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Cover Photo
Northern Beaches Secondary College. This college was awarded the NSW VET Excellence Award.
Letter of Submission to the Minister

The Hon Ms Carmel Tebbutt MP  
Minister for Education and Training  
Level 33, Governor Macquarie Tower  
1 Farrer Place  
SYDNEY NSW 2000

Dear Minister

It is with pleasure that I submit the annual report of the NSW Department of Education and Training for the year ended 31 December 2005. The report has been prepared in accordance with the requirements of the Annual Reports (Departments) Act 1985 and the Public Finance and Audit Act 1983 and regulations under those Acts, and it is submitted to you for presentation to the NSW Parliament.

This report contains details of the Department’s performance in implementing strategic priorities in NSW public schools, TAFE NSW, Adult and Community Education, Adult Migrant English Services, higher education and the National Art School. It also contains the Department’s audited financial statements for the year ended 30 June 2005.

Andrew Cappie-Wood  
DIRECTOR-GENERAL OF EDUCATION AND TRAINING  
MANAGING DIRECTOR OF TAFE NSW
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It gives me pleasure to introduce the 2005 Annual Report of the NSW Department of Education and Training (DET).

Implementation of recommendations from the Review of Aboriginal Education, Yanigurra Muya: Ganggurrinyma Yaari Guurulaw Yirringin.gurray, *Freening the Spirit: Dreaming an Equal Future* was the major focus for the Department during 2005.

This 2005 Annual Report records a number of milestones following the Review, beginning with the appointment of a Director of Aboriginal Education and Training. The Schools in Partnership initiative, where identified schools and their communities will dedicate themselves from the ‘ground up’ to improving outcomes for Aboriginal students, is a key initiative in response to the Review.

Our long-term objective is to achieve a cultural shift in the Department. This means that everybody understands the extent of the gap in Aboriginal students’ outcomes, and knows how their work can contribute to eliminating this gap. The 2005 Annual Report describes a significant first step in achieving this through the TAFE NSW developed and accredited course in Aboriginal Cultural Education, for delivery to staff across the Department.

I am confident that the plans and strategies the Department initiated in 2005 will bring further significant improvements for Aboriginal students with the aim of equalising outcomes with non-Aboriginal students by 2012.

For most students, education and training is about their future - and never more so than in this 21st century. So a highlight of 2005 was our completion of the Report on our Futures consultation, *One Size Doesn’t Fit All* and its availability on the Department’s Internet site. The Report represents the views of over 28,000 people who contributed to the most extensive consultation process ever undertaken by the Department.

In October 2005, the chair of the NSW Board of Vocational Education and Training, Bert Evans, AO, also released an independent evaluation of the NSW VET in Schools Program.

This showed that many HSC graduates identified the relevance of VET courses as one reason they stayed to complete their HSC. I am very pleased with the Department’s successful VET in Schools program for years 11 and 12. More than 30 percent of all HSC students now opt to do a vocational course as part of their HSC.

*One Size Doesn’t Fit All* and the evaluation of the VET in Schools program have helped us to develop strategies to meet parents’ (and students’) high expectations, with the emphasis on: engaging all students in the middle years; retaining more 15-19 year olds in education and training and supporting more systematic interventions in the early years of schooling.

The achievements of 2005 extend to every service we provide; services designed to meet the needs of people at different stages their lives, as well as the needs of the community, workplaces and industry.

At one end of this spectrum, by 2005 we had opened 21 new preschools, bringing the total number to 100. Class sizes of Kindergarten children were further reduced to a statewide average of 19.7.

NSW public schools continued to achieve outstanding outcomes. In 2005 public school students recorded excellent results in the Basic Skills Tests, the English Language and Literacy Test and the Secondary Numeracy Assessment Program. Several ‘best ever’ scores were recorded for different student groups and cohorts. For example, Aboriginal and Torres Strait Islander students in years 7 and 8 achieved their best ever results for language and reading in the English Language and Literacy Assessment.
The new format for individual reports to parents on their child’s progress and achievement announced in 2005, will reinforce public education’s reputation for consistently high standards. These twice yearly reports will commence during 2006. They have been produced in response to in-depth consultation with and feedback from parents and carers.

And our long tradition of excellence in vocational education and training continues. I am proud to report that in 2005 the North Coast Institute of TAFE NSW again won the NSW Vocational Education and Training large provider of the year award. Northern Beaches Secondary College won the VET in Schools Excellence award.

The NSW vocational education and training system has supported skills development for 135,913 apprentices and trainees who were in training in December 2005. This substantial training effort has also supported NSW industry to combat skills shortages.

Following the Futures consultations, the Review of Aboriginal Education and Training and the independent evaluation of the NSW VET in Schools Program, the Department of Education and Training is well equipped with evidence from its constituents and its communities to implement its directions.

I am confident that the information provided in this Annual Report of the Department for 2005 provides the citizens of NSW with assurance that their education and training system is on track and able to provide them and their children with the skills and knowledge needed for the future.

Andrew Cappie-Wood
DIRECTOR-GENERAL OF EDUCATION AND TRAINING
MANAGING DIRECTOR OF TAFE NSW
Our purpose

Our purpose is to assist our students to become citizens who contribute positively to the wellbeing, sustainability and economic success of NSW and the wider community.

Teaching, educational support and corporate services are delivered effectively so that:
- Students have the skills, values and knowledge for learning and success
- The community and employers have access to a skilled and knowledgeable workforce
- The expectations of the students, parents, staff, employers and the community are met.

Our strategic priorities

To meet the expectations and lifelong learning needs of the people of NSW, our efforts in 2005 were focused on:
- Achieving excellence in education and training outcomes for all students
- Providing students with the foundations
- Improving the quality of teaching and learning
- Improving transitions through school to work and further education
- Providing the skills and values for innovation, growth, prosperity and social cohesion, and
- Delivering a dynamic and responsive system of public education and training.

Our services

In 2005, the NSW Department of Education and Training provided education and training services to close to 1.3 million students through an extensive network of government schools, TAFE NSW Institutes, Adult and Community Education (ACE) colleges, the National Art School (NAS) and the Adult Migrant English Service (AMES).

The NSW Department of Education and Training provided:
- Preschool education
- Primary school education
- Secondary school education
- Vocational education and training (VET) programs and services
- TAFE NSW industry-recognised VET qualifications
- Apprenticeships and traineeships
- Adult and community education courses
- Adult migrant English programs
- Tertiary courses in Fine Art.


Schools

Through 10 school regions and 12 State policy directorates, the Schools Portfolio provided a comprehensive range of services. These services supported staff to design and deliver quality education and training aimed at meeting the diverse needs of students in government schools throughout NSW. These services focused on:
- Aboriginal education
- Curriculum and vocational education in schools
- Disability programs
- Students in Years K-4 (early years), 5-9 (middle years) and 10-12+ (later years)
- Educational measurement and school accountability
- Equity programs and distance education
- Professional learning and educational leadership
- Quality teaching and learning
- Safety and security
- Student health and wellbeing.

TAFE NSW and Community Education

The TAFE and Community Education Portfolio:
- Delivered more than 1,300 nationally recognised vocational education and training qualifications through 10 TAFE NSW Institutes
Provided programs and services at 134 campuses, colleges and specialist centres across the State, in the workplace and by flexible or distance learning, including the use of e-learning and e-Services

Delivered adult education services, including vocational education and training programs, language and literacy programs and programs supporting participation by Aboriginal people, through 75 Adult and Community Education organisations

Delivered English language, literacy and numeracy programs and services through the NSW Adult Migrant English Service

Delivered fine arts degrees and non-award courses in the visual arts through the National Art School.

**State Training Services**

The State Training Services managed:

- Registration of training organisations
- Accreditation of vocational courses
- Registration and support of NSW apprentices and trainees
- Implementation of a range of industry training and support programs
- Policy and administrative support to the NSW Board of Vocational Education and Training.

**Higher Education**

The Department:

- Approved the registration of 22 higher education institutions and the accreditation of 57 higher education courses
- Provided policy advice on matters relating to higher education, including negotiations for Australian Government funding for NSW universities, changes to the National Protocols for Higher Education Approvals Processes and transnational quality assurance, and education services for overseas students
- Received and responded to the report on the audit of its regulatory processes that was conducted by the Australian Universities Quality Agency.

**Our students**

Our students include preschoolers to adult learners in urban, rural and remote areas of NSW, and represent great ethnic and cultural diversity.

In 2005 there were:

- 4,307 government preschool students
- 436,551 government primary school students
- 305,027 government secondary school students
- 513,070 TAFE NSW students
- 135,913 apprentices and trainees in training
- 1,448 National Art School students.

Source: DET, Planning and Innovation and State Training Services.

Notes: School student numbers are base on full-time equivalent enrolments, TAFE NSW student numbers are based on course enrolments, Apprentices and Trainees in training nos from DET State Training Services.

**Our communities**

We worked closely with parents, students, employers and the community to provide the education and training services they require. We value the support and partnerships with parents, the community, government and industry that enable us to develop the rich and diverse learning environments that assist our students to achieve their goals.

The Department implemented the State Government’s Guarantee of Service through the policies, information and advice provided to the people of NSW involved in public education and training.

**Our resources**

The Department, as a reporting entity, comprises the operating activities of the Department of Education and Training and entities under its control, those being the NSW TAFE Commission, TAFE GLOBAL Pty Ltd and the Adult Migrant English Service.

Total recurrent and capital expense incurred by the Department of Education and Training in 2004-05 was $9,808.9 million.
**Significant funding commitments for government schools**

The Department’s 2005-06 budget provides $10,145.3 million in recurrent and capital funding for education and training services. This includes funding for a range of government commitments specifically targeting improved student performance and outcomes. These include:

- Additional funding of $53 million over four years for programs to improve educational outcomes for Aboriginal students
- Additional funding of $130 million over four years to improve support for students in special schools, special classes in regular schools and integration of students with special needs into mainstream classes
- $538 million over four years to improve literacy and numeracy standards
- $543 million over four years for additional teachers to reduce class sizes for students enrolled in Kindergarten to Year 2, plus $107 million for additional classrooms
- $250 million over four years to increase the quality of teaching in government schools, ensure an adequate supply of teachers in key learning areas and enhance teacher professional development
- $942 million over four years to give students and teachers access to state-of-the-art technology through additional computers, upgraded bandwidth and the rollout of e-learning systems to all schools
- $60 million over four years to continue to provide a wider range of placement and support options for students with disruptive behaviour, including $13.6 million for 20 new suspension centres, and
- $393 million for capital works in government schools.

The Department also funds a range of equity programs. These are designed to meet the specific requirements of government school students who are identified as Aboriginal, are geographically isolated, from low socio-economic status backgrounds, from non-English speaking backgrounds or who have special education requirements. For the 2005-06 budget, these programs include:

- $774.0 million for special education
- $76.3 million for students in regional and rural areas in NSW
- $79.4 million for students from low socioeconomic status backgrounds
- $95.4 million for students from non-English speaking backgrounds
- $51.4 million for Aboriginal education.

**Non-government school assistance**

In 2004-05 total recurrent expenditure by the Department on the non-government schools program was $668.3 million. Funding was provided mainly in the form of student per capita grants, secondary textbook allowances and the interest subsidy scheme for capital projects. From 2005-06, funding relating to secondary textbooks will form part of the per capita grants. Non-government schools also received significant funding support from the Australian Government.

**Review and improvement**

The Department has identified, as part of its risk assessment and ongoing review, several opportunities for improvement. These include:

- Developing strategies to improve educational outcomes for students in the middle years (Years 5-9) and for 15 to 19 year olds
- Developing flexible, innovative approaches to meet the diverse learning needs of Aboriginal students
- Implementing a funding agreement with the Australian Government Department of Education, Science and Training (DEST) for Vocational Education and Training (VET) to best meet the needs of NSW, and
- Implementing the 2005 - 2008 Schools Assistance and Aboriginal Education agreements with DEST
- Working more closely with the Department of Community Services to improve outcomes for preschool aged children.
Key achievements - 2005

- A whole-of-Department Strategic Plan for Aboriginal Education and Training and Action Plans across all areas of the Department of Education and Training were developed.
- The Futures Report, One Size Doesn’t Fit All was completed and made available on the Department’s Internet and Intranet sites. A copy of the document was also sent to each school. The Report represents the views of over 28,000 people who contributed to the most extensive consultation process ever undertaken by the Department.
- Student satisfaction with the quality of learning and services delivered by TAFE NSW increased to 92.7% of students indicating good, high or very high levels of satisfaction with TAFE NSW.
- TAFE NSW has the highest level of employer satisfaction in Australia, with 96% of surveyed employers satisfied with TAFE NSW for nationally recognised training, excluding apprenticeship and traineeship training.
- New agreements for 2005-2008 were successfully negotiated with the Australian Government, securing funding for schools Aboriginal education and VET.
- A new policy for schools, Curriculum Planning and Programming, Assessing and Reporting to Parents K-12, was developed to clarify requirements in curriculum planning, assessing and reporting to parents, in response to election commitments, the Eltis report recommendations and Australian Government legislative requirements.
- A new format for Annual School Reports was developed in keeping with the Government’s commitment to provide parents and the community with more meaningful and easier to understand information about school performance.
- Every school principal was trained in procedures that support new government school teachers to gain and maintain accreditation with the NSW Institute of Teachers.
- Classes with Kindergarten students were reduced to a statewide average of 19.7 students.
- The revised gifted and talented education policy and support materials were provided to all schools for implementation at the start of 2005.
- 21 new preschools commenced operation in New South Wales primary schools, taking the total number of departmental preschools to 100.
- Timely, accurate and high quality advice and support was delivered to schools, regions, senior departmental staff and the Minister’s office.
- Greater support for the promotion of schools and public education and training was provided.
- A comprehensive communication review was completed.

Government schools

- More than 740,000 school students received education and training in government schools.
- The mean literacy and numeracy scores of students from language backgrounds other than English in Years 3, 5, and 7 exceeded the mean literacy and numeracy scores for all students in Years 3, 5 and 7.
- Over 81% of identified Reading Recovery students from 2003 performed at or above the minimum standard for Year 3 overall literacy in 2005.
- The Premier’s Reading Challenge for 2004-2005 was the most successful since its inception in 2002, with nearly 86,000 students completing the Challenge.
- Aboriginal students in Years 7 and 8 achieved their highest ever mean score in reading, and Aboriginal students in Year 8 achieved their highest ever mean score in language and numeracy.
More than 200,000 students in Years 7-12 participated in the School to Work Program and there were 51,385 enrolments in VET in Schools courses. Over 20,000 employers hosted VET in Schools students for work placement.

The Strategic Evaluation of VET in Schools in NSW undertaken by the Board of Vocational Education and Training and the Destination and Satisfaction Survey of 2004 HSC VET Students in NSW conducted by the University of Melbourne found that students:
- strongly endorse the value of their HSC VET courses, and
- are successfully finding pathways to enter university, post-school VET, apprenticeships and traineeships and employment.

In 2005 the Department organised and delivered high profile public performances and activities involving more than 29,000 public school students. These included: the Schools Spectacular; the opening ceremony of the 2005 Youth Olympic Festival; State Drama and Dance festivals; the Premier’s Debating Challenge and Premier’s Spelling Bee; public speaking competitions; choral and instrumental concerts; and a variety of both departmental and corporate events.

As part of the Government’s Special Education Initiative 2005 - 2007 an additional 303 teacher’s aide special (TAS) positions were allocated to classes for students with emotional difficulties, behavioural difficulties, and autism.

4,307 young children attended the Department’s 100 preschools (663 attended More than 200,000 students in Years 7-12 participated in the School to Work Program and there were 51,385 enrolments in VET in Schools courses. Over 20,000 employers hosted VET in Schools students for work placement.

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4,307 young children attended the Department’s 100 preschools (663 attended
the 21 new preschools of which 178 children were from Aboriginal or Torres Strait Islander background).

**TAFE NSW**
- Over 104 million hours of vocational education and training (VET) were delivered to students accounting for over 513,000 enrolments in TAFE NSW.
- Of all apprentices in training, 90%, or nearly 40,000 students, enrolled in TAFE NSW.
- TAFE NSW has the highest level of employer satisfaction in Australia with recognised training (excluding apprenticeships and traineeships).
- There was a significant increase in apprenticeship enrolments in skill shortage areas such as hairdressing, manufacturing and engineering.
- The use of e-business was expanded through Student e-Services and Mainstream Enrolment via the Internet.
- Some 28,000 students completed all or part of their course online, an increase of more than 21% since 2004 and of 84% since 2001.
- The TAFE Interactive Distance Learning Satellite Project provided education and training to over 500 people in rural and remote areas, including Aboriginal communities.

**The NSW Adult Migrant English Service**
The NSW Adult Migrant English Service (AMES) delivered language, literacy and numeracy training programs, workplace training programs and related services and consultancies for newly arrived migrants, refugees, job seekers and workplace clients. In 2005, under the Adult Migrant English Program (AMEP), AMES and the DET AMEP Consortium provided AMEP courses for over 9,500 migrants. Provision in rural and regional areas was expanded. AMES delivered courses under the State-funded Skillmax Program to 1,277 migrants, assisting them to secure employment.

**Adult and Community Education**
In 2005, Adult and Community Education (ACE) delivered adult education services, funded through the NSW Board of Adult and Community Education (BACE). These services included accredited vocational education and training programs, language and literacy programs and programs supporting participation by Aboriginal people.

**The National Art School**
The National Art School (NAS) offered award courses that included the Bachelor of Fine Art, the Bachelor of Fine Art (Honours) and the Master of Fine Art (Research by Project). Non-award courses are run throughout the year, in all disciplines.
The NAS also conducts an HSC Intensive Studio Program that is a Board of Studies endorsed enrichment course for Year 12 visual arts students.
The Schools Portfolio leads and directs the operation of NSW government schools to improve the academic achievement and wellbeing of all students as well as the quality of teaching and educational leadership in schools. The Portfolio is responsible for managing policy and operations to assist teachers and students in more than 2,200 locations. These include preschools, infants, primary, central and community schools, specialist and comprehensive secondary schools, schools for specific purposes as well as intensive English and environmental education centres.

Ten regional directors were confirmed in their positions and the number of school education directors was increased from 43 to 78 to provide more localised support for schools. The Schools Portfolio worked to build an interdependent, capacity building culture across schools, regions and the State Office that is focused on the learning and welfare needs of students. The support for students was refocused from primary and secondary schooling to meeting the particular needs of students at their stages of learning in the early, middle and later years.

As part of a focus on teachers’ professional learning and leadership development, a series of rotational conferences on the stages of learning was established to ensure that the Department is reflecting the best of emerging practices in policies and support in the area. The first in the series was a highly successful Middle Years conference titled Resilience, Engagement, Success. The results of this conference will guide the development of a statewide Middle Years strategy in 2006. A major series of conferences led by Professor Emeritus Michael Fullan titled Education in Motion – Leading in a Culture of Change was held to engage principals in looking at future leadership issues in schools.

A Leadership Alliance was established between the Department, the Primary Principals’ Association and the Secondary Principals’ Council to provide a more effective focus on leadership development.

A new framework for school development and school accountability was established in 2005. A website on School Development and Accountability provides detailed guidance to schools on planning, including planning templates. All schools developed 2005 School Plans with support from and in consultation with School Education Directors (SEDs).

**The Schools Portfolio achieved successful outcomes and has:**

- Implemented a plan for Aboriginal Education and action plans in all areas of the Department
- Reduced class sizes in Kindergarten to a statewide average of 19.7
- Commenced operation of an additional 21 new preschools, taking the number of Departmental preschools to 100
- Developed a new policy for schools: Curriculum Planning and Programming, Assessing and Reporting to Parents, K-12
- Provided a new Connected Outcome Groups (COGs) Curriculum Planning Framework to assist primary teachers to manage the curriculum more effectively
- Delivered 189 Year 7-10 syllabus workshops in key learning areas, with 4,314 teachers attending
- Provided all schools with a revised gifted and talented education policy and support materials
- Organised a State Conference and conducted workshops to support key personnel in gifted and talented education policy implementation and the introduction of extension programs in comprehensive high schools
- Developed best practice examples of gifted and talented education through 50 schools participating in the Australian Government Quality Teaching Program
- Developed a new format for Annual School Reports to provide more meaningful and easier to understand information about the performance of schools
Increased the power and analytical capacity of the School Measurement, Assessment and Reporting Toolkit (SMART) by integrating all statewide testing programs into the software
Merged the Basic Skills Test and Primary Writing Assessment into the one testing program, resulting in a holistic measure of literacy for NSW students for the first time
Launched a new school leadership development strategy for aspiring, new and experienced school leaders and executives that aims to increase collaboration and cooperation between schools, regions and State Office directorates
Produced a professional learning continuum for guiding the development of professional learning programs and strategies in 2006-07
Established Middle Years Action Research projects in each of the 10 regions, assisting schools to collaboratively explore innovative approaches to meeting the needs of middle years students
Implemented initiatives, including teacher education scholarships, Accelerated Teacher Training programs and retraining programs, to attract people to the areas of potential teacher shortfall (mathematics, science and technological and applied studies).
Organised State camps in music, dance and drama; developed regional initiatives in dance and music; toured ensemble groups to country regions and the State Schools Symphony Orchestra to Europe; managed the Performances for Schools program; and provided opportunities through the ensembles program for gifted and talented students in choral and instrumental music, dance and drama
Established the Schools in Partnership (SiP) initiative in 10 schools which will lead change in working in partnership with local communities, including local Aboriginal Education Consultative Groups to improve the learning outcomes for all students, particularly Aboriginal students
Implemented regional processes for the support of students with behavioural disorders and special needs through the operation of seven suspension centres
Developed and implemented the Department’s Anti-bullying Plan for Schools
Conducted the 2005 State Student Representative Council (SRC) Conference School Harmony - Communities Working Together for 130 student leaders in NSW
Distributed 47,000 copies of the End of Year Celebration Kit to Year 12 students from government secondary schools to help them celebrate their end of year safely
Trained all principals in procedures that support new teachers in government schools to gain and maintain accreditation with the NSW Institute of Teachers
Expanded mentoring programs, Beginning Well, Learning Assistance Mentoring Program (LAMP) and Lawyers Encouraging and Assisting Promising Students (LEAPS), to more locations statewide
Developed student welfare support documents for schools
Conducted a State Values Education briefing for regional senior officers and provided oversight for the development and completion of regional values plans
Developed resources: Fresh Ideas for a Healthy School Canteen folder and Come into my Canteen DVD and distributed to all schools in NSW
Supported an additional 10 Schools as Community Centres (SaCC), bringing the number of SaCCs to 49
Implemented the dedicated security guard program which together with a range of other security strategies, has led to a significant reduction of security breaches
Offered representative sporting opportunities in 21 sports at the primary level and 28 sports at the secondary level. Some 800 selection events, championships and carnivals were conducted across 10 Regions.
TAFE NSW Institutes deliver vocational education and training (VET) courses which provide the skills needed by people in their current or future workplaces. TAFE NSW offers over 1,300 qualifications which are work related and developed in association with industry and, where available, align with the qualifications from nationally developed training packages. Courses are delivered face-to-face at over 130 colleges or campuses, specialist centres, in the workplace, by flexible and distance learning, or by using a combination of these delivery methods. In remote and rural centres, TAFE NSW is often the only provider of post school training.

TAFE NSW is the major provider of apprenticeship training in NSW, enrolling 39,559 students or over 90% of all apprentices in training.

TAFE NSW has the highest level of employer satisfaction in Australia, with 96% of surveyed employers satisfied with TAFE NSW for nationally recognised training, excluding apprenticeship and traineeship training. The satisfaction rate for apprenticeship and traineeship training was 78%, higher than the satisfaction ratings received by both the private training providers (65%) and industry association providers (40%) in NSW.

Strong connections and partnerships with industry makes TAFE NSW an industry-led VET system. Institute staff are actively engaged in regional development. TAFE NSW currently takes part in over 300 TAFE-industry partnerships, with enterprises such as Visy, Optus, P&O Cold Logistics, and the Roads and Traffic Authority.

Enterprise based learning, mixed mode delivery and flexible forms of training delivery, including online, have expanded significantly.

TAFE NSW formally recognises the skills and knowledge gained through education, work or life experience to assist people in gaining nationally recognised and portable qualifications.

Programs incorporate underpinning knowledge and skills, employability skills, and the appropriate development of language, literacy and numeracy skills contextualised to vocational education and training.

TAFE NSW has a number of cross-sectoral arrangements through which Institutes and universities develop joint diploma/degree programs.

There is a range of programs and support services focused specifically for Aboriginal people, women, people with a disability, people from non-English speaking backgrounds, young people, mature aged workers and people in Correctional and Juvenile Justice Centres. These programs and services assist people in preparing for further study to gain a qualification and/or employment.

TAFE NSW is implementing the recommendations of the Aboriginal Education Review to equalise educational outcomes for Aboriginal students by 2012. It has achieved increases in all performance measures related to participation, enrolment in higher level courses and course outcomes. Courses aimed at building community capacity have been developed and are now being provided to Aboriginal communities.

TAFE NSW succeeds in the competitive market place through tendered contracts and fee for service activities (both nationally and offshore), as well as offering commercial short courses under the TAFE Plus brand.

The International Students Centre (ISC) is responsible for the enrolment of international students in TAFE NSW, as well as a range of school programs. TAFE NSW international student numbers grew by 8.2%, from 2,334 in 2004 to 2,525 in 2005.

**TAFE NSW has achieved successful outcomes and has:**

- Delivered more than 104 million hours of vocational education and training
- Exceeded 513,000 enrolments in TAFE NSW courses
- Increased apprenticeship enrolments in skill shortage areas such as hairdressing, manufacturing and engineering
- Developed new products and markets to increase commercial revenue
Achieved through efficiencies the third lowest expenditure per student hour compared with other States and Territories

Expanded its capacity as an e-business through Student e-Services and Mainstream Enrolment via the Internet

Provided higher levels of flexibility through e-learning, with 83% of TAFE NSW students surveyed in 2005 experiencing e-learning, compared with 75% nationally

Increased student satisfaction with the quality of learning and services delivered by TAFE NSW: 92.7% of students indicated good, high or very high levels of satisfaction with TAFE NSW

Improved participation by Aboriginal students

Improved the training of the NSW workforce in dealing with drug and alcohol issues

Launched the TAFE NSW/Universities Credit Transfer and Articulation website that provides information on credit transfer and articulation arrangements

Expanded VET for people in remote and rural areas through interactive distance learning technology

Reviewed and improved the system used to select students into high demand courses to ensure its validity, reliability and fairness

Initiated a Large Client Management strategy to build commercial opportunities for the long-term sustainability of TAFE NSW

Gained recognition for excellence: for the second year running, the TAFE NSW - North Coast Institute was awarded Large Training Provider of the Year at the 2005 NSW Training Awards

Recognised excellence within the organisation: TAFE NSW - Sydney Institute won the Gold Award at the TAFE NSW Quality Awards for its workplace learning and skills recognition for non-teaching staff project.

**Adult Migrant English Service**

The NSW Adult Migrant English Service (AMES) delivered language, literacy and numeracy training programs, workplace training programs and related services and consultancies for newly arrived migrants, refugees, job seekers and workplace clients. In 2005, under the Adult Migrant English Program (AMEP), AMES and the DET AMEP Consortium provided AMEP courses for over 9,500 migrants at 78 venues and through distance learning. AMES delivered courses under the State-funded Skillmax Program to 1,277 migrants, assisting them to secure employment.

**Adult and Community Education**

In 2005, Adult and Community Education (ACE) delivered adult education services, funded through the NSW Board of Adult and Community Education (BACE), via 75 ACE organisations. These services included accredited vocational education and training programs, language and literacy programs and programs supporting participation by Aboriginal people.

**National Art School**

The National Art School (NAS) offered award courses that included the Bachelor of Fine Art, the Bachelor of Fine Art (Honours) and the Master of Fine Art (Research by Project).

The NAS also conducted an HSC Intensive Studio Program that is a Board of Studies endorsed enrichment course for Year 12 visual arts students.

The NAS operated the Dobell School, which provides visual art education opportunities for regional and outer-metropolitan Year 11 students.

**TAFE GLOBAL**

In 2005, TAFE GLOBAL conducted market development in over 30 countries. The company assessed over 600 business opportunities and submitted over 200 bids or proposals for commercial work. The company also managed around 60 client contracts and 100 supply contracts for the year. In addition, there were 40 contracts for offshore delivery of 90 courses by TAFE NSW Institutes, involving around 5,000 students and generating revenue of some $5 million.
The Corporate Services Portfolio is responsible for the strategic management of finance and administration, human resources, industrial relations and employment services, asset management, information technology services, and corporate services reform.

In 2005, the Portfolio implemented key programs to meet government priorities in public education and training. In particular, the Portfolio:

- Provided financial advice, management and statutory reporting to ensure that finite government resources were allocated and used in an optimal, equitable and accountable manner
- Provided analysis and advice on resource implications of initiatives, policies, modification to service delivery and structures and the Government's preparation of the education budget
- Managed administrative policies and practices and administered the Special Student Transport Scheme
- Supported quality teaching and learning environments through the planning and delivery of capital works, maintenance and property acquisition programs
- Managed information and telecommunications systems and infrastructure
- Provided human resources programs and services to schools, TAFE NSW and corporate employees.
- Carried out corporate workforce planning, and implemented programs to improve the quality of teaching and the supply of teachers.
- Managed the provision of financial support to non-government schools; and monitored grants and subsidies to community groups and private providers of vocational education and training
- Supported the Government's wages policy and developed contemporary conditions of employment
- Provided legal advice, representation and other services
- Conducted investigations of allegations made against employees, developed strategies to reduce the risk of such allegations being likely to be valid, and carried out national criminal record checks as an approved agency
- Implemented occupational health and safety and injury management programs
- Fostered strategic cooperation with government agencies, industry and other State education authorities to transform ways of managing corporate services.

Corporate Services achieved successful outcomes and has:

- Achieved unqualified audit opinions for DET, TAFE NSW and all related agencies for the 2004-2005 Financial Statements
- Secured initial government funding for the Learning Management and Business Reform program to replace corporate services and student administration systems
- Successfully concluded new awards for school and TAFE teachers without any industrial action and finalised a new Staffing Agreement 2005-2008 focusing on quality teachers in all schools and meeting local needs
- Implemented new accountability arrangements for principals
- Incorporated the Institute of Teachers standards for accrediting teachers into teacher assessment and review documentation to ensure consistency within the system
- Supported the Class Size Reduction Initiative by employing more than 1,000 additional teachers and providing more than 300 new or refurbished classrooms
- Improved physical learning environments for public schools through the completion in the financial year 2004-2005 of 18 major building projects, commencement of 32 new major projects and continuation of 60 projects
- Opened five newly built government schools under the Privately Financed Project
and implemented new Schools Facilities Maintenance Contracts

- Improved physical learning environments for TAFE NSW through the completion of 14 new major building projects, commencement of 12 new projects and continuation of 20 projects
- Provided 39,000 computers to schools under the new $556 million Technology for Learning program. All small primary and central schools received their full four-year entitlements as part of the largest ever calendar-year computer allocation across the Department.
- Achieved bandwidths at or above 2 megabits per second in over 96% of the wide area network services, with 16% having bandwidths of 10 megabits per second or better
- Implemented a new model for the management of workers’ compensation claims to reduce the cost of workers’ compensation premiums
- Implemented the Corporate Safety Strategy, Safe Working and Learning 2005-2008 which received the Treasury Managed Fund’s Risk Management Award
- With NSW Teachers Federation, successfully hosted the Teachers and the Law Conference
- Met 92% of requests from 1,471 schools to engage casual teachers through Casual.Direct
- Enabled 98% of government schools to use the electronic casual pay claims service which streamlined casual employee pay claims processing in schools
- Piloted an online delivery of child protection training to casual teachers for implementation in 2006.
Highlights

Strategic Planning and Regulation

Strategic Planning and Regulation programs and services include:

- Supporting the Minister’s participation in the Ministerial Council on Education, Employment, Training and Youth Affairs and the Ministerial Council for Vocational and Technical Education
- Managing the Department’s strategic planning and reporting, statutory reporting, the development of the Department’s Corporate Plan 2005-2008, the development of the Results and Services Plan and indicators for Treasury and data collection and reporting for schools and TAFE NSW
- Supporting the Department’s participation in national forums such as the Australian Education Systems Officials Committee and managing the national Schools Resourcing Taskforce and the Copyright Advisory Group. From 2005, NSW is Chair of the Australian Information and Communications Technology in Education Committee for two years.
- Facilitating policy discussion and collaboration between the government and non-government school sectors through the non-government Schools Advisory Council
- Administering the Schools Education Research Approvals Process and facilitating strategic research, analysis, evaluation and innovation to support policy development and implementation
- Promoting and fostering innovation in teaching and learning and providing leading edge, technology-based educational services, products and facilities to government schools and TAFE Institutes throughout NSW
- Monitoring, regulating and assuring the quality of the apprenticeship and traineeship system in NSW; and registering training organisations, accrediting courses and approving providers to deliver courses to overseas students
- Providing New Apprenticeships services through the DETNAC, the largest provider in Australia, supporting employers of apprentices from five metropolitan and 11 regional sites
- Supporting the NSW Board of Vocational Education and Training (BVET) and the NSW Vocational Education and Training Accreditation Board. In 2005, BVET managed $1 million of research and innovative projects to address strategic vocational education and training issues.
- Managing a range of programs to meet the skills needs of individuals and industries. Funding of $68.7 million was available in 2005 for these initiatives.

Strategic Planning and Regulation has achieved successful outcomes and has:

- Negotiated the 2005-2008 Schools Assistance Agreement and the 2005-2008 Indigenous Assistance Agreement, with the Australian Government, securing $3.7 billion for schools and $100 million for Aboriginal education over the next four years
- Negotiated the 2005-2008 Commonwealth-State Agreement for Skilling Australia's Workforce, securing Australian Government funding over the period of $1.4 billion for TAFE NSW, Adult and Community Education, Aboriginal Colleges, VET In Schools and apprenticeships and traineeships
- Managed NSW DET compliance with performance reporting for national funding agreements
- Represented NSW on cross-jurisdictional committees responsible for developing national policies and processes for national assessment and reporting of student performance, and facilitating the transition from State-based to national assessments
- Managed major policy reviews and evaluations and developed innovative policies in the areas of statewide assessment, VET in schools, K-2 class size reduction, skills ecosystems, personalised learning and high expectations
- Managed a highly successful symposium on personalised learning and high expectations
- Implemented the NSW Government Plan for Securing our Skilled Workforce, which included more than $7 million in extra funds for apprenticeship training and incentive programs
- Redeveloped the Teaching and Learning exchange (TaLe) website, with more than 25,000 resources; two million hits in 2005; 4,000 registered users in schools; and 20 professional learning communities
- Coordinated the delivery of the successful Intel Teach to the Future program to improve the ICT skills for over 1,600 teachers
- Improved TAFE Online (TOL) and:
  - Consolidated the quality assurance process for maintaining the TAFE Online Learningware library
  - Completed TOL Stage 1 and supported the establishment of TOL Certificate 2
  - Assisted the implementation of the TAFE Online Plumbing resources
  - Assisted TAFE NSW Institutes to develop TOL units using the Centre for Learning Innovation Publishing System (CLIPS) process.
- Trialled models of learner-centred learning through implementing the BVET-funded Improving Student Outcomes project
- Managed a 12.7% increase in approvals for apprenticeships and traineeships between 2000 and 2005. In December 2005, there were 135,913 apprentices and trainees in training in NSW.
- Registered 929 training organisations in NSW, including 350 with Commonwealth Register of Institutions and Courses for Overseas Students approval, and accredited 747 courses available for delivery
- Been commended by the Australian Universities Quality Agency for the establishment of a sound legislative and regulatory framework in NSW
- Received the highest quality rating for the DETNAC from the Australian Government - the only New Apprenticeships Centre in NSW to achieve this rating - while maintaining the largest market share (about 50%) for apprenticeship services
- Strengthened NSW university governance
- Achieved national agreement for a new bilateral mechanism to better match university places with State workforce needs
- Established a cross-sectoral School Planning Group to assist with better coordination between government and non-government schools
- Developed a streamlined information management system to make it easier for the Department to meet its accountability and planning and reporting commitments
- Improved DET information management systems.
The Strategic Relations and Communication Portfolio comprises the Corporate Communication, Executive Support, Corporate Marketing and Media directorates.

The Corporate Communication Directorate delivers strategic communication support and advice to State Office and schools. In 2005, a communication review was conducted. The findings provide guidance for improving communication with parents and internally. The Executive Support Directorate provides advice to senior departmental staff and the Minister’s office and provides administrative support for the Board of Management.

Corporate Marketing Directorate provides strategic marketing support to TAFE NSW Institutes and NSW public schools. The Directorate promotes excellence in public education and training through coordinating high profile events such as Education Week and Schools and Career Expos, and by providing valuable information services through the TAFE NSW Information Centre and TAFE NSW Handbook.

The Media Directorate works with all parts of the Department to respond effectively to media enquiries and promote public education in the community.

Strategic Relations and Communication achieved successful outcomes and has:

- Established a consistent visual identity for the Department
- Implemented a new coordinated approach to electronic communication to schools, called InPrincipal
- Developed InSchools, a newsletter for all school staff that looked at achievements, innovations, activities and events
- Produced the Time to Start School booklet that provides tips and ideas for parents and carers
- Redesigned the Department’s Intranet and Internet sites
- Produced quality speeches
- Regularly updated correspondence guidelines and trained staff statewide to prepare ministerial and departmental correspondence, briefings and submissions
- Coordinated and supported the School Promotions Strategy Reference Group. Representatives of principals’ organisations, the parent body and unions are working with departmental officers to support promotional activities for schools.
- Managed Education Week which was held in May for the first time. It emphasised the values of NSW public schools. Highlights of the week were performances in Martin Place, Sydney and a gala celebration at Darling Harbour. Activities such as the national ‘Back to School’ program were also coordinated across the State showcasing the benefits of public education.
- Held a National Marketing Forum providing the opportunity for all State and Territory education agencies to share experiences, innovative ideas and expertise in marketing public schools
- Introduced the annual TAFE NSW Business Forum. This is a series of activities held in August to raise awareness among business decision makers of the services provided by TAFE NSW.
- Participated in the Education Expo 2005 with a public schools and TAFE NSW display. The Expo featured 250 exhibitors and was attended by 9,000 visitors. Participated in The Sydney Morning Herald Careers and Employment Expo and The Daily Telegraph Careers Expo which, combined, was attended by over 21,000 visitors.
- Organised the NSW Schools Remember ANZAC Commemoration Ceremony at the ANZAC Memorial, Hyde Park, in conjunction with other education sectors and the RSL
- Conducted research on key target group - School Leavers developed a number of major projects including the School to TAFE NSW website. Updated the TAFE NSW website.
- Managed the 2005 Doghouse Challenge - eight teams of students (from TAFE NSW Institutes) competed to build dog houses
which were donated to the RSPCA to raise money for their organisation.

- Managed the publication of the TAFE NSW Handbook. This is the largest and most comprehensive course guide in Australia, containing details on over 1,200 courses, plus information on Institutes and student services. Of the 80,000 copies printed, 50,000 were sold through newsagents and selected bookstores.

- Managed the TAFE NSW Information Centre which handled over 186,000 enquiries statewide. These enquiries are received via phone, email, post and face-to-face. Email enquiries continue to be the fastest growing service area (over 23,000 in 2005) with 98% of customer emails responded to within 24 hours. The Centre coordinates requests from industry for customised training. These requests are referred to the appropriate TAFE NSW section within 24 hours. In 2005, requests from industry increased by 16% over the previous year.

- Coordinated the Summer Schools program for school students in Years 9, 10 and 11.

- Coordinated visits and information packages for senior delegations from 18 countries, with 54 delegations comprising 474 visitors. Ongoing relationships have been developed with the education authorities in several of these countries.

- Won several Australian TAFE Marketing Association Awards:
  - Business Development, Strategic Partnership Innovation
  - Marketing campaign over $50,000
  - Safety Institute of Australia Award for Excellence and Commitment in Reducing Injury and Fatality.

- Coordinated tenders that resulted in:
  - Training for the Defence Materiel Organisation - the engineering and procurement arm of the Department of Defence. The contract will run for up to five years (TAFE NSW is one of the partners).
  - Project Management, Procurement and Intellectual Property Training for the Department of Defence Australia-wide (TAFE NSW is one of the partners).

- Coordinated the promotion of commercial programs to meet specific industry needs. Enrolments in courses developed under the TAFE PLUS brand increased from 50,163 in 2004 to 54,430 in 2005. This represents a growth of 8.5%. 
## Objective One

### Achieving excellence in education and training for all students

#### Outcome 1.1 Closing the achievement gap for Aboriginal students

#### Outcome 1.2 Improving outcomes for students in equity groups

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Strategies</th>
<th>Challenges and future directions</th>
</tr>
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<tbody>
<tr>
<td>Implementation of the Government’s response to the Review of Aboriginal Education</td>
<td>Enhancing literacy and numeracy initiatives, retention and attendance programs for Aboriginal students and those from other equity target groups</td>
<td>Complete implementation of the Government’s response to the recommendations from the Review of Aboriginal Education</td>
</tr>
<tr>
<td>Gains achieved in meeting minimum literacy and numeracy standards for Aboriginal students and students from other equity target groups</td>
<td>Developing culturally inclusive teaching and learning programs</td>
<td>Reduce the difference in academic achievement for equity groups compared with all students</td>
</tr>
<tr>
<td>Increased Aboriginal student enrolments, apprenticeships and traineeships and graduates in TAFE NSW Institutes</td>
<td>Delivering programs to meet specific local needs</td>
<td>Increase access to and awareness of education and training opportunities for Aboriginal people, people with a disability and other equity groups</td>
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<tr>
<td>More places in TAFE NSW Institutes available for students in equity target groups.</td>
<td>Strengthening links between education, industry and community agencies</td>
<td>Diminish the digital divide experienced by rural and remote communities</td>
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<tr>
<td></td>
<td>Supporting innovative education and training program design and better use of technology to improve outcomes for Aboriginal students and students from other equity target groups.</td>
<td>Provide teachers with strategies and skills to support young people with special needs.</td>
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</tbody>
</table>
Achievements

In 2005, in partnership with the NSW Aboriginal Education Consultative Group Incorporated (AECG), the Department began implementing recommendations from the Report of the Review of Aboriginal Education “Freeing the Spirit: Dreaming an Equal Future.” Important recommendations focus on developing flexible, innovative approaches to meeting the diverse learning needs of Aboriginal students. Achievements in planning and implementation included:

- Re-establishment of the Director-General’s Aboriginal Education and Training Advisory Group to provide strategic direction
- Establishment of the Schools in Partnership (SiP) initiative in 10 schools to lead change in partnership with local communities and improve learning outcomes for all students, particularly Aboriginal students
- Development of a whole-of-department Strategic Plan for Aboriginal education and training and action plans in all areas of the Department
- Realignment of the Aboriginal Education and Training Directorate to support this strategic approach
- Appointment of a Director of Aboriginal Education and Training
- Renewal of partnerships with the NSW Teachers’ Federation and the Board of Studies.

In 2005, the majority of Aboriginal students achieved minimum standards of literacy and numeracy as assessed by the Basic Skills Test (BST), English Language and Literacy Assessment (ELLA) and Secondary Numeracy Assessment Program. There is still a gap between the achievement of Aboriginal students and all students; however, results for Aboriginal students have shown some improvement between 2001 and 2005. Most notably the percentage of:

- Year 3 students achieving BST numeracy results in band 2 or higher increased by 5 percentage points to 77.1%, representing a decrease in the gap between Aboriginal students and all students
- Year 7 students achieving ELLA results in the highest band increased by 1.6 percentage points to 10.6%
- Year 8 students achieving ELLA results in the highest band increased by 2.5 percentage points to 16.3%.

There are indications that more Aboriginal students are achieving individual goals and taking on leadership roles in their school communities, for example:

- Karla Ranby received the 2005 Minister’s Award for Excellence in Student Achievement and the Moree Australia Day Award for Young Citizen of the Year in 2005
- Ronald Venables represented Aboriginal students on the Director-General’s Priority Schools Funding Program Advisory Committee
- Kaleesha Morris and Kristy Hayward represented Aboriginal students on the NSW Student Representative Council Steering Committee
- Ten Aboriginal students (one from each region) attended the annual NSW State Student Representative Council meeting in August 2005 as Aboriginal student leaders.

Strategies

A range of strategies targeted at improving outcomes for Aboriginal students included:

- Dedicating $53 million over four years in the State budget to improve outcomes for Aboriginal students
- Planning for the development of gifted and talented programs for Aboriginal students, Aboriginal curriculum support materials and Aboriginal cultural education programs
- Commencing the SiP initiative based on the effective practice of school communities in which real improvements in literacy, numeracy and participation among Aboriginal students have been achieved. Ten schools were selected for the first phase based on recommendations from Regional Directors and Regional AECG Presidents.
Encouraging Aboriginal students to participate in leadership programs; for example, 65 Aboriginal students participated in the New England Region Aboriginal Student Leadership Camp designed for students who show leadership potential.

Establishing the Families and Communities Cluster as part of Two Ways Together to focus on early childhood education and family violence. The group is chaired by DET (until the end of 2006) and includes community, State and Australian Government representation.

Supporting schools to establish junior AECGs to encourage the development of student leadership and decision making skills.

Providing representation to the Aboriginal Affairs Plan Coordinating Committee and all Two Ways Together Cluster Groups.

**Challenges and future directions**

- Support the health and wellbeing as well as academic achievement of Aboriginal students.
- Plan and implement specific, targeted, whole-of-agency and whole-of-government strategies that will have a significant impact on literacy and numeracy outcomes of Aboriginal students including student and community engagement.
- Eliminate the gap between Aboriginal and non-Aboriginal student outcomes by 2012.
- Increase the retention rate in post-compulsory education by improving Aboriginal students’ active participation in schooling.
- Affirm Aboriginal students’ identity by highlighting their achievement in mainstream educational activities.
- Focus on the individual needs of Aboriginal students and on early learning experiences and quality teaching.
- Integrate Aboriginal perspectives into all resources and provide support to expand cultural awareness as well as knowledge of Aboriginal history, culture and respect for Aboriginal people’s place in Australian society.

Commence and accredit the TAFE NSW Aboriginal Cultural Education Program targeted to public servants working with Aboriginal people and communities, and/or responsible for decision making affecting Aboriginal people and communities.

Draw on the recommendations from the Aboriginal Education Review and the NSW State Vocational Education and Training Plan for Aboriginal communities to improve the implementation of the Aboriginal Education Policy.

Enhance the partnership agreement with the NSW AECG, and build partnerships with Aboriginal communities and other government and non-government agencies.

Strengthen leadership in Aboriginal education in regions through the appointment of consultants, Aboriginal engagement and quality teaching.

Extend the SiP initiative to a further 20 schools by 2007.

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**Percentage of students achieving the minimum Literacy standard in 2005 (BST and ELLA)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Aboriginal students</th>
<th>All students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>80%</td>
<td>90%</td>
</tr>
<tr>
<td>Year 5</td>
<td>70%</td>
<td>90%</td>
</tr>
<tr>
<td>Year 7</td>
<td>60%</td>
<td>90%</td>
</tr>
</tbody>
</table>

Source: DET Educational Measurement

Notes: BST - Basic Skills Test (based on new Literacy includes writing, which previously was part of the Primary Writing Assessment)

ELLA - English Language and Literacy Assessment

Percentages for the components may not add to 100 because of rounding.
Achievements

In 2005, TAFE NSW improved access to educational provision, module and course completion rates, and course articulation into higher level Australian Qualification Framework (AQF) courses for Aboriginal students. For example, between 2001 and 2005:

- Aboriginal student enrolments increased by 24.9% compared to 1.8% for all students
- Average module completion rates for Aboriginal students increased from 58.7% to 66.4%
- The number of Aboriginal graduates in courses at Certificate III and above increased by 67.1%.

TAFE NSW worked in partnership with the Aboriginal Education Consultative Group (AECG) and Aboriginal communities to implement the recommendations of the Aboriginal Education Review and towards achieving successful outcomes for Aboriginal students:

- The TAFE NSW Aboriginal Education Review (AER) Implementation Working Group was established
- An accredited course in Aboriginal Cultural Education was developed for delivery to all DET staff
- Aboriginal facilitators in each Institute were trained to deliver the core modules of this course commencing in Semester 1 2006
- An accredited Course in Parenting with an Aboriginal strand was developed for delivery to members of Aboriginal communities
- A unit on Aboriginal education was developed as a professional development priority for TAFE NSW teachers
- The Certificate III in Aboriginal Education Assistant and the Course in Literacy Tutoring (Aboriginal students) were delivered to members of Aboriginal communities, with 25 graduates in 2005.

TAFE NSW developed partnership arrangements with private industry, government agencies and key Aboriginal organisations to build community capacity and improve educational and employment outcomes for Aboriginal people. As a result:

- In partnership with Community Development Employment Programs, Land Councils, Aboriginal Education Consultative Groups and Indigenous Coordination Centres, the Certificate IV in Business (Governance) is being delivered to members of Aboriginal organisations. There were eight graduates and 45 new enrolments in 2005 (North Coast Institute).
- In partnership with the Wiradjuri Condobolin Corporation and Barrick Gold, an Introduction to Mining for Indigenous People was delivered. Eighteen students successfully completed the course and 12 students have already gained employment (Western Institute).
- In partnership with the Construction, Forestry, Manufacturing and Engineering Union (CFMEU), the Job Ready Program was delivered to 13 students, eight of whom have already gained employment in the construction industry (South Western Sydney Institute).
- In partnership with the South Eastern Sydney Illawarra Area Health Service and the Heart Foundation, a training program aimed at improving cardiovascular health in communities was delivered to 20 Aboriginal Health Care Workers, 18 of whom successfully completed the course (Illawarra Institute).
- In partnership with the University of Wollongong, the Advanced Diploma of Indigenous Health Studies was delivered and eight students successfully completed the course in 2005 (Illawarra Institute).
- In partnership with the Tharawal Community and local primary schools, the Aboriginal Parents as Learners in Schools program was developed and implemented. The program helps the parents of Aboriginal children gain the skills and confidence to support their children’s learning and work as literacy tutors in schools. The program won an Achievement in Quality Award at the 2005 TAFE NSW Quality Awards (South Western Sydney Institute).
Strategies

TAFE NSW continued to improve and increase access to educational provision and build the capacity of Aboriginal communities by:

- Developing a teacher training pathway in partnership with the University of New England that will see more Aboriginal teachers employed (New England Institute)
- Delivering the Diploma of Community Services (Children's Services) to 28 Aboriginal child care workers across western NSW (Western Institute)
- Establishing community e-learning centres at the Hillcrest Aboriginal Community, Maclean and Pippi Beach, Yamba (North Coast Institute)
- Establishing Aboriginal learning centres in remote or rural locations, such as the Yarradmarra Centre in Dubbo, to support Aboriginal students and provide services and facilities for Aboriginal communities (Western Institute)
- Delivering Certificate III in Aboriginal Committee Training to members of a junior Aboriginal Education Consultative Committee (North Coast Institute)
- Delivering audiometry training programs to Aboriginal health workers (Western Sydney Institute)
- Developing an Aboriginal Media and Communication course at Certificate I and II levels to provide vocational and employment outcomes, and articulation into higher level technology based courses
- Providing training and support for local projects. For example, Aboriginal students worked with the Deniliquin Yarkuwa Indigenous Knowledge Centre to restore a local forest that will become a community resource for cultural preservation and education (Riverina Institute).
- Providing programs in mentoring, arts and cultural practices which were delivered to Aboriginal inmates at the Mid North Coast Correctional Centre (North Coast Institute).

Challenges and future directions

- Capture more accurate data in relation to the number of Aboriginal students in TAFE NSW by encouraging more students to complete student details on enrolment forms
- Promote educational pathways to further increase Aboriginal participation in vocational education and training, and articulation into courses at Certificate III and above
- Increase the number of Aboriginal teaching staff through targeted recruitment to be able to:
  - Deliver customised courses in Aboriginal communities
  - Deliver the core units of the Course in Aboriginal Cultural Education to all TAFE NSW staff
  - Provide greater opportunities for the mentoring of Aboriginal students
  - Assist in implementing the recommendations of the Aboriginal Education Review
  - Promote courses in skill shortage areas to Aboriginal students, including courses that have not traditionally been undertaken by Aboriginal students
  - Collaborate with other government agencies to provide training opportunities that are relevant, appropriate and meet the needs of Aboriginal students
  - Increase and maintain existing links and partnerships with Aboriginal Education Consultative Groups, Aboriginal Community Groups and Land Councils, industry and other educational organisations, to provide targeted programs for Aboriginal women, young people and mature age men
  - Develop more employment opportunities for Aboriginal students through traineeships
  - Ensure that all aspects of delivery at colleges and campuses are welcoming and appropriate for local Aboriginal communities.
Outcome 1.2

Improving outcomes for students in equity groups

Achievements

Strategies and programs were implemented to meet the diverse learning needs of all students. Specific strategies were implemented and maintained to support specific learning needs of equity groups. Students identified as needing specific programs included boys, geographically isolated students and those from Language Backgrounds Other Than English (LBOTE) and low socioeconomic backgrounds.

In 2005, the majority of students from these equity groups achieved minimum standards in literacy and numeracy skills as assessed through the Basic Skills Test (BST), the English Language and Literacy Assessment (ELLA) and the Secondary Numeracy Assessment Program (SNAP). For LBOTE students, their mean scores in literacy and numeracy at Years 3, 5 and 7 exceeded the corresponding mean score for all students. However, boys, students from low socioeconomic backgrounds and geographically isolated students had mean scores below that of the State as a whole.

In 2005, for example, the mean literacy score for:
- Year 3 geographically isolated students was 48.5 (50.4 for all students)
- Year 5 LBOTE students was 57.0 (56.6 for all students)
- Year 7 students from low socioeconomic backgrounds was 85.4 (88.7 for all students).

The mean numeracy score for:
- Year 3 students from low socioeconomic backgrounds was 50.1 (53.6 for all students)
- Year 5 geographically isolated students was 58.2 (60.4 for all students)
- Year 7 LBOTE students was 86.7 (85.0 for all students).

Compared with 2001, LBOTE students have improved in literacy and numeracy, while students from low socioeconomic backgrounds have improved their numeracy performance in Year 3 and Year 5.

A higher percentage of girls continue to achieve the minimum standard in literacy and numeracy than boys.

Boys achieved higher mean scores in numeracy than girls although the numeracy gap in favour of boys is much smaller than the literacy gap in favour of girls.

Strategies to support students from low socioeconomic backgrounds are leading to improved results for students. For instance, the ELLA results for Belmore Boys High School, funded by the Priority Schools Funding Program (PSFP) and the Priority Schools Action Program (PSAP), show the average value-adding from Year 7 (2004) to Year 8 (2005) was 4.2 score points compared to the State average of 1.9 score points.

At Belmont Public School, also funded by the PSFP, the 2005 BST results showed that 71% of boys improved one skill band or more from Year 3 to Year 5 in literacy, 82% of girls improved one skill band or more from Year 3 to Year 5 in numeracy, while the overall growth in numeracy was 2.2 score points above the State average.

Strategies

Five major programs supported students in equity groups. These programs focused primarily on improving student learning outcomes, including literacy and numeracy.

- $20.2 million, 280 teaching positions, 24 consultants and 12 community officers for 576 schools through the PSFP
- An additional $16.1 million provided through the PAS program for 74 PSFP schools
- $5.4 million and eight consultants for 224 Country Areas Program (CAP) schools
- $92 million for specialist teachers for students learning English as a second language (ESL)
- $7.0 million through the Links to Learning Community Grants Program.

These programs enabled students from equity groups and their teachers to access initiatives that included:
Assisting 920 ESL students who sat for the English (ESL) Higher School Certificate examination in 2005

Implementing the Certificate in Spoken and Written English in 11 high schools and 11 intensive English centres

Enabling approximately 17,200 students from 206 PSFP primary schools to participate in the Holiday Reading is Rad project. Some 93% of students surveyed improved or maintained their reading skills over the 2004-2005 summer holidays

Enabling 353 students, teachers and parents from remote schools to attend CAP technology forums to develop visual literacy skills

Involving 318 isolated primary distance education students to access visual lessons as part of a satellite education project

Making available the Boys as Leaders mentoring program to the 22 boys’ high schools in NSW to develop boys’ leadership skills

Implementing Programs such as Plan-it Youth Community Mentoring, HSC Tutorial Support Scheme and Summer Schools in targeted schools to provide specialist support to help increase student engagement with schools

Researching the educational needs of students who are refugees from Africa. Western Sydney Region and the University of Sydney collaborated in the Young Africans in Schools Project.

Assisting teachers in isolated schools and pre-service teachers to integrate information and communication technologies into classroom practice in isolated schools. This is a joint project between CAP schools and the University of New England.

Conducting the Premier’s Department Youth Partnerships with Pacific Communities Projects.

**Challenges and future directions**

- Provide innovative and flexible education in schools servicing rural and isolated communities undergoing rapid and fundamental change
- Develop teachers’ professional knowledge and expertise to improve ESL students’ English skills
- Support the implementation of a more integrated delivery of programs for schools serving low socioeconomic communities so that the needs of students from targeted equity groups can be more effectively addressed
- Help schools build the capacity for long-term sustainability of equity programs
- Assist schools to integrate technology with teaching and learning and increase the curriculum options available to students
- Access qualified interpreters for students and parents from new and emerging communities, particularly new arrivals from African countries
- Meet the educational needs of students who are refugees from Africa, and who continue to represent a high proportion of LBOTE students in the Western Sydney Region
- Develop a new framework for equity programs to:
  - shape future programs and services
  - reduce the difference in the academic achievement of students from equity groups compared with all students
  - increase participation in further education and training.
Outcome 1.2

Improving outcomes for students in equity groups

Achievements
In 2005, TAFE NSW Institutes continued to enhance opportunities for students from equity groups. This resulted in significant improvements in participation levels and educational outcomes between 2001 and 2005 for most equity groups. During this period all student enrolments increased by 1.8% while enrolments:
- For students with a disability increased by 41.2%
- For mature age students, that is the 45-64 age group, increased by 15.4%
TAFE NSW worked at increasing transition pathways for students from equity target groups into higher level programs and employment. For example:
- Close liaison with Centrelink offices in Hornsby and Chatswood resulted in 350 students being referred to TAFE NSW in 2005. Approximately 50% of these students have progressed to higher level courses, 43.7% have found employment, and 9.4% are doing volunteer work.
- The provision of training to offenders with an intellectual disability through the Corrective Services Project (Long Bay Correctional Centre Additional Support Unit and the Goulburn Correctional Centre Intellectual Disability Unit). In 2005, 22 inmates successfully completed core modules of the Certificate I in Horticulture and five were awarded the full qualification; three of these have now enrolled in the Certificate II in Horticulture and one has found employment in horticulture. Some 15 inmates completed modules from the Certificate III in Fitness.
- In 2005, there were almost 2000 enrolments in the Outreach Australians Working Together program which provides mature age job-seekers with the knowledge and skills to access further education or employment. Over the three-and-a-half year life of the project over 560 courses have been offered at 270 different locations. The module completion rate for these courses was over 79%. A survey conducted six months after they had graduated found that over 80% of the students surveyed were either in employment or further study.

Strategies
TAFE NSW is using innovative strategies to enhance access, participation and outcomes of equity target groups. For example, in 2005:
- Developing and distributing to TAFE NSW teacher consultants a DVD Beyond Expectations with inspiring workplace profiles of people with a disability. It provides positive role models to build the confidence of students with a disability.
- Delivering interactive lessons to 123 students through the expansion of the Interactive Distance Learning Satellite Project (IDL). 75% of these students were women in isolated homesteads or remote Aboriginal communities.
- Delivering courses through the VET Priority Places Program which increases vocational and training opportunities for low-income earners who either have a disability, are older workers, or are parents entering or re-entering the workforce.
- Strengthening relationships with industry, local groups and other educational providers within the regions served by TAFE NSW Institutes to help ensure the VET needs of equity groups are met.
- Developing strategies, as part of the review of the Application Processing System, to increase the participation of students from equity groups in high demand courses.
- Adopting more flexible, accessible and family friendly delivery and learning options for students from equity groups; such as using blended learning that incorporates face-to-face, workplace, distance and online learning.
- Collaborating with other government and non-government agencies to provide vocational education and training to equity groups. For example, TAFE NSW:
- Assisted people with newly acquired spinal cord injury to return to the community through the Community Participation Project (CPP), an initiative of the Motor Accidents Authority
- Researched the educational needs of people with spinal injuries and provided VET programs that use adaptive technology for students in hospital spinal units
- Conducted a joint forum with the Department of Corrective Services to develop strategies to meet the VET needs of women in custody, especially Aboriginal women and women with mental illnesses.

- Implementing the Rural Women Skills Recognition program that recognises the skills of women in managing their farms. In addition to achieving successful vocational outcomes this program has led to networking and the exchange of ideas among the women (New England, North Coast, Riverina and Western Institutes).
- Continuing to support and expand the operations of the North Coast Computer Project that sources, refurbishes and sells used computers at low cost, and provides training in information technology to low-income earners (North Coast Institute)
- Delivering courses flexibly, including via satellite technology and videoconferencing, to provide learning opportunities for equity groups in communities that do not have access to a TAFE NSW college or campus; for example, for communities at Goodooga and the opal fields of the Grawin (Western Institute)
- Delivering the Jumpstart program Women in Automotive - Work Opportunities for Women to address the skills shortage of women as mechanics (Illawarra Institute)
- Undertaking a significant research project to identify the education and training outcomes and needs of students from language backgrounds other than English so as to better meet their needs.

Challenges and future directions

- Enhance access, participation and successful outcomes for people from equity groups in vocational education and training
- Meet targets for equity groups under the NSW Vocational Education and Training Plan and the NSW Results and Services Plan
- Improve educational pathways that will increase the number of students from equity groups completing Certificate III courses and above
- Capture more accurately information on equity groups in TAFE NSW student data by improving the completion of student details on enrolment forms
- Work with industry, government and non-government agencies, and the community to increase employment opportunities for people from equity groups
- Establish a Women in Custody Network, with links to other government agencies, to improve their access to VET programs
- Promote the availability of video and online teaching and assessment strategies for students with hidden disabilities.
Outcome 1.2

Improving outcomes for students in equity groups

Achievements

The Department achieved positive outcomes through its targeted programs and initiatives:

- 3,600 low income mature aged people participated in computer skills training under the Basic IT Enabling Skills for Older Workers Program

- 2,510 training places were offered across NSW for people with a disability, parents returning to work and mature aged people over 45 years through the VET Priority Places Program

- 720 Aboriginal and 856 equity group training places were offered under the Contracted Training Provision Program

- 1,300 mature aged people over 45 years old undertook qualifications from Certificate II to Diploma level in skills shortage areas under the Partnering - Training for Older Workers program.

The Department of Education and Training New Apprenticeship Centre (DETNAC) initiative, The Way Ahead for Aboriginal People, increased participation and retention rates of Aboriginal people in apprenticeships and traineeships.

After 12 months, DETNAC Aboriginal apprentices and trainees numbers increased by 130%. Prevocational training covering industry specific and job readiness skills was provided in Griffith, Dubbo, Merimbula and Tamworth and 16 Aboriginal people provided mentoring support services to 40 Aboriginal trainees and apprentices throughout NSW.

Under the VET Infrastructure for Indigenous People Program, grants totalling $470,000 were used to develop training facilities for the delivery of VET for Indigenous People.

Strategies

The Department continues to implement skills development strategies that specifically target Aboriginal people, older workers and students in equity groups by:

- Providing basic computer literacy for low income individuals aged 45 years and over through The Basic IT Enabling Skills for Older Workers Program

- Providing training to people with a disability, parents returning to work and mature aged people over 45 through the VET Priority Places Program

- Encouraging Registered Training Organisations to develop partnerships with employers to assist people over 45 with training that builds upon work skills, keeps skills up-to-date and enables participants to remain competitive in the workforce through the Partnering - Training for Older Workers program.

The DETNAC initiative, The Way Ahead for Aboriginal People, was designed to bring together the Aboriginal community and employers throughout NSW, creating more opportunities in apprenticeships and traineeships for Aboriginal people. The DETNAC has held a series of regional launches promoting the strategy to businesses, employers and communities in regional and rural NSW. The initiative combines:

- Providing industry specific pre-employment skills through a Prevocational Training Program

- Supporting Aboriginal new apprentices with workplace mentors under a Mentoring Program

- Developing leadership skills, a teamwork approach and increase initiative and confidence with the Career Development Program.

Challenges and future directions

- Increase access to training opportunities for Aboriginal people, people with a disability and other equity groups, including access to higher level qualifications.
Objective Two

Providing students with the foundations

Outcome 2.1 Better literacy and numeracy outcomes for students
Outcome 2.2 Reduced class sizes in Kindergarten to Year 2
Outcome 2.3 Improved technology based learning and infrastructure
Outcome 2.4 Higher quality learning environments

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Strategies</th>
<th>Challenges and future directions</th>
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<tbody>
<tr>
<td>Statewide average of fewer than 20 students in Kindergarten classes</td>
<td>Developing the State Literacy and Numeracy plans for 2006-2008</td>
<td>Implement the State Literacy and Numeracy plans for 2006-2008</td>
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<tr>
<td>More than 1,000 additional teaching positions recruited</td>
<td>Developing quality learning resources that facilitate student and teacher use of information and communication technologies (ICT)</td>
<td>Meet the anticipated increase in demand for literacy and numeracy training due to the Welfare to Work legislation amendments</td>
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<tr>
<td>New TAFE NSW and school facilities completed</td>
<td>Developing a state-of-the-art publishing system, Centre for Learning Innovation Publishing System, providing schools with access to publishing materials from a single source</td>
<td>Develop more online resources</td>
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<td>More than 95% of Year 7 students achieved the elementary level or above in literacy and in numeracy</td>
<td>Providing professional development for staff to improve their skills in literacy and numeracy and the use of ICT</td>
<td>Continue to focus on connected learning environments, personalised learning, e-learning portals, mobile computing and software development to assist schools in the reporting process</td>
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<td>Over two million hits on the redeveloped Teaching and Learning exchange</td>
<td>Maintain and improving the quality of facilities.</td>
<td>Maintain and improve the quality of facilities.</td>
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<td>The Sustainable Schools Program piloted in 180 schools</td>
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<td>Some 39,000 new computers rolled out to schools</td>
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<td>Over 26% increase since 2001 in TAFE NSW enrolments in courses specifically aimed at literacy and numeracy outcomes.</td>
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</table>
Achievements

Achieving equitable outcomes for all students is central to teaching and learning programs in all government schools. Student progress is monitored through statewide assessments during primary and secondary school. Partnerships between parents and caregivers support student learning by providing information on each child’s learning needs and clear reporting on progress.

Through the Statewide Assessment Strategy, the literacy and numeracy skills of over 220,000 students in Years 3, 5, 7 and 8 were assessed. For the first time, writing (previously assessed separately) was incorporated into the Basic Skills Test (BST), thus enabling literacy in Years 3 and 5 to include reading, writing and language components as in the Years 7 and 8 English Language and Literacy Assessment (ELLA).

NSW students recorded excellent results in the BST, ELLA and Secondary Numeracy Assessment Program (SNAP) in 2005.

Based on results from the BST:
- 91.8% of Year 3 students achieved Band 2 or above in literacy and 90.8% in numeracy
- 94.1% of Year 5 students achieved Band 3 or above in literacy and 93.4% in numeracy.

In ELLA and the SNAP:
- 95.5% of Year 7 students achieved the elementary level or above in literacy and 96.2% in numeracy
- 97.2% of Year 8 students achieved the elementary level or above in literacy and 97.6% in numeracy.

The 2005 BST mean score for Year 3 numeracy was the highest recorded. Mean scores for reading and language for boys in both Years 7 and 8 in ELLA were equal to or higher than the mean in any year prior to 2005. Aboriginal and Torres Strait Islander students in Years 7 and 8 achieved their best ever mean score for reading in ELLA, and Aboriginal and Torres Strait Islander students in Year 8 achieved their best ever mean score for language in ELLA and numeracy in SNAP.

Reading Recovery continued to have a positive impact on students’ literacy achievements. Based on BST results, 81% of Year 3 and 88% of Year 5 students who successfully completed Reading Recovery in Year 1 reached the minimum literacy standard in 2005.

In 2005, 1,082 government schools participated in the Premier’s Reading Challenge with the number of students successfully completing the Challenge increasing by 141.4% on 2004. Sixty-six schools across eight regions engaged in a Literacy in the Middle Years Project, which resulted in improved student results in BST writing of 10 to 13.9 percentage points above the State average.

Strategies

The Department has put in place significant strategies to address the literacy and numeracy needs of students.

The Minister commissioned a major review of assessment programs in NSW schools. As part of the review, an independent expert, Professor George Cooney, will examine the performance of NSW students in Year 7 numeracy and develop proposals to improve numeracy outcomes in the important transition years from primary to high school. It is expected that Professor Cooney will give his final report to the Minister in the second half of 2006.

Other strategies to support student achievement in literacy and numeracy include:
- Developing the State Literacy and Numeracy Plans for 2006-08
- Developing a new State Numeracy Plan to address the specific achievement issues in numeracy
- Providing Reading Recovery in 831 schools supported by 928 specialist teachers at a cost of $34.8 million. In 2005, 6,264 Year 1 students participated, increasing the number of classroom teachers trained in Reading Recovery techniques to more than 2,700.
- Piloting Reading Recovery in isolated and small schools and reviewing Reading Recovery for Aboriginal students
Implementing the Early Literacy Initiative (ELI) which focuses on improving literacy outcomes for students in the years prior to the Year 3 BST. In 2005, over 84% of principals and executives in schools participating in the ELI program reported identifiable improvements to student learning outcomes in the K-3 years. In addition, more than 95% of principals indicated that they would recommend the ELI program to other principals.

Offering teacher professional learning programs such as Early Literacy Online, Literacy Action Research Kit (online) and Count Me In Too

Supporting over 4,150 students through the Peer Tutoring Program. Since its inception in 2000, over 16,650 students from Years 5 to 8 have received support with reading from senior student tutors.

Strengthening the Count Me In Too numeracy program and implementing the new Mathematics K-6 Syllabus in all schools. Evaluation of local workshops delivered in 2005 by regional mathematics consultants in all regions indicated a high to very high (86%) level of satisfaction.

Creating a learning framework based on research findings to help teachers improve their mathematics teaching.

Challenges and future directions

- Achieve equitable literacy and numeracy outcomes for all students
- Implement and monitor the State Literacy and Numeracy Plan 2006-2008 in directorates, regions and schools
- Develop more strategies to identify and support Kindergarten to year 3 students who are experiencing difficulties in literacy and numeracy
- Implement Reading Recovery strategies for working with Aboriginal and other students in isolated and small schools
- Increase Years 7-8 student participation in the Premier’s Reading Challenge
- Strengthen primary programming frameworks
- Support the explicit and systematic teaching of literacy and numeracy with a focus on continuity between stages of schooling.

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**Percentage of students achieving the minimum Literacy standard 2001-2005 (BST and ELLA)**

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<thead>
<tr>
<th>Year</th>
<th>2001</th>
<th>2005</th>
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<tr>
<td>Year 3</td>
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<tr>
<td>Year 7</td>
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</tbody>
</table>

Source: DET Educational Measurement
Notes: BST - Basic Skills Test: Literacy (reading, writing and language)
ELLA - English Language and Literacy Assessment

**Percentage of students achieving the minimum Numeracy standard 2001-2005 (BST and SNAP)**

<table>
<thead>
<tr>
<th>Year</th>
<th>2001</th>
<th>2005</th>
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<tbody>
<tr>
<td>Year 3</td>
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<td>Year 5</td>
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<tr>
<td>Year 7</td>
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</tbody>
</table>

Source: DET Educational Measurement
Notes: BST - Basic Skills Test: Numeracy
SNAP - Secondary Numeracy Assessment Program
Achievements

In 2005, TAFE NSW Institutes delivered a wide range of programs which develop students' literacy and numeracy skills.

For the period 2001-2005, enrolments in courses specifically aimed at improving literacy and numeracy outcomes increased by 26.4%, while the increase in all course enrolments was 1.8%. The average module completion rate increased from 58.8% to 72.6%.

TAFE NSW provided additional literacy and numeracy support to over 3,000 students in vocational education and training programs through the tutorial support program, thereby enabling them to successfully complete vocational courses.

There have been steadily increasing enrolments in higher level English for Speakers of Other Languages (ESOL) courses that provide pathways into employment and further study. For example, in 2005 there were 196 enrolments in Certificate III in English for Employment (a rise of 27% since 2004) and 421 enrolments in Certificate IV in English for Academic Purposes (a rise of 7%).

To improve literacy and numeracy outcomes for students TAFE NSW also:

- Managed an Australian Flexible Learning Project for Target Groups - Youth. Some 110 students from eight TAFE NSW Institutes participated in the EngageMe project which used m-learning (mobile learning) to engage students, developed students’ literacy and numeracy skills and assisted them in continuing their studies or finding work (South Western Sydney Institute).
- Conducted a research project for the National Centre for Vocational and Education Research that explored adult literacy and numeracy program outcomes in terms of social capital for youth at risk, Aboriginal people and people from non-English speaking backgrounds - 60 students participated. Transcripts of interviews will be analysed in relation to the Organisation for Economic Cooperation and Development (OECD) indicators of socioeconomic wellbeing and elements of best practice pedagogy will be identified (Northern Sydney Institute).
- Developed numeracy resources through the Trade Calculations for Carpentry project that will help students to develop the numeracy skills required to successfully complete carpentry courses (Sydney Institute)
- Delivered The Youth at Risk Program to 12 early school leavers who had been referred by the Department of Corrective Services, Blacktown Police and Community Youth Club, Blacktown Youth Services Association, Mission Australia and high schools in the Western Sydney Region (Western Sydney Institute)
- Obtained a national Adult Literacy Innovative Grant to develop a resource for financial literacy, Finding Your Feet Financially, which will be completed by July 2006.

Strategies

TAFE NSW Institutes improved literacy and numeracy outcomes for students in 2005 by:

- Developing a road safety resource Shifting Up a Gear in collaboration with the Roads and Traffic Authority and the NRMA. This resource incorporates literacy and numeracy development into road safety training.
- Providing targeted support for students with special needs such as young people at risk and students from non-English speaking backgrounds
- Providing staff development for teachers to give them the skills to provide effective literacy and numeracy support
- Undertaking diagnostic testing of the language, literacy and numeracy levels of new students to identify their specific needs
- Expanding literacy and numeracy support for vocational education and training students into the delivery areas of Aged Care, Business Services, Information Technology and Electrotechnology
- Providing quality literacy and numeracy development opportunities under a range of programs, including Workplace English
Language and Literacy (WELL) and Language, Literacy and Numeracy Programs (LLNP)

- Working with community groups to improve employment opportunities for people from non-English speaking backgrounds through the provision of Outreach and English for Specific Purpose programs, including higher level English as a Second Language courses
- Clarifying the intended outcomes of TAFE NSW Institute literacy programs and streamlining end of year reporting through the implementation of a new reporting proforma for the Department of Education, Science and Training (DEST) Literacy Report 2005
- Reviewing the mapping of the National Reporting System to TAFE NSW Institute literacy programs and the TAFE NSW Institute literacy, Numeracy and Work Skills courses so that these courses can be used to deliver DEST funded LLNP and WELL programs
- Establishing a network of teachers, funded from Reframing the Future, that will encourage young people to develop literacy skills using their mobile phones and SMS
- Providing access and general education teachers with the skills to use mobile phones as learning and assessment tools in the classroom
- Developing video and print resources to provide life and financial literacy skills for disadvantaged community members (South Western Sydney Institute)
- Improving opportunities to access literacy and numeracy tuition by conducting off-campus programs, for example:
  - Literacy and life skills courses were conducted at the local Salvation Army centre (Illawarra Institute)
  - Literacy and numeracy tuition was delivered at Tea Gardens and Gloucester (North Coast Institute)
  - The Youth at Risk program was delivered at the Blacktown Police and Community Youth Club (Western Sydney Institute)
- Providing literacy and numeracy pre-trade bridging courses (New England Institute)
- Delivering computer literacy training to mature age students through the Basic IT Enabling Skills (BITES) program (Northern Sydney Institute).

Challenges and future directions

- Increase the relevance of literacy and numeracy skills to students in vocational education and training courses through the use of appropriate industry examples and stronger links to the workplace
- Develop customised programs and resources targeting the language and literacy needs of workers in specific industries to provide pathways into training package qualifications
- Increase Workplace English Language and Literacy (WELL) program delivery to support the development of language and literacy skills in the workplace
- Enhance the information and communication technology skills of general education teachers to increase the use of e-learning and technology in delivering literacy and numeracy programs
- Meet the anticipated increase in the demand for literacy and numeracy training due to the Welfare to Work legislation amendments that will take effect in mid-2006
- Provide a mix of courses, including literacy and numeracy programs, that meet the needs of migrants from non-English speaking backgrounds, especially by TAFE NSW Institutes most affected by recent migration settlement trends
- Increase the amount of external funding gained through tenders to complement core funds used to provide literacy and numeracy programs
- Improve student access to literacy resources, including tutorials, at TAFE NSW libraries.
Achievements

In 2005, the Class Size Reduction Program completed phase two of a four-year implementation plan. This initiative aims to improve student learning and social outcomes by reducing class sizes in Kindergarten, Year 1 and Year 2. By 2007, it is intended that the statewide average class size will not exceed 20 students in Kindergarten, 22 in Year 1 and 24 in Year 2.

At the end of phase two, the Class Size Reduction Program had:

- Reduced the size of classes with Kindergarten students in government schools to a statewide average of 19.7
- Reduced the size of classes with Year 1 students in 425 priority schools to a statewide average of 21. Priority schools are those that were in the Priority Schools Funding Program at the beginning of the initiative.
- Provided more than 1,000 additional teaching positions
- Delivered more than 300 new or refurbished classrooms
- Continued to conduct a longitudinal external evaluation that draws on data from 30 schools, approximately 1,600 students and 60 teachers over four years, to assess the educational benefits of reduced class sizes.

Drawing on the perspectives of 120 principals, teachers and parents of Kindergarten students in 15 schools, the evaluation of phase two of the Class Size Reduction Program concluded that the program has been well received and is viewed as an extremely positive initiative. The most significant benefits of the program reported were:

- Increased one-on-one interaction between teachers and students
- Teachers being able to get to know their students better
- Improved student achievement.

Over 95% of teachers reported an increase in job satisfaction and 92% of parents reported being satisfied or very satisfied with their child’s level of progress in Kindergarten. Another recurring finding was that reduced class sizes had aided students’ transition to school.

These findings are all highly consistent with those reported by schools surveyed in 2004. The class size reduction program has enabled schools to implement strategies to improve reading achievement. For example, this year Kindergarten students at Murrumburrah Public...
School completed the year with an average achievement of Reading Recovery Level 13, with 37% of students achieving Level 18 or higher.

**Strategies**

In 2005, implementation strategies that supported the initiative included:

- Encouraging contributions from teachers, principals and parents at every stage of planning and implementation
- Providing a support package, developed in consultation with principals and parent organisations, to assist school education directors and principals in their work with schools and communities
- Integrating data from a number of sources including a staffing census, accommodation survey, a class size audit and the evaluation of the pilot study
- Sharing data with principals and school education directors
- Encouraging principals to share concerns and approaches through area, regional and collegial networks.

For example, the class size reduction program has enabled Murrumburrah Public School to support the implementation of classroom activities designed to enhance literacy outcomes. The class teacher has been able to cater for students’ individual learning needs through the benefit of a small student/teacher ratio and specific programs to assist students’ learning development.

**Challenges and future directions**

- Monitor and evaluate implementation of the staffing component of phase three
- Provide additional classroom accommodation to meet the requirements of phase three
- Broaden community awareness of the complexities surrounding the implementation of the initiative
- Examine the impact of smaller classes upon Year 3 attainment scores.

- The challenge for all schools involved in the program is to integrate aspects of programs that assist teachers to refine their teaching and assessment practices, such as Reading Recovery, Count Me In Too and the Early Literacy Initiative, into the class size reduction program’s strategies
- The challenge for some schools, including Murrumburrah Public School, is continuing the focus of their programs as Kindergarten students move into Stage 1, and building on the foundation that has been laid for literacy success
Outcome 2.3
Improved technology based learning and infrastructure

Achievements
In 2005, the Centre for Learning Innovation (CLI), Information Technology Directorate (ITD) Curriculum K-12 Directorate and Professional Learning and Leadership Development Directorate collaborated to promote and foster innovation in teaching and learning and:

- Redeveloped Teaching and Learning exchange (TaLe), with over 25,000 resources and 20 professional learning communities. Achieved over two million hits in 2005 and more than 4,000 registered users in schools.
- Initiated technology based professional learning for 1,600 teachers to enhance their information and communication technologies (ICT) skills as part of the highly successful and popular Intel Teach to the Future program. Participating teachers learned how to include clear and practical strategies for embedding technology into quality teaching practices.
- Developed over 2,000 hours of high quality, highly acclaimed learning resources in 2005 across a range of Key Learning Areas, including materials to support literacy development.
- Facilitated 188 primary and secondary schools in the participation of the Annual School Web Design Awards. Teachers and students developed the skills to communicate effectively in a digital environment, work in teams and increase their confidence in using technology to support learning.
- Created a Learning Resource Repository accessible to all schools and colleges, and to industry and the community on request.
- Established strategic partnerships with the Powerhouse Museum, Macquarie University and Microsoft around shared interests in digital learning methods.
- Increased the number of HSC Online resources from 10 million pages to 12.8 million.
- Successfully bid for external funding for 10 educational projects.
- Explored Digital Rights Management software for applicability across the Department by trialling the Copyright Rights Information System Project (CRISP), with the potential to increase operational efficiencies and reduce regulatory risk.
- Implemented the $556 million Technology for Learning (T4L) program through the initial roll out of 39,000 computers to schools. All small primary and central schools received their entitlement during 2005.
- Achieved upgrading of bandwidth in schools. In December 2005, 96.3% of the Department’s wide area network (WAN) services had bandwidths of 2 megabits per second (Mbps) or better. Additionally, 16% of services had bandwidths of 10 Mbps or more, increasing data transmission capacity for most departmental sites by 15 times or more and enabling faster communications and the introduction of advanced services on the WAN.
- Extended the Electronic Casual Payroll Claims System for processing pay claims for casual teachers to 2,195 schools. The Electronic Leave Processing System for all permanent staff was implemented and enhanced in all schools and State Offices.

Strategies
We continue to contribute to student learning and teacher support by modelling the innovative use of technologies in initiatives such as:

- Developing quality learning resources that facilitate student and teacher use of ICT.
- Developing a state-of-the-art publishing system: the Centre for Learning and Innovation Publishing System (CLIPS), providing schools with access to publishing materials from a single source.
- Maintaining an enterprise-wide, robust, secure and reliable infrastructure capable of supporting the current business management and learning environments.
- Identifying, trialling and promoting innovative learning technologies, for example, Learning Activity Management Systems (LAMS), Interactive Whiteboards and Channel 45, to assist teachers in using ICT to structure,
prepare and deliver quality learning experiences

- Implementing learning technology standards and a learning resource metadata profile for Department-wide resource sharing
- Developing websites to support key DET priorities, including the State Literacy and Numeracy Plan and support for Assessment and Reporting processes
- Developing the TaLe to enhance access to innovative, high quality learning resources. This includes additional professional learning communities and online delivery of professional learning opportunities such as Early Literacy Online and redesigning the Parents and Community portal.
- Trialling web streaming and polycom videoconferencing technology to stretch multimedia innovation and embed quality teaching principles and practices in new multimedia products
- Developing and leveraging partnerships and projects with universities and other agencies to build knowledge about teaching and learning
- Building stronger relationships with schools, key client groups across the Department and with other States to collaborate in meeting student and teacher needs through improved learning materials and designs and to identify and harness synergies, enhance capacity and ensure alignment
- Developing an implementation process for the Le@rning Federation materials
- Developing a connected learning advisory service for teacher/ICT self-evaluation
- Developing the knowledge management strategy that is currently being trialled at the Centre for Learning Innovation to ensure we build on prior successes.

Challenges and future directions

- Encourage teachers to sustain their professional learning in information technology and continue to provide opportunities to participate in a range of ICT based projects
- Encourage and support teachers in the use of digital learning materials in teaching and professional learning by modelling best practice in materials development, enhancing availability of digital resources on TaLe and trialling a virtual repository network
- Continue to work with schools to provide dynamic online teaching and learning environments that enable richer educational experiences for students
- Continue to focus on initiatives such as e-learning accounts, connected learning environments, personalised learning, e-learning portals, mobile computing and software development to assist schools in the reporting process
- Increase the number of schools receiving e-learning accounts to provide a new authenticated method of internet access, improve security for staff and students when browsing the net and provide staff and students with email access
- Continue to distribute computers to schools under the Technology for Learning program.
Achievements

Flexible and online delivery continues to be expanded in TAFE NSW. Between 2004 and 2005:

- The number of modules available online further increased by 19.6%
- 27.2% more students used online learning materials
- The number of teachers trained to deliver online increased by 23.6%; leading to an estimated 2000 teachers in TAFE NSW trained in 2005 compared with under 100 in 2001.

Further achievements towards improved technology based learning included:

- Consolidation of the quality assurance process for maintaining the TAFE Online Learningware library
- Completion of TAFE Online (TOL) Stage 1 and the establishment of TOL Certificate 2
- Implementation of the TAFE Online Plumbing resources
- Development of TAFE Online units by TAFE NSW Institutes using the Centre for Learning Innovation Publishing System (CLIPS) process
- Trials of models of learner-centred learning through implementing the BVET funded Improving Student Outcomes project
- Development of an online recognition tool, Prove It!, which has won a TAFE NSW Quality Award
- Development and population of a Learning Resource Repository for TAFE NSW learning resources
- Implementation of a number of enhancements to TAFE NSW self service and student administration systems. These included the Mainstream Enrolment via the Internet system; an Electronic Cash Register Interface; Statewide TAFE NSW VET Student Management software; and a training plans system for apprentices and trainees.
- Contribution to the development of national learning technology standards, specifications and guidelines for VET interoperability, Toolbox repackaging and VETADATA
- Development of a departmental prioritisation process for identifying and compiling the resource material needs of TAFE NSW colleges
- Development of an interface between Janison Learning Management System and the Class Management System (CLAMS) to ensure seamless data transfer in TAFE NSW colleges
- Commencement of projects incorporating m-learning (mobile-learning) to explore the use of Personal Digital Assistants in learning.

Strategies

The Department contributed to student learning and teacher support by modelling the innovative use of technologies in initiatives such as the Teaching and Learning exchange (TaLe) by:

- Redesigning the Parents and Community portal of TaLe
- Developing and facilitating the use of professional learning communities on TaLe
- Redeveloping TaLe to enhance access to innovative, high quality learning resources
- Researching the role and effectiveness of TaLe in teaching and learning.

Other strategies to improve technology based learning included:

- Developing quality learning resources that facilitate student and teacher use of information and communication technologies (ICT)
- Maintaining an enterprise wide, robust, secure and reliable infrastructure capable of supporting the current business management and learning environments
- Identifying and evaluating new and emerging technologies to enhance teaching and learning
- Developing and leveraging partnerships and projects with universities and other agencies to build knowledge about teaching and learning, such as Australian Research Council linkage projects
- Embedding quality teaching principles and practices in new multimedia products
- Building stronger relationships with TAFE NSW colleges to collaborate in meeting teacher needs
- Developing partnerships with students and teachers to improve learning materials and designs
- Reviewing existing processes to identify improvements that reduce product development time
- Identifying and fostering innovative connected learning projects that facilitate the integration of ICT into teaching and learning
- Developing a connected learning advisory service for teacher self-evaluation of ICT integration into teaching and learning.

TAFE NSW Institutes are enhancing infrastructure and providing teachers and other staff with the skills and resources to support and guide students in their online and offline learning. For example, in 2005 Institutes were:

- Using innovative methods, including web enhanced learning, to deliver vocational and technical education to sparsely populated areas (TAFE NSW - New England Institute)
- Providing state-of-the-art equipment for music teaching facilities comprising a large 21 station computer mini lab, each with a double screen and a range of audio and video software, as well as eight project studios for rehearsals and live recordings (TAFE NSW - Illawarra Institute).

Challenges and future directions

- Encourage teachers to sustain their professional learning in information technology and continue to provide opportunities for teachers to participate in a range of ICT based projects
- Encourage teachers to use digital learning materials in their teaching programs
- Model best practice in materials development
- Enhance availability of digital resources on TaLe and trial a virtual repository network for teachers to share teaching and learning resources and conduct research into innovative professional learning practices
- Continue to develop the skills and confidence of teachers to share in quality learning resource development
- Provide dynamic online teaching and learning environments that enable richer educational experiences for all students
- Provide students with authenticated and filtered access to the Internet and email through e-learning accounts, which provide an improved level of security for staff and students browsing the Internet
- Continue to focus on initiatives such as e-learning accounts, connected learning environments, personalised learning, e-learning portals and mobile computing
- Investigate the use of podcasting for courses with a large theoretical component.
Achievements
Classroom and specialist teachers in all government schools provided a wide range of programs for all students including those from equity groups, gifted and talented students and students with special educational needs. In 2005, specialised programs achieved:

- Participation of more than 250,000 students in environmental education programs conducted through 25 Environmental Education and Zoo Education Centres
- Completion of the pilot of the Sustainable Schools Program with 180 schools providing evaluation data to guide the design of a new Environmentally Sustainable Schools NSW initiative
- Admission of 3,522 Year 6 students to 18 selective high schools, nine partially selective and three residential agricultural high schools
- Establishment of three new partially selective high schools at Rose Bay Secondary College, Tempe High School and Alexandria Park Community School
- Admission of 1,624 Year 4 students to Year 5 opportunity classes in 71 schools and the establishment of a new opportunity class at Taree Public School
- Enrolment of more than 35,000 students with a disability in regular classes or special classes in regular or special schools
- Enrolment of 2,130 students from language backgrounds other than English in 14 Intensive English Centres and the Intensive English High Schools
- Provision for approximately 5,000 students studying 23 languages through 16 Saturday Schools of Community Languages
- Provision for 50,000 primary students (50% of whom were from a language background other than English) to study languages other than English during school hours in 158 schools through the Community Languages Program K-6
- Provision for over 31,000 students to study one or more of 48 languages after-school hours through the NSW Community Languages Schools Program
- Enrolment of over 4,300 young children in 100 preschools, up from 3,700 in 2004. This included 443 children from Aboriginal and Torres Strait Islander background and 106 children with a disability.

Connections between schools, other agencies and across government departments contributed significantly to creating high quality learning environments. In 2005, interagency program achievements included:

- Operating 49 Schools as community centres, focused on reducing the effects of disadvantage for children 0-8. These programs provided integrated services for families in communities where indicators of disadvantage are high.
- Supporting students from 5-12 years of age through four Primary Connect projects, helping them to build connections with their families, schools and communities
- Providing information and support to parents through 14 Parents as Teachers projects. These projects focused on child development and included home visits, group meetings, resource networks and printed information.
- Implementing Transition to School programs across NSW to assist children entering Kindergarten the following year. Examples included:
  - Sydney Region held Transition to School Forums, collated a web based Transition Survey for Schools and provided Transition to Schools Seeding Grants
  - Western NSW Region, in partnership with other State and local government agencies, promoted the importance of early literacy in 55 western communities through the Paint the West Red Reading Relay.

The quality of the accommodation contributed to creating environments that support student learning. Expenditure on capital projects for government schools was $364 million in 2004-05.
Achievements included:

- Completion of 18 major building projects at an estimated total cost of $43.9 million including a new primary and two new secondary schools
- Commencement of 32 new major building projects in schools with an estimated total cost of over $101 million (including two new schools and upgrades) at Burraneer Bay, Chipping Norton, Milton and Murray Farm Public Schools; Airds, Caringbah and Kiama High Schools; Endeavour, Illawarra and The Hills Sports High Schools and Tuggerah Lakes College
- Continuing over 60 school projects with an estimated cost of over $388 million including new or replacement schools, major upgrades and refurbishments
- Continuing to replace long-term demountable buildings with permanent accommodation
- Commencing provision of new accommodation at various schools across the State as part of the Class Size Reduction Program
- Allocating $276 million for minor capital works and maintenance. Classrooms, libraries and other learning spaces were upgraded, access and school security was improved, and more demountable classrooms were air conditioned.

Strategies

Higher quality learning environments are achieved through a range of strategies that include:

- Conducting regional workshops to support policy and extension program implementation for gifted and talented students
- Offering 30 languages taught by some 300 teachers through the Community Languages Program K-6
- Providing professional development for 14 newly appointed teachers and 18 principals through the Community Language Induction Program
- Using the Quality Teaching model to implement the Years 7-10 syllabuses in all subject areas, including professional learning workshops, units of work and other support material
- Providing services to teachers and principals in schools for specific purposes, special education units and integrated classes through 40 disability program consultants and 10 student support coordinators
- Delivering 67 interagency projects within schools across NSW in partnership with local and regional human services networks
- Engaging 20 schools across NSW in the Beginning Well transition programs for preschoolers with behavioural concerns
- Implementing the recommendations of the 2003 Schools Asset Maintenance Task Force to improve maintenance services to schools
- Opening nine new schools in growth areas of NSW under Public Private Partnership arrangements
- Monitoring the School Facilities Standards to ensure high quality physical learning environments.

Challenges and future directions

- Increase the number of schools providing extension programs for gifted and talented students
- Support teachers K-12 to incorporate quality learning environments as a dimension of Quality Teaching, into their planning and programming in all subject areas
- Develop online resources and professional learning programs for teachers in gifted and talented education
- Continue the evaluation of school based interagency programs and implement recommendations
- Continue whole-of-government collaboration to strengthen support for children, families and local communities
- Review the trial of Facilities Management (FM) Contracts in the Riverina and Central Coast regions, incorporating maintenance, cleaning and waste services.
Achievements

The TAFE NSW Student Satisfaction Survey once again showed a high level of satisfaction, with 92.7% of students indicating good, high or very high levels of overall satisfaction. There was an increase in satisfaction across all six areas surveyed compared to the 2004 results: satisfaction with teaching and learning rose from 84.1% to 87.7%, satisfaction with assessment from 82.1% to 85.2%, with learner choice from 88.7% to 90.8%, with the learning environment from 87.1% to 89.9%, with resources, including support services, from 86.0% to 89.4% and with administration and information from 86.2% to 89.9%. Approximately 22,000 students were surveyed across all TAFE NSW Institutes, Curriculum Centre program areas and course levels. Physical learning environments improved through the implementation of approved capital works and maintenance programs. Fourteen new major building projects were completed in the financial year 2004-2005 at TAFE NSW colleges and campuses at an estimated cost of $77 million. These projects supported the following program areas: Tourism, Hospitality, Health and Fitness, Children’s Services, Business, Information Technology, Music, Refrigeration, Ceramics, Floristry, Fashion Design and Environmental Studies.

Some of the larger projects completed in 2005 included the following:

- Construction of a new building to accommodate Information Technology, Hospitality, Library, Outdoor Sport and Recreation, Cold Climate Horticulture and Bush Regeneration and Landscape Construction (Western Sydney Institute, Blue Mountains Campus)
- Construction of an integrated training facility to house Mechanical Engineering, Metal Fabrication/Welding and Electrical Engineering/Refrigeration (North Coast Institute, Grafton Campus)
- Construction of a new building with a state-of-the-art teaching and learning facility for Welfare, Massage Therapy and Nursing (Northern Sydney Institute, Meadowbank Campus)
- Construction of a new building to accommodate Hospitality, Floristry and Fashion Design programs (Sydney Institute, Ultimo Campus).

During 2004-2005, 12 new TAFE NSW projects with an estimated total cost of $47 million commenced. In addition, 20 projects with an estimated total cost of $130 million continued, including facilities at Wyong Campus (Hunter Institute), Goulburn, Shellharbour and Wollongong Campuses (Illawarra Institute), Armidale Campus (New England Institute), Grafton Campus (North Coast Institute), Meadowbank and Northern Beaches Campuses (Northern Sydney Institute), Wagga Wagga Campus (Riverina Institute), Ultimo Campus (Sydney Institute), Chullora and Granville Campuses (South Western Sydney Institute), Mudgee Campus (Western Institute) and Blue Mountains and Mount Druitt Campuses (Western Sydney Institute).

TAFE NSW expanded and improved videoconferencing and digital networks across TAFE NSW Institutes. For example, Western Institute, which provides vocational education and training for more than half of NSW, revolutionised many aspects of student learning by installing videoconferencing equipment across the Institute’s campuses. This reduced the need for student travel and enabled the delivery of higher level courses from regional centres, such as Dubbo, to outlying areas, such as Engonnia and Lightning Ridge.

Strategies

TAFE NSW Institutes demonstrated their commitment to provide higher quality learning environments by acquiring state-of-the-art equipment and facilities to assist students in gaining industry relevant and up-to-date skills. Examples included:

- Developing the Novawarra Cooperative program with the Novotel Northbeach Hotel to provide a simulated business environment using CD-ROMs, diagnostic computers
and live videoing of equipment operation (Illawarra Institute)

- Upgrading the film and television equipment and facilities at North Sydney College to meet the growing demand by this industry for people with digital technology skills, especially as this technology will become the industry standard by 2008 (Northern Sydney Institute)
- Installing a 4.5 metre satellite dish at Lidcombe College Telecommunications section. Students are gaining practical skills in aligning satellite dishes to receive signals from geostationary satellites (South Western Sydney Institute).
- Constructing new facilities at the Richmond College, Equine and Animal Care Unit that will include a dissection laboratory, general purpose teaching facilities and a student services centre (Western Sydney Institute).

TAFE NSW Institutes also continued to improve administrative processes and services through:

- Using the outcomes of internal and external quality audits, such as Australian Quality Training Framework and ISO 9001:2000 standards compliance, to implement improvements
- Working with employers and industry to maintain high levels of satisfaction
- Implementing the recommendations from a number of external reviews such as the NCVER review of the application process
- Using the findings of various external reviews, such as those involving finance, properties, human resources and student roll books, to make improvements.

**Challenges and future directions**

- Progressively replace ageing equipment and infrastructure
- Continue the Capital Works Program
- Incorporate environmental considerations into minor and major facility development at TAFE NSW colleges
- Redevelop older facilities to meet changing industry and community needs
- Re-use existing facilities creatively to meet new and emerging student, industry and community needs
- Gather feedback, on a regular basis, from students, TAFE NSW staff and industry to make further improvements to the learning environment
- Encourage staff to participate in quality improvement projects related to the learning environment
- Renew or refresh key business systems while continuing to deliver high quality administrative and educational support services
- Build on the technology based infrastructure to provide more online and blended learning options
- Continue to build on the competitive edge that student services such as TAFEcard, children's centres and counselling provide, and support student associations in enriching campus life.

### Improving student satisfaction - percentage of students indicating good to very high levels of satisfaction, 2004-05

<table>
<thead>
<tr>
<th>Area of student satisfaction</th>
<th>2004</th>
<th>2005</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall student satisfaction</td>
<td>89.7</td>
<td>92.7</td>
<td>▲ 3.0</td>
</tr>
<tr>
<td>Teaching and learning</td>
<td>84.1</td>
<td>87.7</td>
<td>▲ 3.6</td>
</tr>
<tr>
<td>Assessment</td>
<td>82.1</td>
<td>85.2</td>
<td>▲ 3.1</td>
</tr>
<tr>
<td>Learner choice</td>
<td>88.7</td>
<td>90.8</td>
<td>▲ 2.1</td>
</tr>
<tr>
<td>Environment</td>
<td>87.1</td>
<td>89.9</td>
<td>▲ 2.8</td>
</tr>
<tr>
<td>Resources</td>
<td>86.0</td>
<td>89.4</td>
<td>▲ 3.4</td>
</tr>
<tr>
<td>Administration and information</td>
<td>86.2</td>
<td>89.9</td>
<td>▲ 3.7</td>
</tr>
</tbody>
</table>

Source: DET, Planning and Innovation, TAFE NSW Student Satisfaction Survey
## Objective Three

Improving the quality of teaching and learning

### Outcome 3.1  High quality teaching and professional standards

### Outcome 3.2  Improved teacher recruitment, retention and retraining

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Strategies</th>
<th>Challenges and future directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A comprehensive professional learning strategy for teachers and school and regional leaders as well as school administrative and support staff</td>
<td>Designing and implementing leadership development programs through the Leadership Alliance</td>
<td>Maintain the sustainable increase in, and retention of, the number of Aboriginal teacher education scholarship holders and Aboriginal teachers</td>
</tr>
<tr>
<td>Fifty-eight teacher mentors appointed to provide mentoring support at 90 schools with high proportions of new teachers</td>
<td>Training for all principals and school education directors in procedures to support mandatory accreditation of new scheme teachers</td>
<td>Address the diverse professional learning needs of teachers, leaders and school administrative staff</td>
</tr>
<tr>
<td>More than 60 Aboriginal teachers appointed to NSW government schools</td>
<td>Expanding the use of flexible learning, assessing in a training package context and maintaining the technical currency of teachers</td>
<td>Review and revise recruitment policies to maintain a strong TAFE NSW teaching workforce.</td>
</tr>
<tr>
<td>The Accelerated Teacher Training programs implemented</td>
<td>Implementing initiatives to attract people to areas of potential teacher shortfall</td>
<td></td>
</tr>
<tr>
<td>The TAFE NSW Professional Development Framework 2004-2006 implemented</td>
<td>Developing workforce and retirement succession plans.</td>
<td></td>
</tr>
<tr>
<td>Through the Department’s alliance with the Primary Principals’ Association and the Secondary Principals’ Council a new leadership development strategy implemented.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Outcome 3.1
High quality teaching and professional standards

Achievements
All staff are encouraged to develop and expand their capabilities by undertaking ongoing professional learning throughout their careers. The Department implemented a comprehensive professional learning strategy for teachers and leaders as well as school administrative and support (SAS) staff.

Of a total budget of $42m, $36m was allocated directly to schools and regions. Achievements are evident from strategies provided by schools, regions and State Office directorates. Through statewide priorities 4% was spent supporting early careers teachers, 7% on using information communication technologies (ICT) for teaching and learning, 13% on literacy and numeracy and 21% on quality teaching. A further 16% supported syllabus implementation and 10% on welfare and equity.

Examples of the many achievements include:
- $1.35m was provided for school leadership development
- A more effective focus on leadership development was achieved through the Department’s Leadership Alliance with the Primary Principals’ Association and the Secondary Principals’ Council. This strategy provided a comprehensive range of learning opportunities that focused on the needs of aspiring, new and experienced school leaders.
- Executive Leadership Development program was completed by more than 1,000 participants
- Access to professional learning opportunities for SAS staff was improved through 10 newly formed regional SAS Staff Reference Groups
- All principals and school education directors trained in procedures to support mandatory accreditation of new scheme teachers
- 49 workshops conducted to develop school leaders’ skills in interpreting and using statewide test results
- 336 teachers from 145 primary schools participated in workshops and action learning projects to support the implementation of Mathematics K-6 syllabus
- The Middle Years Conference attracted more than 400 delegates and was held as the first in a series of conferences on the stages of learning
- Aboriginal Education Assistants trained in Count Me in Too and Counting On increased to 137
- More than 40 Aboriginal teachers participated in a two-day workshop
- More than 1,200 leaders participated in workshops led by Professor Emeritus Michael Fullan focusing on tri-level reform
- More than 3,000 early careers teachers, their supervisors and mentors were supported through a range of programs including the New Teacher Development website, the Teacher Mentor Professional Development Program and the Collegial Mentoring Project.

TAFE NSW professional development priorities for 2005 focused on expanding the use of flexible learning, assessing in a training package context and maintaining the technical currency of teachers. As a result:
- Statement of Attainment in Training and Assessment (Conversion) was developed to support implementation of the new Certificate IV and Diploma of Training and Assessment in TAFE NSW
- 175 TAFE NSW teachers now hold the new Certificate IV in Training and Assessment introduced in 2005
- The Helping Youth at Risk workshop provided an opportunity for TAFE NSW Outreach Coordinators to update their knowledge of current issues for young people, the resources available to support them, and innovative teaching and learning methods
- A Reframing the Future Hidden Disabilities project developed teaching and customer service practices that will assist staff in supporting students with a disability
The Workplace learning and skills recognition for non-teaching staff project (TAFE NSW - Sydney Institute) won the Gold Award at the 2005 TAFE NSW Quality Awards.

Strategies

Strategies for schools included:
- Designing and implementing leadership development programs through the Leadership Alliance
- Embedding the Quality Teaching framework in courses and programs
- Identifying expert practitioners and training them as workshop facilitators, mentors and coaches
- Using approaches that encourage professional dialogue and sharing as well as critical reflection on teaching and assessment practice
- Providing online learning opportunities and support
- Drawing on data generated by needs analyses and student achievement to design programs.

For TAFE NSW:
- Reviewing and revising recruitment policies to support the effective and efficient recruitment of TAFE NSW teachers
- Delivering the Graduate Diploma of Adult and Vocational Education, by the TAFE NSW - North Coast Institute, which is the first qualification of this type developed by the vocational and technical education sector to provide skills for this sector's workforce
- Appointing Faculty Managers of Teaching and Learning within the TAFE NSW - South Western Sydney Institute to enhance the quality of teaching and learning and compliance with Australian Quality Training Framework (AQTF) Standards
- Providing training for teachers, at the TAFE NSW – Sydney Institute, on workplace delivery, assessment validation, leadership and compliance with the AQTF Standards.

Challenges and future directions

For schools:
- Develop collegial networks and support for geographically isolated teachers
- Address the diverse professional learning needs of teachers, leaders and SAS staff effectively and efficiently
- Develop infrastructure to implement the requirements of the NSW Institute of Teachers Act
- Develop systemic capacity to implement professional learning programs linked to school improvement targets
- Expand professional learning programs for school leaders to meet key accountabilities
- Expand the use of the Quality Teaching framework to guide classroom practice
- Develop accredited programs aligned to the Professional Teaching Standards, the School Leadership Capability Framework and the Australian Quality Training Framework Competencies.

For TAFE NSW:
- Undertake professional development and learning programs for TAFE NSW staff that have as major priorities Aboriginal cultural education, management of alcohol and other drug related issues, competency with new technologies and the enhancement of commercial abilities
- Provide support and professional development to assist TAFE NSW staff in the changeover to unit based enrolments
- Build on the professional judgment capabilities of TAFE NSW teachers in relation to customising learning and assessment.
Outcome 3.2

Improved teacher recruitment, retention and retraining

Achievements

A range of initiatives was implemented in 2005 to improve teacher recruitment, retention and training. The NSW Institute of Teachers, established in 2004, has started the process to accredit teachers based on the new standards. The Department:

- Appointed 58 teacher mentors to 90 rural and metropolitan schools with high proportions of new teachers to provide mentoring support to new teachers
- Appointed 62 Aboriginal teachers to NSW government schools
- Provided newly appointed Aboriginal teachers with orientation and mentoring support in their first year of teaching
- Provided mentoring support by experienced teachers to 35 Aboriginal teacher education scholarship holders undertaking pre-service training
- Appointed teachers with early childhood teaching qualifications and teachers’ aides to the 21 new preschools which commenced operation at the beginning of Term 1, 2005
- Awarded education scholarships to 200 teachers
- Targeted promotion which resulted in an excellent response for the 2006 academic year - 230 scholarships were offered, of which 60 were targeted for Aboriginal people
- Implemented the Accelerated Teacher Training programs which targeted people with industry backgrounds who would make excellent teachers in technology, mathematics and science. Evaluation data from principals and school executives suggest that the progress of teachers from this program is generally very positive.
- Enabled suitably qualified people from other States and education systems to apply on merit for executive positions in NSW government schools. The Teaching Service Act was amended accordingly.

TAFE NSW:

- Implemented the TAFE NSW Professional Development Framework 2004-2006 that provides a system wide strategic context for professional development focusing on the needs of teachers
- Provided a range of professional development opportunities including return to industry opportunities
- Implemented the scholarship program to support teachers in upgrading their qualifications
- Implemented improved induction processes for staff
- Delivered professional development activities across the State to support the implementation of newly revised training packages and unit based enrolments.

Strategies

The Department provides policy advice to guide recruitment and all aspects of human resources, NSW Institute of Teachers bulletin updates and an interactive website to support new teachers and their mentors, supervisors and principals; as well as providing professional development for the mentors. Other strategies include:

- Providing mentoring support and personalised support through regular telephone and email contact and on-campus university visits by Aboriginal Policy Officers to Aboriginal teacher education scholarship holders
- Providing newly appointed Aboriginal teachers and their principals with a two-day workshop and ongoing day-to-day support from Aboriginal Policy Officers
- Implementing initiatives to attract people to the areas of potential teacher shortfall (mathematics, science and technological and applied studies). These strategies include teacher education scholarships, Accelerated Teacher Training programs and retraining programs.
In addition, the Department continues to provide a range of incentives to attract and retain teachers in particular areas of NSW. Strategies that support teacher recruitment, retention and training in TAFE NSW include:

- Developing workforce and retirement succession plans (TAFE NSW – Hunter Institute)
- Developing and implementing an online induction program for all staff (TAFE NSW – Illawarra Institute)
- Training teachers to work in a range of circumstances, including how to handle difficult students
- Developing a Staff Placement Management System to assist the recruitment section with all its processes and procedures, including the recruitment of part-time casual teachers (TAFE NSW – Northern Sydney Institute)
- Establishing learning priorities for teachers that include maintenance of technical currency, curriculum and resource development and the use of TAFE NSW management systems (TAFE NSW – Riverina Institute)
- Conducting workshops for selection panel convenors to provide training in using the latest TAFE NSW Recruitment and Staff Selection Policy (TAFE NSW – Sydney Institute)
- Providing training programs for head teachers that cover the management of human resources, including teacher recruitment (TAFE NSW – South Western Sydney Institute).

**Challenges and future directions**

- Evaluate the Teacher Education Scholarship Program, the Accelerated Teacher Training Program and the Graduate Recruitment Program in 2006 to better guide their future directions as quality recruitment strategies
- Review and revise TAFE NSW recruitment policies to ensure compliance with legislative and industrial requirements, and to maintain a strong TAFE NSW teaching workforce that meets the Department’s educational and business needs
- Implement improved management and leadership, head teacher support and return to industry programs as well as activities to improve teacher delivery and assessment skills at TAFE NSW Institutes.

## Objective Four

**Improving the transitions through school to work and further education**

### Outcome 4.1  Increased completion rate of Year 12 or its vocational equivalent

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Strategies</th>
<th>Challenges and future directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAFE NSW enrolments of 15-19 year olds increased by 5.7% from 127,153 in 2001 to 134,463 in 2005</td>
<td>Promoting effective transitions from school to further education</td>
<td>Strengthen innovative provision of education and training for 15-19 year olds to increase engagement</td>
</tr>
<tr>
<td>Year 12 students in 2005 chose from among 392 courses including 196 HSC VET courses</td>
<td>Catering specifically for the needs of Year 11 and 12 students, including broader curriculum choices, in 11 multi-campus colleges, three senior campuses and five senior colleges</td>
<td>Further enhance links and partnerships between government schools and TAFE NSW Institutes by participating in joint strategies that encourage students to stay on at school while enrolling in School and TAFE-delivered VET programs</td>
</tr>
<tr>
<td>More than 6,660 government school students were recognised as Distinguished Achievers</td>
<td>Fostering school/TAFE partnerships and conducting TAFE ‘Taster’ programs</td>
<td>Evaluate the Multi-campus College Strategy</td>
</tr>
<tr>
<td>Over 38,000 government school students (40.1% of Year 11 and 12) undertook at least one HSC VET course</td>
<td>Providing additional support to Aboriginal students and students with a disability</td>
<td>Improve the proportion of students completing Year 12 or its vocational equivalent.</td>
</tr>
<tr>
<td>Over one quarter of VET delivery to government school students was provided by TAFE NSW, allowing a wider choice of courses.</td>
<td>Delivering entry level short or bridging courses to prepare high school students for the transition from school to work and vocational education and training</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offering innovative locally designed courses to young people that reflect the needs of industry and the community.</td>
<td></td>
</tr>
</tbody>
</table>
Outcome 4.1

Increased completion rate of Year 12 or its vocational equivalent

Achievements
The Department provided a range of opportunities for young people to complete their senior secondary education or undertake Vocational Education and Training (VET) to an equivalent level.

In 2005:
- 152,700 Year 11 and 12 students were enrolled in NSW Higher School Certificate courses. Year 12 students in 2005 studied courses chosen from 392 courses including 196 HSC VET courses.
- TAFE NSW continued to implement strategies aimed at increasing the completion of Year 12 or its vocational equivalent. This led to more enrolments of 15-19 year olds. Between 2001 and 2005 enrolment increased by 5.7% from 127,153 in 2001 to 134,463 in 2005.
- 38,175 government school students received an award in at least one course in the HSC and 6,661 students were recognised as Distinguished Achievers.
- Over 38,000 government school students (40.1% of Years 11 and 12) undertook at least one HSC VET course. Over one quarter of VET delivery to government school students was provided by TAFE NSW, allowing a wider range of course choice.
- Over 1,000 students undertook HSC languages subjects through the Saturday School of Community Languages and over 1,000 students with a disability completed HSC Life Skills courses.
- 11 multi-campus colleges reached full operation with a total of 23,495 full-time equivalent senior secondary students attending these colleges.
- More than 2,400 students at risk of leaving school early increased their engagement in schooling with the support of trained mentors through the Plan-it Youth Mentoring Program.
- The Helping Youth at Risk budget allocation of $1.3 million was used to deliver 50 TAFE NSW projects in partnership with local community support agencies.
- Forty-three scholarships were awarded to assist students from various backgrounds to improve access and encourage further study at TAFE NSW. This was as a result of TAFE NSW - South Western Sydney and Sydney Institutes’ continued partnership with the Big Brother Movement Ltd.
- Over 2,500 students received additional tuition through the HSC Tutorial Support Program.
- More than 220 school students expanded their vocational education experiences by participating in Summer Schools delivered by TAFE NSW.
- The apparent retention rate between Years 7 and 12 for all NSW government full-time equivalent students increased by 3.7 percentage points to 67.2% compared to 2001. Some 571 students completed the TAFE NSW Tertiary Preparation Certificate.
- In addition to Year 11 and 12 government school students, 134,463 15-19 year olds were engaged in training through TAFE NSW.
- Overall, 350,400 15-19 year olds were in education or training, representing 77.7% of the NSW population in this age group.
- A project to improve the results of students enrolled in the Tourism Curriculum Framework received the Silver Award at the 2005 TAFE NSW Quality Awards (Vocational Education in Schools Directorate and the Community Services, Health, Tourism and Recreation Curriculum Centre).

Strategies
A broad range of strategies was employed to encourage students to complete Year 12 and/or proceed to further training, including intervention strategies for students at risk of dropping out of education and training and additional support for students from low socioeconomic backgrounds and Aboriginal students. These included:
- Promoting effective transitions from school to further education though various initiatives in the School to Work Program.
- Expanding the diversity of general and vocational subjects available to students in...
Years 11 and 12. Research undertaken by the University of Melbourne in 2005 found that 60% of NSW students who had completed an HSC VET course in 2004 reported that the availability of VET courses had influenced their decision to complete Year 12.

- Catering specifically for the needs of Year 11 and 12 students, including broader curriculum choices, in 11 multi-campus colleges, three senior campuses and five senior colleges
- Fostering school/TAFE partnerships such as the TAFE Links Program in Western Sydney
- Making extra tuition available through initiatives such as the HSC Tutorial Support Program
- Matching trained adults with students at risk through the Plan-It Youth Community Mentoring Program
- Encouraging 3,800 young people at risk to either return to or remain in education, training or employment pathways through the Links to Learning Community Grants Program
- Providing additional support to Aboriginal students and students with a disability
- Delivering entry level short or bridging courses to prepare high school students for the transition from school to work and vocational education and training
- Offering innovative locally designed courses to young people that reflect the needs of industry and the community. Examples include courses in Outdoor Recreation, Boat Building and Make-up Artistry (Northern Sydney Institute) and a radio broadcasting course for young people from non-English speaking backgrounds (South Western Sydney Institute).
- Conducting TAFE ‘Taster’ programs including a Taste of TAFE program for almost 500 high school students (Illawarra Institute) and a Try TAFE Day for 200 Year 11 students (Riverina Institute)
- Providing the Outdoor Recreation TAFE Delivered VET in Schools (TVET) course by block release. This project received the Bronze Award at the 2005 TAFE NSW Quality Awards (Western Institute).
- Improving school retention rates by providing a greater range of subject choices through TVET programs, including Hospitality, Tourism, Beauty, Information Technology, Outdoor Recreation (Bushwalking), Business and Conservation/Land Management (Western Sydney Institute)
- Delivering the TAFE NSW Summer Schools program to Year 9, 10 and 11 students from targeted government schools.

**Challenges and future directions**

- Develop a policy to address the needs of 15-19 year olds in TAFE NSW to guide provision to this age group
- Commit to strengthen innovative provision of education and training for 15-19 year olds to ensure greater engagement
- Further enhance links and partnerships between government schools and TAFE NSW Institutes by promoting TAFE NSW courses and participating in joint strategies which encourage students to stay on at school while enrolling in school and TAFE-delivered VET programs
- Evaluate the Multi-campus College Strategy
- Improve the retention and completion rates for Aboriginal students, students with a disability and those living in rural and remote locations
- Conduct annual professional learning conferences that focus on the needs of 15-19 year old students and middle years students
- Improve outcomes for 15-19 year olds in relation to module completion rates, participation at Certificate III level and above
- Improve the public image of vocational and technical education to attract more school graduates to TAFE NSW
- Align courses with skill shortage areas and job opportunities.
### Objective Five

Providing the skills and values for innovation, growth, prosperity and social cohesion

### Outcome 5.1 Improved VET and employment outcomes

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Strategies</th>
<th>Challenges and future directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two key reports found that students highly value HSC Vocational Education and Training (VET) courses</td>
<td>Retraining suitably qualified secondary teachers to deliver VET in Schools</td>
<td>Address the recommendations of the Strategic Evaluation of VET in Schools</td>
</tr>
<tr>
<td>Over 40% of Year 11 and 12 students are enrolled in one VET subject</td>
<td>Implementing mandatory work placement in industry curriculum framework courses</td>
<td>Streamline processes for the recognition of prior learning</td>
</tr>
<tr>
<td>A 9% increase in Aboriginal students in VET in Schools courses in the last year</td>
<td>Promoting school based traineeships</td>
<td>Expand the use of early intervention models to provide support for students experiencing difficulties in completing their studies</td>
</tr>
<tr>
<td>School students spent over two million hours in work placements, hosted by over 20,000 employers in industry, commerce, government and the community</td>
<td>Offering accelerated apprenticeship and employment programs with industry partners</td>
<td>Implement recommendations from the Council of Australian Governments which will achieve a national approach to apprenticeships and training in the VET sector.</td>
</tr>
<tr>
<td>Almost 136,000 apprentices and trainees were in training</td>
<td>Forming partnerships with industry to jointly deliver training</td>
<td></td>
</tr>
<tr>
<td>TAFE NSW students were highly successful at the 38th WorldSkills Competition held in Helsinki.</td>
<td>Providing job placement services for TAFE NSW students.</td>
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</tr>
</tbody>
</table>
Outcome 5.1

Improved VET and employment outcomes

Achievements
In 2005, the Department sponsored two key reports on VET in schools in NSW:
- The Board of Vocational Education and Training’s Strategic Evaluation of VET in Schools in NSW
- An independent survey on the satisfaction and destinations of HSC VET students carried out by the University of Melbourne.

These reports found that students value their HSC VET courses and are accessing a range of post-school pathways leading to university, post-school VET, apprenticeships and traineeships and employment.

These studies also concluded that VET courses are improving student retention to Year 12, making students more work ready and providing substantial benefits to employers and communities.

School students participated in accredited VET courses as part of the HSC and, through the School to Work Program, in programs of vocational learning, enterprise education, workplace learning and career education in Years 7 to 12.

In 2005
- Enrolments in VET in Schools courses for government school students totalled 51,385. This represented 38,288 individual students or 40.1% of Years 11 and 12 (VET in Schools enrolments across all school sectors were 68,859, representing 52,484 individual students or 34.4% of Years 11 and 12).
- School students undertook courses in schools and TAFE NSW Institutes in a wide range of industries including the nine industry curriculum frameworks and other courses and qualifications
- Participation of Aboriginal students from government schools in VET in Schools courses grew from 1,636 in 2004 to 1,784 in 2005, an increase of 9%
- 2,200 students with a disability were provided with additional support to undertake VET courses
- Students from all school sectors spent over two million hours in work placements, hosted by over 20,000 employers in industry, commerce, government and the community
- Nearly 1,400 government school students combined a registered school based traineeship with a VET course
- Nearly 13,600 Year 12 government school students received Australian Qualifications Framework VET Certificates or Statements of Attainment through school regions which are Registered Training Organisations (RTOs)
- Over 200,000 students in Years 7-12 participated in the School to Work Program including using the Employment Related Skills Logbook for career and pathways planning
- Over 10,000 government school students enrolled in Work Education
- Innovative local initiatives included:
  - Western Region – Broken Hill High School Metals and Engineering and Primary Industries students designed and planted an olive grove, installed watering systems and built fences and storage facilities
  - North Coast Region – The Construction Fast Track Model extended the Construction Curriculum Framework with additional courses delivered by TAFE NSW – North Coast Institute

Strategies
Strategies implemented to promote and improve VET in Schools and to assist student transitions to further education and employment included:
- Maximising the range of VET in Schools courses by using VET course delivery from TAFE NSW Institutes
- Establishing 10 regional Registered Training Organisations which comply with the Australian Quality Training Framework
standards to ensure quality outcomes and recognition for students

- Coordinating the provision and operations of VET in Schools and School to Work through regions and TAFE NSW Institutes
- Retraining suitably qualified secondary teachers to deliver VET in Schools
- Implementing mandatory work placement in industry curriculum framework courses and providing funding for work placement coordination to Local Community Partnerships
- Extending work placement in NSW government departments
- Implementing quality projects including:
  - A project to improve HSC results in Tourism which received the TAFE NSW Silver Award for Quality
  - A model for block delivery of Outdoor Recreation in TAFE NSW – Western Institute, which received the TAFE NSW Bronze Award for Quality
  - Regional and State Worldskills competitions for school VET students
- Further development of the TVET Management System which comprises online application, enrolment and reporting systems for the management of TAFE delivered VET in Schools courses
- Developing electronic links between DET and Board of Studies data systems to ensure that national reporting requirements for VET are met
- Employing trained careers advisers in all government secondary schools
- Providing secondary teachers in each Key Learning Area with targeted resource booklets on work, employment and enterprise and with training in the use of these resources
- Conducting teacher workshops to support the new Work Education syllabus
- Publishing the Department's revised Workplace Learning Policy 2005, related mandatory documents and new parent and employer guides
- Revising the Employment Related Skills Logbook to reflect feedback from schools
- Providing an online facility for schools to report on progress in implementing the School to Work Program
- Extending access to the online Creating Future Pathways Student Survey to all students
- Providing a careers advisory service for school leavers in December-January.

Challenges and future directions

- Address the recommendations of the Strategic Evaluation of VET in Schools, in particular those relating to:
  - Improving recognition of VET in Schools courses by universities
  - Examining options for delivering recognised VET before Year 11
  - Extending mandatory work placement to non-framework courses
  - Improving credit transfer
  - Improving access to employment and training opportunities for students with a disability
  - Strengthening school based traineeships and introducing school based apprenticeships
  - Further developing relationships between schools and TAFE NSW
  - Undertaking ongoing destination research.
- Further explore the potential of new electronic links to streamline recognition/credit transfer in TAFE NSW for students who have undertaken VET in Schools courses
- Consolidate the School to Work Program in all high schools in conjunction with the community to strengthen students’ capacity to plan career and further education pathways
- Continue to act as the lead agency in the implementation of the NSW Government’s commitment for work placement in all NSW government departments
- Further develop the TVET Management System.
Achievements

In 2005, there were more than 513,000 enrolments in TAFE NSW. TAFE NSW Institutes increased enrolments in apprenticeship programs, particularly in skill shortage areas such as manufacturing and engineering and hairdressing, to improve vocational employment outcomes for their students. Other achievements included:

- The 2005 Student Outcomes Survey undertaken by the National Centre for Vocational Education Research (NCVER) showed that within six months of completing their course, 73% of TAFE NSW graduates were employed compared to 71% in 2004; and 38% of TAFE NSW graduates were undertaking further study compared to 33% in 2004.
- In a national student survey conducted by I&J Management Services in 2005, 83% of TAFE NSW respondents stated that they had experienced some or a lot of e-learning compared to 75% nationally; 73% reported that e-learning increased their capacity for learning; and 75%, compared to 61% nationally, said it gave them more choice about course starting and finishing times.
- TAFE NSW students made up 14 of the 25 Australian competitors at the 38th WorldSkills Competition held in Helsinki during May 2005 and were awarded three gold medals, two bronze medals, and five medallions of excellence.
- The Enrolled Nurse Education program was delivered in 12 sites across NSW, in partnership with the NSW Department of Health. There has been a 90% increase in enrolments over the last four years, as skill shortages in nursing are being addressed.
- Under the New Manufacturing Strategic Directions Implementation Project, commissioned by the NSW TAFE Board, a review of current TAFE NSW manufacturing and engineering products and services was undertaken to ensure that they align with identified needs of the New Manufacturing sector.

Strategies

TAFE NSW Institutes improved educational and employment outcomes for students by:

- Offering accelerated apprenticeship and employment programs with industry partners. For example, a partnership between Port Waratah Coal Services (PWCS) and Hunter Institute enables students to complete modules from trade courses as part of their Higher School Certificate (HSC) while working part-time for PWCS. After successfully completing their HSC, students enter into full-time employment with PWCS with one year of their apprenticeship already completed.
- Establishing partnerships with government agencies to boost local employment opportunities. The North Coast Regional Agreement between the NSW Department of State and Regional Development and North Coast Institute will see both parties providing support services and undertaking projects that will boost local employment opportunities and create skills targeted at the employment needs of new and innovative industries in the region.
- Providing job placement services for TAFE NSW students. For example, in 2005 the JobPlace service at Northern Sydney Institute registered 1,675 students looking for work and placed advertisements for 7,063 positions that led to employment for 642 students.
- Expanding the fast track Certificate III in Hairdressing program with groups at Hamilton and Gosford campuses (Hunter Institute).
- Establishing industry-based skill and specialist centres that provide vocational education and training on a whole of industry basis rather than by teaching area. For example, Riverina Institute has set up a number of centres including:
  - The National Aerospace Training Centre
  - The National Environment Centre
  - The Primary Industries Centre
- The Forest Industries Centre
- The Riverina Wine and Food Technology Centre

- Increasing post-trade program delivery as well as customised training opportunities for trainees at Certificate IV level to improve participation and completion (New England Institute)
- Hosting information days for students at TAFE NSW colleges. For example, the National Institute of Accountants (NIA) held an information day at Bankstown College in March 2005 (South Western Sydney Institute). Representatives from the NIA set up an information stand and visited classes to provide information about work experience programs, career options, accounting educational programs, professional development opportunities and networking.
- Forming partnerships with industry to jointly deliver training. For example, courses offered by the hairdressing chain Toni&Guy are jointly delivered with Sydney Institute and are linked to TAFE NSW Certificate II, III, IV and the Diploma of Hairdressing.
- Entering into partnerships with employers to undertake workplace delivery and assessment of their employees. For example, Western Institute has entered into this type of partnership with various aged care providers.
- Offering preapprenticeships through TradeStart@TAFENSW to address skills shortages. Students took the equivalent of a year’s off-the-job training combined with work experience in trade skill shortage areas such as construction, electrical, engineering, food, hairdressing and motor vehicles.

Challenges and future directions

- Enhance course advisory services to assist students in their course selection
- Streamline processes for the recognition of prior learning
- Expand the use of early intervention models to provide support for students experiencing difficulties in completing their studies
- Address skill shortages in regions currently experiencing low levels of unemployment
- Expand career pathways for all students through the vocational courses and services offered and improve the learning outcomes for students from targeted groups
- Shift delivery towards higher award courses and courses providing skills for growth industries, such as biotechnology and digital media, in line with the economy’s demand for more skilled workers
- Provide more skilled workers to meet the needs of industry through preapprenticeship and prevocational programs, in partnership with industry and Group Training Companies
- Expand the delivery options used for courses to provide students with more flexibility in the way they can access vocational and technical education.

TAFE NSW graduate satisfaction and outcomes 2001-2005

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<thead>
<tr>
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<th>2001</th>
<th>2002</th>
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<tr>
<td>Graduates satisfied</td>
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<tr>
<td>Module completers satisfied</td>
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<tr>
<td>Graduates employed</td>
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<tr>
<td>Module completers employed</td>
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</table>

Source: NCVER Student Outcomes Survey 2001-2005
Notes: Graduates and Module completers satisfied with training. Employed indicates employment six months after training.
Achievements

In 2005, there were 885 apprenticeship and traineeship pathways available in NSW. This number includes 222 new and revised pathways. 1,772 applications for trade recognition were processed and 135,913 apprentices and trainees were in training in NSW at the end of December 2005. Of these approximately 36% were apprentices, 35% new entrant trainees and 29% existing worker trainees.

Some 1,557 participants undertook preapprenticeship training during 2005 across a wide range of critical skill shortage areas. Several cooperative partnerships were also established in the Illawarra region between employers, training providers and the Department, expanding the number of preapprenticeship courses in the region. The Department spent $2.65 million on the program in 2005.

In 2005, the 32 NSW Group Training Organisations, which are jointly funded by the Australian and State governments, employed more than 6,045 apprentices and trainees.

The network of 20 Industry Training Advisory Bodies acted as key agents to provide the Department with industry advice and support to critical areas of the NSW VET system.

The Contracted Training Provision Program purchased $31.85 million worth of training to meet priority skill training in NSW. The program provided high quality industry-relevant training to over 12,300 individuals.

An online system for the lodgment and payment of training activity was implemented to streamline administrative processes and improve the timeliness of payments to Registered Training Organisations (RTOs). Feedback from RTOs indicated a high level of satisfaction.

The Board of Vocational Education and Training (BVET) provided $1.5 million in 2005 to improve the quality of on-the-job traineeship delivery. Some 124 courses were delivered to workplace supervisors involved in traineeships through the On-the-Job Traineeship Improvement Program to develop their training, assessment and supervision skills.

Mr Bert Evans, AO, the Chair of BVET, undertook a strategic evaluation of vocational education and training courses in schools to determine the value of young people undertaking HSC VET courses. The evaluation showed students resoundingly endorse the value of their HSC VET courses, and demonstrated that VET in Schools is clearly making a difference for NSW students - adding value to their school participation, their HSC achievement and their preparation for the transition to post-school education, training and work. It also found that employers value the competencies and employability skills students are gaining through work placement.

Strategies

The Department provided funding for a number of programs to increase participation in training:

- The Apprenticeship and Traineeship Training Program provided public funding to public and private training providers on the NSW Approved Providers List for all new entrant trainees and those undertaking selected apprenticeships. Training providers tender annually for placement on the Approved Provider List with previous performance assessed before placement to ensure quality of delivery under the program.

- The Contracted Training Provision Program supported the strategic and flexible development of a strong skill base to ensure the future economic and social stability of local communities through targeted training in areas of:
  - Key Government priorities including critical existing and emerging skill shortages across NSW
  - New and emerging industries, industries facing restructure, and rural and regional economies
  - Disadvantaged groups in gaining access to training opportunities
The Prevocational Training Program provides preparatory training for potential apprentices and trainees in both trade and non-trade skill shortage areas. Prevocational training directly leads to full apprenticeships and traineeships and immediate job opportunities or into a broader program of training.

The NSW Government’s Plan for Securing our Skilled Workforce contained many strategies for addressing skills shortages in New South Wales, through increasing apprenticeship participation and making apprenticeships more attractive to young people and employers. The Department doubled the accommodation allowance from $14 to $28 per night for apprentices and trainees required to travel long distances to undertake training.

The Department provided fast track adult trade training. In the manufacturing industry experienced but unqualified workers can now access new training to complete an apprenticeship in less than two years. The NSW Government is working with industry and unions to develop similar models in other industries.

The NSW Strategic Plan for Vocational Education and Training 2005-2008 has been prepared on behalf of the NSW Board of Vocational Education and Training. The plan identifies the challenges for NSW industry and the labour market over the next four years and sets out the strategic directions and priorities for VET.

Challenges and future directions

- Develop strategies to better align training to the priorities in the NSW Strategic Plan for Vocational Education and Training 2005-2008 and NSW Government priorities
- Continue to give high priority to reducing industry skills shortages and putting in place innovative strategies to support this goal
- Strengthen customer service and the quality of training outcomes for industry and individuals
- Implement recommendations from the Council of Australian Governments (COAG) which are proposed to achieve a national approach to apprenticeships and training in the vocational education and training sector. These recommendations cover aligning occupational licensing with training qualifications, competency based completion of apprenticeships, school based apprenticeships, flexibility and intermediate qualifications, recognition of prior learning and assessment of overseas trade skills. Implementation of the recommendations may require amendments to NSW legislation, processes and procedures.
- Implement recommendations from the Evaluation of VET in Schools Report which are designed to enable further improvement in the already highly successful NSW model of VET in Schools.
## Objective Six

Delivering a dynamic and responsive system of public education and training

### Outcome 6.1 Improved delivery of services
### Outcome 6.2 Higher level of safety and security for staff and students

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Strategies</th>
<th>Challenges and future directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood services expanded with more children attending an increased number of government preschools</td>
<td>Continuing to develop relationships with industry, local employers, business, community organisations and higher education providers</td>
<td>Ensure that teachers and other staff have the skills to promote a safe and secure learning environment, including management of bullying</td>
</tr>
<tr>
<td>Improved use of information and communication technology (ICT) in student administration and teaching, and to enable delivery of education and training to isolated students</td>
<td>Using ICT to enhance teaching and learning, administration and improvements to the learning environment such as the NSW Healthy School Canteen Strategy</td>
<td>Continue the process of reform in the staffing of our schools</td>
</tr>
<tr>
<td>Student health and wellbeing supported and student leadership encouraged</td>
<td>Developing Taking Action, Keeping Safe - a resource for student leaders to counter bullying</td>
<td>Encourage effective student leadership and participation programs</td>
</tr>
<tr>
<td>The Anti-bullying Plan implemented</td>
<td>Providing professional development to give teachers and school counsellors skills to address drug and alcohol issues, bullying and student discipline</td>
<td>Implement COAG reforms - a consistent approach to apprenticeships and VET</td>
</tr>
<tr>
<td>Improvements made to the physical security of facilities including fencing, alarms and reporting systems</td>
<td>Improving identification of safety and security issues through improved monitoring and reporting systems and onsite risk assessments.</td>
<td>Research and implement strategies to ensure that TAFE NSW supports the economy and the community with flexible and appropriate training delivery in an increasingly competitive VET market.</td>
</tr>
<tr>
<td>NCVER research found high graduate and employer satisfaction with VET delivered by TAFE NSW.</td>
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</table>
Achievements
The Department delivered a range of services to schools in 2005. Examples of achievements include:

- 4,307 young children in their year prior to school attended DET preschools, up from 3,770 in 2004. This included 443 children from Aboriginal and Torres Strait Islander backgrounds and 106 children with a disability.
- 21 new preschools commenced operation, bringing the total number of public preschools across NSW to 100. Forty children attended the new preschools on a full-time basis and a further 682 children attended on a part-time basis.
- 294 isolated primary distance education students were able to access visual lessons through six satellite teaching studios and over 200 home sites.
- 5,772 interpreter services were provided to schools with 3,254 being onsite and 2,518 being provided via telephone.
- 6,690 newly arrived students from overseas countries were provided with targeted intensive ESL support by schools in NSW.
- All secondary schools, most primary schools and one-quarter of schools for specific purposes operated student representative councils (SRCs) or an equivalent student leadership body.
- 130 peer elected student leaders, 10 of whom identified as Aboriginal, participated in the 2005 State SRC Conference School Harmony-Communities Working Together.
- Over 840 students with a disability undertook school delivered HSC VET courses.
- 355 schools entered 1,707 students with a disability in Life Skills School Certificate courses. Some 288 schools entered 1,213 students in HSC Life Skills courses.
- 98% of schools completed training in and used the electronic casual pay claims (e-cpc) service to lodge casual employee pay claims, ensuring faster, error-free payments to casual employees and simplified administrative processes for schools.
- Most schools fully implemented the Anti-bullying Plan in 2005, making a significant contribution to the safety and wellbeing of all students.
- The majority of schools implemented the NSW Healthy School Canteen Strategy.
- 211 students placed on long suspension attended a suspension centre for up to 20 days and 88% of these students were successfully returned to school.

Professional learning by staff contributes to the quality of services to schools. Examples in 2005 included:

- A blended learning approach, combining online, face-to-face and other approaches to learning, was expanded, with an average increase in usage of 52%.
- Over 3,000 early career teachers, their supervisors and mentors were supported through the New Teacher Development website.
- 25 experienced principals were trained as e-facilitators and advanced e-facilitators.
- 372 primary school teachers were trained to provide cannabis education for senior primary school students.
- 220 mainstream teachers and 20 ESL teachers participated in ESL in the mainstream courses.
- Over 2,000 school staff participated in the NonViolent Crisis Intervention training program.
- Training courses were provided for 360 Anti-Racism Contact Officers.
- 275 senior educators, supported by academic partners, took part in a three-day online conference focused on leading change in schools.

Strategies
- Expanding services for young children through the establishment of 21 new preschools at a cost of over $18 million.
Providing 32 newly appointed home school liaison officers and Aboriginal student liaison officers with intensive training to assist them in supporting schools to improve the regular attendance of students.

Allocating 303 additional teacher's aide special (TAS) positions to classes for students with emotional difficulties, behavioural difficulties and autism as part of the Government's Special Education Initiative 2005-2007.

Allocating over $64 million to more than 11,000 students with moderate and high support needs.

Developing a new website, the Fresh Ideas for a Healthy School Canteen resource and DVD through the Fresh Tastes@School NSW Healthy School Canteen Strategy.

Providing information to support student leadership activities through the launching of a revised student leadership website.

Developing Taking Action, Keeping Safe - a resource for student leaders to counter bullying.

Completing the Satellite Education Project to replace the Outback Radio Network.

Increasing the number of trainers in the NonViolent Crisis Intervention program to over 70.

Providing professional learning workshops, teaching and learning materials and current information on drug and alcohol issues to teachers and school counsellors.

Enhancing the Professional Learning and Leadership Development directorate's website and expanding its capacity to provide online courses.

Developing new models of reporting to parents.

Developing a new Staffing Agreement between the Department and the NSW Teachers Federation which provides a balance between providing principals with more flexibility in choosing their staff and maintains procedures that ensure all schools throughout NSW are staffed with quality teachers.

Making the electronic leave application and processing system (eLAPS) available to permanent employees in schools. eLAPS supports principals in the management and approval of leave for teachers and school and administrative staff.

Providing curriculum materials in alternative formats with 110 titles added to the Braille Catalogue and 150 titles to the Large Print Catalogue.

**Challenges and future directions**

- Implement changes in special education staffing in line with the Government's Special Education Initiative 2005-07.

- Develop online learning communities to create access to collaborative professional learning and problem solving.

- Encourage more students from disadvantaged or Aboriginal and culturally and linguistically diverse backgrounds to participate in student leadership activities.

- Increase access to preschools for Aboriginal children, children whose families experience financial hardship and children with a disability.

- Support schools to implement strategies in addressing bullying, including cyber bullying.

- Use the Teaching and Learning exchange (TaLe) website as an online forum for school counsellor mentors.

- Improve staffing processes.

- Continue to develop professional learning opportunities for the school counselling service in the areas of adolescent depression and related disorders.

- Continue to provide professional development of school personnel in the safe management of aggressive behaviour.

- Continue to encourage effective student leadership and participation programs in schools.
Outcome 6.1
Improved delivery of services

Achievements
TAFE NSW was recognised as a high quality provider in 2005 whose services met customer needs and requirements.

A recent National Centre for Vocational Education and Research (NCVER) survey showed that in 2005, TAFE NSW has the highest level of employer satisfaction in Australia. Among surveyed employers using TAFE NSW as the main provider of nationally recognised training, excluding apprenticeship and traineeship training, 96% indicated satisfaction with the quality of training. The satisfaction rate for apprenticeship and traineeship training was 78%.

The quality of the services provided was also reflected in the high levels of student satisfaction found in the National Student Outcomes Survey undertaken by the NCVER:
- 88% of TAFE NSW graduates indicated satisfaction with the overall quality of training
- 83% reported that they had achieved the main reason for undertaking their training.

Both of these outcomes are the highest reported since 2001.

Other initiatives that demonstrate improved delivery of services by TAFE NSW include the following:
- TAFE NSW continued to pursue commercial business opportunities to contribute to the economic and skills base of the State and to accelerate growth in revenue. Enrolments in courses developed under the TAFE PLUS brand increased from 50,163 in 2004 to 54,430 in 2005. This represents a growth of 8.5%.
- The Interactive Distance Learning Satellite Project (IDL), involving partnerships between North Coast and Western Institutes, Optus, the Northern Territory Department of Education, local communities and schools, enabled more than 500 of the most isolated people in NSW to become TAFE NSW students via satellite.
- The first stage of the TAFE NSW/Universities Credit Transfer and Articulation website was launched on 30 September 2005 to provide information on credit transfer and articulation, as well as specific arrangements which recognise prior learning completed at both TAFE NSW and universities.
- TAFE NSW undertook a review of its Application Processing System to make improvements to student selection for high demand courses.
- The implementation of the Mainstream Enrolment via the Internet (MEVI) system continued during 2005, enabling students applying for high demand courses and those with special entry requirements or selection criteria to enrol online. In Semester 1 2005 first round offers were made to 29,187 applicants. Some 40.0% accepted online and 14.6% paid through the Internet. In Semester 2, 2005 first round offers were given to 78% of applicants. Of these 82% were processed through MEVI.
- TAFE NSW increased the quantum of training in areas of identified skill shortages. For example, South Western Sydney Institute established a Mature Age Industry Strategy Program with the Australian Industry Group to address skills shortages in the manufacturing and engineering industry.

Strategies
To improve delivery of services TAFE NSW entered into various Memorandums of Understanding and partnerships. These included:
- Implementation of a skills recognition program for travel industry staff by Illawarra Institute and Travescene/American Express that will assist them in gaining Certificate III and IV Tourism qualifications.
- Development of a Memorandum of Understanding between New England Institute, the University of New England, the University of Newcastle and Southern Cross University to improve course provision and to co-locate facilities.
- Delivery of the Cellar Hand Induction Program to 200 students at Griffith Campus to meet the Griffith/Murrumbidgee wine industry’s needs during harvest and vintage (Riverina Institute).
Development of a Memorandum of Understanding between South Western Sydney Institute and the NSW Road Transport Association to promote the skills and professional development of road transport operators, and to address skills shortages within the industry.

Other strategies developed and implemented included:

- Continuing to develop and strengthen relationships with industry, local employers and business and community organisations within regions. For example, Hunter Institute played a lead role in the Cessnock Community Renewal Program, led by the Premier's Department, to address socioeconomic disadvantage in the region.
- Resourcing and training 40 internal reviewers to work with staff to improve service delivery (North Coast Institute)
- Piloting of a combined ISO 9001 and Australian Quality Training Framework audit approach to achieve re-certification and re-registration (Northern Sydney Institute)
- Reviewing the Open Training Education Network Learning and Support Site, that is a key component in supporting distance learning, to ensure its sustainability and effectiveness
- Implementing an e-learning framework for teachers to increase the take up of blended and online learning (South Western Sydney Institute)
- Raising staff awareness and involvement in promotions, course information systems and business development activities using a range of methods including presentations at staff forums and professional development sessions (Sydney Institute)
- Increasing the amount of delivery and assessment that occurs in the workplace. For example, shearing, jockey training, agriculture, animal care, veterinary nursing, forestry and mining have been delivered and assessed in the workplace (Western Institute).

Undertaking a project to investigate and implement new forms of delivery that will focus on developing stronger relationships and partnerships with employers, apprentices and trainees (Western Sydney Institute)

Increasing the delivery of post-trade programs and customised training for trainees at Certificate IV level (New England Institute)

Flexibly delivering a wide range of workplace programs for trainees, large regional employers and other commercial clients, including a statewide contract with Country Energy (North Coast Institute)

Conducting reviews with major clients to ensure continuous improvement (Riverina Institute).

**Challenges and future directions**

- Conduct research into the value of TAFE NSW’s contribution to the NSW economy and community
- Ensure the TAFE NSW governance model best supports the complexity of the business, reflects contemporary best practice and provides clarity around TAFE NSW’s business objectives and purpose
- Ensure that TAFE NSW Institutes provide an appropriate mix of services to meet the social and economic needs of regions in NSW, especially during times of rapid change
- Conduct a high level review of TAFE NSW’s delivery profile to ensure effective use of resources, relevance to industry and responsiveness to shifts in employment
- Set new business benchmarks for faster, more agile market positioning as well as better business planning and decision making
- Conduct market research to ensure TAFE NSW can respond to large clients effectively as well as local employers and industry
- Strengthen TAFE NSW’s position in the increasingly competitive training market.
Achievements
Several initiatives and policies were implemented to increase safety and security in schools. As a result:

- Illegal entries in schools during the December/January school holidays fell by 4% in the period 2004-2005 and by 39% in the period 2000-2005
- A new system for reporting serious incidents that involved violence, weapons, illegal drugs and major criminal activity was implemented
- During 2004-2005, 40 schools received security fences with a minor capital works allocation of $6 million
- Electronic alarm systems now operate in more than 1,600 schools
- There were significant reductions in the number of reported incidents of security breaches
- 1,990 responses to requests for support were made to the School Safety and Response hotline
- Approximately 50 schools in high risk areas continued to operate closed circuit TV systems
- New procedures for the suspension and expulsion of school students were implemented
- NSW Police youth liaison officers received further training in the delivery of Crime Prevention Workshops in schools.

Strategies

- Operating the School Safety and Response hotline 24 hours a day, 7 days a week
- Providing dedicated security patrols during the school holiday periods
- Conducting onsite risk assessments at schools to address any security concerns and to provide and recommend strategies to assist with the minimisation of security incidents
- Improving security in high risk schools
- Seconding an officer from the NSW Fire Brigades to work with schools on reducing the effects of school fires and improving prevention strategies
- Monitoring electronic alarm systems
- Providing an online security incident database and support for schools to record security breaches
- Providing 84 home school liaison officers and 12 Aboriginal student liaison officers to support schools in improving the regular attendance of students
- Conducting regular joint anti-truancy initiatives with NSW Police in all regions
- Maintaining a statewide system of leave passes to be used by secondary students who wish to leave school grounds during normal school hours.

Challenges and future directions

- Construct additional security fences in schools
- Encourage partnerships between schools and NSW Police local area commands, including regular bi-annual meetings.

Improving safety and security – government schools

<table>
<thead>
<tr>
<th>Security breaches during December/January holiday period</th>
<th>2004</th>
<th>2005</th>
<th>Change over one year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illegal entry</td>
<td>218</td>
<td>210</td>
<td>▼ 4%</td>
</tr>
<tr>
<td>Vandalism</td>
<td>571</td>
<td>428</td>
<td>▼ 25%</td>
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</tbody>
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Source: DET, Safety and Security