**INQUIRY INTO OUTCOME BASED FUNDING 2019
MINISTER FOR EDUCATION AND EARLY CHILDHOOD LEARNING
QUESTION TAKEN ON NOTICE - TRANSCRIPT**

QUESTION No. 1 - Parent representation of the child

Page No. 7 - The Hon Mark Latham

The CHAIR: At what age in your methodology do you start to think the parent and the student are speaking here in a way that can be relied upon?
Ms EGAN: Look, I prefer to take that question on notice, other than the fact that I do know that our schools and CESE continually ask our parents all the way through, because our commitment in public education is to ensure that a partnership is there. So we would seek our parents to respond to those questions all the way through their schooling, from the moment they commence to the moment they leave their schooling. From our experience, it has been reasonably consistent, whilst a student remains at school, to respond to those questions. And obviously looking at what the parents and students are saying assists schools to triangulate that data and make some informed decisions. In addition to that, schools would also facilitate focus groups and other things to go deeper, if and when required.
The CHAIR: And you will take that on notice.
Ms EGAN: Yes, thank you.

ANSWER

The Department of Education and NSW public schools use the Tell Them From Me student, parent and teacher surveys to triangulate indicators of school improvement through different perspectives of the school experience.

In the context of measuring wellbeing for setting targets, we draw on the student survey only. Tell Them From Me student survey questions have been extensively tested to ensure their reliability and validity across age groups.

Students participate from Year 4, when they are around 9 years of age, until Year 12. The primary school survey questions have been specifically designed and worded for students in Years 4 to 6 to ensure that they are age appropriate. The secondary school survey is specifically designed for students in Years 7 to 12.

Parents are surveyed from the time their child starts primary school to gauge their perspective on their child's schooling. The parent survey complements the students' perspectives. The parent and teacher surveys, in conjunction with a range of other indicators that the department uses, support schools to increase wellbeing, engagement and effective classroom practices.

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QUESTION No. 2 - Student response on pathways

Page No. 9 - The Hon Mark Latham

The CHAIR: What does your experience show at the moment? How many students are likely to respond to the school about where they have got to six months after—
Mr DIZDAR: School leavers, I am fairly confident in saying, in my experience in talking with them— whether it is the principal, year adviser or careers adviser—are responsive. They tend to indicate what their pathway has looked like and—
The CHAIR: Seventy or 80 per cent—what are we talking about?
Mr DIZDAR: —what the contact also helps us with is the young person who is a bit lost straight after the HSC—
The CHAIR: Ninety per cent plus the greens?
Mr DIZDAR: —who does not have an outcome that they have landed on, and we are able to put wrap- around support on. So I think that personalised contact does help.
The CHAIR: Can you give us an indication? Is it 10 per cent, 50 or 90 per cent?
Mr DIZDAR: I would not want to give incorrect information to the Committee.
The CHAIR: Can you take that on notice and maybe give us some feedback, because schools are doing it now.

ANSWER

The total number of NSW school leavers (including both Year 12 completers and early school leavers) in 2018 was 87,252 students. Of these 87,252 students, 25,650 students were invited to participate in the Department of Education Centre for Education Statistics and Evaluation's (CESE) 2018 survey of secondary students' post-school destinations and expectations. The total number of respondents for the 2018 Destinations survey was 7,999 students. An overall response rate of 32%.

Please note that care needs to be taken when interpreting this response rate. The overall sample for the Destinations 2018 survey consists of five separate sample groups based on Year 12 completion status, student age, Aboriginal or Torres Strait Islander status, and whether the student is from a Connected Communities school.

Source: NSW Secondary Students Post-School Destination and Expectations 2018.

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QUESTION No. 3 - Examples of feedback mechanisms

Page No. 9 - The Hon Mark Latham

The Hon. ANTHONY D'ADAM: There are two processes being undertaken, aren't there? There is the current maybe verbal contact from the careers adviser, and then there is the census instrument that you are relying on. So there is actually two mechanisms. And one is a distributed system—is that right? So careers advisers are not necessarily centrally reporting that information, or are they?
Mr DIZDAR: They are not centrally reporting, no. What I would be able to come back to the Committee with would be some examples of what that looks like.
The CHAIR: Thank you.

ANSWER

Since 2010, the NSW Secondary Students' Post-School Destinations Survey has been collecting information about students' main destinations in the year after completing Year 12 or leaving school. The survey seeks to provide critical information on education pathways, attainments and destinations of young people in NSW and inform policy making related to students post-school education, training and employment. This data is centrally reported, and published by the Centre for Education Statistics and Evaluation on an annual basis.

After the HSC has finished, students have a window of opportunity to speak to their school careers advisor if they would like advice. It is possible for this contact to be ongoing after they have left school, but no record is kept of these conversations.

Students may continue to access Department of Education careers resources after they have left school through a number of initiatives, such as LifeLauncher, MyFuture and SkillsRoad. No qualitative data is obtained through these initiatives, though some quantitative data (such as number of website hits) can be tracked.

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QUESTION No. 4 - Staffing numbers

Page No. 10 - The Hon Courtney Houssos

The Hon. COURTNEY HOUSSOS: I have a couple of questions for Ms Egan. I am happy if you need to take them on notice. Can you tell me how many full-time staff you have?
Ms EGAN: I might need to take that on notice. I know I have seven director positions in CESE and we would have approximately—yes, I will take that on notice. There are some part-time and some that come on secondment from school and others. So I would need to look at that.

ANSWER

The Centre for Education Statistics and Evaluation (CESE) currently employs 167 full-time equivalent staff.

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QUESTION No. 5 - School leadership performance

Page No. 16 - Mr David Shoebridge

Mr DAVID SHOEBRIDGE: Can you give us, perhaps on notice, some data over the last five years, that shows the number of occasions where a school leadership team was changed, and what action was taken to change the leadership team, or, if there is other action taken, to address poor performance.
Mr DIZDAR: We can certainly take that on notice, for leadership.

ANSWER

Strengthening school leadership is one of the five priority reforms for the Department of Education.

The department does not centrally hold the number of occasions on which a school leadership team was changed. School leadership teams can change for many reasons, including retirement, sickness, promotion, secondments, misconduct and performance.

The process of removing an existing school leader or leadership team is a difficult one for the school and all those in it. On rare occasions this has happened. However the department's focus is on ensuring that the right principals are in the right schools, that these leaders are prepared and supported, and that expectations and channels for assistance are clear.

A range of resources and support is available to assist school leaders to improve performance including access to professional learning and coaching and mentoring by Directors, Educational Leadership and Principals, School Leadership.

Notwithstanding the response provided above, in the last five years from 1 July 2014 to 31 October 2019, our records indicate that 18 principals have separated from the department following findings of misconduct and two principals have separated after being found to be inefficient. In the same time period, our records indicate that 19 principals were placed on alternative duties from their school pending an investigation of misconduct and one principal was placed on alternative duties after being deemed inefficient and pending disciplinary action.

Note that separation from the department includes dismissal, direction to resign, voluntary resignation and retirement with their name placed on the list of persons not to be employed. The placement of an employee on alternative duties is a risk management action pending the outcome of an investigation or disciplinary matter.

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QUESTION No. 6 - Disadvantaged schools

Page No. 16 - The Hon Mark Latham

The CHAIR: Also, as part of that, one of the most concerning aspects of your submission was on page 10, where you speak of the 12 per cent to 15 per cent of New South Wales public schools that are basically in social and socio-economic crisis. They sound like they are disadvantaged schools. Can we get some data on how long they have been disadvantaged schools and what level of performance they have had—presumably well below average—over a period of time? What was specifically done about these 12 per cent to 15 per cent of schools identified that looked like they are crisis schools, failing schools, have not been adding value? What was done about their school leadership and the interventions made to get rid of the 12 per cent to 15 per cent so instead of a long list of disadvantaged schools, we have a long list of formerly disadvantaged schools, which must be the core equity objective—excellence objective in New South Wales school education?
Mr DIZDAR: Sure. We are happy to take that on notice.

ANSWER

Can we get some data on how long they have been disadvantaged schools and what level of performance they have had—presumably well below average—over a period of time?
Schools that are facing complex environments perform at a range of levels and are not necessarily poorly performing schools. But some may require targeted support to address the needs of their students. They have been identified using a new tool that the Department of Education is using to understand where targeted support may be required, and to learn from schools who are in complex environments but achieving good results with their students. The tool is yet to be validated and is in development. The tool considers health, child protection, out of home care and socio-economic data to identify communities that are likely to have students with multiple support needs. Early investigation of results of identified schools indicates that there is no correlation between complexity and value add.

What was specifically done about these 12 per cent to 15 per cent of schools identified that looked like they are crisis schools, failing schools, have not been adding value?
The tool is a new tool and we do not have data that indicates changes in performance over the period requested. The tool is still in development and there is no static number of schools that are defined as complex that persists over a long period. Factors contributing to complexity can change over time. The tool is not designed to rank schools but to identify areas that may require targeted support around specific issues to support their students.

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What was done about their school leadership and the interventions made to get rid of the 12 per cent to 15 per cent so instead of a long list of disadvantaged schools, we have a long list of formerly disadvantaged schools, which must be the core equity objective—excellence objective in New South Wales school education?

Many schools who have complex environments are successful in supporting their students to achieve. There is no apparent correlation between complexity and educational outcomes.

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QUESTION No. 7 - School audits and data fields

Page No. 17 - The Hon Courtney Houssos and The Hon Matthew Mason-Cox

The Hon. COURTNEY HOUSSOS: On page 15 of your submission, you say that the education Minister has the authority to audit schools at any time. Is that purely a financial audit or is that a broader educational audit as well?
Mr DIZDAR: The audit could be on a range of platforms, Ms Houssos.
The Hon. COURTNEY HOUSSOS: I am happy for you to outline, on notice, what issues could be covered and how many have been done this year, 2018 and 2017.
Mr DIZDAR: Sure, we can take it on notice.
The Hon. MATTHEW MASON-COX: On the data side, Ms Egan, if you could provide us the data that you capture in terms of a list of all the different data fields you capture per school, that would be useful to understand what you are tracking and why you are tracking it.

ANSWER

Answer for the Hon. Courtney Houssos:
Any issues identified in relation to school reviews are managed in accordance with the *Education Act 1990*.

Audits of schools are undertaken in a selection of schools each year, with a focus financial management, child protection… In 2019, it is expected that 510 audits will have been completed in schools; 442 completed in 2018; 276 completed in 2017.

The NSW Education Standards Authority also independently inspects public schools as part of their monitoring of school registration requirements of the *Education Act 1990*.

Answer for the Hon. Matthew Mason-Cox:
CESE maintains the Scout data platform which enables both the department and schools to track and monitor their performance. The information available in Scout covers asset planning dashboards, Best Start Y7, corporate finance, community profiles, enrolments, school finance, school human resources, HSC, NAPLAN (DoE & non-DoE), primary transition, primary and secondary enrolment rates, demographic data, suspension data, Tell Them From Me reports and Validation of Assessment for Learning and Individual Development (VALID).

Data held in the SCOUT system is subject strict security protocols in accordance with the NSW Cyber Security policy. Personal information of individuals is subject to the *Privacy and Personal Information Protection Act 1998* and the *Health Records and Information Privacy Act 200*2.

The data fields in Scout are grouped into tables as follows:

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Table 001: Activity Type
This table contains the reference list of leave and wage types used when referencing employee leave activity and payroll.

Table 002: Age
This table contains the reference list of employee and student ages with range categorisations.

Table 003: Banking Payment Type
This table contains the reference list of payment types used in banking activities.

Table 004: Business Partner
This table contains the full list of organisations the department buys from and sells to.

Table 005: Census Enrolment Type
This table contains the list of enrolment types required for national reporting.

Table 006: Census Student Classification
This table contains the list of student characteristics required for national reporting.

Table 007: Course
This table contains the list of subjects available in the HSC exams.

Table 008: Employee
This table contains the list of all employees.

Table 009: Employee Group
This table contains the reference list of employee group categorisations.

Table 010: Enrolment Type
This table contains the reference list of enrolment types used within the department's student enrolment system.

Table 011: Entitlement Role
This table contains the reference list of entitlement roles.

Table 012: GL Account
The table contains the master data from the General Ledger Account Hierarchy

Table 013: HSC Performance Band
This table contains the reference list of HSC outcome bands.

Table 014: Intake Area Type
This table contains the reference list of possible intake area classifications.

Table 015: Location
This table contains the master list of all geographical locations referenced in Scout.

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Table 016: NAPLAN Adjustment
This table contains the reference list of all possible adjustments for students undertaking the NAPLAN test.

Table 017: NAPLAN Exam Band
This table contains all the test type reference data for the NAPLAN tests.

Table 018: NAPLAN Participation Type
This table contains the reference list of NAPLAN test participation types.

Table 018: NAPLAN Question
This table contains the list of questions asked in NAPLAN tests

Table 019: NAPLAN Skillset
This table contains the reference list of skillsets assessed in NAPLAN tests.

Table 020: NAPLAN Writing Rubric
This table contains the NAPLAN writing test rubric used for assessing the student responses.

Table 021: NAPLAN Writing Score Description
This table contains the reference list of possible scores for each criterion for NAPLAN writing tests.

Table 022: Organisation
This table contains the master data of the department's organisational hierarchy.

Table 023: Pay Period
This table contains the reference list of pay periods used in our HR systems.

Table 024: PCard
This table contains the master data on each PCard issued.

Table 025: Position
This table contains the list of all staff positions in the department over time.

Table 026: Professional Learning Course
This table contains a master list of all professional learning courses provided to staff by the department

Table 027: Profit Centre
This table contains the master data of the department's profit centre hierarchy.

Table 028: School
This table contains the master data for schools.

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Table 029: Student
This table contains the details of every student. The team ensures all data sharing strictly adheres to relevant legislation including the privacy and sensitivity principals.

Table 030: Valid Question
This table contains the questions asked in the VALID tests. The Validation of Assessment for Learning and Individual Development (VALID) program provides online end-of-stage assessments for the science key learning area.

Three assessments packages are offered: VALID Science & Technology 6, VALID Science 8 and VALID Science 10.

VALID Science & Technology 6: This test is optional for schools with Year 6 students. Schools with students in Year 6 can participate by registering their full cohort. Teachers of the registered schools will participate in 5 hours of NESA registered professional learning and then mark the extended response tasks for their school.

VALID Science 8: This test is mandatory for NSW government schools and optional for non-government schools. Tests are marked externally.

VALID Science 10: This test is optional for schools with Year 10 students. Schools with students in Year 10 can participate by registering their full cohort. Teachers of the registered schools will participate in 5 hours of NESA registered professional learning and then mark the extended response tasks for their school.

Table 031: Accreditation
This table contains the accreditation status of every teacher.

Table 032: Assignment Activity
This table contains the daily FTE for each employee.

Table 033: Banking GL Line
This table contains each banking transaction.

Table 034: Billing Document
This table contains each purchase order.

Table 035: Employment
This table contains a monthly summary of each employee's employment.

Table 036: Student Intake Area
This table contains each student's intake area status.

Table 037: HSC Student Score
This table contains each students score.

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Table 038: Invoice
This table contains every invoice.

Table 039: NAPLAN Student Question
This table contains every question each student has been asked and their response.

Table 040: NAPLAN Student Score
This contains each students NAPLAN scores.

Table 041: Payroll
This table contains payroll information.

Table 042: PCard Transactions
This table contains all PCard transactions.

Table 043: Professional Learning
This table contains each course each employee has completed.

Table 044: Enrolment Census
This table contains the enrolment census results.

Table 045: Student Enrolment
This table contains student enrolment records.

Table 046: Valid Student Score
This table contains the scores for each student in the VALID tests.

Table 047: Valid Question Responses
This table contains each question for each student for the VALID science test.

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QUESTION No. 8 - Outcomes and Budget Education Plan

Page No. 19 - The Hon Matthew Mason-Cox

Ms DOWNEY: That is an education perspective. Treasury and the Department of Premier and Cabinet have been working with this in the development of that plan but it is an education plan.
The Hon. MATTHEW MASON-COX: Will you provide a copy of that?
Ms DOWNEY: Subject to government approval—the relevant pieces, absolutely, we would be happy to share them with you because I think it speaks to the heart of a number of the questions you are sensibly asking.
The Hon. MATTHEW MASON-COX: I think it does.

ANSWER

We are expecting that we will have a decision of Government about the plan later in November 2019. At that point we could share a summary of the relevant content.

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QUESTION No. 9 - Quality Teaching, Successful Students - figure

Page No. 25 - Mr David Shoebridge

Mr DAVID SHOEBRIDGE: Could I ask you about the Quality Teaching, Successful Students program? Sometimes the numbers in education do my head in, but that is a $224 million program. Is that right?
Mr DIZDAR: I would have to take the exact figure on notice. That sort of figure resonates, but I am happy to come back with the exact figure.

ANSWER

Quality Teaching, Successful Students was a $224 million initiative that enables our best teachers to mentor and coach other teachers.

Funding for this commitment was allocated over four years, commencing from the 2015-16 State Budget.

There was a phased implementation of this initiative, commencing in 2015, with full funding in place in 2018.

The sum of $91 million has been confirmed as recurrent base funding for the years 2019-2022. This amount will be reviewed annually and is subject to potential escalation to account for increases in the teacher salary rate and student enrolments.

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QUESTION No. 10 - Quality Teaching, Successful Students - tracking outcomes AG report

Page No. 25 - Mr David Shoebridge

Mr DAVID SHOEBRIDGE: There are discussions about tracking and data, but what the Auditor-General says is there is about a quarter of a billion dollars there and nobody is tracking the outcomes. That is a good summary of the Auditor-General's report. Am I wrong in that?

Mr DIZDAR: I think it is important to articulate what Quality Teaching, Successful Students was, because I do not know that the Auditor-General's report unpacks what that reform was. If you are happy, I am happy to do that for the Committee.

Mr DAVID SHOEBRIDGE: By all means, do that. But is my summary right or wrong?

ANSWER

The Quality Teaching, Successful Students (QTSS) initiative provides an additional staffing resource to give primary school executives and highly skilled teachers greater capacity to work with teachers to enhance the quality of teaching and learning in all K-6 classrooms. Schools allocate the use of this funding, choosing strategies that are evidence-informed and focused on improving the quality of classroom teaching.

Schools are required to outline in their school plan the strategies they choose, and the outcomes they expect from them.

Schools are also required to report on the outcomes of the QTSS staffing resource allocation achieved in their annual report.

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QUESTION No. 11 - Quality Teaching, Successful Students - reforms

Page No. 26 - Mr David Shoebridge

Mr DAVID SHOEBRIDGE: I have got a really specific question: What are you intending to do in terms of monitoring the outcomes of this $224 million program going forward? Obviously what has been done in the past—do we agree that is inadequate, what has been done in the past?
Ms DOWNEY: There is room for improvement.
Mr DAVID SHOEBRIDGE: Then what are you going to do to improve it?
Ms DOWNEY: What I would say is that the program in its current form is not rolling forward exactly as described there. I will take on notice for specifics about how that program is being reformed and come back to you with more detail about reporting going forward.

ANSWER

It is a system requirement that all schools report annually on the outcomes achieved with the use of the QTSS staffing resource allocation in their school plan and annual school report.

Following the Audit Office report on *Ensuring Teaching Quality in NSW Schools* it is timely to consider what has been achieved by QTSS and if the methodology that drives the allocation to schools is meeting needs of schools, including specialist settings. The department's Strategic Schools Resourcing Unit will work with CESE to initiate an evaluation of the initiative.

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QUESTION No. 12 - Improvement Program - data

Page No. 26 - The Hon Anthony D'Adam

The Hon. ANTHONY D'ADAM: Could we get some statistics particularly about the improvement programs that are commenced and then subsequently do not proceed to some kind of disciplinary action with—
Ms DOWNEY: We will take that on notice.
Mr DIZDAR: Sure, we are happy to do that.

ANSWER

In the 2018 school year, 52 teacher improvement programs were commenced. Of these, 11 did not reach the disciplinary stage as a result of factors including teacher resigning prior to conclusion of the program or program being placed on hold due to health issues.

In the 2019 school year, as at 18 October 2019, 44 teacher improvement programs have commenced. Of these, 3 did not reach the disciplinary stage as a result of factors including teacher resigning prior to conclusion of the program.

The department has implemented a state-wide Teacher Performance Management and Improvement program where experienced school leaders provide shoulder to shoulder support to school executives to encourage them to address teacher performance issues. Through this program around 30% of teachers improve with support, without proceeding to a formal teacher improvement program.

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QUESTION No. 13 - Definition of teacher quality

Page No. 27 - The Hon Courtney Houssos

The Hon. COURTNEY HOUSSOS: The Auditor-General said the department does not communicate a consistent definition of teacher quality. Do you now have a definition for them?
Ms DOWNEY: We are in the process of developing a definition in consultation with schools.
The Hon. COURTNEY HOUSSOS: When will you have it?
Ms DOWNEY: I will have to come back to you on that.

ANSWER

The Department of Education uses the Australian Professional Standards for Teachers to define Teaching Quality with nationally agreed specificity. We recognise that further work is required to improve how we communicate and align support to a consistently understood idea of what the professional standards mean in practice.

The focus of the department is on providing teachers and schools with consistency across related frameworks in use to embed quality teaching, for instance the Teacher Performance & Development Framework, the School Excellence Framework. We will continue to refine the available resources to support shared understanding of what makes great teaching in our classrooms, engaging our teachers in reflecting on and refining their practice in line with the expectations embodied in the Standards.

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QUESTION No. 14 - Investment Advisory Committee

Page No. 27 - The Hon Matthew Mason-Cox

The Hon. MATTHEW MASON-COX: Can you provide us some information on when you expect to set that up, who is going to be on it, and the parameters that you use in assessing budget bids, if you like, in relation to whatever program or whatever school?
Ms DOWNEY: Yes, I will take that on notice and come back to you with the terms of reference for that committee.

ANSWER

It is proposed that the Investment Advisory Committee (IAC) will begin functioning before the end of 2019.

Membership of the IAC will include the Chief Financial Officer of the Department of Education, acting as Chair, and eight senior executive members (Executive Director level) representing each of the divisions within the department.

The purpose of the IAC will be to oversee Quarterly Strategic Budget Reviews and to conduct an impartial assessment of new budget bids and internal budget pressures within the department. The Committee will provide a rigorous, evidenced based quality assurance process to advise the department's Executive on the merit of budget bids and to support decision-making for resource allocation/prioritisation within the department.

The IAC will review and assess each budget bid, in order to provide a prioritised recommendation to the Executive on funding allocation decisions based on this assessment. The core criteria are determined in accordance with the department's business plan and strategic objectives.

For further information, please refer to the attached document for the Committee Terms of Reference.

Investment Advisory Committee (IAC)

Effective Monday 2nd September 2019

1   Purpose

Reporting to the Department of Education (DoE) Executive, the purpose of the Investment Advisory Committee (IAC) is to provide impartial advice on potential investments in programs and projects that will optimise student and business outcomes.

2   In Scope:

The Committee's scope is to include a review of internal budget bids for advice on:

- Quarterly Business Reviews including Recurrent and Capital expenditure
- New programs and projects (meeting agreed thresholds of materiality – defined in terms of project costs, risks, complexity and/or impact to be defined in the Investment Advisory Committee Framework)
- Existing programs and projects – criteria to be defined in the Finance Strategy Framework (including whether to maintain, increase, decrease or redirect funding)
- Quarterly Strategic Business Reviews – review new project proposals or requests for increases to existing programs and rank for Executive consideration
- Minor capital works (excluding minor works administered by SINSW).

3   Out of scope:

- Identifying permanent underspend (Corporate Finance function)
- Re-purposing funds based on underspend (DoE Executive function)
- State Budget Process (Corporate Finance function)
- School infrastructure major capital works program (SINSW function).

4   Role of the Committee

The IAC is an advisory body and does not have any decision-making authority. The Chair is accountable for the operations of the Committee.

In meeting this purpose, the role of the IAC will be to:

a) Oversee the Quarterly Business Review process conducted by Corporate Finance.

b) Provide recommendations to the DoE Executive that prioritise investments which directly optimise student and business outcomes and/or which are aligned to the decision criteria agreed to by the DoE Executive

c) Provide advice to the DoE Executive on policies and parameters related to budget management, internal allocations and significant budget realignments based on process and criteria outlined in the IAC Framework and/or as directed by the DoE Executive.

d) Constructively challenge and assess program and project proposals, delivery performance, as well as overall mix / performance of programs and projects
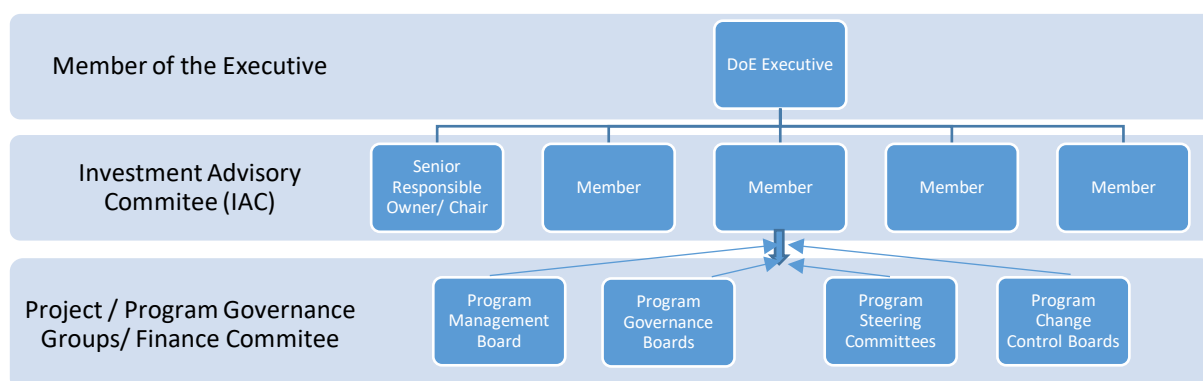
e) Seek advice from appropriate governance groups to ensure that demonstrated need for new and continuing strategic investments is appropriate and well considered with evidence

f) Support improved risk management through improved understanding of strategic, program and financial risks, identify common themes across programs and projects and advise on mitigation strategies.

g) Refer significant or contentious issues, risks, overlaps, opportunities and any changes in direction of continuing strategic programs and projects to the relevant governance group and/or DoE Executive

h) Undertake direction and/or tasks and additional functions as directed by the DoE Executive

i) Ensure provision of quality reports for Executive review.

5 Operations

Frequency	The IAC will meet quarterly to support the strategic planning and investment cycle and more frequently if required. Out-of-session meetings may be required and held from time to time.
Quorum	All members shall be present or have their approved delegates attend. When the CFO is absent, any of the others present will chair the meeting. A working quorum is one Executive Director and at least one representative from each of the other areas having membership. Divisions requiring matters to be discussed at the meeting may send in a representative to be present at the time of the topic discussion and field queries from members. IAC Recommendations or advice to the Executive would reflect the consensus and any dissenting views would be included for the Executive to discuss/review.
Delegates, Acting and Relieving	Delegates must be Executive Director level. The role of delegate may not be further delegated. Delegates shall be empowered to provide advice on behalf of the Incumbent. Delegates shall only attend when the Incumbent is not in attendance. Staff formally 'acting' or 'relieving' a member in their position are expected to attend in place of Incumbent Members.
Escalations to	DoE Executive
Reporting	Activity, Recommendations , Contentious Issues, Additional Resources
Referrals	Program / Project Sponsor (Senior Responsible Owner), Program Management Boards (including Program Governance Boards, Steering Committees, Change Control Boards and any other program/project/division level governance groups). DoE Executive

Standing items	Review the prioritised list of internal budget bids based on two key factors (below) and advise Executive:
	
	    a. Contribution to National School Resourcing Agreement (NSRA)
	
	    b. Needs-based funding
	
	Finance reports, new funding requests, funding reallocation requests, impact on schools and administrative burden on schools, issues and risks, audit issues, options for consideration, other decisions.

Bi-Annual Review	The IAC will undertake a bi-annual review to assess: •its effectiveness in supporting the DoE Executive and the department to achieve its objectives •its ongoing relevance and role, including whether any changes may be required •whether the Committee remains appropriate to the role and functions being performed •whether there are any issues with members fulfilling their responsibilities •processes, including whether there are any efficiencies that can be achieved and opportunities for quality improvement •the adequacy of the terms of reference. The outcomes of these reviews will be reported to the Executive and action taken as required.
HPRM Ref#	PROJ18/15511- DOC18/1589514
Short code	IAC

6   Governance structure/ Decision Tree – TBC/ TBD

7 IAC membership – to be reviewed bi-annually or as required

Governance Role	Position Title	Business Unit	Delegate
Chair / Executive Sponsor	Chief Financial Officer	Corporate Services	TBC
Member	Chief Information Officer	Corporate Services	TBC
Member	Executive Director, Learning and Business Systems	Educational Services	TBC
Member	Executive Director, Leadership and High Performance	School Operations & Performance	TBC
Member	Chief Operating Officer, SINSW	School Infrastructure NSW	TBC
Member	Executive Director, Strategic Resource Management	Education Futures and Governance	TBC
Member	Executive Director, Policy Coordination and Governance	Strategy & Delivery	TBC
Member	Executive Director, Employee Performance and Conduct	People and Culture	TBC
Member	Executive Director	Skills, Vocational Education & Higher Education	TBC
Member	Director, Finance Policy and Support Services	Corporate Services	TBC
Secretariat	Director, Financial Planning & Strategy	Enterprise Planning, Budgeting & Reporting	TBC

8 Member responsibilities

In accordance with their delegated authority, each member is to:

8.1 Chair and Executive Sponsor

- Responsible for conducting meetings, ensuring adequate and appropriate attendance and quorum

- Responsible for overall accountabilities of the Committee

- Reinforce the vision and provide clear leadership and direction throughout the process

- Maintain the interface with the Secretary and DoE Executives, and coordinate and approve communications to high-priority stakeholders.

8.2   Members

- Collaboratively develop robust decision criteria for new and continuing investments for in-scope strategic programs and projects

- Ensure that decision-making is focused throughout its life on achieving its objectives and delivering student and business outcomes

- Contribute to the assessment and evaluation of proposals for new programs and projects and existing projects

- Provide technical, policy and professional expertise to the assessment of proposals

- Critically and constructively challenge and assess proposals on their merits against agreed assessment criteria

- Identify risks and issues and their mitigation

- Work constructively with program management boards and divisions to help them navigate their way through the approval / gating system

- Approve reporting to internal and external assurance groups, monitoring key strategic risks, and, escalating issues and risks to the DoE Executive if key project or program tolerances are forecast to be exceeded.

8.3   Secretariat

- Play the role of moderator ensuring the ratings provided are suitable based on the evidence provided by the business

- Record decisions made by the IAC

- Arrange agenda papers and minutes

- Provide reports as requested by the Chair.

INQUIRY INTO OUTCOME BASED FUNDING 2019
MINISTER FOR EDUCATION AND EARLY CHILDHOOD LEARNING
QUESTION TAKEN ON NOTICE - TRANSCRIPT

QUESTION No. 15 - Their Future Matters - cohorts and programs

Page No. 28 - Mr David Shoebridge

Mr DAVID SHOEBRIDGE: Yes, 100 per cent, which is why I was asking Education what they are doing. There is a series of cohorts; I think there are three cohorts of children, particularly vulnerable children, that are being targeted from Their Futures Matter. What is Education doing for those cohorts of children? First of all, are you aware of the cohorts?
Ms DOWNEY: There is a wide range of programs and it might be sensible for me to take that on notice and come back to you so I do not miss anything out.
Mr DAVID SHOEBRIDGE: Particularly vulnerable young adolescents and other vulnerable young children are identified as being targets for the State Government under Their Futures Matter. Can I ask you about kids in statutory out-of-home care? Anecdotal reports that come to my office are that kids in statutory out-of- home care can not go to school for nine out of 12 months or can not attend school for six months in a row. The reports that come from Family and Community Services—or whatever it is now called—indicate that on average kids in statutory out-of-home care can have dreadful attendance at schools. Does the department track and have a special program identified for kids in statutory out-of-home care? And if not, why not?
Mr DIZDAR: Let us take the details on notice and come back to you. It sits in our educational services area, that expertise. So, let us get that expertise of what happened. I know that it has been a focus of Their Future Matters in terms of a very at-risk cohort and what we might be doing across agency to support.
Mr DAVID SHOEBRIDGE: Can I ask you about statutory but also residential care as well?
Mr DIZDAR: Sure.

ANSWER

The range of programs includes Out of Home Care (OOHC) teachers, Court Liaison Officers, the funding model (OOHC Change Funding), and school-led support.

The cohorts based on the Their Futures Matter investment modelling approach include vulnerable young children aged 0 to 5, children aged under 15 and affected by mental illness, and children and young people aged 15 to 18 and affected by mental illness. The Department of Education contributed to Their Futures Matter Human Services Dataset and is working in partnership with other agencies to support vulnerable cohorts in several ways, which include monitoring attendance, collaboratively designing personalised learning and support and engaging in interagency meetings to discuss all aspects of the child and support the student's education needs.

The department has also funded the establishment of Court Liaison Officers in five locations across the State to ensure that young people involved in the Children's Court maintain their connection with education.

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QUESTION TAKEN ON NOTICE - TRANSCRIPT

Attendance data is not routinely reported separately for students living in statutory Out of Home Care from their peers. The department is testing new analytic data capabilities to enable better support to be provided to students in Out of Home Care.

It is not the case that students in statutory Out of Home Care cannot go to school for nine out of 12 months or cannot attend school for six months in a row. It is important that all school-aged children are enrolled and in attendance at school. Schools monitor the attendance of all students and implement strategies to support improvement. In addition to school-led support, specialised support for students in statutory Out of Home Care (OOHC) includes the provision of OOHC teachers who work across schools and other agencies to improve the educational outcomes for children and young people in OOHC. The department also has OOHC Change Funding, which is short-term streamlined funding for students entering or in statutory OOHC, to counter changes that may affect their learning, wellbeing or access to the curriculum.

When the department refers to students in statutory Out of Home Care this is inclusive of students living in residential care situations.

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QUESTION TAKEN ON NOTICE - TRANSCRIPT

QUESTION No. 16 - Breakfast programs

Page No. 28, 29 - The Hon Courtney Houssos

The Hon. COURTNEY HOUSSOS: I wanted to ask you, now the department is funding breakfast programs for the first time, are you going to be mapping where these are already being provided by schools?
Mr DIZDAR: Let us take that on notice for you.
The Hon. COURTNEY HOUSSOS: Can you provide on notice how the breakfast programs are going to be evaluated as well?
Mr DIZDAR: Sure.
The Hon. COURTNEY HOUSSOS: Given this outcome based budgeting, what is the success going to look like? Will that evaluation include all schools that run breakfast programs or only the programs that are centrally funded?
The Hon. WES FANG: This is not estimates.
Mr DIZDAR: We are happy to take it on notice.

ANSWER

In June 2019 the NSW Government announced a commitment of $8 million over four years to enable Foodbank NSW/ACT to expand its School Breakfast 4 Health program. The existing program will be expanded to a further 500 public schools across NSW.

The NSW Government committed to provide funds directly to Foodbank to facilitate the program with schools. Schools participating in the program are given access to Foodbank's online ordering platform to order breakfast foods in bulk. Both the breakfast foods and delivery are provided free of charge to schools. Schools run the program with the assistance of parents, teachers and students.

Planning for this program is under way. A funding agreement between the department and Foodbank consistent with the NSW Best Practice Grants Administration is currently being established. The funding agreement will include agreed milestones including priority for schools in low socio-economic communities, and 6 monthly reporting on progress.

Foodbank and the Department of Education will work in partnership with schools identified by the Index of Community Socio-Educational Advantage data, so that the breakfasts will go to where they are needed most.

The department does not operate the Foodbank program, hence no formal evaluation of this program by the department is planned. For further information about the Foodbank School Breakfast 4 Health program visit the Foodbank website at https://www.foodbank.org.au/homepage/who-we-help/schools/.

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QUESTION TAKEN ON NOTICE - TRANSCRIPT

The NSW Government recognise that principals, in partnership with their local school community, are best placed to decide how to use their resources effectively to meet their students' needs and improve their learning outcomes.

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QUESTION TAKEN ON NOTICE - TRANSCRIPT

QUESTION No. 17 - Curriculum Review

Page No. 29 - The Hon Courtney Houssos

The Hon. COURTNEY HOUSSOS: If you want to provide anything else on notice that would be really useful. When is the curriculum review due? It is overdue so when is it coming?

Mr DIZDAR: My understanding is that an interim report is imminent and we will have an opportunity for further input into that.

ANSWER

The NSW Curriculum Review Interim Report has been released for the second public consultation, which is open until 13 December 2019.

Information on the Interim Report and how to make a submission can be found on the NSW Curriculum Review website:
https://nswcurriculumreview.nesa.nsw.edu.au

The final NSW Curriculum Review report is due to the Minister for Education and Early Childhood Learning in early 2020.

INQUIRY INTO OUTCOME BASED FUNDING 2019
MINISTER FOR EDUCATION AND EARLY CHILDHOOD LEARNING
QUESTION TAKEN ON NOTICE - TRANSCRIPT

QUESTION No. 18 - Outcome Based Budgeting - oversight

Page No. 29 - The Hon Matthew Mason-Cox

The Hon. MATTHEW MASON-COX: This is a very significant change for you as a department, the whole outcome based budgeting approach. It has been put to us in another submission that perhaps there should be some independent oversight of the implementation of outcome based budgeting but also benchmarking better practice, perhaps even a semi internal audit role to ensure accountability to aid with the implementation of this change: Do you have a comment on that?
Ms DOWNEY: I think we would have to take that on notice.

ANSWER

An internal audit on the implementation of outcomes-based budgeting and reporting is scheduled for Q3 of the 2019-2020 financial year, and will be monitored closely by the department's Audit and Risk Committee, which includes independent members.

Outcomes-based budgeting will increase the amount of public information available on the outcomes being delivered from NSW Government services and funding. Each agency's performance against their State Outcomes and State Outcome Indicators will be publicly available and published each year in the NSW Budget papers.