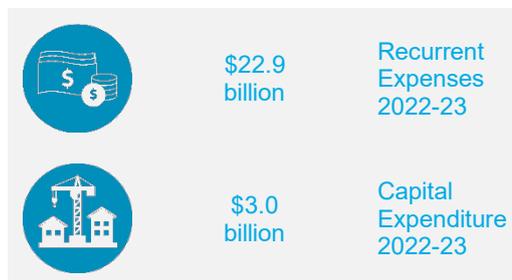


2. EDUCATION CLUSTER

2.1 Introduction

The Education Cluster delivers education and training services for a lifelong learning journey within New South Wales. This includes the early childhood education and care (ECEC) sector, government and non-government schools, and the vocational education and training sector.

The Cluster supports accessible, equitable and inclusive quality education and training to equip learners with the knowledge and skills to contribute to the future of the NSW economy.



State Outcomes to be delivered by the Education Cluster

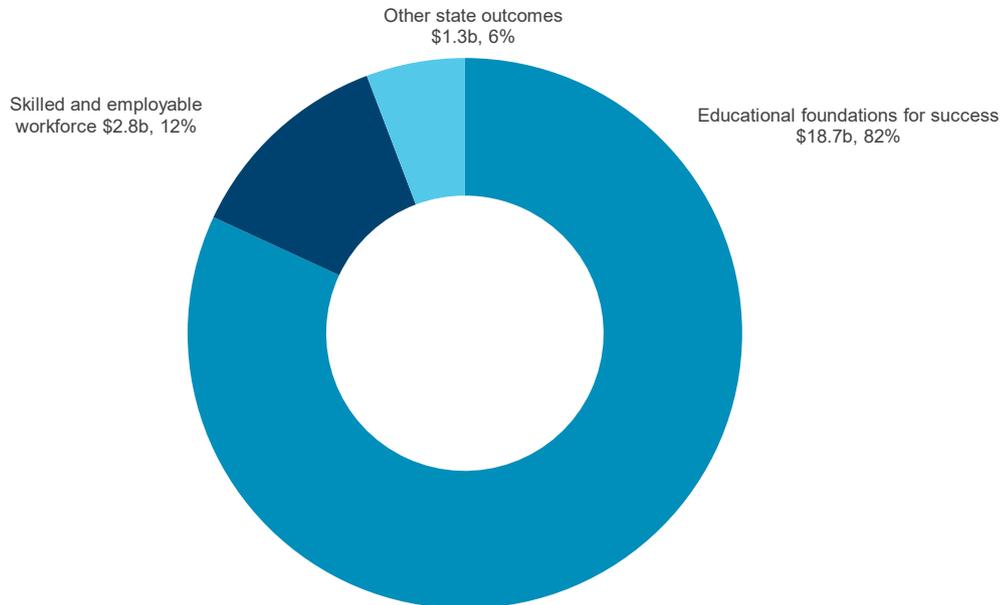
State Outcomes What the Cluster is delivering for people and business	Key Programs underway to support delivery of Outcomes
<p>1. Best start in life for young children A sustainable, accessible, high-quality early childhood education sector. <i>2022-23 investment:</i> \$1.1 billion in recurrent expenses & \$1.2 million in capital expenditure</p>	<ul style="list-style-type: none"> Brighter Beginnings Affordable Preschool Start Strong Affordable and Accessible Childcare and Economic Participation Fund ECEC workforce investment Regulatory and support services aiming to deliver access to high quality early childhood education Universal pre-kindergarten year to ensure children have access to a quality preschool experience for a smooth transition to school
<p>2. Educational foundations for success A high standard of education for all children and young people in public and non-government schools. <i>2022-23 investment:</i> \$18.7 billion in recurrent expenses & \$2.7 billion in capital expenditure</p>	<ul style="list-style-type: none"> Teaching and learning in public schools, underpinned by the School Success Model and evidence-based programs supporting academic achievement and growth, wellbeing, equity and independence Curriculum reform Construction of new schools, major upgrades and ongoing maintenance of school assets Non-government school funding High quality wellbeing and support programs targeted at Aboriginal student engagement and achievement

<p style="text-align: center;">State Outcomes What the Cluster is delivering for people and business</p>	<p style="text-align: center;">Key Programs underway to support delivery of Outcomes</p>
<p>3. Skilled and employable workforce A highly skilled and adaptable workforce that contributes to the State’s prosperity and productivity. <i>2022-23 investment:</i> \$2.8 billion in recurrent expenses & \$320.6 million in capital expenditure</p>	<ul style="list-style-type: none"> • Smart and Skilled: Government-funded vocational education and training • Skilling for Recovery fee-free training • Funding TAFE NSW as the largest public training provider • Vocational education programs and pathways for school students and adults, including Careers NSW • Regulatory and support services aiming to deliver a viable and high-quality vocational education and training sector
<p>4. High-quality standards for schooling High-quality standards for schooling in New South Wales through the regulation of schooling, accreditation of early childhood, primary and secondary teachers, and provision of quality curriculum, assessment, and certification by the NSW Education Standards Authority (NESA). <i>2022-23 investment:</i> \$226.8 million in recurrent expenses & \$2.3 million in capital expenditure</p>	<ul style="list-style-type: none"> • Curriculum Reform • Implementing NESA-accredited teacher professional development across identified priority areas

2.2 Overview of Cluster expenses by State Outcome

A summary of expenses by State Outcome is provided in the charts below.

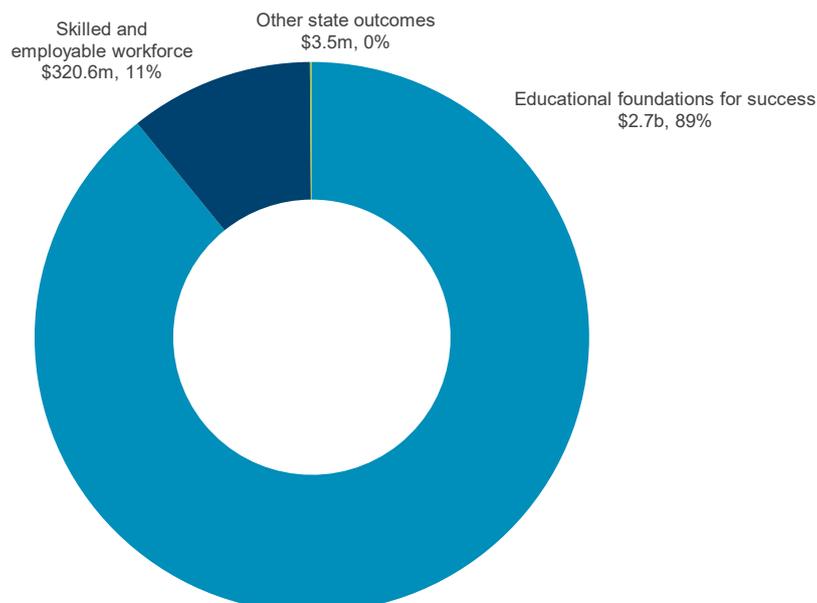
Chart 2.1: Recurrent expenses by Outcome 2022-23 (dollars and %)



Note: Grouped for presentation purposes, "Other state outcomes" comprises:

- Best start in life for young children
- High-quality standards for schooling

Chart 2.2: Capital expenditure by Outcome 2022-23 (dollars and %)



Note: Grouped for presentation purposes, "Other state outcomes" comprises:

- Best start in life for young children
- High-quality standards for schooling

2.3 Outcome 1: Best start in life for young children

State Outcome overview and 2022-23 investment

Investments in this State Outcome support a sustainable, accessible, high-quality early childhood education and care (ECEC) sector.

The NSW Department of Education, as the regulatory authority, delivers regulatory oversight and tailored support across more than 5,800 early childhood education and care services. Regulation focuses on safety and quality in children's education and care services, to the benefit of all children in New South Wales. Children who participate in a quality early childhood education program are more likely to arrive at school equipped with the social, cognitive and emotional skills they need to engage in learning.

As part of this Budget's focus on women, the NSW Government has earmarked up to \$10.7 billion over 10 years for significant longer-term early childhood education reforms. This includes up to \$5.0 billion for the Affordable and Accessible Childcare and Economic Participation Fund and \$5.7 billion to introduce a high-quality universal pre-Kindergarten year for all children in New South Wales in the year before school by 2030.



2022-23 State Outcome Budget highlights

In 2022-23, the Education Cluster will invest \$1.1 billion (\$1.1 billion recurrent expenses and \$1.2 million capital expenditure) in this Outcome, including:

- \$97.6 million (\$722.7 million in recurrent expenses over four years) to continue to provide fee relief for children aged three to five years in community, mobile and Department of Education preschools
- \$80.3 million (\$594.6 million in recurrent expenses over four years) to provide fee relief of up to \$2,000 per child per year for four to five years old children attending preschool in long day care
- \$53.1 million (\$281.6 million in recurrent expenses over four years) to ensure quality, retention, and supply of early childhood educators to address existing serious shortages and build for future demand
- \$40.2 million (\$53.4 million in recurrent expenses over four years) for planning, consultation, and early steps in the implementation of universal pre-kindergarten for all children in New South Wales in the year before school
- \$15.5 million (\$64.1 million in recurrent expenses over four years) to trial funding in 2023 and 2024 for three-year old preschool programs in long day care
- \$6.6 million (\$27.3 million in recurrent expenses over four years) for developmental checks in preschools in both metropolitan and rural areas. This is part of a combined package of \$111.2 million over four years jointly delivered by the Department of Education and NSW Health through the Brighter Beginnings initiative
- \$5.2 million (\$24.7 million in recurrent expenses over four years) to build data capability and to partner more closely with early learning services to deliver these reforms, offering tailored and proactive support for services that need and want it and helping providers start new services in areas that need them most.

Key performance insights

This section provides analysis and insights on key Outcome Indicators for this State Outcome.

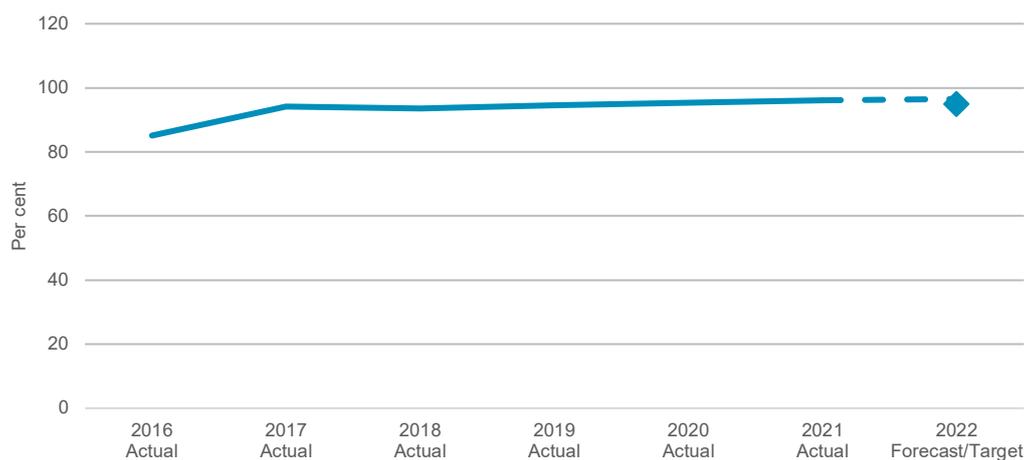
Children enrolled in an early childhood education program in the year before school

This indicator is consistent with benchmarks under the National Partnership Agreement on Universal Access to Early Childhood Education, with an enrolment target of 95 per cent by 2022.

Performance against this indicator continues to improve with participation in early childhood education for 600 hours in the year before school increasing to 96.1 per cent in 2021. This is the State's highest ever result against this indicator and it is exceeding the target for 2022.

This strong performance is supported by the continuation of the Start Strong Program, a needs-based funding investment aimed at making 600 hours of preschool participation more affordable in the year before full-time school. Support is also available for three-year-olds, with a focus on children from Aboriginal and low-income families and children with a disability.

Chart 2.3: Proportion of children who are enrolled in an early childhood education program for at least 600 hours in the year before school



Note: Data sourced from Australian Bureau of Statistics (ABS), Preschool Education, Australia.

Early childhood education services rated as meeting or exceeding the National Quality Standard

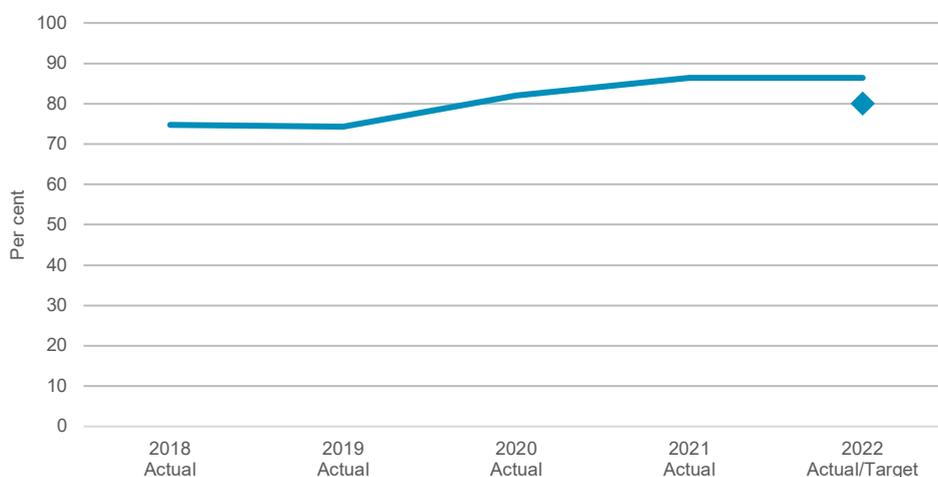
The NSW Department of Education monitors compliance with legislative requirements, investigates complaints and responds to incidents. The Department also benchmarks services against the National Quality Standard (NQS).

Performance against this indicator continues to remain on track to exceed the target, with 86 per cent of services rated as meeting or exceeding the NQS as of December 2021.

To support high standards of safety and quality in early childhood settings, the Department is continuing to fund the Quality Support Program delivered by the Australian Children's Education and Care Quality Authority. As of 1 May 2022, 554 early childhood service providers have completed the Quality Support Program and 75 early childhood service providers are participating. 73 per cent of participants achieved a rating of meeting NQS or above following program completion. From 1 July 2022, the redesigned 'Quality Support Program – Dual Program Pathway' will offer two distinct pathways to expand access beyond Working Towards NQS services.

The self-assessment process for NQS service providers has been introduced into the assessment and rating process on national quality standards for early childhood education services, allowing them to access direct support to assist them in undertaking self-assessment from the Department since early 2020. The Department is also working to increase the understanding of the importance of service quality through the Quality Ratings Initiative and the public facing "Grow to Learn, Learn to Grow" campaign.

Chart 2.4: Proportion of early childhood education services rated as meeting or exceeding the National Quality Standard



Note: Data sourced from the Australian Children's Education and Care Quality Authority (ACECQA).

Performance indicators for this Outcome

Outcome Indicators	Units	2021-22 Actual	2022-23 Forecast
Proportion of enrolled children who are enrolled in an early childhood education program for at least 600 hours in the year before school	%	96.1	96.5 ^(a)
Proportion of enrolled Aboriginal children who are enrolled in an early childhood education program for at least 600 hours in the year before school	%	95.5	95.9 ^(a)
Proportion of enrolled vulnerable and disadvantaged children who are enrolled in an early childhood education program for at least 600 hours in the year before school	%	94.4	95.1 ^(a)
Proportion of early childhood education services rated as meeting or exceeding the National Quality Standard ^(b)	%	86.4	84.0

Note:

(a) 2022-23 forecast growth at 50 per cent of average annual growth of the past two years.

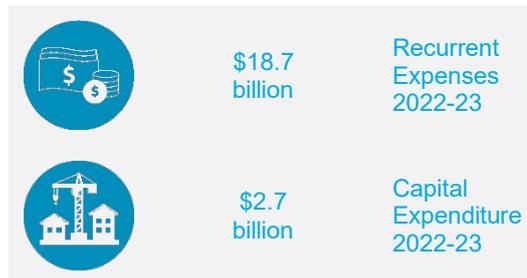
(b) Note: Data sourced from the Australian Children's Education and Care Quality Authority (ACECQA).

2.4 Outcome 2: Educational foundations for success

State Outcome overview and 2022-23 investment

Investments in this State Outcome support a high standard of education for all children and young people in public and non-government schools.

The NSW Department of Education is the largest provider of education in Australia. It delivers high-quality public education through its network of more than 2,200 public schools and ensures that school infrastructure continues to meet the needs of the State's growing population, while preparing young people for the future economy. The Department also works closely with the non-government school sector to ensure the delivery of a high-quality and equitable education for all students.



2022-23 State Outcome Budget highlights

In 2022-23, the Education Cluster will invest \$21.4 billion (\$18.7 billion recurrent expenses and \$2.7 billion capital expenditure) in this Outcome, including:

- \$17.2 billion recurrent expenses to support the delivery of primary and secondary education in government schools in 2022-23, in line with the State's commitment under the National School Reform Agreement (NSRA)
- \$1.6 billion capital expenditure to deliver new infrastructure projects over the next six years that meet the needs of students across the State. This will ensure new and upgraded schools are being delivered to meet growing enrolments so that every child can learn in the highest quality education facilities at their local schools. This includes investment from the WestInvest funds of \$6.7 million (\$354.3 million capital expenditure over four years) to modernise schools in Western Sydney, taking the State's total capital investment in schools to \$8.6 billion over four years
- \$1.5 billion recurrent expenses to support non-government schools in 2022-23, including funding for non-government school essential capital works under the Building Grants Assistance Scheme
- ongoing implementation of key reform initiatives to modernise the NSW public education system including the Ambassador Schools program to identify and drive school excellence, the School Success Model driving student outcomes through whole-system evidence-based teaching and learning, professional development and teaching resources to support rollout of the updated curriculum and measures to attract and retain high performing teachers for NSW schools.
- \$480.3 million recurrent expenses (\$713.2 million expenses and \$493.3 million capital expenditure over three years) to support ongoing maintenance of infrastructure for public schools across New South Wales taking total planned maintenance investment to \$2.2 billion over four years
- \$28.3 million recurrent expenses for the North Coast Flood Recovery Education Support Package to support the recovery of schools, ECEC services and skills providers with sites experiencing significant and extensive damage
- \$18.0 million (\$37.9 million recurrent expenses over three years) to improve access to Before and After School Care (BASC) programs, including targeted transport services and innovative solutions to support BASC delivery in areas currently lacking a service. The commitment includes \$16.2 million over two years to increase access to BASC services for students in regional and rural schools

- \$7.2 million (\$43.5 million recurrent expenses over four years) to assist schools with delivery of high-quality wellbeing and support programs that aim to keep Aboriginal and Torres Strait Islander students engaged and achieving at school. The initiative will also provide \$23.5 million to the Clontarf Foundation and others to deliver programs that support Aboriginal and Torres Strait Islander students in NSW to succeed
- \$2.6 million (\$10.6 million recurrent expenses over four years) for the NSW Aboriginal Education Consultative Group (AECG) to develop a Regional Operations Model. This includes \$0.5 million in 2022-23 to continue the community component of the Language and Culture Nests initiative in regional locations
- an ongoing commitment under the NSRA for 2019 to 2023 to deliver needs-based funding to government and non-government schools. Under the NSRA, the NSW Government has committed to implement national policy initiatives, and a series of state-based reforms to improve student learning, teaching and school improvement across government and non-government schools.

Key performance insights

This section provides analysis and insights on key Outcome Indicators for this State Outcome.

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

One of the Premier's Priorities is to increase the proportion of public-school students in the top two NAPLAN bands for literacy and numeracy by 15 per cent by 2023.

The proportion of NSW public school students achieving results in the top two NAPLAN bands has increased steadily since 2016, reaching 33 per cent in 2021. Despite the impact of the COVID-19 pandemic and the challenges for children and families with home schooling, provisional 2021 NAPLAN results show a slight improvement in the proportion of students in the top two NAPLAN bands from 2019.

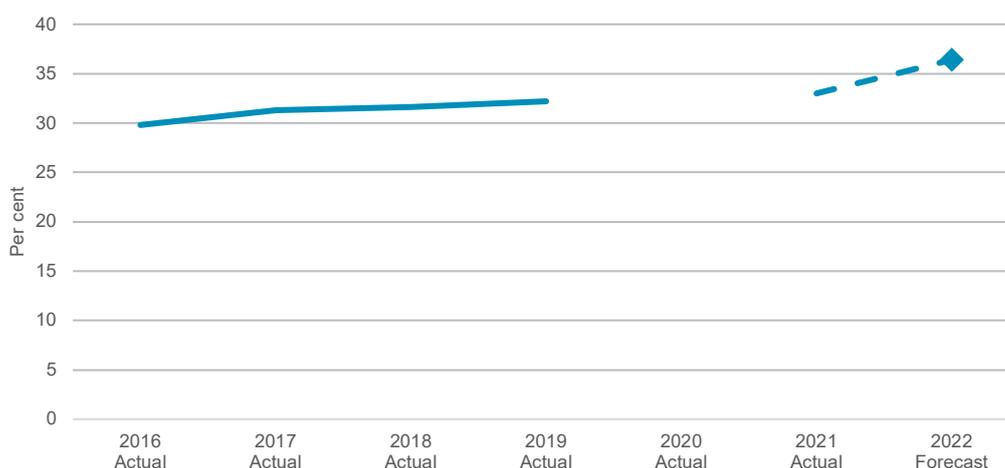
The immediate focus is targeted recovery from COVID-19 impacts (including learning loss) and maintaining the Government's improvement agenda across all public schools.

Implementation of the School Success Model is well underway to improve student learning across all schools and includes a range of initiatives to strengthen literacy and numeracy teaching practice. This reform has implemented three new types of support for schools that cover universal, guided, and strategic support.

The Department is actively supporting schools so that they have the time and space they need to focus on learning continuity for every student and implement their existing Strategic Improvement Plans.

All public schools now have access to new support available on the Universal Resources Hub which hosts quality assured, evidence-based resources to support teaching, learning and school improvement.

Chart 2.5: *Proportion of public school students in the top two NAPLAN bands for reading and numeracy*



Note: Data sourced from NSW Department of Education, annual NAPLAN results. 2020 data is not available as NAPLAN did not proceed due to COVID-19.

Aboriginal students attaining their HSC, while maintaining their cultural identity

This Premier's Priority is to increase the proportion of Aboriginal students attaining their Higher School Certificate (HSC) by 50 per cent by 2023, while maintaining their cultural identity. This will be equivalent to increasing the proportion of Aboriginal students attaining the HSC to 69 per cent.

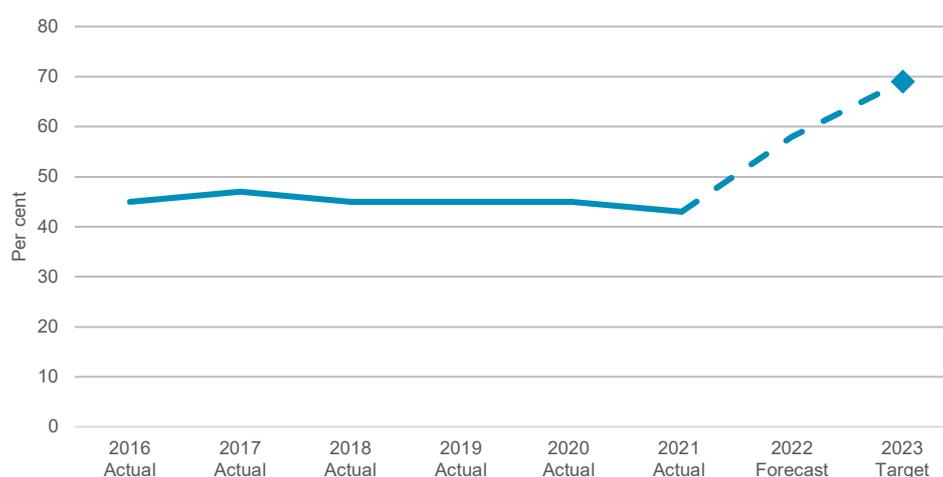
In 2021, 43 per cent (interim) of Aboriginal students attained their HSC, which is a decrease from 46 per cent (final) in 2020. It is likely that the impacts of COVID-19 have contributed to a lower retention of students and an increase in the numbers of students exiting school to pursue alternate pathways.

The Department is enhancing the focus on Aboriginal student retention and the delivery of personalised learning pathways. This is supported by targeted school and community responses to prevent disengagement, and/or re-engage students back to school where needed in Years 11 and 12. Doing so requires schools to extend the use of personalised approaches to teaching and learning, as well as advice on subject choices and careers.

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

- Pirru Thangkuray, a culturally appropriate engagement and mentoring program
- Aboriginal Learning and Engagement Centres – providing tutorial and assessment support
- locally tailored culture and policy immersion Professional Learning
- integrating Aboriginal history and culture into teaching Professional Learning
- Aboriginal histories and culture at the centre of curriculum delivery (Gorokan High School)
- Community Connectors – supporting students at risk of disengaging from school with external supports.

Chart 2.6: Proportion of Aboriginal students attaining Year 12



Note: Data sourced from NESA and NSW Department of Education. This Indicator refers to all Aboriginal students in NSW (i.e. both government and non-government schools). See footnote in Outcome Indicator table for further information about the calculation of attainment rates.

Performance indicators for this Outcome

Outcome Indicators	Units	2021-22 ^(a) Actual	2022-23 ^(a) Forecast
Academic Achievement			
Proportion of public school students in the top two NAPLAN bands for reading and numeracy ^(b)	%	33.0	36.4
Proportion of public school students above the national minimum standard for reading and numeracy	%	79.1	87.9
Proportion of NSW public school students achieving expected growth in reading and numeracy ^(b)	%	55.9	66.4
Student Wellbeing			
Proportion of public school students reporting a sense of belonging, expectations for success and advocacy at school ^(c)			
% of public school primary students	%	84.0	91.0
% of public school secondary students		64.0	69.4
Proportion of public school students attending school at least 90% of the time ^(d)	%		
% of public school primary students		77.8	82.0
% of public school secondary students		59.6	70.0
Student Equity (Aboriginal Students)			
Proportion of Aboriginal students attaining their HSC, while maintaining their cultural identity ^(e)	%	43.0	58.0
Proportion of Aboriginal students in public schools in the top two NAPLAN bands for reading and numeracy ^(b)	%	11.0	15.0
Proportion of Aboriginal students in public schools above the national minimum standard for reading and numeracy	%	56.0	65.5
Reduce the gap between Aboriginal and non-Aboriginal students in public schools reporting a sense of belonging, expectations for success and advocacy at school	%		
Gap between Aboriginal and Non-Aboriginal public primary school students		3.2	1.5
Gap between Aboriginal and Non-Aboriginal public secondary school students		13.4	8.7
Student Equity (Disadvantaged Students)			
Reduce the gap between the highest and lowest socio-economic status students in public schools in the top two NAPLAN bands for reading and numeracy ^{(b)(f)}	%	42.7	34.5
Reduce the gap between the highest and lowest socio-economic status students in public schools above the national minimum standard for reading and numeracy ^(f)	%	33.8	26.8
Reduce the gap between the highest and lowest socio-economic status students in public schools reporting a sense of belonging, expectations for success and advocacy at school ^(f)	%		
Gap between low- and high-SES public primary school students		10.1	5.5
Gap between low- and high-SES public secondary school students		23.8	16.7
Independence			
Proportion of public school students continuing to Year 12 and the proportion of public school students' HSC results in the top two achievement bands ^(g)	%		
% of public school HSC results in top two bands		34.9	35.7
Apparent retention rate		71.3	76.7
Proportion of all recent school leavers (who left school the previous year) participating in higher education, training or work ^(h)	%	91.1	91.6

Notes:

- 2021-22 actuals and 2022-23 forecasts refer to the 2021 and 2022 school years, respectively.
- Data sourced from NSW Department of Education, annual NAPLAN results. The baseline is the average of 2017 and 2018 results. "Expected growth" is based on the growth achieved by students in reading and numeracy from one NAPLAN assessment to the next (two years later).
- Sourced from the NSW Department of Education's Tell Them From Me student survey. These measures are the average of three survey metrics. The primary school measure is sourced from surveys of students in Years 4 to 6. Measures for secondary school students are for Years 7 to 12.
- Sourced from NSW Department of Education's mid-year census.
- Data sourced from NESA and NSW Department of Education. This target refers to all Aboriginal students in NSW (i.e. both government and non-government schools). Attainment rates are estimated by calculating the number of students awarded their HSC expressed as a percentage of the potential Year 12 population. The potential Year 12 population is an estimate of a single-year age group that could have attended Year 12 that year and is derived from administrative records for Year 9 and Year 10 enrolments in earlier years. The results for Year 12 in 2020 are interim. A number of these students will complete their HSC over three years, which will be captured as revisions.
- High socio-economic status students are those whose parents have a bachelor's degree or above. Low socio-economic status students are those whose parents achieved a Year 11 or below school education level and do not have any non-school education. This information is self-reported and results should be interpreted with caution.
- Sourced from the NSW Department of Education's mid-year census and from NESA. The apparent retention rate is defined as the number of full time equivalent (FTE) students in Year 12 as a proportion of the cohort enrolment two years prior (when in Year 10). Retention rates are "apparent" as they do not track individual students through to their final years of secondary schooling. Care should be taken in the interpretation of apparent retention rates because the method of calculation does not take into account a range of factors including migration, interstate movement of students, transfers to and from non-government schools, part-time schooling, students repeating a year of schooling, and students pursuing other education and training pathways.
- Data sourced from the NSW Department of Education's NSW Post-School Destinations and Expectations Survey.

2.5 Outcome 3: Skilled and employable workforce

State Outcome overview and 2022-23 investment

Investments in this State Outcome support a highly skilled and adaptable workforce that contributes to the prosperity and productivity of New South Wales.

The NSW Department of Education drives participation and retention in quality Vocational Education and Training (VET) to prepare lifelong learners for success and develop the State's future economy. It does so by managing the Smart and Skilled contestable training market, including the apprenticeship and traineeship system in New South Wales. The Department also provides direct funding to TAFE NSW, the State's largest public provider of VET, and funds and delivers programs for secondary school students to participate in high quality VET.



\$2.8
billion

Recurrent
Expenses
2022-23



\$320.6
million

Capital
Expenditure
2022-23

2022-23 State Outcome Budget highlights

In 2022-23, the Education Cluster will invest \$3.1 billion (\$2.8 billion recurrent expenses and \$320.6 million capital expenditure) in this Outcome, including:

- \$87.0 million recurrent expenses to support TAFE NSW's training delivery in critical skill areas and supplement operational costs
- \$81.4 million recurrent expenses for TAFE NSW to undertake an end-to-end review of its training model to inform the redesign of training program development and delivery to increase flexibility and responsiveness
- \$25.1 million recurrent expenses to continue to expand Careers NSW offering more comprehensive life-long career guidance to improve workforce responsiveness to industry demand. Career guidance services will be available to NSW citizens, with a view to supporting both adults and high school students
- \$23.8 million expenses and \$151.6 million capital expenditure (\$23.8 million recurrent expenses and \$213.6 million capital expenditure over four years) for TAFE NSW to improve facilities, upgrade teaching equipment and create modern learning spaces across TAFE campuses in NSW
- \$22.4 million (\$82.7 million recurrent expenses over four years) to continue Fee Free Vocational Education and Training courses targeting apprentices, trainees, and young people accessing training in priority qualifications. The initiative will help respond to skills shortages across the economy, including sectors with long term shortages and high growth industries
- \$20.9 million (\$108.5 million recurrent expenses over four years) for TAFE NSW to pilot Institutes of Applied Technology in digital and construction areas to provide stackable courses and micro-credentials in collaboration with industry and university partners
- as part of this Budget's focus on women, beginning in 2023-24, \$5.4 million recurrent expenses over four years for TAFE NSW to extend the Women in Business Program to offer online courses for women to build their financial literacy and business start-up skills, together with mentoring, networking, and coaching opportunities
- \$5.1 million (\$15.2 million recurrent expenses over three years) to contribute to a whole of government Women in Construction strategy led by Infrastructure NSW, with additional funding for training and industry programs to achieve a goal of women making up 15 per cent of employees in the construction industry by 2030.

Key performance insights

This section provides analysis and insights on key Outcome Indicators for this State Outcome.

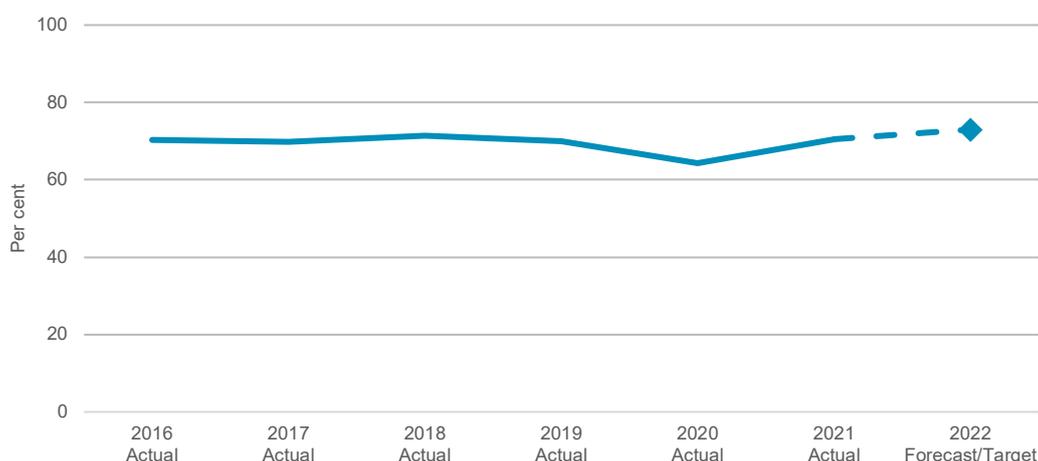
NSW Government funded VET graduates who are employed after training

The NSW Government is committed to ensuring that Government-funded training delivers skills and capabilities needed for employment, meets current industry expectations and improves lifelong employment outcomes.

In 2021, performance against this indicator increased by 6.2 percentage points to 70.5 per cent, which is 2.5 percentage points below the target for 2022. Key highlights include:

- the NSW Government Job Trainer program has delivered more than 200,000 fee-free training places, partnering with industry and employers to develop education pathways and workforce development solutions
- optimising the NSW Skills List aims to improve employment outcomes for VET graduates, engaging with industry on skill needs and implementing the recommendations of the 2021 Review on the NSW VET Sector (2021 NSW VET Review)
- the Department is developing Careers NSW to support school students and adults' transition into careers, enabling improved workforce participation and creating a new industry-led, blended model of education and training through the establishment of Institutes of Applied Technology. Skilling for Recovery programs such as Skills Brokers and Workforce Development are generating re-skilling and upskilling opportunities
- The NSW Quality Framework has been updated to drive quality improvements by Government-funded training providers.

Chart 2.7: *Proportion of NSW Government funded VET graduates who are employed after training*



Note: Data sourced from the National Centre for Vocational Education Research (NCVER) Government-funded student outcomes. See footnote (b) in Outcome Indicator table for further information.

Young people in education, training, and employment

Engagement in training, higher education and employment is critical to economic productivity, community prosperity, and individual wellbeing.

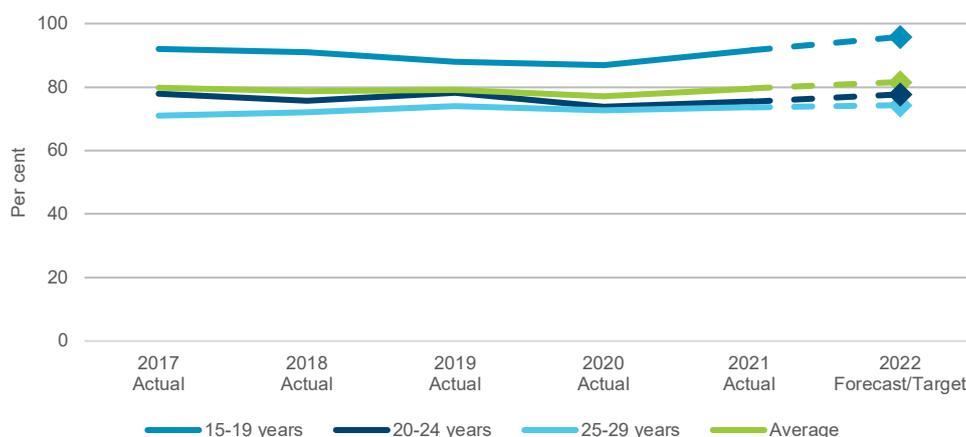
Engagement of young people (15 to 29 years old) in education, training or employment has seen an increase since last year, trending towards achieving target. In 2021, 79.6 per cent of young people were engaged in employment or study (an increase of 2.5 percentage points from last year).

The Department supports young people to engage with quality education and training opportunities. This includes ongoing management of funded training under Smart and Skilled, co-funding the Job Training program with the Commonwealth as part of the Skilling for Recovery program and extending the Get Back in the Game program.

In response to the 2021 NSW VET Review, the Department is finalising a Pathways Strategy to strengthen vocational and career education for school students and improve transition to post school destinations.

The Infrastructure Skills Legacy Program capitalises on the NSW Government's record levels of infrastructure investment to boost diverse, skilled construction workers and create pathways to employment. As of December 2021, there were 10,759 young people employed on 18 infrastructure projects valued over \$100.0 million, making up 16 per cent of the project workforce and exceeding the target of 8 per cent.

Chart 2.8: Proportion of young people in NSW who are in education, training, and employment



Note: Data sourced from the Australian Bureau of Statistics, *Education and Work, Australia*. See footnote (b) in Outcome Indicator table for further information.

Employer satisfaction with Vocational Education and Training

To grow a highly skilled and adaptable workforce, it is essential that training meets the needs of employers and industries.

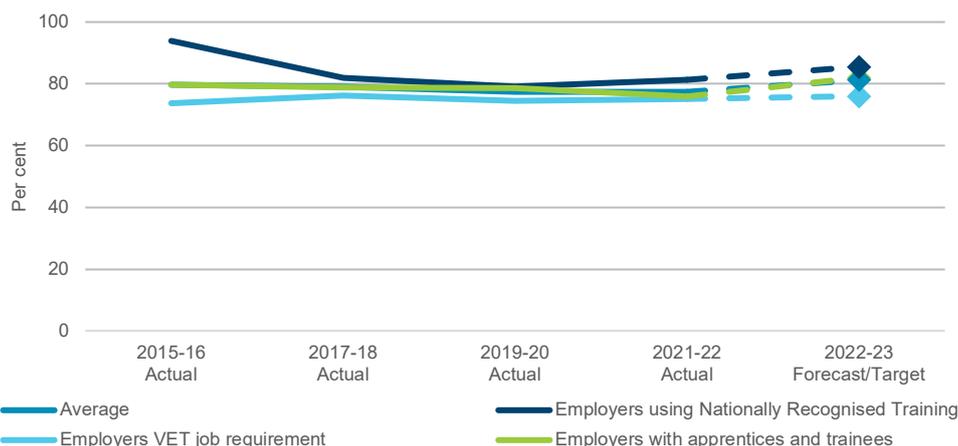
Performance against this indicator has declined in recent years, consistent with national trends. In 2021, 77.4 per cent of employers are satisfied with VET to meet skill needs, which is 3.8 percentage points below target.

The NSW Government is implementing the 2021 NSW VET Review recommendation to work with industry and employers to meet their skills needs and to support focussed training programs. Skills shortages will be identified as part of the Skills Shortages Data project.

The Institutes of Applied Technology (IAT) implements the 2021 NSW VET Review recommendation for blended VET and higher education which are tied to meeting industry need and based on industry collaboration. The two IAT pilots are for a Digital IAT at Meadowbank opening in 2022 and a Construction IAT at Kingswood opening in 2023.

A revised NSW Quality Framework was implemented for Smart and Skilled providers, helping identify and reward quality in registered training providers. The Department works to align VET delivery with industry and employer needs through funding Industry Trade Advisory Bodies and delivering skills brokers and workforce development programs.

Chart 2.9: Proportion of NSW employers satisfied with VET training meeting their skill needs



Note: Data sourced from the National Centre for Vocational Education Research (NCVER) Survey of Employer Use and Views of the VET System.

Performance indicators for this Outcome

Outcome Indicators	Units	2021-22 Actual	2022-23 Forecast
Proportion of NSW employers satisfied with VET training meeting their skill needs ^(a)	%		
Average		77.4	81.2
Employers using Nationally Recognised Training (NRT)		81.3	85.5
Employers VET job requirement		75.1	76.0
Employers with apprentices and trainees		75.9	82.0
Proportion of NSW government funded VET graduates who are employed after training ^(b)	%	70.5	73.0
Proportion of NSW working age population with qualifications at or above Cert III ^(c)	%	67.5	70.0
Proportion of young people in NSW who are in education, training and employment	%		
15-19 years		91.6	95.8
20-24 years		75.4	77.7
25-29 years		73.6	74.3
Average		79.6	81.6

Notes:

- Sourced from the National Centre for Vocational Education Research (NCVER) Survey of Employer Use and Views of the VET System. This survey is conducted every two years. The average is derived from the average of the three categories, not raw numbers.
- Sourced from the National Centre for Vocational Education Research (NCVER) Government-funded student outcomes. 2021-22 actuals are based on results published in December 2021. "Fully engaged" covers persons who are engaged in full-time work (at or above 35 hours per week) or study, or who combine any hours of work with any hours of study. The average is derived from the raw numbers for the three cohorts.
- Sourced from the Australian Bureau of Statistics, *Education and Work, Australia*. 2021-22 actuals are based on data for May 2021.

2.6 Outcome 4: High Quality standards for schooling in NSW

State Outcome overview and 2022-23 investment

Investments under this State Outcome support high quality standards for schooling in New South Wales through the regulation of schooling, accreditation of early childhood, primary and secondary teachers, and provision of quality curriculum, assessment and certification by the NSW Education Standards Authority (NESA).

	\$226.8 million	Recurrent Expenses 2022-23
	\$2.3 million	Capital Expenditure 2022-23

2022-23 State Outcome Budget highlights

In 2022-23, the Education Cluster will invest \$229.1 million (\$226.8 million recurrent expenses and \$2.3 million capital) in this Outcome, including:

- \$31.8 million recurrent expenses to facilitate the development of over 49 syllabuses as the next stage in the curriculum reform program
- \$3.0 million recurrent expenses to continue the development of the digital curriculum platform
- \$2.3 million recurrent expenses for refreshed policies and processes that fully implement the changes to the Teacher Accreditation Act 2004
- \$1.8 million recurrent expenses to investigate modernising the delivery of the High School Certificate
- \$0.8 million recurrent expenses for an independent evaluation of the Curriculum Reform program.

Key performance insights

This section provides analysis and insights on key Outcome Indicators for this State Outcome.

Teachers satisfied with revised syllabuses and have a clear understanding of curriculum requirements

The K-2 English and Mathematics syllabuses were released in November 2021 for implementation in 2023. The syllabuses have been released on a new digital platform which shows clear connections between subjects and across years, also providing links to resources.

All schools now have access to the new K-2 English and Mathematics syllabuses to prepare and plan for implementation. In addition, a new Learning Management System has been made available to support professional learning for teachers to implement the new curriculum.

Further syllabuses will be released in 2022-23. NESAs and the Department of Education are working closely to support teachers with resources and professional learning to support implementation of new syllabuses.

Teachers undertaking NESA accredited professional development within identified priority areas

In July 2021, NESA's new requirements for professional development accreditation commenced. All teachers in New South Wales need to complete at least 50 hours of accredited professional development on the following priority areas:

- the delivery and assessment of NSW Curriculum or the Early Years Learning Framework (as applicable)
- student/child mental health
- students/children with disability
- Aboriginal education and supporting Aboriginal students/children.

Since July 2021, there are at least 1,051 NESA accredited professional development courses available across the four priority areas. At least 27,712 teachers have completed one accredited professional development course.

Teacher accreditation reform

The *Teacher Accreditation Act 2004* was amended in November 2021 primarily to allow NSW to implement the recommendations from the Royal Commission into Institutional Responses to Child Sexual Abuse. The teacher accreditation reform will also streamline accreditation processes and reduce unnecessary administrative burden on teachers, schools and principals and school sectors.

One of the key changes is assigning NESA sole responsibility for making teacher accreditation decisions. The transfer of this authority to NESA removes duplication and ensures accreditation requirements are consistent for all teachers across NSW.

NESA is investigating indicators, baseline performance and targets as part of the implementation of NSW curriculum reform, school regulation and teacher accreditation programs. For example, a comprehensive and externally led evaluation of the curriculum reform program will commence in 2022-23. It will provide baseline data for a number of indicators and could inform future indicators and measures.