



LEGISLATIVE COUNCIL

PORTFOLIO COMMITTEES

BUDGET ESTIMATES 2019-2020 Supplementary Questions

Portfolio Committee No. 3 – Education

EDUCATION AND EARLY CHILDHOOD LEARNING

Hearing: Wednesday 4 September 2019

Answers due by: Monday 30 September 2019

Budget Estimates secretariat

Phone 9230 3067

BudgetEstimates@parliament.nsw.gov.au

EDUCATION

Questions from the Hon Mark Banasiak MLC

General

1. **At the beginning of the Estimates Hearing, Minister Mitchell indicated that school funding was “outcome based”. However, later on in the morning session, the Secretary Mark Scott contradicted the Minister’s statement by saying that school funding is “needs based”. Can the funding model be clarified?**

Minister Mitchell described how the Department of Education is moving towards “Outcome based budgeting” targeting a variety of specific and measureable issues such as literacy and numeracy results, attendance, wellbeing and equity.

The Secretary’s statement of “needs-based funding” is a different financial practice.

Needs-based funding is the way Gonski funding is allocated to schools and focuses on ensuring schools receive funds based on the needs of:

- the school whole
- identified groups within the school community e.g. refugee, Aboriginal, CALD and low socio-economic background students
- and student specific needs e.g. moderate to high level disability and refugee status.

Outcome-based budgeting is to resource delivery of the Department’s strategic plan and to identify and channel resources towards the programmes, initiatives and policies that most positively and effectively improve student outcomes. Outcome-based budgeting establishes a framework to ensure that the outcomes of these programmes are measured for effectiveness ongoing.

School Maintenance and Upgrades

2. **Can you itemise the amount spent per school on school maintenance between 2016, 2017 and 2018?**

Please refer to TAB A for total maintenance expenditure at each NSW school from 2016/17 to 2018/19.

To itemise maintenance expenditure at each of the 2,258 schools across the state over a three-year period is not practicable due to the volume of maintenance tasks completed.

3. **Can you specify the cost and scope of each school upgrade project completed during? 2017- 2019?**

The scope of each of the upgrade projects is available on the School Infrastructure NSW website.

While the upgrade projects are complete, not all projects are financially closed, so the figures may change.

Project Name	Project type	Completion Date	Final Cost \$m
Alstonville High School completed project	upgrade	2018	1.5
Artarmon Public School completed project	upgrade	2019	23.6
Ashfield Boys High School completed project	upgrade	2019	2.6
Ballina Coast High School completed project	new-school	2019	53.8
Bayanami Public School completed project	new-school	2018	40
Bellevue Hill Public School completed project	upgrade	2017	17.2
Birrong Girls High School completed project	upgrade	2018	0.85
Bolwarra Public School upgrade	upgrade	2019	11.6
Burwood Girls High School completed project	upgrade	2018	3.1
Callaghan College Waratah Technology Campus completed project	upgrade	2018	1.7
Cardiff High School completed project	upgrade	2018	3
Central Sydney Intensive English High School completed project	new-school-relocation	2019	29.3
Cherrybrook Technology High School completed project	upgrade	2018	11
Chester Hill High School completed project	upgrade	2019	5.7
Claremont Meadows Public School completed project	upgrade	2019	9.5
Coolah Central School completed project	upgrade	2018	2.1
Elderslie High School completed project	upgrade	2018	2.8
Endeavour Sports High School completed project	upgrade	2018	4
Farrer Memorial Agricultural High School completed project	upgrade	2019	11.2
Finigan School of Distance Education	new-school	2019	16.2
Francis Greenway High School completed project	upgrade	2018	1.2
Glen Innes High School completed project	upgrade	2018	1.2
Glendale High School completed project	upgrade	2018	1.9
Harbord Public School completed project	upgrade	2017	10.8
Homebush West Public School completed project	upgrade	2019	24.6
Hunter School of Performing Arts completed project	upgrade	2019	12
Hunter Sports High School upgrade	upgrade	2019	44.7
Ingleburn High School completed project	upgrade	2019	8
Killara Public School completed project	upgrade	2018	6
Kingsgrove North High School completed project	upgrade	2018	1.2
Kotara High School completed project	upgrade	2018	2.3
Kurri Kurri High School completed project	upgrade	2018	1.8
Liverpool Boys High School completed project	upgrade	2018	0.66
Liverpool Girls High School completed project	upgrade	2018	0.64
Macleay High School completed project	upgrade	2018	1.4
Marie Bashir Public School completed project 2019	upgrade	2019	6.5
Merewether High School completed project	upgrade	2018	1.6
Merrylands High School completed project	upgrade	2017	2.6
NSW School of Languages relocation completed project	new-school-relocation	2018	15.7
Narrabri High School completed project	upgrade	2018	1.6
Normanhurst Boys High School completed project	upgrade	2017	2.7
Peel High School completed project	upgrade	2018	1.1
Penrith Public School completed project	upgrade	2019	9.4

Project Name	Project type	Completion Date	Final Cost \$m
Point Clare Public School completed project	upgrade	2017	9.4
Pottsville Beach Public School upgrade	upgrade	2019	13.9
Rainbow Street Public School completed project	upgrade	2019	34.3
Randwick Public School completed project	upgrade	2019	10.3
Rose Bay Secondary College upgrade	upgrade	2019	3.9
Rowland Hassall School completed project	new-school-relocation	2017	11.3
Seven Hills High School completed project	upgrade	2018	3
St Clair High School completed project	upgrade	2018	17.3
Taree High School completed project	upgrade	2018	1.6
Toormina High School completed project	upgrade	2018	1.3
Wentworth Point Public School completed project	new-school	2018	19.1
West Wallsend High School completed project	upgrade	2018	1.5
Yandelora School completed project	new-school	2019	21.7

4. Can School Infrastructure explain how the upgrade/new building for Rainbow Street Primary School, which had an initial budget of \$14 million, ended up costing more than double at \$34 million?

At no time was the total cost of the Rainbow Street Primary School project estimated at \$14 million.

The project was approved as part of the 2015-16 budget for an estimated cost of \$23 million.

The budget was revised as part of the 2017-18 budget process and was reset to \$34 million. The school has benefitted from additional funding committed to:

- providing air conditioning to all learning spaces and the library;
- establishing safe and functional temporary school facilities during the construction and making good this area on completion to provide playspace for the children; and
- undertaking substantial soil remediation that was required during the construction project.

5. Can School Infrastructure provide a definitive timeline for the feasibility study and scope of works for Randwick Boys and Randwick Girls?

The Department expects the feasibility study and scope of works for Randwick Boys and Randwick Girls to be completed in late 2019.

Procurement

6. How often are the Supplier contracts reviewed?

Planned performance reviews take place for all suppliers monthly, quarterly and annually.

7. How long before the Spotless contract expires?

2023 – 2024.

8. Is the Assets Management Unit aware that Spotless lost their contract with the Victorian Department of Education for poor business practice?

Yes.

9. Did the department conduct a review of Spotless' business practices in NSW?

The NSW Government ran a rigorous two-stage procurement process (EOI & RFP) in 2017 and 2018 to re-let the contract.

10. Is there any investigation into whether or not using local suppliers, contractors and trades would be more cost effective for schools given Spotless quotes are often 3 to 4 times more than a local quote?

Spotless contracts with local tradespersons to undertake work in the local area. The AMUs assess the quotation to ensure it represents value for money. Any additional costs of using these sub-contractors is related to the fact that they need to have appropriate certification and pass financial checks and meet the contracts technical specifications for the work undertaken.

Staffing

11. What the annual premium paid by the Department of Education for Work Cover and Public Liability for the following years 2015/2016, 2016/2017, 2017/2018, 2018/2019?

The Department of Education is insured by the Treasury Managed Fund (TMF), which provides cover for all asset and liability exposures (other than compulsory third party insurance) faced by general government sector budget dependent agencies and participating non-budget public sector agencies. The TMF delivers on the government's responsibility to keep the people and property of the State safe.

Membership of the TMF is mandatory for government agencies in accordance with Treasury Circular TC12/12.

NSW Treasury provides budget funding each year to support the Department to meet its premium payments. As such, these payments are largely budget-neutral for the Department.

12. What the annual cost of legal fees to defend court actions paid by the Department of Education for the following years 2015/2016, 2016/2017, 2017/2018, 2018/2019?

The Department of Education is insured by the Treasury Managed Fund (TMF). The majority of legal fees incurred in relation to claims made against the Department are paid by the fund managers.

13. How much has been paid in court costs, settlements and wrongful dismissals in regard to legal action against staff for the following years 2015/2016, 2016/2017, 2017/2018, 2018/2019?

The Department of Education is insured by the Treasury Managed Fund (TMF). Court costs, settlements and other payments to claimants are made by the relevant fund managers.

14. What is the data on Worker's Compensations claims for psychological injury for the following years 2015/2016, 2016/2017, 2017/2018, 2018/2019?

Financial Year Reported	Claims*
2015-2016	631
2016-2017	708
2017-2018	692
2018-2019	874

*as at 31 August 2019

15. How many teachers claims for psychological injury have been denied in 2015/2016, 2016/2017, 2017/2018, 2018/2019?

Financial Year Reported	Claims*
2015-2016	52
2016-2017	67
2017-2018	69
2018-2019	76

*as at 31 August 2019

16. How many teachers have resigned in 2015/2016, 2016/2017, 2017/2018, 2018/2019?

HR payroll systems data is collated by the Department of Education on a calendar year basis:

Year	Number of teachers resigned*
2015	562
2016	626
2017	649
2018	726
2019 as at 12/09/2019	572

Note: teachers are defined as any person permanently engaged at a school that is employed under the Teaching Services Act, including teachers, principals, and assistant and deputy principals.

17. How many teachers have been medically retired in 2015/2016, 2016/2017, 2017/2018, 2018/2019?

HR payroll systems data is collated by the Department of Education on a calendar year basis:

Year	Number of teachers medically retired*
2015	46
2016	41

2017	46
2018	34
2019 as at 12/09/2019	24

Note: teachers are defined as any person permanently engaged at a school that is employed under the Teaching Services Act, including teachers, principals, and assistant and deputy principals.

18. How many teachers were dismissed in 2015/2016, 2016/2017, 2017/2018, 2018/2019?

This information is available at <https://data.cese.nsw.gov.au/data/dataset/teacher-conduct-and-performance>.

19. What is the data of teachers on a Teacher Improvement Program for 2015/2016, 2016/2017, 2017/2018, 2018/2019?

2015-2016	2016-2017	2017-2018	2018-2019
51	39	46	50

20. What percentage data of teachers pass the Teacher Improvement Program for 2015/2016, 2016/2017, 2017/2018, 2018/2019?

2015-2016	2016-2017	2017-2018	2018-2019
12%	3%	9%	14%*

*37 improvement programs finalised by July 2019

21. How many permanent teaching positions (FTE) are there in NSW?

- (a) schools?
- (b) how many of these were vacant on 31 August 2019?
- (c) what was the average length of time to fill a vacant teaching position in 2018-2019?

(a) approximately 57,000 FTE across 2,216 public schools

(b) approximately 1,550 FTE

(c) 56 days

Note: teachers are defined as any person permanently engaged at a school that is employed under the Teaching Services Act, including teachers, principals, and assistant and deputy principals.

Note: positions are defined as the roles on the personnel system.

22. How many teachers are engaged through Temporary Employment Contracts for two terms or longer in calendar year 2019?

27,363 teachers have been temporarily engaged by the Department of Education for at least two terms so far in 2019, or will have been engaged by the end of the calendar year.

Note: teachers are defined as any person temporarily engaged at a school that is employed under the Teaching Services Act, including teachers, principals, and assistant and deputy principals.

23. How many vacancies are there for departmental executives as at August 31, 2019?

There are 35 vacancies. A vacant role is one for which there is no ongoing or temporary occupant assigned to the role.

24. How many permanent Principal positions (FTE) are there in NSW schools?

(a) How many of these were vacant on 31 August 2019?

2,224 FTE.

(a) 104.4 FTE.

25. What was the average length of time to fill a vacant Principal teaching position in 2018-2019?

88 days.

26. How many Principal positions are currently occupied under a non-substantive role for one or more terms (excluding long service leave vacancies)?

Nine as at 11 September 2019.

27. How many Principal positions are currently being filled on a 'higher duties' basis?

467 as at 11 September 2019.

28. How many Principal positions are currently being filled on a 'casual staff member'?

This information is not available, as the Department of Education's Human Resources systems do not map casual engagements against specific roles.

29. How many Principals are currently being investigated due to complaints by staff?

As at 13 September 2019, 46 Principals are currently being investigated by the Employee Performance and Conduct Directorate. It is not possible to quantify the source of these investigations.

30. How many new Director or Executive positions have been created in 2018 and 2019?

From December 2017 to December 2018 there was a net reduction of 43 full-time equivalent Public Service Senior Executive positions.

From December 2018 to August 2019 there has been a net increase of 10.2 full-time equivalent Public Service Senior Executive positions.

In total, from December 2017 to August 2019 there has been a net reduction of 32.8 full-time equivalent Public Service Senior Executive positions.

These figures represent established roles within the Department (term and ongoing), and include movements resulting from the Machinery of Government changes in 2019.

31. How many Business Managers are currently employed in High Schools across NSW?

Please list the schools.

There are 114 Business Managers currently employed across the following high schools:

Airds High School
Albury High School
Auburn Girls High School
Bankstown Girls High School
Belmore Boys High School
Blacktown Boys High School
Blacktown Girls High School
Blaxland High School
Bossley Park High School
Byron Bay High School
Callaghan College, Wallsend Campus
Callaghan College, Waratah Technology Campus
Cambridge Park High School
Camden Haven High School
Camden High School
Campbelltown Performing Arts High School
Canobolas Rural Technology High School
Casula High School
Cecil Hills High School
Cheltenham Girls High School
Chifley College, Dunheved Campus
Chifley College, Shalvey Campus
Condobolin High School
Cranebrook High School
Davidson High School
Doonside High School
Dulwich High School of Visual Arts and Design
East Hills Boys High School
East Hills Girls Technology High School
Elderslie High School
Elizabeth Macarthur High School
Endeavour Sports High School
Fairfield High School
Fairvale High School
Francis Greenway High School
Grafton High School
Granville Boys High School
Granville South Creative and Performing Arts High School

Great Lakes College, Forster Campus
Hastings Secondary College, Port Macquarie Campus
Hastings Secondary College, Westport Campus
Hay War Memorial High School
Hoxton Park High School
Hunter River High School
Hurlstone Agricultural High School
Inverell High School
Irrawang High School
James Busby High School
James Fallon High School
James Meehan High School
James Ruse Agricultural High School
Jamison High School
John Edmondson High School
Kanahooka High School
Karabar High School
Kariong Mountains High School
Keira High School
Kellyville High School
Killara High School
Kingscliff High School
Kotara High School
Kurri Kurri High School
Lake Illawarra High School
Lake Munmorah High School
Leumeah High School
Lithgow High School
Liverpool Boys High School
Liverpool Girls High School
Macarthur Girls High School
Maitland Grossmann High School
Maitland High School
Marrickville High School
Marsden High School
Marsden High School
Melville High School
Merewether High School
Merrylands High School
Miller High School
Morisset High School
Muirfield High School
Murrumbidgee Reg HS (Griffith)
Muswellbrook High School
Narara Valley High School
Newcastle High School
Newtown High School of Performing Arts
North Sydney Boys High School
Northern Beaches Secondary College, Balgowlah Boys Campus
Northlakes High School
Orange High School

Oxley High School
Picton High School
Plumpton High School
Punchbowl Boys High School
Rose Bay Secondary College
Rutherford High School
Scone High School
Singleton High School
Sydney Secondary College, Blackwattle Bay Campus
Sylvania High School
Tamworth High School
Taree High School
Tempe High School
The Ponds High School
Thomas Reddall High School
Tomaree High School
Toronto High School
Vincentia High School
Walgett Community College - High School
Warners Bay High School
Warrawong High School
West Wallsend High School
Whitebridge High School
Wyong High School
Yass High School

32. Please provide data of the implementation costs of Instructional Leaders.

Through the Literacy and Numeracy Strategy, the Government has committed \$340 million over four years across all education sectors (public, Catholic and Independent) to support the implementation of the K-2 Action Plan.

The Department of Education's implementation of this plan is called Early Action for Success (EAFS). This initiative provides 528 public schools with instructional leader support.

To support Instructional Leaders in EAFS public schools, the following budget has been allocated:

- 2017-18 - \$65m
- 2018-19 – \$68.71m
- 2019-20 – \$70.43m

33. Please provide any data that measurably demonstrates the Instructional Leader's impact on the schools improved outcomes.

Current evidence of the impact of instructional leadership through the Action Plan initiative shows mixed results.

An evaluation of the first phase of the Action Plan (2012-2016) also provided a mixed view of the impact of the Action Plan on student learning outcomes.

- K-2 assessment data showed that a substantially greater proportion of students in Action Plan schools reached the expected end of year standards in reading levels in 2016 than at the commencement of the Action Plan. While these results are encouraging, the data was not able to be compared against data from non-Action Plan schools and is, therefore, not strong evidence.
- Principals and instructional leaders believed that the Action Plan contributed to growth in students' engagement in learning, enjoyment of learning and positive attitudes towards literacy and numeracy. The vast majority of principals and instructional leaders also reported that they have observed measured growth in students' literacy (94% great or moderate improvement) and numeracy (87% great or moderate improvement), basing these observations on a range of standardised tests and school based assessments.
- Year 3 NAPLAN results showed no significant change over time and no significant closing of the gap between targeted and non-targeted schools.

A separate evaluation of Phase 2 of the Action Plan has begun. The final report for the current evaluation is due to be completed in September 2021.

34. Please provide data to support the continuation of the Instructional Leader program.

Please see response to 33.

35. What proportion of unfilled permanent positions were covered through contingent workplace arrangements over the past 12 months?

The Department of Education does not hold this information as the casual appointment data does not map against reasons for engagement.

36. What is the budget for contingent workplace arrangements in 2018/19?

Individual business areas make their own decisions regarding contingent workplace arrangements, in line with relevant policies and their budget allocation. Total expenditure is managed within the Department of Education's Labour Expense Cap.

EPAC – Complaints Handling

37. Can you provide specifics of the composition of the EPAC panel?

The composition of the Employee Performance and Conduct panel is still to be determined.

38. Can you confirm that the panel is convened only after the investigation is completed?

Yes.

39. Every permanent staff member has a right procedural fairness in a timely fashion. Can you clarify that there is transparency and notification is given to the complaine when an EPAC investigation has commenced?

Yes.

40. In the Guidelines for Management and Performance 7.8.5 Rights of Appeal “There will be no internal right of appeal of a decision as to disciplinary action”. Please clarify?

The avenue for appeal will remain with the Industrial Relations Commission or other appropriate body, where a new decision is made based on the evidence.

41. Can you clarify whether the new complaint handling process for EPAC will provide an appeals process?

The avenue for appeal will remain with the Industrial Relations Commission or other appropriate body. The review of the Employee Performance and Conduct Directorate conducted by Mark Tedeschi QC recommended against internal appeals.

42. Can you clarify whether EPAC handles only conduct issues or whether it also handles performance issues?

The Employee Performance and Conduct Directorate handles conduct and performance issues.

43. How many complaints to EPAC have resulted in dismissal, demotion, suspension and/or exoneration for 2015/2016, 2016/2017, 2017/2018, 2018/2019?

	2015/16	2016/17	2017/18	2018/19
Employment terminated	32	35	27	52
Demotion	7	2	5	11
Not sustained	227	204	346	327

The above table refers to permanent employees only.

Suspension is not a disciplinary outcome, but is a risk management action pending investigation.

44. When was the ‘Never to be Employed Again’ register introduced?

In 1997, following the outcome of the Wood Royal Commission, the Department of Education created a centralised register of people not to be employed which has been maintained since then. This is referred to as the Department’s Not To Be Employed database.

Prior to this, lists of teachers not to be employed were created and maintained by regional area offices.

45. What procedures do have in place to notify that employee?

If an employee is to be permanently placed on the Not To Be Employed list, they are advised in writing that the decision maker is considering placing their name on the list. The employee is afforded the opportunity to provide reasons why that should not occur. Following consideration of these reasons, should the decision maker decide to place their name on the list, they are advised and told of their rights for review of that decision.

46. What is the data collection procedure for monitoring complaints against staff at the Director and Executive Director level?

The Employee Performance and Conduct Directorate maintains an electronic case management system that provides information about all staff who are investigated.

47. Are you aware that many serious allegations/complaints with accompanying evidence have been determined to be “unfounded” without proper investigation?

All matters are assessed to determine whether they require an investigation. A matter would be ‘unfounded’, without investigation, if there was no probative evidence to investigate.

48. Are Directors and Executive Directors required to inform and hand over complaints and all information pertaining to the schools in that Network to their successors?

Information and records relating to matters that meet the threshold for misconduct or reportable conduct is maintained by the Employee Performance and Conduct Directorate.

Information and records in relation to lower level complaints are kept and provided as per the *State Records Act 1998*.

Questions from Mr David Shoebridge MLC

Confucius classrooms

49. How much Government funding to date has been provided to Confucius Classrooms?

No Government funding is provided to the 13 schools with Confucius Classrooms.

50. How much did each school receive, and what activities did this cover?

Nil.

Counsellors

51. Are NSW DET employed counsellors with the appropriate qualifications, i.e. a clinical psychologist expressly prohibited from diagnosing students?

(a) If so, why?

All school counselling staff have qualifications in psychology and some school counselling staff also hold teaching qualifications. As all NSW school counselling staff hold qualifications in psychology, they are able to undertake the psychological assessment, intervention and counselling services required in their role.

Some members of the school counselling service are also clinical psychologists. Clinical psychologists have additional specialised training in the assessment, diagnosis, formulation, and psychological treatment of mental health, behavioural, and emotional disorders.

Energy Efficiency in Schools

52. What is the NSW Government doing to support public schools to be water and energy self sufficient?

The Department of Education is currently finalising a Sustainability Strategy for which water and energy will be key focal points.

Through this strategy, the Department is committed to integrated water management and the target of carbon neutrality across its portfolio. This includes the installation of water efficient fixtures, fittings and equipment as well as energy efficient electrical appliances and equipment. These have ratings at least a half a star above the average rating for Water Efficiency Labelling and Standards (WELS) and Greenhouse and Energy Minimum Standards (GEMS), respectively.

All new and upgraded school buildings are designed and constructed to include fixtures and equipment that meet this energy and water-efficient strategy.

53. What funding is provided to support these programs?

\$4 million has been allocated in the 2019/20 Maintenance Budget to increase the sustainability of operating schools.

\$10 million has been allocated over four years for the Sustainable Schools Grant Program.

The current Cooler Classrooms Program includes the provision of solar panels, where feasible, to offset the annualised energy consumption of the systems installed

54. How many schools in NSW have solar panels?

1,630 public schools across NSW have solar panels.

55. How many schools in NSW have rain water tanks?

The majority of NSW schools have water tanks installed, with over 350 having tanks which provide water filtration.

Spotless Maintenance Contract

56. Who signed off on this contract?

The contract was established by Property NSW but management of it was transferred to Public Works Advisory on 1 July 2019.

Inner City High School

57. On what basis was the catchment for the Inner City High School assessed and created?

The catchment area for Inner Sydney High School was based on demographic advice regarding current and projected enrolments in the inner Sydney area and in consultation with local primary and secondary school principals. The in-take area for the new Inner Sydney High School took into account the existing boundaries for all secondary schools in the area.

The initial draft boundaries for the Inner Sydney High School were created following extensive consultation during 2017 and 2018 with planners, demographers, School Infrastructure NSW, directors and principals of nearby high schools and primary schools. The initial catchment area was made public on 14 December 2018.

In response to feedback received by the Department, a revised designated catchment area for the new Inner Sydney High School was then developed. This review and change of the boundaries was approved in January 2019 and the revised boundary map was publically released on 22 February 2019.

58. What happened between when it was announced and when it was revised? Who was spoken to? Consulted?

The catchment area for Inner Sydney High School was based on demographic advice regarding current and projected enrolments in the inner Sydney area and in consultation with local primary and secondary school principals.

The initial draft boundaries for the Inner Sydney High School were created following extensive consultation during 2017 and 2018 with planners, demographers, School Infrastructure NSW, directors and principals of nearby high schools and primary schools. The initial catchment area was made public on 14 December 2018.

In response to feedback received by the Department of Education, a revised designated catchment area for the new Inner Sydney High School was then developed. Six secondary school catchments were adjusted to create a designated intake area for the new Inner Sydney High School. The school catchment area was revised to more evenly distribute the area between Inner Sydney High School and Alexandria Park Community School. The new boundaries included larger sections of Redfern to be in the catchment for Inner Sydney High School. It also created a shared boundary for some Years 7-12 students from Alexandria Park Community School and Inner Sydney High School.

This review and change of the boundaries was approved in January 2019 and the revised boundary map was publically released on 22 February 2019.

59. What modelling has been done to assess the need for secondary schools in the Sydney city region?

The Department of Education prepares projections of students living in school catchments annually, based on Department of Planning, Industry and Environment housing data and population projections.

60. What plans are there for the provision of additional high schools in the Sydney city region?

There are no plans for additional high schools, at this stage, in the Sydney Local Government Area. Once complete, the new Inner Sydney High School and redevelopment of Alexandria Park Community School will provide approximately 2 000 new high school places.

61. Has any modelling been done on the travel times and transport / traffic implications for students accessing the Inner City High School from the Eastern suburbs? Is this a factor that is taken in to consideration? What about the fact that some students will have to travel past the new inner city high school to attend the high school they are in the catchment for? (due to location of the rail line)

Yes.

The most direct route for students living in the part of the Bourke Street Public School catchment that is not included in the Inner Sydney High School catchment – is by bus, which does not pass the new Inner Sydney High School.

62. How many out of area enrolment applications have been received for the new inner city high school?

(a) How many were successful/unsuccessful?

The number of non-local area enrolment applications received as at 13 September 2019 is 110.

At this time, no offers for non-local enrolment have been made.

63. Has any assessment been done on where the in area enrolments for the new Yr 7 intake will come from? Is it evenly spread across the catchment?

The intake areas for the area enrolments for Year 7, 2020 are predominantly from Surry Hills, Redfern and Paddington. The spread of intake areas is as follows:

Suburb	Post Code	Numbers
CENTENNIAL PARK	2021	4
CHIPPENDALE	2008	7
DARLING POINT	2027	3
DARLINGHURST	2010	12
DAWES POINT	2000	1
DOUBLE BAY	2028	2
EDGECLIFF	2027	7
ELIZABETH BAY	2011	6
HAYMARKET	2000	2
MILLERS POINT	2000	1
PADDINGTON	2021	16
POTTS POINT	2011	4
REDFERN	2016	17
RUSHCUTTERS BAY	2011	5
SURRY HILLS	2010	32
SYDNEY	2000	13
WOOLLAHRA	2025	12
WOOLLOOMOOLOO	2011	4

- 64. Why was a decision made to cut out a couple of blocks of the Bourke St Public School catchment from the new Inner City High School catchment when the rest of Surry Hills falls within the catchment? What scope is there to rectify this error?**

The new Inner Sydney High School catchment is based on a 700m radius from the new high school and the adjoining Alexandria Park Community School. Those blocks in the Bourke Street Public School catchment are approximately a 15-20 minute walk from Alexandria Park Community School.

Darlington School Rebuild

- 65. What is the current status of the Darlington Public School rebuild?**

This project is in the planning and design phase and the scope is being finalised to ensure it best meets the needs of the school. Site analysis and design options are currently under review.

- 66. When was the last time the department updated the P&C about this? Attended a P&C meeting or provided information in a written form?**

Members of the Darlington Public School Parents and Citizens Association (P&C) were invited to information sessions in the school hall regarding the rebuild update on 6 August 2019 and 8 August 2019.

Two members of the P&C attend the monthly Project Reference Group (PRG) meetings. The most recent PRG meeting was held on 30 August 2019.

The P&C received a written update regarding the project in early August 2019 and is due to receive another written update in Term 4, 2019.

Forest High Relocation

67. How far advanced is the proposal to re locate the Forest High School to make way for the new Northern Beaches Town Centre?

The Department of Education supports the Department of Planning, Industry and Environment's (DPIE) masterplan for Frenchs Forest.

The proposal to rezone the Frenchs Forest area and build a new town centre would require a relocation of The Forest High School.

The Department is working with the Northern Beaches Council and the DPIE in order to ensure that the long-term educational requirements of the Frenchs Forest area are met.

The Forest High School will remain on its existing site while the Department explores options, one of them being to relocate the school to the Aquatic Reserve.

As with all projects considered for funding, the Department is currently undertaking due diligence to assess the feasibility of the future site. This project is in the early planning phase which considers a number of factors including demographic trends, educational requirements, catchment boundaries, site sizes, transport links and partnership opportunities.

Information will be shared with the school and local community as the project progresses. This will include holding information sessions, providing project updates to share information and seeking feedback from the school and local community.

68. What environmental studies have been done to date?

This project is in the early planning phase which considers a number of factors including demographic trends, educational requirements, catchment boundaries, site sizes, transport links and partnership opportunities.

In line with all School Infrastructure NSW projects, information will be shared with the school and local community as the project progresses. This will include holding information sessions, providing project updates to share information and seeking feedback from the school and local community.

69. When will the public exhibition Warringah Aquatic Reserve Masterplan be released for the required and promised Community Consultation?

This project is in the early planning phase which considers a number of factors including demographic trends, educational requirements, catchment boundaries, site sizes, transport links and partnership opportunities.

In line with all School Infrastructure NSW projects, information will be shared with the school and local community as the project progresses. This will include holding information sessions, providing project updates to share information and seeking feedback from the school and local community.

Student access

- 70. Will the Minister commit to ensuring that all high school students enrolled within Schools for Specific Purposes (SSPs) have the same access to qualified, specialist, accredited and permanent teachers including school counsellors, secondary subject teachers, careers advisers as their peers in mainstream schools?**

It is critical that teachers in all NSW public schools are well trained and of the highest quality. This is particularly the case supporting some of our most vulnerable students in Schools for Specific Purposes (SSPs) settings. Staffing allocations to SSPs with secondary students include careers advisors and school counselling services.

The Department of Education is currently undertaking a Staffing Methodology Review to consider the allocation of all types of staff across all school settings. The needs of SSPs are a particular area of focus under this review.

Staffing levels

- 71. What steps have been taken to implement Recommendation 8 of the 2016 Upper House inquiry into Students with a disability or special needs in New South Wales schools?**

The School Leadership Strategy, announced by the then Minister in September 2017, included a commitment to undertake a review of the staffing methodology in schools commencing in 2018.

The Staffing Methodology Review (SMR) has been established to ensure that every public school in NSW has the staffing resources needed to improve student outcomes.

As part of the review, the project has collated the feedback from over 900 interviews and surveys to identify the main issues and concerns from stakeholders.

There is a specific focus on developing and introducing a funding model which better reflects the needs of students in all specialised settings. This includes consideration of:

- staffing allocations, including executive support
- provision of specialist services
- additional teacher release time
- work, health and safety requirements
- secondary school curriculum needs.

- 72. Given the Government indicated that it supported this recommendation when will it report to stakeholders on progress made?**

The Staffing Methodology Review (SMR) team is working closely with an extensive range of stakeholder representatives including principals and executives in schools for specific purpose (SSP), the Secondary Principals Council, Primary Principals Association and the NSW Teachers Federation.

The SMR team is also actively engaging with representatives from the Special Education Principals' and Leaders Association and have established an SSP working group.

Regular and ongoing updates are provided to stakeholders through scheduled meetings and forums. A term three 'Stakeholder Update' is scheduled for circulation shortly.

73. What steps are being taken to ensure that classroom teachers and executive staff in Schools for Specific Purposes have access to additional release time, increased executive teacher staffing allocation to ensure that they can provide the intensive specialist support for their students?

The entitlement stream within the Staffing Methodology Review is working to model scenarios that positively impact on schools for specific purposes (SSP) by ensuring that schools have the right mix of staff, executive entitlement and release time for their individual and unique settings.

A range of potential options and solutions are being considered in the context of new models for staffing entitlement. Work is also being done to investigate the possibility of piloting a model in 2020 using evidence based resourcing solutions to ensure that the entitlement and resourcing needs for SSPs can be met now and into the future.

Disability Funding

74. When can schools expect additional loadings for students with disability (other than those who require low level adjustment)?

All NSW public schools receive an allocation of resources through Resource Allocation Model (RAM) equity loadings in their school budget. For mainstream schools, this includes the RAM equity loading Low Level Support for Disability. Principals are able to use their school's total resources flexibly to respond to the learning needs of all students in the school.

In addition to the funding available to schools through RAM loadings, the Department of Education currently provides additional supports for eligible students with disability through its targeted provisions. These are Integration Funding Support for eligible students in mainstream classes, enrolment in a support class or support from itinerant teachers, hearing and vision.

Questions from the Hon Mark Buttigieg MLC (on behalf of the NSW Labor Opposition)
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Assaults at School

75. Provide for the last four (4) reporting years, by school, the number of assaults on the basis of:

- (a) **Student on student assault; and**
- (b) **Student on teacher assault.**

Prior to 2019, incident data was captured in multiple systems by the Department of Education. The Department is unable to extract the data under the categories of student on student or student on teacher, for years 2015-2018.

In 2019, the Department transitioned to a new Incident notification system to enable better capture of information. The new system allows the Department to extract the information to determine student on student and student on teacher assaults.

The Department has an obligation to maintain privacy and confidentiality of all staff and students and does not release incident data by school. Releasing data by school may enable the identification of staff or students in schools that could be harmful to those involved, and damage the reputation of schools. It could also act as a major disincentive to the future reporting of incidents. Accordingly, the data below has been provided by school network.

The increase in incident reports in 2019 is due to new reporting requirements for schools implemented in response to changes to s316A of the *Crimes Act 1900*.

Operational Network	2015	2016	2017	2018	2019	2019 (breakdown)	
						Student on Student	Student on Teacher
Albury	17	13	29	21	49	34	15
Armidale	17	10	9	12	12	10	2
Auburn	9	19	23	13	16	10	6
Bankstown	1	6	8	15	27	12	15
Barwon	7	22	8	8	6	4	2
Batemans Bay	51	31	29	33	49	43	6
Bathurst	35	29	29	33	45	40	5
Beverly Hills	11	10	19	12	9	6	3
Blue Mountains	10	13	19	6	19	12	7
Bondi	5	7	5	14	16	10	6
Botany Bay	12	14	8	16	19	13	6
Brisbane Water	15	19	15	19	20	15	5
Bungarribee	21	20	26	23	22	15	7
Callaghan	16	14	19	16	17	13	4
Cambridge Park	12	9	13	27	33	21	12
Camden	11	8	21	32	43	26	17
Campbelltown	46	47	41	36	36	28	8
Canterbury	14	9	6	11	13	11	2
Carlingford	7	8	10	9	17	9	8
Central Coast	26	37	18	13	16	10	6
Cessnock	8	20	18	43	37	29	8
Chipping Norton	13	24	13	11	19	12	7
Chullora	13	17	36	38	16	12	4
Clarence Valley	8	13	6	12	13	9	4
Coffs Harbour	20	11	21	16	21	12	9
Cowpasture	19	5	12	18	25	19	6
Cowra	10	12	10	20	31	29	2
Deniliquin	7	6	7	8	13	10	3
Eastern Creek	33	18	33	41	39	30	9
Eden-Monaro	20	16	16	13	7	5	2
Fairfield	5	10	18	10	34	26	8
Far West	17	19	15	8	22	15	7
Georges River	22	12	13	10	11	6	5
Girraween	13	27	11	9	28	14	14
Glenfield	9	27	38	37	41	30	11
Glenrock	12	8	10	11	18	11	7
Gordon	6	3	1	8	10	9	1

Goulburn	12	19	20	9	24	18	6
Grafton	15	20	11	13	20	17	3
Great Lakes	10	13	23	15	28	20	8
Griffith	34	15	18	21	20	12	8
Gundagai	2	6	5	3	5	5	
Hastings	31	23	12	25	27	24	3
Hawkesbury	4	8	5	11	7	7	
Hornsby	5	9	16	19	15	11	4
Hume	1	3	8	2	5	2	3
Hunter	6	7	3	8	15	9	6
Iron Cove	5	14	4	13	12	5	7
Kogarah	3	10	14	3	10	6	4
Lake Illawarra North	14	23	22	21	19	18	1
Lake Illawarra South	25	25	19	10	11	5	6
Lake Macquarie East	12	20	23	26	21	15	6
Lake Macquarie North	25	29	36	33	17	12	5
Lake Macquarie West	22	35	23	21	34	24	10
Lennox Coast	15	10	7	8	7	7	
Lismore	19	10	5	8	15	10	5
Lithgow	12	25	18	27	37	31	6
Liverpool	17	17	17	13	22	16	6
Macarthur	7	9	7	16	29	26	3
Macleay Valley	28	29	34	26	32	22	10
Macquarie	23	18	24	19	33	19	14
Maitland	17	24	19	36	32	25	7
Marrickville	4	5	5	2	6	2	4
Mid Coast Valleys	4	18	7	16	15	11	4
Mitchell	20	26	19	11	31	27	4
Mooki	15	15	12	12	14	10	4
Mooney Mooney	5	8	13	5	20	12	8
Mount Druitt	85	45	51	29	37	20	17
Mudgee	29	18	19	15	20	17	3
Namoi	39	36	44	25	32	27	5
Narrandera	3	8	17	9	4	4	
Newcastle	13	10	7	4	16	12	4
North Sydney	1	7	4	4	7	5	2
Northern Tablelands	5	9	8	9	9	6	3
Orange	10	23	30	11	32	25	7
Parramatta	20	29	23	15	24	11	13
Peel	41	32	18	30	41	26	15
Penrith	14	19	14	21	17	11	6
Pittwater	4	8	4	11	5	4	1
Port Hacking	11	14	7	5	7	5	2
Port Jackson	9	17	8	9	10	7	3
Port Stephens	15	13	10	18	23	12	11
Quakers Hill	12	19	17	9	17	14	3
Queanbeyan	8	10	16	19	36	24	12
Richmond	2	2	3	6	4	1	3
Ryde	8	6	19	24	22	14	8
Shoalhaven	7	12	9	11	20	16	4
South Coast	33	17	21	26	33	23	10
St Andrews	13	32	16	23	19	15	4
Strathfield	6	8	15	11	13	8	5
Sutherland	12	19	8	11	11	7	4
Taree	9	13	20	26	16	14	2
Temora	32	19	13	22	18	15	3
The Beaches	6	9	9	4	8	5	3
The Forest	7	21	18	6	10	6	4
The Hills	5	7	4	2	12	8	4
The Ponds	14	10	10	21	40	32	8
Tuggerah Lakes	28	46	35	61	57	48	9
Tweed Coast	7	5	12	9	8	6	2

Upper Hunter	12	13	6	10	19	15	4
Wagga Wagga	27	27	38	41	60	50	10
West Wyalong	10	3	9	10	9	5	4
Western Plains	42	25	17	16	17	11	6
Windsor	7	5	6	6	9	5	4
Wollondilly	39	16	25	25	39	30	9
Wollongong	4	13	11	3	11	3	8
Wollongong North	1	4	7	3	9	7	2
Wollumbin	3	2	7	10	3	3	
Woronora River	20	9	12	13	7	6	1
Yass	5	2	2	7	7	7	
Total	1668	1748	1731	1784	2270	1638	632

Bullying

76. From the most recent People Matters Survey, provide the data set, by school, in relation to survey questions that pertain to:

- (a) **Witnessing bullying; and**
- (b) **Experiencing bullying.**

The People Matter Employee Survey results are distributed to leaders, where their teams have had more than 10 responses to the survey. Additional rules are applied to reports for small agencies or teams where there are less than 50 responses (demographic results are not released). This year the Department of Education was able to circulate 1,470 reports. Reports at this level are deemed as confidential to the leader responsible for that team.

Protecting employee privacy is a high priority for the Public Service Commission and participating agencies. Strict rules are applied to protect anonymity throughout the survey process. Reports detailing publically available information can be accessed on the NSW Public Service Commission's website at https://www.psc.nsw.gov.au/ArticleDocuments/4448/2019_PMES_Education_C.pdf.aspx.

Education in Newcastle

77. Is the department concerned that this population growth will put further pressure on inner city Newcastle schools?

The increasing enrolment demand in Newcastle will be met through the delivery of projects including the Newcastle Education Precinct.

78. In 2018 the government announced the Newcastle Education Precinct, what is the current status of this project?

The Newcastle Education Precinct is in the early planning stages.

79. How much has been spent on the Newcastle Education Precinct to date?

As at 18 September 2019, \$116,468 has been invoiced by external consultants (heritage and architectural services).

80. When do you expect final plans for the precinct to be released?

School Infrastructure NSW (SINSW) is continuing its planning activities for the Newcastle Educational Precinct. Progress is on track to complete the work, including the final masterplan design, by the end of 2019.

In line with standard SINSW procedures, the final masterplan design for the school will not be released until the business case justifying investment is approved and consultation with key stakeholders has been completed.

81. Will joint/community uses be considered for the precinct

Yes.

82. Is there a business case? When will the business case be finalised?

The project will proceed at the appropriate time through the standard business case process.

83. What is the expected total cost of the project?

School Infrastructure NSW (SINSW) is continuing its planning activities for the Newcastle Educational Precinct. Progress is on track to complete the work including the final masterplan design by the end of 2019.

In line with standard SINSW procedure, the final details will not be released until the business case justifying investment is approved and consultation with key stakeholders has been completed.

84. When will the Newcastle Education Precinct commence construction?

The construction commencement date will be confirmed as part of the business case process.

85. When will construction be completed?

The construction completion date will be confirmed as part of the business case process.

86. When will the first student attend the Newcastle Education Precinct?

The operational commencement date will be confirmed as part of the business case process.

87. Has the Minister visited Fern Bay Public School?

The Minister is open to visiting all schools in New South Wales.

88. Is the Minister aware the school is currently at 265% capacity?

The Department of Education is aware of enrolment pressures at Fern Bay. Planning for Fern Bay is considered a priority.

89. Is the Minister aware that 75% of the classroom at the school are demountables?

The Department of Education uses numerous strategies to manage fluctuating enrolment demands in the short to medium term including reviewing school catchment boundaries to improve utilisation across schools in a local area, and providing additional demountable facilities, including classrooms and specialist spaces as required.

At Fern Bay Public School, the following demountables have been installed:

- 2014: 1 admin/library, 1 classroom
- 2015: 1 toilet facilities
- 2017: 1 classroom
- 2018: 1 classroom

Strategic schools planning is identifying permanent building solutions in response to increased enrolment demand at Fern Bay Public School.

90. Is the Minister aware that the school only has one permanent classroom?

Strategic schools planning is identifying solutions in response to increased enrolment demand at Fern Bay Public School.

91. Is the Minister aware that there is no school hall at the school and they are forced to pay to use a community hall or local golf club to hold school events?

Under the Department of Education's Educational Facilities Standards and Guidelines) there is no entitlement to a school hall for a school of this size (Core 3).

92. Is the Minister aware that there is very limited covered outdoor learning space?

Fern Bay Public School currently has one 56 sq m covered outdoor learning area (COLA). The Department of Education Educational Facilities Standards and Guidelines specifies one 45 sq m COLA for a Core 3 school.

93. Is the Minister aware that the canteen only operates one day a week due to inadequate facilities?

Under the Department of Education's Educational Facilities Standards and Guidelines there is no entitlement to a school canteen for a school of this size (Core 3).

Fern Bay Public School operates a canteen one day a week out of an office space that has a kitchenette.

94. Is Minister aware that the school only has four toilets for 85 students, with parents advising that student have to line up for long periods to use the facilities during recess and lunch?

Fern Bay Public School has five student toilets (two boys' toilets and three girls' toilets) and two staff toilets.

Core facility requirements, including the provision of toilets, will feed into the schools strategic planning, which is currently underway.

95. Is the Minister aware that students are missing class time in order to use the toilet due to long queues at recess and lunch?

Principals are best placed to manage their schools.

96. Does the Minister think this is an appropriate standard for school students?

The Department of Education's Educational Facilities Standards and Guidelines specifies guideline ratios for core facilities, including toilets for primary and secondary schools and for teachers, which correlate to the size of a school.

97. Is the Minister aware that the population in Fern Bay is forecast to grow by over 60% by 2036?

The Department of Education monitors population and development trends to enable effective planning to meet enrolment needs in public schools across NSW, and is aware of the projected enrolments for Fern Bay Public School and surrounding schools up to 2036. Strategic schools planning is underway to respond to an increase in enrolment demand at Fern Bay Public School and surrounding schools.

98. What is the Minister and her department doing to account for this growth in population?

The Department of Education monitors population and development trends to enable effective planning to meet enrolment needs in public schools across NSW. Strategic schools planning is underway in response to an increase in enrolment demand at Fern Bay Public School and surrounding schools.

99. What action has the Minister and her department taken to ensure residents in Fern Bay have adequate school facilities?

The Department of Education monitors population and development trends to enable effective planning to meet enrolment needs in public schools across NSW, and is aware of the projected enrolments for Fern Bay Public School and surrounding schools up to 2036. Strategic schools planning is underway to respond to an increase in enrolment demand at Fern Bay Public School and surrounding schools.

100. Will the Minister commit to providing students at Fern Bay Public School with adequate facilities?

The Department of Education uses numerous strategies to manage fluctuating enrolment demands in the short to medium term including enforcing the Department's school enrolment policy to restrict out of area enrolments, reviewing school catchment boundaries to improve utilisation across schools in a local area, and providing additional demountable facilities, including classrooms and specialist spaces as required. In cases of sustained and stable enrolment increases, the Department provides additional permanent facilities, or new schools, as necessary.

Wollombi School Community Education Trust

101. Wollombi School Community Education Trust (WSCET) was notified in February 2019 by the Minister for Education's office that the Minister was in favour of and approved an extended lease to WSCET of the former Wollombi Public School site. This tenure is essential for planned community services and additional educational opportunities. Despite frequent email and phone correspondence with the appropriate area in the Department of Education over the past 7 months the lease has not materialised. Will the Department of Education confirm its intent to provide an extended head lease to WSCET?

Yes.

102. What is the timeframe for the head lease to be provided to WSCET?

The Department proposes to provide a five-year licence for the site before the end of Term 4 2019.

Norfolk Island

103. What is the current annual cost of providing the NSW DET Curriculum to students at the Norfolk Island Central School?

The NSW Education and Standards Authority (NESA) provides NSW curriculum and associated assessment services to the Norfolk Island Central School.

Costs of these services for Norfolk Island Central School in the 2019-2020 financial year are estimated to be approximately \$33,000.

104. Was the decision to outsource the provision of Education at Norfolk Island Central School a Federal govt or a NSW govt directive?

Norfolk Island is an external Australian Territory.

The NSW Government provides a limited range of services to Norfolk Island under a five year agreement with the Australian Government.

Decisions regarding future service provision on Norfolk Island are a matter for the Australian Government.

105. What is the proposed timeline for the changeover from the NSW Education to another provider providing education delivery at Norfolk Island Central School?

Norfolk Island is an external Australian Territory.

The NSW Government provides a limited range of services to Norfolk Island under a five year agreement with the Australian Government. This agreement expires on 30 June 2021.

Decisions regarding future service provision on Norfolk Island are a matter for the Australian Government.

106. What assurances does the Norfolk island community have of continued delivery of the NSW curriculum (provided for 120 years) under the new provider?

Norfolk Island is an external Australian Territory.

Decisions regarding future service provision on Norfolk Island are a matter for the Australian Government.

107. How will the new arrangements ensure the teaching of the Norfolk language and Norfolk Island culture will not change under a new provider?

Norfolk Island is an external Australian Territory.

Decisions regarding future service provision on Norfolk Island are a matter for the Australian Government.

Role of Parliamentary Secretary for Education

108. What public affairs and/or public policy do you understand the Parliamentary Secretary to be connected to?

- (a) **Do you know of any special tasks the parliamentary secretary has been asked to provide assistance with?**
- (b) **Do you know of any duties of the Minister that the parliamentary secretary been asked to provide relief to the Minister?**

The duties of a Parliamentary Secretary are outlined in the *Ministers' Office Handbook* available on the Department of Premier and Cabinet website. The relevant charter letter further stipulates the expectations of the Parliamentary Secretary.

Under Section 38C(1) of the *Constitution Act 1902* (NSW) “a Parliamentary Secretary shall have and may perform such functions as the Premier may, from time to time, determine in respect of him”.

109. What activities associated with the public policy/public affairs of the parliamentary secretary have been undertaken and required departmental support?

None.

110. What staff in your cluster/ department have worked with the parliamentary secretary to undertake their duties/ public affairs/ public policy role/s?

None.

111. Since their appointment on April 24, have any departmental staff accompanied the parliamentary secretary to meetings with stakeholders?

No

112. Has the department been required to prepare/ provide briefing information for the parliamentary secretary prior to any stakeholder meetings and/or in the undertaking of their duty and/or public policy role?

No

113. Are there any protocols that the department/ agency/ office have established in working with a parliamentary secretary?

Yes.

Education Budget, Efficiency Dividend and staffing

114. In going through Budget Paper no. 1 the recurrent expenditures are expected to be \$18.1 billion – what is that broken down into its constituent parts of:

- (a) **Pre-primary**
- (b) **Primary**
- (c) **Secondary**
- (d) **Technical and tertiary education**
- (e) **Teacher training**

The aggregate detail provided in the 2019-20 Budget Paper 1 (Section 5.3) is presented according to Classification of the Functions of Government – Australia (or GOFOG-A) functions. This detail is prepared by NSW Treasury, and is not disaggregated further within the Budget papers.

115. How much of the \$2.4 billion education capital expenditure for 2019/20 is specifically for the schools infrastructure program?

- (a) **Does this funding include any money from the Restart NSW pool of funds?**
- (b) **Which 40 new and upgraded schools, mentioned in Budget Paper no. 1 (page 5-15) are to begin construction, given that there were only 7 schools listed in Budget Paper no.2 for major works to start in 2019?**
- (c) **Which 40 new upgraded schools are to begin planning and delivery, given that there were no schools listed in Budget Paper no. 2 for minor works?**

115. The entire budget allocation is provided for school capital expenditure.

- (a) Approximately \$236 million is provided for nine Restart NSW projects.
- (b) All 40 new and upgraded schools listed in the Budget Papers have already commenced or are due to commence construction in 2019.
The seven schools referred to are new schools. The remaining schools are receiving major upgrades.
- (c) Refer to answer b.

116. Out of the education capital expenditure which was expected to be \$1.8 billion for the 2018/19 budget year:

- (a) **Were any of the allocations underspent?**

(b) **Were any of the allocations overspent?**

(c) **What happens with the underspending and overspending of the budget allocations?**

The 2018-19 State Budget allocated a \$1.612 billion capital expenditure budget for the Department of Education (2018-19 Budget Paper 3, Section 1.3).

The 2018-19 Revised capital expenditure position totalled \$1.675 billion (2019-20 Budget Paper 3, Section 2.5).

Capital budget allocations can be subject to adjustment during the course of the financial year due to a range of factors, and according to NSW Treasury processes.

117. Given the Government has given a commitment to front-line staff, how is the Education Cluster proposing to achieve the Treasurer's required efficiency dividend of 3%?

All agencies are expected to operate efficiently, and within available resources. Efficiencies are expected to be delivered without impacting front line services.

118. What does cost savings through reductions in procurement and employee expenses, and "other reform, savings and offset measures" look like in the Education cluster?

All agencies are expected to operate efficiently, and within available resources. Efficiencies are expected to be delivered without impacting front line services.

119. Can you guarantee that there will be no staff reductions/ job losses/ voluntary redundancies to achieve the efficiency dividend?

All agencies are expected to operate efficiently, and within available resources. Efficiencies are expected to be delivered without impacting front line services.

State Outcomes

120. What is or are the state outcomes that apply to the Minister Mitchell's portfolio?

The current State Outcomes to be delivered by the Education Cluster are listed below:

Educational foundations for success – Providing a high standard of education for children and young people through the State's public school system, and providing support to non-government schools.

Best start in life for young children – Regulating and overseeing the delivery of accessible and high-quality early childhood education services.

Equipping teachers with the best skills for educating our young people – Improving teacher quality in NSW through the regulation and accreditation of school and early childhood teachers by the NSW Education Standards Authority (NESA)

Skilled and employable workforce – Contributing to job growth by delivering a highly skilled workforce that meets current and future requirements of NSW businesses and industry, including the activities of TAFE NSW.

121. What outcome indicator information will be used to measure how NSW is going in relation to those stated State outcomes?

- (a) **What data will be collected to provide outcome indicator information? Is this the same as what was used in the 2017/18 and 2018/19 budgets? Are there any differences between the data collected for previous budgets and what will be collected from this budget forward?**
- (b) **What base year will be used?**
- (c) **What is the timeframe to achieve the stated outcomes?**
- (d) **Will the Department report on the achievements of Aboriginal students as part of its remit, or will this be done by the Department of Premier and Cabinet?**

Following the April 2019 announcement of machinery of government changes, the 46 State Outcomes reported in the 2018-19 Budget Papers were refined to better reflect the new cluster arrangements. This has resulted in a revised set of 38 State Outcomes for the 2019-20 Budget that have been re-allocated across the eight government clusters.

Measures and indicators of cluster performance will be further refined in the early part of 2019-20 to ensure they fully align with the revised structure. As this realignment will result in a revised set of outcome indicators for the sector, measures and projections for existing indicators will be included in future Budget Papers.

In the meantime, agency performance information continues to be reported across a range of other sources such as agency websites, annual reports and the Productivity Commission's Report on Government Services. The Government will build on this momentum and continue to drive an outcome focus across the sector, further integrating outcomes in strategic planning, budgeting and performance management.

122. Why was no outcome indicator information included in the 2019/20 budget papers about performance outcomes?

Refer to answer provided in Q121.

Growth and assets

123. Please provide an updated list of required school maintenance, broken down by school and electorate.

As of 1 July 2019 it was estimated that there were over 270,000 identified planned maintenance activities with a total value of \$622 million. The Department of Education has provided a proposed breakdown of this by school and electorate and is attached at TAB B.

124. What cost does the school maintenance backlog currently sit at?

Refer to transcript.

125. How many schools currently have outstanding maintenance work required?^[11]_[SEP]

All schools have ongoing maintenance.

126. Does this include maintenance required on demountable classrooms?

Yes.

**127. How much has been spent on demountable classroom maintenance since March, 2011?
Please break down the figures by year and electorate, from 2011 onwards.**

The Department of Education has advised that expenditure of offsite maintenance of demountables is as follows:

2011-12	\$2,000,000.00
2012-13	\$2,000,000.00
2013-14	\$2,000,000.00
2014-15	\$2,000,000.00
2015-16	\$2,200,000.00
2016-17	\$3,000,000.00
2017-18	\$3,200,000.00
2018-19	\$3,200,000.00
Total:	\$19,600,000.00

Note that it is not possible to split figures by electorate.

The above figures do not include any maintenance undertaken on school sites across NSW by the Department's Asset Management Unit. The above figures are not part of the Demountable Refurbishment Program which is a separate program.

The expenditure for demountable refurbishment and construction is as follows:

2011-12	\$5,000,000.00
2012-13	\$8,000,000.00
2013-14	\$19,000,000.00
2014-15	\$15,000,000.00

2015-16	\$40,000,000.00
2016-17	\$50,000,000.00
2017-18	\$60,000,000.00
2018-19	\$78,000,000.00
Total:	\$275,000,000.00

Demountable maintenance is undertaken by Corrective Service Industries at Cessnock and Goulburn Correctional Centres.

128. How much of the \$449 million promised for clearing the maintenance backlog has been allocated in the budget thus far?

All of the \$449 million has been allocated.

129. By what rate are enrolments expected to increase by 2030?

Enrolments are projected to grow at around 1 per cent year on average, to 2031.

130. Has the Government or Department predicted how many new schools are required in NSW by:

- (a) **2023**
- (b) **2025**
- (c) **2030**

- (a) The NSW Government is investing \$6.7 billion over the next four years to deliver 190 new and upgraded schools.
- (b) There will be a 21 per cent growth in student numbers by 2031. This means NSW schools will need to accommodate an extra 269,000 students, with 164,000 of these students in the public system.
- (c) As above.

131. If so, please provide a breakdown by electorate of where these will be needed.

The Department of Education regularly monitors population trends. This information guides investment decisions in terms of new or upgraded school projects. School capacity and planning decisions transcend electoral boundaries and therefore this information is not available.

Furthermore, any investment decisions are subject to a decision of the NSW Cabinet and it would not be appropriate to pre-empt any determination of Cabinet.

132. Is it correct that the NSW Government currently has a stock of 6100 demountables?

No.

133. How many of these are currently situated in schools?

As at 11 September 2019, 6578 demountable buildings are currently situated in NSW public schools.

134. How many are currently held in reserve?

As at 11 September 2019, 725 demountable buildings are in reserve.

135. When will the current demountable stock will be completely allocated?

The number of demountable buildings at schools and in stock fluctuates throughout the year and is dependent on enrolment needs, minor works, capital works projects and provision for emergency management.

136. How will these new demountables be sourced?

There is an existing contract of \$177 million over five years for the decommissioning, transportation and commissioning of demountable buildings. The contract is due to expire on 1 April 2020.

137. How many additional demountables are predicted to be needed in NSW public schools

by:

(a) **2023**

(b) **2025**

(c) **2030**

The number of demountable buildings at schools and in stock fluctuates throughout the year and is dependent on enrolment needs, minor works, capital works projects and provision for emergency management.

138. How much are the new demountables predicted to cost?

This is commercial in confidence.

139. If new stock needed, has the government allocated any money for this?

The NSW Government allocates funding annually, through its Minor Capital Works Program.

140. Where will this money come from?

Capital funding is allocated to the Department of Education as part of its minor capital works program.

141. Please provide a list of the amount of school demountables in each electorate, broken down by school.

See TAB C

142. Please provide a list of school demountables in each electorate, broken down by school that have been installed since:

(a) **March, 2011**

(b) **March, 2015**

(c) **March, 2019.**

See TAB D

143. Have there been any instances since 2011 where a school has required additional classroom capacity but there has been insufficient space on the schools land?

The Department of Education takes into account the school infrastructure needs of an area when planning for growth. This include an appraisal of available lands.

144. If so, please list the schools and break these down by year.

N/A

145. Have there been any instances in 2019?

N/A

146. Is there a mandated amount of green or open space designated for NSW schools?

(a) **If so, what is the ratio?**

There is no mandated amount of open space for NSW schools. The Department of Education's Educational Facilities Standards and Guidelines (EFSG) recommends open space be maximised and that a minimum of 10 square metres per student be provided for new schools.

147. Are records kept about the ratio of number of students at a school per area of green space?

This information is on a school by school basis and is taken into account when planning upgrades and expansions to existing schools. There is no mandated green/open space ratio.

148. Please provide a breakdown of schools that currently do not meet the green space ratio, broken down by school, electorate and what their rate is.

There is no mandated green/open space ratio.

149. Is there a mandated ratio for toilets per number of students in NSW schools?

Yes.

150. Please provide a breakdown of schools that currently do not meet the toilets ratio, broken down by school, electorate and what their rate is.

Each individual schools is best placed to assess the provision of core facilities. If additional facilities are required, the Department has processes in place through which projects can be nominated.

151. How many schools that have had demountables added in 2018 have also had toilet facilities expanded?

Six.

152. How many demountables are currently in place at Westmead Public School?

The school's 65 classrooms include 26 demountable buildings.

153. Are there any concerns about the lack of playground area for the more than 1,600 students at Westmead Public School?

No, the new Bayanami Public School catchment will reduce enrolment pressure on Westmead Public School and increase its proportion of play space per student.

154. Are there currently any students on the waiting list at Westmead Public School?

(a) If so how many?

There are currently no students on the waiting list for Westmead Public School.

155. Has any money been allocated towards the new schools project in Westmead?

(a) If not, why not?

Under this year's Budget, a new primary school in Westmead will be prioritised for planning to meet enrolment growth.

156. How much of the \$500 million committed for non-government schools to upgrade facilities has been allocated?

None.

157. Can you confirm \$500 million will be totally allocated over the next four years?

Yes.

158. How will the projects be determined?

The Building Grant Assistance Scheme is administered on behalf of the NSW Government by the NSW Catholic Block Grant Authority and the NSW Association of Independent Schools Block Grant Authority.

The Block Grant Authorities recommend school projects to the NSW Government that best meet the objectives of the scheme and the school infrastructure needs of the sector. Grants are directed towards schools where capital works will support enrolment growth in priority growth areas.

159. Is this process underway?

Yes.

160. Is there a limit on how much a single school project can cost?

The NSW Government does not set a limit on how much a single school project can cost.

161. Will there be any means testing or review to determine value for money out of these projects?

Projects are determined as per the criteria provided in response to question 158.

162. Can you confirm \$10 million will be totally allocated over the next four years for the sustainable school program?

Yes.

163. How will successful projects be determined?

Successful applications will comply with the eligibility criteria for the grants. As such, projects will feature hands-on activities for students to learn about sustainability, be linked to the curriculum and be for the purpose of improving sustainability in the school environment.

To distribute the allocated program funds fairly, projects that meet the criteria will be selected through a draw until the funding allocation for the year is exhausted. Schools whose applications are unsuccessful will be eligible to reapply in one of the remaining rounds in future years.

164. Is this process underway?

The first round of the program will open shortly.

165. Is there a limit on how much a single school project can cost?

Schools will be able to apply for a grant of up to \$15,000. Schools can only receive a grant once in the four year program.

166. How many successful projects have been undertaken thus far under the sustainable school program?

The program has not yet opened and therefore no projects have commenced.

Before and After School Care

167. Has the dedicated team for the Before and After School Care project been established by the department?

Yes, the program/project team is in place to deliver the commitment.

The specialist team to coordinate services and resources referenced in the commitment has not yet been established. Analysis of the role and function of the specialist team is being conducted to best meet the needs of principals and the school community in the provision of before and after school care services.

Recruitment of the specialist team will evolve out of the BASC program team. The new specialist team will provide proactive and on the ground assistance for set-up, contract management and service transition.

168. How many FTE staff are in the team?

There are 13 FTE staff in the program team.

169. How many will be in the team by 2021?

The proposed base team for the Before and After School Care program team is 15 for the remainder of 2019. This will grow over time to deliver aspects of the commitment.

170. What budget does the team have?

The program team budget is funded from within the four year baseline budget \$119,971,000 provided by the Parliamentary Budget Office.

171. The government said they would provide transportation for students in smaller or remote schools where onsite services may not be possible.

(a) **Has any work being done to set up these transport services?**

(b) **If so, what work has been undertaken?**

Access to before and after school care in rural, remote and smaller schools is a priority for the NSW Government.

The Department of Education is currently conducting research with parents, principals and providers about their before and after school care needs across NSW. This will ensure the right solutions are in place to support the expansion of Before and After School Care across NSW.

As more is understood about the needs of both parents and providers, Transport for NSW will work with the Department of Education to identify viable solutions that support access to services.

172. How much of the \$120 million commitment has been allocated in the 2019-20 Budget?

The baseline budget for 2019-20 is \$31,417,000.

173. Has work begun on the new website and mobile app that was promised as part of this policy?

Yes.

The Have Your Say survey for parents is the first phase of this site. Expansion of the digital solution is planned for the end of 2019.

174. How much has been allocated to the development of the website and app?

\$2 million has been allocated to the Department of Education to build a digital solution in association with the Department of Customer Service.

175. How is the Service NSW OOSH survey being provided to parents?

All schools received communications about the ‘Have your say’ parent survey (and the whole Before and After School program), through emails from the Deputy Secretary, School Operations and Performance, and the Deputy Secretary, Educational Services. Newsletter reminders were also included via SchoolBiz.

Department of Education and Department of Customer Service social media channels have also been used to communicate the survey to parents.

From 1 July parents have been able to register their interest in before and after school care services where they might not have one or theirs is full via the ‘Have your say’ survey on the Service NSW website.

176. How many responses has the survey garnered so far? Please break these responses down by school.

As at 16 September 2019, there are 3056 responses.

Responses by school:

1. Newington Public School	61
2. Russell Vale Public School	49
3. Manly West Public School	40
4. Anzac Park Public School	35
5. Oran Park Public School	35
6. Gol Gol Public School	34
7. Northmead Public School	34
8. Wideview Public School	32
9. Nareena Hills Public School	29
10. Matthew Pearce Public School	24
11. Northbridge Public School	22
12. Cammeray Public School	21
13. Normanhurst West Public School	18
14. Wilkins Public School	18
15. Heathcote Public School	16
16. Marulan Public School	16
17. Plumpton Public School	16
18. Beecroft Public School	15
19. Willoughby Public School	15
20. Chatswood Public School	14
21. Lane Cove West Public School	14
22. Spring Farm Public School	14
23. Collector Public School	13
24. Michelago Public School	13
25. Rozelle Public School	13
26. Coogee Public School	12
27. Ferncourt Public School	12
28. Holsworthy Public School	12
29. North Sydney Public School	12
30. Thornleigh West Public School	12

31. Berowra Public School	11
32. Cootamundra Public School	11
33. Jindera Public School	11
34. Thurgoona Public School	11
35. Toongabbie Public School	11
36. Westmead Public School	11
37. Bangor Public School	10
38. Barnier Public School	10
39. Hurstville Grove Infants School	10
40. John Palmer Public School	10
41. Karuah Public School	10
42. Leichhardt Public School	10
43. Mount Brown Public School	10
44. Paterson Public School	10
45. Riverbank Public School	10
46. St Patrick's Catholic Primary School	10
47. Wagga Wagga Public School	10

Where the number of responses is less than 10 the name of the school has not been included for privacy reasons. 488 schools have had at least two responses with a further 481 schools having had one response. A total of 969 schools are represented in the survey.

177. Why is the survey being conducted after the policy has already been announced?

The survey has been developed to build on previous research and help understand where demand is and what is most important to parents. The results are assisting with targeting the delivery of places and distribution of funding in a meaningful way.

178. Will the results of the survey alter in any way the commitment to before and after school care being available at every school by 2021?

The Before and After School Care “Have your say” form for parents is helping us see where more care is needed and focus on working with providers in those areas first. It will not be limiting the scope of the commitment, which is still state-wide.

The survey is also helping us with information about what matters for parents, for example, whether they feel their child will need care in the later years of primary school and possibly into high school. This will help us work the sector into the future on different models of delivering before and after school care.

Teachers and support

179. Is teacher workload assessed and monitored by the government?

(a) If so, how?

Since early 2018 the Department has centrally tracked and collated the impacts of any new significant policy change on teacher workloads, principal workloads and school administrative staff.

Time estimates are made by trialling processes in school, and working with teachers and other school staff to calculate the time required.

180. Has the department reviewed the results of the People Matters survey with regard to teachers and educators?

The Department of Education is carefully studying the People Matter Employee Survey data, which gives us good insight into the engagement of our staff in different parts of the organisation.

The People Matter Employee Survey data was released to Department of Education's Executive on 26 August 2019, which demonstrated the comparison of results on an organisational level, corporate level and school based level.

All reports are available on the NSW Public Service Commission's website at <https://www.psc.nsw.gov.au/reports---data/people-matter-employee-survey/people-matter-employee-survey-2019/education/education>.

181. What were the key issues identified by the People Matters survey with regard to teachers?

The 2019 People Matter Employee Survey report for teaching staff can be accessed on the NSW Public Service Commission's website at https://www.psc.nsw.gov.au/ArticleDocuments/4448/2019_PMES_Public%20schools%20-Teachers_L.pdf.aspx.

182. Is the department concerned that the response rate for teachers were lower than many other professions examined?

The report shows that participation for schools was at 42%, and that half of the respondents from schools were teachers.

Although response rates for teachers are lower than corporate employees, they are consistent with response rates from the 2018 survey and teacher response rates are higher than they have been in prior years.

In terms of increasing response rates from teachers, the Department of Education will continue to explore strategies to increase the participation of all staff, including those based in schools, in preparation for the 2020 survey.

183. What actions will be taken in the NSW Department of Education as a result of the People Matters survey?

Based on data provided in the Education Cluster report, the below areas of focus will be discussed further with Department of Education's Executive for further action and continued focus before the launch of the 2020 survey.

- Increase response rates
- Increase employee engagement
- High performance and unacceptable conduct
- Diversity & Inclusion and Flexible Work Satisfaction

These areas of focus have been established based in comparison with the Public Sector average and the results for the Department in previous surveys. It is intended that further action in these areas will enable the Department to continue to improve on its score in relation to ‘Taking Action on Results’.

184. What direct changes will be made as a result of the feedback received from teachers?

The Department of Education’s Executive will meet in October to discuss the survey results as a group in relation to the whole Department, corporate staff and staff based at schools.

From this meeting, Deputy Secretaries will work with direct reports on strategies to improve results in determined focus areas, including in relation to the results from public schools.

185. Please provide the full results of the People Matters survey for the Department of Education.

The Education Cluster report details the People Matter Employee Survey 2019 results for the Department of Education as a whole. This can be accessed on the NSW Public Service Commission’s website at https://www.psc.nsw.gov.au/ArticleDocuments/4448/2019_PMES_Education_C.pdf.aspx.

186. Please also provide these results broken down by business unit.

The People Matter Employee Survey results are distributed to leaders, where their teams have had more than 10 responses to the survey. Additional rules are applied to reports for small agencies or teams where there are less than 50 responses (demographic results are not released). This year the Department of Education was able to circulate 1,470 reports. Reports at this level are deemed as confidential to the leader responsible for that team.

Protecting employee privacy is a high priority for the NSW Public Service Commission and participating agencies. Strict rules are applied to protect anonymity throughout the survey process. Reports detailing publically available information can be accessed on the NSW Public Service Commission’s website at https://www.psc.nsw.gov.au/ArticleDocuments/4448/2019_PMES_Education_C.pdf.aspx

187. Is the Government concerned about increasing administrative burden on schools and teachers?

The NSW Government is aware of the increasing administrative burden on schools and teachers, and is addressing it in the following ways.

The Department of Education has made reducing administrative burden an executive priority, focused on improving support for schools by delivering better systems, support and services.

The Department is identifying and fixing irritants, particularly around the designing, testing and embedding of changes going out to schools, and has introduced new ways to plan and schedule changes across the organisation as a whole. The Department has also started measuring and tracking the amount of time each change takes, using this as a means to gauge performance as well as identify time-saving opportunities.

A Department working group of school stakeholders has been established and regularly meets to discuss and inform this executive priority.

188. Does the government believe any changes need to be made to the “local schools local decisions policy”?

The NSW Government consults frequently with stakeholders across the public education community regarding significant policy matters that impact schools. Changes to policy are made if required and as necessary following a careful assessment of the implications for schools.

189. Has the government done any work to measure teacher turnover in comparison to other similarly developed countries around the world?

- (a) **If yes, please provide any comparison figures.**
- (b) **If not, why has the Government not assessed this issue?**

The Department of Education is currently reviewing how schools are staffed as part of a project titled the Staffing Methodology Review (SMR). The SMR project has included a review of a broad spectrum of education systems within Australia and abroad, where one of the findings has been that no one system is directly comparable.

190. Please provide a list of the number of teachers who have left the profession in:

- (a) **2019 thus far**
- (b) **2018**
- (c) **2017**
- (d) **2016**
- (e) **2015**

The number of permanent teaching staff who have left the Department of Education on a calendar year basis, is as follows:

Year	Number of teachers separated from the Department of Education
2015	2,295

2016	2,358
2017	2,614
2018	2,376
2019 as at 12/09/2019	1,692

Note: Separations are defined as a permanent staff member formally leaving the Department. Separation reasons captured by the Departmental Personnel system are: resignation, retirement, medical retirement, death, termination

Note: teachers are defined as any person engaged at a school that is employed under the Teaching Services Act, including teachers, principals, and assistant and deputy principals.

191. How many casual teachers are there in NSW?

Decisions on casual staffing arrangements are made by the principal and school executive at the local level, based on the learning needs of the students and the approved teaching subjects, skills and experience of the teachers. The responsibility for employing casual teachers to cover short term and long term relief lies with the school principal.

Note: teachers is defined as any person engaged at a school that is employed under the Teaching Services Act, including teachers, principals, and assistant and deputy principals.

Note: casual teachers may be employed for several hours, a single day or multiple days.

192. What is the average amount of days worked by casual teachers in NSW?

In the 2018 calendar year, teachers employed on a casual basis worked an average of 36.9 days during the year across all engagements.

Note: casual teachers can be engaged multiple times during a year. Individual engagements can be for several hours, a single day or multiple days.

193. When was the most recent time the government or department reviewed the arrangements for casual teachers?

All NSW public school teachers, including casual teachers, are covered by the *Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2017*.

194. Have casual teachers been asked for feedback about the processes for casual teaching?

(a) If so, please provide details of how this feedback is collected.

ClassCover, an app-based platform for sourcing and booking casual teachers, was introduced in Term 3, 2018 to fully replace the Department of Education's Casual.Direct system. Casual teachers were consulted regarding the introduction of ClassCover via representation from the NSW Teachers Federation.

Those casual teachers who use ClassCover are able to provide feedback about the product through the ClassCover's support desk. It is the intention of the Department to conduct a survey of teachers using ClassCover and the processes involved in the casual teacher engagement, and to find new ways to interact with casual teachers as a stakeholder group.

195. Is the government aware of the number of people in NSW with teaching qualifications who are currently employed in other industries?

(a) **If so, please provide the data.**

No.

196. Can you confirm the government will employ 4,600 new teachers, prior to the next election?

As a result of increasing student enrolments the Department of Education is expecting to engage an additional 4,600 FTE teachers by 2023.

Note: teachers is defined as any person engaged at a school that is employed under the Teaching Services Act, including teachers, principals, and assistant and deputy principals.

197. Does the 4,600 teachers include teachers hired to replace teachers who will leave the profession during this period?

No.

198. How many teachers are anticipated to leave the profession over these four years, between March 2019 and the next election in March 2023?

The Department of Education expects around 7,000 teachers to separate from teaching positions in public schools over the next four years. The main driver of separations will continue to be retirements, followed by resignations, however the anticipated figures also take into account that many teachers choose to continue working for the Department on a casual basis post retirement from a permanent position.

Note: teachers is defined as any person engaged at a school that is employed under the Teaching Services Act, including teachers, principals, and assistant and deputy principals.

199. How many teachers have left the profession in the following years? Please break down by high school and primary school:

(a) **2011**

(b) **2012**

(c) **2013**

(d) **2014**

(e) **2015**

(f) **2016**

(g) **2017**

(h) **2018**

(i) **2019 thus far**

Separations of permanent teaching staff:

Year	Primary	Secondary	Total
2011	1,149	1,270	2,419
2012	1,210	1,220	2,430
2013	1,132	1,228	2,360
2014	1,114	1,224	2,338
2015	1,127	1,168	2,295
2016	1,152	1,206	2,358
2017	1,336	1,278	2,614
2018	1,239	1,137	2,376
2019 YTD	872	820	1,692

Note: Separations are defined as a permanent staff member formally leaving the Department. Separation reasons captured by the Departmental Personnel system are: resignation, retirement, medical retirement, death, termination

Note: teachers is defined as any person engaged at a school that is employed under the Teaching Services Act, including teachers, principals, and assistant and deputy principals.

200. Will all 4,600 of these teachers be employed on a full time basis?

The forecast relates to 4,600 FTE. The required positions will be filled under the methods that best meets the needs and additional entitlement of individual schools.

Enrolment

201. How many out of area enrolment applications were submitted in 2018 in NSW?

The Department of Education does not centrally hold data per school on the number of out-of-area enrolment applications and the outcomes of those applications.

202. How many of these applications were submitted in:

(a) **2017**

(b) **2016**

(c) **2015**

(d) **2014**

The Department of Education does not centrally hold data per school on the number of out-of-area enrolment applications and the outcomes of those applications.

203. What percentage of out of area enrolment applications were successful in 2018 in NSW?

The Department of Education does not centrally hold data per school on the number of out-of-area enrolment applications and the outcomes of those applications.

204. How many of these applications were successful in:

- (a) 2017
- (b) 2016
- (c) 2015
- (d) 2014

The Department of Education does not centrally hold data per school on the number of out-of-area enrolment applications and the outcomes of those applications.

205. Was any consultation done with parents regarding this policy prior to it beginning?

Yes.

206. If not, why was consultation not done with parents before this crackdown began?

N/A

207. Was any consultations done with principals prior to the crackdown beginning?

Yes.

208. Was any consultation done to assess the impact on siblings being split up?

Draft policy documents were provided to stakeholders during consultation. The consultation process did not identify any adverse impact on siblings of non-local students.

209. How long was the consultation?

The draft policy documents were provided for feedback to stakeholders in March 2018. The last response was received in July 2018.

The responses were considered in the subsequent drafts and further opportunities to provide comments were made available to affected stakeholders until October 2018.

210. When did the Minister or Department inform any NSW Members of Parliament about the changes?

In accordance with Department policy, consultation with stakeholders began in term 1, 2019.

211. The Government has made changes to the initial rollout in Helensburg, and has now said that current students at Helensburg Public School will still be able to attend both high schools and be classified as “in area”. Has this same been treatment been extended to students from Holy Cross Catholic School, Helensburg?

Heathcote High School remains the local comprehensive high school for families residing in Helensburgh. Students currently attending schools other than Helensburgh Public School will be subject to the normal enrolment policy when applying to go to high school. If they wish to apply to Bulli High School, their application will be dealt with as a non-local enrolment request.

212. Has it also been extended to Otford Public School?

Bulli High School is the designated high school for students residing in Otford. Heathcote High School remains the local high school for families residing in Helensburgh. Families wishing to enrol at a non-local high school will be subject to the normal enrolment policy.

213. If not, why has the Government not provided the same treatment to these schools?

For a number of years, parents of students at Helensburgh Public School have been incorrectly informed that they could choose between Heathcote High School and Bulli High School as their local high school. By way of transition, and acknowledging previous lack of clarity provided by the Department, these arrangements apply to Helensburgh Public School only.

214. If a Helensburg family has one child currently in preschool, and one at Helensburg Public School, will they both be classified as “in area” for both Bulli and Heathcote high schools?

Yes.

215. When was the Member for Heathcote, Lee Evans MP, first notified of the possibility of an enrolment policy crackdown?

In accordance with Department policy, consultation with stakeholders began in term 1, 2019.

NESA

216. Is it correct that funding to NESA has been cut?

The 2019-20 Total Expenses Budget for NESA is less than NESA's 2018-19 Total Expenses Budget. There are a range of reasons for this, including that the Australian Curriculum syllabus development has been completed, the curriculum review funding has been expanded, and the introduction of NAPLAN online has reduced the cost of delivering NAPLAN.

217. If so, how much funding has been cut?

Relative to NESA's 2018-19 Total Expenses Budget, NESA's 2019-20 Total Expenses Budget is \$15,149 million less. This figure is a result of the Australian Curriculum syllabus development having been completed, the curriculum review funding having been expanded, the introduction of NAPLAN online reducing the cost of delivering NAPLAN, and the efficiency dividend.

218. Has the Department of Education has been told to absorb any costs or additional duties as a result of the decision?

No.

219. Have any responsibilities or roles been transferred from NESA to the department of Education over the past 5 years?

No.

220. If so, which responsibilities or roles?

As the answer to Question 219 was no, this question is not applicable.

221. It is correct that NESA covers all government and non-government schools, while the Department of Education's key function is to manage NSW public schools?

Yes.

Randwick

222. Are there plans to make Randwick Boys High School co-educational in the future?

As a result of the recent consultation, there are no plans to make Randwick Boys High School co-educational. The summary of the feedback on the Randwick Boys High School consultation process refers to "next steps", and states that the Department of Education will develop a strategy to support and upgrade all the public secondary schools in the eastern suburbs, and will retain all existing schooling options to give parents and students choice. The strategy will be developed and implemented in 2020.

223. In the notice of decision for GIPA-19-182, we are advised that the Randwick Boys High School Survey Results would reveal the position the Minister will or is likely to take. Why didn't the Minister disclose the results of the survey under the GIPA, given that the decision was contrary to the survey results?

As stated in the GIPA decision there is a conclusive presumption of an overriding public interest against disclosure of the information (Clause 2 of Schedule 1 of the GIPA Act).

224. When will the community be advised of the future of Randwick Boys High School, Randwick Girls High School and other high school facilities in the Eastern Suburbs?

The summary of feedback on the Randwick Boys High School consultation process refers to “next steps”, and states that the Department of Education will develop a strategy to support and upgrade all the public secondary schools in the eastern suburbs, and will retain all existing schooling options to give parents and students choice. The strategy will be developed and implemented in 2020.

225. What modeling has been done to determine that the upgrades for Randwick Boys and Randwick Girls be determined as minor not major as promised during the 2019 Election Campaign by the former Member.

The upgrade to Randwick Boys High School and Randwick Girls High School was not an election commitment. The project was announced in the 2018-19 Budget. A major upgrade is being planned for Randwick however, the scope of works has not yet been finalised.

A school upgrade project is classified as a major upgrade if the total cost exceeds \$500,000. The project at Randwick Boys High School and Randwick Girls High School is currently listed under minor works in the Budget papers whilst planning is underway and will progress to major works categorisation once the project moves to the delivery stage.

226. Given the fact that all but one primary school in the electorate of Coogee is at capacity, what is the state government’s plan to address the future capacity needs for secondary schooling in the Coogee electorate?

A major upgrade to Randwick Boys High School and Randwick Girls High School is in the early planning stages. The current proposed works involve an expansion of both schools to incorporate community accessible features.

227. Given the fact that the state government refuses to build a new comprehensive coeducational high school in the Eastern suburbs, where does the government expect primary school students from public school to attend high school?

There are six high schools in the Eastern Suburbs Secondary School Community Group (SCG): J.J. Cahill Memorial High School, Matraville Sports High School, Randwick Boys High School, Randwick Girls High School, Rose Bay Secondary College and South Sydney High School. These schools have a total permanent capacity for up to 7,000 students.

228. Considering multiple primary schools have had their capacity lifted in the Eastern suburbs, what are the plans to lift the capacity of the public high schools in the northern suburbs of the East?

In 2018, there were 4,634 students living in this area and attending a public high school.

By 2036 there will be nearly 5,500 students living in the area and attending a public high school.

The anticipated student growth over this period will be catered for by the surplus teaching spaces available across the Eastern Suburbs Secondary School Community Group.

The new Inner Sydney High School, with capacity for up to 1,200 students, is underway and due for completion in early 2020. This school will relieve enrolment pressure at Rose Bay Secondary College due to the extended catchment of Rose Bay Secondary College into Sydney Local Government Area (LGA). Sydney LGA students will be re-zoned to the new school.

Inner Sydney High School will provide 47 secondary teaching spaces across 14 storeys, and accommodate up to 1,200 students from Years 7 to 12. Enrolment will be staged, with the first Year 7 students commencing at the school in 2020.

Inner Sydney High School will offer:

- facilities that are accessible and flexible to meet the demands of an evolving curriculum
- spaces that are engaging and supportive for students and teachers
- technology-rich settings with an emphasis on mobility and flexibility
- five 'STEAM' focused floors with facilities for music, food technology and visual arts
- multiple sporting and recreational spaces and shared use of Prince Alfred Park.

The redevelopment of Alexandria Park Community School will deliver a new school to accommodate students from Kindergarten to Year 12. The redevelopment will ensure the school can cater for increasing future student enrolments.

The project replaces existing classrooms and provides:

- new permanent learning spaces
- special education learning spaces
- special program rooms (high school) for subjects including visual and performing arts, science and metal and woodwork
- new facilities including an administration area, hall, library, gymnasium, multiple sports courts, and play spaces

Construction of the new school is underway and is being staged so that students can continue to attend classes.

229. Will you undertake an urgent audit of land sites in the Eastern suburbs for future high school sites, both public and private?

The Department of Education will continue to monitor educational needs in the eastern suburbs of Sydney in partnership with other government agencies, local councils and the private sector to provide school infrastructure as required.

- 230. When demographic analysis was done to justify the build/expansion of the ICHS and APHS, demographic data from the East wasn't considered in that analysis. How can it be said that those schools are now solutions to the capacity issues in the east if those schools will be filled by their own catchments?**

The new Inner Sydney High School will relieve enrolment pressure at Rose Bay Secondary College through its school catchment.

The Sydney LGA students attending Rose Bay Secondary College will now be within the Inner Sydney High School catchment.

- 231. Did the previous Minister receive notification that a site was available for sale in Bondi Junction and that local group CLOSEast had identified private buyers who would acquire the site and bequeath it to the government?**

The previous Minister was informed of the 2,679m² site however due to site constraints it was considered unsuitable for a school.

The Department of Education will continue to monitor educational needs in the eastern suburbs of Sydney in partnership with other government agencies, local councils and the private sector to provide school infrastructure as required.

- 232. Is Randwick TAFE currently under a feasibility study for sale?**

No.

- 233. Are there any plans to sell or repurpose any part of the Randwick TAFE campus?**

There are no plans to sell or repurpose any part of TAFE NSW – Randwick. TAFE NSW recently completed the sale of a portion of TAFE NSW Randwick to NSW Health for a super ambulance station.

- 234. Six Private school principals from the Eastern suburbs have co-signed a letter of support for the build of a new public co-ed high school in one of the Waverley or Woollahra LGAs. They understand how many kids are on their waiting list and how many kids they turn away each year. If they can see the need, why has there been no action?**

The Department of Education understands that growth in student enrolments across NSW needs a strategic and coordinated approach from both the government and non-government school sectors.

There is currently no service need for a new high school in the eastern suburbs.

Dapto

235. Has the Berejiklian Government identified any land in the West Dapto area that is suitable for future educational infrastructure? If not, why not?

The Department of Education's forward acquisitions program is commercial-in-confidence

236. Are there plans to purchase parcels of land on which to build new schools or educational infrastructure in the West Dapto area? If not, why not?

The Department of Education's forward acquisitions program is commercial-in-confidence.

237. Why is the NSW Government ignoring the need for more education infrastructure in West Dapto?

Demand is being met by the project at Dapto Public School.

238. Why has the Berejiklian Government refused to match the NSW Labor's 2019 election commitment, to invest \$60 million towards planning and construction of a new school precinct in West Dapto?

The Department of Education monitors population and development trends in order to plan and meet long-term enrolment needs. In cases of sustained and stable enrolment increases, the Department provides additional permanent facilities or new schools.

239. How much funding has been allocated for the upgrade to Dapto Public School?

The value of funding apportioned to this project is commercial-in-confidence.

240. When is the upgrade of Dapto Public School expected to commence and what is the targeted completion date for this project?

The upgrade of Dapto Public School is currently in the design phase. Forecast completion of the project is scheduled for early 2021.

241. What will the Government do to address issues raised by concerned residents living adjacent to the Dapto Public School site regarding the school's upgrade?

The Department of Education engages with the community at all stages of the project. This occurs through information booths at schools and local shopping centres prior to, and during, the development applications exhibition period.

Two meetings were held with neighbours adjoining Dapto Public School to address any concerns regarding the project.

242. Why were no funds allocated for the upgrade of Dapto Public School in the 2019-20 budget?

Funding for the upgrade to Dapto Public School is available in the 2019-20 Budget. As the project is in the design stage, a figure has not been disclosed and will not be available until the conclusion of the construction tender process. The Department of Education does not disclose the allocation of funding for individual projects until this process has been completed to ensure there is competitiveness in the tender process.

Flinders/Shell Cove

243. Will the Government commit to commissioning a feasibility study through Schools Infrastructure NSW to determine the need for a high school in the Flinders/Shell Cove area?

The Department of Education has not commissioned a feasibility study for a new high school.

Current enrolment projections for this area show there is adequate permanent capacity in existing high schools to meet current and future demand.

Boundary changes may be considered to balance the supply and demand of teaching spaces among the schools.

244. If it wont, why not?

See answer to 243

245. If so, when will this study take place?

See answer to 243

Eleebana Public School

246. Does the Minister consider that a public school principal is an important member of the local community?

Yes.

247. Does the Minister think that a recruitment process should aim to recruit the best possible person for the job?

Yes.

248. Does the Minister consider that appointing a person six months after advertising a position, using the pool of people available six months before the appointment, is recruiting the best possible person for the job?

There could be a number of factors that impact on the timeframes for recruitment actions and the subsequent appointment of recommended candidates. Recruitment across the Department of Education is based on clear procedures that ensure a consistent, fair and equitable process is applied.

249. Does the Minister agree that each recruitment panel for a position should determine the selection criteria and shortlist of applicants for that position? If so, why did this not happen at Eleebana Public School?

The recruitment procedures for teachers, executive teachers and principals is described in the Department of Education's Merit Selection Procedure which can be accessed at https://www.teach.nsw.edu.au/documents/sel_panelproc2.pdf. The Procedure requires that all selection panel members are involved in writing the advertisement for the position, which includes the development of any specific criteria. All panel members must be involved in the short-listing of applicants.

The Department has thoroughly reviewed all aspects of the merit selection process for the appointment of the Principal position at Eleebana Public School. I am advised that all requirements of the Procedure were correctly adhered to during this process.

250. Given the length of time it took to appoint a new Principal, why was the position at Eleebana Public School not re-advertised?

The merit selection process for the Principal position at Eleebana Public School has been thoroughly reviewed. The selection of the successful applicant was made in accordance with the Merit Selection Procedure.

Corrimal

251. When will the timeline for the rebuild of Corrimal High School be complete and released?

The Department of Education can advise that it is too early to provide a timeline. A building timeframe can be confirmed when scope is agreed between all stakeholders including the loss assessor.

252. During construction, what is the anticipated impact on the students and how will this be minimised?

Until the scope of the project has been agreed the anticipated impact cannot be determined. The Department of Education's Asset Management Unit and the contractor will work closely with the school's Principal to minimise disruption.

253. What is the Government doing to ensure students who are completing their HSC studies in 2019 in temporary Industrial Arts facilities have not been disadvantaged in their final results?

In relation to Corrimal High School, the Department of Education has provided additional temporary executive staffing to ensure that the students completing their 2019 HSC Industrial Arts studies are being individually supported to achieve success.

Industrial arts demountable classrooms were installed subsequent to a fire at the school in November 2018. Provisioning of the demountable classrooms included specialist industrial arts equipment and a welding bay.

254. Has the Government assessed if the students who are competing their HSC studies in 2019 in temporary Industrial Arts facilities have been disadvantaged? What was the result of the assessment? If not, why not?

In relation to Corrimal High School, the fire at the school occurred in November 2018 and as such the students did not meet the criteria for misadventure for Industrial Arts students sitting the HSC in 2019.

255. Will students completing their HSC in 2020 be accommodated in the new permanent Industrial Arts facilities? If so, when?

No

Bexhill Public School

256. Has any funding been allocated in the 2019-20 Budget for the Bexhill Public School upgrade committed to by the NSW Government in the lead up to the 2019 election?

Yes, funding has been allocated for the Bexhill Public School upgrade in the 2019-20 Budget.

257. If not, why not?

N/A

Tuggerah Public School

258. Is the Minister aware of the chronic lack of playground space at Tuggerah Public School?

Tuggerah Public School is set within natural bushland on a site of approximately 3.9 hectares.

The Department of Education's Educational Facilities Standards and Guidelines (EFSG) specify the ideal size for new primary schools as 1.5 to 2 hectares to provide sufficient open space and play areas.

The school site exceeds this however the steeply sloping topography constrains its use and reduces outdoor recreational space.

259. Is the Minister aware that playground time has to be rostered at the school as a result of the lack of space?

Playground time for students at Tuggerah Public School is not based on a roster as a result of lack of space. All students at Tuggerah Public School have playground breaks at the same time each day. All students talk, interact and play games in the playground spaces at all break times.

As is the case in many schools, students share access to active areas of the playground during break times to allow all students to safely utilise the oval, basketball courts and handball areas across the week. In addition, the school opens classrooms and the library to enable students to participate in games and other activities at these times.

260. Why has the government failed to provide additional playspace?

The Department of Education provides play space at the school consistent with an acceptable range and has explored a number of options to expand play space at Tuggerah Public School.

261. What will the government do to expand playground options for children at the school?

Tuggerah Public School has embellished the existing play space to maximise its use and amenity for students.

262. Has the government contacted the owners of adjacent land to find options for expanded play space?

The Department of Education has liaised with the adjacent owners over some years; however it is not undertaking further negotiations for the foreseeable future.

263. If not, why not?

Accessing land adjacent to the site is not the school's preferred approach.

264. When will the government expand playground options for children at the school who have already been waiting too long?

Tuggerah Public School is improving the existing play space to maximise its use and amenity for students.

GIPA

265. Since March 30, how many formal GIPAs have your cluster/ department received?

266. Out of the received formal GIPAs, how many have you determined to:

- (a) **Grant full access to the information?**
- (b) **Grant partial access to the information?**

(c) Not grant access to the information?

267. Out of the GIPA where partial information or no information was granted, how many have decided to appeal?

268. Out of those who have decided to appeal, how many have decided to use:

(a) The agency's internal appeals' mechanism?

(b) Review by the Information Commissioner?

(c) Review by NCAT?

269. (i) How many of those GIPAs have been overturned on appeal?

(a) Internal appeals' mechanism?

(b) Review of the Information Commissioner?

(c) Review by NCAT?

270. GIPAs that have been granted full or partial access, how many appear on the agency's disclosure log?

271. What is the rationale for not putting GIPAs on the agency's disclosure log (excluding GIPAs asking for personal information)?

265–271. Information on GIPA requests is contained in Agency Annual Reports.

272. Has any GIPAs that appeared on the agency's disclosure log been taken down?

(a) For what reason/s?

No.

Education proposals

273. A motion passed at the 2019 NSW Nationals Annual General Conference states the following: That a review be undertaken into decision-making by the NSW Department of Education's Employee Performance and Conduct (EPAC) directorate. Does the Minister or Department have any plans to undertake this review?

In January 2019, the NSW Department of Education commissioned Mr Mark Tedeschi AM QC, former Senior Crown Prosecutor for the State of NSW, to conduct a review into the functions and operations of the Employee Performance and Conduct Directorate. This review is now complete and is available at <https://education.nsw.gov.au/about-us/strategies-and-reports/our-reports-and-reviews/review-of-employee-performance-and-conduct>.

274. A motion passed at the 2019 NSW Nationals Annual General Conference states the following: That Conference calls for the teacher and school leadership gender imbalance in NSW public schools to be addressed, particularly in primary schools.

Does the Minister or Department have any plans to address this?

The Department of Education is addressing the gender imbalance in NSW public schools through its Diversity and Inclusion Strategy.

The Strategy calls out male teachers as an area of focus to ensure that dedicated attention is provided to attracting and retaining males to the teaching profession, to prevent further gender imbalance in the future.

The Department has committed to first researching, understanding and gaining further insights into barriers, challenges and trends facing male teachers. Based on the findings, the Department will form partnerships with other state government departments, private schools and universities to research and develop strategies to encourage more males into teaching.

275. A motion passed at the 2019 NSW Nationals Annual General Conference states the following: That the NSW Nationals call on the State Government to review the Australian Tertiary Admission Rank (ATAR). Does the Minister or Department have any plans to call for this review?

The ATAR is calculated by each jurisdiction's tertiary admissions centre on behalf of the Vice-Chancellors in that State or Territory. A review of the ATAR would require agreement from all State and Territory tertiary admissions centres. In NSW, this is the Universities Admissions Centre (UAC).

276. A motion passed at the 2018 NSW Nationals Annual General Conference states the following: That Conference support local schools and Aboriginal Education Consultative Groups (AECGs) in their efforts to teach Aboriginal education content by calling on the NSW Government to establish:^{[[[]]}a) a team of Aboriginal Education curriculum content writers who can support AECGs by developing material on local topics, and^{[[[]]}b) Aboriginal Education Centres similar to Environmental Education Centres. Does the Minister or Department have any plans to establish this team or these centres?

a) The NSW Department of Education's Aboriginal Education Policy commits the Department to working in partnership with the NSW Aboriginal Education Consultative Group Inc. (NSW AECG Inc.) and Aboriginal communities to implement Aboriginal perspectives in education. This includes Aboriginal studies programs, Aboriginal languages programs and Aboriginal cross-curriculum content within schools. This happens through and with the strong involvement of the local AECGs. Schools are able to make their own decision to provide specific courses in Aboriginal Languages for all students

from Kindergarten to Year 12, supported by the NESA Aboriginal Languages K-10 syllabus (2003) and support documents, and the more recently developed Stage 6 Aboriginal Languages Content Endorsed Course Syllabus (2015). As a part of the OCHRE plan, NESA has created other curriculum support for Aboriginal Languages education in NSW including five Aboriginal language-specific scope and sequences K-10 to guide school-based programming.

In addition, the Department's Aboriginal Education and Communities Directorate is able to support the creation of curricula.

From 2011-2012 to the end of 2018-2019 financial years, approximately \$13.75 million in Government funding has been made available to the NSW Aboriginal Education Consultative Group Incorporated to deliver education programs and initiatives.

b) While the Department has no current plans to establish Aboriginal Education Centres, the Department works closely with the NSW Aboriginal Education Consultative Group Inc. on Aboriginal education initiatives across NSW.

The Department's Aboriginal Education and Communities Directorate is available to work with the NSW Aboriginal Education Consultative Group Inc. to explore evidence-based approaches to support the educational achievement of Aboriginal students as well as maintain their cultural identity.

Aboriginal Education and Communities Directorate has established 16 Learning Centres across the State to provide academic and cultural support to enhance outcomes for Aboriginal students. A key focus of Learning Centres will be to improve student engagement, attendance, retention, HSC attainment (in high schools) and support for students at key transition points.

277. A motion passed at the 2017 NSW Nationals Annual General Conference states the following: That Conference call on the NSW Government to introduce an independent model of school based careers advice and further promote school based traineeships and vocational training. Does the Minister or Department have any plans to introduce this model of careers advice?

The Government continues to engage with all appropriate stakeholders to support and promote school-based apprenticeships and traineeships and VET pathways.

The Department of Education does not currently have a plan to introduce an independent model of school based careers advice.

278. A motion passed at the 2017 NSW Nationals Annual General Conference states the following: That Conference calls on the State and Federal Governments to jointly provision mobile internet access for disadvantaged regional and rural students, where it is determined that there is no or limited fixed internet access available for their residence. Does the Minister or Department have any plans to provide this mobile internet access?

The Connecting Country Schools project is nearing completion. The project is delivering enhanced wireless access and internet performance to over 900 rural and regional schools, providing a significantly improved experience to students in those areas.

279. A motion passed at the 2017 NSW Nationals Annual General Conference states the following: That Conference call on the NSW Government to implement a policy that requires all students in Year Nine to register for a Tax File Number. Does the Minister or Department have any plans to implement this policy?

The Department of Education currently has no plans to implement this policy. Careers advisers in secondary schools provide advice and support to students who would like to secure a Tax File Number.

280. A motion passed at the 2017 NSW Nationals Annual General Conference states the following: That Conference call for an urgent review of the workload intensification faced by all teachers, including principals, with a view to increasing the time they have to focus on teaching and learning. Does the Minister or Department have any plans to conduct this review?

In September 2017, the Department of Education commissioned Deloitte to undertake an independent study to investigate principal workload and time use.

In response to the findings in 2018, the Department established a dedicated team within the Delivery Unit to lead a program of work on reducing the administrative burden on schools so that they can focus on teaching and learning.

The team reviewed the Department's approach and made three fundamental changes:

- established a master schedule to ensure that Department solutions are coordinated and sequenced across the Department;
- introduced a school-centric delivery approach across the Department to ensure that solutions that the Department rolls out meet school needs; and
- actively seeking opportunities to save school's time by removing unnecessary duplication or effort from existing systems and process.

Department processes

281. How many full time staff are employed in the Department's communications team?

The Department of Education's central communication and engagement team within the Strategy & Delivery Division is comprised of 49.3 full-time equivalent staff.

282. How many contracted staff are employed to undertake communications related work across the department and agencies?

Any roles which cannot be filled via the usual Human Resources processes for permanent appointment may require engagement of a contractor. Individual business areas make their own recruitment decisions in line with relevant policies and their budget allocation.

283. What is the salary band breakdown of the communications staff?

All employees under the *Government Sector Employment Act 2013* within the Department of Education are paid in accordance with the relevant Acts and Awards.

284. How many communications staff are in the school infrastructure team?

As at 16 September 2019, there were 23 staff assigned to permanent/temporary communications roles in the school infrastructure team.

285. How many staff are in the school infrastructure team in total?

As at 16 September 2019, there were 443 staff assigned to permanent/temporary roles in the school infrastructure team.

286. What is the salary band breakdown of the communications staff in the school infrastructure team?

All employees under the *Government Sector Employment Act 2013* within the Department of Education are paid in accordance with the relevant Acts and Awards.

287. What is the salary band breakdown of the school infrastructure team in total?

All employees under the *Government Sector Employment Act 2013* within the Department of Education are paid in accordance with the relevant Acts and Awards.

288. Does the Department have communications plans or strategies attached to the school infrastructure program?

Yes.

289. If so, please provide copies.

The following templates are attached:

- Community Communication Strategy
- Communication and Engagement Strategy
- Community Engagement Plan
- Brand Collateral Toolkit

See TAB E

290. How many communications staff in the school infrastructure team hold management responsibilities?

Five staff in the school infrastructure communications team hold management responsibilities.

291. How many staff in the Department of Education hold management responsibilities?

Details about the Department of Education's PSSE management staff can be found in the annual report at <https://education.nsw.gov.au/about-us/strategies-and-reports/media/documents/Annual-Report-2018-Online.pdf>. This does not include school based staff or other related management responsibilities.

292. What percentage of Department staff is that equivalent to?

Details about the Department of Education's PSSE management staff can be found in the annual report <https://education.nsw.gov.au/about-us/strategies-and-reports/media/documents/Annual-Report-2018-Online.pdf>. This does not include school based staff or other related management responsibilities.

293. How many school infrastructure projects are running on time to their initial schedule?

186 of the 190 major projects are running on time.

294. How many school infrastructure projects are behind their initial schedule?

In a portfolio of almost 500 major and minor works projects, four major capital works projects are currently running behind their initial schedule.

295. How many school infrastructure projects are on budget on their initial budget?

This information is published in the Department of Education's annual report.

296. How many school infrastructure projects are over budget on their initial budget?

This information is published in the Department of Education's annual report.

297. How many school infrastructure projects are due to be completed by:

(a) **End of 2019**

(b) **July 1 2020**

(c) **End of 2020**

This information is available on the School Infrastructure NSW website.

298. With regard to early childcare, how many complaints have been received by the department in total?

In 2018-19, the Department of Education received 1,191 complaints regarding early childhood care services.

299. How many early childcare inspections have been carried out in the following years?

(a) **2015**

(b) **2016**

(c) **2017**

(d) **2018**

(e) **2019 up to 1 July**

The National Quality Agenda IT System records 'visits' to services, not 'inspections'. The number of visits to services by NSW Regulatory Authority staff are as follows:

(a) 2015	4,379
(b) 2016	4,262
(c) 2017	4,346
(d) 2018	4,889
(e) 2019 up to 1 July	3,004

300. How many random compliance inspections of schools have been carried out in the following years (broken down by electorate, category of school (whether government, religious or independent) and composition of school (whether primary, high school or other arrangement))?

(a) **2015**

(b) **2016**

(c) **2017**

(d) **2018**

(e) **2019 up to 1 July**

The following table identifies the number of inspections of schools selected randomly in 2015 to 2019 up to 1 July 2019.

Year	Number of schools selected randomly for inspection
2015	8
2016	8
2017	26
2018	26
2019	10 as at 1 July 2019

2. The following tables identify the electorate, school sector and composition of each school selected randomly for inspection in 2015, 2016, 2017, 2018 and 2019 up to 1 July.

Table Codes:

ING = Individual non-government school
SNG = Systemic non-government school
G = Government school

P = Primary school
S = Secondary school
P&S = Primary and Secondary school

2015		Sector			Composition		
School	Electorate	ING	SNG	G	P	S	P&S
School 1	Macquarie Fields			n/a			
School 2	Heffron			n/a			
School 3	Upper Hunter			n/a			
School 4	Tamworth			n/a			
School 5	Auburn			n/a			
School 6	Parramatta			n/a			
School 7	Bega			n/a			
School 8	Wagga Wagga			n/a			
Total		4	4	n/a	4	2	2

2016		Sector			Composition		
School	Electorate	ING	SNG	G	P	S	P&S
School 1	Terrigal			n/a			
School 2	Oatley			n/a			
School 3	Orange			n/a			

School 4	Camden			n/a			
School 5	Granville			n/a			
School 6	Summer Hill			n/a			
School 7	Barwon			n/a			
School 8	Strathfield			n/a			
Total		4	4	n/a	3	2	3

2017		Sector			Composition		
School	Electorate	ING	SNG	G	P	S	P&S
School 1	Murray						
School 2	Cootamundra						
School 3	Summer Hill						
School 4	Wakehurst						
School 5	Albury						
School 6	Newcastle						
School 7	East Hills						
School 8	Dubbo						
School 9	Tweed						
School 10	Cootamundra						
School 11	Pittwater						
School 12	Baulkham Hills						
School 13	Myall Lakes						
School 14	Oxley						
School 15	Londonderry						
School 16	Baulkham Hills						
School 17	Londonderry						
School 18	Oatley						
School 19	Oxley						
School 20	Liverpool						
School 21	Terrigal						
School 22	Seven Hills						
School 23	Upper Hunter						

School 24	Maroubra						
School 25	Wagga Wagga						
School 26	Barwon						
Total		4	4	18	12	11	3

2018		Sector			Composition		
School	Electorate	ING	SNG	G	P	S	P&S
School 1	Northern Tablelands						
School 2	Strathfield						
School 3	Swansea						
School 4	Tamworth						
School 5	Blacktown						
School 6	Lakemba						
School 7	Wollongong						
School 8	Albury						
School 9	Parramatta						
School 10	Ballina						
School 11	Riverstone						
School 12	Lane Cove						
School 13	Ballina						
School 14	Murray						
School 15	Murray						
School 16	Ku-ring-gai						
School 17	Clarence						
School 18	Prospect						
School 19	Parramatta						
School 20	Northern Tablelands						
School 21	Summer Hill						
School 22	Cabramatta						
School 23	Ballina						
School 24	Ku-ring-gai						
School 25	Cronulla						

School 26	Murray						
Total		4	4	18	13	10	3

Note: data below includes random inspections conducted up until 1 July 2019

2019	Electorate	Sector			Composition		
School		ING	SNG	G	P	S	P&S
School 1	Bathurst						
School 2	Oatley						
School 3	Bathurst						
School 4	Terrigal						
School 5	Lane Cove						
School 6	Cootamundra						
School 7	Maroubra						
School 8	Blue Mountains						
School 9	Miranda						
School 10	Barwon						
Total		1	2	7	4	5	1

3. NESAs commenced the random selection of government schools for inspection in 2017 following a recommendation from the BOSTES Review. Prior to 2017, government schools were not part of this program.

4. The State Electorate information was obtained from <https://roll.elections.nsw.gov.au/>.

301. Since School Infrastructure NSW was founded, how many contracts have been signed with Kathy Jones & Associates Pty Ltd (KJA)?

Three.

302. Were any internal briefs prepared regarding procurement processes or KJA since 2015?

(a) **If so, please provide copies.**

Yes.

a) These documents are commercial in confidence.

303. Has KJA provided any staff to the School Infrastructure team or the Department?

Yes.

304. If so, how many and what were the roles?

KJA provided 3FTE to SINSW over a two-year period for varying contract lengths.
No KJA staff working in the Department held financial or procurement delegation, nor did they participate in procurement processes.

305. Were any KJA provided staff working in the department whilst KJA bid for contracts?

(a) If so how many and for what duration?

KJA provided 3FTE to SINSW over a two-year period for varying contract lengths.
No KJA staff working in the Department held financial or procurement delegation, nor did they participate in procurement processes.

306. Did any of these roles have managerial responsibilities?

Kathy Jones & Associates Pty Ltd (KJA) have been utilised for project specific communications and community engagement. One KJA employee was seconded to the role of Director, Communications to provide oversight to the community engagement and communications activities, while the Director of Communications role was vacant. Contractors do not have any financial or procurement delegations.

307. Did KJA supply the director of communications in the School Infrastructure NSW team for any period of time?

(a) If so, for what period of time?

An external recruiter was engaged in February 2018 to source a suitably qualified candidate. The role was externally advertised, with a closing date of April 2018. The recruitment panel met in June 2018 to assess shortlisted candidates. No candidate was identified and Kathy Jones & Associates Pty Ltd provided a secondees to deliver senior advisory support to that team while the position remained vacant. The position was again advertised in September 2018 and filled with a full time permanent member of staff in December 2018.

308. Was a daily rate of pay provided to the person in this role?

Yes.

309. If so, what was the daily rate of pay provided?

This figure is commercial in confidence.

310. Did KJA supply any other positions?

Yes.

311. Was KJA successful in obtaining any contracted work whilst any members of its supplied staff were contracted to the department?

- (a) **If so, what were the individual contracts, what work was involved and what was the value of each contact?**

School Infrastructure NSW (SINSW) report contracts as required under the GIPA Act. This information is available at www.tenders.nsw.gov.au.

312. Since School Infrastructure NSW was formed, has any work been awarded without a competitive tendering process?

- (a) **If so, please provide a list of the specific contracts, the work involved and the value of each contact?**

Yes.

School Infrastructure NSW (SINSW) are an accredited construction authority. SINSW utilises the NSW Government prequalification scheme which is aimed at reducing the cost of doing business with government and allows agencies to undertake single source engagements where appropriate.

The Procurement Board Direction PBD2019-04 provides direction to Government Agencies on procurement processes and thresholds, which SINSW follows.

All information regarding procurement requirements is available at www.procurepoint.nsw.gov.au.

- a) SINSW report contracts as required under the GIPA Act. This information is available at www.tenders.nsw.gov.au.

313. Are any staff who were originally sourced through KJA still working for the department?

No.

314. Is it true the School Infrastructure Communications team has had up to 26 communications officers or spin doctors working for it?

School Infrastructure NSW (SINSW) has more than 190 major projects and requires a dedicated community engagement and project communications team. Their remit is to provide timely and accurate advice to the community and stakeholders on each project that directly impacts the community. State Significant Development Applications have a legal requirement to engage with the community.

315. Can the Minister provide a breakdown of the roles and salaries of the School Infrastructure Communications team for 2017/18 and 2018/19.

Clerk Grade	Salary Band Bottom	Salary Band Top
CL5/6	85,488	94,327
CL7/8	97,152	107,541
CL9/10	110,745	122,038
CL11/12	128,089	148,134
PSSE1	174,500	248,850

316. What services have Kathy Jones and Associates (KJA) provided to School Infrastructure (Community engagement and project communications, strategic advice)?

Kathy Jones & Associates Pty Ltd (KJA) and other communications and engagement consultancies provide project specific communication expertise and community engagement services to support the School Infrastructure NSW (SINSW) building program.

317. What amounts have been paid to Kathy Jones and Associates during 2017/2018; 2018/2019?

Our financial system indicates \$3,011,301.34 was paid to Kathy Jones & Associates Pty Ltd (KJA) in the 2017/2018 and 2018/2019 financial years.

318. Did the amounts paid to Kathy Jones and Associates include payment for the secondment of Amretha Kariyawasam to the Communications team of School Infrastructure?

Yes.

319. Is it true that Kathy Jones and Associates were given government contracts for community engagement and project communications and strategic advice during 2017/2018 financial year and 2018/2019 whilst there was a Kathy Jones and Associates employee (a Ms Amretha Kariyawasam) seconded to a senior role in that very team?

Contracts were awarded to Kathy Jones & Associates Pty Ltd (KJA) during 2017-18 and 2018-19 while Ms Amretha Kariyawasam was seconded to School Infrastructure NSW. Ms Kariyawasam did not hold any financial or procurement delegation, nor did she participate in these procurement processes.

320. Was that position, Director of Communications, School Infrastructure?

The Director of Communications (PSSE Band 1) was created in February 2018.

An external recruiter was engaged in February 2018 to source a suitably qualified candidate. The role was externally advertised, with a closing date of April 2018. The recruitment panel met in June 2018 to assess shortlisted candidates. No candidate was identified and Kathy Jones & Associates Pty Ltd (KJA) provided a secondee to deliver senior advisory support to that team while the position remained vacant. It was again advertised in September 2018 and filled with a full time permanent member of staff in December 2018.

321. Where does Amretha Kariyawasam currently work and what was the process for her engagement to that role?

Ms Amretha Kariyawasam no longer works for the Department of Education.

322. Has Anthony Manning authorised any contracts for KJA?

Yes.

Sydney Olympic Park High School

323. Has an MOU been signed between the NSW Department of Education and Sydney Olympic Park Authority for a site for a new high school at Sydney Olympic Park?

Yes.

324. Has money been allocated for the planning for this high school?

(a) If yes has planning works already begun?

Capital expenditure was allocated for planning the high school project in 2018-19

(a) Yes.

325. When will construction begin on this high school?

(a) What is the expected completion date?

The Department of Education cannot establish a start date for construction until a business case for the project has been completed and approved.

326. What will the proposed capacity be for the proposed new high school at Sydney Olympic Park?

The capacity for the proposed high school will be aligned with anticipated enrolment demands for the area. This will be established during the development of the business case for the project.

327. When will the Department begin community consultations on design plans?

The Department of Education will form a Project Reference Group (PRG) that includes community members to assist with the development of the educational and concept design of the project. The PRG will be formed once the project team, including architects and other design professionals, is established by the Department.

Broader local community consultation will commence once the business case for the project, and the project budget, has been approved.

Granville South CAPA High School

328. Are there any proposed works to remove the currently disused community garden at Granville South High School which is a security risk and upgrade this area as an outdoor learning area?

(a) If so when will work begin on this project

The school community of Granville South High School is keen to upgrade the community garden. The school is planning to remove the current community garden and rejuvenate it with a new design including an outdoor learning area, an amphitheatre and a native Australian garden.

The new design will include a smaller, secure and more easily managed garden including raised garden beds for use by multiple classes including the Technological and Applied Studies, Science and learning and support faculties.

The Project Based Learning student groups (Project Based Learning programs are mandatory and elective programs in Years 7-10) will be able to use the facility.

The school is currently preparing a submission for a grant from Schools Plus which will include advice from garden and landscape professionals as part of the submission.

The school does not have funds allocated or available for this project in 2019.

329. Are there any proposals to undertake capital works at Granville South CAPA High School to provide a performance space/hall?

No.

Birrong Girls High School

330. Given the recent security problems at this school when will the school be provided with a security fence at the front frontage of the school.

Birrong Girls High School is being considered for the provision of a security fence as part of a future Security Initiatives Program. The recommendation will be assessed against competing projects at other schools and will be prioritised based on each school's level of risk.

In the meantime, the Department of Education is implementing alternative measures to improve security at the school.

Flexible Work

331. Minister, the Premier announced on International Women's Day that the public service would all have access to flexible working arrangements by 2019.

- (a) **What numbers of staff within your Department currently have flexible working arrangements?**
- (b) **Do you centrally register staff, who have flexible working arrangements?**
- (c) **What measures are currently in place to implement this?**

The Department of Education supports flexible working arrangements in its workplaces.

The Department has an internal process for corporate employees to register on-going flexible arrangements. However, this is not centrally recorded. Flexible arrangements for school based-employees are not recorded.

In 2019 the Department embedded the flexible work policy for corporate employees with relevant technology and workspaces. The Department continues to support the promotion and implementation of its flexible work policy for corporate employees, in conjunction with the relocation of the corporate office to Parramatta.

The Department will also continue to analyse the results of the People Matter Employee Survey, relating to flexible work, and adjust strategies accordingly.

The Department's Diversity and Inclusion Strategy 2018-2022 is currently in the process of tactical scoping and resourcing. The strategy seeks to explore the approach of flexible work, and establish actions following the Department's key focus areas and Public Service Commission workstreams.

Artificial intelligence

332. Minister, can you outline what are the current uses of artificial intelligence that the department undertakes?

The Department of Education's Education for a Changing World initiative is examining the potential impact of emerging developments such as artificial intelligence on life and work, and the implications this raises for education.

In 2018, the Department successfully piloted The Catalyst Lab Innovation Program to generate new ideas to address an Education for a Changing World challenge. This year, the Catalyst Lab Innovation

Program is working with teachers to identify and develop innovations that address the challenge of 'ethical citizenship in the time of AI'.

333. Do you have any policy guidelines that surround the use of machine learning?

No.

Department Jobs

334. Minister, how many staff does the department of education currently employ?

As at 30 June 2019, the Department of Education employed 94,836 full time equivalent staff.

335. How many staff did the department employ from;

(a) **2015-2016**

(b) **2016-2017**

(c) **2018-2019**

(a) 88,851 as at 30 June 2016

(b) 90,687 as at 30 June 2017

(c) refer to answer for Question 334

Job Cuts

336. The Treasurer said there would be 2,500 job cuts. New South Wales is the largest employer in Australia, and of the 330,000 full-time equivalent people employed in New South Wales there are 100,400 people working in Education and Communities according to the Public Sector Commission's *State of the NSW Public Sector Report 2018*.

(a) **30 per cent of the New South Wales public sector is in Education and Communities. To comply with the Treasurer's directive, where will the 30 percent of jobs come from?**

Frontline staff will be exempt from any savings measures.

The Budget includes expenditure for an additional 4,600 public school teachers, 1,500 police, and 8,300 nurses, doctors and other health workers over the next four years to 2022-23.

Newcastle Public Schools

337. How many demountable classrooms are in use at each of the following schools:

(a) **Adamstown Public School;**

- (b) **Callaghan College Waratah Technology Campus;**
- (c) **Carrington Public School;**
- (d) **Fern Bay Public School;**
- (e) **Hamilton North Public School;**
- (f) **Hamilton Public School;**
- (g) **Hamilton South Public School;**
- (h) **Hunter School of Performing Arts;**
- (i) **Islington Public School;**
- (j) **Lambton High School;**
- (k) **Mayfield East Public School;**
- (l) **Mayfield West Public School;**
- (m) **Merewether Heights Public School;**
- (n) **Merewether High School;**
- (o) **Newcastle East Public School;**
- (p) **Newcastle High School;**
- (q) **Stockton Public School;**
- (r) **The Junction Public School; and**
- (s) **Tighes Hill Public School?**
 - i. For schools with demountable classrooms, what is the age of each of the demountable classroom?
 - ii. For schools with demountable classrooms, how many students are taught in demountable classrooms?

337 and (i)

	School Name	Number of Demountable Classrooms	Age of Demountables
a	Adamstown Public School	0	
b	Callaghan College Waratah Technology Campus	0	
c	Carrington Public School	1	3.88

d	Fern Bay Public School	3	2.44, 1.52, 14.90
e	Hamilton North Public School	0	
f	Hamilton Public School	0	
g	Hamilton South Public School	2	14.62, 5.58
h	Hunter School of Performing Arts	0	
i	Islington Public School	0	
j	Lambton High School	0	
k	Mayfield East Public School	1	42.26, 2.11
l	Mayfield West Public School	5	4.04, 8.15, 4.14, 2.49, 9.50
m	Merewether Heights Public School	0	
n	Merewether High School	2	1.24, 16.73
o	Newcastle East Public School	2	45.27, 11.68
p	Newcastle High School	1	46.27
q	Stockton Public School	0	
r	The Junction Public School	2	11.05, 11.05
s	Tighes Hill Public School	5	5.24, 18.53, 8.80, 8.49, 1.87

ii. This information is not held centrally by the Department.

338. How many permanent classrooms are at each of the following schools:

- (a) **Adamstown Public School;**
- (b) **Callaghan College Waratah Technology Campus;**
- (c) **Carrington Public School;**
- (d) **Fern Bay Public School;**
- (e) **Hamilton North Public School;**
- (f) **Hamilton Public School;**
- (g) **Hamilton South Public School;**
- (h) **Hunter School of Performing Arts;**
- (i) **Islington Public School;**
- (j) **Lambton High School;**
- (k) **Mayfield East Public School;**
- (l) **Mayfield West Public School;**
- (m) **Merewether Heights Public School;**

- (n) **Merewether High School;**
 - (o) **Newcastle East Public School;**
 - (p) **Newcastle High School;**
 - (q) **Stockton Public School;**
 - (r) **The Junction Public School; and**
 - (s) **Tighes Hill Public School?**
- a. 15
 - b. 49
 - c. 4
 - d. 1
 - e. 7
 - f. 13
 - g. 17
 - h. 67
 - i. 7
 - j. 58
 - k. 10
 - l. 15
 - m. 17
 - n. 57
 - o. 8
 - p. 73
 - q. 19
 - r. 23
 - s. 9

339. What is the enrolment ceiling and current enrolment figures for each of the following schools:

- (a) **Adamstown Public School;**
- (b) **Callaghan College Waratah Technology Campus;**
- (c) **Carrington Public School;**
- (d) **Fern Bay Public School;**
- (e) **Hamilton North Public School;**
- (f) **Hamilton Public School;**
- (g) **Hamilton South Public School;**
- (h) **Hunter School of Performing Arts;**
- (i) **Islington Public School;**

- (j) **Lambton High School;**
- (k) **Mayfield East Public School;**
- (l) **Mayfield West Public School;**
- (m) **Merewether Heights Public School;**
- (n) **Merewether High School;**
- (o) **Newcastle East Public School;**
- (p) **Newcastle High School;**
- (q) **Stockton Public School;**
- (r) **The Junction Public School; and**
- (s) **Tighes Hill Public School?**

Student enrolment data is available on the NSW Department of Education website at <https://data.cese.nsw.gov.au/data/group/schools>.

Compulsory school aged students are entitled to enrol at the local school that the student is eligible to attend, if their home is within that school's local intake area. Every eligible student will be given a place at their local school.

Accordingly, the Department does not have fixed enrolment capacities for local enrolments for NSW government schools. Schools have the capacity to adapt to fluctuating enrolments through the use of a combination of temporary and permanent teaching spaces.

340. What is the current number of out of zone enrolments at each of the following schools:

- (a) **Adamstown Public School;**
- (b) **Callaghan College Waratah Technology Campus;**
- (c) **Carrington Public School;**
- (d) **Fern Bay Public School;**
- (e) **Hamilton North Public School;**
- (f) **Hamilton Public School;**
- (g) **Hamilton South Public School;**
- (h) **Hunter School of Performing Arts;**
- (i) **Islington Public School;**

- (j) **Lambton High School;**
- (k) **Mayfield East Public School;**
- (l) **Mayfield West Public School;**
- (m) **Merewether Heights Public School;**
- (n) **Merewether High School;**
- (o) **Newcastle East Public School;**
- (p) **Newcastle High School;**
- (q) **Stockton Public School;**
- (r) **The Junction Public School; and**
- (s) **Tighes Hill Public School?**

a.	65
b.	124
c.	13
d.	5
e.	97
f.	103
g.	104
h.	1117
i.	88
j.	343
k.	65
l.	96
m.	109
n.	2
o.	56
p.	421
q.	68
r.	103
s.	94

341. How many classrooms have air conditioning at each of the following schools:

- (a) **Adamstown Public School;**
- (b) **Callaghan College Waratah Technology Campus;**
- (c) **Carrington Public School;**
- (d) **Fern Bay Public School;**

- (e) **Hamilton North Public School;**
- (f) **Hamilton Public School;**
- (g) **Hamilton South Public School;**
- (h) **Hunter School of Performing Arts;**
- (i) **Islington Public School;**
- (j) **Lambton High School;**
- (k) **Mayfield East Public School;**
- (l) **Mayfield West Public School;**
- (m) **Merewether Heights Public School;**
- (n) **Merewether High School;**
- (o) **Newcastle East Public School;**
- (p) **Newcastle High School;**
- (q) **Stockton Public School;**
- (r) **The Junction Public School; and**
- (s) **Tighes Hill Public School?**

	School Name	Air Cooled (Classrooms)
a.	Adamstown Public School	15
b.	Callaghan College Waratah Technology Campus	8
c.	Carrington Public School	4
d.	Fern Bay Public School	1
e.	Hamilton North Public School	7
f.	Hamilton Public School	4
g.	Hamilton South Public School	6
h.	Hunter School of Performing Arts	29
i.	Islington Public School	1
j.	Lambton High School	12
k.	Mayfield East Public School	10
l.	Mayfield West Public School	14
m.	Merewether Heights Public School	13
n.	Merewether High School	7
o.	Newcastle East Public School	2

p.	Newcastle High School	8
q.	Stockton Public School	4
r.	The Junction Public School	21
s.	Tighes Hill Public School	2
	Total	153

The above data is being verified by the due diligence process currently being undertaken by the Department as part of the Cooler Classrooms program. The data may not include air conditioning installations carried out by individual schools.

342. Under the Government's 'Cooler Classrooms' program how many rooms will be air conditioned at each of the following schools:

- (a) **Adamstown Public School;**
- (b) **Callaghan College Waratah Technology Campus;**
- (c) **Carrington Public School;**
- (d) **Fern Bay Public School;**
- (e) **Hamilton North Public School;**
- (f) **Hamilton Public School;**
- (g) **Hamilton South Public School;**
- (h) **Hunter School of Performing Arts;**
- (i) **Islington Public School;**
- (j) **Lambton High School;**
- (k) **Mayfield East Public School;**
- (l) **Mayfield West Public School;**
- (m) **Merewether Heights Public School;**
- (n) **Merewether High School;**
- (o) **Newcastle East Public School;**
- (p) **Newcastle High School;**
- (q) **Stockton Public School;**
- (r) **The Junction Public School; and**

(s) **Tighes Hill Public School?**

The following Newcastle schools are receiving air conditioning under the Cooler Classrooms program:

Hamilton Public School
Hunter School of Performing Arts
Islington Public School
Merewether Public School
Stockton Public School
Tighes Hill Public School

The following Newcastle schools have applied for funding under the Cooler Classrooms program and are currently being assessed:

Newcastle East Public School
Newcastle High School
The Junction Public School
Callaghan College Waratah Technology Campus
Lambton High School

The scope of works for each school is determined by the number of rooms included in the school's individual application, subject to eligibility.

343. What is the school maintenance backlog for each of the following schools:

- (a) **Adamstown Public School;**
- (b) **Callaghan College Waratah Technology Campus;**
- (c) **Carrington Public School;**
- (d) **Fern Bay Public School;**
- (e) **Hamilton North Public School;**
- (f) **Hamilton Public School;**
- (g) **Hamilton South Public School;**
- (h) **Hunter School of Performing Arts;**
- (i) **Islington Public School;**
- (j) **Lambton High School;**
- (k) **Mayfield East Public School;**
- (l) **Mayfield West Public School;**
- (m) **Merewether Heights Public School;**
- (n) **Merewether High School;**

- (o) **Newcastle East Public School;**
- (p) **Newcastle High School;**
- (q) **Stockton Public School;**
- (r) **The Junction Public School; and**
- (s) **Tighes Hill Public School?**

I'm advised that this information is available on the public record under GIPA-18-413 on the Department of Education's website.

344. Is friable or damaged asbestos present at any of the following schools:

- (a) **Adamstown Public School;**
- (b) **Callaghan College Waratah Technology Campus;**
- (c) **Carrington Public School;**
- (d) **Fern Bay Public School;**
- (e) **Hamilton North Public School;**
- (f) **Hamilton Public School;**
- (g) **Hamilton South Public School;**
- (h) **Hunter School of Performing Arts;**
- (i) **Islington Public School;**
- (j) **Lambton High School;**
- (k) **Mayfield East Public School;**
- (l) **Mayfield West Public School;**
- (m) **Merewether Heights Public School;**
- (n) **Merewether High School;**
- (o) **Newcastle East Public School;**
- (p) **Newcastle High School;**
- (q) **Stockton Public School;**
- (r) **The Junction Public School; and**

(s) **Tighes Hill Public School?**

The Department of Education maintains school Asbestos Registers which contain information about the existence and location of any known or presumed asbestos-containing materials on school sites, based on advice from qualified hygienists.

As at 23 September 2019 the Department is not aware of any friable asbestos at any of the above schools.

345. How many FTE principal(s), deputy principal(s), assistance principal(s), teacher(s), teacher(s) of reading recovery, learning and support teacher(s), teacher librarian, school administration and support staff are employed at each of the following schools:

- (a) **Adamstown Public School;**
- (b) **Callaghan College Waratah Technology Campus;**
- (c) **Carrington Public School;**
- (d) **Fern Bay Public School;**
- (e) **Hamilton North Public School;**
- (f) **Hamilton Public School;**
- (g) **Hamilton South Public School;**
- (h) **Hunter School of Performing Arts;**
- (i) **Islington Public School;**
- (j) **Lambton High School;**
- (k) **Mayfield East Public School;**
- (l) **Mayfield West Public School;**
- (m) **Merewether Heights Public School;**
- (n) **Merewether High School;**
- (o) **Newcastle East Public School;**
- (p) **Newcastle High School;**
- (q) **Stockton Public School;**
- (r) **The Junction Public School; and**
- (s) **Tighes Hill Public School?**

School Name	Principal	Deputy Principal	Assistant Principal	Learning and Support Teacher	Reading Recovery teacher	Teacher Librarian	Teacher	School Admin and Support staff
Adamstown Public School	1.000		3.000	0.900	0.420	0.600	10.451	2.522
Callaghan College Waratah Technology Campus	1.000	1.000		2.000		1.000	54.992	15.082
Carrington Public School	1.000			0.300		0.200	4.588	1.606
Fern Bay Public School	1.000			0.200		0.200	3.474	1.406
Hamilton North Public School	1.000		2.000	0.300		0.400	5.860	1.922
Hamilton Public School	1.000		3.000	0.600	0.420	0.800	11.548	2.822
Hamilton South Public School	1.000		5.000	0.600	0.200	0.800	16.482	6.222
Hunter School of Performing Arts	1.000	2.000	2.000	0.700		1.400	69.473	13.794
Islington Public School	1.000		2.000	0.700		0.400	10.980	2.822
Lambton High School	1.000	1.000		1.000		1.000	76.700	17.372
Mayfield East Public School	1.000		3.000	0.800	0.420	0.600	9.399	2.522
Mayfield West Public School	1.000		3.000	0.700	0.420	0.800	15.975	4.122
Merewether Heights Public School	1.000		3.000	0.500	0.200	0.800	12.766	2.922
Merewether High School	1.000	1.000		0.400		1.000	67.100	12.572
Newcastle East Public School	1.000		3.000	0.500		0.600	9.219	2.322
Newcastle High School	1.000	2.000		1.900		1.000	77.800	19.372
Stockton Public School	1.000		3.000	0.700		0.600	10.347	3.622
The Junction Public School	1.000	1.000	4.000	0.800	0.840	1.000	21.865	4.062
Tighes Hill Public School	1.000		3.000	0.600	0.420	0.800	15.833	2.822

346. How many teachers are effected by the pay discrepancy for some teachers in NSW at each of the following schools:

- (a) **Adamstown Public School;**
- (b) **Callaghan College Waratah Technology Campus;**
- (c) **Carrington Public School;**
- (d) **Fern Bay Public School;**
- (e) **Hamilton North Public School;**
- (f) **Hamilton Public School;**

- (g) **Hamilton South Public School;**
- (h) **Hunter School of Performing Arts;**
- (i) **Islington Public School;**
- (j) **Lambton High School;**
- (k) **Mayfield East Public School;**
- (l) **Mayfield West Public School;**
- (m) **Merewether Heights Public School;**
- (n) **Merewether High School;**
- (o) **Newcastle East Public School;**
- (p) **Newcastle High School;**
- (q) **Stockton Public School;**
- (r) **The Junction Public School; and**
- (s) **Tighes Hill Public School?**

This information is not held centrally by the Department of Education.

347. What is the cost of the upgrades to Newcastle East Public School?

At this stage the total estimated cost of upgrades to Newcastle East Public School is commercial-in-confidence.

Fern Bay Public School

348. I refer to the answer to Budget Estimates 2018 Supplementary Question 220 that advised ‘strategic planning for Fern Bay and surrounding schools is currently underway’, has this strategic planning been completed?

- (a) **If not, why not?**
- (b) **If so, can the Minister provide a copy of the strategic plan?**

The Department of Education monitors population and development trends to enable effective planning to meet enrolment needs in public schools across NSW, and is aware of the projected enrolments for Fern Bay Public School and surrounding schools up to 2036. Strategic schools planning is underway to respond to an increase in enrolment demand at Fern Bay Public School and surrounding schools.

349. Has the Minister visited Fern Bay Public School?

(a) If not, will the Minister visit?

The Minister's diary is made publically available. The Minister is open to visiting all schools in New South Wales.

350. Is the Minister aware the Fern Bay Public School is currently at 265% capacity?

(a) What action is the Minister taking to address this?

The Department of Education is aware of enrolment pressures at Fern Bay. Planning for Fern Bay is considered a priority.

351. Is the Minister aware that 75% of the classrooms at Fern Bay Public School are demountable?

(a) What action is the Minister taking to address this?

The Department of Education uses numerous strategies to manage fluctuating enrolment demands in the short to medium term including reviewing school catchment boundaries to improve utilisation across schools in a local area, and providing additional demountable facilities, including classrooms and specialist spaces as required.

At Fern Bay Public School, the following demountables have been installed:

- 2014: 1 admin/library, 1 classroom
- 2015: 1 toilet facilities
- 2017: 1 classroom
- 2018: 1 classroom

Strategic schools planning is identifying permanent building solutions in response to increased enrolment demand at Fern Bay Public School.

352. Is the Minister aware that Fern Bay Public School only has one permanent classroom?

(a) What action is the Minister taking to address this?

Strategic schools planning is identifying solutions in response to increased enrolment demand at Fern Bay Public School.

353. Is the Minister aware that there is no school hall at Fern Bay Public School and the school is forced to hire a community hall or local golf club to hold school events?

(a) What action is the Minister taking to address this?

Under the Department of Education's Educational Facilities Standards and Guidelines) there is no entitlement to a school hall for a school of this size (Core 3).

354. Is the Minister aware that there is very limited covered outdoor learning space at Fern Bay Public School?

(a) What action is the Minister taking to address this?

Fern Bay Public School currently has one 56 sq m covered outdoor learning area (COLA). The Department of Education Educational Facilities Standards and Guidelines specifies one 45 sq m COLA for a Core 3 school.

355. Is the Minister aware that the canteen only operates one day a week due to inadequate facilities?

(a) What action is the Minister taking to address this?

Under the Department of Education's Educational Facilities Standards and Guidelines there is no entitlement to a school canteen for a school of this size (Core 3).

Fern Bay Public School operates a canteen one day a week out of an office space that has a kitchenette.

356. Is Minister aware that the school only has four toilets for 85 students, with parents advising that students have to line up for long periods to use the facilities during recess and lunch?

(a) What action is the Minister taking to address this?

Fern Bay Public School has five student toilets (two boys' toilets and three girls' toilets) and two staff toilets.

Core facility requirements, including the provision of toilets, will feed into the schools strategic planning, which is currently underway.

357. Is the Minister aware that students are missing class time in order to use the toilet due to long queues at recess and lunch?

(a) What action is the Minister taking to address this?

Principals are best placed to manage their schools.

358. Does the Minister think this is an appropriate standard for Fern Bay Public School students?

The Department of Education's Educational Facilities Standards and Guidelines specifies guideline ratios for core facilities, including toilets for primary and secondary schools and for teachers, which correlate to the size of a school.

359. Is the Minister aware that the population in Fern Bay is forecast to grow by over 60% by 2036?

(a) What action is the Minister taking to ensure there are appropriate facilities at Fern Bay Public School for this expected population growth?

The Department of Education monitors population and development trends to enable effective planning to meet enrolment needs in public schools across NSW, and is aware of the projected enrolments for Fern Bay Public School and surrounding schools up to 2036. Strategic schools planning is underway to respond to an increase in enrolment demand at Fern Bay Public School and surrounding schools.

360. What action has the Minister and her department taken to ensure residents in Fern Bay have adequate school facilities?

The Department of Education monitors population and development trends to enable effective planning to meet enrolment needs in public schools across NSW, and is aware of the projected enrolments for Fern Bay Public School and surrounding schools up to 2036. Strategic schools planning is underway to respond to an increase in enrolment demand at Fern Bay Public School and surrounding schools.

Newcastle Education Precinct

361. Is the Minister aware that inner city Newcastle primary schools are currently over capacity?

The Department of Education is aware of enrolment growth in inner city Newcastle primary schools.

362. Is the Minister aware that the government is forecasting high population growth in inner city Newcastle?

The Department of Education is aware of projected population growth in inner city Newcastle.

363. Is the Minister concerned that this population growth will put further pressure on inner city Newcastle schools?

The increasing enrolment demand in Newcastle will be met through the delivery of projects including the Newcastle Education Precinct.

364. In 2018 the government announced the Newcastle Education Precinct, what is the current status of this project?

The Newcastle Education Precinct is in the early planning stages.

365. I refer to the answer to Budget Estimates 2018 Supplementary Question 211 which advise that the Newcastle Education Precinct’s “final design is expected to be completed by late-2019”, when will the final design be released?

The final design is expected to be completed by late 2019.

366. How much has been spent on the Newcastle Education Precinct to date?

See answer to question 79

367. Will joint/community uses be considered for the precinct?

See answer to question 81

368. Is there a business case for the precinct?

(a) **If not, when will the business case be finalised?**

(b) **What is the expected total cost of the project?**

See answer to questions 82 and 83

369. When will the Newcastle Education Precinct commence construction?

(a) **When will construction be completed?**

See answer to questions 84 and 85

370. When will the first student attend the Newcastle Education Precinct?

See answer to question 86

371. Will any schools close as a result of the Newcastle Education Precinct?

Presently there are no plans to close any schools as a result of the Newcastle Educational Precinct.

Corrimal High School Rebuild

372. When will the timeline for the rebuild of Corrimal High School be complete and released?

See answer to question 251

373. During construction, what is the anticipated impact on the students and how will this be minimised?

See answer to question 252

374. What is the Government doing to ensure students who are completing their HSC studies in 2019 in temporary Industrial Arts facilities have not been disadvantaged in their final results?

See answer to question 253

375. Has the Government assessed if the students who are competing their HSC studies in 2019 in temporary Industrial Arts facilities have been disadvantaged? What was the result of the assessment?

(a) If not, why not?

See answer to question 254

376. Will students completing their HSC in 2020 be accommodated in the new permanent Industrial Arts facilities?

(a) If so, when?

See answer to question 255

377. What additional resources are being provided to the Principal of Corrimal High School for project management of this rebuild?

The Department of Education is responsible for managing the upgrade and will liaise with the school throughout the entirety of the project.

Outcome based funding

- 378. How will the NSW Government's adoption of outcome based funding change the way the Department operates and funds schools?**

There will be no change to the way schools are funded and operated due to outcome based budgeting. The needs based Resource Allocation Model which has been in place since 2013 will continue to determine full school funding.

Ministerial Travel/Meal Allowance

- 379. How many nights travel were claimed by the Minister during the 2018-19 period?**
- 380. How many nights travel were claimed by the Minister's spouse during the 2018-19 period?**
- 381. What was the total amount of travel allowances claimed by the Minister and their spouse (if applicable) during 2018-19?**
- 382. What is the total amount of meal allowances claimed by the Minister and their spouse (if applicable) during 2018-19?**

379-382. In 2018-19, total expenditure by the Ministry on domestic travel was \$1,093,735.

Efficiency dividends

- 383. What was the forecast efficiency dividend saving for each department, statutory agency and/or other body within your portfolio in 2018-19?**
- 384. What is the forecast efficiency dividend saving for each department, statutory agency and/or other body within your portfolio in**
- (a) 2019-20?**
 - (b) 2020-21?**
 - (c) 2021-22?**
- 385. What was the total efficiency dividend that was achieved for each department, statutory agency and/or other body within your portfolio between 2011-12 and 2018-19 inclusively?**

383-385 - Savings from the NSW Government's efficiency dividend are outlined in the Budget Papers.

Ministerial Office Administration

- 386. How many staff are in your ministerial office?**
- (a) What was the average salary for staff members in your office during 2018-19?**

- (b) **What is the estimated average salary for a ministerial staffer in your office in 2019-20 based on current appointments?**

Ministers' Office staff numbers and salary bands are available on the DPC website. Refer to: <https://www.dpc.nsw.gov.au/publications/premiers-and-ministers-staff-numbers/>

387. How many iPhone/smart phones are assigned to your staff?

- (a) **For each phone, how much was each bill in 2018-19?**
- (b) **How many phones have been lost or replaced due to damage in your office?**
- (c) **What is the cost of replacing those phones?**

There were 261 smartphones and other mobile devices allocated across the Ministers' IT Network in 2018-2019. The total usage cost of these smart phones and other mobile devices (including iPads) was \$334,630, compared to 2009-10 expenditure of \$434,854 under Labor. There were 6 devices lost/stolen across the Ministerial Offices during 2018-2019. The cost of replacing any lost or stolen devices is claimed through the NSW Treasury Managed Fund. Repairs are funded by the Department of Premier and Cabinet, Corporate and Ministerial Services.

388. How many iPads or tablets has DPC assigned to your Ministerial office and to whom have they been issued?

- (a) **What was the cost of providing iPads or tablets to your Ministerial Office in 2018-19?**
- (b) **How many iPads or tablets have been replaced due to lost or damage in 2018-19?**
- (c) **What was the cost of replacing these devices?**

There were 111 iPads allocated across the Ministers' IT Network in 2018-2019. The cost of replacing any lost or stolen devices is claimed through the NSW Treasury Managed Fund. Repairs are funded by the Department of Premier and Cabinet, Corporate and Ministerial Services.

389. Has any artwork been purchased or leased for display in your ministerial office in 2018-19?

- (a) **What is the cost of this?**

Artwork in Ministers' Offices includes art donated at no cost.

390. Have any floral displays or indoor plants or pot plants been hired or leased for display in your ministerial office in 2018-19?

- (a) **If so, what was the cost of these items?**

Floral arrangements purchased by the Ministry are managed within Ministerial office budgets.

391. Have any floral displays or indoor plants or pot plants been purchased for display in your ministerial office in 2018-19?

- (a) **If so, what was the cost of these items?**

Floral arrangements purchased by the Ministry are managed within Ministerial office budgets.

- 392. What was the total cost of all subscriptions by you and your staff to news services, newspapers, magazines, journals and periodicals (including online services) in 2018-19?**

- (a) **What are these services/newspapers/magazines/journals/periodicals?**
(b) **Who is the subscriber for each of these?**

Ministers' offices subscribe to a modest number of publications, which are managed within Ministerial office budgets.

- 393. What was the total value of all gifts purchased for use by you and your office in 2018-19?**

- (a) **What were the gifts purchased?**
(b) **Who were they gifted to?**

Gifts are presented to dignitaries during overseas missions and to dignitaries visiting NSW in accordance with established protocol.

- 394. Do you purchase bottled water or provide water coolers for your office?**

- (a) **What is the monthly cost of this?**

The Ministry spent \$466 on filtered water for their offices in 2018-19.

- 395. How much did your ministerial office spend on hospitality, including catering and beverages, in 2018-19?**

Expenditure on hospitality across the Ministry totalled \$27,782 in 2018-19, which includes catering for stakeholder meetings and courtesy calls with visiting dignitaries.

- 396. What non-standard features are fitted to your ministerial vehicle?**

- (a) **What is the cost of each non-standard feature?**

Ministers, the Leader of the Opposition, other nominated public office holders and certain former office holders are provided with official cars and drivers. During 2018-19, all costs associated with these vehicles were paid from the relevant Ministerial office budget.

- 397. What was the total bill for your office in 2018-19 for:**

- (a) **Taxi hire**
(b) **Limousine hire**
(c) **Private hire care**

(d) **Hire car rental**

(e) **Ridesharing services?**

Expenditure on taxis, hire cars and ride share services in 2018-19 across the Ministry was \$119,179, compared to 2009-10 expenditure of \$175,776 under Labor.

398. Were any planes or helicopters chartered by you or your office and paid for with public money in 2018-19?

(a) **If yes, will you please detail each trip, the method of transport and the cost?**

Expenditure on charter flights for the Ministry totalled \$83,845 in 2018-19, compared to 2009-10 expenditure of \$281,567 under Labor.

399. Have you had media training or speech training?

(a) **If yes, who paid for it?**

(b) **If paid by taxpayers, what was the amount paid in 2018-19?**

No.

Agile Workspaces/Activity Based Working/Hot-desking

400. Have any of your departments, statutory agencies and/or other bodies adopted agile working environment/activity based working practices e.g. hot-desking?

(a) **If not, are there plans to introduce activity based working practices in 2019-20?**

401. How much have your departments, statutory agencies and/or other bodies spent in the roll-out of the agile working environment including laptops, furniture, lockers and other equipment in 2018-19?

400-401. Accommodation planning for the Education Cluster is undertaken in accordance with the Government's accommodation strategy and design guidelines. Agile working environments are being rolled out as appropriate.

Hospitality

402. For each department, statutory agency and/or other body in the Minister's portfolio please report:

(a) **How much was spent on hospitality, including catering and beverages, in 2018-19?**

- (b) **Whether the department, statutory agency and/or other body has coffee machines?**

And if so:

- i. How many?**
- ii. What was their purchase cost?**
- iii. What is their maintenance cost?**
- iv. Who has access to them?**
- v. Which staff have access to the machines?**

Expenditure on hospitality is limited to official work related purposes with any related staff benefits subject to Fringe Benefits Tax provisions.

The provision and acceptance of gifts, benefits and hospitality is subject to specific policies and agency Codes of Conduct and is strictly monitored.

Labour Hire Firms

403. Do any departments, statutory agency and/or other bodies within your portfolio responsibilities utilise the services of Labour Hire Firms? If yes, please advise in table form for 2018-19:

- (a) The names of the firms utilised**
- (b) The total amount paid to each firm engaged**
- (c) The average tenure period for an employee provided by a labour hire company**
- (d) The longest tenure for an employee provided by a labour hire company**
- (e) The duties conducted by employees engaged through a labour hire company**
- (f) The office locations of employees engaged through a labour hire company**
- (g) The highest hourly or daily rate paid to an employee provided by a labour hire company**
- (h) Who authorised the use of labour hire companies?**
- (i) Do staff under these labour hire arrangements receive as much training and security clearance as permanent staff?**

The Education Cluster uses Labour Hire firms, in accordance with NSW Public Service policies to cover temporary vacancies as required. There are no central records maintained, with operations authorised to make such arrangements, subject to their overall labour expense cap.

Stationary

404. For each department, statutory agency and/or other body in the Minister's portfolio please report:

(a) What was the cost of stationary for the following financial years:

i. 2015-16

ii. 2016-17

iii. 2017-18

iv. 2018-2019

v. 2019-present

(b) What brand of paper is used?

i. Is this paper Australian made?

Stationery purchases by the Education Cluster agencies are made in accordance with the applicable policies and procedures on procurement.

Credit Cards

405. For each department, statutory agency and/or other body in the Minister's portfolio please report:

(a) How many credit cards are currently on issue for staff?

i. Please provide a break-down of this information by grade.

(b) What was the value of the largest reported purchase on a credit card for the following financial years:

i. 2015-16

ii. 2016-17

iii. 2017-18

iv. 2018-2019

v. 2019-present

(c) What was each largest reported purchase for?

- (d) How much interest was paid on amounts outstanding from credit cards for the following financial years:
 - i. 2015-16
 - ii. 2016-17
 - iii. 2017-18
 - iv. 2018-2019
 - v. 2019-present
- (e) How much was paid in late fees on amounts outstanding from credit cards for the following financial years
 - i. 2015-16
 - ii. 2016-17
 - iii. 2017-18
 - iv. 2018-2019
 - v. 2019-present
- (f) What was the largest amount outstanding on a single card at the end of a payment period and what was the card holder's employment grade?
- (g) How many credit cards have been reported lost or stolen?
 - i. What was the cost to replace them?
- (h) How many credit card purchases were deemed to be illegitimate or contrary to agency policy?
 - i. What was the total value of those purchases?
 - ii. How many purchases were asked to be repaid on the basis that they were illegitimate or contrary to agency policy and what was the total value thereof?
 - iii. Were all those amounts actually repaid?
 - iv. If no, how many were not repaid, and what was the total value thereof?
- (i) What was the largest purchase that was deemed illegitimate or contrary to agency policy and asked to be repaid, and what was the cardholder's employment grade?
 - i. What that amount actually repaid, in full?

- ii. **What amount was left unpaid?**
- (j) **Are any credit cards currently on issue connected to rewards schemes?**
 - i. **Do staff receive any personal benefit as a result of those reward schemes?**
- (k) **Can a copy of the staff credit card policy please be provided?**

The NSW Government has implemented a PCard program to realise a number of benefits including savings from the use of cards over traditional high cost procure-to-pay processes and the enhanced capability to track and monitor expenditure.

Cards are issued to staff according to business need and are managed in accordance with Treasury Policy TPP 17-09 Use and Management of NSW Government Purchasing Cards.

Staff are prohibited from using official PCards for personal or other unofficial purposes and cards are not connected to reward schemes or any other program that would provide a personal benefit to the cardholder.

All NSW Government card balances are paid within bank payments terms and therefore no late fees or interest charges are incurred.

Media and Public Relations

406. For each department, statutory agency and/or other body in the Minister's portfolio please report:

- (a) **How many media/communications/public relations advisers are employed?**
 - i. **What is the total salary cost for media/communications/public relations advisers in 2018-19?**
- (b) **What is the forecast for the current financial year for the number of media/communications/public relations advisers to be employed and their total cost?**
- (c) **What is the total cost of media monitoring services?**
 - i. **Please provide a breakdown by department, statutory agency and/or other body.**
- (d) **Are any media or public relations advisers currently engaged as contractors?**
 - i. **Who are these contracts with?**
 - ii. **What is the value of these contracts?**
- (e) **How much was spent on media or public relations advisors in financial year:**
 - i. **2015-16**

- ii. 2016-17
- iii. 2017-18
- iv. 2018-2019
- v. 2019-present?

406. (a-b) Staff numbers are included in the Annual Report. Staff numbers undertaking media or public relations activities are commensurate with need and can go down or up as required.

(c-e) The Financial Statements, including legal, consulting and any other general costs from third party service providers, are available in the agency annual report. These are available in accordance with NSW Government Procurement Policy.

Facebook

407. How much did your ministerial office spend on Facebook advertising or sponsored posts in 2018-19?

No taxpayer money has been spent on Facebook advertising or sponsored posts.

408. How much did your department, statutory agency and/or other body in the Minister's portfolio spend on Facebook advertising or sponsored posts in 2018-19?

Where appropriate, social media is used by agencies alongside other forms of advertising as a cost effective medium of communication.

Overseas Trips

409. Were any of your overseas trips in the last financial year paid for in part or in full by using public money?

- (a) **If so, did any of your relatives or friends accompany you on these trips?**
- (b) **Have you undertaken any official overseas travel that was privately funded?**
- (c) **If so, what was the nature of these trips?**
- (d) **Who paid for these trips?**

Details of overseas travel including costs are published on agency websites.

Department/Agency Travel

410. What was the total expenditure in 2018-19 by departments, statutory agencies and/or other bodies within your portfolio on:

- (a) **Taxi hire**

- (b) **Limousine**
- (c) **Private car hire**
- (d) **Hire car rental**
- (e) **Ridesharing services**
- (f) **Chartered flights?**

Agency travel was conducted in accordance with relevant NSW Government policies and guidelines including Treasury Circular TC18-15 and ATO determinations.

Drivers

411. **Are any of the senior executives in the relevant department, statutory agency and/or other body provided drivers?**
- (a) **If so, can you please specify which positions are provided drivers?**
 - (b) **In total, how many drivers are used by senior executives in the department, statutory agency and/or other body?**
 - (c) **What is the total cost of drivers for senior executives in the department, statutory agency and/or other body?**

No senior executives in the Department of Education are provided drivers.

Consulting

412. **For each department, statutory agency and/or other body in the Minister's portfolio please report:**
- (a) **How much was spent in legal costs in 2018-19?**
 - i. **For what specific purposes or matters was legal advice sought?**
 - (b) **Have departments, statutory agencies and/or other bodies under your portfolio engaged any consultants to provide the following services or advice in 2018-19:**
 - i. **Social media**
 - ii. **Photography**
 - iii. **Acting training**
 - iv. **Ergonomics**
 - (c) **What was the cost of these services?**

- i. Social media
- ii. Photography
- iii. Acting training
- iv. Ergonomics

The Financial Statements, including expenditure on consultants, are available in agency annual reports.

Web Content

413. For each department, statutory agency and/or other body in the Minister's portfolio please report:

- (a) What were the top 20 most utilised (by data sent and received) unique domain names accessed this year?
- (b) What were the top 20 most accessed (by number of times accessed) unique domain names accessed this year?

(a) Data sent and received is not tracked as a website metric as this does not provide customer benefit.

(b) See tables below:-

Department of Education Site	Page views 2018-2019 FY
education.nsw.gov.au	91,923,339
schoolinfrastructure.nsw.gov.au	622,688
deinternational.nsw.edu.au/	609,088
cese.nsw.gov.au	583,878
shellcove-p.schools.nsw.gov.au	371,217
data.cese.nsw.gov.au/	337,062
huntperfor-h.schools.nsw.gov.au	329,535
healthyschoolcanteens.nsw.gov.au/	305,068
glenmorepark-lc.schools.nsw.gov.au	272,950
killarney-h.schools.nsw.gov.au	260,823
tempe-h.schools.nsw.gov.au	239,107
stives-h.schools.nsw.gov.au	206,982
websitetraining.schools.nsw.gov.au	190,696
hornsbynth-p.schools.nsw.gov.au	184,711
castlehill-h.schools.nsw.gov.au	181,775
caringbah-h.schools.nsw.gov.au	180,744
whitebridg-h.schools.nsw.gov.au	175,509
glenwood-h.schools.nsw.gov.au	172,583
eppingboy-h.schools.nsw.gov.au	168,038
menai-h.schools.nsw.gov.au	167,838

NSW Education Standards Authority Domain/site	Page views 2018- 2019 FY
educationstandards.nsw.edu.au	31,745,156
etams.nesa.nsw.edu.au	9,784,999 this figure is 1 January 2019 to date
studentsonline.nesa.nsw.edu.au	6,243,223
syllabus.nesa.nsw.edu.au	5,789,699
pb.nesa.nsw.edu.au	2,652,607
boardofstudies.nsw.edu.au	1,719,290
arc.nesa.nsw.edu.au	1,442,492
mcq.nesa.nsw.edu.au	723,430
ameb.nsw.edu.au	423,133
shop.nesa.nsw.edu.au	247,192
ace.nesa.nsw.edu.au	225,327
etams.nesa.nsw.edu.au/Lms	217,532
ab-ed.nesa.nsw.edu.au	77,110
sydney-harbour-bridge.nesa.nsw.edu.au	74,734
rego.nesa.nsw.edu.au	48,728
www.teachingheritage.nsw.edu.au	41,846
nswcurriculumreview.nesa.nsw.edu.au	39,576
markmanager.edu.au	2,743

Department/Agency Staffing

414. How many redundancies were processed by departments, statutory agencies and/or other bodies within your portfolio responsibilities during 2018-19?

(a) Of these redundancies, how many were:

i. Voluntary?

ii. Involuntary?

415. What was the total cost of all redundancies?

416. Have any staff who received a redundancy in the last two years undertaken any paid work or provided any paid services for the department, statutory agency and/or other body with which they were formerly employed?

(a) What was the nature of these works/services?

(b) What was the total cost of these works or services?

417. Are any staff formerly employed by your ministerial office now employed by departments, statutory agencies and/or other bodies under your portfolio responsibility?

418. How many staff were dismissed from departments, statutory agencies and/or other bodies under your portfolio responsibilities in 2018-19?

(a) What were the reason/s for each dismissal?

414-418. Voluntary redundancies are a component for agencies to achieve their efficiency dividends. Redundancy figures can be found in the Annual Report. The Labour Expense Cap introduced in the 2012-13 Budget also continues to give Secretaries as much flexibility as possible to achieve these savings in the most appropriate ways to meet the service requirements of their agencies. Frontline staff such as, nurses, police officers and school teachers and regional employees have been quarantined from this measure.

419. How much was spent advertising for recruitment for the following financial years:

(a) 2015-16

(b) 2016-17

(c) 2017-18

(d) 2018-2019

(e) 2019-present?

Advertising expenses can be found in the Annual Report.

Smart Phone

420. How many mobile phones are given to staff or board members?

(a) How many new mobile phones were purchased in the last year?

421. What is the total cost of these phones for the following financial years:

(a) 2015-16

(b) 2016-17

(c) 2017-18

(d) 2018-2019

(e) 2019-present?

422. How many had to be replaced due to damage?

423. How many were reported as lost?
424. How many tablets are given to staff or board members?
- (a) How many new tablets in the last year?
425. What is the total cost of these tablets for the following financial years?
- (a) 2015-16
- (b) 2016-17
- (c) 2017-18
- (d) 2018-2019?
426. How many phones and tablets had to be replaced due to damage?
427. How many were reported as lost?
428. How many people have both a smart phone and a tablet?
- (a) What is the lowest ranked official who has both a work smart phone and tablet?
429. How many staff or board members overspent on their phone or tablet data bill?
- (a) By how much?
- (b) What was the average cost of data bills for tablets and mobile phones?
- (c) What was the highest monthly cost?
430. Do the departments, statutory agencies and/or other bodies within your portfolio have an iTunes account?
- (a) What was the total expenditure in 2018-19 on iTunes?
- (b) What applications/subscriptions/services were purchased through iTunes?
431. Do the departments, statutory agencies and/or other bodies within your portfolio have a Google Play Store account?
- (a) What was the total expenditure in 2018-19 on through the Google Play Store?
- (b) What applications/subscriptions/services were purchased through the Google Play Store?

420–431. IT costs are managed within each agency’s budget and in accordance with NSW Government’s ICT and procurement policies and frameworks.

Merchant fees

432. Please provide a list of all transactions where customers need to pay a merchant fee on credit and/or debit card payments to a department, statutory agency and/or other body within your portfolio.
433. Please provide the percentage and/or amount of the merchant fees applied to all credit and/or debit card payments/transactions to a department, statutory agency and/or other body within your portfolio.
434. What was the total amount paid in merchant fees on credit and/or debit card payments to departments, statutory agencies and/or other bodies within your portfolio in 2018-19?

432-434. The Department of Education is exempt from the requirement to recoup merchant interchange fees.

Detail on merchant interchange fees is not held centrally for the Education cluster.

Advertising and Sponsorships

435. For each department, statutory agency and/or other body in the Minister's portfolio please report:
- (a) How much was spent on advertising in the following financial years:
- i. 2015-16
 - ii. 2016-17
 - iii. 2017-18
 - iv. 2018-2019?
436. Has your department, statutory agency and/or other body within your portfolio engaged in any corporate sponsorships?
- (a) Who were these sponsorships with?
- (b) What was the purpose of these sponsorships?
- (c) What was the value of these sponsorships, by case and year?
- (d) What was the value of these sponsorships in the following financial years:
- i. 2015-16
 - ii. 2016-17

iii. 2017-18

iv. 2018-19?

435–436. The Financial Statements, including advertising and sponsorship, are available in agency annual reports. The NSW Government may use advertising to inform the public of their rights, obligations and entitlements as well as to explain government policies, programs, services and initiatives. Government advertising is conducted within guidelines outlined in the NSW Government Advertising Handbook. Any sponsorship arrangements are conducted within ICAC principles.

Probity Auditor

437. Has your office or department, statutory agency and/or other body within your portfolio used a Probity Auditor or Probity Advisors, or similar, in the past five years? If so please list the company and/or individual, the project, the engagement dates, and their total remuneration in tabular format.

In accordance with the NSW Procurement Board's Direction (PBD-2013-05), the Department of Education has internal mechanisms in place to ensure that probity considerations are routinely taken into account in its procurement decisions, and the use of external probity advisers and auditors is the exception rather than the rule. The Department's Annual Report includes all consultancies including those involving probity advisers valued more than \$50,000.

Energy

438. For each department, statutory agency and/or other body within your portfolio by name, how much electricity did it consume for each of:

- (a) 2014-15?
- (b) 2015-16?
- (c) 2016-17?
- (d) 2017-18?
- (e) 2018/19?

439. What proportion of the electricity consumed by each department, statutory agency and/or other body within your portfolio by name for those years came from renewable sources? Please name each source of energy (coal, solar, wind, etc.) and the proportion of the total electricity used.

440. How much money was spent on electricity for each department, statutory agency and/or other body within your portfolio by name in each of the above financial years?

441. What was the name of the energy supplier to each department, statutory agency and/or other body within your portfolio by name for those financial years?

442. How much electricity is it estimated that each department, statutory agency and/or other body within your portfolio will consume in:

- (a) 2019-20?
- (b) 2020-21?
- (c) 2021-22?

443. What proportion of that electricity is it estimated will come from renewable sources, for each year?

444. For each department, statutory agency and/or other body within your portfolio by name, please provide the estimated proportion of energy to be used from each kind of energy (coal, gas, solar, wind etc.)?

445. What is the name of the energy supplier to each department, statutory agency and/or other body within your portfolio for each of:

- (a) 2019-20?
- (b) 2020-21?
- (c) 2021-22?

438-445. Energy purchases by Premier and Cabinet Cluster agencies are made in accordance with the applicable policies and procedures on procurement under whole of government Contracts 776 (small sites under 100,000 kwh per annum) and 777.

Under these contracts the following suppliers are mandated:

- 776 – Origin Energy Electricity Limited
- 777 – ERM Power Retail Pty Ltd

The NSW Government Resource Efficiency Policy was introduced in 2014 to reduce the NSW Government's operating costs and lead by example in increasing the efficiency of the resources it uses.

NSW Government agencies are required to report on energy use under the Government Resource Efficiency Policy. The Department of Planning, Industry and Environment publishes progress reports on compliance with the policy.

General Costs

446. For each department, statutory agency and/or other body in the Minister's portfolio please report:

- (a) Any gardening services used for indoor or outdoor pot plants/flowers maintenance?
 - i. Who are the contracts with?
 - ii. How much does each contract cost?

- iii. **How often do they visit?**
- iv. **How much was spent on this service in financial year:**
 - 2015-16
 - 2016-17
 - 2017-18
 - 2018-19?
- (b) **Any floral displays or indoor plants or pot plants hired or leased for display in any offices?**
 - i. **Who were the contracts with?**
 - ii. **How much was each contract cost?**
 - iii. **How much was spent on this service in financial year:**
 - 2015-16
 - 2016-17
 - 2017-18
 - 2018-19?

The Financial Statements, including expenditure on any general costs, are available in an agency's annual report. Plant and related purchases by the Education Cluster agencies are made in accordance with the applicable policies and procedures on procurement.

Domestic Violence Leave Policies, Awareness and Usage

447. For each department, statutory agency and/or other body in the Minister's portfolio please report:

- (a) **A copy of the entity's policy or web link to the entity's domestic violence leave policy**

Section 6.18 of the Public Service Industrial Relations Guide provides guidance to staff and management on appropriate strategies for supporting a staff member experiencing domestic violence. This guidance further references Section 84A of the Award (leave for matters arising from domestic violence) and Treasury Circular 19-08 Domestic and Family Violence Workplace Support Policy – Guiding Principles for Agencies.

- (b) **Date of introduction of domestic violence leave into enterprise agreements/contracts of employment, awards as applicable;**

Section 84A was added to the Award in 2011.

- (c) **Whether or not all employees and/or contractors are eligible for domestic violence leave;**

All staff members employed under the Award in a cluster agency are entitled to be absent from the workplace due to an incident of domestic violence if required. Similar clauses apply to agencies covered by their own negotiated agreements.

- (d) **Number of days of domestic violence leave that have been taken in each financial year since the introduction of such leave;**

It is not a separate leave code. These requests are processed under the special leave code.

- (e) **Number of days available for eligible staff to access domestic violence leave in each financial year;**
- (f) **Number of other personal days of leave that have been taken in each financial year since the introduction of domestic violence leave;**
- (g) **Number of sick days available for eligible staff to access domestic violence leave in each financial year;**

(e-g) In accordance with the Award, NSW Government Sector employees are entitled to ten days paid domestic and family violence leave per calendar year. This leave is non-cumulative and can be taken in part-days, single days, or consecutive days. Staff may also utilise all available Family and Community Service Leave, Sick Leave and Carer's Leave to assist with managing domestic violence circumstances. If this leave is unavailable special leave may be granted up to five days per calendar year.

- (h) **Whether or not all staff and/or contractors have access to Employee Assistance Programs?**

All staff, their families and contractors have access to the Employee Assistance Program.

- (i) **What training has been undertaken with management and administration for those involved in approving and/or processing domestic violence leave on issues such as?**
 - i. **Privacy and confidentiality of information about domestic violence**
 - ii. **Access to emotional, psychological, financial and medical support which may be required**

An e-learning module has been developed in consultation with Family and Community Services. DPC is working to ensure all staff are trained in line with the developed modules.

448. Who has provided training on domestic violence in the workplace?

DPC is an accredited White Ribbon Workplace through White Ribbon Australia. DPC continues to provide ongoing support and guidance to cluster agencies on best practice approaches to supporting women who are experiencing domestic violence.

449. What percentage of staff in each agency has undertaken domestic violence training?

An e-learning module has been developed in consultation with Family and Community Services. DPC is working to ensure all staff are trained in line with the developed modules.

450. What efforts have been made to ensure that perpetrators (or their accomplices) within the staffing profile are not able to access personal information of victims in order to identify their location, or other information which may assist in committing domestic violence against them, including changing or accessing records in such a way as to disadvantage them financially or legally?

DPC complies with the highest levels of document and privacy management consistent with the *Privacy and Personal Information Act 1998* (NSW).

Sexual harassment and Anti-bullying training and awareness programs

451. For each department, statutory agency and/or other body in the Minister's portfolio please report:

- (a) **Date of introduction of sexual harassment and anti-bullying training and awareness programs and a copy of such documentation.**
 - i. **Whether or not all employees and/or contractors have received such training?**
 - ii. **Is this course mandatory for all employees/ contractors?**
 - iii. **How long for each session, how many sessions?**
 - iv. **Who delivers it?**
 - v. **Is the program tailored to take into consideration specific needs of LGBTQIA, ATSI and CALD or other at risk groups?**
 - **How?**
- (b) **What percentage of staff in each department, statutory agency and/or other body within your portfolio have undertaken sexual harassment and anti- bullying training and awareness programs?**
- (c) **How many complaints have been initiated in relation to:**
 - i. **Sexual harassment**

ii. Bullying

iii. Workplace violence

- (a) This training was formally introduced first in July 2013 and is regularly reviewed and updated in accordance with policies and guidance.
 - (i) & (ii) Attendance at sexual harassment and anti-bullying training courses is mandatory for the Department of Premier and Cabinet and a number of other agencies in the cluster.
 - (iii) Session times vary between trainers and agencies but range from 2 hours up to half a day.
 - (iv) Various specialist providers as well as EAP providers. Some agencies utilise training courses organised by others within the cluster to maximise efficiencies.
 - (v) The needs of at-risk groups are considered in the training provided.
- (b) Participation is mandatory in the Department of Premier and Cabinet and a number of agencies in the cluster.
- (c) Complaints of this nature are addressed through the Department of Premier and Cabinet Complaints and Investigation Policy. Not all complaints are raised as a formal complaint and may be addressed informally and directly between the complainant and the individual being complained of.

Participation of women in Government

452. For each department, statutory agency and/or other body in the Minister's portfolio please report:

- (a) **What number and percentage of women are employed within the department, statutory agency and/or other body within your portfolio?**
- (b) **What number and percentage of women are employed within the management levels of the department, statutory agency and/or other body within your portfolio?**
- (c) **What number and percentage of women are employed in the top ten leadership positions of the department, statutory agency and/or other body within your portfolio?**

(a)-(c) This information is available in each agency's Annual Report.

- (d) **What strategies does the department, statutory agency and/or other body within your portfolio use to encourage women in to management and leadership positions?**

All agencies use gender balance on interview panels as well as offering flexible working arrangements to allow better management of work and home commitments. Agencies continue to promote diversity and inclusion strategies which promote a workplace free from social biases of any kind.

- (e) **What is the gender pay gap within your department, statutory agency and/or other body within your portfolio?**

All equivalent positions determined by an objective assessment of their work value are paid the same salary within all agencies. The relevant distribution of women in each classification of work across the sector is reported by the Public Service Commission (PSC) but is also available in the agency's Annual Report.

- (f) **Does the department, statutory agency and/or other body within your portfolio report participation of women figures to Women NSW on a regular basis?**

The workforce profile data collected by the PSC is made available to Women NSW.

Professional Photography

453. How much has been spent on professional photography for the following financial years:

- (a) **2015-16**
- (b) **2016-17**
- (c) **2017-18**
- (d) **2018-2019**
- (e) **2019-present?**

The Financial Statements, including expenditure on professional photography, are available in agency annual reports.

Unmanned Aerial Services

454. How much has been spent on Unmanned Aerial Services for the following financial years:

- (a) **2015-16**
- (b) **2016-17**
- (c) **2017-18**
- (d) **2018-2019**
- (e) **2019-present?**

The Financial Statements, including expenditure on unmanned aerial services, are available in agency annual reports.

Seconded Staff

455. How many staff from your department, statutory agency and/or other body within your portfolio have been seconded to your Ministerial Office, for the following financial years:

- (a) 2015-16
- (b) 2016-17
- (c) 2017-18
- (d) 2018-2019
- (e) 2019-present?

456. Please provide their names, their substantive work title, and their seconded work title.

455-456. NSW Government sector employees may be seconded from agencies to Ministers' offices in accordance with Clause 35 of the Government Sector Employment Regulation 2014.

Consultant Costs

457. For each department, statutory agency and/or other body in the Minister's portfolio please report, the total expenditure on consultants by financial year:

- (a) 2015-16
- (b) 2016-17
- (c) 2017-18
- (d) 2018-2019
- (e) 2019-present?

458. What are names and values of the five most expensive reports produced by consultancies for each department, statutory agency and/or other body in the Minister's portfolio by financial year:

- (a) 2015-16
- (b) 2016-17
- (c) 2017-18
- (d) 2018-2019
- (e) 2019-present?

457-458. The Financial Statements, including expenditure on consultants, are available in agency annual reports.

GIPA Questions to the CEOs/ Department Secretaries

459. Since March 30, how many formal GIPAs have your cluster/ department received?

460. Out of the received formal GIPAs, how many have you determined to:
- (a) Grant full access to the information?
 - (b) Grant partial access to the information?
 - (c) Not grant access to the information?
461. Out of the GIPA where partial information or no information was granted, how many have decided to appeal?
- (a) Out of those who have decided to appeal, how many have decided to use:
 - i. The agency's internal appeals' mechanism?
 - ii. Review by the Information Commissioner?
 - iii. Review by NCAT?
 - (b) How many of those GIPAs have been overturned on appeal?
 - i. Internal appeals' mechanism?
 - ii. Review of the Information Commissioner?
 - iii. Review by NCAT?
462. GIPAs that have been granted full or partial access, how many appear on the agency's disclosure log?
- (a) What is the rationale for not putting GIPAs on the agency's disclosure log (excluding GIPAs asking for personal information)?
463. Has any GIPAs that appeared on the agency's disclosure log been taken down?
- (a) For what reason/s?

See answers to questions 265 to 272.

EARLY CHILDHOOD LEARNING

Questions from Mr David Shoebridge MLC

Early Childhood Funding

- 464. On funding of early childhood education: how much funding is the state of NSW allocating to early childhood education, and how much funding per child does this amount to if spread across all children in NSW of eligible age for early childhood education?**

Funding for early childhood education is published in the State Budget. Total NSW investment is \$526.7 million in 2019-20 for the State Outcome: Best start in life for young children. Real recurrent expenditure on ECEC services per child in ECEC is periodically published in the Report on Government Services.

- 465. How much funding is the NSW government going to allocate to ACECQA and the regulatory authority?**

The NSW Government does not provide any funding to ACECQA.

- 466. Will NSW's expenditure increase to compensate for loss in federal funding, or is NSW committing to letting standards in early childhood education drop?**

Funding for early childhood education is published in the State Budget. The total NSW Government investment in 2019-20 is \$526.7 million for the State Outcome: Best start in life for young children. This investment includes continuing funding for the Start Strong program for children in the year before school and equity three year olds, underpinned by a demand-based funding model that responds to population growth; and all costs related to regulation of education and care services.

Preschool

- 467. What is the enrolment rate of children for preschool in NSW?**

New South Wales meets the 95% benchmark enrolment rate for children enrolled in the year before full-time school in quality early childhood education program(s) under The National Partnership Agreement.

- 468. How does this compare to other jurisdictions?**

All jurisdictions meet the 95% benchmark enrolment rate for children enrolled in the year before full-time school in quality early childhood education program(s) under The National Partnership Agreement.

469. Is it true that the NSW Government investment in preschool is only \$459 per child per year? If not what is the figure?

No. The spend per child per year in a NSW preschool is periodically published in the Report on Government Services.

470. What research was commissioned between 1 January 2012 and 31 December 2018 to show that the current ratings systems of “Meeting the National Quality Standards”, “Exceeding the National Quality Standards” and “Excellent” are proving successful in terms of educational outcomes, social outcomes and well-being?

The Australian Children’s Education and Care Quality Authority (ACECQA) has a function under the National Law of reporting to government in relation to the evaluation of the National Quality Framework (NQF). A range of research and reports examining the impact of the NQF is publicly available on ACECQA’s website at: <https://www.acecqa.gov.au/resources/research>.

471. How does NSW compare to other jurisdictions?

The latest national comparative data is available on the Australian Children’s Education and Care Quality Authority (ACECQA) website at: <https://www.acecqa.gov.au/nqf/snapshots>.

Early Childhood Education

Simulated outdoor space

472. How many waivers for “Simulated Outdoor Spaces” were granted in 2018/19?

Thirty nine waivers were granted in 2018-19 under Regulation 108 (Space Requirements – outdoor space) of the Early Childhood Education National Regulation.

473. What guidelines determine the granting of these waivers?

The Department of Education can consider granting a space waiver of Regulation 108 of the Early Childhood Education National Regulations.

Guidelines for determining waivers are accessible via these links:

<https://www.acecqa.gov.au/resources/applications/applying-for-a-waiver#tw>

<https://www.acecqa.gov.au/sites/default/files/2019-05/Infosheet-evidenceforwaiverapplications.pdf>

<https://www.acecqa.gov.au/sites/default/files/acecqa/files/NQF/Guide-to-the-NQF.pdf>

474. What public information is available about each of these waivers to ensure consistency of application of the rules?

Public information on waivers is available on the ACECQA website and contained in the Guide to the National Quality Framework. These are accessible via these links:

<https://www.acecqa.gov.au/resources/applications/applying-for-a-waiver#tw>

<https://www.acecqa.gov.au/sites/default/files/2019-05/Infosheet-evidenceforwaiverapplications.pdf>

<https://www.acecqa.gov.au/sites/default/files/acecqa/files/NQF/Guide-to-the-NQF.pdf>

The Department of Education's decisions regarding waivers are made in line with the National Law and Regulations.

Enhanced approval process

475. How many providers used the NSW Enhanced Approval Process in 2018/19?

There were 1,408 providers who undertook the NSW Enhanced Approvals Process in the 2018/19 financial year.

Information on the approvals process is on the Department of Education's website at <https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/regulation-assessment-and-rating/approvals-process>.

476. How many existing service providers failed the test under the NSW Enhanced Approval Process in 2018/19?

Failure of the assessment does not necessarily result in service or provider refusal. The NSW Enhanced Approvals Process is a robust, multi-pronged, process and does not hinge on the results of a single assessment.

477. How many of these services were then shut?

No services were shut as a result of the NSW Enhanced Approvals Process in the 2018/19 financial year.

478. How many of these services were suspended?

No services were suspended as a result of the NSW Enhanced Approvals Process in the 2018/19 financial year.

479. How many of these services continued operating?

No services were shut or suspended as a result of the NSW Enhanced Approvals Process in the 2018/19 financial year.

Childcare costs

480. Is it true that NSW has the highest household expenditure on childcare costs in the world?

The Department of Education does not hold information on international childcare costs.

481. What are you doing about it?

The NSW Government has allocated \$526.7 million to early childhood education in 2019-20. This includes the Start Strong program to support preschool education in community preschools and long day care centres across NSW.

Start Strong is a needs-based funding model aimed at making 600 hours of preschool participation in the two years before school more affordable. Under Start Strong, community preschools are required to pass on a percentage of their funding to families, by lowering their daily fees. According to the August 2017 Annual Preschool Census, since the introduction of Start Strong, average daily fees have decreased for all children enrolled in community preschools across NSW by approximately 25 per cent, and by 41 per cent for eligible children from Aboriginal/Torres Strait and low-income families. These fee levels have been maintained.

Further information on Start Strong Funding is available on the Department of Education's website at <https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/grants-and-funded-programs/start-strong>.

482. Which areas does this hit hardest?

The Department of Education does not hold this information.

483. Is data gathered about how families deal with this?

The Department of Education does not hold this information.

Questions from the Hon Mark Buttigieg MLC (on behalf of the NSW Labor Opposition)
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\$120 Million BASC Fund

484. How many new before & after school care places created by the \$120million BASC fund will be available to families day 1 term 1 2020?

The before and after school care program commenced on 1 July 2019, with the first applications for support received and being processed now. Support for services to increase their number of places is also rolling out now.

Given this, we don't yet have predicted figures for how many extra services or places there will be at the end of the year.

485. How many additional places will be available to families as a result of this fund by:

(a) **Feb 2020?**

(b) **Feb. 2021?**

(c) **Feb 2022?**

The before and after school care program commenced on 1 July 2019, with the first applications for support received and being processed now. Support for services to increase their number of places is also rolling out now.

Given this, we don't yet have predicted figures for how many extra services or places there will be on a year by year basis.

486. Will the \$120 million BASC fund support existing services with growth?

(a) **How?**

Yes, the commitment aims to provide both more places where they are required, as well as new services where there are none.

The commitment offers services assistance to increase their numbers via funding to buy equipment or ensure facilities are suitable through the infrastructure fund. The first round of grants from this fund will be awarded shortly.

In addition, services in a school environment are now able to increase their numbers as the Government recognises that services operating from a school are doing so in a child-specific space. The new Out of School Hours Care waiver policy outlines the scope.

Further to the above, targeted services will soon be able to access the rental subsidy that will assist services that need to grow their numbers by reducing costs and supporting families to access places.

487. How is the fund being used to create space for BASC in public schools?

A specialist team will assist with developing and maintaining the relationships between school principals and OSHC providers to unlock opportunities, including how both the OSHC and school utilise free space on a school site.

The commitment offers schools and services assistance to increase their numbers via funding to buy equipment or ensure facilities are suitable through the infrastructure fund. The first round of grants from this fund will be awarded in late 2019.

In addition, services in a school environment are now able to increase their numbers as the Government recognises that services operating from a school are doing so in a child-specific space. The new Out of School Hours Care waiver policy outlines the scope.

488. Is there an opportunity for services to contribute to the cost of purpose built BASC buildings?

Yes

489. Part of the \$120 million commitment outlines a ‘specialist team’ being put in place.

What is the structure of this team?

- (a) **How many positions does it contain and at what grades?**
- (b) **Have all positions been filled?**
- (c) **What is the total staff cost of the team?**
- (d) **What experience do they have?**
- (e) **What are their roles and responsibilities?**

Analysis of the role and function of the specialist team is being conducted to best meet the needs of principals and the school community in the provision of before and after school care services.

Recruitment of the specialist team will evolve out of the BASC program team. The new specialist team will provide proactive and on the ground assistance for set-up, contract management and service transition.

490. How is the sector being engaged in the process of rolling out the \$120 million fund?

The sector is being engaged in a meaningful way. Significant consultation has already occurred and is ongoing. The Government is committed to working with the sector, schools and communities on the implementation of this commitment.

On 2 July 2019, I hosted a roundtable which formally commenced consultation on the BASC Commitment. This was attended by 18 service provider representatives, Department of Education staff, and representatives from my office.

491. School principals have limited information available to them about BASC – what resources will be put in place to assist school principals?

Information has and will continue to be provided to Principals on our work to deliver this commitment. We have and will continue to engage with our Principals through a variety of channels including:

- direct communication from the Department to school Principal via email
- the BASC Webpage: <https://education.nsw.gov.au/public-schools/going-to-a-public-school/primary-schools/before-and-after-school-care>
- information packs, for example this pack which is available on the BASC webpage: <https://education.nsw.gov.au/public-schools/going-to-a-public-school/primary-schools/before-and-after-school-care/resources/before-and-after-school-care-information-pack.pdf>

492. What is the application and acquittal process for schools to receive grant funding to increase BASC/OSHC places?

The Infrastructure Fund opened on 1 July 2019 and continues to accept applications. Applicants can access the relevant grant criteria in the Applicant User Guide and on the SmartyGrants portal at <https://beforeandafterschoolcare.smartygrants.com.au/INFRA1>

The Before and After School Care Reform Grants Committee will make grant decisions for funding based on the grant eligibility criteria and in accordance with Department of Education financial management policies.

\$20 Million 2015 OSHC Fund

493. Could a school conceivably receive grant funds under the \$20million 2015 OSHC fund and not have spent it to increase OSHC places?

All recipients are advised that grant funds must be used towards the increase of approved OSHC places. Any unspent grant funds will be returned for redistribution.

Some grant recipients have found that the process of increasing the number of OSHC places has taken longer than expected. The Department of Education continues to work with schools that received funds.

Licencing & Tendering of BASC Services

494. What number of schools have put their OSHC services to tender since the Local Schools, Local Decisions policy was introduced?

In line with the Local Schools, Local Decisions policy, the Department does not maintain a central record of decisions made by Principals.

The Department is available to assist Principals during the tender process and lease negotiations for OSHC Services.

495. How many OSHC services have changed providers since Local Schools, Local Decisions was introduced?

In line with the Local Schools, Local Decisions policy, the Department does not maintain a central record of decisions made by Principals.

496. What processes are in place to support the growth of the NFP sector and parent operated services?

While NSW Government procurement policy stipulates competitive tendering for the commencement and renewal of outside school hours care (OSHC) licences, exceptions are made where a school's parent organisation wishes to operate the service itself.

Services delivered by school communities, as well as other types of not-for-profit organisations, have the benefit of substantial discounts on the licence fees charged to commercial operators.

The 2019 round of grants from the \$50 million Infrastructure Fund, part of the Government's \$120 million commitment to extend access to before and after school care across NSW, is specifically targeted at schools and not-for-profit organisations.

497. How long will the current tendering and licencing review take?

(a) Who is involved?

The Department of Education has completed the review and tenders are expected to reopen in October 2019.

(a) The review involved all stakeholders including schools, parent groups and service providers.

498. What process does the Department of Education have in place to consult with the sector when there is a formula change for licence fees?

There has been no change since the introduction of the current licence fee formula in 2014. If there is a change to the methodology for calculating OSHC licence fees in the future, consultation will be undertaken with all stakeholders including schools, parent groups and service providers.

499. Can the length of the licence agreement be extended from 5 years to 10?

(a) If not, why not?

Following consultation with schools and service providers, the standard length of tenure for outside school hours care (OSHC) licences will be increased from the current three years with a two year renewal option, to five years with a three year renewal option.

(a) The current increase provides sufficient security for stakeholders and adequate assurance that the Department of Education is procuring high standard services at current market rates.

BASC Workforce Support

500. What support is there under the BASC workforce support programme to support early childhood educators with quality subsidised training?

Professional development support for outside school hours care (OSHC) educators is available under a number of programs.

Under the OSHC Quality Development Program (OSHC QDP) the Department of Education commissioned Early Childhood Australia (ECA) to produce eight interactive online learning modules and three on demand webinars to help OSHC services to better meet the requirements of the National Quality Framework (NQF).

Educators employed by NSW OSHC services can access these resources free of charge from the ECA Learning Hub. ECA reports that 1,839 educators have enrolled in the program. The number of enrolments, courses commenced and courses completed continues to rise.

Under the ECE Workforce Strategy 2018-22, OSHC services have access to sector development projects commissioned by the Department. As an example 24 training sessions on the NQF Assessment and Rating process are currently being delivered by Community Early Learning Australia.

Preschool Funding and Attendance

501. What is the total spend on preschool?

- (a) **How much does NSW fund directly and how much is funded by the Federal government through the National Partnership Agreement on Universal Access to Early Childhood Education?**
- (b) **What does this equate to per child?**
- (c) **How does this compare to other states and territories?**

State and Territory Government real expenditure on Early Childhood Education and Care (ECEC) services is periodically published in the Report on Government Services.

(a) Federal Government funding through the National Partnership Agreement on Universal Access to Early Childhood Education is published through the 2019-20 Australian Government Budget Paper 3 (Part 2: Payments for specific purposes, page 33)

(b) Real recurrent expenditure on ECEC services per child is periodically published in the Report on Government Services.

(c) Real recurrent expenditure on ECEC services per child across jurisdictions is periodically published in the Report on Government Services.

502. What data is collected on attendance at preschool? How accurate is that data?

Attendance data is collected annually through the Preschool Census as part of the National Early Childhood Education and Care Collection. Data is collected for a two-week period in August each year.

503. What do we know about the children missing out on preschool education?

- (a) **Who are they?**
- (b) **Where are they located?**
- (c) **Why are they not enrolled or not attending preschool?**

The Department of Education does not hold this information.

Assessment and Rating

504. On average, how often are early childhood education and care (ECEC) services in NSW assessed and rated against the National Quality Standard?

On average, ECEC services in NSW are assessed and rated every 2.9 years against the National Quality Standard.

505. For those ECEC services that have been through a second round of assessment, how many, and what percentage, have received a lower rating at second or subsequent assessments?

Of services that have been rated for a second or subsequent time 16.4 per cent received a lower rating.

506. For ECEC services that received a lower rating at second or subsequent assessment, how many, and what percentage, had undergone a change of ownership between assessments?

Of those services that received a lower rating at a second/subsequent assessment, 15.7 per cent had undergone a change of ownership between assessments.

507. How many ECEC services have applied for a review of their final rating (First Tier Review)?

374 applications for first tier review of rating have been submitted since the commencement of the National Quality Framework (NQF).

508. What have been the outcomes of those First Tier Reviews?

(a) **Does this reflect on the quality of the rating and assessment process?**

First Tier Reviews resulted in changes to only 1.9 per cent of ratings across NSW in 2018-19. This rate reflects positively on the assessment and rating process.

Outcomes on the First Tier Reviews since the introduction of the National Quality Framework are outlined below.

All applications for 1st Tier Review since 2012	
Application in progress	16
Withdrawn/invalid	30
No change to rating	213
Higher rating	114
Lower rating	1
Total applications received	374
<i>Data Source: NQAITTS 13 September 2019</i>	

509. The percentage of Long Day Care Centres that have been rated ‘working towards’ twice is 11%. This compares to Victoria where the percentage is only 3.6%. What is the Minister doing to assist centres in improving their ratings?

- (a) **What does the ‘Working Towards’ program entail?**
 - (b) **How much funding has been put into the ‘Working Towards’ program?**
 - (c) **How many long day centres and preschools are on the ‘Working Towards’ program?**
- (a) Program details on the ‘Working Towards Program’ are available on the Australian Children’s Education and Care Quality Authority (ACECQA) website <https://www.acecqa.gov.au/quality-support-program>.
 - (b) The total funding envelope is \$5 million.
 - (c) The ‘Working Towards Program’ is in progress and up to 300 services will be supported. Preschool services are not eligible.

510. Why is NSW going backwards in Assessment & Ratings since 1 February 2018?

The percentage of services with a quality rating fluctuates every day due to service openings and closures. The proportion of services with a quality rating in NSW has remained at or above the national average since 1 February 2018.

511. Why is it that NSW’s Assessment and Rating do not appear to have the same trends as all other Australian states and territories?

See answer to question 510.

512. Does ACECQA provide training to assessors or does the NSW Directorate provide training to NSW assessors?

Australian Children’s Education and Care Quality Authority (ACECQA) delivers Authorised Officer training and is responsible for ensuring ongoing consistency of assessors through annual testing processes.

513. What risk matrix is considered when determining which services are to be prioritised for assessment under the ‘risk-based process’?

Information on the risk-based approach is available on the Department of Education’s website at <https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/regulation-assessment-and-rating/approvals-process/risk-based-approach>

Workforce

514. How is the Minister addressing labour shortages?

Through the Early Childhood Education Workforce Strategy 2018-2022, the Department of Education has committed to building a sustainable workforce, supporting educators to develop their skills and capacity, and promoting Early Childhood Education as a meaningful career making a difference in a critical part of a child's educational journey.

This commitment is being fulfilled through initiatives such as the Sector Development Program, which supports the early childhood education workforce through the provision of professional development resources and activities. A range of scholarships have also been provided to build and maintain a high quality early childhood workforce, with over 300 awarded since 2013.

The Department is working with universities and vocational educational and training (VET) organisations to establish a pathway for students to transition seamlessly from a Certificate III qualification to higher-level study. In addition, the Department is also undertaking research on the supply and demand for early childhood educators and teachers to inform evidence based policy.

The Department, through the Early Childhood Policy Group (ECPG) is working with ACECQA on developing a National Workforce Strategy which will support the recruitment, retention, sustainability and enhanced professionalisation of the workforce.

515. How many ECEC services in NSW have waivers in place for educator qualifications?

- (a) How many waivers have been given in the past 12 months?
- (b) Is there a plan to reduce this number?
- (c) Why is this happening?

As at 12 September 2019, 325 Early Childhood Education and Care (ECEC) services in NSW have temporary waivers in place for educator qualifications.

- (a) 453.
- (b) The NSW Government is actively working to address Early Childhood Teacher (ECT) issues through the Early Childhood Education Workforce Strategy 2018-2022. The Department of Education offers a range of scholarships and professional development opportunities to encourage enrolment into higher-level qualifications and increase the number of suitably qualified staff. Further information can be found on the Department's website at <https://education.nsw.gov.au/early-childhood-education/working-in-early-childhood-education/professional-development-and-scholarships>.
- (c) Waivers for educator qualifications are issued for a period of 12 months. Increased demand for suitably qualified staff impacts the ability of the sector to meet their regulatory requirements. Temporary waivers enable services to count other suitably qualified staff as if they were an ECT. They do not reduce the number of staff required to meet ratios.

516. How many of these waivers relate to early childhood teacher (ECT) qualifications?

- (a) How many waivers have been given in the past 12 months?

(b) **Is there a plan to reduce this number?**

(c) **Why is this happening?**

Same as Question 515 – All educator qualification waivers in NSW are for early childhood teachers.

517. How much funding is attached to the NSW Early Childhood Education Workforce Strategy 2018-2022?

(a) **2018/19?**

(b) **2019/20?**

(c) **2020/21?**

(d) **2021/22?**

(e) **How much is being spent on each of the four focus areas for each of these four years?**

(a) 2018-19 expenditure on the Program Group Early Childhood Education is reported in the Department of Education's Annual Financial Statements.

(b) The 2019-20 State Budget shows a budget allocation of \$526.7 million for the Best Start in Life for Young Children Outcome.

(c) and (d) Funding for 20/21 to 21/22 is dependent on the NSW State Budget processes for those years.

(e) Funding is project based.

518. What work is the Department doing with universities in NSW to ensure adequate supply of Bachelor-qualified early childhood teachers?

See answer to Question 514.

519. How many universities in NSW offer qualifications in early childhood teaching?

Eight of the ten public universities in NSW offer degree-level qualifications in early childhood teaching (ECT):

- Charles Sturt University
- Macquarie University
- Southern Cross University
- University of New England
- University of Newcastle
- University of Sydney
- University of Wollongong

- Western Sydney University.

There is also one non-NSW University with a campus in NSW that offers a degree-level ECT qualification:

- Australian Catholic University.

In addition, three non-university institutions in NSW offer degree-level ECT qualifications:

- Avondale College
- Excelsia College
- TAFE NSW.

520. Are current university enrolments and completions adequate to ensure the supply of early childhood teachers in NSW?

The Department does not hold this information.

Compliance and monitoring

521. In 2018, how many prosecutions did the Department of Education initiate against ECEC services for breaches of the Education and Care Services National Regulations?

In 2018, the Department of Education initiated 11 prosecutions against ECEC services for breaches of the Education and Care Services National Regulations. All finalised prosecutions are published on the Department of Education's website:

<https://education.nsw.gov.au/early-childhood-education/investigation-feedback-and-complaints/published-enforcement-and-decision-actions>.

522. What were the results of those prosecutions?

All finalised prosecutions are published on the Department of Education's website:

<https://education.nsw.gov.au/early-childhood-education/investigation-feedback-and-complaints/published-enforcement-and-decision-actions>.

Simulated Outdoor Spaces

523. What is a 'simulated outdoor space'?

- What is the difference between a 'simulated outdoor space' and an outdoor play area?**
- Is there a requirement for children in a long day care or preschool setting to have access to an outdoor play area?**
- How many approved 'simulated outdoor spaces' are there in NSW currently?**

Simulated outdoor environments are internal spaces that have the features and experiences and qualities of an outdoor space.

(a) Simulated outdoor space should promote the same learning outcomes that are developed during outdoor play. Outdoor play means exposure to natural elements.

Genuine outdoor space is always preferable to simulated outdoor space.

(b) The importance of outdoor learning environments is embedded within the requirements of the National Quality Framework (NQF). Regulation 108 of the Education and Care Services National Regulations details that the approved provider of an education and care service must ensure that, for each child being educated and cared for by the service, the education and care service premises has at least seven square metres of unencumbered outdoor space. This is applicable for long day care and preschool services.

(c) The Regulatory Authority does not approve simulated outdoor spaces. If a service does not have the required outdoor space they can apply for a waiver of Regulation 108. In assessing a waiver for Regulation 108, the Regulatory Authority may take into consideration indoor space that simulates the natural outdoor environment.

Legacy Funding

524. What is the total cost of Legacy Funding across the State?

(a) Are there plans to remove Legacy Funding?

Funding for Legacy Programs is part of the total NSW investment of \$526.7 million in 2019-20 for the State Outcome: Best start in life for young children.

Funding for Legacy Programs is confirmed on an annual basis. Funding has been confirmed for the 2019-20 financial year, through to 30 June 2020.

To ensure the Legacy Programs align with the NSW Government's commitment to providing quality early childhood education and care in the early years, in 2018 the Department of Education engaged Deloitte Access Economics to undertake an external review of legacy programs.

An important element of the review was to engage all Legacy funded services and collect as much information as possible from services to inform the review. Over 95% of participating Legacy services provided evidence and perspectives to the review.

The external review is currently being considered by Government.

525. What savings will be made to the budget if Legacy Funding is abolished?

Refer to answer in Question 524.

526. How will services which rely on Legacy Funding be supported by the Government if this funding is removed?

Refer to answer in Question 524.

‘Their Futures Matter’ Reforms

527. What is being done to engage long day care centres and pre-schools in regards to ‘Their Futures Matter’ reforms?

This question falls under the responsibility of the Department of Communities and Justice, however the Department of Education regularly engages with Their Futures Matter.

Efficiency Dividend

528. Where will the 2019/20 3% efficiency dividend be felt in the NSW Early Childhood Directorate?

All agencies are expected to operate efficiently, and within available resources. Efficiencies are expected to be delivered without impacting front line services.

Pre- School Costs

529. NSW has the highest preschool costs of any other jurisdiction in Australia, what is being done to bring down these prices for families in NSW?

According to the most recent Report on Government Services data, New South Wales does not have the highest preschool costs in Australia.

The NSW Government has allocated \$526.7 million to early childhood education in 2019-20. This includes the Start Strong program to support preschool education in community preschools and long day care centres across NSW.

Start Strong is a needs-based funding model aimed at making 600 hours of preschool participation in the two years before school more affordable. Under Start Strong, community preschools are required to pass on a percentage of their funding to families, by lowering their daily fees. According to the August 2017 Annual Preschool Census, since the introduction of Start Strong, average daily fees have decreased for all children enrolled in community preschools across NSW by approximately 25 per cent, and by 41 per cent for eligible children from Aboriginal/Torres Strait and low-income families. These fee levels have been maintained.

Further information on Start Strong Funding is available on the Department of Education’s website at <https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/grants-and-funded-programs/start-strong>.

Children (Education and Care Services) Supplementary Provisions Amendment Act 2018

530. The Children (Education and Care Services) Supplementary Provisions Amendment Act 2018 was assented on 27/09/2019. Why hasn’t it been enacted fully yet?

The *Children (Education and Care Services) Supplementary Provisions Amendment Act 2018* was assented to on 27 September 2018.

The phased approach to commencement will support services to transition to the new requirements.

National Partnership Agreement

531. Can the Government guarantee that extra costs will not be borne by families if the National Partnership Agreement is abolished?

Under the Commonwealth 2019-20 Budget, the National Partnership on Universal Access to Early Childhood Education was extended for the further 12 months to the end of 2020, with an additional \$136.7 million being made available to NSW.

Commonwealth, State and Territory Education Ministers have commissioned an independent review of the National Partnership Agreement that will inform future funding for early childhood education beyond 2020. The NSW Government will continue to advocate for long-term funding through the review of the National Partnership Agreement that is to inform future funding arrangements.

532. Has the Government started considering options if the National Partnership Agreement is abolished?

Under the Commonwealth 2019-20 Budget, the National Partnership on Universal Access to Early Childhood Education was extended for the further 12 months to the end of 2020, with an additional \$136.7 million being made available to NSW.

Commonwealth, State and Territory Education Ministers have commissioned an independent review of the National Partnership Agreement that will inform future funding for early childhood education beyond 2020. The NSW Government will continue to advocate for long-term funding through the review of the National Partnership Agreement that is to inform future funding arrangements.

533. When will the Government commence considering options if the National Partnership Agreement is abolished?

Under the Commonwealth 2019-20 Budget, the National Partnership on Universal Access to Early Childhood Education was extended for the further 12 months to the end of 2020, with an additional \$136.7 million being made available to NSW.

Commonwealth, State and Territory Education Ministers have commissioned an independent review of the National Partnership Agreement that will inform future funding for early childhood education beyond 2020. The NSW Government will continue to advocate for long-term funding through the review of the National Partnership Agreement that is to inform future funding arrangements.

Family Day Care

534. What is the assessment process for Family Day Care?

(a) **Does that mean that a person providing family day care in their home is not assessed, rather only the overarching provider?**

(b) **How often then can a family be sure that their child is at a safe, quality service?**

The Department of Education works with all agencies involved in the regulation of child care services.

Family Day Care is a co-regulatory model and regulation of educators is a responsibility shared by the Regulatory Authority and the service provider. Assessment and rating involves attendance at the principal office of the service and a minimum of ten or 10% of educators through to all educators registered with the service being visited.

Regulation 116 requires that approved providers must conduct an assessment (including a risk assessment) of each proposed residence and each proposed family day care venue of the service before education and care is provided to children and 'at least annually' to ensure that the health, safety and wellbeing of children who are educated and cared for by the service are protected.

Families are able view service ratings on a number of publications including Starting Blocks and can discuss with the approved providers the process for selection, monitoring and support of educators.

Education access for children and young people in out of home care (OOHC)

**NB. please send the following data by either financial year, or calendar year – whichever year format the data is commonly reported in.*

535. How many children and young people in OOHC have been suspended from school in the following years:

(a) **2017,**

(b) **2018, and,**

(c) **to date 2019,**

(d) **shown by year and broken down by total number of suspensions, number of short term suspensions (1-3 days), long term suspensions (4-20 days) and extra-long term suspensions (21 days or longer)**

The Department of Education does not hold this data centrally.

536. What was the longest time that any child in OOHC was suspended from school, during each of the following years:

(a) **2017,**

- (b) 2018, and,
- (c) to date 2019

The Department of Education does not hold this data centrally.

537. What is the highest number of suspensions from school a child or young person in OOHC has received during each of the following years:

- (a) 2017,
- (b) 2018, and
- (c) To date 2019

The Department of Education does not hold this data centrally

538. When a child in OOHC is suspended for any length of time, what specialised processes of follow-up and/or support are offered to that child or young person and/or their guardian? (if the processes vary depending on the length of suspension, reported by length of time: short term – 1-3 days, long term 4-20 days and extra-long term 21 days)

- (a) What percentage of children in OOHC received the appropriate follow-up and/or support described above after receiving a short term suspension from school of 1-3 days in the following years:
 - i. 2017,
 - ii. 2018, and
 - iii. To date, 2019
- (b) What percentage of children in OOHC received follow-up and/or support above after receiving a long term suspension from school of 4-20 days in the following years:
 - i. 2017,
 - ii. 2018, and
 - iii. To date, 2019
- (c) What percentage of children in OOHC received follow-up and/or support above after receiving a longer term suspension of 21 days or more in the following years:

- i. 2017,
- ii. 2018, and
- iii. To date, 2019

Principals must ensure that no student is discriminated against on any grounds, and factors such as age, individual needs, disability and the developmental level of students are taken into account before a decision to suspend is taken.

The school learning and support team develop personalised learning and support interventions for students experiencing difficulties with behaviour or learning or other needs, including disability. Personalised strategies and appropriate support personnel available within the school system and externally can be accessed to support the identified needs of students.

All students suspended from NSW government schools are supported upon their return to school through the suspension resolution process, which takes into account individual factors and needs when planning for their successful re-engagement in learning, including access to specialist support if needed.

The Department of Education does not hold the data centrally referred to in subparagraphs (a) to (c) of the question.

539. How many children in OOHC have been expelled from school in the following years:

- (a) 2017,
- (b) 2018, and
- (c) To date 2019

The Department of Education does not hold this data centrally.

Education access for children and young people with disability or a diagnosis of ADHD

** NB please send the following data by either financial year, or calendar year – whichever format of year the data is kept in.*

540. How many children and young people with disability or a diagnosis of ADHD have been suspended from school in the following years:

- (a) 2017,
- (b) 2018, and,
- (c) to date 2019,

- (d) shown by year and broken down by total number of suspensions, number of short term suspensions (1-3 days), long term suspensions (4-20 days) and extra-long-term suspensions (21 days or longer)

The Department of Education does not hold this data centrally.

541. What was the longest time that any child or young person with disability or a diagnosis of ADHD was suspended from school, during each of the following years:

- (a) 2017,
- (b) 2018, and,
- (c) to date 2019

The Department of Education does not hold this data centrally.

542. What is the highest number of suspensions from school a child or young person with disability or a diagnosis of ADHD has received during each of the following years:

- (a) 2017,
- (b) 2018, and
- (c) To date 2019

The Department of Education does not hold this data centrally.

543. When a child with disability or a diagnosis of ADHD is suspended from school for any length of time, what specialised process of follow-up and/or support are offered to that child or young person and/or their guardian? (if the processes vary depending on the length of suspension, reported by length of time: short term – 1-3 days, long term 4-20 days and extra-long term 21 days)

- (a) What percentage of children with disability or a diagnosis of ADHD received the appropriate follow-up and/or support described above after receiving a short term suspension from school of 1-3 days in the following years:
 - i. 2017,
 - ii. 2018, and
 - iii. To date, 2019

- (b) **What percentage of children with disability or a diagnosis of ADHD received follow-up and/or support above after receiving a long term suspension from school of 4-20 days in the following years:**
- i. **2017,**
 - ii. **2018, and**
 - iii. **To date, 2019**
- (c) **What percentage of children with disability or a diagnosis of ADHD received follow-up and/or support above after receiving a longer term suspension of 21 days or more in the following years:**
- i. **2017,**
 - ii. **2018, and**
 - iii. **To date, 2019**

Principals must ensure that no student is discriminated against on any grounds, and factors such as age, individual needs, disability and the developmental level of students are taken into account before a decision to suspend is taken.

The school learning and support team develop personalised learning and support interventions for students experiencing difficulties with behaviour or learning or other needs, including disability. Personalised strategies and appropriate support personnel available within the school system and externally can be accessed to support the identified needs of students.

All students suspended from NSW government schools are supported upon their return to school through the suspension resolution process, which takes into account individual factors and needs when planning for their successful re-engagement in learning, including access to specialist support if needed.

The Department of Education does not hold centrally the data referred to in subparagraphs (a) to (c) of the question.

544. How many children with disability or a diagnosis of ADHD have been expelled from school in the following years:

- (a) **2017,**
- (b) **2018, and**
- (c) **To date 2019**

The Department of Education does not hold this data centrally

Stockton Childcare Centre

545. Is the Minister aware that the Stockton Childcare Centre has closed as a result of her government's inaction on serious erosion in Stockton?

I am aware the service has closed and affected families have been offered support by the Department of Education to find alternative care.

546. What action has the Minister or her department taken to support families affected by the closure of childcare centre?

The Department of Education contacted Mission Australia Early Learning Stockton, the service affected by the erosion, to confirm that families were notified of the closure. The Department offered to provide ongoing support to families who are unable to find care.

Services in the area were contacted and vacancies were identified. Mission Australia Early Learning Stockton provided contact details of nearby services to affected families.

Affected families can call the Department's Early Childhood Education Information and Enquiries hotline on 1800 619 113 (toll free) if they require assistance finding alternate care.

547. Will the Minister ensure that families in Stockton have access to early childhood education?

The Department of Education communicated with the service and offered to provide ongoing support to families who are unable to find care.

Services in the area were contacted and vacancies were identified. Mission Australia Early Learning Stockton provided contact details of nearby services to affected families.

Affected families can call the Department's Early Childhood Education Information and Enquiries hotline on 1800 619 113 (toll free) if they require assistance finding alternate care.

Ministerial Travel/Meal Allowance

548. How many nights travel were claimed by the Minister during the 2018-19 period?

549. How many nights travel were claimed by the Minister's spouse during the 2018-19 period?

550. What was the total amount of travel allowances claimed by the Minister and their spouse (if applicable) during 2018-19?

551. What is the total amount of meal allowances claimed by the Minister and their spouse (if applicable) during 2018-19?

548 – 551 See answers to 379-382.

Efficiency dividends

552. What was the forecast efficiency dividend saving for each department, statutory agency and/or other body within your portfolio in 2018-19?

553. What is the forecast efficiency dividend saving for each department, statutory agency and/or other body within your portfolio in

(a) **2019-20?**

(b) **2020-21?**

(c) **2021-22?**

554. What was the total efficiency dividend that was achieved for each department, statutory agency and/or other body within your portfolio between 2011-12 and 2018-19 inclusively?

552-554. See answers to 383-385.

Ministerial Office Administration

555. How many staff are in your ministerial office?

(a) **What was the average salary for staff members in your office during 2018-19?**

(b) **What is the estimated average salary for a ministerial staffer in your office in 2019-20 based on current appointments?**

See answer to 386.

556. How many iPhone/smart phones are assigned to your staff?

(a) **For each phone, how much was each bill in 2018-19?**

(b) **How many phones have been lost or replaced due to damage in your office?**

(c) **What is the cost of replacing those phones?**

See answer to 387.

557. How many iPads or tablets has DPC assigned to your Ministerial office and to whom have they been issued?

(a) **What was the cost of providing iPads or tablets to your Ministerial Office in 2018-19?**

(b) **How many iPads or tablets have been replaced due to lost or damage in 2018-19?**

(c) **What was the cost of replacing these devices?**

See answer to 388.

558. Has any artwork been purchased or leased for display in your ministerial office in 2018-19?

(a) **What is the cost of this?**

See answer to 389.

559. Have any floral displays or indoor plants or pot plants been hired or leased for display in your ministerial office in 2018-19?

(a) **If so, what was the cost of these items?**

See answer to 390.

560. Have any floral displays or indoor plants or pot plants been purchased for display in your ministerial office in 2018-19?

(a) **If so, what was the cost of these items?**

See answer to 391.

561. What was the total cost of all subscriptions by you and your staff to news services, newspapers, magazines, journals and periodicals (including online services) in 2018-19?

(a) **What are these services/newspapers/magazines/journals/periodicals?**

(b) **Who is the subscriber for each of these?**

See answer to 392.

562. What was the total value of all gifts purchased for use by you and your office in 2018-19?

(a) **What were the gifts purchased?**

(b) **Who were they gifted to?**

See answer to 393.

563. Do you purchase bottled water or provide water coolers for your office?

(a) **What is the monthly cost of this?**

See answer to 394.

564. How much did your ministerial office spend on hospitality, including catering and beverages, in 2018-19?

See answer to 395.

565. What non-standard features are fitted to your ministerial vehicle?

(a) **What is the cost of each non-standard feature?**

See answer to 396.

566. What was the total bill for your office in 2018-19 for:

(a) **Taxi hire**

(b) **Limousine hire**

(c) **Private hire care**

(d) **Hire car rental**

(e) **Ridesharing services?**

See answer to 397.

567. Were any planes or helicopters chartered by you or your office and paid for with public money in 2018-19?

(a) **If yes, will you please detail each trip, the method of transport and the cost?**

See answer to 398.

568. Have you had media training or speech training?

(a) **If yes, who paid for it?**

(b) **If paid by taxpayers, what was the amount paid in 2018-19?**

See answer to 399.

Agile Workspaces/Activity Based Working/Hot-desking

569. Have any of your departments, statutory agencies and/or other bodies adopted agile working environment/activity based working practices e.g. hot-desking?

(a) **If not, are there plans to introduce activity based working practices in 2019-20?**

See answer to 400.

570. How much have your departments, statutory agencies and/or other bodies spent in the roll-out of the agile working environment including laptops, furniture, lockers and other equipment in 2018-19?

See answer to 401.

Hospitality

571. For each department, statutory agency and/or other body in the Minister's portfolio please report:

- (a) How much was spent on hospitality, including catering and beverages, in 2018-19?
- (b) Whether the department, statutory agency and/or other body has coffee machines?

And if so:

- i. How many?
- ii. What was their purchase cost?
- iii. What is their maintenance cost?
- iv. Who has access to them?
- v. Which staff have access to the machines?

See answer to 402.

Labour Hire Firms

572. Do any departments, statutory agency and/or other bodies within your portfolio responsibilities utilise the services of Labour Hire Firms? If yes, please advise in table form for 2018-19:

- (a) The names of the firms utilised
- (b) The total amount paid to each firm engaged
- (c) The average tenure period for an employee provided by a labour hire company
- (d) The longest tenure for an employee provided by a labour hire company
- (e) The duties conducted by employees engaged through a labour hire company
- (f) The office locations of employees engaged through a labour hire company
- (g) The highest hourly or daily rate paid to an employee provided by a labour hire company
- (h) Who authorised the use of labour hire companies?
- (i) Do staff under these labour hire arrangements receive as much training and security clearance as permanent staff?

See answer to 403.

Stationary

573. For each department, statutory agency and/or other body in the Minister's portfolio please report:

(a) What was the cost of stationary for the following financial years:

- i. 2015-16
- ii. 2016-17
- iii. 2017-18
- iv. 2018-2019
- v. 2019-present

(b) What brand of paper is used?

- i. Is this paper Australian made?

See answer to 404.

Credit Cards

574. For each department, statutory agency and/or other body in the Minister's portfolio please report:

(a) How many credit cards are currently on issue for staff?

- i. Please provide a break-down of this information by grade.

(b) What was the value of the largest reported purchase on a credit card for the following financial years:

- i. 2015-16
- ii. 2016-17
- iii. 2017-18
- iv. 2018-2019
- v. 2019-present

(c) What was each largest reported purchase for?

(d) How much interest was paid on amounts outstanding from credit cards for the following financial years:

- i. 2015-16

- ii. 2016-17
 - iii. 2017-18
 - iv. 2018-2019
 - v. 2019-present
- (e) How much was paid in late fees on amounts outstanding from credit cards for the following financial years
- i. 2015-16
 - ii. 2016-17
 - iii. 2017-18
 - iv. 2018-2019
 - v. 2019-present
- (f) What was the largest amount outstanding on a single card at the end of a payment period and what was the card holder's employment grade?
- (g) How many credit cards have been reported lost or stolen?
- i. What was the cost to replace them?
- (h) How many credit card purchases were deemed to be illegitimate or contrary to agency policy?
- i. What was the total value of those purchases?
 - ii. How many purchases were asked to be repaid on the basis that they were illegitimate or contrary to agency policy and what was the total value thereof?
 - iii. Were all those amounts actually repaid?
 - iv. If no, how many were not repaid, and what was the total value thereof?
- (i) What was the largest purchase that was deemed illegitimate or contrary to agency policy and asked to be repaid, and what was the cardholder's employment grade?
- i. What that amount actually repaid, in full?
 - ii. What amount was left unpaid?
- (j) Are any credit cards currently on issue connected to rewards schemes?
- i. Do staff receive any personal benefit as a result of those reward schemes?

- (k) Can a copy of the staff credit card policy please be provided?

See answer to 405.

Media and Public Relations

575. For each department, statutory agency and/or other body in the Minister's portfolio please report:

- (a) How many media/communications/public relations advisers are employed?
- i. What is the total salary cost for media/communications/public relations advisers in 2018-19?
- (b) What is the forecast for the current financial year for the number of media/communications/public relations advisers to be employed and their total cost?
- (c) What is the total cost of media monitoring services?
- i. Please provide a breakdown by department, statutory agency and/or other body.
- (d) Are any media or public relations advisers currently engaged as contractors?
- i. Who are these contracts with?
 - ii. What is the value of these contracts?
- (e) How much was spent on media or public relations advisors in financial year:
- i. 2015-16
 - ii. 2016-17
 - iii. 2017-18
 - iv. 2018-2019
 - v. 2019-present?

See answer to 406.

Facebook

576. How much did your ministerial office spend on Facebook advertising or sponsored posts in 2018-19?

See answer to question 407

577. How much did your department, statutory agency and/or other body in the Minister's portfolio spend on Facebook advertising or sponsored posts in 2018-19?

See answer to question 408

Overseas Trips

578. Were any of your overseas trips in the last financial year paid for in part or in full by using public money?

- (a) **If so, did any of your relatives or friends accompany you on these trips?**
- (b) **Have you undertaken any official overseas travel that was privately funded?**
- (c) **If so, what was the nature of these trips?**
- (d) **Who paid for these trips?**

See answer to question 409

Department/Agency Travel

579. What was the total expenditure in 2018-19 by departments, statutory agencies and/or other bodies within your portfolio on:

- (a) **Taxi hire**
- (b) **Limousine**
- (c) **Private car hire**
- (d) **Hire car rental**
- (e) **Ridesharing services**
- (f) **Chartered flights?**

See answer to question 410

Drivers

580. Are any of the senior executives in the relevant department, statutory agency and/or other body provided drivers?

- (a) **If so, can you please specify which positions are provided drivers?**

- (b) In total, how many drivers are used by senior executives in the department, statutory agency and/or other body?
- (c) What is the total cost of drivers for senior executives in the department, statutory agency and/or other body?

See answer to question 411

Consulting

581. For each department, statutory agency and/or other body in the Minister's portfolio please report:

- (a) How much was spent in legal costs in 2018-19?
 - i. For what specific purposes or matters was legal advice sought?
- (b) Have departments, statutory agencies and/or other bodies under your portfolio engaged any consultants to provide the following services or advice in 2018-19:
 - i. Social media
 - ii. Photography
 - iii. Acting training
 - iv. Ergonomics
- (c) What was the cost of these services?
 - i. Social media
 - ii. Photography
 - iii. Acting training
 - iv. Ergonomics

See answer to question 412

Web Content

582. For each department, statutory agency and/or other body in the Minister's portfolio please report:

- (a) What were the top 20 most utilised (by data sent and received) unique domain names accessed this year?

- (b) **What were the top 20 most accessed (by number of times accessed) unique domain names accessed this year?**

See answer to question 413

Department/Agency Staffing

- 583. How many redundancies were processed by departments, statutory agencies and/or other bodies within your portfolio responsibilities during 2018-19?**

- (a) **Of these redundancies, how many were:**

- i. Voluntary?**
- ii. Involuntary?**

See answer to question 414

- 584. What was the total cost of all redundancies?**

See answer to question 415

- 585. Have any staff who received a redundancy in the last two years undertaken any paid work or provided any paid services for the department, statutory agency and/or other body with which they were formerly employed?**

- (a) **What was the nature of these works/services?**
- (b) **What was the total cost of these works or services?**

See answer to question 416

- 586. Are any staff formerly employed by your ministerial office now employed by departments, statutory agencies and/or other bodies under your portfolio responsibility?**

See answer to question 417

- 587. How many staff were dismissed from departments, statutory agencies and/or other bodies under your portfolio responsibilities in 2018-19?**

- (a) **What were the reason/s for each dismissal?**

See answer to question 418

588. How much was spent advertising for recruitment for the following financial years:

- (a) **2015-16**
- (b) **2016-17**
- (c) **2017-18**
- (d) **2018-2019**
- (e) **2019-present?**

See answer to question 419

Smart Phone

589. How many mobile phones are given to staff or board members?

- (a) **How many new mobile phones were purchased in the last year?**

See answer to question 420

590. What is the total cost of these phones for the following financial years:

- (a) **2015-16**
- (b) **2016-17**
- (c) **2017-18**
- (d) **2018-2019**
- (e) **2019-present?**

See answer to question 421

591. How many had to be replaced due to damage?

See answer to question 422

592. How many were reported as lost?

See answer to question 423

593. How many tablets are given to staff or board members?

(a) **How many new tablets in the last year?**

See answer to question 424

594. What is the total cost of these tablets for the following financial years?

(a) **2015-16**

(b) **2016-17**

(c) **2017-18**

(d) **2018-2019?**

See answer to question 425

595. How many phones and tablets had to be replaced due to damage?

See answer to question 426

596. How many were reported as lost?

See answer to question 427

597. How many people have both a smart phone and a tablet?

(a) **What is the lowest ranked official who has both a work smart phone and tablet?**

See answer to question 428

598. How many staff or board members overspent on their phone or tablet data bill?

(a) **By how much?**

- (b) **What was the average cost of data bills for tablets and mobile phones?**
- (c) **What was the highest monthly cost?**

See answer to question 429

599. Do the departments, statutory agencies and/or other bodies within your portfolio have an iTunes account?

- (a) **What was the total expenditure in 2018-19 on iTunes?**
- (b) **What applications/subscriptions/services were purchased through iTunes?**

See answer to question 430

600. Do the departments, statutory agencies and/or other bodies within your portfolio have a Google Play Store account?

- (a) **What was the total expenditure in 2018-19 on through the Google Play Store?**
- (b) **What applications/subscriptions/services were purchased through the Google Play Store?**

See answer to question 431

Merchant fees

601. Please provide a list of all transactions where customers need to pay a merchant fee on credit and/or debit card payments to a department, statutory agency and/or other body within your portfolio.

See answer to question 432

602. Please provide the percentage and/or amount of the merchant fees applied to all credit and/or debit card payments/transactions to a department, statutory agency and/or other body within your portfolio.

See answer to question 433

603. What was the total amount paid in merchant fees on credit and/or debit card payments to departments, statutory agencies and/or other bodies within your portfolio in 2018-19?

See answer to question 434

Advertising and Sponsorships

604. For each department, statutory agency and/or other body in the Minister's portfolio please report:

(a) **How much was spent on advertising in the following financial years:**

i. 2015-16

ii. 2016-17

iii. 2017-18

iv. 2018-2019?

See answer to question 435

605. Has your department, statutory agency and/or other body within your portfolio engaged in any corporate sponsorships?

(a) **Who were these sponsorships with?**

(b) **What was the purpose of these sponsorships?**

(c) **What was the value of these sponsorships, by case and year?**

(d) **What was the value of these sponsorships in the following financial years:**

i. 2015-16

ii. 2016-17

iii. 2017-18

iv. 2018-19?

See answer to question 436

Probity Auditor

606. Has your office or department, statutory agency and/or other body within your portfolio used a Probity Auditor or Probity Advisors, or similar, in the past five years? If so please list the company and/or individual, the project, the engagement dates, and their total remuneration in tabular format.

See answer to question 437

Energy

607. For each department, statutory agency and/or other body within your portfolio by name, how much electricity did it consume for each of:

- (a) 2014-15?
- (b) 2015-16?
- (c) 2016-17?
- (d) 2017-18?
- (e) 2018/19?

See answer to question 438

608. What proportion of the electricity consumed by each department, statutory agency and/or other body within your portfolio by name for those years came from renewable sources? Please name each source of energy (coal, solar, wind, etc.) and the proportion of the total electricity used.

See answer to question 439

609. How much money was spent on electricity for each department, statutory agency and/or other body within your portfolio by name in each of the above financial years?

See answer to question 440

610. What was the name of the energy supplier to each department, statutory agency and/or other body within your portfolio by name for those financial years?

See answer to question 441

611. How much electricity is it estimated that each department, statutory agency and/or other body within your portfolio will consume in:

- (a) 2019-20?
- (b) 2020-21?
- (c) 2021-22?

See answer to question 442

612. What proportion of that electricity is it estimated will come from renewable sources, for each year?

See answer to question 443

613. For each department, statutory agency and/or other body within your portfolio by name, please provide the estimated proportion of energy to be used from each kind of energy (coal, gas, solar, wind etc.)?

See answer to question 444

614. What is the name of the energy supplier to each department, statutory agency and/or other body within your portfolio for each of:

- (a) 2019-20?
- (b) 2020-21?
- (c) 2021-22?

See answer to question 445

General Costs

615. For each department, statutory agency and/or other body in the Minister's portfolio please report:

- (a) Any gardening services used for indoor or outdoor pot plants/flowers maintenance?
- i. Who are the contracts with?
 - ii. How much does each contract cost?
 - iii. How often do they visit?
 - iv. How much was spent on this service in financial year:
 - 2015-16
 - 2016-17
 - 2017-18
 - 2018-19?
- (b) Any floral displays or indoor plants or pot plants hired or leased for display in any offices?
- i. Who were the contracts with?
 - ii. How much was each contract cost?
 - iii. How much was spent on this service in financial year:
 - 2015-16
 - 2016-17
 - 2017-18
 - 2018-19?

See answer to question 446

Domestic Violence Leave Policies, Awareness and Usage

616. For each department, statutory agency and/or other body in the Minister's portfolio please report:

- (a) A copy of the entity's policy or web link to the entity's domestic violence leave policy;
- (b) Date of introduction of domestic violence leave into enterprise agreements/contracts of employment, awards as applicable;
- (c) Whether or not all employees and/or contractors are eligible for domestic violence leave;

- (d) **Number of days of domestic violence leave that have been taken in each financial year since the introduction of such leave;**
- (e) **Number of days available for eligible staff to access domestic violence leave in each financial year;**
- (f) **Number of other personal days of leave that have been taken in each financial year since the introduction of domestic violence leave;**
- (g) **Number of sick days available for eligible staff to access domestic violence leave in each financial year;**
- (h) **Whether or not all staff and/or contractors have access to Employee Assistance Programs?**
- (i) **What training has been undertaken with management and administration for those involved in approving and/or processing domestic violence leave on issues such as?**
 - i. **Privacy and confidentiality of information about domestic violence**
 - ii. **Access to emotional, psychological, financial and medical support which may be required**

See answer to question 447

617. Who has provided training on domestic violence in the workplace?

See answer to question 448

618. What percentage of staff in each agency has undertaken domestic violence training?

See answer to question 449

619. What efforts have been made to ensure that perpetrators (or their accomplices) within the staffing profile are not able to access personal information of victims in order to identify their location, or other information which may assist in committing domestic violence against them, including changing or accessing records in such a way as to disadvantage them financially or legally?

See answer to question 450

Sexual harassment and Anti-bullying training and awareness programs

620. For each department, statutory agency and/or other body in the Minister's portfolio please report:

- (a) Date of introduction of sexual harassment and anti-bullying training and awareness programs and a copy of such documentation.**
 - i. Whether or not all employees and/or contractors have received such training?**
 - ii. Is this course mandatory for all employees/ contractors?**
 - iii. How long for each session, how many sessions?**
 - iv. Who delivers it?**
 - v. Is the program tailored to take into consideration specific needs of LGBTQIA, ATSI and CALD or other at risk groups?**
 - How?**
- (b) What percentage of staff in each department, statutory agency and/or other body within your portfolio have undertaken sexual harassment and anti- bullying training and awareness programs?**
- (c) How many complaints have been initiated in relation to:**
 - i. Sexual harassment**
 - ii. Bullying**
 - iii. Workplace violence**

See answer to question 451

Participation of women in Government

621. For each department, statutory agency and/or other body in the Minister's portfolio please report:

- (a) What number and percentage of women are employed within the department, statutory agency and/or other body within your portfolio?**
- (b) What number and percentage of women are employed within the management levels of the department, statutory agency and/or other body within your portfolio?**

- (c) What number and percentage of women are employed in the top ten leadership positions of the department, statutory agency and/or other body within your portfolio?
- (d) What strategies does the department, statutory agency and/or other body within your portfolio use to encourage women in to management and leadership positions?
- (e) What is the gender pay gap within your department, statutory agency and/or other body within your portfolio?
- (f) Does the department, statutory agency and/or other body within your portfolio report participation of women figures to Women NSW on a regular basis?

See answer to question 452

Professional Photography

622. How much has been spent on professional photography for the following financial years:

- (a) 2015-16
- (b) 2016-17
- (c) 2017-18
- (d) 2018-2019
- (e) 2019-present?

See answer to question 453

Unmanned Aerial Services

623. How much has been spent on Unmanned Aerial Services for the following financial years:

- (a) 2015-16
- (b) 2016-17
- (c) 2017-18

(d) **2018-2019**

(e) **2019-present?**

See answer to question 454

Seconded Staff

624. How many staff from your department, statutory agency and/or other body within your portfolio have been seconded to your Ministerial Office, for the following financial years:

(a) **2015-16**

(b) **2016-17**

(c) **2017-18**

(d) **2018-2019**

(e) **2019-present?**

See answer to question 455

625. Please provide their names, their substantive work title, and their seconded work title.

See answer to question 456

Consultant Costs

626. For each department, statutory agency and/or other body in the Minister's portfolio please report, the total expenditure on consultants by financial year:

(a) **2015-16**

(b) **2016-17**

(c) **2017-18**

(d) **2018-2019**

(e) **2019-present?**

See answer to question 457

627. What are names and values of the five most expensive reports produced by consultancies for each department, statutory agency and/or other body in the Minister's portfolio by financial year:

- (a) 2015-16
- (b) 2016-17
- (c) 2017-18
- (d) 2018-2019
- (e) 2019-present?

See answer to question 458

GIPA Questions to the CEOs/ Department Secretaries

628. Since March 30, how many formal GIPAs have your cluster/ department received?

629. Out of the received formal GIPAs, how many have you determined to:

- (a) Grant full access to the information?
- (b) Grant partial access to the information?
- (c) Not grant access to the information?

630. Out of the GIPA where partial information or no information was granted, how many have decided to appeal?

- (a) Out of those who have decided to appeal, how many have decided to use:
 - i. The agency's internal appeals' mechanism?
 - ii. Review by the Information Commissioner?
 - iii. Review by NCAT?
- (b) How many of those GIPAs have been overturned on appeal?
 - i. Internal appeals' mechanism?
 - ii. Review of the Information Commissioner?
 - iii. Review by NCAT?

631. GIPAs that have been granted full or partial access, how many appear on the agency's disclosure log?

(a) **What is the rationale for not putting GIPAs on the agency's disclosure log (excluding GIPAs asking for personal information)?**

632. Has any GIPAs that appeared on the agency's disclosure log been taken down?

(a) **For what reason/s?**

See answers to questions 265 to 272.