

NSW Department of Education



Annual Report 2021

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Letter of submission to the Ministers

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

The Hon. Alister Henskens, SC MP
Minister for Skills and Training;
Minister for Science, Innovation and Technology
52 Martin Place
Sydney NSW 2000

Dear Ministers

In compliance with the terms of the *Annual Reports (Departments) Act 1985*, the *Public Finance and Audit Act 1983* and Regulations under those Acts, I submit the 2021 NSW Department of Education Annual Report for your presentation to the NSW Parliament.

The report provides a summary of our services, achievements and operational activities for 2021. This provides the NSW Parliament, the NSW Government and the community with information about performance during the previous 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 2021 and appendices as required by legislation.

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

Yours sincerely



Georgina Harrisson
Secretary
NSW Department of Education
April 2022

Table of contents

Letter of submission to Ministers	1	Our support services	43
Secretary's foreword	3	School performance and student results	43
2021: Year in review	5	Teaching quality	47
About us	11	School leadership	49
Our vision	11	Technology and systems support	51
Our purpose	11	Infrastructure for growth and contemporary learning	54
Premier's Priorities	11	Workplace culture	56
Our goals	12	Financial management, governance and accountability	57
Our students	13	Financial statements	59
Outcome and Business Plan 2021-22	14	Financial highlights	59
Our priorities, targets and results	15	Expenses	59
Early childhood education	15	Revenue	60
Academic achievement	20	Net assets	60
Wellbeing	23	Appendices	92
Attainment and independence	27		
Equity	31		
Skills and higher education	38		



Secretary's foreword

This year was not unprecedented but it was, again, challenging for the department.

While the aftermath of bushfires and floods still resonated for many school communities, the second COVID-19 wave and lockdowns affected us all in the second half of the year.

These were unnatural circumstances in which to work and educate our students, but the department worked tenaciously and creatively to ensure their continued education.

On top of those broader community issues, the department also dealt with a cyber attack in July, just before Term 3. The prompt deactivation of some IT systems, and subsequent analysis and transparent communication, meant no disruption to learning for our students.

We planned for and responded to these events quickly and professionally and then, in many instances, went extra steps beyond. Our people rose and displayed resilience.

On behalf of many, I express my deep gratitude to everyone for their efforts under duress in 2021, particularly in allowing our Year 12 cohort to complete their HSC. Seeing the smiles on students' faces when they later received their 2021 HSC results was a great joy for everyone in Education.

I thank everyone in the department for prevailing in 2021. For getting the job done, no matter what the circumstance, to ensure continued education for the students of NSW. Such events can knock you from your path. It's important we do not shirk the ambition we have to deliver for our students.

In that regard, we achieved a great deal in 2021, developing or launching a number of programs and reforms to further that ambition. The School Success Model is a foundational program to learn from the best and lift students and staff to reach their full potential. The Quality Time program addresses our strong desire to streamline, automate, reduce and remove repetitive and low-value administrative tasks in schools, allowing teachers to teach.

Our agenda for improvement also included expanding our literacy and numeracy initiatives and signing the Preschool Reform Agreement. We also released strategies addressing teacher supply, school leadership development and student behaviour, as well as First Steps – the NSW Aboriginal Children's Early Childhood Education Strategy 2021-2025.

It's been a privilege to lead the NSW Department of Education in this tumultuous year because I've seen our dedicated workforce at its best. And we've all seen how important schools and education are within their communities.

A handwritten signature in black ink that reads "G Harrisson". The signature is written in a cursive, flowing style.

Georgina Harrisson
Secretary
NSW Department of Education





2021: Year in review

The importance of school communities providing focus and hope across NSW was reinforced in 2021, another year of challenges and achievement.

The department displayed agility and care to ensure students continued their education – including our HSC cohort, who concluded their studies while we expanded our online learning capabilities.

This year reinforced the department's primary objective to deliver for students. We're proud our workforce did its absolute best to prepare our learners for rewarding lives as engaged citizens in an increasingly complex world.

Viral attacks...

The education sector was upended in the second half of the year by 2 concurrent events. The emergence of the COVID-19 Delta variant and new Public Health Orders required students, first in Greater Sydney and then across regional NSW, to stay at home during the second wave of the COVID-19 pandemic.

As we rapidly moved to reactivate learning from home plans for the first day of term, the department was subjected to a cyber attack. Only days before Term 3, just as 60,000 teachers logged on to prepare online lessons for 800,000 students, we shut down key systems as we investigated and repaired the damage. Incredibly, our schools were back online for the start of learning from home 3 days later.

...and continued viral response

Lockdown extensions and uncertainty through Term 3 tested the resilience of all teachers and staff across the NSW Department of Education after the stresses of 2020.

In June, the department expanded the COVID-19 Taskforce, which was established in March 2020 to provide a centralised response to COVID-19. Due to this expansion, during the second wave of the pandemic we:

- rapidly developed 15 weeks' worth of learning from home materials to support schools and families
- provided online support to students through the HSC Hub (120,000 users) and Learning from Home Hub (1.6 million users)
- deployed rapid antigen tests to schools, enabling more than 135,000 extra face-to-face learning hours delivered to students in Term 4
- worked with the NSW Education Standards Authority (NESA) to ensure 110 successful and safe HSC examinations
- successfully managed the attestation process for more than 110,000 vaccinated staff
- in the early childhood education and care sector, supported 1,660 services to manage positive COVID-19 cases, responded to 11,399 inquiries, and hosted 2 webinars for more than 2,000 people
- initiated the Skill Up from Home program with 2,080 enrolments, which enabled Smart and Skilled providers to deliver more than 60 part qualifications
- offered 305 eligible Smart and Skilled providers the opportunity to receive advanced payments to address cash flow issues
- rolled out check-in assessments, with raw data back to schools within 48 hours
- delivered thousands of boxes of masks, sanitiser, laptops and dongles to schools
- supported 1,281 schools with confirmed cases of COVID-19, including communication and contact tracing with NSW Health
- audited ventilation in more than 150,000 learning spaces to ensure schools were safe for students and staff to return
- continued collaboration with NSW Health and the National Centre for Immunisation Research and Surveillance to understand transmission rates in schools and early childhood settings, informing policy and operational settings.

The department built on many lessons from 2020. Transparent and timely communication was vital. We continued to work with NSW Health and other agencies to ensure schools and school communities received timely information. Our centralised COVID-19 web pages consolidated advice and information for parents and carers on safety and school operations, advice on wellbeing, and resources at our constantly evolving Learning from Home Hub. Our primary learning resources exceeded 1 million views; we held weekly webinars with principals; and the early childhood education (ECE) hotline took thousands of calls, helping services navigate the changing conditions as their staff stayed on the front line.

The \$337 million COVID Intensive Learning Support Program (ILSP) addressed learning loss during the pandemic by deploying 8,230 educators across 2,179 schools with a program that targeted literacy and numeracy tuition for students in need. In October, the NSW Government renewed the COVID ILSP for 2022. A NSW Auditor-General's performance audit of the program in December reported it was effectively designed and implemented. At year's end, more than 265,000 students received tuition in the program, which also exceeded its employment goal. It was supplemented by online resources. From its introduction in March 2020 to the beginning of 2022 the Learning from Home Hub had more than 8.5 million page views and 870,000 resource downloads.

The COVID-19 free preschool funding program was so successful, it will be adapted as the \$150 million Start Strong Free Preschool program for community and mobile preschools in 2022. It ensures continued cost-of-living support for parents and carers, helps parents and carers participate in the workforce, and gives preschools additional funding support.

COVID-19 is now a constant. The education sector will need to be nimble and creative adapting school settings and addressing its challenges. The department's achievements in 2021 suggest it is on solid footing to do so.



Reforms for generational improvements

Disruption to the school year didn't distract the department from pursuing improvements and reform to build a more resilient and equitable education system. The new School Excellence in Action program improves planning and implementation processes, and a revised School Excellence Policy and supporting framework strengthens school accountability. Schools also adopted system-negotiated targets in 2021, including for NAPLAN, attendance and HSC attainment, which are featured in every school's new Strategic Improvement Plan.

A major goal of the School Success Model is supporting all schools with quality resources and targeted support to help every student achieve their potential. This is done by ensuring all support provided to schools reflects the most current evidence base and responds to a school's individual needs. Three types of system support – universal, guided or strategic – are made available to schools to address an identified priority area, such as reading and numeracy or attendance. The types of support range from access to system-designed and quality-assured universal resources available to all schools, to more customised and strategic solutions to lift results in schools facing greater learning challenges.

Another support mechanism for schools is the Reading and Numeracy Hub, which launched in March. It provides access to more than 340 reading and numeracy resources for teaching and school-based staff. All resources available on the hub were quality assured through a new process that drives a consistent approach to delivering support that meets specific needs.

A key workstream of the School Success Model, the Ambassador Schools program identifies schools achieving exceptional academic success, so their methods can be studied and applied to schools across the state. The Ambassador Schools Research Centre has been established with university partners to build a robust evidence base of effective practices at the selected schools, so they can be scaled across NSW. Similarly, the Best In Class program saw outstanding teachers collaborate with other experts and academic partners to build rich, evidence-based learning resources to roll out across the state.

We know how important the early years of a child's life are establishing learning foundations. Brighter Beginnings raises awareness and understanding of the importance of the first 2,000 days of a child's life. It increases universal access to education, health, community, and government services, as well as provides targeted early interventions to families experiencing vulnerability and disadvantage. Under Brighter Beginnings, the department launched the ECE Service Finder to support families in navigating the early childhood sector. We also delivered programs such as Dolly Parton's Imagination Library, which provides children with books at home from birth to 5 years. And our 'Grow to learn, Learn to grow' campaign encourages parents to enrol their little learners in quality ECE services.

The positive consequences of signing the Preschool Reform Agreement in December, for funding to support children attending quality preschool in the year before school, will resonate for years. This agreement increases NSW investment in the ECE sector until 2025, maintaining universal access to affordable, quality preschool programs.

The NSW Government is also reforming the curriculum from Kindergarten to Year 12 to streamline and strengthen student learning. This is the first major review of the entire NSW school curriculum since 1989. We released new English and mathematics syllabuses for our youngest students (K-2) in November. For the first time, the curriculum is completely online and comes with explicit teaching examples.

Improving literacy and numeracy is a core objective, so we extended the Literacy and Numeracy Strategy 2017-2020 until the end of the year while developing 5 new literacy and numeracy priorities that will build upon the strategy. During 2021, 56 schools received strategic support in reading and numeracy and an additional 397 schools engaged in guided support in reading and numeracy.



Teacher supply and time

A healthy education system stands on the shoulders of quality educators. In October, we launched a Teacher Supply Strategy to continue to attract and nurture quality teachers in NSW. In the next 4 years the strategy will prioritise growing the workforce, retraining and upskilling more teachers in high-demand subjects, and boosting teacher supply in regional and remote communities. The strategy will deliver 3,700 teachers with suitable qualifications placed in locations of need during the next 10 years.

The School Leadership Development Strategy launched in December will continue to develop high-quality leaders at all leadership stages among teachers already in the system. We also established leadership development programs for middle leaders, aspiring principals and newly appointed principals.

We want our teachers to teach rather than spend their time on low-value administration or duplicative tasks. The publication of the Quality Time Action Plan, released for public consultation in December, is a key step to relieve the burden on teachers.

Quality Time, formerly known as reducing administrative burden, continues to simplify and modernise administrative practices and improve services that allow school staff to focus on what matters most: leading, teaching and supporting students. It's focused on supporting teachers to do their best work. The Quality Time Action Plan is the next phase of work creating more time for teachers. In 2021, the program saved 128 hours per principal and 29 hours per teacher.

The launch of the Student Behaviour Strategy further addresses behaviour management. We want to adopt a positive and student-centred approach to the issue so we reduce loss of learning through suspension and avoid the cycle of exclusion and disengagement. The strategy includes new behaviour specialists to provide advice and complex case support; new professional learning and resources for teachers, leaders and staff; improved access to specialist allied health behaviour support; and a new behaviour policy and procedures.

Building better education

Public Health Orders again restricted supply chains across NSW, but our desire to improve school infrastructure did not abate. The department delivered new and upgraded learning spaces for more than 14,000 students, including close to 500 new classrooms, 6 new schools in growing parts of Western Sydney and 2 new regional schools, and supported more than 3,800 jobs across NSW.

The \$500 million Cooler Classrooms program continued installing air-conditioning and improving ventilation. To date, more than 5,200 learning spaces and 367 libraries have been equipped with air-conditioning, fresh air ventilation and smart controls. The Share Our Space program – which gives communities access to open space, sports courts and play areas during the school holidays – also expanded this year.

As NSW rebounds from COVID-19 with a focus on economic recovery, education is playing an even bigger role by skilling people to meet industry demand and driving economic participation. Reform of the state's vocational education and training (VET) sector progressed with the NSW Government accepting the 5 recommendations of the 2020 Review on the NSW VET Sector (Gonski-Shergold review) this year. They include establishing the NSW Institute of Applied Technology, improving the quality of vocational education made available in high schools through expanding current initiatives such as the Educational Pathways Program, improving industry engagement in VET, and advocating with the Commonwealth for VET student loans to be expanded.



We provided more than 130,000 fee-free training places to skill people through the COVID-19 recovery and launched Careers NSW to give jobseekers access to free career advice and match their skills to job growth trends. In 2021 we had almost 110,000 apprentices and trainees in training – up around 18% on the previous year.

The NSW Higher Education Strategy 2021-2025 set a vision for partnering with the sector to meet the social, economic and environmental challenges facing NSW by developing and broadening post-school options, ensuring wider participation in quality higher education, and positioning NSW as a reinvigorated and diversified international education destination.

We increased engagement and transparency with our school communities by consolidating our digital channels into one website with one brand and one design. This, along with the consolidation of all school websites on the School Website Service, significantly reduces website administration burden for school staff and improves the customer experience for NSW parents, carers and school communities.

Our desire to develop policy by incorporating more diverse voices aligned with the Minister's request for a formal structure to access student views. The Minister's Student Council, known as the DOVES (Department of Student Voices in Education and Schools), officially commenced in Term 2 with a burst of enthusiasm and fresh ideas that immediately confirmed student input will be an ongoing benefit to NSW education.

Ensuring equitable education

Every student in NSW should have equal access to education that prepares them for life ahead. Equity is essential.

This was the first year of the Rural and Remote Education Strategy 2021-2024, which aims to close the gap for our most disadvantaged students and communities. The strategy builds the department's presence across regional NSW, better connecting with communities and employing more regional staff. The Regional Renewal Program sped up the delivery of school improvement projects and boosted regional economies.

During 2021, the Rural Access Gap program continued to bridge the digital divide between rural and remote schools, and their metropolitan counterparts. The program benefits more than 1,000 schools across the state by delivering infrastructure upgrades and growing their digital proficiency. The program established 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 4 terms.

First Steps – the NSW Aboriginal Children's Early Childhood Education Strategy 2021-2025, co-designed with the NSW Aboriginal Early Childhood Education Advisory Group, provides a clear roadmap for improved education for Aboriginal children from birth to 5 years and supports renewed reform under Closing the Gap. Kimberwalli, the Western Sydney Aboriginal Centre of Excellence, moved to the department's stewardship for its first full year, supporting young Aboriginal and Torres Strait Islander people to transition from school to further education and employment.

Incredible dedication from our staff meant our goal to ensure every student is engaged and challenged to continue to learn was satisfied in 2021, despite the year's travails.



Onward

While the most rewarding recognition in education can be a simple thank you or smile, public recognition in the Premier's Awards for high achievement in the public sector is notable. The Game Changer Challenge, the annual design thinking initiative that promotes future-focused skills among students and teachers, won the 2021 NSW Premier's Award in the Highest Quality Education category.

In the coveted Strong Economy category, the department won for developing Skilling for Recovery. We developed the program to address the impact of COVID-19 on NSW workers and industries by securing \$318 million for initiatives designed to upskill, retrain, redeploy and employ displaced workers.

Incredible dedication from our staff meant our goal to ensure every student is engaged and challenged to continue to learn was satisfied in 2021, despite the year's travails.

Overcoming the difficulties of the last 2 years is an achievement for which we give thanks. This achievement also gives the department confidence we can progress a reform agenda of continual improvement. As we emerge from a year in which much of our efforts were necessarily reactive, we now focus on being proactive as we aspire to be Australia's best education system and one of the finest in the world.



About us

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

Children, young people and adult learners are central to our decision-making. We focus on:

- ensuring the best start in life for young children by supporting and regulating the early childhood education sector
- serving the diverse range of communities across the state, enabling all children and young people access to quality education in our public schools
- working closely with the non-government school sector to deliver high-quality and equitable education to all students
- building pathways for lifelong learning and support the delivery of a skilled and employable NSW workforce through vocational education, training and higher education.

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



Our vision

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



Our purpose

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

Premier's Priorities

The NSW Premier has 14 priorities representing the government's desire to enhance the quality of life of the people of NSW. This includes 2 targeted priorities for delivering 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.

We aim to deliver the following:



Early childhood education: All children make a strong start in life and learning, as well as successfully transition to school.



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



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



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



Equity: Our education system reduces the impact of disadvantage.



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

To support these goals, we also aim for 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.
- Community confidence in public education is high.
- All schools and staff receive high-quality support delivered efficiently and effectively.





Our students



Preschool children

During 2021, the department funded approximately 740 community-based preschools (including 38 mobile preschool contracts) and approximately 2,900 long day care services under Start Strong, which makes 600 hours of preschool participation in the 2 years before school more affordable. Additionally, the department provided 133 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 2021, more than 802,000 students enrolled in 2,215 public schools. This represents about two-thirds of all NSW school students.



NSW Government-funded vocational education and training students

During 2021, 57,796 apprenticeship and traineeship contracts were approved and 20,758 completed. Smart and Skilled training providers reported 238,109 student commencements and a completion rate of 66%.



Outcome and Business Plan 2021-22

The department this year delivered our Outcome and Business Plan, which describes what we want to achieve and how we will allocate resources to deliver our Strategic Plan 2018-2022.

We refreshed the Strategic Plan in 2021 to incorporate the skills portfolio; launch the School Success Model; and provide a framework for future priorities, planning and budgeting. The Strategic Plan outlines how we will become Australia's best education system and one of the finest in the world.

The department delivers 3 state outcomes that recognise the learning journey from early childhood through to the workforce:



We streamlined the department's structure in 2020 to better enable school improvement, curriculum and skills reform, and corporate transformation.

The Outcome and Business Plan clearly outlines how we will meet those objectives and meet Treasury requirements to report:

- department outcomes and how we will achieve them, including ongoing programs of work and reform priorities for implementation during the next 12 to 24 months
- additional performance indicators for Treasury, as part of the department's Quarterly Performance Report
- how we are working with Aboriginal and Torres Strait Islander people in alignment with the new National Agreement on Closing the Gap
- how customer experience-related measures are embedded
- how outcome budgeting is applied to the department's financial management, governance and accountability, as well as progressing the roadmap to outcome budgeting maturity.

Our priorities, targets and results

Early childhood education

The department helps deliver quality early childhood education in NSW for children up to and including school age. We aim to ensure children have the best start in life and learning before a successful transition to school.

Children in quality early childhood education programs are more likely to arrive at school with the social, cognitive and emotional skills necessary for learning. Research says as much as 90% of a child's brain development happens by the age of 5. It points to the positive and lasting difference of participation in a preschool program in the 2 years before school.

External events in 2021 again affected early childhood education and preschool attendance. Early childhood education services remained flexible while delivering services, managing frequent changes in response to COVID-19 and supporting families in high stress. They continued adapting processes and procedures to manage risk and ensure the health and safety of staff and the young children in their care.

In 2021, the department:

- signed the historic Preschool Reform Agreement, which secured more than \$840 million in NSW and Australian Government preschool funding to support children to attend quality preschool in the year before school
- released First Steps – the NSW Aboriginal Children's Early Childhood Education Strategy 2021-2025, co-designed with the NSW Aboriginal Early Childhood Education Advisory Group
- supported services to prepare for, prevent and manage COVID-19, as well as navigate Public Health Order requirements

- continued delivering fee relief for families through the COVID-19 free preschool funding program (funded until the end of 2021)
- partnered with the United Way Australia and Dolly Parton's Imagination Library to deliver free books to NSW families for early literacy support
- launched the Online Enrolment tool that allows parents in public primary schools' intake areas to apply to enrol their child online.

Enrolment in early childhood education 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.

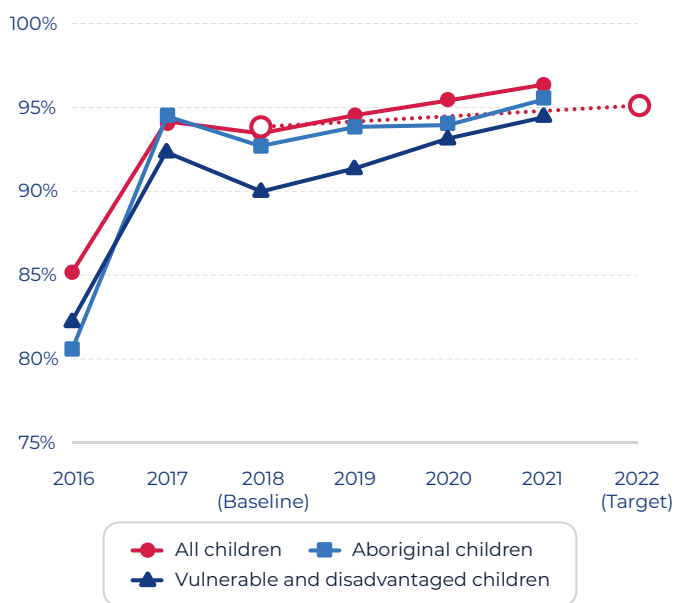
Participation in early childhood education for 600 hours in the year before school has increased to 96.1%. This is the state's highest-ever result against this indicator and is exceeding our target for 2022 of 95%. It represents an increase of 0.8 percentage points compared with 2020.

Participation of Aboriginal and Torres Strait Islander children has increased to 95.5%, which exceeds our target of 95%.

Participation of vulnerable and disadvantaged children has increased to 94.4%. This is sitting under the target of 95%, but performance is trending upwards.



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



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

Easing access to preschool

We aim to ensure all children in NSW participate in 600 hours of quality early childhood education in the year before school, no matter where they live or their circumstances.

The NSW Government removed barriers to participation in early childhood education to ensure children and families' continued access to early childhood education services during the COVID-19 pandemic. The COVID-19 free preschool funding program operated from April 2020 to the end of 2021. A 2021-22 NSW Budget allocation of more than \$725 million to the sector provided further funding for key early childhood education programs. This included \$150 million to deliver the Start Strong Free Preschool program for community and mobile preschools commencing in school year 2022, to replace the COVID-19 free preschool funding program.

The continuing Start Strong program links needs-based funding to 600 hours of enrolment in quality early childhood education. It provides enhanced support to Aboriginal children, children with disability and additional needs, as well as vulnerable and disadvantaged children from low-income families.

The Start Strong Pathways program funds community-based services providing educational support for young children before preschool enrolment. It strengthens children's engagement and underlines the importance of early childhood education to parents and carers.

The Community Grants program supports Aboriginal children and children from low-income families. It provides additional funding for transport initiatives to support Aboriginal children attending community preschools. The department's Aboriginal Families as Teachers and Ninganah No More programs further encourage Aboriginal children in early childhood education.

First Steps – the NSW Aboriginal Children's Early Childhood Education Strategy 2021-2025, co-designed with the newly established Aboriginal Early Childhood Education Advisory Group, provides a clear strategy for improved education for Aboriginal children from birth to 5 years and supports renewed reform under Closing the Gap. Its vision specifies all Aboriginal children in NSW can access quality early childhood education and will be supported to embrace their culture and identity for a strong start to lifelong learning.

The department also delivers the Disability and Inclusion Program that ensures children with disability and additional needs can participate in preschool programs in the same manner as their peers. Early childhood teachers are also supported under the sector capacity-building program.

Adapting to school

A positive start to school is important and relies on collaboration. Our schools run orientation programs to familiarise children and families with their local school before they start Kindergarten. The department also works with the early childhood education sector on transition to school initiatives, so children enjoy a strong start in learning.

In 2021, the department released a suite of resources supporting children adapting to school during COVID-19. These included online resources with practical tips for early childhood education services, parents and carers, as well as a webinar series focused on collaboration between early childhood education services and schools.

A number of long day care services, community preschools and department preschools trialled an improved online application to create, securely store and send digital Transition to School Statements directly to public schools. These statements capture a child's prior-to-school learning, development, strengths and interests. NSW public schools also trialled access to a new user-friendly online dashboard with securely stored digital statements accessible in real time. Feedback from the trial will further improve the digital Transition to School Statement ahead of its broader rollout in 2022.

Excellence in early childhood education services

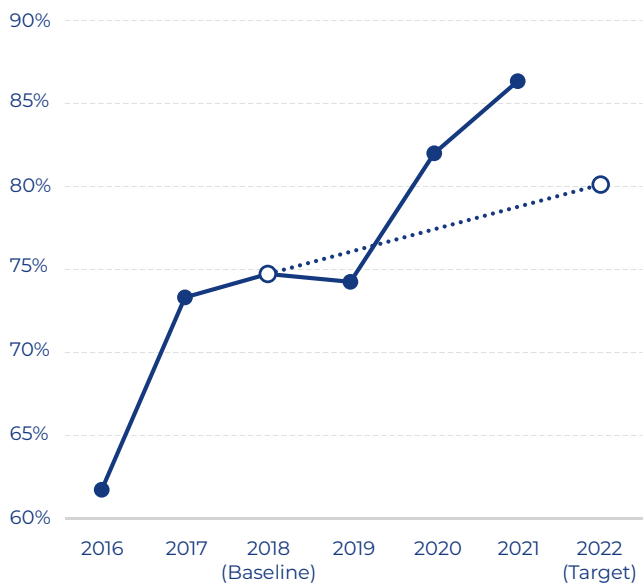
Target

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

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

In 2021, the department exceeded its target to improve the quality of early childhood education services across NSW. Services rated as meeting or exceeding the NQS was 86.4% in 2021 (an increase of 4.4 percentage points from 2020), 6.4 percentage points higher than the target of 80%. This success is attributable to increased regulatory activity and support, including the establishment of a dedicated Quality Support Team, 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).

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



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

Delivering better regulation

The department assessed and rated more than 94% of all NSW approved and in-scope services under the NQF and completed 5,835 service visits, despite COVID-19 disruptions. We continued monitoring compliance with legislative requirements, investigating complaints and responding to incidents. In 2021, this resulted in 2,123 compliance actions, including 23 prohibition notices and 17 services cancelled. Throughout 2021, the department made more than 17,500 phone calls to provide support and advice to more than 3,400 services.

The department funded and delivered, in partnership with ACECQA, a support program for services rated 'Working Towards' in the NQS to boost quality. Three-quarters (75%) of centre-based services that participated in the Quality Support Program were able to improve their quality rating to meeting NQS or above through face-to-face service visits, training, online and telephone support, and other resources.

The department also provided the sector with other quality improvement and professional development support in 2021, in collaboration with experts and industry peak bodies, including:

- emergency planning workshops and online video resources
- an Outdoor Learning Portal to ensure children engage in meaningful learning when outside
- safe sleep training for family day care educators
- safe sleep and rest resources
- development of policies and procedures resources
- a guide to implementing the Child Safe Standards for early childhood education and outside of school hours care services.

Working towards the best possible start to life

The Brighter Beginnings initiative aims to give all NSW children the best possible start to life.

The Minister launched Brighter Beginnings in October 2020. It seeks to:

- raise understanding of the importance of the first 2,000 days in a child's life for their health, wellbeing and education
- increase universal access to education, health, community and government services
- provide targeted early interventions to families experiencing vulnerability and disadvantage.

Brighter Beginnings is a cross-government initiative drawing on expertise across the NSW Government to support children and families at all stages of their early development. Its 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.

The program launched the Early Childhood Education Service Finder in April. It is a single source of information about available services and quality ratings, helping families make informed decisions about early childhood education.

In July, we partnered with the Department of Communities and Justice on the Supporting Families into Early Childhood Education place-based project. It aims to reduce non-fee barriers to early childhood education for families of children aged 3 to 5 facing complex disadvantage.

Providing preschool funding certainty

The NSW Government signed the Preschool Reform Agreement with the Australian Government on 6 December 2021. This agreement increases NSW investment and provides funding certainty for the early childhood education sector in NSW until 2025.

The agreement aims to help children's early learning and development and transition to school by maintaining universal access to affordable, quality preschool programs. Improving participation, including attendance, and maximising the benefit of the preschool year will benefit all children.

Building the capacity of early childhood educators

Our development and maintenance of a sustainable, highly qualified workforce is critical to ensure NSW children enjoy an inspiring start to life.

The department's Early Childhood Education Workforce Strategy 2018-2022 promotes early childhood education as an attractive career and drives the development of a skilled and stable workforce by supporting early childhood teachers and educators.

The Preschool Reform Agreement increases NSW investment and provides funding certainty for the early childhood education sector in NSW until 2025.

We worked with ACECQA to co-design the National Early Childhood Education Workforce Strategy. Shaping Our Future, a 10-year national workforce strategy to help ensure a sustainable, high-quality children's education and care workforce, launched on 13 October 2021 via the ACECQA website. The joint partnership between governments and the sector recognises complex workforce issues cannot be addressed by any one jurisdiction or organisation.

In 2021, the Early Childhood Education Teaching Scholarships program awarded 54 scholarships. These scholarships increase the number of qualified early childhood teachers supporting our littlest learners. The strategy supports professional development of early childhood teachers with expanded training and resources offered in the sector development program.

The department also offered a range of traineeships and pilot programs in 2021 for early childhood educators. They include school-based apprenticeships and traineeships, a bridging program to help educators qualified through vocational education and training transition to higher education study at TAFE NSW, and mentoring and coaching to assist workforce stability.



Academic achievement

Literacy and numeracy are learning fundamentals necessary for acquiring other skills. They are the best indicators of successful participation in the workforce and later life. While these skills are explicitly taught in English and mathematics, the teaching of discipline-specific literacy and numeracy is a core responsibility of every teacher across all key learning areas from Kindergarten to Year 12.

Our goal is to ensure all young people have:

- a strong foundation in literacy and numeracy
- deep content knowledge
- 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%.

Analysis of the preliminary 2021 NAPLAN data shows that 33% of NSW government students achieved a top 2 band for reading or numeracy in 2021, an increase of 0.8 percentage points compared with 2019.¹ While we have seen improvement each year, there is still a significant gap to the target by 3.4 percentage points (3.6 percentage points for reading and 3.2 percentage points numeracy).

¹ Note: 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.

We have seen improvement across some year cohorts. Between 2019 and 2021, an increase of around 3 percentage points was observed for Year 3 and Year 5 reading. For numeracy, Years 5 and 7 performed close to their 2022 top 2 bands targets. Between 2019 and 2021, Year 5 numeracy increased from 29.3% to 31.8%, and Year 7 numeracy from 31.3% to 31.6%.

Additionally, we have seen growth across the board in reading with 30% of schools meeting their 2022 NAPLAN target in 2021.

We will need considerable improvement across all cohorts and schools in our system to achieve the Premier's Priority target.

The immediate focus is targeted recovery from COVID-19 including learning loss, and maintaining the NSW Government's improvement agenda across all public schools. Priorities such as the NSW Curriculum Reform will provide data-driven insights that will build on programs established under the School Success Model.

Students achieving growth in reading and numeracy

Target

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

This measure describes the growth achieved by students in the years between NAPLAN assessments and helps schools to better understand student progress and provide targeted support.

Preliminary 2021 NAPLAN data shows that 55.9% of NSW public school students achieved expected growth in reading and numeracy.¹ This is 10.5 percentage points below the target of 66.4%. We will need to do some significant work to bridge the growing gap to the target, particularly in numeracy.

Reading results in Years 3 to 5 indicate that this cohort is on track to meet the target this year. There has also been growth in Year 3 and Year 5 numeracy. Both reading and numeracy results for Year 7 and Year 9 have declined.

Students above the national minimum standard for reading and numeracy

Target

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

This target has been set to position NSW as among the best-performing jurisdictions in Australia.

Analysis of the preliminary 2021 NAPLAN data shows the proportion of NSW public school students above the national minimum standard for reading and numeracy is at an average of 79.1% which is 8.8 percentage points below the 2022 target.¹ This represents a drop of 0.4 percentage points compared to 2019, and puts us on par with the 2017-18 baseline.

Improving literacy and numeracy

The NSW Government's Literacy and Numeracy Strategy 2017-2020 was extended to the end of 2021, allowing NSW schools to focus on explicit teaching and high expectations for all students. From 2022, 5 new literacy and numeracy priorities will build upon the strategy's achievements.

In 2021, the department offered more than 85 literacy and numeracy professional learning courses. A new Improving Reading and Numeracy suite was launched, offering 24 self-paced courses from Term 3. More than 17,700 courses were completed by more than 6,600 teachers from 1,400 schools. On-demand professional learning, learning packages and evidence-based resources helped teachers focus on explicit literacy and numeracy teaching while students learned from home.

The department introduced new assessments, mapped to the National Literacy and Numeracy Learning Progressions, to support teachers monitoring students' literacy and numeracy. The Year 1 Phonics Screening Check, which helps teachers understand how students are progressing in phonics, became mandatory for Year 1 in 2021. An on-demand version, the Phonics diagnostic assessment – launched in May 2021 – is available to assess students in any year group at any time. We also released the first 2 Interview for Student Reasoning assessments: Number and Place Value, and Additive Thinking. These support teachers to target teaching based upon students' numeracy learning needs.

The department provided resources and professional learning for schools to support students to achieve the HSC minimum standard for literacy and numeracy. Of Year 12 students eligible for an HSC, 98.9% achieved the minimum standard in 2021 – in line with the 2020 figure of 98.7%.

Qualitative findings from the Phase 2 evaluation of the Early Action for Success strategy indicated several positive results. These included:

- increased use of student data
- how instructional leadership improved teaching interventions
- a significant increase in collaboration among teachers and schools, as well as across sectors.

The department developed a Digital Learning Resources hub to support schools' use of evidence-based teaching practice. Since the hub's launch, more than 320 resources have been accessed more than 624,000 times by 21,000 teachers across 2,155 schools. 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.

¹ Note: 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.



Delivering the NSW Mathematics Strategy

The NSW Mathematics Strategy supports teaching and learning in public schools, helping students develop the mathematical skills and understanding needed to succeed in an evolving world. In 2021, the strategy continued delivering higher-quality teaching of mathematics in NSW public schools, more positive attitudes to mathematics and greater student engagement and mathematics outcomes.

The development of evidence-based professional learning courses and resources, including the Thinking Mathematically website and 2, one-year courses attended by more than 2,900 K-8 teachers, supported teachers of mathematics. In addition, 10 Mathematics Growth Team experts worked across a network of 59 primary and secondary schools.

Thirty-six primary teachers completed the first year of a 2-year mathematics mentorship program. Ongoing recruitment saw 51 new primary teachers who completed a mathematics specialisation in their undergraduate degree teaching in NSW public schools. The teach.MathsNOW scholarship program (designed to attract and strengthen the secondary mathematics teaching workforce) delivered 5 new mathematics teachers in 2021. In 2022, 12 more will commence.

Year 11 students who would not typically study mathematics were given the option to enrol in the new Numeracy course for 2022 following a successful 3-year pilot run by the NSW Education Standards Authority (NESA) that included more than 3,000 students.

Phase 2 of the Maths Trains Brains campaign launched in May 2021 with new ambassadors and content creators to showcase mathematics in everyday lives and careers.

After the quality assurance of online learning tools for mathematics and other key learning areas, schools can confidently purchase online learning tools which comply with data confidentiality, cyber security and privacy standards.

The Centre for Education Statistics and Evaluation (CESE) delivered 4 interim evaluations and reviews measuring the effectiveness and impact of a number of initiatives in the strategy, to better inform evidence-based decision-making.

Supporting curriculum and assessment

The department supports teachers in NSW Government schools to implement and teach NSW syllabuses by providing contextualised curriculum and assessment advice, professional learning, and resources.

The department's focus for curriculum advice and support in 2021 was continuity of education during the COVID-19 pandemic. Schools, teachers, students, parents and carers relied on the Learning from Home Hub for curriculum and assessment advice as well as high-quality, evidence-based teaching resources. These included videos, online professional learning and operational advice, early childhood and primary guided learning packages, and secondary weekly lesson sequences.

Students learning from home accessed the same learning activities as students who attended school, ensuring consistent education. The Learning from Home Hub continues to support schools and staff during the pandemic.

The department's online statewide staffrooms provide expert curriculum advice, resources and professional learning for teachers in NSW public schools across all disciplines. These 28 new virtual statewide staffrooms improved communication and information sharing, with total membership reaching 60,000 teachers by the end of 2021.

The NSW Government continues its reform of the curriculum from Kindergarten to Year 12 by 2024. NESA released the new English and mathematics K-2 syllabuses, which the department supported by providing extensive resources and professional learning. A number of schools were identified to work closely with the department to implement the new syllabuses in 2022. Curriculum Reform Communities were established to support teachers implement new syllabuses across the reform period and build curriculum capability in schools.

The department developed and released 7 elective courses and related support resources. These will replace the Stage 5 School Developed Board Endorsed Courses when they are discontinued by the end of 2022.

Wellbeing

NSW schools provide safe and engaging learning environments to support the development of healthy and successful students and encourage strong learning results. Schools play a crucial role in developing student wellbeing and mental health, and their communities must be confident students can rely on support at school. Wellbeing extends beyond the welfare needs of individual students. The department aspires for all students to be active, productive and engaged members of their school and society. Our goal is to ensure every student is known, valued and cared for in our schools.

The department began the Wellbeing Services Review for students in October 2021, in recognition of increasing demand and changing needs driven largely by COVID-19. We recognised we can improve our wellbeing support for students, in particular prevention and early intervention of mental health. The review focuses on how our workforce, policies and programs can be better integrated to support students' wellbeing.

The recommendations from this review, for delivery in early 2022, included:

- refining wellbeing services to meet student needs
- optimising investment and building capacity for impact
- aligning departmental functions and processes to meet student and school needs more effectively.

Our department and school staff worked tirelessly to support and promote the health, safety and wellbeing of our students during 2021. United in crisis, we worked quickly and effectively to solve emerging issues and provide additional support.

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.

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

NSW public schools provide safe and engaging learning environments that support strong learning outcomes as well as healthy and successful students.

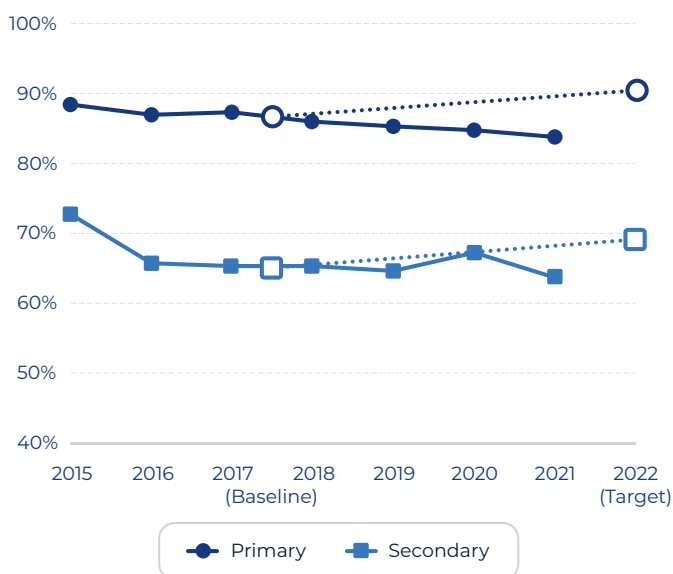
The Tell Them From Me survey helps the department track students' and parents' experience of their school. This target has been set as a 4 percentage point improvement in the proportion of students reporting they feel supported by and connected to their school.



In 2021, 84% of primary students and 64% of secondary students reported positive engagement at school. This represents a decrease of 1 percentage point for primary students and 3.3 percentage points for secondary students since 2020.

Student engagement appears to be declining and is now at its lowest level since 2015. This is consistent with the trend across OECD countries.² The department is undertaking further analysis of the impact of COVID-19 and other underlying factors.

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



Source: 2021 Tell Them From Me (TTFM) student survey, NSW public schools. Notes: The baseline is the average of 2017 and 2018 survey data. Data for this target is based on TTFM student survey data, Term 1. Each data point is the average of belonging, expectations for success and advocacy at school. The primary school data is sourced from surveys of students in Years 4 to 6. Secondary school data is for students in Years 7 to 12.

Protecting student mental health and wellbeing

The department supports student wellbeing in schools through a wellbeing workforce of more than 2,000 staff including the school counselling service, the National Chaplaincy Program, student support officers and wellbeing nurses.

Working with NSW Health, we identified school locations for 100 new wellbeing nurse positions to identify and address students' health and social needs. These positions also coordinate early intervention and referrals to services and programs within the health system and other agencies for students and their families. In 2021, 41 wellbeing nurses commenced. NSW Government funding of \$46.8 million will provide services to 407 NSW public schools when the positions are fully recruited in 2022.

The department continues to deliver the NSW Government's mental health and wellbeing package. This initiative provides 100 additional school counselling positions and 350 additional student support officer positions, meaning all NSW public high schools will have a full-time school counselling service allocation and a full-time student support officer by June 2023.

We also introduced a new face-to-face and telepsychology service to support rural and remote schools. The team consists of 12 senior psychologists, education who are supported by a leader, psychology practice.

The department continues to partner with leading mental health organisations to provide schools with programs supporting student mental health and programs boosting the skills of school staff to support student wellbeing. This includes programs such as PAX Good Behaviour Game and Seasons for Growth, which builds staff capacity to support students affected by COVID-19 or traumatic events such as bushfires.

In response to the 2019 NSW Auditor-General's performance audit report, Wellbeing of Secondary Students, the department removed the counselling service allocation cap for large schools for 2022-23. The department established an additional 50 permanent full-time equivalent positions to support these new allocations.

² Source: The Organization for Economic Co-operation and Development (OECD) Programme for International Student Assessment (PISA) 2018

Building positive student behaviour

All students must be included and be able to participate safely in education. We care for students with complex, challenging and unsafe behaviours while maintaining the physical and psychological safety of all students and staff.

The department launched the Student Behaviour Strategy in March 2021 in response to the increasingly complex and challenging demands on our teachers and school staff. The strategy establishes a new, evidence-informed approach to behaviour support and management. It is underpinned by international best practice, as well as the findings and recommendations of independent inquiries, data analysis and 4 years of stakeholder consultation.

The first phase of strategy support included:

- a new statewide team of 68 behaviour specialists providing advice and coordination of complex cases
- 84 new inclusive education deputy principals in schools with more than 7 support classes
- new additional professional learning in positive behaviour support and management to build the capability and confidence of the school workforce
- new and enhanced resources, guidance and tools for teachers, school leaders and school staff
- easier access to allied health and behaviour support services for schools.

The views of students, staff, parents and carers, community members, stakeholder groups and advocacy organisations remain critical in developing the policies and procedures underpinning the strategy. We have held more than 70 consultations with all stakeholder groups, ensuring the strategy represents everyone across the NSW public school system.

Protecting the vulnerable

Our Child Wellbeing Unit builds our capacity to respond to child protection concerns. In 2021, the unit responded to 35,364 contacts, an increase of approximately 3% from 2020. 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 2021 supported 4,417 students from preschool to Year 12. The OOHC Education Pathway continues to build communication between agencies and the department.

The department continued to implement recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse. Work began clarifying and strengthening centralised mechanisms to support government and non-government schools managing online incidents. Mandatory child protection training for staff focused on recognising and responding to suspected sexual abuse of children and young people – in particular, problematic or harmful sexual behaviour.

The department continued delivering a new training course helping teachers minimise risks during online learning throughout the COVID-19 lockdown. It helps identify concerns that may arise for students, respond to risks and support student wellbeing.

Encouraging active lifestyles

COVID-19 significantly affected school sport and physical activity in 2021. Many interschool activities were cancelled, and schools encouraged physical activity for students at home.

The online learning program GetActive@Home, which supports students developing fundamental movement skills, received more than 300,000 views. Almost half a million participants recorded their activity in the Premier's Sporting Challenge, and more than 23,700 students participated in a new interactive program: Race Around Australia. The department collaborated with NSW Health to develop Fast Start activity cards, a physical activity resource for teachers.

We provided opportunities for 1,900 students with disability to participate in sport days, and 23,400 students from 340 primary schools accessed school swimming and water safety programs.

The representative school sport pathway was cancelled for Semester 2 due to COVID-19.

Teachers received evidence-based professional learning opportunities to increase their skills delivering sport and physical activities. These included 2 new e-learning courses, completed by more than 2,150 teachers.

The School Sport web application had more than 2.2 million views by almost 370,000 users. School Sport Facebook followers increased by almost a quarter (23%), and department staff's Yammer following increased by 365%.



Attendance at school

Target

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

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

In 2020, 77.8% of primary students and 59.6% of secondary students were reported as attending school at least 90% of the time. This was a decrease of 1.6 percentage points for primary students and 4.9 percentage points for secondary students since the 2018 baseline.

Improving attendance

The COVID-19 pandemic significantly affected overall student attendance in 2021. Home school liaison officers assisted schools as students returned to school after learning from home.

In 2021, the department developed and implemented a range of strategies to help schools increase attendance. The Attendance Matters website provides access to new resources and planning tools, as well as outlines staff tips for improving attendance.

The department also launched a new module of online professional learning to help school staff assist student attendance. By December 2021, 3,253 staff had completed this training.

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. The program managed 5,166 active individual students. Home school liaison officers also worked with schools on 2,490 school-based strategies to support regular student attendance.

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

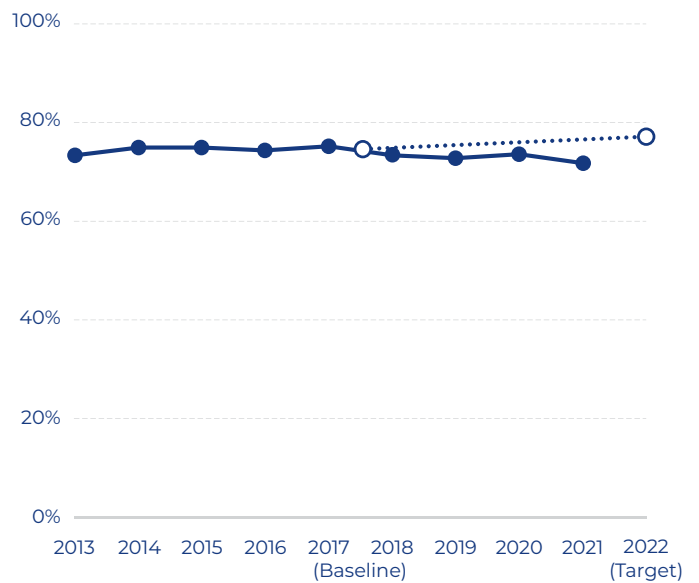
Increase the proportion of NSW public school students continuing to Year 12 to 76.7% by 2022.

This target reflects our commitment to increasing student progression from Year 10 to Year 12 in line with the National Youth Participation Requirement.

In 2021, the proportion of students continuing to Year 12 was 71.3%, which is 5.4 percentage points below the target. It represents a decrease of 1.7 percentage points from 2020. Significant improvement is needed to achieve our 2022 target of 76.7%.



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



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

Students achieving in the top 2 HSC achievement bands

Target

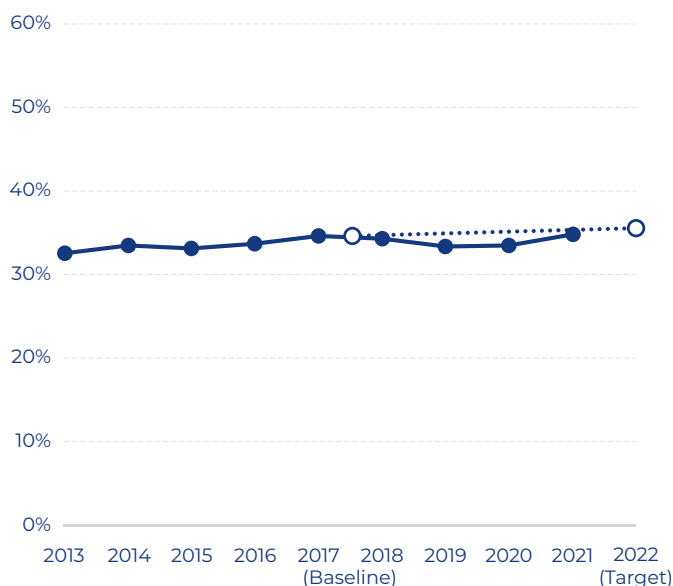
Increase the proportion of NSW public school students' HSC results in the top 2 achievement bands to 35.7% by 2022.

This target reflects our goal to improve the performance of NSW public schools in the HSC against defined standards.

In 2021, 34.9% of students are in the top 2 achievement bands for this HSC. This is just under the 2022 target and represents an increase of 1.4 percentage points compared with 2020. This rate is trending towards the target.



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



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

Supporting HSC students

The department supported teachers to grow the proportion of students completing their HSC in a challenging year of lockdown learning. Schools also assisted students to meet the HSC minimum standard for literacy and numeracy.

The department's HSC Hub – created in 2020 and updated in 2021 – 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.

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.

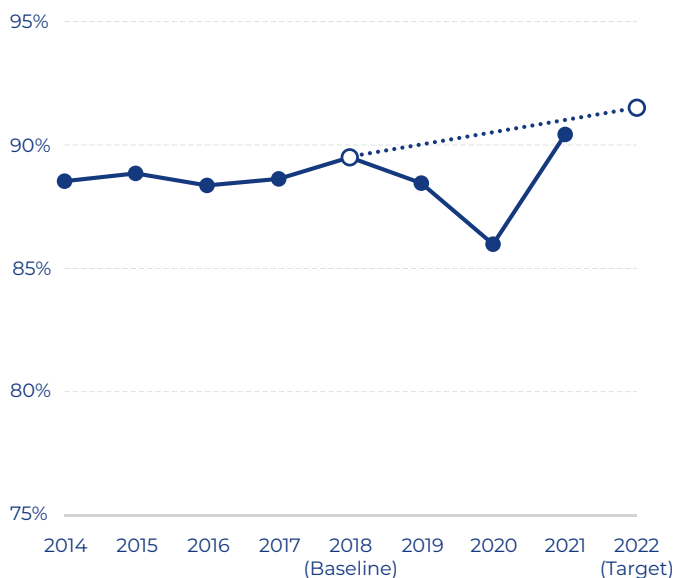
The NSW Post-School Destinations and Experiences Survey allows the department to identify trends in post-school education, training, and employment destinations of secondary school students in NSW. The survey also provides critical information on the factors driving students' engagement, retention, educational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

Current performance shows that 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 is 90.5% for 2021 – an increase of 4.5 percentage points from 2020. There are currently 79,000 recent school leavers in higher education training or work, out of a total 88,000. The number of recent school leavers who have not entered higher education, training or work is around 8,000.

Current performance is 1.1 percentage points from the 2022 target, which is achievable with 937 more school leavers.

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



Source: 2021 NSW Post-School Destinations and Experiences Survey. Notes: Includes all recent public and non-government school leavers, both Year 12 completers and those who left school before completing Year 12. The baseline for this measure is 2018.



Building lifelong learning pathways

The department prepares young people for lifelong learning and rewarding lives as engaged citizens of a dynamic society. We do this 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; 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. The program delivered 19,645 industry opportunities for students from 546 NSW schools in 2021, with more than 550 employers participating in the program.

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. At the end of 2021, 2,582 students were undertaking an SBAT in NSW government schools – an increase of 577 on the 2020 figure.

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. The program released its Pilot Project Summary report in December 2021 for people aged between 15 to 24 across the period 1996 to 2016. A new program is under way to extend the age range to better understand students' lifelong learning, covering ages 11 to 67, with data also updated to year 2020.



The regional transitions to university project aims to reduce inequities between regional and metropolitan students transitioning to university. Between 2019 and 2021, a consortium of 3 universities identified gaps in information about options available to regional students that negatively affect student transitions. The universities developed and delivered online resources to help students make more informed decisions about their future.

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 will continue to 2023. More than 580 students participated in job readiness training workshops during 2021, and more than 340 students took part in industry taster programs with TAFE NSW. The program will expand from 2022.

OCHRE Opportunity Hubs encourage Aboriginal young people to move from school into further education or employment with confidence. In 2021, the Opportunity Hubs increased their reach, engaging with 137 schools, brokering 155 employment and training opportunities, and helping 159 school leavers progress to further study or employment.

The department prepares young people for lifelong learning and rewarding lives as engaged citizens of a dynamic society.

Equity

Our goal is an education system that reduces the impact of disadvantage – and we’re ensuring all NSW students 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.

The department remains committed to building a more inclusive education system. An education system where every student is known, valued and cared for and all students are learning to their fullest capability.

Around one in five NSW public school students were identified as receiving adjustments or personalised learning and support related to a disability in 2021. Around 97% of these students learn in mainstream classes or in support classes in mainstream public schools. We continue to work to ensure every student can achieve the best education possible and realise their fullest potential – whether that is in a mainstream school, support class or school for specific purposes.

We consulted with our parents and carers, students and stakeholders on updated inclusive education policy for students with disability.

We’re renewing our focus on improving outcomes and support for children and young people in regional, rural and remote NSW. We are implementing the Rural and Remote Education Strategy 2021-2024 to close the gap for some of our most disadvantaged students and communities.

We regularly 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.

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

Aboriginal students attaining the HSC

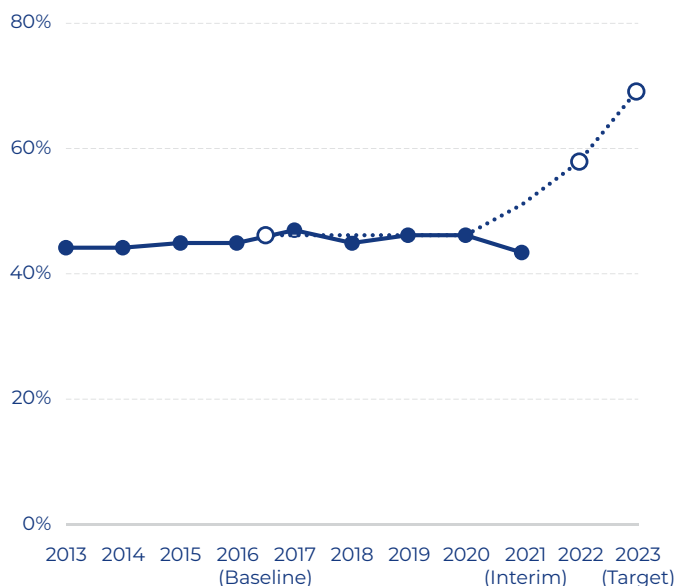
Target

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

The NSW Premier’s Priority for young Aboriginal people is equivalent to raising the proportion of students attaining their HSC from the 2016-17 baseline of 46% to 69% by 2023.

In 2021, interim results show 43% of Aboriginal students attained their HSC. This figure may increase slightly once students who take an additional year to complete their HSC are included. This represents a decrease from 45% in 2020. Significant improvement will be required to achieve the Premier’s Priority target. It is likely that the impacts of COVID-19 have contributed to a lower retention of students and an increase in the numbers of students exiting school to pursue alternative pathways.

Figure 7: Proportion of NSW Aboriginal students attaining the HSC



Source: NSW Education Standards Authority and NSW Department of Education. Notes: Attainment rates are estimated by calculating the number of students awarded their HSC expressed as a percentage of the potential Year 12 population. The potential Year 12 population is an estimate of a single-year age group that could have attended Year 12 that year and is derived from administrative records for Year 9 and Year 10 enrolments in earlier years. The results for Year 12 in 2021 are interim. A number of these students will complete their HSC over 3 years, which will be captured as revisions. This figure may change once students who take an additional year to complete their HSC are included. In 2020 the interim result was 45%, but the final result was 46%. The baseline for this measure is an average of 2016 and 2017 results.

Helping Aboriginal students attain their HSC

The department is working with the NSW Coalition of Aboriginal Peak Organisations (CAPO) and NSW Aboriginal Education Consultative Group (AECG) to increase the proportion of Aboriginal students attaining Year 12 by 50% by 2023, while maintaining cultural identity. Six co-designed initiatives continued during 2021 to ensure more Aboriginal students complete Year 12 and achieve their HSC.

The AECG continued the goal-setting and mentoring program Pirru Thangkurray, for 449 Aboriginal students across 23 secondary schools.

Aboriginal Learning and Engagement Centres provided support to 2,869 Aboriginal students across 30 schools. This successful initiative was a NSW Premier's Award finalist for 2021 in the Highest Quality Education category.

More than 1,900 department staff across 47 schools completed Aboriginal-focused professional learning programs in 2021. These included Integrating Aboriginal Culture into Teaching and Learning, and Turning Policy into Action.

A pilot Aboriginal-centred curriculum program, co-designed by the AECG and the department, commenced at Gorokan High School this year. This pilot, incorporating Aboriginal cultural knowledge as the foundation of classroom teaching, reached 166 Year 7 students in 2021.

We also established Community Connectors in Orange and Tamworth. This initiative connects Year 10 students at risk of disengagement from school and provided individual support to 95 Aboriginal students in 2021.

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

Target

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

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

Analysis of the preliminary 2021 NAPLAN data shows the proportion of Aboriginal students in NSW public schools in the top 2 NAPLAN bands for reading and numeracy reached an average of 10.9%. This represents a modest improvement on the baseline data but 4.1 percentage points below the target.

We will need to show significant improvement across all years and learning domains to achieve this ambitious target.

Boosting results for Aboriginal students

The AECG planned camps for Aboriginal students throughout 2021, but due to COVID-19 disruption, the camps adapted to shorter, online workshops. The workshops included topics such as STEM, sports, health, opportunity, wellbeing, language and culture, COVID-19 re-engagement and home learning, and building teacher capacity.

The Clontarf Foundation mentored and supported more than 3,000 male Aboriginal high school students across 48 academies. The National Aboriginal Sporting Chance Academy mentored and supported more than 500 female Aboriginal secondary students across 10 academies.



The Aboriginal education statewide staffroom provided a welcoming place for collaboration, professional learning and expert support for all NSW staff, attracting more than 2,200 members during the year. The Aboriginal English as an additional language or dialect (EAL/D) online professional learning program for staff rolled out across NSW, with more than 430 staff enrolling.

The Kimberwalli Centre of Aboriginal Excellence supported Aboriginal people in Western Sydney to successfully transition from school to further education and employment opportunities. Kimberwalli provides a culturally safe place for Aboriginal students and community members. It delivered and brokered 50 wellbeing, education and skills development programs.

The department worked with AECG and CAPO to improve staff cultural knowledge and relationships between communities and schools while improving results for Aboriginal students.

Increasing access to Aboriginal languages

The department brings Aboriginal languages programs to schools, in partnership with the AECG and local Aboriginal communities. It also works with the Aboriginal Languages Trust, TAFE NSW, Aboriginal Affairs NSW and the NSW Education Standards Authority. Before a school begins to teach an Aboriginal language, it partners with its local Aboriginal communities and consults with parents and the local AECG to ensure the local community priorities and values are reflected.

The Aboriginal Language and Culture Nest (ALCN) program is the department's flagship initiative for Aboriginal language teaching. An ALCN 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 department made available funding to teach Aboriginal languages to adults. We engaged the AECG to support ALCNs and ensure lessons continued to be delivered during COVID-19 in:

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

Work continues with schools and communities outside the ALCN areas to support Aboriginal language teaching. We initiated a Yarn Ups program with Aboriginal communities outside ALCN areas in 2021.

We also established pilot programs for the Early Years Aboriginal Languages Program, as well as career pathways qualifications for Aboriginal students from Year 9 onwards.

Strengthening Connected Communities

An OCHRE initiative, 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 (SIP) 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.

The NSW Government approved 9 more schools in July 2021, lifting total participating schools to 33. The expansion includes further community and stakeholder information meetings, as well as recruitment of executive principals.

The department released its evaluation of the Connected Communities Strategy in 2020. It found the strategy shows promising results and has the potential to deliver further benefits to students and communities.

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

Target

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

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

Analysis of the preliminary 2021 NAPLAN data shows the gap continues to widen between the highest- and lowest-socioeconomic-status students. The gap increased 0.3 percentage points from 2019 to an average of 42.7%, which is 8.2 percentage points away from the 2022 target. The distance from target is far greater for numeracy than reading.

We will need to show significant improvement across all years and learning domains to reduce the widening gap and achieve this ambitious target.

Reducing the impact of disadvantage

More than half the students in NSW public schools are from low-socioeconomic backgrounds. Disadvantaged students often face additional educational challenges – including attendance and engagement at school, academic achievement, as well as access to learning materials and experiences at home. Reducing the gap in education results between low- and high-socioeconomic-status students will help break the cycle of disadvantage.

The department supports schools to plan for and implement evidence-based initiatives through SIPs – initiatives that reflect the specific needs of their students, including those from low-socioeconomic backgrounds. Schools receive an additional equity loading to meet the additional learning needs of students from these backgrounds. Schools detail the impact on students and their learning outcomes in their annual reports.

The NSW Government extended the Literacy and Numeracy Strategy 2017-2020 to the end of 2021, ensuring NSW schools focus on explicit teaching and high expectations for all students. In 2021, the Early Action for Success program provided instructional leadership to more than 500 primary and central schools with a high proportion of low-socioeconomic-status families. Five new literacy and numeracy priorities will build upon achievements under the strategy from 2022.

While learning English as an additional language is not in itself a disadvantage, high numbers of English as additional language or dialect (EAL/D) learners are enrolled in schools located in some low-socioeconomic communities. During periods of lockdown and learning from home during 2021, EAL/D learners – particularly those in the early stages of learning English or from refugee backgrounds – faced additional challenges accessing curriculum due to reduced language-rich online teaching and exposure to English-speaking models.



Significant numbers of students from refugee backgrounds lived in locked-down local government areas. Teachers of EAL/D students received support through the EAL/D statewide staffroom to address these disadvantages. Additionally, we developed EAL/D resources to support the K-6 Guided Learning packages made available for online learning.

On 27 January 2021, the High Potential and Gifted Education (HPGE) Policy became mandatory for all NSW public schools. A comprehensive suite of policy orientation, professional learning and resources supported directors, educational leadership; principals, school leadership; principals and teachers to plan for and commence implementation. More than 52% of schools incorporated HPGE into their 2021-24 Strategic Improvement Plans. A comprehensive first year policy implementation 'interim' evaluation report will inform continued targeted HPGE support for schools in 2022.

Supporting regional, rural and remote students

The department's newly launched Rural and Remote Education Strategy 2021-2024 will help us build our presence across regional NSW and enable us to better connect with communities and employ more regional staff. In partnership with these communities, we will ensure education is relevant to every student, and every child in regional NSW has access to the same quality of education as their metropolitan peers. This will be achieved by focusing on:

- improving staff recruitment, retention and planned professional learning to ensure high-quality curriculum delivery
- providing regional students with more curriculum choices and learning opportunities
- supplying state-of-the-art technology to support flexible curriculum implementation
- enabling stronger partnerships with higher education providers, vocational education suppliers and local industry.

In mid-2021, the department established the Regional, Rural and Remote Education Policy Unit to support the delivery of the Rural and Remote Education Strategy and the Bushfire Relief Strategy. The unit works across the department, and with other government and non-government agencies and the community to improve outcomes for students.

The Bushfire Relief Strategy continues to support schools and communities affected by disaster. The unit delivers contextualised and customised recovery support services and resources for learning communities. Recovery plans align with national principles, foster collaboration, identify lessons learned, and build resilience in affected communities. The strategy focuses on supporting and safeguarding education through active engagement and participation in state and national recovery efforts.

The Rural Learning Exchange pilot, which commenced in Term 3 2020, supports teachers, expands students' opportunities and builds professional learning networks in rural communities. In 2021, the pilot directly engaged 198 students, 48 teachers and 18 schools in agriculture, biology, mathematics, standard English, business studies, PDHPE and visual arts to assemble as one learning cohort following a common curriculum. Seven professional networks have been established in the pilot, supporting 1,206 teachers.

Enabling students learning English as an additional language

Public schools reflect all NSW communities. Students and staff represent diverse cultural, linguistic and religious backgrounds. The department strives for an inclusive learning environment that benefits students of all language backgrounds.

The department delivered \$159.2 million in 2021 via the English language proficiency equity loading, including 1,000 full-time teaching positions and \$47 million in flexible funding. This supported more than 200,000 students learning EAL/D in 1,748 schools. We allocated more than \$30 million through the New Arrivals Program in the 2020-21 financial year.

This crucial resource gave intensive English language tuition and bilingual support to 1,563 newly arrived students, including refugees. More than 1,000 students in the Intensive English High School and 15 intensive English centres received English tuition and orientation to schooling, as well as support to help settle into school and participate more broadly in their community. The department directed an additional \$2.9 million in targeted funding to support the learning, wellbeing and settlement needs of more than 4,500 recently arrived refugee students.

Approximately 2,800 teachers and leaders attended registered professional learning to help them teach EAL/D students. EAL/D teachers also attended non-registered courses and participated in more than 40 specialist local professional networks and forums to strengthen their practice.

In 2021, the EAL/D statewide staffroom provided support and professional learning to more than 2,600 members.

Empowering students with disability and additional learning and support needs

In 2021, the Nationally Consistent Collection of Data on School Students with Disability identified more than 144,000 students across NSW public schools as receiving adjustments to their learning due to disability. Around 86% of students identified as having a disability learn in mainstream classes, with 11% in support classes in mainstream schools and 3% learning in schools for specific purposes (SSPs).

To help schools better support our students, the department:

- allocated more than \$300 million for specialist learning, providing more than 1,890 learning and support teachers and a flexible funding allocation to every mainstream school
- allocated more than \$280 million in Integration Funding Support for 14,370 students with confirmed disability and moderate to high support needs enrolled in mainstream classes
- provided specialist teacher support to more than 2,600 students with vision or hearing impairment
- provided personalised and specialised learning for more than 28,970 students during 2021 in more than 3,860 specialist support classes in mainstream schools and SSPs
- continued the remote delivery of 9 courses supporting teachers and schools teaching students with disability and additional learning needs
- continued to build the evidence base to effectively support students with disability as part of the Disability Strategy commitment



- completed the accessible student voice method trial, world-leading research providing validated co-designed survey tools for school staff that captures the views and experiences of students with high support needs
- delivered more than 250 presentations and information sessions to staff, parents and carers, and service providers on the interface between the National Disability Insurance Scheme and schools, including 18 webinars conducted jointly with the National Disability Insurance Agency, which reached more than 1,600 staff.

The department released the Inclusive Practice Hub, developed in partnership with Deakin University's AllPlayLearn program. The Inclusive Practice Hub provides easy access to more than 140 evidence-based resources. It was created in response to feedback from staff that they needed more tools and guidance to meet the needs of the one in five students with disability in NSW public schools.

The department's Disability Strategy sets our vision for a more inclusive education system. In 2021, we implemented several key initiatives under the strategy:

- We continued Inclusive Practice in Education Scholarships to enhance teacher expertise supporting students with disability, offering 79 new scholarships in 2021.
- We developed a foundation course, Trauma Informed Practice for Improved Learning and Wellbeing, made available to all schools at the end of Term 1 2021. To date, 232 schools and 17 education offices requested the training and more than 220 facilitators are available to deliver the course wherever required across NSW public schools.
- We delivered training on the strategy to more than 2,220 non-teaching staff in schools.
- We mandated Disability Standards for Education training for all school leaders.

The 2021 Disability Strategy progress report is available on the department's website at education.nsw.gov.au/disability-progress-report.



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

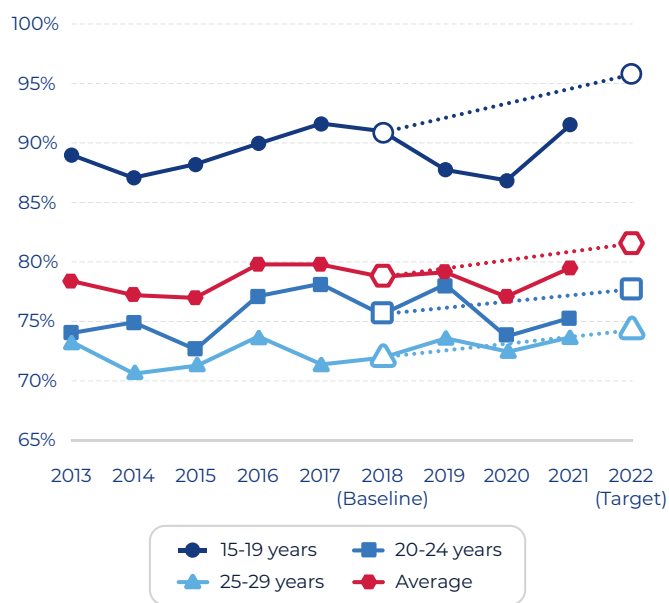
Increase the proportion of young people (aged 15 to 29) in NSW who are fully engaged in education, training or employment to 81.6% by 2022.

Broad participation in training, higher education and employment helps drive economic productivity, community prosperity and individual wellbeing. Conversely, disengaged young people can experience numerous personal and societal issues, including the risk of social and professional alienation and increased welfare dependence. Young people experiencing disadvantage, young parents and carers, and those who did not finish high school are less likely to be in employment, education or training. Meeting the ambitious target for 2022 will position NSW as the best-performing state or territory in Australia.

Young people engaged in employment or study in 2021 was 79.6% (an increase of 2.5 percentage points from 2020). This represents 1.23 million people engaged, out of 1.54 million.

In response to the Review on the NSW VET Sector (Gonski-Shergold review), the department is finalising a Pathways Strategy to strengthen vocational and career education for school students and improve the transition to post school destinations, including further education and training and work.

Figure 8: Proportion of 15-to-29-year-olds in NSW who are fully engaged in employment or study



Source: Australian Bureau of Statistics, Education and Work. Notes: 'Fully engaged' covers persons who are engaged in full-time work (at or above 35 hours per week) or study, or who combine any hours of work with any hours of study. The average is derived from the raw numbers for the 3 cohorts. The baseline for this measure is 2018.



Employer satisfaction with vocational education and training

Target

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

Monitoring employers' satisfaction with training, as a way of meeting their skill needs, helps assess whether the state's training system and programs are meeting NSW industry needs. Employer satisfaction has declined slightly in recent years. National-level data shows the primary reason behind the decrease in satisfaction observed is perceived poor quality or low standards of training.

In 2021, 77.4% of employers indicated they were satisfied with VET training to meet skill needs – 3.8 percentage points below the 2022 target.

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

The department works to align VET delivery with industry and employer needs by funding Industry Trade Advisory Bodies, brokering partnerships with employers to promote training opportunities aligned to skilling needs, and delivering bespoke workforce development programs for employers.

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

Post-school qualifications

Target

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

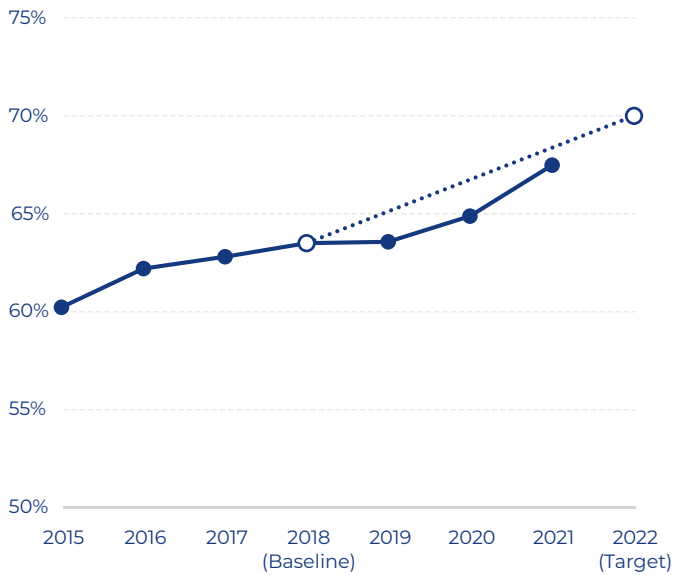
Research shows NSW's future workforce demand is for skills at qualification levels Certificate III and above. This is in line with recent national projections, which state almost 90% of new jobs created in the labour market by 2023 will require education and training beyond school, while only a small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

The Trade Pathways Program (TPP) addresses skills shortages through the establishment of alternative pathways to trade qualifications and increasing recognition of prior learning. TPP also works to increase the representation of women and mature-aged workers in trade qualifications and employment.

The working-age population with Certificate III Qualifications or higher for 2021 was 67.5% in 2021 – an increase of 2.7 percentage points from 2020.

In 2021, the department began discussions with the Australian Government on a pilot to extend VET student loans to Certificate III and/or IV qualifications in NSW. The aim of the pilot is to increase access to Certificate III and above qualifications by offering financial support

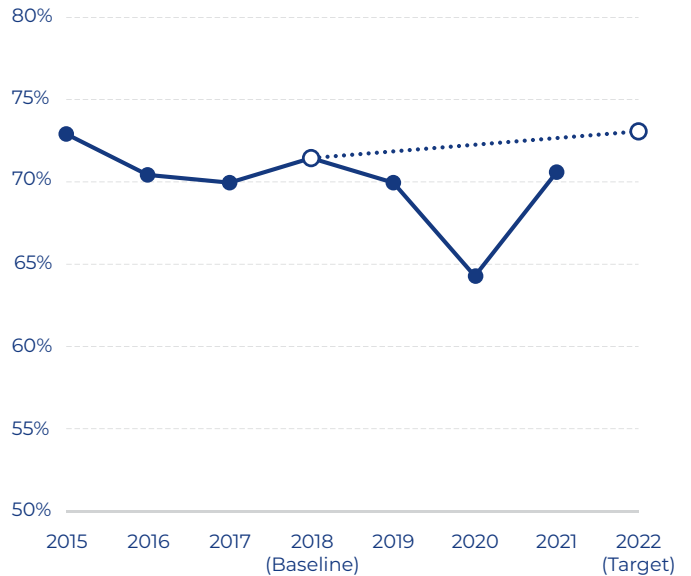
Figure 9: Proportion of 20-to-64-year-old population in NSW with Certificate III level qualifications or above



Source: Australian Bureau of Statistics, Education and Work. Note: The baseline for this measure is 2018.

In 2021, the proportion of graduates employed after training recovered well from COVID-19 impacts. It increased 6.2 percentage points from 2020 to 70.5%, which is 2.5 percentage points below the target for 2022.

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



Source: National Centre for Vocational Education Research government-funded student outcomes. Notes: This covers graduates only, not subject completers. Data is current as at the end of May of the survey year. The baseline for this measure is 2018.

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.

Government-funded training needs to deliver the skills and capabilities needed for improved economic participation for people in NSW. Insights from our NSW Student Outcomes Survey from 2021 showed completion of a qualification and field of education studied were highly correlated with a good employment outcome. These are areas the department can influence through more sophisticated market management and improved consumer information. Achieving this target would put NSW ahead of comparable states on the employability of its VET graduates.



Increasing participation in high-quality vocational education and training

The department funds and manages the Smart and Skilled contestable training market in NSW. Students can choose government-subsidised training through TAFE NSW or other approved private and community training providers. The NSW Government also funds TAFE NSW to provide training in key qualifications at Certificate IV and above and meet its community service obligations.

Smart and Skilled is regularly evaluated, including by the NSW Auditor-General, and is continuously improved. We regularly review the NSW Skills List to ensure it remains aligned to industry demand and delivers for students. Consequently, 38 qualifications were removed from the list since a review of the Skills List in 2020. We also add qualifications twice per year. We assess stakeholder applications against eligibility criteria, including industry demand and good employment results, before recommending relevant additions to the Skills List. In 2021, we added 3 qualifications.

In 2021, the department undertook a performance assessment of Smart and Skilled providers, looking at their student results from the 2019 Student Outcomes Survey. The best-performing providers were invited 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. We intend to assess provider performance annually.

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

To promote the benefits of VET, we also hosted the annual NSW Training Awards recognising outstanding achievement at regional and state levels. The department mentored and developed Training Awards winners to become Ambassadors of VET in NSW across schools and industry.

We drive the Infrastructure Skills Legacy Program, which capitalises on record levels of NSW Government investment in infrastructure to boost the number of skilled construction workers and create employment pathways. Across NSW, the 18 projects reporting results all exceeded their skill development and diversity targets in 2021. As at December 2021, results were strong: 18,370 learning workers, 1,390 apprentices, 3,349 women in non-traditional roles, 2,160 Aboriginal people and 10,750 young people worked on these projects.

Encouraging training during a pandemic

JobTrainer is one of the NSW Government's economic responses to the COVID-19 pandemic. It provides 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. It helps displaced workers access information on skills and employment options as well as bespoke workforce development programs. It also uses regional skills brokers to connect industry and trainers with jobseekers.

In 2021, NSW partnered with the Australian Government to extend the JobTrainer program to deliver an additional 103,000 training places. JobTrainer is actively monitored and evaluated, with key performance indicators including the number of training places delivered, student and employer satisfaction, and employment outcomes.



As at the end of 2021, JobTrainer had more than 158,700 enrolments in free training places, which included:

- more than 35,700 in the building and construction industry
- more than 33,000 in the health and individual support sector
- more than a third (34%) in local government areas under the hardest lockdown conditions
- more than half (56%) women
- 40% students 17 to 24 years old.

Providing opportunities for those experiencing disadvantage

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

Our Regional VET Pathways program funds providers to deliver career advice, mentoring, training and employment brokerage services to 15-to-19-year-olds disengaged from education, training or work. In 2021, Regional VET Pathways assisted 1,471 clients, with 914 of these clients re-engaging in school, training or employment.

The Refugee Employment Support Program engaged with more than 8,500 refugees and asylum seekers in Western Sydney and the Illawarra to find sustainable and skilled employment.

The Aboriginal Teacher Leadership Initiative has been expanded to develop a whole-of-department Aboriginal Workforce and Leadership Development Strategy. This strategy is to be launched during the second semester of 2022.

Supporting higher education

The NSW Higher Education Strategy, launched in early 2021, harnesses the higher education sector's contribution to NSW across 5 priority areas:

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

The Collaboration and Innovation Fund supports the strategy by competitively funding innovative projects between universities and the NSW Government education priorities. Five projects were funded in 2021, totalling \$1.48 million.

The Waratah Research Network continues to build its strength and influence due to its members' willingness to improve research results across NSW universities and government clusters. Its success led the network moving into Investment NSW in March 2021.

As part of the Premier's Priority to improve outcomes for Aboriginal students, the department continues to support the development and planning of 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 encourages universities to deliver and translate research driving NSW Government education priorities. It awarded \$4.82 million in funding in 2020-21 to 15 outstanding projects strongly aligned with the Premier's Priority. A further 2 projects were recommended for funding in late 2021, receiving full funding of more than \$574,000.

Five new Country Universities Centres will be delivered from 2020 to 2023 with funding of \$8 million. In 2021, 2 new centres opened in Kempsey and Ulladulla, and the Parkes centre celebrated its first anniversary in November. The department also approved the locations for the final 2 centres in Cowra and Mudgee.

Improving skills and employment partnerships

In 2021, negotiations continued for the National Skills Agreement, which will be the primary funding agreement between the Australian Government and states and territories for the skills sector. The new agreement will replace the National Agreement for Skills and Workforce Development (NASWD). In 2020-21, NSW received \$496.5 million in federal funding under the NASWD.

The National Partnership on the Skilling Australians Fund is an agreement between the Australian Government, NSW, and other states and territories to create additional apprenticeships and traineeships. NSW received \$99.2 million in funding under this agreement in 2020-21.



Our support services

The department is determined every member of the NSW school community has the support they need to be the best they can be. This support takes many forms, including the physical or online facilities a student uses or the inspiration a school leader needs to drive their community.

Our emphasis on literacy and numeracy showed positive NAPLAN results in 2021. 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, launched in December 2020, is an evidence-led reform program designed to strengthen accountability for student success across the education system. It enunciates clearer targets for school improvement, improving teaching quality and student wellbeing with new system support and by sharing best practice, pushing us towards becoming Australia's best education network, and one of the finest in the world.

The School Success Model is our action plan for lifting student success and school improvement. It is designed to achieve our goal of every student, every teacher, every leader and every school improving every year.

New targeted support for schools

The department strengthened school support across a number of priority areas in 2021 through the School Success Model, delivering support and interventions to schools to close performance gaps in the system. The model addresses findings from several reports and evaluations as well as consultation that showed the system required improvements to support schools including higher-quality tools and resources tailored to their unique needs and context.

Under the School Success Model, we deliver 3 types of support to schools across target areas including literacy, numeracy and attendance:

- 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 raise performance.

System leaders work with schools to identify the most relevant support for their individual needs and ensure schools have access to high-quality, evidence-based resources and professional learning. This targeted support allows school leaders and corporate teams to monitor and evaluate their improvement strategies under each category to ensure every student benefits from the very best teaching methods.

A key aspect of the strategic support program for reading and numeracy involves co-diagnosis and co-design activities to ensure schools collaboratively:

- understand and use assessment data to identify reading and numeracy needs
- maintain a strong data-informed focus on reading and numeracy improvement
- implement universal resources according to their identified needs
- monitor and evaluate reading and numeracy improvement strategies to ensure they support improved teaching practice and student learning outcomes.



School-level targets, planning and accountability

The School Success Model builds on existing foundations, particularly the School Excellence Framework and schools' Strategic Improvement Plans (SIPs), to better target support. They are informed by authentic self-assessment and evaluation. This year, the department continued working with schools to help develop and implement their 4-year SIPs.

Achievements and progress against improvement measures outlined in the SIP are published in schools' annual reports. The department worked with schools to set aspirational targets based on priorities and benchmarked against similar schools. Consequently, all schools can be recognised for high performance and progress, regardless of their context.

Literacy and numeracy

The department introduced a series of support services during 2021 to bolster teaching of fundamental literacy and numeracy skills. These included:

- more than 1,300 new curriculum assistant principal positions, meaning every NSW public primary school has one assistant principal driving a continuous focus on literacy and numeracy, as well as supporting implementation of the curriculum
- a new compulsory Phonics Screening Check for Year 1 students, helping them develop foundational literacy skills

- new universal resources and tools for staff designed to lift reading and numeracy skills and improve student attendance, delivered through an online hub visited by staff from 89% of schools.

In 2021, 56 schools received strategic support in reading and numeracy. An additional 397 schools engaged in guided support in reading and numeracy, and 122 schools engaged in guided support for improving attendance. The support provided to schools will be evaluated and refined over time 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-to-15-week improvement partnership, to reach their negotiated targets in specific areas. This specialist support led to significant improvements in teachers' knowledge, driving improved literacy and numeracy results for students.

The 2021 NAPLAN results provide confidence future learning loss can be recovered through effective teaching practice and support. Preliminary analysis of NAPLAN 2021 data shows:

- 33% of NSW government school students achieved a top 2 band result for reading or numeracy, an increase of 0.8 percentage points compared to 2019
- an increase of around 3 percentage points for Year 3 (50.7% to 53.3%) and Year 5 (35.4% to 38.8%) reading, as well as Year 5 numeracy (29.3% to 31.8%), between 2019 and 2021
- Years 5 and 7 performed close to their 2022 top 2 bands targets for numeracy – between 2019 and 2021, Year 5 increased from 29.3% to 31.8%, and Year 7 from 31.3% to 31.6%
- the proportion of Aboriginal students in NSW Government schools achieving a top 2 band result increased by 0.6 percentage points to 10.9%
- 55.9% of Aboriginal students achieved top 4 band results, in line with the 2019 performance (56.1%) and 2017-18 baseline.

Table 1: Percentage of students in top 2 NAPLAN bands, reading and numeracy

Domain	Cohort	2017-18 baseline (%)	2019 (%)	2021 preliminary (%)	2021 compared with baseline (percentage points)	2021 compared with 2019 (percentage points)
Reading	Year 3	48.5	50.7	53.3	4.8	2.6
Reading	Year 5	35.6	35.4	38.8	3.2	3.4
Reading	Year 7	25.9	26.2	26.5	0.6	0.3
Reading	Year 9	20.3	21.5	21.0	0.7	-0.5
Numeracy	Year 3	39.8	39.2	38.5	-1.3	-0.7
Numeracy	Year 5	29.5	29.3	31.8	2.3	2.5
Numeracy	Year 7	27.9	31.2	31.6	3.7	0.4
Numeracy	Year 9	25.3	23.9	22.4	-2.9	-1.5
Average	N/A	31.6	32.2	33.0	1.4	0.8

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.

Additional student support from specialist tutors

The department implemented the \$337 million COVID Intensive Learning Support Program (ILSP) in 2021 in response to learning loss during the COVID-19 pandemic. It employed 8,320 educators across 2,179 schools.

Orange East Public School

Orange East Public School supports about 120 students through the COVID ILSP. Small group tuition is delivered during school hours either within or outside the classroom, depending on student needs. The school focuses on literacy and numeracy. To identify students for the program, the school holds stage-based data meetings (once per term) where students are considered for inclusion.

The instructional leader, assistant principal, and learning and support team designed a tuition program to meet student needs. The school's 'consult' stage involves consultation with classroom teachers to select relevant literacy and numeracy learning progressions. Teachers delivering small group tuition maintain a learning support plan that summarises pre- and post-test findings for each student, outlines their teaching strategies for small group tuition, and suggests next steps for each student.

Warrawong High School

Warrawong High School established a COVID ILSP team and developed a plan that included withdrawal from class and in-class support, focusing literacy and numeracy. The school developed learning progressions for each focus area so students could reflect, establish learning goals and monitor their own progress.

Ongoing formative assessments monitored student progress. When combined with student feedback, the assessments provided additional detail around focus areas and allowed staff to deliver tuition tailored to student needs. The school has regular ongoing communication with families about the program and student progress. Quantitative and qualitative data indicate the COVID ILSP has been highly successful.

Taree High School

Taree High School employed a casual teacher with extensive learning and support team experience as well as one of its English teachers to deliver the program. Across the school, 150 students receive tuition in both

literacy and numeracy. An individual plan is developed for each student based on their identified strengths and needs. COVID ILSP students are often grouped together with peers who have similar needs.

Tuition is delivered during school hours and timetabled in collaboration with classroom teachers to ensure students do not miss key subject learning areas. Feedback indicates students are enjoying the program and feeling more confident.

Attendance

A new attendance pilot program launched in 180 public schools in 2021, focusing on the school factors influencing student attendance and including monitoring attendance data and raising expectations.

The department also published new updates to the Attendance Matters website, which hosts high-quality materials and professional learning for teachers on how to engage students and the community to lift student attendance.

More rigorous strategic planning

During 2021, we strengthened school improvement planning to include rigorous self-assessment and analysis of each school's current status of student results and teaching and leadership practices. The implementation of a new quality assurance process underpinned the strategic improvement planning process for NSW public schools. Every NSW public school must develop and publish a SIP aligned to strategic resource allocation. The development of new online templates in the School Planning and Reporting Online (SPaRO) system supports school leaders developing their school's SIP and annual report.

School leaders and their director, educational leadership (DEL) improved monitoring processes with regular performance and planning conversations. School performance data supports these conversations, ensuring they are better informed and direct support to particular needs or learning priority areas.

Every principal now has a clear goal to deliver their SIP. Their DEL will review progress against this goal as part of the annual reflection process. Every corporate leader also has explicit targets supporting school performance improvement, with data-driven performance discussions now occurring every term.



Teaching quality

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

School workforce

Improving teaching quality across our system remains a key focus, enabling us to achieve our targets of improved and equitable academic and wellbeing results for all students.

The department is focusing on improving teacher quality in 2 areas: beginning teachers entering the profession and teachers currently working in our public schools.

When recruiting new teachers, we implement evidence-based assessment methods for new graduates and experienced teachers seeking to rejoin the workforce. This includes behavioural interviews as well as cognitive and emotional intelligence assessments.

The evidence-based Teacher Success Profile (TSP), and new standards for incoming teachers to public schools continued in 2021, including the requirement for a minimum credit grade point average for students who commenced studies in teacher education from 2019.

After raising the bar for entry into public schools through the TSP, we are also expanding support for beginning teachers to help them settle into their roles and develop professional networks.

Schools receive funding to support eligible beginning teachers' performance and professional development, including induction and accreditation. The Beginning Teacher Support Funding Program supported 3,785 eligible teachers in permanent and temporary positions during 2021. We are reviewing existing programs such as Beginning Teachers Support Funding, as well as the provision of mentors for early career teachers to strengthen their school-based support.

The department's Strong Start Great Teachers program provides 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.

The department also runs conferences for early career teachers and their mentors to strengthen their educational practice in classroom management and practice, behaviour management, communication and relationships, and wellbeing and professional identity.

The department ensured collaboration and professional sharing on potential pathways for Highly Accomplished and Lead Teachers (HALTs) through newly established working group meetings with NESA. We also nominated 86 current HALTs to train as assessors and external assessors of HALT application submissions. This ensures we leverage their expertise and expand knowledge of teacher quality at the HALT level.

Evidence-based best practice

The department identifies and scales evidence-based practice at a classroom, school and system level. In 2021, we delivered several successful initiatives driving further improvement in quality teaching and leadership in our schools.

The Best in Class program leverages the expertise of outstanding teachers, in collaboration with other educational experts and academic partners, to build rich, evidence-based professional learning and scale it across the state. In 2021, the 66 Best in Class teachers shared their practice and supported more than 3,600 teachers across more than 600 schools in NSW, providing professional learning across several initiatives including HSC, mathematics and writing.

The department also launched the Ambassador Schools program in 2021. It aims to identify and understand the highly effective practices being used in NSW schools, and then scale and implement these in similar schools for the benefit of all students. The program, which is a key workstream of the School Success Model, uses 10 high-performing schools participating in research into their effective practices that contribute to the educational evidence base.

The University of New South Wales is leading the Ambassador Schools Research Centre (ASRC), in collaboration with the University of Canberra and Charles Sturt University. The ASRC will work closely with the department on Ambassador Schools to generate robust evidence on effective practices and determine how to scale these practices across other, similar schools in NSW for mutual benefits.

Attracting and retaining high-quality teachers

In 2021, the department approved 10,491 new applicants to teach in NSW public schools. We also filled 4,237 classroom teacher positions. After the department appointed incentive transfers, nominated transfers and Aboriginal employment applicants, schools filled 58% of classroom teacher positions using their chosen recruitment method.

NSW public schools are experiencing long-term growth in student enrolments, particularly primary students. To meet this demand, the department is projected to hire an additional 4,600 teachers by 2023, bringing the total number of teachers in public schools to the highest in the state's history. As at June 2021, when Workforce Profile figures are reported each year, 3,478 full-time equivalent teachers were added since the 2019 election.

In September, the Minister accepted the recommendations from the Societal report A Review of Rural and Remote Incentives in NSW Public Schools. The review examined current incentives and their role in attracting and retaining teachers in rural and remote locations. The recommendations focus on simplifying and expanding incentives available in rural and remote schools and improving access to information about incentives to allow prospective staff to make informed decisions. The department addressed these recommendations by doubling the recruitment bonus from \$10,000 to \$20,000 and broadening the major financial incentives to now include temporary staff. Further work to deliver the review's recommendations will continue throughout 2022 and 2023.

The department launched in October a Teacher Supply Strategy to continue to attract and develop quality teachers in NSW. The NSW Government is investing \$125 million across 4 years for the strategy's 3 priorities: growing the workforce, retraining and upskilling more teachers in high-demand subjects, and boosting

teacher supply in regional and remote communities. The strategy will bolster our existing successful pipeline of teachers and deliver 3,700 teachers with suitable qualifications placed in locations of need during the next 10 years.

We attracted the best and brightest to teaching by offering a range of scholarships and retraining sponsorships to boost supply in targeted subjects and regions. The department doubled the number of teach.Rural scholarships available, from 60 to 120. We received 545 applications for teach.Rural scholarships in 2021.

In 2021, 51 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 122 teachers completed training in special education (including hearing and vision) as part of the Inclusive Practice in Education Scholarship.



The department also continued delivering on the recommendations from the 2019 Auditor-General's performance audit report, Supply of Secondary Teachers in STEM-related Disciplines. In 2021 we:

- offered 41 teach.MathsNOW scholarships to successful applicants
- appointed 11 teachers who retrained in a STEM-related subject to permanent positions as they became available
- appointed 79 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
- continued to support the STEM Professional Experience Hub School for pre-service teachers who need professional experience placements
- improved our workforce planning model.

Improving every teacher

The department developed comprehensive support for the current Performance and Development Framework in response to the 2019 NSW Auditor-General's performance audit report, Ensuring Teaching Quality in NSW Public Schools.

The support developed in 2021 and ready for deployment in 2022 includes:

- a Digital Learning Resources Hub featuring advice for a variety of users, which includes exemplars, how-tos and conversation guides, and planning templates
- a new suite of professional learning courses focused on building teachers' and supervisors' capacity to engage in key aspects of the performance and development cycle
- comprehensive communication for all teachers, executives and principals via the department's internal social media platforms enabling access to responsive advice when needed.

Building on the initial work of the Auditor-General, in 2020 and 2021 the department undertook a professional development plan (PDP) sampling project across all School Performance directorates. Data from a total of 871 PDPs will inform a report and recommendations.

School leadership

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

School Leadership Institute

The School Leadership Institute (SLI) develops high-level leadership capabilities by using evidence-informed and future-focused programs to support school leaders at all stages of their career.

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 SLI Development Continuum underpins all the institute's programs. It articulates opportunities for leadership learning through interrelated career stages, from teacher leaders to principalship. At each stage, the learning focus is 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 within and across NSW public schools.

Better starts for principals and school leaders

The department continues to support newly appointed school leaders and principals to become effective leaders. Participation in all 2021 online inductions increased significantly over 2020 attendance.

In 2021, 884 assistant principals and head teachers completed the e-learning component of middle leader induction, which consisted of 4 modules: leading learning, leading self, leading others and leading inquiry. Of those, 714 also attended the online induction conference, which included the department's disability strategy, leading for improved Aboriginal learning outcomes, leading performance and improvement, and expectations of leading teaching and learning.

In 2021, 235 newly appointed first-time principals and long-term relieving principals attended the online Principal Induction Conference to focus on the importance of leadership in teacher improvement and student learning outcomes. More than 250 deputy principals attended the 2-day online Deputy Principal Induction Conference.

Leadership development

We launched the School Leadership Development Strategy in December 2021. The new strategy outlines how the SLI will develop high-quality leaders at all leadership stages. The strategy reinforces the ongoing work of the SLI, as well as several new elements, including the Principal Leadership Framework, to be launched in Term 1 2022. This is a critical deliverable in the School Success Model, supporting principal success.

We also established leadership development programs for middle leaders, aspiring principals and newly appointed principals. The Senior Leaders – Aspiring Principals Leadership Program accepted its 7th cohort, and the Growing Great Leaders Program for newly appointed principals was delivered online. Participants rated both programs extremely highly.

Across 2 cohorts, the Rural and Remote Leadership Development Program supported more than 100 school leaders across rural, remote and very remote NSW schools. The department also worked with the University of Newcastle and the University of Wollongong to co-design a new leadership development program for head teachers and assistant principals, the Middle Leadership Development Program. It will begin in February 2022 to support up to 500 middle leaders per cohort.

A highly effective principal can improve the learning of a typical student by up to 7 months of learning in a single school year. Effective leadership is even more critical to success in complex and disadvantaged schools.



Technology and systems support

The department aims to deliver high-quality services across key support services – such as IT, HR, finance, legal and asset management – that are easy to engage with and deliver quick results to principals, teachers and school administrative staff.

Quality Time

Quality Time, formerly known as reducing administrative burden, continues to simplify and modernise administrative practices and improve services that support school staff to focus on what matters most: leading, teaching and supporting students.

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

The Master Schedule coordinates and communicates department-wide changes intended to be rolled out to schools. Through central management, we effectively prioritise and limit the introduction of new activities, allowing for change-free periods and time limits to support busy periods in schools.

Quality Time allows schools to reduce time spent on low-value administrative activities by automating manual tasks and streamlining processes. In 2021, the Quality Time program saved 128 hours per principal and 29 hours per teacher in addition to 10 hours per teacher saved as of December 2020, as well as 35 hours per school administrative and support staff each year.

Time saving examples include:

- rollout of reading and numeracy resources on the Learning Resource Hub (Years 3,5 and 9)
- check-in assessments for reading and numeracy at select primary and secondary years
- automation of data transfer from department assessments (check-in assessments, Phonics Screening Check, and Best Start Kindergarten and Year 7) to online systems

- automation of network access requests
- streamlining of internal communications, including the launch of the Staff Noticeboard internal news platform in Term 3 2021.

The Transformation of Support Services program was established to deliver more effective and efficient services to schools. We're doing significant work to consolidate our service channels to ensure they have a quick and easy single-entry point to accessing services, while maintaining the choice of digital, phone or other interaction points. Alongside the comprehensive redesign of services, increasing awareness of available services, and improving training opportunities, this work will free time and improve the experience and value of support services for principals, teachers, school and corporate staff.

The Quality Time program consulted stakeholder focus groups with membership reflecting a range of school and staff roles, including teachers, principals, school-based non-teaching staff, the Federation of Parents and Citizens Associations of NSW, and the Minister's Reducing Administrative Burden Working Group. The Quality Time Action Plan, which identified 6 main opportunity areas for further improvement, was released for public consultation in December 2021 and received more than 4,000 responses. The Action Plan will be revised in accordance with feedback.

We'll continue working towards our ambitious target of reducing school staff time spent on low-value administrative tasks by 20%, by focusing on simplifying the school budget process and improving system-wide reporting.



Strong school financial management support

In 2021, system support for schools focused on the dual aims of simplifying school budgeting and enhancing budget management skills. This work aligned with the School Success Model, allowing schools to direct their attention to activities that improve student development and underpin success.

Our work aims to maximise benefits from the annual school funding allocation. This strategy began with a program of Coaching for Financial Performance, which led to an action plan for schools with a large, accumulated balance. The Carry Forward Policy release in Term 2 emphasised to all schools that today's funds are intended for today's students.

Schools implement their budget plans using the enterprise Financial Planning Tool. New online learning modules make it easier to use and the tool continues to be simplified. Test-and-learn cycles in 2021 will deliver significant time-saving enhancements in 2022.

Alongside the on-demand, online support for financial management, the department continued to offer in-person education and guidance. We delivered financial induction sessions to new and relieving principals. In Term 4, the Strategic Financial Management Support Program provided individualised coaching to schools needing it most.

Communication and trust

The department strengthened its school communication capability and output during 2021, ensuring clear communication of school closures due to COVID-19 cases, as well as allowing students to learn from home during lockdown.

We ran a 7-day communication operation from 7 am to 10 pm. Our communication channels – including more than 2,200 school websites, applications and social channels – attracted bigger, and more engaged audiences in 2021. Our connected network allowed us to activate 24/7 localised messaging from a central location. This ensured communities received correct, up-to-date information within minutes of government decisions.

The department launched several new and repeat campaigns in 2021, including JobTrainer, Skills NSW, Careers NSW, #MathsTrainsBrains, #StayHealthyHSC, Learning from Home, and Skills at School. The on-demand video series EducationLIVE generated

more than 1 million views across 48 episodes, featuring more than 70 of Australia's foremost educators, artists, athletes and industry experts.

We also made significant improvements to the skilling and training digital experience, which has been leveraged through extensive media campaigns and support from Skills Brokers, Workforce Development and other JobTrainer teams to achieve their ambitious enrolment targets. The parent experience at education.nsw.gov.au/parents-and-carers boosted successful behavioural campaigns aimed at improving student outcomes. These collective network improvements led to a 3.3% growth in year-on-year users – taking our total digital footprint to 31 million unique users.

The department improved the customer experience for NSW citizens through its consolidation of digital channels into one website with one brand and one design. All school websites are hosted on the School Website Service, which ensures seamless communication through the connected digital network.

The Media Unit considerably expanded its reach and responsiveness throughout 2021. The unit fielded around 900 calls per month from school leaders seeking advice on possible media issues or assisting with generating positive news. From May to December, the unit produced 511 media releases and 785 responses to media organisations. The majority of inquiries concerned the Learning Improvement division (45%) and the People Group (33%).

In 2021, NSW Education received more than 175,000 mentions in the Australian media. Among these were positive stories created by the department's media unit. These stories documented student and school achievements, teaching and learning, curriculum, and human interest.

The quality and reach of internal communication grew significantly in 2021. The Internal and Corporate Communication team coordinated and strengthened internal channels – including electronic direct mail, Yammer and the new Staff Noticeboard – to ensure staff could easily access current information.

A department-wide scheduling process streamlined communication to principals and school staff, reducing the overall volume of communication and increasing its efficiency and effectiveness. Membership on the department's Yammer channel increased 31% from 2020 to 2021, enabling staff to engage with colleagues across the department while working remotely. School staff engagement with electronic direct mail increased from an average 10% to more than 30%.

Community engagement

The department cannot stand alone from its school communities. We began building a vision for a department-wide proactive, strategic and structured approach to relationships that recognises more contemporary approaches to stakeholder engagement – particularly with students, parents and carers. The vision aligns engagement to the department's greatest strategic needs and leverage opportunities for broader stakeholder groups and two-way engagement.

We took a more consultative approach to departmental relationships with more than 200 professional bodies and community organisations, generating deeper understanding and shared objectives. Building a program of initiatives and assisting suite of assets, the newly formed Engagement team is developing a framework that includes a technology-led account management system as well as using data to better understand, analyse and communicate with stakeholders.

The Minister inducted a new student council, the Department of Student Voices in Education and Schools (DOVES) in March. It has grown to 27 students across 22 schools – representing 3 schools in each School Performance directorate and 3 within Connected Communities schools.

Other noteworthy events for Communication and Engagement in 2021:

- Education Week in mid-July pivoted to an online showcase with only 10 days' notice due to the pandemic. It achieved an 18% increase on 2020 viewership of the livestream launch, with 40,561 unique users and more than 1 million reached via the social media campaign.
- The Game Changer Challenge set a new benchmark in its 4th year, attracting more than 400 applications in May, up from 266 in 2020 (and just 97 in its first year). The logistical challenge held 8 heats with 30 judges, and had rewarding business partnerships with KPMG, Microsoft and UNSW. The Game Changer Challenge subsequently won the 2021 NSW Premier's Award in the Highest Quality Education category.
- The department held the Nanga Mai Awards, which recognised students, 8 teachers, community leaders and schools for their contribution to Aboriginal education.

Learning boosted by technology and innovation

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

Principals and teachers are looking for digital solutions to replace paper-based processes. Improved digitisation allows teachers to focus on student learning and welfare and liberates school leaders to focus on higher-value work. The strategy will also improve digital literacy and efficacy in public schools.

Schools must be digitally equipped for continuity of learning. The strategy provides guidelines and supports every school to develop a digital action plan to suit their Strategic Improvement Plans.

The Rural Access Gap (RAG) program is the first stage of the Schools Digital Strategy and aims to ensure rural schools' digital capabilities match their metropolitan counterparts by targeting more than 1,000 remote schools.

In 2021, the Rural Access Gap program:

- successfully completed a proof of concept across 29 schools
- delivered more than 20,000 devices to students and 12,000 to teachers at RAG schools
- commenced connectivity and learning space upgrades
- engaged with principals and teachers to grow digital capabilities integrating digital tools into teaching.



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 learning and teaching that adapts to the future to meet 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.

The NSW Government is investing \$7.9 billion in the next 4 years to deliver 215 new and upgraded schools for communities across NSW. This investment is critical for growing enrolments and to ensure every school-aged child has access to high quality education facilities locally. Despite the many complications of the pandemic, lockdowns, construction pauses, bushfires and floods, SINSW delivered 21 new and upgraded schools in 2021.

To support our schools, we responded to more than 44,000 reactive maintenance tasks and progressed more than 200,000 planned maintenance tasks. Also, as part of the COVID-19 recovery plan, we made more than 500,000 inspections at 2,218 schools.

SINSW submitted 50 business cases to NSW Treasury in 2021, with 33 approved as at year end. This is 9 more approvals than 2020, despite the ongoing difficulties posed by COVID-19. SINSW has an ongoing pipeline of projects and school communities for business case development for beyond 2022.

The NSW Government is investing \$7.9 billion in the next 4 years to deliver 215 new and upgraded schools for communities across NSW.

Infrastructure delivery update

The department's school infrastructure program continues the largest investment in public education in the history of NSW. This includes progress of the NSW Government's 44 projects announced in the 2021 budget and 40 election commitment projects, in addition to the programs announced as part of the NSW Government's COVID-19 Recovery Plan, such as the \$60 million Regional Schools Roof Replacement Program.

The department delivered close to 500 new classrooms, 55 specialist learning spaces, 13 halls, 12 libraries and 9 covered outdoor learning areas for more than 14,000 students and supported more than 3,800 jobs across NSW. This included 13 upgraded schools, 6 new schools in growing parts of Western Sydney and 2 new regional schools.

The department's delivery of new and upgraded schools amid the disruption caused by COVID-19 and the public health responses is a notable achievement. The NSW Government Public Health Order introduced a series of regulations for the construction industry, including closure of construction sites across Sydney for up to 23 days, and site limits and worker restrictions based on local government areas of residence. This directly affected more than 50 school projects.

While the majority of these projects are back on track or complete, the construction industry remains challenged by the effects of the pandemic. These challenges include supply chain issues and manufacturing delays, workforce constraints and planning approvals affected due to resource issues in councils across NSW. Border closures with Queensland, the ACT and Victoria also caused supply chain issues and workforce constraints for regional projects.

Also this year, we trialled delivery of permanent learning spaces at Fern Bay Public School using 'kit of parts' methodology and engineered mass timber. The school received a new pavilion learning hub, featuring 4 home bases, a practical activities area, a quiet room and a new covered outdoor area. Building components were manufactured offsite in South West Sydney, then assembled at Fern Bay in around 6 weeks. Future implementation of the pavilion learning hub across our portfolio could enable school capacity to be more responsive to local demographics and housing developments. Faster delivery will also reduce construction-related disruption to school communities.

Cooler classrooms, learning spaces and libraries

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

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

To date, more than 5,219 learning spaces and 367 libraries have been equipped with air-conditioning, fresh air ventilation and smart controls.

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 executed agreements with Northern Beaches Council for the Cromer and Freshwater campuses of Northern Beaches Secondary College.

SINSW also developed a strategy for sharing school facilities outside of school hours to place schools at the centre of community. 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 has also unlocked 1,929 hectares of open space, including 1,234 sports courts, 1,331 ovals and 455 play equipment areas.

During the 2021-22 summer school holidays, more than 600 schools participated in the program, the highest number to date. The 2021-22 summer school holidays program further broadened the benefits of Share Our Space by also including 20 free activities run in collaboration with the NSW Office of Sport, Revenue NSW, AFL and other not-for-profit organisations. Since the program's inception, hundreds of people have participated in these free activities.

Care outside school hours

The department improved access to care for NSW families through the delivery of the NSW Government's \$235 million Before and After School Care (BASC) election commitment.

The BASC program team collaborates with school communities, providers, and peak bodies to support sector sustainability. Among our 2021 achievements, SINSW:

- managed 839 services on NSW Government school sites to meet the BASC needs of their communities
- grew the sector, with a net increase of 74 BASC services and 4,394 places this year
- minimised the impacts of COVID-19 by waiving outside of school hours care (OOSHC) licence fees in Term 3 and 4
- consulted with peak bodies, particularly regarding the sector's recovery after the statewide lockdown
- increased access to BASC by landing 45 OOSHC hubs as part of round one, with an additional 45 being rolled out as part of the second round in 2022.
- supported access to BASC for 20 smaller, regional and remote schools through the roll out of the Group of Schools model in the Bathurst-Lithgow area
- launched 3 BASC grant programs to provide direct support to providers, including funding for transport initiatives, service establishment, and a viability grant to support providers experiencing demonstrable financial hardship
- funded 54 grant applicants with a total of \$1,253,676
- developed the BASC Voucher Program, which offers parents and carers of children at public primary schools \$500 to support the cost of accessing BASC services, in collaboration with Service NSW. The program is set to launch in 2022

Since the commencement of the BASC commitment, the OOSHC waiver policy has created 3,004 new places for BASC across NSW. The regulatory authority balances applications for waivers for BASC space requirements with the health and safety of children in care.

The Infrastructure Pathways program, which includes multiple initiatives attracting young people into the infrastructure sector, increased diversity in the sector and provided a path for more than 130 Year 12 school leavers into the industry via the SINSW-led Infrastructure Traineeship. The traineeship targets 50% female, 15% Aboriginal and Torres Strait Islander and regional youth participants. SINSW's CEO for a Day initiative also saw more than 20 students in Years 10 and 11 meet the Chief Executive, hear from other inspiring leaders and learn about SINSW projects and careers.

Outside of school hours care literature review

The department released a 2021 literature review, More than 'Just Convenient Care': what the research tells us about equitable access to outside of school hours care. It's a comprehensive overview of available research to help the NSW OOSHC sector deliver best practice across equitable and inclusive, high-quality services.

We conducted a roundtable with key stakeholders within the early childhood education sector, including Australian Children's Education and Care Quality Authority, Network of Community Activities, and the Outside School Hours Council of Australia to discuss the review's findings. We will continue working with the OSHC sector to ensure the review's recommendations support successful OOSHC access and participation for all children.

Workplace culture

Our workplace culture affects everything we do and cascades down and influences the values and behaviours 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 is integral to the performance of any organisation. The department's strategic planning identified an engaged and high-performing workforce as a key aim. Our corporate culture starts with senior management teams living desired values and behaviours. 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

We must do things differently if we are to achieve our aspiration and create an engaged and high-performing workforce. The introduction of 6 critical shifts will be the cultural changes we need to better support our staff.

The 6 critical shifts are:

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

Adopting these shifts through a deliberate and targeted approach is improving employee engagement to drive organisational improvement.

To identify what these shifts look like in day-to-day practice, we introduced Our Ways of Working, a set of practical behaviours and actions that will ensure everything we do drives improvements for our students.

To showcase Our Ways of Working within the department, executives participated on panels to share their stories and experiences on living the 'critical shifts', including challenges to learn from and inspiring experiences. To encourage this cultural change, we also refreshed and continue to support our champion community, which promotes and models these behaviours and provides critical updates on them within the department.



Recognition and awards

The department launched our local, virtual feedback and recognition toolkit, to recognise staff and teams living our values. We hosted the Secretary's Awards, with categories aligned to Our Ways of Working – online to ensure recognition remained consistent in a challenging year of disruption. We also improved our learning, listening and sharing insights across the department concerning recognition initiatives that celebrate our people positively affecting organisational culture and capability.

Action from feedback

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

The following areas were identified for organisation-wide action in 2021:

- inclusion and psychological safety
- career, learning and development.

We provided department leaders with tailored reporting and tools to develop action plans for their areas of responsibility.

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 NSW Government aims to improve investment decision-making by focusing on results. Outcome budgeting recognises what matters most are the outcomes achieved for students.

Under outcome budgeting, funding considerations move away from traditional outputs (such as a new school) and towards the results citizens care about (such as giving our children the best chance of success). Outcome budgeting embeds richer policy discussions before funding is allocated through the budget process, resulting in more evidence-based decisions. This is supported by outcome-focused business planning across the sector that places people's needs at the centre.

We've reviewed the way programs are presented and budgets are allocated to align with the broader outcome budgeting reforms across the NSW public sector. These reforms improve accountability for the use of public money, as well as ensure we're delivering the best possible outcomes for all learners.

During 2021, we continued to align our budget groups with our outcomes and priorities in the Strategic Plan and Outcome and Business Plan prepared as part of the State Budget process. This cultural change is continuously evolving with:

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

As we continue to implement outcome budgeting, we further refine our strategic planning processes mapped and aligned to our outcomes. While implementation in 2021 was affected by the ongoing impact of the pandemic, other internal organisational changes better enabled us to consolidate workstreams and programs for streamlining outcome delivery.

Our strategic planning, investment and delivery framework remains focused on:

- placing the needs of schools, children and young people at the centre of all decision-making
- improving student and business outcomes
- ensuring the efficient and effective use of public resources to maximise student and business outcomes
- using evidence of what works to inform new priorities
- ensuring performance is closely monitored and drives ongoing improvement

- coordinating and aligning priorities and targets across the department and our schools
- embedding innovation and risk management into the planning process.

Needs-based funding for schools

The memoranda of understanding (MoU) with Catholic Schools NSW and the Association of Independent Schools NSW to strengthen accountability for non-government schools came into effect in January 2020 in response to the 2018 Auditor-General's performance audit report, Grants to Non-government Schools. They also deliver on the commitment of the Bilateral Agreement between NSW and the Australian Government on Quality Schools Reform for non-government schools that receive state funding to be more accountable.

We completed a number of actions in the MoU in 2021, including:

- completing the MoU implementation plan deliverables
- enhancing oversight of systems funding
- aligning our funding requirements to match the Australian Government
- developing the Outcome Budgeting Framework.

The NSW Harmonisation Pilot Project, which seeks to trial additional harmonisation opportunities between states, territories and the Australian Government, will continue in 2022. It aligns with opportunities provided by Australian Government funding, streamlining schools' reporting obligations while also allowing the department to leverage existing assurance activities.

National School Reform Agreement funding

NSW is party to the National School Reform Agreement, and 2021 was its third year of implementation. The department continued to move all NSW school funding to the agreed share of the Schooling Resource Standard (SRS). At the time of signing, this was an additional \$6.4 billion to government schools to the end of 2027.

We made substantial progress implementing the agreed national policy initiatives and state-based reforms, adjusting in response to ongoing COVID-19 disruptions. We collaborated with national, state and territory governments, education stakeholders, government and non-government schools and national ministerial organisations to ensure smooth reform development.

We engaged with National School Resourcing Board reviews. The board provides independent oversight on Australian school funding, and its recommendations inform Australian Government decision-making.

Purchasing and procurement

Procurement oversees strategic acquisition activities, where the focus is on maximising value for money. 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 25 August 2021. This included an obligation for agencies to regularly test their compliance with mandatory requirements. The merger of the Procurement Solutions team into the SINSW Construction Procurement Team, to form a department team for all procurement activities, was a major achievement in 2021. The transition ensures a well-defined, transparent procurement process for the department, as defined by the framework. The merger also allows the streamlining of the department's procurement systems, development of the procurement hub, and development of contract guidelines.

We reviewed and implemented a number of whole of government procurement policies throughout 2021. The department responded by developing and updating its Procurement Manual and associated documents to support our reporting obligations.

Due to COVID-19, the department needed to make a number of emergency procurements that, in accordance to the framework, 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 2021 reports a net result that was \$716 million lower than the original budget allocation set by NSW Treasury for the financial year. The variance includes lower revenue of \$1,180 million, mainly resulting from \$1,110 million less appropriation revenue due to lower cash requirements during the financial year. This is offset by savings excluding losses of \$496 million, as outlined in Note 23 of the financial statements.

The department's full-year capital outgoings for 2020-21 was \$2.1 billion for works in progress.

Based on the combined operating expenses and capital outgoings above, NSW Treasury assessed the department as achieving its overall budget responsibilities in 2020-21.

Expenses

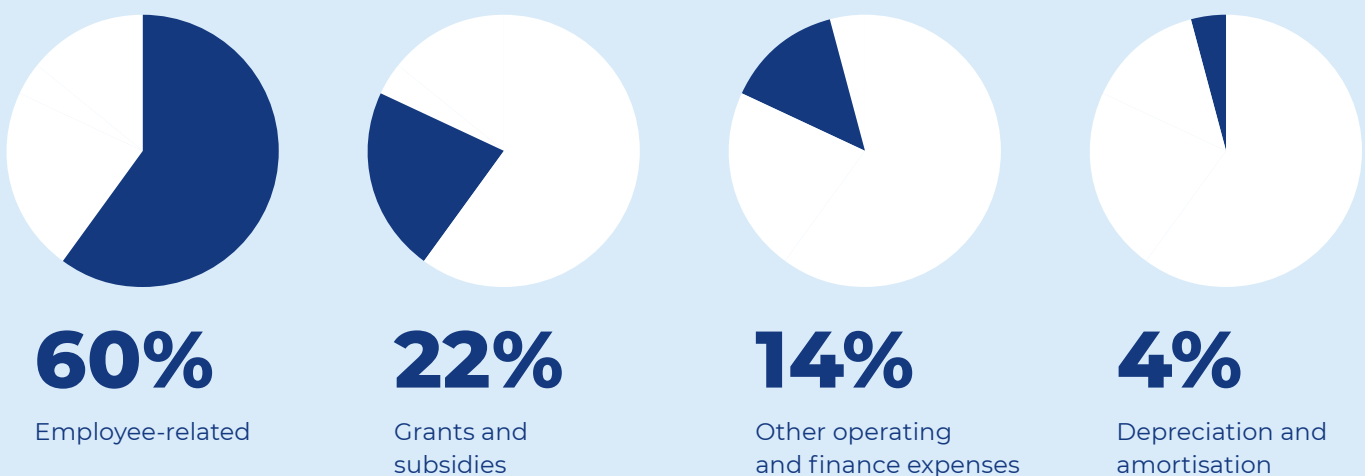
Approximately 60% (\$11.4 billion) of expenses incurred during 2020-21 were employee-related. The majority of these expenses were salaries for teachers and other essential staff who supported the delivery of education in NSW public schools.

For 2020-21, the other operating and finance expenses comprise approximately 14% of total expenses, at more than \$2.7 billion. These expenses include approximately \$478.7 million in cleaning expenses and \$480.2 million in maintenance-related expenses.

Grants and subsidies also supported the provision of education and related services, with more than \$4.2 billion provided in 2020-21.

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

Figure 11: Expenses by category for 2020-21



Note: Figures subject to rounding.

Revenue

NSW Treasury provides most of the department's revenue through appropriation, which totalled \$18.9 billion in 2020-21. This represents approximately 93% of the department's total 2020-21 revenue.

The sale of goods and services, interest revenue, grants and contributions, Crown-accepted employee benefits and other revenue made up approximately 7% (\$1.5 billion) of the department's total revenue in 2020-21.

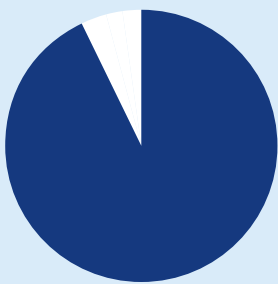
Note 3 of the financial statements provides details of revenue sources for the department.

Net assets

The department's net assets as at 30 June 2021 were \$34 billion. This comprised approximately \$37.2 billion of assets and was offset by total liabilities of \$3.1 billion. The net assets were represented by accumulated funds of \$16.9 billion and an asset revaluation reserve of \$17.2 billion.

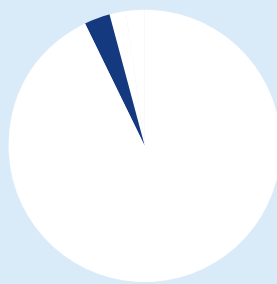
Refer to page 61 of this report for the audited financial statements for the NSW Department of Education for 2020-21.

Figure 12: Revenue by category for 2020-21



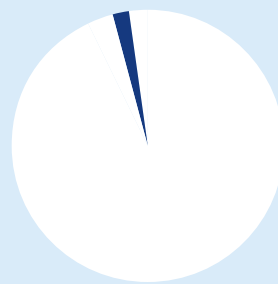
93%

Appropriation



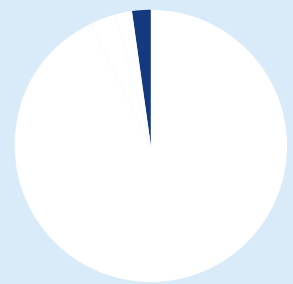
3%

Sale of goods and services, investment revenue and other revenue



2%

Grants and contributions



2%

Acceptance by the Crown of employee benefits

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 2021, the Statement of Financial Position as at 30 June 2021, 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 | t:02 9275 7100 | m:02 9275 7100 | a:audit@audit.nsw.gov.au | audit.nsw.gov.au

Financial statements
For the financial year ended 30 June 2021

Contents

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

Notes to the financial statements

General

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

Current/Non-current assets

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

Current/Non-current liabilities

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

Equity

20. Equity

Others

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

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 2021. 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 2020–21 the Department reported \$11.4 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.

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

Fair value measurement of land assets

At 30 June 2021, the Department reported \$10.6 billion of land assets. In 2021, the Department revalued land assets and recorded a net revaluation increment of \$488.0 million at 30 June 2021.

I considered this to be a key audit matter because of the:

- financial significance of land assets within the property, plant and equipment to the Statement of Financial Position
- 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.

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

Other Information

The Department's annual report for the year ended 30 June 2021 includes other information in addition to the financial statements and my Independent Auditor's Report thereon. The Secretary of the Department is responsible for the other information. At the date of this Independent Auditor's Report, the other information I have received comprise the Statement by the Accountable Authority.

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

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

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

I have nothing to report in this regard.

The Secretary's Responsibilities for the Financial Statements

The Secretary is responsible for the preparation and fair presentation of the financial statements in accordance with Australian Accounting Standards, the GSF Act, GSF Regulations 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 are free from material misstatement, whether due to fraud or error.

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

Auditor's Responsibilities for the Audit of the Financial Statements

My objectives are to:

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

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

A description of my responsibilities for the audit of the financial statements is located at the Auditing and Assurance Standards Board website at: www.auasb.gov.au/auditors_responsibilities/ar6.pdf. The description forms part of my auditor's report.



DEPARTMENT OF EDUCATION

Financial statements
For the financial year ended 30 June 2021

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

11 October 2021

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

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

Margaret Crawford
Auditor-General for New South Wales

21 October 2021
SYDNEY

DEPARTMENT OF EDUCATION

Start of audited financial statements
Statement of Comprehensive Income for the financial year ended 30 June 2021

	Budget 2021 \$'000	Actual 2021 \$'000	Restated Actual 2020 \$'000
Expenses excluding losses			
Employee related expenses	11,430,537	11,410,007	10,798,221
Operating expenses	2,782,986	2,705,042	2,938,487
Depreciation and amortisation	853,052	815,089	755,009
Grants and subsidies	4,572,892	4,193,208	3,534,902
Finance costs	27,110	26,853	28,601
Other expenses	1,665	1,400	600
Total expenses excluding losses	19,648,042	19,151,599	18,055,820
Revenue			
Appropriation ¹			
Sale of goods and services from contracts with customers	20,025,812	18,916,061	18,201,478
Interest revenue	496,930	367,504	386,434
Grants and other contributions	5,753	1,194	5,613
Acceptance by the Crown Entity of employee benefits and other liabilities	477,804	476,124	318,432
Other revenue	452,556	359,269	394,285
Total revenue ¹	21,590,419	20,410,077	19,485,013
Operating result			
Gains/(Losses) on disposal		(60,134)	(42,825)
Other gains/(losses)	(55,984)	(28,106)	(58,078)
Net result ¹	1,886,393	1,170,238	1,308,290
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		488,053	—
Total other comprehensive income		488,053	—
TOTAL COMPREHENSIVE INCOME ¹	1,886,393	1,658,291	1,308,290

The accompanying notes form part of these financial statements.

¹ The Comparative has been restated due to a prior period error. Refer to Note 1(f) for more information.

DEPARTMENT OF EDUCATION

Statement of Financial Position as at 30 June 2021

	Budget 2021 \$'000	Actual 2021 \$'000	Restated Actual 2020 \$'000
ASSETS			
Current assets			
Cash and cash equivalents	1,321,929	1,025,953	926,658
Receivables	192,502	524,451	274,700
Contract assets	2,110	—	2,112
Total current assets	1,516,541	1,550,404	1,203,470
Non-current assets			
Property, plant and equipment	34,608,906	34,284,634	32,638,559
- Land, buildings and improvements	376,466	203,009	223,114
- Plant and equipment			
Total property, plant and equipment	34,985,372	34,487,643	32,861,673
Intangible assets	305,795	445,512	380,981
Right-of-use assets under leases	742,087	662,081	743,285
Total non-current assets	36,033,254	35,595,636	33,985,939
Total assets	37,549,795	37,146,040	35,189,409
LIABILITIES			
Current liabilities			
Payables	811,387	1,040,590	777,461
Contract liabilities	45,619	91,419	45,619
Borrowings	192,518	49,733	185,519
Provisions	1,177,087	1,299,088	1,180,371
Other current liabilities ¹	15	40,905	14
Total current liabilities	2,220,636	2,521,715	2,188,964
Non-current liabilities			
Borrowings	547,452	527,360	574,151
Provisions	52,591	64,953	52,592
Total non-current liabilities	600,043	592,352	626,743
Total liabilities ¹	2,820,679	3,114,067	2,815,727
Net assets ¹	34,729,116	34,031,973	32,373,682
EQUITY			
Reserves	17,393,877	17,163,507	16,707,078
Accumulated funds	17,345,239	16,868,466	15,666,604
Total equity ¹	34,739,116	34,031,973	32,373,682

The accompanying notes form part of these financial statements.

¹ Comparative balances have been restated due to a prior period error. Refer to Note 1(f) for more information.



DEPARTMENT OF EDUCATION

Statement of Cash Flows for the financial year ended 30 June 2021

	Budget		Actual	
	2021	2020	2021	2020
	\$'000	\$'000	\$'000	\$'000
CASH FLOWS FROM OPERATING ACTIVITIES				
Payments				
Employee related	(10,964,262)	(10,909,279)	(10,273,658)	
Supplies of goods and services	(2,712,224)	(3,021,388)	(3,268,559)	
Grants and subsidies	(4,572,692)	(4,290,013)	(3,709,226)	
Finance costs	(33,989)	(29,764)	(31,241)	
Other	(207,709)	(11,816)	(226,732)	
Total payments	(18,490,874)	(18,262,270)	(17,534,316)	
Receipts				
Appropriation	19,989,882	18,916,061	18,201,476	
Sale of goods and services	496,930	425,265	324,637	
Interest received	5,753	1,194	5,688	
Grants and other contributions	477,404	417,713	334,403	
Other	361,286	774,007	815,700	
Total receipts	21,331,255	20,534,240	19,681,906	
NET CASH FLOWS FROM OPERATING ACTIVITIES	2,840,381	2,271,970	2,147,590	
24				
CASH FLOWS FROM INVESTING ACTIVITIES				
Proceeds from sale of property, plant and equipment, and intangibles	68,048	2,818	13,268	
Purchases of property, plant and equipment, and intangibles	(2,461,029)	(2,126,650)	(2,090,171)	
NET CASH FLOWS FROM INVESTING ACTIVITIES	(2,392,981)	(2,123,832)	(2,076,903)	
CASH FLOWS FROM FINANCING ACTIVITIES				
Payment of principal portion of lease liabilities	(52,129)	(48,843)	(42,001)	
NET CASH FLOWS FROM FINANCING ACTIVITIES	(52,129)	(48,843)	(42,001)	
17(b)				
NET INCREASE/(DECREASE) IN CASH AND CASH EQUIVALENTS	395,271	99,295	28,686	
Opening cash and cash equivalents	928,658	926,658	897,972	
CLOSING CASH AND CASH EQUIVALENTS	1,321,929	1,025,953	926,658	
8				

The accompanying notes form part of these financial statements.

DEPARTMENT OF EDUCATION

Statement of Changes in Equity for the financial year ended 30 June 2021

	Asset revaluation surplus \$'000	Accumulated funds \$'000	Total \$'000
Notes			
Balance at 1 July 2020 ¹	16,707,078	15,630,674	32,337,752
Correction of error	--	35,930	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
11			
Other comprehensive income	488,053	--	488,053
Net change in revaluation surplus of property, plant and equipment	488,053	--	488,053
Total other comprehensive income	488,053	1,170,238	1,658,291
Transactions with owners in their capacity as owners	--	--	--
20			
Increase/(Decrease) in net assets from equity transfers	--	--	--
Total transactions with owners in their capacity as owners	(31,624)	31,624	--
Transfers within equity	17,163,507	16,868,466	34,031,973
Reserves transfers	17,163,507	16,868,466	34,031,973
Balance at 30 June 2021	16,900,953	14,207,215	31,108,168
Balance at 1 July 2019	(176,799)	176,799	--
Changes in accounting policy - Withdrawal of TPP 06-8/ Application of AASB 16	16,724,154	14,384,014	31,108,168
Restated balance at 1 July 2019	--	--	--
Restated net result for the year ¹	--	1,308,290	1,308,290
Total comprehensive income for the year	--	1,308,290	1,308,290
Transactions with owners in their capacity as owners	--	(42,776)	(42,776)
Increase/(Decrease) in net assets from equity transfers	--	(42,776)	(42,776)
Total transactions with owners in their capacity as owners	(17,076)	17,076	--
Reserves transfers	17,076	17,076	--
Restated balance at 30 June 2020	16,707,078	15,666,604	32,373,682

The accompanying notes form part of these financial statements.

¹ Comparative balances have been restated due to a prior period error. Refer to Note 1(f) for more information.

DEPARTMENT OF EDUCATION

Notes to the financial statements for the financial year ended 30 June 2021

1. Summary of significant accounting policies

(a) Reporting entity

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

These financial statements for the financial year ended 30 June 2021 have been authorised by the Secretary for issue.

(b) Basis of preparation

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

- applicable Australian Accounting Standards (AAS) (which include Australian Accounting Interpretations);
- the requirements of the 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.

Judgements, key assumptions and estimations made by management are disclosed in the relevant notes to the financial statements.

All amounts are rounded to the nearest one thousand dollars and are expressed in Australian currency, which is the department's presentation and functional currency.

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

(c) School finances

The department's financial statements include all NSW government schools' financial transactions. Transactions that occur among the corporate office and various NSW government schools are eliminated in the financial report. The department's accounting policies are applied 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.

DEPARTMENT OF EDUCATION

Notes to the financial statements for the financial year ended 30 June 2021

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.

Correction of errors

In current year's financial statements, the department reported a retrospective correction of a prior period error relating to the restatement of other current liabilities and appropriation revenue. In the previous year, the department recognised an obligation in its financial statements for appropriated moneys drawn down but had not been used by the end of the financial year. This obligation was recognised as a liability for the year ended 30 June 2020. The department subsequently determined that the department did not have legal authority to spend the total amount of the obligation in 2020-21. NSW Treasury reviewed the accounting for the obligation, concluding that the previous treatment had misapplied the legal concept of lapsed appropriations and therefore the obligation should not have been recognised. This error resulted in a restatement of the 2019-20 comparative figures, being a reduction in other current liabilities and an increase in appropriation revenue by \$30.9m.

The following table summarises the impacts on the department's financial statements of the error, as well as the withdrawal of TPP 06-08 Accounting for Privately Financed Projects. For further information of the withdrawal of TPP 06-08, refer to Note 1(g).

(i) Statement of Financial Position

	As previously reported \$'000	30 June 2020 Adjustments \$'000	As restated \$'000
Total assets	35,189,409	-	35,189,409
Other current liabilities	35,984	(35,930)	16
Total liabilities	2,851,657	(35,930)	2,815,727
Net assets	32,337,752	35,930	32,373,682
Reserves	16,883,877	(176,799)	16,707,078
Accumulated funds	15,453,875	212,729	15,666,604
Total equity	32,337,752	35,930	32,373,682

(ii) Statement of Comprehensive Income

	As previously reported \$'000	30 June 2020 Adjustments \$'000	As restated \$'000
Total expenses	18,055,820	-	18,055,820
Appropriation	18,185,548	35,930	18,201,478
Total revenue	19,429,083	35,930	19,465,013
Net result	1,272,360	35,930	1,308,290
Total comprehensive income	1,272,360	35,930	1,308,290



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

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

The department has adopted AASB 16 Leases retrospectively. The effect of the change in accounting policy is as follows:
Impact on the Statement of Comprehensive Income (increase/decrease) for the comparative annual period ended 30 June 2020 is as follows:

Notes	30 June 2020 (TPP 06-8) \$'000	30 June 2020 Adoption of AASB 16 Leases \$'000	Impact of change in accounting policy \$'000
Operating expenses	(14,411)	14,411	-
Depreciation	(6,610)	6,610	-
Finance costs	(12,207)	12,207	-
Total expenses	(33,228)	33,228	-
Net result	(33,418)	33,418	-

Impact on Statement of Financial Position (increase/decrease) as at 1 July 2019 is as follows:

Notes	1 July 2019 (TPP 06-4) \$'000	1 July 2019 Adoption of AASB 16 Leases \$'000	Impact of change in accounting policy \$'000
Property plant and equipment	-	(327,583)	(327,583)
Right-of-use asset	(327,583)	327,583	327,583
Total non-current asset	-	-	-
Current borrowings	(7,262)	7,262	-
Non-current borrowings	(145,001)	145,001	-
Total liability	(152,263)	152,263	-
Reserves	(176,799)	176,799	-
Accumulated funds	(176,799)	(176,799)	-
Total equity	-	-	-

The change in accounting policy did not have an impact on Other comprehensive income and the Statement of Cash Flows for the financial year. The nature of the adjustments is that existing assets and liabilities have been reclassified.
A third Statement of Financial Position as at 1 July 2019 has not been presented because it has been only a reclassification of relevant financial items and there are no impacts on total assets and liabilities.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

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

The accounting policies applied in 2020-21 are consistent with those of the previous financial year except as a result of new or revised Australian Accounting Standards as follows:
(i) Effective for the first time in 2020-21

AASB 1059 Service Concession Arrangements: Grantors (AASB 1059) is effective for the first time in the financial year. The nature and effect of the change as a result of adoption of this new accounting standard is described below.

AASB 1059 Service Concession Arrangements: Grantors
AASB 1059 is effective for the department from 1 July 2020. At the same time NSW Treasury Policy and Guideline Paper TPP 06-8 Accounting for Privately Financed Projects was withdrawn effective from 1 July 2020.

Service concession arrangements are contracts between an operator and a grantor, where the operator provides public services under a service concession asset on behalf of the grantor for a specified period of time and manages at least some of those services.

Where AASB 1059 applies, the grantor recognises the service concession asset when the grantor obtains control of the asset and financial liability or unearned revenue liability or a combination of both.

The department has made an assessment and determined that its public private partnership arrangements are outside scope of AASB 1059 Service Concession Arrangements: Grantors. The department's public private partnerships were previously accounted for under TPP 06-8 Accounting for Privately Financed Projects. TPP 06-8 has been withdrawn from 1 July 2020 following the introduction of AASB 1059. Consequently, many arrangements to which TPP 06-8 applied now fall within the scope of AASB 1059.

However, on the department's assessment, its public private partnership arrangements now fall outside the scope of AASB 1059 Leases. The department is required to reclassify its public private partnership assets from property, plant and equipment to right-of-use assets.

Several other amendments and interpretations apply for the first time in 2020-21, but do not have an impact on the financial statements of the department:

- AASB 2018-1 Amendments to Australian Accounting Standards – Definition of a Business
- AASB 2018-7 Amendments to Australian Accounting Standards – Definition of a Member
- AASB 2019-1 Amendments to Australian Accounting Standards – Reference to the Conceptual Framework
- AASB 2019-2 Amendments to Australian Accounting Standards – Implementation of AASB 1059
- AASB 2019-3 Amendments to Australian Accounting Standards – Interest Rate Benchmark Reform
- AASB 2019-7 Amendments to Australian Accounting Standards – Disclosure of GFS Measures of Key Fiscal Aggregates
- AASB 2020-4 Amendments to Australian Accounting Standards – Covid-19-Related Rent Concessions.

Upon the withdrawal of TPP 06-8, management has used its judgement and determined that the arrangement should now be accounted for under AASB 16 Leases as a change in accounting policy. This is because management has determined that adopting AASB 16 better reflects the economic substance of the arrangement and AASB 16 provides the most reliable and relevant information about the effects of the arrangement on the entity's financial position, financial performance and cash flows.

Under AASB 16, 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, adjusted by any lease payments made at or before the commencement date and lease incentives, any initial direct costs incurred, and any impairment loss on existing assets recognised during the course of the lease. The right-of-use asset is then depreciated over the lease term, less any residual value, at cost. They are depreciated on a straight-line basis over the shorter of the lease term and the estimate useful lives of the assets. Refer to Note 12 for further information.

1. Summary of significant accounting policies (continued)

- (a) Changes in accounting policies, including new or revised Australian Accounting Standards (continued)
- (i) Issued but not yet effective
- NSW public sector entities are not permitted to early adopt new Australian Accounting Standards, unless NSW Treasury determines otherwise.
- Several other new Australian Accounting Standards have not been applied and are not yet effective:
- AASB 17 Insurance Contracts
 - AASB 2020-1 Financial Statements – Simplified Disclosures for For-Profit and Not-for-Profit Entities
 - 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 2018–2020 and Other Amendments
 - AASB 2020-5 Amendments to Australian Accounting Standards – Insurance Contracts
 - AASB 2020-6 Amendments to Australian Accounting Standards – Classification of Liabilities as Current or Non-current – Obligations of Effective Date
 - AASB 2020-7 Amendments to Australian Accounting Standards – Covid-19 Related Asset Classifications, 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.

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

(b) Impacts and assessment of COVID-19 pandemic

The first case of COVID-19 was reported to the World Health Organisation as an unknown virus in late December 2019. After that the global infection rate increased dramatically throughout 2020. It caused uncertainty for the global economy, including NSW which persisted throughout 2020-21.

The net results and operations of the department at 30 June 2021 were negatively impacted by COVID-19, evident from the lower than budgeted net result. The department monitored the budgetary impacts of COVID-19 throughout 2020-21 and further commentary is provided in Note 23.

The department has concluded an assessment of the impacts from COVID-19 which have been reported in the financial statements. Key elements of the assessment include:

Internal control environment

The existing internal control environment continues to operate effectively amid COVID-19 and the continuing remote work practices. The department's COVID-19 guidance with representatives from various business units holistically address the risks of COVID-19, including the risks to the department's internal control environment. The department has implemented a number of measures, including awareness of control conduct and existing systems continue to allow staff to report control conduct without fear of reprisal, collectively continuing to reduce the risk of fraud and corruption, including in a remote work environment.

Working from home and technology as a solution

Due to the COVID-19 pandemic, all staff have worked within the department continued to work from home until early 2021. Since then, the department has implemented a number of measures to ensure staff can continue to work in the office environment to help ease a week. School-based staff are encouraged to work from schools since the start of the financial year. Staff that provided critical functions that could not be delivered remotely were provided exemptions on a case-by-case basis.

Fair value of property, plant and equipment

The fair value of property, plant and equipment is determined based on the fair value of the fair value of its property, plant and equipment as at 30 June 2021. Based on the conclusion of 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 lessee arrangements

The department acts as a lessor for a small number of leases, primarily used for community purposes such as supporting activities. The department has assessed the impact of COVID-19 on its lessees. During the year, the department has not offered any rent free periods or concessions to lessees through the COVID-19 pandemic.

1. Summary of significant accounting policies (continued)

- (b) Impacts and assessment of COVID-19 pandemic (continued)
- Allowance for expected credit losses**
- In 2020-21, COVID-19 may have caused detriment to the financial performance and financial position of the department's debtors. The department has assessed the impact of COVID-19 on its debtors. The department has assessed the impact of COVID-19 on its debtors by observing 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 26(i) for more details.

Employee benefits and related costs

The department has assessed the impact of COVID-19 on its employees. The department has assessed the impact of COVID-19 on its employees by observing 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 26(i) for more details.

The department continues to closely monitor the COVID-19 outbreak and has put in place regular communication mechanisms to ensure that the department's financial position is updated and consistent with NSW Treasury Consider TIC 21-03 Accounting for Long Service Leave and Annual Leave. The impact of changes has been quantified and resulted in an immaterial movement relative to the nominal balance. Refer to Note 18.

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The existing internal control environment continues to operate effectively amid COVID-19 and the continuing remote work practices. The department's COVID-19 guidance with representatives from various business units holistically address the risks of COVID-19, including the risks to the department's internal control environment. The department has implemented a number of measures, including awareness of control conduct and existing systems continue to allow staff to report control conduct without fear of reprisal, collectively continuing to reduce the risk of fraud and corruption, including in a remote work environment.

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DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

2. Expenses excluding losses (continued)

	2021 \$'000	2020 \$'000
(a) Employee related expenses		
Salaries and wages (including annual leave) ¹	9,375,354	8,864,037
Superannuation – defined benefit plans	62,042	75,176
Superannuation – defined contribution plans	58,375	61,375
Extended Long service leave	293,988	315,206
Workers' compensation insurance	214,262	173,834
Payroll Tax and Fringe Benefits Tax	499,534	542,933
Redundancy payments	5,640	1,986
Other	1,037	1,037
	<u>11,410,022</u>	<u>10,788,221</u>

¹ An amount of \$24.9m (2019-20: \$5.3m) for employee related expenses was capitalised during the financial year.

(b) Operating expenses

	2021 \$'000	2020 \$'000
Auditor's remuneration: ¹		
• audit of the financial statements	1,434	1,396
Cleaning	476,688	332,739
Consultants	9,031	4,303
Contractors	13,462	11,500
Expenses relating to short-term leases and leases of low-value assets ²	11,991	17,756
Fees for services rendered	252,802	285,309
Internet and telephone	69,051	66,416
Insurance	87,687	86,845
Maintenance ³	1,025	1,025
Materials, provisions, plant and computing	328,302	313,045
Postage	9,484	11,220
Printing	27,770	31,291
School operating expenses	27,770	31,291
Assisted School Travel expenses	384,435	432,502
Training and development expenses	148,591	146,361
Travel and accommodation	37,461	37,461
Debt finance	45,686	35,336
Traveling and sustenance	6,754	24,843
Utilities and water charges	111,427	96,733
Other	68,235	38,035
	<u>2,703,042</u>	<u>2,938,487</u>

¹ The audit fees are disclosed based on services provided up to 30 June 2021. The engagement fee for the audit of 2020-21 financial statements is \$1.3m (2019-20: \$1.3m).

² An amount of \$87.4m (2019-20: \$36.3m) for contractor expenses was capitalised during the financial year.

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

	2021 \$'000	2020 \$'000
⁴ Reconciliation - Total maintenance expenses	480,203	775,046
Maintenance – short-term leases and other	(480,203)	(775,046)
Total maintenance expenses included in Note 2(b)	<u>480,203</u>	<u>775,046</u>

Recognition and measurement

Maintenance expenses, repairs, or maintenance are charged as expenses as incurred, except where they relate to the replacement or an enhancement of a part or component of an asset, in which case the costs are capitalised and depreciated. Capitalisation thresholds may apply to maintenance expenses if applicable (refer to Notes 11 and 13 for more details).

DEPARTMENT OF EDUCATION

Notes to the financial statements for the financial year ended 30 June 2021

2. Expenses excluding losses (continued)

(b) Operating expenses (continued)

Recognition and measurement (continued)

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

Leases expense
The department recognises the lease payments associated with the following types of leases as an expense on a straight-line basis:

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

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

(c) Depreciation and amortisation expense

	2021 \$'000	2020 \$'000
Depreciation of assets owned by the department	658,927	614,098
Buildings and improvements ¹	41,130	37,772
Plant and equipment	680,776	629,688
Depreciation of right-of-use assets under leases		
Land	85	110
Buildings and improvements ¹	43,367	44,339
Plant and equipment	8,258	8,258
Intangibles	45,125	51,828
Amortisation	81,255	73,513
	<u>815,089</u>	<u>755,089</u>

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

¹ On withdrawal of TPP 06-8, the department has assessed the treatment of public private partnership assets to be in scope of AASB 16 Leases. Consequently, the depreciation expense associated with these assets have been reclassified from assets owned by the department to right-of-use assets under leases at 30 June 2021.

DEPARTMENT OF EDUCATION

Notes to the financial statements for the financial year ended 30 June 2021

2. Expense excluding leases (continued)

	2021 \$'000	2020 \$'000
(d) Grants and subsidies		
Government sector	1,870,834	1,537,560
Non-Government sector	35,000	22,703
Digital Restart Fund	40,006	1,660,283
Other	1,241,030	1,179,623
Non-Government school sector	122,863	40,078
Government school sector	39,163	23,643
Other ¹	1,463,165	1,243,344
Other sector	449,166	388,652
Early Childhood Education and Care	34,598	20,271
Conservatoriums and music centres	7,337	10,221
Links to Learning program	4,500	5,565
Other	32,622	43,150
	835,143	731,275
	4,193,208	3,534,902

¹ This includes \$29m for COVID Intensive Learning Support Program offered in 2021 only.

	2021 \$'000	2020 \$'000
(e) Finance costs		
Interest expense from lease liabilities ²	23,785	22,563
Interest expense from financial liabilities at amortised cost	4,523	7,105
Total interest expense	28,308	29,668
Movement in make good provision (building leases)	(1,455)	(1,927)
recognised in the Statement of Comprehensive Income	26,853	28,691

² On withdrawal of TPP 06-8, the department has assessed the treatment of public private partnership assets to be in scope of AASB 16 Leases. Consequently, the interest expense associated with these assets are recognised retrospectively at 30 June 2020.

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.

DEPARTMENT OF EDUCATION

Notes to the financial statements for the financial year ended 30 June 2021

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.

(a) Appropriation	2021 \$'000	2020 \$'000
Summary of Compliance	20,025,912	18,086,980

Original Budget per the Appropriation Act

Other appropriations

- Variances made to the appropriations during the financial year
- Transfer of appropriation to Minister from Treasurer's State Contingency appropriations
 - Transfer of appropriation to Minister from Treasurer's special appropriation for COVID-19 related expenses and inflation
 - Section 4.9 GSF Act - Transfers of functions between entities
 - Section 4.11 GSF Act - Variations of annual appropriations for Commonwealth grants
 - Support Agency of Government
 - Edgeway of Government (per Section 32(1) of the Appropriation Act)
 - COVID-19 pandemic and inflation (per Section 34 of the Appropriation Act)

Any transfers (per Section 32(2) of the Appropriation Act)

Total spending authority from parliamentary appropriations, other than deemed appropriations.

20,132,344	18,201,478
1,620,897	1,529,628
926,658	897,872
22,679,899	20,629,978
(2,652,233)	(1,529,628)
2,027,666	962,758

Own source revenue money received during the year

Own source revenue balances brought forward from prior years

Total

Less: Variance

The spending authority from appropriations lapsed at 30 June

Own source revenue balance carried forward to following years

Transfer payments

Equity appropriations

Amounts available for payment of Comprehensive Income

Total Amount drawn down against Annual Appropriations

20,132,344	18,201,478
1,620,897	1,529,628
926,658	897,872
22,679,899	20,629,978
(2,652,233)	(1,529,628)
2,027,666	962,758
(372,716)	(35,830)
1,654,950	926,928
2021 \$'000	2020 \$'000
18,916,097	18,201,478
18,916,097	18,201,478



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

3. Revenue (continued)

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

	2021 \$'000	2020 \$'000
Sale of goods	27,548	26,681
Services	20,888	21,804
Caribbean sales	1,543	1,603
Livestock and produce	<u>55,779</u>	<u>50,078</u>
Rendering of services	68,541	90,343
School-related activities	67,582	78,043
Excursions	34,590	34,690
Hire of facilities	68,710	68,807
Sports & extra-curricular activities	48,708	34,822
Subject contributions	18,333	24,541
Other services rendered	<u>311,725</u>	<u>338,356</u>
	<u>367,504</u>	<u>386,434</u>

Recognition and measurement

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

Rendering of services
The department does not conduct profit-making commercial activities. Its revenue from rendering of services is primarily related to school services, hire of facilities, sports and extra-curricular activities, and subject contributions. Revenue from rendering of services is primarily related to uniforms, learning materials, canteen food, beverages, livestock and produce. Revenue that do not require the department to satisfy relevant performance obligation are recognised on a cash basis.

(c) Interest revenue

	2021 \$'000	2020 \$'000
Interest revenue from financial assets at amortised cost	<u>1,184</u>	<u>5,613</u>

Recognition and measurement

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

3. Revenue (continued)

(a) Appropriation (Continued)

Recognition and measurement

Parliamentary appropriation other than deemed appropriation (of which the accounting treatment is based on the underlying transactions), does not contain enforceable and sufficiently specific performance obligations as defined by AASB 15. Revenue from contracts with Customers. Therefore, appropriation (other than deemed appropriation) is recognised as revenue when the department obtains control over the assets comprising the appropriation. Control over appropriation is normally obtained upon the receipt of cash.

Appropriations authorities and spending limits, under the Appropriations Act, and from deemed appropriations are given to the relevant responsible minister(s) and not directly to individual agencies. Officers of agencies reporting to those ministers are then delegated authority to incur expenditure under delegation instruments issued by those ministers. Therefore, compliance with aggregate spending limits under the Appropriation Act and deemed appropriations should normally be assessed at the responsible minister(s) level unless the delegation instrument for an agency expressly creates a sub-limit for the agency as a whole (which is unusual). The department has confirmed that its delegation instruments do not have sub-limits for the department as a whole.

However, to provide information related to the department's spending, the summary of compliance table compares:

- Portion of the amounts authorised under the Appropriations Act for the services of the department and other relevant variations to appropriations authorities and the department's own source revenue, with
- The department's actual spending for the year, including payments to other state government agencies.

The table includes monies received from the department's own source income from other clusters who have different responsible ministers, as comprising part of the authority to spend.

There is some complexity and uncertainty in respect of the legal implication of monies received by the department from an agency in another cluster who has a different responsible minister. If those monies are paid from the Consolidated Fund and remain within the department's Consolidated Fund, they are not considered to be transferred to the responsible minister. Therefore, the monies received will not have been automatically adjusted on transfer of the money. This means the appropriations limit of the receiving responsible minister(s) will not have been increased. Therefore, there is a technical risk that the actual expenditure exceeds the aggregate legal limit authorised for the receiving responsible minister(s) for the relevant reporting period, on the other hand, the paying responsible minister(s) may have unutilised legal spending authority. The total appropriations limits in the Appropriations Act are not affected by this matter.

The impact of this legal uncertainty means the balance of own source revenue brought forward and carried forward in the table will not necessarily be reflective of the appropriations authority available to the department or its responsible minister(s).

DEPARTMENT OF EDUCATION

Notes to the financial statements for the financial year ended 30 June 2021

3. Revenue (continued)

	2021 \$'000	2020 \$'000
(d) Grants and other contributions		
School generated contributions	46,970	45,161
Contributions of assets without consideration	65,437	42,587
Grants without performance obligations:	65,437	42,585
• Grants from external parties	195,596	66,808
• Grants to acquire/construct a recognisable non-financial asset controlled by the department	9,035	1,474
• Re-start NSW grants	174,871	148,504
• Other grants with sufficiently specific performance obligations:		
• Grants with other public sector agencies	14,637	13,293
	476,124	318,432

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. The related cost incurred is used to recognise revenue, because this most closely reflects the progress to completion. The payments are typically due monthly in arrears related to funding under the Restart NSW Fund Act 2017.

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

Revenue from these grants is recognised based on the grant amount specified in the funding agreement/funding approval, and revenue is only recognised to the extent that it is highly probable that a significant reversal will not occur. The total funding amount in the 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

	2021 \$'000	2020 \$'000
The following liabilities and/or expenses have been assumed by the Crown:		
Superannuation benefit	62,042	75,047
Extended long service leave	293,987	315,205
Payroll Tax	3,240	4,033
	359,269	394,285

DEPARTMENT OF EDUCATION

Notes to the financial statements for the financial year ended 30 June 2021

3. Revenue (continued)

	2021 \$'000	2020 \$'000
(f) Other revenue		
Commissions	3,350	3,175
Recoveries from breached agreements	1,904	24,488
Recoveries from insurance	1,000	1,000
Treasury Managed Fund Insurance recovery	91,644	81,136
Forgiveness of Treasurer's Advances	140,500	--
Miscellaneous revenue	40,689	27,019
	289,925	158,771

4. Gains/(losses) on disposal

	2021 \$'000	2020 \$'000
Property, plant and equipment		
Costing value	122,696	103,835
Less: accumulated depreciation	(59,744)	(47,742)
Written down value	62,952	56,093
Less: proceeds from disposal	2,816	13,288
Total gains/(losses) on disposal	(60,124)	(42,692)

5. Other gains/(losses)

	2021 \$'000	2020 \$'000
(Increase)/Decrease in allowance for expected loss		
• Trade receivables from sale of goods and services	(334)	(609)
• and from contracts with customers	9,502	(22,000)
• other receivables	--	12
Gains/(Losses) on early exit of leases	(28)	12
Impairment losses on right-of-use assets under leases	(37,246)	(35,472)
	(28,106)	(58,078)

Recognition and measurement

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

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

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

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 contribution or fund conditions are the requirement to provide annual acquittals or expenditure or to return funds at the end of a specific period.

In 2020-21, contributions amounting to \$90.3m (2019-20: \$72.6m) were received by the department for programs where such conditions were in place.

Unspent funds from these contributions for 2020-21, including balances brought forward from prior financial years, totalled \$196.1m (2019-20: \$118.2m).



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

7. Program groups

(a) Program groups: Descriptions

The following is a list of the outcomes of the department and the key program groups related to each outcome. In order to comply with the requirements of AASB 1052 Disaggregated Disclosures, financial details attributed to program groups are provided in the 'Not Attributable' column, in accordance with NSW Treasury Policy Paper and Guidelines TPP-20-09. Appropriation is made to the department rather than program groups. Therefore, appropriation is disclosed as 'Not Attributable'.

- Outcome 1**
Description: Best start in life for young children
Program Group: A sustainable, accessible, high-quality early childhood education sector.
Program Group 1: Early Childhood Education
- Outcome 2**
Description: Educational foundations for success
Program Group: A high standard of education for all children and young people in public and non-government schools.
Program Group 2: Government Schools¹
Program Group 3: Non-government Schools
- Outcome 3**
Description: Skilled and employable workforce
Program Group: A highly skilled and adaptable workforce that contributes to the prosperity and productivity of New South Wales.
Program Group 4: Skills Development Programs for Employment
- Outcome 4**
Description: High quality standards for schooling
Program Group: 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).
Program Group 5: Cluster Grants

¹ In 2020-21, the functions associated with Kimberwalli were transferred to the department from the NSW Department of Premier and Cabinet (DPC). Kimberwalli is included in the Government schools program group.
Employee-related transactions were transferred to the department effective on 1 July 2020. There were no assets and liabilities transferred to the administration of Kimberwalli were transferred into the department from the NSW Department of Premier and Cabinet (DPC).

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

7. Program groups (continued)

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

	Outcome 1 Program Group 1 ¹ Early Childhood Education			Outcome 2 Program Group 2 ¹ Government Schools			Outcome 3 Program Group 3 ¹ Non-government Schools			Outcome 4 Program Group 4 ¹ Skills Development Programs for Employment		
	2021 \$'000	2020 \$'000	2021 \$'000	2020 \$'000	2021 \$'000	2020 \$'000	2021 \$'000	2020 \$'000	2021 \$'000	2020 \$'000	2021 \$'000	2020 \$'000
Expenses excluding losses												
Salaries and wages	79,811	73,322	11,272,189	16,874,622	2,817	2,369	58,290	42,927				
Operating expenses	21,979	21,584	2,571,114	2,375,531	27,269	25,771	84,660	15,601				
Depreciation and amortisation	5,876	5,474	808,723	748,074	7	6	483	456				
Grants and subsidies	454,247	394,144	142,369	158,283	1,403,172	1,241,739	2,139,378	1,891,919				
Finance costs	(18)	54	28,692	28,912	(1)	(1)	(20)	(20)				
Other income			28,692	28,912								
Total expenses excluding losses	461,985	494,568	14,822,687	14,496,624	1,433,964	1,271,926	2,279,811	1,716,886				
Revenue¹												
State of goods and services												
from contracts with customers	3,377	1,139	361,693	386,227			2,424	66				
Interest revenue			1,194	5,613								
Grants and other contributions	1,688	31,698	471,539	263,129	52	52	2,847	1,606				
Appropriations by the Crown of employees												
from other entities												
Total revenue	5,065	38,933	835,231	659,640	615	22,011	617	2,668				
Operating result	(456,920)	(455,629)	(14,017,456)	(13,836,984)	(1,433,349)	(1,249,915)	(1,662,194)	(1,714,218)				
Operating result on disposal of non-current assets	(25)	(25)	(8,225)	(6,411)	81	81	(22)	(17)				
Change in provisions	(120)	(120)	(27,726)	(27,726)	89	(22,806)	(164)	(123)				
Net result	(584,045)	(593,574)	(13,927,452)	(13,765,329)	(1,432,644)	(1,271,926)	(1,712,961)	(1,733,820)				
Other comprehensive income												
Items that are not reclassified to net profit or loss												
Change in revaluation surplus of property, plant and equipment												
Total other comprehensive income												
TOTAL COMPREHENSIVE INCOME	(584,045)	(593,574)	(13,927,452)	(13,765,329)	(1,432,644)	(1,271,926)	(1,712,961)	(1,733,820)				

¹ The descriptions of each program group are summarised in Note 7(a).

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

³ In 2020-21, the functions associated with Kimberwalli were transferred to the department from the NSW Department of Premier and Cabinet (DPC). Kimberwalli is included in the Government schools program group.

DEPARTMENT OF EDUCATION

Notes to the financial statements for the financial year ended 30 June 2021

7. Program groups (continued)

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

	Outcome 1.5			Total
	2020	2021	Not Attributable	
	\$'000	\$'000	\$'000	\$'000
Program Group 8¹ Cluster Grants				
2020	2021	2020	2021	2020
\$'000	\$'000	\$'000	\$'000	\$'000
Expenses excluding losses				
Employer related expenses	–	–	–	–
Operating expenses	–	–	–	–
Depreciation and amortisation	–	–	–	–
Grants and subsidies	–	–	–	–
Other expenses	–	–	–	–
Total expenses excluding losses	–	–	–	–
Revenue²				
Appropriation	–	–	–	–
Sale of goods and services	–	–	–	–
From workbooks with royalties	–	–	–	–
Interest revenue	–	–	–	–
Grants and other contributions	–	–	–	–
Liabilities and other liabilities	–	–	–	–
Total revenue	–	–	–	–
Operating result	–	–	–	–
Other gains/(losses)	–	–	–	–
Net result	–	–	–	–
Other comprehensive income				
Items that are not to be included in net result	–	–	–	–
Changes in revaluation surplus of property, plant and equipment	–	–	–	–
Total other comprehensive income	–	–	–	–
TOTAL COMPREHENSIVE INCOME	–	–	–	–

¹ The descriptions of each program group are summarised in Note 7(a).

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

DEPARTMENT OF EDUCATION

Notes to the financial statements for the financial year ended 30 June 2021

7. Program groups (continued)

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

	Outcome 1.1			Outcome 1			Outcome 3		
	2020	2021	2020	2021	2020	2021	2020	2021	2020
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Program Group 1¹ Early Childhood Education									
2020	2021	2020	2021	2020	2021	2020	2021	2020	2021
\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
ASSETS									
Current assets	–	–	–	–	–	–	–	–	–
Cash and cash equivalents	–	–	–	–	–	–	–	–	–
Receivables	2,253	1,190	862,851	868,483	–	–	2,829	1,482	–
Contract assets	–	–	–	–	–	–	–	–	–
Total current assets	2,253	1,190	862,851	868,483	–	–	2,829	1,482	–
Non-current assets									
Property, plant and equipment	77,545	74,689	33,795,541	32,169,252	–	–	20,949	20,149	–
Leases	–	–	233,209	225,114	–	–	–	–	–
Intangible assets	77,545	74,689	33,999,010	32,394,366	–	–	20,949	20,149	–
Total non-current assets	155,090	149,378	34,227,760	32,618,730	–	–	20,949	20,149	–
Total assets	157,343	150,568	35,056,611	33,007,213	–	–	23,778	21,631	–
Program Group 2¹ Government Schools²									
2020	2021	2020	2021	2020	2021	2020	2021	2020	2021
\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
ASSETS									
Current assets	–	–	–	–	–	–	–	–	–
Cash and cash equivalents	–	–	–	–	–	–	–	–	–
Receivables	1,746	1,132	659,811	741,457	–	–	1,053	690	–
Contract assets	–	–	–	–	–	–	–	–	–
Total current assets	1,746	1,132	659,811	741,457	–	–	1,053	690	–
Non-current assets									
Property, plant and equipment	79,278	78,681	34,485,761	33,133,824	41	26	22,295	20,960	–
Leases	–	–	–	–	–	–	–	–	–
Total non-current assets	79,278	78,681	34,485,761	33,133,824	41	26	22,295	20,960	–
Total assets	81,024	79,813	35,145,572	33,875,281	41	26	23,348	21,650	–
LIABILITIES									
Current liabilities	–	–	–	–	–	–	–	–	–
Payables	24,896	18,971	897,291	877,868	96	72	108,347	85,990	–
Contract liabilities	31,194	15,993	90,728	25,334	8	4	9,519	4,790	–
Other current liabilities	–	–	–	–	–	–	–	–	–
Total current liabilities	56,090	34,964	988,019	903,202	104	76	117,866	90,780	–
Non-current liabilities									
Provisions	–	–	–	–	–	–	–	–	–
Total non-current liabilities	–	–	–	–	–	–	–	–	–
Total liabilities	56,090	34,964	988,019	903,202	104	76	117,866	90,780	–
Net assets	25,414	44,849	34,157,553	32,972,079	37	50	11,482	30,870	–

¹ The descriptions of each program group are summarised in Note 7(a).

² In 2020-21, the functions associated with Kimberley were transferred to the department. Kimberley is included in the Outcome 1 program group with all net assets at 30 June 2021. 2019-20 financial position in Government Schools program group has not been restated.

³ On withdrawal of TPP 06-8, the department has assessed the treatment of public private partnership assets to be in scope of AASB 16 Leases. Consequently, the associated property, plant and equipment has been reclassified to right-of-use assets.



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

8. Current assets - Cash and cash equivalents

	2021 \$'000	2020 \$'000
Cash at bank and on hand	1,025,953	926,658
For the purposes of the Statement of Cash Flows, cash and cash equivalents includes cash at bank, cash on hand, short-term deposits net of any outstanding bank overdraft. The department does not invest surplus cash.		
Cash and cash equivalent assets recognised in the Statement of Financial Position are reconciled at the end of the financial year to the Statement of Cash Flows as follows:		
Cash and cash equivalents (per Statement of Financial Position)	1,025,953	926,658
Closing cash and cash equivalents (per Statement of Cash Flows)	1,025,953	926,658

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

8. Current/Non-current assets - Receivables

	2021 \$'000	2020 \$'000
Current	31,176	27,143
Other receivables	212,355	172,895
Less: Allowance for expected credit loss	(1,062)	(1,306)
• Trade receivables from contracts with customers	(21,514)	(31,018)
• Other receivables	(22,576)	(32,322)
Total expected credit loss	334,629	131,124
Prepayments		
Accrued revenue		
Total Receivables	524,451	274,700
Movement in the allowance for expected credit loss		
Balance at the beginning of the financial year	1000	1000
Balance at the end of the financial year	(32,322)	(9,994)
Amounts written off during the financial year	642	202
Amounts recovered during the financial year	26	130
Amounts transferred (p/put) due to administrative restructures (revenue contract) during the financial year	9,169	51
GST movement on allowance recognised in net result	(80)	(22,692)
Balance at the end of the financial year	(22,576)	(32,322)

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

7. Program groups (continued)

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

Description ¹	Program Group 8 *		Not Attributable	Total
	2021 \$'000	2020 \$'000		
ASSETS				
Current assets				
Cash and cash equivalents	1,025,953	926,658		1,952,611
Receivables	524,451	274,700		799,151
Contract assets				2,112
Total current assets	1,550,404	1,201,358		2,751,762
Non-current assets				
Property, plant and equipment	395,199	374,922		770,121
- Land, buildings and improvements	203,029	223,113		426,142
- Plant and equipment	30,189	37,652		67,841
- Furniture, fixtures and equipment	44,981	11,157		56,138
Intangible assets	445,139	380,832		825,971
Right-of-use assets under leases	652,881	742,385		1,395,266
Total non-current assets	1,538,328	1,508,296		3,046,624
Total assets	3,088,732	2,709,654		5,798,386
LIABILITIES				
Current liabilities				
Payables	1,540,950	777,461		2,318,411
Contract liabilities	91,419	43,819		135,238
Provision	37,125	143,626		180,751
Other current liabilities	1,422	1,290		2,712
Total current liabilities	1,676,816	966,196		2,643,012
Non-current liabilities				
Provision	79,878	143,372		223,250
Total non-current liabilities	79,878	143,372		223,250
Total liabilities	1,756,694	1,109,568		2,866,262
Net assets	1,332,038	1,600,086		2,932,124

¹ The descriptions of each program group are summarised in Note 7(a).

DEPARTMENT OF EDUCATION

Notes to the financial statements for the financial year ended 30 June 2021

8. Current/non-current assets - Receivables (continued)

Recognition and measurement

All regular way purchases or sales of financial asset are recognised and derecognised on a trade date basis. Regular way purchases or sales of financial assets that require delivery of assets within the time frame established by regulation or convention in the marketplace.

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

Subsequent measurement

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

Impairment

The department recognises an allowance for expected credit losses (ECLs) for all debit 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

	2021	2020
	\$'000	\$'000
Contract assets - current	--	2,114
Less: Impairment allowance	--	(2,112)
Contract liabilities - current	81,419	45,811
	<u>31,439</u>	<u>45,011</u>
Contract receivables (included in Note 9)	<u>31,178</u>	<u>27,143</u>

Recognition and measurement

Contract assets relate to the department's right to consideration in exchange for goods transferred to customers or works performed by the department. Contract liabilities relate to the department's obligation to transfer goods or services to customers. The department recognises contract assets and liabilities at the time of payment relating to rendering other services 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 services. The department's contract liabilities at 30 June 2021 were impacted by the amount of international student enrolments. The department satisfies its performance obligation providing educational services to these students, typically recognising revenue each month.

	2021	2020
	\$'000	\$'000
Revenue recognised that was included in the contract liability balance at the beginning of the financial year	46,619	54,133
Revenue recognised from performance obligations satisfied in previous periods	--	--
Transaction price allocated to the remaining performance obligations from contracts with customers	<u>5,283</u>	<u>7,881</u>

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 (2020-21: 100%) is expected to be recognised as revenue in 2021-22 when the department satisfies its performance obligation.

DEPARTMENT OF EDUCATION

Notes to the financial statements for the financial year ended 30 June 2021

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

(a) Total Property, plant and equipment

	Land	Buildings and	Plant and	Total
	\$'000	Improvements	Equipment	\$'000
2021				
At 1 July 2020 - fair value				
Gross carrying amount ¹	10,019,253	37,032,628	652,478	47,704,359
Accumulated depreciation and impairment	--	(14,413,322)	(429,364)	(14,842,686)
Net carrying amount	<u>10,019,253</u>	<u>22,619,306</u>	<u>223,114</u>	<u>32,861,673</u>
At 30 June 2021 - fair value				
Gross carrying amount ¹	10,550,739	38,759,121	316,465	49,626,325
Accumulated depreciation and impairment	--	(15,025,250)	(113,456)	(15,138,682)
Net carrying amount	<u>10,550,739</u>	<u>23,733,871</u>	<u>203,009</u>	<u>34,487,619</u>
2020				
At 1 July 2019 - fair value				
Gross carrying amount ¹	10,026,693	35,169,461	577,218	45,773,372
Accumulated depreciation and impairment ²	--	(13,850,047)	(613,960)	(14,464,007)
Net carrying amount	<u>10,026,693</u>	<u>21,319,414</u>	<u>(46,742)</u>	<u>31,299,365</u>
At 30 June 2020 - fair value				
Gross carrying amount	10,019,253	37,032,628	652,478	47,704,359
Accumulated depreciation and impairment	--	(14,413,322)	(429,364)	(14,842,686)
Net carrying amount	<u>10,019,253</u>	<u>22,619,306</u>	<u>223,114</u>	<u>32,861,673</u>

¹ The value of work in progress for Buildings and Improvements is \$1.8b (2019-20: \$1.5b) and Plant and Equipment is \$105.1m (2019-20: \$188.0m).

² On withdrawal of 1750 06.8, the department has assessed the treatment of public private partnership assets to be in scope of AASB 16 assets. Consequently, the associated property, plant and equipment has been reclassified to right-of-use assets.



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

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

2021	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
At 1 July 2020 – fair value	10,018,406	36,698,320	652,366	47,669,122
Gross carrying amount	–	(14,402,359)	(429,357)	(14,831,716)
Accumulated depreciation and impairment	–	–	–	–
Net carrying amount	10,018,406	22,295,961	223,039	32,537,406
At 30 June 2021 – fair value	10,549,835	38,733,999	316,383	49,600,217
Gross carrying amount	–	(15,018,011)	(113,432)	(15,131,443)
Accumulated depreciation and impairment	–	–	–	–
Net carrying amount	10,549,835	23,715,988	202,951	34,468,774
2020				
At 1 July 2019 – fair value	10,025,846	35,137,846	577,197	45,740,889
Gross carrying amount	–	(13,559,651)	(413,990)	(14,073,641)
Accumulated depreciation and impairment	–	–	–	–
Net carrying amount	10,025,846	21,578,195	163,207	31,767,248
At 30 June 2020 – fair value	10,018,406	36,698,320	652,366	47,669,122
Gross carrying amount	–	(14,402,359)	(429,357)	(14,831,716)
Accumulated depreciation and impairment	–	–	–	–
Net carrying amount	10,018,406	22,295,961	223,039	32,537,406

¹ On withdrawal of TPP 06-8, the department has assessed the treatment of public private partnership assets to be in scope of AASB 16 Leases. Consequently, the associated property, plant and equipment has been reclassified to right-of-use assets.

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

Financial year ended 30 June 2021	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Net carrying amount at the beginning of the financial year	10,018,397	22,031,036	223,039	32,242,402
Purchases of assets	3,399	1,812,851	39,409	1,855,659
Disposals	(1,882)	(60,033)	(137)	(82,052)
Net revaluation increments/(decrements)	488,011	–	–	488,011
Reclassifications between asset types	7,200	(3,979)	4	(3,981)
Assets received by donation	341,20	(658,550)	–	(317,350)
Depreciation expense	–	–	(21,762)	(21,762)
Net carrying amount at the end of the financial year	10,549,835	23,715,988	202,951	34,468,774

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

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

Reconciliation	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Financial year ended 30 June 2021				
Net carrying amount at the beginning of the financial year	10,018,253	22,619,306	223,114	32,860,673
Purchases of assets	3,399	1,812,865	39,408	1,855,672
Disposals (Note 4)	(1,882)	(60,033)	(137)	(82,052)
Net revaluation increments/(decrements)	488,049	–	–	488,049
Reclassifications between asset types	7,200	(3,979)	(37,602)	(33,981)
Assets received by donation	341,20	(658,527)	–	(317,327)
Depreciation expense (Note 2 (c))	–	–	(21,778)	(682,908)
Net carrying amount at the end of the financial year	10,550,729	23,733,895	203,009	34,487,633
Financial year ended 30 June 2020				
Net carrying amount the beginning of the financial year	10,026,693	21,646,997	163,228	31,836,918
Re-classification of public private partnership schools assets on withdrawal of TPP 06-8 at 1 July ¹	–	(327,553)	–	(327,553)
Net carrying amount at the beginning of the financial year	10,026,693	21,319,414	163,228	31,509,335
Recognition of finance lease assets on initial application of AASB 16	(9,104)	(10,991)	–	(20,095)
Purchases of assets	4,159	1,970,344	70,193	2,044,696
Transfers to administrative restructurals	(102,000)	–	(102,000)	(204,000)
Disposals (Note 4)	(3,465)	(62,529)	(62)	(66,056)
Reclassifications between asset types	1,000	(543)	(601)	(144)
Assets received by donation	–	37	210	247
Depreciation expense (Note 2 (c))	–	(614,056)	(15,772)	(629,828)
Net carrying amount at the end of the financial year	10,018,253	22,619,306	223,114	32,860,673

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

¹ On withdrawal of TPP 06-8, the department has assessed the treatment of public private partnership assets to be in scope of AASB 16 Leases. Consequently, the associated property, plant and equipment has been reclassified to right-of-use assets.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

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

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

	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Financial year ended 30 June 2020				
Net carrying amount at the beginning of the financial year	10,025,848	21,625,795	163,207	31,814,848
Re-classification of public private partnership schools assets on withdrawal of TPP 06-8 at 1 July ¹	—	(327,553)	—	(327,553)
Net carrying amount at the beginning of the financial year	10,025,848	21,298,242	163,207	31,487,295
Recognition of finance lease assets on initial application of AASB 16	(9,104)	(10,951)	—	(20,055)
Purchases of assets	4,159	1,975,651	76,132	2,055,942
Transfers due to administrative restructures	(3,455)	(913)	(102)	(4,470)
Transfers due to disposals	1,000	(543)	(801)	(344)
Reclassifications between asset types	—	37	210	247
Assets received by donation	—	(613,545)	(15,795)	(629,340)
Depreciation expense	—	22,955,961	223,039	32,837,000
Net carrying amount at the end of the financial year	10,018,406	22,955,961	223,039	32,837,000

¹ On withdrawal of TPP 06-8, the department has assessed the treatment of public private partnership assets to be in scope of AASB 16 Leases. Consequently, the associated property, plant and equipment has been reclassified to right-of-use assets.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

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

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

	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
2021				
At 1 July 2020 – fair value				
Gross carrying amount	647	34,308	82	35,237
Accumulated depreciation and impairment	—	(10,953)	(7)	(10,970)
Net carrying amount	647	23,345	75	24,267
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	904	17,907	58	18,869
2020				
At 1 July 2019 – fair value				
Gross carrying amount	647	31,615	22	32,484
Accumulated depreciation and impairment	—	(10,413)	—	(10,413)
Net carrying amount	647	21,202	22	22,071
At 30 June 2020 – fair value				
Gross carrying amount	647	34,326	82	35,237
Accumulated depreciation and impairment	—	(10,983)	(7)	(10,970)
Net carrying amount	647	23,343	75	24,267

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.

	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
Financial year ended 30 June 2021				
Net carrying amount at the beginning of the financial year	666	18,270	75	19,211
Purchases of assets	—	14	—	14
Net revaluation increments/(decrements)	38	—	—	38
Depreciation expense	—	(377)	(17)	(394)
Net carrying amount at the end of the financial year	904	17,907	58	18,869
Financial year ended 30 June 2020				
Net carrying amount at the beginning of the financial year	647	21,202	21	22,870
Purchases of assets	—	2,660	61	2,741
Depreciation expense	—	(650)	(7)	(657)
Net carrying amount at the end of the financial year	647	23,345	75	24,267



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

Recognition and measurement (continued)

Acquisition of property, plant and equipment
Property, plant and equipment are initially measured at cost and subsequently revalued at fair value less accumulated depreciation. The cost of an asset includes all costs directly attributable to the acquisition of the asset at the time of its acquisition or construction or where applicable, the amount attributed to that asset when initially recognised in accordance with the requirements of other Australian Accounting Standards.

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

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

Assets acquired at no cost, or for nominal consideration, are initially recognised at their fair value at the date of acquisition (see also assets transferred as a result of an equity transfer - Note 20).

Capitalisation threshold

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

Major inspection costs

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

Restoration costs

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

Depreciation of property, plant and equipment

Each component of property, plant and equipment is depreciated 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 100 years
Leasehold improvements	Term of the lease
Heritage buildings	3 to indefinite
Plant and Equipment	3 to 10 years

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 details), the estimated useful life ranges and estimated remaining useful lives were reviewed for asset components within the building assets. The review resulted in amendments to the useful life ranges for some asset components, however they still fall within the overall range for building assets.

Right-of-use assets acquired by leases

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

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 14-01 Accounting Policy: Valuation of Physical Non-Current Assets at Fair Value. This policy adopts fair value in accordance with AASB 13 Fair Value Measurement, AASB 110 Property, Plant and Equipment and AASB 190 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, the highest and best use is the current use. However, 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 e.g. (market approach, cost approach or income approach) that maximise relevant observable inputs and minimise unobservable inputs. The department has concluded that the market approach is the most appropriate valuation technique to use as they do not have no feasible alternative use. In accordance with TPP 14-01, the department determines the fair value of its building assets using the replacement cost method, as there is no market-based evidence of fair value. Refer to Note 14 for further information regarding fair value.

Revaluations are made with sufficient regularity to ensure the carrying amount of each asset in the class does not differ materially from its fair value at reporting date. The department conducts a comprehensive revaluation at least every three financial years for land, where the market or income approach is the most appropriate valuation technique, and at least every five financial years for buildings and improvements, where a replacement cost valuation technique is used.

The last comprehensive revaluation was completed at 31 March 2018 for building assets. A replacement cost approach was used based on external independent assessments.

Interim revaluations are conducted between comprehensive revaluations where cumulative changes to indicators suggest fair value may differ materially from carrying value. Since the previous comprehensive revaluations were conducted at 30 June 2018, the department has conducted interim revaluations for buildings and improvements at 30 June 2020 and 30 June 2021 and concluded that there has been no material movement relative to the total carrying value and no adjustment is required in accordance with TPP 14-01.

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

The department engaged the Valuer General NSW (VGNNSW) to conduct a comprehensive revaluation of land assets in 2020-21. Market approach of valuation was applied resulting in an increase of \$488m (4%) of fair value as at 30 June 2021. VGNNSW also conducted a comprehensive revaluation of buildings and improvements in 2020-21. The department conducted a robust review in relation to the valuation approach, methodology, assumptions and determination of the highest and best use of land assets. The department also conducted a robust review of the valuation results and reflected the results in the financial statements.

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 approximates 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 as a loss in the net result, the increment is recognised as a gain in the net result. Revaluation decrements are recognised as a loss in the net result, to the extent that they exceed the surplus in the asset revaluation account in respect of the same class of assets. In such cases, the decrement is debited directly to the asset revaluation surplus. As a not-for-profit entity, revaluation increments and decrements are offset against one another within a class of non-current assets, but not otherwise.

When revaluing non-current assets using the cost approach, the gross amount and the related accumulated depreciation are separately measured. Where the revaluation surplus or deficit is determined, the surplus or deficit is eliminated against the gross carrying amount of the asset and the net amount restated to the revalued amount of the asset.

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

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

Impairment of property, plant and equipment
As a not-for-profit entity with no cash generating units, impairment under AASB 136 (Impairment of Assets) is unlikely to arise. Since property, plant and equipment is carried at fair value or an amount that approximates fair value, impairment can only arise in rare circumstances such as where the costs of disposal are material.

The department assesses, at each reporting date, whether there is an indication that an asset may be impaired. If any indication exists, or when annual impairment testing of an asset is required, the department estimates the asset's recoverable amount. When the carrying amount of an asset exceeds its recoverable amount, the asset is considered impaired and is written down to its recoverable amount.

As a not-for-profit entity, an impairment loss is recognised in the net result to the extent the impairment loss exceeds the amount in the revaluation surplus for the class of asset.

After an impairment loss has been recognised, it is reversed only if there has been a change in the assumptions used to determine the asset's recoverable amount. The reversal is limited so that the carrying amount of the asset does not exceed its recoverable amount, nor exceed the carrying amount that would have been determined, net of depreciation, had no impairment loss been recognised in the first place. 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.

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 other features. Lease agreements do not contain any covenants that would restrict the department's financial ratios or 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 or a termination option. Extension or termination options are only included in the lease term if the lease is reasonably certain to be extended (or not terminated).

Potential future cash outflows of \$55.6 million have not been included in the lease liability because it is not reasonably certain that the leases will be extended (or not terminated). This assessment is reviewed if a significant event or a significant change in circumstances occurs which affects this assessment and that is within the control of the lessee.

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 lease term of 12 months or less, and low value assets are assets with a fair value of \$10,000 or less when new and comprise many printers and photocopiers in schools.

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.

	Land \$'000	Buildings and Improvements \$'000 ¹	Plant and Equipment \$'000	Total \$'000
2021				
Balance at the beginning of the financial year	9,034	712,256	21,895	743,285
Additions	13	9,111	10,753	19,877
Re-measurement	—	(7,799)	—	(7,799)
Depreciation expense	(85)	(43,567)	(9,473)	(53,125)
(Impairment losses) (recognised in other gains/(losses) - Note 5)	—	(37,545)	—	(37,545)
Disposals	(1,180)	(7,115)	—	(8,295)
Balance at the end of the financial year	7,766	631,640	23,275	662,681

	Land \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
2020				
Balance at the beginning of the financial year	9,144	430,308	18,709	458,161
Re-classification of public private partnership schools assets on withdrawal of TPP 06-8 ¹	—	327,853	—	327,853
Re-stated balance at the beginning of the financial year	9,144	758,161	18,709	786,014
Additions	—	32,391	10,470	42,861
Re-measurement	—	1,656	—	1,656
Depreciation expense	(110)	(44,329)	(7,189)	(51,628)
(Impairment losses) (recognised in other gains/(losses) - Note 5)	—	(35,471)	(1)	(35,472)
Disposals	—	(2,000)	—	(2,000)
Balance at the end of the financial year	9,034	712,256	21,995	743,285

¹ On withdrawal of TPP 06-8, the department has assessed the treatment of public private partnership assets to be in scope of AASB 16 Leases. Consequently, the associated property, plant and equipment has been reclassified to right-of-use assets.



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

12. Leases (continued)

(a) 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
Recoverable amount – discounted cash flow technique	As at 1 July 2021:	As at 1 July 2021:
	Leases up to 5 yrs	Leases up to 5 yrs
	Leases up to 10 yrs	Leases up to 10 yrs
	0.84%	0.76%
	2.44%	1.52%
		2.33%

Lease liabilities

The following table presents liabilities under leases.

	2021 \$'000	2020 \$'000
Balance at the beginning of the financial year	(819,170)	(464,442)
Re-classification of public-private partnership liabilities on withdrawal of TPP (6-8) *	--	(144,829)
Accretion	(14,809)	(10,446)
Re-measurement	7,799	(1,714)
Interest expenses	(23,785)	(7,105)
Payments of interest	23,785	7,105
Payments of principal	48,843	42,001
Change in fair value	1,025	1,025
Balance at the end of the financial year	(977,102)	(619,170)

* On withdrawal of TPP 6-8, the department has assessed the treatment of public-private partnership liabilities to be in scope of AASB 19 Leases. Consequently, the associated liabilities have been reclassified to lease liabilities.

The following amounts were recognised in the Statement of Comprehensive Income during the period in respect of leases where the department is the lessee:

	2021 \$'000	2020 \$'000
Depreciation expense of right-of-use assets	53,125	51,628
Interest expense on lease liabilities	23,785	7,105
Lease expenses for short-term leases *	813	4,035
Lease expenses for lessees of low-value assets *	6,095	4,290
Total amount recognised in the Statement of Comprehensive Income	83,818	67,058

The department had total cash outflows for leases of \$79.5m in the financial year (2019-20: \$57.4m).

* 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.

Leases at significantly below-market terms and conditions principally to enable the department to further its objectives. The department entered into multiple below-market terms leases for further its educational purposes objectives, including the use land for of playing fields, land for and dismantlable, 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.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

12. Leases

(a) The department as a lessee (continued)

Right-of-use assets under leases (continued)

Impairment losses for right-of-use assets

The COVID-19 outbreak occurring throughout 2019-20 and 2020-21 had an unprecedented effect on the NSW and global economies. COVID-19 significantly impacted the market rent for leased assets used for office accommodation and therefore the value of some right-of-use assets under leases in the Statement of Financial Position.

The department has therefore conducted an impairment assessment for the above right-of-use assets, to determine whether the carrying amount exceeded their recoverable amount. Impaired right-of-use assets were written down to their recoverable amounts by reference to the right-of-use assets' fair value less costs of disposal and an impairment loss is recognised.

The department recognises impairment losses for right-of-use assets under Other gains/(losses) in the Statement of Comprehensive Income.

	Land Improvements \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
2021				
Impairment losses recognised	--	(37,246)	--	(37,246)
Reversal of impairment losses	--	(37,246)	--	(37,246)
2020				
Impairment losses recognised	--	(35,471)	(1)	(35,472)
Reversal of impairment losses	--	(35,471)	(1)	(35,472)

Leased office accommodation was impaired due to decline in market rent. The carrying amount was written down to its recoverable amount, which is determined by reference to its fair value less costs of disposal. The valuation technique used in the fair value measurement is classified as Level 3 according to AASB 13 fair value hierarchy.

Refer to Note 7(c) for the net carrying value of right-of-use assets included in each of the department's program groups.

The recoverable amounts of the right-of-use assets for which an impairment loss has been recognised (or reversed) during the financial year are:

	Land Improvements \$'000	Buildings and Improvements \$'000	Plant and Equipment \$'000	Total \$'000
2021				
Recoverable amount	7,786	651,640	23,275	662,681
	7,786	651,640	23,275	662,681
2020				
Recoverable amount	8,034	712,256	21,995	743,285
	8,034	712,256	21,995	743,285

12. Leases (continued)

(a) 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 below), adjusted by any lease payments made at or before the commencement date and lease incentives, any initial direct costs incurred, and estimated costs of dismantling and removing the asset or restoring the site.

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

- Land: 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 indicator 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 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 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 rate, less any lease incentives receivable;
- amounts expected to be paid under residual value guarantees;
- exercise price of a purchase option reasonably certain to be exercised by the department; and
- payments of penalties for terminating the lease, if the lease term reflects the department exercising the option to terminate.

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

The lease payments are discounted using the interest rate implicit in the lease. If that rate cannot be readily determined, which is generally the case for the department's leases, the lessee's incremental borrowing rate is used, being the rate that the department would have to pay to borrow the funds necessary to obtain an asset of similar value to the right-of-use asset in a similar market, with similar terms and conditions, and on a similar date. The department uses 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 assessment of whether a lease is a finance lease or an operating lease, a change in the discount rate used to determine such lease payments) or a change in the assessment of an option to purchase the underlying asset.

12. Leases (continued)

(a) The department as a lessee (continued)

Recognition and measurement (continued)

The department's lease liabilities are included in borrowings.

Short-term leases and leases of low-value assets

The department applies the short-term lease recognition exemption to its short-term leases of machinery and equipment (i.e., those leases that have a lease term of 12 months or less from the commencement date and do not contain a purchase option). It also applies the lease of low-value assets recognition exemption to leases of office equipment that are considered to be low-value. Leases on short-term leases and leases of low-value assets are recognised as expenses 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 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 lease agreement. Lease agreements for some contracts include CPI increases, but there are no other variables lease payments that depend on an index or rate.

Although the department is exposed to changes in the residual value at the end of the current lease, 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 value 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:

	2021	2020
	\$'000	\$'000
Within one year	243	234
One to two years	124	132
Two to three years	104	77
Three to four years	90	53
Four to five years	85	53
Six to seven years	52	53
Total (including GST)	772	702

Recognition and measurement - lessor for operating lease

An operating lease is a lease other than a finance lease. Rental revenue arising 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 recognised as an expense over the lease term on the same basis as rental revenue. Contingent rents are recognised as revenue in the period in which they are earned.



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

13. Intangible assets

	2021 \$'000	2020 \$'000
Software		
At 1 July		705,731
Cost (gross carrying amount)	705,731	685,864
Accumulated amortisation and impairment	(329,777)	(258,272)
Net carrying amount	<u>375,954</u>	<u>427,592</u>
At 30 June		
Cost (gross carrying amount)	840,017	705,731
Accumulated amortisation and impairment	(464,063)	(308,139)
Net carrying amount	<u>375,954</u>	<u>397,592</u>
Financial year ended 30 June		
Net carrying amount at the beginning of the financial year	380,881	434,887
Additions:		
• internally developed	44,420	15,798
• acquired separately	66,547	4,053
Transfers due to administrative restructures	--	(50)
Reclassifications between asset types	34,622	144
Amortisation expense	(81,298)	(73,613)
Net carrying amount at the end of the financial year [*]	<u>445,312</u>	<u>380,881</u>

^{*} The value of work in progress for Software is \$79.8m (2019:20: \$12.4m).

Recognition and measurement

The department recognises intangible assets only if it is probable that future economic benefits will flow to the department and the cost of the asset can be measured reliably.

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

Intangible assets are measured initially at cost. Where an asset is acquired at no or nominal cost, the cost is its fair value as at the date of acquisition. Where an asset is acquired at a cost less than its fair value, the asset is measured at its fair value in the market. If there is no active market for the department's intangible assets, the assets are carried at cost less any accumulated amortisation and impairment losses.

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.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

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

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

(a) Fair value hierarchy

	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000	Total fair value \$'000
Financial year ended 30 June 2021				
Land	--	--	10,550,739	10,550,739
Buildings and improvements	--	19,153	23,714,742	23,714,742
Residences	--	19,153	--	19,153
	<u>--</u>	<u>19,153</u>	<u>34,265,481</u>	<u>34,284,634</u>
Financial year ended 30 June 2020				
Land	--	--	10,019,253	10,019,253
Buildings and improvements ¹	--	--	22,569,541	22,569,541
Residences	--	19,765	32,818,794	19,765
	<u>--</u>	<u>19,765</u>	<u>65,397,588</u>	<u>65,406,559</u>

¹ On withdrawal of 1750 O&S, the department has assessed the treatment of public private partnership assets to be in scope of AASB 16 Leases. Consequently, the associated property, plant and equipment has been reclassified to right-of-use assets at 1 July 2019.

(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 of 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 Improvements \$'000	Buildings and Improvements \$'000	Recurring Level 3 \$'000	Total \$'000
Fair value as at 1 July 2020	10,019,253	29,699,541	39,648,794	39,648,794
Purchases of assets	3,399	1,812,865	1,816,264	1,816,264
Disposals	(1,852)	(60,321)	(62,173)	(62,173)
Net revaluation increments/(decrements)	488,049	—	488,049	488,049
Reclassification between asset types	7,200	(3,579)	3,621	3,621
Assets received by donation	34,720	25,163	59,883	59,883
Assets transferred to other organisations	(65,720)	(65,720)	(131,440)	(131,440)
Fair value as at 30 June 2021	10,550,738	29,714,742	34,265,481	34,265,481

Fair value as at 1 July 2019

	Land Improvements \$'000	Buildings and Improvements \$'000	Recurring Level 3 \$'000	Total \$'000
Re-classification of public private partnership assets on withdrawal of TPP 06-8 at 1 July	—	(327,553)	(327,553)	(327,553)
Reclassification of amount at the beginning of the financial year	—	21,297,834	31,324,527	31,324,527
Derecognition of finance lease assets on initial application of AASB 16	(9,104)	(10,081)	(20,085)	(20,085)
Purchases of assets	4,159	1,970,099	1,982,258	1,982,258
Contributions (to)/from other government agencies	—	259	259	259
Transfers due to administrative restructures	—	(313)	(313)	(313)
Disposals	(3,465)	(52,211)	(55,676)	(55,676)
Reclassification between asset types	1,000	(543)	457	457
Assets received by donation	—	(612,637)	(612,637)	(612,637)
Fair value as at 30 June 2020	10,019,253	29,699,541	34,618,794	34,618,794

* On withdrawal of TPP 06-8, the department has assessed the treatment of public private partnership assets to be in scope of AASB 16 Leases. Consequently, the associated property, plant and equipment has been reclassified to right-of-use assets at 1 July 2019.

15. Restricted assets

As at 30 June 2021, the department held \$5.1m (2019-20: \$5.4m) in an interest-bearing bank account for monthly service payments to the private service provider of 11 schools. Only the private service provider can draw the funds held.

The department also recognised \$14.8m (2019-20: \$14.8m) 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

	2021 \$'000	2020 \$'000
Accrued salaries, wages and on-costs	178,056	140,775
Creditors	814,373	586,485
Payables to the State	1,100,000	42,000
Other ¹ Tax and Fringe Benefits Tax	4,907	2,104
	<u>1,040,990</u>	<u>777,491</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 \$4.9m (2019-20: \$5.3m).

Recognition and measurement

Payables represent liabilities for goods and services provided to the department and other amounts. Short-term payables with no stated interest rate are measured at the original invoice amount where the effect of discounting is immaterial.

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

17. Current/Non-current liabilities - Borrowings

(a) Current	2021 \$'000	2020 \$'000
Treasurer's Advances ¹	—	140,000
Lease liabilities (see Note 12) ²	49,733	574,131
	<u>49,733</u>	<u>185,919</u>
Non-current		
Lease liabilities (see Note 12) ²	527,369	574,151
	<u>527,369</u>	<u>574,151</u>
Total Borrowings	577,102	760,070

¹ The Treasurer's Advances was issued as a borrowing from the Crown in right of the State of New South Wales (the Crown) to schools between 2008-09 and 2010-11 to fund the Principals' Priority Building Program. The Minister of Education and Early Childhood Learning received correspondence from the NSW Treasurer on 16 February 2011, advising that the debt is written off in full. This has been reflected in the Statement of Comprehensive Income and Statement of Financial Position.

² Upon withdrawal of TPP 06-8 in 2020-21, public private partnership borrowings became in scope of AASB 16 Leases. Consequently, the associated borrowings have been reclassified to lease liabilities at 1 July 2019.

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 earlier entered into two Public private partnership projects for construction, design, finance and maintenance of 20 schools. The related monthly service fees, which comprise liability reduction, financing and operating costs, were accounted for as a liability. The department has entered into two Public private partnership projects for construction, design, finance and maintenance of 20 schools. The related monthly service fees, which comprise liability reduction, financing and operating costs, were accounted for as a liability. Upon withdrawal of TPP 06-8 in 2020-21, public private partnership school borrowings became in the scope of AASB 16 and are aggregated with lease liabilities. 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 \$48.8m (2019-20: \$42.0m) of repayments for the principal portion for lease liabilities.



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

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

Recognition and measurement
Employee benefits and related on-costs
Salaries and wages, annual leave and sick leave
Salaries and wages (including non-monetary benefits) and paid sick leave that are expected to be settled wholly within 12 months after the reporting date are measured at the undiscounted amounts of the benefits.
Annual leave is not expected to be settled wholly before twelve months after the end of the annual reporting period in which the employees render the related service. As such, it is required to be measured at present value in accordance with AASB 119 Employee Benefits (through shortcut methods are permitted).
Actuarial advice obtained by NSW Treasury has confirmed that using the nominal annual leave balance plus the annual leave entitlements accrued while taking annual leave (calculated using 8.4% [2019:20: 7.9%] of the nominal value of annual leave) can be used to approximate the present value of the annual leave liability. The department has used this actuarial advice based on the assumption that the department has not expected to settle the liability within 12 months as at the reporting date. As such, the liability is classified as a current liability even when the department does not expect to settle the liability within 12 months as at the reporting date does not have an unconditional right to defer settlement.
Unused non-vesting sick leave does not give rise to a liability as it is not considered probable that sick leave taken in the future will be greater than the benefits accrued in the future.
The department, as a government entity was not entitled to the Jobkeeper allowance offered by the Commonwealth Government in response to COVID-19 pandemic. The Jobkeeper allowance ended on 28 March 2021.
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. This special leave applies to ongoing, temporary and casual employees, and is available pro rata based on individual employee work structure.
Extended long service leave and superannuation
The department's liabilities for extended long service leave and defined benefit superannuation are assumed by the Crown in right of the State of New South Wales (the Crown). The department accounts for this liability as having been extinguished, resulting in the amount assumed being shown as part of the non-monetary revenue item described as 'Acceptance by the Crown Entity of employee benefits and other liabilities'.
Extended leave for permanent and long-term temporary employees is measured at the present value of expected future payments to be made in respect of services provided to the reporting date. Consideration is given to certain factors based on actuarial review, including expected future wage and salary levels, experience of employee departures, and periods of service. Expected future payments are discounted using Commonwealth Government bond rate at the reporting date.
On 24 March 2020, NSW Parliament passed temporary laws which enabled greater flexibility for employers and workers to access long service leave in advance during the ongoing COVID-19 crisis. These laws include special provisions that state that during the prescribed pandemic period, a worker stood down without pay by an employer as a direct or indirect result of the COVID-19 pandemic will continue to accrue long service leave. This does not have impact on the long service leave entitlements for the department's casual employees.
The superannuation expense for the financial year is determined by using the formulae specified in the relevant Treasurer's Directions. The expense for certain superannuation schemes (i.e. Base Benefit and First State Super) is calculated as a percentage of the employee's salary. For other superannuation schemes (i.e. State Superannuation Scheme and State Authorities Superannuation Scheme), the expense is calculated as a multiple of the employee's superannuation contributions.
Employer's contributions to the defined contribution plans are expensed when incurred.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

18. Current/Non-current liabilities - Provisions

Current	2021 \$'000	2020 \$'000
Current provisions expected to be settled within 12 months		
Employee benefits and related on-costs		
Annual leave	62,581	51,304
Annual and non-term leave (Vacation leave)	468,546	508,432
Payroll Tax on annual leave	25,758	30,635
Annual leave on extended/long service leave	168,317	126,225
Workers' compensation on extended/long service leave	51,610	40,000
Superannuation on extended/long service leave	151,686	149,544
Superannuation on annual leave	199,175	117,993
Annual leave loading	52,467	52,205
Other employee benefits and related on-costs	31,852	62,722
Other	1,238,973	1,150,138
1,299,068	1,180,371	
Current provisions expected to be settled beyond 12 months		
Annual leave	21,519	1,344
Payroll Tax on annual leave	16,404	20,762
Superannuation on annual leave	1,476	1,974
Other	18,676	23,880
58,075	28,960	
Total provisions - current	1,299,068	1,180,371
Non-current		
Employee benefits and related on-costs:		
Payroll Tax on extended/long service leave	14,882	13,004
Annual leave on extended/long service leave	16,647	10,976
Workers' compensation on extended/long service leave	3,329	2,388
Superannuation on extended/long service leave	49,650	36,650
Other	10,326	15,956
94,834	82,974	
Aggregate employee benefits and related on-costs	1,332,206	1,215,663
Provisions	178,056	140,775
Accrued salaries, wages and on-costs (Note 16)	1,510,282	1,356,438
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	2021	2020
Carrying amount at the beginning of the financial year	\$'000	\$'000
Net increase/(decrease) in provision due to administrative restatements	17,300	16,747
Additional provisions recognised	--	413
Amounts used	21,422	1,206
Unused amounts reversed	(170)	(3,548)
Time and price adjustments	(74)	(481)
Unrealised foreign exchange movements	(603)	2,943
Carrying amount at the end of the financial year	31,645	17,300

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

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

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

Recognition and measurement (continued)

Annual and non-term leave (Vacation leave) provision
Employees at Schools receive and accrue annual and non-term leave from the start of school term one and exhaust their entitlement to School leave and non-term leave by the end of the school year. The entitlement to the provision is calculated based on the eligibility, number of days they are on duty up to the reporting date and relevant industrial conditions. The provision balance at the reporting date is calculated based on the vacation leave entitlement accrued at the rates of pay of eligible staff and deducting any vacation leave taken during school vacations since school term one.

Consequential costs
Consequential costs to employment are recognised as liabilities and expenses where the employee benefits to which they relate have been recognised. This includes outstanding amounts of Payroll Tax, workers' compensation insurance premiums and superannuation.

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

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

If the effect of the time value of money is material, the provision for make good of building operating leases are discounted at -0.02% for the financial year (2019-20: 0.24%). When discounting is used, the increase in the provision due to the passage of time (i.e. unwinding of discount rate) is recognised as a finance cost.

The department is involved in litigation with a third party seeking a penalty for breach of contract. The information usually required by AASB 137 Provisions, Contingent Liabilities and Contingent Assets is not disclosed on the grounds that it can be expected to prejudice seriously the outcome of the litigation. The department is of the opinion that the penalty can be successfully reduced.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

19. Current/Non-current liabilities - Other liabilities

	2021 \$'000	2020 \$'000
Current¹		
Liabilities under transfers to acquire or construct non-financial assets to be controlled by the department	24,055	--
Liability for contributions to Treasury Managed Fund	16,850	--
Other	14	14
Non-current:		
Liabilities under transfers to acquire or construct non-financial assets to be controlled by the department	--	--
Total Other liabilities	40,905	14

¹ Comparative balances have been restated due to prior period error. Refer to Note 10) for more information.

Reconciliation of financial assets and corresponding liabilities arising from transfers to acquire or construct non-financial assets to be controlled by the department

	2021 \$'000	2020 \$'000
Liabilities arising from transfers to acquire/construct non-financial assets to be controlled by the department recognised upon initial application of AASB 1068	--	--
Adjusted receipt of cash during the financial year	198,626	146,504
Deduct: income recognised during the financial year	(174,571)	(146,504)
Closing balance of liabilities arising from transfers to acquire/construct non-financial assets to be controlled by the department	24,055	--

Refer to Note 3(i) for a description of the department's 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 controlled/acquired.



<p>DEPARTMENT OF EDUCATION Notes to the financial statements for the financial year ended 30 June 2021</p> <p>20. Budget review</p> <p>The budgeted amounts are drawn from the original budgeted financial statements presented to Parliament in respect of the reporting period. Subsequent amendments to the original budget (e.g. adjustment for transfer of functions between entities as a result of Administrative Arrangements Orders) are not reflected in the budgeted amounts. Major variances between the original budgeted amounts and the actual amounts disclosed in the financial statements are explained below.</p> <p>Net result</p> <p>The department's net result was \$716 million lower than the budget for the financial year.</p> <p>The variance includes lower revenue of \$1,180 million, and offset by saving from expenses excluding losses of \$466 million. The \$466 million saving in total expenses excluding losses is primarily attributable to the following:</p> <p>a) employee related expenses are \$21 million lower primarily due to temporary reduction of NSW payroll tax rate and slower activity in programs due to COVID-19.</p> <p>b) operating expenses are \$79 million lower primarily due to reduced contractors expenses and carry forward of programs into future years as a result of COVID-19.</p> <p>c) grants and subsidies are \$379 million lower than budget. The department normally provides grant funding to organisations in parallel with the timing of the associated programs being delivered. Due to COVID-19, many of the programs delivered by the grant recipients have been delayed. As such, the department has delayed payments of grants and subsidies.</p> <p>The \$1,180 million lower in revenue is primarily attributable to the following:</p> <p>a) appropriation is \$1,110 million lower due to lower cash requirement during the financial year.</p> <p>b) sale of goods and services is \$29 million lower due to reduced school revenue as a result of COVID-19, including subject contributions, extra-curricular activities, together with other school generated revenue.</p> <p>c) other revenue is \$158 million higher mainly due to forgiveness of Treasurer's Advances.</p> <p>Assets and liabilities</p> <p>Total assets are \$404 million lower than budget primarily due to the following:</p> <p>a) total current assets are \$34 million higher mainly due to capital prepayments.</p> <p>b) total non-current assets are \$437 million lower mainly due to asset disposal and depreciation and amortisation.</p> <p>Total liabilities are \$290 million higher than budget primarily due to the following:</p> <p>a) current liabilities - Payables are \$229 million higher mainly due to capital accruals, government payables and other payables at end of the financial year, caused by timing differences.</p> <p>b) current liabilities - Provisions are \$128 million higher mainly related to employee benefits. Employee data analysis shows that this have been taken during the financial year.</p> <p>c) total borrowings are \$183 million lower mainly due to forgiveness of Treasurer's Advances of \$140.5 million and lease liabilities.</p>	<p>50</p>
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<p>DEPARTMENT OF EDUCATION Notes to the financial statements for the financial year ended 30 June 2021</p> <p>20. Equity</p> <p>Asset revaluation surplus The revaluation surplus is used to record increments and decrements on the revaluation of non-current assets. This accords with the department's policy on the revaluation of property, plant and equipment as discussed in Note 11.</p> <p>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).</p> <p>Accumulated funds The category 'Accumulated funds' includes all current and prior year retained funds, including those that relate to equity transfers.</p> <p>21. Commitments</p> <p>Capital commitments</p> <p>Aggregate capital expenditure for the acquisition of capital work contracted for at balance date and not provided for:</p> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th style="text-align: right;">2021 \$'000</th> <th style="text-align: right;">2020 \$'000</th> </tr> </thead> <tbody> <tr> <td>Within one financial year</td> <td style="text-align: right;">1,033,146</td> <td style="text-align: right;">819,185</td> </tr> <tr> <td>Later than one financial year and not later than five financial years</td> <td style="text-align: right;">100,070</td> <td style="text-align: right;">374,020</td> </tr> <tr> <td>Total (including GST)</td> <td style="text-align: right;"><u>1,133,216</u></td> <td style="text-align: right;"><u>1,193,205</u></td> </tr> </tbody> </table> <p>The total commitments for expenditure include GST input tax credits of \$106.4m (2019-20: \$108.5m) that are expected to be recovered from the Australian Taxation Office.</p> <p>22. Contingent liabilities and contingent assets</p> <p>(a) Contingent liabilities</p> <p>The department is not aware of any contingent liabilities that are financially material for the purposes of financial statements at 30 June 2021.</p> <p>(b) Contingent assets</p> <p>The department is not aware of any contingent assets that are financially material for the purposes of financial statements at 30 June 2021.</p>		2021 \$'000	2020 \$'000	Within one financial year	1,033,146	819,185	Later than one financial year and not later than five financial years	100,070	374,020	Total (including GST)	<u>1,133,216</u>	<u>1,193,205</u>	<p>49</p>
	2021 \$'000	2020 \$'000											
Within one financial year	1,033,146	819,185											
Later than one financial year and not later than five financial years	100,070	374,020											
Total (including GST)	<u>1,133,216</u>	<u>1,193,205</u>											

23. Budget review (continued)

Cash Flows

Closing cash and cash equivalents are \$295 million lower primarily due to net cash inflows of both operating activities and investing activities.

a) net cash flows from operating activities are \$568 million lower. This is mainly due to lower grants and subsidies, driven by delay of activities related to COVID-19.

b) cash flows from investing activities are \$269 million lower. This is mainly due to delays in asset sales and slower capital program activity related to COVID-19.

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

	2021 \$'000	2020 \$'000
Net cash used in operating activities	2,271,870	2,147,650
Adjustment for non-cash items	(816,378)	(755,000)
Adjustment for expected credit loss	9,748	(22,340)
Increase/(Decrease) in other gains and losses for right-of-use assets under leases	(37,275)	(35,467)
Decrease/(Increase) in payables and other liabilities	(215,844)	(3,351)
Decrease/(Increase) in contract liabilities	(45,800)	(45,819)
Decrease/(Increase) in provisions	(13,859)	(14,444)
Increase/(Decrease) in other assets	(4,522)	140,444
Increase/(Decrease) in contract assets	(2,112)	2,112
Net gain/(loss) on disposal of property, plant and equipment	(60,134)	(42,825)
Forgiveness of Treasurer's Advances	140,500	--
Contributions of assets without consideration	59,884	267
Net result	<u>1,170,828</u>	<u>1,338,250</u>

25. Non-cash financing and investing activities

	2021 \$'000	2020 \$'000
Contributed assets	69,884	347
Capital accounts	(85,352)	(7,170)
Forgiveness of Treasurer's Advances	140,500	--
Transfer of property, plant and equipment and intangibles due to administrative restructures	--	(471)
Recognition of right-of-use assets and associated lease liabilities	(17,506)	52,919
	<u>13,526</u>	<u>55,623</u>

26. Financial instruments

Financial instruments are defined 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 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 external auditors on a regular basis.

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 external auditors on a regular basis.

(a) Financial instrument categories

Class	Notes	Category	Carrying Amount \$'000	Carrying Amount \$'000
Financial assets:				
Cash and cash equivalents	8	N/A	1,025,953	926,658
Receivables ¹	9	Amortised cost	73,902	66,689
Contract assets ²	10	Amortised cost	--	2,112
Financial liabilities:				
Payables ³	16	Amortised cost	998,471	733,513
Borrowings - Treasurer's Advances	17	Amortised cost	--	140,500
Borrowings - Lease liabilities ⁴	17	Amortised cost (in accordance with AASB 10)	577,102	619,170

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 receivables and unearned revenue (i.e. not within scope of AASB 7 Financial Instruments: Disclosures).
⁴ Upon withdrawal of TPP 06-9 in 2020-21, the department has assessed the treatment of public private partnership borrowings to be within the scope of AASB 10 Leases. Consequently, the associated borrowings have been reclassified to lease liabilities at 1 July 2019.

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



DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

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 the cash flows from the financial assets and has no 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, and the department has transferred its rights to receive cash flows from the 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 obligation is substantially modified, such an exchange or modification is treated as the derecognition of the original liability and the recognition of a new liability. The difference in the respective carrying amounts is recognised in the net result.

(c) Offsetting financial instruments

Financial assets and financial liabilities are offset and the net amount is reported in the Statement of Financial Position if there is a legally enforceable right to offset 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 instances, the department may consider a financial asset in default when it is past due and the department is unlikely to receive the outstanding contractual amounts in full before taking into account any credit enhancements held by the department.

Cash and cash equivalents
Cash comprises cash on hand and bank balances within the NSW Treasury Banking System. Although interest is earned on daily cash balances, the department does not have any cash held in the NSW Treasury Banking System. The department's cash is held in the NSW Treasury Banking System. Interest is earned on school bank account balances at the Reserve Bank of Australia (RBA) cash rate. This revenue is retained in the school's bank account.

DEPARTMENT OF EDUCATION
Notes to the financial statements for the financial year ended 30 June 2021

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. Collectability 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 it 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 conditions and to ensure that the loss allowance is sufficient to cover the expected credit losses. The department uses the Australian Bureau of Statistics (ABS) indicators of economic deterioration in NSW and Australia. The department used the Australian unemployment rate and NSW business revenue projections to make judgements 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 as at 30 June was determined as follows:

	Current	< 3 months	3 - 6 months	> 6 months	Total
30 June 2021	0.19%	2.27%	1.28%	66.06%	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
30 June 2020	3.19%	0.73%	3.65%	82.39%	N/A
Estimated total gross carrying amount (\$'000)	4,885	5,995	1,064	352	12,296
Expected credit loss (\$'000)	156	44	42	290	532

Note:
The aging 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 2021 and 2020. Most of the department's debtors have a good credit rating.

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

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

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

The liabilities are recognised for amounts due to be paid in the future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in NSW Treasury Circular TC 1112. For small business suppliers, where terms are not specified, payment is made not later than 30 days from date of receipt of a correctly received invoice. For other suppliers, if trade terms are specified, payment is made no later than the end of the month following the end of 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's invoice.

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	< 1 yr	1-5 yrs	> 5 yrs
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 ³	4.43%	710,051	594,220	195,855	-	65,135	217,058	427,883
2020								
Payables: ²								
Accrued salaries, wages and on-costs	-	139,854	-	-	139,854	139,854	-	-
Creditors	-	593,659	-	-	593,659	593,659	-	-
Borrowings:								
Treasurer's Advances	5.04%	149,500	149,500	-	-	149,500	-	-
Lease liabilities	3.78%	897,511	620,808	308,103	-	87,176	256,269	584,046

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 is 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).

³ Upon withdrawal of TPP 08-6 in 2020-21, the department has assessed the treatment of public private partnership borrowings to be in scope of AASB 19 Leases. Consequently, the associated borrowing have been reclassified to lease liabilities at 1 July 2018.

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 market risk arises primarily from its investments in government securities and government'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 financial year). The analysis is based on the current market conditions and the department's financial position. The analysis is performed on the same basis as for 2020-21. The analysis assumes that all other variables remain constant.

Interest rate risk
Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in interest rates. Exposure to interest rate risk arises primarily from the department's investments in government securities and government's borrowings. The department's interest rate risk is managed by utilising government securities issued by NSW TCorp. The interest does not account for any 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/earned. 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 nature of interest rate volatility.

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

	2021 \$'000	2020 \$'000
Net result	-1%	+1%
Equity	(4,489)	4,489
	(4,489)	4,489
	-1%	+1%
	(3,075)	3,075
	(3,075)	3,075

(e) Fair value measurement

(i) Fair value compared to carrying amount
Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. The department's financial instruments are measured at fair value. The department does not 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 2020-21 and 2019-20.

Financial instruments are generally recognised at cost, with the exception of the NSW TCorp MF Funds, which is measured at fair value. The department did not have deposits in these facilities for both financial years ended 30 June 2021 and 30 June 2020.

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

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

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

The liabilities are recognised for amounts due to be paid in the future for goods or services received, whether or not invoiced. Amounts owing to suppliers (which are unsecured) are settled in accordance with the policy set out in NSW Treasury Circular TC 1112. For small business suppliers, where terms are not specified, payment is made not later than 30 days from date of receipt of a correctly received invoice. For other suppliers, if trade terms are specified, payment is made no later than the end of the month following the end of 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's invoice.

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	< 1 yr	1-5 yrs	> 5 yrs
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 ³	4.43%	710,051	594,220	195,855	-	65,135	217,058	427,883
2020								
Payables: ²								
Accrued salaries, wages and on-costs	-	139,854	-	-	139,854	139,854	-	-
Creditors	-	593,659	-	-	593,659	593,659	-	-
Borrowings:								
Treasurer's Advances	5.04%	149,500	149,500	-	-	149,500	-	-
Lease liabilities	3.78%	897,511	620,808	308,103	-	87,176	256,269	584,046

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 is 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).

³ Upon withdrawal of TPP 08-6 in 2020-21, the department has assessed the treatment of public private partnership borrowings to be in scope of AASB 19 Leases. Consequently, the associated borrowing have been reclassified to lease liabilities at 1 July 2018.



26. Financial Instruments (continued)

(e) Fair value measurement (continued)

- (i) 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 AASB 13 Fair Value Measurement, the department categorises, for disclosure purposes, the valuation techniques based on the inputs used in the valuation techniques as follows:
 - Level 1 – quoted (or unquoted) prices in active markets for identical assets/liabilities that the department can access at the end of the reporting period
 - 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 2020-21 and 2019-20.

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:

	2021 \$'000	2020 \$'000
Employee benefits		
Short-term employment	4,397	5,379
Long-term employment	577	1,565
Other long-term	--	993
Termination	--	--
Share-based payment	--	--
Total compensation	4,974	7,937

(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 \$19.0 billion received from Consolidated Fund. Refer to Note 3(a) for further information.
 - Grants to NSW government agencies under the NSW Government Grants Program. Refer to Note 3(b) for further information.
 - Grants under the Greater NSW Fund (GNSWF). Refer to Note 3(c) for further information.
 - Employee benefits assumed by the Crown of \$359.3 million. Refer to Note 3(d) for further information.
 - Grants to NSW government agencies within the Education cluster of \$1.9 billion. This includes \$1.7 billion to TAFE NSW, and \$195 million to NSW Education Standards Authority.
 - An additional \$84.1 million was paid to NSW Government entities under a number of the department's funding programs.
 - Payments of \$92.7 million and receivables of \$91.6 million from the local NSW Treasury Managed Fund Scheme. Refer to Note 2(b) and Note 3(e) for further information.

(ii) Other related party transactions

There were no material transactions with the department's Executive, their close family members or entities over which they or their close family members have a controlling interest.

28. Events after the financial year

The department is not aware of any events after the financial year that have material impacts on the financial statements for the year ended 30 June 2021.

End of audited financial statements.

Appendices

Profile – NSW public schools	93	Financial management	132
Profile – VET in NSW	95	Payment of accounts	132
Our people	96	Establishment, change and closure of schools	134
Organisational structure	96	Major capital works	135
Members of the Executive	100	Land disposal	142
Human Resources	101	Controlled entities	142
Workforce diversity	109	Risk management and insurance activities	142
Work health and safety	112	Internal Audit and Risk Management Attestation Statement	144
Public accountability	114	Audit and Risk Committee	145
Legislation and legal change	114	Cyber Security	145
Disability Inclusion Action Plan	115	Grants	147
Carers charter	117	Contact us	178
Multicultural Policies and Services Program	117	NSW public schools	178
Complaints and feedback	120	Compliance checklist	179
Public access to government information	121		
Privacy Management Plan, Code of Practice and other publications	126		
Public interest disclosures	127		
Consultants	127		
Overseas travel	129		
Research and evaluation	129		

Profile – NSW public schools

This section provides data on our public schools, including the number of schools and student diversity.

Table 2: NSW public school enrolments, 2021

Category	Number
Total full-time and part-time primary and secondary students	802,776
Full-time primary and secondary students	800,986
Full-time primary students	488,185
Full-time secondary students	312,801
Part-time secondary students	1,790
Preschool students	4,203
Children in early intervention classes	711

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 2021. A small number of preschool and early intervention students are enrolled in multiple locations and are counted in each location. 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 3: NSW public school student profile, 2021

Category	Number
Male students	414,297
Female students	387,886
Students with a language background other than English	304,814
Aboriginal students	68,950
Students in support classes	20,546
Students in schools for specific purposes	5,872

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

Table 4: NSW public schools, 2021

Category	Number
Total number of schools	2,215
Primary schools	1,606
Secondary schools	402
Schools for specific purposes	117
Central and community schools	67
Environmental education centres	23

Notes: The total number of schools differs from figures published by the Australian Bureau of Statistics (ABS), which only counts schools that have permanent enrolments for 4 or more continuous weeks, and therefore excludes environmental education centres, some schools for specific purposes and the Open High School. A multi-campus college is reported by the ABS as one school, but campuses are reported individually here.

Table 5: Student-to-teacher ratios in NSW public schools, 2021

Category	Ratio
Overall student-to-teacher ratio	14.3
Primary student-to-teacher ratio	15.2
Secondary student-to-teacher ratio	13.2

Notes: The number of preschool students and children in early intervention classes is not included in the primary student-to-teacher ratio, consistent with Schools Australia 2021.

Source for Tables 2 to 5: Department of Education mid-year census. Note for Tables 2 to 5: 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 6: Enrolments of NSW public school students with a language background other than English, by language, 2021

Category	Number
Indian languages	64,266
Chinese languages	45,908
Arabic	41,166
Vietnamese	16,551
Filipino/Tagalog	10,154
Korean	8,320
Samoan	8,245
Spanish	8,098
Greek	7,073
Assyrian/Chaldean	4,856
Indonesian	4,632
Tongan	4,605
Italian	4,209
Thai	3,997
Turkish	3,765
Japanese	3,756
Dari	3,674
Persian (excluding Dari)	3,432
Macedonian	3,357
French	3,343
German	3,108
Russian	3,075
Other language groups	43,189

Source: Department of Education Language Background Other Than English census, 2021.

Profile – VET in NSW

Table 7: Smart and Skilled student profile, 2021

Category	Total
Commencements ¹	238,109
Completions ²	55,190
Male students ¹	115,056
Female students ¹	122,720
Aboriginal students ¹	23,590
Students with disability ¹	15,357
Students living in a regional area ¹	47,428
Students living in a remote area ¹	18,199

Notes: Figures in this table reflect enrolments under Smart and Skilled. Individual students may have had multiple enrolments in 2021. ¹ Includes part qualifications. ² Qualification eligible.

Table 8: Smart and Skilled provider profile, 2021

Provider type	Enrolments	Number of providers
Private providers	125,706	333
TAFE	105,237	1
ACE providers	7,166	30

Note: Includes part qualifications.

Table 9: Apprentices and trainees profile, 2021

Category	Total
Contracts approved	61,751
Completions	22,946
Male students	37,865
Female students	23,884

Source for Tables 7 to 9: Integrated Vocational Education and Training System, 2021.

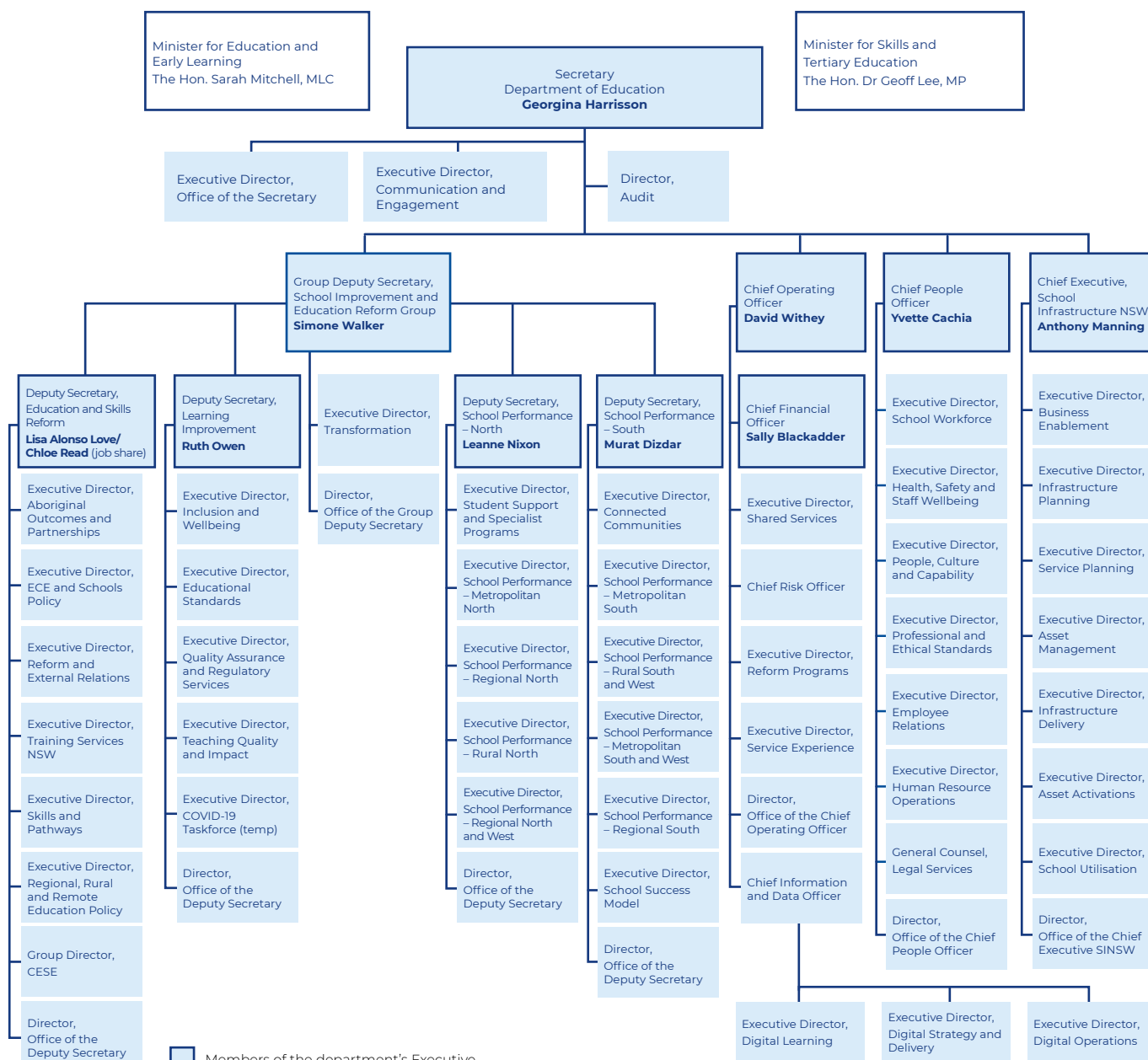
Our people

Organisational structure

The department introduced a new organisational structure on 21 September 2020, with further changes to the Operations and People Groups implemented on 26 November 2021.

As at 31 December 2021, the department structure is represented in this chart. The latest organisational chart is available on the NSW Department of Education website at education.nsw.gov.au/about-us/our-people-and-structure.

Figure 13: Department of Education Organisational structure, as at 31 December 2021



Members of the department's Executive

School Improvement and Education Reform Group

The School Improvement and Education Reform (SIER) Group coordinates the department's enterprise-wide transformation agenda, including driving key school improvement priorities. SIER monitors and reports on the most important and complex departmental targets and strategies including Premier's Priorities, the school improvement agenda and skills reform. The group's work also includes corporate and delivery planning and support.

SIER comprises the Education and Skills Reform, Learning Improvement, School Performance – North, and School Performance – South divisions, as well as the Transformation Office.

Education and Skills Reform

The Education and Skills Reform (ESR) division drives reform across each stage of learning – from early childhood through to vocational education and skills. It aims to ensure equity and access for all learners and that every person in NSW has the support they need to participate, develop and transition as successful lifelong learners.

ESR works with state and Australian Government partners – as well as schools, the early childhood sector and industry – to:

- develop strategic and data informed policy and programs to improve outcomes in early childhood, schooling, skills and careers
- drive a whole-of-department focus on Aboriginal outcomes and those of our rural and remote learners.

Learning Improvement

Learning Improvement collaborates across the department and non-government sectors to support schools improve outcomes for every student. The group ensures 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 developing and delivering 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, while ensuring continuous quality improvement
- maximising access, inclusion and wellbeing of all students by overseeing relevant policies and commissioning programs or strategic partnerships with other agencies and service providers
- leading curriculum reform for the department, in collaboration with the NSW Education Standards Authority (NESA)
- supporting teachers to achieve high professional standards in the delivery of curriculum, assessment and reporting
- developing evidence-based programs, professional learning and instructional resources in partnership with schools, teachers and leaders.

School Performance (North and South)

School Performance leads and directs the operations of more than 2,200 NSW public schools. It maximises the academic achievements of all students and creates 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.

School Performance is responsible for 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:

1. Metropolitan North
2. Regional North
3. Regional North and West
4. Rural North.

The group also has responsibility for statewide student services including:

- arts, sports and initiatives
- Assisted School Travel Program (operations)
- child wellbeing and mental health services
- community languages
- international programs.

School Performance – South

School Performance – South is responsible for 4 School Performance directorates:

1. Metropolitan South
2. Metropolitan South and West
3. Regional South
4. Rural South and West.

Transformation Office

The Transformation Office focuses on disciplined delivery of priorities to lift school performance and student outcomes. It coordinates the department's agenda for delivering school improvement and skills reform, including the School Success Model and overseeing the Premier's Priorities.

The directorate partners with teams across the department to:

- develop the department's strategy
- develop the transformation agenda and priorities
- design, track and report on system targets
- deliver business-critical projects and programs
- build best-practice program, change management, data and evaluation capabilities across business units
- drive insights, innovation and rigour to inform decision-making.

Operations Group

The Operations Group is responsible for providing high-quality services and support to the Education system. This includes:

- ensuring the cluster makes best use of our resources to improve education outcomes
- making sure schools and the department have the right technology to support the delivery of education and simplify administrative processes

- providing information, support and advice to schools and corporate staff through EDConnect, the shared service centre, as well as promoting consistent and effective operational practices
- supporting, promoting and enabling good governance, risk management frameworks, controls assurance, and fraud and corruption services
- delivering simple, strategic and customer-centred legal advice and representation to schools and the department, which enables the department to focus on improved education outcomes.

People Group

The People Group is responsible for ensuring education 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 to manage risk, build resilience and support recovery
- driving accountability through professional and ethical standards
- ensuring the department is a high-performing organisation and a great place to work.

School Infrastructure NSW

School Infrastructure NSW is the department's delivery agency for infrastructure planning, delivery and asset management.

It will deliver the NSW Government's investment of \$7.9 billion over the next 4 years in education infrastructure, continuing a program to deliver 215 new and upgraded schools to support communities across NSW. This is the largest investment in public education infrastructure in the history of NSW.

School Infrastructure NSW:

- drives the service, planning, procurement and construction of school facilities to meet changes in population growth, accommodate new ways of teaching and learning, and help foster better education outcomes for students
- ensures school-based assets are regularly renewed and maintained
- manages 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 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.

Communication and Engagement

The Communication and Engagement directorate is a centre of excellence for communication across the department. This includes:

- leading and coordinating internal and corporate communication
- managing and optimising the department's key digital communication channels
- engaging with external stakeholders, partners and community organisations
- responding to media enquiries and correspondence while helping share news and results from across the portfolio.

Internal Audit

Internal Audit supports the department achieve its objectives by providing appropriate independent, objective and risk-based assurance and advice.

Internal Audit:

- provides assurance to the secretary and the Audit and Risk Committee that the department's financial and operational controls are designed to manage its risks and achieve its objectives and are operating in an efficient, effective and ethical manner
- assists management in improving the business performance of the department.

Members of the Executive

As at 31 December 2021, the Executive comprised the following members:

- Georgina Harrisson, Secretary (Chair) (BSc Hons)
- Simone Walker, Group Deputy Secretary, School Improvement and Education Reform Group (BSocWork GradDip Communications)
- Yvette Cachia, Chief People Officer, People Group (BEd GDEd GDACG GDLP MA [Distinction] LLB Hons, LLM, MAPP Hons)
- David Withey, Chief Operating Officer, Operations Group (BA Hons)
- Anthony Manning, Chief Executive Officer, School Infrastructure NSW
- Lisa Alonso Love, Deputy Secretary, Education and Skills Reform (BSocSc GCPP EMPA)
- 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)
- Ruth Owen, Deputy Secretary, Learning Improvement (BA Hons)
- Sally Blackadder, Chief Financial Officer (BComm MBA CA)
- Lisa Harrington, Executive Director, Office of the Secretary (BComm).

The following changes were made to the Executive during 2021:

- Sally Blackadder was R/Deputy Secretary, Learning Improvement from 1 April to 8 October 2021. She commenced in the role of Chief Financial Officer on 11 October 2021.
- Cathy Brennan (Dip T [ECE] BEd [ECE] MEdAdmin ProfCert Instructional Leadership) was Deputy Secretary, School Performance – North until 3 January 2021.

- Gerard Gieseckam (BCom FCPA) was Chief Financial Officer until 17 September 2021.
- Georgina Harrisson was Group Deputy Secretary, School Improvement and Education Reform Group until 26 April 2021.
- Leanne Nixon commenced in the role of Deputy Secretary, School Performance – North on 4 January 2021.
- Ruth Owen was A/Group Deputy Secretary, School Improvement and Education Reform Group from 26 April 2021 to 8 October 2021.
- Mark Scott AO was Secretary (Chair) (DipEd BA MA MPA DLitt [honoris causa] DBus [honoris causa] DUniv [honoris causa] FAICD FRSN) until 23 April 2021.
- Simone Walker commenced in the role of Group Deputy Secretary on 11 October 2021.

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 2021, we employed 102,120 full-time equivalent (FTE) staff. Approximately 69% were teachers in NSW public schools.

Table 10: Number of full-time equivalent staff, 2018 to 2021

Full-time equivalent staff	30 June 2018	30 June 2019	30 June 2020	30 June 2021
Teachers (schools)	66,487	66,801	69,335	70,279
Educational support (schools)	21,850	23,170	24,732	25,820
Corporate and educational support (state and regional offices)	4,128	4,865	5,635	6,021
Total	92,465	94,836	99,702	102,120

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 11: Full-time teaching service staff – primary teachers in NSW public schools, 2021

Role type	Female			Male			Total number	% of grand total
	Number (female)	% of total (female)	% of total at this level (female)	Number (male)	% of total (male)	% of total at this level (male)		
Classroom teachers	17,817	73.4	82.8	3,709	68.9	17.2	21,526	72.6
Assistant principals	4,158	17.1	81.7	931	17.3	18.3	5,089	17.2
Deputy principals	982	4.0	83.3	197	3.7	16.7	1,179	4.0
Primary principals class 6	0	0.0	0.0	0	0.0	0.0	0	0.0
Primary principals class 5	1	<0.1	100.0	0	0.0	0.0	1	<0.1
Primary principals class 4	4	<0.1	50.0	4	0.1	50.0	8	<0.1
Primary principals class 3	2	<0.1	50.0	2	<0.1	50.0	4	<0.1
Primary principals class 2	1	<0.1	100.0	0	0.0	0.0	1	<0.1
Primary principals class 1	1	<0.1	100.0	0	0.0	0.0	1	<0.1
Executive principals*	5	<0.1	45.5	6	0.1	54.5	11	<0.1
Teaching principals 1 – associate principal**	374	1.5	73.9	132	2.5	26.1	506	1.7
Teaching principals 2 – associate principal**	15	0.1	83.3	3	0.1	16.7	18	0.1
Principals level 1**	243	1.0	74.1	85	1.6	25.9	328	1.1
Principals level 2**	347	1.4	71.7	137	2.5	28.3	484	1.6
Principals level 3**	305	1.3	64.3	169	3.1	35.7	474	1.6
Principals level 4**	24	0.1	72.7	9	0.2	27.3	33	0.1
Principals level 5**	0	0.0	0.0	0	0.0	0.0	0	0.0
Total	24,279	100.0	81.8	5,384	100.0	18.2	29,663	100.0
Total primary principals	1,322	5.4	70.7	547	10.2	29.3	1,869	6.3
Total promoted***	6,462	26.6	79.4	1,675	31.1	20.6	8,137	27.4

Source: NSW Public Sector Workforce Profile as at 30 June 2021. Notes: Teachers on leave without pay for 12 months or more at 30 June 2021 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 12: Full-time teaching service staff – secondary teachers in NSW public schools, 2021

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	10,305	74.6	60.5	6,725	74.0	39.5	17,030	74.4
Head teachers/district guidance officers	2,642	19.1	61.6	1,647	18.1	38.4	4,289	18.7
Deputy principals	590	4.3	56.6	452	5.0	43.4	1,042	4.6
Secondary principals class 2	14	0.1	43.8	18	0.2	56.3	32	0.1
Secondary principals class 1	16	0.1	48.5	17	0.2	51.5	33	0.1
Executive principals*	5	<0.1	29.4	12	0.1	70.6	17	0.1
Principals level 1**	15	0.1	60.0	10	0.1	40.0	25	0.1
Principals level 2**	13	0.1	43.3	17	0.2	56.7	30	0.1
Principals level 3**	61	0.4	48.0	66	0.7	52.0	127	0.6
Principals level 4**	135	1.0	55.8	107	1.2	44.2	242	1.1
Principals level 5**	9	0.1	39.1	14	0.2	60.9	23	0.1
Total	13,805	100.0	60.3	9,085	100.0	39.7	22,890	100.0
Total secondary principals	268	1.9	50.7	261	2.9	49.3	529	2.3
Total promoted***	3,500	25.4	59.7	2,360	26.0	40.3	5,860	25.6

Source: NSW Public Sector Workforce Profile as at 30 June 2021. Notes: Teachers on leave without pay for 12 months or more at 30 June 2021 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 13: Full-time teaching service staff – primary and secondary teachers in NSW public schools, 2021

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	38,084	100.0	72.5	14,469	100.0	27.5	52,553	100.0
Total principals	1,590	4.2	66.3	808	5.6	33.7	2,398	4.6
Total promoted*	9,962	26.2	71.2	4,035	27.9	28.8	13,997	26.6

Source: NSW Public Sector Workforce Profile as at 30 June 2021. Notes: Teachers on leave without pay for 12 months or more at 30 June 2021 are not included in the table. *Total promoted includes all executive-level positions within a school including principal, deputy principal, assistant principal and head teacher.

Table 14: Part-time school teachers in NSW public schools, 2021

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	11,761 92.56%	7,009.8	0.6	946 7.44%	596.4	0.6	12,707 100%	7,606.2	0.6
Primary promoted teachers*	1,329 94.26%	967.7	0.7	81 5.74%	60.1	0.7	1,410 100%	1,027.7	0.7
Total primary	13,090 92.73%	7,977.4	0.6	1,027 7.27%	656.5	0.6	14,117 100%	8,633.9	0.6
Secondary classroom teachers	4,871 78.05%	3,108.6	0.6	1,370 21.95%	880.3	0.6	6,241 100%	3,988.9	0.6
Secondary promoted teachers*	462 81.05%	319.8	0.7	108 18.95%	75.7	0.7	570 100%	395.5	0.7
Total secondary	5,333 78.30%	3,428.4	0.6	1,478 21.70%	956.0	0.6	6,811 100%	4,384.5	0.6
Grand total	18,423 88.03%	11,405.8	0.6	2,505 11.97%	1,612.6	0.6	20,928 100%	13,018.4	0.6

Source: NSW Public Sector Workforce Profile as at 30 June 2021. Notes: Teachers on leave without pay for 12 months or more at 30 June 2021 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 (PSC) 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 2021, approximately 41,400 Education staff (39%) took part. This is an increase of 11 percentage points from the 2020 survey.

Staff indicated improvement across the majority of topic areas in 2021. The largest improvements were in customer service, senior managers, communication and change management, flexible working, and confidence in the department taking action on survey results. Engagement was 71%, up 3 percentage points on the previous year.

Capability development

The department's Performance and Accreditation Policy Unit (known as the Performance and Development Unit until a name change in September), specifically addresses the performance and development of teaching and non-teaching school staff.

In 2021, the department continued to address the recommendations of the 2019 Auditor-General's performance audit report, Ensuring Teaching Quality in NSW Public Schools. It highlighted the need to strengthen the Performance and Development Framework. We undertook a comprehensive sampling of principal and teacher performance and development plans to identify strengths and opportunities for development, particularly in relation to goal setting. The department updated support resources and professional learning sessions for teachers, leaders and supervisors to improve execution of the performance and development process.

We provided virtual learning sessions and development programs, such as the principal-led Enhancing Capacity and Targeted Performance Support programs, to improve the performance standards of our school-based non-teaching staff. We developed new resources and programs supporting the Performance and Development Framework for all staff.

Virtual development initiatives were also created in response to COVID-19. Corporate staff accessed curated online resources through a new bespoke online learning platform, the Corporate Learning Centre. Staff have access to a range of online learning resources and professional workshops aligned to the PSC Capability Framework, including topics on brief writing and project management.

We continued to implement a range of programs and support to build and develop leadership capability across the Public Sector Senior Executive (PSSE) workforce. In 2021, PSSE accessed 6 virtual learning programs, covering topics including working with ministers and business acumen. In addition, we provided professional development to support the Performance and Development Framework, including performance conversations. To develop executive talent, places are provided on a range of PSC Leadership Academy programs.

Flexible work practices

The department offered a wide range of flexible work practices to help corporate staff balance their work and other responsibilities more effectively, including part-time work, job sharing, leave without pay and flexible working hours.

For much of 2021, most corporate staff continued full-time remote working due to COVID-19 restrictions. Where possible, the department employed a hybrid work model, where corporate staff could choose to work from the office or their home during non-lockdown periods.

The department consolidated the Flexible Work Policy by supporting the hybrid working model. It enabled us to be agile and responsive to Public Health Orders and be ready for a return to a mix of office and home-based work.

The department's new flexible working resources focused on ensuring managers can implement hybrid working within their teams. They are designed so employees feel supported to work productively and safely regardless of their location.

Organisational change

The department continued to support employees affected by organisational change with a dedicated workforce transition team maximising placement opportunities and talent retention.

The department declared 9 employees excess to requirements in 2021, resulting in 9 offers of voluntary redundancy. All 9 offers were accepted. Two employees (who were declared excess prior to 2021) were made forcibly redundant in 2021.

In August 2021, the Transformation Office implemented its new operating model following an approved organisational change. This affected up to 60 non-executive roles, and the new structure resulted in an increase of 23 full-time equivalent roles. This new operating model better supports the delivery of improvement programs to schools and changes the ways of working of the School Improvement and Education Reform Group. The new organisation brings together existing transformation capabilities, skills, and experience into a single directorate to better align the teams and enable them to more effectively support the department in delivering its Strategic Plan and goals.

Also in August, the department announced an executive-level restructure across the Operations Group and People Group as part of the Transformation of Support Services program. The program aims to improve services for customers so they can access services and support with ease and efficiency; provide an end-to-end solution with clear service accountability; and enable our people – especially schools – to focus on high-value work related to student results by making services easy to find, navigate and use.

In November 2021, the Operations Group and People Group implemented its new executive structure. Some teams and individuals across the groups moved or changed reporting lines, but non-executive roles did not significantly change in the structure.

Leave administration

During 2021, the department helped 13 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 2021, principals assessed 13 teachers as requiring further action for leave issues. 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.

Principals are provided with a sick leave report, which they can use to monitor staff sick leave. In 2021, 330 principals and 8 directors, educational leadership (DELs) accessed the report.

Staff performance and conduct

In 2021, the Professional and Ethical Standards (PES) directorate received 3,341 conduct reports. Of these, 585 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 support managers in addressing conduct issues early and effectively in the workplace.

The department also commenced investigations into staff alleged to have been non-compliant with COVID-19 vaccination requirements.

The Employee Performance unit within PES is committed to ensuring an engaged and high performing workforce through the provision of expert guidance to school leaders and corporate managers in addressing staff underperformance. At the local level, the Employee Performance Management and Improvement (EPMI) field teams support principals and DELs in improving the quality of teaching and leadership in our schools.

Strategies to proactively address employee performance implemented since 2018, including building the confidence and capacity of supervisors, by 2021 resulted in:

- 1,426 cases of underperformance being supported since 2018
- 35% (108) cases closed as a result of improvement without the need to move to a formal performance improvement program
- the annual People Matters survey showing an increasing percentage of teachers (43% in 2018 to 51% in 2021) responding positively to the question about poor performance being appropriately addressed in schools
- at a time of a teacher shortage, approximately 300 teachers being able to remain in their positions as the result of facilitated improvement rather than create a vacancy.

In 2021, the Teacher Performance Management and Improvement (TPMI) project, piloted in 2018, expanded its scope to support principals in managing the performance of all school-based staff, teaching and non-teaching. This change was reflected in the rebranding of the pilot to the EPMI project.

During 2021, 316 EPMI matters were closed without the need to move to an improvement program for the reasons shown in Table 15.

Table 15: EPMI matters closed in 2021 by reason

Reason for case closed	Total
Demonstrated improvement	108
Leave taken by employee	54
Demotion	12
Retired	7
Transferred	3
Voluntarily resigned	28
Voluntarily ceased temporary engagement	9
No further action by school	88
Closed – other reason	7
Total	316

When action to address performance concerns does not result in sufficient improvement, the Employee Performance team ensures principals, corporate managers and supervisors confidently and competently apply the relevant improvement program procedures so that legislative and industrial requirements are met. The number of improvement programs commenced in 2021, despite the impact of COVID-19 on operations, are shown in Tables 16 and 17.

Table 16: Formal improvement programs commenced under EPMI and Employee Performance, 2021

Employee type	Total
Permanent teachers	36
Temporary teachers	8
Subtotal: Teachers	44
School executive	5
Principals	2
School-based non-teaching staff	3
Public service or corporate staff	4
Total	58

Table 17: Performance matters commenced under EPMI, 2021

Employee type	Total
Teachers	260
School executive	59
Principals	26
School-based non-teaching staff	46
Other	3
Total	394

Source for Tables 15 to 17: Professional and Ethical Standards Directorate, 2021



Wages, salaries or allowances

School administrative and support staff received an increase in remuneration of 2.5% – comprising a 2.04% salary increase and a 0.5% increase to the super guaranteed charge – effective from 1 July 2021, under the *Crown Employees (School Administrative and Support Staff) Award 2019*.

Remuneration for teachers, principals, school executives and other related staff rose 2.5% – comprising a 2.28% salary increase and a 0.5% increase to the super guarantee charge – effective from January 2021, under the *Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2020*.

Chief education officers received a salary increase of 0.3%, effective from January 2021, under the *Crown Employees (Chief Education Officers – Department of Education) Salaries and Conditions Award 2020*.

In July 2021, remuneration for public service employees covered by the *Crown Employees (Public Sector – Salaries 2021) Award*, increased 2.5% – comprising a 2.04% salary increase and a 0.5% increase to the super guarantee charge.

Public Service Senior Executives

The Statutory and Other Officers Remuneration Tribunal made its annual determination for public service senior executive remuneration packages in August 2021. The tribunal determined a 2.5% increase for all Public Service Senior Executives (PSSE), effective 1 July 2021.

Number of Public Service Senior Executive officers

Tables 18 and 19 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 2020-21 was 0.80% which was the same percentage as in 2019-20. Expenditure is based on the total remuneration package of an employee's substantive role.

Table 18: Number of PSSE employed in each band as at 30 June 2019, 2020, 2021

Band	2019 (female)	2019 (male)	Reported in 2020 (female)	Reported in 2020 (male)	Correction for 2020* (female)	Correction for 2020* (male)	2021 (female)	2021 (male)
Band 4 (Secretary)	0	1	0	1	0	1	1	0
Band 3 (Deputy Secretary)	3	4	5	3	7	4	5	3
Band 2 (Executive Director)	22	12	23	12	31	16	26	17
Band 1 (Director)	137	126	131	121	149	138	159	143
Totals	162	143	159	137	187	159	191	163

Source: Establishment data extracted from i-Series as at 30 June each year. Note: *Corrected data for 2020 now includes temporary movements.

Table 19: Average remuneration for PSSE per band as at 30 June 2019, 2020, 2021

Band	Range* (\$)	2019 (\$)	Reported in 2020 (\$)	Correction for 2020* (\$)	2021 (\$)
Band 4 (Secretary)	487,051-562,650	588,360	599,000	599,000	599,000
Band 3 (Deputy Secretary)	345,551-487,050	415,392	431,362	441,577	423,571
Band 2 (Executive Director)	274,701-345,550	295,207	290,358	301,130	302,389
Band 1 (Director)	192,600-274,700	222,607	216,384	231,688	229,917

Source: The NSW Public Service Senior Executive Remuneration Management Framework and SAP remuneration report as at 30 June each year. Notes: Average remuneration includes the amount payable as an allowance (for example, temporary assignments) to approved executives in addition to remuneration within the band range. Salary range is the band effective from 1 July 2019. The ranges quoted are for total remuneration package for each band. * A reporting error occurred in the 2020 Annual Report. Figures reported for number of PSSE employed in each band and average remuneration for PSSE per band were incomplete. Data for PSSE temporary movements (temporary assignments and secondments) was not included and this correction is tabled above for 2020.

Workforce diversity

This section summarises the department's 2021 achievements in building a diverse workforce embedded in an inclusive culture. Our culture:

- is underpinned by our Diversity and Inclusion Strategy 2018-2022
- recognises all staff have an active part to play
- incorporates inclusive design in our thinking and responses to our new ways of working.

Table 20: Trends in representation of equal employment opportunity groups as a proportion of the total number of staff, 2017 to 2021

Group	NSW Government benchmark	2017	2018	2019	2020	2021
Women	50.0%	77.8%	78.3%	78.2%	78.2%	78.3%
Aboriginal people ¹	3.3%	3.8%	3.9%	3.9%	3.7%	4.3%
People whose first language spoken as a child was not English ²	23.2%	11.1%	11.2%	11.5%	10.8%	11.9%
People with disability ³	5.6%	3.1%	3.0%	3.0%	2.6%	2.9%
People with disability requiring adjustment at work	N/A	0.7%	0.7%	0.6%	0.5%	0.6%
Total number of staff	N/A	97,076	99,256	108,031	107,777	111,865

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. ¹NSW Government benchmarks are employment targets set under either the 2019-2025 Aboriginal Employment Strategy or under Premier's Priority diversity targets. ²The 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. ³In 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 21: Trends in distribution of equal employment opportunity groups, 2017 to 2021

Group	NSW Government benchmark	2017 index*	2018 index*	2019 index*	2020 index*	2021 index*
Women	100	92	92	92	93	94
Aboriginal people	100	82	83	84	89	87
People whose first language spoken as a child was not English	100	104	104	103	104	103
People with disability	100	99	98	97	99	96
People with disability requiring adjustment at work	100	105	106	107	107	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 2021 EEO survey response rate was 72%.

Diversity and Inclusion Council, governance and resourcing

The department relaunched the Diversity and Inclusion Council in 2021 to monitor 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.

Women at work

Women made up 56.5% of senior leadership roles across the department in 2021. 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 81.7% of assistant principal roles and 83.3% of deputy principal roles in primary education.

In 2021, the department:

- encouraged and supported women to participate in centrally coordinated leadership and executive development programs
- supported the Women in Educational Leadership Network, an incorporated body that provides a forum for women in teaching and learning roles to develop leadership skills and progress their careers.

Aboriginal employees

Aboriginal employees represented 4.3% of our staff and 3% of our senior leadership roles in 2021.

In 2021, the department:

- commissioned a research report through the School Leadership Institute with Sydney University on Aboriginal leadership and the experiences of our Aboriginal staff – this research will inform consultation conducted with Aboriginal staff as part of the development of the Aboriginal Workforce and Leadership Strategy and the work under way with aspiring principals from an Aboriginal background to develop their leadership capabilities

- established a project to develop a 10-year Aboriginal Workforce and Leadership Strategy, which will be launched in 2022
- continued to implement the department's first Reconciliation Action Plan for corporate staff – aiming to advance reconciliation between Aboriginal and non-Aboriginal people, and focusing on making our department a culturally safe place to work
- supported career development for Aboriginal people in leadership roles, through programs including the Aboriginal Career and Leadership Development Program
- 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 1,682 teachers and leaders of Aboriginal descent are currently employed
- permanently employed 499 Aboriginal identified school administrative and support staff (SASS), including Aboriginal education officers, as well as 182 Aboriginal identified corporate staff
- supported an initiative arising from the Aboriginal Education Review to support the designation of SASS positions for Aboriginal people in schools with significant Aboriginal student enrolments – the Aboriginal Programs team supported newly recruited staff, mentoring and career development opportunities
- funded aspirant Aboriginal employees to undertake professional development and leadership opportunities
- promoted a special leave initiative to support Aboriginal SASS who wish to undertake studies to become a teacher

- delivered virtual Yarn Up sessions across NSW, in consultation with schools and Aboriginal communities, to promote employment, career and recruitment pathways including identified positions in NSW public schools 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 2021 application and assessment process, 81 Aboriginal applicants were considered for scholarships for study commencing in 2022.

Employees with disability

People with disability made up 2.9% of the department's workforce in 2021. We recognise additional work is required to achieve the Premier's Priority target of 5.6% by 2025.

In 2021, the department:

- enabled the Diversity and Inclusion team to provide ongoing advice, advocacy and support to staff with disability
- launched the new Disability Inclusion Action Plan (DIAP) 2021-2025, consisting of 30 project plans
- undertook a review and extensive consultation on the Workplace Adjustment process and Digital Accessibility procedure
- promoted International Day of People with Disability by holding a virtual panel event and an open discussion focused on career journeys, barriers, successes and supports for staff with disability, including the promotion of the PSC's virtual event
- made available to all staff the PSC disability awareness online training
- maintained its relationship and membership with the Australian Network on Disability
- supported the Disability Employee Network through Diversity and Inclusion Council governance
- participated and contributed to the NSW Disability Stakeholder Forum.

Culturally and linguistically diverse staff

Staff whose first language spoken as a child was not English represented 11.9% of the department's workforce in 2021.

Data on staff diversity collected through a voluntary survey indicated (as at June 2021) 8.1% of women in leadership positions were from a racial, ethnic or ethno-religious minority group, and 8.6% first spoke a language other than English as a child.

In 2021, the department:

- promoted Harmony Day and encouraged schools and workplaces to host local events and initiatives
- created and published resources for staff supporting culturally diverse communities during COVID-19
- developed and published a cultural diversity calendar of significant days to promote intercultural understanding.

Work health and safety

During 2021 we ensured the safety and continuity of education for our students during the COVID-19 pandemic – in particular during the extended lockdown period in NSW from July to October. During this time, a significant proportion of NSW school students learned from home for up to 17 weeks.

The delivery of comprehensive, practical health and safety programs and services was vital to protect and support our schools and workplaces. We ensured schools had strong risk management procedures and support in place, activated emergency planning and response systems, as well as increased student and staff support services to minimise disruption to teaching and learning.

Despite the disruption of major events, the department continued to provide risk management, workplace health management and compliance services.

In 2021, the department:

- continued to respond COVID-19, as well as emergencies and critical incidents including significant storms and floods, by activating emergency planning and response protocols
- acted upon the findings of the review of the bushfire management program conducted in 2020 in response to the unprecedented 2019-20 season, and NSW Bushfire Inquiry 2020 – including commencing development of a Bushfire Risk Management Framework, which will use integrated systems and programs across the department to manage all bushfire risk in schools and ensure all schools' inherent landscape to site risk rating is reviewed during 2022
- improved engagement and knowledge of the department's staff wellbeing framework, including offering additional wellbeing support and initiatives

for all staff through the extended COVID-19 lockdown period – this program encourages a positive safety culture by improving and enhancing the health and wellbeing of all department staff as well as maintaining positive and respectful workplaces

- implemented a strategic program to reduce the impact of long-term staff absence in schools resulting from a worker's compensation injury – the program focuses on resolving cases to enable schools to fill positions for continuity of education and supports staff in redeployment opportunities or securing alternative employment
- implemented the Living Well program, a coaching service tailored to supporting the health and wellbeing of staff with workplace injuries by focusing on the psycho-social barriers affecting staff recovery and return to work, while reducing disruption to school operations.

Challenges and future directions

Throughout 2021 we delivered evidence-based health and safety programs and services to strengthen risk management practices, provide a healthy workforce, and minimise disruption to school operations. This enhances a strong safety culture supporting continuity of education.

Table 22: Number of workers compensation claims, lost time and claims costs, 2016-17 to 2020-21

Category	2016-17	2017-18	2018-19	2019-20	2020-21
Total claims	4,285	4,135	4,880	4,121	4,731
Total hours paid	417,728	484,211	547,407	538,932	752,135
Number of claims with lost time	2,269	2,307	2,531	2,460	2,986
Number of rehabilitation cases	951	914	1,203	1,380	1,595
Insurer costs	\$2,891,879	\$3,470,456	\$4,687,555	\$5,934,542	\$6,499,019
Average cost per case	\$3,041	\$3,797	\$3,897	\$4,300	\$4,075

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 2021.

Public accountability

Legislation and legal change

This section lists Acts administered by the Minister for Education and Early Learning and the Minister for Skills and Training as at 31 December 2021. It does not list subordinate legislation. For all Acts, Regulations and other statutory instruments, visit the NSW Government's legislation website (legislation.nsw.gov.au).

Education and Early 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*.

This section details amendments or updates to those Acts during 2021.

The *Government Sector Finance Legislation (Repeal and Amendment) Act 2018* commenced on 1 July 2021 and amended section 5 of the *Children (Education and Care Services National Law Application) Act 2010* to update this section by referring to the *Government Sector Audit Act 1983*.

The *Teacher Accreditation Amendment Act 2021* amended the following Acts:

- Sections 14 and 16 of the *Education Standards Authority Act 2013* to update the definitions listed under these sections
- the *Teacher Accreditation Act 2004* to strengthen child protection requirements for teacher accreditation and improve the teacher accreditation scheme.

These amendments commenced 29 November 2021.

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.*

This section details amendments or updates to those Acts during 2021.

The *Government Sector Finance Legislation (Repeal and Amendment) Act 2018* amended the following Acts to update the definition of a controlled entity and insert reference to the *Government Sector Finance Act 2018* or the *Government Sector Audit Act 1983*:

- Sections 19A and 20A of the *Charles Sturt University Act 1989*
- Sections 16A and 17A of the *Macquarie University Act 1989*
- Sections 16A and 17A of the *Southern Cross University Act 1993*
- Sections 16A and 17A of the *University of New England Act 1993*
- Sections 15A and 16A of the *University of New South Wales Act 1989*
- Sections 16A and 17A of the *University of Newcastle Act 1989*
- Sections 16A and 17A of the *University of Sydney Act 1989*
- Sections 16A and 17A of the *University of Technology Sydney Act 1989*
- Sections 16A and 17A of the *University of Wollongong Act 1989*
- Sections 22A and 23A of the *Western Sydney University Act 1997*
- Section 31 of the *Technical and Further Education Commission Act 1990*.

These amendments commenced 1 July 2021.

Judicial decisions

No judicial decisions involving the department during 2021 were made that had any significant impact on its operations.

Disability Inclusion Action Plan

The department launched its Disability Inclusion Action Plan (DIAP) 2021-2025 on 1 July 2021 on our website at education.nsw.gov.au/disability-inclusion-action-plan. It was developed with a range of stakeholders, including employees with disability, disability groups, parents and carers, and principal representatives. It builds on our previous DIAP and 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.

The plan complies with the *NSW Disability Inclusion Act 2014* and is consistent with the objectives of the national *Disability Discrimination Act 1992*. It sets out 30 project plans for improving access and inclusion for key stakeholders, students and staff, and touchpoints in the built or digital environments. These projects allow us to progress towards achieving the focus areas of the NSW Disability Inclusion Plan 2021-2025.

The DIAP implementation is now governed by the department's Diversity and Inclusion Council, which monitors DIAP project progress. The department will also update the DIAP to ensure it aligns with the upcoming Diversity Inclusion and Belonging Strategy 2022-2025.

In 2022, the department will improve core staff policies and processes to improve accessibility, introduce workplace adjustment resources and support, Disability Confident recruitment training, and continue developing digital accessibility processes. In 2022, the department will focus on classroom and learning space accessibility and teaching strategies to support students with disability.

Inclusive career learning and professional learning

The department designed professional learning to build the capacity and knowledge of careers and transition advisers for bettering the career education and transition of young people with disability. We delivered the professional learning in collaboration with Inclusive Education to 81 participants from 62 schools across metropolitan, regional and remote NSW.

Participant feedback from post training surveys indicated the value of the training:

- agenda and content being relevant to role – 4.85 out of 5
- strategies, ideas and resources for support – 4.92 out of 5.

Improving accessibility of learning content and materials

To enable employees to participate equally regardless of their ability, the department is working to increase awareness and capacity of course authors, presenters and providers to design and host 'barrier-free' professional learning events.

In 2021, the department:

- developed resources for Creating Inclusive Professional Learning, which will be made accessible through the diversity and inclusion website in 2022
- promoted the PSC's disability awareness e-learning modules as part of an ongoing communication plan to raise awareness and promote available resources for learners and learning authors.

Transition support training

The department makes transition support training available to all NSW public schools' teachers to strengthen the knowledge of transition support. We delivered training to 38 participants, including 20 who work directly with young people with disability.

Staff from schools across NSW participated, including from mainstream and central schools as well as schools for specific purposes. Post-training surveys complimented the quality of presentation and resources, engagement, and training content, with all participants highly likely to recommend the training to colleagues.

Smart accessible classrooms

The department wants to assess and quantify the impact smart home technologies could have on making classrooms and corporate offices more accessible. In 2021, we initiated the development of a theoretical proof of concept for a Stage 1 smart classroom, including the development of possible scenarios also relevant for corporate offices.

We've engaged legal teams to understand the ethical and legal risks associated with implementing smart devices in the classroom and suggest possible mitigations. Technical testing and the development of technical proof of concept has commenced.

Wellbeing for Schools Excellence

The department developed the Wellbeing for Schools Excellence resource to strengthen schools' understanding and implementation of the Wellbeing Framework through professional learning. Integration of the Wellbeing Framework and the School Excellence Framework supports schools' understanding that wellbeing initiatives and programs can be used as evidence of excellence across the School Excellence Framework.

In 2021, the department:

- delivered 2 professional learning sessions
- trained 20 facilitators
- recorded 1,242 downloads of the Wellbeing for Schools Excellence resource.

Carers charter

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

The Child Protection Health and Mental Wellbeing team leads support for young carers at school, which is an element of the NSW Carers Strategy 2020-2030. We worked with Carers NSW to update the resource *Being a Carer, Being a Student, and Being a Kid*. The revised resource and related information is available through the department's website at [education.nsw.gov.au/young-carers](https://www.education.nsw.gov.au/young-carers).

Carers NSW also presented at inductions for school counselling staff to raise awareness about young carers and resources.

The department provides flexible working options for staff with carer responsibilities, including part-time work, job sharing, leave without pay and flexible working hours. Due to COVID-19, most of the department's corporate employees continued to work productively from home.

The department has moved to a hybrid working model, with teams working from either an office or home. Staff members with carer responsibilities can access the department's Flexible Work Policy.

The Employee Assistance Program offers independent, confidential and free professional counselling service to support employee health and wellbeing. We consider options for enhancing support to carers by continuously re-evaluating our human resources policies and practices, so they remain aligned with the *NSW Carers (Recognition) Act 2010*.

Multicultural Policies and Services Program

The department's Multicultural Plan 2019-2022 outlines our targets for meeting the needs of our culturally diverse school communities. A summary of progress in 2021 follows.

English as an additional language or dialect education

In 2021, 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 2,900 newly arrived students received intensive English and transition support, including 1,009 students in intensive English centres and the Intensive English High School.
- More than \$159 million was allocated to schools as equity loading for English language proficiency, supporting approximately 200,000 EAL/D students. It included 1,000 full time equivalent EAL/D teaching positions and \$47 million in flexible funding.
- In 23 principal networks, 28 EAL/D education leaders commenced 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 300 professional learning courses and supported almost 200 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 almost 45,000 resources also supported schools teaching EAL/D learners.
- More than 2,800 teachers attended professional learning programs to enhance their capacity to meet their students' needs. Of these:
 - 120 teachers completed the EAL/D Orientation course
 - 27 teachers completed the Teaching English Language Learners course
 - 735 teachers completed the Using the EAL/D Learning Progression course.

- Teams from 10 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 1,900 students enrolled in the HSC EAL/D English course.

Targeted support for refugee students

- In 2021, the department provided Intensive English and transition support to meet the complex educational needs of refugee students.
- Targeted funding for individual students of almost \$3 million supported the additional learning and wellbeing needs of more than 4,500 recently arrived refugee students.
- The Refugee Student Counselling Support Team helped 90 schools build staff capacity to meet the wellbeing needs of refugee students. It conducted 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.
- Specialist counsellors (12.8 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 31 university student mentors who delivered the LEAP (Learning, Education Aspiration, Participation) Macquarie Mentoring Program for 88 refugee students in 6 schools.
- Approximately 450 staff members completed professional learning programs aimed at meeting the educational needs of refugee students.
- Nine refugee 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 250 staff attended an online briefing about the Afghanistan crisis, delivered in collaboration with NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors and the Refugee Student Counselling Support Team.

Education programs for international students and temporary residents

- In 2021, 1,976 international students from 42 countries enrolled in 226 public schools to gain an Australian study experience or finish their school education.
- More than 12,600 temporary residents from 128 countries enrolled in 1,239 public schools.
- Teachers designated as international student coordinators supported international students in all aspects of school life. They also ensured compliance with legislative obligations for the enrolment of international students.
- DE International offered professional learning to principals, teachers and administrative staff to strengthen support for international students and temporary residents.
- DE International also supported international students unable to return to school in 2021 due to travel restrictions, as well as their enrolling schools. This included targeted support to Year 12 students, enabling HSC completion overseas. DE International worked with NESAs and NSW Trade and Investment China to offer the 2021 HSC exams in Shanghai.
- 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 International Students Award Ceremony recognised the academic achievements of international students and their contributions to their schools and communities.

Languages education

- In 2021, more than 44,000 students studied 31 community languages in 138 primary schools, through the Community Languages Program, Kindergarten to Year 6.
- Approximately 35,000 students studied 62 community languages through the Community Languages Schools Program, delivered outside of school hours by more than 300 community organisations in about 580 locations.
- The Secondary College of Languages delivered 24 community language courses to more than 3,000 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. Other 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 2021, 512 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 welcomed 950 staff.
- The department published new online learning resources on Racism. No Way, the national anti-racism education website. It received 250,000 global visits.
- More than 600 staff members completed the Challenging Racism professional learning, and more than 3,000 completed the familiarisation training for the revised Anti-Racism Policy due for release in 2022.

- The 2021 Calendar for Cultural Diversity assisted schools in fostering intercultural understanding, community harmony and social inclusion.
- More than 1,980 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 2021, 1,122 onsite or online interpreters and 5,415 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 37 languages. Translations included new documents related to COVID-19, such as learning from home tips for wellbeing, roadmap for Term 4, and rapid antigen testing letters for parents and carers.
- 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 Engaging Culturally Diverse Communities online course helped 14 participants, including school leaders and community staff, build effective partnerships with families and local communities.
- Safeguarding Kids Together established a Yammer group and website to provide 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.

Complaints and feedback

Improving customer service is essential. In 2021, the department implemented and bolstered a range of initiatives to improve how we receive and respond to complaints and feedback.

Our Complaints Handling Policy and procedures promote the local resolution of issues to ensure a quick, effective response. Information for school communities and the School Community and Consumer Complaints Procedure outline how parents, carers, students and community members can make a complaint and how they're managed. The Staff Complaint Procedure guides staff identifying and managing workplace issues or grievances.

We redesigned the Complaints, compliments and suggestions website pages to aid navigation. Information about the complaint process and how to raise issues with schools is available in accessible formats, including a short video, and in languages other than English. In 2021 we began work on an Easy Read guide for parents and carers to ensure information is accessible to the diverse communities across NSW.

Students achieve better education 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. People can contact us 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.

Regardless of how we receive feedback, we encourage people to resolve issues locally where possible, as people closest to the situation are often in the best position to address any concerns. Most complaints are referred to the relevant school or area when they can be managed

locally and informally. In many situations, a phone call or email effectively resolves issues or concerns.

The Feedback and Complaints team helps staff enhance their complaint handling skills and confidence. In 2021, we introduced additional resources for staff managing complex complaints and those received from Aboriginal families. We also introduced information for Aboriginal parents, carers and families about the complaint process.

The department began a review of the complaint process, which will lead to changes in the way we manage situations where a person requests a review of the process. We are also working to establish an independent dispute resolution body, which will help parents, carers and schools resolve ongoing disputes.

In 2021, we received 4,152 pieces of feedback via our digital channels – 3,800 through the online complaint form and 352 through Feedback Assist. This is a 44% increase on the same period last year and more than double than 2019.

Of the feedback received digitally, 3,047 matters related to schools, 83 to NESA and 1,585 to other areas. People raised concerns about operational issues, processes and decisions, engaging with schools and other services, and the behaviour of staff and students. They also continued to raise concerns about the department's response to COVID-19 – including issues with student and staff safety, learning from home, and the impact of restrictions implemented in response to the pandemic.

While we manage and resolve most complaints locally, the department escalates complaints schools cannot resolve, or matters related to the decisions or behaviour of senior staff. In 2021, we received a further 3,469 complaints and 334 other pieces of feedback about schools by phone or email at the network office, which we recorded in the central system and escalated to DELs and other senior staff to resolve.

Of the 6,832 total pieces of feedback recorded about public schools, 6,075 (89%) were complaints, 401 (6%) were requests for information, 192 (3%) were suggestions or other feedback, and 168 (2%) were compliments.

In 2021, we supported staff using the feedback and complaints system and introduced changes to improve data quality for better complaint handling.

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 Complaint Handling Policy.

In 2021, 2,232 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 2021, we received 41 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.

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 2021 our Training Services NSW and Smart and Skilled websites provided a channel for feedback and complaints through the NSW Government's Feedback Assist widget.

Public access to government information

This section provides information about the operation of the *Government Information (Public Access) Act 2009* (GIPA Act) from 1 January to 31 December 2021.

Access to departmental records

In compliance with the GIPA Act, information we hold is available in several ways, including through open-access information on our website.

We regularly update our information guide and publish it on our website at: education.nsw.gov.au/about-us/rights-and-accountability/information-access.

Our information guide describes the structure and functions of the department, how these functions affect the public, information that is freely available and how to access other available information not published on the website.

We are responsible for facilitating access to information about all business areas within the department's portfolio including Smart and Skilled, Vocational Education and Training, and Training Services NSW.

Proactive release of government information

The department reviews its program for the proactive release of information annually in accordance with section 7(3) of the GIPA Act. Our policy is to make information publicly available, except where there is an overriding public interest against disclosure or where doing so imposes unreasonable additional costs on the department.

We aim to provide the public with the most current information on topics relating to our operations.

We are committed to open and transparent government. We proactively released various types of information in the reporting period – such as strategic plans, key statistics, reviews and reports – on our website at education.nsw.gov.au/about-us/strategies-and-reports.

Our Centre for Education Statistics and Evaluation publishes statistics, data and reports on the NSW Education Data Hub at data.cese.nsw.gov.au.

In 2021, we reviewed our program for proactive release and updated 57 datasets on the Data Hub. At the end of 2020, 87 datasets were available in various accessible formats.

The department's Policy Library provides the public with access to our policy documents. During 2021, we added 89 new and updated policy documents to 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 2021, we added 32 new matters to the log, which is published as part of our Agency Information Guide.

Access applications received and decided in 2021

For data about completed access applications received in 2021, refer to Tables 23 to 31 that follow. These tables comply with clause 7(d) and Schedule 2 of the GIPA Regulation 2009. Additionally, the department responded to 16 Orders for Papers from the Legislative Council during the reporting year 2021.



Table 23: Number of access applications by type of applicant and outcome, 2021*
TABLE A (GIPA Regulation 2009, Schedule 2)

Type of applicant	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm or deny whether information is held	Application withdrawn (excluding invalid applications)	Invalid application withdrawn	Invalid never validated	Transferred to other agency	Total
Media	5	2	1	2	0	4	0	2	0	0	0	16
Members of Parliament	0	2	2	2	0	0	0	0	0	0	0	6
Members of the public (application by legal representative)	78	375	2	502	15	4	0	27	11	23	2	1,039
Members of the public (other)	34	119	7	46	6	12	1	5	3	8	2	243
Not-for-profit organisations or community groups	2	7	0	2	0	0	0	0	0	0	0	11
Private sector business	1	0	1	1	0	1	0	0	0	0	0	4
Total	120	505	13	555	21	21	1	34	14	31	4	1,319

Notes: More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision. Includes 80 applications received in the 2020 reporting year and completed or discontinued in 2021.

Table 24: Number of access applications by type of application and outcome, 2021
TABLE B (GIPA Regulation 2009, Schedule 2)

Type of application	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm or deny whether information is held	Application withdrawn (excluding invalid applications)	Invalid application withdrawn	Invalid never validated	Transferred to other agency	Total
Personal information applications*	87	463	0	514	12	9	1	25	12	28	0	1151
Access applications (other than personal information applications)	28	26	13	28	8	12	0	7	1	1	4	128
Access applications that are partly personal information applications and partly other	5	16	0	13	1	0	0	2	1	2	0	40

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 25: Invalid applications, 2021
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)	157
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	157
Invalid applications received that subsequently became valid applications	112

Note: Invalid applications received in reporting year including invalid applications carried forward from 2020.

Table 26: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 of the GIPA Act, 2021

TABLE D (GIPA Regulation 2009, Schedule 2)

Consideration	Number of times consideration used
Overriding secrecy laws	0
Cabinet information	9
Executive council information	0
Contempt	0
Legal professional privilege	25
Excluded information	4
Documents affecting law enforcement and public safety	0
Transport safety	0
Adoption	0
Care and protection of children	73
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 27: Other public interest considerations against disclosure: matters listed in table to Section 14 of the GIPA Act, 2021

TABLE E (GIPA Regulation 2009, Schedule 2)

Consideration	Number of times consideration used
Responsible and effective government	361
Law enforcement and security	0
Individual rights, judicial processes and natural justice	452
Business interests of agencies and other persons	11
Environment, culture, economy and general matters	3
Secrecy provisions	0
Exempt documents under interstate freedom of information legislation	0

Note: More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application).

Table 28: Timeliness, 2021

TABLE F (GIPA Regulation 2009, Schedule 2)

Timeframe	Number of applications
Decided within the statutory timeframe (20 days plus any extensions)	1,111
Decided after 35 days (by agreement with applicant)	19
Not decided within time (deemed refusal)	7
Total	1,137

Table 29: Number of applications reviewed under Part 5 of the GIPA Act (by type of review and outcome), 2021

TABLE G (GIPA Regulation 2009, Schedule 2)

Type of review	Decision varied	Decision upheld	Total
Internal review	3	2	5
Review by Information Commissioner*	8	3	11
Internal review following recommendation under Section 93 of Act*	4	2	6
Review by NSW Civil and Administrative Tribunal (NCAT)	3	10	13
Total	18	17	35

Notes: Review applications completed in 2021. As at 31 December 2021, 5 review applications (not counted in Table G) were carried forward to 2022 and 2 NCAT matters remained 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 7 such reviews in 2021, which have been included as 'decision varied'.

Table 30: Applications for review under Part 5 of the GIPA Act (by type of applicant), 2021

TABLE H (GIPA Regulation 2009, Schedule 2)

Type of applicant	Number of applications for review
Applications by access applicants	23
Applications by persons to whom information the subject of access application relates (refer to Section 54 of the Act)	7

Note: Personal and non-personal review applications received in 2021.

Table 31: Applications transferred to other agencies under Division 2, Part 4 of the GIPA Act (by type of transfer), 2021

TABLE I (GIPA Regulation 2009, Schedule 2)

Type of transfer	Number of applications transferred
Agency-initiated transfers	4
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. In 2021, the department published a suite of resources to assist principals with the selection of third-party online services. They include a due diligence vendor checklist and legal issues bulletin on the application of privacy law to the use of third-party web and cloud-based service providers.

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 2021, the department received 10 applications for internal review under section 53 of the Privacy and *Personal Information Protection Act 1998* (PPIP Act). They involved the personal and/or health information of 2 parents or carers, 5 students, one past employee and one current employee. One application was invalid as it was lodged in the wrong jurisdiction.

We finalised 7 internal reviews in 2021. In 5 of these matters, reviews found the department's conduct did not breach an Information Protection Principle or Health Privacy Principle. The department was found in breach of the Disclosure Privacy Principle when a school mistakenly published a student's image without consent and a parent's email address was inadvertently disclosed to another parent in a hyperlink within an email to the other parent.

External review by NSW Civil and Administrative Tribunal

In 2021, the NSW Civil and Administrative Tribunal (NCAT) received 7 applications for administrative review under s55(1) of the PPIP Act. Of these, 3 were settled and 3 were withdrawn or dismissed. In one matter, the tribunal decided to take no further action, in accordance with s55(2) of the PPIP Act.

Requests for access and amendment of personal information

The department received 2 applications for amendment of personal information from a former employee. The decision to deny the requested amendments was the subject of an internal review and an application for an administrative review at NCAT.

Data breach notifications

In 2021, the data breach register recorded 327 suspected data breaches – 84 were resolved, 23 were ongoing, 2 notifications did not involve a breach and 218 require 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. Both the policy and guidelines are available via our Policy Library (education.nsw.gov.au/policy-library).

Senior staff, including nominated public interest disclosure officers, continue to undertake periodic training on public interest disclosures. In 2021, we developed and published an online training resource on identifying and managing public interest disclosures. This online resource is available to all staff.

During 2021, we met the NSW Ombudsman's reporting requirements via its online reporting tool. In all, 32 employees made a public interest disclosure.

Table 32: Number of public interest disclosures, 2021

Type of review	Corrupt conduct	Maladministration	Serious waste	GIPA contravention	Local government contravention	Total
Number of disclosures	24	12	1	0	0	37
Number of employees making a disclosure	19	12	1	0	0	32
Number of disclosures finalised*	14	5	0	0	0	19

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 2021.

Table 33: Payments to consultants for engagements less than \$50,000, 2021

Purpose of consultancy	Total number of engagements	Total cost (\$)
Management services	3	66,071
Organisational review	3	76,723
Total number of engagements	6	142,794

Source: Finance directorate. Note: Payments include GST.

Table 34: Payments to consultants for engagements greater than \$50,000, 2021

Name of consultant	Title of project	Purpose of consultancy	Actual cost (\$)
Breakspeare Learning Consulting	School Improvement Support Model	Organisational review	127,400
Deloitte	NSW Mobile Preschools: Future Funding Arrangements	Management services	217,828
Encompass Consulting Services	Department portfolio and program optimisation	Organisational review	4,863,357
KPMG	Transformation of Support Services operating model design and service improvement implementation	Organisational review	3,287,257
Nous Group	Cultural change project	Organisational review	185,160
Nous Group	Pathways Strategy	Management services	84,700
Societal Consulting	Employment programs evaluation (Talent Framework)	Management services	108,515
Societal Consulting	Staffing methodology review	Management services	391,298
Sparrowly Group	Regional Industry Education Partnerships program 2018-2021 independent evaluation	Organisational review	113,861
Taylor Fry	Integration Funding Support review	Management services	283,030
The Learning First Group	Teaching workforce capability assessment	Management services	300,757
The Strategy Group	Uncovering opportunities to support young people in custody during school holidays	Management services	71,972
UNSW Sydney	National Disability Data Asset	Organisational review	440,920
Urbis	Sticking Together project evaluation	Management services	82,176
Total cost	N/A	N/A	10,558,229

Source: Finance directorate. Note: Payments include GST.

Overseas travel

Due to the COVID-19 pandemic and related travel restrictions, no overseas travel occurred during 2021.

Research and evaluation

This section provides an overview of the department's research and evaluation projects.

Table 35: Research and evaluation projects, 2021

Name of research	Total life-of-project cost (\$)	Status or date to be completed
Accessible survey and arts-based methods for students with high support needs	234,000	Completed
Assessment for complex learners project	3,500,000*	December 2022
Best Start Fundamental Movement Skills tool	25,149	June 2022
Burn to Learn	127,740	Completed
Compressed curriculum evaluation	0*	April 2022
Cost-benefit analysis framework update	36,240	Completed
Curriculum design through general capabilities	100,909	Completed
Deepening the evidence base in secondary writing	360,000	December 2022
Early childhood education campaign – round 2 concept testing	25,200	Completed
Early childhood education staff in NSW – understanding web needs	5,200	Completed
Emergency evacuations from early childhood education services in high-rise buildings	75,000	April 2022
Employee value proposition and marketing solution	431,180	Completed
Employment programs evaluation	98,650	Completed
Extended school year model in schools in youth justice centres review	50,037	Completed
Five Priorities for Improving Literacy and Numeracy	1,379,677*	February 2024

Name of research	Total life-of-project cost (\$)	Status or date to be completed
Great Teaching, Inspired Learning evaluation	500,000*	Completed
HSC Strategy research and improvement	387,700	Completed
HSC teacher hub	0*	Completed
Inclusive quality provision of school-based physical activity for students with disability	60,824	Completed
Independent Evaluation of the Regional Industry Education Partnerships (RIEP) program 2018-2021	\$113,861	Completed
Intensive support to secondary schools evaluation	0*	Completed
Internet-based Professional Learning to Help Teachers Promote Activity in Youth (iPLAY)	280,000	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*	March 2022
Mathsburst evaluation	0*	March 2022
MyPL evaluation	0*	April 2022
NSW Curriculum Reform evaluation	10,000,000*	December 2024
NSW Mathematics Strategy evaluation	1,859,200*	June 2025
PAX Good Behaviour Game – program implementation and evaluation	44,800	December 2022
Performance and development plan sampling	32,160	February 2022
Postvention initiatives in NSW secondary schools effectiveness evaluation	330,060	Completed
Professional Experience Hub School Program – examining the role of the school professional experience coordinator	102,000	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



Name of research	Total life-of-project cost (\$)	Status or date to be completed
Quality Teaching, Successful Students evaluation	0*	Completed
Quality wellbeing program literature review	50,000	February 2022
Reading and Numeracy Program evaluation	0*	March 2023
Reviews of VET Qualification Prices	365,824	Completed
Responding to VET Trainer Shortages	133,350	Completed
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 Leadership Institute – Middle Leader Development Program	38,164	Completed
School Leadership Institute – Webinar Series: Leading in Challenging Times	51,800	Completed
School Success Model evaluation	0*	April 2024
Skilling for Recovery program evaluation	119,600	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
Student engagement, wellbeing and effective teaching strategies research (Tell Them From Me student survey, Partners in Learning parent survey, Focus on Learning teacher surveys)	234,370	December 2022
Supported Students, Successful Students – positive behaviour for learning evaluation	0*	Completed
Supporting the Disability Strategy	218,210	Completed
Survey of Secondary Students' Post-School Destinations, 2020	686,541*	Completed
Targeted Early Numeracy evaluation	146,928*	Completed
Teacher success profile	135,455*	March 2022
Teacher Supply Strategy Outcomes Evaluation and initiative level evaluation	532,065	2032
Transition to school case studies and discussion guide	0	Completed
Transition to school literature review	0	Completed

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 2020-21 financial year, including details of action taken to improve performance in this area. Issues affecting prompt processing of payments during the financial year include a number of instances where invoices do not reference a valid purchase order number.

During 2020-21, the department continued initiatives to improve payment performance by:

- paying suppliers by purchasing card only for purchases up to \$5,000 where the supplier has merchant facilities
- continuing to encourage the use of purchasing cards for purchases from small business suppliers
- continuing to increase consolidated invoice processing for contracted suppliers and high-volume vendors where possible, with 12 suppliers now using consolidated billing
- enabling vendors to submit e-invoices.

Table 36: Aged analysis at the end of each quarter (all suppliers), 2020-21

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	1,306,617	20,075	2,973	1,679	773
December	1,864,249	9,854	2,098	1,539	1,783
March	1,835,291	20,735	4,864	1,439	5,618
June	2,121,285	32,053	6,051	1,163	958

Note: Figures subject to rounding.

Table 37: Aged analysis at the end of each quarter (small business suppliers), 2020-21

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	35,264	1,510	324	16	14
December	31,331	758	193	86	51
March	33,209	1,778	404	62	166
June	46,681	1,944	445	33	53

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 38: Accounts paid on time within each quarter (all suppliers), 2020-21

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	239,382	1,332,118	98	98	235,350	1,306,617	0	0
December	198,186	1,879,524	98	99	194,626	1,864,249	0	0
March	175,105	1,867,947	93	98	163,673	1,835,291	0	0
June	160,419	2,161,512	96	98	154,068	2,121,285	0	0

Note: Figures subject to rounding.

Table 39: Accounts paid on time within each quarter (small business suppliers), 2020-21

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	14,092	37,128	98	95	13,800	35,264	0	0
December	12,462	32,420	97	97	12,117	31,331	0	0
March	11,685	35,619	93	93	10,845	33,209	0	0
June	11,722	49,156	96	95	11,282	46,681	0	0

Notes: Figures subject to rounding. The reporting of small business suppliers is in accordance with the definitions and requirements for small business as prescribed in the NSW Treasury Circular 11/12 Payment of Accounts.

Establishment, change and closure of schools

This section lists all public schools that are newly established, closed or otherwise changed. During 2021, we established 7 schools, placed 4 schools into recess, relocated 2 schools and changed the name of one school. No schools were closed or merged.

Table 40: New schools or campuses established, 2021

School name	ABS statistical area 4 grouping	Date
Barramurra Public School	Sydney-South West	27 January 2021
Centre of Excellence in Agricultural Education (Provisional)	Sydney-North West	27 January 2021
Denham Court Public School	Sydney-South West	18 October 2021
Estella Public School	South West NSW	27 January 2021
Galungara Public School	Sydney-West	27 January 2021
Northbourne Public School	Sydney-West	27 January 2021
Tirriwirri School	South East NSW	27 January 2021

Table 41: Schools placed in to recess, 2021

School name	ABS statistical area 4 grouping	Date
Mandurama Public School	South West NSW	17 December 2021
Rukenvale Public School	North East NSW	17 December 2021
Savernake Public School	South West NSW	1 April 2021
Ulan Public School	South West NSW	12 July 2021

Table 42: Schools or campuses relocated, 2021

School name	ABS statistical area 4 grouping	Date
Armidale Secondary College	North West NSW	21 January 2021
Secondary College of Languages	Sydney-West	24 June 2021

Table 43: Schools or campuses with a name change, 2021

School name	ABS statistical area 4 grouping	Date
Secondary College of Languages (formerly Saturday School of Community Languages)	Sydney-West	1 June 2021

Source for Tables 40 to 43: Department of Education, Centre for Education Statistics and Evaluation. Note: These tables record the date at which changes became effective.

Major capital works

This section lists major works in progress, including the cost of those works to date and the estimated dates of completion.

Table 44: Major capital works, 2020-21

Project description and location	Project cost to 30 June 2021 (cost to date) (\$'000)	Completion date (actual or estimated)	Completed or in progress
Ajuga School, Campbell House School and Glenfield Park School	24,724	2021	Completed
Alexandria Park Community School	119,415	2022	In progress
Armidale Secondary College	108,078	2022	In progress
Artarmon Public School*	24,758	2019	Completed
Arthur Phillip High School and Parramatta Public School*	322,650	2020	Completed
Ashbury Public School*	3,773	2020	Completed
Ashtonfield Public School	13,545	2021	Completed
Auburn North Public School*	11,833	2019	Completed
Ballina Coast High School*	59,877	2019	Completed
Bangalow Public School	865	2023	In progress
Banksia Road Public School	7,267	2020	Completed
Bankstown North Public School	7,169	2022	In progress
Bardia Public School*	43,158	2019	Completed
Barramurra Public School	51,971	2021	Completed
Bella Vista Public School*	49,719	2019	Completed
Belmont High School*	19,090	2019	Completed
Bexhill Public School	834	2023	In progress
Bletchington Public School	1,350	2023	In progress
Bolwarra Public School*	11,752	2019	Completed
Braidwood Central School	12,673	2021	Completed
Brooke Avenue Public School	1,625	2021	Completed
Brookvale Public School*	4,476	2020	Completed
Budawang School relocation	1,619	2022	In progress
Bungendore High School	2,623	2023	In progress
Byron Bay Public School*	12,674	2020	Completed

Project description and location	Project cost to 30 June 2021 (cost to date) (\$'000)	Completion date (actual or estimated)	Completed or in progress
Callaghan College Jesmond Campus	18,130	2020	Completed
Canley Vale High School	21,864	2020	Completed
Canterbury Boys High School	499	2022	In progress
Canterbury South Public School	15,539	2022	In progress
Carlingford Public School*	21,526	2020	Completed
Carlingford West Public School	3,172	TBC	In progress
Castle Hill Public School	165	TBC	In progress
Cecil Hills Public School*	15,952	2019	Completed
Central Sydney Intensive English High School (relocation)*	29,796	2019	Completed
Centre of Excellence for agricultural education	1,402	2022	In progress
Chatswood Public School and Chatswood High School	33,857	2023	In progress
Claremont Meadows Public School*	9,739	2019	Completed
Co-funded Metropolitan and regional school renewal programs	13,343	2022	In progress
Coffs Harbour Public School*	6,701	2019	Completed
Cooler Classrooms	331,375	2023	In progress
Cranebrook High School	674	2022	In progress
Cronulla High School	678	TBC	In progress
Croydon Public School	28,864	2021	Completed
Curl Curl North Public School	49,016	2021	Completed
Dapto Public School	15,724	2021	In progress
Darlington Public School	10,691	2023	In progress
Denham Court Public School	59,091	2021	Completed
Denistone East Public School*	9,478	2019	Completed
Eastwood Public School	453	2022	In progress
Edmondson Park (new primary school)	2,672	2023	In progress
Engadine High School	556	2022	In progress
Epping (new primary school)	3,815	2023	In progress
Epping West Public School	1,445	2023	In progress
Estella Public School	41,186	2021	Completed
Excelsior Public School	17,611	2020	Completed



Project description and location	Project cost to 30 June 2021 (cost to date) (\$'000)	Completion date (actual or estimated)	Completed or in progress
Fairvale High School	33,181	2022	In progress
Finigan School of Distance Education (new school)*	17,134	2019	Completed
Fort Street Public School	10,474	2022	In progress
Galungara Public School	48,652	2021	Completed
Gledswood Hills Public School*	35,074	2020	Completed
Gledswood Hills Public School Stage 2	72	TBC	In progress
Glenmore Park High School	1,705	2022	In progress
Glenwood High School	4,460	TBC	In progress
Googong Public School	2,146	2023	In progress
Greenwich Public School*	33,532	2020	Completed
Greystanes Public School	27,418	2022	In progress
Gwynneville Public School*	14,417	2020	Completed
Harrington Park Public School	8,903	2023	In progress
Hastings Secondary College, Port Macquarie Campus	4,136	2023	In progress
Homebush West Public School*	24,850	2019	Completed
Hunter River High School	494	TBC	In progress
Hurlstone Agriculture High School	8,341	2022	In progress
Hurstville Public School*	9,282	2020	Completed
Ingleburn High School*	8,310	2019	Completed
Inner Sydney High School*	128,170	2020	Completed
Irrawang High School	543	TBC	In progress
James Fallon High School	7,663	2020	Completed
Jamison High School	914	2022	In progress
Jannali East Public School	610	2022	In progress
Jerrabomberra High School	2,381	2023	In progress
Jindabyne Education Campus	4,014	TBC	In progress
John Palmer Public School	1,768	TBC	In progress
Jordan Springs Public School	53,622	2020	Completed
Karabar High School*	8,606	2020	Completed
Kent Road Public School	41,532	2021	Completed
Killara High School*	15,234	2020	Completed

Project description and location	Project cost to 30 June 2021 (cost to date) (\$'000)	Completion date (actual or estimated)	Completed or in progress
Killarney Heights Public School	8,101	2020	Completed
Kingscliff High School	5,104	2022	In progress
Kingscliff Public School	5,685	2023	In progress
Kingswood High School	8,925	2021	Completed
Ku-ring-gai High School	14,606	2020	Completed
Kyeemagh Public School	17,504	2021	In progress
Lake Cathie Public School	20,605	2021	Completed
LED Lighting Upgrade Program	15,577	2022	In progress
Lennox Head Public School	2,209	TBA	In progress
Lidcombe Public School	16,449	2020	Completed
Lindfield Learning Village Stage 1	60,105	2019	Completed
Lindfield Learning Village Stage 2	87,622	2022	In progress
Liverpool West Public School	1,111	2023	In progress
Mainsbridge School	31,206	2021	Completed
Manly Vale Public School*	53,601	2020	Completed
Marsden Park (new high school)	784	TBC	In progress
Marsden Road Public School*	9,510	2019	Completed
Matthew Pearce Public School	161	TBC	In progress
Merrylands Public School*	10,622	2019	Completed
Millthorpe Public School	1,375	2022	In progress
Milperra Public School	228	2022	In progress
Mona Vale Public School	3,845	2022	In progress
Monaro High School	33,301	2022	In progress
Moruya High School	0	2022	In progress
Mosman High School	5,731	2023	In progress
Mulgoa/Glenmore Park (new primary school)	2,287	2022	In progress
Murrumbateman Public School	1,848	2023	In progress
Murrumbidgee Regional High School Stage 1	20,388	2021	Completed
Murwillumbah Education Campus	8,719	2024	In progress
Muswellbrook South Public School	878	2023	In progress
Nepean Creative and Performing Arts High School	1,000	2022	In progress



Project description and location	Project cost to 30 June 2021 (cost to date) (\$'000)	Completion date (actual or estimated)	Completed or in progress
New Environmental Education Centre (Penrith Lakes)	538	TBC	In progress
New school in the Liverpool electorate	2,147	2023	In progress
New schools in Meadowbank Education and Employment Precinct	173,374	2022	In progress
Newcastle East Public School*	8,834	2020	Completed
North Kellyville Public School*	46,023	2019	Completed
North Rocks Public School*	14,424	2020	Completed
North Sydney Public School	1,701	2023	In progress
Northbourne Public School	46,852	2021	Completed
NSW School of Languages (relocation)	15,822	2021	Completed
Nulkaba Public School*	13,886	2019	Completed
Old Bar Public School*	8,768	2019	Completed
Oran Park High School*	79,465	2020	Completed
Oran Park Public School*	15,044	2019	Completed
Orange Grove Public School	115	TBC	In progress
Parramatta West Public School	26,539	2021	Completed
Passfield Park School	15,432	2022	In progress
Pendle Hill High School	3,864	2022	In progress
Pendle Hill Public School*	18,581	2020	Completed
Penrith Public School*	9,600	2019	Completed
Penshurst Public School	51,391	2021	Completed
Penshurst West Public School*	10,369	2020	Completed
Picnic Point High School	1,819	2023	In progress
Picton High School	110,104	2021	Completed
Porters Creek Public School	19,360	2022	In progress
Prestons Public School*	10,675	2019	Completed
Quakers Hill East Public School*	13,031	2019	Completed
Queanbeyan East Public School*	11,658	2019	Completed
Queanbeyan High School*	15,520	2020	Completed
Queanbeyan West Public School	325	TBC	In progress
Rainbow Street Public School*	34,575	2019	Completed
Regional Roof Upgrade Program	68,903	2022	In progress

Project description and location	Project cost to 30 June 2021 (cost to date) (\$'000)	Completion date (actual or estimated)	Completed or in progress
Richmond High School upgrade: Richmond Agricultural College	637	2023	In progress
Richmond High School	6,923	2020	Completed
Riverbank Public School*	19,310	2020	Completed
Riverstone High School*	22,712	2020	Completed
Rosehill Public School*	17,570	2019	Completed
Russell Lea Public School*	33,029	2019	Completed
Rutherford Public School*	21,003	2019	Completed
Samuel Gilbert Public School	22,465	2022	In progress
Schofields Public School	36,835	2020	Completed
Schools Renewable Energy Infrastructure Project	820	TBC	In progress
Seven Hills High School skills upgrade	83	2023	In progress
Smalls Road Public School*	46,559	2020	Completed
South Nowra/Worrigee (new primary school)	70	TBC	In progress
Speers Point Public School	11,193	2020	Completed
Sporting facility on the Marsden High School site at West Ryde	483	2022	In progress
St Ives High School	20,670	2021	Completed
St Ives North Public School	24,012	2020	Completed
Stanwell Park Public School	551	2022	In progress
Sydney Olympic Park (new high school)	1,536	2023	In progress
Tallawong (new primary school)	1,248	TBC	In progress
Tamworth Public School	13,289	2020	Completed
Terrigal Public School*	11,601	2019	Completed
Teven-Tintenbar Public School	318	2022	In progress
Tirriwirri School	18,246	2020	Completed
Tweed Heads South Public School	4,511	2022	In progress
Tweed River High School	5,364	2022	In progress
Tweed River High School VET upgrade	487	2022	In progress
Ultimo Public School*	58,110	2020	Completed
Waitara Public School*	39,869	2020	Completed
Wamberal Public School	19,651	2020	Completed



Project description and location	Project cost to 30 June 2021 (cost to date) (\$'000)	Completion date (actual or estimated)	Completed or in progress
Wangi Wangi Public School*	11,527	2020	Completed
Wauchope Public School*	13,636	2020	Completed
Wee Waa High School	105	2022	In progress
Wentworth Point Public School*	19,143	2018	Completed
Wentworthville Public School	35,317	2022	In progress
West Ryde Public School	18,130	2020	Completed
Westfields Sports High School	28,280	2020	Completed
Wilkins Public School (new preschool)	2,757	2021	Completed
William Stimson Public School*	17,053	2020	Completed
Willoughby Girls High School*	16,810	2020	Completed
Willoughby Public School*	36,460	2020	Completed
Wilton Public School	3,200	2022	In progress
Wollongong Public School	15,988	2020	Completed
Yagoona Public School*	18,101	2020	Completed
Yandelora School	21,814	2019	Completed
Yass High School*	8,515	2020	Completed
Yass High School Multi-Purpose Hall	671	2022	In progress
Yawarra Community School*	20,256	2019	Completed
Young Library	10,298	2022	In progress

Source: School Infrastructure NSW. Note: The cost to date is project expenditure until the end of 2020-21 financial year. Dates listed are physical completion dates. 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.

Land disposal

In 2020-21, the department disposed of 6 parcels of land and 2 former school sites. The net proceeds from the sale of surplus assets are used to maintain and upgrade school facilities.

The 8 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

All the departments and statutory bodies listed in Schedules 2 and 3 of the *Public Finance and Audit Act 1983* prepare their own annual reports. The department does not have any controlled entities.

Risk management and insurance activities

The department continued to improve risk management by implementing its enterprise risk management strategy and programs designed to promote building confidence across the department. A focus in effectively identifying, managing and monitoring key risks is strengthening the foundations for stronger enterprise risk management.

The Chief Risk Office supports the Executive and the Secretary to design and develop our enterprise risk management policy and framework. The department adopts the 3 lines model in line with TPP20-08 Internal Audit and Risk Management Policy for the General Government Sector. The Chief Risk Office provides advice, challenges and support on risk-related matters.

Our enterprise risk management framework is consistent with the international standard, ISO 31000 Risk Management, as well as the NSW Treasury Policy, TPP20-08. The Secretary confirmed our compliance with the core requirements of TPP20-08, supported by attestations from the heads of each group or division (deputy secretaries) and directorate (executive directors).

The Executive and the Audit and Risk Committee (ARC) endorsed an updated enterprise risk strategy, enterprise risk program pillars and enterprise risk roadmap. In 2022, the Chief Risk Office will continue to support the oversight of the enterprise risk management strategy and program roll out to embed enhanced risk identification, assessment, management and monitoring across the department. Regular reviews of the strategy, policies and frameworks by the Executive, ARC and Internal Audit provides governance oversight, so that it continues to be fit for the department's size and complexity.

A core program pillar is enhancing the use of technology and data insights. We improved our integrated risk management system to better aggregate data and facilitate better informed decisions. We also developed a new management action recommendation module, bringing together progress updates against internal and external audit recommendations for improved reporting to management, and continued to implement enhancements optimising the integrated risk management system.

We developed a forward-looking 2022-23 fraud and corruption control strategy, framework, and control plan, aligned with the latest Fraud and Corruption Control standard, AS 8001:2021. Our refreshed Fraud and Corruption Control Policy and Fraud and Corruption Control Framework are designed to provide greater confidence to the community that our workforce acts legally, ethically and in the public interest. They are supported with refreshed e-learning resources.

The Chief Risk Office supported business areas across the department with a review of business continuity plans to prepare, respond and recover from disruptive events, as well as improve resilience in the face of natural disasters and other events. Ongoing improvements to overall operational resilience remain a focus as our business adapts to the ongoing pandemic and a dynamic landscape, seeking to incorporate lessons learned.

A continuous improvement approach to risk management helps us enhance our ongoing practices, governance, policies, frameworks, resources and communications to reflect changes internally or externally, emerging risks and contemporary best practice.

Insurance activities

As a budget-dependent agency, the department is a mandatory member of the NSW Government's Treasury Managed Fund scheme in accordance with Treasury Circular TC20-05.

The scheme provides cover for asset and liability exposures across workers compensation, property, motor vehicle, liability and other risks. The scale of the department's operations sees it remain one of the top 5 member agencies within the scheme.

Economic or other factors affecting the department

An assessment of financial impacts for the department in 2020-21, as a result of the COVID-19 pandemic is outlined in Note 1(h) of the Financial Statements (refer to page 68). The department will continue to proactively monitor the impact of the COVID-19 pandemic in 2021-22.

Internal Audit

Internal Audit supports the department to achieve its objectives by providing appropriate risk-based assurance and advisory services. 2021, Internal Audit:

- conducted 215 enrolment audits and 153 school audits with a focus on child protection, Work Health and Safety, student attendance, key financial and administrative operations, management of assets and equipment, and actual enrolment returns
- completed a mix of assurance and advisory services, covering cross-divisional processes, frameworks, operational areas as well as compliance obligations
- improved rigour on follow-up processes, resulting in improved awareness of risks and controls, as well as increased collaboration within the department as a direct result of audits
- significantly improved the quality of documentation and adherence with the Institute of Internal Audit standards in the quality assurance review
- updated school audit work papers to capture root cause analysis at an individual school level to enable systematic aggregation
- embedded analytics into audit methodology and audits conducted
- increased the use of visualisation tools to enhance the audit analytics storytelling journey for audit projects and analytical discovery projects
- raised awareness and support for risk management through audit work, collaboration with management and through Audit and Risk Committee secretariat services
- contributed to quality assurance and governance by participating in governance groups in finance, systems and project areas.

Internal Audit and Risk Management Attestation Statement

Internal Audit and Risk Management Attestation Statement for the 2020-2021 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 accountable 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 2022
- Independent Member, Ken Gallacher, appointed March 2019, term expires February 2023



Georgina Harrison
SECRETARY
DEPARTMENT OF EDUCATION
11 October 2021

Department of Education contact officer:
David Withey
Chief Operations Officer
Email: David.Withey@det.nsw.edu.au

Audit and Risk Committee

The department's Audit and Risk Committee (ARC) comprises an independent chair and 3 independent members.

The committee oversees and monitors our governance, risk and control frameworks, as well as our external accountability requirements. In 2021, the committee held 7 meetings, including additional special meetings to review early close and the financial statements. All members have completed written conflict of interest declarations and confidentiality agreements.

Table 45: Attendance at Department of Education Audit and Risk Committee, 2021

Name	Title	Meetings attended
Todd Davies	Independent Chair	7
Carol Holley	Independent Member	7
Ken Gallacher	Independent Member	7
John Gordon	Independent Member	7

Cyber Security

In July 2021, the department became aware of a cyber-attack on our login management system. The department immediately took steps to isolate the affected system and contain the breach.

Since containing the data breach, the department has engaged forensic analysts, as well as undertaken detailed investigations to understand the scope of the breach and the risks arising from it. The department is also working with the Australian Cyber Security Centre, the NSW Information and Privacy Commissioner, and the NSW Police to investigate the attack.

We acknowledge the seriousness of this incident and apologise for the distress that a cyber incident causes to the community.

People whose information has been compromised in this incident are being contacted by the department. We've also established a call centre so that people who are affected can reach out to the department for support. If a person does not receive a notification, they do not need to take any further action regarding this incident.

Cyber Security Annual Attestation Statement



DGS21/2314

Cyber Security Annual Attestation Statement for the 2020-2021 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.

The NSW Department of Education has undertaken the following activities to continuously improve the management of cyber security governance and resilience:

- Established 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.

A handwritten signature in black ink, appearing to read 'G Harrisson'.

Georgina Harrisson
SECRETARY
DEPARTMENT OF EDUCATION
30 November 2021

This attestation covers the following agencies:

NSW Department of Education

Grants

This appendix outlines the nature and purpose of each grant program and lists grants the department disbursed to non-government organisations under each program in 2020-21.

Table 46: Overview of grant programs, 2020-21

Grant program	Total grants, 2020-21 (\$)
Aboriginal Education Grants	14,616,990
Adult and Community Education Infrastructure	966,300
Adult Community Education Program	10,621,214
Community Languages Grants	5,501,332
COVID Intensive Learning Support Program	15,067,129
Early Childhood Education and Care Grants*	408,064,246
Educational Pathways Pilot Program	132,384
Educational Support Grants	1,822,076
Group Training Organisations	1,827,142
Industry Participation and Support Program	2,356,085
Links to Learning Community Grants	6,523,573
Literacy and Numeracy Action Plan – Phase 2	15,725,000
Minister for Education and Early Learning Discretionary Grants	1,400
Miscellaneous Education Grants	3,689,448
NSW Youth Work Awards	160,000
Productivity Bootcamp	803,054
Refugee Employment Support Program	4,274,355
Regional Conservatorium of Music Grants	7,756,727
Regional Industry Education Partnership	617,224
Regional Skills Relocation Grants	16,797
Regional Study Hubs	2,840,000
Regional VET Pathways	3,972,970
School Leadership Management Grants	452,490
Smart, Skilled and Hired	5,486,627
Special Education Grant-In-Aid	150,075
STARTTS in Schools Program	335,000
VET in Schools Consortium – Non-Government	3,052,006
VET in Schools Program Grants	3,653,190
Youth Employment Strategy – Illawarra	435,000
Grand total	520,919,834

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 Torres Strait Islander people.

Table 47: Aboriginal Education Grants, 2020-21

Organisation	Amount (\$)
Aboriginal Employment Strategy Ltd	416,196
Bamara Pty Ltd	430,250
Booroongen Djugun Ltd	88,500
Campbell Page Ltd	88,500
Clontarf Foundation	7,327,500
Enterprise & Training Company Ltd	118,000
Griffith Skills Training Centre Inc	1,137,757
Illawarra Aboriginal Corporation – Warrigal Employment	177,000
Jobs Australia Enterprises Ltd	177,000
MTC Australia Ltd	442,320
National Aboriginal Sporting Chance Academy	1,000,000
NSW Aboriginal Land Council	678,500
NSW Indigenous Chamber of Commerce Inc	173,500
Role Models & Leaders Australia Ltd	1,000,000
Souths Cares PBI Ltd	697,468
The Illawarra ITeC Ltd	173,500
Ungooroo Aboriginal Corporation	432,000
VERTO Ltd	59,000
Total paid in 2020-21	14,616,990

Adult and Community Education Infrastructure

Maintaining and refurbishing physical premises.

Table 48: Adult and Community Education Infrastructure, 2020-21

Organisation	Amount (\$)
ACE Community Colleges Ltd	33,680
Byron Region Community College Inc	33,680
Camden Haven Community College Inc	33,680
Central Coast Community College	33,680
City East Community College Inc	33,680
Coffs Coast Community College Inc	33,680
Community College-Northern Inland	33,680
Deaf Services Ltd	33,680
Kiama Community College Inc	33,680
Macarthur Community College Inc	33,680
Macquarie Community College	33,680
Mid North Coast Community College	33,680
Murwillumbah Adult Education Centre	33,680
Nepean Community College Inc	33,680
New England Community College Inc	33,680
North Coast Community College Inc	33,680
Northern Beaches Community College Ltd	33,680
Penrith Skills for Jobs Ltd	33,680
Robinson College	33,680
St George & Sutherland Community	33,680
Sydney Community College Ltd	33,680
Tamworth Community College Inc	29,704
The Parramatta College Inc	33,680
Tomaree Community College Inc	33,680
Tuggerah Lakes Community College	33,680
VERTO Ltd	33,680
Western Riverina Community College	27,236
Workers Educational Association – Hunter	33,680
Workers Educational Association – Illawarra	33,680
Total paid in 2020-21	966,300

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 49: Adult Community Education Program, 2020-21

Organisation	Amount (\$)
ACE Community Colleges Ltd	403,995
Albury Wodonga Community College Ltd	58,793
Byron Region Community College Inc	366,051
Camden Haven Community College Inc	362,590
Central Coast Community College	639,918
City East Community College Inc	211,327
Coffs Coast Community College Inc	270,518
Community College – Northern Inland Inc	565,708
Deaf Services Ltd	98,022
Guyra Adult Learning Association Inc	102,764
Hornsby Ku-Ring-Gai Community	302,132
Kiama Community College Inc	888,897
Macarthur Community College Inc	157,933
Macquarie Community College	964,848
Murwillumbah Adult Education Centre Inc	214,191
Nepean Community College Inc	14,760
North Coast Community College Inc	320,027
Northern Beaches Community College Ltd	161,036
Penrith Skills for Jobs Ltd	67,464
Port Macquarie Community College Inc	227,120
Riverina Community College Ltd	240,525
Robinson Education Centre Inc	349,095
St George & Sutherland Community Inc	178,227
Sydney Community College Ltd	190,513
Tamworth Community College Inc	367,340
Tenterfield Community College Inc	24,000
The Deaf Society	65,348

Organisation	Amount (\$)
The Eurobodalla Adult Education Centre Inc	3,900
The Parramatta College Inc	139,258
Tomaree Community College Inc	77,281
Tuggerah Lakes Community College Ltd	336,536
VERTO Ltd	850,240
Western Riverina Community College Inc	239,763
Workers Educational Association – Hunter	775,019
Workers Educational Association – Illawarra	386,076
Total paid in 2020-21	10,621,214

Community Languages Grants

Supporting outside-of-school-hours programs for school-aged students to maintain and develop their background or heritage language.

Table 50: Community Languages Grants, 2020-21

Organisation	Amount (\$)
3LS Creative Centre Inc	1,204
Academy of Chinese Culture Inc	2,408
Afghan Australian Noor Association Inc	30,763
Afghan Community Support Association of NSW Inc	27,553
Akkademja Maltija Ta' NSW Inc	6,955
Al Aqsa Inc	49,488
Al Bayan School Inc	15,649
Al Sadiq Inc	17,655
Al-Bayan Institute Inc	52,296
Alfirdaus College Pty Ltd	23,808
Alhabib Arabic School Inc	27,419
Al-Jaafaria Society Inc	19,929
Al-Khair Incorporated Association	5,484
Alsadeq Arabic Association Inc	21,266
Ambassadors Multicultural Mission (International) Association Inc	55,239
Amistad Latina Spanish School Inc	19,585
Andisheh Persian School	10,433
Ao Yu Chinese School Inc	7,089
Aquarela Portuguese Language School Inc	2,500
Arabic Education Society Inc	5,618
Arabic Privet College Australia	5,083
Armenian General Benevolent Union Ltd	4,146
Artarmon Muslim Community Association	12,038
Ashabul Kahfi Language School Inc	31,565
Association for Brazilian Bilingual Children's Development Inc	16,853

Organisation	Amount (\$)
Association of Community Languages Schools Inc	113,736
Assyrian Australian Association	32,419
Assyrian's Nation Association Inc	13,509
Auburn Arabic School Inc	9,496
Australia Children Learning Association Inc	2,809
Australian Afghan Hassanian Youth Association Inc	21,534
Australian Ataturk Cultural Centre Inc	17,655
Australian Beirut Charitable Association Inc	26,483
Australian Chinese & Descendants Mutual Association Community Ltd	29,960
Australian Chinese Community Association of NSW	35,845
Australian Council for the Promotion of Chinese Language and Cultural Inc	130,674
Australian Druze Community Inc Ltd	7,089
Australian Hindu Multicultural Association	5,083
Australian Islamic Mission Inc	17,388
Australian Kids Women Association Inc	18,056
Australian Malayalee Islamic Association – NSW	11,554
Australian Marathi Vidyalaya Inc	13,241
Australian Peace Association Inc	16,719
Australian School of Arabic Inc	14,713
Balakairali-Sydney Malayalee Kids Association Inc	10,968
Balar Malar Tamil Educational Association Inc	89,396
Bangladesh Association of NSW	6,286
Bangladesh Society for Puja and Culture Inc	5,350
Bangladesh Society of Sydney Inc	8,694
Bantal Pulaar Community Group Australia Inc	4,280



Organisation	Amount (\$)
Bayside Japanese School Inc	2,500
Bhanin Association Australia Inc	26,349
Bodhi Vietnamese Language School Inc	10,433
Bosnian Ethnic School	8,420
Boya College of Language and Culture Inc	3,076
Buddharangsee Thai Community Language School Inc	14,980
Bulgarian Cultural Social and Patriotic Association Rodina	6,821
Cambodian Australian Welfare Council of NSW Inc	10,566
Campbelltown Bangla School	6,688
Carlingford Chinese Language School	14,178
Central Coast Japanese Community Language School	6,019
Central Council of Croatian Ethnic Schools of NSW Inc	35,845
Centre for Indian Languages and Arts – Hindi	2,675
Centre for Indian Languages and Arts – Telugu	2,541
Chanh-Phap Vietnamese Buddhist Youth Association of NSW Inc	5,350
Chen Feng Chinese Language College Inc	15,916
Cherrybrook Chinese Community Association Inc	14,178
Chinese Australian Services Society Ltd	58,181
Chinese Language & Literature Association	2,541
Cho Dae Korean Baptist Church Inc	8,828
Clemton Park School Chinese Language and Cultural Association	4,681
Co.As.It. Italian Association of Assistance	41,730
Congregational Christian Church in Samoa	6,688
Cyprus Community of NSW Ltd	8,694
Czech and Slovak School of Sydney	7,490

Organisation	Amount (\$)
Daar Al Wafa Australian Association Inc	20,999
Datong Chinese School Ashfield Inc	78,244
De Nederlandse School de Kangoeroe Inc	20,731
Der-Huy Chinese School Inc	10,968
Deutschstunde	20,690
Disciples Church Joyful Korean Language School Inc	10,566
Dundas Chinese School Inc	5,751
Eastlakes Saturday Turkish School	4,548
Eastwood Tamil Study Centre Inc	13,509
Edmondson Park Bardia Nepalese Community Inc	5,618
Eine Kleine Deutsche Schule	3,076
First Serbian Orthodox Church School Community St Sava	11,101
Flamingo Education Inc	2,675
Forest Japanese School Inc	10,433
Gallipoli Education and Cultural Association Inc	9,095
Gallipoli Saturday Turkish School Inc	7,223
GDPT Bo De Minh Quang – The Vietnamese Buddhist Youth of NSW Australia Inc	9,363
German Saturday School Sydney Inc	9,496
Gosford Chinese Language School Inc	10,031
Greek Community of Mascot and District Inc	6,955
Greek Orthodox Archdiocese of Australia	36,915
Greek Orthodox Archdiocese of Australia Consolidated Trust Parish of St Nicholas Marrickville	14,980
Greek Orthodox Parish of Northern and Western Suburbs	7,089
Greek Orthodox Parish of St George Rose Bay	7,490
Green Valley Languages and Arts School Inc	9,229

Organisation	Amount (\$)
Hamazkaine Armenian Educational and Cultural Society Regional Committee	30,763
Hanaro Korean School Inc	7,089
Hanyulink Chinese Language School Inc	11,636
Happy Chinese Language Association Inc	9,496
Harmony Russian School of Sydney Inc	5,751
Hellenic Centre for Language & Culture of Australia Inc	13,241
Hellenic Orthodox Community of Kingsgrove Bexley North Beverly Hills and Districts Ltd	15,916
Hellenic Orthodox Parish and Community of Blacktown Districts Ltd	14,445
Hoodan-Noor (Guidance of the Light)	20,865
Hornsby Chinese Cantonese Language School Inc	7,891
Hornsby Chinese Education Centre Inc	42,131
Hornsby Chinese Language and Culture School Inc	44,940
Hornsby Japanese School Inc	8,694
Hua Xia Chinese Culture School	73,696
Hungarian School Sydney	6,286
Hunter Chinese Language School Inc	8,828
Hunter Japanese Community School Inc	4,146
Hunter Parents & Teachers Association of Community Languages Schools Inc	138,055
Hunter Telugu Badi Inc	2,006
Huyen Quang Buddhist Youth Association Inc	11,235
Illawarra Arabic Academy Inc	23,725
Illawarra Burmese Language School	3,879
Illawarra Karen Language School Inc	2,809
Illawarra Spanish School Inc	6,019
Imam Ali Ltd	78,913
Indo-Aust Bal Bharathi Vidyalaya-Hindi School Inc	23,766
Indonesian-Australian Families Association of NSW Inc	5,484

Organisation	Amount (\$)
Inner Journey Ministry Inc	4,815
Inner West Vietnamese Community Language School Inc	19,126
International Buddhist Association of Australia Co-Operative Ltd	4,815
International Youth Fellowship Inc	2,675
Iranian Educational and Cultural Centre Inc	9,630
Islamic Charity Projects Association Inc	65,671
Islamic Community Milli Gorus Wollongong Inc	5,083
Islamic Women's Welfare Association	33,170
Japan Club of Sydney Inc	45,341
Japanese Sunday School Inc	9,363
Khmer Adventist Language School Assoc of NSW Inc	8,025
Korean Catholic Language School Inc	43,068
Lakemba Bangla School Inc	3,879
Lao Community Advancement NSW Co-op Ltd	5,618
Lao Oz Inc	1,873
Lindfield Korean School Inc	27,151
Liverpool Polish Saturday School	4,013
Looyce Armenian School Inc	3,745
Lotus Chinese Community Language School Inc	7,089
MAAN Malay Australian Association of NSW Inc	2,274
Macarthur Polish Saturday School Inc	6,420
Macarthur Youth Malayalee Association (MYMA)	4,815
Macedonian School Council for NSW	35,763
Maltese Community Council of NSW Inc	2,675
Manda House in Australia Inc	2,500
Mandi Yehya Youhanna	7,089
Maroubra Russian School Inc	10,433

Organisation	Amount (\$)
Marrickville West Turkish School	3,879
Matraville Saturday Turkish Ethnic School Inc	2,140
McAfee Language School Inc	2,140
Ming-Der Chinese School Inc	59,653
Minghui School Inc	6,153
MKUD Makedonski Biseri	6,955
ML Language & Culture School Australia Inc	4,013
Monaro Portuguese School	535
Muhammadi Welfare Association Inc	16,318
Nepean Turkish School Inc	6,019
Newcastle Arabic School Inc	14,579
Newcastle Bangladeshi Community Inc	3,879
Newcastle Korean Language School	1,605
Newcastle Tamil Sangam Inc	2,809
North Shore Japanese School	16,184
Northern Beaches Spanish School	3,611
Norwest Chinese Community School Inc	12,573
Nova Ukrainian School Inc	4,146
NSW Vinh Khang Chinese School Inc	15,248
NSW Board of Jewish Education	12,038
NSW Federation of Community Language Schools Inc	153,062
NSW Indo-China Chinese Association Inc	33,170
NSW Japanese School Inc	9,764
NSW Turkish Educational and Cultural Association Inc	11,101
NSW Umit Uighur Language School	4,013
Om Rameshwar Association Inc	16,636
Onhamsung Australia Inc	1,873
Orange Russian Language School Inc	803
Paadasala Malayalam Educational Association Inc	4,013

Organisation	Amount (\$)
Pacific Communities Centre Inc	7,490
Parramatta Arabic School Inc	23,674
Parramatta Hanguel School Inc	10,700
Parramatta Persian Primary and High School Inc	5,885
Pei Ji Chinese School Inc	30,228
Penrith Korean Language School Inc	3,611
Phap Bao Buddhist Youth Language School Inc	7,490
Pinoy Community Cultural Class	4,013
Polish Association of Newcastle Inc	3,879
Polish Educational Society	13,375
Polish School Wollongong Inc	1,471
Portuguese Community Schools of Sydney Inc	9,496
Portuguese ESAA Inc	1,605
Preserving the Arabic Language in Australia (PAL) Inc	9,496
Qing Hua Chinese Language School Inc	104,058
Queanbeyan Chinese Language School Inc	1,338
Rooyesh Farsi Language School Inc	4,146
Ruslingvo Inc	11,369
Sabdamala – Nepalese Language School	21,400
Saint Andrew Bogolubsky Russian Ethnic School Inc	3,745
Saint Charbel's Ethnic School	2,943
School of Vedic Sciences (Aust) Inc	21,935
Shanhe Education Inc	8,025
Shine Chinese Community School Inc	17,254
South Asian Australian Association	25,680
South Coast Chinese Language School	4,815
South Coast Tibetan Community Inc	1,873
Sri Guru Singh Sabah Sydney (The Sikh Association Sydney) Inc	16,451
St Alexander Nevsky Russian School Inc	19,795

Organisation	Amount (\$)
St Andrews Ukrainian Catholic Parish Lidcombe	7,089
St George School of Russian Association Inc	2,408
St George Serbian Orthodox Church – Cabramatta	12,573
St George Spanish School	4,013
St John the Baptist Serbian Orthodox Parish and Church Community	5,751
St Lazarus Serbian Orthodox Church	11,636
St Mary's Antiochian Orthodox Church of the Dormition Mount Pritchard Inc	8,426
St Nicholas Antiochian Orthodox Church	12,038
St Raphael's Greek Orthodox Parish of Liverpool and District Ltd	7,356
St Sava Serbian Orthodox Church School Building Fund (Flemington)	3,344
St Seraphim Russian Community School Hornsby Inc	13,776
St Thomas the Apostle Chaldean Catholic Church	17,655
Sutherland Shire Chinese Language School Inc	14,713
Swedish School in Newcastle	2,274
Swedish School in Sydney	19,661
SWS Children's Chinese School Association	5,618
Sydney Chinese School Inc	39,323
Sydney Elite Chinese School Inc	33,170
Sydney Full Gospel Church	32,368
Sydney Grace Korean School Inc	2,541
Sydney Korean Church Korean Language School Inc	12,974
Sydney Latvian Society Ltd	3,210
Sydney Next Church Inc	6,554
Sydney Nihao Chinese Chinese Culture School	2,500
Sydney Northwest Chinese School	13,509

Organisation	Amount (\$)
Sydney Punjabi Society Inc	1,605
Sydney Sae Soon Presbyterian Church Inc	54,035
Sydney Saturday School of Japanese	39,189
Sydney Suomi Koulu/Sydney Finnish School Inc	4,280
Sydney Yu Cai Chinese Language School Inc	47,214
Tamil Study Centre Homebush Inc	33,170
Tamil Study Centre Mt Druitt	18,859
Telugu Association Inc	15,381
The Arabic Australian Education Centre Inc	12,974
The Australia Korean School Inc	19,661
The Australian Arabic Association of Western Sydney Inc	11,235
The Australian Association of All Nationalities of China	16,585
The Australian Chinese School Inc	13,108
The Australian Sikh Association Ltd	71,423
The Australian Taiwanese Friendship Association Inc	20,464
The Greek Community of Newcastle Ltd	1,605
The Greek Orthodox Church & Community St Gerasimos Ltd	7,891
The Greek Orthodox Church and Society of the City of Greater Wollongong	5,350
The Greek Orthodox Church Community of Bankstown District St Euphemia Ltd	21,266
The Greek Orthodox Community of NSW Ltd	40,794
The Greek Orthodox Parish & Community of Burwood & District Saint Nectarios Ltd	13,241
The Greek Orthodox Parish and Community of Belmore and District All Saints Ltd	6,153
The Greek Orthodox Parish and Community of Kogarah and District Resurrection of Christ	38,921

Organisation	Amount (\$)
The Greek Orthodox Parish of South East Sydney	12,305
The Gurdwara Singh Sabha Society Griffith (NSW) Inc	2,675
The Hellenic Orthodox Community of Parramatta and Districts	11,503
The Hills Chinese School Inc	135,088
The Lebanese Arabic School	86,804
The Lebanese Moslem Association	92,555
The Polish School of Sydney Inc	9,363
The Presbyterian Church NSW Property Trust	30,094
The Sabian Mandaean Association in Australia Ltd	7,356
The Sinhalese Cultural Forum of NSW Australia Inc	36,915
The Trustees of the Roman Catholic Church for the Diocese of Saint Maron Sydney	56,576
The Tzu-Chi Academy Australia Inc	13,375
The West Ryde Huizhi Chinese School Inc	8,159
Thomas Chinese Language School Inc	2,500
Tibetan Children's School of Newcastle and Hunter Region Inc	2,541
Tibetan Community of Australia (NSW) Inc	11,770
Tongan Language School	7,490
Tripoli and Mena Association Ltd	24,209
Twich East Community Association NSW Inc	11,770
UCA – Sydney Korean Church	7,089
United Subcontinental Languages Schools of NSW Inc	4,681
Victory Mandarin School Association Inc	21,133
Vietnamese Community In Wollongong Inc	4,815
Vietnamese Cultural Schools Association Inc	190,728

Organisation	Amount (\$)
Vietnamese P&C Association Inc	53,768
Vietnamese Parents Committee Green Valley Inc	29,826
Vishva Hindu Parishad of Australia Inc	29,158
Wananchi Newcastle Inc	936
Wentworthville Tamil Study Centre	79,849
Western Sydney Chinese School Inc	7,490
Western Sydney Urdu School Inc	22,470
Wollongong Mandarin Chinese School Inc	5,751
Wollongong Russian Language School	2,408
Yagoona Arabic School Inc	17,120
Yiu Wah Chinese School Inc	21,133
Total paid in 2020-21	5,501,332

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 51: COVID Intensive Learning Support Program, 2020-21

Organisation	Amount (\$)
Catholic Schools NSW Ltd	10,289,424
The Association of Independent Schools of NSW Ltd	4,777,705
Total paid in 2020-21	15,067,129

Early Childhood Education and Care Grants

Providing support for community preschools, mobile preschools, long day care and other early childhood services, sector development and support for children with additional needs.

Table 52: Early Childhood Education and Care Grants, 2020-21

Organisation	Amount (\$)
3Bridges Community Ltd	10,000
Abbotsford Community Centre Inc	7,511
Abbotsford Long Day Care Centre Inc	10,690
Abercrombie Street Child Care Ltd	15,000
Aberdare Preschool Inc	571,615
Aberdeen Preschool Association Inc	374,907
Adamstown Community Early Learning and Preschool Inc	9,091
Adelong Preschool Inc	395,096
Adventureland Preschool Inc	364,434
Albury City Council	111,922
Albury Occasional Childcare and Early Learning Centre Association Inc	83,027
Albury Preschool Kindergarten Inc	741,345
Albury Toy Library	3,605
All Saints Preschool Albion Park Inc	417,607
Alstonville Community Preschool	743,737
Amy Hurd Early Learning Centre Inc	13,200
Anglican Schools Corp	1,122,941
Anglicare NSW South NSW West and ACT	490,275
Annettes Place Inc	194,863
Anzac Village Preschool Association Inc	732,094
Apples and Honey Preschool Inc	15,000
Arden Anglican School	146,098
Ariah Park Preschool Association Inc	837,655
Armidale Community Preschool Inc	581,963

Organisation	Amount (\$)
Armidale Montessori Preschool Inc	141,012
Armidale Regional Council	23,474
Armidale Toy Library Association Inc	25,479
Arncliffe Preschool Inc	620,422
Arndu St Pauls Preschool	751,431
Ashfield Baptist Childcare Inc	32,321
Austral Community Preschool Inc	433,398
Australian Anatolian Community Services Co-Operative Ltd	15,000
Australian Christian Early Education Ltd	15,000
Autism Spectrum Australia (Aspect)	660,000
Avalon Montessori Association	110,618
Avalon Public School P&C Association Inc	10,000
Awabakal Ltd	1,204,516
Ballina Fox Street Preschool Inc	620,643
Balmain Children's Centre Ltd	15,000
Balmain East Out of School Care Inc	6,476
Balranald Early Learning Centre Inc	15,000
Bambi Kindergarten Association Inc	31,708
Bangalow Community Children's Centre	14,831
Bankstown Community Resource Group Inc	927,480
Bankstown Montessori Association Inc	192,003
Baptist Church Casino Christian Community Preschool	687,865
Baradine Preschool Inc	240,924
Barham Preschool Association Inc	301,725
Barnardos Australia	154,554
Barraba Preschool Inc	284,323
Bathurst Early Childhood Intervention Service Inc	139,240
Bathurst Regional Council	46,720
Batlow Apple Tree Learning Centre Co-Operative Ltd	15,000



Organisation	Amount (\$)
Baulkham Hills Preschool Kindergarten Inc	605,742
Bayside Council	58,500
Beacon Hill Community Kindergarten Association Ltd	609,361
Bega Preschool Association Inc	956,047
Bega Valley Shire Council	813,551
Bellbird Preschool Inc	513,038
Bellingen Preschool Inc	470,909
Belmont North Preschool Inc	414,833
Belong Blue Mountains Inc	9,488
Bendemeer Preschool Inc	177,909
Bentley Community Preschool Inc	179,696
Berakah Christian Education Ltd	541,839
Berala Jack & Jill Preschool Kindergarten Inc	725,823
Beresfield Community Childrens Education Centre	23,200
Berkeley Vale Neighbourhood Centre Association Inc	10,000
Berkeley Vale Preschool Kindergarten Inc	828,386
Bermagui Preschool Co-Operative Society Ltd	452,541
Berry Community Preschool	340,183
Betty Spears Child Care Centre Ltd	15,000
Bexley Jack and Jill Preschool Inc	763,587
Big Fat Smile Group Ltd	3,474,139
Bilambil Community Preschool & Oosh Inc	369,438
Binnaway Preschool Inc	148,380
Binnowiee Kindergarten Co-Operative Society Ltd	504,595
Biralee Preschool Finley Inc	390,976
Birchgrove Community Association Ltd	386,056
Birralee Preschool Lane Cove Ltd	1,094,283

Organisation	Amount (\$)
Birrelee Multi-Functional Aboriginal Children's Service Aboriginal Corp	15,000
Birubi Point Community Preschool Association Inc	312,380
Bishop Tyrrell Anglican College	888,826
Blackheath Area Neighbourhood Centre Inc	5,630
Blackheath Kookaburra Kindergarten Inc	522,709
Blacktown Area Community Centres Inc	93,810
Blacktown Bunyip Inc	261,685
Blacktown City Council	2,484,988
Blacktown South Children's Activities Centre Inc	10,000
Bland Shire Council	562,633
Blaxland Preschool Kindergarten	815,423
Blayney Preschool Inc	373,400
Bligh Park Community Services Inc	15,255
Blinky Bill Early Learning Portland Inc	322,550
Blue Gum Montessori Preschool	447,198
Blue Mountains City Council	10,500
Bogan Shire Council	11,900
Bolton Point Child Care Centre Inc	15,000
Bombala Preschool Inc	259,112
Bondi Beach Cottage Inc	74,494
Boolaroo-Speers Point Community Kindergarten Inc	650,236
Boorowa Early Education Centre Inc	96,546
Bourke & District Children's Services	649,554
Bowraville Community Preschool Inc	682,147
Bradbury Preschool Kindergarten Association Inc	949,608
Braidwood Preschool Association Inc	489,043
Branxton Preschool Inc	778,484
Brayside Community Preschool Inc	627,692
Broken Hill Happy Day Preschool Kindergarten Inc	798,573

Organisation	Amount (\$)
Budgewoi Halekulani Preschool Kindergarten Inc	682,503
Bulahdelah Preschool	276,696
Bularri Muurlay Nyanggan Aboriginal Corp	110,110
Bundarra Preschool Kindergarten Association Inc	160,268
Bundeena Preschool	220,513
Bungendore Preschool Association Inc	424,883
Bunyip Preschool Harden Inc	174,287
Burren Junction Preschool Association Inc	222,340
Burringbar Community Preschool Inc	294,208
Burrumbuttock Preschool Centre Inc	193,309
Burwood Neighbourhood Child Care Co-Operative Ltd	15,000
Byron Bay Preschool Inc	1,247,785
Byron Shire Council	66,552
Cabarita Mortlake Kindergarten Association	561,441
Cabonne Shire Council	7,600
Calrossy Preschool	449,466
Camden Community Connections	35,112
Camden Preschool Kindergarten Co-Operative Ltd	601,256
Cameragal Montessori School	1,369,177
Campbell Page Ltd	465,720
Campbell Street Children's Centre Ltd	15,000
Campbelltown City Council	417,779
Campbelltown Community Preschool Inc	648,315
Canowindra Preschool Kindergarten Inc	448,773
Canterbury Community Child Care Centre	452,425
Canterbury-Bankstown Council	227,957
Captains Flat Community Preschool Association Inc	163,380
Cardiff Community Preschool Inc	481,406
Care Activities Inc	8,436

Organisation	Amount (\$)
Carinya Neighbourhood Children's Centre Inc	14,500
Carlingford West Kindergarten	382,599
Carlingford West OOSH Centre Inc	16,833
Cass Care Ltd	46,533
Castle Hill Preschool Kindergarten Inc	532,097
Castlecrag Montessori School Inc	199,022
Caterpillar House Occasional Childcare Association Inc	85,854
Catherine Field Preschool Kindergarten Inc	438,306
Catholic Diocese of Parramatta Services Ltd	637,446
Catholic Education Office Diocese of Parramatta	1,945,473
Catholiccare Diocese of Broken Bay	2,214,955
Catholiccare Wilcannia-Forbes Ltd	180,000
Cawongla Playhouse Inc	163,759
Central Coast Council	251,623
Central Shoalhaven Mobile Preschool Unit	494,897
Central West Family Support Group Inc	4,960
Cessnock Multipurpose Children's Centre Ltd	48,934
Channon Children's Centre	161,989
Chatswood Occasional Childcare Centre Inc	63,721
Cherrybrook Community Preschool Inc	312,616
Chester Hill Neighbourhood Centre Inc	17,721
Children's Services Community Management Ltd	740,744
Chillingham and Tyalgum Community Preschool Inc	343,740
Christ Church Gladesville Preschool Kindergarten Inc	873,873
Christian Outreach Centre	40,180
City of Canada Bay Council	75,400
City of Parramatta Council	156,487



Organisation	Amount (\$)
Clarence Childhood Services Association Inc	15,000
Clovelly Child Care Centre Inc	12,538
Clunes Community Preschool Association Inc	252,316
Coast Services Group Ltd	13,000
Coastwide Child and Family Services Inc	51,175
Cobar Mobile Children's Services Inc	430,229
Cobar Preschool Association Inc	516,671
Cobar Shire Council	167,728
Cobargo Preschool Inc	207,264
Coffs Harbour Preschool Association Inc	747,470
Coldstream Community Preschool Inc	341,375
Coleambally Preschool Association Inc	381,087
Collarenebri Early Childhood Education Centre Inc	167,210
Collaroy Plateau Community Kindergarten	545,675
Comboyne Community Preschool Kindergarten Inc	157,763
Community Connections Solutions Australia Ltd	62,000
Community First Step	16,140
Community Junction Inc	704,277
Community Links Wollondilly Inc	214,967
Como Preschool Kindergarten Association Inc	557,199
Concord Kindergarten Association	577,805
Concord Occasional Childcare Services	49,132
Concord West Rhodes Preschool Inc	633,394
Condobolin Preschool Kindergarten Inc	470,163
Connect Child & Family Services Ltd	976,989
Coogee South Out of School Care Centre Inc	15,000
Cooks Hill Preschool Inc	329,259
Coolah Preschool Kindergarten Inc	395,926

Organisation	Amount (\$)
Coolamon Preschool Association Inc	377,040
Coolamon Shire Council	189,345
Cooloon Children's Centre Inc	18,494
Cooma Lambie Street Preschool Association Inc	600,532
Cooma North Preschool Association Inc	536,275
Coonamble Preschool Association Inc	575,397
Cooranbong Valley Community Preschool Inc	281,568
Cootamundra Preschool Inc	592,439
Coowarra Out of School Hours Care Service Inc	7,982
Copmanhurst Preschool Inc	171,292
Core Community Services Ltd	376,220
Corowa Preschool Association Inc	756,719
Council of the Municipality of Woollahra	1,356,449
Counterpoint Community Services Inc	342,215
Country Womens Association of NSW	553,322
Coutts Crossing Preschool Inc	183,210
Cowra Early Childhood Services Co-Operative Ltd	433,612
Cranbrook School	312,562
Cranebrook Community Preschool Inc	48,289
Crescent Head Community Preschool	317,949
Cringila Childrens House Inc	15,000
Cronulla Preschool Kindergarten Inc	788,460
Crookwell Neighbourhood Centre Inc	213,935
Cudal Community Children's Centre	122,871
Cuddle Pie Preschool & Day Care Centre	13,485
Culburra & Districts Preschool Inc	271,376
Culcairn Early Childhood Centre	252,285
Cullunghutti Aboriginal Child and Family Centre Aboriginal Corporation	253,184
Cumberland City Council	504,643
Cumnock Village Preschool Inc	300,359

Organisation	Amount (\$)
Currumbena Ltd	307,559
Dalaigur Preschool and Children's Services Aboriginal Corp	1,166,144
Darlington Aftercare Association Inc	7,115
Dawn Song Children's Centre Inc	13,633
De Courcy Dutton Blackwood Pty Ltd	8,428
Delegate & District Preschool Inc	172,916
Deniliquin Children's Centre Ltd	1,010,841
Denman Childrens Centre Association Inc	554,350
Disability South West Ltd	4,322
Doonside Kindergarten Inc	734,111
Dorrigo Preschool Association Inc	319,495
Dover Heights Community Preschool Inc	281,031
Drummond Park Preschool Association	308,378
Drummoyne Occasional Child Care Inc	46,932
Drummoyne Preschool Kindergarten Inc	590,772
Dubbo and District Preschool Kindergarten Inc	2,000,616
Dubbo Regional Council	29,900
Dubbo West Preschool Inc	1,165,805
Dunedoo Preschool Kindergarten Inc	506,397
Dungog Community Preschool Kindergarten Inc	456,402
Dunoon Preschool Inc	250,705
Durrumbul Community Preschool Inc	352,381
Early Childhood Australia (NSW) Inc	32,038
Early Education (Earlyed) Inc	281,571
East Lindfield Community Preschool Inc	724,972
East Lismore Community Preschool Inc	952,488
East Maitland Preschool Association Inc	1,080,480
East Willoughby Preschool Inc	419,332
Eastern Suburbs Montessori Association Ltd	983,110
Eastlakes Community Child Care Centre Inc	15,000

Organisation	Amount (\$)
Eastwood Occasional Child Care Centre Inc	47,285
Eden Creek Fairymount Preschool Inc	288,792
Edgeworth Community Preschool Inc	369,447
Elanora Heights Community Centre Preschool Co-Operative Society Ltd	481,104
Elizabeth Chifley Presbyterian Preschool	597,579
Elizabeth Macarthur Montessori Preschool Association Inc	289,838
Elonera Ltd	39,923
Emanuel School	917,339
Emanuel Woollahra Preschool Inc	12,192
Emmanuel Anglican College Council	6,228
Engadine Church of Christ Preschool Kindergarten	184,500
Engadine Preschool Kindergarten Inc	686,868
Erina Baptist Community Care Ltd	15,000
Ethnic Community Services Co-Operative Ltd	306,613
Etz Chaim Ltd	14,977
Eugowra Community Childrens Centre Inc	158,827
Eungai Preschool Inc	308,665
Eurobodalla Shire Council	18,033
Euroka Children's Centre Inc	13,214
Evans Head Preschool Association Inc	947,700
Fairfield City Council	4,872,339
Fairfield Community Resource Centre	253,928
Federal Community Childrens Centre Inc	71,333
Federation Council	394,145
Felton Street Community Preschool Inc	551,857
Filipino Community Co-Operative Ltd	15,000
Firstchance Ltd	155,020
FLASCA Inc	10,000
Forbes Child Care Centre Inc	15,000
Forbes Preschool Inc	1,460,601



Organisation	Amount (\$)
Forest Hill Community Preschool Inc	331,063
Forest Hill Outside School Hours Care Inc	10,000
Froebel Australia Ltd	18,904
Gainmara Birrilee Preschool Association	399,341
Galaxy Foundation Ltd	12,785
Galloping Gumnut Mobile Children's Services Van Inc	277,534
Galloway Children's Centre Inc	6,000
Gamumbi Early Childhood Education Centre Inc	15,000
Ganmain Pied Piper Preschool	223,755
Georges River Council	901,578
Gilgandra Preschool Inc	758,898
Girrawong Preschool Inc	265,287
Girrinbai Community Preschool Inc	597,781
Gladesville Occasional Child Care Centre Inc	40,884
Glen Innes Preschool Association Inc	861,026
Glen Innes Reachout Mobile Resource Unit Inc	60,330
Glen Innes Severn Council	4,100
Glenbrook Preschool Kindergarten Inc	790,401
Glendale Early Education Centre Inc	11,564
Glendore Child Care Centre Inc	15,000
Glenorie Preschool Kindergarten Association Inc	15,000
Glenreagh Preschool Inc	174,368
Gloucester Preschool Inc	502,825
Gol Gol Preschool Association Inc	526,958
Golden Valley Childrens Learning Centre Inc	15,000
Goodooga Preschool Inc	163,380
Goodstart Early Learning Ltd	1,399,062
Goodstart Early Years Ltd	65,536
Goonellabah Preschool Inc	810,532

Organisation	Amount (\$)
Gordon Community Preschool	1,095,174
Gorokan Preschool Inc	1,275,450
Gosford Preschool Inc	680,945
Gosford Regional Community Services Inc	10,000
Goulburn Preschool Association Inc	607,283
Goulding Hill Preschool Inc	608,351
Gowrie NSW	202,942
Grays Point Preschool Kindergarten Association	266,594
Great Lakes Childrens Centre Inc	303,877
Greater Hume Shire Council	129,968
Greek Orthodox Archdiocese of Australia Consolidated Trust Greek Welfare Centre NSW	8,427
Greenhills Child Care Centre Inc	15,000
Grenfell Preschool and Long Day Care Centre Inc	300,552
Griffith Child Care Centre Inc	747,756
Griffith East Preschool Inc	1,181,649
Griffith Preschool Kindergarten Inc	1,139,416
Griffith Wiradjuri Aboriginal Preschool Inc	390,052
Growing Potential Ltd	996,299
Guardian Angel Preschool Kindergarten Inc	15,000
Gubi Gabun Children's Mobile Service Inc	62,288
Gulargambone Preschool Inc	896,896
Gulgong Preschool Inc	576,470
Gulpa Preschool Inc	280,787
Gumyaney Aboriginal Corp	368,890
Gumnut Bowral Memorial Preschool Inc	468,066
Gumnut Cottage Inc	15,000
Gundagai Preschool Kindergarten Inc	383,973
Gunnedah Baptist Child Care Association Ltd	981,863
Gunnedah Family and Children's Services Inc	10,663

Organisation	Amount (\$)
Gunnedah Preschool Kindergarten Association Inc	823,002
Gunning & District Preschool Inc	41,970
Gwydir District Mobile Preschool	394,830
Gwydir Shire Council	411,932
Gyndarna Indigenous Corp	344,537
Hamilton Child Care Centre Inc	2,670
Hamilton Community Preschool Inc	368,457
Happy Kids Kindergarten Ltd	12,598
Harbord Kindergarten Inc	834,601
Harrison St Early Education Inc	14,641
Hastings Preschool and Long Day Care Centre Inc	15,000
Hawkesbury City Council	135,252
Hawkesbury Community Outreach Services Inc	223,537
Hawkesbury Early Childhood Intervention Service Inc	86,925
Hawkesbury River Child Care Inc	15,000
Hay Children's Services Inc	333,395
Hay Mobile Childrens Service Inc	184,625
Hay Preschool Kindergarten Inc	150,930
Heartco Ltd	15,000
Heathdene Community Services Inc	494,731
Henry Street Community Preschool	311,517
Henty Early Childhood Association Inc	286,786
Hibiscus Childrens Centre	318,117
Highfields Preparatory & Kindergarten School Ltd	1,232,250
Hills Montessori Society	990,577
Holroyd Parramatta Mobile Minders Inc	115,439
Holsworthy Long Day & Occasional Child Care Centre Inc	13,414
Holsworthy Preschool Parents Association	594,779
Hopepoint Preschool Centre	722,916
Howlong Preschool Association Inc	365,089

Organisation	Amount (\$)
Hunter Region Working Women's Group Ltd	15,000
Hunter Valley Grammar School	1,165,656
Hunters Hill Preschool Inc	726,492
Illawarra Aboriginal Corp	352,025
Illawarra Area Child Care Ltd	457,581
Illawarra Association for Christian Parent-Controlled Education	892,966
Illawarra Multicultural Services Inc	36,938
Illawarra Toy Library Association Inc	123,899
Iluka Preschool Inc	240,689
Inaburra Preschool	870,662
Infants Home Ashfield	309,222
Inner West Council	1,128,744
Inspire College Wagga Inc	15,000
Integricare	3,979,372
Intereach Ltd	16,000
Inverell District Family Services Ltd	2,122,181
Jacaranda Preschool Centre Inc	791,990
Jack & Jill Preschool Association (Lithgow) Inc	838,274
Jannali Preschool Kindergarten Inc	604,102
Jarjum Centre Inc	516,357
Jerilderie Preschool Kindergarten Inc	204,916
Jesmond Community Preschool Association Inc	595,664
Jesmond Early Education Centre Inc	15,000
Jindera Preschool Association Inc	391,518
Jubilee Community Services Inc	18,675
Jumbunna Childrens Centre Ltd	34,120
Jumbunna Community Preschool & Early Intervention Centre Inc	1,292,564
Jumping Jacks Community Preschool Inc	640,189
June Preschool Inc	577,325
June Shire Council	3,000



Organisation	Amount (\$)
Kangaroo Valley Preschool	182,873
Kapooka Early Childhood Centre Inc	509,803
Karingal Preschool Nelson Bay Inc	394,632
Karuah Preschool	378,897
Katoomba Childrens Cottage Inc	12,872
Katoomba Leura Preschool	930,642
Keiraville Community Preschool Inc	640,182
Kellyville Preschool Inc	605,537
Kempsey Children's Services Co-Operative Ltd	470,493
Kenthurst Before and After School Care Inc	16,725
Kenthurst Preschool Kindergarten	711,099
Kesser Torah College Ltd	13,636
Kiama Preschool Inc	1,079,752
Kids Korner Combined Occasional Care Centre Inc	34,148
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	731,327
Kinburra Preschool Inc	568,552
Kindamindi Co-Operative Ltd	15,000
Kindilan Early Childhood Centre Inc	13,329
King Street Community Preschool East Maitland Inc	436,499
Kingscliff Mini School Inc	499,377
Kingstown Preschool Inc	138,380
Kinma Ltd	311,817
Koala Child Care Centre – Sutherland Hospital Ltd	9,900
Kogarah Community Services Inc	5,636
Koninderie Community Based Preschool Inc	503,831

Organisation	Amount (\$)
Kookaburra Korner Early Education Centre Inc	13,301
Koolyangarra Preschool Aboriginal Corporation	573,351
Koorana Child & Family Services Ltd	1,843,065
Kootingal and District Preschool Inc	626,825
KU Children's Services	39,158,420
Kulai Preschool Aboriginal Corporation	640,086
Kunghur Community Preschool Inc	162,180
Ku-Ring-Gai Council	143,269
Kurnell Preschool Kindergarten Inc	281,078
Kurri Kurri & District Preschool Kindergarten	1,136,387
Kurri Kurri Community Services Ltd	7,881
Kyogle Preschool and Outside Schools Hours Care Association Inc	488,071
Lachlan Council	303,436
Lady Game Community Kindergarten Inc	569,039
Lake Cargelligo District Community Children's Centre Association Inc	257,231
Lake Macquarie City Council	84,052
Lalor Park Preschool Kindergarten Association Inc	677,830
Lane Cove Municipal Council	29,800
Lane Cove Occasional Child Care Inc	67,013
Lane Cove Out of School Inc	10,000
Lapstone Out of School Hours Care	10,000
Larool Preschool Inc	578,814
Lawrence Community Preschool Inc	174,341
Lawson Community Preschool Association Inc	494,790
Learning Links	1,136,550
Leeton Preschool Association Inc	1,426,737
Leeton Shire Council	61,872
Lennox Head Community Preschool Inc	665,792
Liberty Church of Christ	520,530

Organisation	Amount (\$)
Lifestart Co-Operative Ltd	486,032
Lifetime Connect Ltd	115,718
Lightning Ridge Preschool Centre Inc	143,490
Lilly Pilly Community Preschool Inc	498,139
Lindfield Montessori Society Inc	66,636
Linuwel School Ltd	9,381
Lismore Parish Centre Preschool Inc	536,498
Lismore Preschool Inc	1,233,284
Little Yuin Preschool Family Centre Aboriginal Corporation	224,073
Livable Ltd	572,186
Livebetter Services Ltd	2,942,987
Liverpool City Council	728,179
Liverpool Neighbourhood Connections Inc	101,323
Liverpool Plains Shire Council	11,600
Lockhart Preschool Kindergarten Inc	208,849
Lockhart Shire Council	3,500
Long Flat Preschool Association Inc	151,134
Long Jetty Preschool Inc	716,971
Lord Howe Island Community Preschool Inc	504,000
Lower Bucca Community Preschool Inc	344,225
Lower Hunter Children's Activity Van Association Inc	473,678
Lower Macleay Preschool Inc	410,953
Lutheran Church of Australia Queensland District	608,823
Lutheran Church of Australia Victorian District	426,403
Lyrebird Preschool Kindergarten Nowra East Inc	606,645
Maari Ma Health Aboriginal Corp	115,000
Macarthur Diversity Services Initiative Ltd	119,684
Macarthur Preschool Kindergarten Association Inc	707,687

Organisation	Amount (\$)
Mackillop Family Services Ltd	133,850
Macksville Preschool Childcare Centre Ltd	15,000
Maclean Community Preschool Inc	417,816
Macquarie Hills Community Preschool Inc	430,404
Macquarie Preschools Co-Operative Ltd	1,139,473
Maitland Baptist Church Child Care Ltd	29,978
Maitland Christian School Ltd	15,000
Maitland Nursery School Inc	979,493
Malabar/Chifley Parent Co-Operative Ltd	15,000
Mallee Family Care Ltd	55,155
Mamalove Connect Pty Ltd	578,477
Management Committee Happy Days Kindergarten Society Inc	307,715
Manildra Preschool Early Learning Centre Inc	169,188
Manilla Community Preschool Inc	473,674
Manly Vale Community Kindergarten Inc	461,869
Manly Warringah Montessori Society	698,009
Marayong Preschool Kindergarten	855,468
Maronite Sisters of The Holy Family Child Care Centre	369,415
Maroubra Junction Care Centre	8,000
Maroubra Neighbourhood Children's Centre Co-Operative Ltd	13,360
Maryland Child Care Centre Inc	11,620
Maryland OOSH Inc	17,372
Mater Dei	903,238
Mathoura Preschool Inc	166,379
Mcgraths Hill Children's Centre Inc	13,500
Medowie Community Preschool Inc	513,349
Meeting House Inc	26,630
Mendooran Preschool Inc	181,868
Menindee Preschool Association	227,225
Merindah Children's Centre Inc	15,000
Merriwa Preschool and Activity Centre Inc	413,572



Organisation	Amount (\$)
Merrylands Christian Preschool Association Inc	845,485
Metford Child Care Centre Ltd	15,000
Mid Mountains Out of School Hours Care	5,636
Mid-Western Regional Council	4,500
Milton-Ulladulla Preschool Association Inc	537,279
Mindaribba Local Aboriginal Land Council	143,498
Minimbah Preschool, Primary School Aboriginal Corp	1,018,264
Minooka Preschool Centre Inc	504,877
Miranda Kindergarten Association Inc	988,615
Mission Australia	2,249,070
Mitchell Early Learning Centre Inc	14,331
Mittagong Preschool Kindergarten Inc	746,232
Moama and District Preschool Centre Inc	555,811
Molong District Preschool Inc	629,105
Monaro Early Intervention Service Inc	74,893
Monaro Mobile Preschool Inc	225,368
Moree Plains Shire Council	37,100
Moree Preschool Inc	704,672
Moresby Park Preschool Inc	326,305
Moriah War Memorial College Association	44,673
Morisset & District Children's Centre Co-Operative Ltd	15,000
Moruya Preschool Kindergarten Inc	503,483
Mother's Love Early Education & Childcare Service Ltd	15,000
Moulamein Preschool Inc	195,023
Mount Sinai College	12,891
Mount Zion War Memorial Kindergarten	15,000
Mountain Community Childrens Centre Inc	13,226
Mountains Outreach Community Service	194,941
Mt Warning Community Preschool Inc	339,016
Mudgee Community Preschool Inc	1,390,303

Organisation	Amount (\$)
Mullumbimby Community Preschool Association Inc	238,164
Muloobinba Aboriginal Corporation	410,969
Mulwala Preschool Inc	246,490
Murrin Bridge Preschool Association	419,800
Murrumbateman Early Childhood Centre Association Inc	337,278
Murrurundi Preschool Inc	211,427
Muswellbrook Child Care Centre Inc	15,000
Muswellbrook Preschool Kindergarten Inc	1,747,141
Nabiac & District Preschool Association Inc	233,164
Nambucca Heads Preschool Playcentre Ltd	389,153
Nana Glen Preschool Inc	276,323
Nanima Preschool Association Inc	422,022
Narooma Preschool Kindergarten Association	599,370
Narrabeen Community Kindergarten Inc	590,888
Narrabri & District Community Aid Service Inc	78,004
Narrabri Preschool Association Inc	10,005
Narromine Preschool Kindergarten Inc	949,631
Narwee Preschool Kindergarten Inc	723,972
Ngaarrila Preschool Inc	322,419
Ngallingnee Jarjum Tabulam & District Community Preschool Inc	150,905
Ngayaamba Waluura Aboriginal Corp	366,755
Nimbin Neighbourhood and Information Centre Inc	11,423
Nimbin Preschool & Childcare Association Inc	248,340
Nimmitabel Preschool Inc	152,260
Noah's Ark Centre of Shoalhaven Inc	357,994
Noiseworks OOSH Inc	10,000
Nords Wharf Community Preschool Inc	187,401

Organisation	Amount (\$)
Normanhurst West Community Preschool Inc	205,662
North Brighton Preschool Inc	517,620
North Epping Kindergarten Association Inc	704,474
North Richmond Community Centre Inc	5,635
North Rocks Preschool Inc	542,382
North Ryde Community Preschool Inc	829,905
North Sydney Council	32,349
Northern Beaches Council	1,443,506
Northern Beaches Montessori Association	254,433
Northern Rivers Community Gateway Inc	115,000
Northside Baptist Preschool Centre (Northbridge)	432,918
Northside Montessori Society	224,226
Norwood Community Preschool Inc	393,333
Nought to Five Early Childhood Centre Inc	13,460
Nurruby Childrens Services Inc	26,940
Nyngan Preschool Inc	661,097
Oberon Childrens Centre Inc	566,542
Ocean Shores Preschool Inc	415,444
Old Bar Community Preschool Inc	902,955
Ooranga Family Mobile Resource Unit Association Inc	1,040,699
Open Arms Care Inc	25,141
Orana Community Preschool Inc	552,590
Orana Early Childhood Intervention & Education Project Inc	25,048
Orange Christian Schools Ltd	664,409
Orange City Council	237,691
Orange District Early Education Program	462,875
Orange Preschool Kindergarten Ltd	621,172
Palm Beach War Memorial Kindergarten	298,209
Pambula Preschool Kindergarten Association Inc	808,033
Parkes Early Childhood Centre	794,978

Organisation	Amount (\$)
Parkes Shire Council	7,500
Parklands Community Preschool & Children's Centre Inc	769,198
Paterson Valley Community Preschool Inc	375,138
Peak Hill Preschool Kindergarten Inc	218,745
Pennant Hills War Memorial Children's Centre Association Inc	882,422
Penrith Christian School	13,703
Penrith City Council	3,333,203
Periwinkle Children's Centre	355,068
Peter Pan Preschool Kindergarten – Tamworth Inc	753,017
Peter Pan Preschool Wollongong Inc	248,399
Peter Rabbit Community Preschool Inc	341,443
Petersham Activities Centre for Children Inc	10,000
Pied Piper Preschool Association (Wallerawang) Inc	612,064
Pinnaroo Out of School Hours Inc	9,239
Pippies Early Childhood Centre	32,625
Pius X Aboriginal Corp	519,720
Playgroup NSW Inc	1,002,298
Playtime Preschool Centre Association Inc	470,231
Pleasant Hills Preschool Kindergarten Inc	149,298
Plumtree Children's Services Ltd	690,266
Police Citizens Youth Clubs (NSW) Ltd	32,489
Ponyara Preschool Kindergarten Association Ltd	528,148
Port Macquarie Community Preschool Ltd	1,532,918
Port Macquarie Neighbourhood Centre Inc	10,000
Port Stephens Council	338,239
Possums Community Preschool Association Inc	398,193
Possums' Den Coffs Harbour Inc	162,085
Pottsville Community Preschool Inc	443,461



Organisation	Amount (\$)
Pow Place Community Child Care Centre Ltd	12,530
Presbyterian Church of Australia in the State of NSW	374,042
Presbyterian Community Care Centre Campbelltown	15,000
Presbyterian Social Services	165,512
Pretty Beach Community Preschool Inc	458,449
Proprietor Bundgeam Preschool Inc	153,805
Pymble Turramurra Preschool Inc	574,945
Queanbeyan and District Preschool Association Inc	2,121,657
Queanbeyan Childrens Special Needs Group Inc	180,000
Queanbeyan-Palerang Regional Council	4,500
Quirindi Preschool Kindergarten Inc	677,327
Rainbow Playhouse Preschool Inc	336,000
Rainbow Preschool Association Broken Hill Inc	1,422,594
Randwick City Council	17,800
Randwick Open Care for Kids Inc	13,920
Raymond Terrace Community Preschool Inc	654,474
Raymond Terrace Early Education Centre Inc	15,000
Redhead Community Preschool Inc	309,227
Resource & Toy Library Broken Hill & Western Region Inc	112,490
Richmond Before & After School Care Association Inc	11,473
Richmond Hill Community Preschool	397,768
Richmond Preschool Kingergarten Association Inc	786,333
Richmond Valley Care-Ring Association Inc	10,064
Riverina Childrens Activity Van Inc	411,425
Riverside Preschool Inc	615,146
Riverwood Community Centre Ltd	29,876

Organisation	Amount (\$)
Rocky Hall Preschool Association Inc	158,380
Rosebank Community Preschool Inc	175,254
Rosellas Community Preschool Inc	677,708
Ross Circuit Preschool Inc	935,741
Royal Institute for Deaf and Blind Children	614,516
Rylstone Kandos Preschool Inc	476,720
Saint Marks Vacation Centre	11,222
Samaritans Foundation Diocese of Newcastle	210,681
Sans Souci Community Preschool Association Inc	1,166,444
Santa Sabina College Ltd	15,000
Scone & District Preschool Inc	882,928
SDN Child and Family Services Pty Ltd	1,961,424
SDN Children's Services	1,492,680
Seventh-Day Adventist Schools (North NSW) Ltd	11,500
Shaw Street Childrens Centre Inc	15,000
Shearwater The Mullumbimby Steiner School Ltd	683,184
Shine for Kids	18,738
Shoalhaven City Council	7,500
Shoalhaven Community Preschool Inc	841,111
Singleton Council	214,610
Singleton Heights Preschool Inc	1,295,552
Singleton Preschool Inc	1,084,593
Snowy Mountains Care and Early Learning Centre Inc	14,850
Snowy Valleys Council	245,120
Snugglepot Day Care Centre Inc	35,896
SOS Preschool Inc	876,320
South Eastern Sydney Local Health District	13,490
Southern Cross University	14,820
Southern Youth and Family Services Ltd	428,009

Organisation	Amount (\$)
Springdale Heights Preschool Inc	722,456
Springwood and District Preschool Kindergarten Association Inc	599,704
Springwood Neighbourhood Centre Co-operative Ltd	9,185
St Agnes' Assist	416,018
St Andrews Church Community Preschool Inc	255,682
St Andrews Kindergarten Abbotsford Inc	333,887
St Columba Anglican School Council Inc	15,000
St Dunstan's Preschool Kindergartn Inc	714,142
St Faith's Anglican Church of Australia Narrabeen	15,000
St George Preschool (Marsfield) Inc	398,299
St Ives Occasional Care Inc	12,347
St James Preschool Inc	368,804
St Johns North Ryde Preschool Association Inc	619,956
St John's Preschool Ashfield Inc	991,877
St Lukes Preschool	756,814
St Lukes Preschool Dapto Inc	999,102
St Lukes Scone Grammar School Council	708,738
St Marks Brighton Le Sands Preschool Kindergarten Inc	17,250
St Marks Northbridge Kindergarten Inc	630,213
St Marks Preschool Kindergarten	371,631
St Mary & Angels Pty Ltd	12,838
St Mary's Community Preschool Casino Inc	622,522
St Marys North Tamworth Preschool Inc	624,305
St Mary's Rainbow Preschool	480,517
St Paul's Children Centre Inc	15,000
St Paul's Lutheran Kindergarten Inc	8,000
St Peters Community Preschool Inc	423,000
St Peters Preschool Ltd	546,949
St Peters Preschool Tamworth Inc	628,865

Organisation	Amount (\$)
St Stephens Belrose Kindergarten Inc	561,544
St Stephens Preschool Kindergarten Inc	651,637
St Thomas Preschool Ltd	390,349
St. Ives Preschool Kindergarten Association	604,588
Strathfield One Stop Child Care Service Inc	15,000
Stronger Smarter Institute Ltd	20,010
Stroud Neighbourhood Children's Co-Operative Ltd	298,308
Stuarts Point Preschool Association Inc	204,652
Styles Street Children's Community Long Day Care Centre Inc	14,325
Sun Valley Preschool Kindergarten	435,862
Sunny Corner Toy Library Inc	27,042
Surry Hills Neighbourhood Centre Inc	5,637
Sutherland Shire Council	433,428
SWR Preschool	717,388
Sydney Montessori School Ltd	127,258
Sydney Montessori Society	299,038
Sydney University Settlement	23,318
Sylvanvale Foundation	117,500
Tamworth Montessori Association Inc	391,100
Tamworth Regional Council	17,300
Tarago Preschool Association Inc	169,875
Taree & District Preschool Ltd	571,799
Tathra Children's Services Inc	379,192
Tea Gardens Hawks Nest Preschool Kindergarten Inc	293,290
Temora Preschool and Out of School Hours Inc	529,312
Tenterfield Preschool Kindergarten Inc	380,066
Terrey Hills Community Kindergarten Inc	278,484
The Andrew Fairfield-Smith Trust & the Senanja Trust	15,000
The Armidale Waldorf School Ltd	229,239

Organisation	Amount (\$)
The Blue Mountains Waldorf School Ltd	13,093
The Council of Camden	72,554
The Council of the City of Sydney	1,421,023
The Cubbyhouse Preschool & Occasional Care Centre Inc	18,328
The Disability Trust	11,098
The Entrance Preschool Kindergarten Association Inc	655,478
The Grace Child Care Centre Inc	29,800
The Greek Orthodox Community of NSW Ltd	13,310
The Greta Community Preschool Inc	380,943
The GyMEA Nursery School and Kindergarten Co-Operative Society Ltd	930,550
The Hills Community Kindergarten Inc	718,080
The Hills Grammar School	15,000
The Hills Shire Council	132,875
The Jack & Jill Kindergarten	650,698
The John Wycliffe Christian Education Association Ltd	316,179
The Junction Works Ltd	53,345
The Killarney School Ltd	325,965
The Little School Preschool Inc	302,429
The Mountain Preschool Lowanna Inc	184,603
The New School of Arts Neighbourhood House Inc	35,500
The Northern Nursery School Ltd	748,328
The Oaks Preschool Kindergarten Co-Operative Ltd	538,219
The Outback Mobile Resource Unit Inc	138,380
The Peninsula Montessori Association Ltd	585,956
The Point Preschool Inc	298,553
The Rainbow Childrens Centre Inc	35,000
The River Street Childrens Centre	694,959
The Rock Preschool Inc	260,154
The Scots School Albury	461,272

Organisation	Amount (\$)
The Shepherd Centre – for Deaf Children	1,914,247
The Tamworth Toy Library Inc	26,717
The Tower Preschool Inc Building Fund	143,839
The Trangie Preschool Kindergarten Association Ltd	305,857
The Trustee for CatholicCare Sydney Trust	63,447
The Trustees of the Roman Catholic Church for the Diocese of Saint Maron Sydney	511,045
The University of New England	26,975
Thredbo Early Childhood Centre Inc	31,790
Thurgoona Preschool Inc	653,768
Tocumwal Preschool Kindergarten Association Inc	429,500
Tooleybuc Preschool Association Inc	181,740
Tooraweenah Preschool Association Inc	157,815
Toormina Community Preschool Inc	625,969
Toronto Community Child Care Centre Inc	6,007
Tottenham Preschool Kindergarten Association Inc	165,557
Toukley Preschool Kindergarten Inc	709,203
Tregear Presbyterian Kindergarten	852,553
Trinity Preschool Orange Inc	1,466,684
Tripoli and Mena Association Ltd	13,350
Trundle Children's Centre Inc	108,250
Trustees of the Roman Catholic Church for the Diocese of Broken Bay	10,000
Trustees of the Roman Catholic Church for the Diocese of Maitland-Newcastle	15,999
Tumut Community Preschool Co-Operative Ltd	897,404
Tunable Falls Early Childhood Centre Inc	170,784
Tweed Heads Community Preschool Inc	184,501
U@Mq Ltd	23,343
Ulladulla Childrens' Centre Inc	15,000
United Way Australia	50,000

Organisation	Amount (\$)
Uniting (NSW/ACT)	16,583,993
UOW Pulse Ltd	38,830
Upper Hunter Community Services Inc	190,045
Upper Hunter Shire Council	29,100
Upper Macleay Preschool Inc	232,633
Uralla Preschool Kindergarten	330,055
Uranquity Preschool Association Inc	170,241
Urunga Community Preschool Inc	397,574
UTS Child Care Inc	27,676
Valla Community Preschool Inc	663,720
Valley Preschool Inc	162,371
Wagga Wagga City Council	6,000
Wakool Preschool Inc	169,645
Walcha Council	533,004
Walgett Preschool Kindergarten Inc	104,411
Walgett Shire Council	33,210
Wallsend Community Preschool	632,513
Wallum Community Preschool & Family Centre Inc	708,376
Wangi Peter Pan Kindergarten Inc	999,977
Warialda Preschool Inc	364,437
Warilla Baptist Church Preschool	674,389
Warners Bay Early Learning and Care Centre Inc	14,674
Warragamba Preschool Inc	662,473
Warren Preschool Kindergarten Inc	689,688
Warren Shire Council	6,194
Warrumbungle Shire Council	857,611
Wauchope Preschool Kindergarten Inc	728,165
Waverley College	295,473
Waverley Council	195,365
Wee Waa & District Preschool Association Inc	474,511
Weldon Children's Services	111,376

Organisation	Amount (\$)
Wellington Community Childrens Centre	664,592
Wentworth District Preschool Playcentre Inc	290,217
Wentworth Falls Preschool Kindergarten Inc	318,121
Werris Creek and District Preschool Association Inc	273,659
Wesley Community Services Ltd	23,710
West Albury Preschool Centre Inc	857,308
West Bathurst Preschool Inc	1,103,851
West Epping Preschool Association Inc	593,700
Western Sydney Local Health District	45,000
Western Sydney University Early Learning Ltd	88,890
Westlawn Preschool Inc	419,750
Weston Community Preschool Inc	393,411
Wilberforce Early Learning Centre Inc	15,000
Wilberforce Preschool Kindergarten Inc	272,381
Williamtown Preschool Inc	1,340,125
Willoughby City Council	85,127
Willoughby Community Preschool Inc	3,000
Willow Tree Preschool Inc	152,252
Wilson's Creek Community Preschool Inc	157,560
Winanga-Li Aboriginal Child and Family Centre Inc	283,913
Windsor Preschool Association Inc	667,029
Wingecarribee Shire Council	12,100
Wingham Preschool Ltd	1,223,471
Winifred West Schools Ltd	524,248
Winmalee Community Preschool Inc	594,570
Wollondilly Shire Council	43,010
Wollongbar Community Preschool Inc	461,315
Wombat Occasional Child Care Inc	102,696
Woodbine Neighbourhood Centre Inc	97,764
Woodenbong Preschool Kindergarten Inc	169,287

Organisation	Amount (\$)
Woodrising Natural Learning Centre Inc	15,000
Woodville Alliance Ltd	14,261
Woomera Aboriginal Corp Albury	400,165
Woy Woy Peninsula Community Childcare Co-Operative Society Ltd	222,962
Wunanbiri Preschool	488,474
Wyong Preschool Kindergarten Association Inc	1,092,657
Yalbillanga Boori Day Care Centre Aboriginal Corp	13,549
Yamba Preschool Kingergarten Association Inc	556,242
Yarran Early Intervention Services Inc	283,712
Yarrunga Early Learning Centre Inc	15,000
Yass Early Childhood Centre Association Inc	516,358
Yass Montessori Preschool	457,363
Yenda Preschool Kindergarten Inc	666,758
Yeoval Preschool Inc	151,963
Young Child Care Centre Inc	13,892
Young Preschool Kindergarten	706,144
YWCA Canberra	11,305
YWCA Hunter Region Inc	10,000
Total paid in 2020-21	408,064,246

Educational Pathway Pilot Program

Helping students transition to vocational education and training (VET) at early stages.

Table 53: Educational Pathway Pilot Program, 2020-21

Organisation	Amount (\$)
Connect Northern Rivers Inc	93,559
HGT Australia Ltd	21,425
Macarthur Group Training Ltd	14,250
Master Builders Association of NSW Pty Ltd	3,150
Total paid in 2020-21	132,384

Educational Support Grants

Providing payments to non-profit organisations demonstrating an outstanding contribution to the Education sector across the state.

Table 54: Educational Support Grants, 2020-21

Organisation	Amount (\$)
Australian Children's Television Foundation	156,397
Council of Catholic School Parents	84,552
Federation of Parents and Citizens Associations of NSW	415,367
NSW Aboriginal Education Consultative Group	101,648
NSW Parents Council Inc	66,781
Professional Teachers Council NSW	348,063
School Administrative and Support Staff Professional Association (NSW) Inc	32,111
Talent Development Project Inc	307,500
The Aurora Education Foundation	146,831
The Isolated Children's Parents' Association of NSW Inc	56,841
University of Sydney Physics Foundation	105,985
Total paid in 2020-21	1,822,076

Group Training Organisations

Supporting those who undertake pre-apprenticeship training, with additional funding for apprenticeship completions.

Table 55: Group Training Organisations, 2020-21

Organisation	Amount (\$)
Apprentices Trainees Employment Ltd	58,018
Apprenticeships Are Us Ltd	161,540
ARC Group Training Ltd	79,180
Australian Training Company Ltd	95,280
Central Coast Group Training Ltd	31,800
ECA Training Pty Ltd	181,010
HGT Australia Ltd	102,767
Hospitality Training Network Ltd	74,200
Housing Industry Association Ltd	49,200
Hume Employment Service Ltd	17,560
Hunternet Group Training Ltd	11,960
HVTC Pty Ltd	107,650
Macarthur Group Training Ltd	103,150
Master Builders Association of NSW Pty Ltd	123,050
Master Plumbers & Mechanical Contractors Association of NSW	57,200
MIGAS Ltd	58,800
MPGTC Pty Ltd	10,000
My Freight Career Pty Ltd	50,000
Programmed Skilled Workforce Ltd	19,000
Riverina Group Training and Employment Ltd	21,800
Skillset Ltd	104,470
Sydney Training and Employment Ltd	70,130
Tabma Workforce & Career Development Pty Ltd	18,100
The Electrotechnology Industry Group Training Company Ltd	36,000

Organisation	Amount (\$)
The Trustee for Recruitment Solutions Group Australia Trust	88,050
WPC Group Ltd	97,227
Total paid in 2020-21	1,827,142

Industry Participation and Support Program

Supporting industry bodies to promote VET and provide inputs to design more effective trainings.

Table 56: Industry Participation and Support Program, 2020-21

Organisation	Amount (\$)
ACFIPS Arts Communications Finance Industries and Property Services Ltd	284,266
Agrifood Industry Training Advisory Body Ltd	97,788
Australian Industry Standards Ltd	70,139
Automotive Training Board (NSW)	196,732
Community Colleges Australia Ltd	147,500
Forestworks Ltd	169,545
Group Training Australia Ltd	64,772
Independent Tertiary Education Council Australia	175,000
Manufacturing Industry Skills Council	243,864
NSW Community Services & Health Industry Training Advisory Body Inc	193,053
NSW Utilities and Electrotechnology Industry Training Advisory Body Ltd	161,937
Property & Financial Services Industry Testing & Assessment Centre Pty Ltd	79,503
Resources and Infrastructure NSW ITAB Ltd	86,265
SkillsIQ Ltd	243,721
The Group Training Association of NSW & ACT	142,000
Total paid in 2020-21	2,356,085

Links to Learning Community Grants

Delivering targeted projects to compulsory aged (Year 6 to Year 11) students at risk of disengaging from learning and/or at risk of leaving school early.

Table 57: Links to Learning Community Grants, 2020-21

Organisation	Amount (\$)
Business Education Network Inc	617,761
Byron Youth Service	117,943
Community Junction Inc	129,622
Compact Inc	101,340
Granville Multicultural Community Centre Inc	148,720
Highlands Community Centres Inc	67,831
Jobquest	78,565
Kiama Community College Inc	146,427
Mid Coast Connect Inc	19,563
Mid North Coast Community College Ltd	70,818
Multicultural Communities Council of Illawarra Inc	140,159
Narrandera CRC	76,629
Northern Rivers Social Development Council Inc	91,051
Novaskill	125,053
OCTEC Ltd	103,135
One Vision Productions Ltd	94,062
Parramatta Schools Industry Partnership Inc	44,992
Pathfinders Ltd	252,386
Pole Depot Community Centre Inc	42,544
Queanbeyan Enterprise Centre Inc	795,145
St George Youth Workers Network	243,743
SydWest Multicultural Services Inc	43,309
The Trustee for Creating Chances Trust	86,617
Uniting (NSW/ACT)	118,196

Organisation	Amount (\$)
Warakirri College MTC Training Solutions	979,415
Western Student Connections	413,743
Western Sydney Training and Education Centre Inc	397,573
Workers Education Association – Hunter	263,020
Youth Express Association Inc	141,512
Youth off The Streets Ltd	86,616
YouthConnections.com.au	345,951
YWCA Australia	140,133
Total paid in 2020-21	6,523,573

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 58: Literacy and Numeracy Action Plan – Phase 2, 2020-21

Organisation	Amount (\$)
Catholic Schools NSW Ltd	10,625,000
The Association of Independent Schools of NSW Ltd	5,100,000
Total paid in 2020-21	15,725,000

Minister for Education and Early Learning Discretionary Grants

Enabling the Minister to make one-off grant payments that promote and support priority programs and activities.

Table 59: Minister for Education and Early Learning Discretionary Grants, 2020-21

Organisation	Amount (\$)
Goodstart Early Learning Ltd	1,400
Total paid in 2020-21	1,400

Miscellaneous Education Grants

Supporting non-government organisations working with the department to improve educational outcomes in NSW.

Table 60: Miscellaneous Education Grants, 2020-21

Organisation	Amount (\$)
Australian Olympic Committee	500,000
Batyr Australia Ltd	108,400
Catholic Education Office Diocese of Parramatta	45,000
Catholic Schools of NSW Ltd	40,000
FoodBank NSW & ACT Ltd	1,680,000
Life Education NSW Ltd	415,000
Mackillop Family Services Ltd	215,000
Smiling Mind Pty Ltd	390,000
Stewart House	256,048
The Association of Independent Schools of NSW Ltd	40,000
Total paid in 2020-21	3,689,448

NSW Youth Work Awards

Celebrating the exceptional work of youth services and youth workers in NSW.

Table 61: NSW Youth Work Awards, 2020-21

Organisation	Amount (\$)
Bara Barang Corp Ltd	160,000
Total paid in 2020-21	160,000

Productivity Bootcamp

Providing training to increase job skills and employability for young people.

Table 62: Productivity Bootcamp, 2020-21

Organisation	Amount (\$)
Productivity Bootcamp Pty Ltd	803,054
Total paid in 2020-21	803,054

Refugee Employment Support Program

Addressing refugees' and asylum seekers' challenges in finding long-term skilled employment opportunities.

Table 63: Refugee Employment Support Program, 2020-21

Organisation	Amount (\$)
Settlement Services International Ltd	4,274,355
Total paid in 2020-21	4,274,355

Regional Conservatorium of Music Grants

Offering a wide range of music education, training, performance and engagement opportunities for schools, students and community members in regional, rural and remote areas, by catering for learners, performers and audiences of all ages, interests and abilities.

Table 64: Regional Conservatorium of Music Grants, 2020-21

Organisation	Amount (\$)
Central Coast Conservatorium of Music Inc	518,664
Clarence Valley Conservatorium Inc	420,419
Coffs Harbour Regional Conservatorium Ltd	420,419
Gunnedah Conservatorium	254,318
Hume Conservatorium of Music Ltd	484,804
Macquarie Conservatorium of Music Inc	451,561
Mitchell Conservatorium Inc	484,804
Murray Conservatorium Inc	518,664
New England Conservatorium of Music Ltd	518,664
Orange Regional Conservatorium Inc	451,561
Riverina Conservatorium of Music Ltd	518,664
South West Music Inc	420,419
Tamworth Regional Conservatorium of Music Ltd	451,561
The Northern Rivers Conservatorium Arts Centre Inc	451,561
Upper Hunter Conservatorium of Music Inc	451,561
Wollongong Conservatorium of Music Ltd	518,664
Young Regional School of Music Inc	420,419
Total paid in 2020-21	7,756,727

Regional Industry Education Partnership

Strengthening connections between local industry and secondary school communities and helping students plan their future career pathways.

Table 65: Regional Industry Education Partnership, 2020-21

Organisation	Amount (\$)
Aboriginal Advancement Alliance Pty Ltd	30,000
Australian Cyber Security Growth Network Ltd	7,500
Careers Advisers Association of NSW & ACT Inc	50,000
Cloudten Pty Ltd	3,770
Elluc Projects Australia Pty Ltd	75,000
Guyra Adult Learning Association Inc	7,405
HGT Australia Ltd	15,000
Hornsby Ku-Ring-Gai Community College Inc	10,700
Innovative Learning Solutions Pty Ltd	10,000
Joblink Plus Ltd	11,600
Macarthur Workplace Learning Program Inc	45,000
Macquarie Darling Work Placement Inc	93,050
Mid Coast Connect Inc	31,500
Mid Coast Dairy Advancement Group Inc	7,200
MONKA Pty Ltd	7,630
Police Citizens Youth Clubs NSW Ltd	5,850
Regional Development Australia – Mid North Coast	7,500
Sevenmile Ltd	10,000
St Nicholas Early Education	40,000
Supporting and Linking Tradeswomen Inc	49,500
Tamworth Community College Inc	3,713
The Reach Foundation	13,906
The Western Sydney Business Connection Inc	5,000
Tradiebot Industries Pty Ltd	10,000
Wagga Wagga TV Pty Ltd	59,000
Young Change Agents Ltd	7,400
Total paid in 2020-21	617,224

Regional Skills Relocation Grants

Increasing the availability of skilled and experienced workers for businesses setting up in, relocating to, or existing in regional NSW.

Table 66: Regional Skills Relocation Grants, 2020-21

Organisation	Amount (\$)
G.H. Varley Pty Ltd	4,641
Sikorsky Aircraft Australia Ltd	7,481
The Trustee for Macksville Unit Trust	4,675
Total paid in 2020-21	16,797

Regional Study Hubs

Funding the development of 5 new regional study hubs from 2019 to 2023.

Table 67: Regional Study Hubs, 2020-21

Organisation	Amount (\$)
Country Universities Centre	2,840,000
Total paid in 2020-21	2,840,000

Regional VET Pathways

Supporting 15-to-19-year-olds not in study or in a job to find pathways into education, training and work. The initiative offers services to re-engage young people and help them pursue careers.

Table 68: Regional VET Pathways, 2020-21

Organisation	Amount (\$)
Careers Network Inc	824,281
Connect Northern Rivers Inc	930,707
Mid Coast Connect Inc	779,837
QBEC – Capital	51,381
Quanbeyan Enterprise Centre Inc	587,796
Skillset Ltd	798,967
Total paid in 2020-21	3,972,970

School Leadership Management Grants

Supporting the peak advisory bodies for principals of secondary and primary schools across the state.

Table 69: School Leadership Management Grants, 2020-21

Organisation	Amount (\$)
NSW Primary Principals' Association	226,245
NSW Secondary Principals' Council	226,245
Total paid in 2020-21	452,490

Smart, Skilled and Hired

Supporting young people's long-term employment prospects, and expand the workforce to help businesses leverage growing demand in 2 key sectors of the NSW economy – disability and construction.

Table 70: Smart, Skilled and Hired, 2020-21

Organisation	Amount (\$)
Backtrack Youth Works Ltd	148,000
Batyr Australia Ltd	125,005
BEST Employment Ltd	57,513
Campbell Page Ltd	296,012
Great Lakes Community Resources Inc	101,000
Marrickville Community Training	614,999
MAX Solutions Pty Ltd	1,429,441
Navitas English Pty Ltd	-244,451
Salvation Army (Victoria) Property	224,414
SYC Ltd	1,921,568
Test Pilot Pty Ltd	167,999
University of New England	70,213
Wentworth Community Housing Ltd	95,667
Whitelion Youth Agency Ltd	107,666
Yep Careers Pty Ltd	77,993
Yourtown	293,588
Total paid in 2020-21	5,486,627

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 71: Special Education Grant-In-Aid, 2020-21

Organisation	Amount (\$)
Learning Difficulties Coalition of NSW Inc	30,000
Learning Links	28,015
SPELD NSW Inc	39,015
The Institute for Family Advocacy & Leadership Development Association Inc	39,030
Vision Australia Ltd	14,015
Total paid in 2020-21	150,075

STARTTS in Schools Program

Connecting schools with the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) programs and services, as well as promoting systematic changes at the school levels to improve the learning environment and healing outcomes for children and young people of refugee backgrounds.

Table 72: STARTTS in Schools Program, 2020-21

Organisation	Amount (\$)
STARTTS	335,000
Total paid in 2020-21	335,000

VET in Schools Consortium – Non-Government

Supporting professional development of VET teachers in non-government schools.

Table 73: VET in Schools Consortium – Non-Government, 2020-21

Organisation	Amount (\$)
Catholic Schools NSW Ltd	1,766,577
The Association of Independent Schools of NSW Ltd	1,285,429
Total paid in 2020-21	3,052,006

VET in Schools Program Grants

Purchasing externally delivered VET courses for secondary students.

Table 74: VET in Schools Program Grants, 2020-21

Organisation	Amount (\$)
Catholic Schools NSW Ltd	2,699,160
The Association of Independent Schools of NSW Ltd	954,030
Total paid in 2020-21	3,653,190

Youth Employment Strategy – Illawarra

Providing comprehensive support and guidance to ensure young people are connected with the right skills and qualifications needed to secure jobs in the Illawarra region.

Table 75: Youth Employment Strategy – Illawarra, 2020-21

Organisation	Amount (\$)
NSW Business Chamber Ltd	435,000
Total paid in 2020-21	435,000

Contact us

The Department of Education is located at:

105 Phillip Street

Parramatta NSW 2150

Phone: 1300 679 332

Office hours: 8:30 am to 5 pm

Website: education.nsw.gov.au

NSW public schools

The department operates more than 2,200 schools across NSW. Addresses and contact details for all public schools are available on the website at education.nsw.gov.au/school-finder.

Compliance checklist

Requirement	Section	Page
Aims and objectives	About us	11
Annual report production costs	Back cover	Back cover
Business and service hours	Contact us	178
Carers charter	Public accountability	117
Charter	About us	11
Consultants	Public accountability	127
Consumer response	Public accountability	120
Controlled entities	Financial management	142
Digital information security policy	Financial management	146
Disability inclusion action plan	Public accountability	115
Economic factors	Financial management	143
Employment statistics	Our people	101
Financial statements	Financial statements	59
Funds granted	Financial management	147
<i>Government Information (Public Access) Act</i>	Public accountability	121
Human resources	Our people	101
Identification of audited financial statements	Financial statements	61
Internal audit and risk management policy attestation	Financial management	144
Land disposal	Financial management	142
Legal change	Public accountability	114
Letter of submission	Letter of submission	1
Management and activities	Our priorities, targets and results; Our support services	15, 43
Management and structure	Our people	96
Multicultural policies and services program	Public accountability	117

Requirement	Section	Page
Office addresses and contact numbers	Contact us	178
Organisational charts	Our people	96
Overseas travel	Public accountability	129
Payment of accounts	Financial management	132
Public interest disclosures	Public accountability	127
Privacy management	Public accountability	126
Research and evaluation	Public accountability	129
Risk management and insurance activities	Financial management	142
Senior executive service statistics	Our people	107
Summary review	About us; Our priorities, targets and results; Our support services	11, 15, 43
Time for payment of accounts	Financial management	132
Website addresses	Contact us	178
Workforce diversity statistics	Our people	109
Workplace health and safety	Our people	112

The Department of Education Annual Report 2021 is available on the department's website:
[education.nsw.gov.au](https://www.education.nsw.gov.au).

The department will make the report available in other formats on request.

The department has not incurred any external costs in producing the report.

We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

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