrangements. While addressing these challenges, the department continued to align funding to support improved student and business results.

Strategic planning and budgeting

The department's Strategic Plan 2018-2023 outlines the department's direction and priorities for the delivery of high-quality education in NSW. It describes the department's outcomes for early childhood education, wellbeing, academic achievement, equity, attainment and independence, and skills and higher education, which provide the structure for the Outcome and Business Plan.

The above outcomes are aligned to the state outcomes for Education:

- Best start in life for young children
- Educational foundations for success (Wellbeing, Equity, Academic achievement, and Attainment and Independence)
- Skilled and employable workforce.

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

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

As part of the operationalisation of outcomes budgeting, the department has assessed program and operational funding to more clearly understand the relationship between current investments and the achievement of outcomes. The department has also mapped how divisional business units contribute to the achievement of the outcomes.

The next phase of outcome budgeting will transition to using outcomes and programs as an input into the budgeting process to map budgets and performance measures to sub-programs, with improvements underway to support:

- ongoing reviews of operational and program spending and the alignment to the achievement of KPIs and outcomes
- continued integration of the outcomes framework into annual internal strategic planning and budgeting processes
- ongoing improvements to reporting processes to assess expenditure against the achievement of outcomes and inform resource prioritisation.

Divisional budget planning and allocation within the department is required to direct investment into the programs and projects that optimise student and business outcomes.

Oversight of financial assistance to non-government schools

The department commenced development of a regulatory framework to enhance the regulation of financial assistance to non-government schools under Part 7, Division 3 of the Education Act 1990. This work includes a review of the Not-for-Profit Guidelines for Non-Government Schools.

To inform the development of the regulatory framework and review of guidelines, we undertook a number of pieces of work this year, including:

- facilitating 2 workshops attended by representatives from the Non-Government Schools Not-for-Profit Advisory Committee, the Association of Independent Schools of NSW, Catholic Schools NSW, the NSW Education Standards Authority, NSW Parents' Council and Council of Catholic School Parents
- holding a further workshop and regular engagement with the Non-Government Schools Not-for-Profit Advisory Committee
- releasing and calling for submissions on a discussion paper on the development of a regulatory framework for the not-for-profit requirements of the *Education Act 1990* and review of the not-for-profit guidelines.

National School Reform Funding Agreement funding

The National School Reform Agreement is a joint agreement between the Commonwealth, States and Territories to lift student outcomes across Australian schools. NSW, as signatory to the agreement, has been steadily implementing the agreed funding requirements and national policy initiatives within the agreement. In its fourth year of implementation, the department continued to transition NSW school funding to the agreed share of the Schooling Resource Standard (SRS) while delivering record level funding to government schools. This corresponds to an additional \$6.4 billion (at the time of signing) for these schools by the end of 2027.

This year the department also made submissions to the Productivity Commission's Review of the National School Reform Agreement, advocating for a smaller number of focused national initiatives with greater state-based flexibility. Progress on national and state-based policy reforms was enabled through continued engagement and collaboration with government and non-government school sectors, state, territory and Commonwealth governments, national ministerial forums, and peak bodies.

Commonwealth, State and Territory Education Ministers agreed to establish a panel of eminent Australians in 2023 to inform the next National School Reform Agreement. While the current agreement expires in December 2023, Education Ministers have agreed to an extension of the existing agreement until December 2024 to provide time for the review. In the meantime, NSW will continue to make all necessary preparations for the signing of a renewed agreement.

Purchasing, procurement and business enablement

Procurement oversees strategic acquisition activities, where the focus is on maximising value for money and to ensure a fair and transparent process. We achieve this by collaborating with a broad range of stakeholders and enabling better-practice procurement.

The NSW Government released an update of its Procurement Policy Framework on 6 April 2022. This included an obligation for agencies to regularly test their compliance with mandatory requirements. Following the merger of the Procurement Solutions team into the SINSW Construction Procurement Team in 2021, we have streamlined the department's procurement systems, development of the procurement hub, and development of contract guidelines as well as policies and templates. This transition delivered a well-defined, transparent procurement process for the department, as defined by the framework.

We reviewed and implemented a number of whole of government procurement policies throughout 2022. The department responded by developing and updating its procurement manual and associated documents to support the implementation of the policies and our reporting obligations.

Due to COVID-19 and natural disasters, the department undertook a number of emergency procurements that were reported to the NSW Government's Procurement Board.

The department continues to develop its engagement with the market, suppliers and key stakeholders to ensure value for money and better outcomes.

Financial statements

Financial highlights

The department's Statement of Comprehensive Income for the year ended 30 June 2022 reports a net result \$970 million lower than the original budget allocation set by NSW Treasury for the financial year. The variance includes lower revenue of \$1,654 million, mainly resulting from \$1,065 million less appropriation revenue, due to lower cash requirements, during the financial year. This was offset by higher gains of \$108 million and savings from expenses of \$576 million, as outlined in Note 23 of the financial statements.

The department's full-year capital outgoings for 2021-22 was \$1.6 billion for works in progress and completed.

Based on the combined operating expenses and capital outgoings above, NSW Treasury assessed the department as achieving its overall budget responsibilities in 2021-22.

Expenses

Approximately 58% (\$11.5 billion) of expenses incurred during 2021-22 were employee-related. The majority of these expenses were salaries for teachers and other essential staff who supported the delivery of education in NSW public schools.

For 2021-22, the other operating and finance expenses comprise approximately 16% of total expenses (more than \$3.2 billion). These expenses include approximately \$491.9 million in cleaning expenses and \$640 million in maintenance-related expenses.

Around \$4.4 billion of grants and subsidies also supported the provision of education and related services in 2021-22.

Grants and subsidies supported the early childhood, non-government school, and skilled and employable workforce sectors, as outlined in Note 2(d) of the financial statements.

Revenue

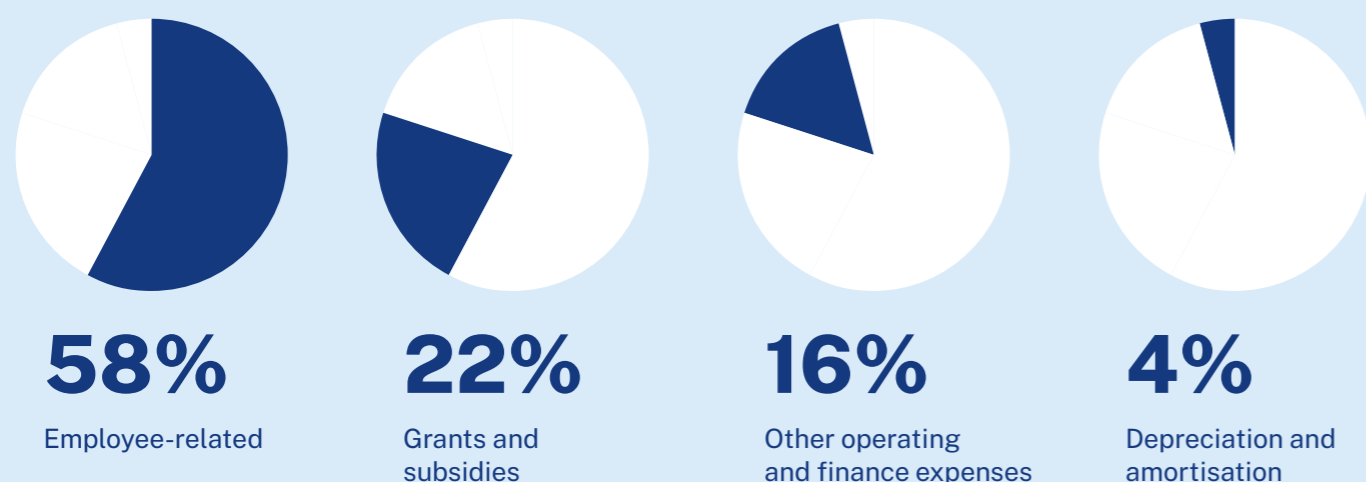
NSW Treasury provides most of the department's revenue through appropriation, which totalled \$19.5 billion in 2021-22. This represents approximately 95% of the department's total 2021-22 revenue.

The sale of goods and services, interest revenue, grants and contributions, Crown-accepted employee benefits and other revenue comprised approximately 5% (\$1.0 billion) of the department's total revenue in 2021-22.

Net assets

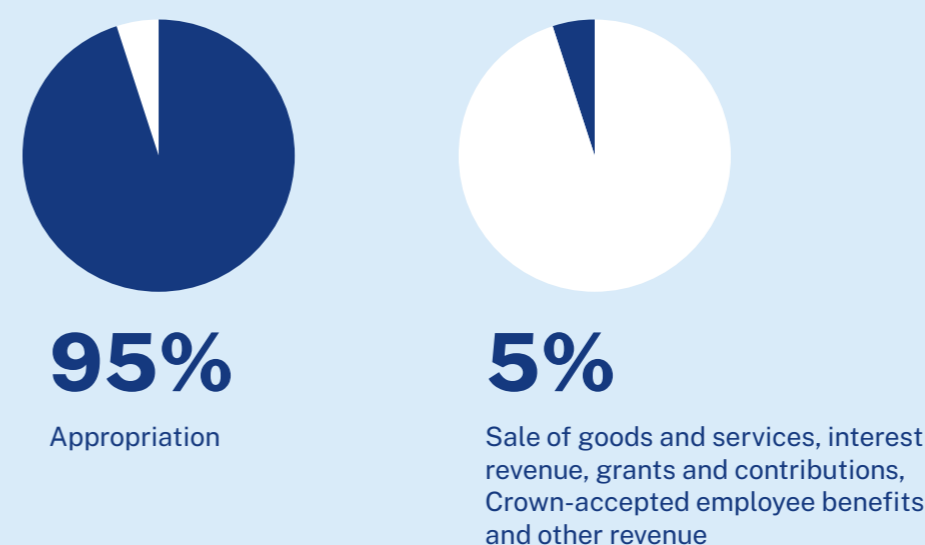
The department's net assets, as at 30 June 2022, were \$40 billion. This comprised approximately \$42.9 billion of assets, offset by total liabilities of \$2.9 billion. The net assets were represented by accumulated funds of \$17.5 billion and an asset revaluation reserve of \$22.5 billion.

Figure 9: Expenses by category for 2021-22



Note: Figures subject to rounding.

Figure 10: Revenue by category for 2021-22



Note: Figures subject to rounding.



INDEPENDENT AUDITOR'S REPORT

Department of Education

To Members of the New South Wales Parliament

Opinion

I have audited the accompanying financial statements of the Department of Education (the Department), which comprise the Statement by the Accountable Authority, the Statement of Comprehensive Income for the year ended 30 June 2022, the Statement of Financial Position as at 30 June 2022, the Statement of Changes in Equity and the Statement of Cash Flows for the year then ended, notes comprising a Statement of significant accounting policies, and other explanatory information.

In my opinion, the financial statements:

- have been prepared in accordance with Australian Accounting Standards and the applicable financial reporting requirements of the *Government Sector Finance Act 2018* (GSF Act), the *Government Sector Finance Regulation 2018* (GSF Regulation) and the Treasurer's Directions
- presents fairly the Department's financial position, financial performance and cash flows.

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

Basis for Opinion

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

- I am independent of the Department in accordance with the requirements of the:
 - Australian Auditing Standards
 - Accounting Professional and Ethical Standards Board's APES 110 'Code of Ethics for Professional Accountants (including Independence Standards)' (APES 110).

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

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

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

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

Level 19, Darling Park Tower 2, 201 Sussex Street, Sydney NSW 2000
GPO Box 12, Sydney NSW 2001 | 102 327 9710 | mail@audit.nsw.gov.au | audit.nsw.gov.au

Key Audit Matters

Key audit matters are those matters that, in my professional judgement, were of most significance in my audit of the financial statements for the year ended 30 June 2022. These matters were addressed in the context of my audit of the financial statements as a whole, and in forming my opinion thereon. I do not provide a separate opinion on these matters.

Key Audit Matter **How my audit addressed the matter**

Employee related expenses

In 2021–22 the Department reported \$11.5 billion in employee expenditure. I considered this to be a key audit matter because of the:

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

Key audit procedures included the following:

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

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

Fair value measurement of land and building assets

The Department engaged a valuer to conduct an indexation of its land and building assets in 2021–22. This resulted in a cumulative increase of \$4.4 billion in the carrying value of buildings and \$1.1 billion for its land assets since the last comprehensive revaluations were performed. The Department reported \$11.6 billion land assets and \$28.9 billion buildings at 30 June 2022.

- I considered this to be a key audit matter because of the:
- financial significance of the balances
 - extent of significant management judgements underpinning key assumptions used in the valuation process
 - specialised and unique nature of the assets
 - judgement and complexities associated with the application of AASB 13 'Fair Value Measurement' requirements.

Key audit procedures included the following:

- assessed the competence, capability and objectivity of management's independent valuer
- assessed the appropriateness of the methodology used and the key assumptions and judgements adopted
- assessed the sufficiency and appropriateness of management's fair value assessment against the requirements of applicable Australian Accounting Standards

Further information on the fair value measurement of property, plant and equipment is included in Note 11 and Note 14 of the financial statements.

Financial statements

For the financial year ended 30 June 2022

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The Secretary's Responsibilities for the Financial Statements

The Secretary is responsible for the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards, the GSF Act, GSF Regulation and Treasurer's Directions. The Secretary's responsibility also includes such internal control as the Secretary determines is necessary to enable the preparation and fair presentation of the financial statements that is free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Secretary is responsible for assessing the Department's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting.

Auditor's Responsibilities for the Audit of the Financial Statements

My objectives are to:

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

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

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

The scope of my audit does not include, nor provide assurance:

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

Margaret Crawford
Auditor-General for New South Wales

19 October 2022
SYDNEY

Financial statements
For the financial year ended 30 June 2022

STATEMENT BY THE ACCOUNTABLE AUTHORITY

Pursuant to Section 7.6 of the Government Sector Finance Act 2018, I state that:

1. The accompanying financial statements have been prepared in accordance with the Australian Accounting Standards (which include Australian Accounting Interpretations), provisions of the Government Sector Finance Act 2018, the Government Sector Finance Regulation 2018 and the Treasurer's Directions, and

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



Secretary
NSW Department of Education
17 October 2022

Statement of Comprehensive Income for the financial year ended 30 June 2022

	Notes	Budget 2022 \$'000	Actual 2022 \$'000	Actual 2021 \$'000
Expenses excluding losses				
Employee related expenses	2(a)	12,038,804	11,472,001	11,410,007
Operating expenses	2(b)	2,980,292	3,164,899	2,705,042
Depreciation and amortisation	2(c)	864,925	871,865	815,069
Grants and subsidies	2(d)	4,594,384	4,394,728	4,193,808
Finance costs	2(e)	21,911	22,312	26,853
Other expenses		1,694	690	800
Total expenses excluding losses		20,502,010	19,926,495	19,151,999
Revenue				
Appropriation	3(a)	20,535,263	19,470,000	18,916,061
Sale of goods and services	3(b)	374,153	278,075	387,504
from contracts with customers	3(c)	4,124	1,304	1,194
Interest revenue	3(d)	556,896	556,082	476,124
Grants and other contributions				
Acceptance by the Crown Entity of employee benefits and other liabilities	3(e)	494,544	18,340	359,269
Other revenue	3(f)	152,923	140,060	289,925
Total revenue		22,117,903	20,463,861	20,410,077
Operating result				
Gains/(Losses) on disposal	4	--	(74,861)	(60,134)
Other gains/(losses)	5	(70,214)	112,946	(28,106)
Net result	24	1,545,679	575,451	1,170,238
Other comprehensive income				
<i>Items that will not be reclassified to net result in subsequent periods</i>				
Changes in revaluation surplus of property, plant and equipment	11	--	5,438,056	488,053
Total other comprehensive income		--	5,438,056	488,053
TOTAL COMPREHENSIVE INCOME		1,545,679	6,013,507	1,658,291

The accompanying notes form part of these financial statements.

Financial statements
For the financial year ended 30 June 2022

STATEMENT BY THE ACCOUNTABLE AUTHORITY

Pursuant to Section 7.6 of the Government Sector Finance Act 2018, I state that:

1. The accompanying financial statements have been prepared in accordance with the Australian Accounting Standards (which include Australian Accounting Interpretations), provisions of the Government Sector Finance Act 2018, the Government Sector Finance Regulation 2018 and the Treasurer's Directions, and

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



Secretary
NSW Department of Education
17 October 2022

Statement of Financial Position as at 30 June 2022

	Notes	Budget 2022 \$'000	Actual 2022 \$'000	Actual 2021 \$'000
ASSETS				
Current assets				
Cash and cash equivalents	8	737,966	888,030	1,025,953
Receivables	9	203,377	412,609	524,451
Contract assets	10	2,110	--	--
Assets Held For Sale		13,200	--	--
Total current assets		956,653	1,300,639	1,550,404
Non-current assets				
Receivables	9	--	18,160	--
Property, plant and equipment	11	36,444,246	40,531,915	34,284,634
- Land, buildings and improvements		574,500	243,107	203,009
- Plant and equipment		37,018,746	40,775,022	34,487,643
Total property, plant and equipment		232,086	460,003	445,312
Intangible assets	13	680,114	366,951	662,691
Right-of-use assets under leases	12	37,930,946	41,620,136	35,595,636
Total non-current assets		38,687,599	42,920,775	37,146,040
Total assets		39,644,252	44,221,414	41,696,444
LIABILITIES				
Current liabilities				
Payables	16	745,250	1,079,592	1,040,590
Contract liabilities	10	31,158	88,832	91,419
Borrowings	17	51,244	20,786	49,733
Provisions	18	1,166,713	1,424,263	1,259,068
Other current liabilities	19	15	49,602	40,905
Total current liabilities		1,994,380	2,863,074	2,521,715
Non-current liabilities				
Borrowings	17	484,520	148,784	527,369
Provisions	18	56,965	63,437	64,983
Total non-current liabilities		541,485	212,221	592,352
Total liabilities		2,535,865	2,875,295	3,114,067
Net assets		36,351,734	40,045,480	34,031,973
EQUITY				
Reserves		17,383,877	22,866,750	17,163,507
Accumulated funds		18,967,857	17,478,730	16,868,466
Total equity	20	36,351,734	40,045,480	34,031,973

The accompanying notes form part of these financial statements.

Statement of Changes in Equity for the financial year ended 30 June 2022

	Notes	Asset revaluation surplus \$'000	Accumulated funds \$'000	Total \$'000
Balance at 1 July 2021		17,163,507	16,868,466	34,031,973
Net result for the year		--	575,451	575,451
Other comprehensive income				
Net change in revaluation surplus of property, plant and equipment	11	5,438,056	--	5,438,056
Total other comprehensive income		5,438,056	--	5,438,056
Total comprehensive income for the year		5,438,056	575,451	6,013,507
Transfers within equity				
Reserves transfers		(34,813)	34,813	--
Balance at 30 June 2022		22,566,750	17,478,730	40,045,480
Balance at 1 July 2020		16,707,078	15,630,674	32,337,752
Correction of error	1(0)	--	36,930	35,930
Restated balance at 1 July 2020		16,707,078	15,666,604	32,373,682
Net result for the year		--	1,170,238	1,170,238
Other comprehensive income				
Net change in revaluation surplus of property, plant and equipment	11	488,053	--	488,053
Total other comprehensive income		488,053	--	488,053
Total comprehensive income for the year		488,053	1,170,238	1,658,291
Transfers within equity				
Reserves transfers		(31,624)	31,624	--
Balance at 30 June 2021		17,163,507	16,868,466	34,031,973

The accompanying notes form part of these financial statements.

Statement of Cash Flows for the financial year ended 30 June 2022

	Budget	Actual	Actual
	2022	2022	2021
Notes	\$'000	\$'000	\$'000
CASH FLOWS FROM OPERATING ACTIVITIES			
Payments			
Employee related	(11,561,110)	(11,347,759)	(10,909,279)
Supplies of goods and services	(3,019,642)	(3,243,079)	(3,021,398)
Grants and subsidies	(4,594,364)	(4,746,184)	(4,250,613)
Finance costs	(37,929)	(24,916)	(29,764)
Other	(191,665)	(61,561)	(11,216)
Total payments	(19,404,730)	(19,423,499)	(18,262,270)
Receipts			
Appropriation	20,535,263	19,470,000	18,916,061
Sale of goods and services	374,153	267,963	425,265
Interest received	4,124	1,304	1,194
Grants and other contributions	556,496	370,896	417,713
Other	382,644	804,058	774,007
Total receipts	21,852,660	20,913,921	20,534,240
NET CASH FLOWS FROM OPERATING ACTIVITIES	24	1,490,422	2,271,970
CASH FLOWS FROM INVESTING ACTIVITIES			
Proceeds from sale of property, plant and equipment, and intangibles	329,276	3,081	2,818
Purchases of property, plant and equipment, and intangibles	(3,154,890)	(1,582,119)	(2,126,650)
NET CASH FLOWS FROM INVESTING ACTIVITIES	(2,825,614)	(1,579,038)	(2,123,832)
CASH FLOWS FROM FINANCING ACTIVITIES			
Payment of principal portion of lease liabilities	12(a)	(54,425)	(49,307)
NET CASH FLOWS FROM FINANCING ACTIVITIES		(54,425)	(48,843)
NET INCREASE/(DECREASE) IN CASH AND CASH EQUIVALENTS		(432,089)	(99,295)
Opening cash and cash equivalents		1,170,054	1,025,953
CLOSING CASH AND CASH EQUIVALENTS	8	737,965	888,030
			1,025,963

The accompanying notes form part of these financial statements.

Notes to the financial statements for the financial year ended 30 June 2022

- 1. Summary of significant accounting policies**
- (a) Reporting entity**
The NSW Department of Education (the department) is a NSW government entity and is controlled by the State of New South Wales, which is the ultimate parent. The department is a not-for-profit entity, as profit is not its principal objective and it has no cash-generating units.
- (b) Basis of preparation**
These financial statements for the financial year ended 30 June 2022 have been authorised by the Secretary for issue.
The department's financial statements are general-purpose financial statements, which have been prepared on an accruals basis and in accordance with:
 - applicable Australian Accounting Standards (AAS) (which include Australian Accounting Interpretations);
 - the requirements of the Government Sector Finance Act 2018 (the GSF Act) and
 - Treasurer's Directions issued under the GSF Act.
Property, plant and equipment, and assets (or disposal groups) held-for-sale are measured using the fair value basis. Other financial statement items are prepared in accordance with the historical cost convention except where specified otherwise.
Judgments, key assumptions and estimations made by management are disclosed in the relevant notes to the financial statements. All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency, which is the department's presentation and functional currency.
Going concern
These financial statements are prepared on a going concern basis in accordance with AASB 101 Presentation of Financial Statements, paragraphs 25 and 26. As at 30 June 2022, the department held cash and cash equivalents of \$0.9 billion (2020-21: \$1.0 billion) and a positive net result of \$0.6 billion (2020-21: \$1.2 billion). Whilst there is a working capital deficit of \$1.3 billion (2020-21: \$1.0 billion deficit), the State of New South Wales continues to provide financial support based on the Appropriation Act. Funding is drawn down according to internal cash flow forecasts and hence the department does not rely solely on its current assets to pay creditors and other liabilities.
The department's liabilities for extended/leave leave and defined benefits are also assumed by the Crown Entity. Without clear evidence of parliamentary or ministerial decisions indicating the withdrawal of support for the department, it is reasonable to expect the department will continue as a going concern.
- (c) School finances**
The department's financial statements include all NSW government schools' financial transactions. Transactions that occur among the corporate office and various NSW government schools are eliminated in this financial report. The department's accounting policies are adopted consistently across the corporate office and NSW government schools.
- (d) Statement of compliance**
The financial statements and notes comply with Australian Accounting Standards, which include Australian Accounting Interpretations.
- (e) Accounting for the Goods and Services Tax (GST)**
Revenue, expenses and assets are recognised net of the amount of GST, except that the:
 - amount of GST incurred by the department as a purchaser that is not recoverable from the Australian Taxation Office is recognised as part of an asset's cost of acquisition or as part of an item of expense; and
 - receivables and payables are stated with the amount of GST included.
Cash flows are included in the Statement of Cash Flows on a gross basis. However, the GST components of cash flows arising from investing and financing activities which are recoverable from, or payable to, the Australian Taxation Office are classified as operating cash flows.

Notes to the financial statements for the financial year ended 30 June 2022

- 1. Summary of significant accounting policies (continued)**
 - (f) Comparative information**
Except when an Australian Accounting Standard permits or requires otherwise, comparative information is presented in respect of the previous financial year for all amounts reported in the financial statements.
 - (g) Changes in accounting policies, including new or revised Australian Accounting Standards**
 - Effective for the first time in 2021-22
The accounting policies applied in 2021-22 are consistent with those of the previous financial year except as a result of new or revised Australian Accounting Standards as follows:
 - AASB 1080 General Purpose Financial Statements – Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities
 - AASB 2020-7 Amendments to Australian Accounting Standards – Covid-19-Related Rent Concessions: Tier 2 Disclosures
 - AASB 2020-8 Amendments to Australian Accounting Standards – Interest Rate Benchmark Reform – Phase 2
 - AASB 2020-9 Amendments to Australian Accounting Standards – Tier 2 Disclosures: Interest Rate Benchmark Reform (Phase 2) and Other Amendments
 - AASB 2021-1 Amendments to Australian Accounting Standards – Transition to Tier 2: Simplified Disclosures for Not-for-Profit Entities
 - First-time adoption of the above new standards does not have any financial impact on the department's financial performance and position.
 - Issued but not yet effective
NSW public sector entities are not permitted to early adopt new Australian Accounting Standards, unless NSW Treasury determines otherwise.
 - AASB 17 Insurance Contracts
 - AASB 2020-1 Amendments to Australian Accounting Standards – Classification of Liabilities as Current or Non-current
 - AASB 2020-3 Amendments to Australian Accounting Standards – Annual Improvements 2016-2020 and Other Amendments
 - AASB 2020-6 Amendments to Australian Accounting Standards – Classification of Liabilities as Current or Non-current – Deferral of Effective Date
 - AASB 2021-2 Amendments to Australian Accounting Standards – Disclosure of Accounting Policies and Definition of from a Single Transaction
 - AASB 2021-5 Amendments to Australian Accounting Standards – Deferred Tax related to Assets and Liabilities arising from a Single Transaction
 - AASB 2021-6 Amendments to Australian Accounting Standards – Disclosure of Accounting Policies: Tier 2 and Other Australian Accounting Standards
 - AASB 2022-1 Amendments to Australian Accounting Standards – Initial Application of AASB 17 and AASB 9 – Comparative Information
 - AASB 2022-3 Amendments to Australian Accounting Standards – Illustrative Examples for Not-for-Profit Entities accompanying AASB 15.
- The department has assessed there to be no material impact of these Standards in the period of initial application.

Notes to the financial statements for the financial year ended 30 June 2022

- 1. Summary of significant accounting policies (continued)**
- (h) Impact of COVID-19 on Financial Reporting for 2021-22**
The first cases of COVID-19 were reported to the World Health Organisation as an unknown virus in late December 2019. At the beginning of the financial year, the dominant strain of Delta persisted until a newer and milder strain, Omicron was first detected in South Australia on 12 January 2022. The NSW Government implemented a strict public health response to the COVID-19 outbreak. Delta in NSW necessitated public health orders for lockdown that persisted until 11 October 2021. NSW Government decided to let all school students return to on-site learning on 25 October 2021. 2021-22 experienced continued economic uncertainty due to COVID-19 enforced lockdowns coupled with increasing cases of infections across NSW precipitating the need for additional disclosures.
The department has conducted an assessment of the impacts from COVID-19 which have been reported in the financial statements. Key elements of the assessment include:
 - Literal control environment**
The existing internal control environment continues to operate effectively amid COVID-19 and the continuing remote work practices. The departments COVID-19 taskforce with representatives from various business units holistically address the risks of COVID-19.
 - Net results and budget**
The net results and operations of the department at 30 June 2022 were negatively impacted by COVID-19. The department experienced increased cost pressures primarily due to \$200.5 million in additional cleaning costs, \$288.9 million in COVID-19 personal protective equipment and supplies and \$30 million of grants to businesses during the COVID-19 period. Personal protective equipment and supplies costs were offset by \$431 million in COVID-19 revenue from the sale of COVID-19 related goods and services. The net result for 2021-22 was \$182.1 million of COVID-19 personal protective equipment and rapid antigen tests donations received from the Ministry of Health.
 - The department monitored the budgetary impacts of COVID-19 throughout 2021-22 and further commentary is provided in Note 23.**
 - Fair value of property, plant and equipment**
The department has conducted an assessment of the fair value of its property, plant and equipment as at 30 June 2022. Based on the department's independent valuers, there was no evidence at balance date to indicate any material impact or impairment due to COVID-19.
 - Leasing and licensing arrangements**
The department acts as a lessor for a small number of leases, primarily used for community purposes such as supporting activities. The department's asset management units review applications on a case-by-case basis. During the year, the Minister for Education and Early Learning approved waivers of all license/lease fees for out-of-school-care (OOSH), uniform shops and canteens for the period covering 26 June 2021 to 17 September 2021. The waivers ceased when the schools returned to normal operations in October 2021.
 - Allowances for expected credit losses**
In 2021-22, COVID-19 may have caused detriment to the financial performance and financial position of the department's debtors. As such, forward-looking factors have been considered to make judgements about future expected credit losses. The department observed various relevant sources including the rate of decrease in revenue from sales of goods and services for NSW businesses, as published by the Australian Bureau of Statistics and the increasing unemployment rate in Australia, as published by Statista when assessing the allowance for expected credit losses. Refer to Note 9 and Note 26(d) for more details.
 - Employee benefits and related on-costs**
The NSW Government has provided public sector employees with up to 20 days of special leave for employees absent from the workplace as a result of COVID-19. The special leave is awarded on a case-by-case basis to employees who have exhausted their sick leave balances during the year. The total costs associated with this special leave is \$28.5 million.
 - (i) Accounting for superannuation on annual leave loading**
The department has determined that it is not probable a liability arises to pay superannuation on annual leave loading. This position has been formed based on current inquiries, other information currently available to management, and after considering the advice from the department's actuaries. The department's actuaries have advised that the department's superannuation contributions are based on the Federal Finance Act 2009 (FFA 2009). That decision confirmed that, in relation to the industrial agreement considered in that case, annual leave loading did not form part of ordinary time earnings and therefore, did not require superannuation contributions to be made under superannuation guarantee legislation because the obligation to pay annual leave loading was not referable to ordinary hours of work or to ordinary rates of pay. Rather, it was paid by reference to the period of annual leave, and for the purpose of compensating employees for their loss of opportunity to work additional hours at higher rates during this period.
This position will be re-assessed in future reporting periods as new information comes to light on this matter.

2. Expenses excluding losses

	2022 \$'000	2021 \$'000
(a) Employee related expenses		
Salaries and wages (including annual leave) ¹	9,765,567	9,376,354
Superannuation – defined benefit plans	57,710	62,042
Superannuation – defined contribution plans	(42,822)	(42,822)
Workers' compensation insurance	216,823	204,096
Payroll Tax and Fringe Benefits Tax	519,269	214,262
Redundancy payments	5,873	499,534
Other	7,114	5,511
	11,472,001	11,410,007
(b) Operating expenses		
Auditor's remuneration ¹	1,495	1,434
Cleaning	491,907	478,688
Consultants	4,116	9,031
Other contractors ²	157,536	135,420
Expenses relating to short-term leases and leases of low-value assets ³	10,138	11,991
Fees for services rendered	261,251	252,802
Internet and telephone	67,956	69,051
Insurance	630,669	489,203
Minor stores, provisions, plant and computing	350,213	326,582
Printing	31,480	27,770
School operating expenses	371,656	384,435
Assisted School Travel expenses	150,788	148,591
Training and development expenses	44,983	39,951
Demountable building services	34,818	45,496
Travelling and sustenance	7,282	8,054
COVID-19 personal protective equipment and rapid antigen tests ⁵	76,145	28,825
Other	288,922	27,341
	3,164,839	2,705,942

¹ An amount of \$38.0m (2020-21: \$24.9m) for employee related expenses was capitalised during the financial year.
² The negative extended/long service leave expense is due to a \$369.3m gain (2020-22: \$37.8m gain) in the present value of extended/long service leave liability assumed by the Crown as a result of increasing bond rates this year. Extended/long service leave expense would be \$326.7 million without the adjustment to present value.
³ These expenses also include non-lease components of lease contracts, including management fees, cleaning and maintenance.
⁴ Reconciliation - Total maintenance expenses
 Maintenance expense – contracted labour and other
 Total maintenance expense included in Note 2(b)
 639,951
 490,203
1,490,154
⁵ Expenses relating to COVID-19 personal protective equipment and rapid antigen tests have been separately disclosed due to the increasing amount relative to the prior year. The total operating expenses in the comparative year is not affected, however \$23.7 million has been reallocated from 'Utilities and water charges' and 'Other'.

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

Recognition and measurement
 Day-to-day servicing costs or maintenance are charged as expenses as incurred, except where they relate to the replacement or an enhancement of a part or component of an asset, in which case the costs are capitalised and depreciated. Capitalisation thresholds may apply to maintenance expenses if applicable (refer to Notes 11 and 13 for more details).
 Leases
 The department's insurance activities are conducted through the NSW Treasury Managed Fund Scheme of self-insurance for government entities. The expense (premium) is determined by the fund manager based on past claims experience.
 Lease expenses
 The department recognises the lease payments associated with the following types of leases as an expense on a straight-line basis:
 • Leases that meet the definition of short-term, i.e. where the lease term at commencement of the lease is 12 months or less. The lease payments are recognised as an expense on a straight-line basis.
 • Leases of assets that are valued at \$10,000 or under at commencement.
 The department does not have any leases with variable lease payments.
 The department does not have any leases with variable lease payments.
(c) Depreciation and amortisation expense

	2022 \$'000	2021 \$'000
Depreciation of assets owned by the department	690,695	658,927
Buildings and improvements	24,290	21,779
Plant and equipment	714,985	680,706
Depreciation of right-of-use assets under leases		
Land	101	85
Buildings and improvements	41,194	43,967
Plant and equipment	9,272	14,702
Amortisation	50,516	50,125
Intangibles	106,362	81,258
	871,865	815,089

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

2. Expenses excluding losses

	2022 \$'000	2021 \$'000
(d) Grants and subsidies		
Government sector	1,733,934	1,870,834
Grants to cluster agencies	41,000	35,000
Digital Restart Fund	59,910	49,685
Other ¹	1,825,824	1,955,500
Non-Government school sector	1,315,580	1,241,039
Other ²	175,500	122,963
Building grants assistance and interest subsidies	53,591	39,163
	1,547,711	1,403,165
Other sector	612,478	449,106
Early Childhood Education and Care	396,830	341,158
Skilled and employable workforce	10,664	7,757
Conservatoriums and music centres	2,976	2,935
Other	1,045,173	885,145
	4,394,728	4,199,808

¹ The 2020-21 balance includes \$0.6 million in Teacher Housing Authority of NSW grants that have been reclassified from Other expenses.
² This includes \$3.1m (2020-21: \$28m) for COVID Intensive Learning Support Program.

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

Recognition and measurement
 Day-to-day servicing costs or maintenance are charged as expenses as incurred, except where they relate to the replacement or an enhancement of a part or component of an asset, in which case the costs are capitalised and depreciated. Capitalisation thresholds may apply to maintenance expenses if applicable (refer to Notes 11 and 13 for more details).
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Land	101	85
Buildings and improvements	41,194	43,967
Plant and equipment	9,272	14,702
Amortisation	50,516	50,125
Intangibles	106,362	81,258
	871,865	815,089

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

2. Expenses excluding losses (continued)

	2022 \$'000	2021 \$'000
(e) Finance costs		
Interest expense from lease liabilities	22,312	23,785
Interest expense from financial liabilities at amortised cost	—	4,523
Total interest expense	22,312	28,308
Movement in make good provision (building leases) recognised in the Statement of Comprehensive Income	—	(4,455)
	22,312	23,853

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

3. Revenue

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

	2022 \$'000	2021 \$'000
(a) Appropriation		
Amount Appropriated per the Appropriator Act	20,535,263	20,025,812
Other appropriations		
Transfer of appropriation to Minister from Treasurer's State Contingencies appropriation	—	—
Transfer of appropriation to Minister from Treasurer's special appropriation for COVID-19 related expenses and inflation	—	78,832
Section 4.9 GSF Act - Transfers of functions between GSF agencies	—	(250)
Section 4.11 GSF Act - Variations of annual appropriations for government	128,466	27,950
Section 4.13 GSF Act - Agency of Government (additional government)	356,000	—
Agency of Government (per Section 32(1) of the Appropriation Act)	—	—
COVID-19 pandemic and inflation (per Section 34 of the Appropriation Act)	53,441	—
Any transfers (per Section 32(2) of the Appropriation Act)	—	—
Total spending authority from parliamentary appropriations, less than deemed appropriations.	21,073,190	20,132,344
The spending authority from deemed appropriations during the current year	1,681,524	1,954,205
The unutilised spending authority from deemed appropriations in prior years	1,639,759	—
Total	24,394,472	22,086,549
Total expenditure out of Consolidated Fund	(20,722,222)	(20,075,015)
Leases	3,874,236	20,14,394
Leases	(350,968)	(372,776)
Deemed appropriations balance carried forward to following years	3,327,232	1,639,759
	\$'000	\$'000
Transfer payments	—	—
Equity contributions	—	—
Appropriations (per Statement of Comprehensive Income)	19,470,000	18,916,061
Total Amount drawn down against Annual Appropriations	19,470,000	18,916,061

3. Revenue (continued)

(a) Appropriation (Continued)

Recognition and measurement
Parliamentary appropriation other than deemed appropriation (revenue) is recognised when the department satisfies its performance obligation by transferring the promised service to the customer. The performance obligation is satisfied when the department has transferred control of the service to the customer. Control is transferred when the department obtains control over the assets comprising the appropriation. Control over appropriation is normally obtained upon the receipt of cash.

The Appropriation Act 2021 (Appropriations Act) appropriates the sum of \$20.5 billion to the Minister for Education and Early Learning out of the Consolidated Fund for the services of the department for the year 2021-22. The spending authority of the Minister for the Appropriations Act has been delegated or sub-delegated to officers of the department and entities that it is authorised to be responsible for, including:

- TAFE NSW
- NSW Education Standards Authority
- NSW Skills Board.

The responsible Ministers for each entity above are taken to have given an appropriation out of the Consolidated Fund under the authority of 64.7 of the Government Sector Finance Act 2018, at the time the entity receives or recovers any deemed appropriation money, for an amount equivalent to the money that is received or recovered by the entity. The spending authority of the responsible Ministers for the deemed appropriation money has been delegated or sub-delegated to officers of the entity that receives or recovers the deemed appropriation money for its own services.

The delegation/sub-delegations for 2021-22 and 2020-21, authorising officers of the department to spend Consolidated Fund money, impose limits to the amounts of individual transactions, but do not specify an aggregate expenditure limit for the department. However, as it relates to expenditure in reliance on a sum appropriated through an annual Appropriations Act, the delegation/sub-delegations are referable to the overall authority to spend set out in the relevant Appropriations Act. The individual transaction limits have been properly observed. The information in relation to the limit from the Appropriations Act is disclosed in the summary of compliance table above.

The summary of compliance has been prepared on the basis of aggregating the spending authorities of both the Minister for Education and Early Learning for the services of the department and the responsible Ministers for the services of the entities listed above that receives or recovers deemed appropriation money. It reflects the status at the point in time this disclosure statement is being made.

	2022 \$'000	2021 \$'000
Sale of goods	22,598	27,548
Products and materials	22,889	26,868
Canteen sales	7,292	6,952
Livestock and produce	<u>47,782</u>	<u>56,772</u>
Rendering of services	57,163	66,541
School-related activities	35,949	67,562
Excursions	34,687	34,580
Hire of facilities	43,693	68,710
Sports & extra-curricular activities	37,454	46,766
Subject contributions	15,291	16,333
Other services rendered	<u>230,310</u>	<u>311,725</u>
	<u>278,075</u>	<u>387,504</u>

Recognition and measurement

The sale of goods is recognised when the department satisfies a performance obligation by transferring the promised goods. The department does not conduct profit-making commercial activities. Its revenue from sale of goods is primarily related to school uniforms, learning materials, canteen food, beverages, livestock and produce. The department recognises revenue on a cash basis.

The department does not conduct profit-making commercial activities. Its revenue from rendering of services is primarily related to school excursions, hire of facilities, administration related services and tuition fees. Revenue from rendering of services, including tuition fees, is recognised when the department satisfies the performance obligation by transferring the promised services. Revenue that do not require the department to satisfy relevant performance obligation are recognised on a cash basis.

	2022 \$'000	2021 \$'000
Interest revenue	1,304	1,194

Interest revenue from financial assets at amortised cost

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

DEPARTMENT OF EDUCATION

Notes to the financial statements for the financial year ended 30 June 2022

3. Revenue (continued)

(d) Grants and other contributions

School generated contributions
Contributions of assets without consideration
Donations and industry contributions¹
Grants without performance obligations:
• Grants with other public sector agencies
• Grants from external parties
Grants receivable
non-financial asset to be controlled by the department:
• Restart NSW grants
• Digital Restart Fund²
• Grants with other public sector agencies
Other grants with sufficiently specific performance obligations:
• Grants with other public sector agencies

	2022 \$'000	2021 \$'000
School generated contributions	37,894	46,970
Contributions of assets without consideration	29,595	59,884
Donations and industry contributions ¹	217,772	66,431
Grants without performance obligations:		
• Grants with other public sector agencies	91,947	44,091
• Grants from external parties	500	9,035
Grants receivable		
non-financial asset to be controlled by the department:		
• Restart NSW grants	40,554	174,571
• Digital Restart Fund ²	107,288	61,505
• Grants with other public sector agencies	21,600	--
Other grants with sufficiently specific performance obligations:		
• Grants with other public sector agencies	9,072	14,637
	<u>536,062</u>	<u>476,724</u>

¹ The department received \$182.1m (2020-21: \$23.3m) in COVID-19 personal protective equipment and rapid antigen tests from the Ministry of Health during the financial year.

² For 2020-21, \$61.5 million from the Digital Restart Fund have been reclassified from grants without performance obligations.

Recognition and measurement

Revenue from grants to acquire/construct a recognisable non-financial asset to be controlled by the department is recognised when the department satisfies its obligations under the transfer. The department satisfies the performance obligations under the transfer to construct assets over time as the non-financial assets are being constructed. Their related cost incurred is used to measure progress towards completion. The payments are typically due monthly in areas related to funding under the Restart NSW Fund Act 2021.

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

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

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

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

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

The following liabilities and/or expenses have been assumed by the Crown:

	2022 \$'000	2021 \$'000
Superannuation – defined benefit	57,710	62,042
Extended/long service leave	(42,277)	283,240
Payroll Tax	<u>15,340</u>	<u>359,288</u>

¹ The negative extended/long service leave balance is due to a \$369.3m gain (2020-22: \$37.8m gain) in the present value of extended/long service leave liability assumed by the Crown as a result of increasing bond rates this year. Acceptance by the Crown for extended/long service leave would be \$326.7 million without the adjustment to present value.

DEPARTMENT OF EDUCATION

Notes to the financial statements for the financial year ended 30 June 2022

3. Revenue (continued)

(f) Other revenue

Commissions
Recoveries from breached agreements
Fees
Treasury Managed Fund Insurance recovery
Forgiveness of Treasurers Advances
Miscellaneous revenue

	2022 \$'000	2021 \$'000
Commissions	3,286	3,350
Recoveries from breached agreements	8,782	11,836
Fees	83,645	91,646
Treasury Managed Fund Insurance recovery	--	140,500
Forgiveness of Treasurers Advances	43,594	40,689
Miscellaneous revenue	<u>140,090</u>	<u>286,925</u>

4. Gains/(Losses) on disposal

Property, plant and equipment

Gross carrying value
Less: accumulated depreciation
Written down value
Less: proceeds from disposal
Total gains/(losses) on disposal

	2022 \$'000	2021 \$'000
Gross carrying value	180,611	122,686
Less: accumulated depreciation	(102,669)	(69,744)
Written down value	77,942	62,952
Less: proceeds from disposal	3,081	2,818
Total gains/(losses) on disposal	<u>(74,661)</u>	<u>(69,131)</u>

5. Other gains/(losses)

(Increase)/Decrease in allowance for expected loss:
• other receivables and services
• other receivables
• contract assets
Gains/(Losses) on early exit of leases
Impairment losses on right-of-use assets under leases
Derecognition of right-of-use assets and lease liabilities with Property NSW¹

	2022 \$'000	2021 \$'000
(Increase)/Decrease in allowance for expected loss:		
• other receivables and services	(1,167)	(334)
• other receivables	2,305	9,502
• contract assets	--	--
Gains/(Losses) on early exit of leases	21	(26)
Impairment losses on right-of-use assets under leases	(272)	(37,246)
Derecognition of right-of-use assets and lease liabilities with Property NSW ¹	<u>12,059</u>	<u>(28,106)</u>

¹ The net gains/(losses) are recognised from the derecognition of the right-of-use asset and lease liability with Property NSW as at 30 June 2022. Please refer to Note 12 for further details on the derecognition.

The net gain/(loss) from the derecognition of right-of-use asset and lease liability as at 30 June 2022 is reconciled as below:

	2022 \$'000	2021 \$'000
Right-of-use asset		
Gross carrying value	426,520	426,520
Less: accumulated depreciation and accumulated impairment provision	(163,337)	(163,337)
Net book value	<u>265,183</u>	<u>265,183</u>
Amortised balance of incentives received	--	--
Lease liability	377,240	377,240
Net gains/(losses)	<u>117,943</u>	<u>117,943</u>

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

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

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

- The department - Notes 9 and 10
- Property, plant and equipment - Note 11
- Leases - Note 12
- Intangible assets - Note 13.

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

Contributors can place restrictions on the application of funds to assist in ensuring that the intended outcomes of the particular program are met. 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 2021-22, contributions amounting to \$140.9m (2020-21: \$90.3m) were received by the department for programs where such conditions were in place.

Unspent funds from these contributions for 2021-22, including balances brought forward from prior financial years, totalled \$326.1m (2020-21: \$196.1m).

7. **State Outcome Group Statements**

(a) **State Outcome Group Descriptions**

The following is a list of the State outcomes of the department and the key outcome groups related to each outcome. In order to comply with the requirements of AASB 1052 Disaggregated Disclosures, financial details attributed by outcome groups are provided in the State outcome group statements. Where financial details cannot be attributed to a particular outcome group, they are included in the NSW Department of Education's consolidated financial statements. Note: Appropriation is made to the department rather than outcome groups. Therefore, appropriation is disclosed as 'Not Attributable'.

Outcome 1	Best start in life for young children
Purpose	A sustainable, accessible, high-quality early childhood education sector.
Outcome Group	Outcome group 1: Early Childhood Education
Outcome 2	Educational foundations for success
Purpose	A high standard of education for all children and young people in public and non-government schools.
Outcome Groups	Outcome group 2: Government Schools Outcome group 3: Non-government Schools
Outcome 3	Skilled and employable workforce
Purpose	A highly skilled and adaptable workforce that contributes to the prosperity and productivity of New South Wales.
Outcome Group	Outcome group 4: Skills Development Programs for Employment
Outcome 4	High quality standards for schooling
Purpose	High quality standards for schooling in New South Wales through the regulation of schooling, accreditation of early childhood, primary and secondary teachers, and provision of quality curriculum, assessment and certification by the NSW Education Standards Authority (NESA).
Outcome Group	Outcome group 5: NSW Education Standards Authority (NESA)

As at 1 July 2021, Program Groups have been replaced with State Outcome Groups. Consequently, comparative amounts for 2020-21 financial year that were previously reported under Program Groups have been restated to the equivalent State Outcome Groups for the 2021-22 financial year.

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

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

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

- The department - Notes 9 and 10
- Property, plant and equipment - Note 11
- Leases - Note 12
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7. **State Outcome Group Statements (continued)**

(b) **State outcome group statements: the department's expenses and income**

	Outcome 1					Outcome 2		Outcome 3		Outcome 4		Outcome 5	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	
Expenses excluding losses	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	
Employee related expenses	86,094	78,717	11,310,850	11,270,155	2,862	2,668	72,195	58,499	91,650	80,945	11,472,001	11,410,007	
Operating expenses	22,348	19,628	3,025,657	2,576,947	24,946	27,222	91,650	80,945	7	7	3,164,869	2,750,542	
Depreciation and amortisation	6,283	3,679	863,056	803,723	7	7	517	483	1,547,711	1,493,165	871,865	815,089	
Grants and other contributions	531,326	453,868	223,303	293,844	2,800	2,800	1,654,469	2,060,058	---	---	4,394,728	4,193,838	
Finance costs	---	---	600	800	---	---	---	---	---	---	22,312	26,853	
Other expenses	---	---	---	---	---	---	---	---	---	---	---	---	
Total expenses excluding losses	646,118	638,516	15,423,895	14,791,610	1,576,526	1,433,240	2,118,821	2,209,605	---	---	19,226,495	19,127,929	
Revenue ¹	---	---	---	---	---	---	---	---	---	---	---	---	
Appropriation	---	---	---	---	---	---	---	---	---	---	19,470,000	18,916,061	
Sale of goods and services	---	---	---	---	---	---	---	---	---	---	---	---	
From contracts with customers	2,514	3,469	272,700	361,624	---	---	2,801	2,431	---	---	278,075	387,504	
Interest revenue	---	---	1,304	1,194	---	---	---	---	---	---	1,304	1,194	
Grants and other contributions	1,393	637	546,297	472,791	2,800	---	5,592	1,709	---	---	556,082	476,124	
Acceptance by the Crown of employees benefits and other liabilities	---	---	---	---	---	---	---	---	---	---	18,340	369,269	
Other revenue	81	131	139,445	148,595	---	---	316	494	---	---	140,500	289,225	
Total revenue	3,988	4,317	959,848	992,094	2,800	316	9,817	4,470	---	---	19,463,340	18,415,231	
Operating result	---	---	(7,487)	(60,134)	---	---	(7,487)	(60,134)	---	---	(74,461)	(60,134)	
Gain/(Losses) on disposal	---	---	---	---	---	---	---	---	---	---	---	---	
Other gain/(losses)	30	(3)	113,332	(28,058)	---	---	(418)	(15)	---	---	---	---	
Net result	(642,100)	(634,202)	(14,442,637)	(13,894,630)	(1,572,726)	(1,432,244)	(5,110,350)	(2,205,050)	---	---	(19,463,340)	(18,415,231)	
Other comprehensive income	---	---	---	---	---	---	---	---	---	---	---	---	
Items that will not be reclassified to net result in subsequent periods	---	---	---	---	---	---	---	---	---	---	---	---	
Change in revaluation surplus of property, plant and equipment	---	---	---	---	---	---	---	---	---	---	5,438,056	5,438,056	
Total other comprehensive income	---	---	---	---	---	---	---	---	---	---	5,438,056	5,438,056	
TOTAL COMPREHENSIVE INCOME	(642,100)	(634,202)	(14,442,637)	(13,894,630)	(1,572,726)	(1,432,244)	(5,110,350)	(2,205,050)	---	---	(13,925,284)	(12,977,175)	

¹ The name and purposes of each State outcome group are summarised in Note 7(a).

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

7. **State Outcome Group Statements (continued)**

(b) **State outcome group statements: the department's expenses and income (continued)**

	Outcome 4		Outcome 5		Total	
	2021	2022	2021	2022	2021	2022
Expenses excluding losses	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Employee related expenses	---	---	---	---	11,472,001	11,410,007
Operating expenses	---	---	---	---	3,164,869	2,750,542
Depreciation and amortisation	---	---	---	---	871,865	815,089
Grants and other contributions	182,135	159,008	---	---	4,394,728	4,193,838
Finance costs	---	---	---	---	22,312	26,853
Other expenses	---	---	---	---	---	---
Total expenses excluding losses	182,135	159,008	---	---	19,226,495	19,127,929
Revenue ¹	---	---	---	---	---	---
Appropriation	---	---	19,470,000	18,916,061	---	---
Sale of goods and services	---	---	---	---	---	---
From contracts with customers	---	---	---	---	278,075	387,504
Interest revenue	---	---	---	---	1,304	1,194
Grants and other contributions	---	---	---	---	556,082	476,124
Acceptance by the Crown of employees benefits and other liabilities	---	---	18,340	369,269	---	---
Other revenue	---	---	140,500	289,225	---	---
Total revenue	---	---	19,463,340	18,415,231	20,463,861	20,410,771
Operating result	---	---	---	---	(74,461)	(60,134)
Gain/(Losses) on disposal	---	---	---	---	---	---
Other gain/(losses)	(62,129)	(159,830)	19,463,340	18,415,231	172,848	(2,120)
Net result	(62,129)	(159,830)	19,463,340	18,415,231	172,848	(2,120)
Other comprehensive income	---	---	---	---	---	---
Items that will not be reclassified to net result in subsequent periods	---	---	---	---	---	---
Change in revaluation surplus of property, plant and equipment	---	---	5,438,056	5,438,056	5,438,056	5,438,056
Total other comprehensive income	---	---	5,438,056	5,438,056	5,438,056	5,438,056
TOTAL COMPREHENSIVE INCOME	(62,129)	(159,830)	24,891,396	18,903,881	6,611,907	1,618,231

¹ The name and purposes of each State outcome group are summarised in Note 7(a).

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

7. State Outcome Group Statements (continued)
(c) State outcome group statements: the department's assets and liabilities

ASSETS	Outcome 1 ¹ Early Childhood Education				Outcome 2 ¹ Government Schools ²		Outcome 3 ¹ Non-government Schools		Outcome 4 ¹ Skills Development Programs for Employment	
	2021	2021	2021	2021	2021	2021	2021	2021	2021	
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	
Cash and cash equivalents	1,854	2,571	765,390	786,732	1,787	3,388				
Receivables			243,723	337,009						
Contract assets									2,623	
Total current assets	1,854	2,571	1,010,103	1,123,741	1,787	3,388		6,794	2,623	
Non-current assets										
Intangible assets										
Property, plant and equipment										
- Land, buildings and improvements ³			39,654,792	33,796,464				24,773	20,955	
- Plant and equipment			243,107	203,009						
- Right-of-use assets under leases ³			46,197,899	33,909,473						
Total non-current assets			86,055,798	67,908,946						
Total assets	94,821	94,821	87,173,925	70,032,687	1,790	3,409		32,246	24,944	
LIABILITIES										
Payables	7,738	7,563	1,039,797	1,017,408	6,566	8,317		25,463	7,302	
Contract liabilities	803	863	87,134	90,525				895	11	
Borrowings	9	17	20,777	49,716						
Provisions	10,231	8,919	1,362,276	1,294,991	340	299		48,414	5,059	
Other current liabilities										
Total current liabilities	18,778	17,442	2,462,894	2,446,640	6,906	8,616		74,802	12,374	
Non-current liabilities										
Borrowings	60	177	148,724	527,192						
Provisions	448	425	62,552	64,278	15	15		411	287	
Total non-current liabilities	508	602	211,276	591,470	15	15		411	287	
Total liabilities	19,286	18,044	2,674,170	2,998,110	6,921	8,631		75,213	12,661	
Net assets	75,535	76,777	84,703,755	67,034,577	1,775	3,393		27,033	12,283	

¹ The name and purposes of each State outcome group are summarised in Note 7(e).

7. State Outcome Group Statements (continued)
(c) State outcome group statements: the department's assets and liabilities (continued)

ASSETS	Outcome 4 ¹ NSW Education Standards Authority				Not Attributable		Total	
	2021	2021	2021	2021	2021	2021	2021	
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	
Cash and cash equivalents								
Receivables								
Contract assets								
Total current assets								
Non-current assets								
Property, plant and equipment								
- Land, buildings and improvements								
- Plant and equipment								
- Right-of-use assets under leases ³								
Total non-current assets								
Total assets								
LIABILITIES								
Payables								
Contract liabilities								
Borrowings								
Provisions								
Other current liabilities								
Total current liabilities								
Non-current liabilities								
Borrowings								
Provisions								
Total non-current liabilities								
Total liabilities								
Net assets								

¹ The name and purposes of each State outcome group are summarised in Note 7(e).

7. State Outcome Group Statements (continued)
(c) State outcome group statements: the department's assets and liabilities

ASSETS	Outcome 1 ¹ Early Childhood Education				Outcome 2 ¹ Government Schools ²		Outcome 3 ¹ Non-government Schools		Outcome 4 ¹ Skills Development Programs for Employment	
	2021	2021	2021	2021	2021	2021	2021	2021	2021	
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	
Cash and cash equivalents	1,854	2,571	765,390	786,732	1,787	3,388				
Receivables			243,723	337,009						
Contract assets									2,623	
Total current assets	1,854	2,571	1,010,103	1,123,741	1,787	3,388		6,794	2,623	
Non-current assets										
Intangible assets										
Property, plant and equipment										
- Land, buildings and improvements ³			39,654,792	33,796,464				24,773	20,955	
- Plant and equipment			243,107	203,009						
- Right-of-use assets under leases ³			46,197,899	33,909,473						
Total non-current assets			86,055,798	67,908,946						
Total assets	94,821	94,821	87,173,925	70,032,687	1,790	3,409		32,246	24,944	
LIABILITIES										
Payables	7,738	7,563	1,039,797	1,017,408	6,566	8,317		25,463	7,302	
Contract liabilities	803	863	87,134	90,525				895	11	
Borrowings	9	17	20,777	49,716						
Provisions	10,231	8,919	1,362,276	1,294,991	340	299		48,414	5,059	
Other current liabilities										
Total current liabilities	18,778	17,442	2,462,894	2,446,640	6,906	8,616		74,802	12,374	
Non-current liabilities										
Borrowings	60	177	148,724	527,192						
Provisions	448	425	62,552	64,278	15	15		411	287	
Total non-current liabilities	508	602	211,276	591,470	15	15		411	287	
Total liabilities	19,286	18,044	2,674,170	2,998,110	6,921	8,631		75,213	12,661	
Net assets	75,535	76,777	84,703,755	67,034,577	1,775	3,393		27,033	12,283	

¹ The name and purposes of each State outcome group are summarised in Note 7(e).

8. Current assets - Cash and cash equivalents

	2022	2021
	\$'000	\$'000
Cash at bank and on hand	888,630	1,025,953
deposits held at or any outstanding bank overdraft. The Department does not invest surplus cash.		
Total cash and cash equivalents	888,630	1,025,953

	2022	2021
	\$'000	\$'000
Cash and cash equivalents	888,630	1,025,953
(per Statement of Financial Position)		
Closing cash and cash equivalents	888,630	1,025,953
(per Statement of Cash Flows)		

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

9. Current/Non-current assets - Receivables

	2022	2021
	\$'000	\$'000
Trade receivables from contracts with customers	50,874	31,176
Other receivables	158,613	181,222
Total receivables	209,487	212,408
Less: Allowance for expected credit loss:		
• Trade receivables from contracts with customers	(1,872)	(1,062)
• Other receivables	(19,269)	(21,514)
Total expected credit loss	(21,081)	(22,576)
Prepayments	224,203	334,629
Total Receivables	412,609	524,451
Non-current		
Other receivables	18,160	
Total Receivables	430,769	524,451

	2022	2021
	\$'000	\$'000
Balance at the beginning of the financial year	50,874	31,176
Amounts written off during the financial year	(383)	642
Amounts recovered during the financial year	16	26
Gain/(Loss) on derecognition of receivables	1,108	9,188
Change in allowance recognised in net result	(1,422)	(1,422)
Balance at the end of the financial year	49,293	48,570

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

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

Recognition and measurement
All trade receivables are recognised and measured on a trade date basis. Regular, very purchases or sales are purchases or sales of financial assets that require delivery of assets within the time frame established by regulation or convention in the marketplace.

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

Subsequent measurement
The department measures trade receivables with the objective to collect the contractual cash flows and therefore measures them at an amount less than the effective interest method, less any impairment. Changes are recognised in the net result for the year when impaired, derecognised or through the amortisation process.

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

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

10. Contract assets and liabilities

	2022	2021
	\$'000	\$'000
Contract assets - current		
Less: Impairment allowance		
Contract liabilities - current	88,832	91,419
Contract receivables (included in Note 9)	50,874	31,176

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

Contract liabilities relate to consideration received in advance from customers in respect of international and overseas student revenue. The department satisfies its performance obligation providing educational services to these students, typically recognising revenue each month.

	2022	2021
	\$'000	\$'000
Revenue recognised that was included in the contract liability balance at the beginning of the financial year	91,419	45,619
Revenue recognised during the financial year		
Transaction price allocated to the remaining performance obligations from contracts with customers		
Total	91,419	45,619

The transaction price allocated to the remaining performance obligations relates to grants and other contributions that have sufficiently specific performance obligations. One hundred per cent is expected to be recognised as revenue in 2022-23 financial year when the department satisfies its performance obligation.

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

2022	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
At 1 July 2021 – fair value				
Gross carrying amount	10,550,739	38,759,121	316,465	49,626,325
Accumulated depreciation and impairment	–	(15,025,226)	(113,456)	(15,138,682)
Net carrying amount	<u>10,550,739</u>	<u>23,733,895</u>	<u>203,009</u>	<u>34,487,643</u>
At 30 June 2022 – fair value				
Gross carrying amount	11,649,181	47,261,169	290,598	59,200,948
Accumulated depreciation and impairment	–	(18,738,724)	(14,107)	(18,752,831)
Net carrying amount	<u>11,649,181</u>	<u>28,522,445</u>	<u>246,107</u>	<u>40,417,733</u>
2021				
At 1 July 2020 – fair value				
Gross carrying amount	10,019,253	37,032,628	652,478	47,704,359
Accumulated depreciation and impairment	–	(14,413,322)	(229,361)	(14,642,683)
Net carrying amount	<u>10,019,253</u>	<u>22,619,306</u>	<u>423,117</u>	<u>33,061,676</u>
At 30 June 2021 – fair value				
Gross carrying amount	10,550,739	38,759,121	316,465	49,626,325
Accumulated depreciation and impairment	–	(15,025,226)	(113,456)	(15,138,682)
Net carrying amount	<u>10,550,739</u>	<u>23,733,895</u>	<u>203,009</u>	<u>34,487,643</u>

* The value of work in progress for Buildings and Improvements is \$26,202,211.99 and Plant and Equipment is \$156.7m (2020-21: \$105.1m).

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

Reconciliation	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Financial year ended 30 June 2022				
Net carrying amount at the beginning of the financial year	10,550,739	23,733,895	203,009	34,487,643
Purchases of assets	13,218	1,533,123	67,005	1,613,346
Disposals (Note 4)	(782)	(77,088)	(72)	(77,942)
Net revaluation increments/(decrements)	1,055,074	4,401,387	–	5,456,471
Impairment losses (recognised in other comprehensive income)	–	(18,415)	–	(18,415)
Assets received by donation	1,482	469	(2,570)	(619)
Reclassifications between asset types	29,450	31	25	29,506
Depreciation expense (Note 2 (c))	–	(690,695)	(24,290)	(714,985)
Net carrying amount at the end of the financial year	<u>11,649,181</u>	<u>28,522,445</u>	<u>246,107</u>	<u>40,417,733</u>
Financial year ended 30 June 2021				
Net carrying amount at the beginning of the financial year	10,019,253	22,619,306	223,114	32,861,673
Purchases of assets	3,399	1,812,865	39,408	1,855,672
Disposals (Note 4)	(1,882)	(60,933)	(137)	(62,952)
Net revaluation increments/(decrements)	488,049	–	4	488,053
Reclassifications between asset types	–	(3,579)	(37,602)	(41,181)
Assets received by donation	34,720	25,163	1	59,884
Depreciation expense (Note 2 (c))	–	(693,664)	(24,274)	(717,938)
Net carrying amount at the end of the financial year	<u>10,550,739</u>	<u>23,733,895</u>	<u>203,009</u>	<u>34,487,643</u>

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

11. Non-current assets – Property, plant and equipment (continued)
(b) Property, plant and equipment held and used by the department

2022	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
At 1 July 2021 – fair value				
Gross carrying amount	10,549,835	38,733,969	316,383	49,600,217
Accumulated depreciation and impairment	–	(15,010,011)	(113,432)	(15,123,443)
Net carrying amount	<u>10,549,835</u>	<u>23,723,958</u>	<u>202,951</u>	<u>34,476,744</u>
At 30 June 2022 – fair value				
Gross carrying amount	11,648,058	47,231,214	290,516	59,169,788
Accumulated depreciation and impairment	–	(18,368,091)	(47,451)	(18,415,542)
Net carrying amount	<u>11,648,058</u>	<u>28,863,123</u>	<u>243,065</u>	<u>40,754,246</u>
2021				
At 1 July 2020 – fair value				
Gross carrying amount	10,018,406	36,988,320	652,396	47,669,122
Accumulated depreciation and impairment	–	(14,402,959)	(429,357)	(14,832,316)
Net carrying amount	<u>10,018,406</u>	<u>22,585,361</u>	<u>223,039</u>	<u>32,826,806</u>
At 30 June 2021 – fair value				
Gross carrying amount	10,549,835	38,733,969	316,383	49,600,217
Accumulated depreciation and impairment	–	(15,010,011)	(113,432)	(15,123,443)
Net carrying amount	<u>10,549,835</u>	<u>23,723,958</u>	<u>202,951</u>	<u>34,476,744</u>

11. Non-current assets – Property, plant and equipment (continued)
(b) Property, plant and equipment held and used by the department

Reconciliation	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Financial year ended 30 June 2022				
Net carrying amount at the beginning of the financial year	10,549,835	23,716,863	202,951	34,469,649
Purchases of assets	13,218	1,533,120	67,005	1,613,343
Disposals (Note 4)	(782)	(77,088)	(72)	(77,942)
Net revaluation increments/(decrements)	1,054,972	4,398,440	–	5,453,412
Impairment losses (recognised in other comprehensive income)	–	(18,415)	–	(18,415)
Assets received by donation	1,482	468	(2,570)	(619)
Reclassifications between asset types	29,450	31	25	29,506
Depreciation expense (Note 2 (c))	–	(690,314)	(24,274)	(714,588)
Net carrying amount at the end of the financial year	<u>11,648,058</u>	<u>28,863,123</u>	<u>243,065</u>	<u>40,754,246</u>
Financial year ended 30 June 2021				
Net carrying amount at the beginning of the financial year	10,018,387	22,601,098	223,039	32,842,464
Purchases of assets	3,399	1,812,851	39,408	1,865,658
Disposals (Note 4)	(1,882)	(60,933)	(137)	(62,952)
Net revaluation increments/(decrements)	488,049	–	4	488,053
Reclassifications between asset types	–	(3,579)	(37,602)	(41,181)
Assets received by donation	34,720	25,163	1	59,884
Depreciation expense (Note 2 (c))	–	(693,550)	(21,762)	(715,312)
Net carrying amount at the end of the financial year	<u>10,549,835</u>	<u>23,716,863</u>	<u>202,951</u>	<u>34,469,649</u>

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

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

2022	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
At 1 July 2021 – fair value				
Gross carrying amount	904	25,122	82	26,108
Accumulated depreciation and impairment	–	(7,215)	(24)	(7,239)
Net carrying amount	<u>904</u>	<u>17,907</u>	<u>58</u>	<u>18,869</u>
At 30 June 2022 – fair value				
Gross carrying amount	1,123	29,955	82	31,160
Accumulated depreciation and impairment	–	(10,863)	(24)	(10,907)
Net carrying amount	<u>1,123</u>	<u>19,092</u>	<u>58</u>	<u>20,273</u>

2021

At 1 July 2020 – fair value				
Gross carrying amount	847	34,308	82	35,237
Accumulated depreciation and impairment	–	(10,863)	(7)	(10,870)
Net carrying amount	<u>847</u>	<u>23,445</u>	<u>75</u>	<u>24,367</u>
At 30 June 2021 – fair value				
Gross carrying amount	904	25,122	82	26,108
Accumulated depreciation and impairment	–	(7,215)	(24)	(7,239)
Net carrying amount	<u>904</u>	<u>17,907</u>	<u>58</u>	<u>18,869</u>

Reconciliation

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

Financial year ended 30 June 2022	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Net carrying amount at the beginning of the financial year	1,021	17,032	58	18,111
Purchases of assets	–	3	–	3
Net revaluation increment/(decrement)	102	2,957	–	3,059
Depreciation expense	–	(831)	(16)	(847)
Net carrying amount at the end of the financial year	<u>1,123</u>	<u>19,092</u>	<u>58</u>	<u>20,273</u>
Financial year ended 30 June 2021				
Net carrying amount at the beginning of the financial year	866	18,270	75	19,211
Purchases of assets	–	14	–	14
Net revaluation increment/(decrement)	36	–	–	36
Depreciation expense	–	(927)	(17)	(944)
Net carrying amount at the end of the financial year	<u>904</u>	<u>17,907</u>	<u>58</u>	<u>18,869</u>

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

Recognition and measurement (continued)

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

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

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

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

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

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

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

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

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

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

The estimated useful life ranges for assets are consistent with those in the previous financial year and are listed below. The actual useful life may be greater than the estimated useful life for building assets. The department adopts a minimum remaining useful life of 10 years for building assets that have been revalued.

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

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

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

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

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

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

Impairment of property, plant and equipment
A not-for-profit entity with no cash generating units, impairment under AASB 136 Impairment of Assets is unlikely to arise. However, the department has assessed that any difference between fair value and depreciated historical cost is unlikely to be material.

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

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

Impairment of property, plant and equipment
A not-for-profit entity with no cash generating units, impairment under AASB 136 Impairment of Assets is unlikely to arise. However, the department has assessed that any difference between fair value and depreciated historical cost is unlikely to be material.

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

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

After an impairment loss has been recognised, it is reversed only if there has been a change in the assumptions used to determine the asset's recoverable amount. The reversal is limited so that the carrying amount of the asset does not exceed its recoverable amount, nor exceed the carrying amount that would have been determined, net of depreciation, had no impairment loss been recognised for the asset in prior years. Such reversal is recognised in net result and is treated as a revaluation increase. However, to the extent that an impairment loss on the same class of asset was previously recognised in net result, a reversal of that impairment loss is also recognised in net result.

The department has conducted an impairment assessment of its public schools following heavy rains and resultant flooding in February and March 2022. The Northern Rivers and Hawkesbury - Ngeean River Basin regions had been the most impacted with 21 NSW public schools experiencing varying levels of damage requiring impairment or disposal. Buildings and Improvements across eight of these schools with a written down value of \$35 million have been disposed and an impairment of \$18.4 million has been recognised in other comprehensive income for the remaining 13 schools as at 30 June 2022. Other affected schools are able to be repaired and the carrying amount does not exceed its recoverable amount.

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

Recognition and measurement (continued)

As part of the revaluation during 2017-18 (see Revaluation of property, plant and equipment in this note for further detail), the estimated useful life ranges and estimated remaining useful lives were reviewed for asset components within the building assets class. This has resulted in amendments of the useful life ranges for some asset components, however they still fall within the overall range for building assets.

Rights-of-use assets, acquired by leases

The department has elected to present right-of-use assets separately in the Statement of Financial Position.

Further information on leases is contained at Note 12.

Revaluation of property, plant and equipment

Physical non-current assets are valued in accordance with NSW Treasury Policy and Guidelines Paper TPP 21-09 Policy and Guidelines Paper: Valuation of Physical Non-Current Assets at Fair Value and Treasurer's Direction TD1-05 Valuation of Physical Non-Current Assets at Fair Value. TD21-05 and TPP21-09 adopt fair value in accordance with AASB 13 Fair Value Measurement, AASB 116 Property, Plant and Equipment and AASB 140 Investment Property.

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

Fair value of property, plant and equipment is based on a market participant's perspective, using valuation techniques such as the income approach, the market approach and the cost approach. The department uses the market approach as the primary valuation inputs. Generally, school buildings are designed for a specific limited purpose. In most cases, these buildings and the land on which they sit have no feasible alternative use. In accordance with TPP 21-09, the department determines the fair value of its building assets using the replacement cost method, as there is no market-based evidence of fair value. Refer to Note 14 for further information regarding fair value.

Revaluations are made with sufficient regularity to ensure the carrying amount of each asset in the class does not differ materially from its fair value at reporting date. The department conducts a comprehensive revaluation at least every three financial years for buildings and improvements, where a replacement cost valuation technique is used, and at least every five financial years for buildings and improvements, where a market-based valuation technique is used.

The last comprehensive revaluation was completed at 31 March 2021 for land and 31 March 2018 for buildings and improvements. A market approach was used for land, and a replacement cost approach was used for buildings and improvements. Both approaches were based on independent assessments.

Interim revaluations are conducted between comprehensive revaluations where cumulative changes to indicators suggest fair value may differ materially from carrying use. The department conducted an interim management revaluation of land and buildings and improvements at 30 June 2022 as a result of cumulative increases in indicators as follows:

Assets owned by the department	Last Comprehensive Revaluation	Comprehensive Revaluation	Index factor	Interim valuation performed by
Land	31 March 2021	31 March 2021	10.0%	Valuer General NSW
Buildings and Improvements	31 March 2018	31 March 2018	19.88%	Valuer General NSW

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

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

Recognition and measurement (continued)

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

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

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

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

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

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

Impairment of property, plant and equipment
A not-for-profit entity with no cash generating units, impairment under AASB 136 Impairment of Assets is unlikely to arise. However, the department has assessed that any difference between fair value and depreciated historical cost is unlikely to be material.

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

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

After an impairment loss has been recognised, it is reversed only if there has been a change in the assumptions used to determine the asset's recoverable amount. The reversal is limited so that the carrying amount of the asset does not exceed its recoverable amount, nor exceed the carrying amount that would have been determined, net of depreciation, had no impairment loss been recognised for the asset in prior years. Such reversal is recognised in net result and is treated as a revaluation increase. However, to the extent that an impairment loss on the same class of asset was previously recognised in net result, a reversal of that impairment loss is also recognised in net result.

The department has conducted an impairment assessment of its public schools following heavy rains and resultant flooding in February and March 2022. The Northern Rivers and Hawkesbury - Ngeean River Basin regions had been the most impacted with 21 NSW public schools experiencing varying levels of damage requiring impairment or disposal. Buildings and Improvements across eight of these schools with a written down value of \$35 million have been disposed and an impairment of \$18.4 million has been recognised in other comprehensive income for the remaining 13 schools as at 30 June 2022. Other affected schools are able to be repaired and the carrying amount does not exceed its recoverable amount.

12. Leases

(a) The department as a lessee

The department leases various properties, equipment and motor vehicles. Lease contracts are typically made for fixed periods of three to 99 years, but may have extension options. Lease terms are negotiated on an individual basis and contain a wide range of different terms and conditions. The lease agreements do not impose any covenants, but leased assets may not be used as security for borrowing purposes. The department does not provide residual value guarantees in relation to leases.

Extension and termination options are included in a number of leases. These terms are used to maximise operational flexibility in terms of managing contracts. The majority of extension and termination options held are exercisable only by the department and not by the respective lessor. In determining the lease term, management considers all facts and circumstances that create an economic incentive to exercise an extension option, or not exercise a termination option. Extension options (or periods after termination options) are only included in the lease term if the lease is reasonably certain to be extended (or not terminated).

AASB 16 Leases requires a lessee to recognise a right-of-use asset and a corresponding lease liability for most leases.

The department has elected to recognise payments for short-term leases and low value leases as expenses on a straight-line basis, instead of recognising a right-of-use asset and lease liability. Short-term leases are leases with a term of 12 months or less. Low value assets are assets with a fair value of \$10,000 or less when new and comprise mainly printers and photocopiers in schools.

During the financial year ended 30 June 2022, the department has accepted the changes in the office accommodation arrangements with Property NSW (PNSW). The main change is the introduction of a substitution right clause for PNSW to terminate the lease if the department is no longer required for the lease within the scope of AASB 16 from 30 June 2022. This involves judgment that the 'substitution right' clause in the agreement provides PNSW with a substantive substitution right. Management has made judgment that PNSW can obtain benefits from exercising the substitution right when it achieves office accommodation efficiency at the whole-of-government level and/or its other service objectives. It is also considered practical for PNSW to exercise the substitution right due to the general nature of the office accommodation. The corresponding right of use assets and lease liabilities have been derecognised on 30 June 2022, the effective date of the new clause. The net impact of the derecognition is recognised in Other Gains/(Losses) (refer to Note 5). From 1 July 2022, the accommodation charges will be recognised as expenses when incurred over the agreement duration.

The department continues to carry the responsibility to make good, and to control the fit-out during the remaining occupancy period as the department receives the economic benefits via using the fit-out or expected compensation from PNSW upon relocation. The incentives received prior to the 30 June 2022 apply to the remaining occupancy period. Therefore, the department's accounting treatment for make-good provision and fit-out costs in relation to the relevant accommodation remains unchanged. A liability in relation to the amortised balance of incentives received has been recognised as a liability as at 30 June 2022 and will be amortised during the remaining occupancy period.

12. Leases (continued)

(b) The department as a lessee (continued)

Right-of-use assets under leases
The following table presents right-of-use assets that do not meet the definition of investment property. The department does not hold any right-of-use assets that meet the definition of investment property.

2022	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Balance at the beginning of the financial year	7,766	631,640	23,275	662,681
Additions	27	13,360	5,386	18,773
Re measurement	--	1,653	--	1,653
Depreciation expense	(101)	(41,194)	(9,223)	(60,518)
Impairment losses (recognised in other gains/(losses) - Note 5)	--	(264)	(1)	(264)
Disposals	--	(265,183)	--	(265,183)
Derecognition of right-of-use asset	--	--	(1)	(1)
Balance at the end of the financial year	7,692	338,822	19,437	365,951

2021	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Balance at the beginning of the financial year	9,034	719,266	21,895	749,295
Additions	13	9,111	10,753	19,877
Re measurement	--	(7,799)	--	(7,799)
Depreciation expense	(65)	(43,957)	(9,473)	(53,125)
Impairment losses (recognised in other gains/(losses) - Note 5)	--	(37,246)	--	(37,246)
Disposals	(1,195)	(1,115)	--	(2,310)
Balance at the end of the financial year	7,766	631,640	23,275	662,681

12. Leases (continued)

(b) The department as a lessee (continued)

The discount rate ranges employed in present value technique computations of recoverable amounts is summarised in the below table.

Recoverable amount	Current measurement discount rates		Previous measurement discount rates	
	As at 1 July 2022	As at 1 July 2021	As at 1 July 2021	As at 1 July 2021
Recoverable amount - discounted cash flow technique	3.78%	3.78%	0.94%	0.94%
Leases up to 5 yrs	4.26%	4.26%	1.76%	1.76%
Leases up > 5 yrs	4.44%	4.44%	2.44%	2.44%

Lease liabilities

The following table presents liabilities under leases.

	2022 \$'000	2021 \$'000
Balance at the beginning of the financial year	(577,102)	(619,170)
Additions	(17,566)	(14,809)
Re measurement	(1,563)	7,756
Interest expenses	(22,312)	(23,785)
Payments of principal	22,312	23,785
Disposals	49,307	48,843
Reversal of recognition of lease liabilities	377,203	235
Balance at the end of the financial year	(169,869)	(637,102)

The following amounts were recognised in the Statement of Comprehensive Income during the period in respect of leases where the department is the lessee:

	2022 \$'000	2021 \$'000
Depreciation expense of right-of-use assets	50,516	53,125
Interest expense on lease liabilities	22,312	23,785
Lease expense for short-term leases ¹	16	813
Lease expenses for leases of low-value assets ¹	6,710	6,095
(Gains)/losses arising from derecognition of right-of-use assets and lease liabilities with Property NSW	(112,659)	--
Total amount recognised in the Statement of Comprehensive Income	(32,863)	(33,816)

¹ These expenses will not reconcile to the lease expenses reported in Note 2(b) as these do not include non-lease components of lease contracts, such as management fees, cleaning and maintenance.

The department had total cash outflows for leases of \$70.3m in the financial year (2020-21: \$79.5m).

The department has entered into multiple below market term leases for to further its educational purposes objectives, including the use land for of playing fields, land for and demountables, and access to school grounds. The leased assets must be used by the department for educational purposes. These assets account for a small portion of the similar assets the department is using for the purpose of providing educational services to students. Therefore, it does not have a significant impact on the department's operation.

12. Leases (continued)

(c) The department as a lessee (continued)

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

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

Right-of-use assets
The department recognises right-of-use assets at the commencement date of the lease (i.e. the date the underlying asset is available for use). Right-of-use assets are initially measured at the amount of initial measurement of the lease liability (refer to Note 12(b)), plus any lease payments made at or before the commencement date, less any lease incentives, any initial direct costs incurred, and estimated costs of dismantling and removing the asset or restoring the site.

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

- Land: two to 99 years
- Buildings and improvements: one to 99 years
- Plant and equipment: three to five years.

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

The right-of-use assets are also subjected to impairment. The department assesses, at each reporting date, whether there is an indication that an asset may be impaired. If any indication exists, or when annual impairment testing for an asset is required, the department estimates the asset's recoverable amount. When the carrying amount of an asset exceeds its recoverable amount, the asset is considered impaired and is written down to its recoverable amount. After an impairment loss has been recognised, it is reviewed only if there has been a change in the assumptions used to determine the asset's recoverable amount. The reversal is recognised only if the amount of the reversal does not exceed the carrying amount that would have been determined, had no impairment loss been recognised for the asset in prior years. Such reversal is recognised in the net result.

Lease liabilities

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

- fixed payments (including in substance fixed payments) less any lease incentives receivable;
- variable lease payments that depend on an index or a rate;
- amounts expected to be paid under residual value guarantees;
- payments of penalties for terminating the lease, if the lease term reflects the department exercising the option to terminate.

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

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

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

The department's lease liabilities are included in borrowings.

12. Leases (continued)

(a) The department as a lessee (continued)

Recognition and measurement (continued)

Short-term leases and leases of low-value assets
The department applies the short-term lease recognition exemption to its short-term leases of machinery and equipment (i.e. those leases with a term of 12 months or less, from the commencement date, that do not contain a purchase option). It also applies the lease of low-value assets recognition exemption to leases of office equipment that are considered to be low value. Lease payments on short-term leases and leases of low value assets are recognised as expense on a straight-line basis over the lease term.

Leases that have significantly below-market terms and conditions principally to enable the department to further its objectives. The initial and subsequent measurement of right-of-use assets under leases at significantly below-market terms and conditions that are entered into principally to enable the department to further its objectives is same as normal right-of-use assets. They are measured at cost, subject to impairment.

These right-of-use assets are depreciated on a straight-line basis over the shorter of the lease term and the estimated useful lives of the assets, subject to impairment. They are not subject to revaluation.

(b) The department as a lessor

The department's properties are leased to tenants under operating lease agreements with rentals payable as per the terms and conditions of the agreement. Lease agreements for some contracts include CPI increases, but there are no other variables lease payments that depend on an index or rate.

Although the department is exposed to changes in the residual value at the end of the current leases, the department typically enters into new operating leases and therefore will not immediately realise any reduction in residual value at the end of these leases. Expectations about the future residual values are reflected in the fair value of the properties.

Lessor for operating leases

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

	2022 \$'000	2021 \$'000
Within one year	198	243
One to two years	187	124
Two to three years	144	104
Three to four years	124	90
Four to five years	94	85
Later than five years	105	177
Total (excluding GST)	<u>852</u>	<u>770</u>

Recognition and measurement - lessor for operating lease

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

13. Intangible assets

	2022 \$'000	2021 \$'000
Software		
At 1 July		
Cost (gross carrying amount)	840,017	705,731
Accumulated amortisation and impairment	(394,705)	(324,750)
Net carrying amount	<u>445,312</u>	<u>380,981</u>
At 30 June		
Cost (gross carrying amount)	924,254	840,017
Accumulated amortisation and impairment	(464,251)	(394,705)
Net carrying amount ¹	<u>460,003</u>	<u>445,312</u>
Financial year ended 30 June		
Net carrying amount at the beginning of the financial year	445,312	380,981
Additions:		
• Internally developed	45,915	44,420
• Purchased	75,182	66,520
Reclassifications between asset types	15,602	34,622
Amortisation expense	(105,902)	(81,250)
Net carrying amount at the end of the financial year ¹	<u>460,003</u>	<u>445,312</u>

¹ The value of work in progress for Software is \$200.2m (2020-21: \$79.8m).

Recognition and measurement

The department recognises intangible assets only if it is probable that future economic benefits will flow to the department and the cost of the asset can be measured reliably.

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

Intangible assets are measured initially at cost. Where an asset is acquired at no or nominal cost, the cost is its fair value as at the date of acquisition. Following initial recognition, intangible assets are subsequently measured at fair value only if there is an active market. If there is no active market for the department's intangible assets, the assets are carried at cost less any accumulated amortisation and impairment losses.

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

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

The department's intangible assets are amortised using the straight-line method over a period of 3 to 15 financial years.

The amortisation period and the amortisation method for an intangible asset with a finite useful life are reviewed at least at the end of each financial year.

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

14. Fair value measurement of non-financial assets

Fair value measurement and hierarchy

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

When measuring fair value, the valuation technique used maximises the use of relevant observable inputs and minimises the use of unobservable inputs. Under AASB 13, the department categorises, for disclosure purposes, the valuation techniques based on the inputs used in the valuation techniques as follows:

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

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

(a) Fair value hierarchy

	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total fair value \$'000
Financial year ended 30 June 2022				
Land	--	--	11,649,181	11,649,181
Buildings and Improvements	--	28,865,707	--	28,865,707
Residencies	--	17,627	40,514,888	40,532,515
Total	--	17,627	40,514,888	40,532,515
Financial year ended 30 June 2021				
Land	--	--	10,550,739	10,550,739
Buildings and Improvements	--	19,453	23,714,742	23,714,742
Residencies	--	19,653	34,265,481	34,285,134

(b) Valuation techniques, inputs and processes

The fair value of non-financial assets that are not traded in an active market is determined using valuation techniques. These valuation techniques maximise the use of observable market data where it is available and rely as little as possible on the department's specific estimates. If all significant inputs required to determine the fair value an instrument are observable, the instrument is included in Level 2. If one or more of the significant inputs is not based on observable market data, the instrument is included in Level 3.

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

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

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

(c) Reconciliation of recurring Level 3 fair value measurements

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

	Land \$'000	Buildings and Improvements \$'000	Total Recurring Level 3 \$'000
Fair value as at 1 July 2021	10,550,739	23,714,742	34,265,481
Purchases of assets	1,832	1,813,265	1,815,097
Disposals	(1,782)	(74,982)	(76,764)
Net revaluation increments/(decrements)	1,055,074	4,401,357	5,456,471
Impairment losses (recognised in other comprehensive income)	--	(18,415)	(18,415)
Reclassification between asset types	1,482	486	1,968
Assets received by donation	29,450	--	29,450
Depreciation expense	--	(690,637)	(690,637)
Fair value as at 30 June 2022	<u>11,649,181</u>	<u>28,865,707</u>	<u>40,514,888</u>

	Land \$'000	Buildings and Improvements \$'000	Total Recurring Level 3 \$'000
Fair value as at 1 July 2020	10,019,263	22,699,541	32,718,794
Purchases of assets	1,832	1,813,265	1,815,097
Disposals	(1,832)	(60,321)	(62,153)
Net revaluation increments/(decrements)	488,049	--	488,049
Reclassification between asset types	7,200	(3,579)	3,621
Assets received by donation	34,720	25,163	59,883
Depreciation expense	--	(659,927)	(659,927)
Fair value as at 30 June 2021	<u>10,550,739</u>	<u>23,714,742</u>	<u>34,265,481</u>

15. Restricted assets

As at 30 June 2022, the department held \$6.4m (2020-21: \$5.1m) in an interest-bearing bank account for monthly service payments to the private service provider of 11 schools. Only the private service provider can draw the funds held.

The department also recognised \$14.9m (2020-21: \$14.9m) 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.

16. Current liabilities - Payables

	2022 \$'000	2021 \$'000
Accrued salaries, wages and on-costs	208,005	178,056
Creditors	804,234	814,373
Payroll Tax and Fringe Benefits Tax	49,580	49,580
Other ¹	20	4,557
	<u>1,071,839</u>	<u>1,046,566</u>

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

¹ Includes other third party holdings of \$5.9m (2020-21: \$4.9m).

Recognition and measurement

Payables represent liabilities for goods and services provided to the department and other amounts. Short-term payables with no stated interest rate are measured at the original invoice amount, where the effect of discounting is immaterial.

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

17. Current/Non-current liabilities - Borrowings

	2022 \$'000	2021 \$'000
(a) Current	20,785	49,733
Lease liabilities (see Note 12)	<u>20,785</u>	<u>49,733</u>

Non-current

Lease liabilities (see Note 12)

Total Borrowings

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

Recognition and measurement

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

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

(b) Changes in liabilities arising from financing activities

The only cash changes arising from financing activities during the financial year were \$49.3m (2020-21: \$48.8m) of repayments for the principal portion for lease liabilities.

18. Current/Non-current liabilities - Provisions

	2022 \$'000	2021 \$'000
Current		
Current provisions expected to be settled within 12 months		
Employee benefits and related on-costs		
Annual leave	71,811	62,581
Annual and non-term leave (Vacation leave)	544,020	488,546
Payroll Tax on annual leave	15,754	16,170
Workers' compensation on extended/long service leave	163,874	168,170
Workers' compensation on extended/long service leave	30,774	33,663
Payroll Tax on extended/long service leave	139,767	151,486
Superannuation on extended/long service leave	182,081	196,175
Annual leave loading	70,901	62,487
Other employee benefits and related on-costs	67,190	64,908
	<u>42,293</u>	<u>31,952</u>
Other provision	<u>1,336,403</u>	<u>1,258,873</u>
Other	<u>62,845</u>	<u>21,519</u>
Current provisions expected to be settled beyond 12 months		
Annual leave	21,781	16,404
Payroll Tax on annual leave	1,056	796
Superannuation on annual leave	2,478	1,476
	<u>25,015</u>	<u>18,076</u>
Total provisions - current	<u>1,624,263</u>	<u>1,298,088</u>
Non-current:		
Employee benefits and related on-costs:		
Payroll Tax on extended/long service leave	13,824	14,982
Annual leave on extended/long service leave	15,218	16,647
Workers' compensation on extended/long service leave	3,043	3,329
Superannuation on extended/long service leave	18,008	19,689
	<u>50,093</u>	<u>54,657</u>
Other provision	<u>13,344</u>	<u>10,326</u>
Other	<u>63,437</u>	<u>64,983</u>
Total provisions - non-current		
Aggregate employee benefits and related on-costs	<u>1,411,511</u>	<u>1,332,206</u>
Provisions	<u>208,005</u>	<u>178,056</u>
Accrued salaries, wages and on-costs (Note 16)	<u>1,619,516</u>	<u>1,510,262</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:		
Other	2022	2021
	\$'000	\$'000
Carrying amount at the beginning of the financial year	31,845	17,300
Additional provisions recognised	40,716	21,422
Amounts used	(13)	(170)
Unwinding of discount	(892)	(6,739)
Write back of provision		(603)
Unwinding/change in the discount rate	4,533	(603)
Carrying amount at the end of the financial year	76,189	31,845

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

16. Current liabilities - Payables

	2022 \$'000	2021 \$'000
Accrued salaries, wages and on-costs	208,005	178,056
Creditors	804,234	814,373
Payroll Tax and Fringe Benefits Tax	49,580	49,580
Other ¹	20	4,557
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Details regarding credit risk, liquidity risk and market risk, including a maturity analysis of the above payables are disclosed in Note 26.

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(a) Current	20,785	49,733
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Lease liabilities (see Note 12)

Total Borrowings

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

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The only cash changes arising from financing activities during the financial year were \$49.3m (2020-21: \$48.8m) of repayments for the principal portion for lease liabilities.

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Other employee benefits and related on-costs	67,190	64,908
	<u>42,293</u>	<u>31,952</u>
Other provision	<u>1,336,403</u>	<u>1,258,873</u>
Other	<u>62,845</u>	<u>21,519</u>
Current provisions expected to be settled beyond 12 months		
Annual leave	21,781	16,404
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Total provisions - current	<u>1,624,263</u>	<u>1,298,088</u>
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Employee benefits and related on-costs:		
Payroll Tax on extended/long service leave	13,824	14,982
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Workers' compensation on extended/long service leave	3,043	3,329
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Other provision	<u>13,344</u>	<u>10,326</u>
Other	<u>63,437</u>	<u>64,983</u>
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16. Current liabilities - Payables

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Other ¹	20	4,557
	<u>1,071,839</u>	<u>1,046,566</u>

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

¹ Includes other third party holdings of \$5.9m (2020-21: \$4.9m).

Recognition and measurement

Payables

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

	2022 \$'000	2021 \$'000
Liabilities under transfers to acquire or construct non-financial assets to be controlled by the department	49,602	24,055
Liability for contributions to Treasury Managed Fund	49,602	40,905
Total Other liabilities	49,602	40,905

Reconciliation of financial assets and corresponding liabilities arising from transfers to acquire or construct non-financial assets to be controlled by the department

	2022 \$'000	2021 \$'000
Opening balance of liabilities arising from transfers to acquire/construct non-financial assets to be controlled by the department	24,055	--
Add: receipt of cash during the financial year	49,602	198,828
Deduct: income recognised during the financial year	(24,055)	(174,571)
Closing balance of liabilities arising from transfers to acquire/construct non-financial assets to be controlled by the department	49,602	24,055

Refer to Note 3(d) for a description of the departments obligations under transfers received to acquire or construct non-financial assets to be controlled by the department.

The department expects to recognise as revenue any liability for unsatisfied obligations as at the end of the reporting period in the next financial year, as the related asset(s) are constructed/acquired.

20. **Equity**

Asset revaluation surplus
The revaluation surplus is used to record increments and decrements on the revaluation of non-current assets. This accounts with the department's policy on the revaluation of property, plant and equipment as discussed in Note 11.

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

Accumulated funds
The category 'Accumulated funds' includes all current and prior year retained funds, including those that relate to equity transfers.

21. **Commitments**

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

	2022 \$'000	2021 \$'000
Within one financial year	1,238,679	1,063,146
Later than one financial year and not later than five financial years	113,600	106,876
Total (including GST)	1,352,279	1,170,022

The total commitments for expenditure include GST input tax credits of \$122.9m (2020-21: \$108.4m) that are expected to be recovered from the Australian Taxation Office.

22. **Contingent liabilities and contingent assets**

(a) **Contingent liabilities**

The department is not aware of any contingent liabilities that are financially material for the purposes of financial statements at 30 June 2022.

(b) **Contingent assets**

The department is not aware of any contingent assets that are financially material for the purposes of financial statements at 30 June 2022.

23. **Budget review**

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

Net result

The departments net result was \$970 million lower than the budget for the financial year. The variance includes lower revenue of \$1,654 million, offset by higher gains of \$108 million and savings from expenses of \$576 million.

The \$576 million saving in total expenses is primarily attributable to the following:

- a) employee related expenses are \$657 million lower mainly due to \$444m decrease in the present value of extended/long service leave and related on-costs, as well as timing of planned recruitment activity.
- b) operating expenses are \$185 million higher, primarily due to additional costs incurred as result of Department's COVID-19 response (e.g. higher cleaning costs, purchase of PPE & NAI'S), as well as increases in computer software licensing and subscription costs.
- c) grants and subsidies are \$200 million lower than budget. As a result of timing of programs delivered by the grant recipients due to COVID-19 impacts and economic conditions, particularly in the skilled and employable workforce area, the department has consequently changed the timing of payments for these grants and subsidies.

The \$1,654 million lower in revenue is primarily attributable to the following:

- a) appropriation is \$1,085 million lower compared to budget due to lower cash requirement during the financial year following delays in capital projects and other programs of work due to COVID-19 restrictions and floods.
- b) sale of goods and services is \$96 million lower due to reduced school revenue as a result of COVID-18, including subject contributions, extra-curricular activities, together with other school generated revenue.

- c) acceptance by the Crown Entity of employee benefits and other liabilities is \$476 million lower than budget, mainly due to increased bond rates, corresponding to significant present value adjustments for long service leave.

Other gains is \$108 million above budget and is mainly driven by the de-recognition of right-of-use assets.

Assets and liabilities

Total assets is \$4,033 million higher than budget primarily due to the following:

- a) total current assets is \$344 million higher mainly due to capital prepayments.
- b) total non-current assets is \$3,689 million above budget mainly due to inclusion on land, buildings and improvements, and capitalisation of new IT projects. This is partially offset by the de-recognition of right-of-use assets.

Total liabilities is \$339 million higher than budget primarily due to the following:

- a) total current liabilities is \$669 million above budget. Main driving factors are \$334 million higher payables due to capital and other accruals, and \$59 million higher contract liabilities at the end of the financial year caused by timing differences. Provisions is also \$257 million above budget due to less leave taken during the financial year.

- b) total non-current liabilities is \$329 million below budget primarily due to reduction in borrowings related to the de-recognition of right-of-use assets.

26. Financial instruments

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

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

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

(e) Financial instrument categories

Class	Notes	Category	Carrying Amount 2022	Carrying Amount 2021
Financial assets:				
Cash and cash equivalents	8	N/A	888,030	1,025,953
Receivables ¹	9	Amortised cost	84,093	73,902
Contract assets ²	10	Amortised cost	--	--
Financial liabilities:				
Payables ³	16	Amortised cost	1,029,788	998,471
Borrowings - Lease liabilities	17	Amortised cost (in accordance with AASB 16)	169,569	577,102

Notes:

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

² While contract assets are also not financial assets, they are explicitly included in the scope of AASB 7 Financial Instruments Disclosures for the purpose of the credit risk disclosures.

³ Excludes statutory payables and unearned revenue (i.e. not within scope of AASB 7 Financial Instruments Disclosures).

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

26. Financial instruments (continued)

(b) Derecognition of financial assets and financial liabilities

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

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

When the department has transferred its rights to receive cash flows from an asset or has entered into a pass-through arrangement, it evaluates if, and to what extent, it has retained the risks and rewards of ownership. Where the department has neither transferred nor retained substantially all the risks and rewards or transferred control, the asset continues to be recognised to the extent of the department's continuing involvement in the asset. In that case, the department also recognises an associated liability. The transferred asset and the associated liability are measured on a basis that reflects the rights and obligations that the department has retained.

Continuing involvement that takes the form of a guarantee over the transferred asset is measured at the lower of the original carrying amount of the asset and the maximum amount of consideration that the department could be required to repay.

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

(c) Offsetting financial instruments

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

(d) Financial risks

(i) Credit risk

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

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

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

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

Cash and cash equivalents
Cash includes cash on hand and bank balances within the NSW Treasury Banking System. Although interest is earned on daily bank balances at the monthly average NSW T Corp 11m unofficial cash rate, NSW Treasury retains this revenue and does not pass it onto the department. Interest is earned on schools' bank account balances at the Reserve Bank of Australia (RBA) cash rate. This revenue is retained in the schools' bank account.

26. Financial instruments (continued)

(d) Financial risks (continued)

(i) Credit risk (continued)

Accounting policy for impairment of trade receivables and other financial assets

Receivables - trade receivables and contract assets
All trade receivables and contract assets are recognised at the amounts receivable at balance date. Collectibility of trade receivables and contract assets is reviewed on an ongoing basis. Procedures as established in the Treasurer's Directions are followed to recover outstanding amounts, including letters of demand.

From 1 July 2018, the department applied the AASB 9 simplified approach to measuring expected credit losses which uses a lifetime expected loss allowance for all trade receivables and contract assets. The department's trade receivables do not include a significant financing component, and as such the simplified approach is applied. AASB 9 requires the department to calculate the expected credit loss and apply this to the department's unimpaired trade receivables.

To measure the credit losses, trade receivables and contract assets have been grouped based on shared credit risk characteristics and the days past due.

The expected credit loss rates are based on historical observed loss rates. The historical loss rates are adjusted to reflect current and forward-looking information on macroeconomic factors affecting the ability of the customers to settle the receivables and contract assets. In 2020-21, the department reviewed macro-economic data published by the Australian Bureau of Statistics for indications of economic deterioration in NSW and Australia. The department used the Australian unemployment rate and NSW business revenue projections to make judgments about the change in expected loss rates for trade receivables and contract assets as a result of COVID-19.

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

The loss allowance for trade receivables and contract assets and lease receivables as at 30 June was determined as follows:

30 June 2022	Current	< 3 months	3 - 6 months	> 6 months	Total
Expected credit loss rate	0.28%	2.47%	3.11%	55.64%	N/A
Estimated gross carrying amount (\$'000)	39,340	3,480	578	1,475	44,873
Expected credit loss (\$'000)	112	86	18	865	1,081
30 June 2021					
Expected credit loss rate	0.13%	2.27%	1.26%	65.06%	N/A
Estimated total gross carrying amount (\$'000)	10,800	2,693	637	352	14,482
Expected credit loss (\$'000)	14	61	8	229	312

Note:

The ageing analysis excludes statutory receivables and prepayments, as these are not within the scope of AASB 7 Financial Instruments Disclosures. Therefore, the total will not reconcile to the Total Receivables in Note 9 and the Contract Assets total in Note 10.

The department is not materially exposed to concentrations of credit risk to a single trade debtor or group of debtors as at 30 June 2022 and 2021. Most of the department's debtors have a good credit rating.

26. Financial instruments (continued)

(d) Financial risks (continued)

(ii) Liquidity risk

Liquidity risk is the risk that the department will be unable to meet its payment obligations when they fall due. The department manages liquidity risk by ensuring that it maintains sufficient liquid assets. The objective is to maintain a balance between continuity of funding and flexibility through the use of overdrafts, loans and other advances.

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

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

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

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

	Interest rate exposure			Maturity dates		
	Weighted average effective int. rate	Nominal amount ¹	Fixed interest rate	Variable interest rate	Non-interest bearing	
2022						
Payables: ²						
Accrued salaries, wages and on-costs	--	204,767	--	204,767	204,767	--
Creditors	--	812,236	--	812,236	812,236	--
Borrowings:						
Lease liabilities	4.28%	212,487	212,487	--	27,037	80,231
2021						
Payables: ²						
Accrued salaries, wages and on-costs	--	177,141	--	177,141	177,141	--
Creditors	--	821,330	--	821,330	821,330	--
Borrowings:						
Lease liabilities	4.43%	710,081	524,226	185,855	--	65,135
						217,058
						427,886

Notes:

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

² The amounts disclosed here exclude statutory payables and unearned revenue (not within scope of AASB 7).

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

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

The effect on profit and equity due to a reasonably possible change in risk variable is outlined in the information below, for interest rate risk and other price risk. A reasonably possible change in risk variable has been determined after taking into account the economic environment in which the department operates and the time frame for the assessment (i.e. until the end of the next annual reporting period). The sensitivity analysis is based on risk exposures in existence at the Statement of Financial Position date. The analysis is performed on the same basis as for 2021-22. The analyst assumes that all other variables remain constant.

Interest rate risk
Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. Exposure to interest rate risk arises primarily through the department's interest bearing liabilities. This 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 at fair value through comprehensive income or available-for-sale. Therefore, for these financial instruments, a change in interest rates would not affect the carrying value or interest paid/received. A reasonably possible change of +/- 1% is used, consistent with current trends in interest rates (based on official RBA interest rate volatility over the last five financial years). The basis will be reviewed annually and amended where there is a structural change in the level of interest rate volatility.

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

	2022 \$'000	+1%	-1%	2021 \$'000
Net result	(7,185)	7,185	(4,489)	4,489
Equity	(7,185)	7,185	(4,489)	4,489

(e) Fair value measurement

(i) **Fair value compared to carrying amount**
The department's financial instruments are measured at fair value. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. The fair value measurement is based on the presumption that the transaction to sell the asset or transfer the liability takes place either in the principal market for the asset or liability or in the absence of a principal market, in the most advantageous market for the asset or liability.

There is no difference between the fair value and carrying amount of the department's financial instruments during 2021-22 and 2020-21.

Financial instruments are generally recognised at cost, with the exception of the NSW TCorp IM Funds, which is measured at fair value. The department did not have deposits in these facilities for both financial years ended 30 June 2022 and 30 June 2021.

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

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

When measuring fair value, the valuation technique used maximises the use of relevant observable inputs and minimises the use of unobservable inputs. Under ASB 13 Fair Value Measurement, the department categorises, for disclosure purposes, the fair value measurements into three levels based on the observability of the inputs used in the valuation technique:

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

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

The department did not have financial assets at fair value in 2021-22 and 2020-21.

27. Related party disclosures

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

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

	2022 \$'000	2021 \$'000
Employee benefits	5,113	4,397
Short-term employment	928	577
Other long-term	--	--
Termination	--	--
Share-based payment	--	--
Total compensation	6,041	4,974

(b) Transactions with related parties

Related party transactions include transactions with other NSW government controlled entities, KMP of the department as described in Note 27(a) and their close family members, Ministers and their close family members, and or entities in which KMP, Ministers or their close family members have a controlling interest.

(i) Transactions with NSW government controlled entities

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

- Appropriations of \$19.5 billion received from Consolidated Fund. Refer to Note 3(a) for further information.
- Grants to the Department of Education for the Digital Restroom Program. \$40 million for capital works under the Restart NSW Fund A4-2011 and \$107.3 million from the Department of Customer Service for the Digital Restroom Fund. Refer to Note 3(a) for further information.
- \$182.1 million of COVID-19 personal protective equipment and rapid antigen tests received from the Ministry of Health. Refer to Note 3(d) for further information.
- Employee benefits assumed by the Crown of \$18.3 million. Refer to Note 3(e) for further information.
- Grants to NSW government agencies within the Education cluster of \$1.7 billion. This includes \$1.6 billion to TAFE NSW, and \$162.1 million to NSW Education Standards Authority. Refer to Note 2(d) for further information.
- An additional \$94.9 million was paid to NSW Government entities under a number of the department's funding arrangements.
- Payments of \$102.6 million and recoveries of \$85.6 million from the Care NSW Treasury Managed Fund Scheme. Refer to Note 2(b) and Note 3(f) for further information.

(ii) Other related party transactions

The spouse of a Cabinet Minister was employed as a Band 1 executive by the department during the financial year. The employment was on a full-time basis and a total of \$243 thousand (inclusive of superannuation) was compensated in 2021-22.

28. Events after the financial year

The department is not aware of any events after the financial year that have material impacts on the financial statements for the year ended 30 June 2022.

End of audited financial statements.



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Profile – NSW public schools

This section provides data on our public schools including the number of schools and student diversity. Addresses and contact details for all public schools are available at our NSW Public School Finder website: schoolfinder.education.nsw.gov.au.

Table 3: NSW public school enrolments, 2022

Category	Number
Total full-time and part-time primary and secondary students	791,435
Full-time primary and secondary students	789,664
Full-time primary students	479,276
Full-time secondary students	310,388
Part-time secondary students	1,771
Preschool students	4,223
Children in early intervention classes	718

Notes: The number of preschool students and children in early intervention classes is not included in the full-time primary and secondary enrolments total, consistent with Schools Australia. Total full-time and part-time primary and secondary students are calculated by headcount. Part-time students are counted as one regardless of their study load.

Table 4: NSW public school student profile, 2022

Category	Number
Male students	409,326
Female students	382,109
Students with a language background other than English	302,154
Aboriginal students	70,939
Students in support classes	22,818
Students in schools for specific purposes	6,029

Notes: Student numbers are presented as headcount. Number of students with a language background other than English does not include preschool students.

Table 5: NSW public schools, 2022

Category	Number
Total number of schools	2,209
Primary schools	1,601
Secondary schools	402
Schools for specific purposes	117
Central/community schools	67
Environmental education centres	22

Notes: The total number of schools differs from figures published by the Australian Bureau of Statistics (ABS), which only counts schools that have permanent enrolments for 4 or more continuous weeks, therefore excluding environmental education centres, some schools for specific purposes, and the Open High School. A multi-campus college is reported by the ABS as one school, but campuses are reported individually here.

Table 6: Student-to-teacher ratios in NSW public schools, 2022

Category	Ratio
Overall student-to-teacher ratio	14.2
Primary student-to-teacher ratio	15.0
Secondary student-to-teacher ratio	13.0

Notes: The data considers full-time equivalent enrolments. 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. Source for Tables 3 to 6: Department of Education Mid-year Census collection. Note for Tables 3 to 6: Figures, except for the total number of schools, are consistent with ABS Schools Australia (cat 4221.0) counting rules, and ratios are calculated using FTE students and teachers.

Table 7: Enrolments of NSW public school students with a language background other than English, by language, 2022

Category	Number
Indian Languages	66,639
Chinese Languages	46,230
Arabic	40,929
Vietnamese	16,018
Filipino/Tagalog	10,181
Korean	8,162
Samoan	7,980
Spanish	7,954
Greek	6,483
Assyrian/Chaldean	4,800
Indonesian	4,579
Tongan	4,481
Dari	4,087
Thai	4,017
Italian	3,840
Japanese	3,732
Turkish	3,690
Persian (Excluding Dari)	3,679
French	3,349
Macedonian	3,147
Russian	3,016
German	3,005
Other	42,156

Notes: Pre-school students are not included in the table. Source: Department of Education Language Background Other Than English census, 2022.

Profile – VET in NSW

Table 8: Smart and Skilled student profile, 2022

Category	Total
Commencements ¹	206,274
Completions ²	58,840
Male students ¹	95,373
Female students ¹	110,476
Aboriginal students ¹	20,363
Students with disability ¹	12,868
Students living in a regional area ¹	39,186
Students living in a remote area ¹	13,194

¹ Includes part qualifications. ² Qualification eligible.

Table 9: Smart and Skilled provider profile, 2022.

Provider type ¹	Enrolments	Number of providers
Private providers	107,055	342
TAFE	92,428	1
ACE providers	6,791	29

¹ Includes part qualifications.

Table 10: Apprentices and Trainees profile, 2022.

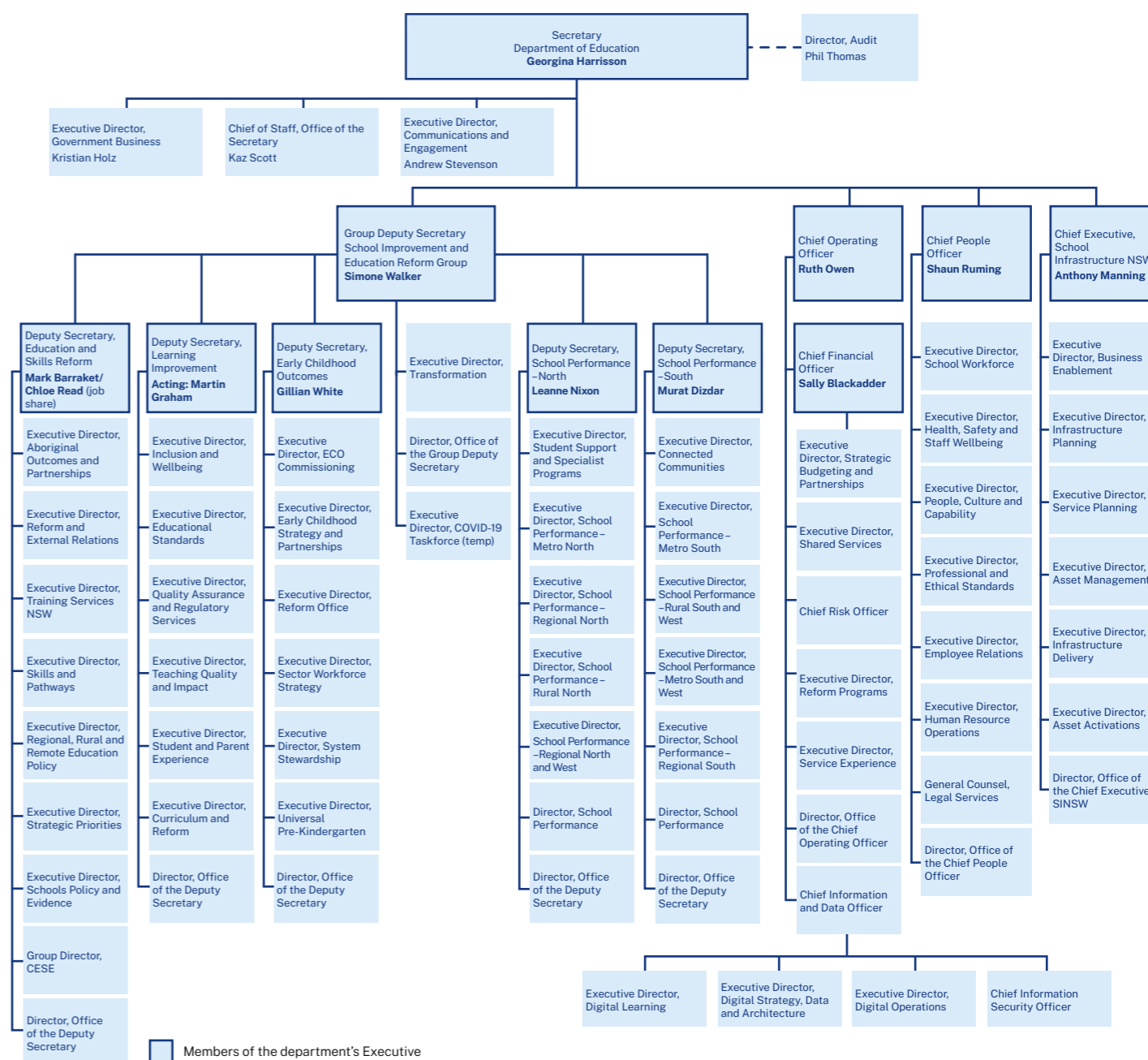
Category	Total
Contracts Approved	63,503
Completions	30,530
Male students	37,020
Female students	26,454

Source for tables 8 to 10: Integrated Vocational Education and Training System, 2021.

Our people

Organisational structure

As at 31 December 2022, the department structure is represented in this chart. In October 2022, the new Early Childhood Outcomes division was created to lead the delivery of the Early Years Commitment program. The latest organisational chart is available on the NSW Department of Education website: education.nsw.gov.au/about-us/our-people-and-structure/organisational-chart.



Division profiles

School Improvement and Education Reform Group

The School Improvement and Education Reform (SIER) Group coordinates the department's enterprise-wide transformation agenda, including driving key school improvement priorities. SIER monitors and reports on the most important and complex departmental targets and strategies including Premier's Priorities, the school improvement agenda and skills reform. The group's work also includes the delivery of the Early Years Commitment program, corporate and delivery planning and support.

SIER comprises the Education and Skills Reform, Learning Improvement, School Performance North and South, Early Childhood Outcomes divisions and the Transformation Office.

Education and Skills Reform

The Education and Skills Reform (ESR) group drives innovation, reform and policy development based on strategic analysis and evaluation, aligned with external relations for the whole education system. ESR delivers critical programs to improve outcomes in early childhood education, schooling and skills. This includes driving the Skilling for Recovery program and the broader skills reform agenda.

Responsibilities also include:

- securing national and state funding for education services
- distributing funding to non-government schools
- driving a whole-of-department focus on Aboriginal outcomes, including raising Year 12 completion rates for Aboriginal students
- improving outcomes for regional, rural and remote learning communities, from early childhood to schools and skills pathways.

Learning Improvement

Learning Improvement works collaboratively across the department and non-government sectors to support schools to improve outcomes for every student. The group is responsible for ensuring the youngest children get the best start in life by supporting and regulating the early childhood education and care sector. It is also responsible for the development and delivery of evidence-based programs to improve educational standards and the quality of teaching and learning in all NSW public schools. It does this by:

- monitoring, supporting and regulating the early childhood education and care sector in NSW and ensuring continuous improvement in quality
- maximising access, inclusion and wellbeing of all students through the oversight of relevant policies and by commissioning programs or strategic partnerships with other agencies and service providers
- leading curriculum reform for the department, in collaboration with NSW Education Standards Authority
- supporting teachers to achieve high professional standards in the delivery of curriculum, literacy and numeracy, assessment and reporting
- developing evidence-based programs, professional learning and instructional resources in partnership with schools, teachers and leaders
- understanding student, parent and carer experiences to inform the design and delivery of high-quality experiences that put our students' and parents'/carers diverse needs at the centre of decision making.

Early Childhood Outcomes

The Early Childhood Outcomes division is responsible for ensuring all children make a strong start in life and learning, and make a successful transition to school.

The division will transform early childhood education and care, child development and contribute to women's economic participation in NSW through improved access, affordability and quality of care and services. It includes strategic investments to:

- attract, retain and develop early childhood education and care teachers and educators
- work across government to expand proven child development programs
- provide fee relief for families of preschool-aged children so all children can participate in 600 hours of quality education in the year before school, while increasing quality and availability of preschool in NSW
- support quality practice to enhance outcomes for children in NSW, particularly for Aboriginal and/or Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disability and children living in regional and remote areas
- fund the early learning sector to innovate, grow and address gaps in services
- design, develop and introduce a year of no-cost, quality early learning for every child in NSW in the year before school by 2030.

School Performance North and South

The 2 School Performance divisions lead and direct the operations of more than 2,200 NSW public schools. They aim to maximise the academic achievements of all students and create a culture of success, learning and a desire to achieve, underpinned by innovative, adaptive and supportive strategies to support quality teaching and educational leadership at the school level.

The divisions are responsible for the achievement of excellence in educational leadership, as well as professional practice and school performance in preschools; infants, primary, secondary, central and community schools; specialist and comprehensive schools; schools for specific purposes; and intensive English and environmental education centres.

School Performance North

School Performance North is responsible for 4 School Performance directorates: Metropolitan North, Regional North, Regional North and West, and Rural North.

The division also has responsibility for state-wide student services, including:

- arts, sports and initiatives
- Assisted School Travel Program
- child wellbeing and mental health services
- community languages
- DE International
- student wellbeing support including behaviour specialists
- state-wide customer service and administration.

School Performance South

School Performance South is responsible for 5 School Performance directorates: Metropolitan South, Metropolitan South and West, Regional South, Rural South and West, and Connected Communities.

The division is also responsible for delivering state-wide services, including the Connected Communities Strategy, Strategic School Improvement, and Principals, School Leadership and External Validation.

Operations Group

The Operations Group enables improved student outcomes through seamless service delivery to the education system. This includes:

- supporting the ministers, Secretary and executives in achieving the department's strategic plan through effective risk management, assurance and stewardship of department assets, systems, data and policies
- setting the strategic direction and design future-state services to support operational, service and digital excellence across the department
- providing the department with the foundational processes and systems to keep the education system running and seeking to fix and improve it every day
- running the budget and resource management processes to support our outcomes across early childhood education, schools and vocational education
- providing data, analysis and intelligence to support strategic and operational decision making
- providing an integrated multi-channel suite of services to our customers to meet their needs
- leading the reforms to improve school operations, to reduce the workload of the school workforce and to simplify and streamline all staff experience of our end-to-ends.

People Group

The People Group is responsible for ensuring educational outcomes by supporting and developing staff. This work includes:

- driving human resources and workforce strategy, including developing better technology for our human resources functions
- strengthening school leadership and boosting the supply of high-quality teachers
- leading work health and safety
- driving accountability through professional and ethical standards
- ensuring that the department is a high-performing organisation and a great place to work.

School Infrastructure NSW

School Infrastructure NSW is the department's centre of excellence for infrastructure planning, delivery and asset management. It is responsible for delivering the NSW Government's investment in education infrastructure.

School Infrastructure NSW:

- drives the service, planning, procurement and construction of school facilities to meet changes in population growth, to accommodate new ways of teaching and learning, and to help foster better educational outcomes for students
- ensures school-based assets are regularly renewed and maintained
- supports the department through managing office accommodation
- leads work to expand before and after school care places for children across NSW
- works closely with school communities, the NSW Department of Planning and Environment, Infrastructure NSW, and the Greater Sydney Commission to deliver public education infrastructure where and when it is needed.

Office of the Secretary

The office supports the work of the Secretary and the department's relationships with key stakeholders outside of the department, to help meet strategic objectives across the education cluster. This includes:

- providing secretariat support for the Executive
- supporting ministerial offices and responding to Cabinet and other government business
- responding to media enquiries and correspondence, helping to share outcomes from across the education portfolio.

Members of the Executive

As at 31 December 2022, the Executive comprised of the following members:

- Georgina Harrison, Secretary (Chair) (BSc Hons)
- Simone Walker, Group Deputy Secretary, School Improvement and Education Reform Group (BSocWork GradDip Communications)
- Shaun Ruming, Chief People Officer, People Group (B.Bus, MBA)
- Ruth Owen, Chief Operating Officer, Operations Group (BA Hons)
- Anthony Manning, Chief Executive Officer, School Infrastructure NSW
- Mark Barraket, Deputy Secretary, Education and Skills Reform (DipTeach (Pri), PCIL)
- Chloe Read, Deputy Secretary, Education and Skills Reform (MA Hons MComp)
- Leanne Nixon, Deputy Secretary, School Performance North (BA GradDipEd MEdSt)
- Murat Dizdar, PSM, Deputy Secretary, School Performance South (BEd Hons)
- Martin Graham, Acting Deputy Secretary, Learning Improvement ((BA MA MPP[Hon])
- Sally Blackadder, Chief Financial Officer (BComm MBA CA)
- Gillian White, Deputy Secretary, Early Childhood Outcomes (B.Arts/Law, LLM)

The following changes to the Executive occurred during 2022:

- Lisa Alonso Love (BSocSc GCPP EMPA) was Deputy Secretary, Education and Skills Reform until 8 December 2022.
- Mark Barraket was Deputy Secretary, Education and Skills Reform from 30 November 2022.
- Yvette Cachia (BEd GEd GDACG GDLP MA [Distinction] LLB Hons, LLM, MAPP Hons) was Chief People Officer until 2 June 2022.

- Martin Graham was Acting Deputy Secretary, Learning Improvement from 14 June 2022.
- Christopher Lamb was Acting Chief People officer from 14 June 2022 to 28 October 2022.
- Ruth Owen was Deputy Secretary, Learning Improvement from 11 October 2021 to 26 June 2022. She commenced in the role of Acting Chief Operating Officer from 27 June 2022 and was assigned ongoing to the role on 15 August 2022.
- Shaun Ruming commenced in the role of Chief People Officer, People Group on 7 November 2022.
- Gillian White commenced in the role of Deputy Secretary, Early Childhood Outcomes on 5 October 2022.
- David Withey (BA Hons) was Chief Operating Officer, Operations Group to 12 August 2022.

Human resources

This section provides data on the number of staff we employed, commentary on our personnel policy and practices, and movement in wages. In June 2022, we employed 102,631 full-time equivalent (FTE) staff. Approximately 69,869 were teachers in NSW public schools.

Table 11: Number of full-time equivalent staff, 2019 to 2022

Full-time equivalent staff	30 June 2019	30 June 2020	30 June 2021	30 June 2022
Teachers (schools)	66,801	69,335	70,279	69,869
Educational support (schools)	23,170	24,732	25,820	26,289
Corporate and educational support (state and regional offices)	4,865	5,635	6,021	6,473
Total	94,836	99,702	102,120	102,631

Source: NSW Public Sector Workforce Profile, as at 30 June each year. Notes: Includes full-time equivalent permanent, temporary and casual staff. Due to rounding, figures may not add up to the totals shown. Due to Machinery of Government changes, data from 2020 excludes Aboriginal Affairs and now includes Training Services NSW. Prior to 2020, annual reports reported separate figures for Educational support (state and regional offices) and Corporate services (core and non-core). These figures have been combined under Corporate and educational support (state and regional offices).

Primary school teachers

Table 12: Full-time teaching service staff – primary teachers in NSW public schools, 2022

Role Type	Number (female)	% of total (female)	% of total at this level (female)	Number (male)	% of total (male)	% of total at this level (male)	Total Number	% of grand total
Classroom teachers	17,259	71.70%	82.90%	3,572	68.50%	17.10%	20,831	71.10%
Assistant principals	4,722	19.60%	83.50%	930.66	17.80%	16.50%	5,653	19.30%
Deputy principals	763	3.20%	81.90%	168	3.20%	18.10%	931	3.20%
Primary principals class 6	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%
Primary principals class 5	1	<0.1%	100.00%	0	0.00%	0.00%	1	0.00%
Primary principals class 4	3	<0.1%	50.00%	3	0.10%	50.00%	6	0.00%
Primary principals class 3	2	<0.1%	66.70%	1	<0.1%	33.30%	3	0.00%
Primary principals class 2	1	<0.1%	100.00%	0	0.00%	0.00%	1	0.00%
Primary principals class 1	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%
Executive principals*	9	<0.1%	52.90%	8	0.20%	47.10%	17	0.10%
Teaching principals 1 – associate principal**	365	1.50%	74.00%	128	2.50%	26.00%	493	1.70%
Teaching principals 2 – associate principal**	14	0.10%	87.50%	2	<0.1%	12.50%	16	0.10%
Principals level 1**	250	1.00%	73.50%	90	1.70%	26.50%	340	1.20%
Principals level 2**	338	1.40%	70.50%	141	2.70%	29.50%	479	1.60%
Principals level 3**	319	1.30%	66.60%	160	3.10%	33.40%	479	1.60%
Principals level 4**	19	0.10%	63.30%	11	0.20%	36.70%	30	0.10%
Principals level 5**	1	<0.1%	100.00%	0	0.00%	0.00%	1	0.00%
Total	24,066	100.00%	82.20%	5,215	100.00%	17.80%	29,281	100.00%
Total primary principals	1,322	5.50%	70.80%	544	10.40%	29.20%	1,866	6.40%
Total promoted***	6,807	28.30%	80.60%	1,643	31.50%	19.40%	8,450	28.90%

Source: NSW Public Sector Workforce Profile as at 30 June 2022. Notes: Teachers on leave without pay for 12 months or more at 30 June 2022 are not included in the table. *Executive principals are predominantly based in Connected Community schools. **The new principal classification structure began in term 1 2016 and applied to all new principals from 2016. The previous and new structures will continue to overlap, with existing principals able to choose to stay in the previous structure while they remain at their current school. They can also choose to change to the new structure. ***Total promoted includes all executive-level positions within a school including principal, deputy principal and assistant principal.

Secondary school teachers

Table 13: Full-time teaching service staff – secondary teachers in NSW public schools, 2022

Role type	Number (female)	% of total (female)	% of total at this level (female)	Number (male)	% of total (male)	% of total at this level (male)	Total number	% of grand total
Classroom teachers	10,262	73.60%	61.60%	6,411	72.70%	38.40%	16,673	73.30%
Head teachers/district guidance officers	2,731	19.60%	61.20%	1,732	19.70%	38.80%	4,463	19.60%
Deputy principals	668	4.80%	61.40%	420	4.80%	38.60%	1,088	4.80%
Secondary principals class 2	14	0.10%	53.80%	12	0.10%	46.20%	26	0.10%
Secondary principals class 1	15	0.10%	53.60%	13	0.10%	46.40%	28	0.10%
Executive principals*	6	<0.1%	30.00%	14	0.20%	70.00%	20	0.10%
Principals level 1**	14	0.10%	60.90%	9	0.10%	39.10%	23	0.10%
Principals level 2**	13	0.10%	41.90%	18	0.20%	58.10%	31	0.10%
Principals level 3**	70	0.50%	51.50%	66	0.70%	48.50%	136	0.60%
Principals level 4**	141	1.00%	58.00%	102	1.20%	42.00%	243	1.10%
Principals level 5**	6	<0.1%	25.00%	18	0.20%	75.00%	24	0.10%
Total	13,940	100.00%	61.30%	8,815	100.00%	38.70%	22,755	100.00%
Total secondary principals	279	2.00%	52.50%	252	2.90%	47.50%	531	2.30%
Total promoted***	3,678	26.40%	60.50%	2,404	27.30%	39.50%	6,082	26.70%

Source: NSW Public Sector Workforce Profile as at 30 June 2022. Notes: Teachers on leave without pay for 12 months or more at 30 June 2022 are not included in the table. *Executive principals are predominantly based in Connected Community schools. **The new principal classification structure began in term 1 2016 and applied to all new principals from 2016. The previous and new structures will continue to overlap, with existing principals able to choose to stay in the previous structure while they remain at their current school. They can also choose to change to the new structure. ***Total promoted includes all executive-level positions within a school including principal, deputy principal, assistant principal and head teacher.

Primary and secondary school teachers

Table 14: Full-time teaching service staff – primary and secondary teachers in NSW public schools, 2022

Role type	Number (female)	% of total (female)	% of total at this level (female)	Number (male)	% of total (male)	% of total at this level (male)	Total number	% of grand total
Total teaching staff	38,006	100.00%	73.00%	14,030	100.00%	27.00%	52,036	100.00%
Total principals	1,601	4.20%	66.80%	796	5.70%	33.20%	2,397	4.60%
Total promoted*	10,484	27.60%	72.10%	4,048	28.80%	27.90%	14,532	27.90%

Source: NSW Public Sector Workforce Profile as at 30 June 2022. Notes: Teachers on leave without pay for 12 months or more at 30 June 2022 are not included in the table. *Total promoted includes all executive-level positions within a school including principal, deputy principal, assistant principal and head teacher.

Part-time school teachers

Table 15: Part-time school teachers in NSW public schools, 2022

Role type	Number and % of total (female)	Full-time equivalent (FTE) (female)	Average FTE (female)	Number and % of total (male)	FTE (male)	Average FTE (male)	Total and %	Total FTE	Total average FTE
Primary classroom teachers	11,626 92.19%	6879.1	0.6	984.52 7.81%	629.9	0.6	12,611 100%	7509	0.6
Primary promoted teachers*	1,611.78 92.95%	1134.8	0.7	122.22 7.05%	93.3	0.8	1,734 100%	1,228.1	0.7
Total primary	13,238 92.28%	8013.9	0.6	1,106.74 7.72%	723.2	0.7	14,345 100%	8,737.2	0.6
Secondary classroom teachers	4,982 79.32%	3147.3	0.6	1,299 20.68%	840.3	0.6	6,281 100%	3,987.6	0.6
Secondary promoted teachers*	507 82.04%	342.9	0.7	111 17.96%	76.1	0.7	618 100%	419	0.7
Total secondary	5,489 79.56%	3490.2	0.6	1,410 20.44%	916.4	0.6	6,899 100%	4,406.6	0.6
Grand total	18,727 88.15%	11504.2	0.6	2,517 11.85%	1639.6	0.7	21,244 100%	13,143.8	0.6

Source: NSW Public Sector Workforce Profile as at 30 June 2022. Notes: Teachers on leave without pay for 12 months or more at 30 June 2022 are not included in the table. Average full-time equivalent (FTE – rounded to one decimal place) is calculated by dividing the total FTE by the number of teachers. For example, 10,000 teachers engaged in part-time work held the equivalent of 5,000 positions. Average FTE = 5,000/10,000 = 0.5. *Promoted includes all executive-level positions within a school including principal, deputy principal, assistant principal and head teacher.

Personnel policies and practices

People Matter Employee Survey

The Public Service Commission conducts the annual People Matter Employee Survey across the NSW public sector. As well as measuring employee engagement, the survey offers staff the opportunity to share feedback about the employee experience and culture at each agency.

In 2022, approximately 31,944 Education staff (29%) took part. This is a decrease of 10 percentage points from the 2021 survey. Engagement was 64%, on par with the NSW public sector.

The highest scoring areas for the department include considering customer needs when planning work (87% favourable), staff are comfortable reporting risk (86% favourable) and they have great role clarity (85%). For our non-school-based staff, we saw great improvements in results relating to learning and development, flexible working, and job enrichment and purpose.

The results reflect the challenges of the last couple of years and reinforce the importance of work underway aimed at addressing workload, burnout, recognition and learning and development.

Capability development

The department is committed to supporting the ongoing improvement of student outcomes through the development of a skilled, effective and professional teaching workforce with the operation of the Performance and Development Framework and the Performance and Development for Non-Teaching Staff in Schools procedure.

We released revised resources to support teachers, non-teaching staff in schools, principals and Directors, Educational Leadership in the implementation of performance and development procedures. Support included universal resources on the intranet, how-to guides, proformas, and videos to maximise professional development opportunities in the performance and development cycle. Considering the unique challenges the workforce faced this year, the department amended the 2022 performance and development cycle for all teaching and non-teaching staff to enable a focus on the continuity of education delivery.

We provided virtual learning sessions and development programs, such as principal-led Enhancing Capacity and Tailored Development Support programs, to improve the performance standards of our school-based non-teaching staff. We provided leadership programs for our school-based non-teaching staff leaders, such as Leadership Development and a new School Administrative Manager's Development program.

Corporate staff accessed curated online resources through the online learning centre and can be accessed by all corporate and school-based staff. Staff have access to online learning recourses and professional workshops aligned to the Public Service Commission's Capability Framework.

Flexible work practices

The department moved forward with a phased re-opening of our corporate offices and commenced a voluntary return to our office locations, while monitoring COVID-19 and remaining agile and responsive to Public Health Orders.

For much of 2022, employees transitioned to hybrid working, enabling teams to tailor flexible work to support individuals to maintain a healthy work-life balance while continuing to meet team goals and objectives.

Employees and managers were encouraged to discuss flexible working arrangements based on operational requirements and formalise their flexible work arrangement by submitting a new flexible work arrangement request form.

The department developed a suite of new resources, many targeted to managers, to support a smooth transition into the new hybrid way of working.

Organisational change

The department continued to support employees affected by organisational change through a dedicated workforce transition team to maximise placement opportunities and retain talent.

In 2022, the department offered 13 voluntary redundancies. 12 of the offers were accepted and one employee elected to be redeployed.

Some of the significant realignments in 2022 are highlighted below.

In August, we enhanced the services and functions of the Service Experience directorate within the Operations Group consistent with the objectives of the Transformation of Support Services program.

The Service Experience directorate aims to improve services for our staff, especially those working in schools, providing easy access to quality services and support so our staff can focus on higher value work related to improving teaching and learning.

Service Experience's mandate is to support and facilitate the transformation of support services by adopting a multi-layered approach (both tactical and strategic) to build foundational service experience capabilities and uplift service experience. There was a net increase of around 40 roles from this realignment. All affected ongoing employees were assigned to roles in the enhanced structure.

In September, we established the new Early Childhood Outcomes division. This new division will drive delivery of the NSW Government's \$15.9 billion investment in early childhood reforms. The operating model of the new division aims to maximise the impact of the increased funding arrangements to deliver the commitment to improve developmental outcomes for children, and to facilitate a strong-partnership approach across early childhood education sector organisations and communities.

More than 450 new roles (net of deleted roles) were created in the new division across metropolitan, regional and remote areas in NSW. Around 145 employees were affected by the change and all of those employees were assigned to roles in the new division.

In December 2022, the department established a new Crisis Response and Recovery Unit within the Health, Safety and Staff Wellbeing directorate. This new ongoing structure replaced the previous COVID-19 and Flood Recovery Crisis Taskforce.

The taskforce was established as a temporary measure to manage and coordinate the department's responses to the COVID-19 pandemic and other emergent crises affecting educational delivery across NSW. However, as the department returned to normal working arrangements in term 4 2022, the department recognised the need to maintain an ongoing disaster response and recovery function with an established set of resources to ensure the preparedness and continuity of corporate knowledge.

The Crisis Response and Recovery Unit consists of 12 ongoing roles to manage and coordinate the department's disaster response and recovery functions. The unit has the capacity to surge in extraordinary circumstances by using a pre-identified list of staff for temporary periods so it can efficiently respond to any future crises. This enables the unit to scale its resources in response to disaster events and better support schools and corporate areas.

Leave administration

The SAP HR payroll system enables schools to access comprehensive information about staff attendance, as well as tailored reports. The payroll system holds more than 12 months of leave records to help principals more effectively monitor staff absences and take appropriate action.

The payroll system enables principals to monitor their staff's leave usage in real time, resulting in schools requesting fewer reports on staff leave. During 2022, the department helped 21 principals review leave for staff who had taken more than 5 individual absences unsupported by medical certificates during the previous 12-month period.

By the end of 2022, principals assessed 21 teachers as requiring further action. Where principals determined it appropriate, staff were requested to provide a medical certificate for all future periods of sick leave taken within the next 12-month period.

The department completed a review of the processes to manage and review staff leave records, with leave reports available in Scout.

Staff performance, conduct and complaints

In 2022, the Professional and Ethical Standards (PES) directorate received 3,725 conduct reports. Of these, 477 were assessed as requiring investigation. PES completed investigations of misconduct, including corrupt conduct, financial and academic fraud and maladministration, and child protection allegations. Online tools and resources were implemented to support managers in addressing conduct issues early and effectively in the workplace.

The department also investigated staff alleged to have been non-compliant with COVID-19 vaccination requirements.

In 2022, the PES directorate received 441 performance matters. To support principals and Directors, Educational Leadership, the Employee Performance Management and Improvement field teams provided expert advice and assistance for dealing with underperformance. As a result, 117 matters were closed due to improved performance without the need to move to an improvement program. 123 cases were also closed as the result of underperforming employees exiting the department during the performance management stage. Where sufficient improvement did not occur, 87 matters progressed to an improvement program. 91 improvement programs were finalised relating to 78 teachers and school executives, 6 school based non-teaching staff and 7 public servants. The annual People Matters survey showed an increasing percentage of teachers (43% in 2018 to 45% in 2022) responding positively to the question "My manager appropriately deals with employees who perform poorly".

The department initiated a program to improve the way staff complaints, or grievances, about workplace issues are managed across the department. This program aims to improve awareness of, and confidence in, the staff complaints process and to support managers effectively address concerns as they arise. The department is also introducing a mechanism to capture and report on certain staff complaint data, to inform further initiatives.

Wages, salaries or allowances

School administrative and support staff received an increase in remuneration of 3%, comprising a 2.53% salary increase and a 0.5% increase to the superannuation guarantee contribution, effective from 15 July 2022, under the Crown Employees (School Administrative and Support Staff) Award 2022.

Remuneration for teachers, principals, school executives and other related staff rose 2.5%, comprising a 2.04% salary increase and a 0.5% increase to the superannuation guarantee contribution, effective from January 2022, under a variation to the Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2020.

A salary increase of 0.25%, effective from July 2022, was granted under the Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2022.

Chief Education Officers received a salary increase of 2.5% comprising a 2.04% salary increase and a 0.5% increase to the superannuation guarantee contribution, effective from January 2022, under the Teaching Service Determination 2 of 2021.

In July 2022, remuneration for public service employees covered by the Crown Employees (Public Sector – Salaries 2022) Award, increased by 3% comprising a 2.53% salary increase and a 0.5% increase to the superannuation guarantee contribution.

Public Service Senior Executives

The Statutory and Other Officers Remuneration Tribunal (SOORT) made its annual determination for public service senior executive remuneration packages in July 2022. The tribunal determined a 2% increase for all Public Service Senior Executives (PSSE), effective 1 July 2022.

Table 16: Number of PSSE employed in each band as at 30 June 2020, 2021, 2022

Band	2020 (female)	2020 (male)	2021 (female)	2021 (male)	2022 (female)	2022 (indeterminate)	2022 (male)
Band 4 (Secretary)	0	1	1	0	1	N/A	N/A
Band 3 (Deputy Secretary)	7	4	5	3	5	N/A	4
Band 2 (Executive Director)	31	16	26	17	35	N/A	18
Band 1 (Director)	149	138	159	143	163	1	140
Totals	187	159	191	163	204	1	162

Source: Establishment data extracted from i-Series/SAP as at 30 June each year.

Table 17: Average remuneration for PSSE per band as at 30 June 2020, 2021, 2022

Band	Range \$	2020 (\$)	2021 (\$)	2022 (\$)
Band 4 (Secretary)	\$499,251 - \$576,700	599,000	599,000	614,000
Band 3 (Deputy Secretary)	\$354,201 - \$499,250	441,577	423,571	432,134
Band 2 (Executive Director)	\$281,551 - \$354,200	301,130	302,389	307,104
Band 1 (Director)	\$197,400 - \$281,550	231,688	229,917	238,513

Notes: Tables 16 and 17 detail the number of PSSE officers employed in each band and assigned to roles within the department. The percentage of total employee-related expenditure related to senior executives in 2021-22 is 0.78%, down from 0.80% in 2020-21. Expenditure is based on the total remuneration package of an employee's substantive role.

Workforce diversity

Our culture:

- is underpinned by our Diversity and Inclusion Strategy 2018-2022
- recognises all staff have an active part to play in workforce diversity
- incorporates inclusive design in our thinking and responses to our new ways of working.

Table 18: Trends in representation of equal employment opportunity groups as a proportion of the total number of staff, 2018 to 2022

Group	NSW Government benchmark	2018	2019	2020	2021	2022
Women	50.0%	78.3%	78.2%	78.2%	78.3%	78.90%
Aboriginal people ¹	3.3%	3.9%	3.9%	3.7%	4.3%	4.60%
People whose first language spoken as a child was not English ²	23.2%	11.2%	11.5%	10.8%	11.9%	12.00%
People with disability ³	5.6%	3.0%	3.0%	2.6%	2.9%	2.90%
People with disability requiring adjustment at work	N/A	0.7%	0.6%	0.5%	0.6%	0.60%
Total number of staff	-	99,256	108,031	107,777	111,865	113,850

"Source: NSW Public Sector Workforce Profile as at 30 June each year. Notes: Representation of equal employment opportunity (EEO) groups is calculated as the estimated number of staff in each group divided by the total number of staff. Where EEO survey response rates were less than 100% these statistics, except those for women, have been weighted to estimate the representation of EEO groups in the workforce.

¹ NSW Government benchmarks are employment targets set under either the 2019-2025 Aboriginal Employment Strategy or under Premier's Priority diversity targets.

² The benchmark for people whose first language spoken as a child was not English is the percentage of the NSW general population born in a country where English is not the predominant language.

³ In December 2017, the NSW Government announced the target of doubling the representation of people with disability in the NSW public sector from an estimated 2.7% to 5.6% by 2027. The total number of staff is based on a headcount of permanent and temporary employees."

Table 19: Trends in distribution of equal employment opportunity groups, 2018 to 2022

Group	NSW Government benchmark	2018 index*	2019 index*	2020 index*	2021 index*	2022 index*
Women	100	92	92	93	94	94
Aboriginal people	100	83	84	89	87	87
People whose first language spoken as a child was not English	100	104	103	104	103	103
People with disability	100	98	97	99	96	96
People with disability requiring adjustment at work	100	106	107	107	103	103

Source: NSW Public Sector Workforce Profile as at 30 June each year. Notes: *A distribution index of 100 indicates that the centre of the distribution of the equal employment opportunity (EEO) groups across salary levels is equivalent to that of other staff. Values less than 100 mean the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency, the lower the index will be. In some cases, the index may be more than 100, indicating the EEO group is less concentrated at lower salary levels. A distribution index based on an EEO survey response rate of less than 80% may not be completely accurate. The 2022 EEO survey response rate was 67%.

Diversity and Inclusion Council, governance and resourcing

The department's Diversity and Inclusion Council monitors the department's diversity and inclusion related policies, priorities and commitments. The council works closely with the Staff Diversity Networks, working groups, and the Diversity and Inclusion team from People Group.

In 2022, the department added a Diversity and Inclusion Champion award category at the annual Secretary's Awards.

Women at work

Women made up 59.4% of senior leadership roles across the department in 2022. This exceeds the Premier's Priority target of 50% for women in leadership, and we are on track to achieve our own stretch target of 60% by 2025. In some areas, we substantially exceed the target. For example, women hold 83.5% of assistant principal roles and 81.9% of deputy principal roles in primary education.

In 2022, the department:

- encouraged and supported women to participate in centrally coordinated leadership and executive development programs
- sponsored attendance at the 2022 Women in Leadership Summit
- ran Women Leading, a leadership development program aimed at women in corporate roles at grade 11/12.

Aboriginal employees

Aboriginal employees represented 4.6% of our staff and 2.7% of our senior leadership roles in 2022.

In 2022, the department:

- developed a 10-year Aboriginal Workforce and Leadership Strategy
- continued to implement the department's first Reconciliation Action Plan for corporate staff, which aims to advance reconciliation between Aboriginal and non-Aboriginal people, and focus on making our department a culturally safe place to work

- supported career development for Aboriginal people in leadership roles, through programs including the Jannawi and Dyiraamalang mentoring programs
- provided ongoing advice, advocacy and support to Aboriginal and non-Aboriginal employees and community members through the Aboriginal Programs team
- delivered focused, individual case-managed support for Aboriginal staff
- recruited teachers of Aboriginal descent to permanent teaching positions through a staffing agreement between the department and the NSW Teachers Federation, which gives priority to employing Aboriginal teachers in NSW public schools – more than 1,626 teachers and leaders of Aboriginal descent are currently employed
- employed 1,177 Aboriginal identified school administrative and support staff, including Aboriginal education officers, as well as 224 Aboriginal identified corporate staff
- funded aspirant Aboriginal employees to undertake professional development and leadership opportunities
- delivered virtual Yarn Up sessions across NSW, in consultation with schools and Aboriginal communities, to promote employment, career and recruitment pathways including identified positions in NSW public schools and identified corporate roles
- worked in partnership with the NSW Aboriginal Education Consultative Group to support the recruitment of Aboriginal people
- provided up to 80 teacher education scholarship opportunities specifically for Aboriginal HSC and university students, as well as for community members intending to enrol in university to train as either primary or secondary school teachers. Through the 2022 application and assessment process, 76 Aboriginal applicants were considered for scholarships for study commencing in 2022
- supported 271 senior corporate leaders to attend Connecting to Country Cultural Awareness workshops.

Employees with disability

People with disability made up 2.9% of the department's workforce in 2022. We recognise additional work is required to achieve the Premier's Priority target of 5.6% by 2025.

In 2022, the department:

- continued to support the Diversity and Inclusion team to provide ongoing advice, advocacy and support to staff with disability
- provided program support through the Diversity & Inclusion Team for project teams undertaking Disability Inclusion Action Plan projects
- undertook a review and extensive consultation on the Workplace Adjustment process and Digital Accessibility procedure
- promoted International Day of People with Disability with the release of a video series for on-demand consumption
- made the Public Service Commission disability awareness online training available to all staff
- maintained its relationship and membership with the Australian Network on Disability
- supported the Disability Employee Network through Diversity and Inclusion Council governance
- participated in, and contributed to, work undertaken by the Department of Customer Service to improve the experience of staff with disability across the public sector.

Culturally and linguistically diverse staff

Staff whose first language spoken as a child was not English represented 12% of the department's workforce in 2022.

In 2022, the department:

- promoted Harmony Day and encouraged schools and workplaces to host local events and initiatives
- developed and published a cultural diversity calendar of significant days to promote intercultural understanding
- supported the growth of the Culturally and Linguistically Diverse Staff Network.

LGBTQIA+ employees

Data on staff diversity collected through a voluntary survey indicated LGBTQIA+ employees represent 4% of the department's workforce as at June 2022.

In 2022, the department held online staff events for Wear it Purple Day and International Day Against Homophobia, Biphobia, Interphobia and Transphobia, and supported the growth of the Pride in Education staff network.

Work health and safety

2022 marked a return to a full year of face-to-face teaching and learning for the majority of schools in NSW.

This year, we delivered key strategic wellbeing and emergency preparedness programs to support our schools and communities.

The delivery of comprehensive, practical health and safety programs and services remains vital to protect and support our schools and workplaces. We ensured schools have strong risk management procedures and supports in place, activated emergency planning and response systems, and increased student and staff support services to minimise disruption to teaching and learning.

In 2022, the department:

- continued to respond to COVID-19, as well as emergencies and critical incidents including significant storms and floods, by activating emergency planning and response protocols
- delivered wellbeing support to flood affected staff, students and school communities in the North Coast, Central and Western NSW
- delivered an updated Emergency Management Program to strengthen incident and emergency responses, and to better support schools in prevention, preparation, response and recovery.

This included updated resources aligned with the new Australian Fire Danger Rating System and Australian Warning Systems

- delivered recommendations based on the NSW Bushfire Inquiry 2020 including development of a new fit-for-purpose School Bushfire Assessment Tool (in consultation with industry experts and the NSW Rural Fire Service) and completed assessment of the bushfire and grassfire risk of all NSW public schools
- continued to support schools to manage COVID-19 working closely with NSW Health. This included supporting schools reduce the rate of transmission, and implementing risk management strategies, with a particular focus on high risk settings, including Schools for Special Purposes, support units and boarding schools
- delivered universal, tailored supports for enhancing wellbeing in schools, workplaces and communities through the Being Well program, and supported schools to create and maintain supportive workplaces through the Respectful Workplaces program. Other key programs delivered include the 2022 staff influenza program, and intensive supports delivered in collaboration with external providers, such as the Black Dog Institute.

Challenges and future directions

The department continued to strengthen our health, safety and wellbeing culture by focusing on risk management, injury prevention and staff wellbeing.

Table 20: Number of workers compensation claims, lost time and claims costs, 2017-18 to 2021-22

Category	2017-18	2018-19	2019-20	2020-2021	2021-2022
Total claims	4,135	4,880	4,121	4,731	4,533
Total hours paid	484,211	547,407	538,932	752,135	492,812
Number of claims with lost time	2,307	2,531	2,460	2,986	2,954
Number of rehabilitation cases	914	1,203	1,380	1,595	1,224
Insurer costs	3,470,456	4,687,555	5,934,542	6,499,019	4,974,082
Average cost per case	\$3,797	3,897	4,300	4,075	4,064

Source: The department's fund manager, Allianz Insurance Ltd

Prosecutions under the Work Health and Safety Act 2011

There were no prosecutions under the Work Health and Safety Act 2011 in 2022.

Public accountability

Legislation and legal change

This section lists the Acts administered by the Minister for Education and Early Learning and the Minister for Skills and Training as of 31 December 2022. It does not include subordinate legislation. All Acts, Regulations, and other statutory instruments, are available at the NSW Government's legislation website: legislation.nsw.gov.au.

Education and early learning

The Minister for Education and Early Learning administers the following Acts:

- Children (Education and Care Services National Law Application) Act 2010*
- Children (Education and Care Services) National Law (NSW)*
- Children (Education and Care Services) Supplementary Provisions Act 2011*
- Education Act 1990*
- Education (School Administrative and Support Staff) Act 1987*
- Education Standards Authority Act 2013*
- Parents and Citizens Associations Incorporation Act 1976*
- Teacher Accreditation Act 2004*
- Teaching Service Act 1980*

Skills and training

The Minister for Skills and Training administers the following Acts:

- Apprenticeship and Traineeship Act 2001*
- Australian Catholic University Act 1990*
- Charles Sturt University Act 1989*
- Higher Education Act 2001*
- Higher Education (Amalgamation) Act 1989*

- Macquarie University Act 1989*
- Saint Andrew's College Act 1998*
- Saint John's College Act 2018*
- Saint Paul's College Act 2018*
- Sancta Sophia College Incorporation Act 1929*
- Skills Board Act 2013*
- Southern Cross University Act 1993*
- Technical and Further Education Commission Act 1990*
- Technical Education Trust Funds Act 1967*
- University of New England Act 1993*
- University of New South Wales Act 1989*
- University of Newcastle Act 1989*
- University of Sydney Act 1989*
- University of Technology Sydney Act 1989*
- University of Wollongong Act 1989*
- Vocational Education and Training (Commonwealth Powers) Act 2010*
- Western Sydney University Act 1997*
- Women's College Act 1902*

The *Western Sydney University Act 1997* was amended by the *Statute Law (Miscellaneous Provisions) Act 2022*.

Judicial decisions

No judicial decisions made during 2022 involving the department had any significant impact on its operations.

Disability Inclusion Action Plan

The department's Disability Inclusion Action Plan (DIAP) 2021-2025 was developed with a range of stakeholders, including employees with disability, disability groups, parents and carers, and principal representatives. It supports a wide range of department policies, including Inclusive Education and Workforce Diversity policies.

The plan articulates a consistent, achievable approach to improving education for people with disability, not as a separate and bespoke strategy but as a central part of our everyday business.

In 2022, the department progressed a range of DIAP projects including:

- procurement of a suite of 9 specialist professional learning courses to build the capacity of teachers supporting students with disability. The Inclusive Education team led the development of 5 modules that explore how to plan inclusive learning experiences for students with disability. These modules provide practical suggestions and strategies
- development of an Inclusive Design Framework, which will underpin the future development of more inclusive education environments in the future
- prescribing accessibility considerations which are embedded as part of evaluation and decision-making for procurement of future school sites. Accessibility guidelines/considerations continue to be incorporated into business cases to ensure new schools and school upgrades consider accessibility and inclusive design requirements from the outset
- rolling out barrier-free recruitment training to 95% of the Corporate Recruitment team and 77% of grade 7/8 and above staff in school recruitment
- a project with 12 schools to co-design a new functional assessment tool for students with moderate-to-high disability needs aligned with the International Classification for Functioning. The tool is designed to support personalised learning and support planning and decision making around targeted support. Next steps are to consider the best way in which this tool can be used to inform funding of students with disability.

Carers charter

The Student Health and Mental Wellbeing unit led work on supporting young carers at school, which is an element of the NSW Carers Strategy 2020-2030.

Information on supporting young carers at school and the toolkit, Being a Carer, Being a Student, and Being a Kid: A Resource for Schools, is available at the department's website: [education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents/young-carers](https://www.education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-parents/young-carers).

Multicultural Policies and Services Program

The department's Multicultural Plan 2019-2022 outlines our targets for meeting the needs of our culturally diverse school communities. A summary of progress in 2022 follows.

English as an additional language or dialect education

In 2022, more than 1,300 English as an additional language or dialect (EAL/D) teacher specialists provided targeted English language support helping students successfully participate at school.

- Approximately 6,200 newly arrived students received intensive English and transition support, including 2,130 students in intensive English centres and the Intensive English High School.
- More than \$165 million was allocated to schools as equity loading for English language proficiency, supporting approximately 196,000 EAL/D students. It included 1,000 full time equivalent EAL/D teaching positions and \$50 million in flexible funding.
- In 25 principal networks, 30 EAL/D education leaders continued to work with school leaders building the capacity of schools to meet the learning and wellbeing needs of EAL/D students, including refugees. They delivered more than 250 professional learning courses and supported almost 800 schools.

- The Henry Parkes Equity Resource Centre supported EAL/D education leaders by providing professional learning materials, online research articles and more than 150 professional learning resource kits on long-term loan. Its collection of over 60,000 resources also supported schools teaching EAL/D learners.
- More than 4,400 teachers enrolled in professional learning programs to enhance their capacity to meet their EAL/D students' needs. Of these:
 - 635 teachers enrolled in professional learning via the EAL/D Statewide Staffroom which had more than 3,000 members
 - 243 teachers completed the Teaching English Language Learners course
 - 735 teachers completed the Using the EAL/D Learning Progression course.
- Teams from 7 schools completed the Leading EAL/D Education: developing evidence-based whole school strategies course.
- EAL/D teachers participated in more than 40 professional networks to strengthen their practice.
- More than 1,500 students enrolled in the HSC EAL/D English course.
- Specialist counsellors (13.6 full-time equivalent) in intensive English centres and the Intensive English High School supported high-school-aged refugees and other newly arrived students to transition to school.
- We partnered with Macquarie University to engage university student mentors who delivered the LEAP (Learning, Education Aspiration, Participation) Macquarie Mentoring Program for 108 refugee students in 6 schools.
- Approximately 450 staff members completed professional learning programs aimed at meeting the educational needs of refugee students.
- 8 education networks provided professional and collegial support to school staff, including support to staff to manage the additional needs of refugee students during learning from home due to the pandemic.
- More than 60 staff attended an online meeting delivered by the EAL/D Statewide Staffroom about the war in Ukraine in collaboration with NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors and the Refugee Student Counselling Support team.

Targeted support for refugee students

- In 2022, the department provided intensive English and transition support to meet the complex educational needs of refugee students.
- Targeted funding for individual students of over \$2.7 million supported the additional learning and wellbeing needs of more than 4,000 recently arrived refugee students. \$147,920 was allocated to 42 schools to support the additional education, wellbeing and settlement needs of 215 students evacuated from Afghanistan.
- The Refugee Student Counselling Support team helped 55 schools build staff capacity to meet the wellbeing needs of refugee students. It delivered 470 consultations to provide information and support complex cases and 115 professional learning sessions for 1,654 staff. The team also provided resources to support schools through the COVID-19 lockdowns and Afghanistan crisis.

Education programs for international students and temporary residents

- In 2022, 1,808 international students enrolled in public schools across NSW to gain an Australian study experience or finish their school education.
- A further 19,059 temporary resident students enrolled in 1,323 public schools across NSW through the Temporary Residents Program.
- DE International introduced pre-arrival webinars, which were delivered in English and Mandarin, to help students prepare for their studies in NSW.
- DE International supported the return to school for those international students who had been unable to travel to NSW during Australia's border closures, as well as their enrolling schools. This included targeted support to Year 12 students.
- DE International offered a range of extra services and programs to strengthen support for international students in NSW and facilitate connection between students unable to be with family overseas for an extended period.
- The NSW International Student Awards recognised the academic achievements of international students and their contributions to their schools and communities. The awards also recognised school and staff excellence in supporting international students.

Languages education

- In 2022, approximately 44,000 students studied 31 community languages in 135 primary schools, through the Community Languages Program, Kindergarten to Year 6.
- Approximately 34,000 students studied 64 community languages through the Community Languages Schools Program, delivered outside of school hours by more than 300 community organisations in about 600 locations.
- The Secondary College of Languages delivered 23 community languages to more than 2,700 students from Year 5 to HSC level.
- The NSW School of Languages continued to deliver languages education by distance mode to students in Years 9 to 12.

- The Aboriginal Language and Culture Nests initiative supported the teaching of Aboriginal languages across some NSW public schools. Beyond the footprint of the Nest program, several schools worked with their local community to establish and implement Aboriginal language programs using their school budget allocation.
- Language teachers participated in a range of professional learning programs, conferences and professional networks. These activities enhanced their skills in delivering languages education, teaching specific languages and implementing new syllabuses.

Student wellbeing and community harmony programs

- In 2022, over 280 school-based anti-racism contact officers completed training to perform their role and help schools respond to complaints.
- The online anti-racism education statewide staffroom has over 1,200 staff members.
- The department published new online learning resources on the Racism. No Way education website, receiving over 296,000 global visits.
- In 2022, approximately 160 staff members completed the Challenging Racism professional learning. Since term 2, 2022, 92% of staff have completed the mandatory Anti-Racism Policy training.
- The 2022 Calendar for Cultural Diversity assisted schools in fostering intercultural understanding, community harmony and social inclusion.
- More than 1,720 students in Years 3 to 6 participated in the Multicultural Perspectives Public Speaking Competition, which heightens awareness about cultural diversity and develops public speaking skills.
- Five high school teams participated in the Leading Multicultural and Anti-Racism Education program, developing anti-racism initiatives with a particular emphasis on student voice and agency.
- The Henry Parkes Equity Resource Centre provided a wide collection of resources to help teachers meet the diverse needs of learners and their families, both at school and while learning from home.

Communication, engagement and consultation with communities

- In 2022, 1,258 onsite or online interpreters and 5,097 telephone interpreters facilitated communication between schools and parents or carers from non-English-speaking backgrounds or who have a hearing or speech impairment.
- The department provided translated documents in up to 36 languages. Translations included new documents related to COVID-19, such as COVID Intensive Learning Support Program and COVID-smart measures for schools updated for settings in terms 1, 2 and 3 as well as the 8 letters to parents and 6 fact sheets stemming from the updated Student Behaviour Policy.
- School-based bilingual staff, including school learning support officers, continued to support communication with newly arrived students and families.
- Community liaison officers facilitated social cohesion in schools and helped families from culturally diverse backgrounds participate in school activities and decision-making.
- The Safeguarding Kids Together Yammer group and website provided schools with information and access to a hub of online resources to support community engagement and student wellbeing.
- The Secretary's Multicultural Education Advisory Group advised the department on the education needs of a culturally diverse NSW.
- The department worked with the NSW Aboriginal Education Consultative Group through our formal partnership to meet the educational needs of Aboriginal people and communities.

Feedback and complaints

Students achieve better education outcomes when schools and families collaborate to support students and resolve issues. An essential part of ensuring students, parents and carers have a positive experience at school is ensuring that feedback and concerns are acted on and resolved effectively. In 2022, the department implemented a range of initiatives to improve how we receive and respond to feedback and complaints.

Regardless of how we receive feedback, we encourage people to resolve issues locally, as they are often in the best position to address any concerns. The department encourages parents, carers, students, and school communities to raise issues directly with schools where possible. People can contact the department at a time and in a way that suits them, including by phone, in person, in writing, or through our online complaint form or the NSW Government's Feedback Assist widget.

Following a review of the complaints process in 2021, the department implemented a number of the review's recommendations this year. A new central Feedback and Complaints Resolution team was established in the Student and Parent Experience directorate to manage appeals and decision reviews, and support schools with complex matters. The Test and Learn phase was evaluated and a scaled rollout will be implemented in 2023 based on the findings.

Additionally, the team established access to an alternative dispute resolution service and worked with schools and across the department to enhance capabilities to manage complaints effectively.

In 2022, a total of 7,876 feedback and complaints were recorded in the department's centralised complaints system. Of these, 3,767 feedback and complaints were raised via the department's online channels including Feedback Assist, which is 9% less than last year. 4,109 feedback and complaints were received by Directors, Educational Leadership or other areas of the department, an increase of 8% from 2021.

From this total, 6,949 were about public schools. 92% of these were complaints (6,361), 5% were requests for information (361), 2% were suggestions or similar feedback (127) while 1% were compliments (100). Most of the feedback and complaints about public schools (57% or 3,977) were received by the Director, Educational Leadership and other department areas. The remaining 43% (2,972) were received via the department's online channels including Feedback Assist.

The remainder of 926 feedback and complaints related to other areas of the department. Of these, 75% are complaints (692), 13% are suggestions or similar feedback (120), 11% were requests for information (101) and 1% were compliments (13). This figure also includes 47 feedback and complaints about the NSW Education Standards Authority.

Early Childhood Education

The department is the NSW regulatory authority for the early childhood education and care sector, including before and after school care services. We are committed to responding to complaints in an effective and timely manner and in accordance with the department's Complaints Handling Policy.

In 2022, 3,840 complaints about early childhood education and outside of school hours care services were made to the regulatory authority. These complaints were entered and managed in the National Quality Agenda IT System. We endeavour to investigate and resolve all complaints within 20 working days.

Complaints raised about the department are received via phone, email or an online feedback form. In 2022, we received 49 complaints about the regulatory authority not in relation to a service. These complaints were handled in accordance with the Complaints Handling Policy.

Vocational Education and Training

The department requires all training providers contracted under government-funded programs to put in place consumer protection measures including a complaint resolution process. The Smart and Skilled Consumer Protection Strategy outlines the complaints process for Smart and Skilled and is published at [nsw.gov.au/education-and-training/resources/smart-and-skilled-consumer-protection-strategy](https://www.nsw.gov.au/education-and-training/resources/smart-and-skilled-consumer-protection-strategy).

Training Services NSW provides dispute resolution services for apprentices, trainees and employers as part of the regulation of the apprenticeship and traineeship system. Any other feedback and complaints can be submitted via email, phone or in writing and are managed according to our complaints handling process.

Additionally, in 2022 our Skills NSW website provided a channel for feedback and complaints through its enquiry portal. Through the portal, the department received approximately 70 queries on average per month, primarily related to student eligibility for Smart and Skilled and related initiatives, fees, finding a course and finding an RTO. All enquires have been addressed to date by the Training Services NSW Customer Service and Operations team.

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 2022.

Accessing departmental records

In compliance with the GIPA Act, information we hold is available in several ways, including through open-access information on our website.

We regularly update our information guide and publish it on our website: [education.nsw.gov.au/about-us/rights-and-accountability/information-access](https://www.education.nsw.gov.au/about-us/rights-and-accountability/information-access).

Our information guide describes the structure and functions of the department, how these functions affect the public, information that is freely available, and how to access other available information not published on the website.

Proactive release of government information

The department reviews its program for the proactive release of information annually in accordance with section 7(3) of the GIPA Act. Our policy is to make information publicly available, except if there is an overriding public interest against disclosure or if doing so imposes unreasonable additional costs on the department.

The department is also responsible for requests to release information in relation to Skills NSW (incorporating Smart and Skilled and Vocational Education and Training) and Training Services NSW.

We aim to provide the public with the most current information on topics relating to our operations. We are committed to open and transparent government. We proactively released various types of information in the reporting period, such as strategic plans, key statistics, reviews and reports, on our website: [education.nsw.gov.au/about-us/strategies-and-reports](https://www.education.nsw.gov.au/about-us/strategies-and-reports).

In addition, our Centre for Education Statistics and Evaluation publishes statistics, data and reports on the NSW Education Datahub at data.cese.nsw.gov.au.

In 2022, on reviewing the department's program for proactive release, we updated 32 datasets, 2 statistics bulletins and 3 factsheets on the Data Hub.

The department's policy library provides the public with access to our policy documents. During 2022, we added 80 new and updated policy documents to our policy library at [education.nsw.gov.au/policy-library](https://www.education.nsw.gov.au/policy-library).

The department's disclosure log records formally released information the department considers may be of interest to the general public. In 2022, we added 28 new matters to the log, which is published as part of our Agency Information Guide.

Access applications received and decided in 2022

For data about completed access applications received in 2022 refer to Tables 21 to 29 on the following pages. These tables comply with clause 7(d) and Schedule 2 of the GIPA Regulation 2009.

The total number of access applications received by the department in the reporting year was 1,702 (including withdrawn applications but not including 91 invalid applications).

We completed or discontinued 1,689 applications in 2022, including 161 applications received in the 2021 reporting year.

The department also completed 47 requests for information under the *Freedom of Information (Commonwealth) Act 1982* during the 2021-2022 financial year.

In addition, the department responded to 22 Orders for Papers from the Legislative Council during the reporting year.

Table 21: Number of access applications by type of applicant and outcome, 2022*
TABLE A (GIPA Regulation 2009, Schedule 2)

Type of applicant	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/ deny whether information is held	Application withdrawn (excluding invalid applications)	Invalid application withdrawn	Invalid never validated	Transferred to other agency	Total
Media	3	1	2	1	0	0	0	4	0	0	0	11
Members of Parliament	4	2	0	5	1	0	0	0	0	0	0	12
Members of the public (application by legal representative)	274	545	4	1055	5	0	0	17	17	65	1	1983
Members of the public other	47	76	7	53	5	1	2	9	2	7	0	209
Not-for-profit organisations or community groups	2	7	1	3	0	0	0	1	0	0	0	14
Private sector business	3	2	0	1	1	0	0	1	0	0	0	8
Total	333	633	14	1118	12	1	2	32	19	72	1	2237

Note: More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision.
* Applications completed or discontinued, includes applications received in the 2021 reporting year and completed or discontinued in 2022.

Table 22: Number of access applications by type of application and outcome, 2022
TABLE B (GIPA Regulation 2009, Schedule 2)

Type of application	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/ deny whether information is held	Application withdrawn (excluding invalid applications)	Invalid application withdrawn	Invalid never validated	Transferred to other agency	Total
Personal information applications	257	564	6	1018	5	0	0	18	16	68	0	1952
Access applications (other than personal information applications)	36	25	8	31	5	1	2	14	3	1	1	127
Access applications that are partly personal information applications and partly other	40	43	0	69	2	0	0	0	0	3	0	157

Note: A personal information application is an access application for personal information (as defined in clause 4 of Schedule 4 to the Act) about the applicant (the applicant being an individual).

Table 23: Invalid applications, 2022
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)	351
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	351
Invalid applications received that subsequently became valid applications	260

Note: Invalid applications received in reporting year including invalid applications carried forward from 2021.

Table 24: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 of the GIPA Act, 2022
TABLE D (GIPA Regulation 2009, Schedule 2)

Consideration	Number of times consideration used
Overriding secrecy laws	1
Cabinet information	5
Executive council information	0
Contempt	0
Legal professional privilege	40
Excluded information	6
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	116
Ministerial code of conduct	0
Aboriginal and environmental heritage	0
Information about complaints to Judicial Commission	0
Information about authorised transactions under <i>Electricity Network Assets (Authorised Transactions) Act 2015</i>	0
Information about authorised transactions under <i>Land and Property Information NSW (Authorised Transaction) Act 2015</i>	0

Note: More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application).

Table 25: Other public interest considerations against disclosure: matters listed in table to Section 14 of the GIPA Act, 2022

TABLE E (GIPA Regulation 2009, Schedule 2)

Consideration	Number of times consideration used
Responsible and effective government	501
Law enforcement and security	1
Individual rights, judicial processes and natural justice	415
Business interests of agencies and other persons	9
Environment, culture, economy and general matters	0
Secrecy provisions	0
Exempt documents under interstate freedom of information legislation	0

Note: More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application).

Table 26: Timeliness, 2022

TABLE F (GIPA Regulation 2009, Schedule 2)

Timeframe	Number of applications
Decided within the statutory timeframe (20 days plus any extensions)	1613
Decided after 35 days (by agreement with applicant)	66
Not decided within time (deemed refusal)	10
Total	1689

Table 27: Number of applications reviewed under Part 5 of the GIPA Act (by type of review and outcome), 2022

TABLE G (GIPA Regulation 2009, Schedule 2)

Type of review	Decision varied	Decision upheld	Total
Internal review	4	1	5
Review by Information Commissioner	6	3	9
Internal review following recommendation under Section 93 of Act*	2	4	6
Review by NSW Civil and Administrative Tribunal (NCAT)	0	8	8
Total	12	16	28

Notes: Review applications completed in 2022. As at 31 December 2022, 6 review applications (not counted in the above table), 2 IC matters and 6 NCAT matters were carried forward to 2023 and 2 NCAT matters still remain undecided. Under section 93 of the GIPA Act, the Information Commissioner (IC) can only recommend that the agency make an internal review decision. The IC completed 6 such reviews in 2022, which have been included as 'decision varied'.

Table 28: Applications for review under Part 5 of the GIPA Act (by type of applicant), 2022

TABLE H (GIPA Regulation 2009, Schedule 2)

Type of applicant	Number of applications for review
Applications by access applicants	19
Applications by persons to whom information the subject of access application relates (refer to Section 54 of the Act)	9

Note: Personal and non-personal review applications received in 2022.

Table 29: Applications transferred to other agencies under Division 2, Part 4 of the GIPA Act (by type of transfer), 2022

TABLE I (GIPA Regulation 2009, Schedule 2)

Type of transfer	Number of applications transferred
Agency-initiated transfers	1
Applicant-initiated transfers	0

Privacy Management Plan, Code of Practice and other publications

The Privacy Management Plan, Privacy Code of Practice, Data Breach Response Plan, and privacy and legal issues bulletins are published on the department's public website and intranet.

Privacy training

It is mandatory for all department staff to undertake e-learning on reporting and managing data breaches. A legal toolkit for principals, published on the Legal Services portal, includes checklists for applying privacy principles to the management of student information and information collected and held by business centres. Legal Services offers privacy advice to all staff as part of its legal telephone advice service.

Privacy internal reviews

In 2022, the department received 22 applications for internal review under section 53 of the Privacy and Personal Information Protection Act 1998 (PPIP Act). Of these applications, 3 were withdrawn and 2 were out of time. We finalised 16 internal reviews in 2022, including 3 applications submitted in 2021.

External review by NSW Civil and Administrative Tribunal

In 2022, the NSW Civil and Administrative Tribunal (NCAT) received 1 application for administrative review under s55(1) of the PPIP Act.

Requests for access and amendment of personal information

The department received 1 application for amendment of personal information from a former employee.

Data breach notifications

In 2022, the data breach register recorded 318 suspected data breaches: 65 were resolved, 13 were ongoing and 98 required further data from the notifier or owner for actioning.

Public interest disclosures

All employees of the department must report suspected unlawful or corrupt conduct, serious maladministration, or serious and substantial waste of public money. The department's policy establishes our commitment to support and protect staff who report wrongdoing.

The Public Interest Disclosures Internal Reporting Policy sets out the manner in which we meet our obligations under the Public Interest Disclosures Act 1994. The Guidelines for the Management of Public Interest Disclosures set out the roles and responsibilities of staff in making and receiving public interest disclosures. In 2022, the policy and guidelines underwent a maintenance update to align with new terminology and department structures. Both the policy and guidelines are available via our policy library.

Senior staff, including nominated public interest disclosure officers, continue to undertake periodic training on public interest disclosures; all current and new staff undertook ongoing training and induction of the Professional and Ethical Standards Directorate (PES) this year.

During 2022, we met the NSW Ombudsman's reporting requirements via its online reporting tool. In all, 46 employees made a public interest disclosure.

Table 30: Number of public interest disclosures, 2022

Type of review	Corrupt conduct	Maladministration	Serious waste	GIPA contravention	Local government contravention	Total
Number of disclosures	36	10	0	0	0	46
Number of employees making a disclosure	36	10	0	0	0	46
Number of disclosures finalised*	12	N/A	N/A	N/A	N/A	12

Source: Department of Education, Professional and Ethical Standards. Note: *Includes some matters reported before 2021.

Consultants

This section discloses the nature and purpose of consultants the department engaged in 2022.

The department did not engage with consultants for less than \$50,000 in 2022.

Table 31: Payments to consultants for engagements greater than \$50,000 in 2022

Name of consultant	Title of project	Purpose of consultancy	Actual cost (\$)
ARTD Consultants	Evaluation of the Quality Ratings Initiative	Organisational Review	104,913
Cast Professional Services	Flood Response Review	Organisational Review	88,862
Deloitte	Complaints Resolution Future State Design	Organisational Review	149,600
Deloitte	DoE Digital Strategy	Management Services	384,450
Deloitte	Review of Transfer Points Allocation Mechanism	Management Services	388,470
Ernst & Young	Staff Wellbeing Strategy	Organisational Review	52,916
Hofmeyr Consulting	Organisational design for the Communication and Engagement Directorate	Organisational Review	163,350
KPMG	North Coast Flood Plan Review	Organisational Review	61,600
KPMG	Transformation of Support Services operating model design and service improvement implementation	Organisational Review	764,544
Mary Haines Consulting	Research Strategy Development	Organisational Review	266,585
Nous Group	Apprenticeships and Traineeships (A&T) Strategic Plan	Organisational Review	148,500
Publicis Sapient Australia	Early Childhood Education Organisational Design	Management Services	554,935
Societal Consulting	Rural and Remote Incentives Review	Organisation Review	264,770
Societal Consulting	NSW Early Childhood Education Professional Development Support Strategy	Management Services	145,475
Taylor Fry	Integration Funding Support (IFS) Review	Management Services	182,518
Total cost	N/A	N/A	3,721,487

Source: Finance directorate. Note: Payments include GST.

Overseas travel

This section outlines any overseas travel department staff undertook in 2022

Table 32: Number of overseas travel undertaken by department staff, 2022

Purpose of visit	Description	Number of commercial or externally funded visits	Number of self or community funded visits	Number of visits funded by the department	Total number of staff
Conferences and professional development	Staff members who travel overseas to attend and/or present at conferences or participate in study tours	0	0	2	2
Educational exports	Staff members who travel overseas to manage partnerships, contracts, programs, quality assurance or assessment of students	4(2)	0	0	4
Exchange programs	Staff members who travel overseas on a professional or teacher exchange program	0	0	0	0
International student recruitment	Staff members who travel overseas to recruit inbound full-fee-paying international students to the NSW school sector	0	0	0	0
Market development and client engagement	Staff members who travel overseas for international marketing purposes, development of business relationships, engagement with clients and contract management	0	0	0	0
Professional scholarship programs	Staff members awarded scholarships to further their professional skills and knowledge	1(1D)	0	0	1
Student excursions	Staff members who accompany students on excursions overseas to increase cultural understanding or attend commemoration ceremonies	2(2D)	0	2	4

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 in completed or commenced in 2022.

Table 33: Research and evaluation projects, 2022

Name of research	Total life-of-project cost (\$)	Status or date to be completed
Access Request Reform evaluation	167,815	January 2023
Alphacrucis Hub Model evaluation	0	June 2027
Anti-Racism Policy implementation evaluation	0	June 2024
Assessment for complex learners project	4,800,000*	June 2024
Attendance Program workstreams evaluation	0	July 2024
Best Start Fundamental Movement Skills tool	25,149	June 2022
Bradfield Senior College	0	August 2023
Compressed curriculum evaluation	0*	Completed
Connected Communities evaluation	250,000*	December 2023
COVID Intensive Learning Support Program: Phase 2 Evaluation Report 2021	0	Completed
Deepening the evidence base in secondary writing	360,000	December 2022
EAL/D Education Leadership Strategy evaluation advice	0	December 2023
Emergency evacuations from early childhood education services in high-rise buildings	75,000	April 2022
FASTstream evaluation	0	2022
Final Evaluation for the Sticking Together Project	92,865	March 2023
Five Priorities for Improving Literacy and Numeracy	1,379,677*	February 2024
Institute of Applied Technologies evaluation	226,492	January 2025

Name of research	Total life-of-project cost (\$)	Status or date to be completed
iPLAY4i professional learning to help teachers support activity in youth for inclusion	20,000*	June 2023
Learning environments scoping study	15,000	December 2022
Learning to Lead	135,064	December 2023
Literacy and Numeracy Action Plan Phase 2 evaluation	771,179*	Completed
Mathsburst evaluation	0*	Completed
MyPL evaluation	0*	Completed
NSW Curriculum Reform evaluation	10,000,000*	June 2026
NSW Mathematics Strategy evaluation	1,859,200*	January 2026
Operational Improvement for School Success Pilot Evaluation	0	September 2023
PAX Good Behaviour Game – program implementation and evaluation	44,800	December 2022
Performance and development plan sampling	32,160	February 2022
Phase 3 COVID ILSP evaluation	198,982	June 2023
Productivity Bootcamp Evaluation	48,460	Completed
Quality Ratings Initiative evaluation report review	130,000	January 2022
Quality Teaching Rounds and COVID-19 research	198,000	January 2022
Quality Teaching Rounds evaluation	1,000,000	October 2023
Reading and Numeracy Program evaluation	0*	March 2023
Rural and Regional Schools Project	789,711	December 2022
Safeguarding Kids Together program evaluation	89,335	June 2023
School Leadership Institute – Aboriginal Middle Leaders in NSW Schools, constraints and enablers	47,250	June 2022
School Success Model evaluation	0*	April 2024

Name of research	Total life-of-project cost (\$)	Status or date to be completed
SPACES – investigating the effects of flexible learning spaces compared to traditional classrooms in primary and high schools: a longitudinal study	47,148	July 2022
SSP supplementary funding evaluation	133,980	January 2023
Student Behaviour Strategy evaluation	1,004,204	May 2025
Student engagement, wellbeing and effective teaching strategies research (Tell Them From Me student survey, Partners in Learning parent survey, Focus on Learning teacher surveys)	1,554,176	December 2022
Teacher success profile	135,455*	March 2022
Teacher Supply Strategy Outcomes Evaluation and initiative level evaluation	0*	2032

Notes: All project costs listed exclude GST. * Indicates there is also an in-kind contribution.

Financial management

Payment of accounts

This section details our performance in paying accounts during the 2021-22 financial year, including details of action taken to improve performance in this area. In 2022, the department continued initiatives to improve payment performance, including:

- maintaining invoice purchase order compliance of more than 70%
- transitioning over 3,000 Telstra invoices to consolidated billing monthly
- implementing e-invoice capability in line with whole of government initiatives.

Table 34: Aged analysis at the end of each quarter (all suppliers), 2021-22

Month	Current (within due date) (\$'000)	Less than 30 days overdue (\$'000)	Between 30 and 60 days overdue (\$'000)	Between 60 and 90 days overdue (\$'000)	More than 90 days overdue (\$'000)
September	1,806,534	37,337	23,407	1,067	893
December	1,508,534	14,623	8,352	1,965	2,323
March	1,632,520	58,248	7,495	2,260	4,670
June	1,903,946	29,169	9,752	3,975	2,814

Note: Figures subject to rounding.

Table 35: Aged analysis at the end of each quarter (small businesses), 2021-22

Month	Current (within due date) (\$'000)	Less than 30 days overdue (\$'000)	Between 30 and 60 days overdue (\$'000)	Between 60 and 90 days overdue (\$'000)	More than 90 days overdue (\$'000)
September	134,703	4,687	522	117	122
December	155,712	3,585	908	419	469
March	158,761	8,994	1,790	656	129
June	265,230	5,894	1,941	738	596

Notes: Figures subject to rounding. The reporting of small business suppliers is in accordance with the definitions and requirements for small business as prescribed in the NSW Treasury Circular 11/12 Payment of Accounts.

Table 36: Accounts paid on time within each quarter (all suppliers), 2021-22

Month	Number of accounts due for payment	Dollar amount of accounts due for payment (\$'000)	Actual % of accounts paid on time (based on number of accounts) (%)	Actual % of accounts paid on time (based on \$ amount of accounts) (%)	Number of accounts paid on time	Dollar amount of accounts paid on time (\$'000)	Number of payments for interest on overdue accounts	Interest paid on overdue accounts (\$)
September	134,585	1,869,238	97	97	130,373	1,806,534	0	0
December	141,968	1,535,797	98	98	138,948	1,508,534	0	0
March	123,639	1,705,193	94	96	116,366	1,632,520	0	0
June	141,201	1,949,655	97	98	136,516	1,903,946	0	0

Note: Figures subject to rounding.

Table 37: Accounts paid on time within each quarter (small businesses), 2021-22

Month	Number of accounts due for payment	Dollar amount of accounts due for payment (\$'000)	Actual % of accounts paid on time (based on number of accounts) (%)	Actual % of accounts paid on time (based on \$ amount of accounts) (%)	Number of accounts paid on time	Dollar amount of accounts paid on time (\$'000)	Number of payments for interest on overdue accounts	Interest paid on overdue accounts (\$)
September	16,391	140,151	96	96	15,680	134,703	0	0
December	17,315	161,093	97	97	16,736	155,712	0	0
March	12,918	170,329	90	93	11,647	158,761	0	0
June	17,064	274,398	95	97	16,189	265,230	0	0

Note: Figures subject to rounding. The reporting of small business suppliers is in accordance with the definitions and requirements for small business as prescribed in the NSW Treasury Circular 11/12 Payment of Accounts.

Establishment, change and closure of schools

This section lists all public schools that are newly established, closed or otherwise changed in 2022.

Table 38: New Schools or campuses established, 2022

School name	ABS statistical area 4 grouping	Date
Porters Creek Public School	Central Coast, Newcastle	28 January 2022

Table 39: Schools placed in to recess, 2022

School name	ABS statistical area 4 grouping	Date
Afterlee Public School	North East NSW	08 April 2022
Johns River Public School	North East NSW	14 February 2022
Carrathool Public School	South West NSW	26 April 2022
Dalgety Public School	South East NSW	01 July 2022
Awabakal Environmental Education Centre	Central Coast, Newcastle	01 July 2022
Wyangala Dam Public School	South West NSW	20 July 2022
Rye Park Public School	South East NSW	20 December 2022

Table 40: Schools or campuses relocated, 2022

School name	ABS statistical area 4 grouping	Date
Meadowbank Public School	Sydney-North	04 February 2022
Marsden High School	Sydney-North	04 February 2022

Table 41: Schools or campuses with a name change, 2022

School name	ABS statistical area 4 grouping	Date
Awabakal Environment Education Centre (formerly Wetlands Environment Education Centre)	Central Coast, Newcastle	01 July 2022

Source: Centre for Education Statistics and Evaluation, Department of Education

Note: Awabakal Environment Education Centre amalgamated with Wetlands Environment Education Centre on 1 July 2022. Wetlands Environment Education Centre was then renamed to Awabakal Environment Education Centre.

Major capital works

This section lists major works in progress, including the cost of those works to date and the estimated dates of completion.

Table 42: Major capital works, 2021-22 financial year

Project description and location	Project cost to 30 June 2022 (cost to date) (\$'000)	Completion date (actual or estimated)	Completed or in progress
Ajuga School, Campbell House School and Glenfield Park School Upgrades*	25,156	2021	Completed
Alexandria Park Community School (new school)	135,804	2022	In progress
Armidale Secondary College Upgrade (Armidale and Duval High Schools)	118,445	2022	In progress
Artarmon Public School Upgrade*	24,836	2019	Completed
Arthur Phillip High School and Parramatta Public School (new schools)*	322,659	2020	Completed
Ashtonfield Public School Upgrade*	14,249	2021	Completed
Auburn North Public School Upgrade*	11,816	2019	Completed
Ballina Coast High School (new school)*	59,904	2019	Completed
Bangalow Public School Upgrade	3,125	2024	In progress
Banksia Road Public School Upgrade*	6,417	2020	Completed
Bankstown North Public School Upgrade	22,976	2022	In progress
Bardia Public School Upgrade*	43,691	2019	Completed
Barramurra Public School (Catherine Field new primary school)*	51,788	2021	Completed
Belmont High School Upgrade*	19,333	2019	Completed
Bexhill Public School Upgrade	2,865	2023	In progress
Birrong Boys and Girls High School Upgrade	593	TBC	In progress
Bletchington Public School Upgrade	7,118	2023	In progress
Bomaderry High School Upgrade	252	TBC	In progress
Braidwood Central School Upgrade*	15,578	2021	Completed
Brooke Avenue Public School Upgrade*	1,856	2021	Completed
Budawang School (relocation)	4,440	TBC	In progress
Bungendore High School	10,898	TBC	In progress

Project description and location	Project cost to 30 June 2022 (cost to date) (\$'000)	Completion date (actual or estimated)	Completed or in progress
Byron Bay Public School Upgrade*	12,700	2020	Completed
Callaghan College Jesmond Campus Upgrade*	18,143	2020	Completed
Canley Vale High School Upgrade*	21,899	2020	Completed
Canterbury Boys High School Upgrade	898	TBC	In progress
Canterbury South Public School Upgrade	32,057	2022	Completed
Carlingford West Public School Upgrade	22,708	TBC	In progress
Castle Hill Public School Upgrade	591	TBC	In progress
Cecil Hills High School Upgrade	681	TBC	In progress
Cecil Hills Public School Upgrade*	15,994	2019	Completed
Central Sydney Intensive English High School (Relocation)*	29,818	2019	Completed
Centre of Excellence for Agricultural Education	9,346	TBC	In progress
Chatswood (new primary school)	409	TBC	In progress
Chatswood Public School and High School Upgrade	105,477	2023	In progress
Co Funded Metropolitan School Renewal Program	64,984	2023	In progress
Co Funded Regional School Renewal Program	67,789	2023	In progress
Cooler Classrooms	425,614	2023	In progress
Cranebrook High School Upgrade	2,721	2022	Completed
Cronulla High School Upgrade	1,479	TBC	In progress
Croydon Public School Upgrade*	33,982	2022	Completed
Cumberland High School Upgrade	1,669	TBC	In progress
Curl Curl North Public School Upgrade*	49,017	2021	Completed
Dapto Public School Upgrade	18,618	2022	Completed
Darcy Road Public School Upgrade	528	TBC	In progress
Darlington Public School Upgrade	25,821	2023	In progress
Denham Court Public School (Leppington new primary school)*	57,833	2021	Completed
Eastwood Public School Upgrade	572	2023	In progress
Edmondson Park (new high school)	636	TBC	In progress
Edmondson Park Public School (new primary school)	21,712	TBC	In progress
Engadine High School Upgrade	3,183	2023	In progress

Project description and location	Project cost to 30 June 2022 (cost to date) (\$'000)	Completion date (actual or estimated)	Completed or in progress
Epping (new primary school)	23,917	2023	In progress
Epping West Public School Upgrade	24,651	2023	In progress
Estella Public School (new primary school in the Wagga Wagga electorate)*	39,692	2021	Completed
Fairvale High School Upgrade	40,420	2022	In progress
Finigan School of Distance Education (new school)*	17,160	2019	Completed
Fort Street Public School Upgrade	30,857	2023	In progress
Galungara Public School (Alex Avenue new primary school)*	49,483	2021	Completed
Galungara Public School Upgrade - Stage 2	6,064	TBC	In progress
Girraween Public School Upgrade	138	TBC	In progress
Gledswood Hills Public School (new primary school)	35,080	2020	Completed
Gledswood Hills Public School - Stage 2	428	TBC	In progress
Glenmore Park High School Upgrade	7,429	2022	Completed
Glenwood High School Upgrade	6,901	TBC	In progress
Googong Public School	23,427	2023	In progress
Green Square Public School and Community Spaces	2,426	TBC	In progress
Gregory Hills Public School (new primary school)	593	TBC	In progress
Greystanes Public School Upgrade	33,473	2022	Completed
Gwynneville Public School Upgrade*	14,654	2020	Completed
Harrington Park Public School Upgrade	23,198	2023	In progress
Hastings Secondary College Upgrade	14,436	2023	In progress
Homebush West Public School Upgrade*	24,893	2019	Completed
Hunter River High School Upgrade	713	TBC	In progress
Hurlstone Agricultural High School Upgrade - Stage 2	13,051	TBC	In progress
Hurstville Public School Upgrade*	9,042	2020	Completed
Inner Sydney High School (new school)*	128,303	2020	Completed
Irrawang High School Upgrade	755	TBC	In progress
James Fallon High School Upgrade*	7,706	2020	Completed
Jamison High School Upgrade	6,591	2022	Completed
Jannali East Public School Upgrade	3,597	2022	Completed

Project description and location	Project cost to 30 June 2022 (cost to date) (\$'000)	Completion date (actual or estimated)	Completed or in progress
Jerrabomberra High School	12,371	2023	In progress
Jindabyne Education Campus	6,300	TBC	In progress
John Palmer Public School Upgrade	4,034	TBC	In progress
Jordan Springs Public School (new school)*	53,692	2020	Completed
Jordan Springs Public School Upgrade-Stage 2	5,024	TBC	In progress
Karabar High School Upgrade*	8,607	2020	Completed
Kent Road Public School Upgrade*	42,063	2021	Completed
Killara High School Upgrade*	15,224	2020	Completed
Killarney Heights Public School Upgrade*	8,109	2020	Completed
Kingscliff High School Upgrade	11,216	2024	In progress
Kingscliff Public School Upgrade	10,747	2023	In progress
Kingswood High School Upgrade*	9,530	2021	Completed
Ku-ring-gai High School Upgrade*	14,622	2020	Completed
Kyeemagh Public School Upgrade	24,562	2022	Completed
Lake Cathie Public School Upgrade*	22,552	2021	Completed
LED Lighting Upgrade Program	96,219	2022	In progress
Lindfield Learning Village -Stage 2	90,975	2021	Completed
Liverpool Boys and Girls High School Upgrade	293	TBC	In progress
Liverpool West Public School Upgrade	16,173	2024	In progress
Macquarie Park Education Campus	2,385	TBC	In progress
Mainsbridge School (new school through relocation)*	32,005	2022	Completed
Manly Vale Public School Upgrade*	53,796	2020	Completed
Manly Village Public School Upgrade	77	TBC	In progress
Marsden Park (new high school)	2,779	TBC	In progress
Marsden Road Public School Upgrade*	9,579	2019	Completed
Matthew Pearce Public School Upgrade	538	TBC	In progress
Millthorpe Public School Upgrade	5,457	TBC	In progress
Milperra Public School Upgrade	2,473	2022	In progress
Mona Vale Public School Upgrade	15,551	TBC	In progress
Monaro High School Upgrade	47,755	2022	Completed

Project description and location	Project cost to 30 June 2022 (cost to date) (\$'000)	Completion date (actual or estimated)	Completed or in progress
Mosman High School Upgrade	18,397	2023	In progress
Murrumbateman Public School	17,868	2023	In progress
Murrumbidgee Regional High School Upgrade-Stage 2	216	TBC	In progress
Murrumbidgee Regional High School Upgrade*	20,074	2021	Completed
Murwillumbah Education Campus	19,976	2024	In progress
Muswellbrook South Public School Upgrade	4,178	TBC	In progress
Nangamay Public School (Mulgoa Rise Glenmore Park new primary school)	13,603	2023	In progress
Narrabeen Education Campus	747	TBC	In progress
Nepean Creative and Performing Arts High School Upgrade	5,822	2022	Completed
Neutral Bay Public School Upgrade	1,048	TBC	In progress
New Environmental Education Centre (Penrith Lakes)	597	TBC	In progress
New school in the Liverpool electorate	9,666	2024	In progress
Newcastle Education Campus	362	TBC	In progress
North Kellyville Public School (new school)*	46,241	2019	Completed
North Rocks Public School Upgrade*	14,425	2020	Completed
North Sydney Public School Upgrade	8,154	2023	In progress
Northbourne Public School (Marsden Park new primary school)*	48,398	2021	Completed
NSW School of Languages (Relocation)*	15,814	2018	Completed
Oran Park High School (new high school)*	79,435	2020	Completed
Oran Park Public School Upgrade -Stage 2	706	TBC	In progress
Oran Park Public School Upgrade*	15,052	2020	Completed
Orange Grove Public School Upgrade	650	TBC	In progress
Parramatta West Public School Upgrade*	26,901	2021	Completed
Passfield Park School Upgrade	22,246	2022	Completed
Pendle Hill High School Upgrade	15,421	2023	In progress
Penshurst Public School Upgrade*	51,493	2021	Completed
Penshurst West Public School Upgrade*	10,419	2020	Completed
Picnic Point High School Upgrade	10,067	2023	In progress

Project description and location	Project cost to 30 June 2022 (cost to date) (\$'000)	Completion date (actual or estimated)	Completed or in progress
Picton High School Upgrade*	116,630	2021	Completed
Porters Creek Public School (Warnervale new primary school)	36,198	2022	Completed
Prestons Public School Upgrade*	11,036	2020	Completed
Punchbowl Public School Upgrade	34	TBC	In progress
Quakers Hill East Public School Upgrade*	13,092	2019	Completed
Queanbeyan West Public School Upgrade	418	TBC	In progress
Rainbow Street Public School Upgrade*	35,066	2019	Completed
Randwick Boys and Girls High School Upgrades	218	2024	In progress
Regional Roof Upgrade Program	97,803	2022	In progress
Rhodes East (new primary school)	16	TBC	In progress
Richmond High School Upgrade -Richmond Agricultural College	11,944	2023	In progress
Richmond High School Upgrade*	6,899	2020	Completed
Riverstone High School Upgrade*	22,745	2020	Completed
Rosehill Public School Upgrade*	17,528	2019	Completed
Russell Lea Public School (new school)*	33,036	2019	Completed
Rutherford Public School Upgrade*	21,120	2019 (Stage 1) 2021 (Stage 2)	Completed
Rydalmere Education Campus	2,870	TBC	In progress
Samuel Gilbert Public School Upgrade	31,443	2022	Completed
Schofields Public School Upgrade*	36,876	2020	Completed
Schools at Meadowbank Education and Employment Precinct	284,927	2022	Completed
Seven Hills High School VET Upgrade	723	2023	In progress
Smart Energy Schools Pilot	5,424	TBC	In progress
South Nowra/ Worrigeer (new primary school)	1,015	TBC	In progress
St Ives High School Upgrade*	21,303	2021	Completed
St Leonards Education Precinct -Stage 1	283	TBC	In progress
Stanwell Park Public School Upgrade	3,808	2022	Completed
Tallowong (new primary school)	1,412	TBC	In progress
Tamworth Public School Upgrade*	13,307	2020	Completed

Project description and location	Project cost to 30 June 2022 (cost to date) (\$'000)	Completion date (actual or estimated)	Completed or in progress
Terrigal Public School Upgrade*	11,573	2019	Completed
Teven-Tintenbar Public School Upgrade	1,732	2022	Completed
The Forest High School (Relocation)	2,828	TBC	In progress
Tirriwirri School (Queanbeyan School)*	18,355	2021	Completed
Tweed Heads South Public School Upgrade	9,339	2024	In progress
Tweed River High School Skills Upgrade	2,072	2024	In progress
Tweed River High School Upgrade	12,256	2024	In progress
Ultimo Public School (new school)*	58,091	2020	Completed
Wamberal Public School Upgrade*	19,159	2020	Completed
Wauchope Public School Upgrade*	13,660	2020	Completed
Wee Waa High School redevelopment	7,079	2023	In progress
Wentworth Point (new high school) -(formerly 'Sydney Olympic Park new high school')	9,012	2025	In progress
Wentworth Point Public School Upgrade - Stage 2	134	TBC	In progress
Wentworthville Public School Upgrade	40,975	2022	Completed
West Ryde Public School Upgrade*	18,172	2020	Completed
Westfields Sports High School Upgrade*	28,315	2020	Completed
Westmead South (new primary school)	749	TBC	In progress
Wilkins Public School (new preschool)*	3,004	2021	Completed
Willoughby Girls High School Upgrade*	17,018	2020	Completed
Willoughby Public School Upgrade*	36,334	2020	Completed
Wilton Junction (new primary school)	41	TBC	In progress
Wilton Public School Upgrade	7,885	TBC	In progress
Wollongong Public School Upgrade*	16,132	2020	Completed
Yanco Agricultural High School Upgrade	281	TBC	In progress
Yass High School Multi-Purpose Hall Upgrade	3,720	2022	Completed
Yass High School Upgrade*	8,573	2020	Completed
Young High School Upgrade	17,684	2023	In progress

Source: School Infrastructure NSW.

Note: The cost to date is project expenditure until the end of 2021-22 financial year. Dates listed are physical completion dates as at 31 December 2022. Final costs can occur after the school is ready for use by students and staff. All project costs exclude GST.

*Post completion costs revised, incurred or adjusted. The School Infrastructure NSW website contains up-to-date project completion dates. TBC completion dates will be advised once a construction contract is awarded. Project expenditure may include property/site acquisition costs.

Land disposal

In 2021-22, the department disposed of 12 sites including 7 former school sites. The net proceeds from the sale of surplus assets are used to maintain and upgrade school facilities.

The 12 properties disposed of were either surplus to the department's operational requirements or, by agreement, compulsorily acquired by other authorities for community beneficial purposes such as road widening.

No properties were disposed of by public auction or tender where they had a value of more than \$5 million.

An application for access to documents concerning details of properties disposed of during the reporting year may be made in accordance with the *Government Information (Public Access) Act 2009*.

Controlled entities

The Department of Education does not have any controlled entities.

Risk management and insurance activities

The department adopts the three lines of assurance model in line with TPP20-08 Internal Audit and Risk Management Policy for the General Government Sector. Our enterprise risk management framework is consistent with international standard, ISO31000 Risk Management, as well as NSW Treasury Policy TPP20-08. The Secretary attested to our compliance with the core requirements of TPP20-08 on 7 October 2022.

In 2022, the Enterprise Risk Management Policy and Enterprise Risk Management Framework were refreshed and endorsed by the department's executives and the Audit and Risk Committee so it continues to remain fit for purpose for the department.

The refreshed Enterprise Risk Management Policy and Enterprise Risk Management Framework strongly aligns risk management with strategy settings and outlines the linkage of enterprise risk management and risk in change across programs and projects to the department's objectives and outcomes.

The Chief Risk Office provided advice, challenges and support on risk-related matters to the Executive and the Secretary, and across the department. This year, the Chief Risk Office increased engagement across senior leadership to promote embedding stronger risk management disciplines across the department, into day-to-day business practices and across the department's governance oversight committees.

A core focus is continuing to strengthen enterprise risk management foundations with the development of a central enterprise risk library, so we use a common risk language. We continued to uplift the development of an integrated risk management system.

The Chief Risk Office also supported the development of risk profiles, analysing the risk landscape, risk governance, risk and controls assessment, developing trends, outlined key programs and initiatives, and aligned assurance mapping.

A focus on further strengthening the closed loop processes with follow up of regular reports provided to the department's executives and the Audit and Risk Committee on the progress of implementation of recommendations arising out of internal and external audits.

In line with the updated Public Service Commission guidelines, we updated our Gifts, Benefits and Hospitality procedures to continue promoting core values for the government sector across Integrity, Trust, Service and Accountability.

The Chief Risk Office continued to provide advice, challenges, and support across the department with a range of reviews, as well as supporting the provision of risk awareness training and greater access to risk management resources.

Insurance activities

As a budget-dependent agency, the department is a mandatory member of the NSW Government's Treasury Managed Fund scheme in accordance with Treasury Circular TC20-05.

The scheme provides cover for asset and liability exposures across workers compensation, property, motor vehicle, liability and other risks. Due to the scale of the department's operations, it is one of the top-five member agencies of the scheme.

Economic or other factors affecting the department

An assessment of financial impacts for the department in 2021-22, as a result of the COVID-19 pandemic and natural disasters, are outlined in Note 1(h) and 11 of the financial statements (refer to pages 83 and 92-95 of the annual report respectively). The department will continue to proactively monitor ongoing impacts in 2022-23.

Internal Audit

Internal Audit supports the department to achieve its objectives by providing relevant risk-based assurance and advisory services.

In 2022, Internal Audit:

- completed 17 corporate audits covering cross-divisional processes, frameworks, operational areas as well as compliance obligations
- revised its approach to deliver shorter (generally a few months from commencement to reporting), sharper (carefully planned and executed), more collaborative, insightful audits using data and using subject matter expert where appropriate
- updated the corporate audit manual, and work paper templates to ensure they are more aligned with the performance audit delivery approach. A collaboration process was implemented to keep stakeholders better informed throughout the audit

- updated its reporting template to ensure it is more reader-focused, including better alignment to the changes within the corporate audit approach e.g., lines of Inquiry, observations, impact and audit-endorsed management actions. Details of the subject matter expert and audit completion timeline are also detailed in the report
- managed and measured delivery to enhance delivery of the audit program and staff utilisation the directorate has introduced a process where actual vs planned project hours are monitored
- provided staff development support with several workshops and training delivered to all auditors to support various changes to the audit delivery approach
- improved the post-audit feedback process with client responses used to inform continuous business improvement
- improved rigour on follow-up of audit actions, resulting in improved awareness of risks and controls. The internal audit desktop review process confirms that actions are adequately implemented, and results are reported to the Secretary and all deputy secretaries for their area to ensure adequate management oversight.

During 2022, the schools audit team audited 119 schools audit focusing on child protection, work health and safety, student attendance, key financial and administrative operations, management of assets & equipment and procurement.

There were delays in commencing and completing some audits due to business units dealing with other pressures, such as the impact of COVID-19 and changes in key personnel or implementing new processes. Ongoing COVID-19 restrictions and the imperative to reduce school administrative burden resulted in significantly fewer schools audited.

Internal Audit and Risk Management Attestation Statement



Internal Audit and Risk Management Attestation Statement for the 2021-2022 Financial Year for the NSW Department of Education

I, Georgina Harrison, am of the opinion that the NSW Department of Education has internal audit and risk management processes in operation that are, excluding the exemptions or transitional arrangements described below, compliant with the seven (7) Core Requirements set out in the Internal Audit and Risk Management Policy for the General Government Sector, specifically:

Core Requirements

Risk Management Framework

1.1	The Accountable Authority shall accept ultimate responsibility and accountability for risk management in the agency.	Compliant
1.2	The Accountable Authority shall establish and maintain a risk management framework that is appropriate for the agency. The Accountable Authority shall ensure the framework is consistent with AS ISO 31000:2018.	Compliant

Internal Audit Function

2.1	The Accountable Authority shall establish and maintain an internal audit function that is appropriate for the agency and fit for purpose.	Compliant
2.2	The Accountable Authority shall ensure the internal audit function operates consistent with the International Standards for Professional Practice for Internal Auditing.	Compliant
2.3	The Accountable Authority shall ensure the agency has an Internal Audit Charter that is consistent with the content of the 'model charter'.	Compliant

Audit and Risk Committee

3.1	The Accountable Authority shall establish and maintain efficient and effective arrangements for independent Audit and Risk Committee oversight to provide advice and guidance to the Accountable Authority on the agency's governance processes, risk management and control frameworks, and its external accountability obligations.	Compliant
3.2	The Accountable Authority shall ensure the Audit and Risk Committee has a Charter that is consistent with the content of the 'model charter'.	Compliant

Membership

The independent chair and members of the Audit and Risk Committee are:

- Independent Chair, Todd Davies, appointed February 2019, term expires in January 2024
- Independent Member, Carol Holley, appointed April 2021, term expires March 2024
- Independent Member, John Gordon, appointed February 2019, term expires January 2025
- Independent Member, Ken Gallacher, appointed March 2019, resigned June 2022

Georgina Harrison
Secretary
NSW Department of Education
7 October 2022

Department of Education contact officer:
Ruth Owen
Chief Operations Officer
Email: Ruth.Owen1@det.nsw.edu.au

Audit and Risk Committee

The department's Audit and Risk Committee (ARC) consists of an independent chair and three independent members. In 2022, one member resigned and was replaced by another member.

The committee oversees and monitors our governance, risk and control frameworks, as well as our external accountability requirements. The committee's responsibilities are detailed in a charter aligned to the requirements of TPP20-08.

The committee met eight times in 2022, with a mix of meetings conducted in person and online, inclusive of meetings to review early close and the department's financial statements. All members completed written conflict of interest declarations and confidentiality agreements.

This year, the secretariat adopted a continuous improvement mindset to enhance the committee's effectiveness, building on practices and enhancements from the previous year.

Table 43: Attendance at Department of Education Audit and Risk Committee meetings, 2022

Name	Title	Meetings attended/eligible
Todd Davies	Independent Chair	8/8
Carol Holley	Independent Member	7/8
Ken Gallacher <i>Resigned 30/6/22</i>	Independent Member	4/4
John Gordon	Independent Member	8/8
Jennifer Palmer <i>Commenced 17/11/22</i>	Independent Member	1/1

Cyber security

As with all sectors, this year saw a steady increase in the range and intensity of malicious cyber activity in education. Threat actors are constantly evolving, and recent activity directed against the department targeted end users' devices and sought to compromise user accounts. The department focused on improving its prevent, detect and respond capabilities through dedicated resources, enhanced monitoring and the implementation of the Australian Cyber Security Centre's Essential Eight and Cyber NSW's Mandatory 25 requirements.

While there were no successful large-scale cyber-attacks on the department in 2022, the department remains vigilant with the ongoing increase in cyber activity. The department continues to increase its cyber security maturity through the delivery of multiple projects financed through the Digital Restart Fund.

Cyber Security Annual Attestation Statement

OFFICIAL: Sensitive - NSW Government



Cyber Security Annual Attestation Statement for the 2021-2022 Financial Year for NSW Department of Education.

I, Georgina Harrisson, am of the opinion that NSW Department of Education, continued working towards maturity in the management of cyber security risks, in a manner consistent with the mandatory requirements set out in the NSW Government Cyber Security Policy.

Governance is in place to manage continuing cyber security maturity and initiatives of the NSW Department of Education.

Risks to the most critical information and systems of the NSW Department of Education have been assessed and are being managed within the resource capacity of the department.

There exists a current cyber incident response plan for the NSW Department of Education which has been tested during the reporting period.

The NSW Department of Education has an Information Security Management System (ISMS) in place, which has passed the surveillance audit for the 2021/22 financial year.

The NSW Department of Education has undertaken the following activities to continuously improve the management of cyber security governance and resilience:

- Maintained the Cyber Security Working Group with executive business representatives contributing to the program of cyber security maturity and uplift;
- Annual identification of crown jewels from across the department;
- Documented roles and responsibilities for all requirements of the Cyber Security Policy; and
- An uplift program is in progress to improve the management of cyber security governance and resilience.

Georgina Harrisson
SECRETARY
DEPARTMENT OF EDUCATION
7 October 2022

This attestation covers the following agencies:

- **NSW Department of Education**

NSW Department of Education
105 Phillip Street Parramatta NSW 2150 GPO Box 33 Sydney NSW 2001 1300 679 332
education.nsw.gov.au

Grants

This section outlines the nature and purpose of each grant program and lists grants the department disbursed to non-government organisations under each program in 2021-22.

Table 44: Overview of grant programs, 2021-22

Grant program	Total grants, 2021-22 (\$)
Aboriginal Education Grants	15,326,829
Adult Community Education Program	25,585,362
Campion College	3,000,000
Community Languages Grants	6,951,523
Countering Violent Extremism	2,720,000
COVID Intensive Learning Support Program	34,817,046
Early Childhood Education and Care Grants*	478,637,916
Educational Pathways Pilot Program	863,016
Educational Support Grants	1,742,375
Group Training Organisations	737,942
Industry Participation and Support Program	1,641,042
Literacy and Numeracy Action Plan – Phase 2	11,791,250
Miscellaneous Education Grants	2,902,888
Out of School Hours Care Grants	4,300,940
Productivity Bootcamp	957,039
Refugee Employment Support Program	2,813,445
Regional Conservatorium Grants Program	7,838,356
Regional Industry Education Partnership	1,302,919
Regional Study Hubs	2,736,000
School Leadership Management Grants	682,128
Smart and Skilled Thin Market Program	26,796
Special Education Grant-In-Aid	87,538
Sticking Together Project	1,464,823
Trade Pathways Program	621,398
VET in Schools Consortium – Non-Government	3,025,974
Youth Employment Social Impact Program	351,183
Grand total	612,925,727

Notes: Figures are subject to rounding. *Excludes program(s) where payments have been made to recipients on behalf of registered service providers and national partnership programs

Aboriginal Education Grants

Providing workplace mentoring, improving access to employment and training, and creating business opportunities for Aboriginal and/or Torres Strait Islander people.

Table 45: Aboriginal Education Grants, 2021-22

Organisation	Amount (\$)
Aboriginal Employment Strategy Ltd	409,425
Bamara Pty Ltd	403,523
Bara Barang Corporation Ltd	253,750
Clontarf Foundation	7,688,750
Gomeroi Education and Training Pty Ltd	272,500
Illawarra Aboriginal Corporation – Warrigal Employment	601,250
International Child Care College Pty Ltd	200,000
Kategic Pty Ltd	262,000
MTC Australia Ltd	432,580
National Aboriginal Sporting Chance Academy	1,255,000
NSW Aboriginal Land Council	814,200
NSW Indigenous Chamber of Commerce Inc	182,900
NSWALC Employment & Training Ltd	545,000
Souths Cares PBI Ltd	714,714
Tamworth Local Aboriginal Land Council	524,737
The Illawarra ITeC Ltd	177,000
Ungooroo Aboriginal Corporation	589,500
Total paid in 2021-22	15,326,829

Adult Community Education Program

Delivering training and support that cannot be effectively addressed through Smart and Skilled programs, up to and including Certificate III level.

Table 46: Adult Community Education Program, 2021-22

Organisation	Amount (\$)
ACE Community Colleges Ltd	1,481,884
Albury Wodonga Community College Ltd	333,325
Byron Region Community College Inc	774,121
Camden Haven Community College Inc	777,221
Central Coast Community College	1,569,626
City East Community College Inc	637,605
Coffs Coast Education & Training Organisation Inc	527,956
Community College-Northern Inland Inc	1,168,192
Community Colleges Australia Ltd	70,980
Deaf Services Ltd	369,454
Guyra Adult Learning Association Inc	268,509
Hornsby Ku-Ring-Gai Community College Inc	371,225
Kiama Community College Ltd	949,071
Macarthur Community College Inc	708,303
Macquarie Community College	1,118,240
Murwillumbah Adult Education Centre Inc	264,576
Nepean Community College Inc	999,011
North Coast Community College Inc	699,741
Northern Beaches Community College Ltd	290,646
Penrith Skills for Jobs Ltd	153,081
Port Macquarie Community College Inc	871,611
Riverina Community College Ltd	932,021
Robinson Education Centre Ltd	508,033
St George & Sutherland Community College Inc	804,295
Sydney Community College Ltd	443,342

Organisation	Amount (\$)
Tamworth Community College Inc	799,358
The Eurobodalla Adult Education Centre Inc	906,644
The Parramatta College Inc	726,642
Tomaree Community College Inc	391,591
Tuggerah Lakes Community College Ltd	899,681
VERTO Ltd	1,982,367
Western Riverina Community College Inc	549,417
Workers' Educational Association -Hunter	1,646,325
Workers' Educational Association -Illawarra	591,268
Total paid in 2021-22	25,585,362

Campion College

Funding the construction of capital infrastructure at Campion College, worth \$5 million over financial years 2021-22 and 2022-23.

Table 47: Campion College, 2021-22

Organisation	Amount (\$)
Campion Foundation Ltd	3,000,000
Total paid in 2021-22	3,000,000

Community Languages Grants

Supporting outside-of-school-hours programs for school-aged students to maintain and develop their background or heritage language.

Table 48: Community Languages Grants, 2021-22

Organisation	Amount (\$)
3LS Creative Centre Inc	11,092
AB2 CD-Association for Brazilian Bilingual Children's Development Inc	25,538
Academy of Chinese Culture Inc	5,427
Afghan Australian Noor Association Inc	29,719
Afghan Community Support Association of NSW Inc	22,436
Akkademja Maltija Ta' NSW Inc	12,710
Al Aqsa Inc	48,093
Al Bayan School Inc	12,710
Al Sadiq Inc	24,729
Al-Bayan Institute Inc	69,148
Alefba Farsi School	5,500
Alfirdaus College Pty Ltd	23,515
Alhabib Arabic School Inc	28,570
Al-Jaafaria Society Inc	24,055
Al-Khair Inc Association	10,957
Al-Minia Charitable Association Ltd	11,766
Alsadeq Arabic Association Inc	19,739
Ambassadors Multicultural Mission (International) Association Inc	68,338
Amistad Latina Spanish School Inc	22,167
Andisheh Persian School	13,654
Ao Yu Chinese School Inc	8,934
Aquarela Portuguese Language School Inc	2,562
Arabic Education Society Inc	7,990
Arabic Privet College Australia	6,641
Armenian General Benevolent Union Ltd	6,372

Organisation	Amount (\$)
Artarmon Muslim Community Association	13,789
Asanteman Australia (NSW) Inc	6,372
Ashabul Kahfi Language School Inc	35,815
Association of Community Language Schools Inc	170,939
Assyrian Australian Association	25,134
Assyrian's Nation Association Inc	11,356
Auburn Arabic School	16,351
Australia Children Learning Association Inc	2,562
Australian Afghan Hassanian Youth Association Inc	27,426
Australian Ataturk Cultural Centre Inc	18,071
Australian Beirut Charitable Association Inc	28,235
Australian Chinese & Descendants Mutual Association Community Ltd	26,567
Australian Chinese Community Association of NSW	39,948
Australian Council for the Promotion of Chinese Language and Cultural Inc	190,519
Australian Druze Community Incorporated Ltd	10,013
Australian Hindu Multicultural Association	6,911
Australian Islamic Mission Inc	9,069
Australian Kids Women Association Inc	27,966
Australian Malayalee Islamic Association -NSW	13,490
Australian Marathi Vidyalaya Inc	15,542
Australian School of Arabic Inc	19,604
Australia-North Cyprus Friendship Association	1,618
Balakairali-Sydney Malayalee Kids Association Inc	12,170

Organisation	Amount (\$)
Balar Malar Tamil Educational Association Inc	111,323
Bangla School Inc	5,500
Bangla School Punchbowl Inc	5,500
Bangladesh Association of NSW	9,204
Bangladesh Society for Puja and Culture Inc	6,372
Bangladesh Society of Sydney Inc	12,980
Bantal Pulaar Community Group Australia Inc	7,855
Bayside Japanese School Inc	8,799
Bhanin Association Australia Inc	27,662
Bodhi Vietnamese Language School Inc	9,473
Bosnian Ethnic School	13,917
Boya College of Language and Culture Inc	8,464
Buddharangsee Thai Community Language School Inc	13,519
Bulgarian Cultural Social and Patriotic Association Rodina	9,473
Cambodian Australian Welfare Council of NSW Inc	12,305
Campbelltown Bangla School	8,799
Carlingford Chinese Language School	23,111
Central Coast Japanese Community Language School	7,310
Central Council of Croatian Ethnic Schools of NSW Inc	29,179
Centre for Indian Languages and Arts-Hindi	4,927
Centre for Indian Languages and Arts-Telugu	4,927
Chanh-Phap Vietnamese Buddhist Youth Association of NSW Inc	5,394
Chen Feng Chinese Language College Inc	20,279

Organisation	Amount (\$)
Cherrybrook Chinese Community Association Inc	14,565
Chinese Australian Services Society Ltd	83,324
Chinese Language & Literature Association	5,562
Cho Dae Korean Baptist Church Inc	20,279
Clenton Park School Chinese Language and Cultural Association	7,316
Co.As.It. Italian Association of Assistance	38,097
Congregational Christian Church in Samoa	6,743
Cook Islands Maori Language School (NSW) Inc	5,500
Cyprus Community of NSW Ltd	10,957
Czech and Slovak School of Sydney	10,417
Daar Al Wafa Australian Association Inc	23,111
Datong Chinese School Ashfield Inc	84,808
De Nederlandse School de Kangoeroe Inc	21,088
Der-Huy Chinese School Inc	12,710
Deutschstunde	23,785
Disciples Church Joyful Korean Language School Inc	13,519
Dundas Chinese School Inc	7,450
Eastlakes Saturday Turkish School	8,260
Eastwood Tamil Study Centre Inc	15,906
Edmondson Park Bardia Nepalese Community Inc	4,181
EFKS St Marys Inc	3,000
Eine Kleine Deutsche Schule	2,158
First Serbian Orthodox Church School Community St Sava	13,654
Flamingo Education Inc	6,641
Forest Japanese School Inc	13,384

Organisation	Amount (\$)
Gallipoli Education and Cultural Association Inc	11,766
Gallipoli Saturday Turkish School Inc	10,957
GDPT Bo De Minh Quang -The Vietnamese Buddhist Youth of NSW Australia Inc	8,361
German Saturday School Sydney Inc	11,496
Gosford Chinese Language School Inc	9,176
Greek Community of Mascot and District Inc	7,990
Greek Orthodox Archdiocese of Australia	38,788
Greek Orthodox Archdiocese of Australia Parish of St Nicholas Marrickville Church & Ethnic School	12,575
Greek Orthodox Community of Albury and District Inc	5,158
Greek Orthodox Parish of Northern & Western Suburbs	10,957
Greek Orthodox Parish of St George Rose Bay	10,148
Green Valley Languages and Arts School Inc	14,059
Hamazkaine Armenian Educational and Cultural Society Regional Committee	35,804
Hanaro Korean School Inc	7,990
Hanyulink Chinese Language School Inc	15,137
Happy Chinese Language Association Inc	10,366
Harmony Russian School of Sydney Inc	8,799
Hellenic Centre for Language & Culture of Australia Inc	11,655
Hellenic Orthodox Community of Kingsgrove Bexley North Beverly Hills & Districts Ltd	20,413
Hellenic Orthodox Parish and Community of Blacktown Districts Ltd	18,930

Organisation	Amount (\$)
Hoodan-Noor (Guidance of the Light)	26,212
Hornsby Chinese Education Centre Inc	54,136
Hornsby Chinese Language and Culture School Inc	38,906
Hornsby Japanese School Inc	11,092
Hua Xia Chinese Culture School	48,902
Hungarian School Sydney	5,260
Hunter Chinese Language School Inc	16,766
Hunter Japanese Community School Inc	3,776
Hunter Meher Association Inc	5,500
Hunter Parents & Teachers Association of Community Languages Schools Inc	191,421
Hunter Telugu Badi Inc	4,923
Huyen Quang Buddhist Youth Association Inc	4,181
Illawarra Arabic Academy Inc	36,472
Illawarra Burmese Language School	6,006
Illawarra Karen Language School Inc	2,697
Illawarra Spanish School Inc	9,743
Imam Ali College Ltd	89,528
Immanuel Australia Church Inc	5,500
Indo-Aust Bal Bharathi Vidyalaya-Hindi School Inc	31,347
Indonesian-Australian Families Association of NSW Inc	8,260
Inner Journey Ministry Inc	14,025
Inner West Vietnamese Community Language School Inc	16,318
International Buddhist Association of Australia Co-Operative Ltd	6,466
International Youth Fellowship Inc	5,967
Iranian Educational and Cultural Centre Inc	13,924
Islamic Charity Projects Association Inc	80,357

Organisation	Amount (\$)
Islamic Community Milli Gorus Wollongong Inc	9,378
Islamic Women's Welfare Association	36,748
Japan Club of Sydney Inc	53,487
Japanese Sunday School Inc	11,901
Khmer Adventist Language School Association of NSW Inc	11,226
Korean Catholic Language School Inc	51,060
Lakemba Bangla School Inc	4,316
Lao Community Advancement (NSW) Co-Operative Ltd	8,934
Lao Oz Inc	6,506
Lindfield Korean School Inc	39,580
Liverpool Polish Saturday School	2,697
Looyce Armenian School Inc	6,506
Lotus Chinese Community Language School Inc	2,023
MAAN Malay Australian Association of NSW Inc	1,349
Macarthur Polish Saturday School Inc	8,631
Macarthur Portuguese School Inc	5,500
Macedonian School Council for NSW	55,462
Maltese Community Council of NSW Inc	539
Manda House in Australia Inc	9,878
Mandi Yehya Youhanna	5,529
Maroubra Russian School Inc	10,957
Marrickville West Turkish School	4,181
Matraville Turkish School Inc	5,697
McAfee Language School Inc	2,158
Ming-Der Chinese School	62,605
Minghui School Inc	7,851
MKUD Makedonski Biseri	8,664

Organisation	Amount (\$)
ML Language & Culture School Australia Inc	8,394
Mongolian Community Language School Inc	5,500
Muhammadi Welfare Association Inc	21,088
Nepean Turkish School Inc	8,529
Newcastle Arabic School Inc	15,812
Newcastle Bangladeshi Community Inc	6,911
Newcastle Korean Language School	3,000
Newcastle Tamil Sangam Inc	4,888
North Shore Japanese School	19,604
Northern Beaches Spanish School	6,911
Norwest Chinese Community School Inc	12,845
Nova Ukrainian School Inc	8,146
NSW Board of Jewish Education	21,223
NSW Epping West Chinese School Inc	34,051
NSW Federation of Community Language Schools Inc	551,421
NSW Indo-China Chinese Association Inc	36,613
NSW Japanese School Inc	10,282
NSW Turkish Education & Performing Arts Association Inc	15,542
NSW Umit Uighur Language School	8,125
NSW Vinh Khang Chinese School Inc	19,200
Ocean Park Ministry Inc	5,500
Om Rameshwar Association Inc	12,305
Onhamsung Australia Inc	5,158
Orange Russian Language School Inc	809
Paadasala Malayalam Educational Association Inc	8,260
Pacific Communities Centre Inc	10,957
Parramatta Arabic School Inc	34,640

Organisation	Amount (\$)
Parramatta Hanguel School Inc	12,650
Parramatta Persian Primary and High School Inc	7,181
Pei Ji Chinese School Inc	29,854
Penrith Korean Language School Inc	6,237
Phap Bao Buddhist Youth Language School Inc	9,878
Pinoy Community Cultural Class	6,776
Polish Association of Newcastle Inc	6,470
Polish Educational Society	22,621
Polish School Wollongong Inc	4,079
Portuguese Community Schools of Sydney Inc	12,845
Presbyterian Church of Australia in the State of NSW Parish of Chester Hill	5,500
Preserving the Arabic Language in Australia (PAL) Inc	9,608
Qing Hua Chinese Language School Inc	117,477
Queanbeyan Chinese Language School Inc	4,618
Rooyesh Farsi Language School Inc	6,911
Ruslingvo Inc	14,093
Russian School of Newcastle	4,181
Sabdamala - Nepalese Language School	25,673
Sabeel Inc	5,500
Saint Andrew Bogolubsky Russian Ethnic School Inc	5,317
Saint Charbel's Ethnic School	5,967
School of Vedic Sciences (Aust) Inc	27,966
Serbian Orthodox Church School Community St John the Baptist	8,311
Shanhe Education Inc	5,157
Shine Chinese Community School Inc	20,953
Sikh Khalsa Mission Inc	21,546

Organisation	Amount (\$)
Sikh Mission Centre Sydney Inc	4,181
South Asian Australian Association	26,075
South Coast Chinese Language School	8,664
South Coast Portuguese Association Ltd	5,293
South Coast Tibetan Community Inc	4,233
Sri Guru Singh Sabah Sydney The Sikh Association of Sydney Inc	10,654
St Alexander Nevsky Russian School Inc	24,729
St Andrew's Ukrainian Catholic Parish Lidcombe	13,141
St George School of Russian Association Inc	5,427
St George Serbian Orthodox Church -Cabramatta	14,059
St George Spanish School	8,260
St John The Baptist Antiochian Orthodox Church Inc	5,500
St Lazarus Serbian Orthodox Church	14,193
St Mary's Antiochian Orthodox Church of the Dormition Mount Pritchard Inc	3,372
St Nicholas Antiochian Orthodox Church	6,641
St Raphael's Greek Orthodox Parish of Liverpool and District Ltd	8,799
St Sava Serbian Orthodox Church School Building Fund (Flemington)	7,316
St Seraphim Russian Community School Hornsby Inc	27,831
St Thomas the Apostle Chaldean Catholic Church	26,212
Sutherland Shire Chinese Language School Inc	19,739
Swedish School in Newcastle	1,079
Swedish School in Sydney	22,841
SWS Children's Chinese School Association	7,855
Sydney Chinese School Inc	43,626

Organisation	Amount (\$)
Sydney Christian Chinese Language School Inc	5,500
Sydney Elim Presbyterian Church Inc	5,500
Sydney Elite Chinese School Inc	37,827
Sydney Full Gospel Church	26,887
Sydney Grace Korean School Inc	5,293
Sydney Juan Church in Australia Inc	7,181
Sydney Korean Church Korean Language School Inc	11,868
Sydney Latvian Society Ltd	2,562
Sydney Next Church Inc	9,878
Sydney Nihao Chinese Chinese Culture School	7,316
Sydney Northwest Chinese School	25,808
Sydney Punjabi Society Inc	5,967
Sydney Sae Soon Presbyterian Church Inc	52,408
Sydney Saturday School of Japanese	40,524
Sydney Suomi Koulu/Sydney Finnish School Inc	6,776
Sydney Yu Cai Chinese Language School Inc	51,599
Tamil Civic Centre Inc	5,832
Tamil Study Centre Homebush Inc	34,390
Tamil Study Centre Mount Druitt	22,706
Telugu Association Inc	22,436
The Arabic Australian Education Centre Inc	13,519
The Australia Korean School Inc	26,347
The Australian Arabic Association of Western Sydney Inc	10,148
The Australian Association of All Nationalities of China	19,874
The Australian Chinese School Inc	8,394
The Australian Sikh Association Ltd	43,761

Organisation	Amount (\$)
The Australian Taiwanese Friendship Association Inc	29,989
The Greek Community of Newcastle Ltd	4,913
The Greek Orthodox Church & Community St Gerasimos Ltd	8,769
The Greek Orthodox Church and Society of the City of Greater Wollongong	2,158
The Greek Orthodox Church Community of Bankstown District St Euphemia Ltd	11,901
The Greek Orthodox Community of NSW Ltd	43,221
The Greek Orthodox Parish & Community of Belmore & District All Saints Ltd	6,911
The Greek Orthodox Parish & Community of Burwood & District Saint Nectarios Ltd	18,930
The Greek Orthodox Parish and Community of Kogarah and District Resurrection of Christ	29,045
The Greek Orthodox Parish of St Spyridon Sydney	14,059
The Hellenic Orthodox Community of Parramatta and Districts	15,527
The Hills Chinese School Inc	163,109
The Lebanese Arabic School	99,120
The Lebanese Moslem Association	88,989
The Polish School of Sydney Inc	11,631
The Presbyterian Church (NSW) Property Trust	37,271
The Sabian Mandaeen Association in Australia Ltd	7,450
The Sinhalese Cultural Forum of NSW Australia Inc	40,120
The Trustees of the Roman Catholic Church for the Diocese of Saint Maron Sydney	62,530
The Tzu-Chi Academy Australia Inc	18,391

Organisation	Amount (\$)
The West Ryde Huizhi Chinese School Inc	10,148
Thomas Chinese Language School Inc	5,726
Tibetan Children's School of Newcastle and Hunter Region Inc	6,506
Tibetan Community of Australia (NSW) Inc	13,868
Tongan Language School	5,293
Tripoli and Mena Association Ltd	35,265
Twich East Community Association NSW Inc	2,745
UCA -Sydney Korean Church	6,608
United Subcontinental Languages Schools of NSW Inc	7,316
Victory Mandarin School Association Inc	26,887
Vietnamese Community In Wollongong Inc	7,720
Vietnamese Cultural Schools Association Inc	183,102
Vietnamese Parents and Citizens Association Inc	48,767
Vietnamese Parents Committee Green Valley Inc	30,798
Vishva Hindu Parishad of Australia Inc	30,528
Wananchi Newcastle Inc	4,461
Wentworthville Tamil Study Centre	74,542
Western Sydney Chinese School Inc	9,742
Western Sydney Urdu School Inc	33,646
Wollongong Mandarin Chinese School Inc	8,260
Wollongong Russian Language School	4,888
Yagoona Arabic School Inc	21,492
Total paid in 2021-22	6,951,523

Countering Violent Extremism

Supporting measures to respond to the rise of violent extremism in the non-government school sector.

Table 49: Countering Violent Extremism, 2021-22

Organisation	Amount (\$)
Catholic Schools NSW Ltd	1,360,000
The Association of Independent Schools of NSW Ltd	1,360,000
Total paid in 2021-22	2,720,000

COVID Intensive Learning Support Program

Delivering targeted and intensive small-group tuition support to students with the greatest learning needs in primary, secondary and specialist schools.

Table 50: COVID Intensive Learning Support Program, 2021-22

Organisation	Amount (\$)
Catholic Schools NSW Ltd	23,929,375
The Association of Independent Schools of NSW Ltd	10,887,671
Total paid in 2021-22	34,817,046

Early Childhood Education and Care Grants

Providing support for preschools, long day care, occasional care, early childhood services, sector development and support for children with disability and additional needs.

Table 51: Early Childhood Education and Care Grants, 2021-22

Organisation	Amount (\$)
A and D Child Care Pty Ltd	25,000
Aberdare Preschool Inc	720,862
Aberdeen Preschool Association Inc	414,218
Adamstown Community Early Learning and Preschool Inc	10,000
Adelong Preschool Inc	413,381
Adventureland Preschool Inc	484,455
Albury Occasional Childcare and Early Learning Centre Association Inc	83,027
Albury Preschool Kindergarten Inc	991,806
Albury Toy Library	3,605
Alcheringa Preschool Association Inc	569,385
All Saints Preschool Albion Park Inc	573,738
Alstonville Community Preschool	1,033,023
Anglican Schools Corp	1,241,384
Anglicare NSW South NSW West and ACT	716,122
Annettes Place Inc	224,494
Anzac Village Preschool Association Inc	775,332
Arden Anglican School	568,359
Ariah Park Preschool Association Inc	323,053
Armidale Community Preschool Inc	721,332
Armidale Montessori Preschool Inc	203,575
Armidale Toy Library Association Inc	25,479
Arncliffe Preschool Inc	785,702

Organisation	Amount (\$)
Arndu St Pauls Preschool	974,759
Ashfield Baptist Childcare Inc	17,321
Atlantis Air Pty Ltd	30,000
Austral Community Preschool Inc	504,923
Australian Anatolian Community Services Co-operative Ltd	10,000
Autism Spectrum Australia (Aspect)	660,000
Avalon Montessori Association	172,404
Awabakal Ltd	1,238,979
Ballina Fox Street Preschool Inc	785,172
Ballina River Street Children's Centre Inc	894,179
Ballina-Byron Family Day Care Association Inc	10,000
Bambi Kindergarten Association Inc	533,243
Bangalow Community Children's Centre	29,530
Bankstown Community Resource Group Inc	1,070,320
Bankstown Montessori Association Inc	279,937
Baradine Preschool Inc	253,827
Barham Preschool Association Inc	500,732
Barnardos Australia	169,500
Barraba Preschool Inc	332,821
Bathurst Early Childhood Intervention Service Inc	139,240
Bathurst Regional Council	13,820
Baulkham Hills Preschool Kindergarten Inc	805,204
Beach Kids Early Learning & Preschool	30,000
Beacon Hill Community Kindergarten Association Ltd	762,726
Bega Preschool Association Inc	1,100,099
Bega Valley Shire Council	624,572
Bellbird Preschool Inc	563,227

Organisation	Amount (\$)
Bellingen Preschool Inc	537,997
Belmont North Preschool Inc	486,559
Bendemere Preschool Inc	179,632
Bentley Community Preschool Inc	277,969
Berakah Christian Education Ltd	706,191
Berala Jack & Jill Preschool Kindergarten Inc	918,913
Berkeley Vale Preschool Kindergarten Inc	1,046,463
Bermagui Preschool Co-Operative Society Ltd	438,873
Berry Community Preschool	419,829
Best Bechaz Pty Ltd	30,000
Bexley Jack and Jill Preschool Inc	861,607
Big Fat Smile Group Ltd	4,152,046
Bilambil Community Preschool & OOSH Inc	472,730
Binnaway Preschool Inc	162,470
Binnowie Kindergarten Co-Operative Society Ltd	701,613
Biralee Preschool Finley Inc	432,668
Birchgrove Community Association Ltd	391,814
Birralee Preschool Lane Cove Ltd	1,386,582
Birralee Longday Care Centre Inc	9,800
Birreelee Multi-Functional Aboriginal Children's Service Aboriginal Corp	10,000
Birubi Point Community Preschool Association Inc	358,445
Bishop Tyrrell Anglican College	894,050
Blackheath Kookaburra Kindergarten Inc	560,305
Blacktown Area Community Centres Inc	97,358
Blacktown Bunyip Inc	352,542
Blacktown City Council	2,631,439

Organisation	Amount (\$)
Bland Shire Council	633,073
Blaxland Preschool Kindergarten	1,021,372
Blayney Preschool Inc	511,946
Blinky Bill Early Learning Portland Inc	380,949
Blue Gum Montessori Preschool	521,921
Bolton Point Child Care Centre Inc	9,240
Bombala Preschool Inc	249,929
Bondi Beach Cottage Inc	74,514
Boolaroo-Speers Point Community Kindergarten Inc	758,025
Boorowa Early Education Centre Inc	386,467
Bossy Boots Child Care Centre	30,000
Bourke & District Children's Services	957,048
Bowraville Community Preschool Inc	794,705
Bradbury Preschool Kindergarten Association Inc	1,156,243
Braidwood Preschool Association Inc	558,281
Branxton Preschool Inc	876,775
Brayside Community Preschool Inc	895,386
Brewarrina Shire Council	18,500
Bright Horizons Australia Childcare	3,622
Broken Hill Happy Day Preschool Kindergarten Inc	939,596
Budgewoi Halekulani Preschool Kindergarten Inc	760,936
Bulahdelah Preschool	276,634
Bularri Muurlay Nyanggan Aboriginal Corp	80,055
Bundarra Preschool Kindergarten Association Inc	183,403
Bundeena Maianbar Preschool & Children's Services Inc	391,835
Bundgeam Preschool	214,470
Bungendore Preschool Association Inc	572,576

Organisation	Amount (\$)
Bunjum Aboriginal Early Childhood & Family Centre	30,000
Bunyip Preschool Harden Inc	302,238
Burren Junction Preschool Association Inc	211,310
Burringbar Community Preschool Inc	368,098
Burrumbuttock Preschool Centre Inc	221,827
Burwood Neighbourhood Child Care Co-Operative Ltd	10,000
Byron Bay Preschool Inc	1,553,842
Byron Shire Council	120,000
Cabarita Mortlake Kindergarten Association	733,754
Calrossy Preschool	501,456
Camden Community Connections	42,064
Camden Preschool Kindergarten Co-Operative Ltd	705,517
Cameragal Montessori School	826,515
Camp Australia Pty Ltd	30,000
Campbell Page Ltd	580,322
Campbelltown City Council	218,399
Campbelltown Community Preschool Inc	847,482
Canowindra Preschool Kindergarten Inc	519,761
Canterbury -Bankstown Council	136,057
Canterbury Community Child Care Centre	576,776
Captains Flat Community Preschool Association Inc	180,470
Cardiff Community Preschool Inc	566,133
Carinya Neighbourhood Children's Centre Inc	10,000
Carlingford West Kindergarten	435,118
Casino Baptist Church Christian Community Preschool	884,558
Castle Hill Preschool Kindergarten Inc	696,798

Organisation	Amount (\$)
Castlecrag Montessori School Inc	180,281
Caterpillar House Occasional Childcare Association Inc	85,854
Catherine Field Preschool Kindergarten Inc	495,626
Catholic Education Office Diocese of Parramatta	2,843,899
CatholicCare Sydney Ltd	63,447
CatholicCare Wilcannia-Forbes Ltd	218,000
Cawongla Playhouse Inc	202,436
Centacare -Catholic Family	2,662,285
Central Coast Council	80,000
Central Shoalhaven Mobile Preschool Unit	787,138
Channon Children's Centre	217,155
Chatswood Occasional Childcare Centre Inc	63,721
Cherrybrook Community Preschool Inc	435,062
Children's Services Community Management Ltd	1,051,312
Chillingham and Tyalgum Community Preschool Inc	378,892
Christ Church Gladesville Preschool Kindergarten Inc	1,142,421
City of Parramatta Council	10,000
Clarence Childhood Services Association Inc	329,053
Clunes Community Preschool Association Inc	503,421
Coast Community Preschools Inc	10,000
Coastwide Child and Family Services Inc	51,175
Cobar Mobile Children's Services Inc	588,886
Cobar Preschool Association Inc	594,141
Cobar Shire Council	79,190
Cobargo Preschool Inc	348,309

Organisation	Amount (\$)
Coffs Harbour Preschool Association Inc	804,336
Coldstream Community Preschool Inc	449,113
Coleambally Preschool Association Inc	409,490
Collarenebri Early Childhood Education Centre Inc	186,217
Collaroy Plateau Community Kindergarten	707,883
Comboyne Community Preschool Kindergarten Inc	168,470
Community Connections Solutions Australia Ltd	12,200
Community First Step	253,928
Community Links Wollondilly Inc	214,967
Como Preschool Kindergarten Association Inc	804,539
Concord Kindergarten Association	700,020
Concord Occasional Childcare Services	49,132
Concord West Rhodes Preschool Inc	817,712
Condobolin Preschool Kindergarten Inc	413,770
Connect Child & Family Services Ltd	912,219
Cooks Hill Preschool Inc	384,659
Coolah Preschool Kindergarten Inc	469,368
Coolamon Preschool Association Inc	407,539
Coolamon Shire Council	192,839
Cooma Lambie Street Preschool Association Inc	963,582
Cooma North Preschool Association Inc	797,094
Coonamble Preschool Association Inc	680,806
Cooranbong Valley Community Preschool Inc	300,115
Cootamundra Preschool Inc	788,486
Copmanhurst Preschool Inc	197,712
Core Community Services Ltd	547,661
Corowa Preschool Association Inc	954,191

Organisation	Amount (\$)
Council of the Municipality of Woollahra	1,437,762
Counterpoint Community Services Inc	384,322
Country Womens Association of NSW	603,537
Coutts Crossing Preschool Inc	245,723
Cowra Early Childhood Services Co-Operative Ltd	548,182
Cranbrook School	293,914
Cranes Community Support Programs Ltd	844,519
Crescent Head Community Preschool	405,162
Cronulla Preschool Kindergarten Inc	1,033,190
Crookwell Neighbourhood Centre Inc	279,006
Cudal Community Children's Centre	220,662
Cuddle Pie Early Childhood Learning Centre	10,000
Culburra & Districts Preschool Inc	354,107
Cullunghutti Aboriginal Child and Family Centre Aboriginal Corp	454,477
Cumberland City Council	112,083
Cumnock Village Preschool Inc	409,661
Currambena Ltd	291,245
Dalaigur Preschool and Children's Services Aboriginal Corp	1,013,372
Dalaigur Preschool and Children's Services Aboriginal Corp	414,864
Dawn Song Children's Centre Inc	23,633
Delegate & District Preschool Inc	186,886
Deniliquin Children's Centre Ltd	1,305,525
Denman Childrens Centre Association Inc	544,585
Doonside Kindergarten Inc	855,674
Dorrigo Preschool Association Inc	370,346
Dover Heights Community Preschool Inc	346,583
Drummond Park Preschool Association	366,366

Organisation	Amount (\$)
Drummoyne Occasional Child Care Inc	46,932
Drummoyne Preschool Kindergarten Inc	782,498
Dubbo and District Preschool Kindergarten Inc	2,451,052
Dubbo West Preschool Inc	1,557,427
Dunedoo Preschool Kindergarten Inc	641,538
Dungog Community Preschool Kindergarten Inc	553,648
Dunoon Preschool Inc	410,193
Durrumbul Community Preschool Inc	418,512
Early Childhood Australia (NSW) Inc	32,038
Early Education (EarlyEd) Inc	281,571
East Lindfield Community Preschool Inc	998,001
East Lismore Community Preschool Inc	1,197,571
East Maitland Preschool Association Inc	1,427,990
East Willoughby Preschool Inc	395,982
Eastern Suburbs Montessori Association Ltd	609,106
Eastern Zone Gujaga Aboriginal Corp	45,350
Eastlakes Community Child Care Centre Inc	10,000
Eastwood Occasional Child Care Centre Inc	42,908
Eden Creek Fairymount Preschool Inc	412,525
Edgeworth Community Preschool Inc	474,058
Elanora Heights Community Centre Preschool Co-Operative Society Ltd	676,911
Elizabeth Chifley Presbyterian Preschool	682,247
Elizabeth Macarthur Montessori Preschool Association Inc	280,828
Emanuel School	710,387
Emmanuel Anglican College Council	9,482
Engadine Church of Christ Preschool Kindergarten	429,322

Organisation	Amount (\$)
Engadine Preschool Kindergarten Inc	899,229
Erina Baptist Community Care Ltd	10,000
Ethnic Community Services Co-Operative Ltd	306,613
Eugowra Community Childrens Centre Inc	188,972
Eungai Preschool Inc	418,231
Evans Head Preschool Association Inc	1,300,528
Fairfield City Council	5,933,156
Federal Community Childrens Centre Inc	138,655
Federation Council	431,284
Felton Street Community Preschool Inc	691,547
Firstchance Ltd	166,604
Forbes Learning Ladder	10,000
Forbes Preschool Inc	1,869,872
Forest Hill Community Preschool Inc	400,418
Forestville Montessori School	263,909
Gainmara Birrilee Preschool Association	350,497
Galloping Gumnut Mobile Children's Services Van Inc	327,604
Gamumbi Early Childhood Education Centre Inc	10,000
Ganmain Pied Piper Preschool	199,480
Georges River Council	920,000
Gilgandra Preschool Inc	888,017
Girrawong Preschool Inc	335,417
Girrinbai Community Preschool Inc	779,648
Gladesville Occasional Child Care Centre Inc	40,884
Glen Innes Preschool Association Inc	939,238
Glenbrook Preschool Kindergarten Inc	845,003
Glendale Early Education Centre Inc	10,000
Glendore Child Care Centre Inc	10,000

Organisation	Amount (\$)
Glenreagh Preschool Inc	199,036
Gloucester Preschool Inc	590,789
Golden Valley Childrens Learning Centre Inc	10,000
Goodooga Preschool Inc	170,470
Goodstart Early Learning Ltd	471,395
Goonellabah Preschool Inc	1,303,553
Gordon Community Preschool	1,377,683
Gorokan Preschool Inc	1,544,778
Gosford Preschool Inc	839,631
Goulburn Preschool Association Inc	753,160
Goulding Hill Preschool Inc	747,904
Gowrie NSW	376,566
Grace Lutheran Preschool	917,408
Grays Point Preschool Kindergarten Association	456,392
Great Lakes Childrens Centre Inc	279,692
Greater hume Shire Council	98,268
Greenacre Church of Christ Preschool	607,333
Grenfell Preschool and Long Day Care Centre Inc	333,786
Griffith Child Care Centre Inc	877,620
Griffith East Preschool Inc	1,385,873
Griffith Preschool Kindergarten Inc	1,391,215
Griffith Wiradjuri Aboriginal Preschool Inc	548,441
Growing Potential Ltd	1,474,809
Gubi Gabun Children's Mobile Service Inc	62,288
Gulargambone Preschool Inc	408,351
Gulgong Preschool Inc	648,815
Gulpa Preschool Inc	321,736
Gummyaney Aboriginal Corp	509,018

Organisation	Amount (\$)
Gumnut Bowral Memorial Preschool Inc	607,988
Gumnut Cottage Inc	10,000
Gundagai Preschool Kindergarten Inc	1,130,517
Gunnedah Baptist Child Care Association Ltd	1,209,247
Gunnedah Family and Children's Services Inc	8,000
Gunnedah Preschool Kindergarten Association Inc	1,015,179
Gunning & District Preschool Inc	26,970
Gwydir District Mobile Preschool	600,644
Gwydir Shire Council	420,934
Gyndarna Indigenous Corp	604,882
Hamilton Community Preschool Inc	434,043
Happy Days Kindergarten	852,000
Harbord Kindergarten Inc	1,038,300
Harrison St Early Education Inc	10,000
Hawkesbury City Council	74,214
Hawkesbury Community Outreach Services Inc	346,214
Hawkesbury Early Childhood Intervention Service Inc	86,925
Hawkesbury River Child Care Inc	10,000
Hay Children's Services Inc	870,310
Heathdene Community Services Inc	665,350
Henry Street Community Preschool	392,285
Henty Early Childhood Association Inc	449,139
Hibiscus Childrens Centre	419,141
Highfields Preparatory & Kindergarten School Ltd	947,831
Hills Montessori Society	1,052,378
Holroyd Parramatta Mobile Minders Inc	115,439
Holsworthy Long Day & Occasional Child Care Centre Inc	10,000

Organisation	Amount (\$)
Holsworthy Preschool Parents Association	725,758
Hopepoint Preschool Centre	913,713
Howlong Preschool Association Inc	441,694
Hunter Region Working Women's Group Ltd	6,000
Hunter Valley Grammar School	1,086,220
Hunters Hill Preschool Inc	1,111,696
HZY Education Group Pty Ltd	30,000
Illawarra Aboriginal Corp	385,931
Illawarra Area Child Care Ltd	654,645
Illawarra Association for Christian Parent-Controlled Education	1,110,773
Illawarra Multicultural Services Inc	36,938
Illawarra Toy Library Association Inc	72,772
Iluka Preschool Inc	296,044
Inaburra Preschool	1,103,482
Infants Home Ashfield	269,504
Inner West Council	1,078,890
Integricare	4,440,301
Inverell District Family Services Ltd	2,928,788
Isabella's Childcare Centre	30,000
Jacaranda Preschool Centre Inc	1,168,052
Jack & Jill Preschool Association (Lithgow) Inc	1,061,461
Jamberoo Community Preschool	589,449
Jannali Preschool Kindergarten Inc	775,246
Jarjum Centre Inc	759,714
Jerilderie Preschool Kindergarten Inc	255,340
Jesmond Community Preschool Association Inc	760,475
Jesmond Early Education Centre Inc	10,000
Jindera Preschool Association Inc	520,765

Organisation	Amount (\$)
Jumbunna Childrens Centre Ltd	19,120
Jumbunna Community Preschool & Early Intervention Centre Inc	1,692,753
Jumping Jacks Community Preschool Inc	762,620
Junee RSL Memorial Preschool Inc	772,508
Kangaroo Valley Preschool	235,554
Kapooka Early Childhood Centre Inc	604,667
Karingal Preschool Nelson Bay Inc	526,317
Karuah Preschool	466,807
Katoomba Leura Preschool	1,081,685
Keiraville Community Preschool Inc	764,995
Kelly's Place Children's Centre	5,000
Kellyville Preschool Inc	779,222
Kempsey Children's Services Co-Operative Ltd	488,490
Kenthurst Preschool Kindergarten	903,963
Kiama Preschool Inc	895,401
Kids of the Castle Occasional Care Centre Inc	53,242
Kidsafe NSW Inc	90,117
Kidsnest - Crows Nest Occasional Care Inc	31,051
Killarney Vale Preschool Kindergarten Inc	941,811
Kinburra Preschool Inc	692,266
King Street Community Preschool East Maitland Inc	553,997
Kingscliff Mini School Inc	830,737
Kingstown Preschool Inc	103,212
Kinma Ltd	310,243
Koala Child Care Centre - Sutherland Hospital Ltd	7,713
Koninderie Community Based Preschool Inc	654,314

Organisation	Amount (\$)
Kookaburra Korner Early Education Centre Inc	10,000
Koolyangarra Preschool Aboriginal Corp	724,619
Koorana Child & Family Services Ltd	2,117,746
Kootingal and District Preschool Inc	677,499
KU Children's Services	45,857,125
Kulai Preschool Aboriginal Corp	734,365
Kunghur Community Preschool Inc	166,470
Ku-Ring-Gai Council	13,820
Kurnell Preschool Kindergarten Inc	390,867
Kurri Kurri & District Preschool Kindergarten	1,197,504
Kyogle Preschool and Outside Schools Hours Care Association Inc	574,337
Lachlan Council	338,040
Lady Game Community Kindergarten Inc	748,343
Lake Cargelligo District Community Children's Centre Association Inc	281,517
Lake Macquarie City Council	72,052
Lalor Park Preschool Kindergarten Association Inc	796,107
Lane Cove Occasional Child Care Inc	53,368
Larool Preschool Inc	719,299
Lawrence Community Preschool Inc	215,289
Lawson Community Preschool Association Inc	587,165
Learning Links	1,286,273
Leeton Preschool Association Inc	1,768,864
Leeton Shire Council	10,000
Lennox Head Community Preschool Inc	894,156
Lifestart Co-Operative Ltd	486,032
Lifetime Connect Ltd	139,228
Lightning Ridge Preschool Centre Inc	240,822

Organisation	Amount (\$)
Lilly Pilly Community Preschool Inc	585,814
Lindfield Montessori Society Inc	59,482
Linuwel School Ltd	53,088
Lismore Parish Centre Preschool Inc	716,916
Lismore Preschool Inc	1,393,825
Little Yuin Preschool Family Centre Aboriginal Corp	212,701
Livebetter Services Ltd	2,737,006
Liverpool City Council	598,368
Liverpool Neighbourhood Connections Inc	101,323
Lockhart Preschool Kindergarten Inc	261,490
Long Flat Preschool Association Inc	175,270
Long Jetty Preschool Inc	846,079
Lord Howe Island Community Preschool Inc	56,000
Lower Bucca Community Preschool Inc	417,920
Lower Hunter Children's Activity Van Association Inc	845,284
Lower Macleay Preschool Inc	619,815
LPN Childcare Pty Ltd	53,000
Lutheran Church of Australia	477,295
Lyrebird Preschool Kindergarten Nowra East Inc	814,222
Maari Ma Health Aboriginal Corp	166,500
Macarthur Diversity Services Initiative Ltd	119,684
Macarthur Preschool Kindergarten Association Inc	833,343
MacKillop Family Services Ltd	183,784
Maclean Community Preschool Inc	530,269
Macquarie Hills Community Preschool Inc	612,567
Macquarie Preschools Co-Operative Ltd	1,393,078

Organisation	Amount (\$)
Mad Sports Pty Ltd	30,000
Maitland Christian School Ltd	10,000
Maitland Nursery School Inc	1,108,941
Malabar/Chifley Parent Co-Operative Ltd	10,000
Mallee Family Care Ltd	55,155
Mamalove Connect Pty Ltd	541,899
Manildra Preschool Early Learning Centre Inc	192,255
Manilla Community Preschool Inc	566,487
Manly Vale Community Kindergarten Inc	551,134
Manly Warringah Montessori Society	574,435
Maranatha House	10,000
Marayong Preschool Kindergarten	867,390
Market Street Co Pty Ltd	30,000
Maronite Sisters of The Holy Family Child Care Centre	443,014
Mater Dei	968,274
Mathoura Preschool Inc	210,324
MBM Early Learning Pty Ltd	60,000
Medowie Community Preschool Inc	519,310
Mendooran Preschool Inc	214,422
Menindee Preschool Association	230,586
Merindah Children's Centre Inc	10,000
Merriwa Preschool and Activity Centre Inc	481,544
Merrylands Christian Preschool Association Inc	1,020,009
Milton-Ulladulla Preschool Association Inc	581,651
Mindaribba Local Aboriginal Land Council	285,110
Mingaan Wiradjuri Aboriginal Corp	10,000

Organisation	Amount (\$)
Minimbah Preschool, Primary School Aboriginal Corp	679,043
Minooka Preschool Centre Inc	678,011
Miranda Kindergarten Association Inc	1,237,353
Mission Australia	2,531,727
Mitchell Early Learning Centre Inc	10,000
Mittagong Preschool Kindergarten Inc	873,332
Moama and District Preschool Centre Inc	721,486
Molong District Preschool Inc	520,819
Monaro Early Intervention Service Inc	74,893
Monaro Mobile Preschool Inc	288,633
Moree Preschool Inc	846,816
Moresby Park Preschool Inc	435,164
Morisset & District Children's Centre Co-Operative Ltd	10,000
Mortdale Community Services Inc	6,080
Moruya Preschool Kindergarten Inc	615,781
Moulamein Preschool Inc	188,805
Mountains Outreach Community Service	228,811
Mt Warning Community Preschool Inc	373,455
Mudgee Community Preschool Inc	1,702,023
Mudyala Aboriginal Corp	25,000
Mullumbimby Community Preschool Association Inc	325,350
Muloobinba Aboriginal Corp	443,668
Mulwala Preschool Inc	364,197
Murrin Bridge Preschool Association	518,245
Murrumbateman Early Childhood Centre Association Inc	442,985
Murrurundi Preschool Inc	224,612
Muswellbrook Child Care Centre Inc	10,000
Muswellbrook Preschool Kindergarten Inc	2,029,578

Organisation	Amount (\$)
Nabiac & District Preschool Association Inc	295,041
Nambucca Heads Preschool Playcentre Ltd	681,475
Nana Glen Preschool Inc	309,964
Nanima Preschool Association Inc	516,286
Narooma Preschool Kindergarten Association	707,012
Narrabeen Community Kindergarten Inc	783,972
Narrabri & District Community Aid Service Inc	89,418
Narromine Preschool Kindergarten Inc	1,159,832
Narwee Preschool Kindergarten Inc	895,210
Ngaarrila Preschool Inc	333,940
Ngallingnee Jarjum Tabulam & District Community Preschool Inc	182,470
Ngayaamba Waluura Aboriginal Corp	546,531
Nimbin Preschool & Childcare Association Inc	368,033
Nimmitabel Preschool Inc	189,971
Noah's Ark Centre of Shoalhaven Inc	368,958
Nords Wharf Community Preschool Inc	212,151
Normanhurst West Community Preschool Inc	295,143
North Brighton Preschool Inc	748,734
North Coast Early Learning Centre Pty Ltd	30,000
North Epping Kindergarten Association Inc	830,058
North Rocks Preschool Inc	788,735
North Ryde Community Preschool Inc	1,070,677
Northern Beaches Council	1,780,282
Northern Beaches Montessori Association	220,543
Northern Rivers Children's Services Ltd	50,000

Organisation	Amount (\$)
Northern Rivers Community Gateway Inc	145,000
Northside Baptist Preschool Centre (Northbridge)	215,460
Northside Montessori Society	196,095
Norwest Christian College Ltd	10,000
Norwood Community Preschool Inc	492,022
Nurruby Children's Services Inc	30,000
Nyngan Preschool Inc	754,799
Oberon Childrens Centre Inc	654,173
Ocean Shores Preschool Inc	433,393
Old Bar Community Preschool Inc	1,027,014
Ooranga Family Mobile Resource Unit Association Inc	1,231,631
Orana Community Preschool Inc	635,559
Orana Early Childhood Intervention & Education Project Inc	25,048
Orange Christian Schools Ltd	687,728
Orange City Council	94,162
Orange District Early Education Program	631,021
Orange Local Aboriginal Land Council	168,095
Orange Preschool Kindergarten Ltd	862,388
Palm Beach War Memorial Kindergarten	430,483
Pambula Preschool Kindergarten Association Inc	923,717
Parkes Early Childhood Centre	1,000,172
Parkes Shire Council	255,545
Parklands Community Preschool & Children's Centre Inc	849,960
Paterson Valley Community Preschool Inc	491,414
Peak Hill Preschool Kindergarten Inc	292,449
Pennant Hills War Memorial Children's Centre Association Inc	1,127,889
Penrith City Council	5,204,829

Organisation	Amount (\$)
Periwinkle Children's Centre	427,981
Peter Pan Preschool Kindergarten – Tamworth Inc	927,701
Peter Pan Preschool Wollongong Inc	335,430
Peter Rabbit Community Preschool Inc	385,383
Pied Piper Preschool Association (Wallerawang) Inc	1,135,256
Pippies Early Childhood Centre	17,625
Pius X Aboriginal Corp	566,030
Playgroup NSW Inc	1,002,298
Playtime Preschool Centre Association Inc	625,869
Pleasant Hills Preschool Kindergarten Inc	150,470
Plumtree Children's Services	782,456
Police Citizens Youth Clubs NSW Ltd	30,000
Ponyara Preschool Kindergarten Association Ltd	566,420
Port Macquarie Community Preschool Ltd	1,790,489
Port Stephens Council	339,736
Possums Community Preschool Association Inc	554,668
Possums' Den Coffs Harbour Inc	168,020
Pottsville Community Preschool Inc	641,686
Presbyterian Church of Australia in the State of NSW	441,842
Presbyterian Ladies College Sydney	538,504
Pretty Beach Community Preschool Inc	607,056
Punky Doodle Corners Pty Ltd	30,000
Pymble Turramurra Preschool Inc	885,717
Queanbeyan and District Preschool Association Inc	3,197,517
Quirindi Preschool Kindergarten Inc	817,328
Rainbow Bridge Family Day Care Pty	30,000

Organisation	Amount (\$)
Rainbow Playhouse Preschool Inc	371,988
Rainbow Preschool Association Broken Hill Inc	1,727,005
Randwick City Council	10,000
Raymond Terrace Community Preschool Inc	765,125
Reachout Mobile Resource Unit Inc	60,330
Redhead Community Preschool Inc	412,331
Resource & Toy Library Broken Hill & Western Region Inc	112,490
Richmond Hill Community Preschool	406,387
Richmond Preschool Kindergarten Association Inc	921,013
Riverina Childrens Activity Van Inc	623,689
Riverside Preschool Inc	875,792
Rocky Hall Preschool Association Inc	155,470
Rosebank Community Preschool Inc	211,972
Rosellas Community Preschool Inc	938,996
Ross Circuit Preschool Inc	1,277,639
Royal Institute for Deaf and Blind Children	624,855
Rylstone Kandos Preschool Inc	557,181
Salamander Bay Child Care Centre Inc	10,000
Samaritans Foundation Diocese of Newcastle	183,481
Sans Souci Community Preschool Association Inc	1,249,391
Scone & District Preschool Inc	950,274
SDN Child and Family Services Pty Ltd	1,902,612
SDN Children's Services	1,696,544
Shearwater The Mullumbimby Steiner School Ltd	684,629
Shine for Kids	18,738
Shoalhaven Community Preschool Inc	1,007,096

Organisation	Amount (\$)
Singleton Council	231,440
Singleton Heights Preschool Inc	1,592,304
Singleton Preschool Inc	1,135,322
Siron Investments Pty Ltd	30,000
SJVJCL Investments Pty Ltd	20,000
Snowy Valleys Council	235,126
Snugglepot Day Care Centre Inc	20,896
SOS Preschool Inc	1,075,458
Southern Youth and Family Services Ltd	521,201
Springdale Heights Preschool Inc	922,886
Springwood and District Preschool Kindergarten Association Inc	725,157
St Agnes' Assist	527,352
St Andrews Church Community Preschool Inc	433,894
St Andrews Kindergarten Abbotsford Inc	569,345
St Dunstan's Preschool Kindergarten Inc	782,970
St George Preschool (Marsfield) Inc	510,885
St Ives Occasional Care Inc	12,347
St Ives Preschool Kindergarten Association	726,167
St James Preschool Inc	484,008
St Johns North Ryde Preschool Association Inc	380,312
St John's Preschool Ashfield Inc	1,170,409
St Lukes Preschool	1,623,970
St Lukes Preschool Dapto Inc	1,227,200
St Lukes Scone Grammar School Council	782,888
St Marks Northbridge Kindergarten Inc	590,105
St Mark's Preschool Kindergarten	515,519
St Mark's Vacation Care Ltd	311

Organisation	Amount (\$)
St Mary's Community Preschool Casino Inc	815,765
St Marys North Tamworth Preschool Inc	683,077
St Mary's Rainbow Preschool	688,926
St Nics' Christian Preschool Inc	10,000
St Paul's Lutheran Kindergarten Inc	8,000
St Peters Community Preschool Inc	537,427
St Peters Preschool Ltd	715,784
St Peters Preschool Tamworth Inc	760,545
St Philip's Christian Education Foundation Ltd	10,000
St Stephens Belrose Kindergarten Inc	963,165
St Stephens Preschool Kindergarten Inc	952,739
St Thomas Preschool Ltd	517,256
Story House Early Learning No 21 Pty Ltd	30,000
Stroud Neighbourhood Children's Co-Operative Ltd	353,053
Stuarts Point Preschool Association Inc	284,956
Sun Valley Preschool Kindergarten	468,589
Sunny Corner Toy Library Inc	27,042
Sutherland Shire Council	110,000
SWR Preschool	890,401
Sydney Montessori School Ltd	95,540
Sylvanvale Foundation Ltd	114,800
Tamworth Montessori Association Inc	454,202
Tarago Preschool Association Inc	214,301
Taree & District Preschool Ltd	1,002,966
Tathra Children's Services Inc	467,461
Tea Gardens Hawks Nest Preschool Kindergarten Inc	315,970
Temora Preschool and Out of School Hours Inc	691,018

Organisation	Amount (\$)
Tenterfield Preschool Kindergarten Inc	602,644
Terrey Hills Community Kindergarten Inc	385,903
Tharawal Aboriginal Corp	47,180
The Armidale Waldorf School Ltd	234,575
The Children's House Montessori School	283,926
The Council of Camden	65,054
The Council of the City of Sydney	1,383,638
The Cubbyhouse Preschool & Occasional Care Centre Inc	49,886
The Disability Trust	1,243
The Entrance Preschool Kindergarten Association Inc	761,414
The Grace Child Care Centre Inc	29,800
The Greta Community Preschool Inc	433,404
The GyMEA Nursery School and Kindergarten Co-Operative Society Ltd	1,204,360
The Hills Community Kindergarten Inc	929,450
The Jack & Jill Kindergarten	847,532
The John Wycliffe Christian Education Association Ltd	348,608
The Junction Works Ltd	28,433
The Killarney School Ltd	427,240
The Little School Preschool Inc	344,557
The Mountain Preschool Lowanna Inc	224,679
The Northern Nursery School Ltd	1,048,867
The Oaks Preschool Kindergarten Co-Operative Ltd	658,603
The Outback Mobile Resource Unit Inc	140,470
The Point Preschool Inc	401,963
The Rainbow Childrens Centre Inc	35,000
The Rock Preschool Inc	314,793
The Rozelle Child Care Centre Ltd	10,000
The Scots School Albury	507,266

Organisation	Amount (\$)
The Shepherd Centre – for Deaf Children	1,433,412
The Tamworth Toy Library Inc	26,717
The Trangie Preschool Kindergarten Association Ltd	360,582
The Trustee for the S&I Trust	60,000
The Trustees of the Roman Catholic Church for the Diocese of Saint Maron Sydney	569,038
Thredbo Early Childhood Centre Inc	28,241
Thurgoona Preschool Inc	869,830
Tocumwal Preschool Kindergarten Association Inc	450,287
Tooleybuc Preschool Association Inc	244,681
Tooraweenah Preschool Association Inc	176,470
Toormina Community Preschool Inc	726,142
Toronto Community Child Care Centre Inc	9,914
Tottenham Preschool Kindergarten Association Inc	180,470
Toukley Preschool Kindergarten Inc	831,929
Tower Preschool Inc Building Fund	196,811
Towri Aboriginal Corp	35,000
Treehouse Queanbeyan Inc	180,000
Tregear Presbyterian Kindergarten	951,709
Trinity Preschool Orange Inc	1,589,591
Trundle Children's Centre Inc	214,801
Tumut Community Preschool Co-Operative Ltd	1,176,909
Tunable Falls Early Childhood Centre Inc	241,009
Tustin Investment Trust No. 2	20,928
Tweed Heads Community Preschool Inc	214,871
Tweed Heads Kindy Care	13,890
United Way Australia	358,579

Organisation	Amount (\$)
Uniting (NSW/ACT)	16,473,374
UOW Pulse Ltd	36,002
Upper Hunter Community Services Inc	190,045
Upper Macleay Preschool Inc	246,755
Uralla Preschool Kindergarten	496,652
Uranquity Preschool Association Inc	218,997
Urunga Community Preschool Inc	576,217
Valla Community Preschool Inc	809,970
Valley Preschool Inc	198,916
Wakool Preschool Inc	174,166
Walcha Council	623,238
Walgett Preschool Kindergarten Inc	78,914
Wallsend Community Preschool	831,715
Wallum Community Preschool & Family Centre Inc	739,996
Wangi Peter Pan Kindergarten Inc	1,218,818
Warialda Preschool Inc	574,564
Warilla Baptist Church Preschool	886,490
Warragamba Preschool Inc	989,577
Warren Preschool Kindergarten Inc	723,753
Warrumbungle Shire Council	931,017
Wauchope Preschool Kindergarten Inc	837,486
Wee Waa & District Preschool Association Inc	738,690
Weldon Children's Services	53,462
Wellington Community Childrens Centre	751,937
Wentworth District Preschool Playcentre Inc	299,266
Wentworth Falls Preschool Kindergarten Inc	404,594
Werris Creek and District Preschool Association Inc	314,217
Wesley Community Services Ltd	23,710

Organisation	Amount (\$)
West Albury Preschool Centre Inc	1,142,800
West Bathurst Preschool Inc	1,235,367
West Epping Preschool Association Inc	766,722
Westlawn Preschool Inc	479,962
Weston Community Preschool Inc	486,077
Wilberforce Preschool Kindergarten Inc	438,322
Williamtown Preschool Inc	138,133
Willow Tree Preschool Inc	181,342
Wilson's Creek Community Preschool Inc	164,470
Winanga-Li Aboriginal Child and Family Centre Inc	330,055
Windsor Preschool Association Inc	796,234
Wingham Preschool Ltd	1,658,651
Winifred West Schools Ltd	373,592
Winmalee Community Preschool Inc	612,482
Wollongbar Community Preschool Inc	612,051
Wombat Occasional Child Care Inc	102,696
Woodbine Neighbourhood Centre Inc	106,645
Woodenbong Preschool Kindergarten Inc	186,511
Woodrising Natural Learning Centre Inc	10,000
Woomera Aboriginal Corp Albury	526,652
Woy Woy Peninsula Community Childcare Co-Operative Society Ltd	284,910
Wunanbiri Preschool	686,183
Wyong Preschool Kindergarten Association Inc	1,325,051
Yalbilliga Boori Day Care Centre Aboriginal Corp	50,000
Yamba Preschool Kindergarten Association Inc	657,623
Yarnteen College Inc	23,360
Yarran Early Intervention Services Inc	283,712
Yarrunga Early Learning Centre Inc	5,682

Organisation	Amount (\$)
Yass Early Childhood Centre Association Inc	770,925
Yass Montessori Preschool	557,414
Yenda Preschool Kindergarten Inc	1,000,093
Yeoval Preschool Inc	194,432
Young Child Care Centre Inc	10,000
Young Preschool Kindergarten	895,480
Total paid in 2021-22	478,637,916

Educational Pathways Pilot Program

Improving education and career outcomes for young people by introducing NSW public high schools students to a range of vocational training and employment pathways.

Table 52: Educational Pathways Pilot Program, 2021-22

Organisation	Amount (\$)
Apprenticeships Are Us Ltd	15,000
Careers Network Inc	15,000
Connect Northern Rivers Inc	111,957
HGT Australia Ltd	31,400
Hospitality Training Network Ltd	14,700
HVTC Pty Ltd	9,000
Macarthur Group Training Ltd	21,350
Master Builders Association Of NSW Pty Ltd	13,200
MEGT (Australia) Ltd	10,000
Queanbeyan Enterprise Centre Ltd	15,000
Sharna Dawson Pty Ltd	562,209
The Trustee for Recruitment Solutions Group Australia Trust	8,800
Yalagan Group Training Pty Ltd	20,400
yourtown	15,000
Total paid in 2021-22	863,016

Educational Support Grants

Providing payments to non-profit organisations demonstrating an outstanding contribution to the Education sector across the state.

Table 53: Educational Support Grants, 2021-22

Organisation	Amount (\$)
Australian Children's Television Foundation	159,291
Council of Catholic School Parents	85,820
Federation of Parents and Citizens Associations of NSW	421,597
NSW Aboriginal Education Consultative Group	103,172
NSW Parents Council Inc	67,782
Professional Teachers Council NSW	353,283
School Administrative and Support Staff Professional Association (NSW) Inc	32,592
Talent Development Project Inc	312,112
The Aurora Education Foundation	149,033
The Isolated Children's Parents' Association of NSW Inc	57,693
Total paid in 2021-22	1,742,375

Group Training Organisations

Providing funding to Group Training Organisations to recruit students, assist in the commencement and completion of pre-apprenticeship or pre-traineeship training, and assist with the transition into a full-time apprenticeship or traineeship.

Table 54: Group Training Organisations, 2021-22

Organisation	Amount (\$)
Apprentices Trainees Employment Ltd	11,672
Apprenticeships Are Us Ltd	61,900
ARC Group Training Ltd	111,900
Australian Training Company Ltd	67,100
ECA Training Pty Ltd	130,560
HGT Australia Ltd	39,700
Hospitality Training Network Ltd	12,200
Hunternet Group Training Ltd	19,800
Master Builders Association of NSW Pty Ltd	56,900
MIGAS Ltd	3,500
MPGTC Pty Ltd	1,000
My Freight Career Pty Ltd	105,600
Skillset Ltd	88,910
Sydney Training and Employment Ltd	11,600
The Electrotechnology Industry Group Training Company Ltd	6,900
The Trustee for Recruitment Solutions Group Australia Trust	700
Yalagan Group Training Pty Ltd	8,000
Total paid in 2021-22	737,942

Industry Participation and Support Program

Supporting industry bodies to promote vocational education and training (VET) and provide inputs to design more effective trainings.

Table 55: Industry Participation and Support Program, 2021-22

Organisation	Amount (\$)
ACFIPS Arts Communications Finance Industries and Property Services Ltd	179,717
Australian Industry Standards Ltd	125,873
Automotive Training Board (NSW)	130,953
Community Colleges Australia Ltd	110,000
Forestworks Ltd	95,397
Group Training Australia Ltd	101,206
Independent Tertiary Education Council Australia	115,000
Manufacturing Industry Skills Council	170,573
NSW Community Services & Health Industry Training Advisory Body Inc	102,510
NSW Utilities and Electrotechnology Industry Training Advisory Body Ltd	109,620
Skills Impact Ltd	140,096
SkillsIQ Ltd	140,097
The Group Training Association of NSW & ACT	120,000
Total paid in 2021-22	1,641,042

Literacy and Numeracy Action Plan – Phase 2

Improving the literacy and numeracy of students in Kindergarten to Year 2 in the most disadvantaged and underperforming schools in NSW.

Table 56: Literacy and Numeracy Action Plan – Phase 2, 2021-22

Organisation	Amount (\$)
Catholic Schools NSW Ltd	7,966,250
The Association of Independent Schools of NSW Ltd	3,825,000
Total paid in 2021-22	11,791,250

Miscellaneous Education Grants

Supporting non-government organisations working with the department to improve educational outcomes in NSW.

Table 57: Miscellaneous Education Grants, 2021-22

Organisation	Amount (\$)
Australian Braille Authority	1,000
FoodBank NSW & ACT Ltd	2,220,000
Life Education NSW Ltd	412,000
Smiling Mind Pty Ltd	10,000
Stewart House	259,888
Total paid in 2021-22	2,902,888

Out of School Hours Care Grants

Supporting providers to deliver affordable, flexible and quality care, to address demand and to provide access to before and after school care and vacation care for every NSW primary school child who needs it.

Table 58: Out of School Hours Care Grants, 2021-22

Organisation	Amount (\$)
3Bridges Community Ltd	79,861
Archangel Michael and St Bishoy Vacation Care	16,903
Ask Business Group Pty Ltd	10,000
Atma Shila Pty Ltd	9,990
Baanya Hall Trustees Inc	24,689
Balmain East Out of School Care Inc	30,000
Bankstown Childcare Academy Pty Ltd	40,000
Bassern Pty Ltd	44,400
Belong Blue Mountains Inc	14,046
Berowra Christian Community School Ltd	30,000
Big Fat Smile Group Ltd	205,088
Bishop Tyrrell Anglican College	7,031
Blacktown City Council	9,450
Bronte Before and After School Care Inc	30,000
Busby West OOSH	30,000
Cabonne Shire Council	31,778
Camp Australia Pty Ltd	129,139
Campbelltown City Council	20,000
Canterbury -Bankstown Council	10,000
Catholic Diocese of Parramatta Services Ltd	6,700
CatholicCare Diocese of Broken Bay	10,000
Centipede at Glebe School Inc	24,129
Cheeky Monkeys Play House Pty Ltd	30,000
Cheerful Sports Pty Ltd	30,000
Chester Hill Neighbourhood Centre Inc	16,830

Organisation	Amount (\$)
Childcare Australia United Ltd	9,538
Choice Childcare Holdings Pty Ltd	9,563
Cowra Early Childhood Services Co-Operative Ltd	10,000
CQ Leisure Investments Pty Ltd	82,753
Crescent Head Out of School Care Pty Ltd	30,000
Crookwell Neighbourhood Centre Inc	10,027
Cubbyhouse Childcare Australia Pty Ltd	144,781
D&T Consolidated Pty Ltd	30,000
Darlinghurst PTC Association	30,000
De Courcy Dutton Blackwood Pty Ltd	183,626
Dubbo Neighbourhood Centre Ltd	80,000
Dungowan P & C	30,717
Educating Enterprises Pty Ltd	84,950
Evergreen Learning Pty Ltd	10,000
Fairfield Community Resource Centre	32,317
Family Friend Home Support Pty Ltd	35,070
Forbes Child Care Centre Inc	20,025
Forest Hill Outside School Hours Care Inc	12,724
Funkids Pty Ltd	40,000
Grays Point Activity Centre Inc	3,218
Greater West Childcare Ltd	134,725
Growing Minds After School Pty Ltd	30,000
Growing Potential Ltd	40,000
Head Start OOSH	64,604
Heathcote East Public School Parents and Citizens Association	6,932
Helping Hands Network Pty Ltd	60,000
Hills Before and After School Care Pty Ltd	60,000
Huntlee ELC Pty Ltd	11,500
Inspire Operations Pty Ltd	10,000
Jake Child Care Services Pty Ltd	10,000

Organisation	Amount (\$)
Jannali Public School Parents and Citizens Association	9,280
JBY3 Administration Pty Ltd	13,602
JMZ Enterprises Pty Ltd	36,744
Jubilee Community Services Inc	64,801
Junior Adventures Group	28,861
Kangers Gear Pty Ltd	28,000
Kempsey Family Day Care Inc	47,300
Kids United OSHC	60,000
Kingsgrove Community Aid Centre Inc	9,981
Klik Industries Pty Ltd	10,000
Koala Kids OOSH	38,350
Ladybug OOSH	10,000
Lapstone Out of School Hours Inc	10,000
Little Pilots Long Day Care Centre Pty Ltd	10,000
Livebetter Services Ltd	9,618
Lower Hunter Children's Activity Van Association Inc	12,375
Metella Road Out of School Hours Child Care Inc	32,135
Moree Family Support Inc	7,000
Newcastle East Public School Parents' and Citizens' Association	4,840
North Kiama Out Of School Hours Care Inc	22,069
Northwest Community Ministries Pty Ltd	22,542
One Tree Community Services Inc	60,000
Open Arms Care Inc	10,000
OSHClub Pty Ltd	12,320
Penrith City Council	297,015
Police Citizens Youth Clubs NSW Ltd	170,147
Primary OSHCare Pty Ltd	150,000
Ramsgate Out of School Hours Centre Inc	9,500

Organisation	Amount (\$)
Romp & Stomp Pty Ltd	44,000
Saint Joseph's After School and Vacation Care	6,766
SLOOSH Kidscare Inc	25,897
Smooosh Inc	9,919
Snugglepot Day Care Centre Inc	30,000
St Finbarr's Oshc	10,000
St Mary And St Mena Vacation Care	8,625
St Paul's Children Centre Inc	8,675
Steam Elite Club Pty Ltd	40,000
Sunbeams OOSH Pty Ltd	30,000
Surry Hills Neighbourhood Centre Inc	12,200
Swansea Community Cottage Inc	20,000
Tamworth Regional Council	29,100
Team Holiday Pty Ltd	57,037
The Trustee for PRBB Family Trust	212,492
TheirCare Pty Ltd	40,000
Thrive OSHC Pty Ltd	140,000
Tintinhull Public School Parents and Citizens Association Inc	6,358
Tomaree Community College Inc	9,800
Trustees of the Roman Catholic Church for the Diocese of Lismore	40,000
Wallsend South OOSH	1,605
Wauchope Public School P&C Association	9,800
Weldon Children's Services	22,000
Wellington Public School Parents and Citizens Association	20,674
Woronora River Primary School Before & After School Care Centre Inc	558
WTK OSHC	21,850
Yamba ELC Pty Ltd	30,000
Yuyucuoglu Holdings Pty Ltd	10,000
Total paid in 2021-22	4,300,940

Productivity Bootcamp

Providing training to increase job skills and employability for young people.

Table 59: Productivity Bootcamp, 2021-22

Organisation	Amount (\$)
Productivity Bootcamp Pty Ltd	957,039
Total paid in 2021-22	957,039

Refugee Employment Support Program

Addressing refugees' and asylum seekers' challenges in finding long-term skilled employment opportunities.

Table 60: Refugee Employment Support Program, 2021-22

Organisation	Amount (\$)
Ignite Ltd	8,500
Settlement Services International Ltd	2,804,945
Total paid in 2021-22	2,813,445

Regional Conservatorium Grants Program

Offering a wide range of music education, training, performance and engagement opportunities for schools, students and community members in regional, rural and remote areas, by catering for learners, performers and audiences of all ages, interests and abilities.

Table 61: Regional Conservatorium Grants Program, 2021-22

Organisation	Amount (\$)
Central Coast Conservatorium of Music Inc	524,401
Clarence Valley Conservatorium Inc	424,683
Coffs Harbour Regional Conservatorium	424,683
Gunnedah Conservatorium	256,091
Hume Conservatorium of Music Ltd	490,034

Organisation	Amount (\$)
Macquarie Conservatorium of Music Inc	456,292
Mitchell Conservatorium Inc	490,034
Murray Conservatorium Inc	524,401
New England Conservatorium of Music Ltd	524,401
Orange Regional Conservatorium Inc	456,292
Riverina Conservatorium of Music Ltd	524,401
South West Music Ltd	424,683
Tamworth Regional Conservatorium of Music Ltd	456,292
The Northern Rivers Conservatorium Arts Centre Inc	456,292
Upper Hunter Conservatorium of Music Inc	456,292
Wollongong Conservatorium of Music Ltd	524,401
Young Regional Conservatorium Inc	424,683
Total paid in 2021-22	7,838,356

Regional Industry Education Partnership

Strengthening connections between local industry and secondary school communities and helping students plan their future career pathways.

Table 62: Regional Industry Education Partnership, 2021-22

Organisation	Amount (\$)
A & E Builders Pty Ltd	5,984
Academy Of Entrepreneurs Pty Ltd	8,000
Arts & Cultural Exchange Inc	25,760
Australian Training Company Ltd	21,400
Australian Wool Innovation Ltd	5,455
Blue Mountains Hawkesbury & Penrith Schools Industry Partnership Inc	2,000
Byron Studios Pty Ltd	6,500

Organisation	Amount (\$)
Camden Haven Community College Inc	3,000
Careers Advisers Association Of NSW & ACT Inc	63,000
Carevolution Pty Ltd	11,300
Cerebral Palsy Alliance	9,620
Cloudten Pty Ltd	41,200
Connect Northern Rivers Inc	4,908
Construction Trade Qualifications Pty Ltd	3,912
DTC Training Pty Ltd	2,250
EduTech Australia Pty Ltd	104,601
Fairfield Business Education Partnership Inc	76,320
First Aid & Safety Training Pty Ltd	6,208
Girls On Fire Inc	5,000
Global Skills Development Group Pty Ltd	25,300
Go Circular Inc	22,000
Gumaraa Aboriginal Experience Pty Ltd	3,500
Hornsby Ku-Ring-Gai Community College Inc	32,700
HR Culture Pty Ltd	14,980
Innovative Learning Solutions Pty Ltd	22,500
Intercept Group Pty Ltd	10,000
Joblink Plus Ltd	12,500
Macarthur Workplace Learning Program Inc	111,375
Macleay Valley Workplace Learning Centre Inc	27,150
MCB Business Partners Pty Ltd	87,000
Mid Coast Dairy Advancement Group Inc	5,000
Mid North Coast Community College Ltd	19,400
MONKA Pty Ltd	5,100
Nexgen Codecamp Pty Ltd	35,000
Optimum Control Technologies Pty Ltd	7,193
Police Citizens Youth Clubs NSW Ltd	92,800

Organisation	Amount (\$)
Royal Life Saving Society of Australia (New South Wales Branch)	13,250
SEVENmile Ltd	12,100
Shepparton Entertainment Centre Pty Ltd	24,500
ShoreTrack Ltd	90,593
Signature Developments Pty Ltd	23,250
S.K Moore & A Neylan	5,050
St Nicholas Early Education	4,800
Stroud Corporation Pty Ltd	8,500
Supporting And Linking Tradeswomen Inc	72,091
Sydney Metro Services (NSW) Pty Ltd	4,800
Orville Ramos Tagud	35,920
The Trustee for Creating Chances Trust	10,000
Training Services 4 You Pty Ltd	720
Two Sheds Workshop	6,000
VERTO Ltd	4,180
YEP Careers Pty Ltd	22,000
Young Change Agents Ltd	8,750
Zoom Photography & Video Productions Pty Ltd	16,500
Total paid in 2021-22	1,302,919

Regional Study Hubs

Funding the development of 5 new regional study hubs from 2019 to 2023.

Table 63: Regional Study Hubs, 2021-22

Organisation	Amount (\$)
Country Universities Centre	2,736,000
Total paid in 2021-22	2,736,000

School Leadership Management Grants

Supporting the peak advisory bodies for principals of secondary and primary schools across the state.

Table 64: School Leadership Management Grants, 2021-22

Organisation	Amount (\$)
NSW Primary Principals' Association	455,883
NSW Secondary Principals' Council	226,245
Total paid in 2021-22	682,128

Smart and Skilled Thin Market Program

Supporting the delivery of training to NSW residents who would otherwise not be able to access subsidised training due to their location or the small size of the cohort.

Table 65: Smart and Skilled Thin Market Program, 2021-22

Organisation	Amount (\$)
Community College -Northern Inland Inc	14,936
Robinson Education Centre Ltd	11,860
Total paid in 2021-22	26,796

Special Education Grant-In-Aid

Funding specific projects that provide support for parents regarding the education of their children with disability or learning difficulties.

Table 66: Special Education Grant-In-Aid, 2021-22

Organisation	Amount (\$)
Learning Difficulties Coalition of NSW Inc	15,000
Learning Links	14,008
SPELD NSW Inc	39,015
The Institute for Family Advocacy & Leadership Development Association Inc	19,515
Total paid in 2021-22	87,538

Sticking Together Project

Supporting disadvantaged young people aged 18-24, to secure and maintain employment by helping them develop work readiness skills and capabilities.

Table 67: Sticking Together Project, 2021-22

Organisation	Amount (\$)
BackTrack Youth Works Ltd	22,550
SYC Ltd	1,442,273
Total paid in 2021-22	1,464,823

Trade Pathways Program

Assisting unqualified trade workers with trade skills and work experience to gain a trade qualification.

Table 68: Trade Pathways Program, 2021-22

Organisation	Amount (\$)
Apprenticeships Are Us Ltd	1,000
Australian Training Company Ltd	24,000
B Cook & T.L Welch	55,641
Bamara Pty Ltd	20,820
Bricklaying Education Australia Pty Ltd	2,456
Business Education Network Inc	23,973
Central Coast Group Training Ltd	23,600
Construction Trade Qualifications Pty Ltd	13,800
CTPM Australasia Pty Ltd	61,682
Dickens Assessment and Training Services Pty Ltd	11,935
ECA Training Pty Ltd	29,580
FCIA Training Academy Ltd	2,475
Health & Safety Advisory Service Pty Ltd	5,117
HGT Australia Ltd	498
Hospitality Training Network Ltd	266
HunterNet Group Training Ltd	17,800
Master Builders Association of New South Wales Pty Ltd	18,550
Muslim Women Association	24,000
National Rural Women's Coalition Ltd	24,000
Orange Women's Shed Inc	22,735
Police Citizens Youth Clubs NSW Ltd	24,000
Richmond Valley Council	10,200
SisterShip Training Pty Ltd	16,080
Skillset Ltd	10,000
Skyline Pty Ltd	27,980

Organisation	Amount (\$)
The Association of Wall & Ceiling Industries Of NSW	11,318
The Quality Training and Hospitality College Pty Ltd	19,712
The Trustee for The LDTG Trust	51,430
Trans-Plant Training Pty Ltd	43,950
Western Sydney Women Pty Ltd	22,800
Total paid in 2021-22	621,398

VET in Schools Consortium – Non-Government

Supporting professional development of VET teachers in non-government schools.

Table 69: VET in Schools Consortium – Non-Government, 2021-22

Organisation	Amount (\$)
Catholic Schools NSW Ltd	1,747,069
The Association of Independent Schools of NSW Ltd	1,278,905
Total paid in 2021-22	3,025,974

Youth Employment Social Impact Program

Providing funding to social enterprises and social impact organisations who support young people with multiple or complex barriers to employment by developing work readiness skills, and find and sustain employment.

Table 70: Youth Employment Social Impact Program, 2021-22

Organisation	Amount (\$)
BackTrack Youth Works Ltd	91,850
Whitelion Youth Agency Ltd	108,359
yourtown	150,974
Total paid in 2021-22	351,183

Contact us

The Department of Education is located at:

105 Phillip Street, Parramatta NSW 2150

Post: GPO Box 33, Sydney NSW 2001

Phone: 1300 679 332

Website: education.nsw.gov.au

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The Department of Education Annual Report 2022 is available on the department's website: education.nsw.gov.au.

The department will make the report available in other formats on request.

The department has not incurred any external costs in producing the report.

We acknowledge the homelands of all Aboriginal and/or Torres Strait Islander people and pay our respect to Country.

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