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PORTFOLIO COMMITTEE NO. 3

Teacher shortages and education outcomes in New South Wales



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3

Portfolio Committee No. 3 - Education

Teacher shortages and education outcomes in New South Wales

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Report no. 50**

Teacher shortages and education outcomes in New South Wales

Chair: The Hon. Mark Latham, MLC



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Terms of reference

1. That Portfolio Committee No. 3 – Education inquire into and report on the adequacy of the government’s response to teacher shortages and student outcomes in New South Wales, and in particular:
 - (a) current and projected teacher shortages in NSW schools, including future supply and demand,
 - (b) student outcomes, including the impact of technology on students,
 - (c) student health and wellbeing,
 - (d) current and projected enrolments, commencements and completions in Initial Teacher Education,
 - (e) out-of-field teaching, merged classes and minimal supervision specifically for high school students,
 - (f) the NSW Teacher Supply Strategy, and any initiative implemented by the NSW Government to encourage new teachers, expand opportunities for existing teachers or actively recruit candidates into teaching positions,
 - (g) any incentive program to address regional shortages,
 - (h) the employment of temporary and casual teachers,
 - (i) any initiative implemented by the NSW Government to reduce administrative workload,
 - (j) the impact of teacher shortages on educational outcomes, and
 - (k) any other related matter.
2. That the committee report by 25 February 2023.

The terms of reference for the inquiry were self-referred by the committee on 9 January 2023.

Committee details

Committee members

The Hon Mark Latham MLC	Pauline Hanson's One Nation	<i>Chair</i>
The Hon Wes Fang MLC	The Nationals	<i>Deputy Chair</i>
Ms Abigail Boyd MLC	The Greens	
The Hon Anthony D'Adam MLC	Australian Labor Party	
The Hon Scott Farlow MLC	Liberal Party	
The Hon Courtney Houssos MLC	Australian Labor Party	
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Chair's foreword

With this inquiry following soon after the committee's previous inquiry into teacher shortages in New South Wales, I reiterate my messages from the previous report: the NSW school education system is at a tipping point and sweeping change is needed now – to not only uplift the status of teaching in this state but to uplift school results and the lifetime opportunities of our young people. The evidence of this inquiry has only served to support this contention, and the committee's earlier findings and recommendations.

I commend this report to the House.



Hon Mark Latham MLC
Committee Chair

Findings

- Finding 1** **11**
The banning of mobile phones in schools is not supported by evidence and could lead to unintended consequences.
- Finding 2** **11**
For the first time, teacher resignations have outstripped teacher retirements.
- Finding 3** **12**
Teacher shortages are widespread and affect the education outcomes of students across the state, particularly those with special needs.

Conduct of inquiry

The terms of reference for the inquiry were self-referred by the committee on 9 January 2023.

The committee held two public hearings: the first was at Camden Civic Centre in Camden on 1 February 2023, and the second was at Rydges Norwest Sydney in Baulkham Hills on 2 February 2023.

Inquiry related documents are available on the committee's website, including hearing transcripts, tabled documents and additional information.

Chapter 1 **Background**

This chapter provides background information about the inquiry, including details of the committee's previous inquiry and report into teacher shortages, and the NSW Government's response to its recommendations. It concludes by briefly outlining the purpose and timeline for the current inquiry.

Overview of the previous inquiry into teacher shortages in New South Wales

1.1 During the latter half of 2022, Portfolio Committee No. 3 – Education conducted an inquiry into teacher shortages in New South Wales. The terms of reference for the inquiry were self-referred by the committee on 15 June 2022 and examined the following issues:

- current teacher shortages
- future demand and supply for teachers
- out-of-field teaching, merged classes and minimal supervision
- the *NSW Teacher Supply Strategy*
- teaching workforce conditions and the status of the teaching profession
- Initial Teacher Education
- impacts related to COVID-19 and workplace mandates
- the role and responsibilities of principals
- the impact of central appointments prioritisation for teaching and principal roles
- the impacts of incentives and the transfer point system on regional shortages
- the approval to teach process in New South Wales
- the impact of casualisation, temporary contracts and job insecurity
- the measurement of staff turnover.

1.2 The committee heard from a range of stakeholders, including approximately 11,000 participants who answered an online questionnaire. The committee received 255 submissions and one supplementary submission, and held four public hearings at Parliament House in Sydney.

The previous report into teacher shortages in New South Wales

1.3 The committee's final report, *Great teachers, great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales*, was tabled on 8 November 2022. The report concluded that to improve students' education outcomes and improve teacher supply, it is essential to lift the status of teaching and to treat teaching as a modern, dynamic, rewarding profession.¹

¹ Portfolio Committee No. 3 – Education, NSW Legislative Council, *Great teachers, great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales*, p vii–viii.

- 1.4 The committee made 20 recommendations to address concerns raised during the inquiry, including that the NSW Government renegotiate the teachers' industrial agreement, and that the government ensure a rigorous and consistent program of independent classroom observation. Other recommendations considered Initial Teacher Education, data collection, and NSW Government programs and policies that address the teacher shortage.²
- 1.5 A complete list of the committee's recommendations is available in Appendix 1.

The NSW Government response to the previous report

- 1.6 The NSW Government response to the committee's previous report was received on 8 February 2023 from the Hon. Sarah Mitchell MLC, Minister for Education. The response acknowledged the complexity of the teacher shortages, provided a description of the current local and national supply landscape, and detailed the progress of the *NSW Teacher Supply Strategy* initiatives.³
- 1.7 With regard to the committee's specific recommendations, there were 36 individual calls to action contained within the 20 recommendations of the report. In response to these, the NSW Government:
- supported two recommendations
 - supported in principle eight recommendations
 - noted five recommendations
 - noted, with reference to existing policy, 15 recommendations
 - did not support six recommendations.
- 1.8 The NSW Government response is available in full in Appendix 2.

Current inquiry

- 1.9 Following the conclusion of the previous inquiry into teacher shortages, the current inquiry was self-referred by the committee and commenced on 9 January 2023. This inquiry was an opportunity to consider the outcomes of the previous inquiry and to receive an update on teacher numbers as the new school year started. It has also allowed the committee to examine NSW Government initiatives to increase teacher supply and to explore the use of out-of-field teaching, merged classes and minimal supervision in depth.

² Portfolio Committee No. 3 – Education, *Great teachers, great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales*, p 23, p 28, pp 34-35, p 45.

³ Correspondence from the Hon Sarah Mitchell MLC, Minister for Education, to the Clerk of the Parliaments, providing the government response to the inquiry to teacher shortages in New South Wales, 8 February 2023.

- 1.10** Noting the short timeframe for this inquiry, the committee conducted two public hearings on 1 and 2 February 2023 and received evidence from key stakeholders, including the NSW Department of Education. Chapter 2 discusses the key issues presented in evidence during these hearings.

Chapter 2 Key issues

This chapter examines key issues presented during this inquiry about teacher shortages and education outcomes in New South Wales, including the number of teacher and other staff vacancies in schools. It also considers the reasons and implications for teacher supply issues and NSW Government initiatives to overcome these concerns. The chapter concludes with a brief discussion about the use of mobile phones in classrooms.

Teacher and other school staff supply in New South Wales

2.1 As extensively discussed in the committee's initial report, there is an acute teacher shortage across New South Wales. Mr Angelo Gavrielatos, President of the NSW Teachers Federation, stated that despite the committee's call for decisive and immediate action to address this concern in November 2022, the teacher shortage is now a 'crisis' that extends across the state.⁴ Other inquiry participants, including the Independent Education Union, the Secondary Principals' Council and the Hawkesbury Teachers Association, concurred noting the challenges to find teachers across all subject areas, levels of schooling and teaching, and geographical locations.⁵

Permanent teacher vacancies

2.2 The NSW Department of Education advised that as of 30 January 2023, there were 2,168 permanent vacancies in NSW public schools; 66 per cent of which were teachers and the balance of which are executive and SAS staff.⁶ It was noted that this amounted to a significant reduction to the approximate 3,300 vacancies in November 2022.⁷

2.3 Additionally, the department informed the committee that at the beginning of 2023, approximately 70 per cent of government schools had zero or one permanent teacher vacancy, and around 19 per cent of schools had between two and five vacancies.⁸

2.4 Appendix 3 sets out advice from the NSW Department of Education regarding the number of permanent teacher vacancies for January 2018 – January 2023, and the demand and supply of teachers in NSW public schools from 2023-2026.

⁴ Evidence, Mr Angelo Gavrielatos, President, NSW Teachers Federation, 1 February 2023, pp 2-3.

⁵ See, Evidence, Ms Veronica Yewdall, NSW/ACT Branch Organiser and Assistant Secretary, Independent Education Union, 1 February 2023, p 11; Evidence, Mr David Towson, NSW/ACT Branch Organiser and Assistant Secretary, Independent Education Union, 2 February 2023, pp 10-11; Evidence, Mr Craig Petersen, President, NSW Secondary Principals' Council, 1 February 2023, pp 27-28; Evidence, Ms Roschelle Morwood, President, Hawkesbury Teachers Association, 2 February 2023, p 7.

⁶ Evidence, Mr Shaun Ruming, Chief People Officer, NSW Department of Education, 2 February 2023, p 31.

⁷ Evidence, Mr Ruming, 2 February 2023, p 31.

⁸ Evidence, Mr Murat Dizdar, Deputy Secretary, School Performance (South), NSW Department of Education, 2 February 2023, p 32; Additional information, NSW Department of Education, 7 February 2023, p 2.

Temporary and casual teacher vacancies

- 2.5** There was discussion during this inquiry about the number of temporary and casual teacher vacancies in schools. Evidence from stakeholders across both inquiries suggested that there is paucity of temporary and casual teachers in New South Wales.⁹
- 2.6** The department advised that it is difficult to accurately reflect the number of temporary and casual vacancies on a given day as it is largely dependent on operational factors within schools.¹⁰ This led to some concern amongst stakeholders about the underreporting of overall teacher vacancies¹¹ and, as discussed in the committee's initial report, an inability to accurately understand the extent of the teacher shortage and improve workforce planning.¹² The NSW Teachers Federation urged the NSW Department of Education to provide more accurate data about teacher vacancies to overcome these issues.¹³

School Learning Support Officer and school counsellor vacancies

- 2.7** Inquiry participants noted that there is a shortage of School Learning Support Officers (SLSOs) and school counsellors in schools. The committee heard that failure to staff these roles has significant impact on student wellbeing and learning, and teacher workload.¹⁴
- 2.8** Stakeholders supported increasing the number of SLSOs.¹⁵ Indeed, the committee's initial report recommended that the NSW Government increase funding for SLSOs with a view to increasing their overall presence in schools.¹⁶
- 2.9** Similarly, it was noted that there is a need to improve the ratio of school counsellors to students.¹⁷ The NSW Government advised that it has taken action to meet these needs, including allocating an additional 100 school counsellors to schools over the last four years.¹⁸

⁹ See, Portfolio Committee No. 3 – Education, NSW Legislative Council, *Great teachers, great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales*, pp 9-13; Evidence, Ms Yewdall, 1 February 2023, p 11.

¹⁰ Evidence, Mr Dizdar, 2 February 2023, pp 32- 33.

¹¹ See for example, Evidence, Mr Petersen, 1 February 2023, p 29.

¹² Portfolio Committee No. 3 – Education, *Great teachers, great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales*, pp 47-48.

¹³ Evidence, Mr Gavrielatos, 1 February 2023, p 9.

¹⁴ See, Evidence, Ms Libby Clarke, Vice-President, Marsden Park Public School P&C, 2 February 2023, pp 17-18; Evidence, Ms Morwood, 2 February 2023, p 5; Evidence, Ms Jocelyn Brewer, Child Psychologist, Former Teacher and School Counsellor, and Associate with the Centre for Digital Wellbeing, 2 February 2023, p 21.

¹⁵ Evidence, Ms Clarke, 2 February 2023, p 18.

¹⁶ Portfolio Committee No. 3 – Education, *Great teachers, great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales*, pp 42-43.

¹⁷ Evidence, Ms Brewer, 2 February 2023, p 22.

¹⁸ Evidence, Ms Leanne Nixon, Deputy Secretary, School Performance (South), NSW Department of Education, 2 February 2023, p 35.

The NSW Teacher Supply Strategy and other NSW Government actions to address supply concerns

- 2.10** The NSW Government advised the committee of various actions it has taken to address supply concerns, including its *NSW Teacher Supply Strategy* and other initiatives.
- 2.11** In 2021, the NSW Government released its *NSW Teacher Supply Strategy*, a 10-year evidence-based program to increase the supply of teachers by 3,700. The government committed \$125 million over four years to support the strategy.¹⁹ In its initial report, the committee noted and concurred with stakeholder concerns about the strategy.²⁰ During the committee's recent inquiry, Mr Gavrielatos said that the strategy had been a 'failure'. Specifically, he noted that the number of teacher vacancies had increased since the strategy was released.²¹
- 2.12** Conversely, the NSW Department of Education advised that the strategy had been successful, with in excess of 460 people participating in its initiatives.²² The department noted the particular success of the Grow Your Own and Recruitment Beyond NSW programs and concluded: 'As a result of the interventions and progress to date, current modelling shows improved outlooks for teacher supply, with a surplus forecast at a macro level past 2027.'²³
- 2.13** The department also drew the committee's attention to other actions it had taken to increase teacher supply including: the Priority Recruitment Support initiative, the Rewarding Excellence in Teacher reform, the temporary workforce transition project, the Quality Time Program, and introducing a one-year, as opposed to two-year, Masters program for aspiring teachers.²⁴
- 2.14** The new postgraduate course, in particular, was discussed extensively during the inquiry. Numerous stakeholders raised concerns about the course, suggesting that it risked undermining teachers' standards and qualifications, may lower the status of teaching, and underprepare teachers to commence teaching, particularly their understanding of pedagogy.²⁵ However, it was also noted that shortening the course could be a viable option if graduate teachers were provided 'far better support' once they were in schools.²⁶

Causes of the teacher shortage

- 2.15** The committee heard that various factors contributed to teacher supply concerns. As discussed extensively during both inquiries, the acute staffing shortages in New South Wales schools is often caused by teachers' disillusionment with the nature and substance of their role and

¹⁹ Portfolio Committee No. 3 – Education, *Great teachers, great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales*, p 34.

²⁰ Portfolio Committee No. 3 – Education, *Great teachers, great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales*, pp 34-35.

²¹ Evidence, Mr Gavrielatos, 1 February 2023, p 2.

²² Evidence, Mr Ruming, 2 February 2023, p 30.

²³ Evidence, Mr Ruming, 2 February 2023, p 30 and p 38.

²⁴ Evidence, Mr Ruming, 2 February 2023, pp 30-31.

²⁵ Evidence, Mr Gavrielatos, 1 February 2023, p 5. Also, Evidence, Mr Petersen, 1 February 2023, pp 31-32.

²⁶ Evidence, Ms Yewdall, 1 February 2023, p 16.

remuneration. The committee heard that, in large part, this was caused by: unsustainable workloads,²⁷ administrative and accreditation burdens,²⁸ uncompetitive salaries,²⁹ systematic disempowerment of teacher voice and disregard for professional judgement,³⁰ and, the precariousness of casual and temporary contracts.³¹

- 2.16** Stakeholders also highlighted the increasing number of teachers, specifically graduates and principals, who are leaving the profession contribute to the teacher shortage.³² Indeed, the committee heard that for the first time ever, resignations have outpaced retirements.³³
- 2.17** The NSW Teachers Federation was emphatic that the NSW Government has known about these concerns for a number of years and contributed to the current crisis by failing to take effective action to adequately address these issues.³⁴
- 2.18** Separately, the NSW Department of Education emphasised that the increase in teachers taking sick leave significantly contributed to supply concerns last year. In fact, the department advised that teacher sick leave which was up over 52 per cent compared to 2021.³⁵ It was acknowledged that since the COVID-19 pandemic, staff in all workplaces, including schools, have used sick leave more frequently.³⁶

Implications of the teacher shortage

- 2.19** As examined in the committee's initial report, there are significant implications for schools experiencing teacher shortages. Again, during this inquiry there was discussion about shortages leading to merged classes, minimal classroom supervision and out-of-field teaching.³⁷
- 2.20** During this inquiry, stakeholders discussed the use of 'split classes', where students whose teacher is absent are sent to other classes to receive supervision.³⁸ Ms Roschelle Morwood, President of the Hawkesbury Teachers Association, said this practice was one of the greatest challenges faced by teachers, and asserted that 'split' students cannot receive adequate guidance as teachers need to focus on their own class.³⁹

²⁷ See, Evidence, Ms Yewdall, 1 February 2023, p 17; Evidence, Ms Morwood, 2 February 2023, p 2.

²⁸ See, Evidence, Ms Yewdall, 1 February 2023, pp 17-18; Evidence, Ms Morwood, 2 February 2023, pp 3-4 and p 6.

²⁹ See, Evidence, Mr Gavrielatos, 1 February 2023, p 2; Evidence, Mr Towson, 2 February 2023, p 12.

³⁰ Additional information, Ms Veronica Yewdall, NSW/ACT Branch Organiser and Assistant Secretary, Independent Education Union, 6 February 2023, p 1.

³¹ Evidence, Mr Gavrielatos, 1 February 2023, p 4.

³² See, Evidence, Mr Gavrielatos, 1 February 2023, p 4; Evidence, Mr Petersen, 1 February 2023, p 29.

³³ Evidence, Mr Gavrielatos, 1 February 2023, p 2.

³⁴ Evidence, Mr Gavrielatos, 1 February 2023, pp 2-3.

³⁵ Evidence, Mr Ruming, 2 February 2023, p 30.

³⁶ Evidence, Ms Clarke, 2 February 2023, p 16.

³⁷ See, Evidence, Ms Yewdall, 1 February 2023, p 12; Evidence, Ms Kate Laney, Parent, 1 February 2023, pp 20-21.

³⁸ See, Evidence, Ms Laney, 1 February 2023, p 20.

³⁹ Evidence, Ms Morwood, 3 February 2023, p 9.

- 2.21** There was significant concern about the detrimental impacts of these practices on student learning and engagement, and teacher dissatisfaction.⁴⁰ For example, Ms Libby Clarke, Vice-President of Marsden Park Public School P&C, told the committee that 'split classes' were considered a 'wasted day', and had 'no academic benefit', especially for her son who has additional needs.⁴¹
- 2.22** Inquiry participants identified other consequences of the teacher shortages on students' education and wellbeing, including:
- support staff are often redirected or redeployed to supervise classes leaving students who require their services without the additional support they require⁴²
 - graduate and early years teachers are required to teach senior classes⁴³
 - teachers are unable to encourage students' individual interests⁴⁴
 - teachers are unable to address undesirable behaviours, such as bullying⁴⁵
 - it is challenging to timetable classes in high schools⁴⁶/students have reduced access to broader aspects of the curriculum.⁴⁷

Stakeholder proposals to address concerns

- 2.23** As discussed in Chapter 1, in November 2022, the committee made 20 recommendations to address the teacher shortage. The government response to these recommendations was received on 8 February and is set out in Appendix 2.
- 2.24** During this inquiry, stakeholders repeatedly called on the NSW Government to improve teachers' pay and conditions.⁴⁸ In addition to addressing these issues, Ms Veronica Yewdall, NSW/ACT Branch Assistant Secretary of the Independent Education Union, was unequivocal that restoring respect for teachers' professional judgement is vital for overcoming supply concerns:

Rhetoric around the value of teachers, while certainly true, won't convince potential teachers to choose education over another career that provides appropriate professional pay. Dedicated, experienced and skilled teachers will not be convinced to remain in the profession without genuine measures to address workload and restore respect for professional judgement. Immediate removal of the salary cap and reduction of

⁴⁰ See, Evidence, Mr Gavrielatos, 1 February 2023, pp 2-3; Evidence, Ms Yewdall, 1 February 2023, p 12; Evidence, Ms Laney, 1 February 2023, p 20; Portfolio Committee No. 3 – Education, *Great teachers, great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales*, pp 10-12.

⁴¹ Evidence, Ms Clarke, 2 February 2023, p 15 and p 16.

⁴² Evidence, Mr Gavrielatos, 1 February 2023, p 3.

⁴³ Evidence, Ms Yewdall, 1 February 2023, p 12.

⁴⁴ Evidence, Ms Hanna Valenzuela, Parent, 1 February 2023, p 21.

⁴⁵ Evidence, Ms Valenzuela, 1 February 2023, p 22.

⁴⁶ Evidence, Mr Petersen, 1 February 2023, pp 27-28.

⁴⁷ Evidence, Ms Yewdall, 1 February 2023, pp 12-13.

⁴⁸ Evidence, Mr Gavrielatos, 1 February 2023, p 6. Also, Evidence, Ms Yewdall, 1 February 2023, p 14.

unnecessary and duplicative workload are the only actions that will guarantee the ongoing existence of the teaching workforce NSW needs.⁴⁹

- 2.25** Stakeholders also advocated for the government to address the administration burden faced by teachers.⁵⁰ Key proposed initiatives included: addressing 'initiative churn' and documentation requirements,⁵¹ using a central process to hire teaching staff,⁵² using incentives to recruit teachers to north-west Sydney,⁵³ and allowing teachers who are recruited from overseas to begin accreditation processes before they arrive in Australia⁵⁴
- 2.26** Finally, there was wide-ranging support amongst inquiry participants for government schools to receive an appropriate level of funding to ensure students reach their full potential.⁵⁵

Mobile phones in classrooms

- 2.27** A key issue raised during this inquiry centred around the use of mobile phones at schools. There was debate during the inquiry about whether mobile phones should be banned from schools. It was noted that the Government of South Australia has recently implemented a policy banning mobile phones from classrooms in government schools, and that this policy comes into effect from the second semester of 2023.⁵⁶
- 2.28** While stakeholders, such as Mr Gavrielatos from the NSW Teachers Federation, acknowledged phones can be a distraction,⁵⁷ rather than placing an outright ban on mobile phones, the committee heard from inquiry participants, specifically Ms Jocelyn Brewer, Child Psychologist, Former Teacher and School Counsellor, and Associate with the Centre for Digital Wellbeing, and Ms Carla Wilshire, Chief Executive Officer of the Social Policy Group, who supported empowering students to better understand how and when it is appropriate to use technology.⁵⁸
- 2.29** Overall, it was considered prudent for the government to provide a broad policy framework for the use of mobile phones and other personal devices in schools, but for individual schools to have the flexibility to apply the policy as they see fit.⁵⁹

⁴⁹ Additional information, Ms Yewdall, 6 February 2023, p 1.

⁵⁰ See, Evidence, Mr Gavrielatos, 1 February 2023, p 8.

⁵¹ Evidence, Ms Yewdall, 1 February 2023, p 19.

⁵² Evidence, Mr Petersen, 1 February 2023, p 31.

⁵³ Evidence, Mr Towson, 2 February 2023, p 10.

⁵⁴ Evidence, Mr Towson, 2 February 2023, p 10.

⁵⁵ See, Evidence, Mr Gavrielatos, 1 February 2023, pp 6-7; Evidence, Ms Yewdall, 1 February 2023, p 16.

⁵⁶ South Australia Department for Education, Mobile phones and personal devices at school, 30 January 2023, <https://www.education.sa.gov.au/parents-and-families/safety-and-wellbeing/bullying-and-cyberbullying/using-mobile-phones-and-personal-devices-school>.

⁵⁷ Evidence, Mr Gavrielatos, 1 February 2023, p 7.

⁵⁸ Evidence, Ms Brewer, 2 February 2023, p 23; Evidence, Ms Carla Wilshire, Chief Executive Officer, Social Policy Group, 2 February 2023, p 24.

⁵⁹ See, Evidence, Mr Gavrielatos, 1 February 2023, pp 7-8; Evidence, Ms Brewer, 2 February 2023, pp 27-28.

Committee comment

- 2.30** This inquiry was an opportunity for the committee to consider the outcomes of its previous inquiry into teacher shortages and to receive an update on any current or projected supply concerns as students commenced the new school year. Overall, the committee believes that the evidence presented during the hearings does not change the committee's earlier findings and recommendations.
- 2.31** The committee acknowledges that as of 30 January 2023, there were approximately 2,168 full-time permanent teacher vacancies in NSW public schools, and that this is a significant reduction from the number of vacancies reported in November 2022. However, the committee is disappointed that further information to clarify the full extent of total vacancies is not available. We reiterate the recommendations in the committee's previous report, specifically around the collection of data and call on the department to provide more fulsome information regarding the number of temporary and casual vacancies to ensure that a more accurate understanding of the teacher supply shortage can be ascertained and to support better workforce planning.
- 2.32** The committee acknowledges the evidence provided during the hearings, particularly from the digital wellbeing experts, did not support an outright banning of mobile phones in schools. An outright ban does not provide consideration of students' individual circumstances or needs. Mobile phones are used by students for a multitude of reasons, particularly those with special needs, learning difficulties and anxiety; often providing a valuable learning resource or security blanket when issues arise. A policy of exemption for those students could lead to their being singled out by their peers, which would only further create issues with inclusiveness. The committee feels other policy measures for monitoring and accessing these devices is more appropriate.

Finding 1

The banning of mobile phones in schools is not supported by evidence and could lead to unintended consequences.

- 2.33** From the evidence received across both inquiries, it is clear to the committee that teacher shortages are widespread and affect the education outcomes of students across the state, particularly those with additional needs. We expect the NSW Government to, as a priority, continue pursuing initiatives to address teacher supply constraints to ensure future impacts are minimised, and ultimately, to support and meet our students' educational needs.

Finding 2

For the first time, teacher resignations have outstripped teacher retirements.

Finding 3

Teacher shortages are widespread and affect the education outcomes of students across the state, particularly those with special needs.

Appendix 1 Recommendations of the previous report into teacher shortages in New South Wales

Great teachers, great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales - Report of the inquiry into teacher shortages in New South Wales, November 2022.

Recommendation 1: That the NSW Government acknowledge that the best way of dealing with the long term problem of teacher shortages is to substantially lift the status of teaching, to return it to a highly valued and honoured profession in the eyes of the public and school leavers in particular. This means adopting modern professional standards and expectations for teachers' performance, working conditions, scrutiny, enhanced professional development, promotion, job certainty and financial rewards.

Recommendation 2: That the NSW Government implement a new system of providing casual relief across the system based on permanent relief staff on the model developed through the Casual Supplementation Pilot.

Recommendation 3: That the NSW Government expand initiatives to enable existing teachers employed by the NSW Department of Education to attain infield expertise in high-demand subjects through the availability of scholarships and expanded paid study leave provisions.

Recommendation 4: That the NSW Government fast track implementation of the Grow Your Own initiative that seeks to actively recruit candidates into the teaching profession from within rural and remote communities that have difficulty recruiting and retaining teachers.

Recommendation 5: That the NSW Government:

- renegotiate the teachers' industrial agreement to review working conditions, converting these concessions into higher teacher pay, especially in the years after initial recruitment (5-15 years of service)
- give special recognition to and develop faster promotion pathways for teachers with strong value-added performance
- consider adopting the Australian Institute for Teaching and School Leadership recommendation for \$30,000 scholarships as an important way of overcoming workforce blockages – in attracting talented school leavers and mid-career-changers to teaching, in fast-tracking the promotion and career progress of young talented teachers, and in recruiting more in-field specialist teachers
- advocate for national changes to the Highly Accomplished and Lead Teacher program
- ensure that teachers and students benefit from a rigorous, consistent program of independent classroom observation, bringing all NSW teachers up to high-quality, evidence-based classroom practice. This is particularly important for new teachers in developing their practical skills to a high standard.

Recommendation 6: That, to substantially improve initial teacher training in New South Wales, the NSW Government:

- announce a teacher recruitment policy giving priority to localised training models
- provide additional funding support for Alphacrucis University College and lobby the Australian Government to give it eligibility for Commonwealth supported places
- ensure continuity of funding support for Country Universities Centres (CUCs) and provide CUC trainee teachers with paid work opportunities in local regional schools, such as Student Learning and Support Officers
- call on universities to improve their Initial Teacher Education programs and maintain a high entry standard for Initial Teacher Education degrees
- again inform NSW universities they need to make the appropriate change to Literacy and Numeracy Test for Initial Teacher Education timing, so that each of them brings it forward to within the first year of teacher training
- ensure teaching is sufficiently attractive and financially viable to entice even more high-achieving students into teaching.

Recommendation 7: That the NSW Government develop a digital allocation system for teacher training placements to ensure placements meet anticipated future school needs.

Recommendation 8: That the NSW Government work with the Commonwealth Government and tertiary education providers to develop a Masters of Teaching model which involves one year of university study and one year of paid in-school placement, tied to schools with identified need to increase the number of in-field teachers, where practical.

Recommendation 9: That the NSW Government formally recognise the importance of in-field specialist teaching as a vital contributor to student success. In setting ambitious targets for in-field teaching the NSW Government should collect and publish detailed data on in and out-of-field teaching in its schools.

Recommendation 10: That the NSW Department of Education establish a new program of Specialist Teaching Scholarships (set at \$30,000 in line with the Behavioural Economics Team of the Australian Government research and Australian Institute for Teaching and School Leadership recommendation) be provided in initial teacher education and for mid-career-change teachers entering the public education system, to meet the targets in Recommendation 9.

Recommendation 11: That the NSW Government streamline and integrate the Approval to Teach process with initial teacher education, to reduce barriers for initial teacher education students to transition into teaching. This includes the Department of Education developing a digital solution with initial teacher education providers to source student transcripts and course results directly from universities instead of requiring students to collate this manually.

Recommendation 12: That the NSW Government revise and update the *NSW Teacher Supply Strategy* by adopting the recommendations in this report.

Recommendation 13: That, to better address the needs of children with behavioural problems, the NSW Government increase funding for School Learning Support Officers (SLSOs), with a view to increasing their overall presence, and also permanently allocating them to schools, rather than an individual student. Further, that it provide adequate places in Schools for Specific Purposes for students who would benefit from this model.

Recommendation 14: That the NSW Government recognise that one way of reducing the teacher paperwork load is to restore discipline and order in our schools. The decline in disciplinary standards and policies in recent decades needs to be reversed. Chaotic classrooms and playgrounds are not only bad for student learning, they create a huge workload on teachers, drawing them away from their core instructional role. The model of structured classroom order at Marsden Road Public School (based on London's highly successful Michaela School), for example, minimises 'teacher tell' time and maximises productive learning time. This success needs to be replicated across the government school sector.

Recommendation 15: That the NSW Department of Education ensure that its current program to reduce the administrative burden on teachers does not jeopardise the collection of essential data on student performance.

Recommendation 16: That the NSW Department of Education:

- collect teacher exit interview data, collating resignation numbers, demographic data and information on why they resign
- monitor and address the reasons for the alarming rise in new teacher attrition
- organise and provide funding and resources for a comprehensive induction program for new teachers, with mentors and contacts who can assist them in the early years of adjusting to their new career
- centrally collect data about school requirements for and use of casual and temporary teachers, including their turnover/resignation rates
- accurately reflect the number of teachers in schools, and how many are casual, permanent or temporary
- collect data on the numbers of:
 - active teachers available to work in the Department's casual teacher pool (as opposed to those technically still eligible to work but who are no longer looking for casual work)
 - teachers on recurrent temporary employment contracts
 - temporary teachers who have indicated they would prefer to be permanent
 - casual teachers who have indicated they would prefer to be temporary or permanent.

Recommendation 17: That the NSW Government acknowledge the inability of the casual/temporary teacher workforce to fill the gaps of critical teacher shortages in government schools over the past two years. Given the decline in the availability of these teachers, the NSW Department of Education should create a significant number of additional permanent, full-time teacher positions, thereby reducing future reliance on casuals and temps who have diminished in number.

Recommendation 18: That the NSW Government, in attracting more high-quality people into teaching, should use the de-casualisation initiative in Recommendation 17 as a selling point, offering greater job security across the New South Wales teaching profession.

Recommendation 19: That the NSW Government acknowledge:

- the way in which its vaccination mandates infringed on the rights of NSW Department of Education employees to make their own health choices
- the ultimate ineffectiveness of the vaccination program against transmission of the COVID-19 Omicron strains BA 4&5
- the severe staffing shortages caused by the mandates, a hardship on students and staff which should not be repeated in future pandemics.

Recommendation 20: That the NSW Government create an automatic right of return to employment within the Department of Education to help address teacher shortages for all mandate-affected school and departmental staff.

Appendix 2 Government response to the previous report into teacher shortages in New South Wales

NSW Government response to Parliamentary Inquiry into Teacher Shortages

Introduction

The NSW Government acknowledges the Committee's final report into Teacher Shortages in NSW. It also notes the dissenting statements made by the Ms. Abigail Boyd MLC, the Hon. Anthony D'Adam MLC and the Hon. Courtney Houssos MLC. The diverse evidence from witnesses and these statements highlight the complexity of teacher supply and demand in New South Wales – an issue that other jurisdictions are facing across the country and around the world. The NSW Government notes the omission of these crucial details and is disappointed that the Committee did not seize the opportunity to build on the work already underway by the NSW and Federal Governments regarding teacher supply.

In NSW, we have been developing and implementing solutions to teacher supply challenges in certain subjects and locations for a number of years. The NSW Government's Teacher Supply Strategy was developed to deliver a pipeline of teachers into the future, in line with these known challenges, as well as forecast supply and demand. We continue to review and improve this Strategy, and accordingly, we acknowledge the testimony of witnesses who gave their time to prepare submissions and appear at this Inquiry. The NSW Government's response considers these submissions, each of the Committee's recommendations, notes the important work already underway, and provides comment on future opportunities.

The local and national landscape

Education systems across Australia and abroad are grappling with the challenges of changing student enrolments, declining numbers of graduate teachers and subject diversity demands, against a landscape of increased funding which has significantly driven demand for additional teachers.

As the largest employer of teachers in Australia, the NSW Department of Education has a workforce of more than 95,000 teachers. As at 30 January 2022 the Department had 2,168 permanent teaching vacancies (1,960.3 FTE), which reflects a decrease of around 1,145 vacancies (1,048.6 FTE) since November last year, and is lower than at the start of the 2022 school year.

Over the past five years we've permanently filled, on average, more than 6,000 teaching roles each year, with more than 8,000 filled in 2022. Because of these efforts the state is no longer on course for a teacher shortage in the simple terms of supply and demand. Rather it is facing a deployment challenge fuelled by a record number of teachers being employed in schools.

Teacher supply and deployment is a national and global challenge. It has been, and will continue to be, a key priority for the Department to increase the supply of teachers across our system.

It is imperative that we increase the supply of teachers where they are most needed. This includes incentivising the best teachers to stay in the classroom and supporting more teachers to work in harder to staff schools. We must also ensure we don't create an overly burdensome recruitment process that will detract those wanting to join our system – while maintaining high standards.

Nationally, Education Ministers from each state and territory came together in August 2022 to discuss teacher supply challenges. It was agreed that a working group led by Dr Michele Bruniges AM, Secretary of the Australian Department of Education, would develop a National Teacher Workforce Action Plan.

NSW Government response to Parliamentary Inquiry into Teacher Shortages

The [National Teacher Workforce Action Plan](#) was endorsed by Education Ministers across Australia in December 2022. The Plan includes 28 actions across six priority areas:

1. Elevating the profession
2. Improving teacher supply
3. Strengthening initial teacher education
4. Maximising the time to teach
5. Better understanding future teacher workforce needs
6. Better career pathways to support and retain teachers in the profession.

The National Teacher Workforce Action Plan provides strong endorsement of work already underway through the NSW Government's Teacher Supply Strategy (see Appendix A).

NSW has progressed work over the last 18 months against all 15 initiatives under the Teacher Supply Strategy, delivering the following:

- Our first overseas teachers commenced in classrooms as part of our Recruitment Beyond NSW program, with a further 11 confirmed to start during Term 1, with more than 500 continuing to progress through shortlisting processes.
- Our first cohort commenced as part of the FASTstream program, creating an accelerated and supported path to school leadership, with our second cohort commencing from 2023 with more than 80 teachers engaged in this initiative.
- More than 50 teachers commenced or are due to commence in Term 1 2023 as part of our Teachers in the Field – Classroom Cover Stream (formerly Casual Supplementation Program), with more than 320 schools to be supported by the expanded program.
- More than 40 participants commenced in our STEM Retraining program, which is supporting existing teachers to retrain as in-field maths teachers.
- More than 40 people commenced in our innovative Mid-career Transition to Teaching program.
- 200 participants are due to commence training under the 'Grow Your Own Teacher Training program in 2023 with a further 300 participants expected across 2024 and 2025.
- A targeted campaign '*Teaching Opens Doors*' is underway to support attraction to the teaching profession.
- Further support has been implemented for our rural and remote workforce, including expanding incentives to temporary teachers.

In addition to this work, the NSW Department of Education has also made significant improvements to its recruitment approach, allowing it to more effectively recruit and place teachers. Between 1 January and 12 December 2022, the Department appointed almost 8,000 public school teachers – just over 40% more than the same period last year, with more than half being new teachers on their first permanent appointment.

The Department has also invested in new approaches to support schools with complex recruitment needs through the establishment of a Priority Recruitment Support unit within the Department, which provides tailored and dedicated recruitment support to schools.

The NSW Government is also implementing its Rewarding Excellence in Teaching reform. This reform will see the creation of new in classroom teaching roles at significantly higher rates of pay. These roles provide career progression for excellent teachers without the need to leave the classroom. The reform is being led by experts and has gone through significant consultation with the workforce.

NSW Government response to Parliamentary Inquiry into Teacher Shortages

The National Teacher Workforce Action Plan includes a number of initiatives at the national level which will complement our work, including:

- national action on migration
- creating more teaching places in universities
- improving initial teacher education
- improved national teacher workforce data.

Conclusion

Through the Teacher Supply Strategy, improved recruitment processes and teacher support, and collaboration with jurisdictions across Australia through the National Teacher Workforce Action Plan, the NSW Government is at the forefront of teacher supply and retention.

The NSW Government takes great care to always promote this important profession and notes the damage done to the profession and public education when misrepresentation or weaponisation of issues, such as teacher supply and COVID, occur.

Teaching is a rewarding career that vitally contributes to the lives of our students, the NSW community and the economy. We value all of our teachers and will continue to work hard to grow and nurture a thriving NSW teaching workforce into the future.

NSW Government response to Parliamentary Inquiry into Teacher Shortages

Response to the Committee’s recommendations

The NSW Government has considered the recommendations outlined in the committee’s report. Our responses are as follows:

#	Recommendation	Position	Response
1	That the NSW Government acknowledge that the best way of dealing with the long term problem of teacher shortages is to substantially lift the status of teaching, to return it to a highly valued and honoured profession in the eyes of the public and school leavers in particular. This means adopting modern professional standards and expectations for teachers’ performance, working conditions, scrutiny, enhanced professional development, promotion, job certainty and financial rewards.	Supported in principle.	<p>The NSW Government supports excellence in teaching and teacher quality as the single greatest in-school influence on student engagement and outcomes. Teachers in schools make a difference to the lives of children and young people every single day.</p> <p>The Australian Professional Standards for Teachers (the Standards) were developed as a public statement and set of expectations for the teaching profession. Since 2018, all teachers in NSW need to meet and maintain their practice against the Standards to remain accredited.</p> <p>The NSW Government has recently agreed a new Teachers Award and has a range of initiatives underway to support the teaching workforce and ensure great teachers are recognised for their excellence. These include implementing the School Success Model to support student outcomes, the new NESAs Professional Development policy to support improved professional learning, and the Rewarding Excellence in Teaching program to create new career pathways for highly effective teachers.</p> <p>The National Teacher Workforce Action Plan has also identified the need to elevate the teaching</p>

NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
			<p>profession, strengthen initial teacher education, better understand future teacher and workforce needs, and provide better career pathways to support and retain teachers in the profession as four of its key priority areas. While the Plan is addressing national responses, NSW is already underway with strategies including the Attraction to Teaching initiatives, the Mid-Career Transition to Teaching program, the Grow your Own Teacher Training program, FASTstream and numerous other programs under its Teacher Supply Strategy.</p> <p>NSW is also partnering with the Australian Institute for Teaching and School Leadership (AITSL) to further streamline the process for teachers applying for accreditation at the Highly Accomplished and Lead Teacher (HALT) levels of the Standards, as well as introducing HALT specialisations in identified areas, to significantly increase the number of teachers accredited at the higher levels.</p> <ul style="list-style-type: none"> The NSW Government takes great care to always promote this important profession and notes the damage done to the profession and public education when misrepresentation or weaponisation of issues, such as teacher supply and COVID, occur.
2	That the NSW Government implement a new system of providing casual relief across the system based on permanent relief staff on the model developed through the Casual Supplementation Pilot.	Noted – Existing policy.	This is existing government policy. The Teachers in the Field – Classroom Cover Stream (previously known as the Casual Supplementation Program)

NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
3	That the NSW Government expand initiatives to enable existing teachers employed by the NSW Department of Education to attain in-field expertise in high-demand subjects through the availability of scholarships and expanded paid study leave provisions.	Noted – Existing policy.	<p>was piloted at a range of regional, rural and remote schools throughout 2021.</p> <p>As part of the Teacher Supply Strategy, this program is expanding to support more schools to increase their access to teacher relief. 50 teachers are either currently engaged and working in schools or due to commence from Term 1 2023. As at 30 January 2023, 326 schools have been confirmed to be supported by 86 roles.</p> <p>Schools are also able to use their own funding to create additional inbuilt relief positions, which are in addition to other relief positions that they may receive to cover duties such as release time.</p> <p>This is existing government policy. The Department already has a range of supports in place for teachers working out of field. We are committed to providing retraining opportunities through a range of initiatives, including scholarships and leave provisions. In particular, we offer TeachMATHS scholarships, Inclusive Practice in Education Scholarships, and the recently launched Mathematics Retraining program, which forms part of our Teacher Supply Strategy.</p> <p>The Department will consider existing leave provisions to ensure teaching staff are appropriately supported to improve their qualifications in high-demand subjects.</p> <p>The National Teacher Workforce Action Plan has also identified the need to improve teacher supply as a priority area. NSW supports this work and has</p>

NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
4	That the NSW Government fast track implementation of the Grow Your Own initiative that seeks to actively recruit candidates into the teaching profession from within rural and remote communities that have difficulty recruiting and retaining teachers.	Noted – Existing policy.	<p>highlighted a number of initiatives already underway including scholarship provision and programs under the Teacher Supply Strategy.</p> <p>This is existing government policy. Implementation of the Grow Your Own initiative has commenced.</p> <p>The Grow Your Own program was originally planned to support 200 participants over the 10-year Teacher Supply Strategy. Due to strong interest, the NSW Government is expanding the program to 500 participants, who will commence studying in 2023, 2024 and 2025. The Department is partnering with Charles Sturt University and the University of Western Sydney to support the first 200 participants, who will commence in 2023.</p>
5	That the NSW Government: <ul style="list-style-type: none"> a) renegotiate the teachers' industrial agreement to review working conditions, converting these concessions into higher teacher pay, especially in the years after initial recruitment (5-15 years of service) 	<ul style="list-style-type: none"> a) Not supported. 	<ul style="list-style-type: none"> a) A new Teachers Award was made on 11 November 2022, covering pay and conditions for 2022 and 2023. On 11 November 2022, the Full Bench of the NSW Industrial Relations Commission handed down its decision in relation to the Department of Education's application for a new award covering NSW Public school teachers. From January 2023, this means that classroom teachers will earn up to \$113,000. Teachers are able to earn up to \$120,000 if they undertake Highly Accomplished or Lead (HALT) accreditation, while Principals will now earn up to \$200,000. <p>NSW public school teacher salaries are competitive with those offered by other state education systems</p>

NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
	<p>b) give special recognition to and develop faster promotion pathways for teachers with strong value-added performance</p>	<p>b) Noted – Existing policy.</p>	<p>and have increased by almost 30 per cent since 2011.</p> <p>Future Awards will be negotiated in due course in good faith. The NSW Government is also implementing its Rewarding Excellence in Teaching reform. This reform will see the creation of new in classroom teaching roles at significantly higher rates of pay. These roles provide career progression for excellent teachers without the need to leave the classroom. The reform is being led by experts and has gone through significant consultation with the workforce.</p> <p>b) This is existing government policy. The NSW Government is supporting future and current leaders by investing in the School Leadership Institute and initiatives such as FASTstream and the Rewarding Excellence in Teaching program. The FASTstream program supports high-performing existing teachers and high-potential university students to accelerate their school leadership journey by receiving tailored access to mentoring, support and programs from the School Leadership Institute. Participants who started in 2022, the program's first year, are already in school leadership positions. The program supports a new cohort of participants each year. Rewarding Excellence in Teaching will also seek to recognise and reward highly effective classroom teaching, in a way that contributes to strengthening teaching practice</p>

NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
	<p>c) consider adopting the Australian Institute for Teaching and School Leadership recommendation for \$30,000 scholarships as an important way of overcoming workforce blockages – in attracting talented school leavers and mid-career-changers to teaching, in fast-tracking the promotion and career progress of young talented teachers, and in recruiting more in-field specialist teachers</p> <p>d) advocate for national changes to the Highly Accomplished and Lead Teacher program</p> <p>e) ensure that teachers and students benefit from a rigorous, consistent program of independent classroom observation, bringing all NSW teachers</p>	<p>c) Noted – Existing policy.</p> <p>d) Noted – Existing policy.</p> <p>e) Supported in principle.</p>	<p>across the system for the benefit of every student and making the profession more attractive. The reform seeks to create a stronger teaching career pathway by creating new, higher paid roles for highly effective teachers which provide opportunities for them to share their expertise, while spending the majority of their time in the classroom.</p> <p>c) This is existing government policy. The Department already offers a range of existing scholarships with a similar or higher value. As part of the Teacher Supply Strategy, a number of existing scholarships were enhanced and additional initiatives to attract mid-career changers to teaching were introduced, including the Mid-career Transition to Teaching program.</p> <p>d) This is existing government policy. The Minister for Education and Early Learning has set an ambitious target of 2,500 Highly Accomplished Lead Teachers (HALT) in NSW by 2025. NSW has secured agreement from Education Ministers for its proposal to work with the Australian Institute for Teaching and School Leadership (AITSL) on opportunities to improve the HALT program.</p> <p>e) The NSW Government is committed to ensuring its workforce is skilled and effective. Classroom observations are a crucial source of feedback for</p>

NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
	up to high-quality, evidence-based classroom practice. This is particularly important for new teachers in developing their practical skills to a high standard.		teachers to enable them to reflect and improve their own practice. Reports, including the NSW Auditor General's report <i>Ensuring teaching quality in NSW schools</i> , and workforce feedback have highlighted the need to consider observation models and for at least one observation to be conducted by a supervisor. The department is dedicated to delivering a consistent and robust process, consulting with schools and stakeholders to support the ongoing evaluation and improvement of the performance and development process.
6	That, to substantially improve initial teacher training in New South Wales, the NSW Government: a) announce a teacher recruitment policy giving priority to localised training models, especially apprenticeship-type programs b) provide additional funding support for Alphacrucis University College and lobby the Australian Government to give it eligibility for Commonwealth supported places	a) Noted – Existing policy. b) Supported in principle.	a) This is existing government policy. As part of the Teacher Supply Strategy, more flexible study and training opportunities are being offered as part of initiatives such as the <i>Mid-Career Transition to Teaching program</i> , <i>Alphacrucis initiative and Teach for Australia</i> . The Department also supports Professional Experience Hubs. The National Teacher Workforce Action Plan has also identified this an area of priority. b) An initial pilot of the Alphacrucis model in government schools is being implemented in the Riverina area. Future decisions on Alphacrucis will be informed by the pilot.

NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
	<p>c) ensure continuity of funding support for Country Universities Centres (CUCs) and provide CUC trainee teachers with paid work opportunities in local regional schools, such as Student Learning and Support Officers</p>	<p>c) Noted – Existing policy.</p>	<p>c) This is existing government policy. The NSW Government provided \$8 million in funding to CUC to establish five new centres across the state as a 2019 election commitment. An independent evaluation of the CUC program is currently underway, with a final report due to the Department in late 2023. The Teacher Supply Strategy also includes opportunities for School Learning Support Officers (SLSOs) to train as teachers.</p>
	<p>d) call on universities to improve their Initial Teacher Education programs and maintain a high entry standard for Initial Teacher Education degrees</p>	<p>d) Noted – Existing policy.</p>	<p>d) This is existing government policy. The NSW Education Standards Authority (NESA) has already raised the bar, and will contribute to national work to strengthen Initial Teacher Education (ITE) as part of the National Teacher Workforce Action Plan.</p>
	<p>e) again inform NSW universities they need to make the appropriate change to Literacy and Numeracy Test for Initial Teacher Education timing, so that each of them brings it forward to within the first year of teacher training</p>	<p>e) Noted – Existing policy.</p>	<p>e) This is existing government policy. The Australian Institute for Teaching and School Leadership (AITSL) is progressing this as part of National Teacher Workforce Action Plan. From 2023, the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) can be undertaken prior to program commencement. NESA already advises ITE providers to encourage students to sit LANTITE as early as possible.</p>

NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
	f) ensure teaching is sufficiently attractive and financially viable to entice even more high-achieving students into teaching.	f) Noted – Existing policy.	f) This is existing government policy. A new Teachers Award has been approved for 2023 and 2024. See also response to Recommendation 1. In addition, the Government is currently consulting on the Rewarding Excellence in Teaching program that will seek to provide a new career track for expert teachers.
7	That the NSW Government develop a digital allocation system for teacher training placements to ensure placements meet anticipated future school needs.	Supported in principle.	Universities organise professional experience placements across all systems and have existing software systems in place to support. Opportunities for further system collaboration will be explored during 2023. Strengthening initial teacher education has been identified as a priority area under the National Teacher Workforce Action Plan providing a mechanism for the issue of teacher placements to be discussed nationally.
8	That the NSW Government work with the Commonwealth Government and tertiary education providers to develop a Masters of Teaching model which involves one year of university study and one year of paid in-school placement, tied to schools with identified need to increase the number of in-field teachers, where practical.	Supported in principle.	NESA has been liaising with employers and ITE providers on alternative Master of Teaching models that embed para-professional and teacher employment in the final year using Conditional Accreditation. The Teacher Supply Strategy contains a number of initiatives focused on getting students and teacher trainees into classrooms as early as possible.
9	That the NSW Government formally recognise the importance of in-field specialist teaching as a vital contributor to student success. In setting ambitious targets for in-field teaching the NSW Government	Noted – Existing policy.	This is existing government policy. The NSW Government already recognises the importance of in-field specialist teaching, and has a range of initiatives, including scholarships and programs as

NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
	should collect and publish detailed data on in and out-of-field teaching in its schools.		<p>part of the Teacher Supply Strategy, to support in-field expertise. The Department also recognises and acknowledges the support that out-of-field teachers provide in supporting continuity of learning and curriculum delivery.</p> <p>The Department has published analysis of in- and out-of-field teaching, as has AITSL in the National Teacher Workforce Data.</p>
10	That the NSW Department of Education establish a new program of Specialist Teaching Scholarships (set at \$30,000 in line with the Behavioural Economics Team of the Australian Government research and Australian Institute for Teaching and School Leadership recommendation) be provided in initial teacher education and for mid-career-change teachers entering the public education system, to meet the targets in Recommendation 9.	Noted – Existing policy.	<p>This is existing government policy. The NSW Government has a range of programs already under way to support students in initial teacher education and mid-career changes. These include teacher scholarship programs such as Teacher Education Scholarships, teach.MathsNOW Scholarships, teach.Rural Scholarships, and the Mid-Career Program. Some scholarship offerings include up to \$7,500 per year while studying full-time, equivalent course contribution fees of up to \$50,000, a \$6,000 appointment allowance and a permanent teaching position.</p>
11	That the NSW Government streamline and integrate the Approval to Teach process with initial teacher education, to reduce barriers for initial teacher education students to transition into teaching. This includes the Department of Education developing a digital solution with initial teacher education providers to source student transcripts and course results directly from universities instead of requiring students to collate this manually.	Supported in principle.	<p>The Department of Education's existing links with some NSW/ACT university ITE providers facilitate bulk exchange of transcripts with the Department's Teacher Approvals Unit. NESAs gives Conditional accreditation to final year ITE students on the basis of available transcripts and through using My eQuals. Opportunities for further integration will be explored during 2023, noting changes are already underway to align with changes to the <i>Teacher Accreditation Act</i>.</p>

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#	Recommendation	Position	Response
12	That the NSW Government revise and update the NSW Teacher Supply Strategy by adopting the recommendations in this report.	Noted.	The Teacher Supply Strategy will continue to be updated as required to incorporate new evidence or information as it comes to light, in order to achieve the best outcomes for NSW schools. The vast majority of recommendations in this report are existing government policy.
13	That, to better address the needs of children with behavioural problems, the NSW Government increase funding for School Learning Support Officers (SLSOs), with a view to increasing their overall presence, and also permanently allocating them to schools, rather than an individual student. Further, that it provides adequate places in Schools for Specific Purposes for students who would benefit from this model.	Noted.	<p>The NSW Government has delivered record school funding, which delivers targeted support based on student needs.</p> <p>The Department of Education provides all mainstream schools with funding to support students with additional learning and support needs through the Low-Level Adjustment for Disability (LLAD). The LLAD provides a Learning and Support Teacher allocation, as well as flexible funding. Schools determine how to best use the flexible funding component to meet the needs of their student population, which can include engagement of SLSOs to support students in the classroom.</p> <p>From 2023, an additional 188 FTE Learning and Support Teachers are being funded across NSW to provide additional capacity to schools to support students who have additional learning and support needs.</p> <p>This investment is part of a broader program of reform work being undertaken by the Department to move to a more contemporary needs-based approach to funding schools to support students with disability. In 2023, the Department will continue to design reforms with a focus on supporting</p>

NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
14	<p>That the NSW Government recognise that one way of reducing the teacher paperwork load is to restore discipline and order in our schools. The decline in disciplinary standards and policies in recent decades needs to be reversed. Chaotic classrooms and playgrounds are not only bad for student learning, they create a huge workload on teachers, drawing them away from their core instructional role. The model of structured classroom order at Marsden Road Public School (based on London's highly successful Michaela School), for example, minimises 'teacher tell' time and maximises productive learning time. This success needs to be replicated across the government school sector.</p>	<p>Noted.</p>	<p>students who have moderate to high support needs in mainstream classes.</p> <p>Through delivery of the NSW Government's recent announcement about the transition of at least 10,000 temporary staff to permanent employment, it is anticipated that there will be a large increase in permanent SLSO positions over the next 12 months.</p> <p>The Department of Education's Inclusive, Engaging and Respectful (IER) Schools reform, including the Student Behaviour policy and procedures, aim to create more supportive and inclusive learning environments for all students and staff. The reforms are evidence-based and start from a position of high expectations of behaviour in our schools.</p> <p>Promoting the learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department. Students are encouraged to feel connected and use their social and emotional skills to uphold high standards for respectful, safe, and engaged behaviour in line with the Behaviour Code for Students.</p> <p>There is no 'one size fits all' model, and the Department will continue to ensure approaches follow the evidence while also meeting the needs of students and communities.</p> <p>The first-ever Chief Behaviour Adviser, announced by the NSW Government in late 2022, will work across all three school sectors to provide advice to schools, teachers and parents on best practice for</p>

NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
15	That the NSW Department of Education ensure that its current program to reduce the administrative burden on teachers does not jeopardise the collection of essential data on student performance.	Supported.	<p>improving and maintaining respectful student behaviour.</p> <p>The Quality Time program aims to simplify, modernise, redistribute, and reduce current administrative processes and practices. The time saved enables teachers and principals to focus on the core business of teaching, leading, and supporting learning, which includes drawing on student performance data to support improved outcomes. The program exceeded all targets by December 2022, including delivering 50 hours of time savings for teachers.</p> <p>The collection of essential data on student performance is used to inform departmental decision-making, including policy, research and targets.</p> <p>The Department of Education is working to reduce the administrative burden of data collection by ensuring that, where possible, information is collected once only. It does this by combining surveys and looking to implement more sophisticated ways of sampling.</p> <p>Maximising time to teach is also a key national priority under the National Teacher Workforce Action Plan and proposed initiatives under this priority are consistent with current NSW programs.</p>
16	That the NSW Department of Education: a) collect teacher exit interview data, collating resignation numbers, demographic data and information on why they resign	a) Noted.	a) The Department will consider how to better collect teacher exit information and resignation data.

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#	Recommendation	Position	Response
	<p>b) monitor and address the reasons for the alarming rise in new teacher attrition</p> <p>c) organise and provide funding and resources for a comprehensive induction program for new teachers, with mentors and contacts who can assist them in the early years of adjusting to their new career</p> <p>d) centrally collect data about school requirements for and use of casual and temporary teachers, including their turnover/resignation rates</p>	<p>b) Noted – Existing policy.</p> <p>c) Noted – Existing policy.</p> <p>d) Supported in principle.</p>	<p>b) This is existing government policy. The NSW Government will continue to support and consider additional support provided to beginning teachers to ensure they are supported to continue in the teaching profession.</p> <p>c) This is existing government policy. The Department's Beginning Teacher Supporting Funding program (\$60M annually) provides professional development and mentoring and is complemented by the Department's induction framework, <i>Strong Start Great Teachers</i>. In 2022, a suite of Teacher Mentor resources were also launched to support the delivery of mentoring practice in schools, including to support beginning teachers. The Department will continue to update its induction and offerings to support new teachers in 2023.</p> <p>d) The Department will continue to collect data around school requirements for the use of casual and temporary teachers. Capturing turnover/resignation rates of casual and temporary teachers is complex due to the transient nature of these employment groups. The Department will consider methodologies to better articulate the movement in these groups at an aggregate level, remaining conscious about adding unnecessary data collection requirements on teachers and Principals.</p>

NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
	<p>e) accurately reflect the number of teachers in schools, and how many are casual, permanent, or temporary</p> <p>f) collect data on the numbers of:</p> <ul style="list-style-type: none"> - active teachers available to work in the Department's casual teacher pool (as opposed to those technically still eligible to work but who are no longer looking for casual work) - teachers on recurrent temporary employment contracts - temporary teachers who have indicated they would prefer to be permanent - casual teachers who have indicated they would prefer to be temporary or permanent. 	<p>e) Supported.</p> <p>f) Supported in principle.</p>	<p>e) The Department's current systems capture employment type. Ongoing investment in systems and process improvements will continue to refine and enhance data definitions and support improved workforce management.</p> <p>f) The Government has committed to convert a minimum of 10,000 temporary staff into permanent positions. The Department will consider mechanisms available to further support casual teachers.</p> <p>NSW has expanded its understanding of future teaching workforce needs and has built sophisticated teacher workforce modelling supporting its workforce planning. NSW is working to further expand the information it collects on the teaching workforce to support planning and other initiatives.</p> <p>The 'Better understand future teacher workforce needs' is also a priority area under the National Teacher Workforce Action Plan.</p>
17	That the NSW Government acknowledge the inability of the casual/temporary teacher workforce to fill the gaps of critical teacher shortages in government schools over the past two years. Given the decline in the availability of these teachers, the NSW Department of Education should create a significant number of additional permanent, fulltime teacher positions.	Not supported.	The NSW Government has on numerous occasions acknowledged that supply was unable to keep up with the increase in sick leave over the last two years. At points during 2022, sick leave was up to 60% higher than the equivalent point in 2019. This is not indicative of broader supply challenges, but of a significant surge in leave due to COVID-19 and

NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
	thereby reducing future reliance on casuals and temps who have diminished in number.		the flu, with nearly a million sick leave days taken in 2022 alone. The NSW Government is delivering additional permanent opportunities for existing eligible temporary teaching and school support staff.
18	That the NSW Government, in attracting more high-quality people into teaching, should use the de-casualisation initiative in Recommendation 17 as a selling point, offering greater job security across the New South Wales teaching profession.	Noted.	Please see response to Recommendation 17. As part of 2022 World Teachers' Day, the NSW Government unveiled a new campaign to attract more people to teaching. The 'Teaching Opens Doors' campaign highlights some of the fantastic, dedicated teachers working in NSW public schools and encourages people to consider a rewarding career in teaching. The Government also notes the option of flexibility in a teaching career remains a 'selling point' to prospective teachers and is therefore important to wider recruitment efforts.
19	That the NSW Government acknowledge: a) the way in which its vaccination mandates infringed on the rights of NSW Department of Education employees to make their own health choices b) the ultimate ineffectiveness of the vaccination program against transmission of the COVID-19 Omicron strains BA 4&5 c) the severe staffing shortages caused by the mandates, a hardship on students and staff which should not be repeated in future pandemics.	a) Not supported. b) Not supported. c) Not supported.	Since the pandemic began, the advice provided by national and state health experts, including NSW Health, has driven COVID-19 policy in schools. The Department has and will continue to ensure that requirements put in place by the NSW Government, like the Public Health Orders, are followed.
20	That the NSW Government create an automatic right of return to employment within the Department of	Not supported.	The 295 employees who were dismissed following a PES investigation for vaccine non-compliance when

NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
	Education to help address teacher shortages for all mandate-affected school and departmental staff.		<p>the Public Health Order was in place will not be automatically reinstated. However, these former employees are welcome to apply for and commence in vacant roles not subject to ongoing 2-dose vaccination requirements.</p> <p>Almost 500 out of 552 staff had their Approval to Teach reinstated after the COVID vaccination requirement was amended. The department ensured this process was streamlined by automatically reinstating Approval to Teach status if their NESAs accreditation and Working with Children's Check were still active.</p>

NSW Government response to Parliamentary Inquiry into Teacher Shortages

Appendix A

Available at <https://education.nsw.gov.au/about-us/strategies-and-reports/teacher-workforce-strategy-national-proposals-and-nsw-initiatives>

NSW Department of Education		
National Teacher Workforce Action Plan		
Proposed Federal Government Initiative		Existing NSW Initiative
1. Improve teacher supply		
1. More teaching places at universities in the right subjects and specialisations.	✓	<ul style="list-style-type: none"> NSW is designing a commissioning model to support this federal government initiative
2. 5,000 bursaries worth up to \$40,000 each to help attract our best and brightest to the teaching profession.	✓	<ul style="list-style-type: none"> Range of scholarships with the most attractive scholarship (teach.Rural) worth up to \$98,500 including benefits
3. 1,500 more places in the High Achieving Teachers program to encourage more professionals to switch careers to teaching and trial new ways of attracting and keeping teachers in the schools that need them most.	✓	<ul style="list-style-type: none"> NSW bespoke program with Teach for Australia Mid-Career Transition to Teaching pathway FASTstream program Rural and remote teacher incentives and scholarships
4. Prioritise visa processing for qualified teachers and prioritise teachers from State and Territory nominated visa allocations.	✓	<ul style="list-style-type: none"> Recruitment Beyond NSW (RBNSW) NSW advocated for priority visas
5. Prioritise conditional or provisional registration to increase the supply of teachers.	✓	<ul style="list-style-type: none"> Conditional accreditation pathway Earlier employment in public schools.
6. Teacher employers will look for opportunities to boost the number of permanent teachers, recognising the importance of permanency to secure jobs in creating a stable workforce.	✓	<ul style="list-style-type: none"> At least 10,000 temporary NSW teachers and support staff will be offered permanent roles in 2023
7. States and territories to investigate the potential to promote teaching, mentoring and other opportunities to people who are registered but not currently working as teachers.	✓	<ul style="list-style-type: none"> NSW supports this federal government initiative.
2. Strengthen Initial Teacher Education (ITE)		
8. The Teacher Education Expert Panel, led by the Vice-Chancellor of the University of Sydney, Professor Mark Scott, is reviewing initial teacher education and will recommend ways to boost graduation rates, and broadly ensure graduating teachers are better prepared for the classroom.	✓	<ul style="list-style-type: none"> Mandatory requirements for NSW ITE Professional experience hubs Range of mid-career pathways
9. Recognise previous study, work experience and skills that may be transferable to teaching.	✓	<ul style="list-style-type: none"> Range of mid-career pathways
10. Co-design actions to attract and retain more First Nations teachers.	✓	<ul style="list-style-type: none"> 10 year Aboriginal and Torres Strait Islander Workforce & Leadership Strategy
11. All teaching students will undergo initial assessment of their literacy and numeracy skills in their first year to ensure they can receive targeted support if they need it.	✓	<ul style="list-style-type: none"> NSW supports this federal government initiative.
3. Keeping the teachers we have		
12. Pilot new approaches to reduce teacher workload through a Workload Reduction Fund to maximise the value of a teacher's time.	✓	<ul style="list-style-type: none"> NSW supports this federal government initiative.
13. Build on work already underway to reduce unnecessary teacher workload, plan and collaborate and independently evaluate the effectiveness of these measures on teachers' time.	✓	<ul style="list-style-type: none"> Quality Time Action Plan (QTAP) Curriculum and Assessment Resources Streamlined teacher accreditation requirements
14. Develop national guidelines to support early career teachers and new school leaders including mentoring and induction.	✓	<ul style="list-style-type: none"> Strong Start Great Teachers (SSGT) Beginning Teacher Support Funding (BTSP) Beginning Teacher information hub
15. Develop and support career pathways which value teachers and reflect transitions in the Australian Professional Standards for Teachers.	✓	<ul style="list-style-type: none"> Rewarding Excellence in Teaching FASTstream program Revised HALT policy
16. Improve access to high-quality First Nations' cultural competency resources to ensure teachers are better prepared to teach First Nations peoples in culturally safe ways.	✓	<ul style="list-style-type: none"> Partnership agreement with the Aboriginal Education Consultative Group Mandatory training for NSW teachers in ITE and ongoing professional development. 10-year Aboriginal and Torres Strait Islander Workforce & Leadership Strategy
17. Streamline HALT accreditation processes to make it less burdensome for teachers to be accredited and incorporate recognition of equivalent qualification and certification processes.	✓	<ul style="list-style-type: none"> Revised Highly Accomplished and Lead Teacher Accreditation HALT Policy 2022
18. Develop micro-credentials and expand the Quality Teaching Rounds (QTR) to enhance teachers' access to quality professional development.	✓	<ul style="list-style-type: none"> NSW Curriculum Reform Microlearning Existing NSW QTR partnership
19. Examine how to support implementation of the national curriculum.	✓	<ul style="list-style-type: none"> Assistant Principal Curriculum and Instruction positions Online Learning Platform NSW Curriculum Reform and curriculum resources
20. Each initiative in the next National School Reform Agreement will be subject to a Teacher Workload Impact Assessment.	✓	<ul style="list-style-type: none"> NSW supports this federal government initiative.
21. Identify the most effective use of initial teacher education students, teaching assistants and other non-teaching staff.	✓	<ul style="list-style-type: none"> Assistant Principal Curriculum and Instruction positions COVID Intensive Learning Support Program (COVID ILSP) 'Administrative staff improvement for School Success' pilot Conditional accreditation and earlier employment in public schools.
22. Identify and assess the effectiveness of initiatives to support teacher retention.	✓	<ul style="list-style-type: none"> Rural and remote teacher incentives and scholarships
4. Elevating the profession		
23. A targeted national campaign to raise the status and value the role of teachers.	✓	<ul style="list-style-type: none"> Teaching Opens Doors campaign NSW Premier's Teacher scholarships
24. Encourage members of the public to nominate teachers for Medals of the Order of Australia.	✓	<ul style="list-style-type: none"> NSW supports this federal government initiative.
5. Better understand future teacher workforce needs		
25. Develop and publish nationally consistent teacher workforce projections based on consistent standards, disaggregated at a regional level and by subject specialisation, to enable a national understanding of teacher demand.	✓	<ul style="list-style-type: none"> NSW engaging with AITSL to test/validate data
26. Develop and publish nationally consistent ITE graduate supply data, including disaggregated by subject specialisation and participation in ITE at the regional level, to enable a national understanding of teacher supply.	✓	<ul style="list-style-type: none"> Existing NSW projections of supply and demand
27. Develop and publish data about teacher wellbeing and career intentions.	✓	<ul style="list-style-type: none"> NSW People Matter Employee Survey
Find out more about our NSW teacher workforce initiatives education.nsw.gov.au/teacher-strategy		

Appendix 3 Teacher vacancies from January 2018 - January 2023, and demand and supply of teachers in NSW public schools from 2023 - 2026

Table 1: Number of permanent teacher vacancies for January 2018 – January 2023

Year	Number of permanent teacher vacancies
2018	1,727
2019	1,572
2020	1,306
2021	1,314
2022	2,269
2023	2,168

Evidence, Mr Shaun Ruming, Chief People Officer, NSW Department of Education, 2 February 2023, p 32.

Table 2: Projected demand and supply of teachers in NSW public schools from 2023 - 2026 (FTE)

Year	Number of teachers in demand	Number of teachers in supply
2023	71,021	84,199
2024	71,546	83,131
2025	72,164	82,065
2026	72,704	81,013

Evidence, Mr Shaun Ruming, Chief People Officer, NSW Department of Education, 2 February 2023, p 35.

Appendix 4 Witnesses at hearings

Date	Name	Position and Organisation
Wednesday 1 February 2023 Ferguson Gallery, Camden Civic Centre Camden	Mr Angelo Gavrielatos	President, NSW Teachers Federation
	Ms Veronica Yewdall	NSW/ACT Branch Assistant Secretary, Independent Education Union
	Ms Kate Laney	Parent
	Ms Hanna Valenzuela	Parent
	Mr Craig Petersen	President, NSW Secondary Principals' Council
Thursday 2 February 2023 Heritage Room Rydges Norwest Sydney Baulkham Hills	Ms Roschelle Morwood	President, Hawkesbury Teachers Association
	Mr David Towson	NSW/ACT Branch Assistant Secretary, Independent Education Union
	Ms Libby Clarke	Vice-President, Marsden Park Public School P&C
	Ms Carla Wilshire <i>(Via videoconference)</i>	Chief Executive Officer, Social Policy Group
	Ms Jocelyn Brewer	Child Psychologist, Former Teacher and School Counsellor, and Associate with the Centre for Digital Wellbeing
	Mr Murat Dizdar	Deputy Secretary, School Performance (South), NSW Department of Education
	Ms Leanne Nixon	Deputy Secretary, School Performance (North), NSW Department of Education
	Mr Shaun Ruming	Chief People Officer, NSW Department of Education

Appendix 5 Minutes

Minutes no. 75

Monday, 9 January 2023

Portfolio Committee No. 3 – Education

Via videoconference, at 10.01 am

1. Members present

Mr Latham, *Chair*

Mr Fang, *Deputy Chair*

Ms Boyd (from 10.06 am)

Mr D'Adam

Mr Farlow

Ms Houssos

Mrs MacDonald

2. Previous minutes

Resolved, on the motion of Mr Fang: That draft minutes no. 74 be confirmed.

3. Correspondence

The committee noted the following item of correspondence:

Received:

- 21 December 2022 – Letter from the Hon Courtney Houssos MLC, the Hon Anthony D'Adam MLC and Ms Abigail Boyd MLC requesting a meeting of Portfolio Committee No. 3 to consider a proposed self-reference into teacher shortages and education outcomes in NSW.

4. Consideration of terms of reference

The Chair tabled a letter proposing the following self-reference:

Inquiry into teacher shortages and education outcomes in New South Wales

1. That Portfolio Committee No. 3 – Education inquire into and report on the adequacy of the government's response to teacher shortages and student outcomes in New South Wales, in particular:
 - (a) current and projected teacher shortages in NSW schools, including future supply and demand,
 - (b) student outcomes, including the impact of technology on students,
 - (c) student health and wellbeing,
 - (d) current and projected enrolments, commencements and completions in Initial Teacher Education,
 - (e) out-of-field teaching, merged classes and minimal supervision specifically for high school students,
 - (f) the NSW Teacher Supply Strategy, and any initiative implemented by the NSW Government to encourage new teachers, expand opportunities for existing teachers or actively recruit candidates into teaching positions,
 - (g) any incentive program to address regional shortages,
 - (h) the employment of temporary and casual teachers,
 - (i) any initiative implemented by the NSW Government to reduce administrative workload,

- (j) the impact of teacher shortages on educational outcomes, and
- (k) any other related matter.

2. That the committee report by 25 February 2023.

Mr Fang moved: That the terms of reference be amended by omitting paragraphs (b), (c), (e), (f), (g), (h), (j) and (k).

Debate ensued.

Question put.

The committee divided.

Ayes: Mr Fang, Mr Farlow and Mrs MacDonald.

Noes: Ms Boyd, Mr D'Adam, Mrs Houssos and Mr Latham.

Question resolved in the negative.

Mrs Houssos moved: That the terms of reference as drafted be adopted.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos and Mr Latham.

Noes: Mr Fang, Mr Farlow and Mrs MacDonald.

Question resolved in the affirmative.

5. Conduct of the inquiry into teacher shortages and education outcomes in New South Wales

5.1 Proposed activity and timeline

The committee noted that given the recent inquiry into related issues there was no need to call for submissions.

Resolved, on the motion of Mrs Houssos: That the committee adopt the following timeline for the administration of the inquiry:

- No call for submissions
- Media release distributed – 9 January 2023
- Hearings – 1 and 2 February 2023 (north west and south west Sydney)
- Table report by 25 February 2023.

5.2 Advertising

The committee noted that all inquiries are advertised via Twitter, Facebook, stakeholder emails and a media release distributed to all media outlets in New South Wales.

6. Adjournment

The committee adjourned at 10.13 am until 1 February 2023 (public hearing).

Kate Mihaljek
Committee Clerk

Minutes no. 76

Wednesday 1 February 2023

Portfolio Committee No. 3 – Education

Ferguson Gallery, Camden Civic Centre, Camden, at 10.42 am

1. Members presentMr Latham, *Chair*

Ms Boyd (via WebEx)

Mr D'Adam

Mr Farlow

Mrs Houssos

Mrs MacDonald

2. Apologies

Mr Fang

3. Previous minutes

Resolved, on the motion of Mrs Houssos: That draft minutes no. 75 be confirmed.

4. Correspondence

The committee noted the following item of correspondence:

Received:

- 23 January 2023 – Email from Ms Hanna Braga, to secretariat, declining the committee's invitation to appear as a witness and suggesting other representatives from Gregory Hills
- 29 January 2023 – Email from Ms Robyn Evans, President, Primary Principals' Association to secretariat, advising that she is unable to appear as a witness due to a family emergency
- 30 January 2023 – Email from Ms Robyn Evans, President, Primary Principals' Association to secretariat, advising that all principals on the Executive are also unable to appear as witnesses.

Sent:

- 27 January 2023 – Letter from the Chair to Mr Peter Sidgreaves MP, Member for Camden, advising of the hearing at Camden Civic Centre, Camden on 1 February 2023
- 27 January 2023 – Letter from the Chair to the Hon David Elliott MP, Member for Baulkham Hills, advising of the hearing at Rydges Norwest, Baulkham Hills on 2 February 2023.

5. Inquiry into teacher shortages and education outcomes in New South Wales**5.1 Post-hearing responses**

Resolved, on the motion of Mrs Houssos: That, for the hearings on 1 and 2 February 2022, transcript corrections, clarifications to evidence and additional information be provided within 24 hours of the receipt of the transcript by the witness.

5.1 Public hearing

The witness and the media were admitted.

The Chair made an opening statement regarding the broadcasting of proceedings and other matters.

The following witness was sworn and examined:

- Mr Angelo Gavrielatos, President, NSW Teachers Federation

The evidence concluded and the witness withdrew.

The following witness was sworn and examined:

- Ms Veronica Yewdall, NSW/ACT Branch Assistant Secretary, Independent Education Union

The evidence concluded and the witness withdrew.

The following witnesses were sworn and examined:

- Ms Kate Laney, Parent
- Ms Hanna Valenzuela, Parent

The evidence concluded and the witnesses withdrew.

The following witness was sworn and examined:

- Mr Craig Petersen, President, NSW Secondary Principals' Council

The evidence concluded and the witness withdrew.

The public hearing concluded at 2.20 pm.

6. Adjournment

The committee adjourned at 2.22 pm, until Thursday 2 February (public hearing).

Kate Mihaljek

Committee Clerk

Minutes no. 77

Thursday 2 February 2023

Portfolio Committee No. 3 – Education

Heritage Room, Rydges Norwest Sydney, Baulkham Hills, at 10.32 am

1. Members present

Mr Fang, *Deputy Chair*
 Ms Boyd
 Mr D'Adam
 Mr Farlow
 Mrs Houssos
 Mrs MacDonald

2. Apologies

Mr Latham

3. Inquiry into teacher shortages and education outcomes in New South Wales

3.1 Public hearing

The witness and the media were admitted.

The Deputy Chair made an opening statement regarding the broadcasting of proceedings and other matters.

The following witness was sworn and examined:

- Ms Roschelle Morwood, President, Hawkesbury Teachers Association

Ms Morwood tabled the following document:

- 5/6 MS Timetable Term 4

The evidence concluded and the witness withdrew.

The following witness was sworn and examined:

- Mr David Towson, NSW/ACT Branch Assistant Secretary, Independent Education Union

The evidence concluded and the witness withdrew.

The following witness was sworn and examined:

- Ms Libby Clarke

The evidence concluded and the witness withdrew.

The following witnesses was sworn and examined:

- Ms Carla Wilshire, Chief Executive Officer, Social Policy Group (via WebEx)
- Ms Jocelyn Brewer, Child Psychologist, Former Teacher and School Counsellor, and Associate with the Centre for Digital Wellbeing

The evidence concluded and the witnesses withdrew.

The following witnesses was sworn and examined:

- Mr Murat Dizdar, Deputy Secretary, School Performance (South), NSW Department of Education
- Ms Leanne Nixon, Deputy Secretary, School Performance (North), NSW Department of Education
- Mr Shaun Ruming, Chief People Officer, NSW Department of Education

Mr Ruming tabled the following document:

- DoE opening statement

The evidence concluded and the witnesses withdrew.

The public hearing concluded at 3.07 pm.

3.2 Tendered documents

Resolved, on the motion of Mrs Houssos: That the committee accept and publish the following documents tendered during the public hearing:

- 5/6 MS Timetable Term 4
- DoE opening statement.

4. Adjournment

The committee adjourned at 3.08 pm, until Monday 20 February (report deliberative).

Kate Mihaljek

Committee Clerk

Draft Minutes no. 78

Monday 20 February 2023

Portfolio Committee No. 3 – Education

Jean Garling Room, State Library of New South Wales, Sydney, at 10.03 am

1. Members present

Mr Latham, *Chair*

Mr Fang *Deputy Chair*

Ms Boyd (via WebEx)

Mr D'Adam (via WebEx)

Mr Farlow (via WebEx)

Mrs Houssos

Mrs MacDonald

2. Previous minutes

Resolved, on the motion of Mrs MacDonald: That draft minutes no. 76 and 77 be confirmed.

3. Correspondence

The committee noted the following items of correspondence:

Received:

- 1 February 2023 – Ms Samantha Beresford, Head of Government Relations and Regional Engagement, Office of Engagement and Enterprise, Charles Sturt University, providing a proposed submission to the inquiry.

4. Inquiry into teacher shortages and education outcomes in New South Wales

4.1 Additional information

The committee noted that the following additional information from witnesses was published by the committee clerk, as agreed by the committee:

- 6 February 2023 – Email from Ms Veronica Yewdall, NSW/ACT Branch Assistant Secretary, Independent Education Union
- 6 February 2023 – Email from Ms Hanna Valenzuela
- 6 February 2023 – Email from Mr David Towson, NSW/ACT Branch Assistant Secretary, Independent Education Union
- 7 February 2023 – Document from the Hon Sarah Mitchell MLC, Minister for Education and Early Education.

4.2 Consideration of Chair's draft report

The Chair submitted his draft report entitled 'Teacher shortages and education outcomes in New South Wales', which, having been previously circulated, was taken as being read.

Chapter 2

Mr Fang moved: That the following new committee comment and finding be inserted after paragraph 2.32:

'The committee acknowledges the evidence provided during the hearings, particularly from the digital wellbeing experts, did not support an outright banning of mobile phones in schools. An outright ban does not provide consideration of student's individual circumstances or needs. Mobile phones are used by students for a multitude of reasons, particularly those with special needs, learning difficulties and anxiety; often providing a valuable learning resource or security blanket when issues arise. A policy of exemption for those students could lead to their being singled out by their peers, which would only further create issues with inclusiveness. The committee feels other policy measures for monitoring and accessing these devices, is more appropriate.

Finding X

'The banning of mobile phones in schools is not supported by evidence and could lead to unintended consequences.'

Mrs Houssos moved: That the motion of Mr Fang be amended by inserting at the end of Finding X:

'The best policy is to acknowledge the importance of mobile phones on public transport to and from school, for emergency purposes, and for special needs students. As much as possible, though, schools should not allow classroom and playground use of mobile phones, and encourage face-to-face communication between friendship groups.'

Amendment by Mrs Houssos put.

The committee divided.

Ayes: Mr D'Adam, Mrs Houssos, Mr Latham

Noes: Ms Boyd, Mr Fang, Mr Farlow, Mrs MacDonald.

Amendment of Mrs Houssos resolved in the negative.

Original question of Mr Fang put.

The committee divided.

Ayes: Ms Boyd, Mr Fang, Mr Farlow, Mrs MacDonald

Noes: Mr D'Adam, Mrs Houssos, Mr Latham.

Question of Mr Fang resolved in the affirmative.

Mrs Houssos moved: That the following new findings be inserted after paragraph 2.32:

'Finding X

For the first time, teacher resignations have outstripped teacher retirements.'

'Finding X

Teacher shortages are widespread and affect the education outcomes of students across the state, particularly those with special needs.'

Question of Mrs Houssos put and passed.

Resolved, on the motion of Mrs Houssos: That:

The draft report as amended be the report of the committee and that the committee present the report to the House;

The transcripts of evidence, tabled documents, additional information, and correspondence relating to the inquiry be tabled in the House with the report;

Upon tabling, all unpublished tabled documents and correspondence relating to the inquiry, be published by the committee, except for those documents kept confidential by resolution of the committee;

The committee secretariat correct any typographical, grammatical and formatting errors prior to tabling;

The committee secretariat be authorised to update any committee comments where necessary to reflect changes to recommendations or new recommendations resolved by the committee;

Dissenting statements be provided to the secretariat within 24 hours after receipt of the draft minutes of the meeting;

The secretariat is tabling the report at 9.30 am on Friday 24 February 2023.

5. Adjournment

The committee adjourned at 10.21 am.

Kate Mihaljek
Committee Clerk

